

Executive summary	C
I B	
<i>t.</i> A I	
LR A	
I K	
IR t A	
I R A	
Background	0
Aims and objectives	0!
Research methods	00
Key ndings	07
I F	
IP t 1	
I A i	
Resources and tools	14
Recommendations	15
References	17
Appendices	19
Author biographies	23

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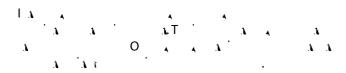
There's a lot more advising people about their careers, so you know you have to try and get that right, give the right advice. A lot of morale building, a lot of my job here has been about raising morale, trying to retrieve morale when it's been damaged... I think that there's a considerable responsibility for, you know, the health even of my colleagues, my junior colleague, trying to ensure that they're not half killing themselves and take some time o

Well, you're dealing with two things. You're dealing with, rst of all, explicitly what does it say, and then, implicitly, what do we know. And also, whereas in terms of competencies it will mention teaching in the weighting... despite what they say or what used to be said about teaching, that an awful lot of emphasis is placed on research.

Research grant income is a much larger factor maybe than is specially laid out within the criteria... there's an implicit sort of acknowledgement that its incredibly important.

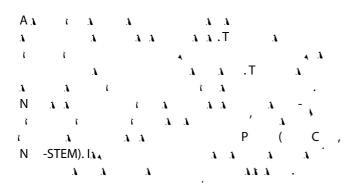


There is a sense that you're constantly having to make sure that you're con dent about the basis that allows you to deem yourself a professor.



I use this word but it's not very good, 'grateful' for getting there.

Well, barriers of my own generation, like not having the condence to do it, and it takes a lot of time and you feel that you need to discuss it with a lot of people.



We say 'I will do this but I need to have teaching relief, or

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## **Appendix 2:** to , to , , , lot

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### What is it?

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#### What do they do?

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### Who is it for?

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### How is it organised?

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#### **Comment:**

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