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T L F A

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CALIPSO



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01

Introduction

Introduction

Introduction

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Introduction

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T. *gambosii* is a common parasite of *A. salmoneum* in the UK (Eaton et al., 2014). W. *gambosii* is a common parasite of *A. salmoneum* in the UK (Eaton et al., 2014). D. *gambosii* is a common parasite of *A. salmoneum* in the UK (Eaton et al., 2014). T. *gambosii* is a common parasite of *A. salmoneum* in the UK (Eaton et al., 2014). R. *gambosii* is a common parasite of *A. salmoneum* in the UK (Eaton et al., 2014). E. *gambosii* is a common parasite of *A. salmoneum* in the UK (Eaton et al., 2014). S. *gambosii* is a common parasite of *A. salmoneum* in the UK (Eaton et al., 2014). M. *gambosii* is a common parasite of *A. salmoneum* in the UK (Eaton et al., 2014). N. *gambosii* is a common parasite of *A. salmoneum* in the UK (Eaton et al., 2014). C. *gambosii* is a common parasite of *A. salmoneum* in the UK (Eaton et al., 2014).

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04

Introduction

The first 30 minutes of the course are dedicated to an introduction to the course. This includes a discussion of the course objectives, the structure of the course, and the role of the course in the overall programme. The course is designed to provide a comprehensive overview of the field of study, covering both theoretical and practical aspects. The course is structured into several modules, each focusing on a specific area of the field. The course is delivered through a combination of lectures, seminars, and practical exercises. The course is assessed through a combination of written and oral examinations, as well as practical assignments. The course is designed to be challenging and to provide a high level of academic rigour. The course is open to students from a variety of backgrounds and disciplines. The course is designed to be a valuable experience for all students who participate in it.

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05

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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 off

Well, you're dealing with two things. You're dealing with, first 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.

(A) $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$ (L)

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.

[illegible]

S

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

(۰, ۱, ۲, ۳, ۴, ۵, ۶, ۷, ۸, ۹)

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

(4 7 1 1 1 1 1 1 1 1)

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

[illegible]

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

[illegible]

— *Journal of the American Medical Association*, 1997

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Appendix 2: *University of Bristol, D, B University of Southampton*

A list of the *University of Bristol, D, B University of Southampton* is provided below.

Ancient: *University of Bristol, D, B University of Southampton* (O, C, A, S, A, E, G).

Civic: *University of Bristol, D, B University of Southampton* (L, M, A, A).

Redbrick: *University of Bristol, D, B University of Southampton* 1960.

Post-1992: *University of Bristol, D, B University of Southampton* (1992).

Church: *University of Bristol, D, B University of Southampton*.

London: *University of Bristol, D, B University of Southampton* F, U.

Appendix 3: *Selected Faculty Members' Responses to the Question, "What Do You Think the Most Important Factor in the Development of Your Intellectual Leadership Was?"*

Gender	15-24	25-54	55+
Male	45	65	35
Female	40	60	30

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