

They're Just Not That Into You: *Working With Disinterested Faculty*

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Learning Outcomes

- Analyze the faculty-career services relationship
- Identify practical strategies for developing value-added policies, programs and practice to strengthen faculty-career services relationships



Introduction

Agenda



- Introduction
- Barriers to Faculty Collaboration
- Visioning
- Assessing your Situation
- Market Research
- Making Strategic Alliances
- Implementing a Strategy
- Conclusion

Introduction

- A high-performing career center must be able to work with faculty effectively
- Faculty attitudes towards career centers can be misinformed, dismissive, or apathetic
- What are the barriers inhibiting faculty connections, and how can we induce faculty to collaborate with our offices?
- This program will identify a range of effective communication, resource and programmatic solutions within the current faculty reward structure that emphasizes research and teaching

Introduction

Why Faculty Connections Are Critical

- Major influence on students' career paths
- Need them to help drive our services
- Hold power on campus
- Can have great connections/knowledge of the field
- Important alumni relationships

Barriers to Faculty Collaboration

Faculty Attitudes and Perceptions Towards Student Affairs

- Many faculty view student affairs professionals as peripheral administrators rather than educators
- Faculty often do not fully understand student affairs' roles and responsibilities.
- Unwelcome encroachment on faculty “turf”

Barriers to Faculty Collaboration

Faculty Attitudes and Perceptions Towards Student Affairs

- Faculty as a whole have used Career Services the least of any professional group in their own undergraduate/graduate preparation
- “Too vocational” for some types of institutions (liberal arts in particular)
- Know very little about the “real world” possibilities for students in their disciplines
- Like to “create in their own image”

Barriers to Faculty Collaboration

Student Affairs Defensiveness

- Lack of respect historically often creates defensive, cloistering attitudes
- Student affairs staff often believe their work is as important as faculty research and teaching
- Many SA staff do not “get out” enough so faculty don’t know them – especially true of career folks
- Feel disrespected (due to lack of power; Ph.D.?)
- Hesitant to invite faculty to co-do events, etc.

Barriers to Faculty Collaboration

Distinct Professional Cultures

Faculty

Disciplinary/dept. ties

Research autonomously

Intellectual development

Student Affairs

Institutional loyalties

Work cooperatively

Holistic student



Visioning



If you were going to wave a magic wand, what would an ideal relationship with faculty look like?

Assessing Your Situation

Defining Campus Priorities

- What does your institution value?
- What is the latest strategic document for your institution and how does your work connect to this directly?
- What keeps your president and your boss up at night?
- WORKSHEET (Think Pair Share)

Market Research

- How is career services regarded on your campus?
 - What are your perceived/actual strengths?
Weaknesses?
- What problem(s) do you solve for the institution, or do you contribute to solving?
- What do faculty think is the most important thing that you do?
- Who are your external constituencies?

Market Research

Branding

- Effectively, it states the reason for the brand's (office's) existence.
- It therefore precedes the development of all sub-strategies and provides a blueprint for the marketing and franchise-building of a brand.
- It is the way we want “customers” to perceive, think and feel about our brand relative to others.

Market Research

Branding Positioning Statement

(Johnson & Johnson Marketing and Advertising College)

Neutrogena Example

TARGET GROUP/NEED: Girls and women 13-55, “skincare naturalists,” who prefer to use mainly pure, “basic”, products and simple solutions and therefore to seek a more natural regimen for clean, healthy, and beautiful skin.

COMPETITIVE FRAMEWORK: Naturally Pure Skin Cleaners/Maintainers/Beautifiers.

BENEFIT: More naturally and purely cleans your skin and keeps it looking healthier, younger, and more beautiful.

REASON-WHY: Pure, natural ingredients and fortifiers; dermatologist tested and recommended.

BRAND CHARACTER: The classic but contemporized “girl next door” – without pretensions, wholesome, lively, who always makes you smile just to see her natural beauty (e.g., Mia Hamm).

Market Research

Faculty Brand Positioning Statement

TARGET: Faculty who wish to provide students with assistance for life beyond MHC.

DEMO/PSYCHOGRAPHIC: Informed Neutral, Uniformed Dismissive, Informed Ally, Informed Skeptical

NEEDS: An expert in post-college opportunities (world of work)

CONSUMER INSIGHT: Experts on post-MHC world of work for their majors-NOT learning and development

COMPETING FRAMEWORK: Post-MHC experiences

COMPETING MAINLY WITH: Academic Departments (own connections, and programs), Weissman Center

Market Research

Faculty Brand Positioning Statement

THAT BENEFITS: (Rational) One-stop shopping of top-flight, concrete, relevant resources and guidance to help translate MHC/life experiences into exciting, meaningful opportunities.

(Emotional): Empowered to attain your dreams (Reduce anxiety, Be happier, Save time and energy, be a better candidate)

BECAUSE (Reason-Why): Range of exciting opportunities no matter what you want to do; knowledgeable counselors with clear guidance no matter where you are in your process; timely workshops; state-of-the-art print and web resources

BRAND CHARACTER: Approachable, empathetic, direct, savvy, knowledgeable, straight-talking, role model

BRAND PERSONALITY: Katie Couric, Suzi-Lori Parks, Oprah

Making Strategic Alliances

- Who are the key faculty with formal or informal influence?
 - Who are some possible early adopters?
 - What aspects of institutional culture cannot be transgressed?
- Identify existing relationships developed with faculty that will enable you to participate in important campus discussions
- Ask for advice!
- Be prepared to give up something and extend yourself
- Volunteer for campus committees on which you serve with faculty; socialize outside of work with faculty
- “Cross a street, cut a ribbon”/“Lead with yes” (let people know what you do; say yes)

Implementing a Strategy

- Alignment of office and institutional strategic goals and needs
- Identify the key processes in your area and create a plan for continuous improvement
- Prep staff to connect with faculty
- “Do ordinary things extraordinarily well”

Implementing a Strategy:

Faculty Liaison Program

Students come to faculty about advising and courses, but they also come for much more.

- Faculty can help students clarify their values and interests, build confidence in their capabilities, and encourage them to make larger connections outside of the campus community.
- Convince the faculty that we are there to help them help students, no matter what role they wish to take in students' lives

Implementing a Strategy

Faculty Liaison Program

- Enhance communications between departments and career centers.
- Promote the exchange of department specific, career-related resources and opportunities.
- Help develop panels and programs for specific majors.
- Provide information on life beyond college for particular majors (e.g., data on internships, graduate school and employment).
- Become undisputed expert of all things related to careers on your campus
- Example: *Career Directions Program* at Middlebury

Implementing a Strategy

Communications/Information

- Scheduling
 - Share dates of key office events with departments. Dept. coordinators should be your BEST friends (Dep. Coord's brunch)
 - Identify department's career-related programs planned for upcoming academic year and include them on the career center master calendar (e.g., ES colloquium)

Implementing a Strategy

Communications/Information

Establish Consistent and Effective Means of Communication

- Funnel to department liaison to distribute
- Add career center to department websites
- Connect department pages on CDC web
- Develop faculty brochure/web materials
- Include Career Center info in faculty communications (e.g., email digest, monthly faculty meeting packets)
- CDC/Academic departments share job and internship listings

Implementing a Strategy

Resources

- Guidelines for writing letters of recommendation
- Identify alumni/ae in majors
- Provide major specific information with range of fields, jobs, transferable skills, internships, data, print/electronic resources, fellowships (handouts and CDC website)
- “Go-to” resources for use in answering student questions: What Can I do with a major in?
<http://web.middlebury.edu/offices/cso/explore/major/>

Implementing a Strategy

Resources

- Identify range of graduate/professional schools in major
- Articulate the liberal arts education/major in terms of the skills that employers desire
- Purchase “Internships in...” series
- Purchase career-related books in their field for the career library.
- Purchase and promote “How to Write a Recommendation” books to faculty

Implementing a Strategy

Programs

- Major Specific Teas
- Choosing Majors Panel
- Alumni/ae Panels with Departments
- “Your Next Big Thing” (within scheduled alum programs)
- “Insider” Trading Alum Drop-By Program
- Retiring Faculty Panel
- Don’t Cancel Class Day

Implementing a Strategy

Programs

- Present at Study Abroad Departure /Return Meetings
- Coordinate/attend meetings for senior majors in fall – some joined departmental program already in place.
- Workshops on Demand
- Service Learning Classes
- Work with Faculty on Internships for NYC & DC Study-Away Programs

Implementing the Strategy

Relationship Maintenance

Individual

- Recognition of faculty (Kudos)
- Provide career advice to faculty and family

Implementing a Strategy

Relationship Maintenance

Department

- Academic departments refer students to the CDC liaison
- Lunch with Department Assistants
- Contact student academic-related organizations for possible collaborations
- Departmental Liaison Program/Peer Career Advisor Liaison

Implementing a Strategy

Relationship Maintenance

Institution

- Serve on Advising Committees (i.e., health, law) with faculty
- Serve on institutional committees with faculty
- Discussions with faculty re: internships for credit
- Create Faculty Advisory Committee to Career Center
- Participate in New Faculty Orientation

Conclusion

- Too many tactics to increase faculty connections fail because career centers do not take into account the unique pressures that form academic culture or understand the realities of faculty roles within their departments, colleges and disciplines
- Consequently, many efforts to engage faculty are often errant and ill-conceived, out of touch with faculty interests and priorities, or contradictory to the rewarded values of the institution

Conclusion

- Career Centers should be like architects who pave over natural footpaths rather than force unnatural routes - so faculty will travel on shared walkways and not trample the grass
- You must get to know faculty as people who know you as a person. That's what makes all of this work



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