

# Research Fellow



<b>Job Title:</b>	Research Fellow in Epidemiology (climate change and health)
<b>Department:</b>	Planetary Health
<b>Faculty:</b>	MRC Unit The Gambia at LSHTM
<b>Location:</b>	The Gambia
<b>FTE:</b>	100%
<b>Grade:</b>	6
<b>Accountable to:</b>	Assoc Prof Kris Murray, Planetary Health Lead
<b>Job Summary:</b>	Research Fellow in Epidemiology, conducting evidence and stakeholder mapping on climate change and human health research (impacts, mitigation, adaptation) in Africa

## 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.

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**

MRC Unit The Gambia (MRCG) is now a fully-integrated unit within LSHTM. MRCG@LSHTM has an international reputation for ground-breaking research into some of the leading causes of morbidity and mortality in the tropics. Achievements include a large trial showing the efficacy of *Haemophilus influenzae* type B vaccine in The Gambia and the subsequent near elimination of the disease, pioneering studies of the impact of insecticide treated bed nets as a preventive measure against malaria leading up to their worldwide use, studies demonstrating the impact of conjugate pneumococcal vaccines on pneumonia and child mortality, and the demonstration of a dramatic reduction in the carriage of Hepatitis B in The Gambia due to the effects of vaccination.

### **Planetary Health at MRCG@LSHTM**

The Planetary Health cross-cutting programme at MRCG, working in unison with the Nutrition and Planetary Health Theme and the LSHTM Centre on Climate Change and Planetary Health (CCCPH), aims to generate evidence, identify solutions and prepare governments, academia, health systems and citizens for a new era of public health in an era of unprecedented environmental and social change. We currently work in three interrelated areas that frequently intersect to influence human health including: i) the direct and indirect adverse effects of climate change on health and on sustainable, health-benefitting mitigation and adaptation interventions; ii) sustainable and resilient food production systems; and iii) infectious disease dynamics and One Health addressing the changing risks of infectious diseases, particularly zoonoses, vector-borne diseases and emerging infections.

### **JOB DESCRIPTION**

MRCG at LSHTM wishes to appoint a Research Fellow in Epidemiology with a focus on climate change and human health.

#### **Background**

The post holder will contribute to two globally significant projects:

1) The Pathfinder Initiative (lead by colleagues in the Centre for Climate Change and Planetary Health, LSHTM)

and

2) The Lancet Countdown: Tracking Progress on Health and Climate Change (lead by colleagues within the Institute for Global Health, University College London (UCL)).

The Pathfinder Initiative is a two-year programme of work funded by Wellcome with support from the Oak Foundation, which aims to synthesise and communicate evidence on the positive health impacts of carbon reduction actions across domains (including energy generation, transport, buildings, industry, land use and human settlements). Results from the study will be used by national and subnational governments, NGOs and industry for making decisions about future carbon reduction policies and actions. With a view to increasing diversity and access to information and stakeholder networks within Africa, we seek to appoint a Pathfinder team member within the Planetary Health Research Group at the Medical Research Council UK Unit The Gambia, West Africa.

The Lancet Countdown on Health and Climate Change, a 5-year programme of work funded by Wellcome, is a world-wide monitoring system that aims to track, communicate and harness evidence on climate-induced health impacts towards effective intervention strategies. The Lancet Countdown works to ensure that health is at the centre of how governments understand and respond to climate change. The scope of work ranges from ensuring policymakers have access to high-quality evidence-based guidance, through to providing the health profession with the tools they need to improve public health. In line with improving regional participation and representation across the globe and following establishment of several international hubs (South America and Asia), we aim to establish a Lancet Countdown in Africa initiative, housed within the Planetary

Health Research Group at the Medical Research Council UK Unit The Gambia, West Africa.

### **Main Activities and Responsibilities**

The postholder will drive climate change and health-related components of the above two projects with a focus on Africa. These include:

- 1) contribute to a case study compilation and evidence synthesis effort on the health co-benefits of climate change mitigation actions, with a focus on Africa (50% FTE) and
- 2) contribute to research on the relationships between health and climate change that are of particular importance to African communities (e.g., infectious diseases, climatic exposures including heat, nutrition and food security, migration and displacement) (50% FTE).

Additional aims of the post include:

- mapping and evaluating existing research activities, capacities, developments, data sources and challenges on health and climate change in the African context,
- contribute to the development of a network of academic and research institutions within Africa to support the activities of both projects, and
- engage with national and regional policymakers, health organisations, NGOs and media within Africa to ensure impact of this local research and the findings

The background, experience and expertise of applicants will be a factor in prioritising areas of activity within this broad remit.

The post holder will work in partnership with colleagues in MRCG Nutrition and Planetary Health Theme (Assoc. Prof. Kris Murray), The Pathfinder Initiative team within CCCPH @ LSHTM (Assoc. Prof. Rosie Green and Prof. Andy Haines), and the Lancet Countdown central team in the Institute for Global Health, UCL (Lancet Countdown Executive Director Dr Marina Romanello).

### **Generic duties and responsibilities of all LSHTM employees**

This job description reflects the present requirements of the post but may be altered at any time in the future as duties and responsibilities change and/or develop providing there is full consultation with the post-holder.

The post-holder will carry out any other duties, tasks or responsibilities as reasonably requested by the line manager, Dean of Faculty, Head of Department or Director of Professional Service.

The post holder will be responsible and accountable for ensuring all School policies, procedures, Regulations and employment legislative requirements are adhered to including equality and diversity and health and safety.

**This job description is not a definitive or exhaustive list of responsibilities but identifies the key responsibilities and tasks of the post holder. The specific objectives of the post holder will be subject to review as part of the individual performance review (appraisal) process.**

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).

## **JOB DESCRIPTION**

### **Main Activities and Responsibilities**

#### **KNOWLEDGE GENERATION**

1. To undertake high quality research & scholarship, including contributing to drafting major grant proposals and/or leading on drafting small grant proposals, and evaluating teaching practice;
2. To contribute to peer-reviewed publications and other outputs, including as lead author;
3. To make a contribution to doctoral student supervision, as appropriate to qualifications and experience;
4. To manage small grants or elements of larger grants, ensuring compliance with good practice in relation to the conduct of research, the ethics policy and other relevant School policies.

#### **EDUCATION**

1. To contribute to the delivery of high quality, inclusive, research-informed teaching 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 of new and updated learning and teaching materials or approaches.

#### **INTERNAL CONTRIBUTION**

1. To undertake activities that support the Department, Faculty, MRC Unit or the School;
2. To reflect LSHTM's EDI goals in your work and behaviour;
3. To participate in the School's PDR process.

#### **EXTERNAL CONTRIBUTION**

1. To demonstrate good external citizenship by contributing to learned society/conference events, journal and grant reviews etc;

#### **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. Where the length and nature of the position permits, to apply for and, if accepted, undertake a doctoral degree (if not already acquired);
  3. 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);
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 postgraduate degree, ideally a doctoral degree, in epidemiology, public health, environmental sciences or other field related to climate change and planetary health.
2. Contributions to written output, preferably peer-reviewed, as expected by the subject area/discipline in terms of types and volume of outputs.
3. Proven ability to work independently, as well as collaboratively as part of a research team, and proven ability to meet research deadlines.
4. Evidence of excellent interpersonal skills, including the ability to communicate effectively both orally and in writing
5. Evidence of good organizational skills, including effective time management.
6. Experience in data analysis.
7. Excellent evidence synthesis skills (e.g. via systematic literature reviews or similar).

### DESIRABLE CRITERIA

1. Some experience of contributing to research grant applications.
2. Some experience of teaching and assessment.
3. Some experience of supervising and supporting junior researchers and/or research degree students, and non-academic staff.
4. Experience of working in the field of climate change and public health
5. Experience in stakeholder outreach and network development
6. Experience organizing communication and outreach events.
7. Experience in translating scientific findings for general audiences and policy makers.
8. Some experience of researching health co-benefits of carbon reduction actions.
9. Some experience of advanced evidence mapping and/or synthesis techniques and/or evidence grading systems.
10. Some experience in policy analysis, preferably in the climate change context.

## **SALARY AND CONDITIONS OF APPOINTMENT**

The post is funded for 12 months. The salary will be on the Academic scale, Grade 6 scale in the range £40,611 - £46,119 per annum (inclusive of London Weighting). 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.

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](mailto: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: Research Fellow

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. Research Fellows employed on research projects will be expected to focus on Knowledge Generation, in accordance with their job description, but some activity in other areas is required and will support career progression. Research Fellows predominantly employed to support Education will be expected to focus on Education, again as reflected in their job description.

### ***Knowledge generation: Independent contributions and a clear trajectory towards excellence in knowledge generation***

#### *Research and scholarship*

- Undertaking research
- Working with PIs to draft grant proposals and/or leading writing of small grants, work packages or sections of larger proposals or personal fellowship applications
- Contributing to peer-reviewed and other research outputs, including as first author, as expected by the subject area/discipline in terms of types of output
- Poster/oral presentations at relevant conferences, translation of research findings into educational materials
- Social media contributions such as twitter, blogs, web-based media or webinars

#### *Reflective practice and critical enquiry (RPaCE)*

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

#### *Doctoral degree supervision*

- For RFs with Doctorate, some contribution to doctoral degree supervision is encouraged (e.g. specialist skills training; ad hoc advice; advisory committees). RFs without a Doctorate may also advise in areas of specialist knowledge

#### *Research management, leadership and support*

- Effective management of own time and activities
- Management of small research grants or elements of larger grants, including management of data collection and relationships with research collaborators, supporting/mentoring colleagues, support to grants management

#### *Professional development*

- Courses and other professional development activities, referenced to RDF
- Where the length, nature and funding source of the position permit, to apply for and, if accepted, undertake a doctoral degree (if not already acquired)

<b>Education: Basic competence in teaching and assessment</b>
<p><i>Teaching and assessment</i></p> <ul style="list-style-type: none"> <li>• Research-informed teaching and assessment contributions (e.g. contributions to modules, MSc project supervision)</li> </ul> <p><i>Educational development and innovation</i></p> <ul style="list-style-type: none"> <li>• Contributing to the development of new educational materials, learning opportunities or assessments approaches</li> </ul> <p><i>Education leadership and management</i></p> <ul style="list-style-type: none"> <li>• None expected</li> </ul> <p><i>Professional development</i></p> <ul style="list-style-type: none"> <li>• Participation in professional development activities referenced to UKPSF (e.g. HEA, PGCILT, preparation for doctoral degree supervision, shadowing more experienced colleagues); acquiring Associate Fellow HEA</li> </ul>
<b>Internal contribution: Contributions to School functioning and development</b>
<p><i>Internal citizenship including contributing to supportive academic environment</i></p> <ul style="list-style-type: none"> <li>• Contributing to at least one Department, Faculty, School, or Centre event or special interest group in any one year, including EDI activities;</li> <li>• Taking on role as Digital Champion or Decolonising the Curriculum facilitator; Supporting external School collaborations/partnerships (beyond own research or education role) where relevant</li> <li>• Support to others' success (eg careers advice to students)</li> </ul> <p><i>School leadership and management roles</i></p> <ul style="list-style-type: none"> <li>• None expected</li> </ul>
<b>External contribution: Contribution beyond the School</b>
<p><i>External citizenship</i></p> <ul style="list-style-type: none"> <li>• Contributing to learned society/conference events, journal and grant reviews etc.</li> </ul> <p><i>Knowledge translation and enterprise: not expected but options include:</i></p> <ul style="list-style-type: none"> <li>• Collecting evidence of research impact for impact case studies (e.g. policy records, correspondence with policy makers, media highlights)</li> <li>• Engaging with policy/practice/industry/NGO communities and the general public</li> <li>• Supporting MOOCs/OERs or other (e.g. educational) outreach</li> </ul>