

# Career Development Review (CDR) Guidance 2022-23

*For Academic, Research, Policy, Teaching and ECT staff (who are no longer on probation)*

## 1. Introduction

The School expects that all staff and particularly those in the early stages of their career will receive good advice from their Head of Department (HOD)/Research Centre Director (RCD)/Institute Director (ID) or other senior colleagues on progressing their careers. While staff are expected to be proactive in managing their own careers, the School has in place two approaches to structuring these conversations:

- a [Career Development Review](#) (CDR) scheme (this applies to all staff groups listed in section 3 below).
- a [Mentoring scheme](#) (this applies to early career staff as explained in guidance that is available [here](#)).

The mentoring scheme is distinct from the CDR scheme. Mentors give informal and frequent advice and provide a sounding board throughout the year, whereas formal CDR meetings take place annually for most staff and are normally conducted by the HOD/RCD/ID. This guidance has been written for the following staff groups, with additional notes for specific staff groups where applicable:

- Academic staff
- Research staff
- Policy staff
- Education Career Track (ECT) staff (who are no longer on probation) and Teaching staff

## 2. The Purpose of CDR meetings

The CDR scheme has been designed to reflect the School's commitment to ensuring that staff receive good advice in relation to their careers and their professional development. While staff will be pro-active in managing their own careers, the School

and senior staff also have a responsibility to provide appropriate support. The principal purpose of CDR meetings is to:

- provide constructive advice to staff on the structuring of their careers, and specifically on what they need to do in order to progress, for example towards a promotion or Interim/Major Review.
- allow for an open and constructive exchange of views, which includes both future plans as well as a review of past performance, contributions, achievements and experience, noting that the knowledge, skills and experience required to move successfully towards the next career stage may not be the same as those required to achieve the current position.
- provide a space for broad reflection on further development needs in relation to longer term career planning. Any plans for training and development opportunities can be discussed.
- discuss plans for research leave and grant applications where relevant.
- raise concerns about matters such as mentoring and work allocation. If it is not possible to raise this in the CDR meeting, this can also be confidentially communicated with the VCAC.
- provide an opportunity to raise any personal issues which may affect career planning such as parental leave and elder care, sickness and disability, all of which can be discussed sensitively. Human Resources can provide support and further guidance on this.
- where relevant, provide an opportunity to share information about a disability (where this has not already happened) and to discuss potential reasonable adjustments so that the individual is appropriately supported in their career development, or provide an opportunity to evaluate any existing adjustments in place.

The CDR meeting is not intended to replace the regular meetings which should be taking place between staff and managers.

- **Academic staff:**

- **Pre-Major Review staff:** The purpose of the CDR will be to focus on the structuring of the academic career and specifically on what the employee needs to do in order to progress toward Interim and/or Major Review. It also enables HODs or their nominees to provide advice to colleagues about progress towards Interim or Major Review, and in that context to flag at an early stage any issues of possible concern to the Promotions Committee.
- **Post-Major Review staff who are not yet full Professors:** The purpose is to provide constructive advice on the further development of their careers, specifically advice on working toward promotion to Associate Professor (post-Major Review Lecturers and Assistant Professors) or to Professor (Associate Professors). It also enables HODs or their nominees to provide advice with respect to further career development and promotion.

Guidance on Interim Review, Major Review and Promotion can be found [here](#).

- **Research and Policy staff:** The CDR process aims to give research and policy staff guidance on their professional trajectories, including guidance on promotions prospects. Where research and policy staff are contributing to teaching or undertaking administrative duties, such activities should not be overlooked in the CDR process and should be recorded on the CDR form to reflect the full profile of activities. It is also an opportunity to discuss issues related to employment options at the LSE or elsewhere for research and policy staff currently on fixed term appointments dependent on external funding. The CDR should also draw attention to the [Concordat to Support the Career Development of Researchers](#).
- **Education Career Track (ECT) staff and Teaching staff:** The CDR process aims to give ECT and teaching staff guidance on their professional trajectories and promotions prospects. Note that the CDR guidance for ECT staff only applies to staff that have passed their probationary period. ECT staff on probation should follow the Education Probationary Review Scheme, available [here](#).

### **3. Who should have a CDR and how frequent are meetings?**

The table below provides a summary of who is due a CDR and how frequently.

	<b>Academic staff:</b>	<b>Research staff:</b>	<b>Policy staff:</b>	<b>Teaching Staff &amp; Education Career Track Staff that are not on probation</b>
<b>Annual</b>	All academic staff who are not full Professors.	- Research Officers - Research Fellows - Senior Research Fellows - Principal Research Fellow - Assistant Professorial Research Fellows - Associate Professorial Research Fellows	- Policy Officers - Policy Fellows - Senior Policy Fellows - Distinguished Policy Fellows	- Assistant Professorial Lecturers - Associate Professorial Lecturers - Course Tutors, and other salaried staff of band 7 or higher who are engaged on teaching terms and conditions. (This excludes teaching staff within the Language Centre who will be covered by other appropriate CDR guidance).

Biennially		- Professorial Research Fellows		- Professorial Lecturers
------------	--	------------------------------------	--	-----------------------------

**Sub notes:**

- Professors are not required to have CDR meetings, however, a meeting can take place upon their request or at the request of the HODs/RCDs/IDs.
- Anyone not scheduled to have a CDR this year, including Professors, can request a CDR for themselves.
- Staff on any form of leave for the majority of the academic year (e.g. sabbatical leave, research leave, maternity leave) are not required to complete a CDR that session.
- Where the duration of the contract is less than two years, the CDR meeting will be annual.
- Staff working 0.2 FTE or less should be offered the CDR, but can choose to opt out.
- Professorial Lecturers - There is also an expectation on the part of the School that Professorial Lecturers will be meeting regularly with the HODs/RCDs/IDs as they collaborate in leading on education in the department.
- For Education Career-Track staff that are on probation as part of the Education Probationary Review Scheme, Heads of Department should complete the Education Probationary Review Form, available on the HR website [here](#).
- The following rules apply to academic staff who are due for review/promotion this session:
  - Staff who successfully pass Interim Review or Major Review (Lecturer) this session are still required to have a CDR.
  - Staff who successfully pass Major Review with Promotion to Associate Professor this session can have their next CDR the next academic session.
  - Staff who are promoted to Professor this session no longer need to have a CDR.
  - Since this year's promotion process is ongoing, it is acceptable to schedule meetings based on the HoD's expectation about successful review and promotion. In the case of unsuccessful MR with promotion to Associate Professor or unsuccessful promotion to Professor the schedule can be amended later so that a CDR is carried out this academic session.

#### **4. Who should hold the CDR meeting?**

The expectation is that CDR meetings are normally conducted by the HOD/RCD/ID. Particularly in large departments/centres/institutes, HODs/RCDs/IDs can delegate responsibility to their nominee (e.g. a Deputy HOD) or another delegate and HODs/RCDs/IDs are therefore responsible for finding the person best placed to hold the CDR meeting, if not themselves. Nominees must be of sufficient seniority.

- **Academic staff:** the nominated reviewer must be sufficiently versed with the School's review and promotion guidelines to hold CDR meetings.
- **Research staff:** The mentor cannot be the one holding the CDR meeting. Where the member of staff conducting the CDR is one of the Principal Investigators (PI) on a project the researcher being reviewed has worked on during the review period but there are other relevant projects too, then they should contact and involve the other PIs for the purposes of the CDR. Where the member of staff conducting the CDR is not one of the PIs on projects the researcher being reviewed has worked on during the review period, then they should contact and involve the PIs for the purposes of the CDR.

## **5. The process**

At the start of the academic year, HR will send departments/centres/institutes a list of staff who are due a CDR that session and provide a deadline for submission of the CDR form. The department should review the list and ensure that it is correct and inform HR of any changes. HODs/RCDs/IDs should then ensure that CDR meetings are scheduled and remember that the CDR can take place at any point in the year, ahead of the deadline to submit CDRs to HR. The next stages are as follows.

### **Stage 1 - The preparation by the member of staff of a self-evaluation statement for section A of the CDR form**

The self-evaluation statement provides members of staff with the opportunity to write a rounded and reflective commentary on their performance, achievements and contributions as well as, importantly, on their own progress toward meeting the criteria for upcoming reviews or promotions. Concerns about matters such as mentoring and work allocation can also be raised here. If it is not possible to raise this in the CDR meeting, this can also be confidentially communicated with the VCAC. Where relevant, this stage is also an opportunity for the individual on any additional measures (including reasonable adjustments) that can support them in their career development.

Within the framework of headings for discussion, the CDR scheme is deliberately non-prescriptive about the detail to be covered in the CDR meetings, but it will normally follow on from the staff members own self-evaluation statement.

Departments/centres/institutes are free to tailor the discussion to suit the individual's career stage and circumstances.

- **Academic staff:** This is an opportunity for staff to reflect on their own progress toward meeting the criteria for Interim and/or Major Review (pre-Major Review staff) or for promotion (post-Major Review staff) over the last review period, as well as on plans for the future.

- **Teaching Staff & Education Career Track Staff:** The LSE Eden Centre can work with staff on how to evaluate teaching via a mix of sources of feedback across the different areas of education that are captured in the CDR form.

## **Inclusion of a CV**

The CV submitted can be in any format though staff might find it helpful to use the School standard CV template, along with guidance for completion. Links to templates are provided below.

- [Academic staff](#): Staff undergoing Interim or Major Review in the near future, or those wishing to be considered for promotion this academic year, are especially encouraged to use the School's standard CV template available [here](#). Departments may require their staff to use the School's standard CV template.
- [Research and policy staff](#)
- [ECT staff](#)

## **Stage 2 - A meeting with the Head of Department/Research Centre Director/Institute Director, or their delegate**

The CDR meeting provides a space for broad reflection on further developmental needs in relation to longer-term career planning beyond the immediate needs of the current role/project. The reviewer should ensure that the colleague under review is aware of department/centre and School priorities. In addition, the reviewer should be prepared to discuss any additional needs (such as reasonable adjustments) that the member of staff has identified on the CDR form, seeking further support and advice (e.g. from their HR Partner) as appropriate.

- **Academic staff:** In framing the CDR discussion, reference should be made as appropriate to the relevant criteria for Interim Review, Major Review and promotion. Guidance on Interim Review, Major Review and Promotion can be found [here](#).
  - **Pre-Major Review staff:** the meeting should ensure that staff are aware of departmental and School priorities, that they have appropriate mentoring arrangements and a workload that allows for their development towards Interim and/or Major Review, as well as a thorough understanding of what is required for successful career progression.
  - **Post-Major Review staff (post-Major Review Lecturers, post-Major Review Assistant Professors and Associate Professors):** the meeting may need to concentrate more on maintaining a clearly focused research strategy leading to high-quality outputs (including, for promotion to Professor, world-leading outputs), on curriculum development and innovation, on improving teaching scores, on extending and developing service to the department and the School, and on building a stronger external profile.

### **Stage 3 - The preparation by the HOD or their delegate of an evaluative statement for section B of the CDR form**

After the meeting, the reviewer will fill in this section evaluating the performance, achievements and contributions of the member of staff. Where a member of staff being reviewed disagrees with the evaluation, they have the right for their disagreement to be noted in a supplementary document.

The reviewer will also provide constructive advice about the staff member's career goals and how these might be achieved including where appropriate with further professional development/training, as well as discussing employment options at LSE or elsewhere for those on fixed term contracts dependent on external funding.

- **Academic staff:** This statement will also be used to discuss the progress of the staff member with respect to meeting the criteria for Interim and/or Major Review (pre-Major Review staff) or for promotion (post-Major Review staff) as well as an evaluation of the performance, achievements and contributions of the member of staff. After the meeting, the reviewer will fill in section B evaluating the progress of the staff member with respect to meeting the criteria for Interim and/or Major Review (pre-Major Review staff) or for promotion (post-Major Review staff).

### **Stage 4 - The co-production of a summary of agreed action points in section C of the CDR form**

The reviewer will produce a summary of mutually agreed upon action points arising from the meeting, which will be recorded in this section of the CDR form and mutually agreed.

### **Stage 5 – Signing off the form**

The form and any attachments must be signed off by:

- the staff member being reviewed
- the reviewer
- the HOD/RCD/ID (if not the same as the reviewer).

The CDR and CV will then be forwarded to Human Resources by the deadline.

## **6. Training and support needs arising from the CDR**

The Agreed Career and Professional Development Activities section of the form provides an opportunity to outline any additional development that might be required and the onus will be on individuals to arrange any training or development activities identified, with the support of their manager. The School also offers wider support for career and professional development and it is assumed that members of staff will be proactive in contacting the appropriate areas of the School in these matters.

When considering training opportunities for departmental staff HOD/RCDs should consider in particular training opportunities for staff from underrepresented backgrounds, where appropriate.

A range of sessions are run by the LSE Eden Centre, Human Resources (HR), Research and Innovation, the Eden Centre and LSE Careers to provide staff with opportunities to take time out of their schedules to reflect, learn and plan for the future, as well as giving staff the opportunity to meet and network with colleagues from other areas of the School. The sessions use a mixture of group and individual work and are led by skilled facilitators and experienced academics. Links to development sessions are available below:

[Academic staff](#)

[Research staff](#)

#### ***LSE Eden Centre***

The Centre has produced a checklist of training opportunities provided in the School to act as an aide-mémoire for discussion of training needs arising from the CDR. The Centre also includes briefing sessions on the scheme at academic induction, and at the induction for new HODs. The LSE Eden Centre and Human Resources will work together to develop short support sessions to be delivered at departmental or group events, and to incorporate skills training for those less confident or experienced in this type of conversation.

Staff have full access to all LSE Eden Centre provisions including [Atlas](#), its academic development programme which offers workshops and practice exchange forums on a range of education-related topics (further information is available [here](#)). Research staff who are teaching are also welcome to undertake the [LSE's Postgraduate Certificate in Higher Education](#) and can also request funding to attend external specialist training, subject to approval and signed support from their HOD/RCD/ID.

The LSE Eden Centre can also, on request, work with teams to either provide and/or help fund bespoke development in line with local requirements.

For further information on any of the above initiatives offered by the LSE Eden Centre, please contact Dr Claire Gordon at [c.e.gordon@lse.ac.uk](mailto:c.e.gordon@lse.ac.uk).

#### ***Research and Innovation Division***

The Division provides advice on support for grant applications and details of opportunities for involvement in professional bodies, particularly for members of staff seeking to enhance their external profile. Research and Innovation supports academic staff in winning research grants; the School's management of research and research-related knowledge exchange, and the School's research and research-related knowledge exchange and impact strategies, including the Research Excellence Framework (REF). They also provide support throughout the lifecycle of the funded research project and offer sessions such as grant application and project management, team building and

management, leadership and research planning, in collaboration with HR. Further information is available [here](#).

A monthly newsletter featuring research-related news and funding opportunities is also published (previous editions of the e-briefing are available [here](#)).

For further information on any of the above offered by Research and Innovation, please contact [research.innovation@lse.ac.uk](mailto:research.innovation@lse.ac.uk).

#### ***Human Resources (HR)***

A series of bespoke workshops for research staff are offered by the Organisational Learning team within HR. Sessions focused on more general matters such as grant application and project management, team building and management, leadership and research planning are also run in collaboration with the Research and Innovation Division. Research staff are also welcome to make use of other training and development provisions offered by HR – please see the training portal [here](#). For further information on any of the above offered by HR, please contact the Organisational Learning team at [HR.Learning@lse.ac.uk](mailto:HR.Learning@lse.ac.uk).

In addition, HR Partners can offer guidance and advice, including where the need for additional support has been identified during the CDR process (e.g. in case of a disability).

#### ***LSE Careers***

LSE Careers provides a broad spectrum of resources and tools covering all aspects of career planning and job application for research staff, as well as web pages specifically aimed at supporting PhD students and Research Staff (further information available [here](#)). Research staff can book individual, confidential discussions with Catherine Reynolds, PhD and Research Staff Careers Consultant, by either registering for an account and booking online or by emailing [careers@lse.ac.uk](mailto:careers@lse.ac.uk). These discussions cover any aspect of the researcher's career, whether the researcher wants to stay in research, explore options outside of academia or is undecided. They cover the wider labour market and can help the individual to address a range of careers related issues including job search strategies, making applications and interview skills. LSE Careers also organises a range of seminars specifically targeted at supporting the career progression of researchers.

For further information on any of the above offered by LSE Careers, please contact Catherine Reynolds at [C.Reynolds1@lse.ac.uk](mailto:C.Reynolds1@lse.ac.uk).

## **7. Monitoring and Implementation**

The VCAC, in conjunction with the Pro-Director (Faculty Development) and Human Resources, is responsible for oversight and implementation of the CDR scheme and for

reporting on any issues to the relevant committees for example, the Promotions Committee, Research and Policy Staff Committee and Appointments Committee.

The CDR form will normally be seen only by the member of staff, their reviewer and the HOD/RCD/ID (if not the same person as the reviewer), as well as, subject to the HODs/RCDs/IDs discretion, the Professoriate. The CDR form is also seen by HR, the VCAC for monitoring purposes and by the Pro-Director (Faculty Development) and Pro-Director (Education) for Teaching and ECT staff, for supporting HODs in their work. The VCAC and PDFD will follow up with HODs/RCDs/IDs where additional steps need to be taken with regards to the content of particular reviews. With the staff member's permission, the form can be shared with the mentor of the staff member.

If colleagues have concerns about confidentiality - e.g. in declaring a disability or any other personal information - they should flag this with their HR Partner and/or VCAC so protections can be put in place.

#### Review schedule

Review interval	Next review due by	Next review start
Annual	01/06/2023	01/05/2023

#### Version history

Version	Date	Approved by	Notes
1	01/09/2022	Appointments Committee – 15 June 2022	-

#### Contacts

Position	Name	Email	Notes
HR	HR Reward Team	<a href="mailto:hr cdr@lse.ac.uk">hr cdr@lse.ac.uk</a>	-

#### Communications and Training

Will this document be publicised through Internal Communications?	<b>No</b>
Will training needs arise from this policy	<b>No</b>
If Yes, please give details	-