

Planning your *own* Career in Post-Secondary Education

OURA 2008 Conference

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Role of the Registrar and Registrar's Office

- Historical Roles – 'Bedel' in 12th century European universities
- Shifted from a position with responsibility for a wide range of administrative functions to one responsible for functions related to undergraduate and /or graduate students' academic programs, records and graduation....and maybe other activities!

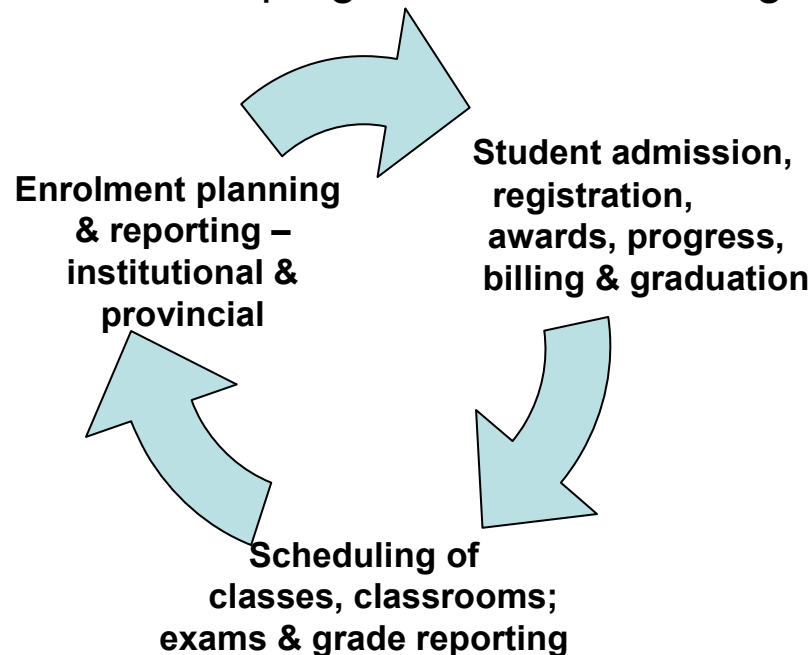
NOW...

**Enrolment planning
& reporting –
institutional &
provincial**

**Student admission,
registration,
awards, progress,
billing & graduation**

**Scheduling of
classes, classrooms;
exams & grade reporting**

**+++ Other duties
as assigned!!**

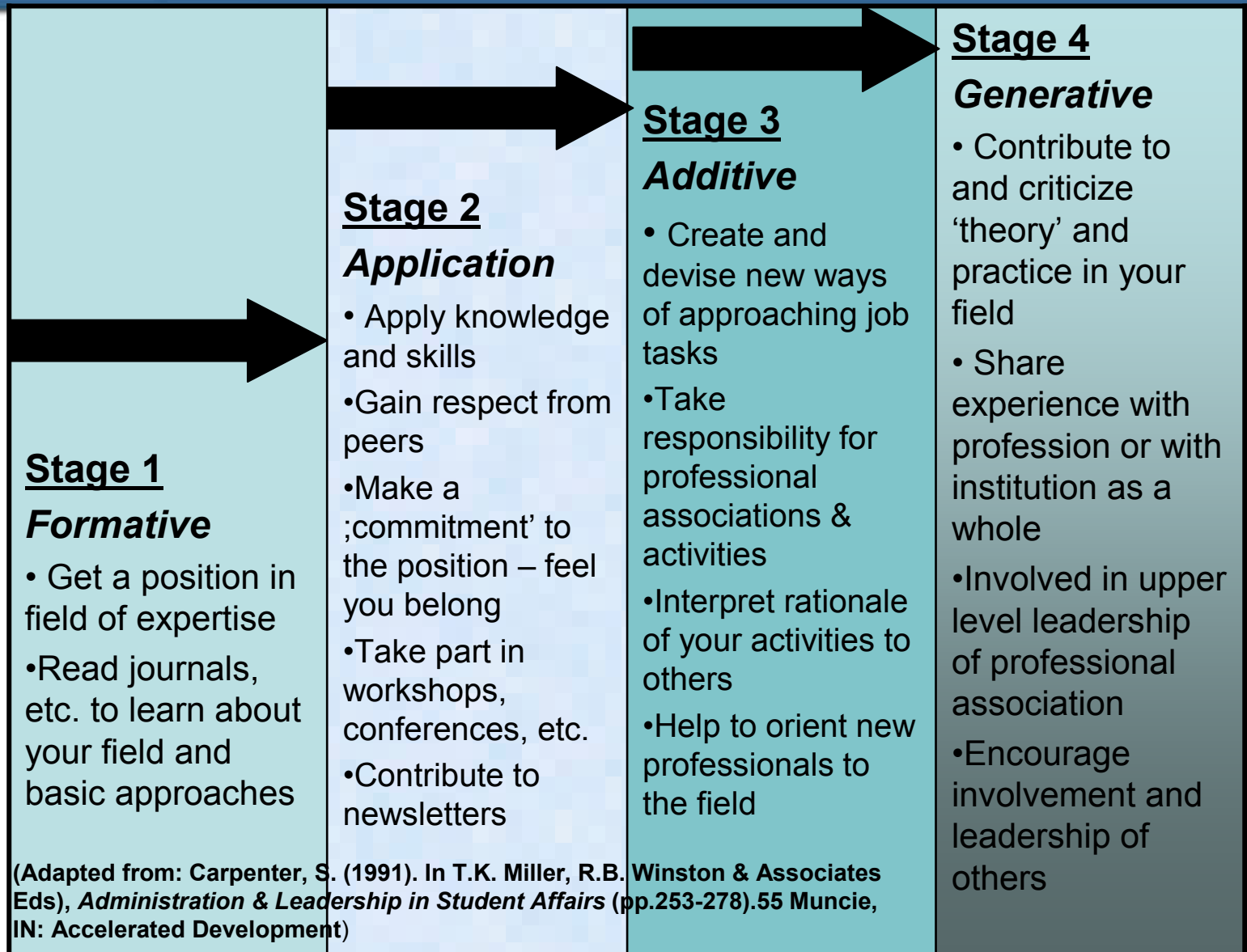


Who are *You*?

1. How did you begin in your current job
2. How did you develop the skills you need to do it as well as you do?
3. How are new people trained to enter your department or are your responsibility?
4. Would you like you continue to do what you are doing for the rest of your career? Why? Why not??







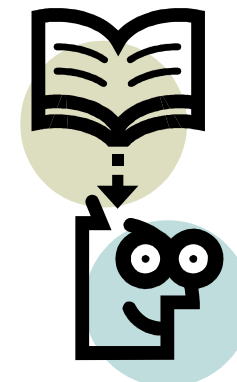
(Adapted from: Carpenter, S. (1991). In T.K. Miller, R.B. Winston & Associates Eds), *Administration & Leadership in Student Affairs* (pp.253-278).55 Muncie, IN: Accelerated Development)

Professional Identity and/or
Professional Development :
2 sides of a coin



Professional Identity

- Alignment and affiliation with others who do the same professional activities as you do
- Share advice and information with colleagues who both share and understand your job responsibilities – for your mutual benefit
- Others relate to you & ask your advice because of the role and experience you have



Professional Development

- Your professional practice is informed and grounded in research-based data
- Your practice is 'intentional'....i.e. grounded in the specific outcome you are seeking and in the unique mission and objectives of the institution you are working in
- Your activities, and those in your office, evolve and change on the basis of assessment, research and institutional information



Professional Development – Options and Opportunities

- Conferences and Workshops – practice-based knowledge
- Institutes and Educational opportunities that are not specifically related to your work, but instead to the outcomes of your work – i.e. the student experience, retention, enrolment management
- Academic programs – master-level, doctoral-level

Graduate Education Options

Master's degrees

- M.A. or M.Sc. – involves advanced academic study and the preparation of an original thesis for those who want to use scholarship and research as a means for deepening their understanding of administrative action.
- M.Ed. – may/may not be thesis or project-based. Involves course work and research into both understanding and improving educational practice.

Doctoral degrees

- Ph.D. and Ed.D. - research-oriented doctoral programs where the emphasis is on a commitment to scholarship and research as a means for improving practice, as well as developing skills in the application of knowledge from theory and research to practical administrative problems.

Requirements and Details

Masters level programs

- normally, a bachelor's degree and a GPA of a minimum of 3.5 in all postsecondary academic work
- may be taken in face-to-face only, combined institute-type formats - 2-6 weeks/weekends of residential work + on-line coursework, and/or on-line - only formats
- can be in fields such as Education, Student Affairs, Higher Education, Leadership
- normally takes 2-3 years
- programs in both Canada and in the U.S. as well as internationally

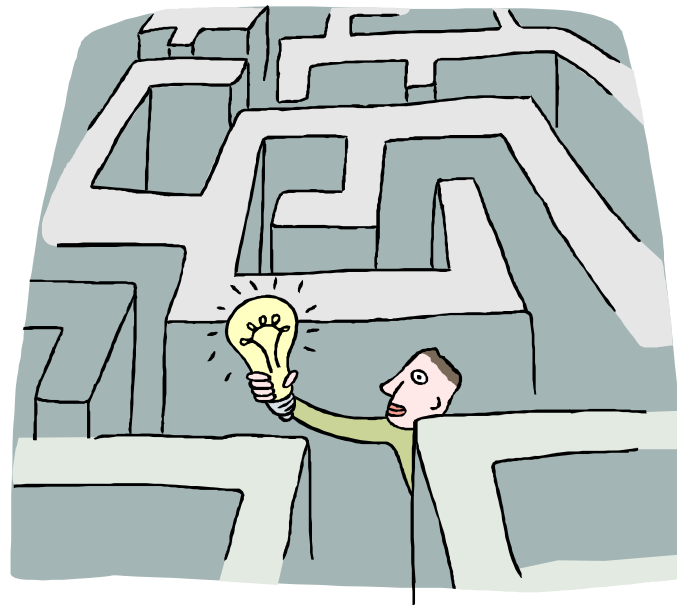
Doctoral level programs

- normally, requires a Masters' degree (and some stipulate a thesis-based Master's degree, others do not) and a GPA of a minimum of 3.5 in all postsecondary academic work
- limited amount of coursework – 4-8 half course
- coursework may be taken face-to-face or in a combined face-to-face and online format
- involves a comprehensive examination of knowledge as well as a research-based dissertation
- normally takes 4-6 years

Some of the Canadian options in Higher Education Graduate Programs to consider...

- Memorial University – M.Ed. In Postsecondary studies
 - course-based/thesis-based options
 - distance learning format
- OISE/UofT – M.Ed. – Higher Education/ and Student Affairs and Development specializations
 - full-time and part-time, cohort-based on- campus options
 M.A. – Higher Education specialization
 Ph.D. and Ed.D. degrees – Higher Education- minimum of 1 year of FT study (does not need to be continuous)
- U of Manitoba – M.Ed. (Adult & Postsecondary Education) – thesis and course based options- on-campus
- U of Calgary – M.Ed., M.A., Ph.D. and Ed.D. (Higher Education Leadership)
 - M.Ed. and Ed.D. offered both on-campus and on-line formats
- UBC – M.A., M.Ed., Ph.D. and Ed.D.(Higher Education) with themes of Student Affairs & Institutional Policy and International and Comparative Higher Education
 - Part time of full-time study is permitted in M.A. and M.Ed. programs
 - Ph.D. and Ed.D. both require various periods of full-time study.

And this is only the beginning.....



Questions?????



ONTARIO UNIVERSITY REGISTRARS' ASSOCIATION

2008 Conference

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*Good people strengthen
themselves ceaselessly.*

Confucius