

Supervisory Challenges of A Faculty Officer in Public Universities: The Case of the University for Development Studies

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Abstract

"The job of a Faculty Officer, which is primarily that of a supervisor, is a thankless one." This paper reflects the writer's displeasure and challenges as a Faculty Officer who is responsible for overseeing 302 staff members who work in both teaching and non-teaching capacities across thirteen departments. This paper is a review of the writer's depressing reflection on the lack of job satisfaction he has experienced as a result of the numerous issues he had to deal with as a Faculty Officer. The issue of supervision in a system where workers in various departments appear to have dual loyalty—first and foremost to their heads of departments and secondly to the Faculty Officer, who represents the Registrar at the faculty level—is the most challenging and seemingly insurmountable duty. Since it is impossible for anybody to serve two masters at the same time, the article established the principle of unity of command as a necessity for efficient supervision. Most of the time, the people the Faculty Officer directly supervises may get conflicting or additional responsibilities from the Dean or Head of the Department. Accordingly, the article advises that under these circumstances, the Faculty Officer needs to establish open channels of communication with the Dean and Department Heads to decide the importance of tasks and the appropriate course of action. Additionally, the Faculty Officer must professionally design flexible work schedules and procedural modifications.

Keywords: challenges, faculty officer, strategies, subordinates, supervision

Introduction

Higher education is seen as one of the most crucial forces in influencing societal developments due to its capacity to aid in the formulation of wise decisions in many areas of contemporary society, including businesses, education, politics, and science (Browne & Shen, 2017). Higher education has become much more popular over time, which has opened up a wide range of prospects. African students, especially those from Ghana, aspire to gain from higher education for both their socioeconomic development and to expand their intellectual knowledge, similar to the rest of the world.

Additionally, higher education serves as a foundation for development and a tool to bring about change in human existence (Terra & Berhanu, 2019). They claimed that supervisors should assist professors in their position as learning facilitators for students. When supervisors, lecturers, administrative personnel, and all other stakeholders collaborate, the purpose of supervision will be accomplished.

As a result of administrative staff and lecturers' constant perceptions that supervision emphasizes line functions and authority relationships, it has a bad connotation in many higher education institutions. Its advisory component is typically back-office administrative supervision, which is important for the development of the teaching staff and frequently results in an improvement in student learning. According to Asah Jacob et al. (2022), the concept of supervision, design, and implementation is crucial to the growth and development of the institution.

According to Asah Jacob et al. (2022), how management and lecturers view any method of supervision will have a significant impact on its effectiveness. It will improve lecturers' performance in terms of academic standards and learning if it is carried out properly. Academic standards are appallingly poor and instructor morale is at its lowest in its absence. Certain supervisory strategies and practices are particularly helpful in enhancing the teaching-learning process, according to the literature on supervision published since 1970. However, it appears that the administration's viewpoints and the attitudes of the lecturers toward supervision will determine how this procedure might be improved. It won't have the expected results of encouraging professional progress and enhancing student learning unless lecturers are happy with the supervision they get. Therefore, supervisors must be aware of and comprehend what lecturers are expecting from the supervision process. One aspect of job satisfaction (though different from it) that can be conceptualized is satisfaction among lecturers with supervision.

Therefore, managers have to foster an environment that is safe, welcoming, and fun at work. This requires fostering an environment at work where employees feel engaged in their work, supported, respected, and valued, as well as able to fully contribute to the university's mission. The best managers urge their employees to exert maximum effort. Managers motivate their employees by presenting a compelling vision that enthuses everyone, in addition to leading by example. Inclement refers to the experience of feeling like you belong, are respected valued, and are

seen for who you are as a contributing member of the team, workgroup, or organization. In an inclusive culture, barriers to participation and unfavorable biases are eliminated, and people are respected and cherished.

All non-teaching personnel at the faculty are under the direction, control, coordination, and supervision of the Faculty Officer, the Registrar's representative at the faculty level. Additionally, the Faculty Officer advises the Dean on issues involving the university's statutes, rules, regulations, and customs. The Dean is the faculty's executive officer. While carrying out his duties, the Faculty Officer encounters challenges and difficulties, but whether the faculty is successful depends on the Faculty Officer's ability to surmount or effectively handle these challenges.

The researcher used a Google search using phrases and sentences such as: management challenges in higher education, supervisory challenges, faculty management, the role of the faculty officer, administration of universities, and supervision of direct reports. These materials retrieved from the internet were matched with the existing structure in the Faculty of Agriculture, Food and Consumer Sciences, University for Development Studies. Some observations were also made in the faculty about the conflicting roles assigned as direct reports by the Dean, Faculty Officer, and the Heads of Department in the various departments.

The Concept of Supervision

The term and concept of "supervision" conjure up different images for different people. It may refer to "the guy who tells everyone else what to do but does nothing himself," in the words of some. For others, it is always having someone watch your back and be prepared to correct you if you make a mistake. For some, it entails receiving childlike treatment.

There are many different ways to interpret supervision, but all the writers and experts appear to agree that it enhances an institution's or organization's monitoring systems and increases their efficacy and efficiency. The accomplishment of organizational goals and objectives requires efficient supervision (Nutor, 2009).

Obare (2015) defines supervision as the act of watching over or supervising someone else's job or an activity in progress. To put it another way, it is a stage of school administration that focuses mostly on meeting the acceptable chosen instructional expectations of educational services.

As quoted in Asah Jacob et al. (2022) and Marzano et al. (2011) defined supervision as "to oversee, supervise, or guide the activities of others with a view to their improvement." They discovered that supervision is a leadership position in which the supervisor diagnoses the needs of the employee in terms of performance and then leads, assists, suggests, supports, and consults with the employee.

In this write-up, supervision means giving overall direction to and taking overall responsibility for how they work and "the process of the department, unit, or section, or of the individual employee, is carried out." A Human Awareness Programme's authors state that "good supervision does not mean telling people what they have to do; it means working with people to get a job well done" in their book on supervision. A supervisor, though not necessarily elected, is a leader with the same duties that leaders in any organization have, which is particularly important in a multi-campus university system like the UDS to "meet the surge in demand for higher education" (Johnstone, 1999; Labaree, 2006; Wu & Wu, 2013), as stated by Dinye et al. (2020). These responsibilities are to develop people, take initiative, encourage initiative from others, analyze and plan, manage and overcome resistance to change, monitor and motivate others, make decisions, solve problems, and last but not least, encourage commitment and foster teamwork (Edet & Ekpoh, 2017).

A middle-level manager like the Faculty Officer posted to a faculty, school, directorate, Centre, or institute will, by and large, gain experience and demonstrate competence; hence, the Dean, his or her boss, is likely to have him or her supervise tasks and people on a temporary and permanent basis. These responsibilities are enormous, challenging, and rewarding if one performs them well. These opportunities enhance one's professional capacity. The Faculty Officer, who is positioned between senior and junior staff,

is often tasked with responsibilities but given little authority. In such situations, one needs to rely on persuasion and diplomacy to get things done, especially where some senior colleagues in academic and subordinate positions could undermine one's authority.

Every supervisory task is different, whether it's organizing a unit or department board meeting or keeping track of attendance. You will need to oversee workers on some tasks during the entire workday. Others will want you to oversee or keep an eye on the activity of industrial attachés or collect data from numerous people. In most circumstances, you won't be managing many workers. You may delegate work to typists, clerks, secretaries, administrative assistants, or account clerks in your capacity as the supervisor of a unit, such as a section in the faculty or registry. You might be an experienced Faculty Officer who explains procedures to a temporary employee for four to six weeks, an industrial attaché, or a new employee. The Faculty Officer's supervision duties will include outlining assignments, giving clear instructions, responding to inquiries, and assessing finished work. Depending on how your office is set up, one or more administrative assistants may help you in practically every faculty. Instead of reporting to your boss, they will report to you. You will be accountable not only for finishing your task but also for their output. You'll need to allow enough time to oversee and finish your other responsibilities.

One will typically be in charge of substantial tasks, transient projects, significant events, and emergency circumstances. You will be designated by the Dean as the person responsible for making sure a particular task is completed on time and to specification. He might sometimes help you or might sometimes leave you to your own devices. Therefore, Faculty Officers will need to enlist the support of numerous departmental personnel and inspire them to offer timely information and assistance. Deans have occasionally given their Faculty Officers instructions to finish some of the responsibilities they had just been given, including a report, financial statement, proposal, or presentation. During this time, the Faculty Officer will probably continue to perform his regular tasks, although he may pick other staff members to help him finish the work. Faculty Officers have had to use a lot of discretion and empathy when their superiors set tasks without giving them the necessary authority to complete them. Although one will be in charge of the work, the team members whose participation is required may report to various heads of the department. Employees can believe that you are wasting their time and decline to comply.

Coordinating, paying close attention to detail, and persistent follow-up are necessary when supervising the completion of a task. Meetings must be held, instructions must be written, assignments must be discussed, the boss must be asked for information, and numerous parties must be kept aware of overall progress. Faculty Officers typically supervise in circumstances where they have little authority; as a result, they must focus on outlining expectations, using gentle pressure to ensure assignment completion, and expressing gratitude to those who assist.

Rationale for the Write-Up

Whether you supervise people or tasks, your supervisory duties will be in addition to your regular assignments as Faculty Officer. Delegating permanent responsibility to one or two extra hands should be simpler than juggling several short-term initiatives, especially ones with strict and unforeseen deadlines. Numerous office professionals claim that short-term, intense strain is frequently harder to manage than ongoing pressure (Okronipa et al., 2022). The Faculty Officer's prospective workload or size is a second issue to take into account. The span-to-control principle states that you should only supervise as many subordinates as you can manage successfully (Byars & Rue, 2003). The number of individuals and tasks that Faculty Officers take on should be kept to a maximum of two or three. Task creep, when your workload keeps growing to the point that you could feel frustrated or burned out, may increase as employers add new people or assignments to their supervisory obligations.

The principle of unity of command, a requirement for effective supervision, presents a problem since no one can be expected to serve two masters at the same time. The Dean or Head of

Department could occasionally give the employees you directly supervise different responsibilities or contradictory directives. To decide the order of tasks and the proper course of action in such a scenario, you will need to create open channels of communication with your employer. To make schedule and procedure modifications professionally, you will also require flexibility.

A potentially greater challenge for Faculty Officers as supervisors involves obtaining the assistance or information they need from co-workers and those who report to different bosses. In such cases, you will need to give those frequent but gentle reminders. Establishing rapport with co-workers will be helpful, as well as showing empathy for their already heavy workloads. When they do give you assistance or information, as supervisors, Faculty Officers should make sure to demonstrate their appreciation. In addition to these problems, supervisors are confronted with or experience challenges that are common to all supervisors. The following are some of the problems that are even more difficult because, according to the university's structure, the Faculty Officer is still an assistant rather than the boss.

The ability to absorb criticism is another quality of a good supervisor that Faculty Officers should pay attention to. A simple comment like "You have not done this letter properly" can cause a variety of responses from subordinate staff who perform poorly, including hostility, hurt feelings, resistance to authority, reluctance to redo, outright refusal, and even complaints from secretaries and clerks to HODs and the Deans. Faculty Officers would need to find diplomatic ways to inform individuals they supervise of their shortcomings or blunders. Focus on the task rather than their performance of it when they explain why the assignment was not completed adequately.

According to Robbins & De Cenzo (2001), resistance to assignments is another issue that Faculty Officers are likely to encounter. "That is a bad job; this work is challenging; I am unable to complete it; this is not my job." Some people find it unpleasant to do tasks like organizing files, taking inventory, making special trips to the post office, receiving and sending mail, and sending and responding to emails. An effective manager would have to come up with strategies to make such repetitive work more enjoyable, such as employing humor, delegating them to two or more individuals, and sprinkling them with more interesting tasks.

However, trying to be polite might occasionally get certain Faculty Officers into trouble. Staff members can try to take advantage of their generosity. When Deans or HODs travel, it's not uncommon for workers to arrive late, remain for lunch or breaks longer than permitted, make personal calls, or even pretend to be sick. Some employees have the propensity to work slowly to accomplish the least amount of labor. Supervisors would need to remain composed under these circumstances while being careful not to show emotion. Most junior and senior staff employees participate in this, although the academic officer's relationships with certain staff members may facilitate it. The platonic level should be the extent of one's relationship with female staff members. Many supervisors have suffered from these relationships, which have caused them to compromise their positions and integrity (Okronipa et al., 2022).

Refusal to put a barricade to the saying that "that is not my job" is an all too familiar statement by employees. Some employees stick to a narrow definition of the job and sometimes may feel justified in refusing to help out, even when others are scurrying to finish their assignments. As the supervisor is aware of the total picture, one may have to explain the demerits of this negative position. For example, Faculty Officers have had to point out that those who help out will themselves be helped when they become overloaded. There is usually the problem of staff unwilling to move to another section, unit, or department to help out when they are overwhelmed with work. There are instances when some staff figure out what they think is "easy" and run away from tasks that are "demanding" (Robbins & De Cenzo, 2001).

Theoretical Underpinnings of Supervision

The American social psychologist Douglas McGregor, who wrote "The Human Side of Enterprise" in 1960 and popularized his theories X and Y, is credited with developing the concept of

supervision. Otokiti (2000) contends that McGregor's theories X and Y are still essential for organizational development and for developing organizational culture, despite more recent studies challenging the model's rigidity. The words Theory X and Theory Y are still used often in the management and motivation professions. In McGregor's theories X and Y, the fundamental rules for managing people—which are all too easily forgotten under the stress of daily operations—are simply and constructively reaffirmed. There are two main approaches to managing people, says McGregor. A lot of managers tend to Theory X and typically produce subpar results. Enlightened educators and managers use Theory Y, which improves performance and results and fosters personal growth and development.

According to McGregor's Theory X, which is based on the traditional understanding of direction and control, McGregor's theories on the X and Y forms of leader behavior are investigated (Daft & Marcic, 2017). The fundamental tenet of theory X is that the average human despises labor by nature and will attempt to avoid it by all means. The majority of individuals hate their work, so to get them to put in the necessary effort to achieve organizational objectives, they need to be admonished, managed, directed, and threatened with consequences. The theory further contends that most people lack ambition, desire little responsibility, and prefer to be led or directed and that the typical man is lazy by nature, working as little as possible, being naturally self-centered and unconcerned with organizational needs, and being resistant to change. (pp. 36-37). The main elements of McGregor's Theory X are a direction-focused philosophy, intensive supervision, external control, and an authoritarian and directive style of leadership.

Although McGregor's theory X (participative management style), which could lead to people-oriented leadership and unambiguous expectations for excellent performance, makes a very different set of assumptions, theory X exemplifies the conventional use of authority seen in excessively task-oriented management. The methodology is based on the notion that working hard is just as natural as taking breaks and having pleasure. People will practice self-discipline and self-direction in the pursuit of corporate goals if there is no external control or threat of penalty. How dedicated people are to their goals depends on the advantages of reaching them. Most people frequently accept responsibility. The population is broad, not narrowly, distributed in terms of the ability to apply a high level of imagination, originality, and innovation to addressing organizational problems. According to Theory Y, people are not born passive or unresponsive to institutional demands (Hanson, 1996). The theory is essentially correct. Additionally, it implies that all employees possess the capacity to take on responsibility, the ability to guide conduct toward the achievement of goals, and the opportunity for personal development. It asserts that people will exercise self-direction and self-control if they are committed to the organization's goals (Daft & Marcic, 2017, p. 37).

Theories X and Y were first proposed in the early 1960s, and theory Z was developed in the early 1980s. The name William G. Ouchi given to how the Japanese manage their firms is "theory Z." According to Ouchi, as outlined by Cole (2004), theory Z, like theory Y, emphasizes caring for people and collaborative or consultative decision-making. The notion highlights how important employees are to productivity and economic progress. Workers are trained to perform a variety of tasks and are rotated from job to job to minimize excessive boredom.

The two continuums that McGregor's Theories X and Y depict aren't just two endpoints of one continuum; rather, they're two separate continuums. To maximize outputs, human behaviour and motivation are seen by Theory X and Theory Y as the most important factors in the workplace. This is related to Maslow's hierarchy of needs. Maslow's needs for pride and self-actualization are connected to Theory Y, and the company is working to create the most productive synergy between managers and workers. To achieve self-actualization, the manager creates the ideal workplace through morality, creativity, spontaneity, problem-solving, the absence of (or minimizing of) the effects of bias, and acceptance of facts.

According to Byars and Rue (2003), a supervisor's viewpoint on human nature significantly affects how that person behaves in that capacity. They have concluded that supervisors who adhere to

Theory X would be more likely to exercise an authoritarian management style than those who adhere to Theory Y. Employees' performance in accomplishing the institutional goals will be impacted by management's implementation of either Theory X or Y. In certain circumstances, either theory might be accurate. The environment that supports motivated instructors is created by effective supervisors. Employees who are driven are more persistent and energetic than staff who are not motivated (Edet & Ekpoh, 2017).

Effective managers, therefore, offer possibilities in the area of proximal development, pushing and inspiring faculty members to develop in new ways. Without obstacles, supervisors keep things as they are. Successful supervisors have empathy. They make an effort to comprehend the feelings of their direct reports regarding their work. Using presumptions about professionals, Jones (2012) drew a connection between leadership and motivation.

The necessity for supervision may be traced back to biblical times, even to the Israelites' departure from Egypt under Moses in 70 AD. Moses, his son-in-law, was given the following piece of advice by Jethro:

Teach them the laws and rules, and demonstrate to them how to live and what obligations they have. Choose competent persons from among all the people, though—guys who respect God, men of integrity who detest dishonest gain—to be appointed as officials over thousands, hundreds, the fifties, and tens.

They should always act as the people's judges, but they should bring all challenging situations to you; straightforward cases should be decided by them. They will share it with you, which will lighten your weight.

Daunting Challenges of Supervision at the Faculty Level

The teaching staff, non-teaching staff, and students make up the university as an academic institution. Managing both teaching and non-teaching staff presents several challenges for the faculty officer in everyday management. One of the Faculty Officer's main concerns is allocating resources and space. There are times when the Faculty Officer do not have a proper office to themselves. He or she works out of an office shared by two or more professors. The Faculty Officer has no privacy in this way.

Another problem is that the Faculty Officer isn't involved in some crucial choices. According to <http://www.columbia.edu/cu/vpaa/handboo/organization.htm>, the Faculty Officer is not the Dean's secretary but rather the chief administrative officer of the Faculty. This is so because the Dean is the Faculty's academic and administrative chief. The Dean represents the Vice-Chancellor at the faculty, whereas the Faculty Officer represents the Registrar. The Vice-Chancellor will occasionally invite the Deans to management meetings. It is customary for the Registrar to invite Faculty Officers to management meetings when significant administrative decisions need to be made, however, this is not the case at the University for Development Studies..

Sometimes, at the faculty level as well, the Deans enjoy working with (and making decisions with) the Administrative Assistants in the general office, only to inform the Faculty Officer later, by which time the Faculty Officer's professional comments may have passed the point where they could make a difference. This can occasionally be attributed to the false notion that the Faculty Officer serves as the Dean's secretary and must always be close by. The ultimate result of the problem is that department heads do not appropriately recognize and respect the position of the Faculty Officer. For instance, leave application forms are filled out on the side of the Faculty Officer who is not being watched.

The Faculty Officer encounters problems when dealing with the teaching staff in addition to the aforementioned observations and issues. The majority of the faculty members are educators. Because of the poor orientation they received after being appointed, heads of departments (academic) may fail to perceive the office of the Faculty Officer as being essential to the success of the operations

and activities in their departments. In a similar spirit, the lecturers in the various departments only show respect for the Dean's office and not the Faculty Officer. Although this may be compared to a person's mentality, the simple fact is that if Faculty Officers receive recognition from management at the top, it will trickle down.

Another problem that has been identified is the Faculty Officer's low motivation to execute to the best of their ability. According to studies (Agyei-Bieni & Abedi-Boafo, 2015), the management subject that is most commonly mentioned is the concept of motivation. Some workers are naturally motivated to put in more effort if they receive the right kind of internal recognition, while others are inspired to do so if they obtain promotions when they are due. Other employees may be organically motivated if they have simple access to the tools they need to work independently. Since there are differences in the management styles of the Deans, these problems do not apply to all Faculty Officers at the University for Development Studies.

Imagine that you are a Faculty Officer and you have no notion which faculty members are on vacation. The faculty may experience issues as a result. Consider the possibility that the faculty officer is ignorant of the faculty car's driver's leave of absence. This situation exists because the driver was more loyal to the transport officer than to the faculty officer or the dean of the faculty. You, as a Faculty Officer are kept in the dark when critical administrative decisions are made that will have an impact on the faculty, as well as, to some extent, academic decisions. So, how do you find inspiration to work?

Relationships may tend to be formal rather than cordial because of the issues the Faculty Officer deals with, mostly involving the teaching staff and professors. This is especially true given the possibility that the Faculty Officer could benefit from the "management by walking about" principle. The Faculty Officer can't run the faculty from his desk alone. He or she must move from one department to the next to become familiar with the situation on the ground and communicate with staff members from the various departments. Unannounced visits by the Faculty Officer establish a sense of dread and gravity among the department's administrative personnel, who are then made aware that the Faculty Officer may drop by at any time.

The Faculty Officers must be knowledgeable of the University's rules and regulations, policies, conventions, and legislation because they are the Dean's direct advisors on administrative and personnel issues about the Faculty in particular, as well as the University as a whole. This is done so that major choices, rules, and practices are not always communicated to the Faculty Officers, who will use these decisions and policies to advise the dean appropriately. A productive Faculty Officer acts as a change agent for the faculty rather than just administering rules, processes, and routines. Faculty Officers will have significant difficulties if they are unfamiliar with these statutes and conventions.

The Faculty Officer's capacity to inspire his or her team is another key problem. The idea of motivation raises a troubling issue. Who or what motivates people to work? How can the faculty officer use the staff's energy to boost productivity at work? Maybe the question was further extended to the Faculty Officer. As a result, motivation is crucial to management and is now probably one of the topics that is discussed the most.

Strategies to Manage the Challenges

The above situations are but the tip of the iceberg of problems that the Faculty Officer is likely to encounter. However, from experience and literature, the following are strategies one can use to minimize these problems:

1. Faculty Officers should ensure that they obtain reliable information before they proceed to make decisions. Try to hear what everyone has to say if there are only one or two people involved in the scenario. It is important to attempt to distinguish between fact and opinion or perception before acting on a matter. Conflicts must be clearly outlined so that you understand the precise issues involved. What is bothering a faculty member is a straightforward inquiry that can start the dialogue and understanding process. Try to persuade subordinates that a team effort may be used to

- solve their difficulties. Asking, "How can we solve the problem?" is a good strategy. Concentrate on finding answers, and be prepared to make concessions. Write down your ideas, discuss them freely, honestly, and forthrightly, and be willing to applaud them. Also, welcome helpful recommendations and look for solutions that are acceptable to everyone (Lousier, 2005).
2. Faculty Officers should establish cordial relationships with all subordinates while keeping a certain amount of distance to maintain their power. Always being overly cordial could undermine your authority and respect, leaving you vulnerable to attack. In dealing with subordinates, the Faculty Officer as a supervisor must be fair and forceful. When dealing with very close subordinates, reason and sound judgment should always be used.
 3. Confidence is a third crucial supervisory attribute, according to management theorists. The Faculty Officer should exhibit supervisory skills in a variety of ways, such as by training new employees, supervising the completion of a challenging task, or serving as the event chair while the boss isn't around. As an illustration, if you were confident in yourself, your subordinates would be motivated to support you in achieving your goals.
 4. Faculty Officers need to develop a realistic view of how much they can do. No matter how skilled one develops, some co-workers and tasks will always be challenging. Both would need more time and effort, which would limit one's potential.
 5. Determination to resist intimidation from others, such as the academic staff, is a quality Faculty Officers must nurture. For instance, if you attempt to discipline a subordinate, that subordinate's immediate supervisor might not be pleased and may take offense at you. Similar situations include when a subordinate refuses to repeat a task that was completed incorrectly and may be challenging you. The way you would react would change depending on the circumstance. You would frequently choose a stance and adhere to it.
 6. Given the variables present in every supervisory post, including the Faculty Officer's, he/she must develop the ability to accept uncertainty as a supervisor. There isn't always a definite right or wrong. Although rules and precedents will be helpful, your good judgment, self-assurance, and resolve to make the best choice you can in an imperfect scenario will ultimately matter.
 7. The Faculty Officers must establish high standards for behavior and output. Faculty Officers are expected to lead by example in all facets of their professional lives, placing a strong emphasis on reliability, punctuality, attendance, discretion, and honesty. Then, they have a right to anticipate that others will behave similarly. They create an idea of how to perform in this capacity as their professionalism and supervisory experience grow. According to Enaigbe (2009), you would envision yourself working effectively with subordinates, offering appropriate praise and constructive criticism but keeping a respectable enough distance. This self-perception would serve as a crucial road map for Faculty Officers' future supervisory responsibilities.
 8. The Faculty Officer should be given considerable consideration when allocating resources and finding suitable office space. For instance, because the Faculty Officer works with subordinates, there may be some pressure to manage. This allowed Faculty Officers to regularly inquire about the progress of the faculty from the heads of the many departments. For seclusion, the Faculty Officer needs a comfortable office area. This might inspire them to launch several independent projects in cooperation with their Dean to advance the faculty. Faculty Officers occasionally conduct official business using their automobiles, therefore, this should be taken into consideration when distributing fuel vouchers. The Faculty Officer, according to Momanyi (2016), is in charge of overseeing and preserving the faculty's movable property. How can the Faculty Officer manage and maintain track of the upkeep of the faculty vehicles in a way that is appropriate given that they do not have user jurisdiction over the vehicles, as is the situation at the University for Development Studies?
 9. The Registrar must build a management team with the Faculty Officers and regularly meet with them to make significant administrative decisions, just as the Vice-Chancellor frequently calls the Deans to executive management meetings. For instance, it will not be improper on the part of the Registrar to invite Faculty Officers to make decisions about transfers to and from particular faculties. According to Agyei-Bieni & Abedi-Boafo (2015), the Faculty Officer, who represents the Registrar and advises the Dean on all administrative matters in the faculty, is under a lot of pressure. If Faculty Officers are unable to routinely meet with their representatives to discuss and make administrative decisions with them, how can the Registrar ensure that they are making progress toward their goals?
 10. Faculty Officers should be acknowledged and honored, just like any senior management representative. As soon as they start working together, lecturers, department, unit, and section heads, deans of faculties, and directors of centers should all have received the proper orientation. It will always be possible to work with the Faculty Officer. Afful-Broni (2004) asserts that the role of the faculty office is that of a coordinator, managing faculty issues to ensure the efficiency and advancement of the faculty. Therefore, it is necessary for all faculty members to properly credit their work. In a similar vein, all administrative staff members should acknowledge and respect the Faculty Officers' role as the Registrar's representative in the faculty. This is blatantly absent from the University for Development Studies. Constant instruction at any appropriate meeting or time should be the way to go.
 11. The Faculty Officer requires psychological and social drive. A worker's social standing is improved by promotions. As a result, when the Faculty Officer is up for promotion to the next grade, there shouldn't be any needless burden on the system. It should be done based on merit, even if it will allow him to move up to a higher role with more responsibilities. The Faculty Officer are psychologically motivated to contribute everything they have to the organization if they are given enough office space, adequate facilities, appropriate organizational recognition, and sufficient involvement in administrative decision-making. To the greatest extent possible, institution management should be aware of some of these factors.

Conclusion

Faculty Officers shouldn't fall into the trap of believing that the supervisor is responsible for conducting supervision because supervision is a one-on-one interaction. As a result, supervisees are perceived as passive beneficiaries of supervision who either receive it or do not. Either it's good or it's not. Consideration of supervision as a shared obligation between the person being supervised and the person doing the supervision, each of whom is aware of their past expectations and standards, is a more proactive approach. Sharing and maintaining expectations is one of the key responsibilities of Faculty Officers in this regard. Self-awareness is necessary to realize one's own need for help as well as some of the obstacles to getting that support. To make monitoring effective, both parties must fulfill their obligations. Emphasis is made on the value of an explicit contract where both parties share expectations, aims, techniques, and outcomes in a training manual on supervision.

Faculty Officers can serve the university's interests while still managing to advance in their positions. Utilizing the building elements of efficient supervision regularly and effectively requires practice and dedication. Even the most competent managers are prone to error. In particular, professors and campus-level supervision are sometimes thankless and challenging professions. When you face these challenges head-on, you become a smooth, effective team member, and it may be immensely fulfilling for you as an individual inside the team.

The Faculty Officer has historically been viewed as the main target of opposition. The central administration's willingness and preparedness to provide the Faculty Officer with specific responsibilities appears to be the key to resolving these issues and

raising them. If given such power, the Faculty Officer's potential can only be realized by ensuring the faculty's expansion and advancement.

Recommendations

For Faculty Officers to deal with the numerous challenges that confront them, they should be wary of neat formulas or simple methods designed to solve them daily. Each person you supervise, the project you handle, or the crisis you face will be unique.

1. Future Faculty Officers can learn from the past by speaking with more seasoned and accomplished predecessors and superiors, paying attention to their behaviour, digging through papers, and, most importantly, using common sense and intellect. It is insufficient to take courses in management, delegation, time management, stress management, etc. New managers require constant mentoring, coaching, and assistance. They require someone they can confide in and find a mentor within the institution who has experience as a first-time supervisor (McNamara, 2010). To help them remember crucial facts and steer clear of potential hazards in the future, Faculty Officers should also retain written records of both the circumstances they handle successfully and those they manage poorly.
2. Faculty Officers must develop their professional skills and mindset to be effective supervisors. Some ways to do this include going to conferences and seminars and reading books about their field. Sadly, the majority of the administrative employees at the University for Development Studies do not operate in this manner. Few faculty members, except a few officers, make any attempt to attend workshops and seminars. Faculty Officers are now responsible for finding workshops, conferences, and seminars so they can submit funding applications. The current Registrar is going all out to help people who wish to learn new things or keep improving.
3. Additionally, Faculty Officers should use discretion when interacting with their co-workers and subordinates. This is because extended socialization, in particular, can impair their capacity to monitor. This can make you more vulnerable to humiliating confrontations and erode your authority. Faculty Officers should be aware that some events can disrupt the working environment and need to be handled forcefully. One may occasionally receive criticism for exercising excessive force when overseeing. There may be unfavorable rumors spread about you and the circumstances surrounding your admission to the faculty. It is up to you to maintain concentration and ignore any outside distractions.
4. Faculty Officers are kindly requested to keep in mind that other staff members, such as co-workers or colleagues, may occasionally be difficult to get along with because they are of varying ages, sexes, cultural backgrounds, and geographic origins. Male and, more dangerously, female leaders may be despised by male subordinates. These kinds of hostilities could make the office less efficient.
5. Faculty Officers should also be aware that one or more of your employers can put unreasonable demands on you, such as unachievable deadlines, and refuse to talk to you about problems. To complete challenging tasks and adhere to tight deadlines, you need to diplomatically persuade and inspire your team.

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