



## **JOB FAMILY CONCEPT**

This family consists of five levels of professional research work. Levels are distinguished based on complexity, level of supervision received, and the level of autonomy. This job family is distinguished from the Research Technician family by the requirement of professional preparation, the responsibility for synthesizing data and interpreting research findings, and participation in independent research or institutional research. The Research Professional job family addresses responsibility for the following functions:

- Data analysis
- Project initiation
- Research development and analysis
- Research and statistical consultation

Incumbents may perform one or more of these functions in support of a wide range of equivalent research professional activities. This job family covers several areas of research expertise including:

- Scientific research
- Institutional research
- Research engineering

## **TYPICAL FUNCTIONS**

***[Note: A single position may involve one or more of the functions listed, and may include functions not listed.]***

- Acquire/analyze/interpret quantitative and/or qualitative data
- Initiate new research, new work and new projects
- Make data comparisons
- Report data to external and internal audiences
- Communicate research findings
- Automate data analysis and/or entry
- Design and implement systems and procedures (e.g. sampling, data collection, calibration)
- Perform statistical analysis
- Define and implement analytic approaches, statistical models
- Establish remote site links
- Publish findings
- Secure funding
- Conduct web based research
- Provide computer and database programming to support data needs
- Lead/supervise a workgroup
- Conduct literature reviews



- Identify methodological problems in research protocol and implement modifications to optimize results
- Prepare specifications for equipment and supplies for study
- Manage research database
- Calibrate data
- Ensure quality control
- Present research at conferences
- Serve as the principal spokesperson for project
- Consistent with OSHA and certification requirements may serve as Chemical Hygiene Officer

### **LEVELS AND COMPETENCIES**

The primary distinction between levels is reflected in the Level Descriptors. As levels increase, scope, complexity and degree of independence increase. Higher levels may perform duties of lower levels. Education and experience are stated at the minimum threshold for the level. Additional education or experience may be desirable for some positions.

#### **Level 1**

**PCLS: 05001**

**Grade 78**

**Non-Exempt**

#### ***Descriptors***

Work is performed under intermittent supervision. Complete tasks independently with only periodic direction from Principal Investigator (PI) or supervisor. Solve research questions/problems by using analytical skills. Retrieve data for processing, may provide some analysis of retrieved data. Draft reports for use in publications. May design processes for gathering information.

#### ***Knowledge, Skills, and Abilities***

Knowledge of research methods and analytical procedures. Knowledge of standard reporting procedures. Skilled in accurate data collection methods. Ability to use computerized tools to organize and analyze information and communicate findings.

#### ***Education and Experience***

Bachelor's degree and six months experience in a field relevant to the research (e.g. science, math, business), or an equivalent combination of training and experience.



**Level 2**

**PCLS: 05002**

**\*\*\*Alternate PCLS: 09100**

**Grade 79**

**Exempt**

***Descriptors***

Work is performed under administrative supervision. Solve complex\* research questions/problems using analytical skills. Create reports for use in publications. Combine own work with work of other research professionals and faculty to produce complete projects. May design processes or tools for gathering information. May coordinate the work of other research professionals or research technicians. May develop, with guidance, models for use by other research professionals or faculty members. May use fiscal/statistical knowledge to develop reports.

***Knowledge, Skills, and Abilities***

Same as level one, plus: Knowledge of publishing requirements. Knowledge of statistical/fiscal methods. Knowledge of fiscal restrictions associated with research monies. Analytical skills. Ability to communicate findings for internal- and external- reporting.

***Education and Experience***

Bachelor's degree and one year experience in a field relevant to the research (e.g. science, math, business), or an equivalent combination of training and experience.

**Level 3**

**PCLS: 05003**

**Grade 80**

**Exempt**

***Descriptors***

Work is performed under general direction. Assignments are only outlined. Contribute to work of other research professionals and faculty to produce complete projects. Develop models for use by other research professionals or faculty members. May lead\* research technicians or lower level research professionals.

***Knowledge, Skills, and Abilities***

Same as level two, plus: Advanced knowledge of research methods and analytical procedures. Ability to successfully lead\* the work of others. Proven ability to develop models for use by other research professionals.

***Education and Experience***

Master's degree and two years research experience at the postgraduate level in a field relevant to the research (e.g. science, math, business), or an equivalent combination of training and experience.



**Level 4**  
**PCLS: 05004**

**Grade 81**  
**Exempt**

***Descriptors***

Work is performed under long-range administrative direction. Write proposals to secure funding for future research projects. Solve complex\* research questions/problems by using advanced analytical skills. Integrate/synthesize findings and research with work of other research professionals. May supervise\*\* research technicians or research professionals. May serve as the PI on research projects. May represent the organization during inquiries or in requests for data.

***Knowledge, Skills, and Abilities***

Same as level three, plus: Knowledge of grant writing procedures and the ability to secure monies from external entities. Advanced analytical skills. Ability to supervise\*\*. Ability to assess the nature of an inquiry and formulate a response in line with inquiry. Proven ability to get work published in a refereed publication.

***Education and Experience***

Master's degree and four years research experience at the postgraduate level in a field relevant to the research (e.g. science, math, business), or an equivalent combination of training and experience.

**Level 5**  
**PCLS: 05005**

**Grade 82**  
**Exempt**

***Descriptors***

Work is performed under long-range administrative direction. Typically serves as the PI on research projects. Manage research staff and/or a research program. Design processes or tools for gathering information. Represent the organization during inquiries or in requests for data. May manage departmental/program budgets and create long range and strategic plans. May have full independent authority to commit the organization to major expenditures and obligations.

***Knowledge, Skills, and Abilities***

Same as level four, plus: Expert level knowledge of research methods and analytical procedures. Knowledge of budgeting guidelines. Ability to manage, typically research staff or a research program. Ability to effectively communicate findings to the public.

***Education and Experience***

PhD and four years research experience at the postgraduate level in a field relevant to the research (e.g. science, math, business), or an equivalent combination of training and experience.



- \* **Complexity:** Refers to the diversity of research projects, and rules and regulations associated with grants and grant funding. Complex positions typically perform more advanced, sophisticated, controversial or innovative research. Complex positions more frequently work with 'internal' and 'external' reporting agencies. Complexity increases as new models are created, more advanced skills are required, and as status as a PI becomes mandatory.
- \* **Scope:** Refers to the impact a research project, or a research unit has on the school, MAU, University system or community.
  
- \*\* **Lead:** Provide day-to-day guidance, training and direction for staff in addition to other duties. Regularly assign and review work. Is fluent in assigned area of responsibility.
- \*\* **Supervise:** Hire, train, evaluate performance and initiate corrective action.
  
- **External reporting** examples may include but are not limited to: Federal, state, and local organizations and the general public.
- **Internal reporting** examples may include but are not limited to: The Board of Regents, Statewide, MAUs and departments.
  
- \*\*\*Exemption status determined on a case-by-case basis. Essential functions of each job will be Reviewed and evaluated in conjunction with the Fair Labor Standards Act.

[July 2009 revisions included formatting document for consistency, and adding alternate PCLS information.]