

**Hebrew SeniorLife Marcus Institute for Aging Research
Faculty Ranks and Descriptions**

Submitted by Faculty Task Force on Promotions &
Appointments
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This document, “The Marcus Institute Faculty Ranks and Descriptions”, describes the qualifications and responsibilities for each of the five faculty ranks within the Marcus Institute: Assistant Scientist I, Assistant Scientist II, Associate Scientist, Senior Scientist, and Emeritus Scientist. These descriptions are intended to assist faculty members in understanding their roles within the Institute and to serve as guidelines regarding appointments and promotions within the Institute. The Marcus Institute Faculty Ranks & Descriptions are independent of Harvard Medical School or any other university faculty appointments held by our faculty. The table included at the end of this document is a quick reference guide that gives examples of (but is not limited to) expected scholarly activities for each faculty rank.

The current document does not include information regarding the process for appointment and promotion or the responsibilities of the Marcus Institute with respect to resources according to faculty rank. These will be documented in separate documents.

1. Assistant Scientist I

Qualifications: Assistant Scientist I is the entry level rank for individuals with MD, PhD or equivalent doctoral degrees who may have recently completed post-doctoral or fellowship training. Qualified candidates have demonstrated potential to succeed as independent investigators and shown evidence of emerging independence, such as obtaining intra- or extramural funding (including career development awards, whether KL2, GEMSTAR or foundation), or scholarly achievements including first or second author contributions to peer-reviewed publications. Qualified candidates may also have had a special role in collaborative sciences beyond first or last author, such as a role as biostatistician or geneticist that demonstrates unique expertise in a stated field or area.

Responsibilities: Individuals at the Assistant Scientist I level begin to develop independence in a specific area, establish scientific collaborations, and identify opportunities for teaching and committee service (or other equivalent activities, including community education and fundraising) within the Marcus Institute and Hebrew SeniorLife. The main responsibility of the Assistant Scientist I is to focus on scholarly activity, i.e., write first or second authored papers for publication (or have a unique key role in collaborative science products) and submit grants to obtain funding from the NIH, foundations, industry, or other suitable funding agencies. Individuals are expected to participate in several research projects, present research findings, and contribute to scientific and

administrative activities both within the Marcus Institute and within professional, academic and clinically related organizations.

2. Assistant Scientist II

Qualifications: Assistant Scientist II rank most often requires that the candidate has demonstrated scholarship by obtaining extramural funding often as principal investigator on grants that may include a mentored (K-level) or non-mentored (R-level) grant from the NIH or from another organization through a comparable peer-review process. The candidate most likely has published first authored papers in peer-reviewed journals or the candidate may also be in another authorship position on publications from collaborative research to which he/she has made documented, substantive intellectual contributions, has demonstrated expertise in his/her research area, and achieved regional recognition. Individuals at this level most often have demonstrated a commitment to teaching and participation in Marcus Institute activities.

Responsibilities: The main focus for individuals at the Assistant Scientist II rank is to effectively manage ongoing research projects and to obtain adequate funding to carry out his/her own research. In addition to continuing to present research findings to the scientific community, persons at the rank of Assistant Scientist II are expected to conduct manuscript reviews for high-ranking journals in her/his field of research. Individuals should participate in mentoring trainees and serve on local and national committees. As Assistant Scientist II, faculty members maintain teaching roles and often expand teaching opportunities.

3. Associate Scientist

Qualifications: Associate Scientist level faculty members generally demonstrate successful funding records and effective grant management as principal investigator on NIH R01 grants or equivalent grants from other organizations through a comparable review process. Associate Scientists are usually first author or senior author on high quality peer-reviewed publications (or have unique key role in collaborative science products) and are recognized for scientific achievements at the national level. Individuals at this rank have mentored students, trainees or junior faculty in a research capacity, and significantly contributed to Marcus Institute activities (e.g. task force member).

Responsibilities: Associate Scientists are expected to effectively conduct original research that advances the field. Individuals at this level are typically principal investigator on one or more

research projects and leaders within a specific area of research. Individuals are expected to build a record of mentoring trainees and junior faculty, and leading peer-review activities such as serving on editorial boards in their areas of expertise. Individuals at the Associate Scientist level most often continue to increase their roles in training, teaching, and serving on local and national committees; for example, serving as course directors, chairing a scientific society task force, or serving on national committees related to research including NIH study sections or data and safety monitoring boards for multicenter trials.

4. Senior Scientist

Qualifications: Senior Scientist level faculty members generally have distinguished records of scholarship and professional accomplishments recognized at the international level. Senior Scientists most often have sustained records of funding and reputations as top researchers in the field. Candidates for the Senior Scientist rank most likely have directed independent research programs and/or collaborative studies and published highly innovative research as senior authors. They have a highly capable training record, which may include developing instructional training programs, serving as course director, or teaching to international audiences. Candidates must also have evidence of effective teaching and supervision as demonstrated by the number and stature of his/her trainees. Senior Scientists have generally demonstrated significant service contributions to the Marcus Institute.

Responsibilities: Senior Scientists conduct original research that has significant impact on the field, bring unique expertise to projects, and continue to mentor and train new investigators. Senior Scientists speak nationally and internationally, sustain funding for own research programs, and serve in leadership roles for scientific journals, NIH committees, scientific societies, and the Marcus Institute.

5. Emeritus Scientist

Emeritus appointments can be conferred to scientists who served the Marcus Institute's mission with distinction but no longer maintain a laboratory or a clinical research program at the Institute.

Table: Examples of Academic Activities Associated with Faculty Ranks at the Marcus Institute for Aging Research, Hebrew SeniorLife

FACULTY TITLE

Activity	Assistant Scientist I	Assistant Scientist II	Associate Scientist	Senior Scientist
Grants	Foundation award, intramural award, junior career development awards (KL2, GEMSTAR, foundation career development awards)	NIH K- or R-level	R01	Sustained R01
Papers *	1 ST or 2 nd author	1 st author	1 st and Senior author	Senior author
Mentorship of trainees	None	Initiating	Expanding	Established record
Teaching	Identifies opportunities	Contributes regularly	Leadership role	Established record
Role in societies, committees, Marcus Institute	Member	Participant with increasing responsibility	Developing leadership role	Established leadership roles
Peer review activities	<i>Ad hoc</i> journal reviewer	<i>Ad hoc</i> Study Section member	Editorial Board member NIH Study Section member	Journal Leadership or Editor / NIH Study Section member
Level of recognition	Local	Regional	National	International
Career development goal	Career development support. Gain experience, enhance creativity	Become independent.	Achieved independence in research	Advance field

* Certain qualified candidates may also demonstrate a special role in collaborative sciences beyond first or last author, such as a role as biostatistician or geneticist that shows unique expertise in collaborative science products.