



University Information

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

Department: [Office of the Registrar](#)

UI Job Code: PCR2

Pay Level: [4A](#)

Job Function: Administration

Job Family: Registrar Services

University Classification: Registrar Services Coordinator

Department Information

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

Position #: New

Working Title (if applicable): Student Academic Records & Systems Coordinator

This Position Reports to (Title/Position #): Associate Registrar, Academic Records and Systems

Position Has Administrative Supervision? No Yes

Position Information

Position Overview: The Student Academic Records and Systems Coordinator is a multifaceted role that performs as a primary resource for campus stakeholders, adept at identifying, troubleshooting, and resolving issues related to student records. This position will coordinate with the Academic and Student Systems Support team to support grades, end-of-session processing, and MAUI Access Security. Additionally, this individual will aid several different academic system areas such as, but not limited to, student program of study, advisor assignment, and graduate exams.

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

Campus Location: UCC

Work Modality: Hybrid/Remote

Percent Time: 100%

What You Do: (Key Areas of Responsibility)

Records Management (PCR2):
Maintain, interpret, and assist students, faculty, staff and public with student records problems or questions.

- Operate as the first level of contact relating to attendance and mid-term reporting, final grades, academic standing, end-of-session processing, student program of study, and advisor assignment.
- Assist in performing quality assurance audits to identify potential issues or risks related to student records and implementing timely solutions.
- Provide consultation and support assistance to collegiate and academic units by providing visibility into how processes operate, what groups are affected, and who should be alerted of problems.
- Monitor and grant access to academic applications in the MAUI student information system, in accordance with FERPA and the UI IT Security Policy.
- Accurately verify and assist in resolving student program of study errors identified within the sync edit.
- Remediate issues involving MAUI Advisor Assignment and student program of study.

<p>Registration and Enrollment Services (PCR2): <i>Coordinate and oversee registration services, course availability and enrollment functions. Assign instructor and advisor assignment. Work within collegiate academic units to maintain collegiate curricular database. Assist with the structure to support the implementation of university policies and procedures with academic/collegiate units. Coordinate collegiate registration processes.</i></p>	<ul style="list-style-type: none"> • Support MAUI development, assist in analyzation of enrollment as it pertains to grade option registrations, GPA calculations, and academic review notations. Assist in resolving problems and escalate appropriately. • Coordinate, maintain and publish grade context calendar dates. Support faculty, staff, parents, and students with inquiries related to grade options, audit registration, and enrollment processes. • Serve as a resource for academic units and departments to promote successful grade related registration by monitoring accurate classification progression, timely grade reporting, and grading schemes aligned with collegiate policy.
<p>Existing Process/System Monitoring, Evaluation & Reengineering (PAB2): <i>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 and maintain delivered solutions</i></p>	<ul style="list-style-type: none"> • Analyze MAUI functionality to proactively identify process gap or disconnects, and drive process improvement initiatives related to student records processes, but not limited to, academic standing grade administration, reports, student program of study and advisor assignment. • Assist in efforts to analyze, test, and implement fixes and enhancements.
<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"> • Collaborate on designing, developing, and testing new MAUI processes and systems to ensure quality and successful implementation. This would include the potential involvement with cross-functional teams to define the product vision, prioritize project backlogs, monitor industry trends, and best practices. • Coordinate with the communications and help site teams to share instructions and constraints with campus partners.
<p>Support, Training, and Implementation (PAB2): <i>Assists in streamlining operations, making our academic systems more efficient and responsive to the needs of our community. With focused support, academic administrators and staff will benefit from timely assistance, leading to higher satisfaction and productivity.</i></p>	<ul style="list-style-type: none"> • Answer high volume of email inquiries by quickly identifying and addressing user system problems, questions, or policy concerns. • Provide support and guidance to users experiencing technical issues relating to MAUI academic systems by assessing the scope of the problem and determining what, if any, resolution steps users have performed. • Identify grade and attendance technical training needs, develop materials, and conduct training sessions, including best practices for utilizing the MAUI student information system. • Maintain and update documentation for grade administration, end-of-session processing, advisor management, student program of study, and academic system security and development.

Universal Competencies

<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 directly or indirectly. Ability to effectively transmit and interpret information through appropriate communication with internal and external customers.</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. Utilizes various methods for information sharing and information gathering. Modifies processes to enhance service.
<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.

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>Academic Support System Administration: <i>Knowledge of the operation and application of computer-based academic support systems; ability to coordinate and support academic activities through an academic support system.</i></p>	<p>Proficiency Level: EXTENSIVE</p> <ul style="list-style-type: none"> • Updates and restructures academic support systems to improve the efficiency of academic information management. • Coaches others on the application of computer-based advising technologies in an academic support system. • Optimizes academic support processes to improve the efficiency of processing academic activities. • Compares the performance of alternative academic support systems and makes recommendations accordingly. • Evaluates the value of an academic support system based on student, advisor, and other user's feedback. • Trains others on resolving major operational problems in an academic support system.
<p>Problem Solving: <i>Knowledge of approaches, tools, techniques for recognizing, anticipating, and resolving organizational, operational or process problems; ability to apply this knowledge appropriately to diverse situations.</i></p>	<p>Proficiency Level: EXTENSIVE</p> <ul style="list-style-type: none"> • Demonstrates extensive proficiency in problem solving and strong organizational skills showing knowledge of techniques and tools that promote effective analysis and create alternative resolution options • 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>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>Specific Function: <i>Knowledge of the major responsibilities, accountabilities, and organization of a specific business function or area of specialization.</i></p>	<p>Proficiency Level: EXTENSIVE</p> <ul style="list-style-type: none"> • Describes the mission, vision and objectives of the function. • Discusses major programs, initiatives, and issues. • Identifies the major units or sub-functions. • Identifies relevant internal and external procedures and regulatory agencies. Discusses the steps and requirements of the business process(es).
<p>Effective Communications: <i>Ability to communicate effectively with individuals at all levels in both an oral and written format. This includes both internal and external constituents.</i></p>	<p>Proficiency Level: WORKING</p> <ul style="list-style-type: none"> • Articulates ideas and information in a clear, concise, and organized manner, ensuring that messages are easily understood by diverse audiences. This includes avoiding unnecessary jargon and tailoring the language to suit the audience's level of understanding. • Avoids technical jargon when inappropriate.

	<ul style="list-style-type: none"> • Actively looks for and considers non-verbal cues from individuals and groups, such as body language and facial expressions, to gauge reactions and adjust communication strategies accordingly. • Listens to feedback without defensiveness, demonstrating an openness to constructive criticism. Uses feedback to enhance personal communication effectiveness and improve interactions with others. • Delivers helpful feedback that focuses on specific behaviors rather than personal attributes, ensuring that the recipient understands the feedback and can act on it without feeling offended or demoralized.
<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 6 months experience working with a student information system in a higher education setting (two- or four-year institutions). • Minimum 6 months experience with administrative and student support services. • Experience reviewing and working with records while adhering to confidential records policies such as FERPA or HIPAA.
<p>Competencies Required</p>	<p>Demonstrates a WORKING proficiency level in:</p> <ul style="list-style-type: none"> • Proficient in using Microsoft Suite (Word, Excel, PowerPoint, Outlook) and Zoom for various tasks, including document creation, data analysis, presentations, and virtual meetings. Able to troubleshoot common issues and utilize advanced features to enhance productivity. • Skilled in managing and prioritizing a diverse workload, balancing daily tasks with long-term projects. Capable of recognizing and performing duties beyond those directly assigned, demonstrating initiative and flexibility in a dynamic environment. • Effective in working collaboratively and creatively with team members and campus stakeholders on complex projects and tasks. Exhibits strong interpersonal skills, fostering a cooperative and innovative work environment. Able to communicate effectively, share ideas, and contribute to team success.
<p>Desirable Qualifications</p>	<ul style="list-style-type: none"> • Demonstrated proficiency in utilizing the University of Iowa's MAUI system for various administrative and academic functions. Familiarity with its features and capabilities to effectively manage tasks and streamline processes. • Hands-on experience in system or product development, including planning, designing, testing, and implementing new systems or products. Ability to manage development projects from inception to completion, ensuring they meet user needs and organizational standards. • Strong analytical skills with the ability to assess complex situations, identify issues, and develop effective solutions. Demonstrated problem-solving abilities, including critical thinking and decision-making skills, to address challenges and improve processes.