

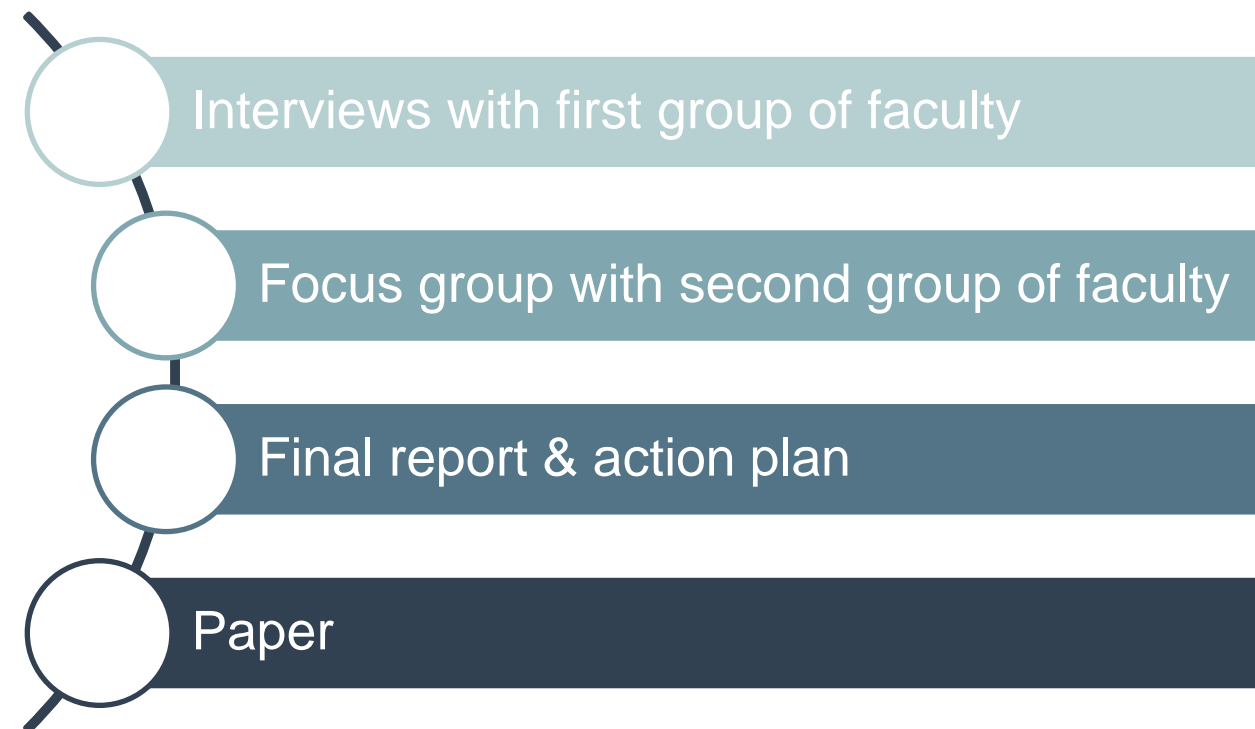
Faculty Recognition

Águeda Benito, PhD

Benito, A. & Scott Milligan, F. (2018). Hearing the voice of faculty: Global recommendations for faculty recognition in Higher Education institutions. *Higher Learning Research Communication*, Vol. 8, Iss. 2, 1-8.
<http://dx.doi.org/10.18870/hlrc.v8i2.433>

Global recommendations for faculty recognition in Higher Education institutions

The structure of the study



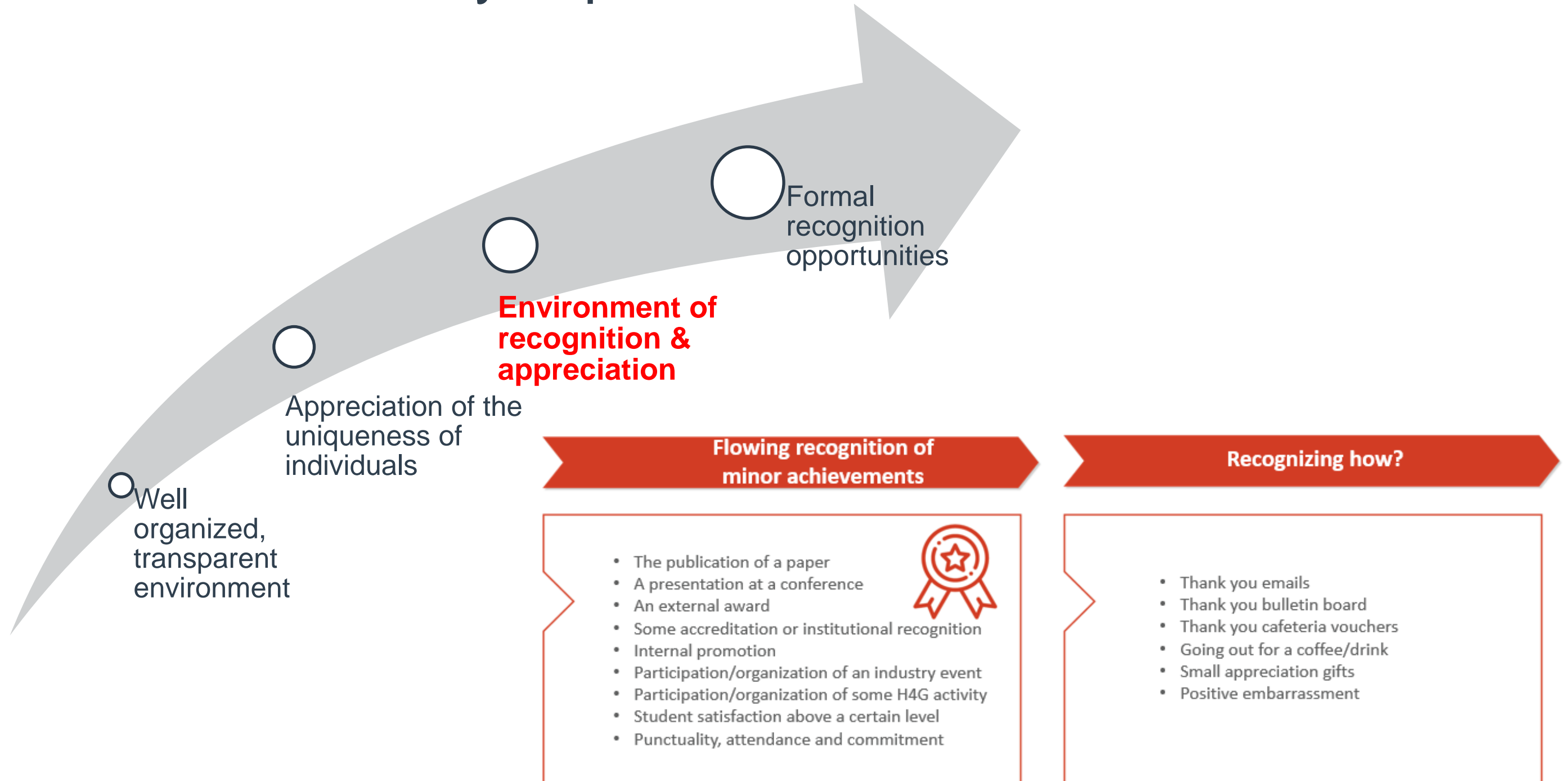
Global recommendations for faculty recognition in Higher Education institutions

The guiding questions



- What would you consider the most relevant achievements faculty could reach?
- How do you think faculty would like to be recognized?
- By whom? In front of whom?
- How important are awards and rewards for faculty?
- Would you agree that more recognition=better performance? Why?
- If you had to design a faculty recognition plan, what would it look like?

Results: the faculty aspirations



Some further insights...

- Giving back is in the nature of faculty, but recognition is very important for them too.
- More than recognition itself, faculty appreciate that their institution cares for them and values their work.
- Recognition of teaching should be the first one, followed by research/industry connections.
- Often obtaining the student's recognition matters as much, or even more, than that of managers.
- Junior and senior faculty appreciate different forms of recognition. Juniors need more explicit recognition from managers.
- Small achievements and reaching relatively modest milestones also matter. Not only the one professor of the year should be recognized.
- Recognition and incentives do not transform a bad instructor into a good one, but it can help the good ones become even better.
- The best about recognition is feeling you can inspire other faculty with the things you do. Sharing of best practices and even mentoring should follow recognition.
- Professors are knowledge workers and intrinsic motivation is key.
- Good faculty might not be good sales people, and may not always share their achievements.
- Transparency, objectivity and measures are recurrent concepts when talking about recognition.
- Flexibility, time and having their voices heard are common aspirations for faculty. Time in particular is highly appreciated as a reward
- Team recognitions help create a more profound sense of belonging and should be enhanced.
- Cultural adaptations need to be made, so that rewards are meaningful and valuable for each group of individuals.



**Identify some of the things that
you already do to create an
environment of recognition &
appreciation**

Thank you!

