Academic Expectations and Promotion Criteria

This document should be read in conjunction with the [Academic Promotion General Guidance](#).

1. Introduction

This document outlines academic expectations and promotion criteria for LSHTM academic staff.

Academic expectations refer to the behaviours, categories and types of activity that all academic staff are expected to undertake <u>at</u> the various grades.

Promotion criteria indicate what academic staff need to do to get promoted to the <u>next</u> grade.

The grade-specific guidance in this document applies to the annual Performance and Development Review (PDR) process. Line managers should work with staff to identify appropriate objectives and any support needed to meet expectations.

Faculties also undertake an annual senior staff review to assess Professors' and Associate Professors' performance in relation to the relevant grade and band expectations.

2. Academic contribution categories and portfolio of work

LSHTM's [vision](#), [strategy](#) and [values](#) set out our mission and how we aspire to achieve this. All academic staff are expected to act with integrity, embrace difference, work together, and create impact. All 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 that are beyond an individual's immediate personal interest, and that support the success of others and a flourishing academic environment and culture.

Academic staff are expected to contribute to all four categories as shown in the table below. Staff are normally expected to contribute to knowledge generation, LSHTM's education programme, LSHTM's academic environment and standing, and externally to their discipline and subject area. Exceptions may be approved on a case-by-case basis where there is a strong rationale and in line with the individual's job description.

Category	Sub-categories
Knowledge generation	Research and scholarship
	Doctoral degree supervision
	Research management, leadership and support
	Professional development for research
Education	Core
	Extended
Internal contribution	Internal citizenship including contributing to a supportive academic environment
	Institution leadership and management roles
External contribution	External citizenship
	Knowledge translation, impact and engagement (including public engagement relating to research and education)

The grade-specific tables below outline the general academic expectations, promotion criteria and **indicative examples** of activities for each grade. An individual's portfolio of work and the balance of activities across categories is set by their job description and annual PDR discussion, with advice as appropriate from the Faculty Associate Dean for Education (ADE), Head of Department (HoD) and Dean of Faculty (DoF) to ensure that LSHTM needs are covered. Staff are not expected to demonstrate all listed activities at any one time, and the mix of activities may change over time as staff gain experience and expertise.

Staff are normally expected to focus on Knowledge Generation and Education activities, with significant but smaller Internal and External Contributions. For senior grades, more substantial internal contributions are expected through taking on Institution management roles. All academic staff at LSHTM (except for Research Assistants) are expected to contribute to education and the broad principles of this engagement are outlined in the Teaching Allocation Framework. However, individuals will vary in the extent to which education activities form part of their overall academic portfolio. As such, the education descriptors for each grade are divided into core and extended descriptors. Core descriptors apply to all academic staff, whilst extended descriptors are relevant only to those for whom education makes a more substantial contribution to their overall academic portfolio.

3. Equity, Diversity and Inclusion (EDI)

All staff are expected to contribute towards LSHTM's EDI goals and objectives as outlined in the EDI strategy and action plan. Examples of EDI-related activities in which staff are expected to engage include:

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 and 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)
- Promoting equitable research partnerships throughout the research life-cycle, from initiation through to dissemination

<u>Education</u>
- Proactive efforts to decolonise the curriculum (including content, readings, diversity of speakers) and sharing good practice
- Supporting initiatives to increase MSc student recruitment from underrepresented populations
- Developing and implementing teaching 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

<u>Internal contributions</u>
- Active role in LSHTM EDI-related committees, networks and initiatives
- Mentoring and supporting career progression of staff from under-represented groups and/or staff facing challenges (e.g. carers), including through peer support networks
- Personal development activities in support of EDI (e.g. additional training)

<u>External contributions</u>
- Active role in external networks and activities (e.g. related to decolonising global health)

All staff must have completed EDI training within the last two years. As staff gain experience, they should aim to develop a track record in EDI contributions and seek opportunities to undertake EDI leadership roles.

4. Assessing research performance

LSHTM assesses research performance and promotion applications in accordance with relevant disciplinary norms in terms of the type, quality and volume of outputs.

LSHTM has signed the [Declaration on Research Assessment](#) (DORA). 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; and
- recognise the value of all research outputs (including publications, datasets and software), and other responsible research practices and contributions, such as training early-career researchers, and influencing policy and practice.

Staff should not include H-indexes, journal-based metrics (e.g. Journal Impact Factors) or references to 'high impact journals' in promotion applications.

We expect staff to maximise opportunities to make their research outputs and results available for free, in line with the LSHTM [Open Access Publishing Policy.](#) Research data, software and other items that substantiate findings should be made available at the earliest opportunity, using appropriate access methods, following principles outlined in the LSHTM [Research Data Management Policy](#).

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.

We seek to ensure a collegial and supportive research culture, where staff are recognised for their individual contributions and for supporting others to succeed.

Equitable partnerships are critical to delivering LSHTM's mission to improve health worldwide. LSHTM recognises academic staff contributions in cases where, for example:

- funding passes to a research partner through a sub-contract, but LSHTM remains accountable for the good management of that funding;
- Contributions as CoI, work package lead or co-lead for projects where partners take on the lead role.

The individual's named role on a grant is less important, especially in the context of a research team, than evidence of intellectual leadership contributions, other contributions within a team, and originality of contributions. Staff applying for promotion should clearly describe their contributions in their application.

5. Allowance for management roles with major time allocations

It is recognised that staff with significant formal Institution management roles, such as Head of Department and Programme Director, will have less time to undertake Knowledge Generation and Education activities. These Institution management roles have a job description and associated expectations, and staff time allocations and expected contributions in other categories will be adjusted accordingly. Staff with formal management roles are still expected to meet academic expectations across all categories in terms of quality and excellence.

6. Assessing achievement(s) relative to opportunity

LSHTM incorporates the principle of assessing achievement(s) relative to opportunity to support a fair and equitable assessment of academic achievements and career progression. Academic performance and promotion applications are assessed relative to an individual's opportunity to undertake academic activities over a period of time. When considering an individual's personal circumstances (e.g. part-time work, carer responsibilities, illness, disability), LSHTM will act in accordance with its equality and legal obligations and adjust expectations where appropriate but will not normally lower expectations for excellence.

The Academic Promotion General Guidance outlines the process for disclosing personal circumstances and how this information will be considered by the relevant Committee.

7. Staff location

The four academic contribution categories apply to all staff regardless of location, although the type and nature of activities within each category can vary. Internal contributions are those that support LSHTM, regardless of the staff member's work location.

Education activities may include online contributions to intensive and Distance Learning programmes. Staff may contribute to the education programmes of overseas partners, but they are expected to contribute at least 50% (and usually more) of their education activity to the LSHTM teaching programme. Contribution to an overseas partner's education programme should meet LSHTM's capacity strengthening aims and be agreed by the DoF and ADE during the annual Faculty teaching allocation process.

All staff are expected to engage in professional development activities, which may include online training, attending LSHTM Festival sessions, and/or relevant external training in the UK or overseas.

Internal contributions include 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 LSHTM Centre activities; and leading LSHTM Festival activities.

8. Clinical staff

Clinical staff include clinically qualified academics who are undertaking clinical training in medicine and have not gained a Certificate of Completion of Training (CCT) or equivalent, and academic staff who hold an NHS consultant or honorary consultant appointment.

Clinical staff effectively undertake their LSHTM academic duties on a part-time basis and will be assessed in the same way as part-time staff, considering the number of programmed activities in their agreed workplan.

9. Academic Expectations and Promotion Criteria

9.1 Academic Expectations: All Grades

Staff are expected to meet the baseline academic expectations for their current grade and all lower grades. The grade-specific tables below outline the general expectations for contributions in each category (in italics) and indicative activities. Activities may vary from year to year and not all activities in each category would necessarily be done in any one year.

Research outputs
All academic staff are expected to contribute to high quality peer-reviewed and other research outputs, including pre-prints, in line with the subject area/discipline norms. Pre-prints can count as evidence but are likely to be given less weight than peer reviewed publications.

Staff applying for promotion to Associate Professor and above are expected to contribute to at least four outputs within the past three years that are at least internationally excellent, and that would be rated highly in UK government research quality assessments and in funder peer review processes.

Research funding
All independent research-active academic staff are expected to apply for and secure external funding including grants and/or fellowships, primarily from 'good' research funders in line with LSHTM's full economic costing (FEC) and cost recovery (CR) model.

Salary recovery
Academic staff are expected to contribute to LSHTM's financial sustainability by maximising research cost recovery for research. Salary recovery expectations will be applied flexibly, allowing for individual circumstances and balance of activities.

Staff at Associate Professor and above are expected to meet the following cost recovery expectations for research grants (as direct costs or directly allocated costs) and consultancy, on a rolling 3-year average:

Staff appointment	Salary recovery
Staff with substantial teaching or managerial responsibilities	At least 40%
Staff spending the majority of their time on research	40-80%
Fellowship holders	Normally 100%*

* Exceptions apply for staff on prestigious fellowships that do not pay salary (e.g. Wellcome).

Staff seeking promotion should be performing at the upper end of these expectations.

Data sources
Faculties and Promotion Committees will use central data sources alongside the information provided in the submitted application to assess staff performance against the academic expectations and promotion criteria. Data sources include:

- Outputs, internal and external contributions (Elements data);
- Grant applications and awards information including salary recharges (RCP and Agresso PCB data);
- teaching hours, tutoring, project supervision and module organiser roles (WAMS data);
- Doctoral supervision data (SITS data) and ADE and Faculty Research Degree Director (FRDD) comments on teaching and research degree contributions.

Education contributions will be assessed using Workload Allocation Management System (WAMS) data. Staff who are assessed as substantially below the expected level of contribution in terms of WAMS hours are unlikely to be promoted unless there are strong mitigating circumstances.

Quality is as important as quantity and applicants for promotion are encouraged to provide evidence of quality in their applications.

9.2   Promotion Criteria: All Grades

Staff applying for promotion are expected to be performing at the top level of their current grade <u>AND</u> to provide evidence of their ability to perform at the level expected of a new recruit to the grade above, usually through showing evidence of beginning to perform at the next level across one or more criteria. Diligent and skilful execution of duties at the current grade is necessary but not sufficient for promotion.

The tables below include the promotion criteria and examples of evidence. The promotion criteria set the minimum expectations at each grade. The examples are not exhaustive, but indicate the level of performance and types of activities expected at each grade.

When considering applications for promotion, evidence presented under each category will be assessed as being above expectations, at expectations or below expectations in relation to an applicant's current grade. When considering if an applicant's performance is "above expectations", the assessment will take into account the number, range and depth of examples given across and within the sub-categories, the quality of work (where this can be judged), the extent of the applicant's involvement (for example in published work or in collective activities), and the balance of the applicant's portfolio across Knowledge Generation and Education.

Applications will be assessed against the applicant's agreed role and balance of activities (research-intensive or education intensive). To be promoted an individual must be assessed as "above expectations" in Knowledge Generation OR Education AND at least "at expectations" in the other categories. Strong examples in the other categories will strengthen the case for promotion.

Applicants are not expected to have experience of particular roles associated with the higher grade. Applicants with formal leadership, management, advisory and/or service roles should state their role title, dates and achievements to demonstrate their internal and external contributions.

Staff applying for promotion to Associate Professor, Professor and within Professorial bands will be required to outline their Research and Education vision and plans in their application.

9.3　Research Assistant

Research Assistants employed on research projects are expected to focus on Knowledge Generation, but some activity in other areas is required and will support career progression. While some RA roles and/or funding make it difficult to make time for educational activities, some engagement is encouraged. Research Assistants predominantly employed to support Education are expected to have more limited contribution to Knowledge Generation.

Knowledge generation: High quality support for, and contribution to, knowledge generation
Research and scholarship • 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 • Conference poster/oral presentations • Social media contributions such as blogs, web-based media or webinars **Doctoral degree supervision** • None expected though involvement in advisory activities/roles or provision of practical skills training is encouraged where relevant **Research management, leadership and support** • Effective time management of own time and activities • Supporting project administration, e.g. taking meeting minutes **Professional development** • Appropriate courses and other development activities, referenced to [Researcher Development Framework](#) (RDF) • Undertake a doctoral degree if not already acquired and where the position length, nature and funding source permits
Education: Participation in research-informed educational activities
Core • None required **Extended** • Contributions to educational innovations or developments (Examples: Supporting or leading the updating of teaching or assessment materials) • Contributions to any aspect of design or delivery of the LSHTM education portfolio (e.g. supporting or leading teaching or assessment activity in short courses or MSc programmes • Evidence of education CPD and commitment to ongoing education CPD
Internal contribution: Support to the academic environment in the Department or beyond
Internal citizenship including contributing to supportive academic environment • Supporting Department/Faculty/Centre/LSHTM events or special interest groups; organising seminars/lab meetings/journal clubs; organising group or departmental social activities; support to EDI activities including Athena Swan; support to external partnerships **General leadership and management roles** • None expected

External contribution: *Support to the external community*
External citizenship • Journal or book reviews, if opportunities arise (not expected) • Sharing good practice (e.g. contributing to discipline-specific interest group or professional bodies) **Knowledge translation, impact and engagement** Not expected but options include: • 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 the public

9.4   Research Fellow

Research Fellows employed on research projects are expected to focus on Knowledge Generation, but some activity in other areas is required and will support career progression. Research Fellows predominantly employed to support Education are expected to have more limited contribution to Knowledge Generation.

Promotion criteria:
Promotion to Research Fellow requires evidence of beginning to perform at Research Fellow level. Applications should normally contain evidence under each of the categories below. However, it is accepted that some RA roles and/or funding will not permit time for educational activities and this will not disadvantage applicants, provided that activity and evidence under the other categories is sufficient to compensate for absence of time spent on Education.

Knowledge generation: Independent and high-quality contributions and a clear trajectory towards excellence in knowledge generation and the ability to organise knowledge generation activities effectively
Research and scholarship   • Undertaking research   • Contributions to funding applications (e.g. named applicant, named researcher, other clear evidence of participation in 'team' submitting the application)   • 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 as first author   • Conference poster/oral presentations, translation of research findings into educational materials   • Effective social media contributions, e.g. blogs, web-based media or webinars   **Doctoral degree supervision**   • For staff with a Doctorate, some contribution to doctoral degree supervision is encouraged (e.g. specialist skills training; ad hoc advice; advisory committees)   • Staff without a Doctorate may advise in areas of specialist knowledge   **Research management, leadership and support**   • Effective management of own time and activities   • Management of small research grants or elements of larger grants, including data collection and relationships with research collaborators; supporting/mentoring colleagues; grants management support   **Professional development referenced to RDF**   • Appropriate courses and other development activities, referenced to the RDF   • Undertake a doctoral degree (if not already acquired and where the position length, nature and funding source permits)
Education: Effective contributions to research-informed education activities
Core   • Research-informed teaching and assessment contributions to the LSHTM education portfolio, (Examples: Independently delivering seminars and lectures, facilitating lab practical sessions, supervising MSc projects, marking assessments, personal tutoring)   • Evidence of education CPD and commitment to ongoing education CPD   **Extended**

- Contributions to quality improvement activities related to education and/or student experience (Example: revising teaching or assessment material to improve education quality and/or experience for students, contributing to School-wide initiatives to improve education quality and/or student experience)
- AFHEA (D1) or equivalent HESA-recognised credential

Internal contribution: Contributions to LSHTM functioning and development

Internal citizenship including contributing to supportive academic environment
- Contributing to at least one Department, Faculty, LSHTM or Centre event or special interest group in any one year, including EDI activities
- Digital Champion or Decolonising the Curriculum facilitator
- Supporting external collaborations/partnerships (beyond own research or education role) where relevant
- Supporting success of others (e.g. careers advice to students)

Institution leadership and management roles
- None expected

External contribution: Contribution beyond LSHTM

External citizenship
- Contributing to learned society/conference events, journal and grant reviews, etc.

Knowledge translation, impact and engagement
Not expected but options include:
- 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 public
- Supporting Open Education Resources (OER) or other outreach, e.g. through Young Scientist programme, STEM Ambassador Scheme

9.5   Assistant Professor

Promotion criteria:
Promotion to Assistant Professor requires evidence that the applicant is beginning to perform at this level. For promotion to Assistant Professor and above, staff must have completed a doctoral degree. The thesis must be submitted before the promotion application closing date. The degree must be awarded within nine months of the Committee decision or the applicant will need to re-apply for promotion. Once the doctoral degree is awarded, the promotion will take effect from the first day of the month in which it was awarded.

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' research funders; contributing to work packages or elements within a large proposal
- Contributions to winning external grants from 'good' research funders (as PI, CoI, work package leader, writing sections on larger proposals) and/or acquiring fellowships
- Contributing to financial sustainability of research group including exploring industry funding opportunities
- Contributing as lead and co-author in peer-reviewed and other research outputs with at least four outputs within the past 3 years that are at least internationally excellent
- A record of publications and other research outputs, including as lead author, that demonstrates an upward trajectory of quality in terms of originality, rigour and international significance
- Other research dissemination including competitively selected oral and poster presentations at leading conferences, invited seminars and talks, education materials, and social media contributions

Doctoral degree supervision
- Contributing to doctoral degree supervision of at least one student, working within supervision team(s), supporting timely completions and peer-reviewed outputs. External supervision can be included (subject to Faculty agreement where this fulfils capacity strengthening aims, supports important research collaborations, or results from a recent move to LSHTM.
- Contributing to summative assessment processes (e.g. upgrade assessments, pre- and post-viva support for students, advisory committees)

Research management, leadership and support
- Successful 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 (e.g. mentoring, reviewing draft papers, advising on specific issues, e.g. statistical issues, methodology)

Professional development
- Courses and other professional development activities, referenced to RDF
- Applicants for promotion to and external applicants applying for appointment as an Assistant Professor must have a doctorate

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Education: A variety of independent contributions to research-informed education

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Core

- Research-informed teaching, supervision and assessment (Examples: Independently delivering a variety of core teaching and assessment activities on LSHTM short courses and/or MSc programmes)
- Some contributions to the broader LSHTM education portfolio (Examples: participation in programme committees or exam boards, supporting the development of less experienced educators, contributions to an education task and finish group or periodic review)

Extended
- Development or application of new approaches to teaching and assessment that seek to improve the student experience (Examples: introducing a new teaching and learning or assessment method to enhance a module or programme)
- Leadership of selected aspects of education (Examples: developing or designing a new or existing short course, leading an education partnership with industry or NGO, leading a module, leading an initiative to update aspects of a module or programme)
- Supporting others to provide an excellent student experience (Examples: mentoring or supervising junior colleagues in education activities, supporting the design and delivery of faculty development activities, peer review of colleagues)
- AFHEA (D1)/FHEA (D2) or equivalent HESA-recognised credential

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Internal contribution: Contributions to LSHTM functioning and development at MRC Unit, Department, Faculty or School level

Internal citizenship including contributing to supportive academic environment
- Engagement in any one year in at least one of: Senate or Senate subcommittee, Ethics Committees, MRC Unit, Faculty and Departmental committees; MRC Unit, Department, Faculty, LSHTM, Centre events or special interest groups including EDI related committees and networks; engagement with external collaborations/partnerships (beyond own research or education role)
- Digital Champion or Decolonising the Curriculum facilitator
- Support to others' success (e.g. involvement in School mentoring scheme, career advice to students)

Institution leadership and management roles
- Not expected

External contribution: Contribution beyond LSHTM

External citizenship
- Society/conference committee member, event organiser, etc.
- Journal, book and/or grant reviews
- Invited presentations

Knowledge translation, impact and engagement
- Exploiting research-based knowledge beyond academia, e.g. through IP exploitation/patents, consultancies (listed in CV)
- Participation in and development of external networks for LSHTM'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 (e.g. policy records, correspondence with policy makers, media highlights)
- Supporting public engagement including OER or other educational outreach
- Engagement with policy/practice/industry/NGO communities and with the public (e.g. through Young Scientist programme, STEM Ambassador Scheme, supporting OER development)

9.6   Associate Professor

Promotion criteria:
Promotion to Associate Professor requires evidence that the applicant is beginning to perform at this level. Applicants must demonstrate an important and sustained contribution to their field, showing an upward trajectory and evidence they are starting to develop external recognition.

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

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Research and scholarship
- Demonstrating intellectual leadership, contributions and originality through a track record of external grants and/or fellowships from good 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
- Meeting salary recovery expectations
- Participation in external research collaborations and bids with other research teams/institutions/industry
- Well-established publications record, including contributions as lead author, to peer-reviewed and other research outputs, with at least four outputs within the past 3 years that are internationally excellent
- Generation and securing of intellectual property including patents as appropriate
- At least one international conference oral presentation and one external invited seminar or other talk per year over 3 year rolling average
- Other research outputs including software, datasets, and competitively selected oral presentations at leading conferences, effective social media contributions

Doctoral degree supervision
- Effective doctoral degree supervision within the supervision teams of at least two students, supporting timely completions and peer-reviewed outputs
  Contributions to summative assessment including advisory panels, upgradings, internal and/or external research degree examiner

Research management, leadership and support
- Leading and managing research teams and grants, including line and team management, grants management, engaging with research partners
- Support to career development of research team members and others (e.g. named mentor on fellowship application, informal mentoring, reviewing draft papers or advising on specific issues such as statistical analysis or methodology)
- Successful management and intellectual leadership of research projects related to learning, teaching, assessment and/or student experience

Professional development referenced to [RDF](#)
- Management/leadership development activities suitable for the role and level of experience (e.g. advanced methods training, methods/conceptual development workshops, doctoral degree examiner training/observation)

Education: Developing and delivering high-quality research-informed education

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Core
- High quality research-informed teaching, supervision and assessment, demonstrating ability to create educational impact and adapt to different needs and contexts (Examples:

independently leading on delivery of a variety of teaching and assessment activities across LSHTM short courses and/or MSc programmes)
- Contributions to the broader LSHTM education portfolio (Examples: participation in programme committees or exam boards, supporting the development of less experienced educators, contributions to School-wide education groups, contributions to initiatives to support particular student groups, e.g. international students, students with disability, participation in quality assurance and quality enhancement processes)
- AFHEA (D1) or equivalent HESA recognised credential

Extended
- Research-informed educational development and innovation, including evaluation of aspects of developments/innovations (Examples: Leadership of inclusive teaching practices, developing teaching technologies or assessment techniques, developing new or innovative approaches to the pedagogy and management of short courses, contributions to education scholarship outputs)
- Leadership of selected aspects of the LSHTM education portfolio (Examples: leading the design, development or delivery of a new or existing short course, leading an education initiative with an external partner in industry or higher education, leading a module, leading an initiative to update or review a module or programme, leading a project to improve student experience) -Supporting others to provide an excellent student experience (Examples: mentoring and managing junior colleagues in education activities, leading the design or delivery of faculty development activities, successful development of education staff)
- FHEA (D2)/SFHEA (D3) or equivalent HESA-recognised credential
- Active membership of professional associations, special interest groups or other activities that support professional development as an educator

Internal contribution: Contributions to LSHTM functioning and development at MRC Unit, Department, Faculty or School level

Internal citizenship including contributing to supportive academic environment
- Support to LSHTM's external collaborations/partnerships (beyond own research or education role)
- Member of School/Unit/Faculty/Department committees, e.g. Council, Senate and/or subcommittees, Ethics and other Safety committees, Unit/Faculty/Department committees, EDI committees
- Significant/ongoing contributions to Unit/Department/Faculty/School research/education related events, special interest groups, interview panels, broader education and doctoral degree processes, EDI initiatives
- Contributing to success of others beyond own research group/programme/faculty (e.g. research proposal reviews, mock interview panels, mentoring)

Institution leadership and management roles
- FRDD, DRDC, Centre Director/Deputy Director or theme leader, Chair of Faculty or LSHTM committees, member of committees
- Supporting LSHTM partnerships (beyond own research activities)

External contribution: Broad engagement in activities beyond LSHTM

External citizenship (discipline and/or education focused)
- Invited contributions to peer review bodies/roles, DSMBs, journal editorship, professional organisations, learned societies, government/parliamentary (e.g. APPG) committees, national/international meetings/working groups, etc.
- Evidence with dates (where relevant) and including esteem markers for research and/or education careers (e.g. membership of funding committees, society/conference committees, journal, book and grant reviews, invitations to advise policy or academic bodies, invited presentations to national or international audiences, etc.)

Knowledge translation, impact and engagement
- Exploiting research-based knowledge beyond academia, e.g. through IP creation/development/exploitation, consultancies (listed on CV)
- Participating in and developing external networks for LSHTM's benefit, such as identifying sources of funding, contributing to student recruitment, securing student placements, marketing the institution, facilitating outreach work or building relationships for future activities
- Documenting impact of research and helping prepare impact case studies (e.g. policy records, correspondence with policy makers, media highlights)
- Engagement with policy/practice/industry/NGO communities and the public (e.g. through Young Scientist programme, STEM Ambassador Scheme, supporting OER or other educational outreach)

9.7   Professor Band C

Promotion criteria:
Applicants must demonstrate a major and sustained contribution to their field; be recognised as a leader within the academic community both within and beyond LSHTM; and have established international standing and reputation.

Exceptionally, the Staff Review Committee may recommend promotion to a higher band if the relevant criteria are met.

Knowledge generation: 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/significant research funding from 'good' research funders (roles may include PI, CoI or work package leader or co-leader)
- Meeting salary recovery expectations
- Strong continuing and successful collaborations with other research teams/institutions/industry
- Sustained quality outputs since last promotion - contributing as lead, senior and co-author in peer-reviewed and other research outputs including some exceptionally high-quality outputs; supporting research team members to meet their expectations for outputs
- Generation and securing of intellectual property including patents as appropriate
- Other research outputs and dissemination including software, datasets, invited keynotes and competitively selected oral presentations at leading conferences, effective social media contributions
- Sustained intellectual leadership, contributions, securing research funding and/or demonstrable impact in education scholarship

Doctoral degree supervision
- Effective doctoral degree supervision within multiple supervision teams (for 2-6 students); supporting timely progression and at least one completion and peer-reviewed outputs
- Internal and external examiner; chair or member of interim assessment panels and vivas
- Mentorship of less experienced supervisors/examiners

Research management, leadership and support
- Leading, building, supporting and managing the career development of research teams
- Contributions to success of research group members (e.g. providing development opportunities; helping staff build external networks)

Professional development referenced to [RDF](RDF)
- Leadership and management development activities appropriate to role (e.g. advanced methods training, methods/conceptual development workshops)

Education: Demonstrating excellence as a research-informed educator

Core
- Excellent research-informed teaching, supervision and assessment, demonstrating adaptability to different needs and contexts (Examples: independently leading on a variety of teaching, assessment, and supervisory roles across LSHTM short courses and/or MSc programmes)

- A variety of contributions to the broader LSHTM education portfolio (Examples: participation in programme committees or exam boards, supporting the development of less experienced educators, contributions to School-wide education groups or projects, contributions to initiatives to support particular student groups, e.g. international students, students with disability, participation in quality assurance and quality enhancement processes)
- FHEA (D2) or equivalent HESA-recognised credential

Extended
- Research-informed educational development and innovation, including evaluation of aspects of developments/innovations (Examples: Leadership of inclusive teaching practices, developing teaching technologies or assessment techniques, developing new or innovative approaches to the pedagogy and management of MSc programmes and short courses, leading education scholarship outputs)
- Leadership of aspects of the LSHTM education portfolio (Examples: leading the design, development or delivery of a new or existing MSc programme or short course, leading an education initiative with an external partner in industry or higher education, leading a module or MSc programme, leading an initiative to update or review a module or programme, leading a project to improve student experience, leading a curriculum review, leading education research projects and/or grants, leading commercial education initiatives, exam board chair, periodic review chair, leading education collaborations with partner universities)
- Supporting others to provide an excellent student experience (Examples: mentoring and managing junior colleagues in education activities, leading the design or delivery of faculty development activities, successful development of education staff)
- External education role (Examples: external examiner for UK or overseas university, national or international education consultant, curriculum reviewer for other universities-
- SFHEA (D3) or PFHEA (D4) or equivalent HESA-recognised credential
- National education awards
- Active membership of professional associations, special interest groups or other activities that support professional development as an educator

Internal contribution: Significant contributions to LSHTM functioning and development at MRC Unit, Department, Faculty or Institution level

Internal citizenship including contributing to supportive academic environment
- Activities that support Unit, Department, Faculty or School goals, including leading relationships with School partners
- Sustained contributions to ensuring a vibrant, productive and supportive academic environment including serving on Council, Senate and its sub-committees; membership or chairing of Ethics, Biological Safety, Animal Welfare and Ethics Review Board and other committees; serving on LSHTM interview panels and committees; contributing to the Doctoral College; supporting broader education and doctoral degree processes
- Engagement with LSHTM strategy working groups, task and finish groups etc
- Significant contributions to leading/supporting EDI-related activities
- Contribute to success of those outside immediate research group (e.g. research proposal reviews and mock interview panels; LSHTM mentoring schemes; organising events, equitable partnerships)
- Lead, mentor, develop and motivate colleagues beyond own research programme, working as part of a team to achieve Unit, Department, Faculty or School goals

Institution leadership and management roles
- HoD, Head Doctoral College, FRDD, DRDC
- Centre Director/Deputy Director or theme leader
- Supporting LSHTM partnerships (beyond own research activities)

External contribution: *Significant contribution beyond LSHTM indicating established international standing and reputation*

External citizenship

- Invited contributions to: peer review bodies/roles, DSMBs, trial steering committees, journal editing, professional organisations and learned societies (e.g. committee chair), government and/or parliamentary (e.g. APPG) committee membership, national/international meetings/working groups; external taught course examiner, quality/curriculum reviewer; educational consultancy; receipt of grants or prizes

Knowledge translation, impact and engagement

- Substantial evidence of impact of research pertinent to translation beyond academia, including, where relevant, exploiting research-based knowledge beyond academia, e.g. through IP exploitation, consultancies
- Participating in and developing external networks for LSHTM'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, building relationships for future activities
- Leading development of research impact case studies
- Evidence of contribution to policy formulation or development.
- Supporting public engagement including OER or other educational outreach

9.8   Professor Band Bii

Promotion criteria:

Applicants must demonstrate evidence of considerable academic distinction and ongoing excellent performance, and an established and strong international reputation for academic leadership.

Knowledge generation: 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:
     o Very strong programme of research supported by 'good' research funders, as PI, co-PI or lead of theme within large grants
     o Major responsibility for strategic research leadership
     o Support to fellowship candidates and mentoring of fellows
 • Major programme of externally funded research into the future, with strong external collaborations, as appropriate to the field
 • Strong publications record, including as senior author, with regular production of some world leading outputs in their field
 • Disseminating outcomes through external presentations and publications to national and/or international audiences
 	
 Doctoral degree supervision
 • As for Professor C, but may include significant contributions to winning of, and leading, doctoral training programmes or equivalent
 Research Management, Leadership and Support
 • Significant contributions to the success of others.
 	
 Professional development
 • Leadership and management development activities appropriate to role

Education: Demonstrating excellence as a research-informed educator
Core   • Excellent research-informed teaching, supervision and assessment, demonstrating adaptability to different needs and contexts (Examples: independently leading on a variety of teaching, assessment, and supervisory roles across LSHTM short courses and/or MSc programmes)   • A variety of contributions to the broader LSHTM education portfolio (Examples: participation in programme committees or exam boards, supporting the development of less experienced educators, contributions to School-wide education groups or projects, contributions to initiatives to support particular student groups, e.g. international students, students with disability, participation in quality assurance and quality enhancement processes)   • FHEA (D2) or equivalent HESA-recognised credential   **Extended**   • Research-informed educational development and innovation, including evaluation of aspects of developments/innovations (Examples: Leadership of inclusive teaching practices, developing teaching technologies or assessment techniques, developing new or innovative approaches to the pedagogy and management of MSc programmes and short courses, leading education scholarship outputs)   • Leadership of aspects of the LSHTM education portfolio (Examples: leading the design, development or delivery of a new or existing MSc programme or short course, leading an education initiative with an external partner in industry or higher education, leading a module or MSc programme, leading an initiative to update or review a module or

programme, leading a project to improve student experience, leading a curriculum review, leading education research projects and/or grants, leading commercial education initiatives, exam board chair, periodic review chair, leading education collaborations with partner universities)
- Supporting others to provide an excellent student experience (Examples: mentoring and managing junior colleagues in education activities, leading the design or delivery of faculty development activities, successful development of education staff)
- External education role (Examples: external examiner for UK or overseas university, national or international education consultant, curriculum reviewer for other universities-
- SFHEA (D3) or PFHEA (D4) or equivalent HESA-recognised credential
- National education awards
- Active membership of professional associations, special interest groups or other activities that support professional development as an educator

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Internal contribution: Significant contributions to LSHTM functioning and development at MRC Unit, Department, Faculty or Institution level

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 Unit, Faculty or School strategy (i.e. beyond own research or education programme), such as contributions to development of thriving international institutional partnerships, strategic and innovative EDI leadership, representing LSHTM on matters of core importance

Institution leadership and management roles
- As for Professor C but with higher level of contribution
- HoD, FRDD, Head Doctoral College, Chair of key LSHTM committees

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External contribution: Significant contributions beyond LSHTM, demonstrating established and strong international reputation for academic leadership and knowledge translation

Knowledge translation, impact and engagement
- As for Professor C, but with more substantial ongoing engagement with national or international partners, including governments, NGOs, industry (e.g. collaborative research programmes, licencing or consultancy), in translation of knowledge to benefit the UK and/or elsewhere

9.9 Professor Band Bi

Promotion criteria:
Applicants must demonstrate outstanding academic distinction and ongoing excellent performance; a prominent international reputation for academic leadership and shaping the field of study; external recognition extending beyond academia (e.g. into policy, regulatory or practice communities).

Knowledge generation: Outstanding international profile and reputation with widely acknowledged contributions to knowledge and success of others

Research and scholarship

- As for Professor Bii, but with:
  - Leadership of substantial research programme consistent with LSHTM's mission funded through substantial research grants and/or prestigious fellowships (e.g. UKRI, Wellcome Trust, NIH). Leadership may relate to discrete research programme(s) or may be disciplinary within internationally renowned team research.
  - Significant national and international esteem measures, e.g. top tier research fellowships; elected fellow of prestigious learned societies; award of prestigious prizes and honours; requests to giving prestigious lectures/keynotes
  - Significant support to success of others
- Outstanding international research profile, as an individual researcher or as a recognised disciplinary leader within internationally renowned team research; evidence of ongoing and successful collaborations with other research teams/institutions
- Sustained success in obtaining substantial research grants from prestigious funders – e.g. strong track record with e.g. UKRI, NIHR, Wellcome Trust
- Major responsibility for LSHTM or Faculty strategic leadership in development of research

Professional Development

- Leadership and management training appropriate to role

Education: Demonstrating excellence as a research-informed educator

Core

- Excellent research-informed teaching, supervision and assessment, demonstrating adaptability to different needs and contexts (Examples: independently leading on a variety of teaching, assessment, and supervisory roles across LSHTM short courses and/or MSc programmes)
- A variety of contributions to the broader LSHTM education portfolio (Examples: participation in programme committees or exam boards, supporting the development of less experienced educators, contributions to School-wide education groups or projects, contributions to initiatives to support particular student groups, e.g. international students, students with disability, participation in quality assurance and quality enhancement processes)
- FHEA (D2) or equivalent HESA-recognised credential

Extended

- Research-informed educational development and innovation, including evaluation of aspects of developments/innovations (Examples: Leadership of inclusive teaching practices, developing teaching technologies or assessment techniques, developing new or innovative approaches to the pedagogy and management of MSc programmes and short courses, leading education scholarship outputs)
- Leadership of aspects of the LSHTM education portfolio (Examples: leading the design, development or delivery of a new or existing MSc programme or short course, leading an education initiative with an external partner in industry or higher education, *leading a* module or MSc programme, leading an initiative to update or review a module or programme, leading a project to improve student experience, leading a curriculum

review, leading education research projects and/or grants, leading commercial education initiatives, exam board chair, periodic review chair, leading education collaborations with partner universities)
- Supporting others to provide an excellent student experience (Examples: mentoring and managing junior colleagues in education activities, leading the design or delivery of faculty development activities, successful development of education staff)
- External education role (Examples: external examiner for UK or overseas university, national or international education consultant, curriculum reviewer for other universities-
- SFHEA (D3) or PFHEA (D4) or equivalent HESA-recognised credential
- National education awards
- Active membership of professional associations, special interest groups or other activities that support professional development as an educator

Internal contribution: Exceptional contributions to LSHTM functioning and development at MRC Unit, Department, Faculty or Institution level

- As for Professor Bii, but taking major responsibility for School, Faculty or Unit strategic leadership in development of research/education
- Leading, developing and motivating colleagues to achieve LSHTM aims (e.g. development of thriving international institutional partnerships, furthering equality and diversity, representing LSHTM on matters of core importance, supporting major fundraising goals)
- Evidence of significant and sustained academic leadership

External contribution: Exceptional contribution beyond LSHTM and extending beyond academia

As for Professor Bii and in addition:

External citizenship
- Member 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
- Chair or principal role within funding bodies or major policy bodies (national and international, including major commissions)

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

9.10 Professor Band A

Promotion criteria:
Applicants must demonstrate performance that is consistently above the Professor Band Bi expectations in at least three categories. Exceptionally distinguished and sustained achievements are required.

It is expected that only a small number of academics will meet the criteria for promotion to Professor Band A.

Knowledge generation: *World-wide reputation for world-leading, paradigm shifting research, funded substantially from external sources, nurturing careers of others and contributions to others' success*
• As for Professor Bi but including evidence that work is held in the very highest international esteem, such as fellowship of the Royal Society or other learned society equivalent, major international prizes/medals, honorary degrees from leading universities, top UK Honours or equivalent elsewhere   • Major achievements in nurturing the careers of research groups
Education: *Demonstrating excellence as a research-informed educator*
Core   • As for Professor Bi   **Extended**   • Research-informed educational development and innovation, including evaluation of aspects of developments/innovations (Examples: Leadership of inclusive teaching practices, developing teaching technologies or assessment techniques, developing new or innovative approaches to the pedagogy and management of MSc programmes and short courses, leading education scholarship outputs)   • Leadership of aspects of the LSHTM education portfolio (Examples: leading the design, development or delivery of a new or existing MSc programme or short course, leading an education initiative with an external partner in industry or higher education, leading a module or MSc programme, leading an initiative to update or review a module or programme, leading a project to improve student experience, leading a curriculum review, leading education research projects and/or grants, leading commercial education initiatives, exam board chair, periodic review chair, leading education collaborations with partner universities)   • Supporting others to provide an excellent student experience (Examples: mentoring and managing junior colleagues in education activities, leading the design or delivery of faculty development activities, successful development of education staff)   • External education role (Examples: external examiner for UK or overseas university, national or international education consultant, curriculum reviewer for other universities-   • SFHEA (D3) or PFHEA (D4) or equivalent HESA-recognised credential   • National education awards   • Active membership of professional associations, special interest groups or other activities that support professional development as an educator
Internal contribution: *Outstanding contributions to LSHTM's functioning and development at MRC Unit, Department, Faculty or Institution level*
As for Professor Bi and especially: • Major role in strategic development and management across LSHTM, and beyond solely research or education   • Significant and influential involvement in LSHTM-wide activity furthering strategic aims   • Major track record of contributions to ensuring a supportive, creative and innovative research culture in Dept/Faculty/LSHTM

External contribution: Seminal contribution beyond LSHTM

As Professor Bi but at higher level including:
- 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 that 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

Appendix 1: Acronyms and Abbreviations

ADE   Associate Dean Education
APPG   All-Party Parliamentary Groups
DRDC   Departmental Research Degrees Coordinator
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
OER   Open Education Resources
RDF   [Researcher Development Framework](#)
UKPSF   [UK Professional Standards Framework](#)