

1. PERSONAL SUMMARY

1.1. Career

As of 2026: Professor, University of Birmingham, UK
2021-2026: Associate Professor, University of Birmingham, UK
2015-2021: Assistant professor, University of Birmingham, UK
2012-2014: Staff Researcher, Max Planck Institute for Psycholinguistics, Nijmegen, Netherlands

**Career breaks: I have taken three career breaks totalling roughly 2 years (maternity leave in 2012, adoption leave in 2018, and maternity leave in 2024).*

1.2. Education/qualifications

2018: Postgraduate Certificate in Higher Education (PGCHE) - distinction
2012: PhD in Social Sciences, Radboud University Nijmegen, the Netherlands
2008: Masters Psychology, University of Leuven, Belgium - Magna Cum Laude
2005: Bachelor Psychology, University of Leuven, Belgium - Cum laude

2. RESEARCH

2.1. Current research interests and activities

We all use language, every day. I have demonstrated that older adults, even when ageing healthily, experience marked decline in their ability to communicate, speak, and understand language. Prominent examples are problems with finding words (such as tip-of-the-tongue states, i.e. impermanent but frustrating lapses where we cannot call upon a word that we know) and producing shorter, simpler sentences. The skilled use of language is essential for learning, forming and sustaining relationships, accessing support, and participating meaningfully in society. Strong functional abilities in older age are thus entirely dependent on maintaining effective communication skills.

My research programme is unique in the field of healthy ageing, because my research captures the complexity of language skill, which is inherently multifaceted and requires diverse measurement approaches tailored to different languages. Crucially, my research has revealed that there are vast differences between healthy older adults in the extent to which they experience language and communication decline. I have demonstrated many factors that determine the degree to which an older adult will experience decline in their language skills, ranging from their socio-economic status and whether they are mono- or multilingual, to the amount of physical activity undertaken. To uncover this knowledge, I use a range of cognitive neuroscience (MRI, MRS, MEG, EEG), behavioural (cognitive and linguistic measures) and physiological (exercise physiology, inflammation) approaches. My work is highly multidisciplinary, and I collaborate with internationally leading academics. I have attracted significant external grant funding (~£2,49M as PI and ~£1,14M as co-I). I have consistently published world-leading, high-impact outputs with ~60% of my publications in the last 5 years being in the top 10% journals by CiteScore and a Field Weighted Citation Impact of 2.12.

In the next 5 years, I will continue to address the ambitious and complex question: *What are the determinants that can support older adults with maintaining language abilities?*

Specifically, I will:

- Continue to emphasize a positive healthy ageing approach throughout my research programme, using nuanced frameworks that place an integrative view on changeable determinants to optimal ageing centre-stage
- Continue to pursue novel conceptual, methodological and analytical approaches

- throughout my research programme to increase our understanding of the neurobiological changes underlying decline in effective language skills
- Continue to test theory-driven mechanistic hypotheses about major lifestyle contributors and their interactions (including physical exercise, sleep and social connectedness) to maintaining brain health and language function - through large-scale multidisciplinary intervention approaches that bridge fields (e.g. exercise and language training interventions)
 - Expand to a more global approach to understanding and promoting healthy ageing. Ageing research in westernized societies limits the possible range of interactions observed: for example, continued language use, education and socio-economic status are highly correlated in westernized societies, but less so in for example illiterate populations in South America. I will leverage my international network to study the benefits of continued language use for promoting healthy ageing across nations and cultures.
 - Preregister all my research studies and adhere to Open Science principles
 - Continue to use PPI groups (including Older Adult Advisory Boards and ageing charities such as Age-UK) to ensure my research is grounded in lived experience and has societal relevance. Their involvement enhances the representativeness of my research, promotes inclusive recruitment, maximises real-world impact, and ensures my research is aligned with national priorities for healthy ageing.
 - Ultimately, with my research I hope to reach an understanding of how we can mitigate decline in each of the key aspects of our language and communication skills (whether it be understanding complex syntax, or fluently producing words) through a specific intervention, maximally benefiting each specific individual.

2.2. Research grants and awards

Grants awarded as Principal Investigator

- 2026-2030: UKRI-BBSRC Research Project Grant for "Optimising brain vascular health in later life" as project co-PI with Prof. Lucas (£1,870,000)
- 2022-2026: Leverhulme Trust Research Project Grant for "Keep talking – mechanisms of maintaining language throughout the lifespan" as PI (£218,663)
- 2020-2024: Research Council of Norway Research Grant for "Fitness, Ageing and Bilingualism (FAB): The benefits of regular physical activity and bilingualism for language abilities in healthy ageing" (£1,100,000) (UK lead: Dr. K. Segaert, with £400,000 awarded to UoB; Norway lead: Prof. L. Wheeldon)

Grants awarded as co-Investigator

- 2018-2021: UKRI-ESRC Research Project Grant for "The effects of individual differences in bilingual experience on cognitive control networks" (£437,050)
- 2017-2018: University of Agder research project development grant (£3,500)

Smaller grants

- 2025: BBSRC Impact Accelerator Fund (£6000) Stakeholder impact event on exercise brain vascular health and cognition (PI)
- 2019-2020: Bridge (BiRmtingham-Illinois Partnership for Discovery, EnGagement and Education) Seed Funding for "A joint investigation of language change and decline in healthy ageing", with Prof. K. Federmeier - University of Illinois Urbana-Champaign (£12,500) (PI)
- 2018: Research funding from the University of Birmingham Liberal Arts & Natural Sciences program "Relating physical fitness to language decline in ageing" (£2,624) (PI)
- 2016: The Wellcome Trust ISSF Independent Research Award "Language and speaking skill in the elderly and the ameliorating effects of physical fitness" (£16,719) (PI)
- 2015: The Wellcome Trust ISSF Pump-priming research grant "Uncovering the neurobiological infrastructure of syntactic language comprehension using a multi-

modal simultaneous EEG-fMRI imaging approach" (£10,371) (PI)

Funding as PhD supervisor

- 2024-2028: ESRC Centre for National Training and Research Excellence in Understanding Behaviour PhD studentship (~£80,000) Increasing physical activity levels among frail older adults: studying optimal implementation and mechanisms through which benefits occur, in partnership with St Andrews Healthcare (as main PhD supervisor)
- 2020-2023: ESRC DTC studentship for Emma Sutton on "Understanding the inflammatory mechanisms behind the impact of cognitive training on healthy ageing." (£60,000) (As co-supervisor)
- 2019-2022: Hillary Green PhD studentship for Roksana Markiewicz on "Synchronized brains: How empathy orchestrates the neurobiological mechanisms for cooperative success." (£50,000) (As main PhD-student supervisor)
- 2016-2019: ESRC DTC studentship for Sophie M Hardy on "Investigating changes in syntactic processing across the lifespan" (£50,000) (As main PhD-student supervisor)

2.3. Principal research publications (max 4)

Rahman, R., Tsvetanov, K.A., Feron, J., Mullinger, K., Joyce, K., Gilani, A., Fernandes, E.G., Wetterlin, A., Wheeldon, L., Lucas, S.J.E. & Segaert, K., 2025. Lifestyle and brain health determinants of word-finding failures in healthy ageing. *Neurobiology of Aging*. doi:10.1016/j.neurobiolaging.2025.06.008.

- This work identifies how lifestyle factors and brain health markers contribute to word-finding difficulties in healthy older adults, highlighting modifiable determinants of language performance during ageing. This pre-registered study uniquely includes functional, structural, as well as perfusion MRI to provide a holistic and mechanistic account of individual differences in age-related language decline.
- This output links to several other recent publications I have led as senior author, examining brain structure and brain vascular health in relation to lifestyle determinants for healthy ageing and language (e.g., Prystauka et al. 2025 in *Neurobiology of Language*, Feron et al. 2024 in *NeuroImage*).

Fernandes, E.G., Fosstveit, S.H., Feron, J., Rahman, F., Lucas, S.J.E., Lohne-Seiler, H., Berntsen, S., Wetterlin, A., Segaert, K. & Wheeldon, L., 2024. *Effects of exercise training on language comprehension in monolingual and bilingual older adults: a randomized controlled trial*. *Aging, Neuropsychology and Cognition*, pp.1–33. doi:10.1080/13825585.2024.2435914.

- This work describes a large multi-site study, establishing for the first time a link between exercise training and language abilities. Healthy older English monolinguals (tested at UoB) and healthy older Norwegian-English bilinguals (tested in Norway) were randomized into a 6-month exercise training group or control group. The monolinguals in the exercise group (compared to the control group) were faster in comprehending language following the intervention, mediated by exercise-induced increases in cardiorespiratory fitness. This convincingly demonstrates a causal link between exercise levels and language abilities, attributable to changes in cardiorespiratory fitness levels.
- This output is part of a larger portfolio of multi-site work that involves mono- and bilinguals. We are currently preparing publications on the causal links between exercise and other aspects of language skills.

Murphy, E., Woolnough, O., Rollo, P.S., Roccaforte, Z., Segaert, K., Hagoort, P. & Tandon, N., 2022. *Minimal phrase composition revealed by intracranial recordings*. *Journal of Neuroscience*, 42(15), pp.3216–3227. doi:10.1523/JNEUROSCI.1575-21.2022.

- This work demonstrates how the brain combines words into minimal phrases using

direct intracranial recordings from patients undergoing neurosurgery. We identified specific brain regions—the left posterior temporal cortex and inferior frontal gyrus—as critical for syntactic composition. Intracranial recordings provide direct, high-resolution measurements of brain activity from electrodes placed inside the skull, on the cortical surface. Intracranial work has high clinical relevance because it helps map language and cognitive functions to avoid damaging critical areas during surgery.

- This publication builds on an extended programme of work I have led as first author. Over the years, I have led many advances in understanding the neural basis of language processing at its most fundamental level (e.g., Segaert et al. 2021 in *Psychophysiology*, Segaert et al. 2018 in *European Journal of Neuroscience*). I accomplished these advances by bridging the gap between psycholinguistic theory and neurobiology. Because of this ground-breaking work, I am often invited to contribute to international research collaborations that uses theories or empirical paradigms that I have developed (the above is one example of this).

Segaert, K., Lucas, S.J.E., Burley, C.V., Segaert, P., Milner, A.E., Ryan, M. & Wheeldon, L., 2018. Higher physical fitness levels are associated with less language decline in healthy ageing. *Scientific Reports*, 8, p.6715. doi:10.1038/s41598-018-24972-1.

- This output was the first ever demonstration of a link between age-related language decline and fitness levels. I have demonstrated that word finding failures, which engender poorer verbal expression and communication, occur less frequently in older adults with high cardiorespiratory fitness levels (compared to those who are less fit). The work received a lot of attention and directly led to my success with attracting large-scale research funding. Both my Norwegian Research Council grant (£1,1M) and UKRI-BBSRC grant (£1,8M) are based on this discovery.

2.4 Other significant completed research outputs

- I am Editor-in-chief of the journal *Cognition* (2023-current). This is a prestigious position with an extremely important journal in psychology: 25% of *Cognition's* publications are in the top 10% most cited publications worldwide (Scival), and *Cognition* is a golden journal for Q50 with a multiplier of 16.
- I am an elected Board Member (3-year term: 2024-2026) of the Society of Neurobiology of Language (SNL). This is a large Society with roughly 1000 fee-paying members and 12 Elected Board Members who have a strong international profile and lead the Society. I played a large role in the academic organisation of the SNL 2025 annual conference as Programme Committee Chair.
- I delivered keynotes at conferences (e.g. Belgian Association for Psychological Sciences-2019; Syntactic Variation, Virginia Tech, USA-2016; Language and Neuroscience, UFSC, Brazil-2016).
- I received invitations as invited speaker internationally (including UCL-2025, Warwick University-2025, Lancaster University-2025, NTNU Trondheim, Norway-2025, Max Planck Institute, Germany-2023, Beckman Institute, USA-2019, Rotman Research Institute, Canada-2017).
- I have a strong network of international collaborators in e.g., Brazil, Norway, Denmark, the Netherlands, the US and Cambridge-UK. Since my previous, 75% of my outputs were with international collaborators.
- Broad peer-review portfolio (e.g., *Nature*; *PNAS*; *Cerebral Cortex*; *Journal of Neuroscience*; *NeuroImage*; *Journal of Memory and Language*).
- Grant reviewer for funding bodies internationally (UKRI, NWO-Netherlands, Icelandic Research Fund, US National Science Foundation, Neurological Foundation of New Zealand).
- Since 2023, 100% of my publications are openly available, 94% included open-access to code and data and 57% were pre-registered.

2.5 Research metrics

63 research outputs, 39 of which I am lead author (first or last)

Total citations: 3664 Google Scholar, April 2026

9 articles cited over 100 times of which 3 articles were cited close to 400 times

Field Weighted Citation Impact (Scival): 2.12

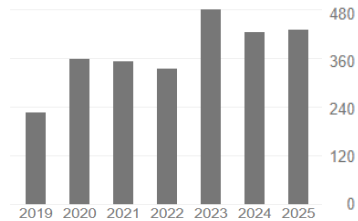


Figure 1. Citations per year

2.6 Research student supervision and completions, primary supervisor indicated with asterisk

Current PhD students

*Alex Munns, 2024-2028, funded by Centre-UB studentship

Sonia Gascon Lopez, 2024-2028, funded by School of Psychology PhD/teaching fellowship

*Salma Gilani, 2022-2026, external funding from Leverhulme Trust (awarded to me as PI)

Charlie Reynolds, 2023-2027, LES studentship for students from underrepresented groups

Completed PhD students

*Roxy Markiewicz, Completed 2024, Destination: Post-Doctoral Fellow, UoB

Jack Feron, Completed 2024, Post-Doctoral Fellow, UoB

Emma Sutton, Completed 2023, Clinical Study Officer, University of Bristol

*Charlotte Poulisse, Completed 2020, Clinical Psychology Doctorate, University of Bath

*Sophie Hardy, Completed 2020, Project Leader in civil service (UK)

Kristian Suen, Completed 2019, Adjunct Professor (Canada)

*Lotte Schoot, Completed 2017, Project Leader Government Datalab (Netherlands)

*Evelien Heyselaar, Completed 2017, Assistant Professor at Radboud University (Netherlands)

Anna Belavina Kuerten, Completed 2017, Teacher (Brazil)

2.7 Other significant research activities

- Action Editor with several journals, including *Cognition* (2021-2023), *PLoS One* (2018-2023), *Scientific Reports* (2018-2023) and *Brain Sciences* (2020).
- Effective supervision of RAs and post-doctoral research fellows:
 - Rupali Limachya, RA, Destination: PhD student at UoB
 - Nicolas Hayston, RA, Destination: Assistant Psychologist, North Bristol NHS Trust
 - Felix Carter, PDRF, Destination: PDRF at the University of Bristol
 - Vince DeLuca, PDRF, Destination: Professor at University of Tromso
 - Foyzul Rahman, PDRF, Destination: Assistant Professor University of Loughborough
 - Yanina Prystauka, PDRF, Destination: PDRF University of Bergen

3: EDUCATION

3.1. Vision for the next 5 years

In the next five years, I will lead education delivery to ensure that our high-quality UG and PG programmes continue to be inclusive and research intensive. Specifically, I will:

- Continue to lead my Level 3 specialist module (*Brain Health across the Lifespan*), while contributing to team-teaching of core modules at Level 1, 2 and PG.

- Continue to enhance the student experience by integrating teaching of UG and PG students within my inclusive research lab culture, offering placements and supervising dissertations at

UG and MSc level

- Engage with educational activities in CHBH and MoveWell, by capitalising on the natural synergies research centres on my active research grants, aligning with key strengths in the college

3.2. Principal education-related achievements

1. Curriculum design of contemporary and academically challenging teaching

I have developed, led, and taught on a Level 3 UG module, called Brain Health across the Lifespan. This module brings together my research strengths across cognitive psychology, neuroimaging and neuroscience, healthy and clinical ageing, providing an intellectually challenging contemporary team-taught and research-led module, which consistently received high levels of student satisfaction. From the start in 2020, the module incorporated formative feedback alongside summative assessments. Engagement with students to improve the module and my teaching, has led to diversifying the opportunities for formative feedback over the years. The formative feedback and summative marking have received commendations from the School's assessments officer. The assessment rubric I developed for Brain Health across the Lifespan was adopted for use by all other modules with similar assessments at Level 3, ensuring our students are evaluated in clear and consistent ways.

2. Embedding Equality, Diversity and Inclusivity across my education activities

EDI values are at the front and centre of all my education activities. In my Brain Health across the Lifespan module, the teaching content includes many topics related to EDI, such as: global inequality and ageing, ethnicity in relation to age-related disease. In my teaching across different modules, I incorporate teaching methods that remove student barriers to participation in discussions and are known to affect minority (incl. BAME, international) students more strongly (e.g. incorporating teaching of transferrable skills, peer support, structured discussion formats, "think-pair-share"). I ensure my teaching is accessible, for example to students with visual or auditory impairments. I cultivate an inclusive lab culture, in which my teaching is embedded: my lab group is diverse (incl. BAME, first-gen and mature students) and I actively foster a culture where contributions from everyone are valued.

3. Developed an External Profile through International Educational Engagement and Quality Assurance

I have established a strong external profile in education, evidenced by international roles as external examiner and contributions to international teaching. I served as external examiner for BA and MA programmes at the University of Agder (2021–2023), and as external marker for the Klagekomisjon for MA students at the University of Tromsø (2023). In addition, I have acted as external examiner for PhD dissertations internationally (including Belgium, Netherlands, Norway, UK).

Also my excellence in teaching delivery is internationally recognised. I co-supervised two PhD students at the Universidade Federal de Santa Catarina (UFSC) in Brazil (student 1: 2015–2018; student 2: 2025-2029). The first student received a prestigious national CAPES award for their excellent thesis, which formally recognised my contribution. Furthermore, I held an external visiting professorship position in the summer of 2024 at this same institution, fully funded through a teaching fellowship grant by the national Brazilian funder CAPES. During this appointment, I delivered an intensive mini-course on the neurobiology of language, introducing advanced cognitive neuroscience topics not widely taught in Brazil. This initiative engaged students and faculty, bridging knowledge gaps and fostering cross-disciplinary understanding.

4. Excellence in supervision of UG and PG students

I am deeply committed to empowering a diverse community of students to achieve ageing-related research successes through my supervision. Through my supervision style and embedding supervision of UG/PG dissertations within my lab group, I encourage a sense of

belonging to our research community. This extends to my commitment to creating equitable research opportunities for the many placement students I have supervised in my lab (e.g. through LANS, SURE, RVS, In2Science and intercalating medical student schemes).

3.3. Teaching design and delivery

Module lead, teaching and marking:

UG Level 3 Brain Health across the Lifespan (2020-present)

UG Level 1 Cognitive Psychology (2015-2022)

Module teaching and marking:

UG Level 1 Lifespan B since 2020

UG Level 2 Language & Communication since 2020

PG level Applications of Brain Imaging in Cognitive Neuroscience (2018-2023)

Module marking:

PG level Cognitive Neuroscience (2024-2025)

UG Level 3 Adolescence (2024-2025)

3.4. Innovation and enhancement

- Design and implementation of innovative strategies to address barriers to inclusive education
- Introduction of novel measures to develop skills for collaborative learning and peer support
- Design and implementation of strategies to facilitate student participation in seminars on formative assessments and transferable skills
- Working collaboratively to ensure assessment rubrics are consistent across different modules

4: Engagement and Impact

4.1. Engagement and impact activities

A full integrated understanding of the mechanisms contributing to effective language and communication across the life course is a key piece of the puzzle in our joint aim to improve older adults' functional abilities and wellbeing, needed to inform practice change for health care professionals, policy on preventing decline, and societal benefits from a global health perspective. The outcomes and design of my current grant-funded research projects were developed with key stakeholders (Older Adult Advisory Boards and ageing charities) where I received positive feedback about my focus on accessible prevention rather than treatment of age-related concerns. Though impact at a policy level is a longer-term aim, I am already working towards practice change for healthcare professionals. I am currently co-producing research with St. Andrew's Healthcare, a mental health charity that works in partnership with the NHS to deliver specialist inpatient healthcare services. In this project we are implementing exercise interventions targeted at improving cognitive health within the Birmingham facility of St. Andrew's Healthcare.

In the next five years, I will continue to contribute a portfolio of knowledge that benefits society and the economy, reducing healthcare service demands and increasing numbers of economically active older adults. Specifically, I will:

- gain valuable knowledge directly informing the optimisation of language learning strategies for older adults (Leverhulme Trust funded project).
- gain valuable knowledge directly informing the optimisation of exercise prescription strategies and population guidelines for older adults (UKRI-BBSRC funded project).
- continue co-producing research with St. Andrew's Healthcare, who will be looking to roll out our exercise intervention within their facilities nationally in the next 5 years,

- effectively translating our research into practice.
- continue my partnership with Age-UK, who is a vital partner on my current projects, sharing their deep community engagement expertise and access to underrepresented older adult populations. Their involvement ensures inclusive recruitment from hard-to-reach groups such as South Asian communities and individuals from lower socio-economic backgrounds, thereby enhancing the representativeness and societal relevance of my research.
 - continue to embed PPI and PPE activities in all my research projects and continue to pursue new partnerships for co-producing research, with the aim to ensure that my research is grounded in lived experience and aligned with national priorities for healthy ageing and health equity.

4.2. Principal engagement and impact-related achievements

1. Demonstrated excellence in enhancing public understanding of research, contributing to a well-informed public debate on healthy ageing. I have written public science articles (e.g. The Conversation), worked with the press to achieve wide coverage of my work in international and national media outlets (from The New York Times to The Daily Mail), provided expert commentaries for BBC Radio 4 and ITV, and successfully worked with the UoB social media team to promote research at our university. I have done outreach with secondary school students (e.g. In2Science programme, outreach with students in Ukraine). I regularly contribute to annual public engagement events (Brain Awareness Week, Pint of Science, AgeWell) and have organised my own public engagement events, in Birmingham (UK) and in Kristiansand (Norway) – each attended by close to 100 local older adults.

2. Demonstrated excellence and raised standards for public involvement in basic research. While it is now standard practice to involve clinical populations in research for clinical trials, PPI with healthy older adults in ageing research is still not routinely implemented. I have been actively working to change this status quo. I launched an Advisory Board of Healthy Older Adults and have regularly organised PPI events to help conceptualise my vision and approach for new research. The involvement of PPI groups at every stage of my research has been highlighted as a very positive aspect of my funding applications by expert reviewers. I am raising the standards for healthy ageing research at CHBH by supporting colleagues in organising their own PPI events when preparing grant applications.

3. Recognition from major stakeholder organisations, leading to impactful collaborations. The first one is St. Andrew's Healthcare: I am co-producing a research project with this leading mental health charity, which partners with the NHS. The project aims to implement exercise interventions to improve cognitive health in their Birmingham facility, with plans for national rollout—translating research into practice. A second vital partner is Age-UK, who contribute community engagement expertise and access to underrepresented older adult populations, ensuring inclusive recruitment of research participants from hard-to-reach groups (e.g., South Asian communities, lower socio-economic backgrounds). Their involvement enhances representativeness, societal relevance, and facilitates dissemination through trusted channels. My work with both partners ensures that I align my research with national priorities for healthy ageing and health equity.

4.3. Influence and impact

Press:

- I have provided expert commentaries for BBC Radio 4 and ITV.
- In 2025, press releases based on Rahman et al. 2025 and Fernandes et al. 2024 —both described under 2.3— achieved an estimated combined reach of over 2 million people globally. Example outlets were [Neuroscience News](#), [World Today News](#), [ScienMag](#), [MedicalXpress](#) and [lifestyle magazines](#).

- In 2018, media coverage of Segaert et al. 2018 —described under 2.3—achieved a reach worth £514,133 had UoB paid for the equivalent space in advertising. Example outlets were: [New York Times](#), [The Conversation](#), [The Telegraph](#), [Daily Mail](#).
- My work on language and Alzheimer's dementia was covered in outlets such as [The Independent](#), [Science Daily](#), [New Zealand Herald](#), [MedicalXpress](#).

Social media:

- Targeted social media content related to my research—particularly the “Tip of the Tongue” campaign—generated close to 100,000 impressions (total number of times the content was displayed) within the first two weeks across UoB platforms including TikTok, [Instagram](#), and [YouTube](#). My campaign was one of the best-performing research stories on the University’s social media channels, with an engagement rate (actions people took, such as likes, shares, comments or clicks) of 4.21%, which is double the industry standard.

4.4 Widening participation - schools outreach or public understanding of the discipline

- Regular contributions to applicant visit and offer holder visit days, where I have delivered Course Overview Lectures, Taster lectures, and engaged in conversations about our programmes with applicants and their families:
- Regular contributor to annual public engagement events, for example an invited talk about brain training apps at AgeWell 2023, an invited talk about exercise and brain health at Pint of Science 2019, and regular contributions to Brain Awareness week.
- Talks discussing brain research at Primary Schools locally
- Talks discussing the benefits of learning new languages and engaging in physical activity for brain health at an international Secondary School (European Lyceum Lubny) in Ukraine via zoom.

4.5 External engagement

See research section for evidence of contributions to peer review bodies, research councils, and contributions to learned societies.

SECTION 5: LEADERSHIP AND MANAGEMENT

5.1. Leadership roles

- Research Excellence Framework (REF) Lead for School of Psychology (2023-current):
I am the REF lead for the School of Psychology, preparing us for the upcoming REF assessment in 2029. REF is a national system to evaluate the quality and impact of research carried out by universities and higher education institutions across the UK. REF assessments are conducted periodically (roughly every 6 to 7 years) overseen by UK funding bodies to assess research across outputs, impact and research environment. In my role as REF lead, I provide leadership by organising the School’s yearly output review process and reporting for the institutional REF Board, improving reviewer calibration and compliance with REF criteria and technical requirements. Furthermore, I provide leadership through the development of the School’s first Strategic Research Impact Plan, embedding impact across the research lifecycle, establishing a roadmap for high-quality Impact Case Studies (ICSs), increasing the number of active ICSs compared to previous cycles, supporting ICS leads with evidence plans and funding advice (IAA), and facilitating college- and university-level reviews. I provide strategic leadership by informing the School’s research strategy through pump-priming fund allocation, offering guidance to People & Culture and Sustainability Leads on REF-related evidencing, and contributing to college-wide committees and the University Impact Leaders Forum.
- Member of CHBH Strategy Committee (2024-current): In this role, I develop and implement a clear vision for shaping the Centre’s community engagement and visibility initiatives.

- Web Lead (2022–2023): In this role, I implemented a more streamlined process for updating staff profiles on the University website and demonstrated leadership by relaunching the School’s social media presence to showcase research, teaching, and impact.
- Senior Admissions Tutor (2019–2022): In this role, I led undergraduate admissions through the COVID-pandemic, exceeding recruitment targets, advancing widening participation, and supporting the launch and growth of new programmes (BSc Psychology with Year Abroad, BSc Human Neuroscience).

5.2. Project and team management

I am Principal Investigator on 2 active grants. At the moment, I provide leadership to a research group of 2 postdoctoral fellows and 5 PhD students. This includes leadership on involvement of the international collaborators, selection and recruitment of research staff, line management of research staff, budget oversight and working closely with funders to update them on project progress.

5.3. Leadership training

- 2026: completion of Leading Researchers Programme
- 2021: completion of Emerging Leaders Programme

SECTION 6: CITIZENSHIP

6.1. Committee membership:

CHBH Strategy Committee (2024-current) Centre for Human Brain Health
 LES Impact Committee (2024-current) LES College
 College Misconduct Committee (2020-current) LES College 12
 School RKT (2019-current) School of Psychology
 Wellcome Trust ISSF Management Group (2020–2022) University of Birmingham
 STEM Ethics Committee (2017-2019) University of Birmingham
 School Education Committee (2016-2019) School of Psychology

6.2. Roles:

REF Outputs and Impact Lead (2023-current)
 Web Lead (2022-2023)
 Senior Admissions Tutor (2019-2022)
 Year Tutor (2016-2019)
 Deputy Admissions Tutor (2015-2016)

6.3. Mentoring:

- In 2025, I undertook mentoring training offered by POD.
- I currently formally mentor two colleagues (one from Chemical Engineering and one from SportExR) through the University of Birmingham Impact Mentoring Scheme.
- I offer continued long-term mentoring of lab alumni in their onward careers at other institutions and organisations.

SECTION 7: EQUALITY, DIVERSITY AND INCLUSION

7.1. Research group

I lead a research group with diverse membership, with several recent recruits from the BAME community or other underrepresented groups (e.g. first-generation University students). My commitment to building a diverse research group has resulted in capacity building in age-related research where EDI values are at the front and centre.

7.2. Research participant samples

In my research group, we aim for representative diversity in our research participant samples. I work with partners (e.g., Age-UK) to ensure inclusive recruitment from hard-to-reach groups such as South Asian communities and individuals from lower socio-economic backgrounds.

7.3. Wider research leadership roles

In my editorial leadership as Editor-in-Chief for Cognition, I:

- restructured the board to ensure more equal participation across career stages and greater diversity in ethnicity and gender
- launched Reviewer Awards that prioritize reviewing quality (rather than quantity, as is common for other journals), to recognize contributions from early-career researchers, part-time academics, and those who have experienced career breaks or have caregiving responsibilities.

In my conference leadership as a Board Member and Programme Committee Chair for the 2025 meeting of the Society for Neurobiology of Language, I:

- prioritised inclusivity in programming e.g., through strategic invitations to keynote speakers
- doubled the number of Travel Awards for postgraduate students from underrepresented groups
- embedded inclusive practices to ensure sustainable EDI impact, by creating an SNL EDI questionnaire and ensuring it became embedded in the Society's bylaws.
- contributed to a steering group developing accessibility best practice guidelines for large academic conferences

7.4. Education

- I use pedagogic scholarship to incorporate teaching methods that remove student barriers to participation, especially for groups known to be more affected (e.g., non-native speakers, international students, students with disabilities).
- My learning materials are accessible: I use captions for recorded materials and figures, and live captions for online sessions
- I have demonstrated a commitment to creating equitable opportunities by offering placement and volunteer opportunities through schemes supporting underrepresented groups, such as SURE and In2Science

Appendix

2026

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2025

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