**University of Sussex**

**ROLE PROFILES: RESEARCH**

<table>
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<th>LEVEL 4</th>
<th>RESEARCH</th>
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<td>(building on the level of demand in Level 3)</td>
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| 1 Teaching and learning support | - Supervise the work of post graduate students.  
- Contribute to the development of teaching and learning strategies.  
- Could be expected to contribute to teaching programmes. |
| 2 Research and scholarship | - Contribute to the development of research strategies in the department.  
- Define research objectives and questions.  
- Develop proposals for research projects which will make a significant impact by leading to an increase in knowledge and understanding and the discovery or development of new explanations, insights, concepts or processes.  
- Actively seek research funding and secure it as far as it is reasonably possible.  
- Act as principal investigator on major research projects.  
- Generate new research approaches and identify, adapt, develop and use research methodologies and techniques appropriate to the type of research.  
- Review and synthesise the outcomes of research studies.  
- Interpret findings obtained from research projects and develop new insights, expanding, refining and testing hypotheses and ideas.  
- Demonstrate an established career in research.  
- Contribute generally to the development of thought and practice in the field |
| 3 Communication | - Disseminate conceptual and complex ideas of a wide variety of audiences using appropriate media and methods to promote understanding. |
| 4 Liaison and networking | - Lead and develop internal networks for example by chairing and participating in Institutional committees.  
- Lead and develop external networks for example with other active researchers and leading thinkers in the field.  
- Develop links with external contacts such as other educational and research bodies, employers, professional bodies and other providers of funding and research initiatives to foster collaboration and generate income. |
| 5 Managing people | - Provide academic leadership to those working within research areas by for example co-ordinating the work of others to ensure that research projects are delivered effectively and to time or |
| 6 Teamwork | • Lead teams within areas of responsibility.  
|            | • Ensure that teams within the department work together.  
|            | • Act to resolve conflicts within and between teams. |

| 7 Pastoral care | • Responsible for dealing with referred issues for researchers within own project areas.  
|                | • Provide first line support for colleagues, referring them to sources of further help if required. |

| 8 Initiative, problem-solving and decision-making | • Resolve problems affecting the delivery of research projects within own area and in accordance with regulations.  
|                                                 | • Make decisions regarding the operational aspects of own research programme.  
|                                                 | • Contribute to decisions which have an impact on other related programmes.  
|                                                 | • Provide advice on issues such as ensuring the adequate balance of research projects, appointment of researchers and other performance matters.  
|                                                 | • Spotting opportunities for strategic development of new projects or appropriate areas of activity and contributing to the development of such ideas. |

| 9 Planning and managing resources | • Responsible for the delivery of own research programmes.  
|                                 | • Contribute to the overall management of the department in areas such as budget management and business planning (subject to local variation at School level).  
|                                 | • Be involved in departmental level strategic planning and contribute to wider strategic planning processes in the institution.  
|                                 | • Plan and deliver research, consultancy or similar programmes, ensuring that resources are available and required income levels are achieved.  
|                                 | • Contribute to the management of quality, audit and other external assessments e.g. the Research Assessment Exercise. |

| 10 Sensory, physical and emotional demands. | † |

| 11 Work environment | • Depending on area of work (e.g. laboratories, workshops, studios) may be expected to take responsibility for conducting risk assessments and reducing hazards. |

| 12 Expertise | • Required to be a nationally recognised authority in the subject area.  
|             | • In-depth understanding of own specialism to enable the development of new knowledge and understanding within the field. |
† Like all the elements, this builds on the demands in the profiles at lower levels. In this case there is no additional demand.