

Research Scientist Ranks

School of Education

Criteria

The qualifications for each of the three research ranks are roughly equivalent to those set forth in the area of **research** for members of the faculty.

A three-rank system exists for those full-time researchers who hold the terminal degree and typically have postdoctorate experience (or its equivalent) and who are employed by Indiana University's School of Education units primarily to conduct research and related activities. The three ranks are described below:

RS3 Assistant Research Scientist

Qualifications: A person at the rank of **Assistant Research Scientist** must have completed the terminal degree in his or her discipline and have demonstrated competence in various research activities (such as participation on a research team, presenting at professional and scholarly meetings, writing grant proposals, preparing research reports). A person at this rank would be fully capable of original, independent research work but would typically work under the direction of a senior faculty member or an Associate or Senior Research Scientist.

RS2 Associate Research Scientist

Qualifications: A person at the rank of **Associate Research Scientist** must have begun to establish a national reputation by a record of productivity in one or more of the following activities: published scholarship; research and evaluation work that informs policy at local, state, and national levels; contributions to externally funded inquiry activities; and demonstrated ability to independently conduct project activities as a principal or co-principal investigator. Inquiry products should appear in venues consistent with the purposes of the activity (for example, articles, book chapters, presentations, in addition to project reports). Typically a person will have achieved a minimum of five years of successful research as reflected in the above ways before attaining or being appointed to the rank of **Associate Research Scientist**.

RS1 Senior Research Scientist

Qualifications: A **Senior Research Scientist** must have an established record of scholarship that has resulted in a national or international reputation. The researcher must have made substantial contributions in one's area(s) of expertise by disseminating the results of inquiry projects in appropriate high quality venues such as scholarly publications, policy briefs, national conference presentations and serving as principal investigator on funded projects. Having demonstrated continued career growth, a **Senior Research Scientist** is expected to provide intellectual leadership within the research community of the School of Education. The quality of the venues and products must be considered worthy of the status of a senior member of the research community.

Supporting Evidence for Promotion to Associate or Senior Research Scientist

To be promoted to the rank of Associate or Senior Research Scientist the applicant must provide evidence of excellent scholarship and satisfactory service to the employing unit or Center. The evidence must document the qualities noted in descriptions of each of these ranks.

Scholarship - Documentation for scholarship should include, but is not limited to the following types of accomplishments:

- A) publications in scholarly or professional journals
- B) written grants (funded and non-funded)
- C) written reports of completed research projects
- D) publication of books (authored or edited) and/or chapters
- E) presentations at professional conferences
- F) presentations at foundations
- G) development of research materials and products that are innovative and relevant to the research activities of the Center and School

Note: For each co-authored product, the applicant should describe and express as a percentage the nature and scope of the applicant's contributions.

Service - Documentation for service to the Center might include but is not limited to:

- A) gathering and reviewing relevant materials for use by the Center
- B) serving on School of Education, University, state, national or international committees as a representative from the Center

- C) mentoring students and new employees of the Center
- D) teaching or contributing to the instruction program of the School of Education or the University as needed
- E) working in schools, post secondary institutions, and other organization and agencies related to the Center's work
- F) providing administrative leadership for the Center
- G) promoting the work of the Center internally and externally through working with media and other appropriate dissemination vehicles
- H) reviewing articles, grants, proposals and so on as contributions to the scholarly and professional community

Promotion Procedures

Promotion dossiers for associate and senior research scientist are prepared by the scientist's home Center or project unit and reviewed by the same review bodies, administrators, and advisory committees at the school and campus levels as those used for faculty.

The following timetable and procedures, comparable to those for librarians and tenure-track faculty, are to be implemented for promotions in the Research Scientist ranks.

- In the spring prior to the academic year the candidate's application for promotion is to be reviewed, the candidate begins to assemble the promotion dossier in consultation with his or her Center Director.
- By April 15, the Center Director in consultation with the candidate will present a Director's list and a candidate's list of outside evaluators to the School Executive Associate Dean, help the candidate prepare the dossier, and write the letter of recommendation that accompanies the dossier.
- The Executive Associate Dean solicits letters from at least six external evaluators.
- One Center Promotions Advisory Committee (CPAC) will be formed annually by the Executive Associate Dean in consultation with Center Directors during the summer to review and make recommendations for promotion, similar to what an academic department does.
- The CPAC is typically made up of at least 5 tenured faculty and research scientists with a rank senior to that of the candidate. To the extent possible, CPAC members should be familiar with the substantive expertise of the candidate.
- After reviewing the dossier, CPAC forwards its recommendation to the Executive Associate Dean.
- The dossier is then reviewed by the School Promotion, Tenure and Contracts Committee and the Dean of the School of Education.
- The dossier is then forwarded with a recommendation from the Dean to the Bloomington Campus Promotions Advisory Committee via the Dean of the Faculties.

The rights and due process of the promotion procedures are parallel to those of tenure-line faculty.

Promotion Dossier Checklist for Associate and Senior Research Scientist in the School of Education
(Developed 4/08)

Candidate _____ Center _____

General:

- Signature Sheet.
- Copy of unit and School criteria used to evaluate the candidate.
- Center Director's personal recommendation and a summary evaluation of teaching, research/creative activities, and service.
- Center Promotions Advisory Committee (CPAC) recommendation (report of exact votes or separate memos from colleagues). CPAC evaluation of research or creative activities, and service.
- Candidate's CV
- Candidate's own statement on research or creative activities and service.
- A minimum of six outside evaluations to be secured by Dean or Center Director.
- Copy of list of referees supplied by candidate.
- Copy of list of referees supplied by the Center Director or CPAC.
- Copy of referees selected to write and those who did not respond.

Research:

- IU colleague evaluation of research or creative activities.
- CPAC evaluation of stature of (1) journals in which publications appear or (2) museums in which showings have been presented, performances, and so forth.
- CPAC assessment of the contribution made by candidate to co-authored or collaborative work and Center projects.
- Copies of scholarly publications, papers, and development projects.
- Copies of professionally relevant publications
- and/or
- Copies of creative work, reviews of creative performances and exhibitions
- and/or
- Documentation of grants obtained and applied for.

Service:

- Summary of activities (Center or other University service; local, state, or national service; professional or other).
- Evidence of quality of teaching and contributions to the instructional mission of the University.
- Evaluation by Center Director of the quality as well as the quantity of service.
- Evaluation by professional colleagues (or other knowledgeable individuals) of the quality and impact of the service activities.

I have given a completed copy of this checklist to the candidate and included a copy in the dossier.
