Career Management and Development for Research Faculty
Good Practice Guidelines for Schools and Units

As an employer of research faculty, the School/Unit has a number of roles and responsibilities in supporting their career management and development. By supporting the career development of research faculty the Unit will encourage greater commitment, enable to research faculty to work more effectively and improve the research profile of the department.

Some of the things that the School/Unit should do:
[ ] recognise the responsibility it has to help research faculty manage their career and help them develop their skills
[ ] encourage teaching faculty to be committed to their responsibility to support the career development of research faculty
[ ] ensure that research faculty are integrated in to the day to day working of the School/Unit. This might involve providing induction, ensuring that they have access to social occasions (coffee facilities, common room), inviting and encouraging them to attend School meetings
[ ] ensure that relevant career development review meetings and appraisals are being carried out as set out in the university policy on the Career Management of Research Faculty
[ ] ensure that research faculty have access to another member of staff to talk about career development, if for some reason this cannot be done with the supervisor. For example, research faculty may be encouraged to talk to another member of the research group or a School research faculty contact

Some of the things that the School/Unit could do:
[ ] inform research faculty of the availability of funds to enable them to attend conferences, travel to meetings etc.
[ ] ensure that research faculty have some time within their contract for personal development and that, where appropriate, support is available to help them. Examples might include attending training courses, attending conferences, writing publications, presenting at seminars, registration for a higher degree etc.
[ ] keep track of former research faculty and consider how their experience and skills might be used to aid the career development of current research faculty. Some of the things they could be asked to do might include making presentations about their employment to current research faculty, acting as mentors to current research faculty, providing work placement/shadowing opportunities to current research faculty
[ ] encourage research faculty to set up a forum to share experience, exchange ideas and provide each other with support