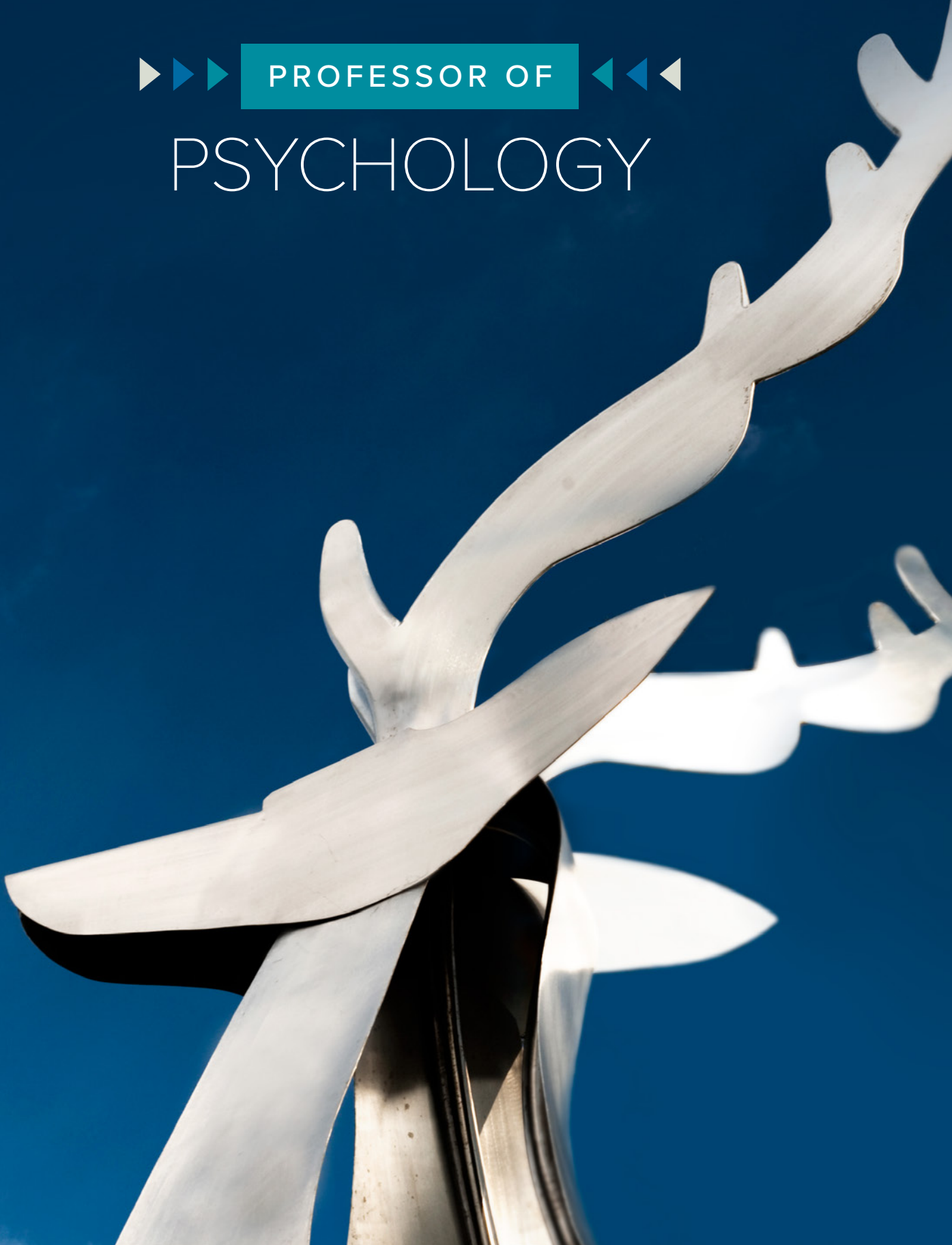




▶▶▶ PROFESSOR OF ◀◀◀

PSYCHOLOGY





ENTER

A WORLD OF COLLABORATION

SURREY IS MADE UP OF MANY TALENTED INDIVIDUALS WHO MAKE US A GREAT INSTITUTION. WORKING TOGETHER, AND CONNECTING WITH EXTERNAL INSTITUTIONS, BUSINESSES AND GOVERNMENT MAKE US EVEN STRONGER.

Since the University's founding in the 1960s, and before that at Battersea College, our community has thrived on strong connections with the world outside our campus. This spirit of collaboration is evident across the University today at every level. It informs our teaching, adds value to our research and increases our impact – connecting people with ideas, students with opportunities and businesses with technology.

Collaboration begins with the connections we make in our community, supporting projects that make a difference locally, and extends to our global partnerships that are enabling transformative research in areas such as 5G and 6G, AI, cancer treatment and sustainable tourism.

Around the globe and beyond, Surrey plays a significant role. We were one of only a few UK universities invited to take part in the GREAT Festival of Innovation in Hong Kong, a wonderful forum for collaboration and interdisciplinary discussion on

technologies that will drive the UK's future economic growth. We also saw the first successful deployment of the RemoveDEBRIS satellite, a project we are leading with a consortium of space sector organisations.

There's real energy, momentum and ambition to Surrey. It's always been part of us, and I'm excited to be able to share with you how we're taking that energy forwards into the future.

These collaborations, and many others, are bringing improvements across a diverse range of fields, and new connections are propelling us in surprising directions. At Surrey, we are continuously redefining and joining together the many spheres that surround us – from real worlds to virtual ones, and from the worlds inside ourselves to those at the farthest reaches of our imagination.

Professor G Q Max Lu AO DL FAA FTSE
President and Vice-Chancellor
University of Surrey





THE UNIVERSITY

OF SURREY

THE UNIVERSITY OF SURREY IS A GLOBAL COMMUNITY OF IDEAS AND PEOPLE, DEDICATED TO LIFE-CHANGING EDUCATION AND RESEARCH. WITH A BEAUTIFUL AND VIBRANT CAMPUS, WE PROVIDE EXCEPTIONAL TEACHING AND PRACTICAL LEARNING TO INSPIRE AND EMPOWER OUR STUDENTS FOR PERSONAL AND PROFESSIONAL SUCCESS.

The University was granted its Royal Charter and established as a University in 1966. Although the University was founded as a science and engineering focused institution, its educational, research and other activities now cover a broad range of disciplines, which are organised within three faculties:

- [Faculty of Arts and Social Sciences](#)
- [Faculty of Engineering and Physical Sciences](#)
- [Faculty of Health and Medical Sciences](#)

In addition to its core academic activities the University owns and manages the Surrey Research Park. The Park is home to a number of technology, science, health and engineering companies, many of which are spinouts from the University or benefit from close links with the University's academic activities. Student and outreach sport are delivered by the University's wholly owned subsidiary company Surrey Sports Park Limited, acting as agent for the University.

Our vision is to be a leading global university, renowned for the outstanding quality and impact of our graduates and research, together making great contributions to society. We have already made significant progress towards this goal, as demonstrated by our metrics. As a Top 20 university nationally and Top 250 globally, we generate nearly £50m of research income annually and were amongst the Top 30 in the last Research Excellence Framework. We are Top 25 nationally for overall student satisfaction and are financially sustainable, with a healthy 3.5% underlying surplus.

As we launch our refreshed strategy to 2024, we do so in the context of rapidly changing HE and geopolitical environments, which provide us with great opportunities. We are seeing increased demand for HE, increased government willingness to invest in research and innovation, and increased economic internationalisation. New pedagogical approaches and technologies allow us to be more flexible, responsive and student-centric in our delivery of teaching and learning, whilst some of the biggest and most complex global problems – from climate change to pandemic recovery – provide avenues for high-impact research.

To capitalise on these opportunities, we are focusing on three key activities: student experience and outcomes, research intensity, and creating the conditions for success. For example, through the use of innovative education, digitally enabled learning, and learning analytics, we are giving our students an outstanding experience and a head start in the jobs market. In research, we are creating pan-university, interdisciplinary research institutes to harness our collective knowledge, scale our innovation and impact, and increase the synergies between research and teaching. Underpinning these two vital areas is an improved environment and culture, which increases the capacity for academic endeavour, improves the support for research and innovation, and creates an inclusive culture built on collaboration and trust. Surrey is a values-led institution, with a focus on inclusion, inspiration, innovation and integrity.

Our new **Corporate Strategy to 2024** can be viewed [here](#).



RESEARCH

THAT CONNECTS

UNIVERSITY OF SURREY HAS A PROUD HISTORY OF COLLABORATION. THE CONNECTIONS WE MAKE ACROSS DISCIPLINES AND DEPARTMENTS, AND WITH OTHER INSTITUTIONS AND INDUSTRY, ENABLE US TO ACHIEVE RESEARCH BREAKTHROUGHS THAT MAKE A DIFFERENCE TO SOCIETY.

We live at a time of great change and uncertainty, when challenge and complexity are juxtaposed with opportunity. Many contemporary research challenges require approaches coming from different angles, disciplines, perspectives and cultures.

This kind of diversity of approach is second nature at Surrey. We have a strong focus on interdisciplinarity and a natural predisposition to openness and cooperation. Academics from across the fields of science, engineering, business, social sciences and the humanities regularly work together with exceptional outcomes.

Our research on Artificial Intelligence, for example, draws on knowledge from electrical and electronic engineering, computer science, business, law and health sciences. This work has led to Surrey being judged world leading in many different aspects of this rapidly developing technological field, with computer vision being just one example.

At Surrey our focus is on exploring global challenges with cross-cutting themes, such as sustainability, urban living, lifelong health and technology and society. We work with partners in government and industry, nationally and internationally, to bring about innovations which will benefit society and the economy

– from theoretical thinking through to fully commercialised technologies.

There are many examples of this across the University. We host the UK's largest research centre in 5G and 6G – which is developing the communications infrastructure that will underpin the way we communicate, work and live in the future – and are also home to the GCHQ-accredited Surrey Centre for Cyber Security. In 2017, three decades of ground-breaking research on the relationship between nutrition and health won us a coveted Queen's Anniversary Prize, while our newest School of Veterinary Science is already advancing research for the improvement of animal welfare, consistent with a broader 'one-health' agenda.

This research excellence is also at the heart of what we offer at Surrey in terms of teaching, adding real-world relevance and unique content to our undergraduate and masters courses, and enabling our PhD students to benefit from a world class research environment. We are proud to welcome high calibre young researchers to our community as they begin their academic careers, and even prouder to see them moving.





EDUCATION



THAT INSPIRES



WE ARE PROUD OF OUR OUTSTANDING TEACHING. OUR THREE FACULTIES DELIVER TO OVER 17,000 STUDENTS FROM ALL OVER THE WORLD, IN SUBJECTS RANGING FROM MUSIC AND MEDIA TO AEROSPACE ENGINEERING AND ALL THE WAY TO VETERINARY MEDICINE.

Education at the University of Surrey is led strategically by our Pro-Vice-Chancellor Education, Professor Osama Khan, supported and led in each Faculty by the Executive Deans, Associate Deans Education, and Directors of Learning and Teaching in each School and Department. Our Education and Student Experience Strategies drive our continued enhancement of our pedagogical practices and improvements in the students' experience. Students' voice is integral in reviewing and shaping their educational experience and learning environment. The University and Students' Union (SU) work collaboratively to ensure that students contribute

to key quality assurance and enhancement processes. Our strategies ensure that our courses are embedded with graduate attributes of – Employability – Global and Cultural Capabilities – Digital Capabilities – Sustainability – Resourcefulness and Resilience, distinguishing our graduates in a crowded marketplace.

Across all Faculties, curricula are strongly shaped by staff research expertise, providing opportunities for students to develop their critical analytic and evaluative skills through active engagement with or participation in research, with two-thirds of our students studying on professionally accredited courses.

EDUCATION

THAT INSPIRES

Our Surrey Institute of Education (SloE) drives the pedagogical practices of the University and undertakes and draws on pedagogical research to develop our Learning and Teaching (L&T) policies and practices. Integrated in SloE is Digital Learning which promotes and supports the innovative use of educational technology to enhance the student learning experience. Another team known as Educational Development and Research within the SloE supports curriculum development, enhancement, pedagogic innovation and evaluative research. We are submitting our impactful collective educational and pedagogic research outputs at the next REF. We have an L&T career pathway with SloE supporting staff to obtain Advance HE fellowships, placing the University above sector average for staff with fellowships (c. 50%). SloE has also supported many of our academics to become National Teaching Fellows. Each year the University celebrates distinction in teaching through annual award schemes including the Vice-Chancellor's Teaching Excellence Award, the SU-led annual Academic Staff Member of the Year Award and the Lewis Elton Award for innovative teaching.

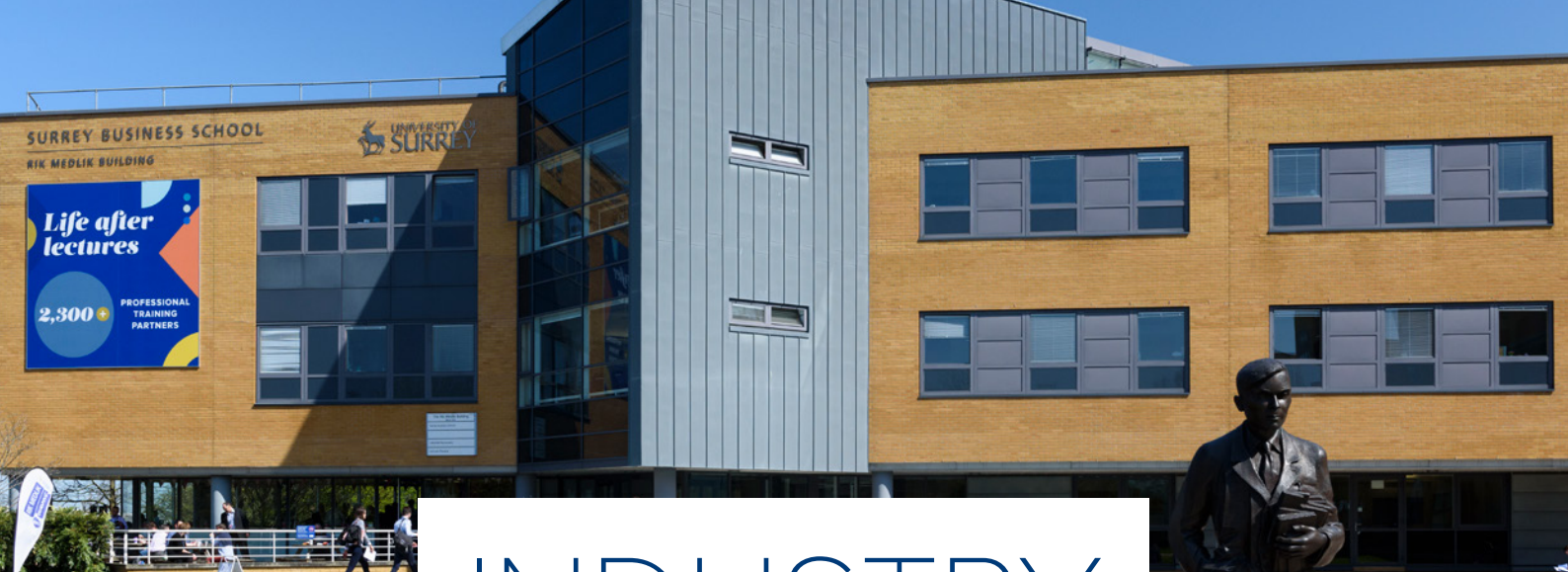
Through SloE's excellence we instigated a rapid move to online learning to cope with COVID-19 and developed our plans for Hybrid Education this year, which has so far enabled our students to receive nearly 50% of face-to-face contact time along with support on our virtual learning platform. In the last five years the University has made more than £100m capital investment in developing and updating physical learning spaces to meet the needs of our expanding student population, for example, new buildings on our campus; Library upgrade to increase study and educational development spaces (now in excess of 1,700); and installing latest technologies in teaching spaces. Our Library expenditure (85% spent on digital resources) is within the top 30 nationally (SCONUL), ensuring that students benefit from learning resources and learning development that support both teaching and research. We have recently launched a digital bookshelf, through BibliU, to provide all students with their own digital copies of key texts needed in each year's study.

We have recently developed the new MySurrey concept to refresh student experience and support. MySurrey Hives provide access to immediate support and advice on student life-related queries, and also provide somewhere to meet friends for informal study and to socialise; Academic Hives, based in the Faculties, provide support relating to courses and advice on assessment issues; MySurrey Nest is a modern, homely environment for rest and relaxation on the Stag Hill campus; and MySurrey Voice provides a social media style platform to enable open dialogue between academic and support staff and students.

We place a strong emphasis on practice-based learning and employability, leading the Times/Sunday Times Good University Guide to name us University of the Year for Graduate Employment for 2022. The most recent HESA return figures rank us 12th nationally with the percentage of leavers in work and/or further study six months after graduation at 96%, with 84% in graduate level employment; and 9th in the UK for graduates in high skilled jobs.

More detail on our **Education Strategy 2018-22** can be found [here](#). Our **Student Experience Strategy** is [here](#).





INDUSTRY



LINKS



THROUGH OUR CONNECTIONS WITH BUSINESSES, WE CONSTANTLY STRIVE TO INCREASE EMPLOYMENT OPPORTUNITIES FOR OUR STUDENTS BY OFFERING PROFESSIONAL TRAINING PLACEMENTS ON MANY COURSES AND INITIATIVES FOR START-UP BUSINESSES AT SURREY RESEARCH PARK.

Supporting students into Professional Training

Our Professional Training placements are built on the University's long heritage of sandwich degrees and give students a valuable head-start when looking for graduate jobs. They provide students the opportunity to develop their professional, academic and personal potential, equipping them to be adaptable, resilient, globally minded, confident, entrepreneurial and digitally savvy in the workplace.

These qualities are widely recognised by employers and a significant proportion of placement students at Surrey are offered graduate-level jobs or go onto postgraduate study.

2019 saw 1,249 students on placement in the UK, Europe and around the world – the highest number for the last five years.

Surrey Research Park

The award-winning Surrey Research Park is a major centre of excellence in technology, science, health and engineering for all sizes of business from start-ups to multinationals.

As a University of Surrey Enterprise, the Park delivers added value with our outstanding enterprise

ecosystem – from our incubation hub and research and development funding initiatives to recruitment and training support.

All of this within a vibrant community of cluster sectors that collaborate and inspire to make a difference. The Research Park has been a place of innovation and collaboration between business and the University for more than 35 years.

The Park is self-funding, contributes financially to the University and currently has 170 companies within 31 buildings. Our incubation building, the Surrey Technology Centre, supports young technology-based businesses on low-risk short term licences, and is also home to SETsquared (Surrey), rated the global number one business incubator. The offer to tenants ranges from providing a virtual office and co-working open-plan desks to fully managed buildings or long leaseholds.

Thought leaders throughout academia view research parks as a key University activity because in today's economy, entrepreneurs bring economic value to all. The challenge is to drive the knowledge transfer activity in a way that business understands and can value. The role of the Park at Surrey as part of the Research and Innovation portfolio reflects that priority.





EQUALITY, DIVERSITY ▶▶ AND INCLUSION ◀◀

AT SURREY, WE ARE VERY PROUD OF THE DIVERSITY WITHIN OUR COMMUNITY AND ARE COMMITTED TO PROVIDING AN INCLUSIVE ENVIRONMENT THAT OFFERS EQUITABLE OPPORTUNITIES FOR ALL.

We strive for Surrey to be a place where everyone feels welcomed, valued and safe. Our vision to be a leading global university relies on our proven ability to attract the best people from the UK and internationally to work and study here; this can only be achieved when we work together to create a truly inclusive culture.

Our [Equality, Diversity and Inclusion \(EDI\) Plan 2020-2025](#) lays out our aims to develop our inclusive and supportive culture, eliminate discrimination, harassment and victimisation, and advance equality of opportunities. Across University of Surrey, we are working actively towards fulfilling our EDI Plan targets and encourage everyone to engage with and participate in its progress. To achieve culture change,

we are working to embed EDI in all teaching and learning, research and partnerships, as well as supporting our professional services colleagues. This will enable a self-sustaining process that will support EDI in becoming 'second nature' for our community.

We are proud members of the Race Equality Charter and the Athena SWAN Charter for gender equality (holding University and departmental awards). We are also a Stonewall Diversity Champion and a committed Disability Confident employer. Our AccessAble app provides accessibility support to people who need it around our campus and we have thriving staff networks and equality groups that support our work in all our areas of equality (gender, race/ethnicity, LGBTQI+, disability and faith).



IN OUR

COMMUNITY

WE'VE ALWAYS BEEN VERY PROUD TO PLAY A PART IN THE RICH LIFE OF GUILDFORD AND OUR SURROUNDING AREA, AND WE WORK HARD TO DEVELOP MEANINGFUL AND BENEFICIAL CONNECTIONS WITH OUR LOCAL COMMUNITY.

Since early 2020, our involvement in the local community has changed dramatically. From partnering with local organisations, to hosting various celebratory events, through to working with residents to build close, happy relationships in normal times, as the seriousness of the situation in the UK became evident, we very quickly became an important part of the local and national fight against the COVID-19 pandemic.

Looking back over the last year, we are very proud of our contribution during the pandemic.

During this time, more than 250 of the University's final-year nursing, midwifery and other healthcare students started working in the NHS, alongside many members of staff and fellow students who volunteered in hospitals and student paramedics who took on extra shifts.

Our PhD trainees provided support to patients with neuropsychological problems and also established a helpline to provide mental health support to healthcare practitioners. Staff from our School of Health Sciences trained former NHS staff to prepare them for treating patients with COVID-19, as well as upskilling community-based healthcare professionals to help reduce hospital admissions.

We were also able to play a part in protecting local front-line workers with both the production and donation of PPE. Our Mechanical Engineering Workshop team rapidly transformed their facilities into a visor production line and combined with the generosity of former students and international partners, we provided more than 120,000 items to the Royal Surrey County Hospital, local GP surgeries, hospices and care homes.

We were pleased to open our clinical skills and simulation wards to NHS workers and local hospital workers were able to take advantage of 100 campus bedrooms to support their shift work at the Royal Surrey County Hospital.

Academics from across all three Faculties have focused on more than 100 COVID-19 research projects since the outbreak, furthering the world's knowledge of the disease to limit its spread, support the diagnosis and treatment of patients and communities, and search for a vaccine.

The fight to beat the pandemic continues today, and the University of Surrey is as committed as ever to continue playing its part in that battle.





FACULTY OF

▶▶▶ HEALTH AND ◀◀◀ MEDICAL SCIENCES

WITH ALMOST 4,700 STUDENTS, THE FACULTY OF HEALTH AND MEDICAL SCIENCES (FHMS) IS ONE OF THE UNIVERSITY OF SURREY'S THREE FACULTIES.

FHMS is home to talented staff and students across its four Schools of Biosciences and Medicine, Health Sciences, Psychology and Veterinary Medicine, whose world-class research, learning and teaching capabilities are enabled and enhanced by focussed, well-resourced facilities. Its mission is to improve the health and wellbeing of humans and animals and their environments through new knowledge and its application to the design, development and delivery of responsible innovation and impact.



FACULTY

CORE FACILITIES

OUR RESEARCH AND RESEARCH-LED TEACHING CAPABILITIES ARE ENABLED AND ENHANCED BY FOCUSED, WELL-RESOURCED FACILITIES THAT ARE SUPPORTED BY A CENTRALLY-FUNDED RESEARCH TECHNICAL TEAM OF 60 TECHNICIANS.

The clinical research facility (CRF) is a core human research resource which is Medicines and Healthcare products Regulatory Agency (MHRA) accredited for first in human, Phase I, studies. Our clinical trials unit (CTU) is UK Clinical Research Collaboration (UKCRC) accredited and covers all aspects of trial design, set-up, trial conduct, data management, data analysis and reporting from single-site to global multi-centre trials.

The Surrey Sleep Research Centre (SSRC) is home to forward-thinking multidisciplinary approaches to sleep research and offers a wide range of state-of-the-art equipment to monitor, record and analyse sleep patterns and sleep disorders. Facilities include individual sleep laboratory bedrooms and a hospital ward environment with infrared CCTV monitoring.

Our Digital Health Technology Accelerator is part of a multi-partner enterprise to enable innovation and implementation of digital devices and ways of working to improve patient care and enable individuals to live in their homes independently and for longer as they age.

Aside from standard laboratory facilities, our dedicated, technician-supported research facilities include, but are not limited to: automated quantitative pathology imaging; automated immunohistochemistry; confocal microscopy, including live cell; mass spectrometry; bioreactors; Illumina MiniSeq; flow cytometry, including cell sorting in containment level 2; Microencapsulator facilitating innovative single cell RNAseq; animal gait analysis; human movement analysis including gait.





THE

SCHOOL OF PSYCHOLOGY

CONSISTING OF THE DEPARTMENT OF PSYCHOLOGICAL INTERVENTIONS AND THE DEPARTMENT OF PSYCHOLOGICAL SCIENCES, THE SCHOOL OF PSYCHOLOGY HAS A LONG-STANDING REPUTATION FOR ITS VIBRANT AND SUPPORTIVE RESEARCH AND TEACHING ENVIRONMENT. THE SCHOOL HAS A CURRENT PROFILE OF 650+ UNDERGRADUATE, 180+ MASTERS AND 140+ TAUGHT DOCTORATE AND PHD STUDENTS AND MORE THAN 70 ACADEMIC STAFF.

Psychology at Surrey has a strong track record of innovation in Psychology and we are immensely proud of where we have come from. From the discovery of the McGurk effect, being a pioneer in environmental psychology teaching, our Clinical Doctorates, the shaping of cross-European approaches to food labeling, to changing educational approaches to national identity. Being at the forefront of the development of research and innovation, we are also directly contributing to the wider Faculty and University research themes.

As part of our cross-university collaborations, the School benefits from world-class facilities including Surrey's Clinical Simulation Centre, the Surrey Sleep Research Centre and the Surrey Human Performance Institute. Looking forward, the future of Psychology at Surrey is supported by ongoing investment across our people and infrastructure. For example, we recently opened our 6-room extended reality (XRL) simulation space (largest room: 50msq) and two observation suites. All our undergraduates receive hands-on experience of eye-tracking, near infrared spectroscopy, EEG, transcranial magnetic and electrical stimulation, electrophysiology and actigraphy.

RECENT INVESTMENT AND LATEST EQUIPMENT

- £5m re-equipment and refurbishment of our research and teaching labs
 - 90-seater PC lab
 - 2 x observation labs
 - 20 new bookable student project labs
 - 6-room extended reality (XRL) simulation space



▶▶▶ RESEARCH ◀◀◀

EXPERTISE

IN THE SCHOOL OF PSYCHOLOGY, THROUGH THE RESEARCH IT CARRIES OUT, THE INTERVENTIONS IT DEVELOPS, AND THE TEACHING AND TRAINING STAFF DELIVER, WE AIM TO BENEFIT INDIVIDUAL AND SOCIETAL DEVELOPMENT AND WELLBEING. OUR DISCIPLINARY RESEARCH EXPERTISE CURRENTLY SPANS:

Releasing the lifelong potential of the brain -

ageing/dementia, neuro-development disorders, cognitive enhancement, and computer interfaces.

Addressing inequalities in life-course health and wellbeing -

obesity, diabetes, stress, nutrition, food safety, sexual health.

Helping to embrace changing society, environments and communities -

community intervention, mental health, environmental and social contexts, culture, language and science; identity, diversity and prejudice.

Intervening to create fulfilled, healthy and creative lives -

sport and exercise, improving parenting and caring, psychological therapies.

Informing and influencing policy and practice -

food labelling and NICE guidelines, European environmental policy, UK policies on early intervention, public understanding of science.





PROFESSOR OF

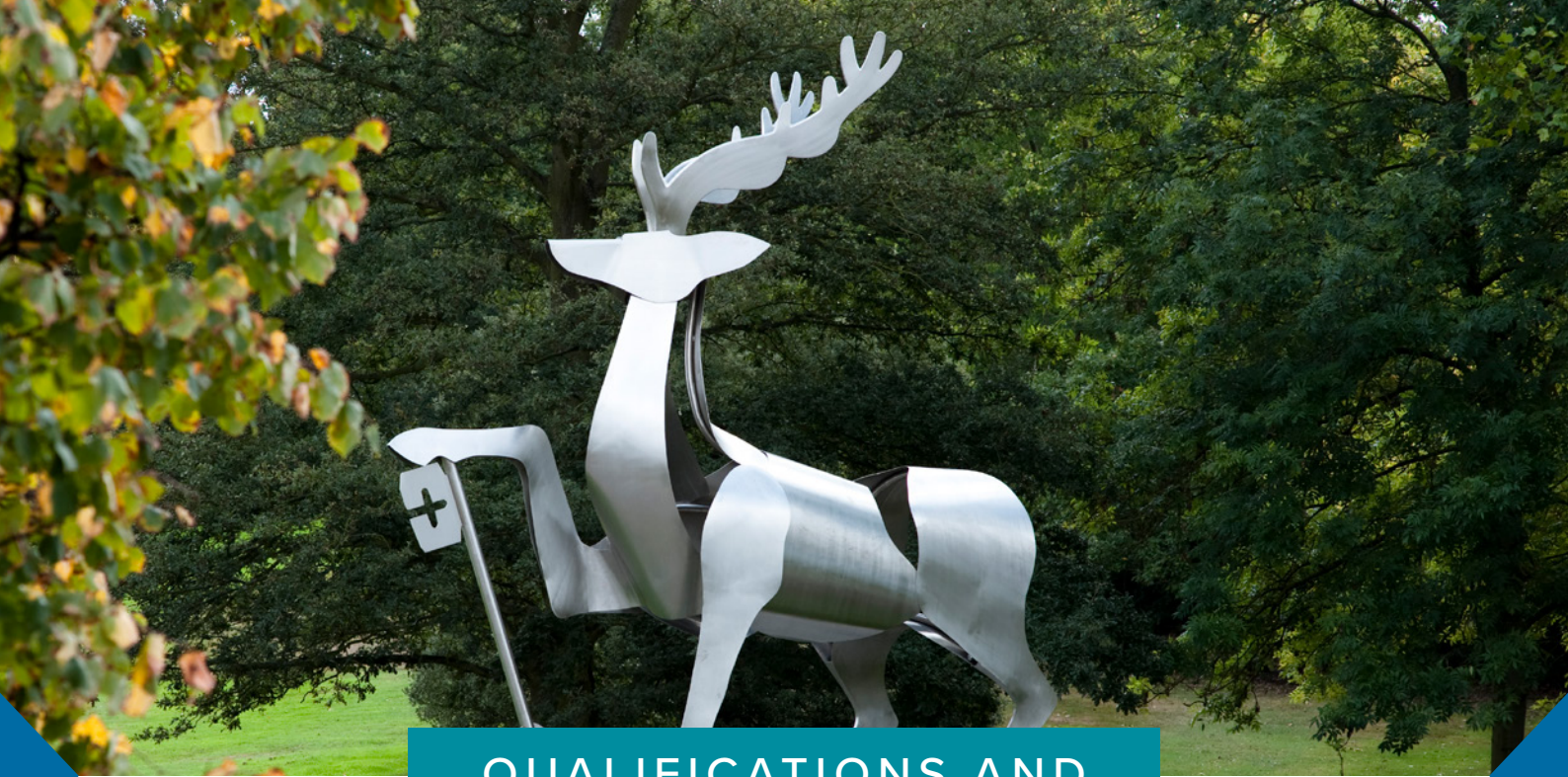
▶▶▶ PSYCHOLOGY ◀◀◀

THIS POST PRESENTS AN OPPORTUNITY FOR EXCEPTIONAL SCHOLARS WITH A COMMITMENT TO FOSTERING A RESEARCH AND LEARNING COMMUNITY THAT IS AS COLLEGIAL AND INCLUSIVE AS IT IS INNOVATIVE.

▶▶▶ KEY RESPONSIBILITIES ◀◀◀

- The further development of a strategy to increase grant submission and capture for one of the sections (research groups) at the Department of Psychological Sciences
- Mentorship of academic colleagues within one of the sections of the Department, in particular junior academic staff, to achieve recognition of world-leading research activity.
- Directly contribute to undergraduate and postgraduate teaching programmes.
- Develop and lead a significant programme of research in line with the School's research strategy, attracting and securing significant research funds.
- Provide academic leadership in undergraduate and postgraduate courses.





QUALIFICATIONS AND

EXPERIENCE

- **Doctoral degree or equivalent professional recognition in an area relevant to the School of Psychology.**
 - **International reputation and evidence of international collaboration in Psychology.**
 - **World-class outstanding sustained research performance (incl. an exceptional and continuing publication record).**
 - **Track record of knowledge exchange activity and developing impact.**
 - **Track record of sustained research bidding and significant awards across career with increasing size and impact over recent period.**
 - **Evidence of delivering extensive support to enable ECR career development, to include supervising PhD students to completion and to first publication.**
 - **Ability to demonstrate emotional intelligence with the experience, presence and credibility to be able to lead change and to convince colleagues of what is possible.**



It is essential that the successful candidate works with integrity and has the ability to strategically link with one or more of the existing research areas in the Psychology. Collaborations with colleagues across the Faculty, which includes the Schools of Veterinary Medicine, Health Sciences or Bioscience and Medicine, and with colleagues in the Faculties of Engineering and Physical Sciences and Arts and Social Sciences are positively encouraged.

We actively encourage international applicants to move to Surrey and where visa/CoS is required, we will partner you through the sponsorship process along with providing an attractive relocation package. In support of your specific research field, this position comes with a 3-year fully funded PhD studentship to include fees with stipend at standard rate.



▶▶ HOW TO ◀◀ APPLY

To make a formal application, please visit
<https://jobs.surrey.ac.uk/072021>

Applications should include a full CV and cover letter containing details of your five-year research plan. We encourage applications from non-UK nationals.

The closing date for applications is 9/12/2021 and interviews will be held on 5/01/2022.

If you would like an informal and confidential conversation in advance of making your formal application, please contact Louise Kelly, Resourcing Specialist at l.kelly@surrey.ac.uk

University of Surrey is committed to providing an inclusive environment that offers equal opportunities for all. We place great value on diversity and are seeking to increase diversity in our community. Therefore, we particularly encourage applications from under-represented groups such as people from Black, Asian and minority ethnic backgrounds, women and people with disabilities.



UNIVERSITY OF SURREY

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