# Faculty Recognition

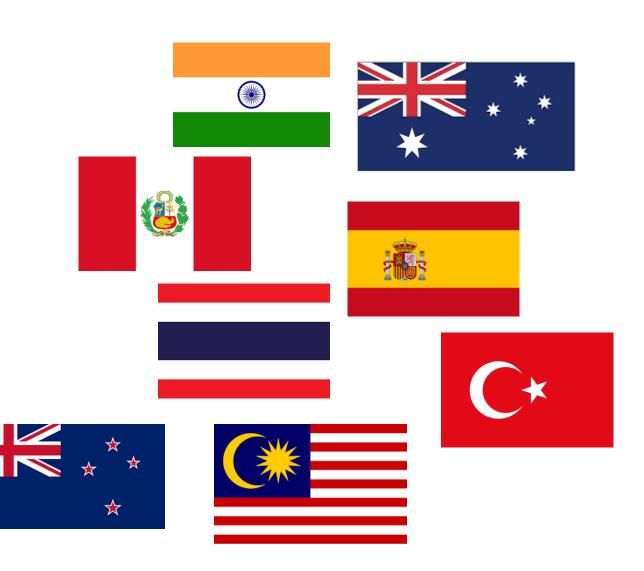
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# Global recommendations for faculty recognition in Higher Education institutions

#### 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



Environment of recognition & appreciation

Appreciation of the uniqueness of individuals

OWell organized, transparent environment

#### Flowing recognition of minor achievements

- · The publication of a paper
- · A presentation at a conference
- · An external award
- · Some accreditation or institutional recognition
- · Internal promotion
- · Participation/organization of an industry event
- · Participation/organization of some H4G activity
- · Student satisfaction above a certain level
- · Punctuality, attendance and commitment

#### Recognizing how?

- Thank you emails
- · Thank you bulletin board
- · Thank you cafeteria vouchers
- · Going out for a coffee/drink
- · Small appreciation gifts
- · Positive embarrassment

### 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

