

EXPECTATIONS OF ACADEMIC STAFF:

2023



1. Introduction

This document sets out expected behaviours, and the categories and types of activity that academic staff are expected to undertake, **at** the various grades. It relates closely to the Promotion criteria, which indicate what academic staff need to do to get promoted to the **next** grade. As with the promotions criteria, this Expectations document operationalises a 'portfolio' approach, where there is some flexibility on how staff combine the four main elements of an academic role. However, an individual's job description sets out the specific elements of an individual's role.

School and Faculty strategies set the context and framework for the annual Performance and Development Review (PDR). The relevant grade-specific section of this document should be used as a guide for the annual PDR discussion for all academic staff and should inform the setting of objectives for the coming year. If there are areas that need strengthening, objectives for the coming year should be set accordingly and any necessary support needed should be identified.

In addition, Professors' and Associate Professors' performance is reviewed at intervals in relation to the expectations relevant to the grade and band by Faculty Management Groups.

2. Expectations of academic staff and the portfolio approach

LSHTM has recently developed its [vision](#) for 2032, a [strategy](#) for 2022-27, and [values](#) which demonstrate how we aspire to achieve our mission now and in the future, and what it means to work and study at LSHTM. All academic staff are expected to act with integrity, embrace difference, work together, and create impact. Within this framework of behaviours, academic staff are expected to strive for excellence and contribute to a supportive academic environment:

- 'Excellence' may reflect individual excellence and/or excellence as part of a team with clear evidence of the individual's contribution to, and role in, the team
- 'Contributing to a supportive academic environment' means contributions which are in the collective good and beyond the immediate personal interest of an individual, and which support the success of others and the flourishing of the School/Faculty/Department academic environment and culture.

All those on the academic pathway are normally expected to contribute in four categories¹, as shown in the table below, together with the sub-categories within each category. Not all sub-categories are relevant to every grade and grade-specific tables are provided later in the document. A key to abbreviations is provided in Appendix 1.

Academic roles	
Category	Sub-categories
Knowledge generation	Research and scholarship
	Reflective practice and critical enquiry (RPaCE)
	Doctoral degree supervision

¹ Exceptions – for example, contributions in only 2 or 3 categories, may be agreed on a case-by-case basis and with a clear rationale and agreed job description

	Research management, leadership and support
	Professional development for research
Education	Teaching and assessment
	Education development and innovation
	Education leadership and management
	Professional development
Internal contribution	Internal citizenship including contributing to a supportive academic environment
	School leadership and management roles
External contribution	External citizenship
	Knowledge translation, impact and engagement (including public engagement relating to research and education)

The **balance** and precise activities across these categories (an individual's portfolio of work) is set by their job description and annual PDR discussion, with advice as necessary from TPD, HoD and DoF to ensure School needs are covered.

An education-focused academic will not be expected to demonstrate the same spread and depth of activities under Knowledge Generation as a research-focused academic. The former may choose to contribute to Knowledge Generation via:

- reflective practice and critical enquiry, or
- both reflective practice and critical enquiry, and research and scholarship (whether pedagogy or subject specific).

An education-focused academic will be expected to have completed the full PGCILT (assistant professor and above) and to have obtained the level of HEA fellowship appropriate to their grade.

A research-focused academic will not be expected to demonstrate the same spread and depth of activities in Education as an education-focused academic. In the area of Knowledge Generation, the former will be expected to have significant achievements (relative to their grade) under research and scholarship; research management, leadership and support; and doctoral supervision.

Given the School's mission, activities relating to Knowledge Generation and Education are normally expected to be the focus of individuals' portfolios, with Internal and External Contributions making a significant, but smaller, contribution. At more senior grades more substantial, though usually time limited, internal contributions are expected through taking on School management roles.

The profile for each grade indicates the form and level of expectation that the School has of staff at this level. This does **not** mean that staff are expected to do **all** of the listed activities at any one time; the mix of activities within each category will relate to their job description, be shaped by their annual PDR discussion/Senior Staff Review and Faculty/School needs for certain roles to be undertaken, and will change over time as staff gain experience and expertise and as specific opportunities arise (e.g. for advising policy makers on application of research findings, or registering patents).

3. Equality, Diversity and Inclusion (EDI)

- 3.1 Reflecting LSHTM's EDI goals in their own work and behaviour is the responsibility of everyone at LSHTM. Our [EDI strategy](#) sets out our overarching EDI goals and guiding principles. The EDI action plan provides more detail under each overarching goal. Drawing from various sources including the EDI strategy and action plan, suggestions

submitted in response to a Faculty-wide request, Athena SWAN action plans, the FAIR Anti-racism toolkit, and Decolonising Global Health suggested actions, illustrative examples are given below of the types of EDI-related activities with which staff are expected to engage:

Knowledge generation

- using positive action initiatives to encourage staff and doctoral student recruitment and retention from under-represented groups
- addressing inequalities in research project subjects, where relevant, and in research processes with research partners and participants
- ensuring language and images in research outputs and communications do not perpetuate stereotypes/biases in respect of race, gender, or other protected characteristics
- engaging marginalised populations in patient and public involvement and engagement activities (PPIE)
- proactive efforts to ensure research partnerships are equitable throughout a research project/programme's processes, from initiation through to publishing and other dissemination.

Education

- decolonising the curriculum (eg related to content, readings, greater diversity of speakers)
- supporting initiatives to increase MSc student recruitment from underrepresented populations
- practices that ensure that all voices, particularly those of students with relevant first-hand experience, are heard in class discussions
- monitoring academic outcomes and taking measures to address differential educational and career development outcomes historically experienced by some minoritised groups

Internal contributions

- active role in LSHTM EDI-related committees, networks and related initiatives
- mentoring and supporting career progression of staff from under-represented groups and facing particular challenges (eg carers), including through setting up peer support networks
- personal development activities in support of EDI (eg additional training)

External contributions

- active role in external networks and activities – eg related to decolonising global health.

It is expected that all staff should have at least an understanding of EDI, since they are required to have completed EDI training within the last two years. Staff, as they gain experience, should aim to develop a track record in EDI contributions, and look for opportunities to take leadership roles.

4. Assessing research performance

LSHTM's approach to assessing research performance encompasses the disciplinary backgrounds of all staff at the School. Committees therefore apply the criteria allowing for the expectations of the subject area/discipline in terms of types and volume of output.

We seek to ensure a collegial and supportive research culture, where individuals are recognised not just for their own individual contributions but also for their support to the success of others.

LSHTM has signed up to the Declaration on Research Assessment (DORA)². This means that we:

- seek to be explicit about the criteria used to evaluate scientific productivity, and adhere to the principle that the scientific content of a paper is more important than publication metrics or the identity of the journal in which it is published
- recognise the value of all research outputs (for example publications, datasets and software), as well as other types of contributions, such as training early-career researchers and influencing policy and practice.

In addition, we expect authors of research papers, monographs and book chapters to maximise the opportunities to make their results available for free, in line with our open access publishing policy³. Research data that underpins findings should be made available at the earliest opportunity using appropriate access methods⁴.

LSHTM works collaboratively with a large number of institutions, both in the UK and overseas, to deliver research. The LSHTM Strategy recognises that strong and equitable partnerships are critical to delivery of our mission to improve health worldwide. Equally, where LSHTM is in receipt of funding which it passes to a research partner through a sub-contract, the School remains accountable to the funder for the good management of that funding. It can be desirable for partners to take on the lead role and the expectations recognise the importance of being CoI and contributing within a proposal, for example as work package lead or co-lead. The specific named role on a grant is less important, especially in the context of a research team, than evidence of intellectual leadership contributions, other forms of contributions within a team, and originality of contributions.

5. Assessing education performance

Following the deliberations of a Working Group on Education in the Academic Pathway, Academic Expectations and Promotion Criteria have been re-examined to reflect better staff activities and achievements in Education. The subcategory 'Reflective Practice and Critical Enquiry' has been added as a sub-category within Knowledge Generation, permitting choice of balance across contributions within Knowledge Generation between Reflective Practice and Critical Enquiry and Research and Scholarship. Further information on Reflective Practice and Critical Enquiry, and types and examples of activities that can demonstrate an active approach to reflective practice and critical enquiry of teaching practice, can be found in [A Guide to Reflective Practice and Critical Enquiry \(RPaCE\)](#). This guidance is intended to help staff plan and reflect on their own activities, and evidence them in performance reviews and promotion applications.

6. Contributing to the sustainability of LSHTM

LSHTM is an academic institution, with a mission to improve health and health equity worldwide through research, education and other activities. The School is not driven by a motivation to maximise income and make 'profit'. However, its continuing existence depends on the generation of income sufficient to cover our costs **and** ensure enough surplus so that

² <https://sfedora.org/read/>

³ https://www.lshtm.ac.uk/sites/default/files/open_access_policy.pdf

⁴ https://www.lshtm.ac.uk/sites/default/files/research_data_management_policy.pdf

the School can invest in maintaining and enhancing its infrastructure. Our financial surpluses are modest and are all reinvested into enhancing LSHTM's mission.

Our financial margins are slim due to an overall under-funding of research in the UK higher education sector. 80% of our total income is related to our research activities, making us one of the most research-intensive higher education institutions. This high research intensity and the underfunding of research mean that ensuring our financial sustainability relies on generating income from other sources, primarily from our education activities and through fundraising. LSHTM is different to most other UK universities by not educating undergraduate students, which underpins the financial sustainability of those other universities.

On average, across all funding for research, for every £1 of funding received, LSHTM needs £1.05 to adequately deliver and support these activities. It is our other income streams, particularly our education, that subsidises the financial loss made on our research activities.

In general, the overall mix of activities in the School must be such as to cover our costs, especially our salary costs since those make up a large proportion of our ongoing costs from year to year, and to create sufficient surplus so that the School can invest in improving its infrastructure, services and working conditions, and create financial space to allow for new initiatives and ensure financial security for staff.

Academic staff contribute to the long-term sustainability of LSHTM through their engagement in all four categories of work outlined in the table above. On average and collectively, their mix of work must be such that it is financially sustainable. It is therefore important that staff are aware of the expectation that, on average and over time, all need to contribute not just to the academic success of the School, but also to its financial sustainability, and hence appreciate the need to ensure good levels of cost recovery for research (to reduce the deficits incurred) and contribute as required to education and other activities that produce a surplus.

For staff on without duration contracts, primarily some associate professors and above, it is expected that salary recovery from research grants (whether as direct costs or directly allocated costs) and consultancy will be, on a rolling 3 year average, 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 FTE. Exceptions to these salary recovery expectations 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, and these expectations will be applied flexibly, allowing for individual circumstances and the balance of activities.

The majority of academics at the School have a research-intensive portfolio of work. However, regardless of whether or not their salary is paid from a research grant, they are expected to contribute to the education programme, to the maintenance of the School's academic environment and standing, and externally to their discipline and subject area. This mix of activities is integral to what it means to develop as an academic; it is also supported by funder policies. LSHTM and key funders are signatories of the [Concordat to Support the Career Development of Researchers](#) which states that institutions must provide researchers with opportunities, and time, to develop their research identity and broader leadership skills. In this context research identity is defined as researchers increasing their impact by developing their professional research competencies and reputation through activities such as teaching, publishing, conference presentations/organisation, grant proposal writing, networking, managing budgets, knowledge exchange and secondments. Funders signing the Concordat, and hence committed to observing it, include UKRI, NIHR, Wellcome, Royal Society, British Academy, British Heart Foundation and Cancer Research UK.

7. Allowance for roles with major time implications

Major internal contributions in the form of School management roles each have a role description and associated expectations, and expected contributions in other categories will be adjusted to match. So, for example, it is recognised that taking on formal School roles with major time commitment, such as HoD, TPD, Programme Director, means that the individual's contribution to Knowledge Generation and Education innovation and delivery will be lower.

8. Staff categories with special considerations

8.1 *Personal circumstances*

Expectations will be adjusted where appropriate to match personal circumstances (e.g. part-time work, extended periods of absence, disability). These could include, for example, reducing teaching pro-rata for those part-time, or amending the portfolio of work to focus more heavily in one area than another. When considering personal circumstances, the School will act in accordance with its **equality and legal** obligations but will not normally lower its expectations for excellence in all activities undertaken.

8.2 *Staff based overseas*

The four categories of academic roles apply equally to staff based overseas as in London, though the type and nature of activities within each category can be adapted to suit their overseas location. Internal contributions are those which support the School and not only those which take place in London.

Educational activities may consist primarily of online contributions to the intensive programmes and to the DL programme. It is recognised that staff may also wish or need to contribute to the education programmes of overseas partners, but contribution to the LSHTM's teaching programme is still expected, at a level of not less than 50% of the normal expected contribution to education of academic staff, and usually more. For contribution to an overseas partner to be taken into account, it should meet the School's capacity strengthening aims and be agreed by the Dean of Faculty and TPD during the annual Faculty teaching allocation process.

Some degree of engagement in professional development activities is expected, and can be done in various ways – e.g. through online training, attending activities during 'LSHTM week', pursuing relevant training in the country of residence where available. All PGCILT learning material is now online.

Internal contributions can take the form of contributing to the intellectual, social and cultural life of the MRC Units, supporting/leading liaison arrangements with partner institutions; training, mentoring, and supervising staff employed by overseas partner institutions as part of agreed capacity strengthening activities; active engagement with School Centres' activities; leading activities in 'LSHTM week' when overseas staff are expected to be present at the School.

8.3 *Clinical staff (including those in clinical training) with honorary or part-time NHS contracts*

Clinical staff comprise clinically qualified academics who are still completing their clinical training in medicine and have not gained a Certificate of Completion of Training (CCT) or its equivalent, and academic staff who hold a consultant or honorary consultant appointment with the NHS.

Such staff effectively undertake their academic duties on a part-time basis, and will be considered in the same way as those staff working part-time, taking into account the number of PAs in their agreed workplan.

9. Expectations by Grade

9.1 Research Assistant

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. Research Assistants employed on research projects will be expected to focus on Knowledge Generation, in accordance with their job description, but some activity in other areas is required and will support career progression. Research Assistants predominantly employed to support Education will be expected to have more limited contribution to Knowledge Generation, again as reflected in their job description.

Knowledge generation: High quality support for, and contribution to, knowledge generation
<p><i>Research and scholarship</i></p> <ul style="list-style-type: none"> • Undertaking research, as directed by line manager • Contributions to funding applications including supporting more senior staff in completing applications • Contributing to peer-reviewed and other research outputs, including pre-prints, as expected by the subject area/discipline in terms of types of output • Poster/oral presentations at conferences • Social media contributions such as twitter, blogs, web-based media or webinars <p><i>Reflective practice and critical enquiry (RPaCE)</i></p> <ul style="list-style-type: none"> • Participating in RPaCE • Disseminating learning and experiences through presentations to colleagues <p><i>Doctoral degree supervision</i></p> <ul style="list-style-type: none"> • None expected though involvement in advisory activities/roles or provision of practical skills training is encouraged where relevant <p><i>Research management, leadership and support</i></p> <ul style="list-style-type: none"> • Effective management of own time and activities • Supporting the administration of projects he/she is employed on, eg taking meeting minutes <p><i>Professional development</i></p> <ul style="list-style-type: none"> • Appropriate courses and other development activities, referenced to RDF • Especially for lab-based disciplines: where the length, nature and funding source of the position permit, to apply for and, if accepted, undertake a doctoral degree (if not already acquired).
Education: Participation in educational activities⁵
<p><i>Teaching and assessment</i></p> <ul style="list-style-type: none"> • Participation in some aspects of the School's Education Programme or education outreach activities e.g. contributions to taught courses, research methods training, mentoring school pupils on outreach programmes <p><i>Educational development and innovation</i></p> <ul style="list-style-type: none"> • Contributions to educational innovations or developments, e.g. helping to update the content or delivery of a course or module <p><i>Educational leadership and management</i></p> <ul style="list-style-type: none"> • None expected

⁵it is accepted that some RA roles and/or funding make it difficult to give time to Educational activities, but some degree of engagement is encouraged

<p><i>Professional development</i></p> <ul style="list-style-type: none"> • Formal study/training and/or other activities that develop educational knowledge and expertise, referenced to UKPSF; working towards Associate Fellow HEA
<p>Internal contribution: <i>Support to the academic environment in the Department or beyond</i></p> <p><i>Internal citizenship including contributing to supportive academic environment</i></p> <ul style="list-style-type: none"> • Supporting Department/Faculty/Centre/School events or special interest groups; organising seminars/lab meetings/journal clubs; group or departmental social organising; support to EDI activities including Athena Swan; support to external partnerships <p><i>General leadership and management roles</i></p> <ul style="list-style-type: none"> • None expected
<p>External contribution: <i>Support to the external community</i></p> <p><i>External citizenship</i></p> <ul style="list-style-type: none"> • Involvement in journal or book reviews, if opportunities arise • Sharing examples of good practice (e.g. contributing to discipline-specific interest group or professional bodies) <p><i>Knowledge translation, impact and engagement: not expected but options include</i></p> <ul style="list-style-type: none"> • Collection of evidence of research impact for impact case studies (e.g. policy records, correspondence with policy makers, media highlights) • Engagement with policy/practice/industry/NGO communities and with the general public

9.2 Research Fellow

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. Research Fellows employed on research projects will be expected to focus on Knowledge Generation, in accordance with their job description, but some activity in other areas is required and will support career progression. Research Fellows predominantly employed to support Education will be expected to focus on Education, again as reflected in their job description.

<p>Knowledge generation: <i>Independent contributions and a clear trajectory towards excellence in knowledge generation</i></p>
<p><i>Research and scholarship</i></p> <ul style="list-style-type: none"> • Undertaking research • Working with PIs to draft grant proposals and/or leading writing of small grants, work packages or sections of larger proposals or personal fellowship applications • Contributing to peer-reviewed and other research outputs, including pre-prints, and as first author, as expected by the subject area/discipline in terms of types of output • Poster/oral presentations at relevant conferences, translation of research findings into educational materials • Social media contributions such as twitter, blogs, web-based media or webinars <p><i>Reflective practice and critical enquiry (RPaCE)</i></p> <ul style="list-style-type: none"> • Contributing to RPaCE activities • Designing evaluation studies • Disseminating learning and experiences through presentations, blogs etc • Contributing to enhancing teaching practice of others: e.g. mentoring, teaching observation and feedback <p><i>Doctoral degree supervision</i></p> <ul style="list-style-type: none"> • For RFs with Doctorate, some contribution to doctoral degree supervision is encouraged (e.g. specialist skills training; ad hoc advice; advisory committees). RFs without a Doctorate may also advise in areas of specialist knowledge

<p><i>Research management, leadership and support</i></p> <ul style="list-style-type: none"> • Effective management of own time and activities • Management of small research grants or elements of larger grants, including management of data collection and relationships with research collaborators, supporting/mentoring colleagues, support to grants management <p><i>Professional development</i></p> <ul style="list-style-type: none"> • Courses and other professional development activities, referenced to RDF • Where the length, nature and funding source of the position permit, to apply for and, if accepted, undertake a doctoral degree (if not already acquired)
<p>Education: Basic competence in teaching and assessment</p> <p><i>Teaching and assessment</i></p> <ul style="list-style-type: none"> • Research-informed teaching and assessment contributions (e.g. contributions to modules, MSc project supervision) <p><i>Educational development and innovation</i></p> <ul style="list-style-type: none"> • Contributing to the development of new educational materials, learning opportunities or assessments approaches <p><i>Education leadership and management</i></p> <p>None expected</p> <p><i>Professional development</i></p> <ul style="list-style-type: none"> • Participation in professional development activities referenced to UKPSF (e.g. HEA, PGCILT, preparation for doctoral degree supervision, shadowing more experienced colleagues); acquiring Associate Fellow HEA
<p>Internal contribution: Contributions to School functioning and development</p> <p><i>Internal citizenship including contributing to supportive academic environment</i></p> <ul style="list-style-type: none"> • Contributing to at least one Department, Faculty, School, or Centre event or special interest group in any one year, including EDI activities; • Taking on role as Digital Champion or Decolonising the Curriculum facilitator; Supporting external School collaborations/partnerships (beyond own research or education role) where relevant • Support to others' success (eg careers advice to students) <p><i>School leadership and management roles</i></p> <ul style="list-style-type: none"> • None expected
<p>External contribution: Contribution beyond the School</p> <p><i>External citizenship</i></p> <ul style="list-style-type: none"> • Contributing to learned society/conference events, journal and grant reviews etc <p><i>Knowledge translation, impact and engagement: not expected but options include:</i></p> <ul style="list-style-type: none"> • Collecting evidence of research impact for impact case studies (e.g. policy records, correspondence with policy makers, media highlights) • Engaging with policy/practice/industry/NGO communities and the general public • Supporting MOOCs/OERs or other (e.g. educational) outreach

9.3 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
- Demonstrating intellectual leadership, contributions and originality, through applying for external grants and/or fellowships primarily from 'good'⁶ 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 FTE⁷; 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
- 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 excellent⁸
- 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
- Contributing to enhancing teaching practice of others: e.g. mentoring, teaching observation and feedback

Doctoral degree supervision

- Contributing to doctoral degree supervision⁹ 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 research-informed educator within higher education

Teaching and assessment

- Research-informed teaching, supervision and assessment

⁶ 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

⁷ Exceptions include, for example, where staff hold prestigious fellowships which do not pay salary (eg Wellcome)

⁸ 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

⁹ 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.

<ul style="list-style-type: none"> • 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 <p><i>Educational development and innovation</i></p> <ul style="list-style-type: none"> • 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). <p><i>Education leadership and management</i></p> <ul style="list-style-type: none"> • 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 <p><i>Professional development referenced to UKPSF</i></p> <ul style="list-style-type: none"> • 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 students/colleagues)
<p>Internal contribution: Contributions to School functioning and development</p> <p><i>Internal citizenship including contributing to supportive academic environment</i></p> <ul style="list-style-type: none"> • 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; engagement with 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) <p><i>School leadership and management roles</i></p> <ul style="list-style-type: none"> • Not expected
<p>External contribution: Contribution beyond the School</p> <p><i>External citizenship</i></p> <ul style="list-style-type: none"> • Membership of society/conference committees • Journal, book and/or grant reviews • Invited presentations <p><i>Knowledge translation, impact and engagement: options include:</i></p> <ul style="list-style-type: none"> • 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

9.4 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

- Demonstrating intellectual leadership, contributions and originality through a research grant portfolio from good¹⁰ research funders (roles may include PI, CoI, work package leader or co-leader) 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 FTE¹¹; 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^{12 13}; 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

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; engaging with research partners
- 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

¹⁰ 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

¹¹ exceptions include, for example, where staff hold prestigious fellowships which do not pay salary (eg Wellcome)

¹² 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

¹³ Where publications are co-authored with other School staff, the volume should be such that each person has at least 4 distinct outputs

- 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 development¹⁴

Education leadership and management

- A leadership role in Education ¹⁵
- 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

- 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, impact and engagement

- 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

¹⁴ e.g. publication, conference presentation, special interest group, engagement with external examiners or reviewers, peer-observation

¹⁵ For example, Programme Director/deputy, Admissions Tutor, leadership role within collaborative education programme with other institution(s), representing Programme Directors' Forum on SPGTC, member/Chair of Education Task & Finish Groups, Exam Board Chair/Deputy

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

9.5 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

- Sustained intellectual leadership, contributions and originality as reflected in substantial programme of research supported by 'good'¹⁶ research funders ((roles may include PI, Col or work package leader or co-leader), 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 FTE¹⁷; 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^{18 19}; 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
- 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

¹⁶ 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

¹⁷ 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

¹⁸ 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

¹⁹ Where publications are co-authored with other School staff, the volume should be such that each person has at least 4 distinct outputs

- 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 development²⁰

Education leadership and management

- Evidence of external influence of work e.g. through acknowledgement and invitations to advise or collaborate
- Leadership roles in Education²¹
- Contributions to education strategies and policies through committees, forums or review groups

Professional development referenced to UKPSF

- Senior Fellow HEA or Working towards Principal Fellow HEA through ongoing commitment to professional development activities expected for education-focused applicant

Internal contribution: *Significant contributions to School functioning and development*

Internal citizenship including contributing to supportive academic environment

- 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

²⁰ e.g. publication, conference presentation, special interest group, engagement with external examiners or reviewers, peer-observation

²¹ e.g. Programme Director/deputy, leadership role within collaborative education programme with other institution(s), Exam Board Chair/Deputy, representing Programme Directors' Forum on SPGTC, member/Chair of Education Task & Finish Group

- 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) and in research partners

School leadership and management roles

- HoD, ADoE, TPD, Head Doctoral College, FRDD, DRDC
- Centre Director/Deputy Director or theme leader
- Supporting School partnerships (beyond own specific research activities)

External contribution: *Significant contribution beyond the School*

External citizenship

- 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

Knowledge translation, impact and engagement

- 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

9.6 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.

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

Research and scholarship

- As for Professor (C), but including:
 - Very strong programme of research supported by 'good'²² 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

Reflective practice and critical enquiry

²² 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

<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
<p>Education: <i>Activities that produce considerable achievements and recognition as an educator and educational developer/innovator within the School and beyond</i></p>
<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
<p>Internal contribution: <i>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"> 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 <p><i>School leadership and management roles</i></p> <ul style="list-style-type: none"> As for Professor (C) but with higher level of contribution
<p>External contribution: <i>Significant contributions beyond the School</i></p>
<p><i>Knowledge translation, impact and engagement</i></p> <ul style="list-style-type: none"> As for Professor (C), but with more substantial engagement with national or international partners, including industry (eg collaborative research programmes, licencing or consultancy), in translation of knowledge to the benefit of the population of the UK and/or elsewhere

9.7 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.

<p>Knowledge generation: <i>Activities that maintain outstanding international profile and reputation with widely acknowledged contributions to knowledge and success of others</i></p>
<p><i>Research and scholarship</i></p> <ul style="list-style-type: none"> As for Professor (Bii), but with: <ul style="list-style-type: none"> Leadership of substantial research programme²³ 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

²³ Leadership may relate to discrete research programme(s), or may be disciplinary leadership within internationally renowned team research

<ul style="list-style-type: none"> ○ 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
<p>Education: <i>Activities that maintain international reputation and recognition for outstanding achievements as an educator and educational developer/innovator</i></p>
<ul style="list-style-type: none"> • As for Professor (Bii), but with increased emphasis on activities that ensure national or international recognition.
<p>Internal contribution: <i>Exceptional contributions to School functioning and development</i></p>
<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)
<p>External contribution: <i>Exceptional contribution beyond the School</i></p>
<p>As for Professor (Bii) but in addition:</p> <p><i>External citizenship</i></p> <ul style="list-style-type: none"> • 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 <p><i>Knowledge translation, impact and engagement</i></p> <ul style="list-style-type: none"> • 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

9.8 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.

<p>Knowledge generation: <i>Activities that promote world-wide reputation for world-leading, paradigm shifting research, funded substantially from external sources, and nurturing careers of others</i></p>
<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
<p>Education: <i>World-wide reputation for world-leading, paradigm shifting achievements as an educator and educational developer/innovator</i></p>
<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
<p>Internal contribution: <i>Outstanding contributions to School functioning and development</i></p>

- As for Professor (Bi) and especially:
 - 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

External contribution: Seminal contribution beyond the School

- As Professor (Bi) but at higher level e.g.:
 - 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

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Appendix 1: Key to Abbreviations

ADoE	Associate Dean of Education
APPG	All-Party Parliamentary Groups
AWERB	Animal Welfare and Ethics Review Board
DRDC	Departmental Research Degrees Co-ordinator
DL	Distance Learning
DoF	Dean of Faculty
DSMB	Data & Safety Monitoring Board
EDI	Equality, Diversity and Inclusion
FRDD	Faculty Research Degrees Director
HEA	Higher Education Academy
HoD	Head of Department
IP	Intellectual Property
MOOC	Massive Open Online Course
OER	Open Education Resources
PgCILT	Postgraduate Certificate in Learning & Teaching
RDF ²⁴	Researcher Development Framework
TPD	Taught Programme Director
UKPSF ²⁵	UK Professional Standards Framework

²⁴ <https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework/developing-the-vitae-researcher-development-framework>

²⁵ <https://www.heacademy.ac.uk/recognition-accreditation/uk-professional-standards-framework-ukpsf>