Faculty and Registrars Are Different From One Another

These generalizations are not true for every individual registrar or faculty member. But they may help understand the interpersonal dynamics between the two groups.

Characteristic	Faculty	Registrars
Strength	Recognized experts in their field; research and publication in prestigious journals; passionate hard-workers; action-oriented and results-motivated; focused on day-to-day achievement and excellence	Strategic thinkers; organizational leaders and managers; navigates complex landscape of requirements and stressors to provide service to diverse constituents (students, faculty, staff, alumni, senior administration, etc.); institutional history; policies and procedures; strong communicators and relationship builders; emotional intelligence
Background (training)	Specialized graduate education; usually not formally trained in leadership, administration, or communication – learned "on the fly"	Educated in a variety of fields; on-the-job training; specialized training in higher ed administration, higher ed leadership, etc.
Seek to understand	Knowledge, skills and advances in their academic specialty; cutting edge concepts, techniques, technology and possibilities	How to get things done given procedures, resources and people (personalities!) involved; who is who in college or university; what's going on in the organization
Work Style	Entrepreneurial; work many but not necessarily scheduled hours; high standards while balancing competing priorities of education and research; demand excellence from themselves and others; extramural activities	Team players, scheduled workday; frequent interruptions and meetings; balancing availability to staff and faculty with getting work done; planners – both strategic and day-to-day
What they manage	Their courses/teaching, research and funding, and career/reputation among specialists	Implementation and administration of university-policy; systems that support university functions (registration, class scheduling, catalog and curriculum management, grading, transcript production, etc.); office staff, internal projects, budgets, interdepartmental relationships, individual professional development
Approach to implementation	Direct; results-oriented; may see implementation/administration as the "easy part"; may not know about procedures and how to mobilize resources; may want implementation to "just happen" without their involvement	Know how to mobilize resources and follow procedures; adapt their approach and communication to each individual faculty member; creatively "work" their network of relationships to create results; may lack insight into faculty member's challenges and stressors