

MANUAL Student Employment Career Services	SECTION Student Job Description	PAGE 1 / 2 REVISED 5/24
SUBJECT Research/Scientific Aide III/Assistant	RANK x283	GROUP III

DEFINITION:

Under the general supervision of a staff or faculty employee, a student usually performs all or part of the following duties:

- (a) Collects materials, data, and other information for reports, graphs, and charts.
- (b) Designs, distributes, collects, and analyzes questionnaires.
- (c) Oversees experiments and surveys.
- (d) Conducts interviews to gather data.
- (e) Supervises Research/Scientific Aide IIs.

BASIC QUALIFICATIONS:

One (1) academic year (two semesters) as Research/Scientific Aide II, basic or intermediate courses in statistical methods, or one (1) year of comparable experience outside UIC.

QUALIFICATIONS FOR STARTING AT STEP B:

Two (2) academic years as a Research/Scientific Aide II, basic or intermediate courses in statistical methods, or at least two (2) years comparable work experience outside UIC; Advanced courses can be used to waive a minimal amount of time required as a Research/Scientific Aide II.

LEARNING OUTCOMES*:

- Professionally advocate for oneself and others.
- Understand the importance of and demonstrate verbal, written, and non-verbal/body language abilities.
- Employ active listening skills.
- Communicate in a clear and organized manner so that others can effectively understand.
- Frame communication with respect to the diversity of learning styles, varied individual communication abilities, and cultural differences.
- Ask appropriate questions for specific information.
- Promptly inform relevant others when needing guidance with assigned tasks.
- Make decisions and solve problems using sound, inclusive reasoning and judgment.
- Gather and analyze information from a diverse set of sources and individuals to fully understand a problem.

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- Accurately summarize and interpret data with an awareness of personal biases that may impact outcomes.
- Effectively communicate actions and rationale, recognizing the diverse perspectives and lived experiences of stakeholders.
- Multi-task well in a fast-paced environment.
- Solicit and use feedback from multiple cultural perspectives to make inclusive and equity-minded decisions.
- Advocate for inclusion, equitable practices, justice, and empowerment for historically marginalized communities.
- Show a high level of dedication toward doing a good job.
- Have attention to detail, resulting in few, if any, errors in their work.
- Serve as a role model to others by approaching tasks with confidence and a positive attitude.
- Plan, initiate, manage, complete, and evaluate projects.
- Demonstrate dependability.
- Effectively manage conflict, interact with and respect diverse personalities, and meet ambiguity with resilience.
- Be accountable for individual and team responsibilities and deliverables.
- Listen carefully to others, taking time to understand and ask appropriate questions without interrupting.
- Collaborate with others to achieve common goals.
- Use technology to improve the efficiency and productivity of their work.
- Manipulate information, construct ideas, and use technology to achieve strategic goals.
- Manage technology to integrate information to support relevant, effective, and timely decision-making.

*Learning outcome descriptions from the [National Association of Colleges and Employers \(NACE\)](#).