

University of Sussex

ROLE PROFILES: RESEARCH

<u>LEVEL 4</u> (building on the level of demand in Level 3)	<u>RESEARCH</u>
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

	organising the work of a team by agreeing objectives and work plans. • Contribute to the development of teams and individuals through the appraisal system and providing advice on personal development (subject to local variation at School level). • Could act as line manager (eg of research teams)* • Act as a personal mentor to peers and colleagues.
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.

† Like all the elements, this builds on the demands in the profiles at lower levels. In this case there is no additional demand.