

# ASSISTANT PROFESSOR



<b>Job Title:</b>	<b>Assistant Professor (based in Malawi)</b>
<b>Department:</b>	Population Health (DPH)
<b>Faculty:</b>	Epidemiology & Population Health (EPH)
<b>Location:</b>	Karonga, Malawi
<b>FTE:</b>	1.0
<b>Grade:</b>	G7
<b>Accountable to:</b>	Dean of Faculty through Principal Investigator (PI, Prof Mia Crampin)
<b>Job Summary:</b>	The post-holder will play a key role in developing research, co-ordinating existing research in Karonga and identifying opportunities for developing further research of public health importance; as well as, to ensure good communication with national and international collaborators, including facilitating interactions with study principal investigators, and liaise closely with the programme management and administration team in Karonga and Lilongwe.

## 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.

### 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.

## Faculty Information

**The Faculty of Epidemiology & Population Health (EPH)** houses a large group 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 Elizabeth Allen.

## The Department

**The Department of Population Health (DPH)** aims to bring important benefits to global population health and health equity by generating, evaluating and disseminating effective interventions, treatments and policies. It is a centre of excellence in the determinants and consequences of population change.

Our research involves epidemiology, drug trials, complex intervention development and trials, demography, research on the mechanisms of disease, treatments and interventions, qualitative research and systematic reviews of evidence, and evidence to improve the health and wellbeing of people with disabilities globally. We work on some of the largest public health issues in the world including: climate change and planetary health, Covid-19, demography, emergency care, global mental health, maternal, newborn and child health (MNCH), nutrition, non-communicable disease and sexual and reproductive health (SRH). The Department of Population Health has strong links with the Malawi Epidemiology and Intervention Research Unit (MEIRU), the MRC unit the Gambia, international agencies and a large network of overseas research collaborators.

The Co-Heads of Department are Professor Caroline Free and Professor Jim Todd.

## The Population Studies Group

The [Population Studies Group](#) (PSG) is situated in the Department of Population Health in the Faculty of Epidemiology and Population Health at LSHTM. The group is home to over 30 academic staff and around 15 doctoral students.

PSG is a hub for demographers at LSHTM, but also hosts statisticians, epidemiologists, anthropologists and others working on population issues. PSG has an active portfolio of research in both low and high-income countries on methodological work on demographic analysis and estimation, as well as topical issues in the fields of reproductive and sexual

health, the demographic impact of HIV, family demography, historical demography, evolutionary demography. This work is funded, among others, by the ESRC, the Wellcome Trust, and the Gates Foundation.

PSG staff organise MScs in Demography & Health and Reproductive & Sexual Health Research. The MSc Demography & Health is one of the longest-running MScs in demography in the world, celebrating its 50<sup>th</sup> anniversary in 2021. The post holder will contribute to plans to refresh LSHTM's teaching programme in demography, including developing a stream in population data science, and considering an innovative 'blended' face-to-face and distance-learning programme. LSHTM's new MSc in Health Data Science will welcome its first students in the fall of 2020. Funding for PhD students is ensured through the [UBEL Doctoral Training Programme](#). This pathway provides research degree training in both demography and reproductive health, and includes funding schemes where students either take the MSc in Demography & Health or Reproductive and Sexual Health Research in their first year, and/or, attend the [European Doctoral School of Demography](#).

The Head of Group is Dr Georges Reniers.

### **The Malawi Epidemiology and Intervention Research Unit (MEIRU)**

The Malawi Epidemiology and Intervention Research Unit (MEIRU, current Director: Professor Mia Crampin), was formed in 2017 as partnership between LSHTM, Malawi Ministry of Health and Malawi College of Medicine (and more recently University of Glasgow), building on the long-standing Karonga Prevention Study.

MEIRU is funded primarily from UK Research funders, with additional support from LSHTM and University of Glasgow. Its remit is to conduct research including interventional and translational research on conditions of public health importance in Malawi and the region, whilst developing research capacity in Malawi.

MEIRU conducts research primarily in two geographical locations in Malawi; rural Karonga District, where there is also a long-established demographic surveillance site and urban Lilongwe city. In Karonga (approximately 500km from Lilongwe's international airport), MEIRU has 15-acre campus in lake-shore Chilumba, with a complex of laboratory, data management, workshop and administration facilities, and clinic space in multiple Ministry of Health facilities across the district. The Karonga Demographic Surveillance site has been operating since 2002, with 40,000 individuals under observation. In Lilongwe, MEIRU is based in the Ministry of Health Community Health Sciences Unit, with office and laboratory facilities. The urban population platform is Area 25, a densely populated urban area of approximately 65,000 individuals. MEIRU has clinic and office facilities at the Ministry of Health Area 25 Health centre and operates in other urban health facilities according to needs of particular studies.

The work of MEIRU builds on a long-standing programme of multidisciplinary infectious diseases research in Karonga Districts (notably HIV, TB, leprosy and vaccine preventable diseases) and since 2012, has included a major programme of non-communicable disease work, building on a large and detailed rural-urban survey of hypertension, diabetes, overweight and associated risk factors, and including multiple interventions aimed at prevention and management of chronic NCD and multimorbidities, in collaboration with international academic institutions and multiple Malawi stakeholders including relevant policy units.

## The post

This is an exciting opportunity for an enthusiastic early/mid-career academic to lead and develop a programme of research at the Malawi Epidemiology and Intervention Research Unit (MEIRU), in Karonga, Malawi. MEIRU has an extensive programme of epidemiological and intervention research in chronic non-communicable diseases as well as an ongoing programme of demographic and infectious diseases research.

The post holder will be leading and co-ordinating research at the MEIRU Karonga site. They will play a key role in developing research, co-ordinating existing research in Karonga and identifying opportunities for developing further research of public health importance. The successful applicant will ensure good communication with national and international collaborators, including facilitating interactions with study principal investigators, and liaise closely with the programme management and administration team in Karonga and Lilongwe. They will supervise researchers in Karonga, and will be responsible for overall co-ordination of field, clinical, data and laboratory teams and ensuring training and continuing professional development of staff.

They will be responsible for ensuring appropriate governance of research and quality of data collection at the Karonga site, and will ensure ongoing good relations with local authorities. The applicant will have experience commensurate with their stage in career, including peer-reviewed publications, presentations at international conferences and grant applications.

They must be willing to be based in Karonga, Malawi, a rural area, with frequent travel to Lilongwe. The applicant will also be required to travel to the UK occasionally for meetings.

They will also be expected to contribute to the ongoing capacity development of MEIRU, and to contribute to LSHTM's postgraduate teaching programme at MSc and PhD level.

Applications are encouraged from Malawian nationals and other researchers from the region. Please note that as this post is based in Malawi, it will not be eligible for a UK tier-2 visa.

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 good<sup>1</sup> 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 line-manage scientific, data, laboratory and clinical staff in Karonga;
6. To lead the MEIRU research programme in rural Karonga district, and liaise closely with the Lilongwe-based scientific staff over appropriate studies;
7. To oversee development of protocols, standard operating procedures, ethics applications, data collection tools and training material relating to MEIRU research in Karonga;
8. To liaise with Ministry of Health (Malawi) and other officials regarding operations in Karonga;
9. To ensure co-ordination of public engagement, field, data and laboratory activities in Karonga;
10. To develop a strategic plan for development of research in Karonga, with close liaison with LSHTM academics in particular.

#### 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;

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<sup>1</sup> 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



## 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 be part of MEIRU senior management team;
5. To participate in the Karonga site cover rota;
6. To support the MEIRU Programme Manager and other administrative staff in successful delivery of programmes in Karonga.

## 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;

## 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 Epidemiology, Demography, Public Health or another relevant discipline
2. Expertise in statistical software package such as STATA and/or R.
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 excellent<sup>2</sup>
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. Proven ability to work effectively as a leader of a multidisciplinary scientific team and in a multicultural environment
9. Experience of line management
10. Demonstrated interests in research area relevant to Malawi
11. Experience of living and/or working in a related setting (low income countries, preferably sub Saharan Africa), with enthusiasm and commitment to be based at the MEIRU Karonga site.

### 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
6. Experience in developing new statistical or epidemiological methods.

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<sup>2</sup> 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

## Salary and Conditions of Appointment

This is a full-time post, based in Malawi, to start as soon as possible and is funded for the duration of 24 months. The salary will be on the Academic scale, Grade 7, in the range £48,827 to £55,895 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 appointed. 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). Please quote reference EPH-DPH-2022-25.

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

### Overseas

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'<sup>3</sup> 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 FTE<sup>4</sup>; 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 excellent<sup>5</sup>
- 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 supervision<sup>6</sup> of at least one student, working within supervision team(s), supporting timely completions and peer-reviewed

<sup>3</sup> 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

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

<sup>5</sup> 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

<sup>6</sup> 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