

ASSISTANT PROFESSOR



Job Title:	Assistant Professor - Head of Statistics
Department:	Statistics
Faculty:	MRC/UVRI & LSHTM Uganda Research Unit
Location:	Entebbe, Uganda
FTE:	1.0 FTE (hours above 0.7FTE will be considered and secondments will be welcomed)
Grade:	G7
Accountable to:	Unit Director (Uganda)
Job Summary:	<p>This role will contribute to the research agenda as the Unit embarks on its next five-year strategy to ensure real impact on the lives and health of the East African population. It provides opportunity for you to lead your research individually and in collaboration with others. You will lead a team driving statistical aspects of the design, coordination and analysis of new and on-going research studies, including clinical trials and related research. You will provide statistical expertise and leadership during the development of funding proposals and scientific publications, and lead statistical aspects of the design, coordination and analysis of new and on-going research studies.</p> <p>The post holder also has supervisory responsibility for the Head of Data Management & Archives.</p>

GENERAL INFORMATION

The London School of Hygiene & Tropical Medicine

The London School of Hygiene & Tropical Medicine (LSHTM) is renowned for its research, postgraduate studies and continuing 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.

We embrace and value the diversity of our staff and student population and seek to promote equity, diversity and inclusion as essential elements in contribution to improving health worldwide. We believe that when people feel respected and included, they can be more creative, successful, and happier at work. While we have more work to do, we are committed to building an inclusive workplace, a community that everyone feels a part of, which is safe, respectful, supportive and enables all to reach their full potential.

History

Founded in 1899 at the London Docks, LSHTM is now based in Bloomsbury, where it has two main sites at Keppel Street and Tavistock Place, and additional sites in The Gambia and Uganda. Today, our staff, students and alumni work in government, academia, international agencies and health services across the world. [Learn more about the history of LSHTM.](#)

Research

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.

Staff community

We have 3,300 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.

Partnerships

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.

Education

We deliver research-led educational programmes to future health leaders, managers and researchers across the world. We have more than 1,200 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 270,000 participants globally.

Excellence in research and education

We perform strongly in various global university league tables. In the ShanghaiRanking's Global Ranking of Academic Subjects 2020 we placed 3rd in [public health](#) (1st in the UK). In the [2020 CWTS Leiden Ranking](#) LSHTM is ranked the UK's top university for the proportion of academic research with women listed as authors, and third in Europe for publishing open access research.

In the US News Best Global Universities Ranking 2021, we ranked [3rd in the world for public, environmental & occupational health](#), [4th in the world for infectious diseases](#), [11th in the world for social sciences & public health](#), and [12th best University in the UK overall](#). We [ranked 27th for medicine](#) 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 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.

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.

The Unit

LSHTM's MRC-funded unit in Uganda was established in 1988 to improve the understanding and control of the HIV epidemic in Uganda and globally, following a request from the Uganda Government to the United Kingdom (UK) Government. The Unit is based at the UVRI Entebbe campus and at field stations in Masaka and Kyamulibwa.

In 2017, the Unit broadened its work beyond HIV to include other infectious diseases and neglected, endemic, emerging and re-emerging infections as well as expanding its work in Non-Communicable Diseases (NCDs).

The Unit joined LSHTM on the 1st February 2018 creating a new partnership that is boosting research capacity into some of the current and emerging health issues in Africa and globally.

Unit Vision

The Unit's vision is to build on its past research achievements and new opportunities; to contribute to the control of the HIV epidemic, of other infectious diseases, and of non-communicable diseases, in Uganda, the region and the world.

ASSISTANT 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 applying for external grants/fellowships from good¹ research funders, publishing peer-reviewed outputs as lead and co-author; and evaluating teaching practice;
2. To contribute to doctoral student supervision;
3. To manage research grants and promote and ensure compliance 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 contribute to the scientific direction of the Unit and provide effective statistical support during development of funding proposals and scientific publications;
6. To lead statistical aspects of the design, coordination and analysis of new and on-going research studies, including clinical trials and related research;
7. To independently initiate, lead their own research activity in addition to providing support to the Unit;
8. To initiate and perform methodological research of practical relevance to the Unit's work and exploit existing data held at the Unit;

EDUCATION

1. To deliver high quality, inclusive, research-informed teaching and assessment in relation to your specific subject and within the broader area covered by your department/disciplinary field;
2. To contribute to the improvement of the quality and inclusivity of the School's education, by participating in the development 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 selected aspects of the curriculum, as appropriate, and by collaborating with professional services staff, centrally and in the Faculty, in carrying out relevant administrative processes;
4. To build statistical expertise for Uganda and the region through mentorship and

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

supervision of postgraduate and post-doctoral trainees, and through formal training. This will include leveraging expertise and resources with LSHTM to enhance research and training in Uganda.

5. To contribute and oversee training in statistical and epidemiology methods through in-house courses and workshops.

INTERNAL CONTRIBUTION

1. To undertake activities that support the Department, Faculty or MRC Unit or School, including Committee membership;
2. To reflect LSHTM's EDI goals in your work and behaviour;
3. To participate in own PDR and undertake those of others;
4. To significantly and actively contribute to Unit strategy, providing input into decisions about which new projects to take forward, and the long-term scientific direction and overall strategy of the Unit.
5. To have an oversight of statistical aspects of specific research projects, taking on the role of the Head of Statistics section at the Unit, data management function.
6. This includes responsibility (which may be delegated) for
 - (a) Supervision of statisticians, training of statistical section staff, project leaders and other research staff in relevant statistical methods.
 - (b) Supervision of Head of Data Management.
 - (c) Interim and final analyses for all studies and any sub-studies, for conference abstracts and papers for submission to peer reviewed journals, and where appropriate for Data Monitoring Committees and Steering Committees, for funding bodies and regulatory authorities, and for national and international collaborators.
9. Work with Programme Leaders and other scientists to provide expert input into research design when developing both outline and full research proposals for new studies.
10. Liaise with operational heads in matters relevant to the effective day-to-day running of the Statistics section;
11. To support the other research leaders, ensuring effective statistical support within the Unit.

EXTERNAL CONTRIBUTION

1. To demonstrate good external citizenship by contributing to the external academic community;
2. To promote knowledge translation and enterprise by participating in networks and activities that disseminate research-based knowledge beyond academia;

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;
3. Keep abreast with developments in clinical trial, statistical and other appropriate methodology.

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);
5. Act as ambassadors for the School when hosting visitors or attending external events;

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.

[JUL 2021]

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 Medical Statistics
2. Expertise in study design and analysis, including of randomised trials, and experience in conducting research in low- and middle-income countries.
3. Contributions as lead and co-author in 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 which are at least internationally excellent²
4. Proven ability to work independently, as well as collaboratively as part of a research team, and to meet research deadlines
5. An understanding of the strategies for improving equity and inclusion in research and or learning and teaching
6. Evidence of excellent interpersonal skills, including ability to communicate effectively both orally and in writing
7. Evidence of good organizational skills, including effective time management
8. Extensive relevant experience as a Lead Statistician on clinical trials or epidemiological studies.
9. Experience of taking responsibility for the day-to-day running of research projects.
10. Ability to present results of own work to peers and colleagues, including non-statisticians.
11. Experience of writing study/trial protocols and completing subsequent monitoring and compliance.
12. Ability to work effectively and identify opportunities within multi-disciplinary research environment teams, and to communicate complex ideas to non-statistician colleagues, particularly social and basic scientists, including training in statistical methods.
13. Experience writing Data Management and Statistical Analysis Plans and presenting final study reports
14. Close familiarity with one or more statistical packages (preferably Stata)
15. Proven ability to successfully lead and manage a team, including developing junior colleagues.
16. Contributor to high impact peer-reviewed publications in health-related research (named author or named in writing committee).
17. Political sensitivity and cultural awareness, with understanding of the particular challenges of conducting research within an East African setting.
18. Experience of writing successful grant proposals and a record of senior authorship on publications would be an advantage.

² 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

DESIRABLE CRITERIA:

1. Experience of generating research income such as fellowships, and/or small project grants, and/or supporting grant applications of others
2. Some experience of supervising and supporting junior researchers and/or research degree students, and non-academic staff
3. Some experience of undertaking teaching and assessment
4. Demonstrable evidence of promoting inclusion in research and or learning and teaching
5. A teaching qualification

SALARY AND CONDITIONS OF APPOINTMENT

The post is full time and fixed-term until 31st March 2023 (hours above 0.7FTE will be considered and secondments will be welcomed). The post is funded by MRC/UVRI & LSHTM Uganda Research Unit core and is available from 1st November 2021.

The salary will be on the Academic pathway Grade 7 in the range £47,405 - £54,267 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 "Wellbeing Days". Membership of the Pension Scheme is available. The post is based in Entebbe, Uganda at the MRC/UVRI & LSHTM Uganda Research Unit.

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

This post is based overseas and 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 send a notarised copy of their passport prior to their start date.

Applicants will be required to have the right to work in the country in which the post is based (or be eligible to apply for a suitable work visa).

Date amended: JUL 2021

Academic Expectations: Assistant Professor

Examples of expected types of activities are listed; the selection of activities will vary from year to year and not all activities in each category would necessarily be done in any one year. The statement in each shaded heading summarises the general expectations for contributions in each category. A research-focused academic will not be expected to demonstrate the same spread and depth of activities in Education as an Education-focused academic. Vice versa, an Education-focused academic will not be expected to demonstrate the same spread and depth of activities in Knowledge Generation as a research-focused academic. Job descriptions will set out the expected balance between Knowledge Generation and Education.

Knowledge generation: Independent academic with excellent knowledge generation contributions, supporting less experienced colleagues and with growing leadership skills

Research and scholarship

- Undertaking research individually and as part of a team
- Applying for external grants and/or fellowships primarily from 'good'³ research funders; contributing to work packages or elements within a large proposal
- For those on without duration contracts, salary recovery from research grants (whether as direct costs or directly allocated costs) and consultancy, on a rolling 3 year average, of not less than around 40% of salary (for those with substantial teaching or managerial responsibilities), and up to around 80% of salary for those spending the majority of their time on research; fellowship holders will usually recover 100% of their FTE⁴; these salary recovery expectations will be applied flexibly, allowing for individual circumstances and the balance of activities
- Contributing to financial sustainability of research group including exploring opportunities for industry funding for laboratory research
- Contributing as lead and co-author in peer-reviewed and other research outputs, as expected by the subject area/discipline in terms of types and volume of output; significant contributions to at least four outputs within the most recent 3 years which are at least internationally excellent⁵
- Engaging in other research dissemination including competitively selected oral and poster presentations at leading conferences, invited seminars and talks, and social media contributions such as twitter, blogs, webinars

Reflective practice and critical enquiry (RPaCE)

- Leading RPaCE activities
- Designing evaluation studies
- Disseminating learning and experiences through posters, presentations, articles, social media contributions etc
- Contributing to enhancing teaching practice of others: e.g. mentoring, teaching observation and feedback

Doctoral degree supervision

- Contributing to doctoral degree supervision⁶ of at least one student, working within supervision team(s), supporting timely completions and peer-reviewed

³ Good research funders are: Research Councils; Government Departments; NIHR; open competitive calls from UK and overseas charities; Overseas research councils or equivalent including NIH; EU; other agencies (eg industry) supporting commissioned research that is consistent with School's mission and meets School's cost recovery targets

⁴ Exceptions include, for example, where staff hold prestigious fellowships which do not pay salary (eg Wellcome)

⁵ 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

⁶ Students registered external to the School can be included (subject to agreement of DDDC/FDDD) where these fulfil capacity-building aims, support important research collaborations, or are a result of a recent move to the School.

outputs

- Contributing to summative assessment processes (e.g. upgrade assessments, pre- and post-viva support for students)

Research management, leadership and support

- Management of entire research process or significant parts of it, including line and team management, grants management, management of research partner relationships
- Supporting career development of research team members and others (eg informal mentoring, reviewing draft papers, advising on specific issues e.g. statistical issues, methodology)

Professional development referenced to RDF

- Courses and other development activities, including mid-level management and leadership development

Education: *Undertaking teaching and assessment, and developing as a researchinformed educator within higher education*

Teaching and assessment

- Research-informed teaching, supervision and assessment
- Contributions to personal tutoring and/or development of less experienced educators (e.g. as peer-observer for PGCILT; as mentor; through leading staff development activities)
- Participation in programme committees and/or exam boards

Educational development and innovation

- Contributions to research-informed educational developments and innovations
- Activities aimed at improving some aspect(s) of the student experience, or quality of education programme(s).

Education leadership and management

- Leadership and/or management of selected aspects of the curriculum (e.g. as module organiser/deputy, or responsibility for another aspect of the student experience)
- Supporting others to provide an excellent student experience and solve significant problems
- Contributions to Education Task & Finish Group, periodic reviews, or similar

Professional development referenced to UKPSF

- Activities which lead to PGCILT Module 1 or equivalent, and preferably Fellow of HEA or equivalent (expected for education-focused assistant professor); thereafter continuing professional development.
- Activities that support professional development as an educator (e.g. training/educational studies, work-shadowing, use of feedback from students/colleagues)

Internal contribution: *Contributions to School functioning and development*

Internal citizenship including contributing to supportive academic environment

- Engagement in any one year in at least one of: Senate or Senate subcommittee, Ethics Committees, MRC Unit, Faculty and Departmental committees; MRC Unit, Department, Faculty, School, Centre events or special interest groups including EDI related committees and networks; support to external collaborations/partnerships (beyond own research or education role)
- Taking on role as Digital Champion or Decolonising the Curriculum facilitator
- Support to others' success (eg involvement in School mentoring scheme)

School leadership and management roles

- Not expected

External contribution: Contribution beyond the School

External citizenship

- Membership of society/conference committees
- Journal, book and/or grant reviews
- Invited presentations

Knowledge translation and enterprise: options include:

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