

# RESEARCH FELLOW



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| <b>Job Title:</b>      | <b>Interdisciplinary Research Fellow</b>  |
| <b>Department:</b>     | Population Health   |
| <b>Faculty:</b>        | Epidemiology and Population Health  |
| <b>Location:</b>       | LIDC, 20 Bloomsbury Square, London, WC1A 2NS  |
| <b>FTE:</b>            | 1.0 FTE   |
| <b>Grade:</b>          | Research Fellow Grade 6   |
| <b>Accountable to:</b> | Claire Heffernan and Steven Kuo   |
| <b>Job Summary:</b>    | The Interdisciplinary Research Fellow will coordinate and manage the academic research activities of the UKRI GCRF Action against Stunting Hub, with direct support to the interdisciplinary framework and outputs of the Hub. The post-holder will also contribute to the analysis of particular data and directly contribute to specific workstreams across the Hub, from specific theme work packages to Monitoring, Evaluation and Learning to data management. |

## General Information

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 3,500 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, 3,800 studying by distance learning, and 500 each year on short courses and continuous professional development. Our free online courses are studied by more than 300,000 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 2022 we placed 3rd in public health (1st in the UK). In the 2022 CWTS Leiden Ranking LSHTM is ranked 1st in the world for publishing open access research and 1st in the UK for the proportion of academic research with women listed as authors. Our global partnerships are also recognised, with LSHTM placed first position in the UK and 10th in the world for the proportion of our research which includes international collaboration.

In the US News Best Global Universities Ranking 2022, we ranked 2nd in the world for public, environmental & occupational health, 4th in the world for infectious diseases, 14th in the world for social sciences & public health, and 13th best University in the UK overall. We ranked 23rd for medicine in the 2021QS 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

**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 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. 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 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).

### **The London International Development Centre (LIDC)**

The London International Development Centre (LIDC) facilitates interdisciplinary research and activities to tackle complex problems in international development and create a network of interdisciplinary researchers.

We bring together academics and students from across the following University of London colleges: SOAS, London School of Hygiene and Tropical Medicine, Royal Veterinary College, UCL Institute of Education, Birkbeck Geography Department, Queen Mary University and City, University of London. See <https://lidc.ac.uk> for more information about the Centre's aims and activities.

### **UKRI GCRF Action against Stunting Hub**

Up to one million children could benefit from the UKRI GCRF 'Action against Stunting Hub', a research hub led by the London International Development Centre (LIDC) and the London School of Hygiene & Tropical Medicine (LSHTM) that aims to further our understanding of the causes of stunting.

The Hub aims to reduce child stunting in communities in India, Indonesia and Senegal via disruptive and innovative research. It is funded by UK Research and Innovation (UKRI) through the Global Challenges Research Fund (GCRF), which is a key component in delivering the UK AID strategy and puts UK-led research at the heart of efforts to tackle the United Nations Sustainable Development Goals.

Stunting impacts 155-165.8 million children worldwide. In 2012, the World Health Assembly recognised that child stunting was 'one of the most significant impediments to human development.' The Assembly resolved to reduce the number of children under five who are stunted by 40% by 2025. Despite political good will, reducing the world's stunted children to 100 million is now recognised as largely unachievable.

The 'UKRI GCRF Action against Stunting Hub' is an interdisciplinary team comprising researchers from 18 institutions. Running for a five-year period from March 2019 – March 2024, the Hub aims to transform current research on child undernutrition or stunting. The team proposes to change the focus of investigation of child undernutrition from individual components of the problem to the 'whole child'. Through this, we aim to understand the biological, social, environmental and behavioural context in which stunting occurs. Hub researchers will weave together a wide range of qualitative and quantitative approaches in an innovative interdisciplinary framework.

Using this holistic approach, the Hub will undertake a range of child-focused interventions to prevent, improve and even reverse some key features of stunting.

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.
5. To manage and support both the executive leadership team and the in-country partners in delivering the academic outputs of the Hub.
6. To directly support and engage the theme-leads across different work streams within the hub and to coordinate overseas partners to ensure outputs are delivered and impacts are measured.
7. To identify capacity issues with partners around interdisciplinarity, data management and data sharing and programme execution and to support the creation of capacity building elements around key gaps.
8. To develop and support the delivery of an interdisciplinarity framework underpinning the different work streams.
9. To work with the data manager and the MEL research fellow to accelerate the inter-disciplinary elements of the Hub in addition to wider impacts and learning.
10. To support the Central Hub team in creating and delivering effective policies and procedures for the Hub.
11. To monitor data collection, to synthesize and analyse data and track academic outputs.
12. To co-ordinate external committees around core hub functions from ethics to data management to the end-user committee.

### 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.
3. To participate in professional development activities related to the GCRF.

### 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.
4. To organize meetings and workshops with the country and theme-leads and make sure objectives are met and outputs are recorded.

## External Contribution

1. To demonstrate good external citizenship by contributing to learned society/conference events, journal and grant reviews etc;
2. Engaging with policy/practice/industry/NGO communities and the general public
3. To collect evidence of research impact for impact case studies (e.g. policy records, correspondence with policy makers, media highlights).
4. To represent the Hub at national and international events.

## Professional Development and 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.*

## 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 a field relevant to the Hub.
2. Significant experience of working in a higher education environment and coordinating research teams.
3. Contributions to written output, preferably peer-reviewed, as expected by the subject area/discipline in terms of types and volume of outputs.
4. Proven ability to work independently, as well as collaboratively as part of a research team, and proven ability to meet research deadlines.
5. Evidence of excellent interpersonal skills, including the ability to communicate effectively both orally and in writing
6. Evidence of good organizational skills, including effective time management.
7. Self-motivated, with the ability to work independently and proactively, taking the initiative to solve difficulties and issues whilst delivering a large output of work and responding flexibly to changing situations.
8. Effective management of own time and activities.
9. Experience of providing administrative support to multi-partner and international programmes.

### 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 working in a multi-disciplinary research setting and supporting research in low- and middle-income country settings
5. Experience supporting research field teams.
6. Some experience in managing budgets.



## Salary and Conditions of Appointment

The post is full time and fixed term until 12 February 2024. The post is funded by Global Challenges Research Fund (GCRF) of UK Research and Innovations (UKRI), and is available ASAP. The salary will be on the Academic scale, Grade 6 scale in the range £42,875 - £48,691 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).

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

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

Further information about Sponsorship and eligibility to work in the UK, can be found at: <https://www.gov.uk/guidance/immigration-rules/immigration-rules-appendix-skilled-worker>

Date amended: February 2023

## 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)

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| <b><i>Education: Basic competence in teaching and assessment</i></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><i>Internal contribution: Contributions to School functioning and development</i></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><i>External contribution: Contribution beyond the School</i></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>   |