



<b>Service</b>	<ul style="list-style-type: none"> <li>• Provide service to the scientific community, University and General Public.</li> <li>• Review submitted manuscripts and research proposals.</li> <li>• Consult and collaborate with the research community.</li> <li>• Lead and/or participate in public engagement activities.</li> <li>• Participate in national and international meetings and associations.</li> </ul>
<b>Human Resources / Supervision</b>	<ul style="list-style-type: none"> <li>• Mentor undergraduate and/or graduate students.</li> <li>• Provide functional and/or administrative supervision for staff.</li> <li>• Provide direction, assignments, feedback, coaching and counseling to assure outcomes are achieved.</li> </ul>

### Universal Competencies

<b>Collaboration/Positive Impact</b>	Ability to work with a variety of individuals and groups in a constructive and civil manner and utilize existing resources and learning to achieve or exceed desired outcomes of current and future organizational goals/needs.
<b>Diversity, Equity and Inclusion</b>	Ability to work with a variety of individuals and groups in a constructive and respectful manner while appreciating the unique contribution of an inclusive workforce that brings together the talents of people across multiple identities, including: race, creed, color, religion, national origins, age, sex, pregnancy, disability, veteran or military status, sexual orientation, gender identity, or associational preferences.
<b>Service Excellence/Customer Focus</b>	Ability to meet or exceed customer service needs and expectations and provide excellent service in a direct or indirect manner. Ability to effectively transmit and interpret information through appropriate communication with internal and external customers.

### Technical Competencies

<b>Quantitative Research</b> (Extensive)	<ul style="list-style-type: none"> <li>• Successfully uses quantitative research to prove and disprove theories in multiple applications.</li> <li>• Uses stochastic, linear and non-linear programming and other analysis techniques.</li> <li>• Identifies scenarios where quantitative research has failed to deliver needed information.</li> <li>• Shows others how to derive accurate conclusions based on quantitative trials.</li> <li>• Articulates and explains all assumptions and variables that factor into research conclusions.</li> <li>• Communicates recommendations based on research clearly and convincingly.</li> </ul>
<b>Research Analysis</b> (Extensive)	<ul style="list-style-type: none"> <li>• Analyzes published research reports and their possible implications.</li> <li>• Interprets new findings and analyzes their validity.</li> <li>• Implements research analysis standards within the organization.</li> <li>• Controls the quality of research analysis.</li> <li>• Advises on advanced research analysis methods.</li> <li>• Evaluates research analysis best practices within the industry.</li> </ul>
<b>Research Documentation</b> (Extensive)	<ul style="list-style-type: none"> <li>• Assists in the preparation of research documentation.</li> <li>• Applies word processing to produce tables of contents, footnotes and other document components. Embeds tables of research data into documents.</li> <li>• Prepares bibliographies for research documents.</li> </ul>
<b>Research Ethics / Compliance</b> (Extensive)	<ul style="list-style-type: none"> <li>• Applies policies and procedures designed to ensure compliance with ethical laws, regulations, and university code.</li> <li>• Documents the ethical considerations involved in carrying out research activities.</li> <li>• Follows procedures for reporting violations.</li> <li>• Participates in resolving issues involving research ethics/compliance.</li> </ul>

This description is intended to indicate the kinds of tasks and levels of work difficulty that will be required of positions that will be given this title and shall not be construed as declaring what the specific duties and responsibilities of any particular position shall be. It is not intended to limit or in any way modify the right of any supervisor to assign, direct, and control the work of employees under his or her supervision. The use of a particular expression or illustration describing duties shall not be held to exclude other duties not mentioned that are of similar kind or level of difficulty.

As part of performing the key areas of responsibility and competencies described above, staff members are expected to meet reasonable standards of work quality and quantity, as well as expectations for attendance established by their supervisor. Staff members are also expected to comply with policies governing employee responsibilities and conduct, including those contained in the [University Operations Manual](#).

**Proficiency levels are defined as:**

**Basic Application** - Uses basic understanding of the field to perform job duties; may need some guidance on job duties; applies learning to recommend options to address unusual situations.

**Working Experience** - Successfully completes diverse tasks of the job; applies and enhances knowledge and skill in both usual and unusual issues; needs minimal guidance in addressing unusual situations.

**Extensive Experience** - Performs without assistance; recognized as a resource to others; able to translate complex nuances to others; able to improve processes; focus on broad issues.

**Expert/Leader** - Seen as an expert and/or leader; guides, troubleshoots; has strategic focus; applies knowledge and skill across or in leading multiple projects/orgs; demonstrates knowledge of trends in field; leads in developing new processes.

**Position Qualifications**

Education Required	A PhD in health services research, public health, behavioral health, or other social science discipline, or related field is required.
Required Qualification	<ul style="list-style-type: none"> <li>• Required 3 years of experience.</li> <li>• Extensive experience with SPSS, SAS or R.</li> <li>• Demonstrated experience with multiple regressions methods such as logistic regression, linear regression or survival analyses.</li> <li>• Demonstrated experience with sensitivity analyses.</li> <li>• Demonstrated ability to promote collaborative teamwork, creativity, and open communication with diverse constituencies.</li> </ul>
Highly Desirable Qualification	<ul style="list-style-type: none"> <li>• Previous work in health-related research.</li> <li>• Extensive experience with large, secondary datasets.</li> <li>• Knowledge of health care systems, services and theories.</li> <li>• SQL programming skills.</li> <li>• Demonstrated development of data documentation.</li> </ul>
Desirable Qualification	<ul style="list-style-type: none"> <li>• At least one published manuscript (first author not required).</li> <li>• Previous experience reporting health outcomes.</li> <li>• Experience with survival analyses.</li> <li>• Presentation skills.</li> <li>• Demonstrated success obtaining external funding.</li> </ul>

See requisition # 21002684 at <https://jobs.uiowa.edu>  
Applicable background checks will be conducted.

The University of Iowa is an equal opportunity/affirmative action employer. All qualified applicants are encouraged to apply and will receive consideration for employment free from discrimination on the basis of race, creed, color, national origin, age, sex, pregnancy, sexual orientation, gender identity, genetic information, religion, associational preference, status as a qualified individual with a disability, or status as a protected veteran.