



University Information

Org/College: [Office of the Provost](#)

Department: [Office of the Registrar](#)

UI Job Code: PAB2

Pay Level: [4A](#)

Job Function: Administration

Job Family: [Business Analyst](#)

University Classification: Business Analyst

Department Information

Org/Dept/Sub-dept #: 02-4615

Position #: New

Working Title (if applicable): **Athletic Academic Eligibility & Compliance Analyst**

This Position Reports to (Title/Position #): **Manager, Business Analyst**

Position Has Administrative Supervision? No Yes

Position Information

Position Overview: This position will be responsible for reviewing student athlete academic records to determine academic eligibility in accordance with the National Collegiate Athletic Association (NCAA) eligibility rules, the Big 10 Conference and the University of Iowa's academic progress policies. Responsibilities include the evaluation and compliance determination of the initial eligibility of incoming freshmen, transfer, and international student-athletes and ensuring their continued academic eligibility. Assist in academically certifying approximately 650 student athletes at least twice a year for practice and competition in Division 1 intercollegiate athletics. The Athletic Academic Eligibility & Compliance Analyst will also assist in preparing the yearly NCAA Academic Progress Rate Report and the NCAA Graduation Rate Report.

Salary: \$49,000 - \$55,000

Campus Location: UCC

Work Modality: Hybrid

Percent Time: 100%

What You Do: (Key Areas of Responsibility)

Existing Process/System

Monitoring, Evaluation & Reengineering (PAB2): *Identify business system solution requirements by analyzing work processes and operations. Create problem escalation plans and manage reporting processes. Monitor issues escalated to technical support staff to ensure proper resolution has been implemented. Assist in researching & contributing to development of cost-benefit analyses of alternatives. Assist in*

- Review academic and admission records of all student athletes to ascertain if they have met Big 10 and NCAA qualitative, quantitative, registration and residency requirements.
- Determine progress towards a degree in five years for all student athletes. Evaluate progress with advisors and /or deans.
- Manages and maintains all student-athlete eligibility certification documentation. Develop process to create individual certifications for student athletes.
- Evaluate new and amended NCAA and Big 10 regulations; interpret and administer those regulations.
- Compile, create, analyze, and submit the NCAA Academic Progress Rate Report and the NCAA Graduation Rate Report.

<i>and maintain delivered solutions.</i>	
<p>New Process/System Design and Testing (PAB2): <i>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.</i></p>	<ul style="list-style-type: none"> • Coordinate, maintain, and amend MAUI Student Athlete Reports. • Evaluate academic credentials for each student-athlete to determine eligibility status and files appropriate documentation to support certification. • Compose and maintain information related to Registrar policies and procedures for the Athletics Department. • Collaborate with representatives from the Athletics Department to ensure eligibility. • Develop procedures and reports to comply with new legislation. • Evaluate the effectiveness and efficiency of the student athlete certification process and make recommendations for improvements in technology solutions. • Maintain institutional confidentiality.
<p>Support, Training and Implementation (PAB2): <i>Provide moderately complex user support. Develop training materials. Provide individual training and go-live support.</i></p>	<ul style="list-style-type: none"> • Utilize MAUI reports and degree audit data to produce results. • Continue to develop processes to increase the efficiency of this position.
<p>Process/ Project Management (PAB2): <i>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.</i></p>	<ul style="list-style-type: none"> • Consult and partner with ITS and Registrar staff to define functional/technical specifications for desired solutions. • Develop, refine, and maintain degree audit batch functionality to report compliance information by sport. • Interpret and apply complex rules and procedures and have the ability to use independent judgement to manage and protect sensitive confidential information. • Consult and partner with Athletics and Registrar data Management staff to determine appropriate access to athletic data for campus users
<p>Universal Competencies</p>	
<p>Collaboration/Positive Impact: <i>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.</i></p>	<p>Proficiency Level: Extensive</p> <ul style="list-style-type: none"> • 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.
<p>Service Excellence/Customer Focus: <i>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</i></p>	<p>Proficiency Level: Extensive</p> <ul style="list-style-type: none"> • 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.

<p><i>communication with internal and external customers.</i></p>	<ul style="list-style-type: none"> Utilizes various methods for information sharing and information gathering. Modifies processes to enhance service.
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<p>Welcoming and Respectful Environment: <i>Ability to foster a welcoming and respectful workplace environment while recognizing personal differences. Ability to work with a variety of individuals and groups in a constructive and respectful manner while appreciating the importance of a workforce that benefits from the talents of all people across multiple characteristics, including: race, creed, color, religion, national origin, age, sex, pregnancy (including childbirth and related conditions), disability, genetic information, status as a U.S. veteran, service in the U.S. military, sexual orientation, gender identity, or associational preferences.</i></p>	<p>Proficiency Level: Working</p> <ul style="list-style-type: none"> Maintains productive work relationships while considering multiple perspectives. Resolves cross-cultural conflicts effectively. Understands and describes the unit’s commitment to creating a workplace environment where people of all backgrounds and perspectives feel welcomed and appreciated, and the reasons for its importance. Contributes to a welcoming and respectful workplace environment as described above.
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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](#)

How You Do Your Job: (learn about competencies and proficiency levels [here](#))

<p>Business Process Design: <i>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.</i></p>	<p>Proficiency Level: Extensive</p> <ul style="list-style-type: none"> Has led multiple business process design or re-engineering initiatives. Trains others to identify and implement required infrastructure to support specific processes. Assesses potential implications of re-engineering for multiple functions or departments. Demonstrates mastery of re-engineering concepts, methods, and tools. Redesigns or enhances business processes to meet regulatory requirements. Participates in design and implementation of a supporting organizational structure.
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<p>Process Management: <i>Knowledge of business process improvement tools and techniques and ability to understand, monitor, update, or enhance existing business or work processes.</i></p>	<p>Proficiency Level: Extensive</p> <ul style="list-style-type: none"> Demonstrates a thorough understanding of a major process flow, its components, and issues. Helps others learn the tools and techniques for process value analysis. Makes the business case for new processes, including their cost-benefit ratios. Carries out process evaluation, diagnosis, and optimization.
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	<ul style="list-style-type: none"> • Synchronizes the efforts of, and resource requirements for, several teams within a process. • Possesses knowledge of tools and techniques for designing and implementing new processes.
<p>Project Management: <i>Ability to plan, organize, monitor, and control projects, ensuring efficient utilization of technical and administrative resources, to achieve project objectives.</i></p>	<p>Proficiency Level: Working</p> <ul style="list-style-type: none"> • Plans, estimates, and executes relatively simple projects. • Assists in detailed project plans including cost, schedule, and resource requirements. • Asks key questions of stakeholders during the planning stage. • Provides input to track project progress and status. • Produces standard project status reports.
<p>Training and Development: <i>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.</i></p>	<p>Proficiency Level: Working</p> <ul style="list-style-type: none"> • 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.
<p>Relationship Management: <i>Ability to establish and build healthy working relationships and partnerships with colleagues within and external to own unit, those to whom services are provided, vendors, the public, regulatory/governmental agencies, etc., all of whom may be seen as "customers" or receivers of services provided by the University.</i></p>	<p>Proficiency Level: Working</p> <ul style="list-style-type: none"> • Describes the roles and responsibilities in a collaborative working relationship. • Monitors satisfaction levels on a regular basis. • Alerts own team to problems in satisfaction. • Ensures prompt and effective response to requests and interactions from "customers". • Works with "customers" to address critical issues and resolve major problems.
<p>Effective Communications: <i>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.</i></p>	<p>Proficiency Level: Working</p> <ul style="list-style-type: none"> • Makes oral presentations and writes reports needed for own work. • Avoids technical jargon when inappropriate. • Looks for and considers non-verbal cues from individuals and groups. • Listens to feedback without defensiveness and uses it for own communication effectiveness. • Delivers helpful feedback that focuses on behaviors without offending the recipient

<p>Problem Solving: <i>competency description for classification.</i></p>	<p>Proficiency Level: Extensive</p> <ul style="list-style-type: none"> • 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.
<p>Position Qualifications: <i>(for recruiting purposes only, fill when replacing position)</i></p>	
<p>Education (or equivalency) Required</p>	<ul style="list-style-type: none"> • Bachelor's degree or an equivalent combination of education and experience in a related field.
<p>Experience Required</p>	<ul style="list-style-type: none"> • Minimum 1 year experience working in a postsecondary academic setting • Minimum 1 year experience working directly with UI MAUI or a similar student information system • Experience reviewing and working with student academic records in a FERPA compliant setting.
<p>Competencies Required</p>	<ul style="list-style-type: none"> • Demonstrates a WORKING proficiency level in: <ul style="list-style-type: none"> ○ Computer software applications related to a student information system and Microsoft Suite. • The successful candidate must be a self-motivated individual with the ability to work with and communicate with users at all levels of experience
<p>Desirable Qualifications</p>	<ul style="list-style-type: none"> • 2-3 years of experience working in a postsecondary academic setting • 2-3 years of experience working directly with UI MAUI or a similar student information system • Experience (typically 1 – 3 years) working with the interpretations and application of NCAA and Big 10 academic regulations. • Six months to one-year public speaking experience. • Experience determining student athlete academic eligibility. • Some knowledge of university policies, procedures, and regulations as well as familiarity with the operations of a Registrar's Office