

Written and owned by the School of Mathematical and Physical Sciences of Reading University

Research Staff Development Prompter 2012

Purpose

The Staff Development Review (SDR) process encompasses all staff, and the form it uses is quite generic. Researchers, many of who are in the early part of their careers, are those who should benefit most from the SDR. For example, when applying for permanent positions or promotion, researchers are often judged on their performance in teaching, administration and external involvements, in addition to their research prowess. It was felt that the SDR form was not specific enough for helping researchers in this way and an extra form was devised and trialed within the School. This has now been revised as this, the Research Staff Development Prompter. This extra form gives a more focused prompting of potential contributions that researchers could make to enhance their development and incorporates their line managers' views.

Timing

Researchers who want to contribute to teaching must apply early enough in the year. NERC-funded research staff may undertake teaching and demonstrating work for up to 6 hours a week (pro rata for part-time staff) provided that this work is related to the research project to which they were appointed. To accommodate this we have moved the SDR process, which will include the Prompter form, to earlier in the year. In addition to a new form and an earlier review process we will follow up on all teaching requests on the Prompter form in early April to see if they can be accommodated in good time. Heads of Department will see these forms at the beginning of April.

On-line Ideas

The prompts on the form are not restrictive. Other ideas for development as a researcher might come from:

SMPS <http://www.met.reading.ac.uk/intranet/staff/rfs>

Reading <http://www.reading.ac.uk/internal/researchstaff/rstaff-home.asp>

UK <http://www.vitae.ac.uk>

Instructions

1. Ask your line manager to complete his/her sections (grey background) and return this to you. The form has been amended so you can do this electronically.
2. Review your line manager's comments and send to your reviewer.
3. At your SDR, complete the Prompter form with your reviewer, as well as the SDR forms.
4. Sign and return ALL forms to Marguerite Gascoine, School Administrator, SMMP,
by 30th March 2012

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To the Line manager: Please suggest areas your researcher might contribute to in the “Line manager” column, and comment on these in the box at the bottom of the second page (suggested activities to broaden the reviewee’s skills and expand their experience and or provide a clear demonstration of the acquisition of further responsibility or independence).

To the staff member: You should review the possible activities which you might like to contribute to, and your line manager’s comments. During your SDR you should complete the second column and comment on these possible actions in the box below each section.

Staff member:	Line Manager	Staff member
Reviewer:		
Line Manager:		
Date of review:		
<i>Please tick (using either \surd or X to mean affirmative) actions you might like to be involved in</i>		
1. Internal		
1.1 Administration		
• Mentoring / Buddy system for new staff members / supervising junior colleagues		
• Technical support for computing activities in the department (eg. Clusters in Maths)		
• Commenting and proof-reading of proposals		
1.2 Teaching		
• Assisting with problem classes / tutorials / practicals		
• Delivering complete lecture modules or contributing several lectures to a module		
• Marking or second marking of example classes / practicals / coursework		
• Co-supervising (shared with senior staff) dissertations (MSc / UG)		
• Occasional slots in Current Weather Discussion (Met)		
• Provision of support for PhD students (eg. advice on computer languages, software, graphic packages, access to datasets)		
Comments on possible Internal contributions (for staff member/reviewer):		
2. External		
2.1 Scientific Community		
• Conference and workshop organisation (eg. one day meetings)		
• External Committee Membership (professional societies, funding bodies, government agencies/programmes)		
• Refereeing research proposals or funding panels		
• Large scale projects – range from informal association (eg EU COST /other programmes)		
2.2 Wider Community		
• Communication and media training (research councils and other funding agencies)		
• Continuing Adult Education (University organized or local authorities)		

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