

ASSISTANT PROFESSOR OR ASSOCIATE PROFESSOR



Job Title:	Assistant Professor or Associate Professor
Department:	Infectious Disease Epidemiology
Faculty:	Faculty of Epidemiology and Population Health
Location:	Keppel Street, London UK
FTE:	1.0 (Part-time applications will be considered)
Grade:	Assistant Professor Grade 7 or Associate Professor Grade 8
Accountable to:	Professor Anthony Scott
Job Summary:	<p>The NIHR Health Protection Research Unit (HPRU) in Vaccines and Immunisation is recruiting an epidemiologist with expertise in analysing electronic health records to act as a research theme lead at LSHTM.</p> <p>The NIHR HPRU in Vaccines and Immunisation is a partnership between the UK Health Security Agency (UKHSA) and the London School of Hygiene and Tropical Medicine, in collaboration with the University of Cambridge. The HPRU has three research themes:</p> <ul style="list-style-type: none"> Theme 1. Making the most of real-world data Theme 2. Saving lives, optimising taxpayers' investment Theme 3. Immunisation delivery systems and public interactions with vaccines <p>Together with Professor Nick Andrews at UKHSA, the post holder will co-lead Theme 1 (<i>Making the most of real-world data</i>) at LSHTM. This research theme aims to increase vaccine coverage and support a data-driven immunisation programme by making the most of digital technologies and linked electronic health records. Theme 1's research programme includes studies of inequalities in infectious disease burden and vaccine uptake; vaccine safety, effectiveness and impact; and approaches to better use of data in delivery and evaluation of the immunisation programme.</p> <p>Responsibilities will include:</p> <ul style="list-style-type: none"> • Delivering the HPRU Theme 1 research programme by conducting observational studies of vaccine uptake, safety and effectiveness, and the burden of vaccine-preventable disease using electronic health records; • (If applicable) Providing clinical input into study design and interpretation, otherwise liaising with clinicians to arrange this; • Leading and managing Theme 1 of the HPRU at LSHTM including line-managing HPRU Theme 1 team member(s) at LSHTM; • Disseminating findings through journal articles, reports (for example to the Joint Committee on Vaccination and Immunisation), and presentations including the annual UKHSA conference; • Contributing to HPRU patient and public involvement and engagement; • Teaching, including supervising MSc students on HPRU projects. <p>The successful candidate will be an epidemiologist with expertise in conducting and leading epidemiological studies using linked electronic health records, preferably including the Clinical Practice Research Datalink (CPRD). Ability to contribute clinical expertise to studies would be regarded favourably, as would experience or research skills particularly relevant to vaccine epidemiology (such as conducting self-controlled case series design</p>

	<p>studies).</p> <p>The post holder will work in close partnership with UKHSA colleagues, and with colleagues across LSHTM including the HPRU, the Electronic Health Records group and the Vaccine Centre. The postholder will also be expected to maintain and build on existing HPRU partnerships with external collaborators such as the Medicines and Healthcare products Regulatory Agency (MHRA) and other NIHR Health Protection Research Units</p>
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General Information

The London School of Hygiene & Tropical Medicine

The London School of Hygiene & Tropical Medicine (LSHTM) is renowned for its research, postgraduate studies and continuing education in public and global health.

Our mission is to improve health and health equity in the UK and worldwide; working in partnership to achieve excellence in public and global health research, education and translation of knowledge into policy and practice.

We embrace and value the diversity of our staff and student population and seek to promote equity, diversity and inclusion as essential elements in contribution to improving health worldwide. We believe that when people feel respected and included, they can be more creative, successful, and happier at work. While we have more work to do, we are committed to building an inclusive workplace, a community that everyone feels a part of, which is safe, respectful, supportive and enables all to reach their full potential.

History

Founded in 1899 at the London Docks, LSHTM is now based in Bloomsbury, where it has two main sites at Keppel Street and Tavistock Place, and additional sites in The Gambia and Uganda. Today, our staff, students and alumni work in government, academia, international agencies and health services across the world.

Research

Research income has grown to more than £180 million per year from national and international funding sources including UK government and research councils, the European Union, the Wellcome Trust, Gates Foundation and other philanthropic sources.

Our diverse research talents, skills and experience underpin our position as a leader in public and global health. These range from the molecular to the global, the theoretical to the applied, the analytical to the political. Our staff are conducting research in more than 100 countries.

Staff community

We have 3,300 staff based all around the world with core hubs in London and at the MRC Units in The Gambia and Uganda, which joined LSHTM in February 2018. Our outstanding, diverse and committed staff make an impact where it is most needed - deploying research in real time in response to crises, developing innovative programmes for major health threats, or training the next generations of public and global health leaders and researchers.

Partnerships

Working in partnership is central to achieving our mission. Our strategic collaborations in the UK and across high-, middle- and low-income countries deliver health and

socioeconomic benefits across the world, especially in the most disadvantaged communities.

LSHTM is also a member of the M8 Alliance of Academic Health Centers, Universities and National Academies, the Association of Schools of Public Health in the European Region, and the Consortium of Universities for Global Health.

Education

We deliver research-led educational programmes to future health leaders, managers and researchers across the world. We have more than 1,200 face-to-face Master's and Doctoral students, 3,000 studying by distance learning, and 1,000 each year on short courses and continuous professional development. Our free online courses are studied by more than 270,000 participants globally.

Excellence in research and education

We perform strongly in various global university league tables. In the ShanghaiRanking's Global Ranking of Academic Subjects 2020 we placed 3rd in public health (1st in the UK). In the 2020 CWTS Leiden Ranking LSHTM is ranked the UK's top university for the proportion of academic research with women listed as authors, and third in Europe for publishing open access research.

In the US News Best Global Universities Ranking 2021, we ranked 3rd in the world for public, environmental & occupational health, 4th in the world for infectious diseases, 11th in the world for social sciences & public health, and 12th best University in the UK overall. We ranked 27th for medicine in the 2019 QS World University Rankings.

In 2017, the inaugural Center for World University Rankings by Subject placed LSHTM first in the world for tropical medicine research, second for parasitology and seventh for infectious diseases, public, environment and occupational health, and social sciences and biomedical.

LSHTM was named University of the Year 2016 by Times Higher Education and awarded a Queen's Anniversary Prize for Higher and Further Education in 2017 in recognition of our response to the 2014 Ebola epidemic in West Africa. LSHTM does not appear in the Times Higher Education World University Rankings as universities are excluded if they do not teach undergraduates.

We seek to foster and sustain a creative and supportive working environment based upon an ethos of respect and rigorous scientific enquiry. We embrace and value the diversity of our staff and student population and seek to promote equality as an essential element in contribution to improving health worldwide.

LSHTM is one of around 20 specialist institutions that receive institution specific funding from the Office for Students (OfS). This funding recognises the additional costs that LSHTM incurs because of its unique range of teaching, specialist facilities, and the scale of its contributions to national and international agencies.

Faculty Information

The Faculty of Epidemiology & Population Health (EPH) houses a large group of epidemiologists, demographers, statisticians and nutritionists working on issues of major public health importance in the UK and globally. EPH has approximately 400 staff members organised into four research departments.

- Department of Infectious Disease Epidemiology
- Department of Medical Statistics
- Department of Non-communicable Disease Epidemiology
- Department of Population Health

The Faculty has a teaching programme consisting of ten MSc courses: Epidemiology, Demography and Health, Medical Statistics, Public Health for Development (run jointly with the Faculties of Infectious & Tropical Diseases and Public Health & Policy), Nutrition for Global Health, Reproductive & Sexual Health Research, Veterinary Epidemiology (run jointly with the Royal Veterinary College), Global Mental Health (run jointly with Kings College London - Institute of Psychiatry) and the Distance Learning courses in Epidemiology, Clinical Trials and Demography in Health. The Faculty also has approximately 120 research students studying for an MPhil, PhD or DrPH degree.

The Dean of Faculty is Professor Elizabeth Allen.

The Department of Infectious Disease Epidemiology conducts research on the epidemiology and control of infectious diseases of public health importance. It also conducts research on maternal and neonatal health. Work is carried out in low-, middle and high-income countries, including the United Kingdom. Research ranges from ecological studies of variations in disease frequency in different populations, through observational case-control and cohort studies to define risk factors for disease, to randomized controlled trials to test the impact of specific preventive and curative interventions.

The Head of Department is Professor Mark Jit.

NIHR Health Protection Research Unit in Vaccines and Immunisation

In partnership with UKHSA and Cambridge University, the London School of Hygiene and Tropical Medicine has been awarded funding from the National Institute for Health Research (NIHR) and the Department of Health to run a [Health Protection Research Unit \(HPRU\) in Vaccines and Immunisation](#). The objectives of the HPRU are to reverse the decline in immunisation coverage in children, increase vaccine uptake in adults and reduce inequalities in the vaccine service through world-class research.

Within the programme of work of the HPRU, Theme 1 *Making the most of real-world data* aims to support UKHSA to achieve increased vaccine coverage and a data-driven immunisation programme by making the most of digital technologies and electronic health records.

The HPRU in Vaccines and Immunisation also comprises: Theme 2 *Saving lives, optimising taxpayers' investment* which uses models of vaccine-preventable disease to inform immunisation policy and delivery, and Theme 3 *Immunisation delivery systems and public interactions with vaccines* which uses qualitative and mixed methods approaches to examine how immunisation systems work, and evaluate public responses to vaccination programmes.

The HPRU in Vaccines and Immunisation also has a remit for research capacity development, and a strong programme of Public and Community Involvement, Engagement and Participation.

The portfolio of duties outlined below will vary in accordance with the detailed expectations of the role (attached), which may be varied from time to time, and agreed at your annual Performance and Development Review (PDR).

Job Description

Main Activities and Responsibilities

Knowledge Generation

Assistant Professor

1. To deliver high quality research & scholarship in your field of study, individually and in collaboration with others, by applying for external grants/fellowships from good¹ research funders, publishing peer-reviewed outputs as lead and co-author and evaluating teaching practice;
2. To contribute to doctoral student supervision;
3. To manage research grants and promote and ensure compliance with good practice in relation to the conduct of research, the ethics policy, and other relevant School policies;
4. To support the development of early-career researchers;
5. To deliver the research programme for Theme 1 (*'Making the most of real-world data'*) of the HPRU in Vaccines and Immunisation, by conducting observational studies of vaccine epidemiology using electronic health records from a range of sources including the Clinical Practice Research Datalink (CPRD).
6. To work in partnership with UKHSA to develop joint research project plans and grant application(s);

Associate Professor

1. To deliver high quality research & scholarship in your field of study, individually and in collaboration with others, by developing and maintaining a research grant portfolio from good² research funders, publishing peer-reviewed outputs and generating and securing (where relevant) intellectual property, and evaluating teaching practice;
2. To participate in doctoral student supervision and examination;
3. To lead and manage research teams and promote and ensure compliance of self and others with good practice in relation to the conduct of research, the ethics policy, inclusivity and other relevant School policies;
4. To support the development of early-career researchers;
5. To deliver the research programme for Theme 1 (*'Making the most of real-world data'*) of the HPRU in Vaccines and Immunisation, by conducting observational studies of vaccine epidemiology using electronic health records from a range of sources including the Clinical Practice Research Datalink (CPRD).
6. To work in partnership with UKHSA to develop joint research project plans and grant application(s);

¹ Good research funders are: Research Councils; Government Departments; NIHR; National and overseas charities recognised by HEFCE for QR; Overseas research councils or equivalent including NIH; EU; other agencies (eg NGOs, commercial companies) supporting commissioned research that is consistent with School's mission and meets School's cost recovery targets

² Good research funders are: Research Councils; Government Departments; NIHR; National and overseas charities recognised by HEFCE for QR; Overseas research councils or equivalent including NIH; EU; other agencies (eg NGOs, commercial companies) supporting commissioned research that is consistent with School's mission and meets School's cost recovery targets

7. To disseminate research findings through journal articles, conferences (including the annual UKHSA conference) and reports to relevant stakeholders, including delivering presentations and reports to JCVI with short deadlines as required.

7. To disseminate research findings through journal articles, conferences (including the annual UKHSA conference) and reports to relevant stakeholders, including delivering presentations and reports to JCVI with short deadlines as required.

Education

Assistant Professor

1. To deliver high quality, inclusive, research-informed teaching and assessment in relation to your specific subject and within the broader area covered by your department/disciplinary field;
2. To contribute to the improvement of the quality and inclusivity of the School's education, by participating in the development of new and updated learning and, teaching materials or approaches, and/or improving assessment practices, and/or improving aspects of the student experience;
3. To support educational leadership and management by active participation in selected aspects of the curriculum, as appropriate, and by collaborating with professional services staff, centrally and in the Faculty, in carrying out relevant administrative processes;
4. To recruit and supervise MSc students on summer projects associated with Theme 1 of the HPRU in Vaccines and Immunisation.

Associate Professor

1. To deliver high quality, inclusive education and assessment in relation to your specific subject and within the broader area covered by your department and disciplinary field;
2. To contribute to the improvement of the quality and inclusivity of the School's education, by participating in the development and review of new and updated learning and teaching materials or approaches, and/or improving assessment practices, and/or improving aspects of the student experience;
3. To support educational leadership and management by active participation in Faculty and Programme or curriculum leadership roles, as appropriate, and by collaborating with professional services staff both centrally and in the Faculty office in carrying out relevant administrative processes;
5. To recruit and supervise MSc students on summer projects associated with Theme 1 of the HPRU in Vaccines and Immunisation.

Internal Contribution

Assistant Professor

1. To undertake activities that support the Department, Faculty, MRC Unit or School, including Committee membership;
2. To reflect LSHTM's EDI goals in your work and behaviour;

Associate Professor

1. To demonstrate good internal citizenship by undertaking PDRs and promoting staff development, and by participating in the recruitment, mentoring and support of more junior colleagues as appropriate;
2. To participate in the activities of School committees and undertake a leadership or

3. To participate in own PDR and undertake those of others;

4. To lead Theme 1 management in support of the HPRU Director, including: presentations at internal management meetings, preparing annual business plans, reports to the funder and forward business plans for Theme 1 overall; budget planning with the Project Co-ordinator; and line managing the Theme 1 HPRU team at LSHTM;

5. To build and maintain internal HPRU research collaborations by engaging with relevant research groups at LSHTM such as the Electronic Health Records Research Group and the Vaccine Centre.

administrative role at School/Faculty/Department/MRC Unit level, as appropriate;

3. To proactively demonstrate LSHTM's EDI goals in your work and behaviour;

4. To lead Theme 1 management in support of the HPRU Director, including: presentations at internal management meetings, preparing annual business plans, reports to the funder and forward business plans for Theme 1 overall; budget planning with the Project Co-ordinator; and line managing the Theme 1 HPRU team at LSHTM;

5. To build and maintain internal HPRU research collaborations by engaging with relevant research groups at LSHTM such as the Electronic Health Records Research Group and the Vaccine Centre.

External Contribution

Assistant Professor

1. To demonstrate good external citizenship by contributing to the external academic community;

2. To promote knowledge translation and enterprise by participating in networks and activities that disseminate research-based knowledge beyond academia;

3. To maintain and build on HPRU research collaborations with external collaborators such as the Medicines and Healthcare products Regulatory Agency (MHRA) and other Health Protection Research Units.

4. To contribute to the HPRU in Vaccine and Immunisation's public involvement and engagement activities;

5. To present evidence of research impact for Theme 1 for the NIHR HPRU in Vaccine and Immunisation, including annual impact case studies.

Associate Professor

1. To demonstrate good external citizenship by linking with and supporting appropriate external organisations;

2. To promote knowledge translation and enterprise by exploiting academic knowledge beyond academia;

3. To maintain and build on HPRU research collaborations with external collaborators such as the Medicines and Healthcare products Regulatory Agency (MHRA) and other Health Protection Research Units.

4. To contribute to the HPRU in Vaccine and Immunisation's public involvement and engagement activities;

5. To present evidence of research impact for Theme 1 for the NIHR HPRU in Vaccine and Immunisation, including annual impact case studies.

ASSISTANT PROFESSOR OR ASSOCIATE PROFESSOR



Professional Development and Training

Assistant Professor

1. To keep up-to-date with the latest research/thinking in your academic field and with changes to pedagogic practice within the School and more generally;
2. To undertake and successfully complete the mandatory training required by the School appropriate to the role;

Associate Professor

1. To keep up-to-date with the latest research/thinking in your academic field and with changes to pedagogic practice within the School and more generally;
2. To undertake and successfully complete the mandatory training required by the School appropriate to the role;

General

All academic staff are free within the law to question and test received wisdom, and put forward new ideas and controversial or unpopular opinions, to enable the School to engage in research and promote learning to the highest possible standards.

All staff at LSHTM are also expected to:

1. Act at all times in the School's best interests;
2. Treat School staff, students and visitors with courtesy and respect at all times;
3. Comply fully with School policies, procedures and administrative processes relevant to the role, including when acting as Principal Investigator, accepting academic, managerial, financing and ethical responsibility for a project;
4. Uphold and support the School's values (as set out in the School Strategy);
5. Act as ambassadors for the School when hosting visitors or attending external events;

The above list of duties is not exclusive or exhaustive and the role holder will be required to undertake such tasks as may reasonably be expected within the scope and grading of the role.

Role descriptions should be regularly reviewed to ensure they are an accurate representation of the role.

[Jul 2021]

Person Specification

This form lists the essential and desirable requirements needed by the post holder to be able to perform the job effectively.

Applicants will be shortlisted solely on the extent to which they meet these requirements.

Essential criteria:

Assistant Professor

1. A doctoral degree in a relevant topic.
2. Expertise in leading, designing, analysing and interpreting epidemiological studies using relevant UK electronic health record datasets.
3. Contributions as lead and co-author in peer-reviewed outputs, as expected by the subject area/discipline in terms of types and volume of output; significant contributions to at least four outputs within the most recent 5 years which are at least internationally excellent³.
4. Proven ability to work independently, as well as collaboratively as part of a research team, and to meet research deadlines.
5. An understanding of the strategies for improving equity and inclusion in research and/or learning and teaching.
6. Evidence of excellent interpersonal skills, including ability to communicate effectively both orally and in writing.
7. Evidence of good organizational skills, including effective time management.

Associate Professor

1. A doctoral degree in in a relevant topic.
2. Substantial expertise in leading, designing, analysing and interpreting epidemiological studies using relevant UK electronic health record datasets.
3. A consistent and significant track record of attracting research grant income, including salary recovery, from major research funders (PI, co-PI or leadership within a large proposal such as work-package lead).
4. A track record of contributions as lead and co-author to peer-reviewed outputs, as expected by the subject area/discipline in terms of types and volume of output; significant contributions to at least four outputs within the most recent 5 years that are at least internationally excellent⁴.
5. Proven ability to work independently, as well as collaboratively as part of a research team, including experience of supervising and supporting junior researchers and non-academic staff and proven ability to meet research deadlines.
6. An understanding of the strategies for improving equity and inclusion in research and/or learning and teaching.
7. Some experience of doctoral degree

³ i.e. of a quality that would be rated highly in assessments of research quality such as those done by UK government, and in peer review processes used by funders

⁴ i.e. of a quality that would be rated highly in assessments of research quality such as those done by UK government, and in peer review processes used by funders

8. Proven ability to work collaboratively across a multi-disciplinary research team and to maintain research partnerships.

- supervision.
8. Proven ability to build collaborative research relationships with external researchers and/or institutions, or industry (where relevant).
9. Evidence of ability to deliver high quality research-informed teaching.
10. Evidence of excellent interpersonal skills, including the ability to communicate effectively both orally and in writing.
11. Proven ability to work collaboratively across a multi-disciplinary research team and to maintain research partnerships.

Desirable Criteria

Assistant Professor

1. Experience of generating research income such as fellowships, and/or small project grants, and/or supporting grant applications of others.
2. Some experience of supervising and supporting junior researchers and/or research degree students, and non-academic staff.
3. Some experience of undertaking teaching and assessment.
4. Demonstrable evidence of promoting inclusion in research and/or learning and teaching
5. A teaching qualification.
6. Experience and/or skills relevant to vaccine epidemiology using electronic health records (such as conducting studies with a self-controlled case series design)
7. Ability to contribute clinical expertise to study design and interpretation (including codelist compilation across a broad range of conditions) and/or experience of working in UK primary care to support CPRD study applications.
8. Experience of public and community

Associate Professor

1. Teaching qualification (or Fellow/ Senior Fellow of HEA).
2. Experience of building and leading a research team.
3. Experience of innovation in teaching delivery and assessment and/or senior teaching management such as Programme Director, Exam Board member, Periodic Review panel member.
4. Demonstrable evidence of improving equity and inclusion in research and/or learning and teaching.
5. Experience of engagement with national and/or international research and/or policy advisory bodies.
6. Experience and/or skills relevant to vaccine epidemiology using electronic health records (such as conducting studies with a self-controlled case series design)
7. Ability to contribute clinical expertise to study design and interpretation (including codelist compilation across a broad range of conditions) and/or experience of working in UK primary care to support CPRD study applications.
8. Experience of public and community

involvement, engagement and participation

involvement, engagement and participation

E-Essential: Requirement without which the job could not be done

D-Desirable: Requirements that would enable the candidate to perform the job well

Salary and Conditions of Appointment

The NIHR-funded post is full-time 35 hours per week but part-time arrangements will be considered. The post is funded until 31 March 2025. The salary will be on the Academic scale, Grade 7 or 8 scale in the range £48,827 – £55,895 for Assistant Professor or £59,040 – £67,763 for Associate Professor (inclusive of London Weighting). The post will be subject to the LSHTM terms and conditions of service. Annual leave entitlement is 30 working days per year, pro rata for part time staff. In addition to this there are discretionary “Wellbeing Days”. Membership of the Pension Scheme is available.

Applications should be made on-line via our website at <http://jobs.lshtm.ac.uk>. Applications should also include the names and email contacts of 2 referees who can be contacted immediately if appointed. Online applications will be accepted by the automated system until 10pm of the closing date. Any queries regarding the application process may be addressed to jobs@lshtm.ac.uk.

The supporting statement section should set out how your qualifications, experience and training meet each of the selection criteria. Please provide one or more paragraphs addressing each criterion. The supporting statement is an essential part of the selection process and thus a failure to provide this information will mean that the application will not be considered. An answer to any of the criteria such as "Please see attached CV" will not be considered acceptable.

Please note that if you are shortlisted and are unable to attend on the interview date it may not be possible to offer you an alternative date.

Asylum and Immigration Statement

The School will comply with current UKVI legislation, which requires all employees to provide documentary evidence of their legal right to work in this country prior to commencing employment. Candidates will be required to email a copy of their passport (and visa if applicable) to HR prior to their interview and if appointed will be asked to bring the original documents in to be copied and verified before their start date.

Applications from candidates who require sponsorship to work in the UK will be considered alongside other applications. Applicants who do not currently have the right to work in the UK will have to satisfy UK Visas & Immigration regulations before they can be appointed.

Further information about Sponsorship and eligibility to work in the UK, can be found at: <https://www.gov.uk/guidance/immigration-rules/immigration-rules-appendix-skilled-worker>

Date amended: Sept 2022

Academic Expectations: Assistant Professor

Examples of expected types of activities are listed; the selection of activities will vary from year to year and not all activities in each category would necessarily be done in any one year. The statement in each shaded heading summarises the general expectations for contributions in each category. A research-focused academic will not be expected to demonstrate the same spread and depth of activities in Education as an Education-focused academic. Vice versa, an Education-focused academic will not be expected to demonstrate the same spread and depth of activities in Knowledge Generation as a research-focused academic. Job descriptions will set out the expected balance between Knowledge Generation and Education.

Knowledge generation: *Independent academic with excellent knowledge generation contributions, supporting less experienced colleagues and with growing leadership skills*

Research and scholarship

- Undertaking research individually and as part of a team
- Applying for external grants and/or fellowships primarily from 'good'⁵ research funders; contributing to work packages or elements within a large proposal
- For those on without duration contracts, salary recovery from research grants (whether as direct costs or directly allocated costs) and consultancy, on a rolling 3 year average, of not less than around 40% of salary (for those with substantial teaching or managerial responsibilities), and up to around 80% of salary for those spending the majority of their time on research; fellowship holders will usually recover 100% of their FTE⁶; these salary recovery expectations will be applied flexibly, allowing for individual circumstances and the balance of activities
- Contributing to financial sustainability of research group including exploring opportunities for industry funding for laboratory research
- Contributing as lead and co-author in peer-reviewed and other research outputs, as expected by the subject area/discipline in terms of types and volume of output; significant contributions to at least four outputs within the most recent 3 years which are at least internationally excellent⁷
- Engaging in other research dissemination including competitively selected oral and poster presentations at leading conferences, invited seminars and talks, and social media contributions such as twitter, blogs, webinars

Reflective practice and critical enquiry (RPaCE)

- Leading RPaCE activities
- Designing evaluation studies
- Disseminating learning and experiences through posters, presentations, articles, social media contributions etc

⁵ Good research funders are: Research Councils; Government Departments; NIHR; open competitive calls from UK and overseas charities; Overseas research councils or equivalent including NIH; EU; other agencies (eg industry) supporting commissioned research that is consistent with School's mission and meets School's cost recovery targets

⁶ Exceptions include, for example, where staff hold prestigious fellowships which do not pay salary (eg Wellcome)

⁷ i.e. of a quality that would be rated highly in assessments of research quality such as those done by UK government, and in peer review processes used by funders

- Contributing to enhancing teaching practice of others: e.g. mentoring, teaching observation and feedback

Doctoral degree supervision

- Contributing to doctoral degree supervision⁸ of at least one student, working within supervision team(s), supporting timely completions and peer-reviewed outputs
- Contributing to summative assessment processes (e.g. upgrade assessments, pre- and post-viva support for students)

Research management, leadership and support

- Management of entire research process or significant parts of it, including line and team management, grants management, management of research partner relationships
- Supporting career development of research team members and others (eg informal mentoring, reviewing draft papers, advising on specific issues e.g. statistical issues, methodology)

Professional development referenced to RDF

- Courses and other development activities, including mid-level management and leadership development

Education: Undertaking teaching and assessment, and developing as a researchinformed educator within higher education

Teaching and assessment

- Research-informed teaching, supervision and assessment
- Contributions to personal tutoring and/or development of less experienced educators (e.g. as peer-observer for PGCILT; as mentor; through leading staff development activities)
- Participation in programme committees and/or exam boards

Educational development and innovation

- Contributions to research-informed educational developments and innovations
- Activities aimed at improving some aspect(s) of the student experience, or quality of education programme(s).

Education leadership and management

- Leadership and/or management of selected aspects of the curriculum (e.g. as module organiser/deputy, or responsibility for another aspect of the student experience)
- Supporting others to provide an excellent student experience and solve significant problems
- Contributions to Education Task & Finish Group, periodic reviews, or similar

Professional development referenced to UKPSF

- Activities which lead to PGCILT Module 1 or equivalent, and preferably Fellow of HEA or equivalent (expected for education-focused assistant professor); thereafter continuing professional development.
- Activities that support professional development as an educator (e.g. training/educational studies, work-shadowing, use of feedback from

⁸ Students registered external to the School can be included (subject to agreement of DDDC/FDDD) where these fulfil capacity-building aims, support important research collaborations, or are a result of a recent move to the School.

students/colleagues)

Internal contribution: Contributions to School functioning and development

Internal citizenship including contributing to supportive academic environment

- Engagement in any one year in at least one of: Senate or Senate subcommittee, Ethics Committees, MRC Unit, Faculty and Departmental committees; MRC Unit, Department, Faculty, School, Centre events or special interest groups including EDI related committees and networks; support to external collaborations/partnerships (beyond own research or education role)
- Taking on role as Digital Champion or Decolonising the Curriculum facilitator
- Support to others' success (eg involvement in School mentoring scheme)

School leadership and management roles

- Not expected

External contribution: Contribution beyond the School

External citizenship

- Membership of society/conference committees
- Journal, book and/or grant reviews
- Invited presentations

Knowledge translation and enterprise: options include:

- Exploiting research-based knowledge beyond academia, e.g. through IP exploitation, consultancies
- Participation in and development of external networks for the School's benefit, such as identifying sources of funding, contributing to student recruitment, securing student placements, marketing the institution, facilitating outreach work, or building relationships for future activities
- Collecting evidence of research impact for impact case studies
- Supporting public engagement including MOOCs/OERs or other educational outreach

Academic Expectations: Associate Professor

Examples of expected types of activities are listed; the selection of activities will vary from year to year and not all activities in each category would necessarily be done in any one year. The statement in each shaded heading summarises the general expectations for contributions in each category. A research-focused academic will not be expected to demonstrate the same spread and depth of activities in Education as an Education-focused academic. Vice versa, an Education-focused academic will not be expected to demonstrate the same spread and depth of activities in Knowledge Generation as a research-focused academic. Job descriptions will set out the expected balance between Knowledge Generation and Education.

Knowledge generation: *Excellent contributions to knowledge generation, effective support to doctoral degree students, and effective leadership and management of knowledge generation and support to others' success*

Research and scholarship

- Research grant portfolio from good⁹ research funders (PI, CoI or leadership within a large proposal such as work-package lead) that is consistent with the requirements for financial sustainability across the Department/Faculty
- For those on without duration contracts, salary recovery from research grants (whether as direct costs or directly allocated costs) and consultancy, on a rolling 3 year average, of not less than around 40% of salary (for those with substantial teaching or managerial responsibilities), and up to around 80% of salary for those spending the majority of their time on research; fellowship holders will usually recover 100% of their FTE¹⁰; these salary recovery expectations will be applied flexibly, allowing for individual circumstances and the balance of activities
- Collaborations with other research teams/institutions/industry
- Contributions, including as lead, to peer-reviewed and other research outputs, as expected by the subject area/discipline in terms of types and volume of output; significant contributions to at least four outputs within the most recent 3 years that are at least internationally excellent^{11 12}; generation and securing of intellectual property including patents as appropriate
- At least one oral presentation at international conference and one invited seminar or other talk per year over 3 year rolling average

Reflective practice and critical enquiry (RPaCE)

- Leading elements of RPaCE and considering their impact in broader context
- Designing evaluation studies
- Disseminating learning and experiences through presentations, articles etc
- Leading on initiatives to enhance teaching practice of others: e.g. programme review

⁹ Good research funders are: Research Councils; Government Departments; NIHR; open competitive calls from UK and overseas charities; Overseas research councils or equivalent including NIH; EU; other agencies (eg industry) supporting commissioned research that is consistent with School's mission and meets School's cost recovery targets

¹⁰ exceptions include, for example, where staff hold prestigious fellowships which do not pay salary (eg Wellcome)

¹¹ i.e. of a quality that would be rated highly in assessments of research quality such as those done by UK government, and in peer review processes used by funders

¹² Where publications are co-authored with other School staff, the volume should be such that each person has at least 4 distinct outputs

Doctoral degree supervision

- Effective doctoral degree supervision within the supervision teams of at least two students, and contribution to at least two advisory panels or serving as chair of two final viva examinations, on average over a year
- Supporting timely completions and peer-reviewed outputs
- Examination as internal and/or external examiner

Research management, leadership and support

- Leading and managing research teams
- Support to career development of research team members and others (e.g. named as mentor on fellowship application)

Professional development referenced to RDF

- Senior management/leadership development and other development activities (e.g. advanced methods training, methods/conceptual development workshops, doctoral degree examiner training/observation)

Education: Delivering and developing high-quality research-informed education

Teaching and assessment

- High quality research-informed teaching, supervision and assessment, demonstrating adaptability to different needs and contexts; participation in quality assurance and quality enhancement processes, course committees and examination boards
- Personal tutoring allocation and/or specialist support for particular student groups (e.g. international, disability, student representatives)
- Development of less experienced educators (e.g. as peer-observer/mentor or leading staff development activities)

Educational development and innovation

- Research-informed educational development and innovation, including acting on student feedback; evaluation of selected aspects of developments/innovations
- Contributions to solving significant learning, teaching or assessment challenges; contributions to Education Task & Finish Group, Review Group, or similar
- Soliciting and using peer review of education delivery and/or development¹³

Education leadership and management

- A leadership role in Education ¹⁴
- Contributions to education strategies, policies and development through committees, forums or review groups
- Leadership and/or management of selected aspects of the curriculum, (e.g. as module organiser/deputy, responsibility for another aspect of the student experience), or engagement in periodic reviews

Professional development referenced to UKPSF

¹³ e.g. publication, conference presentation, special interest group, engagement with external examiners or reviewers, peer-observation

¹⁴ For example, Programme Director/deputy, Admissions Tutor, leadership role within collaborative education programme with other institution(s), representing Programme Directors'/Module Organisers' Forum on SLTC, member/Chair of Education Task & Finish Groups, Exam Board Chair/Deputy

- Working towards fulfilling the criteria for Senior Fellow HEA through ongoing commitment to professional development activities

Internal contribution: Contributions to School functioning and development

Internal citizenship including contributing to supportive academic environment

- Engagement in: Council; Senate or Senate subcommittees; Ethics, Biological Safety, AWERB and other safety committees;
- Ongoing contributions to School/Faculty/Department/MRC Unit interview panels and committees; organising events (e.g. related to education, research, capacity strengthening, research uptake); supporting broader education and doctoral degree processes; significant contributions to EDI related committees, networks and roles
- Contributing to success of those outside immediate research group and to flourishing academic environment (eg contributing to research proposal reviews and mock interview panels, mentoring both within formal scheme and informally) to help develop and motivate colleagues

School leadership and management roles

- ADoE, TPD, FRDD, DRDC, Centre Director/Deputy Director or theme leader, safety officer roles, Chair of Faculty or School committees
- Supporting School partnerships (beyond own specific research activities)

External contribution: Broad engagement in activities beyond the School

External citizenship

- Invited research and/or educational contributions to peer review bodies/roles, DSMBs, journal leadership, participation in professional organisations, learned societies, government and or parliamentary (e.g. APPG) committees, national/international meetings/working groups etc.

Knowledge translation and enterprise

- Exploiting research-based knowledge beyond academia, e.g. through IP exploitation, consultancies
- Participating in and developing external networks for the School's benefit, such as identifying sources of funding, contributing to student recruitment, securing student placements, marketing the institution, facilitating outreach work, or building relationships for future activities
- Documenting impact of research and helping prepare impact case studies
- Supporting public engagement including MOOCs/OERs or other educational outreach