



# When I Grow Up, I Want to be a Registrar

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Stefanie Ivan

Registrar, Grant MacEwan College

# My Start in Student Services

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# Years of Collective Experience

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- How many do we have?



# The Context for the Issue

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- 55 staff
- 1 director (administration)
- 2 coordinators (administration)
- 5 managers (supervisory)
- 5 consultants (“junior” managers)

# Context, continued

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- Hiring younger staff members (Generation Y) with Bachelor Degrees
  - Baby Boomer: 1943-60 Shaping events: space race, women's liberation, Vietnam conflict, and the 60s
  - Gen X: 1961-79 Shaping events: Watergate, AIDS rise, Just Say No, Challenger disaster, birth of MTV
  - Gen Y: 1979-97 Shaping events: OJ Simpson trial, Monica Lewinsky, Middle East Conflict, Sadaam Hussein, Oklahoma City Bombing, Columbine shootings, Reality TV, and 9/11  
([http://www.csuchico.edu/pub/inside/2\\_05\\_05/pause.html](http://www.csuchico.edu/pub/inside/2_05_05/pause.html))



# Characteristics of Gen Y

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- “Self esteem” generation
- Value family and time away from work
- High value for education
- Self reliant
- Motivated and goal oriented
- Need to be challenged
- Lofty financial goals/spenders

([http://www.csuchico.edu/pub/inside/2\\_05\\_05/pause.html](http://www.csuchico.edu/pub/inside/2_05_05/pause.html))



# Why Should we Bother?

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- Lack of awareness of profession and intricacies of the work
- Growing number of retirees in student and registrarial affairs
- Desire to preserve the history of the profession
- Generally, we're not good at documenting everything

# Why Bother, con't.

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- Importance of credentials and certification
- Registrar's Offices as training grounds
- Need for new staff to advance
- Difficulty finding professional development for "hard" skills



# Informal and Formal Activities

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- Job shadowing
- Participation in soft skill development workshops/seminars
- Attendances at conferences
- Documentation of processes (but not history of decisions)
- Conferences
- Office training programs

# But is it enough?

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What about...

- Working in an academic environment?
- Hard skills for Registrars, Assistant Registrars, Managers of Admissions, Managers of Registration, Convocation, and so on?
- Enrolment management?
- Student system expertise?
- Resources



# And what about?

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- FOIP as it pertains to post-secondary?



# What do others do?

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- AACRAO: Registrar 101: Program Schedule
- **Day 1**
- 8:15 - 8:45
- *Continental Breakfast*
- 8:45 - 9:00
- Introduction and Workshop Overview
- 9:00 - 10:00
- The Roles of the Registrar: An Overview
- 10:00 - 10:15
- *Break*

# What others do, con't.

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- 10:15 -- 11:00
- Information Sources for Registrars
- 11:00 - 11:15
- *Break*
- 11:15 - 12:00
- Outsourcing Services
- 12:00 - 1:00
- *Lunch (provided)*
- 1:00 - 2:00

# What others do, con't.

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- “No One Told Me That!”: The registration process: Building relationships with students
- 2:00 - 4:30
- A Semester in the Life of a Registrar, Part I:  
Discussion of processes, procedures, and policies  
Break-Out Sessions by Size of School

# What others do, con't.

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## Day 2

- 8:30 - 9:00
- *Continental Breakfast*
- 9:00 - 10:00
- Beyond the Moment of Truth: Building Relationships with Other Departments
- 10:00 - 10:15
- *Break*
- 10:15 - 11:15
- A Semester in the life of a Registrar – Group Discussion, Part II
- Wrap-up and Evaluations



# Proposal

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- A series of Canadian content hard skill courses for practitioners
- Courses can be taken independently or to obtain certification through ARUCC



# Why certification?

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- Career advancement
- Hard professional skills
- Salary issues
- Commitment to the profession
- Commitment to Excellence



# First Steps

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- Survey



# Proposal

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- Start learning experiences with a full day session at the biennial ARUCC conference
- Courses begin after conference
- All courses offered within 2 years
- End learning experience with a full day session at next biennial ARUCC conference



# Development of Course

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- Webct based delivery (perhaps hosted on E-Campus Alberta)
- Follow principles of heutagogy
- Curriculum development
- Instructional design



# Mock Course: Areas of Study

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- Understanding different generations of employees and learners as they pertain to Registrarial Affairs
- Overcoming generational differences between employees and learners
- Working in an academic environment



## Areas of Study, con't.

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- Fundamentals of the job
- Policies, Procedures & Practice
- Accountability and Evaluation
- Records and Confidentiality
- Resources for Registrars



# Learning Objectives (sample)

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## **Unit 3**

- demonstrate an understanding of the three foundations of academic life (U3AC1)
- articulate what a Registrar needs to understand about preparing for working with academics (U3AC1)
- problem solve real life situations regarding working with academics (U3AC2)



## Learning Objectives, con't.

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- prepare thoughtful proposals based on an academic model (U3AC2)
- reflect upon your work in Registrarial Affairs as it pertains to working in an academic environment (U3R1)

# Activities

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- **Activity 1:** Listen to the audio clip (Susan May, Associate Vice President Academic at Grant MacEwan College) as noted under Resource 1 in Unit 3. In U3AC1, discuss the following question: What would you consider to be the two most challenging aspects for you in working in an academic environment? Explain each challenge, why you would consider it a challenge and what you would do to overcome the situation.

U3AC1



# Activity, con't.

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- **Activity 2:** Read the diary entry as noted under Resource 2 in Unit 3. Based on Kitty's experience, what could you offer her in terms of advice before presenting another policy and why? U3AC2
- **Reflection 1:** Write a reflection of your key learning for this week. How does this learning contribute to your work or career aspirations? U3R1



# Round Table Discussion

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- Each table requires a group recorder
- Question 1: Is there a need for hard skill registrarial courses to augment current professional development activities?
- Question 2: How could we organize courses to meet the needs of those in the profession?



## Round Table Discussion, con't.

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- Question 3: What type of content could we offer that would of value?
- Question 4: Open discussion.



# Wrap Up

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- Concerns/questions
- Next steps—no steps?



# Thank you!

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Stefanie Ivan  
Registrar  
Grant MacEwan College  
P.O. Box 1796  
Edmonton, AB  
T5J 2P2  
[ivans@macewan.ca](mailto:ivans@macewan.ca)