

Leadership and Relationship Development for the Medical School Registrar Using the GSA Professional Development Initiative

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Learning Objectives

1. Understand the role of the registrar/records professional in the context of disciplinary proceedings; curriculum development, delivery and renewal; management of student enrollment status; and policy development and enforcement.
2. Learn to create and leverage opportunities to build bridges with other medical education offices (student affairs, curriculum, graduate medical education)
3. Learn how to use the GSA PDI Performance Framework to seek out and embrace new and challenging opportunities

The Role of the Registrar

The Registrar is primarily responsible for maintaining accurate records and ensuring compliance with federal, state and institutional policies related to student enrollment. Registrar staff effectively manage enrollment data and use it to guide student registration practices in support of advising, as well as help faculty understand implications of curricular decisions.

Areas within the Registrar's Office include but are not limited to:

- Matriculation Services (registration, transcripts, verification, academic calendar)
- Student Records Management
- Enrollment Status Management (leaves of absence, withdrawals)
- Compliance and Policy Enforcement
- **Student Information System Management**

It is the responsibility of the Registrar to maintain knowledge of federal and professional guidelines, as well as demonstrate the expertise to implement them.

Learning Objective 1

Association of American Collegiate Registrars and Admissions Officers (AACRAO)

The work of the registrar touches every student and nearly every corner of your institution. An effectively functioning Registrar's Office is critical to the vitality of your academic programs and the success of your students.

Today's **registrar leaders** are tasked with ensuring the integrity of student records, interpreting and enforcing academic policies, and providing **outstanding student services**.

Registrars must complete these responsibilities while adapting to ever-changing technologies and increasing service expectations from students, faculty and administrators.

SUPPORT THE ROLE OF THE REGISTRAR!

Learning Objective 1

The Registrar is not an Island

College of Medicine Records Officers interact with various offices. They must be able to effectively communicate professional guidelines to these offices, and must work collaboratively with these offices to ensure compliance while meeting the needs of students.

The Registrar's associations within the institution and university include:

Medical Education/Curricular Affairs

Attends curriculum committee meetings

Academic Affairs/Academic Support

Attends student advancement and promotions committee meetings

Student Services/Career Advising/Transition to Residency

Supports or volunteers for events and ceremonies (including commencement and orientations)
Support residency applications processes directly (provide transcripts) and indirectly (course scheduling, visiting student process)

Learning Objective 2

The Registrar is not an Island

Diversity Office

Works with the diversity office to report data to support initiatives

Admissions

Facilitate the hand-off from applicant to matriculant

Educate Admissions Offices on why their applicant data is important for the university operations

Support/volunteer for interview days or second-look activities

Financial Aid

Important partners for compliance! Curriculum changes, student status changes, satisfactory academic progress.

Information Technology

How our systems work, student data stays secure, who gets access

Parent university (if applicable)

Collaborate with the University Registrar, General Counsel, Risk Management

Students!

Learning Objective 2

Professional Challenges...

- Not included in decision making
- Supervisor doesn't understand what I do
- Not enough time or opportunities for professional development
- Not supported in decision making
- Feel stuck; pathway to growth and promotion
- Others?

What is the GSA PDI and how is it relevant to a student records professional?

It is designed to complement your school's professional development practices and to encourage conversations about your role at your institution.

The **GSA PDI Framework** helps define critical behaviors in your area of expertise and breaks them into three benchmarks, ranging from tactical to strategic.

High Value Learning—workshops, seminars, books and articles

Professional Development Support--through a variety of resources and tools to increase role clarity, collaboration, and the achievement of meeting goals and results;

Community of Practice--with colleagues and experts to: build capabilities, address and anticipate needs and changes, and share learnings to foster excellence and growth.

What benchmark do you fall under at your institution?

Benchmark 1 Typical Role: Support Staff. <i>Recognized as an individual contributor and primary student interface</i>	Benchmark 2 Typical Roles: Supervisors, Program Managers and Directors. <i>Recognized as a key escalation resource and collaborator with senior colleagues</i>	Benchmark 3 Directors, Assistant/Associate Deans, Deans. <i>Recognized as an expert and leader in the area, considered the “go to” person for decision making</i>
Apply rules	Interpret and apply rules and regulation	Develop plans, policies, processes
Describe documents	Educate others in the community	Develop a continuity of operations
Process and maintain records	Explain	Maintain awareness of data needs
Use technology databases	Identify and proactively mitigate risks	Analyze current practices and identify trends
	Resolve issues	Mitigate potential legal issues
	Anticipate needs for student information	

What professional development actions are associated with your benchmark?

Benchmark 1: Join the records listserv; participate in COSR projects or workgroups; attend Registrar 101 at AACRAO, or AAMC regional meeting or PDC

Benchmark 2: Post questions on listservs and summarize responses; serve as a member of a standing institutional committee, i.e. curriculum, student promotions/advancement; join a national professional development association (AACRAO); attend Registrar 201 at AACRAO; present at AAMC regional meeting or PDC

Benchmark 3: Answer questions on a national listserv; Present at regional or national meetings; Chair an institutional committee; serve in a leadership role in a professional association

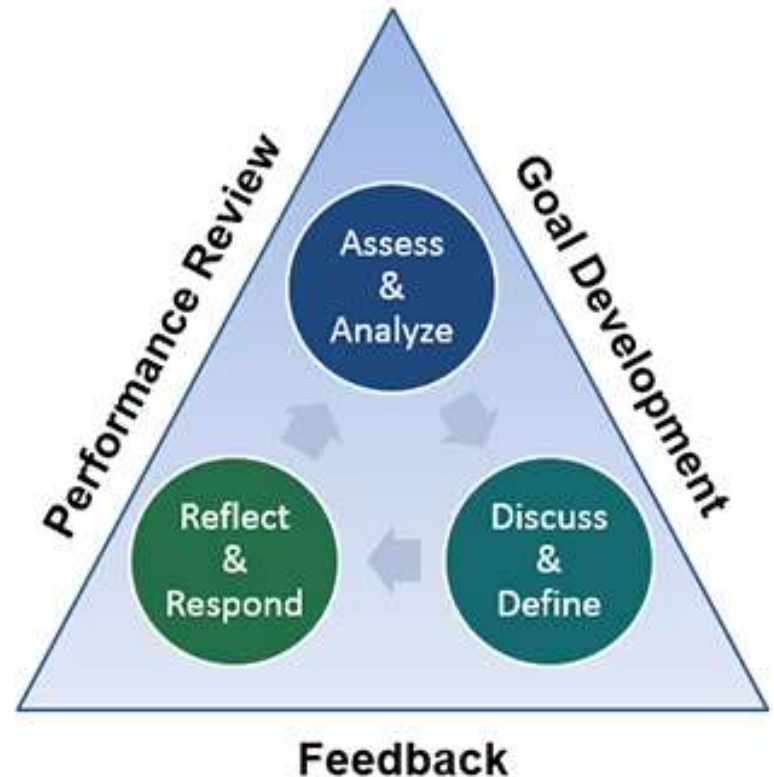
<https://www.aamc.org/download/444142/data/frameworkoptionsmatrix-aoe.pdf>

The Performance Framework for the Student Records professional

- Use the framework to understand your area of expertise and benchmark.
- Create or update your Job description - Are there responsibilities you should or should not be performing?
- Performance Appraisal - What behaviors should supervisors be evaluating?
- Advancement/Promotion - Is there agreement on your benchmark?
- Advocate for resources - What do you need to effectively complete your responsibilities?
- Be a Leader! - Educate others on the breadth and depth of being a records officer. Relationships!

Support Tool Kit

- **Analyze and assess** your capability, performance, and aspirations to clarify and affirm what is expected of you in your current role as well as your desired career direction.
- **Discuss and define** clear and meaningful goals and opportunities that you can successfully implement with the support of supervisors, mentors, and trusted colleagues.
- **Reflect and respond** to your growth, goal achievement, and performance contributions; using feedback and recognition to guide and position you for greater success.



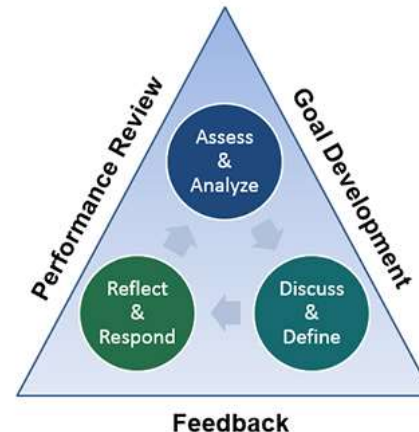
Learning Objective 3

Case Discussions

Case Study 1

The Records Coordinator has been in the position for one year. A more senior staff member is going on leave, and the Records Coordinator was assigned additional responsibilities that incorporated functions from a higher benchmark in the senior staff member's absence.

1. What are some considerations for the Records Coordinator when assuming these additional duties?
2. What are some considerations for the supervisor of the Records Coordinator?

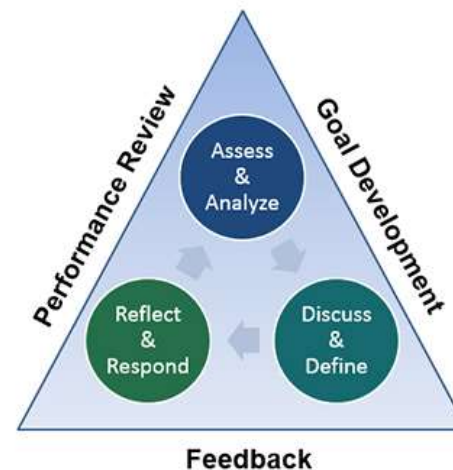


Learning Objective 3

Case Study 2

An Assistant Registrar recently attended a curriculum meeting where there was discussion about extending the academic calendar. Key stakeholders were not included in this discussion, and the Assistant Registrar made this known to the Curriculum Committee. Despite incomplete information, the new academic calendar was approved.

1. How should the Assistant Registrar proceed in this instance, as well as prepare for similar situations in the future?

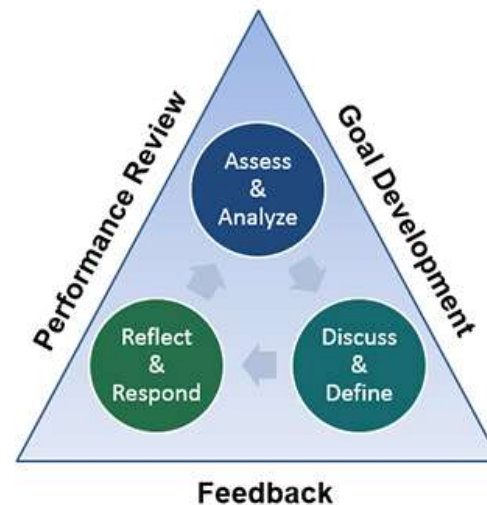


Learning Objective 3

Case Study 3

A staff member in the records office was asked by the Dean of Student Affairs to “clean drop” a student from a course a week before the end date and reported this request to the Registrar. The Registrar is aware that the student attended the majority of the course and will not pass the course. Instead of receiving an F or a W on the transcript, all evidence of the course attempt would be removed.

1. How can the Registrar best advocate for best practice and compliance with policy?

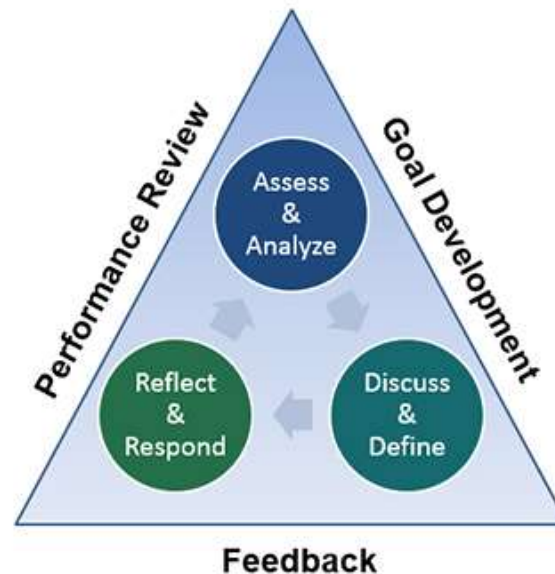


Learning Objective 3

Case Study 4

Your college is in talks to increase the incoming class size by 10% over the course of four years. You are currently at the capacity for the workload in your office.

1. How should the Registrar work with administration to ensure that productivity does not suffer?



Learning Objective 3

Leadership and Relationship Development for the Records Professional

- Develop mission statement, goals, objectives for your office, even if you are a solo practitioner.
- Review policies related to enrollment and student records and provide revisions based on your expertise.
- Offer training on FERPA and effective student records management.
- Summarize key points from participation on COSR Community calls for supervisors and employees.
- Report what you learned at this meeting and how it can be implemented at your institution
- Visibility is important!

Learning Objective 3

5 Tips for advocating to attend professional development meeting

1. Keep abreast of national trends/conversations that affect student records and the registrar.
2. Network with colleagues at other institutions as a resource for future questions, mentorship or challenges at your institution.
3. Present or co-present at a meeting with COSR or a colleague (Financial Aid, Student Affairs).
4. Research agenda for pre-conference or conference sessions related to a particular challenge faced at your institution.
5. Include attendance at a professional meeting as part of your professional development goals in annual review.

Learning Objective 3

Resources for the Records Professional

1. PDI

Toolkit

<https://www.aamc.org/members/gsa/427892/pditoolkit.html>

Performance Reflection/Assessment Guide

Goal Development and Execution Guide

PDI Regional Teams

2. AACRAO (health professions section)

3. Committee on Student Records

4. Group on Student Affairs

Learning Objective 3