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A Qualitative Exploration of Perspectives on the Management and Leadership Role of the Higher Education Registrar

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A Qualitative Exploration of Perspectives on the Management and Leadership Role of the Higher Education Registrar

A Dissertation by

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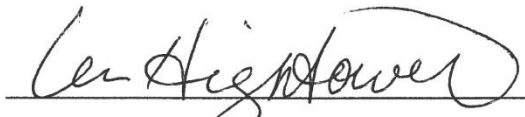 , Dissertation Chair

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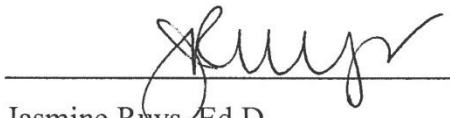 , Committee Member

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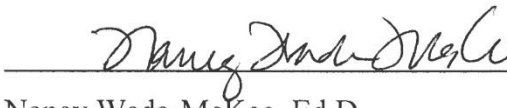 , Committee Member

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ABSTRACT

A Qualitative Exploration of Perspectives on the

Management and Leadership Role of the Higher Education Registrar

by Marlo J. Waters

The higher education environment is currently in a state of transition and uncertainty; institutions must locate, train, and maintain talented individuals in key administrative positions. Against this backdrop, the definitions and responsibilities of individual positions are being altered. Many mid-level administrators now are being expected to assume increasing leadership responsibilities as well as maintain managerial duties. The higher education registrar is a mid-level administrative role that is undergoing this type of transformation. The position of registrar typically is a mid-level administrative position, and the 21st-century registrar is considered to have both management and leadership responsibilities. The purpose of this qualitative study was to describe the management and leadership role of the higher education registrar and the skills needed to fulfill that role, as perceived by registrars, senior-level administrators, and faculty leaders at private, 4-year institutions of higher education in California. For this qualitative ethnographic study, data were collected through registrar job descriptions from 6 institutions and through in-depth interviews with 6 higher education registrars, 6 senior-level administrators, and 6 faculty leaders. All participants perceived the registrar as both manager and leader within the department, but there was disagreement regarding the registrar's role as the institutional leader. Participants identified a variety of factors that were considered to impact the registrar's role as a campus leader. Three management skills (articulate communicator, organized, knowledgeable about higher education) and

2 leadership skills (demonstrates interpersonal skills, visionary and able to see the big picture) were perceived by the study sample as particularly important for the role of the registrar. Each subgroup of participants identified additional skills as particularly crucial. The findings of the study may be used by institutions of higher education to define the registrar's role in the institutional governance structure and to strengthen their human capital. Additionally, the identification of desired skills allows for the development of training programs for current registrars to maximize their potential and succession planning for future registrars to be suitably prepared for this complex administrative role.

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CHAPTER I: INTRODUCTION

The higher education environment is currently in a state of transition and uncertainty. Multiple change drivers have emerged, including alterations to student demographics, advances in technology and globalization, challenges to the traditional model of higher education, and increases in public demand for accountability (Aud et al., 2013; Berdahl, Altbach, & Gumport, 2011; Dew, 2012). It is common to find news reports and opinion pieces regarding the value and future of higher education, and the federal government is devoting considerable attention to the issues of higher education funding and quality (Advisory Committee on Student Financial Assistance, 2011; McKeown-Moak, 2013; Rhodes, 2012). Against this backdrop, individual institutions of higher education are striving to meet the current demands as well as plan for an uncertain future. In order to accomplish these goals, institutions must locate, train, and maintain talented individuals in key administrative positions. These administrators need a variety of skills so that they can be agile and effective in responding to the changing higher education environment (Berdahl et al., 2011; Bryman, 2007; Rosser, 2004; Settoon & Wyld, 2004).

Administrative work involves both management and leadership. These concepts, and the differentiation between them, have been the focus of extensive scholarly research (Carroll & Levy, 2008; Kotter, 1990; Toor & Ofori, 2008). Kotter (1990) defined management as planning, organizing, and monitoring in order to produce an expected outcome. In contrast, leadership involves vision, communication, and motivation in order to produce change. While there are many opinions regarding distinction and interplay between these two concepts, the consensus is that both functions are crucial for

a successful organization (Kotter, 1990; Toor & Ofori, 2008). If management is neglected, then an organization may be unable to fulfill efficiently the core business functions. On the other side of the spectrum, a lack of leadership can result in stagnation and the inability to adapt to a changing environment (Kotter, 1990). Therefore, the administrative team of a higher education institution needs to accomplish a balance between management and leadership, with both functions being successfully implemented.

Within higher education, the role of leader and change agent has traditionally been held by senior-level administrators. However, as changes impact the higher education environment, the definitions and responsibilities of individual positions are being altered. Many mid-level administrators now are being expected to assume increasing leadership responsibilities (Boerner, 2011; Clements, 2013; David, 2010; Filan & Seagren, 2003; Fugazzotto, 2009; Rosser, 2004).

The higher education registrar is a mid-level administrative role that is undergoing this type of transformation. The registrar represents one of the oldest roles within higher education (Quann, 1979). As higher education developed and grew, so did the role of the registrar. In the United States, the professional organization for registrars was established in 1910 (Conner, 1979). This organization grew into the American Association of Collegiate Registrars and Admissions Officers ([AACRAO], 2014), an active professional association which currently boasts over 11,000 members. The role of the registrar evolved against this backdrop. For the first several decades of the organization, AACRAO publications focused on the registrar's role as a manager and functional agent. Within the past decade, the literature reflects the growing complexities

of the role of registrar (Braz, 2012; Epes, 2013; Lauren, 2006). Gone are the days when the primary function of the registrar was to painstakingly produce and maintain all student records by hand. As electronic record keeping has developed, the role of the registrar has shifted to encompass a broader variety of responsibilities.

The registrar now is viewed as a campus leader and change agent (Lauren, 2006), a key player who sits at the hub of a complex academic system and fills an important role within the academic governance system (Braz, 2012; Schipporeit, 2006). With this access comes responsibility: The registrar is expected to work effectively with the members of the faculty, remain sensitive to the needs of internal and external constituencies, monitor trends, and recommend institutional changes based on these observations. As described by Schipporeit (2006), "Full advantage should be taken of this position to influence and direct policy decisions. . . . The registrar is perfectly positioned to provide leadership in this endeavor" (p. 16). The changes within higher education are necessitating an assortment of institutional adjustments in multiple areas, including academic policy, curriculum, accountability, compliance, and student support services. The registrar plays a key role in the institutional change process in these areas.

Overall, as the pace of change has increased in the higher education landscape, so has the complexity of the role of the registrar. Even though the position of registrar typically is situated within middle management, the 21st-century registrar is considered to have both management and leadership responsibilities with a campus-wide impact (Braz, 2012; Epes, 2013; Lauren, 2006).

Background

Three main areas are covered in the background to the research. First, the concepts of management and leadership are reviewed. Second, the role of the mid-level higher education administrator is examined, including the management and leadership functions required of the mid-level administrator. Finally, the role of the higher education registrar is reviewed.

Management and Leadership

The interaction between management and leadership has been the subject of extensive study (Carroll & Levy, 2008; Clements, 2013; Gardner, 1990; Kotter, 1990; Kotterman, 2006; Kumle & Kelly, 2006; Northouse, 2013; Toor & Ofori, 2008; Yukl & Lepsinger, 2005). The concepts have many similarities; they both involve the direction of human resources to accomplish a particular goal. However, scholars have sought to define the concepts and explore the relationship between the two phenomena. For the purposes of this study, leadership is defined as the process of influencing people to achieve organizational goals through visioning, aligning, and motivating (Daft, 2012; Kotter, 1990; Northouse, 2013). In contrast, management is defined as the process of using resources to achieve organizational goals through planning, organizing, and controlling.

In 1977, the *Harvard Business Review* published Zaleznik's article outlining managers and leaders as fundamentally different individuals. Managers were characterized as being rational, stable, controlled, and opposed to taking risks. In contrast, leaders were characterized as being intuitive, comfortable with uncertainty, and willing to take risks. Zaleznik (1977) also indicated that it would be difficult for one

individual to fill the roles of manager and leader simultaneously, as they involve separate and opposing functions. This laid the groundwork for a discussion that has continued for the past several decades. What is the relationship between management and leadership, and can one person fulfill both functions?

Some researchers agree with Zaleznik (1977) that the distinction between management and leadership is significant to the extent that they are difficult to integrate within the practice of one individual (Kotterman, 2006; Kumle & Kelly, 2006). Kotter (1990) disagreed with this premise when building on the work of Zaleznik (1977) to outline a framework for differentiating leadership from management. Kotter (1990) agreed with Zaleznik (1977) that the fundamental difference between management and leadership is the difference in focus: management focuses on order and consistency, whereas leadership focuses on movement and change. However, Kotter (1990) also argued that one individual can function as both manager and leader. In fact, the complexity of the modern environment calls for an increasing number of manager leaders.

Many additional researchers have agreed with the premise that one individual can serve as both manager and leader (Clements, 2013; Gardner, 1990; Toor, 2011; Yukl & Lepsinger, 2005); the call for leadership by managers at multiple levels within organizations has continued to increase accordingly (Clements, 2013; Northouse, 2013). Overall, the literature points to the need to continue exploring the ways that management and leadership intersect and integrate for individuals in administrative positions.

The Mid-Level Higher Education Administrator

Many mid-level higher education administrators find their roles to involve ambiguity and complexity (Clegg & McAuley, 2005; Filan & Seagren, 2003; Mather, Bryan, & Faulkner, 2009). For this study, the mid-level administrator is considered to be an individual with director-level supervisory authority who reports to a senior-level administrator (such as a vice president or president). By definition, the mid-level administrator is in the middle, navigating the space between the expectations of top management and the lived realities of front-line staff. In this process, the mid-level administrator takes on both management and leadership roles.

Much of the literature surrounding the role of mid-level administration focuses on the lived reality of being in the middle (Clegg & McAuley, 2005; David, 2010; Mather et al., 2009; Rosser, 2004). The importance of exploring this lived reality of the middle is illustrated through the work of Rosser (2004), who conducted a national study with 4,000 mid-level higher education administrators. This research demonstrated that mid-level administrator morale and retention is impacted by the quality of the work life. Institutions that wish to retain mid-level administrators should recognize their expertise and contributions as supervisors as well as support the development of positive relationships between mid-level administrators and senior administrators (Rosser, 2004).

Mid-level administrators are managers of people. Staff supervision and performance evaluation comprise a significant portion of the responsibilities of the mid-level higher education administrator (Biddix, 2013; Clegg & McAuley, 2005; David, 2010; Ebbers, Conover, & Samuels, 2010; Filan & Seagren, 2003; Sermersheim & Keim, 2005). In one national study, personnel management was perceived as the second-most

important skill by practicing mid-level administrators in the student affairs area (Sermersheim & Keim, 2005). The majority of these administrators felt confident in their skills as personnel managers, with only 42% indicating a perceived need for continued development in this area.

Mid-level higher education administrators also are expected to function as leaders (Bryman, 2007; Daniel, 2011; Ebbers et al., 2010; Filan & Seagren, 2003; Mather et al., 2009; Rosser, 2004; Sermersheim & Keim, 2005). Sermersheim and Keim (2005) found that "leadership" was perceived as the most important skill for mid-level administrators in the area of student affairs. Additionally, 56% of respondents indicated that they needed continued development in the area of leadership. This need for leadership development was echoed by Daniel (2011), who found that the perceived leadership skills of senior-level student affairs administrators to be higher than the perceived leadership skills of mid-level student affairs administrators. Mid-level administration provides an opportunity and expectation for development of these leadership skills.

Mid-level administrative positions are seen as both training ground and stepping stone for aspiring senior-level administrators (Biddix, 2013; Boerner, 2011; Ebbers et al., 2010; Mather et al., 2009). Ebbers et al. (2010) contended that institutions of higher education need to be strategic in using mid-level administrative positions as training opportunities for future leaders. Colleges are facing a looming leadership gap, and mid-level administrators are prospective candidates for senior-level leadership. Intentional training and succession planning can benefit institutions as they look to fill crucial leadership positions (Ebbers et al., 2010).

The Higher Education Registrar

At the majority of U.S. institutions of higher education, the registrar is a mid-level administrative position (AACRAO, 2007a). This professional position has developed over the past century and currently includes a variety of functions and responsibilities (AACRAO, 2007b; Lauren, 2006). The registrar is the campus administrator responsible for registering students, maintaining student academic records, and ensuring the privacy of confidential student academic data (AACRAO, 2007b; Lauren, 2006; Presswood, 2011). There are a variety of functions covered by this description, incorporating aspects of academics as well as student services.

The position of registrar has a lengthy history within institutions of higher education (Quann, 1979; Young, 2006). The national professional organization was established in 1910 and began writing guidelines for the profession (Conner, 1979). For many decades, the role of the registrar revolved around the logistical functions of record keeping. Registration, course rosters, grades, and transcripts all were created and maintained by hand, first by script and later by typewriter (Quann, 1979). The registrar would oversee a team of data entry staff and was responsible for organizing the flow of massive amounts of paperwork. With advances in technology, the function of the registrar shifted dramatically to incorporate a wider variety of responsibilities, including a continued focus on management and an increased focus on leadership (Lanier, 1995, 2006).

During most of the 20th century, the higher education registrar was management and process focused. The work of the registrar was to plan, organize, and monitor an array of practical functions in order to produce and maintain student records (Lanier,

1995; Quann, 1979). This focus on management continues to this day. The higher education registrar needs to be able to manage a team of staff members in order to accomplish a wide assortment of critical functional tasks (AACRAO, 2007b; Bunis, 2006; Presswood, 2011).

Additionally, the 21st-century higher education registrar is being called to leadership in multiple ways. First, the registrar is a leader within the registrar's department or unit (Bunis, 2006; Epes, 2013). Unlike the registrar of the past, who managed a team of data entry staff, the current registrar leads and mentors a team of professional staff with complex responsibilities and advanced skills (Bunis, 2006; Cramer, 2012; Presswood, 2011). Second, the registrar is a leader within the campus community (Braz, 2012; Fugazzotto, 2009; Reinhart, 2003; Schipporeit, 2006). A variety of trends are impacting higher education, including the credit hour policy, massive open online courses (MOOCs), competency-based learning, data privacy concerns, increased public demands for accountability for student outcomes, changes in student demographics, and federal regulation of higher education quality (Advisory Committee on Student Financial Assistance, 2011; Dennis, 2012; Lorenzetti, 2013; McKeown-Moak, 2013).

As a crucial player within the academic governance system of the institution, the registrar can review these trends and enable the change process (Laudeman, 2006; Pace, 2011; Schipporeit, 2006). As the enforcer of the policies and the guardian of the institutional data, the registrar has a unique perspective and is able to serve as advisor to the various committees within the academic governance structure. The registrar can monitor student progress within the academic domain and identify persistent problems

with regard to academic policy or curriculum. This puts the registrar in a position to suggest policy revisions or adjustments in order to resolve the identified problems (Laudeman, 2006; Schipporeit, 2006). Overall, Schipporeit (2006) stated, the registrar is an academic leader who serves as "a bridge between the wants and needs of students and the demands and concerns of faculty" (p. 16). As institutions navigate the changing higher education environment, the registrar is in a position to serve as a campus leader and change agent.

Statement of the Research Problem

Within the current environment of transition and uncertainty, it is crucial for organizations to attract, train, and maintain talented administrators (Bruck, 2010; Ebbers et al., 2010). Yet the United States is facing a predicted leadership succession crisis as large numbers of baby boomers retire (H. G. Jackson, 2010; Society for Human Resource Management, 2012). A 2012 poll conducted jointly by the Society for Human Resource Management and AARP revealed that 72% of human resource professionals considered "the loss of talented older workers to be 'a problem' or 'a potential problem' for their organizations" (Society for Human Resource Management, 2012, p. 1). H. G. Jackson (2010) reported on multiple studies that predicted a shortage of skilled workers by the year 2020 due to the retirement of seasoned administrators and the lack of development of new administrators to replace those individuals.

In order to prepare for the predicted leadership shortage, the systematic development of promising young talent is considered to be a central goal for organizations (Carman, Leland, & Wilson, 2010; Cascio, 2011). Many researchers are calling for organizations to incorporate more comprehensive and intentional programs of

leadership development and succession planning, and this call extends to the arena of higher education and to mid-level administrators (Ebbers et al., 2010; Filan & Seagren, 2003; Furtek, 2012). As described by Furtek (2012), "Strategically developing leadership is important to the current and future success of higher education. A well-established process for professional learning should guide leadership development" (p. 61). Therefore, leadership development is needed for mid-level educational administrators.

This need for leadership development extends to the role of the higher education registrar. The literature shows that this role has changed over the past few decades, with an increasing emphasis on leadership (Fugazzotto, 2009; Lanier, 2006; Presswood, 2011; Young, 2006). Hurley (2009a) posited that the registrar profession has split into two camps during the 21st century. The first camp is characterized by "a benevolent person who honors traditional registrar standards, yet does little to grow the profession" (Hurley, 2009a, p. 51). The second is characterized by a registrar who overcomes the fear of change and grows into a strong campus leader. According to Hurley, it is crucial to develop more registrars who will fall into the second category.

Presswood (2011) conducted research with registrars and other enrollment managers in conjunction with the AACRAO. The results revealed that registrars displayed weaker leadership skills than other higher education enrollment managers. These results further demonstrate the need for targeted leadership development for registrars. Additionally, Presswood (2011) suggested that further study is needed for researchers to "better define the specific attributes that make an effective registrar" (p. 94) and then create appropriate training programs. Prior to this study, it was unclear what specific management and leadership skills were required for the changing registrar role.

It was imperative to identify these skills so that training programs could be developed for current registrars facing changes in their role. Additionally, the identification of required skills allows for succession planning and training so that new registrars will be suitably prepared.

Purpose Statement

The purpose of this qualitative study was to describe the management and leadership role of the higher education registrar and the skills needed to fulfill that role, as perceived by registrars, senior-level administrators, and faculty leaders at private, 4-year institutions of higher education in California. A secondary purpose of this study was to explore differences between the perceptions of registrars, the perceptions of senior-level administrators, and the perceptions of faculty leaders with regard to the management and leadership role of the higher education registrar and the skills needed to fulfill that role.

Research Questions

The study sought to answer the following questions:

1. How do registrars, senior-level administrators, and faculty leaders perceive the management and leadership role of the higher education registrar within the administrative structure of an institution?
    a) What factors contribute to perceptions of the management and leadership role of the higher education registrar?
2. Are there differences between the perceptions of registrars, the perceptions of senior-level administrators, and the perceptions of faculty leaders with regard to the management and leadership role of the higher education registrar?

3. What management and leadership skills do registrars, senior-level administrators, and faculty leaders consider to be important for the role of the higher education registrar?
    a) What factors contribute to perceptions regarding the skills that are important for the role of the higher education registrar?
4. Are there differences between the perceptions of registrars, the perceptions of senior-level administrators, and the perceptions of faculty leaders with regard to the management and leadership skills important for the role of the higher education registrar?

Significance of the Problem

The role of the mid-level higher education administrator often is ambiguous and complex, and individual administrators benefit from professional development opportunities (Clegg & McAuley, 2005; David, 2010; Mather et al., 2009). Additionally, there is a need to develop leadership potential among mid-level administrators in order to prepare for a potential leadership gap within higher education (Ebbers et al., 2010; Furtek, 2012). Thus it is crucial to identify the management and leadership skills needed by mid-level higher education administrators. Furthermore, higher education organizations are facing a period of uncertainty and change; small, private, tuition-driven colleges are considered to be particularly vulnerable (Baker, Baldwin, & Makker, 2012; Selingo, 2013). In order to survive and thrive in the current environment, institutions need to support mid-level administrators in the implementation of management and leadership skills.

This study added to the literature by exploring the management and leadership skills required by the mid-level administrator at small, private colleges. The study

provided a valuable viewpoint on this phenomenon by examining the perspectives of mid-level administrators, senior-level administrators, and faculty leaders. Additionally, this study added to research regarding the role of the registrar. It built on the work of Reinhart (2003) and Presswood (2011) by examining the role of the registrar as a leader. The previous research in this area utilized quantitative methodologies and focused on the perspective of the registrar. By utilizing qualitative case studies that incorporate the perspectives of registrars as well as senior-level administrators and faculty leaders, this study filled a gap in the literature regarding the role of the registrar.

The results of this study provide a better understanding of the changing role of the registrar and the skills required for that role. Due to the selected methodology, the results are not generalizable. Nonetheless, the results offer perspectives for conceptualizing the role of the registrar within the current higher education environment as well as exploring skills required within the role. These results suggest areas for consideration during hiring and during the professional development process for registrars. Therefore, the results are of practical significance to professional organizations and to individual private institutions of higher education in California.

Definitions

The following definitions were used in this study:

Higher education faculty leader. An institutional faculty member who holds a leadership position in the faculty governance system.

Higher education institution. A postsecondary institution of education that grants degrees and is regionally accredited.

Higher education mid-level administrator. An institutional administrator who reports directly to a senior-level administrator and has director-level or department-level supervisory authority.

Higher education registrar. The institutional administrator responsible for registering students, maintaining student academic records, and ensuring the privacy of confidential student academic data (AACRAO, 2007b; Lauren, 2006; Presswood, 2011).

Higher education senior-level administrator. An institutional administrator who reports directly to the president or board of trustees and is considered to be part of the executive leadership team.

Leadership. The process of influencing people to achieve organizational goals through visioning, aligning, and motivating (Daft, 2012; Kotter, 1990; Northouse, 2013).

Management. The process of using of resources to achieve organizational goals through planning, organizing, and controlling (Daft, 2012; Kotter, 1990; Northouse, 2013).

Delimitations

This study was delimited to registrars and other educational professionals employed at private, not-for-profit, comprehensive, 4-year higher education institutions located within the state of California and enrolling 1,000-7,000 undergraduate students.

Organization of the Study

The remainder of this study is organized into four chapters, followed by the list of references and the appendices. Chapter II provides a comprehensive review of the literature regarding management and leadership, mid-level higher education administration, and the role of the higher education registrar. Chapter III describes the

methodology for the study, including the research design, sample, data collection procedures, and data analysis procedures. Chapter IV presents the study findings through a report on the collected data and the result of the data analysis. Chapter V summarizes the study, covering major findings, implications for actions, recommendations for further research, and concluding remarks.

CHAPTER II: REVIEW OF THE LITERATURE

This chapter presents a review of the relevant literature to provide a conceptual framework for the study. Three main areas are covered. First, the concepts of management and leadership are reviewed, with particular focus on the skills required for managers and leaders. Second is an examination of higher education administration, with attention to the current higher education environment, senior-level administrators, the faculty governance system, and mid-level administrators. Third, the role of the higher education registrar is reviewed, with particular attention to the management and leadership roles of the registrar.

Management and Leadership

Management and leadership are processes used to accomplish organizational goals (Kotter, 1990). This section of the literature review focuses on the definitions of these two concepts, an overview of the major theories regarding management and leadership, and an analysis of the relationship between these two phenomena.

Management

Management is the process of using of resources to achieve organizational goals through planning, organizing, and controlling (Daft, 2012; Griffin, 2011; Kotter, 1990; Northouse, 2013; Schermerhorn, 2011). These tasks are often sequential. First, planning involves the definition of organizational goals and the selection of the methods and timeline that will be used to reach those goals. Next comes organizing, which consists of the deployment of the resources according to the plan, including the assignment of tasks and the delegation of authority. Finally, management involves controlling the activities through monitoring and measuring progress toward the goals and course correcting as

necessary (Daft, 2012; Griffin, 2011; Schermerhorn, 2011). Throughout this process, the manager must work with and through people to accomplish the organizational goals. Insights and methods from behavioral science research have been used to examine the process of supervising and motivating others to accomplish organizational goals (Daft, 2012; Griffin, 2011; Schermerhorn, 2011).

Major management approaches and theories are covered by Daft (2012), Griffin (2011), and Schermerhorn (2011); an overview is provided in Table 1. As illustrated by this table, the field of management study has developed and evolved over the past century. At the beginning of the 20th century, management emerged as a field of study through theories that are now known as the classical management perspective. The classical approach to management is characterized by a rationality that, in essence, treats an organization as a machine (Daft, 2012; Griffin, 2011; Schermerhorn, 2011). In response to this classical approach, the humanistic perspective emerged during the 1920s. The Hawthorne studies were a series of experiments from 1927 to 1932 that focused on human behavior in the workplace; the results of these studies provided the catalyst for the humanist perspective. The humanist perspective focuses on human behaviors and social interactions as central to the work of an organization. The next major development was the quantitative perspective, appearing in the 1940s during World War II. Quantitative analysis uses mathematical and statistical techniques to solve problems and increase efficiency. More recently, management theories have focused on a more integrated view of the organization. The integrated approach perceives the organization as a complex whole that incorporates a variety of interconnected parts (Daft, 2012; Griffin, 2011; Schermerhorn, 2011).

Table 1

Major Management Approaches and Theories

Approach	Theory	Theorist	Basic concepts
Classic	Scientific management	Frederick Taylor (1856-1915)	Improve efficiency via rational, scientific approach to selection, training, and supervision of workers
	Bureaucratic organizations	Max Weber (1864-1920)	The organization should be a rational, equitable, hierarchical, and efficient entity
	Administrative principles	Henri Fayol (1841-1925)	Management of the whole organization through coordination, division of work, and hierarchy
Humanistic	Organizations as communities	Mary Parker Follett (1868-1933)	Organizations are communities of people; focus on social interaction and individual empowerment
	Theory of human needs	Abraham Maslow (1908-1970)	Human behavior is motivated by a hierarchy of needs, with self-actualization at the highest level
	Theory X and Theory Y	Douglas McGregor (1906-1964)	Managers are well served by viewing employees as motivated, capable, and willing
Quantitative	Quantitative approach	Government think tanks	Mathematics and statistics can be used to improve the effectiveness of organizations
Integrated	Organizations as systems	Peter Senge (1947-)	Organizations are interrelated systems; the various parts interact and function as a whole
	Quality management	W. Edwards Deming (1900-1993)	Quality control cannot be consolidated but must permeate the system and include all employees

Note. Adapted from *Management* (10th ed.), by R. L. Daft, pp. 33-54, 2012, Mason, OH: South-Western; *Management* (10th ed.), by R. W. Griffin, pp. 27-46, 2011, Mason, OH: South-Western; *Management* (11th ed.), by J. R. Schermerhorn, Jr., pp. 32-54, 2011, Hoboken, NJ: John Wiley & Sons.

Management today remains a vibrant field of study that incorporates a variety of theories and perspectives (Daft, 2012; Griffin, 2011; Schermerhorn, 2011). Contingency theory posits that there is no universally correct approach to management; rather, the approach must be selected and deployed based on the unique situation. Additionally, applied perspectives have become particularly important. The interest in applied perspectives began with *Concept of the Corporation,* Peter Drucker's 1946 book analyzing General Motors as an organization. Since that time, many books and articles have been written to address management from the applied perspective of an actual organization. Overall, the current study of management involves the integration of various historical perspectives in order to address the realities of a complex modern environment (Daft, 2012; Griffin, 2011; Schermerhorn, 2011).

Leadership

Leadership is the process of influencing people to achieve organizational goals through visioning, aligning, and motivating (Burns, 1978; Daft, 2012; Kotter, 1990; Northouse, 2013). These tasks are often sequential. First, the leader envisions the future desired state for the organization and explores strategies for achieving this goal. Next, the leader works to align people with this vision for the future, convincing others to become committed to the goal and agree to the strategies required for its accomplishment. Finally, the leader motivates people to realize the necessary tasks as well as make any necessary behavioral changes to achieve the common goal (Daft, 2012; Kotter, 1990; McKee, 2011; Northouse, 2013).

As defined by Daft (2012), power is "the potential ability to influence the behavior of others" (p. 442). Therefore, power is central to the concept of leadership.

French and Raven (1962) categorized power into five categories that fit within two main types: positional power (legitimate, reward, and coercive) and personal power (expert and referent). Theorists have continued to build on this conceptualization of power to advance the study of leadership (Daft, 2012; McKee, 2011; Northouse, 2013). Positional power is granted via the organization, as it is based on the position of the leader. Positional power can come from a leader's formalized authority over a subordinate (legitimate power), from a leader's ability to reward another person (reward power), or from a leader's ability to punish another person (coercive power; French & Raven, 1962). In contrast, personal power is granted via internal forces and relies on the leader as a person. Personal power can come from a leader's knowledge and skill (expert power) or from a leader's personal characteristics and ability to earn respect (referent power; French & Raven, 1962). The study of leadership, therefore, is the study of these various sources of power and methods of using them effectively, with most of the emphasis placed on the various forms of personal power (Daft, 2012; McKee, 2011; Northouse, 2013).

Burns (1978) expanded on the work of French and Raven (1962) by exploring the concepts of power, leadership, and followership. Burns (1978) argued that relationships are at the heart of leadership exchanges, and followers are essential participants in the leadership process. To Burns, the study of leadership was "a venture far more intellectually daunting than the study of naked power" (p. 11). Burns saw two types of leadership: transactional and transformational. Transactional leadership is based on exchanges or transactions; essentially, transactional leadership results from the use of positional power. The transactional leader orders, rewards, or coerces the follower to behave in a particular way. This is seen as a less effective and less desirable mode of

leadership (Burns, 1978; Northouse, 2013). In contrast, transformational leadership is based on a genuine engagement and relationship between the leader and the follower. The transformational leader cares about the needs of followers and desires to help people reach their full potential. The transformational leader uses personal power in beneficial ways, inspiring and enabling others (Burns, 1978; Northouse, 2013). This work provided the foundation for a variety of current leadership theories and research, including an entire branch of leadership study: transformational leadership (Northouse, 2013).

A wide variety of leadership theories and approaches have been developed in order to conceptualize the process of using power to influence followers. As shown in Table 2, current popular leadership theories include the trait approach, the skills approach, the situational approach, charismatic leadership, transformational leadership, servant leadership, and authentic leadership (Daft, 2012; Northouse, 2013). These approaches to leadership vary widely but rely on a common assumption: The leader can develop and exhibit particular behaviors and attributes in order to increase personal power and thereby increase influence over other people.

Differentiating Management and Leadership

Zaleznik (1977) is considered to have initiated the dialogue regarding the difference between management and leadership (Clements, 2013; Toor, 2011). In 1977, the *Harvard Business Review* published Zaleznik's article outlining managers and leaders as fundamentally different individuals. Managers were characterized as being rational, stable, controlled, and opposed to taking risks. In contrast, leaders were characterized as being intuitive, comfortable with uncertainty, and willing to take risks. Zaleznik (1977)

Table 2

Major Leadership Approaches and Theories

Theory/ approach	Key theorist	Basic concept
Trait approach	L. R. Goldberg R. M. Stogdill	Successful leaders exhibit certain innate qualities. Also known as the *Great Man* approach. Recent work in the trait approach has focused on the so-called "Big Five" traits of personality.
Skills approach	R. L. Katz M. D. Mumford	Successful leadership consists of certain learned skills. Skills are divided into three areas: technical (working with things), human (working with people), and conceptual (working with ideas).
Situational approach	P. Hersey K. H. Blanchard	The correct approach to leadership depends on the situation. Leaders need to be able to assess situations in order to select the correct leadership style to accomplish the goal.
Charismatic leadership	J. A. Conger R. J. House J. G. Hunt	Charismatic leaders influence others through charisma and energy. These leaders inspire fierce devotion in followers, who often are motivated to self-sacrifice on behalf of the leader's vision
Transforma-tional leadership	B. M. Bass J. M. Burns J. M. Kouzes B. Z. Posner	Transformational leaders bring about personal and organizational change through intangible means, such as innovation, encouragement, authenticity, empowerment, and inspiration.
Servant leadership	R. L. Greenleaf R. C. Liden L. C. Spears	Servant leaders put others first. Through ethical and heartfelt service, these leaders empower others to reach their potential. The leaders and followers work together to serve a greater purpose.
Authentic leadership	B. George R. W. Terry	Authentic leaders know and follow their own purpose, passion, and values. Effective leadership occurs when the leader is true to himself or herself and establishes genuine relationships with others.

Note. Adapted from Management (10th ed.), by R. L. Daft, pp. 421-446, 2012, Mason, OH: South-Western; *Leadership: Theory and Practice* (6th ed.), by P. G. Northouse, pp. 19-375, 2013, Los Angeles, CA: Sage.

argued that organizations need to mentor and develop leaders so as not to be stifled by the impersonal system of management. Zaleznik (1977) also indicated that it would be

difficult for one individual to fill the roles of manager and leader simultaneously, as they involve separate and opposing functions. This laid the groundwork for a discussion that has continued for the past several decades. What is the relationship between management and leadership, and can one person fulfill both functions?

Management and leadership as distinct and contradictory. Some researchers agree with Zaleznik (1977) that the distinction between management and leadership is significant to the extent that they are difficult to integrate within the practice of one individual (Kotterman, 2006; Kumle & Kelly, 2006). Management is perceived as being overemphasized and perhaps even dangerous in comparison to leadership. Kotterman (2006) posited that it is rare for one individual to have strong leadership skills as well as strong management skills: "In large, complex organizations, these two distinct roles are even more difficult to assimilate in one person, and the tendency is to set leadership skills aside in favor of managing the workplace" (p. 16). Kumle and Kelly (2006) went one step further by stating that management controls through fear, hides crucial information from employees, and exploits workers for the good of the organization. In contrast, leadership is honest, empowering, and munificent. Therefore, organizations should seek to develop leaders at all levels instead of allowing employees to default to management (Kumle & Kelly, 2006).

Management and leadership as related and integrated. Kotter (1990) disagreed with this premise when building on the work of Zaleznik (1977) to outline a framework for differentiating leadership from management. Kotter (1990) agreed with Zaleznik (1977) that the fundamental difference between management and leadership is the difference in focus: Leadership focuses on movement and change, whereas

management focuses on order and consistency. However, Kotter (1990) also argued that one individual can function as both manager and leader. In fact, the complexity of the modern environment calls for an increasing number of manager leaders.

> Organizations today normally ask, not one, but many people to help with management because that task is so large and complex. In the past ten to fifteen years, the leadership challenge in most industries has grown to be almost equally as large, if not larger, and the needed response is very much the same . . . more and more people are being asked to play both leadership and management roles. (Kotter, 1990, p. 82)

Kotter (1990) proposed a framework for differentiating management and leadership that is considered to be foundational for any discussion regarding the two phenomena (Clements, 2013; Kotterman, 2006; Northouse, 2013; Toor & Ofori, 2008; Yukl & Lepsinger, 2005). Kotter (1990) perceived managers and leaders as engaging in similar processes; both functions involve the creation of an agenda, the development of a human network for achieving the agenda, and then the execution of the agenda (see Table 3). However, the difference between the two functions is evident in the desired outcomes. Managers seek to produce predictable and consistent results, whereas leaders seek to produce change. Due to this difference in outcomes, management and leadership engage in the administrative process in fundamentally different ways (Kotter, 1990).

Table 3

Kotter's Framework for Comparing Management and Leadership

Function	Management	Leadership
Creation of an agenda	Focused on logistics, such as	Focused on a long-term vision

	planning and budgeting	and a strategy for achieving the vision
Development of a human network to achieve the agenda	Focused on organizing individuals to carry out the logistics outlined in the agenda through structure and monitoring	Focused on aligning people with the long-term vision and strategy through communication and influence
Execution of the agenda	Focused on controlling the process in order to produce the desired results according to specification	Focused on motivating people to change in order to accomplish the vision

Note. Adapted from *A Force for Change: How Leadership Differs From Management*, by John P. Kotter, p. 6, 1990, New York, NY: The Free Press.

Many additional researchers postulated that one individual can serve as both manager and leader (Clements, 2013; Daft, 2012; Gardner, 1990; Toor, 2011; Yukl & Lepsinger, 2005). For example, Gardner (1990) stated that "leadership and management are not the same thing, but they overlap" (p. 14). According to Gardner, all leaders must be able to manage, as it is a task that fits within the framework of leadership. Daft (2012) provided the mirror perspective, stating that all managers must be able to lead, as it is a task that fits within the framework of management. Yukl and Lepsinger (2005) also saw management and leadership as intersecting in significant ways and argued that organizations need individuals who are able to integrate the two functions. Toor (2011) conducted interviews with 49 construction industry executives and found that these particular administrators incorporated both management and leadership within their jobs. Clements (2013) found that executives in nonprofit organizations expect their mid-level managers to be able to exhibit both management and leadership skills in their roles. There is a distinct call for leadership by managers at multiple levels within organizations (Clements, 2013; Northouse, 2013). Overall, the literature points to the need to continue

exploring the ways that management and leadership intersect and integrate for individuals in administrative positions.

The Governance of Higher Education Institutions

The second section of the literature review focuses on the governance of institutions of higher education, with a particular focus on the administrators and governance bodies that are relevant to this study. First, the current higher education environment is surveyed to provide context. Next, the role of the senior-level higher education administrator is reviewed, including the chief academic officer and the chief enrollment officer. Subsequently, the faculty and academic governance system is examined. Finally, the role of the mid-level higher education administrator is studied in order to provide a foundation for understanding the role of the registrar.

The Current Higher Education Environment

U.S. institutions of higher education are experiencing an environment of rapid change and uncertainty (Berdahl et al., 2011). In general, Dew (2012) stated, "Institutions must focus equally on having an effective academic model and an effective financial model in order to be sustainable" (p. 10). These factors often compete, and higher education administrators must make strategic decisions in order to balance academic concerns with financial concerns. Major challenges include issues of accreditation and accountability, concerns regarding financial sustainability, and changes in technology and modes of delivery (Advisory Committee on Student Financial Assistance, 2011; Berdahl et al., 2011; Dew, 2012; Zusman, 2005). These issues shape and impact the work of the current higher education administrator in significant ways.

Accreditation and accountability. For U.S. institutions of higher education, accreditation by one of the six regional accrediting associations is considered the "gold standard" for quality assurance (Eaton, 2012; R. S. Jackson, Davis, & Jackson, 2010). The accreditation process has been undergoing changes due to pressures for accountability. Historically, this process involved a self-review followed by a collegial peer review; the process was conducted periodically, typically every 10 years. However, updated accreditation standards are requiring institutions to provide evidence of educational quality and assessment; the process is ongoing, typically involving a continual assessment process (Bardo, 2009; Eaton, 2012; R. S. Jackson et al., 2010).

This focus on outcomes is being driven by increased public demands for accountability as well as increased federal interest in institutional effectiveness (Eaton, 2012; Rhodes, 2012). As described by Eaton (2012), "The traditional collegial practices of accreditation are increasingly eclipsed by regulatory practices imposed by government, both in the scope and the attention to the details of accreditation practice" (p. 10). The increased expectations for assessment and data reporting have impacted the academic processes of many institutions; changes in teaching practices and assessment procedures are often required. These changes challenge the traditional role of the faculty members in designing the academic program, who are often resistant to making adjustments based on regulatory concerns (Andrade, 2011; Bardo, 2009). Bardo (2009) described the situation as follows: "It is clear that the leadership of higher education institutions will increasingly require negotiation between traditional peer-based assessment and accreditation and increasing national and federal pressures for standardization" (p. 58).

Navigating these challenges is a central concern for today's higher education administrator, particularly those in the academic area.

Financial sustainability. Many of the concerns regarding accountability and regulation are being driven by public response to the increasing costs of higher education. During the past decade, higher education costs continued to rise while the country experienced an economic recession. This led to dissatisfaction and questions on the part of the public and the federal government (Bardo, 2009; Eaton, 2012). The result was increased federal interest in educational standards, with institutions being expected to shoulder a heavier regulatory burden in order to remain eligible for federal funding (Advisory Committee on Student Financial Assistance, 2011; McKee, 2011).

Even though tuition costs have continued to rise and the federal government has continued to provide funding through student aid, institutions of higher education face questions of financial sustainability. Private, nonprofit, tuition-driven institutions are considered particularly vulnerable at this time (Dew, 2012; Selingo, 2013). Many students struggle to afford the cost of tuition. In 2011-2012, the average total cost of attendance for first-time, full-time students was $41,418 at private nonprofit 4-year institutions (Aud et al., 2013). In order to make college more affordable for students, many colleges offer deep discounts in order to reduce the net price. This helps the students but leaves the college with a shortfall in funds (Aud et al., 2013). It is becoming painfully obvious that tuition is no longer sufficient to sustain private, nonprofit, tuition-driven institutions (Baker et al., 2012; Selingo, 2013).

Institutions also are impacted by questions regarding the value of higher education and increasing demands for demonstrable return on investment (Hainline,

Gaines, Feather, Padilla, & Terry, 2010; McKeown-Moak, 2013; Rhodes, 2012). This is a particularly important factor for private, nonprofit, 4-year institutions that are grounded in the liberal arts tradition. The liberal arts curriculum is no longer seen as providing students with the necessary foundation for a profitable career. According to Hainline et al. (2010),

> The economy is changing the roles of educational institutions, student populations, and faculty roles by demanding the leveraging of resources and the integration of outcomes between the private and public sector. Preparing students to be productive members of today's workforce will mean institutions must walk the tightrope between preprofessional subjects and the liberal arts and sciences, ensuring students meet workforce demands and learn practical applications of their knowledge. (p. 10)

Determining alternate sources of revenue, demonstrating the value of the offered product, and achieving financial sustainability are central goals for today's higher education administrator, particularly at private, nonprofit institutions.

Technology and modes of delivery. Technology is another key factor in the current higher education environment. Over the past few decades, technology has fundamentally impacted the modes of educational delivery to students in a variety of ways (Dew, 2012; Hainline et al., 2010; Watson & Watson, 2013). For-profit institutions are enrolling a significant number of undergraduate students through online delivery systems (Aud et al., 2013; Dew, 2012). Massive open online courses (MOOCs) offer inexpensive courses to a large number of students (Dennis, 2012; Watson & Watson, 2013). In response to these developments, many nonprofit institutions have been

implementing online programs to reach new student populations (Dew, 2012; Watson & Watson, 2013). Additionally, on-campus programs are impacted by technology. The content and delivery of curriculum is being altered by technology. The traditional lecture model of education is being replaced by newer pedagogies such as active learning and group work, many of which are enabled by various forms of technology (Hainline et al., 2010; Watson & Watson, 2013). Overall, Watson and Watson (2013) predicted that "a new paradigm of higher education will require immense changes to the core processes of higher education, and educational technology will play a central role" (p. 45).

In order for traditional institutions of higher education to survive and thrive, they will need to make systemic changes (Dew, 2012; Hainline et al., 2010; Watson & Watson, 2013). However, faculty members are often resistant to change, particularly when it involves curriculum and delivery (Hainline et al., 2010). Effective leaders will be required in order for institutions to navigate the change process and to "meet the dynamic and shifting challenges of the information age" (Watson & Watson, 2013, p. 46). This is a central focus of the current higher education administrator.

The Senior-Level Higher Education Administrator

As demonstrated, the current higher education environment is complex; as a result, the role of the senior-level higher education administrator is increasingly complicated (Hartley, Godin, & Council of Independent Colleges, 2010; Niles, 2012; Zusman, 2005). As described by Zusman (2005), the responsibility of senior-level administrators has increased during the 21st century due to the centralization of authority at the top of institutional hierarchies. Zusman stated, "College and university presidents and other top administrators have gained more authority to deal with budget pressures

and external demands for accountability, and continuing pressures make it likely that this trend will continue" (p. 146). While tasked with significant responsibilities and authority, senior-level administrators find themselves squeezed between two separate and powerful groups: the institutional governing board and the institutional faculty members (Birnbaum & Eckel, 2005; Zusman, 2005). Additionally, senior-level administrators often face challenges in working collaboratively as an administrative team consisting of a president and multiple vice presidents (Birnbaum & Eckel, 2005; Dean, 2005; Hartley et al., 2010). The expectations and needs of these internal constituencies must be considered by senior-level administrators while they work to meet the demands of a rapidly changing higher education environment.

The chief academic officer is a senior-level administrator in higher education institutions. The chief academic officer is considered second-in-command to the president at the majority of higher education institutions (Hartley et al., 2010). The chief academic officer oversees the academic program and the academic personnel at an institution (Dean, 2005; Hartley et al., 2010). A variety of responsibilities fall under the purview of the chief academic officer. After conducting a nationwide survey of chief academic officers in conjunction with the Council of Independent Colleges, Hartley et al. (2010) reported that chief academic officers identify the following tasks as their three most important responsibilities: (a) promoting academic quality, (b) setting the academic vision of the institution, and (c) leading change and fostering innovation. These priorities illustrate the scope and content of the work performed by the chief academic officer.

Another senior-level administrative role is that of the chief enrollment officer. The enrollment management field developed within institutions of higher education

during the 1970s, and the role of chief enrollment officer developed accordingly (Niles, 2012). The chief enrollment officer typically oversees student enrollment at an institution, with focus areas including institutional marketing, student recruitment, financial aid programs, and student retention (Liedtke, 2013; Niles, 2012). Both Liedtke (2013) and Niles (2012) found that chief enrollment officers need to have strong communication skills and a commitment to the mission of the institution. Additionally, effective chief enrollment officers are strategic in envisioning the future of the institution and in solving problems.

The Faculty and Academic Governance

The concept of shared governance is embedded strongly within the American higher education environment (Altbach, 2011; Harrington & Slann, 2011; Minor, 2004). As described by Harrington and Slann (2011), "The tradition of shared governance rests on the assumption that faculty should hold a substantive role in decision-making" (p. 1). The shared governance usually operates through a faculty senate, a functional group that exists at approximately 90% of baccalaureate-granting American institutions (Harrington & Slann, 2011; Minor, 2004). The faculty senate typically oversees academic issues such as curriculum, academic policy, tenure, and other faculty issues (Minor, 2004). The work of the faculty senate is often accomplished through committees that report to the senate, such as curriculum committees and academic policy committees (Laudeman, 2006; Minor, 2004; Schipporeit, 2006).

American institutions of higher education have seen an increase in organizational complexity over the past century, and the role of shared governance has been complicated

by this development (Altbach, 2011; Harrington & Slann, 2011). According to Altbach (2011),

> Professorial myths—of collegial decision making, individual autonomy, and the disinterested pursuit of knowledge—have come into conflict with the realities of complex organizational structures and bureaucracies. Important academic decisions are reviewed by a bewildering assortment of committees and administrators. These levels of authority have become more powerful as arbiters of academic decision making. (p. 236)

As indicated by this statement, structural changes have necessitated alterations to institutional governance systems. There are a wide variety of perspectives regarding changes in the scope and function of faculty governance within the current higher education environment (Altbach, 2011; Dean, 2005; Harrington & Slann, 2011; Hartley et al., 2010; Minor, 2004; Zusman, 2005). For the study at hand, it is sufficient to note that faculty governance systems are critical players within the academic governance systems of higher education institutions (Harrington & Slann, 2011; Hartley et al., 2010).

The Mid-Level Higher Education Administrator

Complexity is a hallmark of the role of the mid-level higher education administrator (Clegg & McAuley, 2005; Filan & Seagren, 2003; Mather et al., 2009). For this study, the mid-level administrator is considered to be an individual with director-level supervisory authority who reports to a senior-level administrator (such as a vice president or president). By definition, the mid-level administrator is in the middle, navigating the space between the expectations of top management and the lived realities

of front-line staff members. In this process, the mid-level administrator takes on both management and leadership roles.

The reality of being in the middle. Much of the literature surrounding the role of mid-level administration focuses on the lived reality of being in the middle (Clegg & McAuley, 2005; David, 2010; Mather et al., 2009; Rosser, 2004). Clegg and McAuley (2005) reviewed four different frameworks for conceptualizing the role of the mid-level administrator. First is the mid-level administrator as "representing core organizational values" (p. 22). In this framework, the mid-level administrator functions on behalf of the organization as a cushion between senior administration and front-line staff. Second is the mid-level administrator as a "self-interested agent of control" (p. 22), a redundant and unnecessary layer that inhibits the front-line staff from fulfilling the vision of senior management. Third is the mid-level administrator as "corporate bureaucrat" (p. 22), an individual who is simply an extension of senior administration in order to control front-line staff. Fourth is the mid-level administrator as "a repository of organizational knowledge" (p. 22), a crucial player who operationalizes the strategic goals of the organization in order to empower front-line staff. These frameworks illustrate the complexity inherent in the mid-level role.

David (2010) researched the learning experience of mid-level administrators in the student affairs area of higher education. These administrators have supervisory responsibility but often do not serve as the final decision makers. David (2010) found that mid-level administrators typically learn to navigate this mid-level supervisory role through informal methods and on-the-job experience. Mather et al. (2009) argued for a formal orientation process for these mid-level student affairs administrators. It is

challenging to navigate the middle area between senior administration and front-line staff, and the expectations often are ambiguous for mid-level administrators (Mather et al., 2009). The importance of exploring this lived reality of the middle is illustrated through the work of Rosser (2004), who conducted a national study with 4,000 mid-level higher education administrators. This research demonstrated that mid-level administrator morale and retention is impacted by the quality of the work life. Institutions that wish to retain mid-level administrators should recognize their expertise and contributions as supervisors as well as support the development of positive relationships between mid-level administrators and senior administrators (Rosser, 2004).

Management and functional roles. Mid-level administrators are managers of people. Staff supervision and performance evaluation comprise a significant portion of the responsibilities of the mid-level higher education administrator (Biddix, 2013; Clegg & McAuley, 2005; David, 2010; Ebbers et al., 2010; Filan & Seagren, 2003; Sermersheim & Keim, 2005). In one national study, personnel management was perceived as the second-most important skill by practicing mid-level administrators in the student affairs area (Sermersheim & Keim, 2005). The majority of these administrators felt confident in their skills as personnel managers, with only 42% indicating a perceived need for continued development in this area (Sermersheim & Keim, 2005).

Mid-level administrators also fill functional roles related to the daily business of the institution (Biddix, 2013; Boerner, 2011; Mather et al., 2009; Sermersheim & Keim, 2005). However, skill development within the functional area is considered to be of less importance than skill development as a manager and leader. Mather et al. (2009) stated that past studies "demonstrated less importance for technical characteristics such as

financial management and assessment skills, than for skills such as leadership, personnel management, and communication" (pp. 249-250). This position is supported by the findings of Sermersheim and Keim (2005) with regard to the skills deemed important by mid-level administrators.

Leadership expectations. Mid-level higher education administrators are expected to function as leaders (Bryman, 2007; Daniel, 2011; Ebbers et al., 2010; Filan & Seagren, 2003; Mather et al., 2009; Rosser, 2004; Sermersheim & Keim, 2005). Much has been written regarding the traits and skills of effective higher education leaders at the departmental level (Bryman, 2007). Filan and Seagren (2003) envisioned the mid-level academic administrator as a transformational leader, working to transform the departmental culture in order to meet the needs of a changing student population. They stated, "When [mid-level] academic leaders practice transformational leadership, they become a source of inspiration to faculty, staff, administrators, and students" (p. 26).

Sermersheim and Keim (2005) found that leadership was perceived as the most important skill for mid-level administrators in the area of student affairs. Additionally, 56% of respondents indicated that they needed continued development in the area of leadership. This need for leadership development is echoed by Daniel (2011), who found that the perceived leadership skills of senior-level student affairs administrators to be higher than the perceived leadership skills of mid-level student affairs administrators. Mid-level administration provides an opportunity and expectation for development of these leadership skills.

Mid-level administration as training ground and stepping stone. Mid-level administrative positions are seen as both training ground and stepping stone for aspiring

senior-level administrators (Biddix, 2013; Boerner, 2011; Ebbers et al., 2010; Mather et al., 2009). Biddix (2013) found that the mid-level position of director was the most common path to senior-level administration in the student affairs area. Senior administrators emerged from multiple functional areas; the knowledge of any particular functional area was not considered important for advancement. Instead, opportunities for advancement were enhanced by the acquisition of leadership skills and management experience through mid-level administration (Biddix, 2013). Boerner (2011) researched interim mid-level managers within higher education. These interim managers perceived the experience as an opportunity to develop skills and enhance future employment options. Ebbers et al. (2010) contended that institutions of higher education need to be strategic in using mid-level administrative positions as training opportunities for future leaders. Intentional training and succession planning can benefit institutions as they look to fill crucial leadership positions (Ebbers et al., 2010).

The Higher Education Registrar

The final section of the literature review focuses on the higher education registrar. At the majority of U.S. institutions of higher education, the registrar is a mid-level administrative position (American Association of Collegiate Registrars and Admissions Officers [AACRAO], 2007a). This professional position has developed over the past century and currently includes a variety of functions and responsibilities (AACRAO, 2007b; Lauren, 2006).

The History and Development of the Registrar Role

The position of registrar has a lengthy history within institutions of higher education, although there is some disagreement regarding the exact origins of the

position. Quann (1979) argued that the functional role originated with the beadle in the 12th-century universities of Bologna, Paris, and Oxford. The beadle served as an administrative herald and custodian, making announcements regarding the academic functions of the university as well as monitoring student attendance and other academic issues (Quann, 1979). Young (2006) disagreed and considered the beadle to be separate from the registrar, placing the origin of the role during the 15th century. The first use of the title of registrar is found at Oxford University in 1446, with the primary functions involving secretarial and record-keeping work (Quann, 1979; Young, 2006). Regardless of exact time and place of origin, it is clear that institutions of higher education have incorporated the functional role of registrar for many centuries.

In the United States, most early institutions of higher education treated the registrar position as a part-time role, typically filled by a faculty member. This started to change around the turn of the 20th century, when the registrar began being perceived as a separate profession to be filled by a full-time professional member of the staff (Quann, 1979; Young, 2006). The national professional organization was established in 1910 and began writing guidelines for the profession (Conner, 1979). For much of the 20th century, the role of the registrar revolved around the logistical functions of record keeping. Registration, course rosters, grades, and transcripts all were created and maintained by hand, first by script and later by typewriter (Quann, 1979). The registrar would oversee a team of data entry staff and was responsible for organizing the flow of massive amounts of paperwork.

With advances in technology, the function of the registrar shifted dramatically (Lanier, 1995, 2006; Young, 2006). Registration, course rosters, grades, and transcripts

moved to computerized records that eventually became available online to faculty and student users. With this shift came fears that the position of registrar would become invisible and obsolete (Lanier, 1995, 2006). Instead, the position transformed in order to incorporate a wider variety of responsibilities, including a continued focus on management and an increased focus on leadership. As described by Lanier (2006), "The responsibilities of the Office of the University Registrar have grown far beyond the traditional role of custodian of records and managing records. The registrar choreographs the interaction of students, instructors, and administrators with multiple systems and complex applications" (p. 19).

Registrar Functional Areas and Reporting Line

The functions and reporting line of the registrar are not identical at all institutions of higher education. In fact, there are various names used for the position, including registrar, director of records, director of academic records, and director of enrollment management (Presswood, 2011). Nonetheless, there is a core administrative function of facilitating student enrollment and maintaining student academic data (AACRAO, 2007b; Lauren, 2006; Presswood, 2011). This section of the literature review includes an overview of the typical registrar functions, information regarding the reporting line of the registrar, and a discussion of the interaction between the registrar and the academic governance system of the institution.

The Function of the Registrar

The registrar is the campus administrator responsible for registering students, maintaining student academic records, and ensuring the privacy of confidential student academic data (AACRAO, 2007b; Lauren, 2006; Presswood, 2011). There are a variety

of functions covered by this description. While the functional responsibilities vary from institution to institution, the majority of registrars are responsible for the following: academic policy implementation, evaluation of student transfer credit, student academic program evaluation, determination of student eligibility for graduation, class and classroom scheduling, faculty load reporting, compilation of statistical data in conjunction with institutional research, management of the computerized student record system, and administrative oversight of the registrar's office staff (AACRAO, 2007b; Lauren, 2006; Presswood, 2011). Throughout this process, registrars are expected to provide attentive, high-quality customer service to students as well as other constituent members such as faculty and parents (Lanier, 2006; Young, 2006).

The reporting line of the registrar. On a survey of AACRAO members in 2007 regarding the reporting line of the registrar, 14% of respondents indicated that the registrar reported directly to the president, 58% of respondents indicated that there was one reporting level between the registrar and the president, and another 24% indicated that there were two reporting levels between the registrar and the president. Only 4% of respondents indicated three or more reporting levels between the registrar and the president (AACRAO, 2007a). These findings demonstrated that the majority of higher education institutions position the registrar as a mid-level administrator within the reporting structure.

The functions of the registrar incorporate aspects of academics as well as student services. Therefore, the reporting area of the registrar is not consistent from institution to institution. At some institutions, the registrar is considered to be part of academic administration. At other institutions, the registrar is located within the area of student

services and enrollment. On the 2007 survey, 55% of respondents indicated that the registrar reported to a senior-level academic administrator, and 32% of respondents indicated that the registrar reported to a senior-level student services or enrollment administrator (AACRAO, 2007a).

The registrar and the academic governance system. Regardless of reporting area, the registrar is a crucial player within the academic governance system of the institution (Laudeman, 2006; Pace, 2011; Schipporeit, 2006). According to Pace (2011), the registrar (or designee) should support the academic mission of the institution "by being active on curriculum and academic governance committees" (p. 6). The registrar enforces academic policy and curriculum requirements with the students. However, the registrar typically does not make academic policy or curriculum decisions. Instead, these functions reside with members of the faculty, who enact policy and curriculum through the governance structure (Laudeman, 2006; Schipporeit, 2006).

Nonetheless, Laudeman (2006) stated, "as executor and/or monitor of curricular policies and procedures, the registrar has a responsibility to raise issues across various committee levels" (p. 20). As the enforcer of the policies and the guardian of the institutional data, the registrar has a unique perspective and is able to serve as advisor to the various committees within the governance structure. The registrar can monitor student progress within the academic domain and identify persistent problems with regard to academic policy or curriculum. This puts the registrar in a position to suggest policy revisions or adjustments in order to resolve the identified problems (Laudeman, 2006; Schipporeit, 2006). At many institutions, the registrar serves as a voting member or nonvoting member of key academic committees. At other institutions, the registrar

serves in an advisory role to the committees. Regardless of the exact configuration, the registrar has a role within faculty governance (Pace, 2011).

The Registrar as Manager and Leader

The registrar serves as both a manager and a leader (Braz, 2012; Bunis, 2006; Fugazzotto, 2009; Lauren, 2006; Presswood, 2011). The logistical tasks assigned to the registrar require strong management skills in order to produce consistent outcomes (Bunis, 2006; Lauren, 2006). However, the registrar also serves as change agent and strategic leader for the campus (Presswood, 2011; Schipporeit, 2006).

The registrar as manager. During most of the 20th century, the higher education registrar was management and process focused. The work of the registrar was to plan, organize, and monitor an array of practical functions in order to produce and maintain student records (Lanier, 1995; Quann, 1979). In a particularly colorful turn of phrase, Quann (1979) compared the registrar to a farmer in order to describe the task-oriented nature of the profession: "Registraring, like farming, requires the performance of continuing as well as repetitive tasks, and the effective manager recognizes the value of prior planning and job scheduling" (p. 27). This focus on management of functional tasks continues to this day. However, the focus has shifted as technology has progressed. Lanier (2006) stated, "The registrar now spends more time managing business process systems and less time managing records" (p. 18). The registrar orchestrates a technologically-complex information system in order to facilitate student enrollment and maintain student records (Hurley, 2009a; Lanier, 2006).

Additionally, the higher education registrar needs to be able to manage a team of staff members in order to accomplish a wide assortment of critical functional tasks

(AACRAO, 2007b; Bunis, 2006; Presswood, 2011). The registrar coordinates work assignments, supervises staff members, and oversees a departmental budget (Bunis, 2006; Lanier, 2006). Lanier (2006) described the current higher education environment as complicated; and "the business of the campus is also constantly changing, messy, unordered, and chaotic" (p. 17). However, the policies and curriculum must be implemented consistently. Therefore, much of the work of the registrar involves the successful management of staff members to produce consistent results despite the chaotic environment of higher education (Lanier, 2006). Table 4 presents an overview of the key management functions of the registrar, organized according to the management functional areas identified by Kotter (1990).

The registrar as leader. The 21st-century higher education registrar is being called to leadership in multiple ways. However, the registrar does not always seize the opportunity to serve as a campus leader (Braz, 2012; Bunis, 2006). In fact, Bunis (2006) reported, "Many registrars have a hard time identifying with the leader role. They tend to keep their heads down in the operational details of their office" (p. 48). Understanding the role of the registrar as leader provides a foundation for the development of leadership skills within the role.

First, the registrar is a leader within the registrar's department or unit (Bunis, 2006; Epes, 2013; Pace, 2011). With the technology advances, there have been changes

Table 4

An Overview of Key Management Functions of the Registrar

Functional area (Kotter, 1990)	Management functions of the registrar	References

Creates an agenda through logistics such as planning and budgeting	Compiles, reviews, and reports data for use in decision making	Fugazzotto (2009) Hurley (2009b) Laudeman (2006) Pace (2011)
	Prioritizes resources in order to strategically plan for the completion of assigned tasks	AACRAO (2007b) Laudeman (2006) Lauren (2006)
Organizes individuals through structure and monitoring	Supervises and manages members of the office staff	Bunis (2006) Lauren (2006)
	Manages a variety of processes such as registration and graduation	AACRAO (2007b) Bunis (2006) Lauren (2006) Presswood (2011)
Controls the process in order to produce desired results	Manages a complex technology system	Epes (2013) Hurley (2009b) Lanier (2006) Pace (2011)
	Enforces campus academic and curriculum policies	Epes (2013) Fugazzotto (2009) Laudeman (2006)

in the positions that report to the registrar. Many positions require more training and technical skill than in the past, particularly the positions such as assistant registrar and associate registrar. Unlike the registrar of the past, who managed a team of data entry staff, the current registrar leads and mentors a team of professional staff with complex responsibilities and advanced skills (Bunis, 2006; Cramer, 2012; Lanier, 2006; Pace, 2011; Presswood, 2011). The registrar needs to be able to lead these staff members through change processes in order to move toward the accomplishment of the strategic vision for the department (Bunis, 2006).

Second, the registrar is a leader within the campus community (Braz, 2012; Fugazzotto, 2009; Pace, 2011; Reinhart, 2003; Schipporeit, 2006). A variety of trends

are impacting higher education in ways that involve the registrar. The registrar is in a position to review trends and serve as a campus change agent with regard to student policies and procedures (Laudeman, 2006; Schipporeit, 2006). Additionally, the registrar is at the hub of a complex academic system, providing unique perspective on campus-wide issues (Braz, 2012; Schipporeit, 2006). Overall, the registrar is an academic leader who serves as Schipporeit (2006) stated, "a bridge between the wants and needs of students and the demands and concerns of faculty" (p. 16). Table 5 presents an overview of the key leadership functions of the registrar, organized according to the leadership functional areas identified by Kotter (1990).

The integration of management and leadership. As shown by the literature, registrars need to integrate the functions of management and leadership. There are different frameworks for conceptualizing the balance between these two functions.

Bunis (2006) focused on the registrar as manager, with leadership as a secondary and complementary function. According to Bunis, registrars fundamentally are managers, but "not pure, nose-to-the grindstone managers" (p. 47). The functional work is critical and is the primary focus for the registrar, but the incorporation of leadership skills cannot be ignored (Bunis, 2006).

Presswood (2011) framed the interaction differently by focusing on the registrar as a leader, with management serving as the secondary role. Presswood (2011) viewed the role of the registrar as a "key position whose role [has] changed most dramatically. The registrar position [has] evolved from one of legal implementation of student policies and student privacy to one providing strategic planning and decision making" (p. 13). This shift, as described by Presswood, means that leadership has surpassed management in terms of importance for the role of the registrar.

Table 5

An Overview of Key Leadership Functions of the Registrar

Functional area (Kotter, 1990)	Leadership functions of the registrar	References
Creates an agenda through long-term vision and strategy	Maintains a high-level view of a complex academic system	Braz (2012) Bunis (2006) Lanier (2006) Laudeman (2006) Schipporeit (2006)
	Makes strategic decisions and recommendations regarding academic policy	Laudeman (2006) Pace (2011) Schipporeit (2006)
Aligns people to the vision through communication and influence	Mentors a team of professional staff members	Bunis (2006) Cramer (2012) Lanier (2006) Pace (2011)
	Communicates and persuades to build campus-wide consensus and buy-in regarding academic policy	Braz (2012) Lanier (2006) Laudeman (2006) Pace (2011) Schipporeit (2006)
Motivates people to change in order to accomplish the vision	Serves as a key player in campus change efforts	Braz (2012) Lanier (2006) Reinhart (2003) Schipporeit (2006)
	Supports and motivates registrar office staff members during change efforts	Bunis (2006) Cramer (2012)

Fugazzotto (2009) perceived the registrar as a manager whose position also provides opportunities for strategic leadership:

> Among institutional middle managers, the registrar perhaps represents an anomaly: The nature of registrars' traditional duties, the link between those duties and academics, and the power of technological systems often place registrars in a

better position than other managers to quantify the core academic work of their institutions. Thus, registrars can have great strategic value for their institutions because of their ability to serve as leaders in organizational effectiveness. (p. 42)

In essence, Fugazzotto (2009) saw the managerial and leadership roles as equally important for the registrar. Each of these functions is crucial for the effective functioning of the institution.

Regardless of the framework, it is clear that the role of registrar calls for some sort of balance between management and leadership. The effective registrar of the 21st century serves as both manager and leader (Bunis, 2006; Fugazzotto, 2009; Presswood, 2011).

Summary

The review of the literature reveals a lively scholarly dialogue regarding management and leadership. Both of these fields of study have developed significantly over the past century, and there are a variety of frameworks developed by scholars and practitioners. In the area of management, various theories attempt to identify the best procedures for achieving organizational stability. Successful managers organize and monitor processes; management theorists seek to define the methods that can be implemented to produce the desired outcomes. In the area of leadership, various theories attempt to define the rather ineffable characteristics of influence and charisma. Successful leaders motivate people and align them with a common goal; the multiple leadership approaches endeavor to identify the traits and practices of the successful leader.

There is an overlap between the processes of management and leadership, as they both involve the mobilization of resources to achieve a common goal. Even though some researchers have attempted to draw a sharp distinction between the two concepts, the complexity of today's organizations requires effective management and visionary leadership. Most theorists agree that there is a need for individuals who can serve as both managers and leaders. These are people who can maintain a certain level of organizational stability while also being flexible and inventive in response to a changing external environment.

Higher education is one area where these manager-leaders are in demand. The current higher education environment is being altered in significant ways. Technology has introduced new modes of delivery, the traditional tuition-driven financial model is proving unsustainable, accreditation agencies are demanding data-driven accountability measures, and the federal government is producing a heavier regulatory burden. Individual institutions require effective administrators to navigate these changes. Management is required in order to maintain the stability of the academic enterprise, and leadership is needed to help institutions innovate new strategies for success.

Within this environment, mid-level higher education administrators are being called to seamlessly integrate management and leadership. Mid-level administrators reconcile the expectations of senior-level administrators with the lived reality of front-line staff members. These administrators must effectively manage their departments in order to see to the daily business of the institution. However, they must also be able to lead their team through times of uncertainty and change.

The role of the registrar is a key mid-level higher education administrative role. As the campus administrator responsible for maintaining student academic records, the registrar has a significant impact on the academic operation. Advances in technology have impacted the work of the registrar, who now sits at the hub of a complex academic system that incorporates data, policy, procedures, and people. These changes have led to an increased need for leadership from the registrar. The registrar makes strategic decisions and recommendations regarding academic policy and serves as a key player in campus change efforts. However, there is not a clear framework for balancing the management and leadership functions of the registrar. In order to survive and thrive in the current higher education environment, institutions of higher education need a better understanding of the changing role of the registrar and the skills required for that role.

CHAPTER III: METHODOLOGY

This chapter outlines the methodology that was used for the study. The research purpose statement and questions are defined in order to provide the foundation for the study. This qualitative ethnographic study used a phenomenological approach to explore the perceptions of the role of the higher education registrar. Data were collected through in-depth interviews and document analysis. The population and sample are identified and described in this chapter; interviews were conducted with 18 higher education registrars, senior-level administrators, and faculty leaders. The data collection and analysis procedures are outlined in detail, and limitations of the research design are identified.

Purpose Statement

The purpose of this qualitative study was to describe the management and leadership role of the higher education registrar and the skills needed to fulfill that role, as perceived by registrars, senior-level administrators, and faculty leaders at private, 4-year institutions of higher education in California. A secondary purpose of this study was to explore differences between the perceptions of registrars, the perceptions of senior-level administrators, and the perceptions of faculty leaders with regard to the management and leadership role of the higher education registrar and the skills needed to fulfill that role.

Research Questions

The study sought to answer the following questions:

1. How do registrars, senior-level administrators, and faculty leaders perceive the management and leadership role of the higher education registrar within the administrative structure of an institution?

a) What factors contribute to perceptions of the management and leadership role of the higher education registrar?

2. Are there differences between the perceptions of registrars, the perceptions of senior-level administrators, and the perceptions of faculty leaders with regard to the management and leadership role of the higher education registrar?
3. What management and leadership skills do registrars, senior-level administrators, and faculty leaders consider to be important for the role of the higher education registrar?
   a) What factors contribute to perceptions regarding the skills that are important for the role of the higher education registrar?
4. Are there differences between the perceptions of registrars, the perceptions of senior-level administrators, and the perceptions of faculty leaders with regard to the management and leadership skills important for the role of the higher education registrar?

Research Design

This qualitative ethnographic study used a phenomenological approach to explore the perceptions of the role of the higher education registrar. Data were collected through in-depth interviews and document analysis.

In qualitative research, the researcher uses open-ended approaches to gather data that are narrative in form (as opposed to the numerical data that are gathered in quantitative research). The qualitative researcher analyzes the data to provide rich descriptions of the phenomenon under study and to discover themes and trends (McMillan & Schumacher, 2010; Patten, 2012; Patton, 2002). McMillan and Schumacher (2010) identified nine key characteristics of qualitative research: “natural

settings, context sensitivity, direct data collection, rich narrative description, process orientation, inductive data analysis, participant perspectives, emergent design, and complexity of understanding and explanation" (p. 321). These characteristics illustrate the major concepts that inform the practice of qualitative research.

Qualitative methodology allows for a comprehensive exploration of the phenomenon under study. As described by Patton (2002), "Qualitative methods facilitate study of issues in depth and detail" (p. 14). During this process, the qualitative researcher seeks to understand the reasons behind human behavior. According to McMillan & Schumacher (2010), "Qualitative studies look for the process by which behavior occurs as well as explanations, not just the outcomes or products" (p. 323). The qualitative approach was selected for this study in order to provide this opportunity for a rich exploration of perceptions regarding the current role of the registrar. This exploration included attention to the factors that contribute to these perceptions, providing a more comprehensive understanding of the management and leadership role of the higher education registrar.

Additionally, qualitative methods allow for researchers to explore complex situations from multiple perspectives (McMillan & Schumacher, 2010; Patton, 2002). These perspectives are analyzed from a holistic viewpoint as the researcher seeks to unify these multiple perspectives in order to understand the complex system as a whole. Patton (2002) stated, "The advantage of qualitative portrayals of holistic settings and impacts are that greater attention can be given to nuance, setting, interdependencies, complexities, idiosyncrasies, and context" (p. 60). Therefore, the qualitative methodology aligned with the goals of this research study. Multiple perspectives were explored in order to develop

a holistic understanding of the management and leadership role of the higher education registrar within the complexities of the current higher education environment.

As described by Patten (2012), "Examining perceptions is known as a phenomenological approach to acquiring knowledge" (p. 155). Therefore, this research employed the phenomenological approach; the phenomenon under study was the management and leadership role of the registrar. However, a true phenomenological study does not assume an objective reality. Instead, it assumes and explores multiple realities created through the lived experience of the phenomenon (McMillan & Schumacher, 2010; Patton, 2002). This was not the framework for this study. It is possible for the qualitative researcher to use a phenomenological approach and apply it to another framework (Patton, 2002). In this case, the phenomenological approach of exploring participant perceptions of a phenomenon was applied to an ethnography framework. The purpose of ethnographic research is to describe and understand a culture, including norms and social interactions. The ethnographic researcher analyzes the collected data to identify patterns within the culture and develop rich, multilayered descriptions of the group (McMillan & Schumacher, 2010; Patton, 2002). This framework aligned with the purpose of this study and enabled the detailed description of the role of the registrar within the culture of higher education administration.

Population

The population for the study was the registrars, senior administrators, and faculty leaders at higher education institutions in the United States. In order for a study to be manageable, the researcher typically identifies a smaller target population. The target population is the group of individuals to whom the researcher "intends to generalize the

results" (McMillan & Schumacher, 2010, p. 129). The target population for this study consisted of registrars, senior administrators, and faculty leaders at private, not-for-profit, mid-sized, 4-year institutions of higher education. For the 2013-2014 academic year, there were 736 institutions of higher education in the United States that matched this criteria, 39 of which were in the state of California (National Center for Education Statistics, 2015). The sample was selected from this target population.

The National Center for Education Statistics (2015) provides data regarding these institutions from the 2013-2014 academic year, the most recent year of nationally collected data. The 39 institutions included in the target population enrolled a mean of 2,848 undergraduate students (median: 2,128). The mean baccalaureate graduation rate was 65% (median: 64%), and the mean net price was $28,043 (median: $27,008). The highest degree offered was either a baccalaureate degree (three institutions), a master's degree (17 institutions), or a doctoral degree (19 institutions). These characteristics provide an overview of the type of higher education institution included in the target population. The results of the research will be most relevant to higher education institutions with similar characteristics.

Sample

Purposeful sampling was used for this study. Qualitative research relies on small samples that are selected strategically. According to Patton (2002), "Purposeful sampling focuses on selecting information-rich cases whose study will illuminate the questions under study" (p. 230). For this study, a combination of site selection and criterion sampling were used to identify the participants. Site selection involves the identification of one or more sites for study. As described by McMillan and Schumacher (2010), "Site

selection, in which a site is selected to locate people involved in a particular event, is preferred when the research focus is on complex microprocesses" (p. 326). Site selection involves the identification of criteria required for a site to align with the research problem and purpose (McMillan & Schumacher, 2010). Seven sites were represented through participation, and the following criteria were used to select eligible sites for this study:

1. Private, not-for-profit, comprehensive 4-year higher education institution
2. Mid-sized institution (1,000-7,000 undergraduate students)
3. Located within the state of California
4. Employs a registrar and has a faculty governance system
5. Regionally accredited

Multiple individuals were interviewed from the selected sites for a total of 18 participants. These individuals were identified using a combination of criterion sampling and network sampling (McMillan & Schumacher, 2010; Patton, 2002). Criterion sampling involves the identification of criteria for participation, in this case the functional position held within the institution. Interviews were conducted with individuals who filled the following functional roles:

1. Registrar: The researcher interviewed registrars because they have had direct experience with the phenomenon under study: the management and leadership role of the higher education registrar. When using a phenomenological approach, it is crucial to obtain the perspective of individuals who have lived experience with the phenomenon under study (Patton, 2002). The study included six registrar participants.
2. Senior administrators: The researcher interviewed senior-level administrators who work regularly with the registrar. When seeking administrator participants, the

researcher focused on the areas of academic administration and enrollment management. These particular senior-level administrative areas were targeted for participation because academics and enrollment are the two primary functional realms of the registrar (American Association of Collegiate Registrars and Admissions Officers [AACRAO], 2007a; Young, 2006). The study included six senior administrator participants: three chief academic officers, two chief enrollment officers, and one senior advisor for strategy and planning.

3. Faculty leaders: The researcher interviewed faculty members who have held leadership positions within the faculty governance system and have worked with issues of curriculum and policy. When seeking faculty participants, the researcher focused on individuals who served as academic program directors or as members of academic committees. These particular faculty participants were identified because the registrar works extensively with academic programs and academic committees on issues such as policy and curriculum. According to Laudeman (2006), "The registrar's involvement represents a collegial, unbiased approach concerning policies that are applicable to all students, as well as the institution" (p. 20). This study included six faculty leader participants.

In network sampling, the professional network of the researcher provides the initial pool of potential participants. As the study progresses, the researcher asks study participants to recommend additional candidates for participation based on the desired criteria (McMillan & Schumacher, 2010). This form of sampling is also known as snowball sampling (Patton, 2002).

Unlike quantitative research, there are no formulas for calculating the correct sample size in qualitative inquiry. Instead of identifying a minimum number of participants, the qualitative researcher seeks to develop a sampling strategy that supports and aligns with the stated research purpose and questions (Patton, 2002). Ideally, the goal is to reach a point of data redundancy so that new information is not emerging even when additional participants are included (McMillan & Schumacher, 2010; Patton, 2002). Therefore, the recommended approach is for the researcher to identify a target number of participants based on the purpose and design of the study and then adjust if necessary during the data-collection process (McMillan & Schumacher, 2010; Patton, 2002). For this study, an initial minimum target size of 18 participants was established, with a minimum of six participants in each of the three categories: registrar, senior-level administrator, and faculty leader. This sampling methodology was designed to yield a manageable number of relevant and information-rich participants in each category. After collecting data from the 18 participants, it was determined that the point of data redundancy had been reached and no adjustments were required.

Demographic characteristics provide relevant information regarding the study population and sample (McMillan & Schumacher, 2010; Patten, 2012). During the research, the following demographic information was collected from the participants: gender, ethnicity, highest level of education attained, years within higher education, and years within current position. This information provided a more complete depiction of the population and sample for the study.

Instrumentation

The instrument for this study was a standardized open-ended interview, also known as a semistructured interview (McMillan & Schumacher, 2010; Patten, 2012). For this type of interview, a schedule is developed in advance with the fully worded interview questions. These questions are open-ended yet specific, providing the participant with the opportunity for responding in detail regarding a particular issue. The researcher uses the same interview schedule with all participants. In using the instrument, the researcher also has the ability to use standard probes during the research process in order to obtain additional detail or clarification. This method of interviewing results in the collection of detail-rich data through a consistent and structured process. Additionally, the detailed schedule used in semistructured interviewing allows for quality review and replication (McMillan & Schumacher, 2010; Patton, 2002).

The interview schedule was developed based on the research questions and the theoretical framework provided in the literature review (see Appendix A). In particular, the differentiation between management and leadership as outlined by Kotter (1990) was used as the conceptual grounding for the interview questions. The questions focused on participant experiences and opinions regarding the role of the registrar within the administrative structure of a higher education institution.

Validity and reliability are critical indicators of quality in research (McMillan & Schumacher, 2010; Patten, 2012). In qualitative research, validity requires that the researcher and the participants are in agreement regarding the concepts; McMillan and Schumacher (2010) referred to this as the establishment of "mutual meanings between the participants and the researcher" (p. 330). For this study, validity was established through

two primary methods: participant language and mechanically recorded data (McMillan & Schumacher, 2010). The use of participant language means that the interview questions were designed to use straightforward and understandable wording. Abstract or vague terminology was either avoided or was clearly explained to the participant. For example, participants were provided with the working definitions of "leadership" and "management" for this particular study. This allowed the participant to comprehend the questions and provide informed responses (McMillan & Schumacher, 2010; Patton, 2002). Additionally all interviews were audio recorded and transcribed. This provided an accurate record of each participant's words rather than relying upon the notes and memory of the researcher (McMillan & Schumacher, 2010; Patton, 2002). In order to enhance the accuracy of the data, participants were offered the opportunity to review the completed transcripts and provide corrections and feedback (Patton, 2002). One third of the participants elected to review the transcripts, and all suggested edits were incorporated by the researcher.

Reliability depends on the standardization of the data-collection process (McMillan & Schumacher, 2010; Patten, 2012). In order to establish reliability of the instrument, the same researcher conducted all the interviews. Interviews were conducted face-to-face or via telephone, depending upon the availability of each participant. Regardless of the format, standardization was maintained by using the same interview questions and sequence with each participant (Patton, 2002). Additionally, the use of participant language enhances the reliability of qualitative interviewing (Patton, 2002). The use of vague or confusing wording can lead participants to develop individual interpretations of the questions, which may not align with the intent of the researcher.

This was ameliorated by defining the terminology used in the interview schedule and by using the same clear language with each participant.

Data Collection

Through interviews, Patton (2002) stated, the researcher seeks to "enter into the other person's perspective. Qualitative interviewing begins with the assumption that the perspective of others is meaningful, knowable, and able to be made explicit" (p. 341). The aim of this study was to explore the perceptions of various individuals regarding the management and leadership role of the registrar. In alignment with this purpose, interviews were used as the primary method of data collection. Additionally, the job description of the registrar was collected from six participants, each representing a different institution (McMillan & Schumacher, 2010; Patton, 2002).

Human Subjects Considerations

The research design and interview schedules were approved by the Brandman University Institutional Review Board (BUIRB) prior to data collection (see Appendix B). The data-collection procedures were designed to protect the rights of the participants (McMillan & Schumacher, 2010; Patton, 2002). A formal invitation letter was sent via e-mail to each prospective participant, outlining the study purpose and protocol to enable an informed decision regarding participation (see Appendix C). Participants were provided with the Brandman University "Research Participant's Bill of Rights" via e-mail before the interview (see Appendix D). Participants provided informed consent prior to participating in the study; the consent form included the title of the research project, an explanation of the purpose of the study, a description of the study procedures, a description of the benefits and risks connected to participation, and contact information

for the researchers; a separate consent agreement to permit audio recording; and the option to indicate whether or not the participant wished to review the completed transcript (see Appendix E). All 18 participants consented to having the interview audio recorded, and six of the participants elected to receive the transcript resulting from their interview. The completed informed consent forms were stored in a locked file cabinet in the researcher's office, and a signed copy was provided to participants if they wished to keep it for their records.

The confidentiality of participants was safeguarded (McMillan & Schumacher, 2010; Patton, 2002); participant identities were available only to the researcher and the chair of the dissertation committee. Because the sampling procedures involved the participation of individuals in specified roles, it would be possible to identify individual participants based on the names of the selected sites. Therefore, the names of the institutions were available only to the researcher and the members of the dissertation committee.

The participants were assured of the confidentiality of the data that they shared with the researcher prior to the start of the interview. Some participants mentioned names of specific individuals or specific institutions in the interviews; during the transcription, these names were generalized. The audio files were stored on password-protected electronic devices and available only to the researcher and the chair of the dissertation committee. Once the transcripts had been completed, the audio files were destroyed.

Interview Procedures

Each interview followed the same procedure. Several days before the interview, the researcher sent an e-mail to the participant with the following items as PDF files: the Brandman University "Research Participant's Bill of Rights" (see Appendix D), the informed consent form (see Appendix E), and an outline of the interview questions (see Appendix F). In this e-mail, the researcher also confirmed the upcoming appointment. One participant sent several responses via e-mail prior to the interview and indicated a desire to focus on certain questions in more detail during the interview. The e-mailed responses were appended to the transcript for this participant.

Four of the interviews were conducted face-to-face, and the remaining 14 interviews were conducted via phone. The same protocol was used for both methods, as outlined in the interview schedule (see Appendix A). First, the researcher introduced herself. This was often accompanied by some chatting about generic topics as the researcher and participant became acquainted and developed a rapport. Then the researcher reviewed the purpose of the study and the informed consent paperwork. The participant was provided with the opportunity to ask any questions regarding the study topic and procedures. The researcher verified that the informed consent paperwork had been completed and that the participant had consented to participate in the interview and to have it audio recorded. At this point, the digital audio recorder was started and the researcher provided a reminder that the participant could terminate the interview at any time or decline to answer any particular question.

Next, the researcher commenced the interview questions. During the interview, the researcher followed the recommendation from Patton (2002) to take "strategic and

focused notes" (p. 383). Taking these kinds of notes provided additional structure to the interview and allowed for feedback to the participant regarding the interest of the interviewer and the identification of notable topics (Patton, 2002). As outlined in the schedule, the interview was divided into four parts: (a) demographic questions; (b) background/experience with the registrar role; (c) the registrar as manager and leader, including the framework from Kotter (1990); and (d) overall conclusions. Throughout the interview, the researcher asked follow-up questions to better understand participant perceptions regarding the role of the registrar. At the end of the interview, the participant was asked, "Before we conclude the interview, do you have anything else you would like to say regarding the role of the registrar?" After the participant provided any additional comments, the researcher expressed gratitude for the participation and then formally concluded the interview and turned off the audio recording.

The length of the recorded interviews varied significantly based on the conversational style of the participants. Some participants answered questions succinctly, while others provided more detailed responses. As shown in Table 6, on average, the interviews with faculty leaders were the shortest and the interviews with registrars were the longest. Overall, a total of 10 hours, 33 minutes, and 3 seconds of audio data were recorded, for an average interview length of 35 minutes and 10 seconds.

The researcher also collected registrar job descriptions from six participating institutions. During the informed consent process, registrar participants were notified that they would be asked to provide their job descriptions as part of the study. During the interview, the job description was requested. Five of the registrar participants provided electronic copies of their job descriptions after the conclusion of the interview. The sixth

job description was collected from the institutional website where it was posted as a publicly available document. In order to safeguard the identity of the participants, the researcher reviewed each job description and redacted any references to the name of the institution.

Table 6

Length of Recorded Interviews

Participant group	Shortest	Longest	Average	Total length
Faculty leaders	10:33	41:37	25:12	2:31:13
Registrars	30:11	73:04	51:31	5:09:12
Senior administrators	13:11	57:36	28:46	2:52:38
Total	10:33	73:04	35:10	10:33:03

Data Analysis

This study used inductive analysis with the qualitative data; inductive analysis is the primary approach to qualitative data analysis (McMillan & Schumacher, 2010; Miles, Huberman, & Saldana, 2013; Patton, 2002; Schutt, 2011). Inductive analysis starts with detailed and individualized data that are examined to identify general patterns and themes. The variables and theories emerge from this data-analysis process. This is in direct contrast to deductive analysis, in which predetermined hypotheses are tested for accuracy, typically through a quantitative research process (McMillan & Schumacher, 2010; Miles et al., 2013; Patton, 2002; Schutt, 2011).

Inductive analysis is a complex process that usually involves multiple cycles of exploring the data to refine the findings; as the interpreter of the data, the researcher is a

key component in the qualitative analysis process. Patton (2002) described this process as a "complex and multi-faceted analytical integration of disciplined science, creative artistry, and personal reflexivity" (p. 432). Instead of having a formula or a set list of prescribed steps, the qualitative analysis process is characterized by a certain level of ambiguity (McMillan & Schumacher, 2010; Miles et al., 2013; Patton, 2002; Schutt, 2011). Nonetheless, there are certain key aspects that researchers identify as critical for the qualitative analysis process: (a) collecting and documenting the data, (b) coding and categorizing the data, (c) identifying and legitimizing connections and themes, and (d) depicting and displaying the findings (McMillan & Schumacher, 2010; Miles et al., 2013; Patton, 2002; Schutt, 2011). These steps are not strictly chronological, and the researcher often moves between these various four aspects of the analysis process.

Collecting and Documenting the Data

Qualitative research analysis begins with the data-collection process. This is unlike quantitative research, which draws a firm line between data collection and data analysis. Themes and concepts may begin emerging as the data are collected, providing the researcher with initial ideas regarding categories and possibilities for exploration during analysis (McMillan & Schumacher, 2010; Miles et al., 2013; Patton, 2002; Schutt, 2011). In some qualitative research designs, the instrument may be modified part way through the data-collection process to explore emerging concepts. As this study used a predetermined research schedule, the instrument was not modified in this way. However, the researcher took notes throughout the data-collection process.

The data-collection process yielded six electronic copies of job descriptions and 18 audio recordings of interviews. Prior to data analysis, the recorded interviews

required transcription. As recommended by Patton (2002), the researcher personally transcribed the audio data; "doing some or all of your own interview transcriptions (instead of having them done by a transcriber), for example, provides an opportunity to get immersed in the data, an experience that usually generates emergent insights" (p. 441). During the transcription process, the researcher kept a list of notes regarding emerging themes; these notes provided the foundation for the next step in the data analysis.

Coding and Categorizing the Data

Once the data have been collected and transcribed, the researcher begins coding the data. Coding involves the identification of categories or labels. Initial codes are generated through a reading of the text for individual segments of meaning. For this study, the initial codes were generated using two methods. First, six deductive codes were developed based the conceptual framework from Kotter (1990) regarding management and leadership. Additionally, 45 inductive codes were identified based on the notes taken during the transcription process. Deductive codes allow the researcher to remain grounded in the conceptual framework, while inductive codes allow the researcher to remain grounded in the actual data (Miles et al., 2013). The initial codes were grouped into two main categories based on the research questions. The first category contained 30 initial codes related to perceptions of the management and leadership role of the registrar. The second category contained 21 initial codes related to skills perceived as required for the role of the registrar.

Next, the codes were applied to the transcripts and job descriptions. For this study, the coding was conducted using the NVivo© qualitative data-analysis software.

After the first round of coding was completed, the researcher reviewed the codes for accuracy, redundancy, and comprehensiveness. The researcher listed and defined the codes, then reviewed the list for both coherence and redundancy (Miles et al., 2013). Additionally, the researcher reviewed segments of uncoded text to see if any new codes needed to be developed. Coding is an iterative process; review of the codes and the text is completed multiple times in order to refine the list of codes (McMillan & Schumacher, 2010; Miles et al., 2013; Patton, 2002; Schutt, 2011). This researcher went through this process multiple times in order to produce a final list of 46 codes (see Appendix G). The researcher then reviewed all data with the finalized list of codes to check for accuracy of coding and to make any necessary adjustments.

Identifying and Legitimizing Connections and Themes

As the data were coded and categorized, the researcher began to perceive connections and themes. This identification of overarching patterns is the centerpiece of qualitative data analysis (McMillan & Schumacher, 2010; Miles et al., 2013; Patton, 2002; Schutt, 2011). Once the potential patterns had been identified, the researcher sought to authenticate the patterns as legitimate findings. There are various methods that can be used in this process, including triangulating data from multiple sources, evaluating negative evidence that would not fit the pattern, and searching for other plausible patterns that would fit the data. McMillan and Schumacher (2010) described this process as follows:

> Pattern seeking starts with the researcher's informed hunches about the relationships in the data. It demands a thorough search through the data, challenging each major hunch by looking for negative evidence and alternative

> explanations. The researcher then shifts to a deductive mode of thinking—moving back and forth among codes, categories, and tentative patterns for confirmation. The researcher determines how well the data illuminate the research problem and which data are central. (p. 378)

The researcher went through this process and identified multiple major themes by grouping the codes and evaluating the text.

Once a pattern was identified, it was tested for legitimacy. Miles et al. (2013) referred to this process as "building a logical chain of evidence" (p. 290). The researcher returned to the data to test the identified themes and develop evidence for their validity. To legitimize the theme as a finding, the researcher must be able to demonstrate that the theme is supported by data from multiple participants. The researcher went through this process with particular attention to the different categories of participants (administrators, faculty, and registrars) and different types of sources (interviews and job descriptions). Based on multiple iterations of this process, the researcher disregarded certain potential themes as insufficiently supported and verified certain other themes. In the end, five themes were identified and established as supported by data from multiple sources. These themes became the five broad groups that were used to categorize the codes and organize the findings (see Appendix G).

Throughout the process, qualitative researchers must be reflexive about their impact on the data-collection process and honest regarding personal biases that may be impacting the data-analysis process (McMillan & Schumacher, 2010; Miles et al., 2013; Patton, 2002; Schutt, 2011). For this particular study, the researcher is currently

employed as a higher education registrar and has a variety of experiences and opinions regarding the work of the registrar.

Depicting and Displaying the Findings

The text was central to the qualitative data analysis and presentation of findings. Thick, rich descriptions allow the reader to become immersed in the data, and they lend credibility to the findings (McMillan & Schumacher, 2010; Miles et al., 2013; Patton, 2002; Schutt, 2011). Both phenomenological studies and ethnographic studies use extensive, thick description in the reporting of findings (McMillan & Schumacher, 2010; Patton, 2002). The phenomenologist uses thick descriptions to provide the participant perceptions on a phenomenon, and the ethnographic researcher analyzes the collected data to identify patterns within the culture and develop rich, multilayered descriptions of the group. This study used the phenomenological approach within an ethnographic framework; the researcher sought to develop a description of participant perceptions of a particular phenomenon (the role of the registrar) within the culture of higher education administration (McMillan & Schumacher, 2010). Therefore thick, rich textual descriptions were used in the presentation of the data.

Visual displays are important to the qualitative data-analysis process and can be used to provide interpretation of the data (Miles et al., 2013). These displays can take a variety of forms. A matrix or table is a simple yet powerful visual display that demonstrates relationships between concepts. As described by Miles et al. (2013), "The matrix is a tabular format that collects and arranges data for easy viewing in one place, permits detailed analysis, and sets the stage for later cross-case analysis" (p. 111). Matrices were used extensively to arrange the data and present them to the reader.

Matrices also allowed for comparison of the data collected from different categories of participants.

Limitations

This study was limited by the selected research design. This qualitative study had a small sample size that was not randomly selected. Therefore, the results are not generalizable to a larger population. The semistructured interview methodology also created limitations because the interviewer was not able to change the questions during the interview. Alternate topics may have arisen, but the interviewer was constrained by the topics contained within the interview schedule (Patton, 2002).

This study also was limited by the interview process. Due to the realities of human interaction, there are inherent limitations to data collected via interviews (Patton, 2002). The data can be impacted by the rapport between the interviewee and interviewer as well as personal bias and emotional state during the interview. These are just some of the factors that can influence the ability of the interviewee to provide accurate and comprehensive responses to the interview questions. The quality of the collected data was directly impacted by these factors. Therefore, the research was limited by the accuracy and completeness of the responses provided by the participants.

Summary

This chapter provided an overview of the methodology for the study. The research purpose statement and questions provided the foundation for the study. The selected research design was outlined in detail, including the population and sample, the data-collection procedures, the data-analysis procedures, and the limitations of the study. The next chapter presents the data that were collected during this research project.

CHAPTER IV: RESEARCH, DATA COLLECTION, AND FINDINGS

A review of the literature demonstrated that leadership development is needed for mid-level educational administrators such as registrars (Carman et al., 2010; Cascio, 2011; Fugazzotto, 2009; Presswood, 2011). Therefore, this study focused on defining the management and leadership role of the higher education registrar as well as the skills required for that role. In order to address this topic, the researcher collected six registrar job descriptions and interviewed six registrars, six senior-level administrators, and six faculty leaders at a total of seven different private institutions of higher education in California. This chapter presents the findings of the research. The chapter begins by stating the purpose and research question, followed by a description of the methodology, population, and sample. Finally, the findings for each research question are presented.

Purpose Statement

The purpose of this qualitative study was to describe the management and leadership role of the higher education registrar and the skills needed to fulfill that role, as perceived by registrars, senior-level administrators, and faculty leaders at private, 4-year institutions of higher education in California. A secondary purpose of this study was to explore differences between the perceptions of registrars, the perceptions of senior-level administrators, and the perceptions of faculty leaders with regard to the management and leadership role of the higher education registrar and the skills needed to fulfill that role.

Research Questions

The study sought to answer the following questions:

1. How do registrars, senior-level administrators, and faculty leaders perceive the management and leadership role of the higher education registrar within the administrative structure of an institution?
    a) What factors contribute to perceptions of the management and leadership role of the higher education registrar?
2. Are there differences between the perceptions of registrars, the perceptions of senior-level administrators, and the perceptions of faculty leaders with regard to the management and leadership role of the higher education registrar?
3. What management and leadership skills do registrars, senior-level administrators, and faculty leaders consider to be important for the role of the higher education registrar?
    a) What factors contribute to perceptions regarding the skills that are important for the role of the higher education registrar?
4. Are there differences between the perceptions of registrars, the perceptions of senior-level administrators, and the perceptions of faculty leaders with regard to the management and leadership skills important for the role of the higher education registrar?

Methodology

This qualitative ethnographic study used a phenomenological approach (McMillan & Schumacher, 2010; Patton, 2002) to explore the perceptions of the role of the higher education registrar. Data were collected through in-depth interviews and document analysis. Multiple perspectives were explored in order to develop a holistic understanding of the management and leadership role of the higher education registrar within the complexities of the current higher education environment. The instrument for

this study was a standardized open-ended interview, also known as a semistructured interview (McMillan & Schumacher, 2010; Patten, 2012). The questions were open ended yet specific, providing the participant with the opportunity for responding in detail regarding a particular issue. The interview schedule was developed based on the research questions and the theoretical framework provided in the literature review (see Appendix A). In particular, the differentiation between management and leadership as outlined by Kotter (1990) was used as the conceptual grounding for the interview questions. The questions focused on participant experiences and opinions regarding the role of the registrar within the administrative structure of a higher education institution.

Interviews were conducted face-to-face or via telephone, depending upon the availability of each participant. All interviews were audio recorded and transcribed. Regardless of the format, standardization was maintained by using the same interview questions and sequence with each participant. The research design and interview schedules were approved by the Brandman University Institutional Review Board (BUIRB) prior to data collection. The data-collection procedures were designed to protect the rights of the participants (McMillan & Schumacher, 2010; Patton, 2002). Participant identities and the names of the selected sites were available only to the researcher and the chair of the dissertation committee. The researcher also collected registrar job descriptions from six participating institutions.

This study used inductive analysis to examine detailed and individualized data and identify general patterns and themes (McMillan & Schumacher, 2010; Miles et al., 2013; Patton, 2002; Schutt, 2011). The key aspects that researchers identify as critical for the qualitative analysis process are (a) collecting and documenting the data,

(b) coding and categorizing the data, (c) identifying and legitimizing connections and themes, and (d) depicting and displaying the findings (McMillan & Schumacher, 2010; Miles et al., 2013; Patton, 2002; Schutt, 2011). After collecting the data and preparing them for analysis, the researcher identified an initial list of 51 codes to categorize the data, organized into two broad categories. The codes were applied; then the coding scheme and data were reviewed for comprehensiveness, redundancy, and accuracy. After adding, removing, and combining various codes, the researcher obtained a refined list of 46 codes (see Appendix G). Next, the researcher reviewed the categories to identify and authenticate the connections and themes, organizing the codes into five broad categories and triangulating the data from the multiple sources (McMillan & Schumacher, 2010; Miles et al., 2013; Patton, 2002; Schutt, 2011). Finally, the researcher described and displayed the findings, as provided later in this chapter.

Population and Sample

The population for the study was the registrars, senior administrators, and faculty leaders at higher education institutions in the United States. In order for a study to be manageable, the researcher typically identifies a smaller target population. The target population is the group of individuals to whom the researcher "intends to generalize the results" (McMillan & Schumacher, 2010, p. 129). The target population for this study consisted of registrars, senior administrators, and faculty leaders at private, not-for-profit, mid-sized, 4-year institutions of higher education. For the 2013-2014 academic year, there were 736 institutions of higher education in the United States that matched this criteria, 39 of which were in the state of California (National Center for Education Statistics, 2015). The sample was selected from this target population.

The sample was identified using a combination of site selection, criterion sampling, and network sampling. Seven sites were identified for participation, and a total of 18 participants were recruited from those sites. The sample included six registrars, six senior administrators, and six faculty leaders. Demographic characteristics provide relevant information regarding the study population and sample (McMillan & Schumacher, 2010; Patten, 2012). During the research, the following demographic information was collected from the participants: gender, ethnicity, highest level of education attained, years within higher education, and years within current position. The sample included gender diversity; seven of the participants identified as male, and 11 participants identified as female. Table 7 provides a full breakdown of the participant demographics by gender.

Table 7

Participant Demographics: Gender

Participant group	Male	Female
Faculty leaders	4	2
Registrars	1	5
Senior administrators	2	4
Total	7	11

The sample included little ethnic diversity; 16 of the participants identified as Caucasian, one participant identified as African American, and one participant identified as Asian American. Table 8 provides a full breakdown of the participant demographics by ethnicity.

Table 8

Participant Demographics: Ethnicity

Participant group	African American	Asian American	Caucasian
Faculty leaders	0	0	6
Registrars	1	0	5
Senior administrators	0	1	5
Total	1	1	16

The participants were highly educated. All participants had earned a graduate degree; seven had earned a master's degree, and 11 had earned a doctoral degree. Of the seven participants with a master's degree, four were actively working on requirements for a doctoral degree. Table 9 provides a full breakdown of the participant demographics by highest degree earned.

Table 9

Participant Demographics: Highest Degree

Participant group	Masters earned	Doctorate in process	Doctorate earned
Faculty leaders	0	2	4
Registrars	3	2	1
Senior administrators	0	0	6
Total	3	4	11

The participants also had significant experience within higher education, with the majority of the respondents having more than 20 years of experience working in the field.

Table 10 provides a full breakdown of the participant demographics by length of time working in higher education.

Table 10

Participant Demographics: Length of Time Working in Higher Education

Participant group	< 10 years	10-19 years	20-29 years	30+ years
Faculty leaders	1	2	2	1
Registrars	0	2	2	2
Senior administrators	0	1	3	2
Total	1	5	7	5

The participants had shorter lengths of service within their current position, with the majority of the respondents having less than 20 years of experience within their current role. Table 11 provides a full breakdown of the participant demographics by length of time working in the participant's current position.

Table 11

Participant Demographics: Length of Time Working in Current Position

Participant Group	< 10 years	10-19 years	20-29 years	30+ years
Faculty leaders	2	3	0	1
Registrars	2	4	0	0
Senior administrators	4	1	1	0
Total	8	8	1	1

Presentation of the Data

This section of the report presents the data and resulting findings. These findings are organized in accordance with the four research questions.

Research Question 1

How do registrars, senior-level administrators, and faculty leaders perceive the management and leadership role of the higher education registrar within the administrative structure of an institution? What factors contribute to perceptions of the management and leadership role of the higher education registrar?

In analyzing the data, the researcher found three major themes related to the first research question: (a) perceived categorization of the registrar as manager and leader, (b) factors perceived to make the registrar beneficial as an institutional leader, and (c) factors perceived to impact the ability of the registrar to be an institutional leader. Each of these three themes is depicted and explored in detail in the following sections.

Perceived categorization of the registrar as manager and leader. Each participant was provided with an overview of the framework and definitions from Kotter (1990) as part of the interview. The researcher asked participants if they perceived the registrar as a manager and as a leader according to these definitions. The registrar as a manager was defined as a logistical planner who structures and monitors people in order to produce specified results (Kotter, 1990). The registrar as a leader was defined as a strategic visionary who aligns people with vision in order to bring about change (Kotter, 1990). The researcher also explored the level at which the registrar was expected to serve as a manager and as a leader: within the registrar's department, at a broader institutional level, neither, or both. The job descriptions were reviewed, and the registrar's

administrative tasks were compared against the framework provided by Kotter (1990). All 18 participants and all six of the job descriptions expected the registrar to be both a manager and a leader as defined by Kotter (1990), but there was some disagreement regarding the expectations for the registrar at the broader institutional level. The results are presented in Table 12.

Table 12

Expectations for the Registrar as Manager and Leader

	Participants		Job descriptions	
Expectation	Yes	No	Yes	No
The registrar is expected to be a manager in the registrar's department.	18	0	6	0
The registrar is expected to be a leader in the registrar's department.	18	0	6	0
The registrar is expected to be a manager at a broader institutional level.	16	2	6	0
The registrar is expected to be a leader at a broader institutional level.	14	4	3	3

Perceptions of the registrar as a departmental manager. The findings show that the registrar was perceived as being a manager. All participants and all job descriptions labeled the registrar as a manager within the registrar's department. Management concepts such as organizing systems and directing human resources were seen as part of the daily work of the registrar. Registrars were depicted as "responsible for overseeing the day-to-day operations of the Registrar's Office" (Job Description 6). As departmental manager, the registrar was expected to "organize and administer the records, registration

and graduation functions in order to provide maximum service to students while ensuring efficient and effective workflow" (Job Description 4).

The following description from Registrar Participant 2 is representative of the way that participants defined the departmental management role of the registrar:

> The management piece is from day to day. You have to manage the cycle; the year is a cycle. There is registration and there's graduation, and there's degree awarding in between, and there's grades. It's just this continual cycle that's pretty consistent, largely pretty consistent. So the management is keeping on top of that, not only for consistency for service for students, faculty, and staff, but also for audit purposes. You have to manage the processes. So if someone is out sick you have to have a backup plan, you have to have a contingency. Suddenly there's an overload on one hand, you have cross training. So the management is a day-to-day thing.

This aspect of the registrar's role centered on the functional tasks and supervisory responsibilities assigned to the position.

Perceptions of the registrar as an institutional manager. In addition to managing within the department, the findings depicted the registrar as a manager at a broader institutional level. All of the job descriptions and 16 of the 18 participants described the registrar in this way.

The registrar expected to be an institutional manager. Generally, the institutional management functions included process and policy implementation such as class schedule development, catalog production, policy implementation, and privacy law implementation. For example, Job Description 2 stated that the registrar "advises all

personnel, university wide, relating to the implementation of student academic records policies and procedures; creates and outlines efficient processes for all University personnel who interface with these procedures." The specific example of class scheduling was explained by Administrator Participant 3, who designated the registrar as the "control center" and then elaborated as follows:

> And that just wasn't working for our facilities use, our scheduling use. So I do think the registrar, over time, has done a good job of beginning to pull that into the office of the registrar. When I use the word control center, that's kind of what I mean. They—because of their view and visibility to facilities, student needs, faculty needs—they should be able to organize our institution in such a way that it would be working to maximum efficiency.

When discussing the registrar as an institutional manager at the broader level, the issue of authority and direct reporting was addressed by multiple participants. Administrator Participant 1 expressed her perception of the registrar's management role:

> I think that more subtle thing is the management that they do that's actually not under their direct purview. It's the kind of dotted line managing of, say, people in IT or sometimes even faculty. . . . It's not because those people are necessarily beneath that person in structure. It's more because registrars generally know more than some of the other people in their one little area.

In describing this issue, several participants portrayed the registrar as an influential colleague who can provide valuable information and insights while managing institutional processes. Registrar Participant 4 relayed an anecdote regarding a nurse

providing information to a doctor in a hospital setting as an illustration for the registrar as an informant to faculty and administrators:

> And I would say that that is what the registrar does. The nurses can't tell the doctor what to do. But if the doctor doesn't listen to them he's going to lose some valuable information. I, as the registrar, can't tell a dean what to do. But I certainly can give them some good input and help them see things that are going on in their school that they have no idea about.

Overall, the registrar was perceived the manager of certain institutional systems as well as a collaborator with academic personnel in the implementation of those systems.

The registrar not expected to be an institutional manager. There were two participants (Administrator Participant 4 and Faculty Participant 4) who stated that they did not see the registrar as a manager at the broader institutional level. They both discussed this topic in a hierarchical manner and saw the registrar's management role as limited to areas of direct supervision over other employees. In discussing the registrar as a manager, Faculty Participant 4 saw the registrar as follows: "I see them as a manager of their department . . . as a representative of their department to leadership or management groups. But I don't see them as necessarily higher than any other."

However, in talking about the role of the registrar, each of these participants discussed institutional management processes similar to those identified by other participants. Faculty Participant 4 discussed the role of the registrar in relation to catalog production, curriculum review, and technology system implementation. Administrator Participant 4 described the registrar as follows: "He is great at helping us manage all of our academic policies. He works very carefully with faculty in developing our academic

calendar. He, of course, schedules all of our classes." These are some of the same institutional functions that other participants perceived as illustrating the registrar's institutional management role. Therefore, these participants did expect the registrar to participate in managing institutional processes, even though they did not label the registrar as an institutional manager, per se.

Perceptions of the registrar as a departmental leader. The findings also show that the registrar was perceived as being a leader. All participants and all job descriptions labeled the registrar as a leader within the registrar's department. The registrar was perceived as creating the vision for the department, spearheading departmental change initiatives, and motivating departmental employees. As outlined in the job descriptions, the registrar "provides leadership to plan, organize and manage all of the activities related to the records and registration" (Job Description 3) and "provides the strategic plan and direction for all registrar functions and tracks the completion of departmental goals" (Job Description 6). Registrar Participant 2 defined her perceived responsibilities in this area:

> You have to have an end goal in mind to constantly keep in front of people, so that when they're bogged down in purging paper files, they get why they're doing it and they will do it with higher engagement, which means that there will be less errors. It's for keeping the vision in front of your people, especially in this changing world of higher education. If you don't keep that vision ahead, you will get bogged down in the day to day and how you've always done it.

When faculty and administrators talked about the registrar as departmental leader, they focused on the impact of the department on the rest of the campus. The functions of the registrar's department were seen as critical for the institution; as such, there was an

expectation that the registrar's leadership was needed for the departmental personnel to function effectively and harmoniously. As explained by Faculty Participant 6,

> I wouldn't know what happens within the four walls of the department. I have a sense that things go pretty well; it seems like an amicable group; people learn their jobs quickly and that all doesn't happen without a cohesive group and some leadership skills.

In sum, the registrar was expected to be able to lead a team of professional staff in order to meet the needs of the institution and its constituents.

Perceptions of the registrar as an institutional leader. There were a variety of perceptions expressed regarding the registrar as an institutional leader. Fourteen participants (78%) expected the registrar to be an institutional leader, although nine of these participants noted that they had observed times when this expectation did not translate into reality. The remaining four participants (22%) perceived the registrar as not being involved in leadership at an institutional level. The job descriptions were split as well; three included language regarding institutional leadership, and three did not include such language.

The registrar expected to be an institutional leader. Three of the job descriptions described the registrar as part of institutional leadership initiatives. For example, Job Description 1 stated that the registrar "works with faculty and administrators to evaluate, develop and implement university policies and procedures, in conjunction with the strategic academic and institutional plans." The 14 participants who viewed the registrar as an institutional leader mirrored these descriptions; they described the registrar as

thinking about the future of the institution and influencing decisions. Administrator Participant 2 expressed the concept as follows:

> If a person is really in that leadership role and thinking down to the future, there are all kinds of little decisions that we make every day that take us down directions that we might not really want to go if we were forward thinking enough to think, "What does this mean?" So this is where I think a registrar actually can play a terrific role.

Faculty Participant 3 used the specific example of curriculum revision (involving minors for the baccalaureate degree curriculum) to illustrate his experience with the registrar as a leader:

> The discussion about minors. I leaned on, and I saw other people leaning on the registrar: "Well, so we kind of know what our minors are like, but what are everyone else's minors like?" So in terms of thinking about it, looking forward into what role should minors play on the campus, I think the registrar needed to be a leader in that place. Wasn't just giving numbers but in talking about minors and the way people use them and having your head wrapped around that topic. And then if we change things, what are some of the pathways that might take us.

These participants expressed confidence in the registrar as a leader who participates in the visioning process and who influences other individuals for change.

However, nine of these 14 participants noted that there were times when they had observed a registrar who was not able to function as an institutional leader. Administrator Participant 6 talked about her frustration that her current institution did not allow the registrar to be a leader:

> I would have to say that I do believe the registrar should be seen in higher ed as a colleague with the academic leadership team. Part and parcel of the academic leadership team. What would it be like here where I am now if the registrar sat with the deans for problem solving? My guess is that instead of tossing ideas around, we would have somebody who would be looking at it and saying, "Yeah, I can get you data on that. Well, have you thought of solving it this way or that way?" And we would be stronger.

A similar perspective was provided by Registrar Participant 3, who expressed the opinion that the registrar should be allowed to participate in leadership at the institutional level:

> Their perspective, because, like I said, they influence such a big portion of the institution and they interface with almost everybody. And so registrars have good things to say, and they should at least be heard and they should be provided that leadership, to not only influence their department but to influence the larger institution overall.

Overall, these participants expected the registrar to be a leader at the institutional level and detailed the benefits experienced by the institution when the registrar was able to step into that role.

The registrar not expected to be an institutional leader. There were four participants (one registrar, one senior administrator, and two faculty members) who did not see the registrar as an institutional leader. These four participants expressed the opinion that they saw the registrar's leadership role confined to the department. For example, Administrator Participant 4 expressed his opinion that institutional visioning happened at a level above the registrar:

> You know, the role of the registrar, it kind of has to follow the lead related to the strategic plan of the institution. I don't know, to be honest, the registrar doesn't have a say necessarily in the types of change that he or she has to take on; they have to stay in alignment with the strategic direction of the institution.

This perspective was echoed by Registrar Participant 5, who defined and delineated her leadership role:

> I think I'm perceived as a leader in my department, and my department interacts with different areas, but I'm not the one for the institution, like casting a vision. . . . [I'm] managing what's coming through. We might help with some of the details, like is this course going to be required for the major or is it an elective. But those are all questions where I can't make any decisions.

Two faculty leaders provided similar descriptions of the registrar's leadership role, as characterized by the following statement from Faculty Participant 2:

> I see them as being more of a leader at their department level. Because while they know a little bit about a lot of things, I don't think they know necessarily a lot about what other departments on campus are doing. I think their focus is somewhat narrow when you consider the institution as a whole.

The opinions of these participants demonstrate that there are some academic professionals who do not expect the leadership role of the registrar to extend beyond the realm of the registrar's department.

Factors perceived to make the registrar beneficial as an institutional leader. Through an analysis of the job descriptions and the interview data, there were multiple characteristics that emerged regarding the benefits of having the registrar as an

institutional leader. The common theme of these characteristics is that they depicted the registrar at the hub of the academic endeavor and as the institution's "living catalog" (Administrator Participant 5). As such, the registrar was considered to have a unique, comprehensive, wide-ranging viewpoint on the institution's programs and constituents. Six related characteristics were identified during the analysis of the data, and each of these characteristics was perceived by participants as being unique or informative to the registrar as an institutional-level leader. Table 13 presents an overview of these characteristics, the frequency of their occurrence within the two types of data sources (participant interviews and job descriptions), and major themes discussed in connection with these characteristics.

Access to data. The first characteristic, access to data, refers to the registrar's hands-on connection to technology and student data. Access to data was referenced in all six job descriptions and in ten interviews; the registrar was seen as having the ability to access, report, analyze, and interpret these data. The registrar "produces student data reports for faculty, students and staff and provides detailed and complex reports to national and federal agencies such as NCAA, IPEDS and Veteran Affairs" (Job Description 6). Administrator Participant 6 explained the registrar's perceived unique relationship to data:

> This is the thing where the registrar has something that the rest of us don't have readily available at our fingertips, which is data. So if you can show your rationale with data, it's pretty hard to argue with.

Table 13

Factors Perceived to Make the Registrar Beneficial as an Institutional Leader

Characteristic	Interviews	Job descr.	Themes
Access to data	10	6	• Manages data using technology • Knows the institutional data well and can review it for accuracy • Sees trends in data • Creates reports for the institution
Committee work	11	4	• Serves on many committees • Brings institutional knowledge and memory to committees • Provides consistency and continuity as an ex-officio committee member
Institutional memory	7	6	• Archives historical academic information about the institution • Informs and reminds others about the institutional history • Acts as guardian of academic records and traditions
Knows academics as a whole	7	5	• Interacts with all academic units and programs • Manages the entire curriculum • Brings an objective perspective regarding academic issues
Networking and best practices	9	4	• Is connected to colleagues at other institutions • Stays abreast of trends and best practices within higher education • Makes suggestions for institutional implementation of best practices
Works with many constituents	7	6	• Collaborates with faculty and other academic personnel • Works with various offices and administrators around campus • Serves needs of applicants, students, and alumni

Registrar Participant 4 talked about intentionally staying connected to the database so that she could access and understand data in a practical way:

> I kept very close to the database so I had a very intimate relationship with it as far as being able to say, "Okay, that sounds like a good idea" or "Okay, let's think about how that's going to work with the database." So things weren't getting away from me. But I also, when I was looking into the future, had a better handle on understanding where we needed to go and what the possibilities may be.

In sum, the registrar was perceived as an administrator with unique privileges and responsibilities due to a close connection to data.

Committee work. The second characteristic that emerged was the registrar as an administrator who participates in extensive committee work. The participating registrars were asked about their committee involvement, and each participant listed membership on four to eight institutional committees and task forces. Committee responsibilities were outlined in most of the job descriptions. Administrator Participant 5 described the way that this regular committee involvement benefitted the institution:

> I think there is also a continuity factor of having the registrar on the important committees year after year after year. Kind of like the civil servant as opposed to the politician. Politicians come and go; the civil servant is always there, provides history, provides background, and stuff like that. And, you hope, gradually provides wisdom, potentially.

This is illustrative of the way that the registrar as an ex officio committee member was perceived as an individual with unique perspective regarding the governance structure of an institution.

Institutional memory. All job descriptions designated the registrar as the archivist or custodian of institutional academic records, and seven participants expanded on this role by describing the registrar as the keeper of institutional memory. The registrar "obtains, safeguards, and maintains the integrity and confidentiality of current and former student academic records" (Job Description 5). The registrar was perceived as an employee with a close connection to the academic traditions and the past actions of an institution. This unique duty was outlined by Administrator Participant 2:

> Well, a registrar has a very special responsibility within an institution in that he or she, in many ways, becomes the keeper of the record. But more than a keeper of the record, there's an institutional memory that very often isn't saved in any other way than in the mind of the person who does this job.

As the institutional archivist, the registrar was considered to have a responsibility to share this information with others so that decisions could be grounded in an understanding of the past.

Knows academics as a whole. Seven participants and four job descriptions referred to the registrar's knowledge of the academic program as a whole. The registrar was perceived as an employee with a comprehensive view of the academic curriculum and process. Administrator Participant 1 explained the uniqueness of this role:

> So the registrar kind of holds whole the curriculum in ways that most faculty don't. The provost's office, or academic affairs, does on some level. But the registrar holds whole in a really tactical operational way that most academic affairs people are too far removed from.

Faculty Participant 6 expressed the way that this characteristic impacted her perspective on the registrar:

> Because in our own department we do our own little thing, but [the registrar] has a view of all of the departments. So she's able to make suggestions based on her expertise but also on her view, I think, that's more global of what's going on on campus. Which is very helpful.

Several other participants echoed the views of this faculty member when talking about the viewpoint of the registrar. Because the registrar was not situated within a particular school or department, this individual was perceived as having an objective and impartial view of the academic program. Registrar Participant 1 expanded on the value of this role:

> I have a perspective on the curriculum that is not loyal, pledged or bought by anyone . . . because I'm not tied to a job that is supported by that department. I have a loyalty to the faculty because I love them, but I can see it with different eyes. And I think that is a really, really key thing.

Taken together, these perspectives depict the registrar as an individual with a unique view of the curriculum and policy for an institution.

Networking and best practices. Nine participants and four job descriptions addressed the topic of the registrar as a networker with other institutions in order to stay abreast of trends and best practices within relevant areas of higher education. Registrars were perceived as being connected to a professional network that could inform academic policy and curriculum within the home institution. For example, Job Description 5 instructed the registrar to "keeps abreast of current developments, processes, and policies in the field in order to advise the university concerning the implementation of academic

policies and procedures relating to student academic records and registration." Faculty Participant 3 described his experience with the registrar in this way:

> And then the interface with other institutions was really important. We depended on that; I depended on that at all the levels that I was at. But I depended on the registrar to be the one who had a handle on that, to be the lead on that. I just didn't see that as my role, I didn't interface with them.

Registrar Participant 4 elaborated on this concept by talking about the value provided to her own institution through her participation in conferences and professional development:

> That's why we go to conferences—we're always looking at the vision and thinking about the vision for our own institution. We're not just going to conferences and having someone tell us how to do it. You get ideas and think about how that will work for your own institution. And you come up with your own ideas.

On the whole, this theme depicts the registrar as a connected professional who positively impacts the institution.

Works with many constituents. The final unique characteristic that emerged was the concept of the registrar as interfacing with multiple constituents. Seven participants and all six job descriptions referred to this phenomenon. Job Description 1 provides an example:

> [The registrar] collaborates and works closely with academic deans and department chairs as well as university administration, Business Services, Financial Aid, Academic Advising and Support Services, Admissions,

> Professional & Continuing Education, Honors advisors, the Director of Institutional Research, the Dean of Students, the VP for Student Life & Enrollment Management, and the Associate VP for Academic Affairs.

Faculty Participant 6 described the registrar's centrality as part of their administrative role:

> What I would say is unique is that the registrar, in essence, controls all of this thing that is education. And there's not . . . I mean, the registrar's fingers are on so many aspects of the campus. I suppose the registrar doesn't interact quite so much with the social side of things, the student life bit of things, but with every bit of academic thing.

This perspective was echoed by Registrar Participant 3, who depicted his role as uniquely connected to a wide variety of individuals:

> But the registrar crosses all of the boundaries. The clientele are the students, the faculty, the staff, the people that are outside the institution. . . . And so I don't know of another position on campus that has so many different connection points.

The picture that emerged from these descriptions was the concept of the registrar as an administrator that interfaces with a wide variety of constituents, both academic and nonacademic.

Factors perceived to impact the registrar's ability to be an institutional leader. As shown earlier, participant perspectives varied regarding the registrar as a leader at the institutional level; 28% of participants saw the registrar as an institutional leader in reality, 50% saw the registrar as an institutional leader in an ideal world, and 22% did not see the registrar as an institutional leader. As the participants talked about

these concepts, they addressed factors that influenced these perspectives. Based on this discussion, five factors emerged that potentially impact the registrar's ability to be an institutional leader. Two factors are related to the characteristics of the registrar, and the other three factors are related to the characteristics of the institution. These factors are outlined in Table 14 along with the frequency of their occurrence within participant interviews and the major themes discussed.

Table 14

Factors Perceived to Impact the Registrar's Ability to be an Institutional Leader

Factor	Interviews	Themes
		Registrar factors
Leadership abilities of the registrar	9	• Registrars do not always have cultivated leadership abilities • Some hires are not prepared to step into a leadership role
Registrar role perceptions	6	• Historically, the role of the registrar has not been perceived as a leadership role • The profession has often focused on functions and regulations
		Institutional factors
Administrative support	5	• A registrar can only serve as a leader with the support of senior administration • Some senior administrators do not see the registrar as having an institutional leadership role
Culture and status	7	• The registrar has a perceived status within the governance structure • It is critical to have the respect of the faculty in order to be an academic leader
Institutional context	4	• The first order of business for the registrar is to maintain a sense of stability and consistency through management

Leadership abilities of the registrar. The most frequently-referenced factor was the leadership abilities of the registrar, with half of the participants discussing this issue. These discussions focused on the experience and skills of the registrar, with the perception that a lack of cultivated leadership abilities would inhibit the registrar from serving as an institutional leader. Registrar Participant 1 stated the concept as follows:

> If you're not able to change, you're certainly not going to be invited to be a part of strategy or change. If you are obviously a person who doesn't value or handle change. Where would I rather be? There are days when I would rather be counting beans, but that's not as interesting.

Several participants referred to the ways that this concept played into the hiring process for a registrar. Administrator Participant 1 expressed her opinion that leadership capacity was often overlooked during the registrar search process:

> And this is where I think people make big mistakes in picking registrars. Because they think, oh, they're just going to sit there and do course registration. But it's the other stuff that actually makes or breaks the success of the registrar's office.

Registrar Participant 2 shared her perspective on the hiring process and the desired registrar characteristics as involving leadership:

> I really think that an institution, when they're looking for someone to fill the position of registrar, shouldn't just look for the person with the most experience. They should look for someone who has the most balanced capabilities when it comes to management and leadership. I've seen many people step into the position because they were next in line in virtue of length of time; for example, they were in the assistant director positon. And that is not always a good fit. So

> the registrar isn't just based on experience; it's also based on cultivated capabilities.

Faculty Participant 5 talked about his recent experience with a registrar who resigned, and he saw this as an illustration of the complexity of the role:

> And that's just taking a case in point here where we lost the registrar we had. The mistake was made by hiring the person in the first place. It wasn't the person's fault that they had no idea what they were getting into.

Overall, the participants expressed the perspective that the registrar had to display leadership ability in order to step into an institutional leadership role but that this factor was often overlooked during the registrar hiring process.

Registrar role perceptions. Another identified factor was the concept of the registrar profession and the development opportunities within the profession. Six participants described perceiving the traditional role as management focused but then discussed an evolution in the role to incorporate leadership. Registrar Participant 1 explained her perception of this phenomenon, including some of the historical stereotypes regarding the role:

> I have to say, in all honesty, our profession has a bad reputation for some very good reasons. Because there have been a lot of cases, and sort of an ethos, of the registrar's office as the bad cop, the bean counters, all of that stuff, and it doesn't touch on any of the things we have been talking about.

Registrar Participant 6 expressed her perception of the changes in the role by examining the historical stereotypes regarding the rigidity of the role and then describing ways that her current colleagues are breaking these stereotypes:

> I think our registrar community as a group, there almost to me seems like "old guard" and "new guard," if I can say that. There are the people who are really like, "We are about the rules." I've even heard people say, "The registrar's office is the police. They maintain order and they're going to make sure the rules and the laws are followed." And I definitely feel like yes, we have to up hold the policies of the college. And then there is the other side where it's like, "OK, we understand what the rules are, but this rule doesn't make any sense so let's change this rule." Or "Yeah, we used to have somebody fill out 15 forms to do this, but somebody can just send me an e-mail and I'll take care of it." So a lot more flexible and a lot more getting things done at the time that someone approaches you. . . . And so I've seen these types of things changing. And people also looking to registrars as leaders. I see a lot of my colleagues, they're leaders at their institutions. They're highly respected and sought out for their advice about things at the college at that leadership level. So I see that role evolving for us as well.

Administrator Participant 2 mirrored this perspective when he talked about the progression that he sees at professional conferences for registrars:

> So being a "person of the box," while it has many positive things, it just has a lot of negative that goes with it. So if I say yes, I see it changing, this is because I go to conventions where people are on the cutting edge. And the cutting edge part is this more leadership role of actually trying to be there to make decisions, ethical decisions, about it. So I see the change to move to more of the leadership type.

In sum, the participants portrayed the registrar role as having a traditional management focus to the extent of developing negative stereotypes, but then perceived some significant movement within the profession to break those stereotypes and incorporate the aspect of leadership.

Culture and status. Institutionally, the most commonly cited factor was culture, with seven participants discussing this dynamic. Participants perceived the registrar as being assigned a particular status within the culture of an individual institution and then indicated various ways for addressing this reality. Registrar Participant 4 expressed the way that she felt her low status inhibited her from being a campus leader:

> In my perspective, [my institution] has never had a real high regard for registrars. It's been quite interesting. They do and they don't. And they'll say things like, "You don't understand; you're just the registrar." But it's like, "I see a lot more than you think I see, and I understand a lot more, and I am a professional."

Registrar Participant 1 experienced a similar feeling of lack of status but then specified the way that administrative support could be leveraged to enable her to obtain a leadership role:

> There are always cultural issues that sometimes prevent executing something to the end. Because we are so much in the hub of a larger network, and so, just like the ex officio role, my authority is limited. So I have to have someone with authority over faculty, deans or somebody backing me up, or else it doesn't work. So I need to know my place in the system.

Administrator Participant 6 echoed this sentiment by discussing her belief that administrative support could enhance the role of the registrar:

> The impression I've gotten is that the institutional culture in higher education is one that doesn't always see the registrar as being on par with the deans or the associates. And so, without having that type of status in higher ed, you've got to be able to communicate clearly to the person you report to so that they can advocate for you and back you up.

Administrator Participant 5 reiterated the importance of the relationship between the registrar and the faculty: "I think it helps if the faculty see the registrar as their friend and not their enemy." Registrar Participant 3 declared the importance of being seen as a peer with faculty:

> Being able to be "quote-unquote" one of them makes a huge difference in how they interact with you. Because if they see you as a colleague, those inroads are a lot easier. And trying to get them on your side is a lot easier.

Faculty Participant 6 affirmed this perception when discussing the trust and respect that she had for the registrar:

> If the registrar goes a certain way on something, then I generally feel that at least all of the issues have been looked at and addressed from an institutional perspective. . . . The registrar, I think, has the capacity to make or break an experience. I think that, in our institution, having a registrar that I can work with closely is very helpful, is extremely helpful.

Taken as a whole, these perspectives illustrate the way that the perceived status of the registrar within the governance system can impact the registrar's campus-wide influence.

Administrative support. Five participants referred to the impact of administrative support on the ability of the registrar to serve as institutional leader. Administrator Participant 1 outlined her perspective on this factor:

> Unless you have leadership who really recognizes the importance of the role and how that role can be made much more institutionally important, you might end up with someone who just checks the boxes. So it comes down to leadership really having that vision for having this person be part of the senior team to get the institution moving.

As illustrated by this description, administrative support was perceived as crucial in order for the registrar to participate in institutional leadership.

Institutional context. The final factor that emerged was the departmental and institutional context, as indicated by four participants. There was a sense that the registrar could only serve as an institutional leader if the registrar's department was fully staffed and the institution was stable. Otherwise, the registrar's full energy needed to be focused on maintaining order and consistency for the sake of the department and the institution. Registrar Participant 3 outlined his evolution as a leader and the way that the institutional context allowed him to develop in this area:

> Five to 10 years ago, I wasn't able to do those kinds of things because I was always just . . . I was so far behind in the day-to-day kinds of things that I didn't have the opportunities to participate in those kinds of levels.

Overall, these participants expressed the experience that a stable institution and stable department provided them the freedom to begin thinking and visioning at a broader level.

Research Question 2

Are there differences between the perceptions of registrars, the perceptions of senior-level administrators, and the perceptions of faculty leaders with regard to the management and leadership role of the higher education registrar?

The perceptions of the registrar's role were explored thoroughly in the previous section. As demonstrated, all participants perceived the registrar as both a manager and a leader within the registrar's own department. The majority of participants perceived the registrar as a manager and a leader at the broader institutional level, although there was a minority who did not. Table 15 revisits the perceptions of the registrar as a manager and a leader, this time with a breakdown by participant category.

Table 15

Participant Categories: Expectations of the Registrar as Manager and Leader

	Administrators		Faculty		Registrars	
Expectation	Yes	No	Yes	No	Yes	No
The registrar is expected to be a manager in the registrar's department.	6	0	6	0	6	0
The registrar is expected to be a leader in the registrar's department.	6	0	6	0	6	0
The registrar is expected to be a manager at a broader institutional level.	5	1	5	1	6	0
The registrar is expected to be a leader at a broader institutional level.	5	1	4	2	5	1

The findings show that there was consistency between the participant groups with regard to the expectations for the registrar's management and leadership role.

1. All participants expected the registrar to be a departmental manager
2. All participants expected the registrar to be a departmental leader.
3. The majority of participants in each group expected the registrar to be an institutional manager. There were two participants who did not label the registrar as an institutional manager in the governance hierarchy, but they did describe the registrar as involved in managing institutional processes.
4. The majority of participants in each group expected the registrar to be a campus leader, and a minority did not.

Even though there was consistency regarding the expectations of the role, there were differences in the participants' familiarity with the role. In their discussion of the perceptions of the registrar's role as a manager and a leader, most of the faculty participants indicated that they felt limited in their knowledge of the registrar's work, using phrases such as "I'm at a loss, there" (Faculty Participant 2), "I'm sure my perspective is too narrow" (Faculty Participant 3), and "I'm not sure how to answer that" (Faculty Participant 4). When talking about the role of the registrar, faculty participants focused on the way that the registrar supported and enabled their work as educators. They indicated a lack of familiarity with the broader work of the registrar and framed the discussion in terms of faculty functions.

Three of the senior administrators echoed this concept; they described the ways that their perceptions and experiences with the registrar changed as they progressed from

faculty member to senior administrator. The following quote from Administrator Participant 3 illustrates this sense of an evolving understanding of the role:

> I would say that before I entered into the role of the provost, I don't know that I would have thought that much about the role of the registrar and how important of a role it is. Even though I was in other parts of the university, and I interfaced with the registrar, got courses scheduled . . . I don't think, until I got into the provost's office and began to look at things from that level, is when I realized the importance of the role of the registrar. In saying that, I don't think it's just me. I think it's more difficult for others at other parts of the organization to see that. Department chairs, individual faculty, athletic director, admissions, whatever the person is that has to interface with the registrar's office—I'm not sure that they understand the complexity until you get to a different level.

These administrator participants expressed a growing understanding of the role and perceived the registrar as an integral participant in their work as administrators. Like the faculty, the administrator participants framed the discussion of the registrar in terms of their own functions. For example, Administrator Participant 5 said, "I think that [the registrar] provides leadership on committees and through me. Letting me bounce ideas off her, presenting ideas to me." This illustrates the way that administrators frequently outlined the registrar's role in relation to the tasks and responsibilities that they faced in their own roles.

Some registrar participants expressed the opinion that the full complexity of their role was not understood by others. In talking about interactions with faculty members and administrators, Registrar Participant 4 succinctly stated that "there was an awful lot

of conceptual stuff going on below the surface that they didn't see." Registrar participants saw their jobs as complicated; in describing the role of the registrar, Registrar Participant 5 stated, "It's harder than it looks." Overall, there was a sense that the complexity of the registrar role was best understood by those who were closest to it.

Research Question 3

What management and leadership skills do registrars, senior-level administrators, and faculty leaders consider to be important for the role of the higher education registrar? What factors contribute to perceptions regarding the skills that are important for the role of the higher education registrar?

Participants were asked to identify and describe management and leadership skills that they considered to be important in order for the registrar to fulfill the leadership and management role. In analyzing the data, the researcher identified and defined 28 different skills. The name and definition of these skills was grounded in the language used by the participants. Next, the researcher compared the skills against the definitions of management and leadership provided by Kotter (1990) and categorized the skills accordingly. Management skills were those skills that would be used by a logistical planner who structures and monitors people in order to produce specified results (Kotter, 1990). Leadership skills were those skills that would be used by a strategic visionary who aligns people with vision in order to bring about change (Kotter, 1990). This process resulted in 12 management skills and 16 leadership skills that were perceived as important for the role of the registrar.

Management skills. Table 16 outlines the 12 identified management skills along with the number of participants that identified each of these skills.

Table 16

Management Skills Considered Important for the Role of the Registrar

Skill	Definition	Participants
Analytical & critical thinker	Thinks critically about complex issues and analyzes relevant data	9
Articulate communicator	Communicates clearly in small group and large group settings	13
Calm & level headed	Demonstrates a calm demeanor in the face of stress	2
Dependable & accurate	Can be relied upon to be consistent and accurate	4
Detail oriented	Capable of managing pinpoint details on a regular basis	8
Good at hiring & delegating	Adept at recognizing talent in employees and then delegating various important tasks to them	8
Knowledgeable about higher education	Knows the history, trends, culture, and climate of higher education	11
Organized	Keeps things organized and efficient	13
Planner & time manager	Plans in order to juggle multiple projects and priorities simultaneously	5
Problem solver	Recognizes problems and develops methods for resolving them	9
Technologically savvy	Is highly proficient with the use of technological record-keeping tools	7
Understands processes & systems	Comprehends systems and is able to keep them running	9

As demonstrated by Table 16, there were three management skills that were identified by more than half of the participants. The most commonly identified skills were *articulate communicator* and *organized*, with 72% of participants considering these skills to be important. Additionally, *knowledgeable about higher education* was

identified by 61% of participants. These three skills are addressed in detail in the following discussion.

Articulate communicator. Registrars were seen as needing to communicate clearly with others to help them understand situations and processes. Faculty Participant 3 described the importance of clarity of communication:

> I think the registrar's often called upon to talk about things and to be clear in what their perspective is on issues. And if you weren't able to do that, it would just muddy the waters, which wouldn't do anyone any good.

Faculty Participant 6 was appreciative for the communication skills demonstrated by a particular registrar:

> One of the things that I value very highly is that she can distill a fairly rambling, unwieldy sort of discussion into salient points and come back with a nicely organized response, you know, with suggestions or recommendations or clarity or whatever the case requires.

Overall, participants expressed the opinion that clear, articulate communication skills were critical for the role of the registrar.

Organized. Registrars were perceived as managing many critical details and organizing a variety of details to maximize efficiency. Administrator Participant 3 stated that "they're the organizers, and the accommodators, and they're the ones who help the day-to-day operations function." Faculty Participant 3 talked about his dependence upon the registrar to organize a variety of logistical details with regard to curriculum and policy:

> I think organization is key. I suppose it could be done if you were disorganized, but I wouldn't want to work in an institution where your registrar was disorganized.

In talking about this skill, participants also talked about the organization of student records (both paper and electronic). Registrar Participant 1 saw her role as "being devoted to institutional memory, not just having knowledge in your head, but knowing where information is stored and how to access it when you need it." This maintenance and organization of historical information was perceived by multiple participants as an important element of the registrar's role.

Knowledgeable about higher education. Participants spoke about the importance of the registrar's knowledge of the higher education culture and climate. These skills were seen as important because of the registrar's involvement with policy, curriculum, and technology systems. Faculty Participant 5 declared:

> The registrar has to know the climate of higher ed, the trends, et cetera. You know, where things are moving more online all the way to the details of how information technology is going to make the job easier or harder, that kind of thing. . . . The more informed a registrar can be, man, the rest of the campus will benefit from it.

This knowledge of higher education was talked about in relation to accreditation issues and regulatory compliance; knowledge of higher education was perceived as critical for registrars to be able to fulfill their functional roles.

Leadership skills. Table 17 outlines the 16 identified leadership skills along with the number of participants that identified each of these skills.

Table 17

Leadership Skills Considered Important for the Role of the Registrar

Skill	Definition	Participants
Collaborative team builder	Builds and works with teams of professional employees	9
Committed to the institution	Demonstrates a commitment to a larger institutional mission	4
Compassionate & empathetic	Cares about other people and works to identify with them	7
Confident	Has confidence in one's own skills and abilities	1
Creative & curious	Thinks creatively about nontraditional approaches to complex issues	7
Demonstrates interpersonal skills	Builds and maintains relationships with a wide variety of constituents	11
Energetic & ambitious	Demonstrates professional ambition and energy to tackle big issues	4
Ethical	Follows a code of ethics when making decisions and interacting with others	2
Flexible & adaptable	Willing to make changes and able to respond to varying circumstances	4
Humble	Demonstrates humility and admits to being wrong	4
Influences others for change	Able to influence and persuade others to make changes	8
Learner & educator	Likes to participate in the learning process as both student and educator	8
Listener	Actively listens to others in order to meet the needs of constituents	5
Self-reflective & self-knowledgeable	Knows oneself, including strengths and weaknesses	3
Service oriented	Has a desire to serve others	5
Visionary & able to see the big picture	Understands the broader context of a situation and is able to envision the future	11

As demonstrated by Table 17, there were two leadership skills that were identified by more than half of the participants: *demonstrates interpersonal skills* and *visionary & able to see the big picture*, with 61% of participants considering these skills to be important. These two skills are addressed in detail in the following discussion.

Interpersonal skills. In talking about interpersonal skills, participants indicated the importance of maintaining effective professional relationships with a variety of constituents. Administrator Participant 3 specified that "the registrar has to have the interpersonal skills and the persuasiveness to work collaboratively to come up with the best plans for the institution." Keywords that emerged regarding interpersonal skills included relationship building, respectfulness, and likability. Participants perceived the registrar as needing to gain trust and maintain relationships with others.

Visionary and able to see the big picture. Participants saw a critical need for registrars to be visionary. Several individuals noted that it can be easy to get caught up in details and lose sight of the bigger picture. Registrar Participant 6 described this phenomenon:

> We can often be task oriented because we have a lot of things to do every day, but I think it's really important to take a step back and look at the overall picture for your office and then think about the overall picture for the college and where the registrar's office fits into those changes that are planned.

As participants talked about big-picture skills, they also emphasized the need for the registrar to be able to view a situation from multiple perspectives. Overall, it

was seen as crucial for the registrar to be able to understand context and envision the future.

Research Question 4

Are there differences between the perceptions of registrars, the perceptions of senior-level administrators, and the perceptions of faculty leaders with regard to the management and leadership skills important for the role of the higher education registrar?

As stated in the previous section, an analysis of the interview data yielded 12 management skills and 16 leadership skills that participants considered to be important for the role of the registrar. Tables 18 and 19 provide a breakdown of these skills by participant category.

Table 18

Participant Categories: Management Skills Considered Important for the Registrar

Skill	Administrators	Faculty	Registrars
Analytical & critical thinker	3	2	4
Articulate communicator	5	5	3
Calm & level headed	0	0	2
Dependable & accurate	2	1	1
Detail oriented	3	2	3
Good at hiring & delegating	4	2	2
Knowledgeable about higher education	3	4	4
Organized	5	3	5
Planner & time manager	2	2	1
Problem solver	3	2	4
Technologically savvy	1	2	4
Understands processes & systems	4	2	3

Table 19

Participant Categories: Leadership Skills Considered Important for the Registrar

Skill	Administrators	Faculty	Registrars
Collaborative team builder	5	1	3
Committed to the institution	3	0	1
Compassionate & empathetic	4	1	2
Confident	0	0	1
Creative & curious	2	2	3
Demonstrates interpersonal skills	6	2	3
Energetic & ambitious	3	1	0
Ethical	1	0	1
Flexible & adaptable	0	2	2
Humble	1	1	2
Influences others for change	5	2	1
Learner & educator	1	5	2
Listener	1	2	2
Self-reflective & self-knowledgeable	1	1	1
Service oriented	1	2	2
Visionary & able to see the big picture	4	5	2

This information was reviewed to determine the top five skills that each participant group considered important for the role of the registrar. Table 20 provides a comparison of the top five skills overall and for each participant group.

Table 20

Participant Categories: Top Five Skills Considered Important for the Role of the Registrar

Management skills	Overall	Administrators	Faculty	Registrars
Analytical & critical thinker				X
Articulate communicator	X	X	X	
Knowledgeable about higher ed	X		X	X
Organized	X	X	X	X
Problem solver				X
Technologically savvy				X
Leadership skills	**Overall**	**Administrators**	**Faculty**	**Registrars**
Collaborative team builder		X		
Demonstrates interpersonal skills	X	X		
Influences others for change		X		
Learner & educator			X	
Visionary & able to see the big picture	X		X	

The top skills for each participant group are explored in greater detail in the following sections.

Skills considered important by administrators. Table 21 outlines the top five skills that administrators perceive as important for the role of the registrar. These top five skills for administrators include three leadership skills and two management skills. The two management skills (articulate communicator; organized) and one of the leadership skills (demonstrates interpersonal skills) were considered important by more than half of the participants overall and were discussed in the previous section. However, the two additional leadership skills (collaborative team builder; influences others for change) appear to be valued more highly by the administrative participants.

Table 21

Administrators: Top Five Skills Considered Important for the Role of the Registrar

Skill	Category	Administrators
Articulate communicator	Management	5
Collaborative team builder	Leadership	5
Demonstrates interpersonal skills	Leadership	6
Influences others for change	Leadership	5
Organized	Management	5

Collaborative team builder. Administrators believed that registrars need to be able to collaborate with other people and build teams. In talking about this skill, administrators referred to registrars as working within their department as well as working collaboratively with people across campus. Administrator Participant 6 talked about her experience with a registrar who was an effective collaborator on broad academic issues: "So it wasn't necessarily under her purview, but as she worked with the other academic support folks, she was able to make proposals that were creative and would solve things." This ability to benefit the institution by building consensus was valued by administrators.

Influences others for change. Administrators believed that registrars need to be able to influence others for change. Participants discussed the fact that the registrar has limited direct authority and therefore needs to use methods of persuasion to bring about change. Administrator Participant 1 described her perception of the ideal registrar:

> I want someone who's ambitious. Who sees more for the role than what is on a job description and recognizes that the hierarchy piece of it is nowhere near as important as the impact level on the institution that the office can have.

Multiple administrative participants indicated that they prized a registrar who could move beyond the traditional lines of authority to have a broad influence on the campus.

Skills considered important by faculty. Table 22 outlines the top five skills that faculty perceive as important for the role of the registrar.

Table 22

Faculty: Top Five Skills Considered Important for the Role of the Registrar

Skill	Category	Faculty
Articulate communicator	Management	5
Knowledgeable about higher ed	Management	4
Learner & educator	Leadership	5
Organized	Management	3
Visionary & able to see the big picture	Leadership	5

These top five skills for faculty include two leadership skills and three management skills. The three management skills (articulate communicator, knowledgeable about higher education, organized) and one of the leadership skills (visionary & able to see the big picture) were considered important by more than half of the participants overall and were discussed in the previous section. However, faculty identified one additional leadership skills (learner & educator) that they valued highly.

Learner and educator. In talking about the registrar, five of the six faculty participants referred to the education process. They perceived the education environment as characterized by the process of teaching and learning and believed that the registrar should participate in that process. Faculty Participant 3 saw this as important "because you're not just keeping records. You're keeping educational records and writing educational policies and so there's this sense of . . . to me, the registrar needs to be an

educator." Faculty Participant 1 defined her perception of the registrar as an educator of other campus professionals:

> Well, I think the registrar's role, in part, is to educate the faculty of the processes that we're required to adhere to. Because, being in my position for a relatively short period of time, I rely on other people to tell me. So it's hard to sift through what's reality, what's requirement, without having direct contact with the registrar. So I think the registrar should take a more active role in educating.

Others discussed the importance of the registrar's willingness to learn. Faculty Participant 6 exhorted registrars "to learn what it is that you need to change. . . . Not only are you helping people to understand what's happening but also helping them to know that you're willing to also be part of that process." Overall, the faculty participants wanted to interact with a registrar who demonstrated skills as an educator and as a learner.

Skills considered important by registrars. Table 23 outlines the top five skills that registrars perceive as important for their role.

Table 23

Registrars: Top Five Skills Considered Important for the Role of the Registrar

Skill	Category	Registrars
Analytical & critical thinker	Management	4
Knowledgeable about higher ed	Management	4
Organized	Management	5
Problem solver	Management	4
Technologically savvy	Management	4

These top five skills are all management skills. Two of these skills (knowledgeable about higher education, organized) were considered important by more than half of the participants overall and were discussed in the previous section. However, registrars identified three additional management skills (analytical & critical thinker, problem solver, technologically savvy) that they valued highly.

Analytical and critical thinker. Four of the registrar participants talked about the importance of critical thinking and analysis. These registrars identified the variety of facts and experiences that they encountered and the need to think critically about that broad spectrum of information. Registrar Participant 6 stated, "I think analysis is important, that you be able to do that. Find pieces of information and put them together in a way that people understand what the data means." Critical thinking was perceived by registrar participants as a necessary skill to pull together a dizzying array of information into a coherent story.

Problem solver. Four registrars talked about their role as a problem solver and the importance of displaying skills in that area. Registrar Participant 3 described this skill as follows:

> You've got to be a really good critical thinker and problem solver. There's probably not a day that goes by that there's not a new issue, a new problem. Every time a student walks up to the counter, there's potential for a new problem or a new issue that we may or may not have encountered before.

Participants perceived registrars as regularly interacting with students and faculty in order to solve problems. Sometimes this meant the resolution of a particular student situation. Other times it meant that the registrar would perceive a broader institutional problem and

then bring it to the attention of others in order to seek a solution. Taken as a whole, the registrar was perceived as someone who needed to be able to recognize problems and work collaboratively with others to develop solutions.

Technologically savvy. Technology skills were valued by four of the registrar participants. These participants talked about the centrality of technological systems for registrar functions. Therefore, an understanding of the technology was considered critical in order to function effectively as a registrar. Registrar Participant 4 reflected on this topic:

> You cannot sit and write a computer program, but you understand well enough what needs to happen and what you need to tell a programmer to translate in order to have what you want functionally to happen. I think those kinds of technical skills are important. . . . Because I don't think you can lead from the registrar's position without understanding the technology and understanding the implications. You can't just be the idea person and having disaster following in the wake of your path.

Harnessing the power of technology was a persistent theme with these participants, who expressed the opinion that technology needed to be properly managed so that it did not overwhelm the registrar.

Summary

Chapter IV provided an overview of the findings from the data. The demographics of the study population were outlined, and the themes from the qualitative data were identified and described in detail. All participants perceived the role of the registrar to incorporate both management and leadership functions at the departmental

level and management functions at the institutional level. However, there was disagreement regarding the registrar as an institutional leader. The majority of participants expected the registrar to be an institutional leader, but some of these participants discussed the ways that this expectation did not always translate into reality. Additionally, four participants did not expect the registrar to be involved in leadership at an institutional level.

The concept of the registrar as an institutional leader was explored; several factors were identified by participants as making it beneficial for the registrar to be a leader at the institutional level. The registrar was perceived as having a comprehensive, distinctive viewpoint because this individual fills a unique role as the academic hub and "living catalog" for the institution. Additionally, there were a variety of factors related to the registrar and to the institution that were perceived by participants to impact the registrar's ability to be a leader at the broader institutional level. These factors included characteristics of the registrar as well as issues related to institutional context and governance culture.

All participants expected the registrar to be a departmental manager and leader. Furthermore, the majority of senior-level administrator participants, the majority of faculty leader participants, and the majority of registrar participants expected the registrar to be an institutional manager and leader. This demonstrated that there was consistency between the participant groups with regard to management and leadership expectations for the registrar role. However, the data also revealed that the role's complexity and ambiguities were best understood by those who were closest to it.

There were three management skills (articulate communicator, organized, knowledgeable about higher education) and two leadership skills (demonstrates interpersonal skills, visionary & able to see the big picture) that were perceived by participants as particularly important for the role of the registrar. In reviewing the responses by participant category, additional skills emerged as important for each subgroup of participants. Administrators placed high importance on two additional leadership skills (collaborative team builder, influences others for change), faculty leaders placed high importance on one additional leadership skill (learner & educator), and registrars placed high importance on three additional management skills (analytical & critical thinker, problem solver, technologically savvy).

Chapter V provides an analysis of these findings along with implications for action, suggestions for future research, and conclusions.

CHAPTER V: SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Summary

The higher education environment is undergoing many changes, and mid-level administrators are facing increased expectations to assume leadership responsibilities (Boerner, 2011; Clements, 2013; David, 2010; Filan & Seagren, 2003; Fugazzotto, 2009; Rosser, 2004). Accordingly, researchers have stated that leadership development is critical for mid-level educational administrators, such as registrars (Carman et al., 2010; Cascio, 2011; Fugazzotto, 2009; Presswood, 2011). Therefore, this study focused on defining the management and leadership role of the higher education registrar as well as the skills required for that role. This chapter presents a summary of the research. The chapter begins by stating the purpose and research questions, followed by a description of the methodology, population, and sample. The major findings for each research question are presented, and unexpected findings are identified and explored. The researcher draws conclusions based on the key findings and outlines the implications of these findings. The chapter concludes with recommendations for further research and concluding remarks and reflections regarding the study.

Purpose Statement

The purpose of this qualitative study was to describe the management and leadership role of the higher education registrar and the skills needed to fulfill that role, as perceived by registrars, senior-level administrators, and faculty leaders at private, 4-year institutions of higher education in California. A secondary purpose of this study was to explore differences between the perceptions of registrars, the perceptions of

senior-level administrators, and the perceptions of faculty leaders with regard to the management and leadership role of the higher education registrar and the skills needed to fulfill that role.

Research Questions

The study sought to answer the following questions:

1. How do registrars, senior-level administrators, and faculty leaders perceive the management and leadership role of the higher education registrar within the administrative structure of an institution?
    a) What factors contribute to perceptions of the management and leadership role of the higher education registrar?
2. Are there differences between the perceptions of registrars, the perceptions of senior-level administrators, and the perceptions of faculty leaders with regard to the management and leadership role of the higher education registrar?
3. What management and leadership skills do registrars, senior-level administrators, and faculty leaders consider to be important for the role of the higher education registrar?
    a) What factors contribute to perceptions regarding the skills that are important for the role of the higher education registrar?
4. Are there differences between the perceptions of registrars, the perceptions of senior-level administrators, and the perceptions of faculty leaders with regard to the management and leadership skills important for the role of the higher education registrar?

Methodology

In order to identify and describe participant perceptions regarding the role of the higher education registrar, this qualitative ethnographic study used a phenomenological approach (McMillan & Schumacher, 2010; Patton, 2002). Data collection was comprised of in-depth interviews with 18 participants and the acquisition of registrar job descriptions from six institutions. This allowed multiple perspectives to be examined in order to develop a holistic understanding of perceptions and experiences regarding the management and leadership role of the higher education registrar. A standardized open-ended interview was utilized as the instrument for this study (McMillan & Schumacher, 2010; Patten, 2012). Participants were able to respond in detail regarding the various issues as the questions were open-ended yet specific. The theoretical framework provided in the literature review was utilized to develop the interview schedule (see Appendix A). Kotter's (1990) framework for defining management and leadership conceptually grounded the interview questions, which focused on participant experiences and opinions regarding the role of the registrar within the administrative structure of a higher education institution.

As human participants were involved in this study, the data-collection procedures were designed to protect their rights and maintain their privacy (McMillan & Schumacher, 2010; Patton, 2002). The Brandman University Institutional Review Board (BUIRB) reviewed the research design and provided approval for the study prior to data collection (see Appendix B). Four of the interviews were conducted face-to-face, and the remaining 14 interviews were conducted via telephone; all interviews were audio

recorded. The same interview questions and sequence were utilized with each participant in order to standardize the process.

The analysis process incorporated four key aspects that researchers identify as required for the qualitative analysis: (a) collecting and documenting the data, (b) coding and categorizing the data, (c) identifying and legitimizing connections and themes, and (d) depicting and displaying the findings (McMillan & Schumacher, 2010; Miles et al., 2013; Patton, 2002; Schutt, 2011). All interview recordings were transcribed personally by the researcher. Next, the interview transcripts and job description documents were uploaded into the NVivo© qualitative data analysis software, which was used during the coding and analysis of the data. Using both inductive and deductive coding techniques, the researcher identified an initial list of 51 codes to categorize the data. The codes were applied; then the coding scheme and data were reviewed for comprehensiveness, redundancy, and accuracy. After adding, removing, and combining various codes, the researcher obtained a refined list of 46 codes (see Appendix G). Next, the researcher reviewed the categories to identify and authenticate the connections and themes, organizing the codes into five broad categories and triangulating the data from the multiple sources (McMillan & Schumacher, 2010; Miles et al., 2013; Patton, 2002; Schutt, 2011). Finally, the researcher described and displayed the findings, as provided in Chapter IV.

Population and Sample

The population for the study consisted of the registrars, senior administrators, and faculty leaders at higher education institutions in the United States; and the target population was narrowed to the registrars, senior administrators, and faculty leaders at

private, not-for-profit, mid-sized, 4-year institutions of higher education. There were 736 institutions of higher education in the United States that matched this criteria for the 2013-2014 academic year, and 39 of the institutions were located the state of California (National Center for Education Statistics, 2015). The sample was selected from this subset of the target population.

The sample was identified using a combination of site selection, criterion sampling, and network sampling. A total of 18 participants were recruited from the seven sites that were identified for participation. This sample included six registrars, six senior administrators, and six faculty leaders. Seven of the participants identified as male, and 11 participants identified as female, providing gender diversity within the sample. However, there was minimal ethnic diversity, with 16 Caucasian participants, one African American participant, and one Asian American participant.

The participants had extensive experience working in institutions of higher education and were highly educated. The majority of the respondents had more than 20 years of experience working in higher education, although most of the participants had been within their current role for less than 20 years. All participants had earned a graduate degree; seven had earned a master's degree, and 11 had earned a doctoral degree. Of the seven participants with a master's degree, four were actively working on requirements for a doctoral degree.

Major Findings

This section of the report presents the major findings. These findings are organized in accordance with the four research questions. Each finding is explored in relation to the literature on the topic.

Research Question 1

How do registrars, senior-level administrators, and faculty leaders perceive the management and leadership role of the higher education registrar within the administrative structure of an institution? What factors contribute to perceptions of the management and leadership role of the higher education registrar?

Finding 1. All participants perceived the role of the registrar to incorporate both management and leadership functions. Registrars were seen as the managers and leaders of their departments, and this was supported by the job descriptions. This finding aligns with the framework provided by Kotter (1990), who postulated that it was possible for one individual to serve as both a manager and a leader. The integration of management and leadership is a premise that has been supported by subsequent researchers (Clements, 2013; Daft, 2012; Toor, 2011; Yukl & Lepsinger, 2005). Narrowing the focus to the role of the registrar, the literature from the past decade portrays the registrar as both a manager and a leader within his or her department (Braz, 2012; Bunis, 2006; Fugazzotto, 2009; Lauren, 2006; Presswood, 2011).

Finding 2. There was disagreement regarding the registrar as an institutional leader. The majority of participants expected the registrar to be an institutional leader, but many of these participants noted that this was an ideal that did not always translate into reality. Additionally, four participants did not expect the registrar to be involved in leadership at an institutional level. The job descriptions were also split; half of these documents described the registrar as a leader at the campus level, and the other half did not address the topic. In some ways, this finding appears to be inconsistent with the literature, which depicts mid-level administrators as expected to take on leadership

responsibilities within organizations (Boerner, 2011; Clements, 2013; David, 2010; Filan & Seagren, 2003; Fugazzotto, 2009; Rosser, 2004). However, it is worth noting that a recent study focused on nonprofit organizations found that there was confusion and inconsistency regarding the leadership expectations for mid-level administrators (Clements, 2013). Additionally, Braz (2012) and Bunis (2006) noted that the registrar does not always step into the role of campus leader.

Finding 3. Many interview participants considered the registrar to have a comprehensive, distinctive viewpoint that made it beneficial for the registrar to be an institutional leader. The registrar was perceived to have a unique role as the academic core and "living catalog" for the institution. This perspective on the role of the registrar is supported by the literature. The registrar is considered to be at the hub of a complex academic system, thereby having a valuable perspective on curriculum, policies, and trends (Braz, 2012; Laudeman, 2006; Pace, 2011; Schipporeit, 2006).

Finding 4. There were five identified factors that were perceived to impact the registrar's ability to be a leader at the broader institutional level, including the characteristics of the registrar, the historical perceptions of the role, the culture of the institution, the expectations from senior administration, and the context of the institution. These factors are consistent with previous findings.

1. The most discussed factor was the registrar's personal characteristics, particularly the registrar's aspirations and ability to be a leader. Literature shows that registrars can be inhibited by a lack of leadership ability or by their unwillingness to step into a campus leadership role (Braz, 2012; Bunis, 2006).

2. Participants discussed the historical perceptions of the role as a potential impediment to the registrar as leader. The role of the registrar historically was perceived to have a narrow focus on the management of practical functions (Lanier, 1995; Quann, 1979); the incorporation of leadership is a more recent phenomenon that is still under exploration and development (Braz, 2012; Bunis, 2006; Fugazzotto, 2009; Lauren, 2006; Presswood, 2011).
3. The participants also perceived the registrar's institutional leadership role to be impacted by the culture of the institution. The literature shows that the registrar regularly interacts with the faculty governance system (Laudeman, 2006; Pace, 2011; Schipporeit, 2006) and therefore is impacted by the culture of the individual academic governance system (Harrington & Slann, 2011; Hartley et al., 2010).
4. The registrar's ability to serve as a leader was perceived to be related to the expectations from senior-level administrators. Research has shown that mid-level administrator positions are directly impacted by the expectations of senior administration (Clegg & McAuley, 2005; Filan & Seagren, 2003; Mather et al., 2009)
5. An institutional context of turmoil or scarcity was perceived to have a negative impact on the registrar's leadership role. This aligns with previous research that has shown mid-level administrators to focus more extensively on management when the institution is unstable or resources are minimal (Clements, 2013).

Research Question 2

Are there differences between the perceptions of registrars, the perceptions of senior-level administrators, and the perceptions of faculty leaders with regard to the management and leadership role of the higher education registrar?

Finding 1. All participants expected the registrar to be a departmental manager and leader. Furthermore, the majority of senior-level administrator participants, the majority of faculty leader participants, and the majority of registrar participants expected the registrar to be an institutional manager and leader. This demonstrated that there was consistency between the participant groups with regard to management and leadership expectations for the registrar role.

The registrar participants in this study perceived themselves as both managers and leaders; this is consistent with previous studies that have been conducted with registrar participants (Humphreys, 2013; Presswood, 2011; Reinhart, 2003). However, this study expanded the literature by exploring the perceptions of senior-level administrators and faculty leaders. The results of this study demonstrated consistency in perceptions between the participant groups, but the results are not generalizable. Additional research would be necessary in order to determine if there are differences in role perceptions within the larger population.

Finding 2. Even though there were no major differences in participant expectations regarding the registrar's management and leadership role, there were differences in the language used to describe those expectations. The faculty participants were more likely to discuss the registrar's leadership role in concrete terms, whereas registrar participants and senior administrator participants were more likely to discuss ambiguities and aspirations regarding the registrar's leadership role. Several faculty participants indicated their belief that they were limited in their understanding of the role. Several administrator participants indicated that their understanding of the role had developed as they became closer to it through their career trajectories. Taken as a whole,

these findings reveal that the role's complexity and ambiguities were best understood by those participants who were closest to it.

Additionally, in discussing the role of the registrar and the required skills, participants projected their own roles onto the registrar. Faculty members discussed the ways that the registrar supports the academic enterprise of teaching and expected the registrar to be an educator and learner. Senior administrators discussed the ways that the registrar supports the institutional leadership team and expected the registrar to function as a team member during the leadership process. Registrar participants discussed their personal experiences with the role and identified logistical skills that were crucial for the tactical implementation of complex tasks; these participants indicated that they thought the difficulty of the role was often misunderstood or underestimated by those who had not experienced it.

These multifaceted perceptions align with the literature; complexity is seen as a hallmark of the role of the mid-level higher education administrator, and the role is characterized by the difficulties and ambiguities inherent in the lived reality of being in the middle (Clegg & McAuley, 2005; David, 2010; Filan & Seagren, 2003; Mather et al., 2009; Rosser, 2004).

Research Question 3

What management and leadership skills do registrars, senior-level administrators, and faculty leaders consider to be important for the role of the higher education registrar? What factors contribute to perceptions regarding the skills that are important for the role of the higher education registrar?

Finding 1. There were three management skills that were perceived as particularly important for the role of the registrar: (a) articulate communicator, (b) organized, and (c) knowledgeable about higher education. In previous studies, communication and organization were identified as two of the critical management skills required for mid-level administrators in nonprofit organizations (Clements, 2013), and communication was identified as a key attribute for registrars (Braz, 2012; Bunis, 2006; Fugazzotto, 2009; Lauren, 2006; Presswood, 2011). Knowledge regarding the relevant industry has not previously been identified as a critical management skill for mid-level administrators (Clements, 2013; Mather et al., 2009; Sermersheim & Keim, 2005). However, the literature does depict the role of the registrar as being connected to and impacted by the history and trends within higher education (Humphreys, 2013; Laudeman, 2006; Pace, 2011; Presswood, 2011).

Finding 2. There were two leadership skills that were perceived as particularly important for the role of the registrar: (a) demonstrates interpersonal skills and (b) visionary and able to see the big picture. Leadership is the process of influencing people to achieve organizational goals through visioning, aligning, and motivating; the ability to work with other people and the ability to envision the future are considered important skills for this process (Clements, 2013; Daft, 2012; Kotter, 1990; Northouse, 2013). Additionally, the literature depicts the registrar as needing to work with a wide variety of constituents (Braz, 2012; Lanier, 2006; Pace, 2011) and to maintain a big-picture view of a complex academic system (Braz, 2012; Bunis, 2006; Laudeman, 2006).

Research Question 4

Are there differences between the perceptions of registrars, the perceptions of senior-level administrators, and the perceptions of faculty leaders with regard to the management and leadership skills important for the role of the higher education registrar?

Finding 1. There were two leadership skills that administrators valued more highly than the other categories of participants: (a) collaborative team builder and (b) influences others for change. The literature shows that senior-level administrators in higher education often face challenges in working collaboratively as an administrative team in order to meet the demands of a rapidly changing higher education environment (Birnbaum & Eckel, 2005; Dean, 2005; Hartley et al., 2010). The senior administrator participants in this study articulated a desire for the registrar to demonstrate the leadership skills required to participate in this endeavor.

Finding 2. There was one leadership skill that faculty valued more highly than the other categories of participants: learner and educator. The ability to participate in the educational process was not identified as a critical leadership skill in a previous study regarding mid-level administrators at nonprofit organizations (Clements, 2013). However, the literature does show that the concept of shared governance is embedded strongly within the American higher education environment; faculty expect educational practitioners to have a strong voice in institutional governance (Altbach, 2011; Harrington & Slann, 2011; Minor, 2004). The faculty participants in this study indicated an expectation for the registrar to be a colleague in the educational process as part of their leadership role.

Finding 3. There were three management skills that registrars valued more highly than the other categories of participants: (a) analytical and critical thinker, (b) problem solver, and (c) technologically savvy. Registrar participants placed a heavy focus on management skills used in the daily operation of the office; it is worth noting that the top five skills identified by registrars did not include any leadership skills. Much of the work of the registrar involves the successful management of staff members and technology systems to produce consistent results despite the chaotic environment of higher education (Hurley, 2009a; Lanier, 2006). The registrar participants reflected this reality by focusing on skills that enable the maintenance of complex systems. This also aligns with the literature, which depicts registrars as having a tendency to place the focus on the day-to-day operations of the office at the expense of broader leadership functions (Braz, 2012; Bunis, 2006; Humphreys, 2013).

Unexpected Findings

In general, the major findings are supported by the literature. The role of the registrar was perceived to integrate both management and leadership functions in alignment with the framework provided by Kotter (1990). This is also consistent with the growing expectation for mid-level managers to fulfill leadership functions within organizations (Clements, 2013; Northouse, 2013). The skills perceived as important for the role included both management skills and leadership skills; many of these skills were consistent with previous research regarding the skills required for mid-level administrators in general (Clements, 2013; Sermersheim & Keim, 2005) and for registrars in particular (Humphreys, 2013; Presswood, 2011). There were, however, a few findings that were unexpected.

Unexpected Finding 1

It was unexpected to find the management skill *knowledgeable about higher education* to be included on the list of top five skills for registrars. Knowledge regarding the relevant industry has not previously been identified as a critical management skill for mid-level administrators (Clements, 2013; Mather et al., 2009; Sermersheim & Keim, 2005). This anomaly may be related to the participant perceptions regarding the uniqueness of the registrar's role as academic hub for the institution. Registrars were seen as connected to many different aspects of the educational enterprise; for some participants, this concept was connected to the registrar's need to be knowledgeable about the history, trends, culture, and climate of higher education. Another possible explanation for this finding is the complexity of the current higher education environment (Aud et al., 2013; Berdahl et al., 2011; Dew, 2012). Some participants referred to issues such as regulation and accreditation when discussing the registrar's need to be knowledgeable about higher education.

Unexpected Finding 2

Another unforeseen finding was that the leadership skill *learner and educator* was perceived by faculty participants to be one of the top five skills for the role of the registrar. The ability to participate in the educational process was not identified as a critical leadership skill in a previous study regarding mid-level administrators at nonprofit organizations (Clements, 2013). This variance may be due to the fact that this study was focused on educational institutions, and the faculty profession is focused on the educational process.

Unexpected Finding 3

It was unanticipated to find that the top five skills identified by registrar participants were all management skills. The literature review did show that registrars as having a tendency to place the focus on the day-to-day operations of the office at the expense of broader leadership functions (Braz, 2012; Bunis, 2006; Humphreys, 2013). However, each registrar participant saw himself or herself as a leader. Additionally, the literature showed that the registrar role has been evolving over the past few decades to include an increased focus on leadership functions (Fugazzotto, 2009; Pace, 2011; Presswood, 2011; Reinhart, 2003; Schipporeit, 2006). Therefore, it was surprising that the top five skills identified by registrar participants did not include any leadership skills. This unexpected finding highlights the continued need for the development of leadership potential within the registrar profession.

Conclusions

Overall, the literature review and the research findings depict the registrar as a mid-level administrative position that incorporates both management and leadership responsibilities, but the role expectations can vary depending on the individual context. Based on the literature review and the research findings, the following conclusions have been drawn:

1. The registrar is a manager and a leader within the registrar's department. The registrar as departmental manager is a concept that is well understood and well established within the profession. The registrar as departmental leader is a concept that continues to evolve as technological trends impact and fundamentally change the record-keeping process.

2. The registrar has the potential to make a positive impact on moderately sized, private, 4-year institutions of higher education by serving as a manager and leader at a broader institutional level. The registrar interacts with a wide variety of people and processes and sits at the hub of a complex academic system. Therefore, the registrar can generate unique insights and creative solutions that are helpful in moving an institution forward; furthermore, the registrar has the potential to influence others for change. Moderately sized, private, 4-year institutions of higher education are considered to be vulnerable within the current higher education environment. It is crucial for such institutions to be adaptable and creative in addressing challenges and envisioning the future. The maximization of human capital, including the leadership potential of the registrar, is critical for this process. Additionally, mid-level administrative positions can serve as training ground for future senior administrators; by developing leadership capacity within the registrar, an institution also strengthens the talent development pipeline for higher positions.
3. The historical perception of the registrar profession focuses on the registrar as a logistical manager. This perception can be seen in the historical literature of the professional organization and in the opinions of some registrars, administrators, and faculty at individual institutions. The registrar's leadership ability is enhanced by addressing historical stereotypes such as "bean counter" and "bad cop" in order to move beyond them.
4. In order for a registrar to be a leader at the institutional level, this individual needs to embrace this role and cultivate leadership skills intentionally. The day-to-day work of the registrar and the limited resources of many institutions can cause registrars to

focus more heavily on practical, immediate matters. Registrars can provide themselves with opportunities to grow as leaders by deliberately scheduling time to set aside everyday tasks and focus on big-picture issues. Additionally, registrars can benefit from professional development opportunities in the area of leadership. Key skills to cultivate include visioning, interpersonal skills and relationship building, collaboration and team building, and the ability to influence others for change.

5. The support of senior administration is necessary in order for the registrar to serve as an institutional leader. If the registrar's supervisor expects leadership as part of the registrar role, then intentional support and mentoring can be beneficial. One important aspect of this process is to include the registrar at the table during relevant strategic meetings and decisions. Additionally, a senior administrator can help a registrar develop leadership skills through purposeful guidance.
6. The culture of the governance system also has an impact on the registrar's ability to serve as an institutional leader. In particular, the registrar's influence in academic governance is impacted by faculty perceptions of the registrar. The registrar's inclusion on key governance committees is critical, as this gives the opportunity for input. Perhaps even more importantly, the registrar needs to develop a relationship with faculty leaders and be seen as a professional colleague in the educational process. Faculty want to perceive the registrar as a fellow educator and learner.

Implications for Action

The conclusions of this study lead to some concrete implications for action on the part of registrars, institutions, and professional organizations. Based on the review of the literature and the interview data, the following actions are recommended:

1. Registrars at moderately sized, private, 4-year institutions of higher education should consider their leadership role on the campus. A registrar should seek clarification to determine whether or not the senior administration wishes the registrar to serve as a campus leader. If this is desirable and supported at the institution, the registrar should embrace this role and work to develop leadership skills. Additionally, the registrar should consider the ways that the day-to-day management functions need to be balanced with broader leadership responsibilities. Deliberate planning in this area can help the registrar avoid the tendency to focus on everyday matters and neglect the leadership functions.
2. If a registrar is seeking to be a leader at a moderately sized, private, 4-year institution of higher education, then this individual should evaluate the culture of the institutional governance system. Gaining the support and respect of faculty leaders is critical. The registrar will benefit from strong interpersonal skills and the ability to build relationships. During this process, the registrar should seek to demonstrate a desire to be a professional colleague in the educational process. The registrar can work to earn the trust of the faculty by listening to their point of view on issues, demonstrating a willingness to learn, and using expertise to educate others on issues of procedure and policy.
3. Senior administrators supervising registrars at moderately sized, private, 4-year institutions of higher education should define the registrar's leadership role on the campus. The registrar interacts with a wide variety of people and processes, sits at the hub of a complex academic system, and has the potential to generate unique insights and creative solutions. Senior administrators should review the role of the registrar on

the individual campus to determine whether or not the registrar is being given the opportunity to participate in the leadership process. If needed, a supervising administrator can help the registrar develop a vision for leadership and the necessary skills through mentorship and guidance. Additionally, an administrator can help the registrar broaden opportunities for leadership by inviting the registrar to participate in relevant institutional governance processes such as curriculum and policy development.

4. When participating in registrar hiring or succession planning, decision makers at moderately sized, private, 4-year institutions of higher education should define the desired management and leadership skills for the position. This should extend beyond the technical proficiencies that often serve as the primary focus for the registrar profession.
5. Professional organizations should continue to develop literature and research regarding the registrar as a leader. The profession will be enhanced by clearly defining the registrar's role within the current higher educational environment, examining ways to balance the management and leadership expectations of the role and countering historical registrar stereotypes such as "bad cop" and "bean counter." Additionally, professional development opportunities should incorporate an intentional focus on building leadership capacity. This will not only benefit current registrars but will also develop potential within future registrars. Key leadership skills to cultivate include visioning, interpersonal skills and relationship building, collaboration and team building, and the ability to influence others for change.

Recommendations for Further Research

There are a variety of opportunities for continuing the research in this area. There is minimal existing research regarding the role of the registrar, so the topic is ripe for additional study. The researcher recommends the following for consideration:

1. There are a wide variety of institutions in the higher education system within the United States. Similar studies could be conducted to explore the management and leadership role of the higher education registrar at large institutions, at public institutions, or at 2-year institutions.
2. During the interviews, multiple participants commented on the ability of the registrar to have an influence on a small campus and wondered if this extended to larger institutions. A comparative study could be conducted including both small and large institutions to evaluate the effect of institutional size on the role of the registrar.
3. Case studies could be conducted at institutions where the registrar is considered to be an institutional leader. These types of studies could provide additional insights into the factors that impact the registrar as an institutional leader.
4. Multiple participants talked about the hiring process for registrars. Case studies could be conducted regarding this process to explore the factors involved in the candidate-selection process for this role.
5. Further study is required to obtain generalizable findings regarding the perceptions of faculty and administrators on the role of the registrar. Quantitative studies with representative populations are recommended in this area.
6. Further study is required to obtain generalizable findings regarding the skills required for the role of the registrar. Quantitative studies with representative populations are

recommended in this area. The lists of management and leadership skills that were identified in this study could provide a starting point for developing an instrument.

7. The registrar is one of a variety of mid-level administrative roles within higher education, and the literature review showed that leadership is a topic of discussion for these roles. Similar studies could be conducted to explore the management and leadership role of other mid-level administrative roles within higher education.
8. The governance culture of higher education institutions was discussed by participants. Studies could be conducted to explore the interaction between mid-level administrators and academic governance systems within institutions of higher education.

Concluding Remarks and Reflections

Institutions of higher education are facing a variety of changes and challenges in the 21st century. At particular risk are tuition-driven institutions such as moderately sized, private, 4-year institutions. In order to survive and thrive in the future, an institution needs to marshal the full capacity of its human resources and adapt to a changing environment. As the environment becomes more complex, employees at multiple levels within the institution are expected to serve as leaders to enable the change process. As shown by this study, the registrar is one such position.

This study was designed and undertaken due to the minimal existing research regarding the role of the registrar. It was gratifying to learn that 14 out of the 18 participants expected the ideal registrar to be a campus leader. Many participants spoke about the registrar's ability to have a positive impact on an institution through visioning

and creative problem solving. The findings illustrate the potential that exists for the registrar to serve as an institutional leader and change agent.

However, the findings also reveal the work that needs to be done in order for registrars to inhabit that role. A hesitation to view oneself as a leader as well as lack of cultivated leadership abilities can inhibit the registrar, as can stereotypes and historical role perceptions. The registrar as leader can be enhanced through professional development and mentoring. It is crucial for the registrar to have leadership support from administration and leadership status within the culture of shared governance. Institutions that recognize the potential of the registrar can give this educational professional a voice in discussions regarding curriculum, policy, and similar academic matters. They can also consider ways to enhance the leadership capacity of the registrar during hiring and succession planning.

Overall, the role of the registrar is complex and serves a critical function within an institution of higher education. This study contributes to the literature regarding higher education leadership by exploring and illuminating some of the aspects of this role. By maximizing the leadership potential of the registrar, institutions can better position themselves to solve problems and effectively implement creative change efforts to address the challenges of a complex higher education environment.

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APPENDICES

Appendix A

Interview Schedule

Oral Interview Script
Brandman University
Doctoral Dissertation

Researcher: Marlo Waters
Participant #: _____
Date: _____

Hello, my name is Marlo Waters and I am a doctoral student studying Organizational Leadership at Brandman University. I would like to start by thanking you for your time. I recognize that you face many demands and pressures in your role at the university, and I appreciate your willingness to participate in this interview.

First, I would like to review the Informed Consent form that was provided to you when we scheduled the interview. Before we proceed with the interview, I need to obtain your signed consent. I would like to highlight the fact that you can stop the interview at any time. Have you been able to review the form, and do you have any questions? (Answer questions and collect form)

Thank you. As indicated in the consent forms, I would like to record this interview so that I may accurately record your responses. The audio-recording will be destroyed once the interview has been transcribed, and a coding system will be used so that no names will be attached to any notes or transcripts from the interview. With your consent, I will turn on the recorder at this time. (Obtain verbal consent). I have turned on the recorder. Now that the interview is being recorded, I would also like to ask for verbal confirmation before we proceed. Do I have your permission to conduct and record the interview?

In my dissertation, I am examining the management and leadership role of the registrar within the current higher education environment. I am exploring this concept from multiple perspectives: the registrar, senior-level administrators, and faculty leaders. You have been asked to participate in this study because of your role as a (registrar/senior-level administrator/faculty leader). My hope is that this research will provide a more comprehensive understanding of the changing role of the registrar and the skills required for that role.

Thank you. Before I begin, do you have any questions or concerns?

Excellent, let's begin. As we do so, I would like to remind you that you can terminate this interview at any time or to decline to answer any particular question. If you would like to stop at any point during the interview, please let me know and we will do so immediately.
I would like to start with some basic demographic questions. This information will only be used to provide aggregate information regarding the study sample. If you prefer, you may choose to indicate "not specified" on any of these questions.

Demographic Questions:

What is your gender? _____

What is your ethnicity? _____

What is your highest level of education attained? _____

How many years have you worked within higher education? _____

How many years have you worked in your current position? _____

Thank you. Now I would like to move into some content questions. First, I would like to gain some perspective regarding your background and experience with the role of the registrar.

Question #1: Background/Experience with Role

For faculty and administrators: During your time in higher education, what experiences have brought you into interaction with registrars? (serve on committees together, etc.)

For registrars: Can you describe for me your work and educational experience that led you into the role of the registrar?

_____

_____

_____

_____

_____

_____

Probing questions:

- *Can you tell me more about that?*
- *Are there other experiences that you have had with registrars?*
- *How many different registrars have you worked with?*

Question #2: Work of the Registrar

Imagine that you are talking with someone who works outside of higher education, and you are asked "What is a registrar, and what does that person do?" How would you answer this question?

Probing questions:

- *What do you see as the core work of the registrar?*
- *What functions do you see as critical to the role of the registrar?*
- *Is there anything unique about the work of the registrar?*

Question #3: Registrar within the Administrative Structure

At your institution, what is the registrar's involvement in the broader governance structure of the institution, including both administration and faculty governance?

Probing questions:

- *To whom does the registrar report?*
- *How does the registrar interact with senior-level administrators?*
- *Is the registrar a member on any governance committees?*
- *Is the registrar involved with the faculty senate?*
- *Do you have any examples you could share?*

For this study, I am exploring the role of the registrar as a manager and a leader. I am using the framework and definitions provided by Kotter. I would like to share a table with you regarding Kotter's definition of these terms. (Provide handout and time for review). As you can see, Kotter views managers and leaders as participating in similar functions, but with a different focus.

Kotter's Framework for Comparing Management and Leadership

Function	Management	Leadership
Creation of an agenda	Focused on logistics, such as planning and budgeting	Focused on a long-term vision and a strategy for achieving the vision
Development of a human network to achieve the agenda	Focused on organizing individuals to carry out the logistics outlined in the agenda through structure and monitoring	Focused on aligning people with the long-term vision and strategy through communication and influence
Execution of the agenda	Focused on controlling the process in order to produce the desired results according to specification	Focused on motivating people to change in order to accomplish the vision

Adapted from *A Force for Change: How Leadership Differs From Management* (p. 6), by John P. Kotter.

Question #4: Initial Reactions

I would like to talk about the role of the registrar in greater detail based on this table. But first, I want to provide an opportunity for any initial reactions or questions that you might have regarding this framework.

#5: The Registrar as Manager

OK. At this point, I would like to focus on the management column. Based on Kotter's definition of management, do you see the registrar as a manager?

Probing questions:

- *Why do you perceive the role of the registrar in that way?*
- *What experiences have led you to that perspective?*
- *Do you have any examples of the registrar as a manager?*

Question #6: Management Expectations for the Registrar

What level of management do you expect from the registrar? Do you expect the registrar to be a manager at the level of the registrar's department or at a broader institutional level, neither, or both?

Probing questions:

- *Do you expect the registrar to be involved in planning for day-to-day logistics?*
- *Do you expect the registrar to be responsible for structuring and monitoring the work of other employees?*
- *Do you expect the registrar to control processes and implement institutional policy?*
- *What importance do you place on the registrar being an effective manager? Why?*

Question #7: Management Skills

In your opinion, what skills are important for the registrar to possess in order to fulfill his or her management role?

Probing questions:

- *Can you tell me more about that?*
- *What experiences have led you to this perspective?*
- *What happens if these skills are lacking?*

Question #8: Registrar as Leader

OK, now I would like to move to the leadership column. Based on Kotter's definition of leadership, do you see the registrar as a leader?

Probing questions:

- *Why do you perceive see the role of the registrar in that way?*
- *What experiences have led you to that perspective?*
- *Do you have any examples of the registrar as a leader?*

Question #9: Leadership Expectations for the Registrar

What level of leadership do you expect from the registrar? Do you expect the registrar to be a leader at the level of the registrar's department, at a broader institutional level, neither, or both?

Probing questions:

- *Do you expect the registrar to be involved in developing long-term vision and strategy?*
- *Do you expect the registrar to communicate with and influence other employees?*
- *Do you expect the registrar to motivate other people for innovation and change?*
- *What importance do you place on the registrar being an effective leader? Why?*

Question #10: Leadership Skills

In your opinion, what skills are important for the registrar to possess in order to fulfill his or her leadership role?

Probing questions:

- *Can you tell me more about that?*
- *What experiences have led you to this perspective?*
- *What happens if these skills are lacking?*

Question #11: Order versus Change

From your perspective, does the registrar focus mainly on order and consistency, mainly on movement and change, or does the role require a fairly equal balance of these two concepts?

Probing questions:

- *Do you see the registrar as a campus change agent?*
- *Do you think the registrar should be a campus change agent? Why or why not?*
- *What experiences have led you to that perspective?*
- *Do you have any examples you could share?*

Question #12: Changes in the Role

The higher education environment is facing a variety of changes. When thinking about the role of the registrar, do you think that the role is changing? Do you think that it should change?

Probing questions:

- *In what ways is the role of the registrar changing?*
- *Why do you envision for the future of the registrar profession?*
- *What experiences have led you to that perspective?*
- *Do you have any examples you could share?*

Question #13: Important Skills

We have talked about some of the skills that are important for the role of the registrar. In your opinion, what are the top three skills that a registrar should possess in order to be effective in his or her role?

Probing questions:

- *Can you tell me more about that?*
- *What experiences have led you to that perspective?*
- *What happens if any of those skills are missing?*

Question #14: General Question

This concludes my questions. Before we conclude the interview, do you have anything else you would like to say regarding the role of the registrar?

Thank you again for your time and participation in this interview. Your perspective will provide a valuable contribution to this research. At this time, I am going to conclude the interview and turn off the recording.

Appendix B

Brandman IRB Approval

BRANDMAN University Chapman University System

BRANDMAN UNIVERSITY INSTITUTIONAL REVIEW BOARD

IRB Application Action – Approval

Date: 07/20/2014

Name of Investigator/Researcher: Marlo J. Waters

Faculty or Student ID Number: #########

Title of Research Project:

A Qualitative Exploration of Perspectives on the Management and Leadership Role of the Higher Education Registrar

Project Type: ☑ New ☐ Continuation ☐ Resubmission

Category that applies to your research:

- ☑ Doctoral Dissertation EdD
- ☐ DNP Clinical Project
- ☐ Masters' Thesis
- ☐ Course Project
- ☐ Faculty Professional/Academic Research
- ☐ Other:

Funded: ☑ No ☐ Yes _____
(Funding Agency; Type of Funding; Grant Number)

Project Duration (cannot exceed 1 year): 09/01/2014 to 06/01/2015

Principal Investigator's Address: 240 McReynolds Drive, Angwin, CA, 94508

Email Address: wate5703@mail.brandman.edu Telephone Number: ### ### #####

Faculty Advisor/Sponsor/Chair Name: Len Hightower

Email Address: whightow@brandman.edu Telephone Number: ### ### #####

Category of Review:

☐ Exempt Review ☑ Expedited Review ☐ Standard Review

☑ I have completed the NIH Certification and included a copy with this proposal

☐ NIH Certificate currently on file in the office of the IRB Chair or Department Office

Signature of Principal Investigator: Marlo Waters Digitally signed by Marlo Waters DN: cn=Marlo Waters, o=Brandman University, ou, email=mwaters0723@mail.brandman.edu, c=US Date: 2014.07.20 13:32:02 -07'00' Date: 07/20/2014

Signature of Faculty Advisor/ Sponsor/Dissertation Chair: Len Hightower Digitally signed by Len Hightower DN: cn=Len Hightower, o=Brandman University, ou=E.d.D. in Organizational Leadership, email=lhightower@brandman.edu, c=US Date: 2014.07.30 12:24:38 -07'00' Date: 7/30/2014

BRANDMAN UNIVERSITY INSTITUTIONAL REVIEW BOARD
IRB APPLICATION ACTION – APPROVAL
COMPLETED BY BUIRB

IRB ACTION/APPROVAL

Name of Investigator/Researcher: _____

☐ Returned without review. Insufficient detail to adequately assess risks, protections and benefits.

☐ Approved/Certified as Exempt form IRB Review.

☑ Approved as submitted.

☐ Approved, contingent on minor revisions (see attached)

☐ Requires significant modifications of the protocol before approval. Research must resubmit with modifications (see attached)

☐ Researcher must contact IRB member and discuss revisions to research proposal and protocol.

Level of Risk: ☐ No Risk ☑ Minimal Risk ☐ More than Minimal Risk

IRB Comments:

Approved as revised.

IRB Contact

Name: _____

Telephone: _____ Email: _____

IRB Certification Number: _____ Date: _____

Revised IRB Application ☑ Approved ☐ Returned

Name: Keith Larick Digitally signed by Keith Larick DN: cn=Keith Larick, o=Ed.D, ou=SOE, email=larick@brandman.edu, c=US Date: 2014.09.04 08:19:00 -07'00'

Telephone: _____ Email: _____ Date: 9/3/14

Appendix C

Participant Invitation Letters

Invitation letter for Senior-Level Administrators and Faculty Leaders

Date

Dear *Potential Study Participant*:

My name is Marlo Waters, and I am a doctoral candidate in Brandman University's Organizational Leadership program. For my dissertation, I am researching the role of the registrar at private institutions of higher education. My research focuses on the management and leadership role of the registrar as well as the skills that are perceived as important for that role. I am exploring the perspectives of registrars, senior-level administrators, and faculty leaders regarding this topic.

I am writing to introduce myself to you and to ask if you would be willing to consider participating in this research to provide the perspective of a (*senior-level administrator* or *faculty leader)*. I am asking your assistance in the study by participating in an interview which will take from 30 to 60 minutes and will be set up at a time convenient for you.

If you agree to participate in an interview, you may be assured that it will be completely confidential. A coding system will be used so that no names will be attached to any notes, recording, or transcripts from the interview. The interview will be audio-recorded with your consent, and the audio-recording will be destroyed once the interview has been transcribed. All information will remain in locked files accessible only to the researchers and no other individuals will have access to the interview information. You will be free to stop the interview and withdraw from the study at any time.

I am available by email and phone to discuss this research. Additionally, my dissertation chair may be contacted to answer any questions you may have: Dr. Len Hightower, available at whightow@brandman.edu.

It would be an honor to be able to hear your experiences and perspectives regarding the work of the registrar. I know that your time is incredibly valuable and I appreciate your consideration of this request.

Sincerely,

Marlo Waters
Doctoral Candidate, Brandman University
Registrar, Pacific Union College
Email: wate5703@mail.brandman.edu or mwaters@puc.edu
Phone: ###-###-####

Invitation letter for Registrars

Date

Dear *Potential Study Participant*:

My name is Marlo Waters, and I am the registrar at Pacific Union College, a private college in Napa County. Additionally, I am a doctoral candidate in Brandman University's Organizational Leadership program.

For my dissertation, I am researching the role of the registrar at private institutions of higher education. As a registrar for the past five years, I have developed an appreciation for the importance and the complexity of the role. My research focuses on the management and leadership role of the registrar as well as the skills that are perceived as important for that role. I am exploring the perspectives of registrars, senior-level administrators, and faculty leaders regarding this topic.

I am writing to introduce myself to you and to ask if you would be willing to consider participating in this research. You have been invited to participate because you are the registrar at (*institution)*. As a practicing registrar at a private California institution, you have significant expertise and knowledge to contribute to this project. I am asking your assistance in the study by participating in an interview which will take from 30 to 60 minutes and will be set up at a time convenient for you. Additionally, I will ask to receive a copy of your job description and your role within your institution's administrative structure.

If you agree to participate in an interview, you may be assured that it will be completely confidential. The interview will be audio-recorded with your consent, and the audio-recording will be destroyed once the interview has been transcribed. A coding system will be used so that no names will be attached to any notes, recording, or transcripts from the interview. All information will remain in locked files accessible only to the researchers and no other individuals will have access to the interview information. You will be free to stop the interview and withdraw from the study at any time.

I am available by email and phone to discuss this research. Additionally, my dissertation chair may be contacted to answer any questions you may have: Dr. Len Hightower, available at whightow@brandman.edu.

It would be an honor to be able to hear your experiences and perspectives regarding the work of the registrar. I know that your time is incredibly valuable and I appreciate your consideration of this request.

Sincerely,

Marlo Waters
Doctoral Candidate, Brandman University
Registrar, Pacific Union College
Email: wate5703@mail.brandman.edu or mwaters@puc.edu
Phone: ###-###-####

Appendix D

Participant Bill of Rights

BRANDMAN University Chapman University System

BRANDMAN UNIVERSITY INSTITUTIONAL REVIEW BOARD

Research Participant's Bill of Rights

Any person who is requested to consent to participate as a subject in an experiment, or who is requested to consent on behalf of another, has the following rights:

1. To be told what the study is attempting to discover.
2. To be told what will happen in the study and whether any of the procedures, drugs or devices are different from what would be used in standard practice.
3. To be told about the risks, side effects or discomforts of the things that may happen to him/her.
4. To be told if he/she can expect any benefit from participating and, if so, what the benefits might be.
5. To be told what other choices he/she has and how they may be better or worse than being in the study.
6. To be allowed to ask any questions concerning the study both before agreeing to be involved and during the course of the study.
7. To be told what sort of medical treatment is available if any complications arise.
8. To refuse to participate at all before or after the study is started without any adverse effects.
9. To receive a copy of the signed and dated consent form.
10. To be free of pressures when considering whether he/she wishes to agree to be in the study.

If at any time you have questions regarding a research study, you should ask the researchers to answer them. You also may contact the Brandman University Institutional Review Board, which is concerned with the protection of volunteers in research projects. The Brandman University Institutional Review Board may be contacted either by telephoning the Office of Academic Affairs at (949) 341-9937 or by writing to the Vice Chancellor of Academic Affairs, Brandman University, 16355 Laguna Canyon Road, Irvine, CA, 92618.

Brandman University IRB Adopted November 2013

Appendix E

Informed Consent Paperwork

CONSENT TO PARTICIPATE IN RESEARCH

BRANDMAN UNIVERSITY
16355 LAGUNA CANYON ROAD
IRVINE, CA 92618

TITLE: A Qualitative Exploration of the Management and Leadership Role of the Higher Education Registrar

RESPONSIBLE INVESTIGATOR: Marlo Waters

PURPOSE OF STUDY: This study is being conducted for a dissertation in Organizational Leadership at Brandman University. The purpose of this study is to describe the management and leadership role of the higher education registrar and the skills needed to fulfill that role, as perceived by registrars, senior-level administrators, and faculty leaders at private, four-year institutions of higher education in California. A secondary purpose of this study is to explore differences between the perceptions of registrars, the perceptions of senior-level administrators, and the perceptions of faculty leaders with regard to the management and leadership role of the higher education registrar and the skills needed to fulfill that role.

PROCEDURES: In participating in this study, I agree to participate in an interview which will last approximately 30 to 60 minutes and will be audio-recorded (separate privacy statement attached). If I am a registrar, also agree to provide a copy of the duties outlined in my job description and a description of my position within the institutional governance system.

I understand that:

a) The possible risks of this study are minimal. However, there may be some discomfort as a result of participating in the interview. I understand that I do not need to answer any interview questions that cause discomfort.

b) I will not be paid for my participation in this study. The possible benefit of this study is an increased understanding of higher education governance, with a particular focus on the role of the registrar. The findings and recommendations from this study will be made available to all participants.

c) Any questions I have concerning my participation in this study will be answered by Marlo Waters, available by email at wate5703@mail.brandman.edu or by

phone at ###-###-####. Questions may also be answered by the dissertation chairperson: Dr. Len Hightower at whightow@brandman.edu.

d) I may refuse to participate or may withdraw from this study at any time without any negative consequences. Also, the Investigator may stop the study at any time.

e) I also understand that no information that identifies me will be released without my separate consent and that all identifiable information will be protected to the limits allowed by law. If the study design or the use of the data is to be changed, I will be so informed and my consent re-obtained. I understand that if I have any questions, comments, or concerns about the study or the informed consent process, I may write or call the Office of the Executive Vice Chancellor of Academic Affairs, Brandman University, and 16355 Laguna Canyon Road, Irvine, CA 92618, (949) 341-7641. I acknowledge that I have received a copy of this form and the Research participant's Bill of Rights.

I have read the above and understand it. My questions have been answered to my satisfaction and I agree to participate in the study.

_____

Printed Name of Participant

_____

Signature of Participant

_____

Signature of Principal Investigator

_____

Date

PRIVACY ACT STATEMENT AND CONSENT AGREEMENT FOR AUDIO RECORDING

I give my consent to allow audio recording during the interview, and for those records to be reviewed by persons involved in the study. I understand that all information will be kept confidential and will be reported in an anonymous fashion, and that the audio recording will be erased after the interview has been transcribed. I understand that I may elect to receive a copy of the transcript once the audio recording has been transcribed so that I may review and correct as necessary. I further understand that I may withdraw this consent at any time without penalty.

_____

Printed Name of Participant

_____

Signature of Participant

□ Please provide a copy of the transcript for my review at the following address:

_____

_____

Signature of Principal Investigator

_____

Date

Appendix F

Outline of Questions Sent to Participants Prior to Interview

Interview Questions

A Qualitative Exploration of the
Management and Leadership Role of the Higher Education Registrar

These are the general questions that will be covered during the interview. They are provided here for your information. If you wish, you may review the questions in advance of the interview. Please be aware that the researcher may ask follow-up questions in any of these areas to better understand your responses.

As a research participant, you have the right to terminate the interview at any time or to decline to answer any particular question(s). Please inform the researcher if you wish to withdraw from the study.

Part 1: Demographic Questions

The interview will start some basic demographic questions. This information will only be used to provide aggregate information regarding the study sample. If you prefer, you may choose to indicate "not specified" on any or all of these questions.

- What is your gender?
- What is your ethnicity?
- What is your highest level of education attained?
- How many years have you worked within higher education?
- How many years have you worked in your current position?

Part 2: Background/Experience with the Registrar Role

This portion of the interview will focus on your background and experiences with the role of the higher education registrar.

- For faculty and administrators: During your time in higher education, what experiences have brought you into interaction with registrars? (serve on committees together, etc.)
- For registrars: Can you describe for me your work and educational experience that led you into the role of the registrar?
- Imagine that you are talking with someone who works outside of higher education, and you are asked "What is a registrar, and what does that person do?" How would you answer this question?
- At your institution, what is the registrar's involvement in the broader governance structure of the institution, including both administration and faculty governance?

Part 3: The Registrar as Manager and Leader

The next portion of the interview will explore the role of the registrar as a manager and a leader, using the framework and definitions provided by Kotter (outlined in the table below).

- Do you have any initial reactions or questions regarding Kotter's framework for management and leadership?
- Based on Kotter's definition of management, do you see the registrar as a manager? If so,
  - What level of management do you expect from the registrar? Do you expect the registrar to be a manager at the level of the registrar's department, at a broader institutional level, neither, or both?
  - In your opinion, what skills are important for the registrar to possess in order to fulfill his or her management role?
- Based on Kotter's definition of leadership, do you see the registrar as a leader? If so,
  - What level of leadership do you expect from the registrar? Do you expect the registrar to be a leader at the level of the registrar's department, at a broader institutional level, neither, or both?
  - In your opinion, what skills are important for the registrar to possess in order to fulfill his or her leadership role?
- From your perspective, does the registrar focus mainly on order and consistency, mainly on movement and change, or does the role require a fairly equal balance of these concepts?

Kotter's Framework for Comparing Management and Leadership

Function	Management	Leadership
Creation of an agenda	Focused on logistics, such as planning and budgeting	Focused on a long-term vision and a strategy for achieving the vision
Development of a human network to achieve the agenda	Focused on organizing individuals to carry out the logistics outlined in the agenda through structure and monitoring	Focused on aligning people with the long-term vision and strategy through communication and influence
Execution of the agenda	Focused on controlling the process in order to produce the desired results according to specification	Focused on motivating people to change in order to accomplish the vision

Adapted from *A Force for Change: How Leadership Differs From Management* (p. 6), by John P. Kotter.

Part 4: Overall Conclusions

The interview will conclude with some overarching questions as well as an opportunity for you to share any additional questions and comments.

- The higher education environment is facing a variety of changes. When thinking about the role of the registrar, do you think that the role is changing? Do you think that it should change?

- We have talked about some of the skills that are important for the role of the registrar. In your opinion, what are the top three skills that a registrar should possess in order to be effective in his or her role?
- This concludes my questions. Before we conclude the interview, do you have anything else you would like to say regarding the role of the registrar?

Appendix G

List of Codes

Organized alphabetically within each identified theme.

Theme 1: Perceptions of the Registrar as Manager & Leader

1. Differences in Perceptions: Ways that varied constituents have different perceptions of the role.
2. Leadership- The registrar as a leader, as defined by Kotter (1990): A strategic visionary who aligns people with vision in order to bring about change.
3. Leadership Level, Departmental- The registrar as a leader within the registrar's department.
4. Leadership Level, Institutional- The registrar as a leader at a broader institutional level.
5. Management- The registrar as a manager, as defined by Kotter (1990): A logistical planner who structures and monitors people in order to produce specified results.
6. Management Level, Departmental- The registrar as a manager within the registrar's department.
7. Management Level, Institutional- The registrar as a manager at a broader institutional level.

Theme 2: Factors Perceived to Make the Registrar Beneficial as an Institutional Leader

8. Access to Data- The registrar as an employee with hands-on connection to technology and student data.
9. Committee Member- The registrar as a member of many and varied committees within the institutional governance system.

10. Institutional Memory- The registrar as archivist and keeper of institutional history.
11. Knows Academics as a Whole- The registrar as an employee with an overall view of the academic curriculum and process.
12. Networking and Best Practices- The registrar as an employee who actively networks with colleagues and stays abreast of trends and best practices.
13. Works with Many Constituents- The registrar as a director of a department that interfaces with a wide variety of constituents.

Theme 3: Factors Perceived to Impact the Registrar's Ability to be an Institutional Leader

14. Administrative Support- Expectations and support from senior-level administrators for the registrar as leader.
15. Characteristics of the Registrar- Personal characteristics and leadership abilities of the registrar.
16. Institutional Context- The current context and stability of the department and institution.
17. Institutional Culture- The culture of the institution with particular focus on the status of the registrar within that culture.
18. Role Perceptions- The registrar role as historically perceived to be focused on management yet with recent changes to include a leadership focus.

Category 4: Management Skills Considered Important for the Role of the Registrar

19. Analytical & Critical Thinker- Thinks critically about complex issues and analyzes relevant data
20. Articulate Communicator- Communicates clearly in small group and large group settings

21. Calm & Level Headed- Demonstrates a calm demeanor in the face of stress
22. Dependable & Accurate- Can be relied upon to be consistent and accurate
23. Detail Oriented- Capable of managing pinpoint details on a regular basis
24. Good at Hiring & Delegating- Adept at recognizing talent in employees and then delegating various important tasks to them
25. Knowledgeable about Higher Education- Knows the history, trends, culture, and climate of higher education
26. Organized- Keeps things organized and efficient
27. Planner & Time Manager- Plans in order to juggle multiple projects and priorities simultaneously
28. Problem Solver- Recognizes problems and develops methods for resolving them
29. Technologically Savvy- Is highly proficient with the use of technological record-keeping tools
30. Understands Processes & Systems- Comprehends systems and is able to keep them running

Category 5: Leadership Sills Considered Important for the Role of the Registrar

31. Collaborative Team Builder- Builds and works with teams of professional employees
32. Committed to the Institution- Demonstrates a commitment to a larger institutional mission
33. Compassionate & Empathetic- Cares about other people and works to identify with them
34. Confident- Has confidence in one's own skills and abilities

35. Creative & Curious- Thinks creatively about non-traditional approaches to complex issues
36. Demonstrates Interpersonal Skills- Builds and maintains relationships with a wide variety of constituents
37. Energetic & Ambitious- Demonstrates professional ambition and energy to tackle big issues
38. Ethical- Follows a code of ethics when making decisions and interacting with others
39. Flexible & Adaptable- Willing to make changes and able to respond to varying circumstances
40. Humble- Demonstrates humility and admits to being wrong
41. Influences Others for Change- Able to influence and persuade others to make changes
42. Learner & Educator- Likes to participate in the learning process as both student and educator
43. Listener- Actively listens to others in order to meet the needs of constituents
44. Self-Reflective & Self-Knowledgeable- Knows oneself, including strengths and weaknesses
45. Service Oriented- Has a desire to serve others
46. Visionary & Able to See the Big Picture- Understands the broader context of a situation and is able to envision the future