

Research Staff Career and Professional Development Support 2016-2017

Guidance Notes

The School expects that all research staff and particularly those in the early stages of a research career at the School should receive constructive advice on career development from senior colleagues.

The School has in place two approaches to structuring career development conversations for research staff:

- A **Mentoring Scheme** for junior research staff
- A **Researcher Career Development Scheme** which is designed for all Research Staff throughout their LSE career.

Both aim to give Research Staff guidance on how to make most effective use of their career within LSE both for their own development and to ensure their contribution to the School as a whole. The Mentoring Scheme is distinct from the Researcher Career Development Scheme. Mentors give **informal** and frequent advice and provide a listening ear throughout the year, whereas formal career development meetings take place annually or bi-annually (for Principal Research Fellows and Professorial Research Fellows) and are normally conducted by the Head of Department/Research Centre Director or his/her delegate. Importantly, the mentor cannot be the one holding the Career Development Meeting.

The Researcher Career Development Review Meeting is intended to allow for an open and constructive exchange of views, which as well as taking into account future plans enables a review of past performance, achievements and experience. Further guidance on the Researcher Career Development Scheme can be found on the LSE Human Resources website [here](#). For a description of current role profiles see [here](#) (subject to review).

All research staff may access the training and development opportunities available within the School and in most cases this is at no cost to the individual or the project. PIs/Managers should actively encourage research staff to attend relevant courses/workshops available at the School.

The School offers support for career and professional development in the following ways.

1. RESEARCHER CAREER DEVELOPMENT REVIEW (RCDR) PROCESS

a. Introduction

This guidance outlines the career development support opportunities available to research staff and is designed for use by research staff and managers. It is applicable to the following salaried research staff:

- Research Officer

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- Research Fellow
- Senior Research Fellow
- Principal Research Fellow
- Assistant Professorial Research Fellow
- Associate Professorial Research Fellow
- Professorial Research Fellow

Note: The [Professional Services Staff Career Development Review](#) (CDR) process is applicable to Research Assistants. However, Centres/Departments may wish to use aspects of the procedures here to evaluate the performance of Research Assistants.

The procedures have been designed to reflect the School's commitment to ensuring that research staff receive the best possible advice in relation to their career and professional development, 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. The Career Development Review Meeting provides a space for broad reflection of further development needs in relation to longer-term career planning beyond the immediate needs of the current role/project. The meeting is not intended to replace the regular meetings which should be taking place between researchers and managers.

Where research staff are contributing to teaching or undertaking administrative duties, such activities should not be overlooked in the annual review process and should be recorded on the Career Development Review form to reflect the full profile of activities.

b. The CDR Process

The process will involve the following stages:

1. The preparation by the researcher of a brief self-evaluative statement in section A of the [Career Development Form](#).
2. A Meeting with the Head of Department/Head of Research Centre or his/her delegate.
3. The production by the Head of Department/Head of Research Centre of his/her delegate of an evaluative statement in section B of the RCDR form evaluating the performance, achievements and contributions of the research staff member relative to the role profile relevant for his/her role.
4. The co-production of section C of the report summarising the discussion and any agreed action points.
5. The RCDR form and Agreed Career and Professional Development Activities summary should be signed off by the researcher being reviewed and by the Head of Centre/Department or his/her delegate as appropriate.

A copy of the Agreed Career and Professional Development Activities should be sent to Human Resources. A proforma is available within the [Career Development Form](#).

In the following paragraphs, stages 1-5 are elaborated in more detail.

Stage 1

The statement will provide the member of staff with the opportunity to provide a rounded and self-evaluative statement of their activities, achievements and performance over the last review period and plans for the next. Researchers should outline the following in brief in a standard report form (RCDR form):

1. Previous Review: a summary of progress in relation to the outcomes and actions agreed in the previous Review.
2. Research Profile: a self-evaluative statement focussing on achievements over the last review period, drawing attention to grant raising activities, any publications and other research outputs as well as dissemination, impact, knowledge exchange and public engagement.
3. Contributions to Centre/departmental administration and School citizenship: a self-evaluative statement of the contributions made to Centre/departmental administration and School activities.
4. Contribution to teaching (where applicable): a self-evaluative statement of the contributions made to teaching.
5. External, professional and other activities: a self-evaluative statement of external and professional activities.
6. Plans for the coming year: plans for the coming year with respect to research (including grant activities, publications and dissemination/impact/knowledge exchange/public engagement), administration and citizenship, teaching (if applicable) and external, professional and other activities.
7. Career goals and career development: a reflection on career goals (short, medium or long term), career development and progression.
8. Departmental/Centre support: a summary of any departmental and School support that has been of particular value this year, and suggestions how the department and School could assist you in reaching your goals in the year ahead.

Within the framework of headings for discussion, the annual review scheme is deliberately non-prescriptive about the detail to be covered in the Researcher Career Development Review meeting). Centres/Departments are free to tailor the RCDR meeting discussion to suit researchers' individual circumstances.

Stage 2

The expectation is that CDR meetings will normally be conducted by the Head of Department/Research Centre Directors or his/her delegate, e.g. the Principal Investigator/responsible manager. Heads/Directors are therefore responsible to find the person best placed to hold the CDR meeting, if not themselves.

Where the member of staff conducting the review **is** one of the Principal Investigators on a project the researcher being reviewed has worked on during the review period but there are other relevant projects too, then he/she should contact and involve the other Principal Investigator(s) for the purposes of the review.

Where the member of staff conducting the review **is not** one of the Principal Investigators on projects the researcher being reviewed has worked on during the review period, then he/she should contact and involve the Principal Investigator(s) for the purposes of the review.

Stage 3

After the meeting, the Reviewer will fill in section B evaluating the performance, achievements and contributions of the research staff member relative to the role profile relevant for his/her role. Where a research member of staff disagrees with the evaluation, they have the right for their disagreement to be noted in a supplementary document.

Stage 4

The Reviewer and the researcher will produce a summary of mutually agreed action points arising from the CDRM, which will be recorded in section C of the form.

Stage 5

All CDR forms and Agreed Career and Professional Development Activities summaries will be signed off by Heads of Centre/Departments.

Electronic copies of the Career Development forms and CVs should be forwarded to Human Resources (HR.CDR@lse.ac.uk). The VCAC will be provided with copies of reports on a regular basis and will report to the Research Staff Committee at its next meeting.

Copies of the Agreed Career and Professional Development Activities summary should be sent to (Hr.Cdr@lse.ac.uk). HR will then be in touch with the researcher to discuss arrangements.

c. Training needs arising from the ACDRR

The onus will be on individual researchers to arrange any training or development activities identified as part of the annual review process, with the support of their manager. The School has an Academic Development Programme for all staff (further information available here: <http://www.lse.ac.uk/intranet/LSEServices/TLC/academicStaff/AcademicDevelopmentProgramme.aspx>) and HR are also available to discuss specific development needs and arrangements. Please contact Chris Watt (c.watt@lse.ac.uk) for further information.

d. Frequency of meetings

The CDR meeting should take place annually for Research Officers, Research Fellows, Senior Research Fellows and Assistant Professorial Research Fellows. The RCDR meeting should take place every two years for Principal Research Fellows, Associate Professorial Research Fellows and Professorial Research Fellows. Where the duration of the contract is less than two years, the CDR meeting will be annual.

At the start of the Academic year, HR will send all Departments and Centres a list of staff who are due a CDR that session according to the rules above. The Department or Centre should review the list and ensure that it is correct and provide HR with the name of the person who will hold the CDR meeting.

2. MONITORING

The VCAC, in conjunction with Human Resources, will keep the RCDR Scheme under review and report annually on its implementation and effectiveness to the Research Staff Committee.

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The Form will normally be seen only by the member of staff, their Reviewer, the Head of Department and, where applicable, the Research Centre / Institute Director (if not the same person as the Reviewer), as well as, subject to the Head of Department's discretion, the Department's Professoriate. The Form is also seen by the VCAC for monitoring purposes. With the staff member's permission, the form can be shared with the mentor of the staff member.

3. FURTHER SUPPORT FOR CAREER AND PROFESSIONAL DEVELOPMENT

The School also offers wider support for career and professional development in the following ways.

Human Resources & Teaching and Learning Centre (TLC)

Research staff have full access to all Teaching and Learning Centre Provision for [academic staff](#). This includes:

- A wide range of events focused on different aspects of research – with particular focus on writing, getting published and other aspects of research dissemination including presenting at conferences, voice/presentation coaching, and workshops on facing the media.
- The [LSE Research Festival](#)

Events run in collaboration with the Research Division on getting grant funding

- Events focused on more general matters such as team management, leadership and research planning
- Events/support/guidance around teaching at the LSE, including opportunity to complete the [Postgraduate Certificate in Higher Education](#)

Many of these events are 'bite-sized' seminars on topics particularly relevant to early career research staff across the School. Some are appropriate for more experienced staff. They all offer researchers the opportunity to take time out of their daily schedules to reflect, learn and plan for the future. The workshops use a mixture of group and individual work and are led by skilled facilitators and experienced academics. The sessions also give staff the opportunity to meet and network with colleagues from other departments and research centres. Full details regarding the provisions for research staff are available here:

<http://www.lse.ac.uk/intranet/staff/researchStaff/AcademicAndProfessionalDevelopmentProgramme.aspx>

All new research staff are encouraged to attend induction/orientation events. TLC runs the New Academic Induction Programme each September. This events series provides a wide ranging orientation to different aspects of School academic life and is an excellent networking opportunity for new staff. Research staff are welcome to select from the events included in this series. Staff who arrive later in the academic year are strongly encouraged to contact the TLC to arrange for a one-to-one orientation – email tlc@lse.ac.uk. You may also want to take advantage of the [Flying Start](#) inductions run throughout the year by Organisational and Lifelong Learning.

Research staff can request funding to attend external specialist training. For example, recent requests have included training in the use of particular statistical packages and language learning related to research being undertaken. In the first instance, it is worth exploring local options (e.g. through the

LSE Department of Methodology, Language Centre etc or London-based provision). All such requests require advanced application, and signed support on the need for the training from your Head of Department/Research Centre. See:

<http://www.lse.ac.uk/intranet/LSEServices/TLC/funding/EPFSFAQs.aspx> . As funds available are limited, please contact us early and prior to making commitments that the School may not be in a position to support. You/your department/research centre may be asked to make a contribution to external training.

TLC can also, on request, work with departments, centres and teams to either provide and/or help fund bespoke development in line with local requirements. TLC coordinates and provides administrative support for the Research Centres Directors' Forum and also offers some financial support to the Research Staff Association.

Note: *TLC is not able to support conference attendance for any LSE staff.*

Research staff are also welcome to make use of other training and development provision at the LSE – see the [LSE Training and Development System](#) for access to multiple providers

For further information on any of the above, please contact Chris Watt (Human Resources) at c.watt@lse.ac.uk.

Careers Service

LSE Careers provides a broad spectrum of resources and tools covering all aspects of career planning and job application.

LSE Careers website has a page dedicated to resources specifically aimed at supporting PhD students and Research Staff . Research staff can also book individual and confidential discussion sessions with Catherine Reynolds, PhD and Research Staff Careers Adviser, by either registering for a CareerHub account or by emailing careers@lse.ac.uk. Catherine is available to give advice on any aspect of the researcher's career, whether the researcher wants to stay in research, explore options outside of academia or is undecided. She can provide information on the wider labour market and help the individual to address a wide-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 development and management of researchers. Some of these are run in partnership with TLC.

Research Division

The Research Division 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).

The Research Division offers both pre- and post-award support to staff in respect of all areas of funded research. The Research Development Team provides support in attracting funding for research activities – whether from traditional research and knowledge exchange funders or from corporate funders. Within the team, the Grant Application Managers provide support in enhancing the

quality of grant applications, including contractual and budgetary matters. The Research Development Managers (RDMs) work with departments and centres to identify appropriate strategic approaches for winning grants and help academics with project development. RDMs also facilitate events on grant proposal writing, on collaborative, multi-disciplinary research and dissemination of funding opportunities.

The Division's Research Awards Team assists successful applicants in managing their research projects portfolio.

As part of its wider remit, the Research Policy Team play a leading role in preparing for the REF, including enhancing our REF-support systems, co-ordinating and integrating knowledge exchange activities across the School, supporting the development of Impact Case Studies and supporting departments and centres in fulfilling their impact strategies.

The Research Division publishes a monthly newsletter featuring research-related news and funding opportunities. See previous editions of our e-briefing here: <http://www.lse.ac.uk/intranet/researchAndDevelopment/researchFundingNews/briefing.aspx>. If you would like to receive this bulletin, please email pressoffice@lse.ac.uk.

Research staff is encouraged to liaise with Research Division as part of their career development planning. Further information is available at: <http://www2.lse.ac.uk/intranet/researchAndDevelopment/home.aspx>

New researchers may also find the following document helpful, providing pre and post award advice, as well as an overview of research related procedures and relevant links. <https://www2.lse.ac.uk/intranet/researchAndDevelopment/internal/staff/Research%20Support%20at%20LSE.doc>

4. PUBLICATION PROTOCOLS

The contributions made by researchers to work and publications should be given the appropriate recognition. Publication protocols should be explained to the researcher by the research manager at the outset of the project. Similarly, the research manager should ensure the researcher understands their responsibility to report the results of all work related to the research project to their manager and not to publish the results of work without the prior agreement of their manager/the grant holder. It is the responsibility of the researcher to seek further clarification if these issues are not covered or the information provided is unclear. Researchers who feel that they are being denied credit for their work should raise the matter in the first instance with their manager. Further advice can also be obtained from Research Division.

If the issue(s) cannot be resolved informally at this stage, the researcher should raise the matter using the School's grievance procedures, which provide for both informal and formal resolution. The relevant Departmental/Centre HR Partner should be contacted in the first instance.

Researchers and research managers should ensure they are familiar with the School's policy on intellectual property. (*Note: The policy is currently being redrafted via Research Division/Research Committee*)

5. RESEARCH ETHICS

The Research Policy team is responsible for ensuring that the School maintains the highest ethical standards in its research activity. Working alongside the Research Ethics Committee, the Team ensures that projects requiring ethical consideration are subject to the requisite level of scrutiny. Details of the School's Research Ethics Policy and the relevant forms can be accessed here:

<http://www2.lse.ac.uk/intranet/researchAndDevelopment/researchPolicy/ethicsGuidanceAndForms.aspx>

Approved by: Appointments Committee
8 June 2016