

FALMOUTH

UNIVERSITY

JOB DESCRIPTION

Job title: Professor, Centre for Blended Realities

Grade: 9

Responsible to: Lead, Centre for Blended Realities

Date: February 2025

Job purpose

The post will provide research leadership within the Centre for Blended Realities (CBR), driving forward interdisciplinary and impactful research that explores the intersection of creativity, technology, and real-world applications. They will play a pivotal role in shaping the research direction of CBR, securing funding, developing industry partnerships, and supporting the next generation of scholars in emerging immersive and blended reality technologies.

This role aligns with Falmouth University's Creativity in Everything, strategy 2030 second edition, contributing to its 2030 Vision to be a leading institution for the nexus between creativity and technology. The Professor will actively support Cornwall's development as a hub for creative learning and digital innovation, helping establish new knowledge exchange pathways between academia, industry, and communities.

Main duties and responsibilities

1. Research Leadership and Innovation

- Provide intellectual and strategic leadership for research within CBR, ensuring the centre is at the forefront of developments in immersive and blended realities.
- Lead the development and delivery of cutting-edge interdisciplinary research projects that align with Falmouth's Mission, Vision, and Values and CBR's mission and plan.
- Contribute significantly to Falmouth's Research Excellence Framework (REF) submissions by delivering internationally excellent research outputs, impact case studies, and strategic research partnerships.
- Support early-career researchers, postdoctoral fellows, and doctoral students within CBR, acting as a mentor to help build research capacity.
- Actively contribute to research-informed teaching, ensuring students engage with state-of-the-art knowledge and methodologies.

2. External Engagement and Knowledge Exchange

- Promote an outward-facing research ethos, acting as an ambassador for Falmouth University and its Research and Knowledge Exchange (RKE) priorities.
- Enhance the University's external profile through contributions to professional bodies, national and international research networks, and major conferences.

- Lead engagement with regional, national, and international industry partners, ensuring that research conducted within CBR has real-world impact and commercialisation potential.
- Develop and participate in external networks to generate collaborative research opportunities, consultancy, and income-generating activities.
- Support the creation of public-facing research initiatives, ensuring that CBR's work is accessible to creative industries, policymakers, and the wider public.

3. Funding Acquisition and Project Management

- Secure substantial external research funding to sustain and expand CBR's research portfolio, including grants from UKRI, Horizon Europe, industry, and charitable trusts.
- Lead the development of multi-partner research consortia, working with collaborators across academia, industry, and the public sector.
- Ensure effective financial and project management of externally funded research initiatives, aligning with Falmouth's long-term sustainability goals.
- Contribute to the strategic development of Falmouth's RKE infrastructure, supporting policies on Open Access, research integrity, and compliance.

4. Commercialisation and Impact

- Support the translation of research into commercial applications, working with entrepreneurs, start-ups, and industry partners to develop new products, services, and intellectual property (IP).
- Drive collaborative R&D projects, ensuring alignment with creative industry needs and emerging market trends.
- Build impact case studies that demonstrate the societal, cultural, and economic benefits of research within CBR.

5. Mentorship and Capacity Building

- Act as a mentor to colleagues, providing guidance on publishing, grant writing, impact generation, and knowledge exchange.
- Lead and coordinate teams undertaking collaborative research, fostering a positive and inclusive research culture.
- Support the development of research skills training, offering specialist seminars and workshops.

6. Institutional Strategy and Governance

- Be active in Falmouth's RKE governance structure, contributing to policy development and strategic planning.
- Provide intellectual leadership for interdisciplinary research, supporting initiatives that integrate technology and creativity.
- Work closely with the Pro Vice-Chancellor for RKE and the CBR Lead to identify and address research development needs.

General duties and responsibilities

1. To perform to high professional standards.
2. To manage independently any errors or concerns at the earliest opportunity, or notify a senior member of staff as appropriate.
3. To use initiative in order to determine priorities, work with autonomy, and work effectively with senior colleagues.
4. To be responsible for your own continuing self-development.
5. To undertake other duties not specifically stated above, which from time to time are necessary for the effective performance of the University's business without altering the nature or level of responsibility involved.
6. To work within and actively support the equality and diversity policies and practices of Falmouth University.
7. To participate in the University's Annual Performance Development Review Process.

Health and safety at Falmouth University

The University takes health and safety matters very seriously. All staff have a responsibility to take reasonable care for the health and safety of themselves and others who may be affected by their actions and omissions. They also have a duty to comply with the University's arrangements for health and safety. Staff with responsibility for others must ensure the proper enactment of University policy within their areas in line with levels of responsibility set out in the University's Health and Safety Policy.

Health & safety requirements

In relation to health and safety, you are responsible for ensuring that:

- You comply with safe systems of work in operation within your work area.
- You work co-operatively with other staff who have responsibility for health and safety requirements.
- You report any health and safety concerns to your manager or other responsible member of staff as soon as these are identified.
- You attend training as appropriate to your role (see the relevant health and safety training grid for requirements).
- You may be required to undertake duties as a first aider (for which a separate allowance is paid).

PERSON SPECIFICATION

Job title: Professor

Attributes	Essential requirements	Desirable requirements
Education and Qualifications	PhD or equivalent standing, through publishing research and/or professional practice in a relevant area.	A Readership or equivalent; election to a fellowship of a professional body, learned society, etc.
Experience and Knowledge	<p>Sufficient in-depth knowledge of research within the University's academic discipline areas to enable the development of new knowledge, innovation and understanding in the field.</p> <p>A research and/or professional practice publication record of international standing.</p> <p>Evidence that previous work has informed thinking and developments in the field.</p> <p>Experience of outstanding contribution to the advancement of knowledge through research, scholarship, knowledge transfer and/or professional practice that is of world leading distinction.</p> <p>Experience of high level of achievement in the contribution to the advancement of learning and teaching through significant curriculum development and pedagogical innovation.</p> <p>Professional recognition and standing amongst internal and external peers.</p> <p>Experience of intellectual leadership and management of research and professional practice.</p>	<p>Evidence of having influenced international level policy debates, supplied professional advice or set a new standard in relevant area of expertise.</p> <p>Evidence of managing organisational performance, change management and operational efficiency.</p>

	<p>Experience of convening symposia, international performance events and/or academic conferences.</p> <p>Active membership of national/ international bodies (e.g. Research Council panels, advisory boards, peer review colleges, etc.).</p>	
<p>Skills and Personal Requirements</p>	<p>Proven ability to win major research or innovation grants, including significant research council or similar awards.</p> <p>Ability to lead research and collaborative partnerships with other educational institutions, organisations or bodies.</p> <p>Ability to contribute to the development of internationally recognised intellectual property.</p> <p>Ability to lead and coordinate significant research groups and disseminate best practice within the institution and internationally.</p> <p>Ability to communicate and disseminate research to a varied audience of stakeholders and to act as an advocate for the discipline and the University.</p> <p>Ability to represent the University at an appropriate level on professional bodies, learned societies, etc.</p>	

Procedures for the Awarding of Professorial Titles

Contents

<i>Procedures for the Awarding of Professorial Titles</i>	1
Procedures for the Awarding of Professorial Titles	3
1.0 Purpose	3
2.0 Eligibility	3
3.0 Criteria for the titles of Professor and Associate Professor.....	4
4.0 Conferment and Tenure.....	5
5.0 Professorial Appointments Panel	6
6.0 Application and Appointment Process.....	7
7.0 Appeals	9
8.0 Designation of Title	10
9.0 Confirmation of the Existing Title of Professor or Associate Professor	10
10.0 Terms and Conditions for Professor and Associate Professor.....	10
11.0 The Title of Distinguished Professor.....	11
12.0 The Title of Visiting Professor.....	12
13.0 The Appointment of Emeritus Professor.....	13
14.0 Inaugural Lecture	13
Appendix 1 - Professors and Associate Professors Criteria	14

Procedures for the Awarding of Professorial Titles

1.0 Purpose

- 1.1 These appointments are of particular strategic importance to the academic development and ambitions of Falmouth University. The appointments publicly recognise the personal contribution that individuals have made to the development of Falmouth's Research and Knowledge Exchange.
- 1.2 The following procedures are designed to guide candidates through the process of applying for a professorial title, promote transparency and equity in the appointment process and to outline the terms and conditions of Professorial role holders.
- 1.3 Falmouth University values the contribution of academic staff to research, knowledge exchange and scholarship, learning and teaching, as well as to the academic leadership and management of the institution. Professorial titles will be awarded to those staff whose academic and/or professional reputation and achievements meet the criteria laid down in these procedures. The award of the substantive titles of Professor and Associate Professor carry with them additional leadership responsibilities aligned with the delivery of the 2030 Strategy ([see Job Descriptions for Associate Professor and Professor](#)).

2.0 Eligibility

Internal Candidates

- 2.1 All permanent members of academic staff are invited to apply to be considered for the title of Professor or Associate Professor.
- 2.2 Candidates would normally be expected to allow a minimum of two years between applications.
- 2.3 Feedback on the application process will be provided in the form of a bilateral conversation with a member of the Professorial Appointments Panel. All applicants – whether successful or not – will be offered mentoring via the StepUp mentoring programme to help them in the development of the next stage of their career.

Externally Advertised Positions

- 2.4 Where new professorial positions arise within the institution, posts will be advertised openly, and all permanent members of staff will be eligible to apply.

- 2.5 All externally advertised positions that carry the opportunity to confer the title of Professor or Associate Professor will be advertised in conjunction with a copy of this documentation. In these cases, the application for professorial title will be independent and occur in parallel with the application for the substantive advertised post and will proceed according to the procedures outlined in this document. Where applicants worthy of consideration for professorial appointments are shortlisted for a role, their application for professorial title would usually be considered by at least two members of the professorial appointments panel prior to their formal interview. A recommendation from the professorial appointments panel – including scores – will be provided to members of the formal interview panel and will outline recommended themes for discussion. The combined reports from the Professorial Appointments Panel members and the formal interview panel will then be provided to the Chair of the Professorial Appointments Panel.
- 2.6 The criteria for conferment of Professor or Associate Professor are outlined in section 3 of this document.
- 2.7 The Vice-Chancellor has the authority to confer the title of Professor or Associate Professor to an applicant for an externally advertised position who meets the required criteria.

3.0 Criteria for the titles of Professor and Associate Professor

- 3.1 The conferment of the title of Professor and Associate Professor is made on the basis of a candidate's standing, as demonstrated through outstanding past and continuing contributions to the advancement of knowledge and the recognition of the contributions candidates have made through research, scholarship, professional practice, learning and teaching, knowledge exchange, leadership, innovation and commercialisation.

Candidates should provide a summary of their principal achievements throughout their career, ensuring that all of the main criteria for the appointment of a professorial title have been met within the last five years. However, exceptions may be made for those with recent or current caring responsibilities or those who have spent recent years collaborating closely with industry, to ensure they are not unfairly disadvantaged.

Appendix 1 provides further guidance on the interpretation of the criteria and includes the provision of attainment indicators across seven broad thematic areas. Candidates are advised to use this as an indicative frame of reference.

Candidates applying through the **Teaching & Scholarship** pathway should be able to demonstrate experience in all the following, with significant experience in at least **two** categories (full Professor applicants) and **one** category (Associate Professor applicants):

- **Impact, Translational Research and Knowledge Exchange:** A track record in the promotion, communication, translation of research and scholarship, through knowledge exchange and/or commercialisation, resulting in demonstrable impact.

- **Leadership and Citizenship:** Experience in academic leadership, usually within the sphere of scholarship, and the management of teaching and learning.
- **Funding:** Experience of securing external funding in support of pedagogical innovation, scholarship, research or knowledge exchange.
- Experience in **post-graduate research** supervision as demonstrated through, e.g., supervision of doctoral students to successful completion, experience of examining doctoral students at Falmouth or elsewhere, or contribution to researcher development.
- **Pedagogy:** Contribution to the advancement of learning and teaching through significant curriculum development or pedagogical innovation.

Candidates applying through the **Teaching, Research & Knowledge Exchange** pathway should be able to demonstrate experience in all the following, with significant experience in at least **two** categories (full Professor applicants) and **one** category (Associate Professor applicants):

- **Impact, Translational Research and Knowledge Exchange:** A track record in the promotion, communication, translation of research and scholarship, through knowledge exchange and/or commercialisation, resulting in demonstrable impact.
- **Leadership and Citizenship:** Experience in academic leadership, usually within the sphere of scholarship, research, innovation or knowledge exchange.
- **Funding:** Experience in developing and leading on externally funded research bids.
- Experience in **post-graduate research** supervision as demonstrated through, e.g., supervision of doctoral students to successful completion, experience of examining doctoral students at Falmouth or elsewhere, or contribution to researcher development.
- **Pedagogy:** Contribution to the advancement of learning and teaching through significant curriculum development or pedagogical innovation, usually in relation to research-informed teaching.

3.2 In all cases, candidates should be able to put forward a clear and persuasive argument as to the alignment of their proposed title with the refreshed Falmouth 2030 strategy.

4.0 Conferment and Tenure

4.1 Falmouth's Articles of Government outline the responsibility of the Vice-Chancellor to appoint senior members of staff, which includes the conferment of the title of Professor and Associate Professor.

4.2 All Professorial titles will be reviewed by the Professorial Appointments Panel before a final decision is made.

Review Period

- 4.3 A probationary period will apply to all new external appointments made within these procedures except for Visiting and Emeritus Professorships. The performance of Professors and Associate Professors will be reviewed on an annual basis using the University's Performance Development Review procedure.

Tenure

- 4.4 The title of Professor or Associate Professor will be relinquished in line with the termination of employment at Falmouth University.
- 4.5 The tenure of a Visiting Professor will be for a fixed term period, as approved by the Professorial Appointments Panel.

Withdrawal/revocation of Title

- 4.6 The Professorial Appointments Panel has the authority to revoke the titles of Visiting and Emeritus Professor where the individual concerned has acted in such a way as to bring the University into disrepute. These decisions will be reported to Academic Board. Underperformance in the substantive roles of Professor or Associate Professor will be addressed using standard University procedures.

5.0 Professorial Appointments Panel

- 5.1 The Professorial Appointments Panel will consist of the following members.

Ex officio:

- Vice-Chancellor (Chair)
- Pro Vice-Chancellor Research & Knowledge Exchange (Deputy Chair)

Appointed:

- At least two members of the Professoriate (three-year minimum term of office)
- At least one external representative, usually of professorial standing, selected by the Chair of the Professorial Appointments Panel.

In Attendance:

- People and Culture Representative

- 5.2 The quorum shall be the Chair and/or Deputy Chair and two other members, one ex officio and one appointed.

Meetings

- 5.3 An Officer will act as the clerk to the Professorial Appointments Panel.
- 5.4 The Professorial Appointments Panel will meet at least once per year.

Terms of Reference

- 5.5 The terms of reference for the Professorial Appointments Panel are outlined below:
 - To consider applications and approve the conferment for the title of Professor, Associate Professor, Visiting Professor and Emeritus Professor.
 - To report to Academic Board on all matters relating to Professorial Appointments Panel conferments.
 - To advise the Vice-Chancellor and Academic Board on the withdrawal of the title.

6.0 Application and Appointment Process

- 6.1 Applications from existing members of Falmouth University staff for the award of the title of Professor and Associate Professor will normally be invited and considered annually. Applications will be reviewed by the Professorial Appointments Panel.
- 6.2 All applications submitted to the Professorial Appointments Panel, as well as all discussions related to them, will be treated as confidential.

Expression of interest

- 6.3 An initial expression of interest conversation should take place with the Faculty Dean to explore the member of staff's suitability to submit an application and identify any development needs that may need addressing before an application. Deans may wish to invite members of the department's professoriate to help facilitate the conversation. In addition to the profile and standing of the candidate, Deans will consider alignment and integration with that department/faculty's RKE Plan.

A written summary of the conversation will be requested by the Professorial Appointments Panel from the Dean to accompany Stage I of the application. Summaries should describe key themes discussed, an account of the proposal's alignment to the Departmental/Faculty Research & Knowledge Exchange Plan, and confirmation as to whether the Dean recommends that the candidate make an application.

Stage I

6.4 Candidates will be asked to complete an application form and provide the following in support of their application:

- A current curriculum vitae that provides evidence for how the criteria as outlined in section 3.0 are met. CVs should include links to up-to-date staff profiles and ORCID ID.
- Candidates should provide the names of at least **four** external referees with the application. Two of these should be **Research or Scholarship Output Referees** – academics of standing who are professors themselves, experts in the relevant field and are able to comment on your research, scholarship or knowledge exchange outputs. Referees should be qualified to comment on the originality, significance and rigour of research or scholarly outputs as well as the benefits these have made to the wider literature or practice. Appropriate referees may be familiar with your work already, but they should not have had any, or only very limited, professional or personal contact with you.
The remaining two referees should be **Research Leadership Referees** – academics of standing who are professors themselves, experts in the relevant field and are qualified to judge your role as a leader in research, knowledge exchange, or scholarship. Appropriate referees may include those with whom you have collaborated in the past.
- The outline of a 3-year plan for the development of the Professorial title.
- The proposed title of their Professorship or Associate Professorship.

The Professorial Appointments Panel will consider whether a prima facie case exists for consideration at Stage II. If a prima facie case has been established, candidates will be invited to submit a full application. A revised application based on feedback from the Stage I prima facie panel, may be requested from the candidate before proceeding to Stage II.

Stage II

6.5 If a prima facie case is considered to have been made, candidates will be invited to submit the following:

- Four outputs that best evidence their standing in relation to the relevant criteria, whether in the form of books, journal articles, exhibitions, installations, recordings or other appropriate media.

Review

- 6.6 The Professorial Appointments Panel will consider the references from external referees, nominated by the Chair, who will be persons of appropriate standing, who possess expert knowledge of the subject in question or a cognate subject. These will be drawn from those nominated from the list of referees provided by the candidate and up to two additional referees of appropriate standing nominated by the panel. These external referees will be requested to provide judgment on the candidates' applications by correspondence. In exceptional circumstances, the Chair may request an interview with the candidate to aid the panel's decision.
- 6.7 After consideration of candidates by the Professorial Appointments Panel, the Vice-Chancellor may determine that:
- The title under consideration is awarded.
 - The title under consideration is not awarded. In this circumstance the applicant will be provided with detailed feedback and support from members of the Professorial Appointments Panel.
 - A candidate for the title of Professor is awarded the title of Associate Professor.
- 6.8 As Chair of the Professorial Appointments Panel and Chair of Academic Board the Vice-Chancellor will report the panel's decisions to the candidates and to Academic Board.
- 6.9 In the interests of efficiency, the Chair of the Panel may, in consultation with the other members of the Panel, agree to conduct specific matters of business by correspondence.

7.0 Appeals

- 7.1 The decision of the Professorial Appointments Panel is final, except where there has been a material breach of these procedures. It should be stressed that appeals may only be initiated on procedural grounds, and that the appeal process may not be used to challenge the academic judgment of the Panel.
- 7.2 Where an applicant believes such a breach has occurred, they may make an appeal under the Human Resources Appeals Procedure where the appeal will be managed in the same way as appeals against formal disciplinary, attendance or performance sanction.
- 7.3 The Appeals Panel will consider a written submission from the applicant, giving full details of the reason for the appeal, and will call for any other evidence it feels necessary. The Appeal Panel is not empowered to vary the decision of the Professorial Appointments Panel. However, if the Appeal Panel finds that there has been a material breach of the procedures, it is within its power to ask the Professorial Appointments Panel to consider the application again.

8.0 Designation of Title

- 8.1 Individuals awarded the title of Professor or Associate Professor may have a designated disciplinary area associated with the title. The Vice-Chancellor will approve all such designations. Candidates should propose a designation when the application for the award is made.

9.0 Confirmation of the Existing Title of Professor or Associate Professor

- 9.1 In cases where the University recruits a member of staff who holds the title of Professor or Associate Professor (or Reader) at their current or previous institution, the award of title will be agreed as part of the formal recruitment process subject to the approval of the Chair of the University Professorial Appointments Panel.

The application papers should therefore include evidence of the award of title at the previous institution along with a supplementary paper describing developments and achievements since the awarding of that title. The views of referees may be requested.

10.0 Terms and Conditions for Professor and Associate Professor

- 10.1 Professorial appointments will normally be made at Grade 9 of the University's pay and grading structure. However, the University reserves the right to take due account of market rates and external comparators when making Professorial appointments in accordance with the University's Market Supplement policy and procedure.
- 10.2 Associate Professor appointments will normally be placed on Grade 8 of the University's pay and grading structure.
- 10.3 Individuals who have management and leadership responsibilities will continue to be required to undertake these duties in the event they are successful in being appointed to Associate Professor or Professor. In this situation, the job description for Associate Professor or Professor will be provided as an addendum to their substantive role. In the event the individual is placed higher on the University's pay and grading structure due to their management and leadership responsibilities, they will continue to receive this level of pay following their appointment to Associate Professor and Professor.
- 10.4 Terms and conditions applicable to the relevant grades will be applied. A revised job description will be issued, and the individual will be expected to fulfil the full remit of the role, in accordance with the job description and relevant role profile. Objectives and personal development plans, as appropriate, will be agreed with the relevant line manager.

11.0 The Title of Distinguished Professor

Purpose

- 11.1 The title of distinguished professor is conferred upon a small number of eminent individuals in recognition of outstanding achievements in research, scholarship knowledge exchange or professional practice. Distinguished professors will have an established, enduring international presence in their area of expertise and will be able to demonstrate an ascendant career trajectory of significant value to the standing and profile of the university.

Eligibility

- 11.2 Distinguished Professor are:

- substantive employees of the university, remunerated with reference to the pay scale and paid via PAYE;
- normally appointed for a fixed-term period of three years, subject to annual review and with the opportunity for extension;
- appointed through a process of nomination by a senior member of staff within the university. It would normally be assumed that if the nomination were successful, the nominator would take on the role of managing the distinguished professor; and
- managed against an agreed plan of activities, outputs and expectations.

Nomination and Application

- 11.3 Nominations should comprise a proposal that addresses the themes outlined below, a personal statement, an up-to-date curriculum vitae and a list of three referees for the nominated person, and a covering letter from the nominator.

Strategic alignment and integration: Demonstrating alignment to the University's refreshed 2030 strategy and, where the proposal is linked to an academic department, alignment, and integration with that department/faculty's RKE Plan. Nominators should indicate the full title of the proposed distinguished professorship.

Impact: Describing the anticipated impact upon both the department/faculty and/or Research & Knowledge Exchange centre to which this proposal is aligned, and the broader impacts anticipated on the regional or national economy, culture, society, health, or the environment.

Deliverables: Outlining key expectations of the role holder in terms of, e.g., commitment to involvement in high profile events, identification of outputs that could be submitted to the REF, contributions to REF Impact Case Studies, Knowledge Exchange activity, contributions to teaching and learning, PGR supervision, mentorship, etc.

Ambassadorship: Describing the approach the role holder would take towards representing and enhancing the reputation of the University. This would usually include, e.g., agreeing to identify their role at the university in media appearances, featuring the University's name and logo in the outputs of their professional practice and engaging in university-organised events as required.

Business Case: Explaining how the position would be funded, demonstrating the sustainability of the post across the period for which it is proposed. Wherever possible, external funding should be identified, e.g., by means of an endowment, partnership, or sponsorship. In all cases, nominators should be able to demonstrate value for money both directly, e.g., through plans to secure new income streams through partnerships or external funding bids, and indirectly, through the enhanced profile the appointment would bring to the university.

- 11.4 Nominations for the role of distinguished professor should be sent to the Vice-Chancellor for approval based on consultation with permanent members of the Professorial Appointments Panel.
- 11.5 Nominations can be made at any point in the year and nominators should anticipate a review period of approximately six months.

12.0 The Title of Visiting Professor

- 12.1 The conferment of Professorial status on colleagues who are not members of the University's staff is a valuable means of enhancing, strengthening or developing key areas of the institution's academic profile.
- 12.2 Any Faculty Dean or senior manager may submit an application for an individual who is a professor at another institution or a distinguished scholar from industry, commerce or the public sector who will collaborate on research and/or consultancy, for the title of Visiting Professor. Such a title will be awarded for a limited period of not normally longer than five years. Shorter appointments may be proposed in connection with specific, time-limited projects.
- 12.3 The applicant will not normally be an employee of Falmouth University, but the University may grant some privileges depending on individual circumstances. Applications for the title of Visiting Professor should be sent to the Pro Vice-Chancellor Research & Knowledge Exchange for approval based upon consultation with the permanent members of the Professorial Appointments Panel. The Professorial Appointments Panel may determine the need to take account of the views of up to three referees.
- 12.4 The application should contain a brief curriculum vitae, a clear statement from the Faculty/Department of the expected involvement with the University and the names and addresses of three referees who would normally be Professors or individuals of equivalent professional standing possessing an expert knowledge of the relevant area of work.

13.0 The Appointment of Emeritus Professor

- 13.1 An individual who, at the time of retirement, holds the title of Professor may be considered for the title of Emeritus Professor. Appointees would not remain employees of the University but may retain an association with a particular area of the institution's academic work.
- 13.2 Faculty Deans should submit proposals for the conferment of the title of Emeritus Professor to the Pro Vice-Chancellor Research & Knowledge Exchange for approval based upon consultation with the permanent members of the University Professorial Appointments Panel.

14.0 Inaugural Lecture

- 14.1 All Professors will normally give an Inaugural Public Lecture within a year of their appointment.

Appendix 1 - Professors and Associate Professors Criteria

The following tables provide an overview of the expected areas of activity with a description of indicative performance level for an applicant for full Professorial title and for the title of Associate Professor.

Table One: Teaching & Scholarship (TS) academic career pathway

Table Two: Teaching, Research & Knowledge Exchange (TRKE) academic career pathway

TABLE ONE | TEACHING & SCHOLARSHIP (TS)

Teaching & Scholarship (TS) Criteria		Indicative Performance Level	
		Associate Professor	Professor
Theme A: Credentials, Qualifications and Professional Development			
1	Qualifications	<ul style="list-style-type: none"> A post-graduate research degree (e.g., PhD, EdD etc. or Professional Doctorate) in an educational context. Completion of a MA in L&T or relevant field. 	<ul style="list-style-type: none"> A post-graduate research degree (e.g., PhD, EdD etc. or Professional Doctorate) in an educational context. Completion of a MA in L&T or relevant field.
2	Credentials <i>Candidates should achieve recognition for their L&T and Scholarship practice(s) from a sector body.</i>	<ul style="list-style-type: none"> Gain recognition as either a Senior Fellow, Principal Fellow or National Teaching Fellow of HEA. 	<ul style="list-style-type: none"> Gain recognition as either a Senior Fellow, Principal Fellow, or National Teaching Fellow of HEA.
3	Creative Practice <i>Candidates should develop and practice a skill in the Creative Arts.</i>	<ul style="list-style-type: none"> Pursue creative practice, including but not limited to, images, designs, models, music, film, digital media, performances, exhibitions or curating exhibitions, installations, and organising events, with national impact. 	<ul style="list-style-type: none"> Pursue creative practice, including but not limited to, images, designs, models, music, film, digital media, performances, exhibitions or curating exhibitions, installations, and organising events, with international impact.
4	Evaluation <i>Candidates should disseminate their scholarship outputs with as much impact and as externally visible as possible.</i>	<ul style="list-style-type: none"> Publication of practice-based and/or theory-based educational scholarship work (Peer reviewed). 	<ul style="list-style-type: none"> Sustained publication of practice-based and/or theory-based educational scholarship work (Peer reviewed).
5	Conferences <i>Candidates should undertake activities that contribute to the national and international teaching reputation of the university by representation at external events.</i>	<ul style="list-style-type: none"> Keynote for an external educational conference or event. Chairing a session (or equivalent) at an external educational conference. 	<ul style="list-style-type: none"> Keynote for an external educational conference or event. Chairing a session (or equivalent) at an external educational conference.

Teaching & Scholarship (TS) Criteria		Indicative Performance Level	
		Associate Professor	Professor
Theme B: Advancement of Knowledge			
6	<p>Research & Knowledge Exchange outputs <i>Candidates should produce research and knowledge exchange outputs as determined by the guidelines for the Research Excellence Framework and the Knowledge Exchange Framework</i></p>	<ul style="list-style-type: none"> • Production of internationally excellent or world-leading research outputs, evidenced through peer review or equivalent scrutiny. ‘Research’ should be understood as ‘a process of investigation leading to new insight, effectively shared’ and can include the full range of outputs eligible for submission to the Research Excellence Framework, including practice research. • Production of internationally renowned knowledge exchange activity. Knowledge Exchange should be defined as ‘a collaborative, creative endeavour that brings partners together (academic staff, users of research and wider groups and communities) to exchange ideas, evidence and expertise which contributes to an effect on, change or benefit to both internal (staff and students) and external stakeholders (economy, society, environment & culture)’. • Keynote speaker at national academic conference. 	<ul style="list-style-type: none"> • Production of internationally excellent or world-leading research outputs, evidenced through peer review or equivalent scrutiny. ‘Research’ should be understood as ‘a process of investigation leading to new insight, effectively shared’ and can include the full range of outputs eligible for submission to the Research Excellence Framework, including practice research. • Production of internationally renowned knowledge exchange activity. Knowledge Exchange should be defined as ‘a collaborative, creative endeavour that brings partners together (academic staff, users of research and wider groups and communities) to exchange ideas, evidence and expertise which contributes to an effect on, change or benefit to both internal (staff and students) and external stakeholders (economy, society, environment & culture)’. • Keynote speaker at international academic conference.
Theme C: Impact, Translational Research and Knowledge Exchange			
7	<p>Educational Policy <i>Candidates should undertake activities that contribute to the local, national and international policy landscape.</i></p>	<ul style="list-style-type: none"> • Develop teaching programmes and learning support in a way that contributes to institutional educational policy (Institutional/Sector/National/ International Level). 	<ul style="list-style-type: none"> • Develop teaching programmes and learning support in a way that contributes to institutional educational policy (Institutional/ Sector/National/ International Level).

<p>8</p>	<p>Impact <i>Candidates should disseminate their outputs with as much impact and as externally visible as possible.</i></p>	<ul style="list-style-type: none"> • Evidence that previous work has influenced developments in the field or subject. • Systematically collecting evidence of personal/ collaborative work leading to positive impact on the economy, society, culture, policy, health, the environment and quality of life in the UK or overseas. • Engagement in projects that have resulted in significant impact in one of the categories above, i.e., through evidence of changes in public attitude, policy change or provable behavioural change. • Key role in communicating impact of scholarship work to external stakeholders, including through public-facing reports, web-presence, etc. • Contribute to the development of the University TEF submission. 	<ul style="list-style-type: none"> • Evidence that previous work has influenced developments in the field or subject. • Systematically collecting evidence of personal/ collaborative work leading to positive impact on the economy, society, culture, policy, health, the environment and quality of life in the UK or overseas. • Leadership of projects that have resulted in significant impact in one of the categories above, i.e., through evidence of changes in public attitude, policy change or provable behavioural change. • Responsibility for communicating impact of professional practice to external stakeholders, including through public-facing reports, web-presence, etc. • Leadership in the development of the University TEF submission.
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Teaching & Scholarship (TS) Criteria		Indicative Performance Level	
		Associate Professor	Professor
Theme D: Leadership and Citizenship			
9	<p>Committees <i>Candidates should undertake activities that contribute to the national and international reputation of the university by representation at committees or memberships in an impactful way.</i></p>	<ul style="list-style-type: none"> Chair relevant Academic Departmental committees/panels (e.g., SSLG, validation panel). Membership or Chair of relevant external committees/panels (local, national, or international). 	<ul style="list-style-type: none"> Chair relevant external committees/panels (national or international).
10	<p>Mentorship <i>Candidates should undertake citizenship activities that aid colleagues in their professional development as part of an L&T community of practice.</i></p>	<ul style="list-style-type: none"> Mentor for colleague's professional development. 	<ul style="list-style-type: none"> Sustained mentorship of colleague's professional development.
11	<p>Professional Development Engagement <i>Candidates should undertake activities that enhance their professional development profile whilst representing the University in as influential manner within the wider HE sector.</i></p>	<ul style="list-style-type: none"> Offer/run/organise internal or external L&T workshops, events, or training (e.g., Workshop festival, Nexus, conferences, network meetings). Contribute to external groups, networks or consultation. Membership of a national educational network or section (L&T or within your discipline). Leadership role within an educational network (can be discipline-based). Peer reviewer, Editor/Associate Editor for an educational journal/conference proceeding (broad or discipline-specific). 	<ul style="list-style-type: none"> Offer/organise relevant internal and/or external events (e.g., national conferences, network meetings). Convene external groups, networks or consultations. Membership of an international educational network or section (L&T or within your discipline). Chair/Co-chair/Leadership role within an educational network (can be discipline-based). Peer reviewer, Editor/Associate Editor for an educational journal/conference proceeding (broad or discipline-specific).

Teaching & Scholarship (TS) Criteria		Indicative Performance Level	
		Associate Professor	Professor
12	<p>Engagement <i>Candidates should undertake activities that contribute to the national and international teaching reputation of the university by engaging with a range of impactful outputs.</i></p>	<ul style="list-style-type: none"> Engagement with (i.e., visibility) using social media to join/lead/influence an educational community of practice. Generation, sharing and/or evaluation of OERs (e.g., lecturettes, skills, podcasts etc.). Contribute to the development of subject education standards broadly or within a discipline. Engagement with ethical review application(s) linked with scholarship. Engagement with citizenship duties linked with scholarship. 	<ul style="list-style-type: none"> Engagement with (i.e., visibility) using social media to join/lead/influence an educational community of practice. Generation, sharing and/or evaluation of OERs (e.g., lecturettes, skills, podcasts etc.). Contribute to the development of subject education standards broadly or within a discipline. Engagement with ethical review application(s) linked with scholarship. Engagement with citizenship duties linked with scholarship.
13	<p>External Examiner Appointment <i>Candidates should undertake activities that contribute to the national and international teaching reputation of the university by seeking and securing external examiner appointment(s).</i></p>	<ul style="list-style-type: none"> Distinction is between number, length of service and prestige of appointment(s). 	<ul style="list-style-type: none"> Distinction is between number, length of service and prestige of appointment(s).
14	<p>Collaboration <i>Candidates should be networking and active, output-driven collaborations with an external focus.</i></p>	<ul style="list-style-type: none"> Foster several active, productive collaborations externally (<i>distinction is in scale and output(s)</i>). 	<ul style="list-style-type: none"> Foster numerous active, productive collaborations externally (<i>distinction is in scale and output(s)</i>).

Teaching & Scholarship (TS) Criteria		Indicative Performance Level	
		Associate Professor	Professor
Theme E: Funding			
15	<p>Funding <i>Candidates should secure competitive funding towards delivery of their scholarship activities.</i></p>	<ul style="list-style-type: none"> Secure external funding for educational scholarship project work. 	<ul style="list-style-type: none"> Secure significant external funding for educational scholarship project work.
Theme F: Postgraduate Research Supervision			
16	<p>Supervision <i>Candidates should undertake citizenship activities that lead others in a supervisory context.</i></p>	<ul style="list-style-type: none"> Project lead or co-lead of internal/external projects on learning & teaching. Staff supervision (e.g., staff recruitment, performance management, promotions). 	<ul style="list-style-type: none"> Project lead or co-lead of external projects on learning & teaching. Sustained track record of staff supervision (e.g., staff recruitment, performance management, promotions).
Theme G: Pedagogy			
17	<p>Educational Innovation <i>Candidates should undertake activities that develop and innovate using an evidence-informed strategy to create impactful outputs.</i></p>	<ul style="list-style-type: none"> Create, develop and/or evaluate an educational innovation (<i>distinction is around scale of application, rigor and scale of evaluation strategy and artefactual output(s) from it</i>). 	<ul style="list-style-type: none"> Create, develop and/or evaluate an educational innovation (<i>distinction is around sustained scale of application, rigor and scale of evaluation strategy and artefactual output(s) from it</i>).

TABLE TWO | TEACHING, RESEARCH & KNOWLEDGE EXCHANGE (TRKE)

Teaching, Research & Knowledge Exchange (TRKE) Criteria		Indicative Performance Level	
		Associate Professor	Professor
Theme A: Credentials, Qualifications and Professional Development			
1	Qualifications	<ul style="list-style-type: none"> A post-graduate research degree (e.g., PhD or Professional Doctorate). 	<ul style="list-style-type: none"> A post-graduate research degree (e.g., PhD or Professional Doctorate).
2	Professional Credentials & Qualifications <i>Candidates should achieve recognition for their practice(s) from a sector body.</i>	<ul style="list-style-type: none"> Gain recognition as either a Senior Fellow, Principal Fellow or National Teaching Fellow of HEA. 	<ul style="list-style-type: none"> Gain recognition as either a Senior Fellow, Principal Fellow or National Teaching Fellow of HEA.
Theme B: Advancement of Knowledge			
3	Research & Knowledge Exchange outputs <i>Candidates should produce research and knowledge exchange outputs as determined by the guidelines for the Research Excellence Framework and the Knowledge Exchange Framework</i>	<ul style="list-style-type: none"> Production of internationally excellent or world-leading research outputs, evidenced through peer review or equivalent scrutiny. ‘Research’ should be understood as ‘a process of investigation leading to new insight, effectively shared’ and can include the full range of outputs eligible for submission to the Research Excellence Framework, including practice research. Production of internationally renowned knowledge exchange activity. Knowledge Exchange should be defined as ‘a collaborative, creative endeavour that brings partners together (academic staff, users of research and wider groups and communities) to 	<ul style="list-style-type: none"> Production of internationally excellent or world-leading research outputs, evidenced through peer review or equivalent scrutiny. ‘Research’ should be understood as ‘a process of investigation leading to new insight, effectively shared’ and can include the full range of outputs eligible for submission to the Research Excellence Framework, including practice research. Production of internationally renowned knowledge exchange activity. Knowledge Exchange should be defined as ‘a collaborative, creative endeavour that brings partners together (academic staff, users of research and wider groups and communities) to exchange ideas, evidence and expertise which

Teaching, Research & Knowledge Exchange (TRKE) Criteria		Indicative Performance Level	
		Associate Professor	Professor
		<p>exchange ideas, evidence and expertise which contributes to an effect on, change or benefit to both internal (staff and students) and external stakeholders (economy, society, environment & culture)'. <ul style="list-style-type: none"> • Keynote speaker at national academic conference. </p>	<p>contributes to an effect on, change or benefit to both internal (staff and students) and external stakeholders (economy, society, environment & culture)'. <ul style="list-style-type: none"> • Keynote speaker at international academic conference. </p>
4	<p>Open Research <i>Candidates should disseminate their research outputs in adherence with UKRI's Open Access Policy.</i></p>	<ul style="list-style-type: none"> • Evidence of adhering to UKRI's open access policy. 	<ul style="list-style-type: none"> • Evidence of supporting the development of an open research culture at Falmouth.
5	<p>Conferences and dissemination of research <i>Candidates should undertake activities that contribute to the national and international teaching reputation of the university by representation at external events.</i></p>	<ul style="list-style-type: none"> • Keynote for an external educational conference or event. • Chairing a session (or equivalent) at an external educational conference. 	<ul style="list-style-type: none"> • Leadership in the development of an internationally renowned conference. • Keynote for an external academic or industry conference or event. • Chairing a session (or equivalent) at an external event.
Theme C: Impact, Translational Research and Knowledge Exchange			
6	<p>Impact <i>Candidates should disseminate their research outputs with as much impact and as externally visible as possible.</i></p>	<ul style="list-style-type: none"> • Evidence that previous work has influenced developments in the field or subject. • Systematically collecting evidence of personal/ collaborative research leading to positive impact on the economy, society, culture, policy, health, the environment and quality of life in the UK or overseas. • Engagement in research projects that have resulted in significant impact in one of the categories above, 	<ul style="list-style-type: none"> • Evidence that previous work has influenced developments in the field or subject. • Systematically collecting evidence of personal/ collaborative research leading to positive impact on the economy, society, culture, policy, health, the environment and quality of life in the UK or overseas. • Leadership of research projects that have resulted in significant impact in one of the categories above, i.e., through evidence of changes in public attitude,

Teaching, Research & Knowledge Exchange (TRKE) Criteria		Indicative Performance Level	
		Associate Professor	Professor
		<p>i.e., through evidence of changes in public attitude, policy change or provable behavioural change.</p> <ul style="list-style-type: none"> • Key role in communicating impact of research to external stakeholders, including through public-facing reports, web-presence, etc. • Involvement in the writing of a REF Impact Case Study or KEF narrative statements. 	<p>policy change or provable behavioural change.</p> <ul style="list-style-type: none"> • Responsibility for communicating impact of research to external stakeholders, including through public-facing reports, web-presence, etc. • Leadership in the writing of a REF Impact Case Study or KEF narrative statements.
7	<p>Research / KE Partnerships & Collaboration <i>Candidates should actively foster collaborative research partnerships that contribute to the development of high impact research and knowledge exchange activity.</i></p>	<ul style="list-style-type: none"> • Foster an active, external collaboration that makes a positive contribution to the development of a vibrant and sustainable research and knowledge exchange environment at Falmouth. • To lead on strategic institutional relationships, including those with other HEIs, industry, public or 3rd Sector. 	<ul style="list-style-type: none"> • Foster an active, external collaboration that makes a positive contribution to the development of a vibrant and sustainable research and knowledge exchange environment at Falmouth. • To initiate and lead on strategic institutional relationships, including those with other HEIs, industry, public or 3rd Sector (including international partnerships).
8	<p>Public and Community Engagement <i>Candidates should proactively seek to engage the public in research, as participants, co-researchers or audiences to disseminate knowledge, stimulate dialogue and provide insight.</i></p>	<p>Strategic leadership of:</p> <ul style="list-style-type: none"> • Collaborative projects with local communities, charities, 3rd sector organisations. • Significant public-facing lectures, events, exhibitions. • Significant access and participation/outreach. 	<p>Strategic leadership of:</p> <ul style="list-style-type: none"> • Collaborative projects with local communities, charities, 3rd sector organisations.

Teaching, Research & Knowledge Exchange (TRKE) Criteria		Indicative Performance Level	
		Associate Professor	Professor
9	<p>Intellectual Property or Commercialisation</p> <p><i>Candidates should undertake activities that support the development of internal capabilities within Falmouth, including facilitating the research exploitation process, exploiting physical assets of the University and commercialisation.</i></p>	<p>Strategic leadership of:</p> <ul style="list-style-type: none"> • Creation and exploitation of IP, including patents of larger scale (>£200K) value. • Formation of spin-out companies. • University-wide IP information/guidance initiatives. • Mentoring/ coaching/ advice to students/graduates on business start-ups and IP commercialisation. 	<p>Strategic leadership of:</p> <ul style="list-style-type: none"> • Creation and exploitation of IP, including patents of high (c£500K) value. • Formation of and support spin-out companies. • University-wide IP information/guidance initiatives. • Mentoring/coaching/ advice to students/graduates on business start-ups and IP commercialisation.
Theme D: Leadership and Citizenship			
10	<p>Committees</p> <p><i>Candidates should undertake activities that contribute to the national and international reputation of the university by representation at committees or memberships in an impactful way.</i></p>	<ul style="list-style-type: none"> • Membership of relevant committees/panels (e.g., RDC, RKEC). • Membership or chairing of external research or knowledge exchange committees/panels (regional or national). 	<ul style="list-style-type: none"> • Membership or chairing of relevant committees/panels (e.g., RDC, RKEC). • Membership or chairing of external research or knowledge exchange committees/panels (regional, national, or international).

Teaching, Research & Knowledge Exchange (TRKE) Criteria		Indicative Performance Level	
		Associate Professor	Professor
11	<p>Mentoring research or knowledge exchange</p> <p><i>Candidates should undertake citizenship activities that aid colleagues in their professional development as part of a research and knowledge exchange community of practice.</i></p>	<ul style="list-style-type: none"> • Mentoring staff on research or knowledge exchange. • Mentoring early career researchers. • Mentor for colleague's professional development. 	<ul style="list-style-type: none"> • Mentoring staff on research or knowledge exchange. • Mentoring early or mid-career researchers. • Mentor for colleague's professional development.
12	<p>Delivery of research / knowledge exchange training</p> <p><i>Candidates should support the development of the internal staff development programme, aimed at providing academic staff with the appropriate skills to develop high quality/value research or knowledge exchange activity.</i></p>	<ul style="list-style-type: none"> • Substantial delivery of Research and Knowledge Exchange • Development Programme Units. • Substantial delivery of Research Student Development Programme. • Delivery of R&KE related Core or mandatory training. • Contribution to supervisor development programme. 	<ul style="list-style-type: none"> • Substantial delivery of Research and Knowledge Exchange • Development Programme Units. • Substantial delivery of Research Student Development Programme. • Delivery of R&KE related Core or mandatory training. • Substantial contribution to supervisor development programme.

Teaching, Research & Knowledge Exchange (TRKE) Criteria		Indicative Performance Level	
		Associate Professor	Professor
13	<p>Active Contribution to learned societies and professional bodies <i>Candidates should evidence an active and recognised contribution to at least one organisation such as a subject association, learned society or relevant professional body. Such contributions are expected to involve some form of public output or outcome, broadly defined, demonstrating the research-related impact of academic staff on their discipline or sphere of research activity at a regional, national or international level.</i></p>	<ul style="list-style-type: none"> Representing the University effectively and at an appropriate level on professional bodies, learned societies, etc. Recognised role in developing the University to achieve its strategic aims. 	<ul style="list-style-type: none"> Ability to represent the University effectively and at an appropriate level on professional bodies, learned societies, etc. Recognised role in developing the University to achieve its strategic aims.
14	<p>Peer Review and Editorial roles <i>Candidates should actively seek opportunities to engage in peer review and editorial activity.</i></p>	<ul style="list-style-type: none"> Act as peer reviewer for internal grant applications and research outputs. Act as peer reviewer for a publisher or conference organiser. Membership of peer review college for UKRI or equivalent. Membership of editorial panel for scholarly journal, book series etc. Act as associate editor/co-editor or editor for journal, book series etc. Act as panel member/panel judge/Chair for subject-based awards and prizes. 	<ul style="list-style-type: none"> Act as peer reviewer for internal grant applications and research outputs. Act as peer reviewer for a publisher or conference organiser. Track record of peer review for national and international peer-review college for UKRI or equivalents. Membership of editorial panel for scholarly journal, book series etc. Act as associate editor/co-editor or editor for journal, book series etc. Act as panel member/panel judge/Chair for subject-based awards and prizes.

Teaching, Research & Knowledge Exchange (TRKE) Criteria		Indicative Performance Level	
		Associate Professor	Professor
15	External Examiner Appointment <i>Candidates should actively seek opportunities to engage in peer review and editorial activity.</i>	<ul style="list-style-type: none"> Evidence of external examination of a research degree, serving as a panel member for the validation of a research degree programme. 	<ul style="list-style-type: none"> Evidence of external examination of a research degree, serving as a panel member for the validation of a research degree programme.
Theme E: Funding			
16	Research and Knowledge Exchange Funding <i>Candidates should secure competitive funding towards delivery of their research and knowledge exchange activities.</i>	<ul style="list-style-type: none"> Leading/coordinating teams in the development of mid-scale (c.£200k) external research funding bids (e.g., UKRI). Acting as co-I or PI on mid-scale (c.£200k) externally funded research, over approx. 3-year period. Contributing to the development of large-scale (>£500k) strategic bids (e.g., UK Government regeneration funding). 	<ul style="list-style-type: none"> Leading/coordinating teams in the development of mid-large scale (c.£400k) external research funding bids (e.g., UKRI). Acting as co-I or PI on mid-scale (c.£400k) externally funded research, over approx. 3-year period. Contributing to the development of large-scale (>£500k) strategic bids (e.g., UK Government regeneration funding).
Theme F: Postgraduate Research Supervision			
17	PGR supervision, Examination, and Chairing	<ul style="list-style-type: none"> Attaining PGR supervision accreditation through recognised approval body (e.g., SEDA, UKCGE) Acting as supervisor to three or more PGR students Reviewing PGR applications Convening PGR interview panels. Acting as independent panel member on Confirmation of Route milestone meetings. Successful completion of three or more PGR students as co-supervisor or Director of Studies. Track record of external examiner roles for PGR. Chairing PGR Viva Voce. Proposing a doctoral brief. 	<ul style="list-style-type: none"> Attaining PGR supervision accreditation through recognised approval body (e.g., SEDA, UKCGE) Acting as supervisor to c. five PGR students. Reviewing PGR applications. Convening PGR interview panels. Acting as independent panel member on Confirmation of Route milestone meetings. Successful completion of five or more PGR students as co-supervisor or Director of Studies. Track record of external examiner roles for PGR, including international. Chairing PGR Viva Voce. Leading on the development of doctoral briefs and doctoral training grants.

Theme G: Pedagogy		
18	<p>RKE-teaching convergence <i>Candidates should evidence the relationship between their teaching, research, and knowledge exchange.</i></p>	<p>Evidence of best practice in the relationship between teaching, research and knowledge exchange by measures including:</p> <ul style="list-style-type: none"> • examples of teaching informing research enquiry. • the active involvement of students in research projects. • the active involvement of students in knowledge exchange activities. • co-publishing or exhibiting with students. • the development of professional networks developed through RKE activities of benefit to teaching and learning. • improvements to student satisfaction and teaching outcomes based on the application/ translation of research. • recognized thought leadership in the translation/ application of the candidate’s research on their teaching. <p>The distinction between indicators of attainment commensurate with Associate Professor and Professor are around sustained scale/ scope of the evidence provided and the impact it has had.</p>
		<p>Evidence of best practice in the relationship between teaching, research and knowledge exchange by measures including:</p> <ul style="list-style-type: none"> • examples of teaching informing research enquiry • the active involvement of students in research projects. • the active involvement of students in knowledge exchange activities. • co-publishing or exhibiting with students. • the development of professional networks developed through RKE activities of benefit to teaching and learning. • improvements to student satisfaction and teaching outcomes based on the application/ translation of research. • recognized thought leadership in the translation/ application of the candidate’s research on their teaching. <p>The distinction between indicators of attainment commensurate with Associate Professor and Professor are around sustained scale/ scope of the evidence provided and the impact it has had.</p>

