



Guidelines for Annual Performance Review of Professors (2024/25)

Introduction

1. This document provides guidance on the Annual Performance Review (APR) process for all professors on New Academic Career (NAC); Non-NAC Professors; Education Career Track Professors (Education), New Research Staff Career Professorial Research Fellows, and Professors in Practice. Review is an essential element in the School's approach to the development and support of its faculty; the pursuit of excellence – both individually and collectively – is the primary purpose of the APR process.
2. This academic year, participation in the APR will be **mandatory** for all professors. Professors' APR documentation will be jointly considered by the relevant HoD and the Vice President and Pro-Vice Chancellor (Faculty Development) (VPFD) at their annual meeting to discuss performance and contribution award nominations. APR documentation will also be made available to the Academic Staff Reward Committee (ASRC); consideration for contribution pay awards by ASRC will only be possible for professorial colleagues who have submitted APR documentation.
3. Direct feedback on APR submissions will not normally be given, but it may be given by HoDs and/or the VPFD where it is felt this would be helpful.
4. The period under review is the last academic year, i.e.: from **1 September 2023 until 31 August 2024**.

Staff required to complete the APR

1. All professors who were in post for the full academic year of 2023/24 should complete the APR process even if they currently are, or have been during the review period, on partial buyout, sabbatical leave or research leave. Staff who work 0.2FTE or less or are retiring this academic year are not required to complete the APR process.
2. Staff who were promoted to Professor, Professor (Education) or Professorial Research Fellow as of 1 August 2024 are not included in this year's APR as their performance has recently been reviewed through the promotions process. These professors will, however, be included in the APR process for the subsequent review year (2025/26).

3. Professors who are based, in equal part, in two departments will have their completed documentation (CV and Annual Performance Review Form (APR Form)) sent by HR to both departments for review. For those professors based predominantly in one department, their completed documentation will only be sent to that department. In all cases, the relevant HoDs must consult with each other should they have any concerns.
4. Professors who acted as HoDs over 2023/2024 also participate in this year's APR process. Their APR documentation will be sent to the School Management Committee (SMC) for review. The VPFD will discuss any feedback with the relevant HoD where it is felt this would be helpful.
5. Service as a Director or Co-Director of a Research Centre or Institute should be included by professors when completing their APR form.

Process and timings

1. Professors will be notified of the School's procedure **by 8 November 2024**. The period of review is the preceding **academic year** (2023/24) although research and similar ongoing education, research funding, and policy contributions will be reviewed on a rolling basis (over three years).
2. The primary basis for the APR is a completed APR Form and updated curriculum vitae (CV). The APR Form should be a maximum of two pages and provide a **brief summary** of key contributions to research, teaching and citizenship, in each case as relevant to the professor's job description. The CV can be in any format. The APR Form and CV should be sent to HR via HR.APR@lse.ac.uk no later than **20 January 2025**. The job descriptions for NAC Professors and Non-NAC Professors, collectively 'full professors', Professors (Education), Professorial Research Fellows and Professors in Practice are provided in Annex A for reference.
3. Submitted APR documentation will be jointly considered by the relevant HoD and the VPFD at their annual meeting to discuss performance and contribution award nominations.
4. Direct feedback will not normally be given, but it may be given by the HoD and/or the VPFD where it is felt this would be helpful. The documentation will also be made available to the ASRC, and consideration for contribution pay awards will only be possible for colleagues who have submitted documentation.
5. Given the distinct nature of their roles and of related departmental needs, HoDs are encouraged to hold an annual or biennial review meeting with Professors (Education), Professorial Research Fellows and Professors in Practice. There is also an expectation on the part of the School that Professors (Education) will be meeting regularly with the HODs/RCDs/IDs as they collaborate in leading on education in the department.
6. Where an individual believes that their performance has been adversely affected by personal circumstances, they will have the opportunity to report these to HR. This reporting channel provides a mechanism for the confidential consideration of these individual circumstances (see section below). The related Individual Circumstances form (see section below) should be sent alongside the APR Form and CV to HR by **20 January 2025**.

Individual Circumstances

1. Professors should only submit an Individual Circumstances form if they feel that their specific personal circumstances are significantly affecting their performance. The School expects that if this is the case, and to ensure appropriate support, the professor will have raised these circumstances at the earliest opportunity with their HoD who will have addressed these issues, with the advice of HR, as soon as reasonably possible. The form should explain how the individual circumstances have had an impact on their performance during the review period.
2. The following are examples of individual circumstances that might apply where these have had a significant impact on a professor's performance:
 - Disability (including conditions such as cancer and chronic fatigue syndrome)
 - Ill health or injury
 - Mental health conditions
 - Constraints relating to pregnancy, maternity, breastfeeding, adoption, paternity or childcare **in addition to** periods of parental leave taken. This could include, for example, pregnancy related illness.
 - Other caring responsibilities (including caring for an elderly or disabled relative)
 - Gender reassignment

Please note that periods of interruptions in service due to maternity leave, adoption leave, substantial paternity leave, shared parental leave, secondment or special leave buyout should be declared on the APR Form and not the Individual Circumstances form.

3. If an Individual Circumstances form was submitted in a previous year and the circumstances are still affecting performance, a new form should be submitted with the same or updated information so that evaluators (see the following paragraph) are aware of this.
4. Information about individual circumstances will be treated with the utmost sensitivity. In particular, the information provided on the Individual Circumstances form will only be available to HR Partners and the VPFD, except in cases where the information is already known by the relevant HoD.

Job Description: Full Professor

Roles at this level reflect internationally recognised academic leadership in research, pedagogical, and entrepreneurial activities, and outstanding contributions to their discipline through publications and other appropriate forms of scholarship.

There will be contributions to departmental and School-wide strategic management; considerable engagement in all aspects and at all levels of teaching, and in the mentoring and career development of junior members of staff. The relative balance of activities in research, teaching, management and administration may vary across departments, and is also likely to vary for any particular individual.

Range of Academic Activities and Responsibilities at Professorial Level

Research

- Conducting substantive and original research into complex problems, ideas, concepts or theories and applying appropriate methodologies.
- Developing and carrying forward a coherent research strategy in their discipline which achieves public recognition and a sustained national and international impact.
- Publishing work of outstanding quality and significance to the discipline.
- Planning and directing research activities and programmes of outstanding quality and international significance.
- Leading major peer reviewed funding bids for research programmes in the specialist area.
- Establishing/Directing/Co-Directing Research Centres and leading the activities of teams within Research Centres.
- Contributing to the development of departmental and School research strategy.
- Leading and participating in national and international committees - e.g. REF panels, Research Funding bodies, European Commission committees etc.
- Leading scholarly initiatives in the discipline.
- Membership of boards of international journals and other bodies related to the discipline.
- Providing expert opinion and commentary to external audiences and bodies.
- Providing advice to government bodies.

Teaching

- Teaching and examining undergraduate and masters level students in core subjects and in own specialism to a high standard.
- Acting as personal tutor and providing pastoral care.
- Supervising and examining PhD students.
- Contributing to and monitoring the enhancement of quality in teaching within the department and ensuring that teaching delivery across the department is consistent with best practice.
- Developing innovative and attractive courses, shaping and influencing curriculum development and actively contributing to the review of courses in accordance with departmental strategy.
- Acting as a role model for teaching methods through excellent practice.

Activities relating to departmental /School management and administration

- Fostering collegiality and fulfilling responsibilities as set out by the Head of Department and other senior colleagues.
- Leading strategic management development in the department and the School.
- Assuming senior academic office holding positions.

- Contributing to professorial decision taking on candidates for promotion, review and additional incrementation.
- Assuming the role of Head of Department or deputy for a specified period.
- Participating in professorial committees e.g. the Promotions Committee, the Appointments Committee and the Department Heads Forum.
- Contributing to the development and performance of colleagues through coaching, mentoring and peer support.
- Giving leadership to academic recruitment campaigns and department hiring search committees.
- Engaging with external institutions, organisations and the wider community to support research, teaching and other School strategic objectives.

When acting as Head of Department

- Taking responsibility for the appointment procedures, promotion proposals and development and management of all staff within the department.
- Taking responsibility for major processes in the department e.g. forward planning, financial management, teaching and teaching quality, research quality and admissions.
- Preparing key departmental review documents for internal and external consumption e.g. for various School financial reviews, the departmental development plan and the annual report to the President and Vice Chancellor.
- Taking decisions on course provision in line with strategy.

Activities relating to the discipline, academic and professional body

- Participation and occasional leadership roles in national and international professional bodies and other initiatives concerned with promoting the interests of the social sciences or a particular discipline.

Job Description: Professors (Education)

This role is a leadership position within the department. Holders of this role will have excellent track records in their own teaching. They will also be able to demonstrate impact in enhancing the teaching of colleagues at different levels, and demonstrate excellent course and programme-level leadership, delivery and management. Professor (Education) will lead in departmental educational provision and strategy, supporting the Head of Department in ensuring the quality of the taught courses, the coherence of degree programmes and the currency of disciplinary and interdisciplinary education. Post holders will make a significant contribution to student learning and progression, including their development of life and transferable knowledge and skills. In addition, Professor (Education) will coordinate between the roles and performance of academic staff and administrative staff, ensure the effective functioning of departmental structures and committees, and liaise with the School and with School committees on teaching and education matters. They will themselves serve on relevant School committees. Finally, Professor (Education) will represent the department beyond the LSE, whether with professional associations, through exploring revenue generating or educational opportunities, or in preparing submissions to the Teaching Excellence Framework.

Range of Academic Activities and Responsibilities

Professor (Education) posts will involve many, though not necessarily all, of the following activities and responsibilities:

Course and Programme-level responsibilities as described for the Assistant and Associate Professor (Education) roles

Departmental educational leadership

- Lead the development and implementation of a departmental education strategy.
- Through this strategy, develop an innovative and successful departmental educational offer, shaping and influencing curriculum development and actively contributing to the review of programmes and courses in accordance with departmental strategy and changing disciplinary teaching practice.
- Review student metrics used in the Teaching Excellence Framework to develop programme provision and inform departmental educational strategy.
- Liaise with related departments on their students' progress on departmental courses, and monitor departmental students' progress on outside options.
- Oversee and coordinate programmes within the taught provision – teaching, assessment, staffing, student recruitment, administration and support.
- Mentor programme leaders and liaise with the School, including contributing to the annual monitoring process, the work of School committees and collaboration with central services.
- Manage the quality of teaching delivered within the department through oversight of academic staff teaching on the courses and supervision of GTAs and or LSE Fellows.

Mentor academic staff in their teaching and preparation of 'teaching contribution' cases for promotion applications at Major Review and promotion to associate professor and for full professor.

- Review and develop the assessment mix across the department's courses and programmes, ensuring assessment is appropriate, rigorous, well implemented and that student feedback is high quality and coordinated.
- Review programme and course proposals before submission to USSC and GSSC, ensuring both the quality of the design of new programmes and courses and their integration into a coherent departmental offer in terms of course choice and assessment.

- Oversee annual programme reviews and monitor programme course syllabi, teaching materials, resources and content as part of the department's and the School's on-going commitment to improving teaching and student learning.
- Lead with the Head of Department on the overall management of the department in areas such as education budget management, business planning and departmental-level strategic planning.
- Set up and maintain sustainable internal and external networks to develop institutional and disciplinary best practice and innovation, including benchmarking against the taught provision of peer departments.

Departmental assessment

- Serve as Chair of the examination sub-board.
- Coordinate formative and summative assessment processes across the courses in the department, including advising colleagues on assignment setting; communication with students; academic skills development in line with the assessment tasks; allocation of marking; marking and assessment; evaluation of feedback provision; follow up based on overall student achievement on assignments; annual evaluation of the assessment plan's fitness for purpose on the basis of student achievement.
- Oversee external examiner appointments and arrangements.

Departmental educational management

- Chair the departmental teaching committee and mentor academic staff who lead degree programmes within the department.
- Liaise with the Departmental Manager to ensure the effective resourcing, provision and management of the educational offer.
- Oversee departmental orientation arrangements and induction, as well as activities that develop a sense of cohort among the department's students.
- Oversee the academic advising system, ensuring that advisers are trained, perform the role well and deal with complex issues arising from adviser / advisee relations once a session has commenced
- Oversee an effective system of course-level meetings, committees and SSLCs, drawing together records of deliberation and development to inform departmental strategy.
- Oversee the progress of underperforming students and deal with complex issues arising through liaison with academic advisers.
- Be party to strategic decisions at the institutional level through office holding and chairing or membership of School committees or boards.

Departmental contribution

- Oversee successful student recruitment, widening participation and student support initiatives, coordinating the efforts of academic staff and administrative staff, as well as liaising with ARD, TLC, LTI, SSC etc.
- To work co-operatively with academic staff on all teaching and education related matters, as appropriate to the role.
- Foster departmental collegiality and fulfil obligations to the Head of Department and colleagues, in particular, those related to developing disciplinary and interdisciplinary teaching within the department.
- Oversee the contribution academic staff make to departmental responsibilities for International Programme and Summer School courses.

External networking

- Develop external networks, for example, to contribute to student recruitment, secure student placements, facilitate outreach work, generate income, obtain consultancy projects, or build relationships for future activities.

- Network with alumnae to create a vibrant community of present and former students.
- Organise significant events, for example, student conferences, public lectures, debates, seminars, etc., drawing on professional liaisons and experience.
- Lead on enhancing the taught provision across the programme in concert with other departments and School units such as TLC and LTI.
- Represent the department beyond the LSE, whether with professional associations or in consultations with government and in developments associated with quality assurance and the Teaching Excellence Framework.
- Provide expert commentary to external audiences and bodies on education-related and professional matters.

Development

- Engage in (inter)disciplinary, professional and educational research and / or development / publication of educational materials / textbooks as required to support the department's teaching activities, emphasising reflective pedagogy as appropriate.
- Extend, transform and apply knowledge from external activities to teaching.
- Oversee the benchmarking of departmental provision against that of peer departments in order to inform course review and departmental strategy.
- Analyse, initiate and execute teaching innovations and ensure that teaching delivery achieves the educational standards of the department.

Job Description: Professorial Research Fellows

Roles at this level reflect internationally recognised leadership in research and agenda setting contributions to the discipline/field. Individuals will not just have achieved major accomplishments in research but will also have engaged with the public and/or private sector to provide service to public policy or professional practice.

Range of Academic Activities and Responsibilities at Professorial Research Fellow Level

Research productivity

- Publishing work of outstanding quality and significance to the discipline in top quality and well recognised international peer-reviewed outlets.
- Conducting substantive and original research into complex problems, ideas, concepts or theories and applying appropriate methodologies.
- Developing and carrying forward a coherent research strategy in their discipline which achieves public recognition and a sustained national and international prominence and fits with the research agenda of the Department and/or Research Centre.
- Planning and directing research activities and programmes of outstanding quality and international significance.
- Leading major peer reviewed funding bids for research programmes in the specialist area and achieving substantial success in attracting such funding.
- Contributing to the development of centre/institute/department and School research strategy
- Leading and participating in national and international committees - e.g. REF panels, Research Funding bodies, European Commission committees etc.
- Leading scholarly initiatives in the discipline.
- Membership of boards of international journals and other bodies related to the discipline.
- Providing expert opinion and commentary to external audiences and bodies.
- Providing advice to government bodies.

Knowledge engagement and impact

- Evidencing research leadership and expertise through advising or participating in government/international committees, private sector organisations, international bodies, the non-profit sector, or in other governmental or non-governmental organisations.
- Leading scholarly initiative in relevant disciplinary or inter-disciplinary communities – e.g. editorial of journals, membership of committees in professional associations, appointment to significant research bodies.
- Ensuring that research impact and engagement with wider audiences is at the heart of research strategy within the centre/institute/department.
- Engaging with non-academic audiences.

Management and leadership of research projects

- Co-ordinating a number of teams or projects on a longer-term basis, ensuring that the team are collectively producing outputs that are of outstanding quality and published in top quality and well recognised international peer-reviewed outlets and/or producing significant research impacts.
- Determining the overall direction of major research projects.
- Leading and managing teams of researchers.
- Financial management of research projects and maintaining productive, ongoing relationships with funders.
- Training and supervising the work of research staff.
- Providing leadership to the development of teams.

Activities relating to departmental/School management and administration

- Fostering collegiality and fulfilling responsibilities as set out by the Head of Department or Centre/Institute Director.
- Where appropriate, establishing/Directing/Co-Directing Research Centres and leading the activities of teams within Research Centres.
- Providing leadership in the overall management of the centre/institute/department in areas such as budget management and business planning and contributing to departmental level strategic planning.
- Contributing to strategic deliberations and making decisions at Institutional level, e.g. through office holding and chairing/membership of School committees.
- Leading strategic management development in the centre/institute/department and the School.
- Liaising with central and centre/institute/departmental administration across the School to resolve issues concerning research and research administration.
- Mentoring and appraising research staff and providing advice on their career development.
- Providing leadership on centre/institute/department recruitment activity of research staff, including membership of relevant search committees.
- Engaging with external institutions, organisations and the wider community to support research and other School strategic objectives.

Activities relating to the discipline, academic and professional body

- Participation and occasional leadership roles in national and international professional bodies and other initiatives concerned with promoting the interests of the social sciences or a particular discipline.

Other responsibilities may include:

- Supervising Masters or PhD students.
- Precise duties are subject to the opportunities available, the contractual obligations imposed by the external funding agency and with the agreement of the grant-holder, Principal Investigator, Centre/Institute Director and/or Head of Department, in accordance with established line management arrangements and commensurate with the post.

Job Description: Professors in Practise

A Professor in Practice will have a high standing and reputation in their field that will enhance the School's reputation for excellence in teaching, public engagement and/or research. They will have a significant track record of senior professional experience in business and/or public affairs; an extensive network of contacts and a preparedness to leverage such contacts in the interests of the LSE; excellent presentational skills; a commitment to education; an appreciation of the methodology of project work and case studies, and the ability to relate to and to enthuse both graduate and under-graduate students.

Review schedule

Review interval	Next review due by	Next review start
1 year	01/11/2025	01/09/2025

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Links

Reference	Link
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Will this document be publicised through Internal Communications?	No
Will training needs arise from this policy	No
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