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Inspiring a Culture of Appreciation @ RIT

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Prepared by

Faculty Career Development Services

The Wallace Center

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Background

The *2012 COACHE Survey of Faculty Job Satisfaction* and the RIT *Employee Engagement Survey* identified appreciation and recognition as an area of concern at RIT. Specifically, the *COACHE Report to the Provost* (2013) states, "Faculty, at all ranks, are just like everyone else when it comes to wanting to be appreciated by colleagues and recognized for doing good work."[1] In response to survey findings, Faculty Career Development Services researched the topic to learn what might be done to improve and enhance the "culture of appreciation" at RIT.

The goals of this study are to share research on faculty appreciation, recognition and rewards; present findings on practices at peer institutions; highlight current practices at RIT; and provide suggestions to campus leadership on addressing this challenge based on innovative models and promising practices. Rewards and recognition related to tenure, promotion, and merit increases were not the focus of this research, but rather it is a study to highlight the less formal and informal rewards that institutions practice. While staff appreciation and recognition are equally as important as efforts for faculty, staff are outside the scope of Faculty Career Development Services' plan of work.

The COACHE survey measures levels of faculty satisfaction with the recognition they receive for the primary aspects of their work.

Research Results

Plenty of research has been done on the topic of faculty appreciation and recognition dating back several decades; however, this report provides a high-level overview of more recent findings.

The Education Advisory Board (EAB), an organization that provides best practice research and practical advice to academic leaders, outlines a number of strategies to recognize and reward faculty. The EAB report, "Strategies for Improving Faculty Morale and Elevating Performance," reflects that recognition for faculty contributions—whether in teaching, research or service—not only demonstrates the *value* of faculty, but also affects faculty retention. Further, the report shows that faculty are not always seeking a tangible award (often monetary). Faculty would likely appreciate some other recognition for their work such as support for improvements in the teaching environment, their research agenda, or participation in governance activities; or

[1] The Collaborative on Academic Careers in Higher Education (COACHE) Faculty Job Satisfaction Survey, Provost's Report. Rochester Institute of Technology, p. 34, 2013. https://www.rit.edu/provost/sites/rit.edu.provost/files/coache_provost_report_2013.pdf

flexibility in teaching responsibilities, fewer course preparations or a preferred teaching schedule. The EAB study further observes that recognition and appreciation can be directly tied to faculty morale. For example, one-time incentives, grants, or reduced teaching loads allowing faculty to focus on research can have a tremendous positive impact on faculty satisfaction, morale, and productivity.[2] Often, faculty are simply seeking a "culture of comfort" that will allow them time to work on innovative or creative efforts in their courses, scholarly research, or engage in professional development activities.

Appreciation and recognition efforts do not have to be costly—they are often low cost and/or a minimal time commitment. EAB's University Leadership Council suggests, "Recognition can be done in a relatively inexpensive way, and in a public way … Showcasing individuals who have done really amazing things and having a reception to say thank you, that goes a long way towards developing a non-financial currency for recognition."[3] Small forms of recognition such as awards that carry a plaque or small cash award can be effective morale boosters. Honored titles that faculty can use on their curriculum vitae are also a form of recognition that faculty value.

> At their heart, reward systems are about the valuing of professional work. They are a primary way we come together to witness, promote, and assess each other's work; the consequences of such "regard" have lasting impact. (O'Meara, K., et al, 2002b, 2008)

Other one-time incentives might include travel funding, paid research assistants, or support for journal or database access; however, the University of Southern Florida (USF) *Taskforce on Faculty Roles, Responsibilities, and Rewards* found that these types of traditional "reward" practices may not be rewards at all, but rather *resources* expected as part of the infrastructure of doing research.[4] The same is true for those typically enterprise-level (HR administered), family-friendly policies such as convenient child care, dual hiring, tuition waivers, wellness programs, etc., although these packages often *do* enhance morale and incentivize faculty.

The USF report suggests important considerations around faculty appreciation and recognition initiatives. First, *faculty workloads and interests change over time*, thus rewards should be consistent with their professional and personal lives, and should be consistent with the university's mission. Second, *rank-based differences toward recognition and acknowledgements*

[2] Roberts, K., and Yarrish, J. Strategies for improving faculty morale and elevating performance. University Leadership Council. Education Advisory Board (EAB), February 20, 2008.
[3] Ibid, p. 18
[4] Findings and recommendations, Taskforce on Faculty Roles, Responsibilities, and Rewards. University of Southern Florida, April 21, 2009.

should be considered.[5] Faculty may have very different ideas on what they consider an "award," depending on their rank, whether tangible (awards, staffing, office space) or intangible (flexibility, respect, accolades). Other variables for how faculty might have different ideas for their own appreciation or recognition are gender or racial differences, deaf/hard-of-hearing faculty, or differences across disciplines. Research shows that what tends to motivate performance is the thoughtful, personal kind of recognition that signifies true appreciation for a "job well done," and recognition for a job well done is the top motivator of performance.[6] Formal awards programs recognize few individuals — being personally recognized on a more intimate level goes a long way in people feeling appreciated and recognized.

Riordan (2013) in a *Harvard Business Review* post, "Foster a Culture of Gratitude," shares several recent articles about the importance of saying "thank you" and giving praise to employees. These "very important gestures of thanks" are a strategy for how leaders can enhance a culture of gratitude by 1) helping others develop, 2) involving employees, and 3) supporting camaraderie and collegiality. "At the end of the day, this principle is really very simple: we all want to feel valued and appreciated. So, in addition to overt recognition to employees, use a variety of ways to build a culture of gratitude."[7]

Best Practices in Recognizing and Rewarding Faculty

Many promising practices around faculty appreciation, recognition and rewards were revealed in the team's benchmark study. Two colleges stand out as exemplars in this area: Harvard University and Cornell University. See Appendix for Benchmark Study Results.

Harvard University has a model program for recognizing their staff for "cultivating a culture of appreciation." Their staff model is easily adapted for faculty. Their principles are explicitly stated on the Faculty of Arts and Science website:

> "Cultivating a culture of appreciation – knowing your people, and being generally appreciative is important. We all appreciate when others recognize our contributions and achievements. As managers, our recognition lets employees know that we care about creating an environment where individuals feel appreciated for their contributions and their accomplishments. Through recognition, we also build a culture that attracts and retains the best talent." [8]

[5] USF …
[6] Nelson, B. *1001 Ways to Reward your Employees*. Volume 2. New York, NY: Workman Publishing Company, 2005.
[7] Riordan, C., Foster a culture of gratitude. Harvard Blog Post, *Harvard Business Review*, 2013.
[8] See Harvard University, FAS Website, http://hr.fas.harvard.edu/recognition

Harvard also shares ideas and guidelines for rewarding others that cost little or nothing but can mean a great deal to the person being recognized. Table 1 is an excerpt from Harvard's Low- or No-cost ways to recognize faculty and staff. Table 2 shows specific guidelines for offering recognition.

Table 1: Harvard University – Low or No-Cost Ways to Recognize Faculty and Staff

Ask a strong performer to be a mentor.	Send an e-card to the employee you wish to recognize.
Send a letter or email of appreciation to senior leadership (with a copy to the employee).	Include a "Moment of Excellence" during meetings to acknowledge someone's contribution.
Ask a senior leader to send an appreciative e-mail to the employee or have lunch with the person.	Give your employee a goody bag including the employee's favorite tea or snack item.
If your department has its own website, include a section for posting recognition notices.	Send a gift to the employee's family, especially if his or her efforts at work have cut into family time.

Table 2: Harvard University - Guidelines When Offering Recognition

***Be genuine*.** Give it your full attention and give from your heart.	***Give the action the "recognition" it deserves.*** Treat the recognition as an event by not mixing in other business. If the recognition takes place during a team meeting, make sure to carve out enough time at the meeting to focus on the individual being honored.
***Be timely*.** Try to recognize the individual as soon as you can after the contribution or accomplishment. This makes the link between the behavior and the reward clear.	***Keep it right-sized.*** Make sure the amount and type of recognition is appropriate for the behavior recognized.
Be specific. While a "thank you" is always welcome, your impact is greater if you describe the accomplishment and the value that it created.	***Personalize it if you can*.** Recognize that different people are motivated by different things, and appreciate different things. Some people appreciate being recognized publicly; others may become embarrassed. One person might enjoy a gift certificate to a restaurant; another might prefer movie tickets.

Another finding from the benchmark study is Cornell University's practices. They believe in celebrating staff and faculty with a number of awards and celebrations throughout the year including "High Five" and "Staff Kudos" programs. They also celebrate excellence repeatedly and simply using a list of "Low-No Cost Recognition Ideas for Employees"[9] categorized by no-cost individual and group recognition, low-cost individual recognition, and low-cost group recognition. In addition, Stanford University includes recognition as integral to their retention strategies: "Schools should reward faculty members appropriately for their productivity and contributions regardless of their mobility or their interest in pursuing outside offers. Schools should strive to ensure that professors feel appropriately valued and to dispel perceptions that outside offers are the only way to gain rewards."[10]

Faculty Evaluation and Rewards

While the faculty evaluation process is not the main focus of this report, it is important to mention as a part of fostering a "culture of appreciation" that the faculty evaluation process is an important foundation on which to build this culture.

appreciation
(n) The recognition and enjoyment of the good qualities of someone or something.

award
(n) A prize or other mark of recognition given in honor of an achievement.

recognition
(n) The action or process of recognizing or being recognized.

(*Oxford Dictionaries.com*, 2014)

Ohio State University's "Principles for Faculty Reward Systems in a High Performance Academic Culture" describes the institution's focus on developing all aspects of a high performing culture in which outstanding achievements are aligned with carefully guided decisions about resource allocations. For example, rather than developing static models of "once a year performance appraisal," the most effective assessment process involves continuous coaching in which guidance is provided, and linkages between performance and resource availability are consistently clarified.

Several key elements from their guiding principles follow:

- OSU is committed to developing policies guiding faculty reward systems that are clear and equitable.
- Annual performance appraisals involving a written/face-to-face interaction are essential--

[9] See Cornell University, https://www.hr.cornell.edu/life/celebrating/low_cost_no_cost_employee_recognition.pdf
[10] See Stanford University, https://facultydevelopment.stanford.edu/recruitment/recruitment-retention-guidelines/retention

without such actions the connections between contributions and reward distributions will be murky and subject to inaccurate assumptions.

- Faculty members can and do contribute differently to the multiple missions of departments and colleges at different points in their careers. At times it is important to expect achievements in multiple dimensions; at other points in a career, research achievements should weigh most heavily; at others it may be more appropriate to acknowledge greater contributions to our teaching and service missions.
- There should be explicit agreement with each faculty member about the expected contribution focus or foci and the levels of achievement expected of him/her in a given year. The overall mix of contribution patterns should be such that the portfolio of department/college objectives is achieved.[11]

Additionally, key drivers in faculty morale (and consequently feeling appreciated) as reported in *Strategies for Improving Faculty Morale and Elevating Performance* (EAB)[12] include:

- Transparency and equity in merit review process
- Recognition for contributions to teaching, research, and service
- Support for improvements in teaching and research
- Participation in the decision-making process within the department, college and broader institution.

State of Faculty Appreciation and Recognition at RIT

Many forms of appreciation and recognition exist at RIT including prestigious, university-level awards such as the *Trustees Scholarship Award*, the *Eisenhart Awards for Outstanding Teaching*, the *Isaac L. Jordan Sr. Faculty Pluralism Award,* and several college-level awards. Provost Haefner's Faculty Awards website launched in 2012 was the result of a report authored by a Wallace Center team. The report included recommendations and a charge to coordinate university-wide awards[13]. The website describes institute-level awards in detail.[14] All of the awards are celebrated at the annual *Celebration of Teaching and Scholarship* in May.

[11] See Ohio State University, http://oaa.osu.edu/assets/files/documents/facultyrewardsystems031809.pdf
[12] EAB …
[13] See *Faculty Awards & Recognition @ RIT*, 2012, http://www.rit.edu/academicaffairs/facultydevelopment/fcds-reports
[14] See Provost Faculty Awards website: http://www.rit.edu/academicaffairs/facultyawards/

As a result of the same report, several awards were added during academic year 2011-2012:

- *Outstanding Teaching Award for Non-Tenure-Track Faculty*: recognizes excellence in teaching by non-tenure-track teaching faculty at RIT who have made a significant commitment to students
- *Provost's Award for Excellence in Mentoring*: recognizes outstanding commitment to faculty mentoring
- *Provost's Innovative Teaching with Technology Award:* recognizes faculty who use technology to teach in effective and innovative ways.

Recognizing Faculty Work at RIT

Faculty often feel appreciated when their work is formally recognized and they are given opportunities to showcase their accomplishments. There are many avenues that serve this purpose at the Institute level:

- Annual Faculty Scholarship Report and reception
- Annual Intersession Faculty Showcase
- Faculty Stories: http://wallacecenter.rit.edu/tls/faculty-stories
- RIT Scholar Works: http://scholarworks.rit.edu/
- *University News* articles: http://www.rit.edu/news/
- *Athenaeum* articles: http://www.rit.edu/news/athenaeum.php
- IMAGINE RIT Festival: http://www.rit.edu/imagine
- New Faculty Orientation (current faculty are invited to present on a variety of topics to new RIT faculty)

Existing Practices in the Colleges

The Office of the Provost and Faculty Career Development Services conducted a survey in April 2014 of deans and department heads/chairs to identify current practices of appreciation and recognition within the colleges. The survey included questions on formal awards (institute or college-level) and informal awards (spontaneous rewards and forms of recognition implemented with minimal planning and effort).

Survey responses showed that faculty are recognized more formally with awards for teaching, scholarship, service and longevity. Informal recognition for faculty was also evident by way of flexible scheduling, highlighting accomplishments, public accolades and personal notes of gratitude.

Other appreciation practices that exist at RIT's colleges include:

- Highlighting faculty achievements via social media (external and internal)
- Celebrating faculty achievements via alumni networks
- Public displays of faculty achievements and successes
- Personal gifts and celebrations
- Movie tickets/gift certificates

Tokens of Appreciation Survey

As a result of the 2012 COACHE Survey of Faculty Job Satisfaction and the Employee Engagement Survey that identified Appreciation and Recognition as an area of concern at RIT, the Provost announced in fall 2013 that he would work with deans to identify best practices for appreciation and recognition of faculty and staff accomplishments. Consequently, a survey was distributed in March 2014 to all faculty and academic affairs staff to learn what types of tokens of appreciation they favored.

The survey asked responders to rank order nine rewards that might be offered for an accomplishment (e.g., successfully chairing an ad hoc committee). Out of the 263 faculty respondents, the overall first choice was a Barnes & Noble gift card. The least favored choice was RIT Sports Event tickets.

RANKINGS - FACULTY OVERALL	# RESPONSES
Barnes & Noble Gift Card	**57**
Reserved RIT Parking-1 month	**47**
Tickets - Geva Performance	33
Java Wally's Gift Card	26
Artesano Gift Card	26
RIT Personal Trainer-1 month	25
iTunes Gift Card	25
Tickets – RPO	20
Tickets - RIT Sports Event	**4**

Recommendations

R. Todd Benson, Associate Director of Surveys and Analysis for COACHE/Harvard University, presented to the Provost's Council in March 2014 addressing RIT's COACHE results and offered "promising practices" to address this challenge.[15]

- *Systemized and timely plans for sharing up* - Who has good information about the work these faculty are doing and is it being shared efficiently?
- *Find value in everyone's contributions* - What types of work are these long-term associates doing and how does RIT demonstrate value and appreciation for their work?
- *Variety matters* - How does RIT value all of the work of its faculty? Who else can you incorporate into this work? How do you vary the messenger?
- *Sustainability* - How do you cultivate a campus culture where appreciation and recognition is engrained in the fabric?

In addition to the promising practices mentioned above, several ideas (informal and formal) are presented below to continue **college-wide** initiatives that serve to honor, award, or otherwise acknowledge and/or celebrate faculty accomplishments:

- Continue existing formal awards programs at RIT, managed at the Provost's level. Where individual colleges have not added an award, a high-level award should be conceptualized and implemented by 2015.

- Continue existing formal recognition opportunities and expand them; for example, the intersession "Faculty Showcase" will be bigger in 2015 to accommodate more faculty, and more time for faculty to present their work to colleagues. Academic Leaders should participate in and encourage attendance at this event.

- Continue publicly announcing faculty accomplishments and honors college- and university-wide; for example, host special ceremonies, post on web sites, and highlight in *University News,* and in the greater Rochester community when appropriate.

[15] Benson, R. T. Drilling down to create targeted solutions. The Collaborative on Academic Careers in Higher Education (COACHE). Presentation to Provost's Council, Rochester Institute of Technology, 2014.

- Continued and increased visibility of Provost and Deans via their involvement and appearance at campus programs, workshops, presentations to show support and recognition for RIT faculty.

- Adoption of low- or no-cost recognition practices in departments and colleges, similar to those shared from Harvard and Cornell Universities.

Conclusion

True appreciation can create a culture in which appreciation and gratitude are the norms rather than the exceptions--a culture in which people feel valued for their work. Recognition and appreciation can serve to boost faculty satisfaction and morale, thus contributing to the advancement and retention of faculty. RIT must foster a culture that is inclusive and attractive to talent, that values and supports professional development, and respects individual faculty contributions.

Being appreciative makes everyone feel valued. Being responsive to the faculty climate surveys is the first step. Acknowledging the ever-increasing faculty workload, the need of incentives for faculty to "do" the innovative and creative work that will bring RIT to the forefront, and fostering a "culture of appreciation" at RIT will make a difference. Increased recognition for RIT faculty will set a positive tone for further creative and innovative performance that will set RIT apart as a culture steeped in positive appreciation.

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APPENDIX: BENCHMARK INSTITUTIONS

The FCDS team reviewed the list of "Near Peer" schools from the *RIT 2012 Faculty & Staff Engagement & Climate Survey*.[1] Each college's website was investigated, searching for evidence of specific details on faculty appreciation, awards, rewards, and recognition. Most of the searches were futile, as often the information sought was buried under human resources areas, faculty manuals or handbooks, or other obscure areas of the site. Key points from the 18 schools' websites follow.

1. Case Western Reserve University

Many formal awards; nothing directly on "informal" recognition. However, recognizing and rewarding excellence is a key component of the strategic plan, as stated on their website, "recognizing and rewarding excellence among faculty and staff helps attract, retain and engage the best and brightest researchers, teachers and mentors, and improves the overall campus experience."
http://case.edu/provost/universityprofessor/

2. Cornell University

Many formal awards, including "Celebrating Excellence" awards for faculty. Stated on their website, "… CU believes in celebrating staff and faculty."

Faculty Highlights, Awards and Recognition, and "In the Spotlight" are featured on website at
http://www.cornell.edu/academics/faculty/index.cfm

Evidence of "informal recognition" practiced at CU, see document: "Low/No Cost Recognition for Employees": https://www.hr.cornell.edu/life/celebrating/low_cost_no_cost_employee_recognition.pdf

3. Drury University

Many formal awards; nothing found for "informal" recognition.
Awards include:
- Monthly Spotlight Awards
- President's Awards
- Community Engagement Award
- Diversity/Inclusion Award
- Student Involvement Award
- Sustainability Award
- Wellness Awards

4. Harvard University

Their initiative captures the spirit of the "culture of appreciation." Excellent website on "Recognizing and Rewarding Your Staff" that discusses why rewards are important, what managers can do, and how to think about rewards: "Rewards, at their best, can cost little or even nothing, but they can mean a great deal to the person being recognized. When deserved, rewards should be used frequently since they are easy to give and reinforce desired behaviors."

[1] https://www.rit.edu/~w-drupal/sites/rit.edu.provost/files/presentations/2012_university-level_engagement_and_climate_survey_results.pdf

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Website includes specific Ideas for Recognizing FAS Staff– low/no-cost ways to recognize them and "Rules when Offering Recognition": http://hr.fas.harvard.edu/recognition

Three recommended books/articles are listed that contain more ideas and suggestions for recognizing and rewarding employees, e.g., 180 Ways to Walk the Recognition Talk by Eric Harvey.

Formal awards recognize their employees as "our richest resource":
--Dean's Distinction
--Impact Bonus Awards
--Harvard Heroes (celebrating the extraordinary "above and beyond" contributions of Harvard staff)
--25-Year Recognition Program
http://hr.fas.harvard.edu/rewards_recognition

Other forms of recognition at Harvard:
- Creative ways of recognizing employee milestones
- Recognition Box: keep a small "recognition box" on hand with small gift bags, a few movie tickets, note cards, gift cards, etc. to help to recognize and honor an achievement as soon as possible.

5. Loyola University

Some campus-wide formal awards: Faculty teaching awards for Excellence in Teaching, Engaged Teaching, Advising and Mentoring, Undergraduate Research, Excellence in Teaching Freshmen.

6. Ohio State University

Rewards and recognition tied to annual reviews: "Principles for Faculty Reward Systems in a High Performance Academic Culture." Excerpt: OSU has evolved over time with a continuous focus on achieving excellence along all dimensions of research, teaching, and service. Perhaps most noticeable over the years has been a concentration on developing all aspects of a high performance culture in which outstanding achievements are aligned with carefully guided decisions about resource allocations.

- The university is committed to developing policies guiding faculty reward systems that are clear and equitably implemented.
- Not all faculty members will be able to contribute excellence in all evaluation dimensions; there is a multi-faceted institutional responsibility that must be achieved by the skills of faculty collectively.
- No two faculty members are exactly alike in ability to fulfill specific department or college missions. Therefore, resource distributions to support them should vary, and it follows that evaluation should then be different.
  http://oaa.osu.edu/assets/files/documents/facultyrewardsystems031809.pdf

7. Purdue University

Several university-level formal awards:
- Book of Great Teachers (honors outstanding teaching faculty and excellence in teaching over time)
- Class of 1922 Helping Students Learn award (outstanding innovation in helping students learn)
- "Teaching for Tomorrow" Fellowship Awards (recognizes up to 12 assistant professors (or recently

promoted associate professors) for their demonstrated talent for teaching and three senior faculty members for their long-term contributions to teaching).

8. Stanford University

Recognition mentioned as part of retention strategies:
https://facultydevelopment.stanford.edu/recruitment/recruitment-retention-guidelines/retention

- Departments, schools, and the university should provide appropriate support and recognition of individual faculty members. Outstanding performance should be recognized through salary and other forms of compensation and, as appropriate, through opportunities for leadership or for initiatives of special interest to the faculty member and the institution.

- Schools should reward faculty members appropriately for their productivity and contributions regardless of their mobility or their interest in pursuing outside offers. Schools should strive to ensure that professors feel appropriately valued and to dispel perceptions that outside offers are the only way to gain rewards. "Among the factors that contribute to the advancement and retention of faculty is a climate within the department, school, and university as a whole that is collegial, values and supports the professional development of faculty, and respects the contributions of each faculty member."

Unique program: "Award-Winning Teachers on Teaching," which invites faculty winners of Stanford's major teaching awards to deliver a lecture on a teaching topic of their choice.

9. Temple University

Outstanding Faculty Service Awards recognize faculty service contributions and highlights the importance of faculty participation in the governance of the institution; serve as an impetus for others to participate in departmental, collegiate and university activities to enrich their own professional lives, and to develop a culture of participation and engagement in institutional activities.

10. University of Alabama – Birmingham

Faculty Awards website: http://www.uab.edu/faculty/awards
"Recognizing faculty for their contribution to the areas of teaching, research, and service is an important part of UAB's culture."

Many formal awards; nothing found for "informal" recognition.
- President's Awards for Excellence in Teaching
- Caroline P. & Charles W. Ireland Prize for Scholarly Distinction
- Odessa Woolfolk Community Service Award
- 2013 Ellen Gregg Ingalls/UAB National Alumni Society Award for Lifetime Achievement in Teaching
- Distinguished Faculty Lecturer Award

11. University of California – Davis

Well done website similar to RIT's with comprehensive listing of all awards by college: http://academicaffairs.ucdavis.edu/awards/. The site recognizes formal awards and other accomplishments such as being elected to National Academy of Engineering.

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"The University of California, Davis is proud to count amongst its faculty recipients of a broad spectrum of top awards for exceptional scholarship, teaching, mentoring and service to the professions. For more awards by discipline and related stories..."

12. University of Miami

Website under the Office of the Vice Provost for Academic Affairs, "Faculty Enhancement: Diversity, Equity and Recognition," but there is little provided that directly addresses faculty recognition. Formal awards exist at college level, e.g., the School of Nursing has a Teacher of the Year award and a Clinical Excellence award. The School of Communication offers a Staub Faculty Excellence Award. They are buried in the website.

13. University of Michigan Ann Arbor

Many formal awards; nothing found for "informal" recognition.

The Center for Research and Teaching website lists campus-wide awards. There are 13 university-level awards and many college-level. http://www.crlt.umich.edu/grants-awards/teachingawards

"The University of Michigan recognizes and values good teaching. As a result, outstanding teaching is a criterion for many awards and prizes offered on campus, including the central administrative awards and the awards specific to different schools, colleges, and programs at U-M..."

14. University of Pennsylvania

Many formal awards; nothing found for "informal" recognition:
http://www.archives.upenn.edu/people/notables/awards/faculty.html

15. University of Pittsburgh

Several formal awards by college. It is difficult to find university-level awards.

16. Valparaiso University

Several formal awards by college. It is difficult to find university-level awards.

17. Wake Forest University

Unique component of their website home page is "*The Professor is In*: Faculty expertise opens doors to our enlightenment" http://magazine.wfu.edu/2014/01/24/the-professor-is-in/ with a series of articles written by faculty. Like many of the schools, formal awards are listed on a website and celebrated each year.

18. West Virginia University

Many formal awards; nothing found for "informal" recognition. Formal award opportunities are listed on a website as part of their new faculty orientation.