

ASSOCIATE PROFESSOR



Job Title:	Associate Professor in Epidemiology/Infectious diseases (Clinical or non-clinical)
Department:	Infectious Disease Epidemiology
Faculty:	Epidemiology and Population Health
Location:	Harar, Eastern Ethiopia
FTE:	1.0 (full-time)
Accountable to:	Professor Anthony Scott
Job Summary:	The post holder will be the LSHTM on-site lead for Hararghe Health Research Partnership (HHR), a LSHTM collaboration with Haramaya University in Eastern Ethiopia. A programme of research is being developed between the two Universities, based on the initial investment of the Bill & Melinda Gates Foundation-funded Child Health and Mortality Prevention Surveillance (CHAMPS) project. This includes streams of work for social science, clinical surveillance, demographic surveillance, microbiology and pathology. An international standard laboratory has been set-up on-site to support this work. CHAMPS has a 15-20-year funding horizon, during which time HHR is envisioned to develop into a successful and sustainable research site addressing health issues in a high disease burden, high mortality setting. The post holder will lead the development of the HHR research programme and collaborate with local, national and international partners. The ideal post-holder will have considerable personal motivation and ambition as well as experience working in infectious disease epidemiology and in resource-poor settings.

GENERAL INFORMATION

The London School of Hygiene & Tropical Medicine

The London School of Hygiene & Tropical Medicine is a world-leading centre for research and postgraduate education in public and global health. Our mission is to improve health and health equity in the UK and worldwide; working in partnership to achieve excellence in public and global health research, education and translation of knowledge into policy and practice.

Founded in 1899, the School has expanded in recent years at its two main sites on Keppel Street and Tavistock Place. Our staff, students and alumni work in more than 150 countries in government, academia, international agencies and health services.

Research income has grown to more than £180 million per year from national and international funding sources including UK government and research councils, the European Union, the Wellcome Trust, Gates Foundation and other philanthropic sources.

Our diverse research talents, skills and experience, underpin our position as a leader in public and global health. These range from the molecular to the global, the theoretical to the applied, the analytical to the political. Our staff are conducting research in more than 100 countries.

We have 3,000 staff based all around the world with core hubs in London and at the MRC Units in The Gambia and Uganda, which joined LSHTM in February 2018. Our outstanding, diverse and committed staff make an impact where it is most needed - deploying research in real time in response to crises, developing innovative programmes for major health threats, or training the next generations of public and global health leaders and researchers.

Working in partnership is central to achieving our mission. Our strategic collaborations in the UK and across high-, middle- and low-income countries deliver health and socioeconomic benefits across the world, especially in the most disadvantaged communities.

LSHTM is also a member of the M8 Alliance of Academic Health Centers, Universities and National Academies, the Association of Schools of Public Health in the European Region, and the Consortium of Universities for Global Health.

We deliver research-led educational programmes to future health leaders, managers and researchers across the world. We have more than 1,000 face-to-face Master's and Doctoral students, 3,000 studying by distance learning, and 1,000 each year on short courses and continuous professional development. Our free online courses are studied by more than 55,000 participants globally.

LSHTM performs strongly in various global university league tables. In the 2018 Shanghai World Ranking we placed 151-200 overall, and ranked 3rd in public health, 40th in clinical medicine, and 76th in human biology. In the US News Best Global Universities Ranking 2019, we ranked ninth in the UK overall and 13th in the world in the fields of social sciences and public health in the 2019 QS World University Rankings.

In 2017, the inaugural Center for World University Rankings by Subject placed LSHTM first in the world for tropical medicine research, second for parasitology and seventh for infectious diseases, public, environment and occupational health and social sciences and biomedical. LSHTM ranked first in Europe for research impact in sciences, based on its proportion of publications that belong to the top 1% most frequently cited publications, in the 2018 CWT Leiden Ranking.

LSHTM was named University of the Year 2016 by Times Higher Education and awarded a Queen's Anniversary Prize for Higher and Further Education in 2017 in recognition of our response to the 2014 Ebola epidemic in West Africa. (LSHTM does not appear in the Times Higher Education World University Rankings as universities are excluded if they do not teach undergraduates).

We seek to foster and sustain a creative and supportive working environment based upon an ethos of respect and rigorous scientific enquiry. We embrace and value the diversity of our staff and student population and seek to promote equality as an essential element in contribution to improving health worldwide.

LSHTM is one of around 20 specialist institutions that receive institution specific funding from the Office for Students (OfS). This funding recognises the additional costs that LSHTM incurs because of its unique range of teaching, specialist facilities, and the scale of its contributions to national and international agencies.

FACULTY INFORMATION

The Faculty of Epidemiology & Population Health (EPH) houses a large number of epidemiologists, demographers, statisticians and nutritionists working on issues of major public health importance in the UK and globally. EPH has approximately 400 staff members organised into four research departments.

Department of Infectious Disease Epidemiology
Department of Medical Statistics
Department of Non-communicable Disease Epidemiology
Department of Population Health

The Faculty has a teaching programme consisting of ten MSc courses: Epidemiology, Demography and Health, Medical Statistics, Public Health for Development (run jointly with the Faculties of Infectious & Tropical Diseases and Public Health & Policy), Nutrition for Global Health, Reproductive & Sexual Health Research, Veterinary Epidemiology (run jointly with the Royal Veterinary College), Global Mental Health (run jointly with Kings College London - Institute of Psychiatry) and the Distance Learning courses in Epidemiology, Clinical Trials and Demography in Health. The Faculty also has approximately 120 research students studying for an MPhil, PhD or DrPH degree. The Dean of Faculty is Professor Liam Smeeth. The portfolio of duties outlined below will vary in accordance with the detailed expectations of the role (attached), which may be varied from time to time, and agreed at your annual Performance and Development Review (PDR).

Hararghe Health Research partnership

Haramaya University (HU) and London School of Hygiene & Tropical Medicine (LSHTM) entered into dialogue in 2016 to establish a collaborative research partnership to deliver the Bill & Melinda Gates Foundation-funded Child Health, Pregnancy and Mortality Prevention Surveillance (CHAMPS) programme (champshealth.org) in Ethiopia. The partnership built on the strengths of HU's demographic surveillance sites in Harar and Kersa, and its relationship with Hiwot Fana Hospital. LSHTM provided world class expertise in public and international health across a range of disciplines. The partnership has expanded to include other collaborative research projects, with other collaborators and funders (such as Wellcome Trust). To reflect its geographical base, focus on health research, and the relationship between Haramaya University and the London School of Hygiene & Tropical Medicine, the collaborative research programme is known as the Hararghe Health Research partnership (HHR).

CHAMPS

The CHAMPS Network (www.champshealth.org) has a global vision to provide accurate, timely and reliable data on the causes of death and sickness for children under five from locations with high mortality and morbidity. CHAMPS currently operates in seven sites – six in sub-Saharan Africa and in Bangladesh. Emory University in Atlanta, USA, coordinates the CHAMPS Network, with funding from the Bill & Melinda Gates Foundation.

ASSOCIATE PROFESSOR



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

JOB DESCRIPTION

Main Activities and Responsibilities

KNOWLEDGE GENERATION

1. To deliver high quality research & scholarship in your field of study, individually and in collaboration with others, by developing and maintaining a research grant portfolio from good¹ research funders, publishing peer-reviewed outputs and generating and securing (where relevant) intellectual property;
2. To participate in research degree supervision and examination;
3. To lead and manage research teams and promote and ensure compliance of self and others with good practice in relation to the conduct of research, the ethics policy, and other relevant School policies;
4. To support the development of early-career researchers;
5. To supervise and perform research activities required for ongoing studies, including CHAMPS and aligned research studies;
6. To promote good research practice and ensure compliance of self and others with relevant LSHTM, Haramaya University, Ethiopian and international policies, including conduct of clinical and laboratory research, ethics and data management and sharing;
7. To lead the development of capacity for scientific research and research management at HHR;
8. To lead the strategy for development and implementation of research at the HHR site with the Haramaya University site lead and the LSHTM PI;
9. To identify opportunities for funding and lead grant proposals.

EDUCATION

1. To deliver high quality education and assessment in relation to your specific subject and within the broader area covered by your department and disciplinary field;
2. To contribute to the improvement of the quality of the School's education, by participating in the development and review of new and updated learning and teaching materials or approaches, and/or improving assessment practices, and/or improving aspects of the student experience;
3. To support educational leadership and management by active participation in Faculty and Programme or curriculum leadership roles, as appropriate, and by collaborating with professional services staff both centrally and in the Faculty office in carrying out relevant administrative processes;

INTERNAL CONTRIBUTION

¹ Good research funders are: Research Councils; Government Departments; NIHR; National and overseas charities recognised by HEFCE for QR; Overseas research councils or equivalent including NIH; EU; other agencies (eg NGOs, commercial companies) supporting commissioned research that is consistent with School's mission and meets School's cost recovery targets

1. To demonstrate good internal citizenship by undertaking PDRs and promoting staff development, and by participating in the recruitment, mentoring and support of more junior colleagues as appropriate;
2. To participate in the activities of School committees and undertake a leadership or administrative role at School/Faculty/Department level, as appropriate;
3. To lead and manage the HHR research team, including the line management of LSHTM academic staff, and foster the development of early-career scientists;
4. To oversee the effective management of the HHR site, including line managing the Operations Manager and engaging in discussions to address and overcome operational challenges;
5. To identify pragmatic solutions to research and site management challenges, and work with tenacity, creativity and determination to overcome difficulties;
6. To manage risk and ensure that solutions to problems are implemented in line with change control processes;
7. To oversee the development and possible implementation of guidelines and policies related to research and site management processes;
8. Lead the HHR scientific team in identifying and developing research opportunities and drive the academic life of the research group.

EXTERNAL CONTRIBUTION

1. To demonstrate good external citizenship by linking with and supporting appropriate external organisations;
2. To promote knowledge translation and enterprise by exploiting academic knowledge beyond academia;
3. To collaborate with the Haramaya University site lead, to motivate and encourage the Ethiopian staff (~60) working within HHR to ensure efficient lab, field and clinical activities, whilst promoting professional development for all research, technical and administrative staff;
4. To provide reports and other updates to inform funders and other stakeholders about the progress of work;
5. To advise on the assessment and selection of qualified external suppliers for site goods.

CLINICAL DUTIES

1. To undertake clinical tasks as required within the portfolio of research studies, for example writing clinical guidelines; making clinical assessments of patients recruited to studies and making recommendations on their clinical management, and training research staff in relevant clinical activities such as specimen collection
2. To keep up-to-date with clinical practice as relevant to the clinical duties
3. Clinical duties may be adapted, according to the clinical specialization of the successful candidate (e.g. neonatology, paediatrics, infectious diseases, public health, general practice)

PROFESSIONAL DEVELOPMENT & TRAINING

1. To keep up-to-date with the latest research/thinking in your academic field and with changes to pedagogic practice within the School and more generally;
2. To undertake and successfully complete the mandatory training required by the School appropriate to the role;

GENERAL

All academic staff are free within the law to question and test received wisdom, and put forward new ideas and controversial or unpopular opinions, to enable the School to engage in research and promote learning to the highest possible standards.

All staff at LSHTM are also expected to:

1. Act at all times in the School's best interests;
2. Treat School staff, students and visitors with courtesy and respect at all times;
3. Comply fully with School policies, procedures and administrative processes relevant to the role including when acting as Principal Investigator, accepting academic, managerial, financing and ethical responsibility for a project;
4. Uphold and support the School's values (as set out in the School Strategy document);
5. Act as ambassadors for the School when hosting visitors or attending external events;
6. Act in a supportive, caring and respectful manner towards colleagues and collaborators based at Haramaya University.

The above list of duties is not exclusive or exhaustive and the role holder will be required to undertake such tasks as may reasonably be expected within the scope and grading of the role.

Role descriptions should be regularly reviewed to ensure they are an accurate representation of the role.

[JAN 2019]

PERSON SPECIFICATION

This form lists the essential and desirable requirements needed by the post holder to be able to perform the job effectively.

Applicants will be shortlisted solely on the extent to which they meet these requirements.

ESSENTIAL CRITERIA:

1. A doctoral degree in a relevant field such as epidemiology, infectious diseases or public health
2. A track record of contributions as lead and co-author to peer-reviewed outputs, as expected by the subject area/discipline in terms of types and volume of output; significant contributions to at least four outputs within the most recent 5 years that are at least internationally excellent.
3. A consistent and significant track record of attracting research grant income, including salary recovery, from major research funders (PI, co-PI or leadership within a large proposal such as work-package lead).
4. Some experience of doctoral degree supervision.
5. Evidence of ability to deliver high quality research-informed teaching.
6. Experience working in a low or lower-middle income country including working with local, national and international collaborators.
7. **For clinical applicants:** applicants must be practising medical doctors with a medical qualification and post-graduate qualification in a relevant field (e.g. MRCP, MFPH, MRCPCH) and at least 3 years clinical experience post-licensure.
8. **For clinical applicants:** applicants should have current GMC (or equivalent) registration with licence to practise and be eligible to apply for medical registration to work in Ethiopia.

DESIRABLE CRITERIA

1. Experience of building and leading a research team.
2. Experience of engagement with national and/or international research and/or policy advisory bodies.
3. Working knowledge of Amharic and/or Afaan Oromo.
4. Experience living in a challenging environment.
5. A teaching qualification (or Fellow/ Senior Fellow of HEA)

SALARY AND CONDITIONS OF APPOINTMENT

The full-time post is funded until 30 June 2021, with likelihood of extension subject to grant funding renewal. The salary will be on the Academic scale at Grade 8 in the range £56,473 – £64,817 per annum (inclusive of London Weighting). If the candidate is clinically qualified, they will be appointed on the Clinical Academic Scale at Associate Professor Grade in the range £53,244 - £75,318 (plus an additional £2,162 of London allowance per annum). The post will be subject to the LSHTM terms and conditions of service. Annual leave entitlement is 30 working days per year, pro rata for part time staff. In addition to this there are discretionary “Director’s Days”. Membership of the Pension Scheme is available.

Applications should be made on-line via our website at <http://jobs.lshtm.ac.uk>. Applications should also include the names and email contacts of 2 referees who can be contacted immediately if shortlisted. Online applications will be accepted by the automated system until 10pm of the closing date. Any queries regarding the application process may be addressed to jobs@lshtm.ac.uk.

The supporting statement section should set out how your qualifications, experience and training meet each of the selection criteria. Please provide one or more paragraphs addressing each criterion. The supporting statement is an essential part of the selection process and thus a failure to provide this information will mean that the application will not be considered. An answer to any of the criteria such as "Please see attached CV" will not be considered acceptable. Please note that if you are shortlisted and are unable to attend on the interview date it may not be possible to offer you an alternative date

ASYLUM AND IMMIGRATION STATEMENT

The School will comply with the Immigration, Asylum and Nationality Act 2006, which requires all employees to provide documentary evidence of their legal right to work in this country prior to commencing employment. Candidates will be required to email a copy of their passport (and visa if applicable) to HR prior to their interview and if appointed will be asked to bring the original documents in to be copied and verified before their start date.

Applications from candidates who require sponsorship to work in the UK will be considered alongside other applications. Applicants who do not currently have the right to work in the UK will have to satisfy UK Visas & Immigration regulations before they can be appointed.

Further information about Certificate of Sponsorship and eligibility to work in the UK, can be found at: www.ukba.homeoffice.gov.uk/employers/points

Date compiled: Oct 2019

Academic Expectations: Associate Professor

Examples of expected types of activities are listed; the selection of activities will vary from year to year and not all activities in each category would necessarily be done in any one year. The statement in each shaded heading summarises the general expectations for contributions in each category.

Knowledge generation: *Excellent academic research, effective support to doctoral degree students and effective research leadership and management*

Research and scholarship

- Research grant portfolio from good² research funders (PI, co-PI or leadership within a large proposal such as work-package lead) that is consistent with the requirements for financial sustainability across the Department/Faculty
- For those on without duration contracts, salary recovery from research grants (whether as direct costs or directly allocated costs) and consultancy, on a rolling 3 year average, of not less than around 40% of salary (for those with substantial teaching or managerial responsibilities), and up to around 80% of salary for those spending the majority of their time on research; fellowship holders will usually recover 100% of their FTE³; these salary recovery expectations will be applied flexibly, allowing for individual circumstances and the balance of activities
- Collaborations with other research teams/institutions/industry
- Contributions, including as lead, to peer-reviewed outputs, as expected by the subject area/discipline in terms of types and volume of output; significant contributions to at least four outputs within the most recent 3 years that are at least internationally excellent^{4 5}; Generation and securing of intellectual property including patents as appropriate
- At least one oral presentation at international conference and one invited seminar or other talk per year over 3 year rolling average

Doctoral degree supervision

- Effective doctoral degree supervision within the supervision teams of at least two students, and contribution to at least two advisory panels or serving as chair of two final viva examinations, on average over a year
- Supporting timely completions and peer-reviewed outputs
- Examination as internal and/or external examiner

Research management, leadership and support

- Leading and managing research teams
- Support to career development of research team members (e.g. named as mentor on fellowship application)

Professional development referenced to RDF

- Senior management/leadership development and other development activities (e.g. advanced methods training, methods/conceptual development workshops, doctoral degree examiner training/observation)

² Good research funders are: Research Councils; Government Departments; NIHR; National and overseas charities recognised by HEFCE for QR; Overseas research councils or equivalent including NIH; EU; other agencies (eg NGOs, philanthropy, commercial companies) supporting commissioned research that is consistent with School's mission and meets School's cost recovery targets

³ exceptions include, for example, where staff hold prestigious fellowships which do not pay salary (eg Wellcome)

⁴ i.e. of a quality that would be rated highly in assessments of research quality such as those done by UK government, and in peer review processes used by funders

⁵ Where publications are co-authored with other School staff, the volume should be such that each person has at least 4 distinct outputs

Education: Delivering and developing high-quality research-informed education

Teaching and assessment

- High quality research-informed teaching, supervision and assessment, demonstrating adaptability to different needs and contexts; participation in quality assurance and quality enhancement processes, course committees and examination boards
- Personal tutoring allocation and/or specialist support for particular student groups (e.g. international, disability, student representatives)
- Development of less experienced educators (e.g. as peer-observer/mentor or leading staff development activities)

Educational development and innovation

- Research-informed educational development and innovation, including acting on student feedback; evaluation of selected aspects of developments/innovations
- Contributions to solving significant learning, teaching or assessment challenges; contributions to Education Task & Finish Group, Review Group, or similar
- Soliciting and using peer review of education delivery and/or development⁶

Education leadership and management

- A leadership role at Programme or School level⁷
- Contributions to education strategies, policies and development through committees, forums or review groups
- Leadership and/or management of selected aspects of the curriculum, (e.g. as module organiser/deputy, responsibility for another aspect of the student experience), or engagement in periodic reviews

Professional development referenced to UKPSF

- Working towards fulfilling the criteria for Senior Fellow HEA through ongoing commitment to professional development activities

Internal contribution: Contributions to School functioning and development

Internal citizenship

- Contributing as mentor (both within formal scheme and informally) to help develop and motivate colleagues
- Engagement in: Council; Senate or Senate subcommittees; Ethics, Biological Safety, AWERB and other safety committees;
- Ongoing contributions to School/Faculty/Department/MRC Unit interview panels and committees; organising events (e.g. related to education, research, capacity strengthening, research uptake); supporting broader education and doctoral degree processes; contributing to research proposal reviews and mock interview panels

School leadership and management roles

- ADoE, TPD, FDDD, DDDC, Centre Director/Deputy Director or theme leader, safety officer roles, Chair of Faculty or School committees
- Supporting School partnerships (beyond own specific research activities)

⁶ e.g. publication, conference presentation, special interest group, engagement with external examiners or reviewers, peer-observation

⁷ For example, Programme Director/deputy, Admissions Tutor, leadership role within collaborative education programme with other institution(s), representing Programme Directors'/Module Organisers' Forums on SLTC, Chair of Education Task & Finish Group, Exam Board Chair; (Co-)Lead for education Quality Assurance processes

External contribution: Broad engagement in activities beyond the School

External citizenship

- Invited research and/or educational contributions to peer review bodies/roles, DSMBs, journal leadership, participation in professional organisations, learned societies, government and or parliamentary (e.g. APPG) committees, national/international meetings/working groups etc.

Knowledge translation and enterprise

- Exploiting research-based knowledge beyond academia, e.g. through IP exploitation, consultancies
- Participating in and developing external networks for the School's benefit, such as identifying sources of funding, contributing to student recruitment, securing student placements, marketing the institution, facilitating outreach work, or building relationships for future activities
- Documenting impact of research and helping prepare impact case studies
- Supporting public engagement including MOOCs/OERs or other educational outreach