



# Working Well with Faculty

Susan Christy, Ph.D.



**INSIDE**  
HIGHER ED



*Working  
Effectively  
with Faculty*

Guidebook for Higher Education Staff and Managers

*Susan Christy*



# Staff-faculty relationships

Your college/university,  
your leadership role

Lens of faculty-staff  
relationships





# Staff-faculty relationships

Your college/university,  
your leadership role

Lens of faculty-staff  
relationships

1

Academia,  
Staff-faculty  
relationships

2

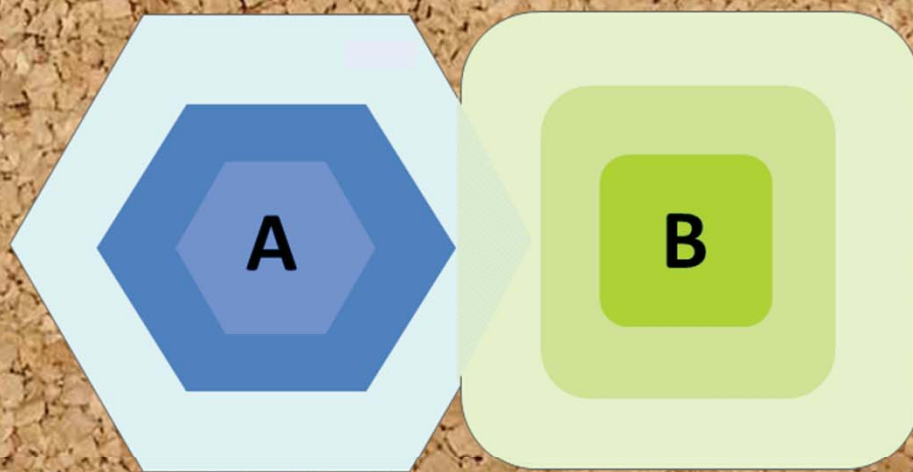
Work with faculty  
two mindsets +  
characteristics

3

Your role:  
applications,  
opportunities



# Generalizations are risky





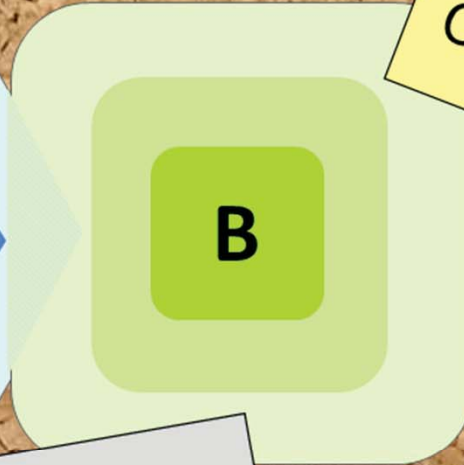
# Generalizations are risky

Not always true



A

Can be helpful



B

Only as a starting point,  
not as a stereotype

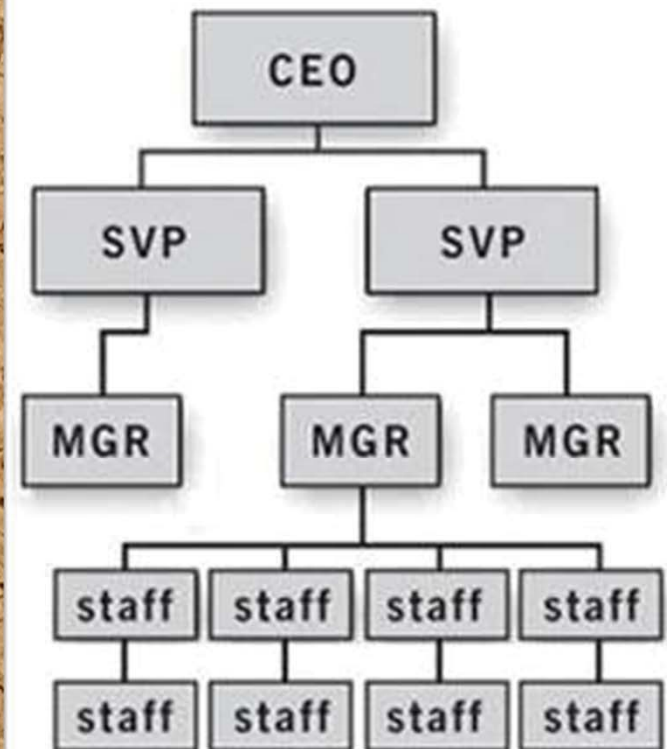


# Academia $\neq$ Corporation

Measurement

Alignment

## CORPORATE STRUCTURE





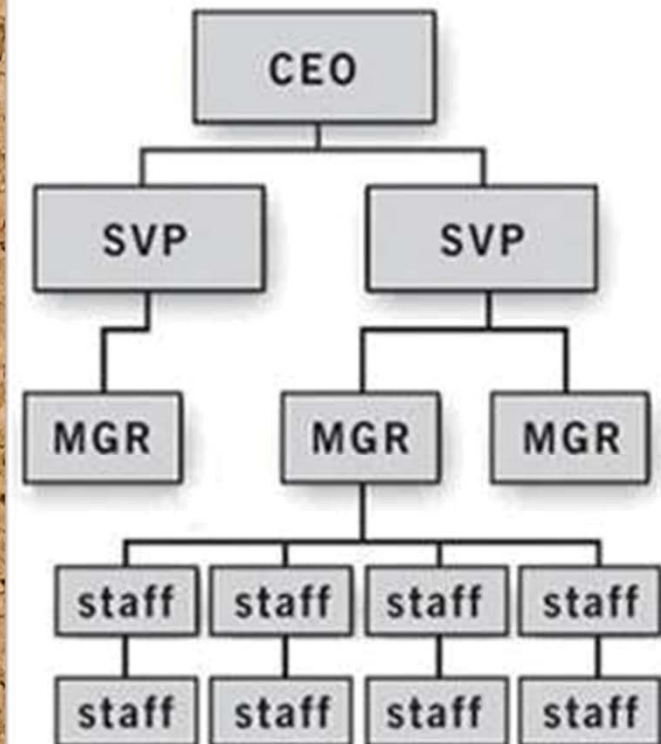
# Academia

## UNIVERSITY STRUCTURE

Education  
Research



## CORPORATE STRUCTURE





# Academia

## UNIVERSITY STRUCTURE

### FACULTY

Education  
Research

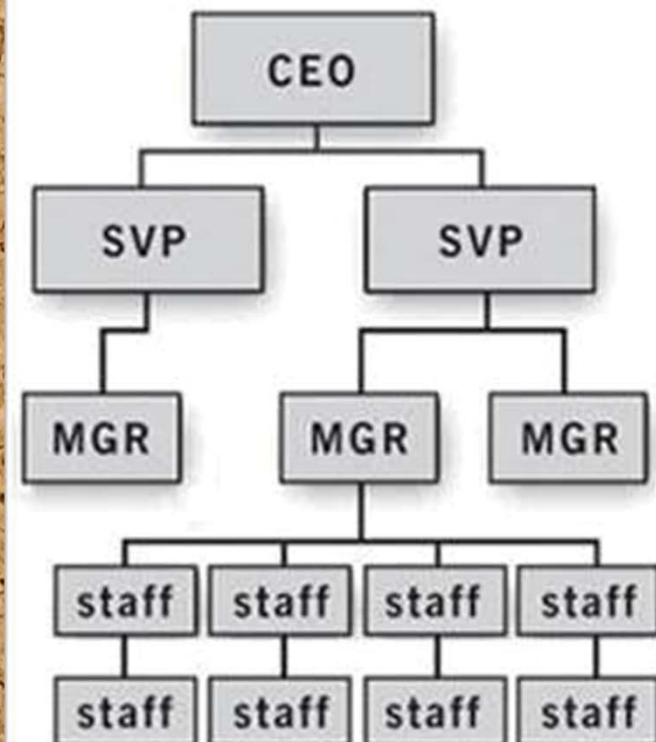
Full Professor

Assoc Professor

Asst Professor

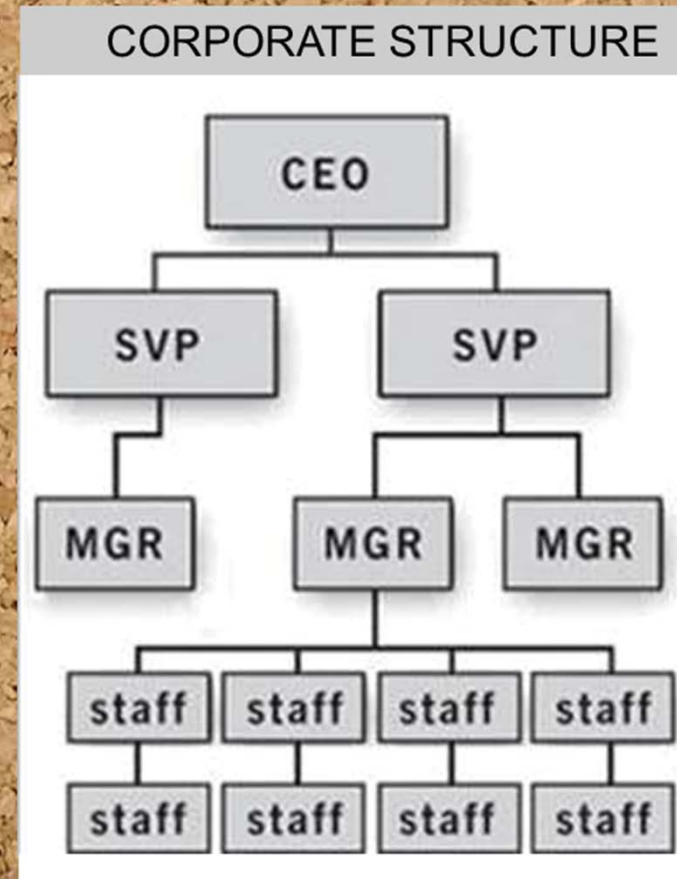
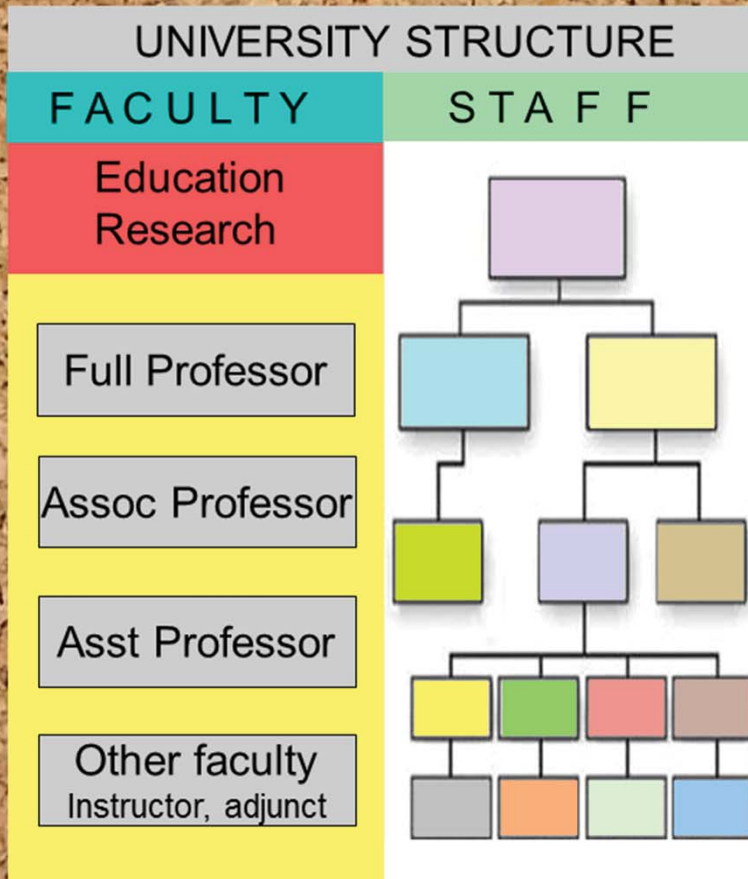
Other faculty  
Instructor, adjunct

## CORPORATE STRUCTURE



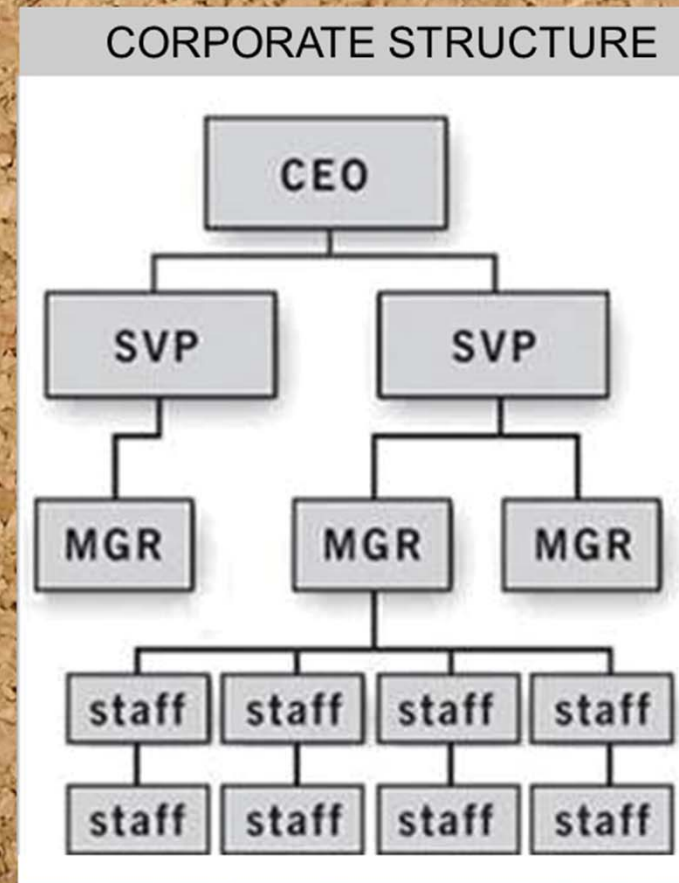
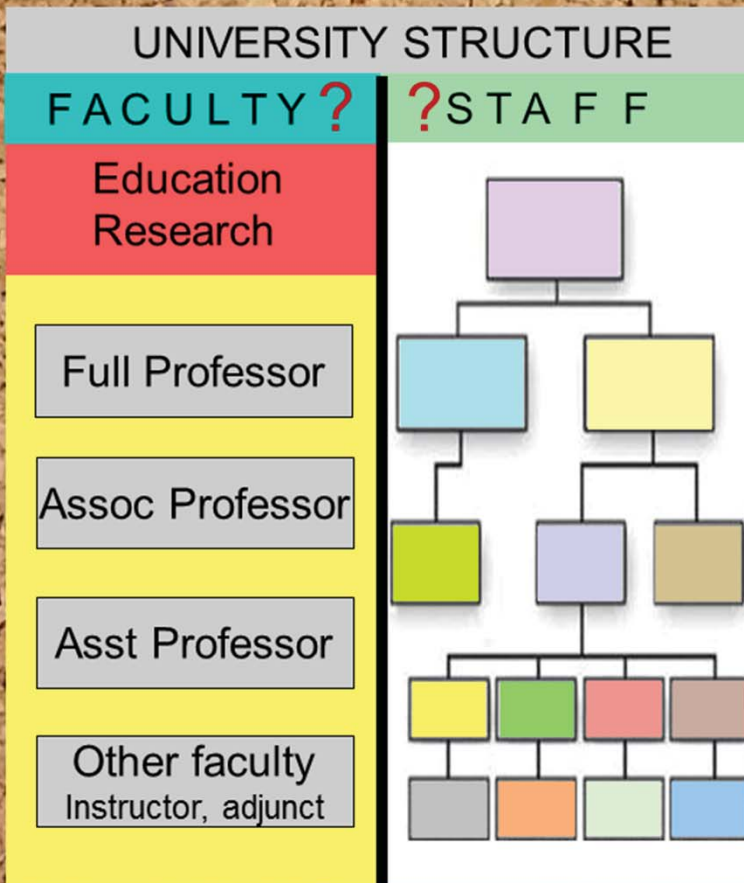


## Academia





# S-F relationship expectations?





# Academia

## UNIVERSITY STRUCTURE

FACULTY ? STAFF

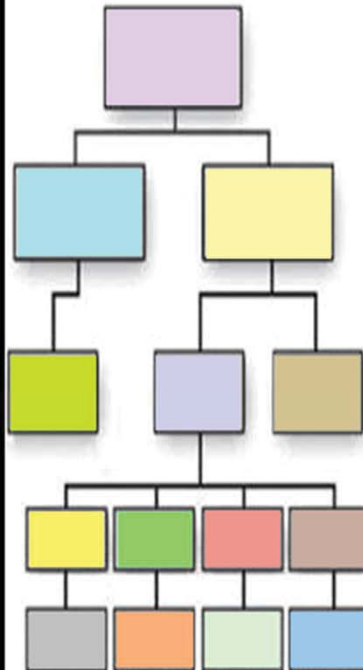
Education  
Research

Professor, Inc.

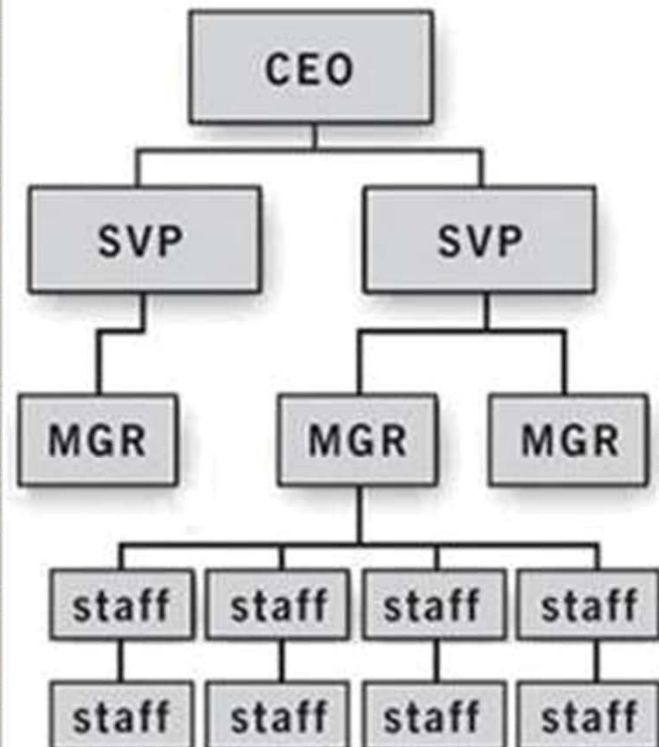
Professor, Inc.

Professor, Inc.

Other faculty  
Instructor, adjunct

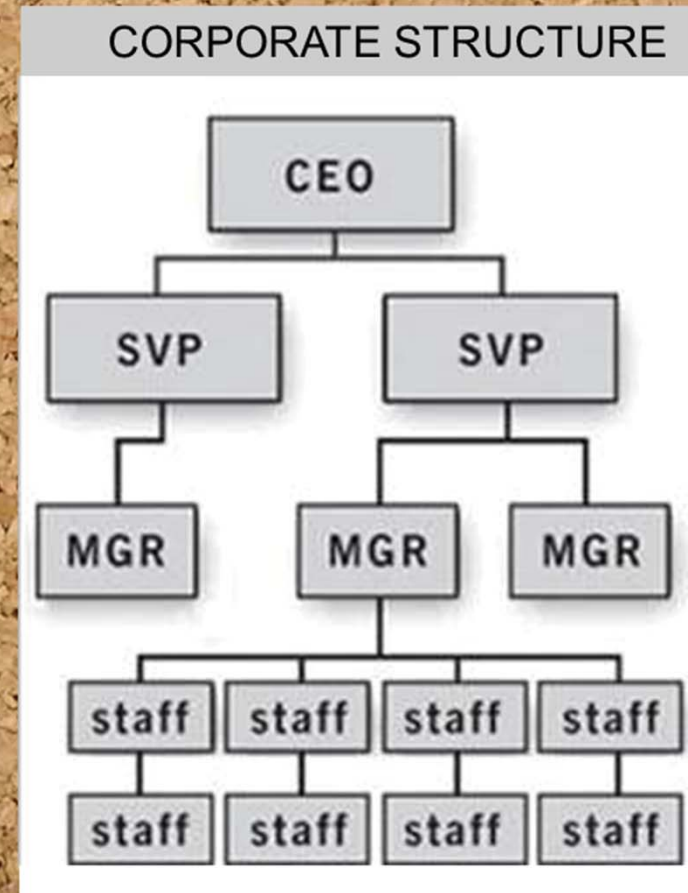


## CORPORATE STRUCTURE





# Academia





# Your college or university

## FACULTY

Education  
Research

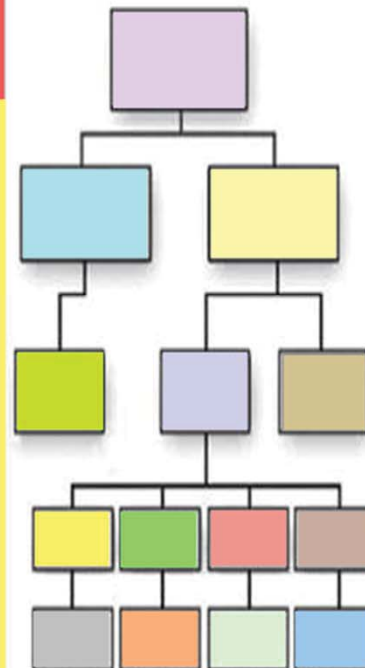
Full Professor

Assoc Professor

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Other faculty  
Instructor, adjunct

## STAFF





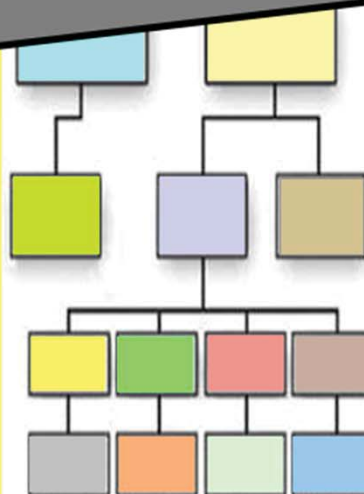
# Your college or university

Please adapt and apply this content to your job and institution

Assoc Professor

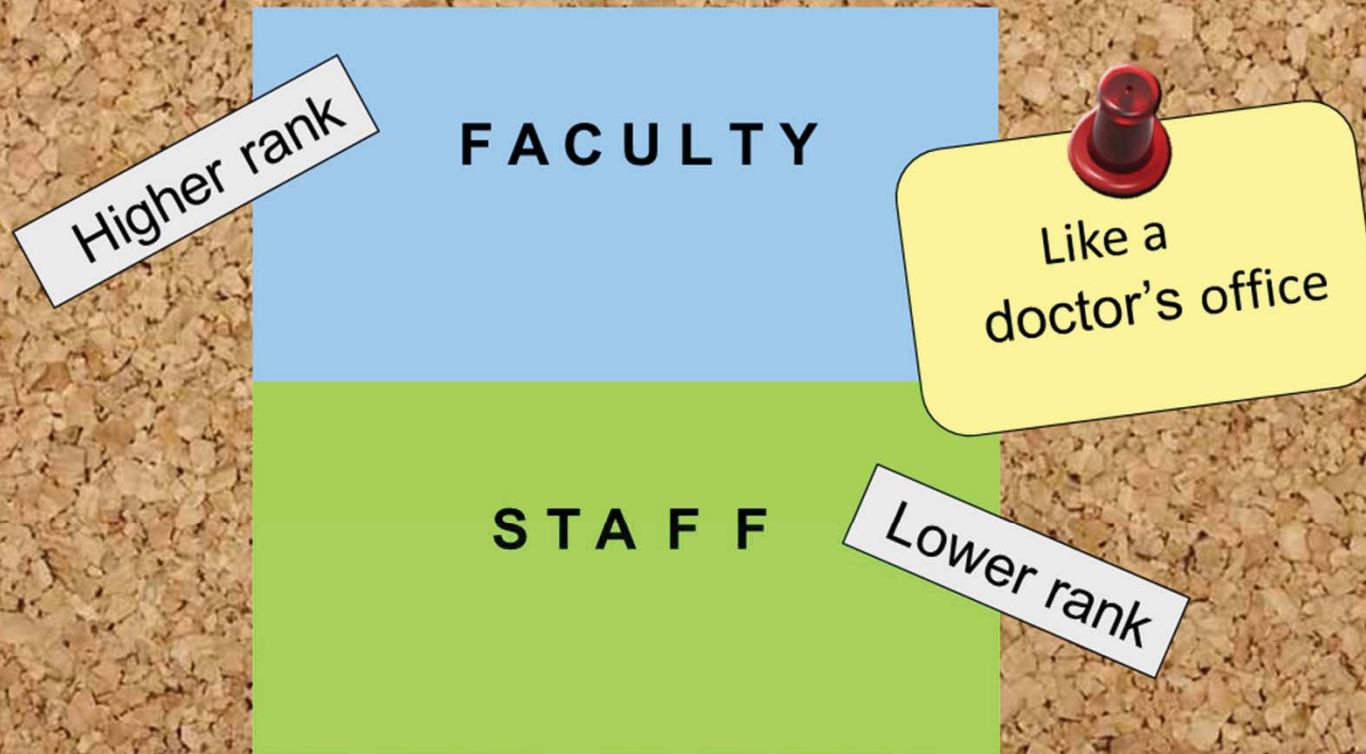
Asst Professor

Other faculty  
Instructor, adjunct





# Mindset One: Staff-faculty





# Mindset One: Staff-faculty

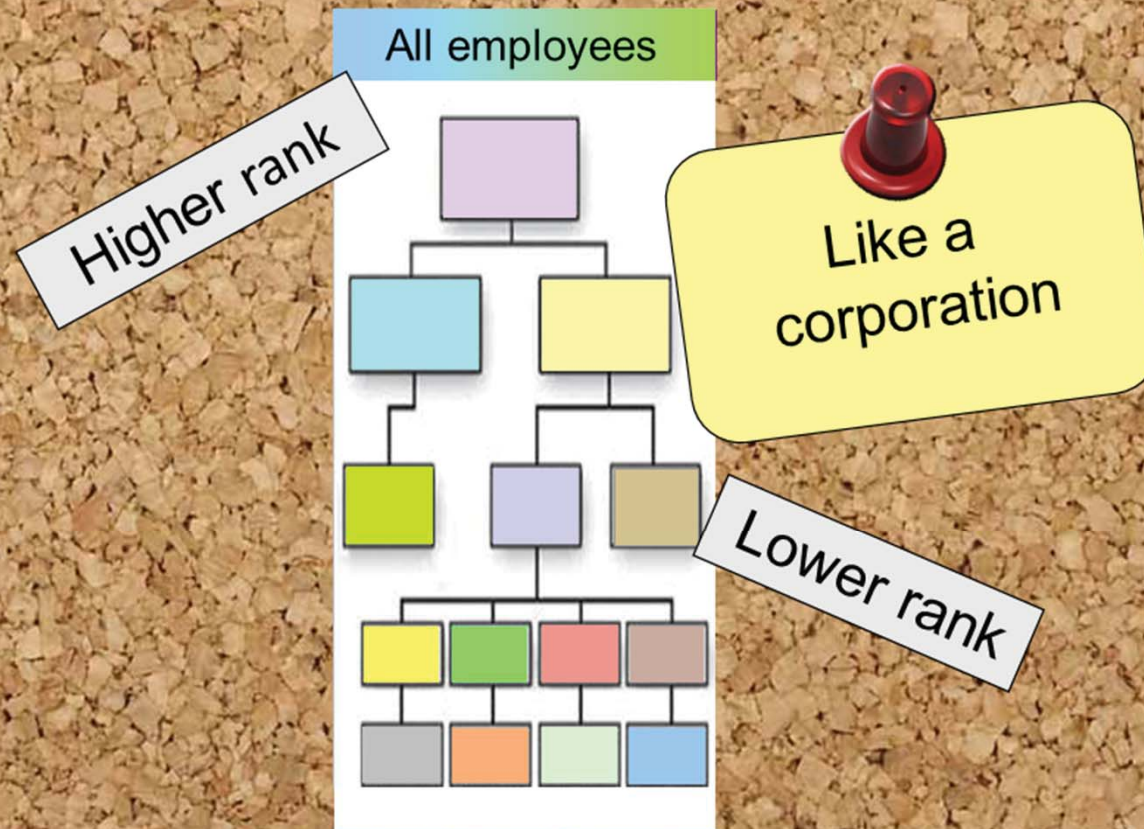
**FACULTY**

Staff work **for** faculty

**STAFF**



# Mindset Two: Staff-faculty

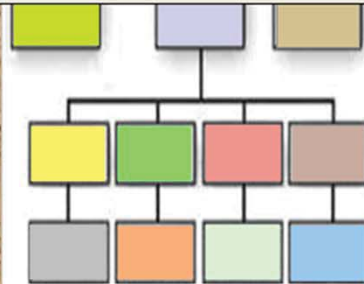




# Mindset Two: Staff-faculty

All employees

Staff work **with** faculty



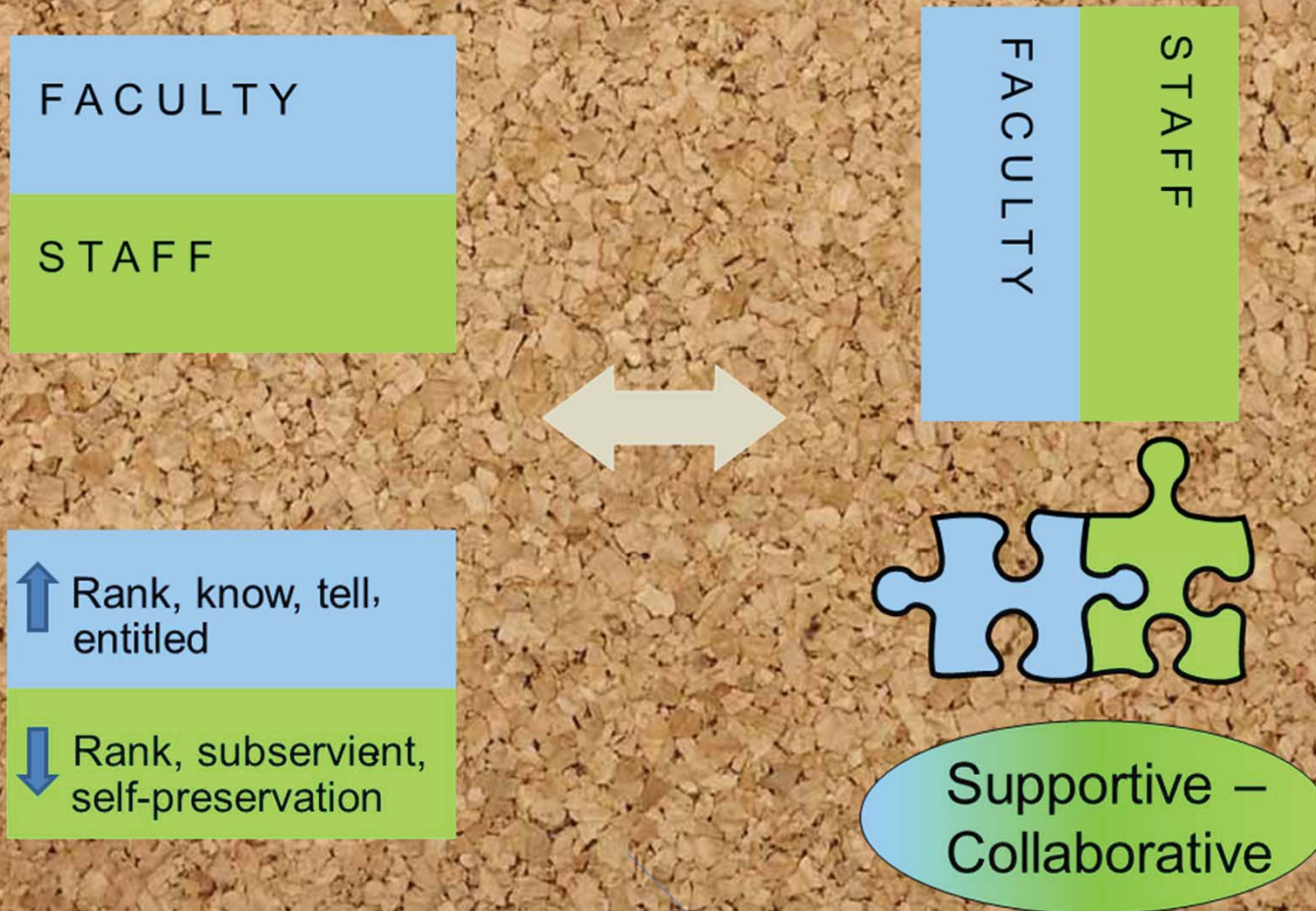


# What is your experience?



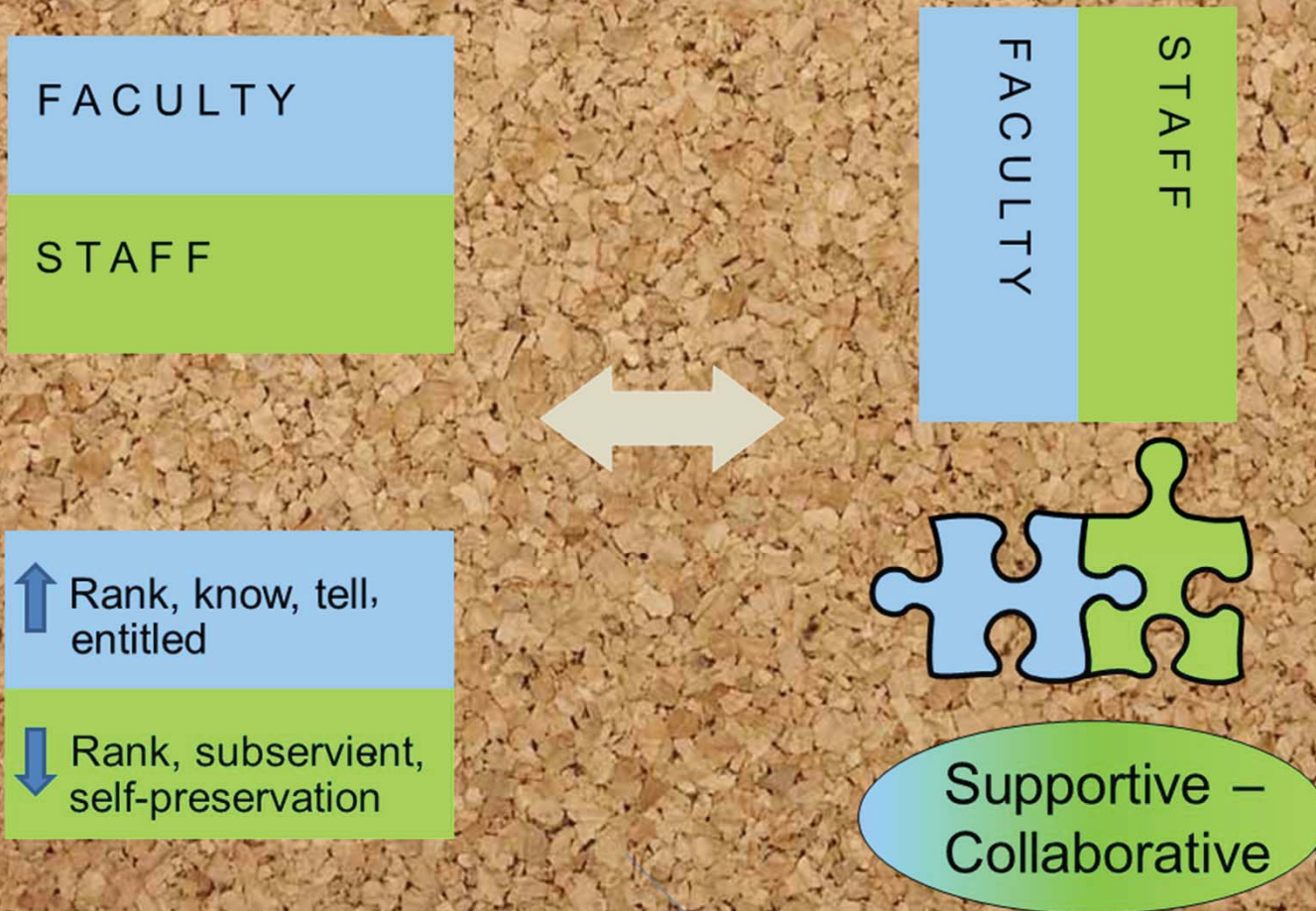


# Mindset impacts perceptions/behavior





# Which mindset works best?





# Faculty value competence



**Faculty** value competence  
and **confidence**

**Staff** – mindset and  
**communication**



Supportive –  
Collaborative



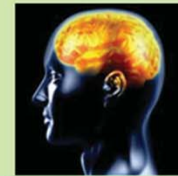
# Implications for staff, administrators

**Staff – mindset and communication**



**Mindset** –View faculty as colleagues - ‘straight across’

- Appreciate staff role and value (and needs)
- Value and create relationships with faculty
- Hold the big picture – academia, faculty/staff



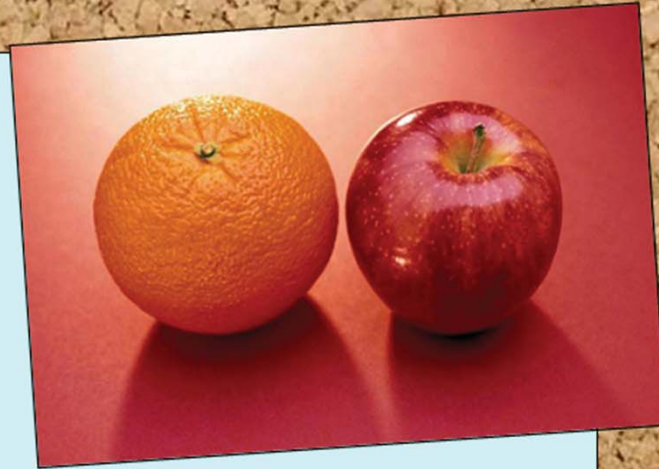
**Communication** –Calm, confident, focused, collaborative

- Be direct, brief, logical, results-oriented
- Add value; be accessible and service oriented
- Orient and educate faculty; provide the next steps
- Tune into faculty members, adjust to each style
- Be a team-player within and across departments
- Practice patience, persistence, respect for all



# Faculty and staff are different

- ✓Strength
- ✓Thinking style
- ✓Background (training)
- ✓Work style
- ✓Approach to implementation




<http://workingwithfaculty.com/images/stories/pdfs/chart.pdf>

*Working Effectively with Faculty – Page 26*




# Faculty and staff are different

	Faculty	Staff
Strength	Experts in their academic specialty; focused on achievement	Implementation and support, team players, organizational navigators
Thinking style	Analytical, critical thinkers, abstract, innovative	Concrete, practical, creative, strategic - to get things done and build relationships on campus
Back-ground (training)	Specialized graduate education; usually not trained in leadership, administration, or communication	Educated in a variety of fields; on-the-job training; some specialized training

<http://workingwithfaculty.com/images/stories/pdfs/chart.pdf>



# Faculty and staff are different

	Faculty	Staff
Work style	Entrepreneurial; independent, balancing competing priorities; demand excellence from themselves and others	Team players; getting things done given the procedures, resources and people (personalities!) involved; balancing availability to staff, faculty, (students); meetings
Approach to implementation	May see implementation/administration as the “easy part”; may want implementation to “just happen” without their involvement	Mobilize resources and follow university procedures; adapt their approach to each individual

<http://workingwithfaculty.com/images/stories/pdfs/chart.pdf>



## Faculty

## UNIVERSITY STRUCTURE

## FACULTY

Education  
Research

Stars -  
Achievers

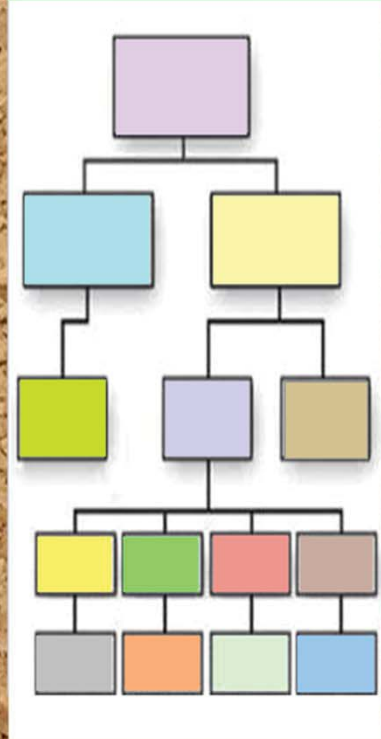
Full Professor

Assoc Professor

Asst Professor

Other faculty  
Instructor, adjunct

## STAFF





# Faculty

## UNIVERSITY STRUCTURE

### FACULTY

Education  
Research

Stars -  
Achievers

Success

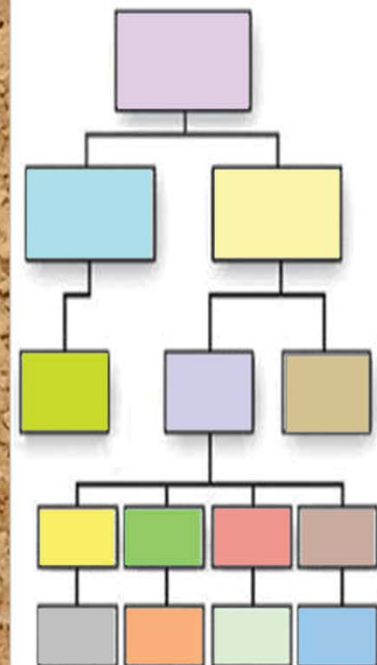
Full Professor

Assoc Professor

Asst Professor

Other faculty  
Instructor, adjunct

### STAFF





# Faculty goals, reward systems

- University structure and reward systems
- Faculty success – individually defined
- Success in your institution





# Faculty

## UNIVERSITY STRUCTURE

### FACULTY

Education  
Research

Stars -  
Achievers

Success

Full Professor

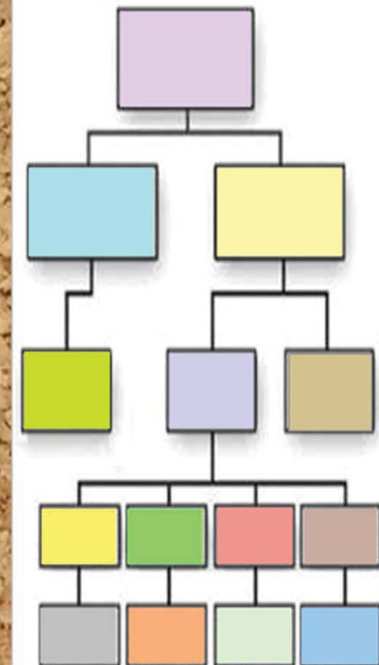
Assoc Professor

Asst Professor

Other faculty  
Instructor, adjunct

Multiple priorities,  
Pressures

### STAFF





## Faculty

## UNIVERSITY STRUCTURE

## FACULTY

Education Research

Full Professor

Assoc Professor

Asst Professor

Other faculty  
Instructor, adjunct

Stars - Achievers

Success

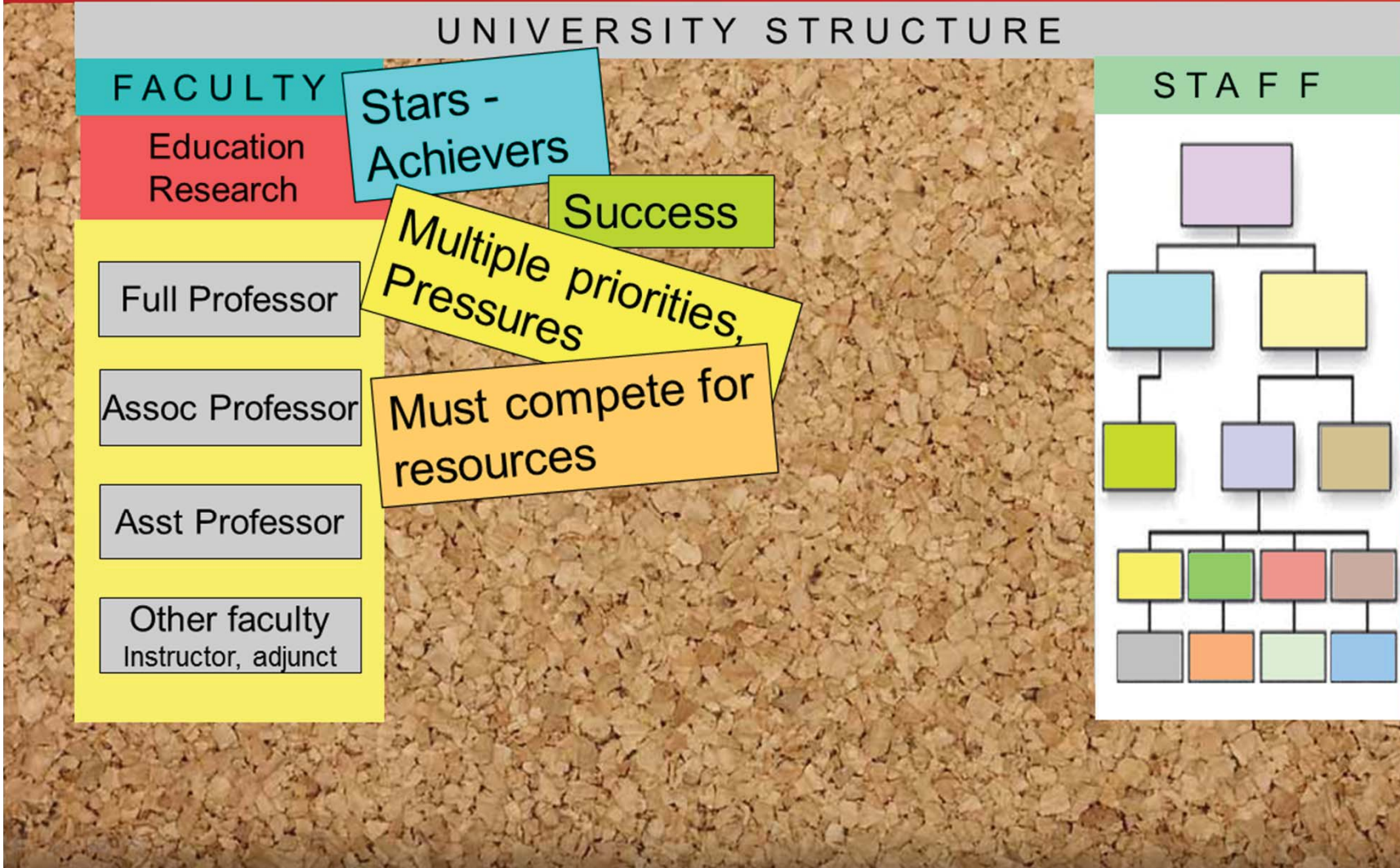
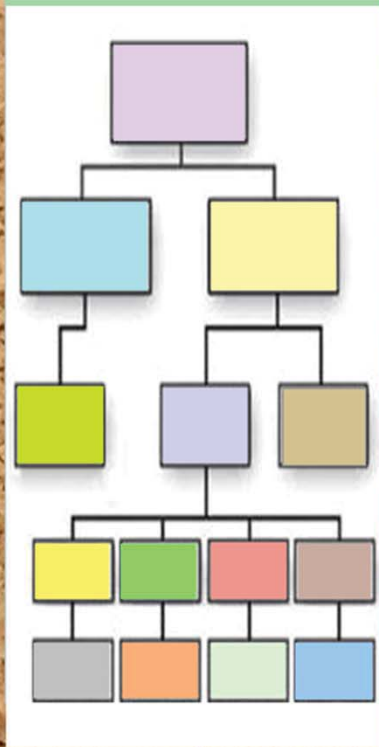
Success

Multiple priorities,  
Pressures

note for

Must compete for resources

## STAFF





# Faculty

## UNIVERSITY STRUCTURE

### FACULTY

Education  
Research

Stars -  
Achievers

Success

Full Professor

Assoc Professor

Asst Professor

Other faculty  
Instructor, adjunct

Multiple priorities,  
Pressures

Must compete for  
resources

Independent

### STAFF





# Research

Many faculty members are:  
Introverted-Intuitive-Thinking-Judging





# Academic culture

Many faculty members are:  
Introverted-Intuitive-Thinking-Judging

Academic culture is usually:  
Introverted-Intuitive-Thinking-Judging





# Faculty

## UNIVERSITY STRUCTURE

### FACULTY

Education  
Research

Stars -  
Achievers

Success

Full Professor

Multiple priorities,  
Pressures

Assoc Professor

Must compete for  
resources

Asst Professor

Independent

Other faculty  
Instructor, adjunct

"Insecure  
over-achievers"

### STAFF



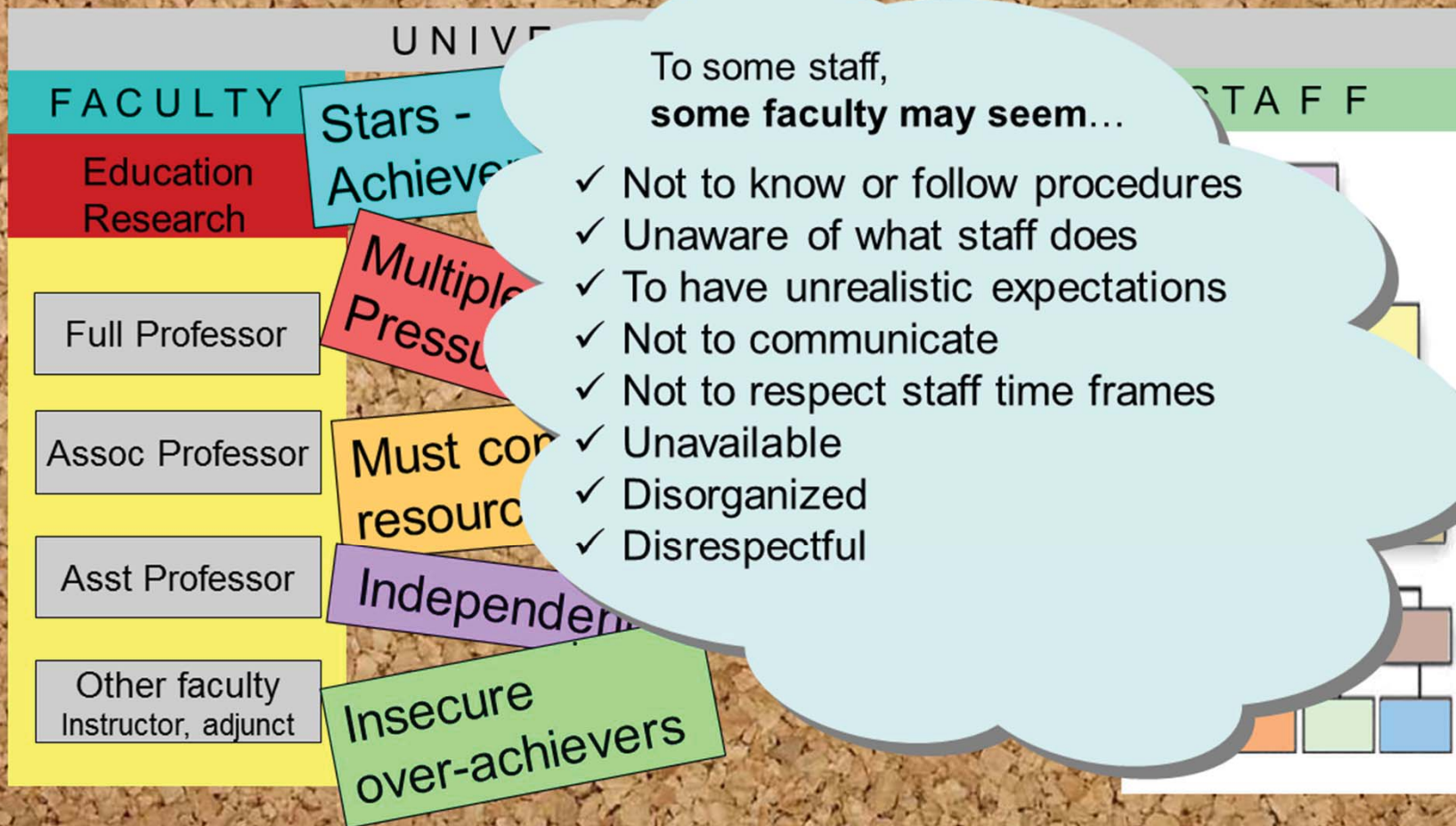


# Staff perceptions of some faculty





# Staff perceptions of some faculty






# Staff perceptions of some faculty





# Leaders make a difference



A work environment is enhanced and enriched by the quality of human interactions and whether people feel respected and valued. ...

Philip A. Pizzo, MD, Dean, Stanford School of Medicine



# Your leadership role

- Your impact on staff as they work with faculty
- Your impact on faculty as they work with staff
- Your example of inclusive, collaborative decision making with staff and faculty
- Your partnerships with other offices/depts
- Your role in hiring, orienting, coaching S & F
- Leadership opportunities that foster productive, respectful S-F relationships...



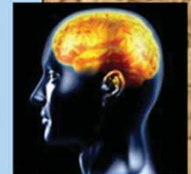
# Implications for faculty – Your impact

## Faculty – mindset and communication



### **Mindset**

- Faculty = expert in academic field + role in community
- Clarity: expectations for their faculty-staff relationships
- 



### **Communication**

- Communicate and respond to staff so they can help faculty and serve the university/higher education
- 
- 
- 
-



# Summary

- Academia, staff-faculty partnerships are different
- Manage your mindset and clarify expectations
- Apply principles, strategies and best practices...
- Hire, orient, train, coach staff → academia, faculty, staff role and value, best practices
- Hire, orient, train, coach faculty →
- Collaborate and build relationships to “work the system” and create the best in higher learning and organizational effectiveness

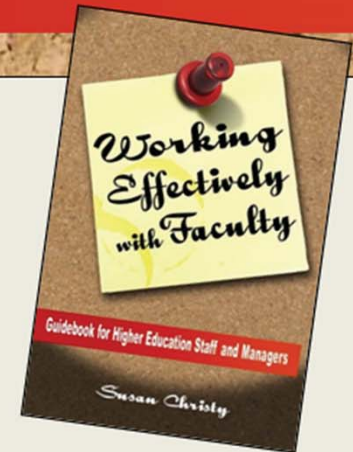


# Here's to you — your work, higher education



Susan Christy, Ph.D.

Book - \$14.95 my website  
[www.WorkingWithFaculty.com](http://www.WorkingWithFaculty.com)



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**Managing staff who work with faculty**  
[Susan@SusanChristy.com](mailto:Susan@SusanChristy.com)

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