Diffuse phosphorus input to surface waters
- new concepts in removal, recycling and management -

Research log & Training log

Lead author

Sylvia Walter
Utrecht University

Princetonlaan 8a,
3584CB Utrecht
The Netherlands

Phone: +31 30 253 2428
Email: s.walter@uu.nl

Deliverable D4.5

Delivery month Annex I	14		
Actual delivery month	14		
Lead participant: UU	Work package: 4	Nature: Report	Dissemination level: CO
Version: 1			

Table of contents

1. Executive summary

Active involvement of ESRs in identifying their individual learning goals and monitoring their learning progress is part of the innovative training of the ESRs in the project. Web-based research and training logs were planned to stimulate a continuous interaction between them and other members of the P-TRAP consortium, and by this receiving input from the external advisory board, non-academic partner organisations and beneficiaries. Aim was to not limit support, inspiration and feedback to distinct network-wide meetings or secondments and allow the ESRs to optimally benefit from the broad expertise in the network. Senior participants from academic and non-academic partners should have been assigned to training teams and provide feedback and support to the ESRs via their logs.

Initially, the logs were planned as instruments to optimize and monitor the training and research of the individual ESRs, facilitate network-wide interactions within P-TRAP and to advance the virtual mobility of the ESRs. They should include i) scientific skills, ii) generic academic skills, iii) communication skills, and iv) skills required for intersectoral, intercultural, and international mobility. The logs should also contain the time planning of the training activities. On the training log, the ESRs should document their learning progress in regular posts. The training and research logs were planned to be implemented on cloud-based portfolio platforms such as Pathbrite® (www.pathbrite.com), with regular updates by the ESRs at least once per week. In addition to the description of their activities, ESRs should have interactively discuss research challenges and technical questions.

2. Implementation

The proposed ideas and objectives of the logs, as well as the implementation of them were intensively discussed with the ESRs during the 1ˢᵗ Annual Meeting (9ᵗʰ January 2020). During the meeting it became clear, that an implementation of a cloud-based portfolio platform to monitor the progress and bring people into contact was not beneficial due to several reasons.

I) Training in P-TRAP refers to the ESR's individual needs and to the common P-TRAP objectives, and includes local and network-wide elements. All training activities in research and professional skills, secondments and participation in schools and conferences are recorded in the Personal Career Development Plan. All ESRs have submitted a personal Career Development Plan, which is updated at least once a year. The CDPs are public within the consortium and available via surf drive.

II) The ESRs are in close contact with each other and the involved PIs of the consortium. There are no hierarchical obstacles to require input and feedback within the consortium or the external advisory board. The ESRs are encouraged to meet regularly at least every 8 to 10 weeks without PIs, to exchange on their experiences and discuss progress and eventual problems. Minutes of their meetings are also available for the consortium via surf drive.

III) Each ESR has to keep up a lab book, which usually contains all the information that should be included in the research logs. As the ESRs work on different topics and in different disciplines it has no additional value to share that information with all of them.

IV) The personal involvement of all supervisors goes beyond the local level. All supervisors participate and contribute to the training activities connected to Supervisory Board meetings, organise and contribute to the schools and share the task of being co-supervisor of at least one ESR.

V) Each ESR has to submit a progress report once a year, which is part of the annual P-TRAP progress report and assessed by the Supervisory Board. The reports are available on surf drive.

VI) Each ESR has to submit a blog about her / his secondments.
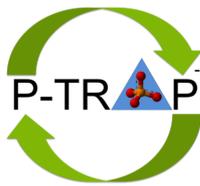
Thus, the added value of additional web-based research and training logs as instruments to monitor the ESRs` progress and stimulate the contact within the group is nihil and causes an additional work load which is not desirable for the ESRs. It has therefor been decided to use all the above-mentioned instruments as a whole to monitor research and training progress as this is sufficient and most beneficial for the ESRs.

During their first ESR meeting, the ESRs have been decided on a rotating Chair-system for the meetings and the social media activities (Fig. 1).

Fig. 1: Rotating Chair-system for the ESR meetings and social media activities, decided by the ESRs

The proposed roles and responsibilities are

- Social Media Chair: At least 1-2 blog post/Twitter Post during the tenure.
- ESR Chair: Coordinate at least one ESR Meeting (includes sending invitation, moderating and writing and sending minutes to everyone including Sylvia); Is in charge of other responsibilities that may arise in respect to ESRs activities within the P-TRAP consortium during the tenure.

The project manager, together with the coordinator and the training coordinator will be in close contact with the ESRs to ensure the research and training monitoring as described above and keep the consortium up to date about it.