RESEARCH FELLOW

<table>
<thead>
<tr>
<th>Job Title:</th>
<th>Research Fellow</th>
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</thead>
<tbody>
<tr>
<td>Department:</td>
<td>Social and Environmental Health Research</td>
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<tr>
<td>Faculty:</td>
<td>Public Health and Policy</td>
</tr>
<tr>
<td>Location:</td>
<td>15-17 Tavistock Place, London</td>
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<tr>
<td>FTE:</td>
<td>0.8</td>
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<tr>
<td>Grade:</td>
<td>G6</td>
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<tr>
<td>Accountable to:</td>
<td>Head of Department through Principal Investigator (PI)</td>
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<tr>
<td>Job Summary:</td>
<td>Research Fellow on Wellcome Investigator Award ‘Health Systems in History’, with responsibility for sub-project ‘Health Systems and the State in Times of Crisis: the Politics of Health Planning in Colombia, 1950–1975’</td>
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</table>

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 £110 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. The School’s multidisciplinary expertise includes clinicians, epidemiologists, statisticians, social scientists, molecular biologists and immunologists, and we work with partners worldwide to support the development of teaching and research capacity.

Our education provision has expanded to more than 1,000 London-based Master’s and Research students, 3,000 studying postgraduate courses by distance learning, and 1,000 each year on short courses and continuous professional development. Our free online courses (MOOCs) are studied by more than 30,000 participants globally.

The School performs well in various global university league tables. In the US News Best Global Universities Ranking 2017, we are ranked sixth in the world (together with Oxford University) in the fields of social sciences and public health. In the 2016 CWTS Leiden Ranking, the School was ranked fifth in the world for research impact across all disciplines, based on the share of institutions’ outputs within the top 1% of papers by citation in all areas of science and independent of size of output.

The School was named University of the Year 2016 by Times Higher Education, in recognition of our response to the Ebola epidemic. The School is a member of the M8 Alliance of Academic Health Centres, Universities and National Academies, the Association of Schools of Public Health in the European Region, and the Consortium of Universities for Global Health.
FACULTY INFORMATION

Faculty of Public Health and Policy
The School is divided into three academic faculties, of which the Faculty of Public Health & Policy is responsible for research and teaching in the policy, planning and evaluation of health programmes and services. Its interests are both national and international, encompassing industrialized and low and middle-income countries. The Faculty has three research departments:

- Health Services Research and Policy
- Global Health and Development
- Social and Environmental Health Research (SEHR)

The Faculty is multidisciplinary, containing about 50 - 70 academic staff representing medicine, statistics, epidemiology, sociology, economics, anthropology, operational research, psychology, nursing and history. Each department is responsible for its own research. The School has adopted a rotating system of management for its academic departments and faculties. The management of a department is under the control of the Department Head, appointed by the Director for a period of three years in the first instance. The Faculty Head is appointed in a similar manner but for an initial period of up to five years.

The Faculty currently has a staff of 19 professors, 7 readers, 26 senior lecturers, 47 lecturers, 77 research fellows and assistants, about 40 computing, administrative and secretarial staff, and a number of honorary staff.

Teaching
The Faculty of Public Health and Policy is responsible for organizing a one year Master’s course in Public Health, which allows students to take either a general MSc in Public Health, or to follow one of several more specialised streams: Health Services Management, Health Promotion, Environmental Health or Health Services Research. The Faculty also jointly teaches the MSc Public Health in Developing Countries and MSc Control of Infectious Disease (with the Faculties of Infectious and Tropical Diseases and Epidemiology and Population Health), and MSc Health Policy, Planning and Financing (jointly with the London School of Economics). Master's courses are organized in a modular format across the whole School. One of the growing areas of Faculty teaching is in the distance-based MSc in Public Health, introduced in 2005/6. In the current year the Faculty is responsible for about 271 students on the in-house MScs mentioned above, and 545 distance based students.

The Faculty has also reorganized and expanded its research degree (MPhil/PhD; DrPH) training. Currently there are about 108 students and 23 staff members registered for a research degree.

The Centre for History in Public Health (CHiPH)
CHiPH, hosted by SEHR in the Faculty of Public Health & Policy, is primarily funded by the Wellcome Trust. It promotes research and teaching in the history of public health in the twentieth and twenty-first centuries. It has a unique position in LSHTM, where historians work alongside epidemiologists and public health/health service researchers from all parts of the world. Current research includes the history of health systems; patient consumerism; drug policy; localism and health services; voluntarism and health; infectious disease; and the relationship between evidence and policy. It hosts the long-running lunchtime seminar series on the history of public health, as well as a film series, regular conferences and witness seminars. The Centre also acts as a cross School network bringing together those with interests in public health history, including staff of the School Archive and Library. It is headed by Dr Alex Mold. For further information see http://history.lshtm.ac.uk/
RESEARCH FELLOW

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;
2. To contribute to peer-reviewed publications, including as lead author;
3. To make a contribution to research degree 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.
5. To carry out the research project ‘Health Systems and the State in Times of Crisis: the Politics of Health Planning in Colombia, 1950 – 1975’, as outlined within the framework of the Investigator Award ‘Health Systems in History: ideas, comparisons, policies’, of which this is a sub-project. Specifically s/he is required to:
   • Prepare a preliminary protocol, with agreed timetables and deliverables, and ethics approval form for the project, in collaboration with Martin Gorsky and John Manton.
   • Conduct a full secondary literature review and update this through the life of the project
   • Identify relevant primary documentary sources and key informants, then carry out primary research in local and national archives, and conduct key informant oral history interviews in the case study countries
   • Travel to archives in the UK for research
   • Travel to archives in Colombia, for which one extended research trips are anticipated
   • Develop networks with academics, historians and archivists in Latin America to facilitate those research trips.
   • Arrange or carry out transcription of interviews, cataloguing of photographed documents, recording and storing of research notes in appropriate software such as Evernote, Sharepoint or NVivo
   • Analyse these materials in consultation with Martin Gorsky and John Manton, the project team and the advisory committee.
6. To conduct the research project to align with and meet the broader aims of the Investigator Award ‘Health Systems in History: ideas, comparisons, policies’, through:
   • Working in close collaboration with all members of the project team and the Centre for History in Public Health on other aspects of the research programme as required
   • Feeding back to Martin Gorsky any issues/ problems in day-to-day running of core aspects of the project
   • Participating in collaborative decisions made by the project group, either alone or with the advisory committee.
RESEARCH FELLOW

- Advising Martin Gorsky, John Manton and the project team about key research findings and work in progress, and contributing to discussion of cross-cutting themes

- Working flexibly to meet various dissemination, engagement and research deadlines

- Participating in, and providing input to, networks which link the work of the project to the broader study and practice of Health Systems

7. To disseminate findings in a variety of different contexts, to include:

- Single-authored or co-authored outputs as directed, which may include peer-reviewed journal articles, book chapters and non-academic outputs for practitioners and communities

- Presenting research findings to conferences, seminars and workshops and the media

- Participating in and developing further opportunities for public engagement and other activities in connection with the project, or in furthering the mission of the Centre for History in Public Health

EDUCATION

1. To contribute to the delivery of high quality, 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.

3. To contribute to teaching at Masters level. This will involve: devoting a specified proportion of time to teaching in the Department as required by the PHP Taught Course Director. Possible activities include:

   - Tutoring on the Distance Learning Module PHM 215 History and Health, and in this capacity undertaking assignment and examination preparation and marking, participation in Moodle forums, and sharing responsibility for online Collaborate sessions

   - Delivering lectures and seminar leadership as required on the In-House course 1401 History and Health

   - Tutoring and summer project supervision of LSHTM MSc Public Health students, as required by the PHP Taught Course Director

   - Fulfilling any other teaching duties required by the PHP Taught Course Director, including seminar leadership and marking or projects or exams

INTERNAL CONTRIBUTION

1. To undertake activities that support the Department, Faculty or the School;

2. To participate in the School's PDR process.

3. To contribute to activities of the project team, the Centre and the Department as follows:

   - Attend regular project team meetings in London, or by Skype when travelling

   - Attend regular CHiPH and SEHR team meetings in London

   - Liaise with other members of LSHTM staff, outside the immediate work team to help build up expertise in the respective area of research.

   - Respond to internal and external requests for information about the research project.
RESEARCH FELLOW

- Provide and update quarterly a personal page on the School’s website, and regularly update content for the Placing the Public project website.

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. To register for and complete 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 document);
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.

[JAN 2017]
PERSON SPECIFICATION
This form lists the essential and desirable requirements needed by the post holder to be able to perform the job effectively.

**ESSENTIAL CRITERIA:**

- PhD in the history or anthropology of public health in Latin America (anthropology PhDs must have historical content).
- Experience of conducting documentary research in post-war medical and social history in Latin America.
- Knowledge of the theoretical and empirical secondary literature on the history of the welfare state and/or health policy in Latin America.
- Knowledge and experience of contemporary health systems research literature.
- Familiarity with networks of scholars in Latin America working on the history of public health.
- Track record of publications and proven ability to write up research findings for dissemination in a range of formats, particularly in peer reviewed journal publications and as book chapters.
- Proven ability to deliver research outputs to project deadlines.
- Ability to collaborate effectively as part of a team, with respect to both team building, intellectual project development and delivering joint outputs.
- Excellent written and spoken English and Spanish.
- Excellent interpersonal and communication skills (oral and written).
- Willingness to travel for an extended period to Latin America for archival research.

**DESIRABLE CRITERIA**

- Training in, or experience of comparative historical approaches.
- Experience of post-graduate teaching.
- Experience of distance learning teaching.
- Experience of oral history interviewing.
SALARY AND CONDITIONS OF APPOINTMENT

The post is available from 1st April 2018 and funded until 30th November 2019. The salary will be on the Academic scale, Grade 6 scale in the range £38,533-£43,759 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 “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. Please quote reference PHP-SEHR-31.

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 bring their passport (and visa if applicable) to interview so that it can be copied and verified.

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: March 2017
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.

<table>
<thead>
<tr>
<th>Knowledge generation: Independent contributions and a clear trajectory towards excellence as an academic researcher</th>
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<tbody>
<tr>
<td><strong>Research and scholarship</strong></td>
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<tr>
<td>• Undertaking research</td>
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<tr>
<td>• 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</td>
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<tr>
<td>• Contributing to peer-reviewed outputs, including as first author, as expected by the subject area/discipline in terms of types of output</td>
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<td>• Poster/oral presentations at relevant conferences, translation of research findings into educational materials</td>
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<td>• Social media contributions such as twitter, blogs, web-based media or webinars</td>
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<tr>
<td><strong>Research degree supervision</strong></td>
</tr>
<tr>
<td>• For RFs with Doctorate, some contribution to research degree supervision is encouraged (eg specialist skills training; ad hoc advice; advisory committees). RFs without a Doctorate may also advise in areas of specialist knowledge¹</td>
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<tr>
<td><strong>Research management, leadership and support</strong></td>
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<tr>
<td>• Effective management of own time and activities</td>
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<tr>
<td>• Management of small research grants or elements of larger grants, including management of data collection and relationships with research collaborators, support to grants management</td>
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<tr>
<td><strong>Professional development</strong></td>
</tr>
<tr>
<td>• Courses and other professional development activities, referenced to RDF</td>
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<tr>
<th>Education: Basic competence in teaching and assessment</th>
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<tbody>
<tr>
<td><strong>Teaching and assessment</strong></td>
</tr>
<tr>
<td>• Research-informed teaching and assessment contributions (e.g. contributions to modules, MSc project supervision)</td>
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<tr>
<td><strong>Educational development and innovation</strong></td>
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<tr>
<td>• Contributing to the development of new educational materials, learning opportunities or assessments approaches</td>
</tr>
<tr>
<td><strong>Education leadership and management</strong></td>
</tr>
<tr>
<td>• None expected</td>
</tr>
<tr>
<td><strong>Professional development</strong></td>
</tr>
<tr>
<td>• Participation in professional development activities referenced to UKPSF (e.g. HEA, PGCILT, preparation for research degree supervision, shadowing more experienced colleagues)</td>
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<tr>
<th>Internal contribution: Contributions to School functioning and development</th>
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<tr>
<td><strong>Internal citizenship</strong></td>
</tr>
<tr>
<td>• Contributing to at least one Department, Faculty, School, or Centre event or special interest group in any one year;</td>
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<tr>
<td>• Supporting external School collaborations/partnerships (beyond own research or education role) where relevant</td>
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¹ Such RFs are expected to be registered for a doctorate
• None expected

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<th>External contribution: Contribution beyond the School</th>
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<tr>
<td>External citizenship</td>
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<tr>
<td>• Contributing to learned society/conference events, journal and grant reviews etc</td>
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<tr>
<td>Knowledge translation and enterprise: not expected but options include:</td>
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<tr>
<td>• Collecting evidence of research impact for impact case studies (e.g. policy records, correspondence with policy makers, media highlights)</td>
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<tr>
<td>• Engaging with policy/practice/industry/NGO communities and the general public</td>
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<tr>
<td>• Supporting MOOCs/OERs or other (e.g. educational) outreach</td>
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