

PROFESSOR



Job Title:	Professor of Health Economics
Department:	Health Services Research and Policy
Faculty:	Public Health and Policy
Location:	London Office (Tavistock Place)
FTE:	1.0 FTE
Grade:	Professor Band C, Bii, Bi
Accountable to:	Dean of Faculty through the Head of Department
Job Summary:	<p>The London School of Hygiene and Tropical Medicine (LSHTM) wishes to appoint a Professor of Health Economics. The post is integral to the Global Health Economics Centre LSHTM, a cross-school initiative that draws together around 50 health economists at the LSHTM. The post offers an exceptional opportunity to develop an innovative research programme within a highly supportive, collegiate environment. Health economists at LSHTM undertake wide-ranging research of international significance and direct policy relevance.</p> <p>The post requires a dynamic individual to develop a new research programme on economic evaluations that use clinical trial data. The postholder will work in close cross-disciplinary collaboration with the LSHTM Clinical Trials Unit (CTU), which leads trials based in the UK and internationally, works with trials teams in the LSHTM-MRC units in the Gambia and Uganda and supports other trials being undertaken across LSHTM. The postholder will have strong quantitative skills and will be supported to develop and sustain a research programme and short courses in the area of trial-based economic evaluation.</p>

General Information

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 3,500 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, 3,800 studying by distance learning, and 500 each year on short courses and continuous professional development. Our free online courses are studied by more than 300,000 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 2022 we placed 3rd in public health (1st in the UK). In the 2022 CWTS Leiden Ranking LSHTM is ranked 1st in the world for publishing open access research and 1st in the UK for the proportion of academic research with women listed as authors. Our global partnerships are also recognised, with LSHTM placed first position in the UK and 10th in the world for the proportion of our research which includes international collaboration.

In the US News Best Global Universities Ranking 2022, we ranked 2nd in the world for public, environmental & occupational health, 4th in the world for infectious diseases, 14th in the world for social sciences & public health, and 13th best University in the UK overall. We ranked 23rd for medicine in the 2021QS 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

Faculty of Public Health and Policy

The School is divided into three academic faculties, of which the Faculty of Public Health & Policy is responsible for research and teaching in the policy, planning and evaluation of health programmes and services. Its interests are both national and international, encompassing industrialized and low and middle-income countries. The Faculty has three research departments:

- Global Health and Development
- Health Services Research and Policy
- Public Health, Environments and Society

In the Faculty there are about 60 Professional Services staff members, and 290 academic staff drawn from a variety of disciplines including medicine, statistics, epidemiology, sociology, economics, anthropology, operational research, psychology, nursing and history. Each department is responsible for its own research. The School has adopted a rotating system of management for its academic departments and faculties. The management of a department is under the control of the Department Head, appointed by the Director for a period of three years in the first instance. The Faculty Head is appointed in a similar manner but for an initial period of up to five years.

The Faculty of Public Health and Policy is responsible for organising a one-year Master's course in Public Health, which allows students to take either a general MSc in Public Health, or to follow one of several more specialised streams: Health Services Management, Health Promotion, Environmental Health or Health Services Research. The Faculty also jointly teaches the MSc Public Health in Developing Countries and MSc Control of Infectious Disease (with the Faculties of Infectious and Tropical Diseases and Epidemiology and Population Health), and MSc Health Policy, Planning and Financing (jointly with the London School of Economics). Master's courses are organized in a modular format across the whole School. One of the growing areas of Faculty teaching is distance-based learning, with MScs in Public Health and Global Health Policy. In 2019/20, over 370 students were registered for our face-to-face Masters programmes and 1367 students were registered for distance learning MScs.

The Faculty has also reorganised and expanded its research degree (MPhil/PhD; DrPH) training. Currently there are 222 students and 32 staff members registered for a research degree.

Department of Health Services Research and Policy (HSRP)

The aim of the Department is to carry out research that helps to improve the quality, organisation and management of health services and systems. This work covers the three essential stages required to improve health care at the service, organisational and national level:

- studies to establish the most effective practices and policies, including how care can be best organised and delivered
- research assessing the quality of existing services and policies
- establishing how services and policies can be improved to achieve more sustainable systems.

Our work not only aims to understand how health services and systems behave but we also conduct applied research to support clinicians, managers, and policymakers. We bring together a wide range of methods, including quantitative evaluation, policy analysis and qualitative studies, and teams from a wide range of disciplines.

In addition to running a large number of research projects, we also run the [Clinical Effectiveness Unit](#) at the Royal College of Surgeons of England and support a similar unit at the Royal College of Obstetricians & Gynaecology.

HSRP is home to the National Institute of Health Research (NIHR) [Policy Innovation and Evaluation Research Unit \(PIRU\)](#) and the [Policy Research Unit in Health and Social Care Systems and Commissioning \(PRUComm\)](#); we are also partner in the [Quality Safety and Outcomes Policy Research Unit \(QSO PRU\)](#) and host one of the two UK offices of the [European Observatory on Health Systems and Policies](#).

While most of our research focuses on high-income countries, the UK in particular, an increasing portfolio of work addresses health system challenges in low resource settings, with a focus on mental health and non-communicable diseases, with close links to the LSHTM's [Centre for Global Chronic Conditions](#). We also host the [Journal of Health Services Research & Policy](#). The journal presents the latest scientific research, insightful overviews and reflections on underlying issues, and innovative, thought-provoking contributions from leading academics and policymakers.

Publications by department staff can be found in the School's [online publications repository](#).

Specific Information

Clinical Trials Unit (CTU)

The [LSHTM-CTU](#) is a UK Clinical Research Collaboration (UKCRC) registered Clinical Trials Unit with an international reputation for the development and delivery of high quality clinical trials and associated research projects designed to answer questions of global health importance. The CTU leads on the design, conduct and analysis of the trials and staff with specialist subject and methodological knowledge have input at all stages of the project lifecycle, ensuring that all activities are conducted according to the principles of [ICH GCP](#) and in compliance with the appropriate regulatory and ethical requirements.

The LSHTM-CTU has a wide ranging portfolio of work with recent (and current trials) in the fields of adolescent health, cardiovascular health, emergency care and trauma, maternal health, prevention of non-communicable diseases and sexual and reproductive health. Methodological expertise includes the design, conduct and analysis of trials of drugs and treatments as well as trials of complex interventions for health and health behaviour change delivered in health care and community settings (e.g. schools) and by information technology.

Patients and the public are at the centre of our research activities. We communicate the work we do to clinicians, policy makers and the wider public and collaborate with key stakeholders to ensure patients benefit from the results of our research. Our work also focuses on improving the efficiency of trials to improve quality, reduce cost and to reduce our carbon footprint.

LSHTM-CTU has strong links with the LSHTM MRC units in the Gambia and Uganda and work with trials teams in the Units to design, conduct and analyses global health trials in low and middle-income countries (LMICs).

LSHTM-CTU is committed to conducting high quality trials working in collaboration with health professionals worldwide, innovating to improve processes, aiming to build capacity, ensuring the efficient use of resources and with a strong focus on financial and environmental sustainability.

Co-directors of the CTU are Professor Caroline Free and Dr Charles Opondo and the CTU Director of Operations is Shirine Voller.

Global Health Economics (GHECO) Centre

The LSHTM Global Health Economics ([GHECO](#)) Centre is world-leading group of over 100 academics working on a diverse portfolio of health economics research, with work ranging from the development of innovative methods and empirical research, to policy engagement and impact.

Members have strong national and international partnerships and a wealth of experience in advising UK and other national governments, international agencies, and organisations.

The GHECO Centre acts as the central body for staff and research students across the School who study or apply health economics.

The Centre's vision is forward-looking and emphasises cutting edge methodological development, rigorous empirical research, and working alongside policy and decision-makers to achieve policy impact. We seek to improve collaborations among economists and researchers in other disciplines at LSHTM and with research groups and policymakers in the UK and around the world. Centre members' expertise places them at the forefront in building the capacity of health economists and their policy communities – and embracing respectful collaborations worldwide.

Our teaching programme includes research degrees and multiple masters degree programmes taught in London and through our distance learning programme.

LSHTM economists link to others through [iHEA](#) and [the UK Health Economics Study Group](#)

[\(HESG\).](#)

Co-directors of GHECO are Professor Andrew Briggs, Professor Tim Powell-Jackson, Professor Mark Jit and Dr Giulia Greco.



The portfolio of duties outlined below will vary in accordance with the detailed expectations of the role and any additional role to which you are formally appointed (attached), all of which may be varied from time to time, and as agreed at your annual Performance and Development Review (PDR)

Job Description

Main Activities and Responsibilities

Knowledge Generation

1. To deliver high quality research & scholarship in your field of study, individually and in collaboration with others, by maintaining a substantial programme of research supported by good¹ research funders, publishing peer-reviewed outputs, undertaking, and supporting colleagues in, generating and securing (where relevant) intellectual property, and evaluating teaching practice;
2. To oversee and participate in doctoral student supervision and examination;
3. To demonstrate research leadership 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 lead on, monitor and advance, the development of early-career researchers;
5. To develop an internationally recognised programme of research in economic evaluations that use RCT data with methodological as well as applied elements;
6. To develop a strong and sustainable collaboration with the LSHTM clinical trials unit.
7. To develop and lead an internationally competitive programme of research on health economic evaluation that makes use of clinical trial data including both methodological developments and applications of the methods.

Education

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 review and development of new and updated

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.

learning and teaching materials or approaches, and/or improving assessment practices, and/or improving aspects of the student experience;

3. To demonstrate educational leadership and management by taking responsibility for a specific element of the faculty's education portfolio;
4. To contribute to health economics modules for the LSHTM Masters' programme, and lead development of new short courses in economic evaluations that use clinical trial data.

Internal Contribution

1. To demonstrate good internal citizenship by undertaking PDRs and promoting staff development, and by leading on the recruitment, mentoring and support of colleagues as appropriate;
2. To take on senior leadership and managerial responsibilities in a Faculty, Department, MRC Unit or Centre and School committee roles as appointed, and by supporting activities that ensure a vibrant, supportive and productive academic environment;
3. To proactively demonstrate LSHTM's EDI goals in your work and behaviour;
4. To take a leadership role within the GHECO Centre (e.g. theme lead) and within the clinical trials unit.

External Contribution

1. To demonstrate good external citizenship by initiating and building the School's links with appropriate external and international organisations, supporting School fund-raising and development activities and maintaining a strong national and international profile;
2. To promote knowledge translation and enterprise by exploiting academic knowledge beyond academia;
3. To participate fully in national and international health economics networks, and undertake a full range of peer review and funding board activity.

Professional Development and Training

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;
3. To be pro-active in supporting the professional and personal development of research teams (including research students).

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.

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:

1. Established expertise and strong research portfolio in conducting health economic evaluations that make use of clinical trial data.
2. Proven ability to obtain research funding from major funders, including salary recovery, and manage a significant portfolio of research projects.
3. Excellent track record of publishing as lead, senior 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 internationally excellent and/or world leading²; supporting members of own research team to also meet their expectations for outputs.
4. Clear vision of a future research agenda.
5. An understanding of the strategies for improving equity and inclusion in research and/or learning and teaching.
6. Experience of leading and managing research teams.
7. Evidence of ability to deliver high quality research-informed teaching at post-graduate level and supervise doctoral students to successful completion.
8. Substantial evidence of recognition within external research community.

Desirable Criteria

1. Evidence of ability to forge productive, long-term collaborative research relationships.
2. Experience of innovation in teaching delivery and assessment.
3. Experience of senior teaching management such as Programme Director, and/or Exam Board member, Periodic Review panel member etc.
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. Existing portfolio of research projects that can be transferred to LSHTM.
7. Demonstrable evidence of research impact in policy or practice.
8. Strong quantitative skills and expertise in a commonly used statistical package

² 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

(such as STATA or R).

Salary and Conditions of Appointment

The post is full-time 35 hours per week, 1.0 FTE and permanent.

The salary will be on the Professorial scale (C, Bii & Bi) in the range of Grade £69,254 - £109,794 per annum (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, there are discretionary "Wellbeing Days". Membership of the Pension Scheme is available. The post is based in London at the London School of Hygiene & Tropical Medicine.

The postholder will work closely with Professor Andrew Briggs in developing a research agenda to support health economic appraisal using trial information and potential candidates are strongly encouraged to contact him direct (andrew.briggs@lshtm.ac.uk) for an informal discussion.

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: Professor (Band C)

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: Activities that maintain strong international profile and reputation with substantial and significant contributions to knowledge; contributions to others' success

Research and scholarship

- Substantial programme of research supported by 'good'³ research funders, including as PI, 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 and those employed fixed term on a grant will usually recover 100% of their FTE⁴; these salary recovery expectations will be applied flexibly, allowing for individual circumstances and the balance of activities
- Strong collaborations with other research teams/institutions/industry
- Contributing as lead, senior 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 internationally excellent and/or world leading^{5 6}; supporting members of own research team to also meet their expectations for outputs
- Generation and securing of intellectual property (including patents) as appropriate
- Other research dissemination including invited keynote talks

Reflective practice and critical enquiry (RPaCE)

- Developing institutional strategies for RPaCE, and considering their impact in relation to institutional development and beyond

³ 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

⁴ exceptions include, for example, where staff hold prestigious fellowships which do not pay salary (eg Wellcome), or have significant external activities of high value to the School

⁵ 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

⁶ Where publications are co-authored with other School staff, the volume should be such that each person has at least 4 distinct outputs

- Leading strategies across a Faculty/Unit or LSHTM that enhance teaching practice of others: eg mentoring, inclusive teaching, use of new technologies, peer observation, assessment and feedback
- Evaluating the impact of these strategic approaches
- Disseminating their outcomes through external presentations, articles etc

Doctoral degree supervision

- Effective doctoral degree supervision within multiple supervision teams (for 2-6 students); supporting timely completions and peer-reviewed outputs
- Internal and external examiner; chair for interim assessment panels and final vivas
- Mentorship of less experienced supervisors/examiners

Research management, leadership and support

- Leading, building, supporting and managing research teams
- Contributions to success of research group members (eg providing development opportunities; helping them build their external network)

Professional development referenced to RDF

- Senior management development and other development activities

Education: Activities that ensure external profile as a research-informed teacher, leader and innovator within higher education

Teaching and assessment

- Excellent research-informed teaching, supervision and assessment, demonstrating adaptability to different needs and contexts; mentorship/development of other academic staff
- Personal tutoring allocation and/or specialist support for particular student groups (e.g. international, disability, student representatives),
- Participation in quality assurance and quality enhancement processes, and course committees and examination boards

Educational development and innovation

- Significant contributions to research-informed educational developments/innovations (including acting on student feedback); evaluation of selected aspects
- With others, solving important learning, teaching, assessment or student experience challenges; with evidence of impact
- Solicit and use peer review of education delivery and/or development⁷

Education leadership and management

- Evidence of external influence of work e.g. through acknowledgement and invitations to advise or collaborate
- Leadership roles in Education⁸
- Contributions to education strategies and policies through committees, forums or review groups

Professional development referenced to UKPSF

⁷ e.g. publication, conference presentation, special interest group, engagement with external examiners or reviewers, peer-observation

⁸ e.g. Programme Director/deputy, leadership role within collaborative education programme with other institution(s), Exam Board Chair/Deputy, representing Programme Directors'/Module Organisers' Forums on SLTC, member/Chair of Education Task & Finish Group,

<ul style="list-style-type: none"> • Senior Fellow HEA or Working towards Principal Fellow HEA through ongoing commitment to professional development activities expected for education-focused applicant
<p><i>Internal contribution: Significant contributions to School functioning and development</i></p>
<p><i>Internal citizenship including contributing to supportive academic environment</i></p> <ul style="list-style-type: none"> • Activities that support MRC Unit, Department, Faculty or School goals, including leading relationships with School partners • Serving on Council, Senate and its sub-committees; chairing Ethics, Biological Safety, AWERB and other committees; contributing to the Doctoral College; serving on School interview panels and committees; supporting broader education and doctoral degree processes; • Significant contributions to leading/supporting EDI-related activities • Activities that help ensure a vibrant, productive and supportive academic environment and contribute to success of those outside immediate research group (eg contributing to research proposal reviews and mock interview panels; involvement in School mentoring scheme; organising events) <p><i>School leadership and management roles</i></p> <ul style="list-style-type: none"> • HoD, ADoE, TPD, Head Doctoral College, FRDD, DRDC • Centre Director/Deputy Director or theme leader • Supporting School partnerships (beyond own specific research activities)
<p><i>External contribution: Significant contribution beyond the School</i></p>
<p><i>External citizenship</i></p> <ul style="list-style-type: none"> • Invited contributions to: peer review bodies/roles, DSMBs, journal editing, professional organisations and learned societies (e.g. chair of committee), government and/or parliamentary (e.g. APPG) committee membership, national/international meetings/ working groups; roles as external taught course examiner, quality/curriculum reviewer or educational consultancy; receipt of grants or prizes <p><i>Knowledge translation and enterprise</i></p> <ul style="list-style-type: none"> • 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, generating income, obtaining consultancy projects, or building relationships for future activities • Leading development of research impact case studies • Supporting public engagement including MOOCs/OERs or other educational outreach

Academic Expectations: Professor (Band Bii)

Professor (C) expectations provide the baseline for Professor (Bii). Where Professors (Bii) are expected to undertake additional activities, or undertake activities at a higher level, these are listed below.

The expected types of activities are examples; 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.

<i>Knowledge generation: Activities that maintain very strong international profile and reputation with substantial and significant contributions to knowledge; contributions to others' success</i>
<p><i>Research and scholarship</i></p> <ul style="list-style-type: none"> As for Professor (C), but including: <ul style="list-style-type: none"> Very strong programme of research supported by 'good'⁹ research funders, as PI, co-PI or lead of theme within large grants, that is consistent with the requirements for financial sustainability across the Department/Faculty Major responsibility for strategic leadership in development of research Support to fellowship candidates and mentoring of successful ones <p><i>Reflective practice and critical enquiry</i></p> <ul style="list-style-type: none"> As for Professor Band C but with enhanced leadership, dissemination and outputs of RPaCE <p><i>Doctoral degree supervision</i></p> <ul style="list-style-type: none"> As for Professor (C), but may include significant contributions to winning of, and leading, doctoral training programmes or equivalent <p><i>Professional development</i></p> <ul style="list-style-type: none"> Top leadership training e.g. that of Leadership Foundation for Higher Education
<i>Education: Activities that produce considerable achievements and recognition as an educator and educational developer/innovator within the School and beyond</i>
<ul style="list-style-type: none"> As for Professor (C), but with greater emphasis on activities that: <ul style="list-style-type: none"> Enhance the quality and/or external reputation of the School's Education Provision Contribute to strategic leadership in education internally or externally Principal Fellow of HEA would be expected for Education-focused applicant
<i>Internal contribution: Significant contributions to School functioning and development</i>

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

Internal citizenship including contributing to supportive academic environment

- As for Professor (C), but with greater emphasis on active involvement in the development and achievement of the research and/or education strategy of the MRC Unit, Faculty or School (i.e. beyond own research or education programme), such as contributions to development of thriving international institutional partnerships, strategic and innovative EDI leadership, representing the School on matters of core importance

School leadership and management roles

- As for Professor (C) but with higher level of contribution

External contribution: Significant contributions beyond the School***Knowledge translation and enterprise***

- As for Professor (C), but with more substantial engagement with national or international partners, including industry (for product development), in translation of knowledge to the benefit of the population of the UK and/or elsewhere

Academic Expectations: Professor Band Bi

Professor (Bii) expectations provide the baseline for Professors (Bi). Where Professors (Bi) are expected to undertake additional activities, or undertake activities at a higher level, these are listed below.

The expected types of activities are examples; 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.

<i>Knowledge generation: Activities that maintain outstanding international profile and reputation with widely acknowledged contributions to knowledge and success of others</i>
<i>Research and scholarship</i> <ul style="list-style-type: none">• As for Professor (Bii), but with:<ul style="list-style-type: none">○ Leadership of substantial research programme¹⁰ consistent with the School's mission funded through substantial research grants and/or top level personal fellowships from prestigious funders e.g. RCUK, Wellcome Trust, NIH○ Activities that help ensure that work is demonstrably held in significant national and international esteem, e.g. through obtaining the top tier of research fellowships; election as fellow of prestigious learned societies; award of prestigious prizes and honours; requests to giving prestigious lectures/keynotes○ Significant support to success of others
<i>Education: Activities that maintain international reputation and recognition for outstanding achievements as an educator and educational developer/innovator</i>
<ul style="list-style-type: none">• As for Professor (Bii), but with increased emphasis on activities that ensure national or international recognition.
<i>Internal contribution: Exceptional contributions to School functioning and development</i>
<ul style="list-style-type: none">• As for Professor (Bii), but taking major responsibility for School, Faculty or MRC Unit strategic leadership in development of research/education, leading, developing and motivating colleagues to achieve School aims beyond own research and teaching (e.g. contributions to development of thriving international institutional partnerships, furthering equality and diversity, representing the School on matters of core importance, supporting major fund raising goals)

¹⁰ Leadership may relate to discrete research programme(s), or may be disciplinary leadership within internationally renowned team research

External contribution: Exceptional contribution beyond the School

As for Professor (Bii) but in addition:

External citizenship

- Membership of REF panel or equivalent national or international major peer review body
- Major role on national or international funding body
- Major role on national or international policy-making body

Knowledge translation and enterprise

- Sustained engagement with national and international partners, including industry, that leads to significant and ongoing benefits to the population of the UK and/or elsewhere

Academic Expectations: Professor Band A

Professor (Bi) expectations provide the baseline for Professors (A) at higher grades. Where Professors (A) are expected to undertake additional activities, or undertake activities at a higher level, these are listed below.

The expected types of activities are examples; 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.

<i>Knowledge generation: Activities that promote world-wide reputation for world-leading, paradigm shifting research, funded substantially from external sources, and nurturing careers of others</i>
<ul style="list-style-type: none"> As for Professor (Bi) but including activities that help provide evidence that work is held in the very highest international esteem, such as fellowship of the Royal Society or equivalent, major international prizes/medals, honorary degrees from leading universities, top UK Honours or equivalent elsewhere
<i>Education: World-wide reputation for world-leading, paradigm shifting achievements as an educator and educational developer/innovator</i>
<ul style="list-style-type: none"> As for Professor (Bi), but with greater emphasis on the positive impact of contributions and achievements, and on evidence of esteem at the highest level
<i>Internal contribution: Outstanding contributions to School functioning and development</i>
<ul style="list-style-type: none"> As for Professor (Bi) and especially: <ul style="list-style-type: none"> Major role in strategic development and management across School, and beyond solely research or education Significant and influential involvement in School-wide activity furthering the School's strategic aims Major track record of contributions to ensuring a supportive research culture in Dept/Faculty/School
<i>External contribution: Seminal contribution beyond the School</i>
<ul style="list-style-type: none"> As Professor (Bi) but at higher level e.g.: <ul style="list-style-type: none"> Lead advisor (including secondment) to prominent national governmental or international funding or policy bodies on UK and/or global issues Advancing and broadening public understanding of the discipline in significant and highly public ways Activities which have a highly beneficial impact on a very large scale beyond academia

- Presidential role of major learned society with international reputation or similar high-profile external role