**Position Overview:** This position on the Office of the Registrar’s Academic and Alumni Data Management team will build and deliver informative Power BI Reports based on student information measuring progress towards degree from the degree audit data tables and other warehoused student information. Provides administrative support and expertise to the registrar staff involved in the development of the warehouse degree audit tables. This position will be the first stop for data expertise on the DGRA tables and act as liaison between the Degree Audit Team and the Academic Data Management Team. This position will be the liaison to the Commencement Team for the ceremony event management software. This position will provide data management support for IVETS Financial team. This position will require ongoing training to keep up with the changes in technology and methods.

**Key Areas of Responsibility (KARs)**

- Maintain and update Commencement Marching Order application and provide graduation/commencement data as requested to assist the Commencement Team
- Cultivate an understanding of the Degree Audit tables and assist in continuous improvement of the degree audit reports
- Assist IVETS Financial Team meet data and reporting requirements of various military partners.
| New Process/System Design and Testing (PAB2): Prepare content builds, programs, and/or modify system tables and setting to create application programs and reports. Test system changes for usability, performance and adherence to standards. Verify results with stakeholders. | • Build new reports based off of the DGRA tables using Microsoft Power BI reports and DbVisualizer.  
• Troubleshoot DGRA tables by testing reports created by others to determine whether data fields are being used correctly and suggest corrections if necessary. |
| Support, Training and Implementation (PAB2): Provide moderately complex user support. Develop training materials. Provide individual training and go-live support. | • Provide moderately complex DGRA table user support.  
• Develop training materials for Registrar staff on the DGRA tables and Marching Order application.  
• Provide individual training and go-live support.  
• Present at various conferences showcasing the dashboards we are building at the University of Iowa.  
• Will help advise other departments building of warehouse data, specifically DGRA tables. |
| Process/ Project Management (PAB2): Serve as liaison supporting communication among internal staff to identify and track installation issues. Analyze user feedback and identify recurring, standard revisions and enhancements. Maintain documentation on assigned project requirements. | • Maintain documentation on assigned project requirements.  
• In addition to duties surrounding dashboards and data delivery, employee will be expected to participate in the graduation ceremonies and other duties assigned that are consistent with the mission statement of the Office of the Registrar.  
• Gathers and analyzes feedback to develop new or enhance existing reports and MAUI data collection processes. Assist with internal data requests and institutional reports  
• Serves as liaison between the office and colleges, administration, & technical staff. Responsible for enabling and supporting communication among all to troubleshoot, resolve problems, and address concerns. |

### Universal Competencies

| Collaboration/Positive Impact: 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. | Proficiency Level: EXTENSIVE  
• Ensures time, resources, energy, learning opportunities, and actions are focused on priorities important to the changing workplace.  
• Identifies and resolves disagreements/conflicts in early stages.  
• Promotes a safe, fair, respectful environment in which concerns can be addressed effectively.  
• Recommends changes to work practices and policies to achieve desired outcomes. |

| Diversity, Equity, and Inclusion: 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. | Proficiency Level: WORKING  
• Maintains productive work relationships while considering multiple perspectives.  
• Demonstrates awareness of one’s own and others’ social identities (e.g. race, gender, disability status, religion, etc.) and their relevance in the workplace.  
• Resolves cross-cultural conflicts effectively.  
• Articulates the unit's commitment to diversity, equity and inclusion and the reasons for its importance.  
• Engages in personal and professional development on issues related to diversity, equity and inclusion. |
**Service Excellence/Customer Focus:** 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.

**Proficiency Level:** EXTENSIVE

- Participates in developing a variety of effective ways to deal with service challenges.
- Models service delivery and coaches others to deliver excellent service in a variety of settings.
- Communicates well with direct reports, peers, leadership and external constituents.
- Utilizes various methods for information sharing and information gathering. Modifies processes to enhance service.

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*.

### Position Technical Competencies and Proficiency Levels

<table>
<thead>
<tr>
<th>Business Process Design: Knowledge of business process design techniques that encourage a critical, fresh look at key processes and focus on optimizing organizational performance; ability to apply this knowledge appropriately to diverse situations.</th>
<th>Proficiency Level: EXTENSIVE</th>
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<tbody>
<tr>
<td>- Has led multiple business process design or re-engineering initiatives.</td>
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<td>- Trains others to identify and implement required infrastructure to support specific processes.</td>
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<td>- Assesses potential implications of re-engineering for multiple functions or departments.</td>
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<td>- Demonstrates proficiency in re-engineering concepts, methods, and tools.</td>
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<td>- Redesigns or enhances business processes to meet regulatory requirements.</td>
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<td>- Participates in design and implementation of a supporting organizational structure.</td>
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<th>Process Management: Knowledge of business process improvement tools and techniques and ability to understand, monitor, update, or enhance existing business or work processes.</th>
<th>Proficiency Level: WORKING</th>
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<tr>
<td>- Walks through steps, decisions, measurements, dependencies, and hand-offs for a specific process.</td>
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<td>- Creates process flow or workflow diagrams.</td>
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<td>- Identifies and monitors common process bottlenecks.</td>
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<td>- Employs process flows, cycle time, process time and waste concepts as appropriate.</td>
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<td>- Document types of process decisions and potential impact of each decision.</td>
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<th>Project Management: Ability to plan, organize, monitor, and control projects, ensuring efficient utilization of technical and administrative resources, to achieve project objectives.</th>
<th>Proficiency Level: WORKING</th>
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<td>- Plans, estimates, and executes relatively simple projects.</td>
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<td>- Assists in detailed project plans including cost, schedule, and resource requirements.</td>
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<td>- Asks key questions of stakeholders during the planning stage.</td>
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<td>- Provides input to track project progress and status.</td>
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<td>- Produces standard project status reports.</td>
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</table>
**Training and Development: Knowledge of employee training and development methodologies; ability to ensure that a target population has the knowledge and skills required to meet both tactical and strategic objectives.**

**Proficiency Level: WORKING**
- Follows appropriate processes used in assessing the learning needs of a target population.
- Develops live and media-based instructional programs using proper training methods.
- Implements training processes for discovering the learning needs of employees.
- Provides guidance and support to ensure that participants using self-study methods meet their learning goals.
- Explains the methods used in the evaluation of learning outcomes.

**Problem Solving: Knowledge of approaches, tools, techniques for recognizing, anticipating, and resolving organizational, operational or process problems; ability to apply this knowledge appropriately to diverse situations.**

**Proficiency Level: WORKING**
- Uses varying problem-solving approaches and techniques as appropriate.
- Develops successful resolutions to critical or wide-impact problems.
- Organizes potential problem solvers and leads problem resolution efforts.
- Analyzes and synthesizes information and devises alternative resolution strategies.
- Contributes to standard practices for problem-solving approaches, tools, and processes.
- Ensures capture of lessons to be learned from a problem-solving effort.

**Effective Communications: Understanding of effective communication concepts, tools and techniques; ability to effectively transmit, receive, and accurately interpret ideas, information, and needs through the application of appropriate communication behaviors.**

**Proficiency Level: EXTENSIVE**
- Effectively translate warehoused degree audit into an understandable reporting tool.
- Ability to use summarization and simplification techniques to explain complex technical concepts in simple, clear language appropriate to the audience.
- Communicates well downward, upward, and outward.
- Employs appropriate methods of persuasion when soliciting agreement.
- Maintains focus on the topic at hand.
- Adapts documents and presentations for the intended audience.
- Reviews others' writing or presentations and provides feedback and coaching.
- Demonstrates both empathy and assertiveness when communicating a need or defending a position.
- Avoids technical jargon when inappropriate.
- Listens to feedback without defensiveness and uses it for own communication effectiveness.
- Delivers helpful feedback that focuses on behaviors without offending the recipient.

**Position Qualifications (for recruiting purposes only, fill when replacing position)**

**Education (or equivalency) Required**
- Bachelor's degree or an equivalent combination of related education and experience.

**Experience Required**
- Experience (typically 1 year) working in a data-focused role or other similar related administrative experience

**Competencies Required**
- Demonstrates a **working proficiency** in:
  - knowledge of and ability to use data gathering/analysis tools, techniques, and processes in order to successful meet unit goals and/or project needs
  - ability to manage multiple tasks with high accuracy and efficiency
  - ability to make decisions independently
  - ability to build relationships that support a variety of individuals and groups in a constructive and collaborative manner

- Demonstrates an **extensive proficiency** in:
  - knowledge of and ability to understand and apply effective written and verbal communications, concepts, tools and techniques
| Desirable Qualifications | Some experience (typically 6 months - 1 year) working in a post-secondary academic setting

Demonstrates a **working proficiency** in:
- operation and application of computer-based academic support systems or computer software applications related to a student information system (i.e., MAUI, PeopleSoft, Banner or other related program)
- use of MS PowerBI
- use of SQL writing
- knowledge of FERPA and other university and federal regulatory rules, policies, and laws |