

The Importance of Faculty Appreciation and Recognition: A Case Study of One Institution

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This study examines racial differences in faculty satisfaction with appreciation and recognition at a large university in the western United States. Using organizational socialization theory, I argue that appreciation and recognition are important to overall faculty satisfaction and, ultimately, the satisfaction with the institution as a place to work. Racial differences exist in these measures, suggesting Asian faculty are least satisfied. These results suggest that challenges to diversifying higher education institutions may rely, in part, on the acknowledgment faculty members receive for their work and from whom these acknowledgments are made. Additionally, these measures influence overall satisfaction with the institution, which may impact retention.

Keywords: Asian faculty, employee recognition, faculty retention, higher education

One of the many challenges in retaining any workforce is employee satisfaction. Within higher education, faculty satisfaction is imperative to retention and productivity (Tack and Patitu 1992). Retaining faculty, especially those of color, is important for institutions because faculty provide numerous benefits, such as mentorship, and act as role models for minority students (Turner and Myers 2000). With increasingly diverse student bodies, faculty diversity is a growing goal among institutions (Turner, Gonzalez, and Wood 2008; Antonio 2002); thus, understanding faculty satisfaction within higher education is important to institutional success. According to the National Center for Education Statistics (NCES 2013), full-time instructional faculty in postsecondary institutions are predominantly white (79 percent), while 10 percent are Asian, six percent are Black, and five percent are Hispanic. The retention of these faculty often relies on self-reported satisfaction which can be measured in many ways. One underrepresented area of faculty satisfaction evaluation is in appreciation and recognition. Previous research suggests

employee turnover may be higher when employees feel unappreciated (Johnsrud 1996; Austin and Gamson 1983) and experience a lack of recognition (Austin and Gamson 1983).

This study aims to add to the literature on faculty job satisfaction by examining appreciation and recognition through both overall and individual measures. This study is also unique in its examination of specific racial groups, rather than a white/nonwhite dichotomy. Specifically, this study explores racial disparities between white, Asian, and other faculty of color. Also examined is the relationship between these acknowledgments and the faculty member's overall satisfaction with the institution which may, in turn, influence retention.

This study is focused on one large university in the western United States using data from the Collaborative on Academic Careers in Higher Education (COACHE) 2016 faculty satisfaction survey. This institution has an extremely diverse student body and strives to recruit and retain a racially diverse faculty. This paper examines racial differences in faculty satisfaction in terms of the appreciation and recognition they perceive and from whom these acknowledgments originate. The findings of this study suggest there

are racial differences in perceptions of appreciation and recognition of faculty members' individual work, and whether this recognition comes from their department chair or colleagues. Additionally, these findings suggest self-reported satisfaction with appreciation and recognition impact faculty members' overall satisfaction with the institution. While these findings are for a single university, the results should be taken into consideration by higher education institutions in their pursuit of retaining diverse faculty.

Theoretical Framework

Van Maanen and Schein (1979) suggest organizational socialization is a process through which employees learn their role by acquiring the social knowledge and skills of the organization. Previous research has applied organizational socialization theory to higher education (Tierney 1997) as a postmodern approach to better understand faculty experiences, especially as newcomers. Applying organizational socialization to higher education faculty allows for the inclusion of their cultural backgrounds to the organizational culture. According to Tierney (1997), organizational socialization can involve faculty learning institutional culture through academic rewards and sanctions.

Updated by Bauer et al. (2007), organizational socialization theory is categorized into three elements: role clarity, self-efficacy, and social acceptance. Role clarity is the understanding of job tasks, priorities, and time allocation, while self-efficacy is the learning of tasks required to gain confidence. Women and racial minority faculty, in particular, are impacted by self-efficacy as they are likely to receive less validation from their peers. This is found especially if these women and racial minority faculty conduct research in gender- and race-specific fields of study (August and Waltman 2004; Bonner 2004).

The third component of organizational socialization is social acceptance. This

component suggests feeling liked and accepted by peers is related to productivity, job satisfaction, commitment to the workplace, and retention (Bauer et al. 2007). Women and faculty of color, in particular, have been found to struggle with social acceptance in their academic workplace (Aguirre 2000; August and Waltman 2004; Evans and Chan 2007). For this paper, self-efficacy and social acceptance are most relevant and will guide the study.

Literature Review

Drawing from organizational socialization theory, Ponjuan, Conley, and Trower (2011) examined pre-tenured faculty perceptions of personal and professional relationships with senior colleagues and peers at 80 higher education institutions. They found women, Asian, and black faculty members were less satisfied with their relationships with senior faculty, while new faculty early in their career were more satisfied with their relationships with senior faculty. The findings support the need to foster role clarity, self-efficacy, and social acceptance of faculty.

Overall, faculty of color tend to experience academia differently (Johnsrud and Des Jarlais 1994; Padilla and Chavez 1995; Turner and Myers 2000) and report lower satisfaction compared to white faculty members (Astin et al. 1997; Bender and Heywood 2006). These measures of faculty satisfaction are often examined using several factors such as workload, assignments, and salary. One factor that is less studied is the perceived appreciation and recognition faculty members receive for their work and from their department chair and colleagues. This is an important component of faculty satisfaction because recognition from colleagues, in particular, has been found to predict job satisfaction.

In a survey study of science, technology, engineering, and math (STEM) faculty at Carnegie research institutions, Bozeman and Gaughan (2011) examined individual, work, and

institutional determinants of faculty job satisfaction. Their results suggest colleague perceptions of faculty members and their work were important predictors of job satisfaction. Additionally, being recognized for research was particularly important for the job satisfaction of faculty members. Even though not specifically tested by Bozeman and Gaughan (2011), it may be implied by their results that social acceptance was important for faculty members due to the association between recognition and job satisfaction.

Other studies have supported the finding that recognition is a relevant factor in faculty satisfaction, motivation, and retention. According to Herzberg, Mausner, and Snyderman (1959), recognition is positively associated with job satisfaction and increases motivation, which could lead to the promotion and tenure of faculty. Lack of recognition, on the other hand, has been shown to increase employee turnover (Jo 2008).

The Current Study

The current study examines faculty satisfaction in terms of appreciation and recognition at a large university in the Western United States. Data for this study are derived from the COACHE 2016 faculty satisfaction survey in which the university participated. This survey is administered by a neutral third party and contained evidence-based questions measuring numerous facets of faculty satisfaction. Respondents participating in this survey were full-time tenured, tenure-track, and non-tenure-track academic faculty.

Measures

Dependent variables

For this study, the dependent variables are measures of perceived appreciation and recognition of individual work and appreciation and recognition from others. These measures of

appreciation and recognition can be applied to the theory of organizational socialization through self-efficacy and social acceptance. These measures of appreciation and recognition suggest faculty members gain confidence by receiving validation (self-efficacy) and feeling accepted by others (social acceptance).

The measures of appreciation and recognition have been categorized in two groups: acknowledgment of the faculty members' individual work and acknowledgement from others. The measures of individual work include the level of satisfaction the faculty member perceives regarding their teaching efforts, scholarly/creative work, and service contributions. This classification follows the main expectations of teaching, research, and service work expected of academic faculty. Satisfaction is also measured in terms of appreciation and recognition from others including the faculty member's department chair and their colleagues/peers. Respondents were also asked to rate their satisfaction in the appreciation and recognition they receive from their chief academic officer and dean or division head. The response rates for these questions, however, were too small to include in this analysis. For each dependent variable, the responses are recorded on a scale of 1 to 5, where 1 is Very Dissatisfied and 5 is Very Satisfied. Overall, respondents in this study have a mean score of 3.13 for their global measure of appreciation and recognition.

Independent variables

The independent variable tested in this study is respondent's race. Gender, rank, academic discipline areas, and years at the institution are included as control variables for regression analysis. The racial categories for this study include white (non-Hispanic); Asian (Asian American, Pacific Islander); and faculty of other races (Other) including Hispanic or Latino; black or African American; multiracial; American Indian/Native Alaskan; and those that identified

as “other”. The Asian racial category is kept separate from other faculty of color in this analysis because previous research has indicated Asian faculty deviate from other faculty of color enough to merit a separate analysis (Ponjuan et al. 2011; Sabharwal and Corley 2009). The Other racial group was created because of small sample sizes and is an important distinction as these faculty, mainly comprised of underrepresented minorities, have been found to experience higher attrition rates (Cooper and Stevens 2002;

Joy, and Liang 2008; Callister 2006; Hult, Callister, and Sullivan 2005; Olsen, Maple, and Stage 1995; Sabharwal and Corley 2009; Settles et al. 2006; Tack and Patitu 1992). In this study, 57.3 percent of respondents are men, while 42.7 percent are women. Rank status of respondents is measured as full professor, associate professor, assistant professor, and not on the tenure track. In this study, 33.6 percent are full professors, 32.5 percent are associate professors, 19.7 percent are assistant professors, and 14.2 percent of the

Table 1. Characteristics of the Sample

	%(n)
Race	
White	72.6%(199)
Asian	12.4%(34)
Other	15.0% (41)
Gender	
Men	57.3%(157)
Women	42.7%(117)
Rank	
Full Professor	33.6%(92)
Associate Professor	32.5%(89)
Assistant Professor	19.7%(54)
Non-Tenure-Track	14.2%(39)
Academic Areas	
STEM	31.9%(83)
Arts & Humanities	30.8%(80)
Social Sciences & Education	28.1%(73)
Professional	9.2%(24)
	Mean (sd)
Years at Institution	12.63(9.48)

N=274

Johnsrud and Sadao 1998; Rosser 2004). For this study, 76.2 percent of the respondents are white, while 12.4 percent are Asian, and 15 percent are Other (Table 1).

Control variables

Gender is a dichotomous variable measured as male or female. It is included as a control variable because male faculty have been found to report higher overall job satisfaction (Bilimoria,

faculty are not on the tenure track. Rank is included as a control variable because full professors have been found to report higher job satisfaction (Oshagbemi 1997) and tenured faculty have been found to be more satisfied than untenured faculty (Bender and Heywood 2006). Another measure of seniority, years at the institution, is also included in this study. Rather than categorical ranks, years at the institution is continuous. This variable was created by subtracting the year the faculty member was

hired at the institution from the year of the survey, 2016. On average, faculty members in this study have been at the institution 12.63 years.

Academic area groups were created based on the classification of instructional program (CIP) codes of the faculty member's discipline. This variable is included because academic areas have been shown to influence faculty satisfaction (Ponjuan et al. 2011). Following Ponjuan et al. (2011), the academic areas are classified into four groups: STEM, Arts and Humanities (English, literature, philosophy, history, communications, film, performance, and fine arts), Social Science and Education programs (social science, behavioral science, education, and multidisciplinary degree programs), and Professional programs (health services, business, accounting, marketing, and hospitality). For this study, 31.9 percent of the faculty are in STEM disciplines, while 30.8 percent are in arts and humanities. 28.1 percent of the faculty are classified in social sciences and education programs, while 9.2 percent are classified as professional.

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Analytic Method

Analyses of variance were used to examine levels of satisfaction among racial groups, academic rank, and academic areas for the individual measures of appreciation and recognition, while t-tests were conducted to analyze mean differences in satisfaction levels by gender. OLS regression was conducted using these measures to predict satisfaction levels with perceived appreciation and recognition. Combining the individual measures, scales were created to assess overall satisfaction with individual work by faculty and receiving appreciation and recognition from their department chair and colleagues. Finally, using the individual appreciation and recognition measures, correlations were conducted to assess the relationship between these items and overall satisfaction with the institution.

Findings

On the measure of acknowledgement of individual work, scholarly/creative work is found to have the strongest relationship between racial

groups. Asian faculty are most dissatisfied with the appreciation and recognition they receive for their scholarly work (a mean score of 2.65), while white faculty are most satisfied with this appreciation and recognition (3.29). Asian faculty are also least satisfied with their appreciation and recognition from colleagues/peers (2.76), compared to Other faculty (3.29) and white faculty (3.51). (See Table 2).

OLS regression analyses (Table 3) were conducted for each appreciation and recognition item and examined by race. Also included are gender, rank, academic area, and years at institution. Compared to whites, Asians (-.169) and Other -.133) faculty are less satisfied with the

chair (-.122). When compared to full professors, associate professors indicate less satisfaction with the appreciation and recognition they receive for their service contributions. Years at the institution was also found to be significant on the measure of satisfaction with appreciation and recognition from colleagues/peers (-.179). This finding indicates as faculty increase their years at the institution, less satisfaction with appreciation and recognition from colleagues/peers is experienced.

Interaction effects were attempted between race and gender; however, the results are unreportable. There were several significant results, but when data were divided by race and gender, categories became too small to report

Table 2. Mean Satisfaction with Appreciation and Recognition by Race

Individual Work ^a	White	Asian	Other
Teaching Efforts	3.20	2.71	2.98
Scholarly/Creative Work	3.29**	2.65**	2.90**
Service Contributions	2.98	2.78	2.91
From Others ^b			
Department Chair	3.68	3.21	3.32
Colleagues/Peers	3.51**	2.76**	3.29**

N=274

* p<.05; **p<.01; ***p<.001

^{a,b} Please indicate your level of satisfaction with the following: 1=Very Dissatisfied, 2=Dissatisfied, 3=Neither Satisfied nor Dissatisfied, 4=Satisfied, 5=Very Satisfied

appreciation and recognition they receive based on their scholarly work when compared to white faculty. Other faculty are less satisfied with the appreciation and recognition they receive from their department chair (-.124), while Asian faculty are less satisfied with appreciation and recognition from their colleagues/peers (-.225) when compared to whites (Table 3)

Several control variables reveal significant results based on gender, rank, and years at institution. Women faculty are less satisfied with the appreciation and recognition they receive for their scholarly work (-.140) when compared to men faculty. Women are also found to be less satisfied than men in the appreciation and recognition they receive from their department

findings. For the purposes of maintaining confidentiality and in accordance with COACHE these results are not shown.

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To assess appreciation and recognition among racial groups, I created three scales to assess overall satisfaction. The first scale, individual

Table 3. OLS Regression of Appreciation and Recognition by Type^a

	Individual Work			From Others	
	Teaching Efforts	Scholarly/Creative Work	Service Contributions	Department Chair	Colleagues/Peers
Race (White)					
Asian	.108	-.169**	-.069	-.109	-.225***
Other	.078	-.133*	-.088	-.124*	-.095
<i>Controls</i>					
Gender (Men)					
Women	.109	-.140*	-.091	-.122*	-.065
Rank (Full Professor)					
Associate Professor	.076	-.046	-.152*	-.105	-.063
Assistant Professor	.024	0.007	-.037	0.026	-.061
Not on Tenure					
Track	.086	0.004	0.069	0.039	-.022
Academic Areas (STEM)					
Arts & Humanities	0.028	0.03	0.063	-.029	-.043
Social Sciences & Education	0.021	0.065	0.022	0.069	-.029
Professional	.038	0.045	-.034	-.041	-.021
Years at Institution	.053	-.123	-.122	-.075	-.179*
Constant	3.41	3.59	3.34	4.00	4.05
R ²	0.011	0.04	0.028	0.03	0.037

N=274

* p<.05; **p<.01; ***p<.001

^a Please indicate your level of satisfaction with the following: 1=Very Dissatisfied, 2=Dissatisfied, 3=Neither Satisfied nor Dissatisfied, 4=Satisfied, 5=Very Satisfied

work included the measures of teaching efforts, scholarly work, and service contributions. This scale has a Cronbach's alpha score of .848 and

recognition from others, Asian faculty were again the least satisfied group (5.97), compared to Other faculty (6.60). Based on the overall

Table 4. Mean Scores by Appreciation and Recognition Scales

		Individual Work ^a	From Others ^b	Overall ^c
Race				
	White	9.46*	7.19**	16.65**
	Asian	7.97*	5.97**	13.94**
	Other	8.65*	6.60**	15.26**
Gender				
	Men	9.40	7.10	16.50
	Women	8.83	6.75	15.58
Rank				
	Full Professor	9.25	7.04	16.29
	Associate Professor	8.56	6.57	15.13
	Assistant Professor	9.29	7.11	16.4
	Not on Tenure Track	10.12	7.38	17.51
Academic Area				
	STEM	8.97	7.07	16.04
	Arts & Humanities	9.26	6.77	16.03
	Social Sciences & Education	9.36	7.23	16.60
	Professional	9.00	6.83	15.83

N=274

* $p \leq .05$; ** $p \leq .01$; *** $p \leq .001$

^aCronbach's alpha=.848, Scale Values:3-15

^bCronbach's alpha=.641, Scale Values:2-10

^cCronbach's alpha=.870, Scale Values=5-25

has scores that range from 3 to 15. The second scale, from others, contained measures of acknowledgment the faculty member received from their department chair and colleagues. This scale has a Cronbach's alpha score of .641 and contains values from 2 to 10. Combining all the measures, I created an overall appreciation and recognition scale, which has a Cronbach's alpha of .870 and contains values from 5 to 25. These scales yielded significant results by race only. Asian faculty were least satisfied with appreciation and recognition on all scales. Based on their individual work, Asian faculty were less satisfied (7.97) than Other faculty (8.65). Regarding the measure of appreciation and

recognition scale, Asian faculty are least satisfied (13.94), compared to Other faculty(15.26). These scales indicate that white faculty are the most satisfied with all of these measures. (See Table 4).

Finally, I was interested in how these measures of appreciation and recognition may relate to the overall satisfaction with the institution as a place to work (Table 5). This measure is important as it may lead to increased risk of leaving the institution. Correlations were conducted between the measures of appreciation and recognition and the level of satisfaction with the institution as a place to work. This variable was measured on a scale of 1 to 5, where 1 is

Very Dissatisfied and 5 is Very Satisfied. Most correlations are significant and positive.

Among whites, all correlations are significant and moderate. For whites, there is a slight correlation between teaching efforts (.464) and service contributions (.424). White faculty also indicate an association between their satisfaction with the university as a place to work and the appreciation and recognition they receive from their colleagues/peers (.453). The strongest association was found for scholarly work, although moderate (.498). The weakest correlation was found for acknowledgment from their department chair (.334). All of these results indicate that for whites, the more satisfied they are with these measures of appreciation and recognition, the more satisfied they are with the institution as a place to work.

Among Asians, moderate to slight positive correlations are found between measures of appreciation and recognition and their satisfaction with the institution as a place to work. Teaching efforts (.485) and service contributions (.481) were all moderately related to institutional satisfaction as well as acknowledgment from their colleagues/peers (.519). The strongest association among Asian faculty occurred for scholarly work (.608), while the weakest correlation was found based on the recognition they received from their department chair (.421). These findings suggest when Asian faculty are more satisfied with appreciation and recognition, they are more satisfied with the institution as a place to work. For these faculty, satisfaction with recognition for their scholarly/creative work is most strongly associated with institutional satisfaction.

Among Other faculty, weak to moderate positive associations were found between

teaching efforts (.410), service contributions (.363), and satisfaction with the institution as a place to work. For these faculty, recognition from their department chair (.485) is most associated with institutional satisfaction, followed by teaching efforts (.410), service contributions (.363), and scholarly/creative work (.327). These correlations suggest Other faculty are likely to be satisfied with the institution as a place to work when they are more satisfied with the appreciation and recognition they receive from their department chair. The relationship between appreciation and recognition from colleagues/peers and satisfaction with the institution as a place to work was not found to be significant. (See Table 5)

Overall, these correlations suggest Asian



faculty have the strongest association between appreciation and recognition and their satisfaction with the institution as a place to work. Specifically, Asian faculty are more likely to have a positive association between institutional satisfaction and the recognition they receive for their scholarly work and from their colleagues/peers.

Table 5. Correlations between Satisfaction in Institution as Place to Work and Appreciation and Recognition by Race

<i>Level of Satisfaction with your institution as a place to work ^a</i>			
	White	Asian	Other
<i>Individual Work^b</i>			
Teaching Efforts	.464**	.485**	.410**
Scholarly/Creative Work	.498**	.608**	.327*
Service Contributions	.424**	.481**	.363*
<i>From Others^c</i>			
Department Chair	.334**	.421*	.485**
Colleagues/Peers	.453**	.519**	0.19

N=274

* $p \leq .05$; ** $p \leq .01$; *** $p \leq .001$ ^{a,b,c} Please indicate your level of satisfaction with the following:

1=Very Dissatisfied, 2=Dissatisfied, 3=Neither Satisfied nor Dissatisfied, 4=Satisfied, 5=Very Satisfied

Discussion

Faculty satisfaction is an important predictor of retention and productivity and has been shown to be particularly important for retaining faculty of color. This paper examined faculty satisfaction among racial groups at a university in the Western United States. The theory of organizational socialization guided the study. Specifically, the elements of self-efficacy and social acceptance within the theory were applied. These self-efficacy and social acceptance elements were examined through faculty satisfaction with appreciation and recognition. This appreciation and recognition was analyzed based on teaching efforts, scholarly work, and service contributions. Also examined was the appreciation and recognition the faculty member received from their department chair and colleagues. Overall racial differences were found in these measures, specifically for Asian faculty members. These racial differences suggest the level of validation (self-efficacy) and acceptance from others (social acceptance) is lower than their white counterparts. Additionally, this lower satisfaction with appreciation and recognition correlated with lower satisfaction with the

institution as a whole, an indicator that may impact retention.

Other findings suggest differences in appreciation and recognition on the basis of gender, rank, and years employed at the institution. In this study, women were found to be less satisfied with the appreciation and recognition they receive for their scholarly work and the acknowledgement they receive from their department chair. These findings support previous research that suggests women faculty are less satisfied than their male counterparts (Bilimoria et al. 2008; Callister 2006; Hult et al. 2005; Olsen et al. 1995; Sabharwal and Corley 2009; Settles et al. 2006; Tack and Patitu 1992).

Findings from this study suggest associate professors are impacted by appreciation and recognition. These faculty are less satisfied with the appreciation and recognition they receive for their service contributions when compared to full professors. This results support previous research suggesting associate professors are less satisfied than full professors (Oshagbemi 1997) and may provide a deeper understanding of why they may be so unhappy (Wilson 2012). The results of this study also suggest associate professors' levels of satisfaction with appreciation and recognition

from their colleagues decrease as years are served at the institution. On average, the associate professors in this study have been at the institution 13 years, therefore this finding further supports associate professor dissatisfaction.

Scales were created to account for all the measures within the appreciation and recognition variables and suggest racial differences. First, racial differences were found among racial categories and the satisfaction faculty members have with the appreciation and recognition they receive from the department chair and from their colleagues. Nonwhite faculty members in this study are less satisfied than whites with these acknowledgments, specifically among Asian faculty. This may be a reflection of lower satisfaction in general of nonwhite faculty (Astin et al. 1997) and the different experiences they have in academia by virtue of their minority status (Johnsrud and Des Jarlais 1994; Padilla and Chavez 1995; Turner and Myers 2000). Because of their lower representation and smaller peer networks (Ibarra 1992; Cho 1995; Thomas 1990; Cabezas et al. 1989; Thomas and Alderfer 1989; Ilgen and Youtz 1984; Irons and Moore 1985), appreciation and recognition may be even more important for these groups in order to increase their visibility on campus.

When the scale items are examined individually, Asian faculty members are least satisfied with scholarly work and acknowledgment from their colleagues. The finding for Asian faculty members supports previous literature on pre-tenured faculty member satisfaction with professional relationships (Ponjuan et al. 2011). While unable to be tested in this study, Ponjuan et al. (2011) suggest Asian faculty may be less satisfied than their white counterparts because of cultural differences and language barriers which may inhibit network and collegial relationships.

Finally, retention within any job is dependent on levels of satisfaction. For higher education institutions in particular, job satisfaction may be an important factor in maintaining a diverse faculty. In this study, the race of faculty member

and the level of satisfaction with the institution as a place to work were correlated. Satisfaction with appreciation and recognition for individual work (teaching, research, and service) and acknowledgments from others (department chair and colleagues) were positively associated with institutional satisfaction. This was particularly important for Asian faculty members, who had the highest correlations for scholarly work and acknowledgment from their colleagues/peers and satisfaction with the institution. This positive relationship suggests that when Asian faculty are satisfied with the appreciation and recognition they receive for these measures, the more likely they are to be satisfied with the institution as a place to work. Retention, of course, is dependent on several factors outside of appreciation and recognition and at both the individual and administrative levels. While the results from this study cannot be used to determine exact factors that impact retention, lower satisfaction in the overall institution as a place to work could be interpreted as a predictor in retaining faculty members.

Limitations and Policy Implications

There are several limitations to this study. First, these findings are from one university and, therefore, generalizations may not be able to be made to the larger population of higher education faculty. Although generalization is limited, this study contributes a deeper understanding of an underrepresented area of faculty satisfaction. Second, this study is comprised of full-time tenured, tenure-track, and non-tenure-track academic faculty only. This excludes other types of faculty and staff and the satisfaction they may have with appreciation and recognition. Third, the variables in this study rely on self-reported survey responses on perceived appreciation and recognition. Because these are perceptions, the actual amount of appreciation and recognition may be over- or under-represented.

Given these limitations, the findings still suggest one aspect of faculty satisfaction relies

on the appreciation and recognition a faculty member perceives and from whom these acknowledgments are made. These measures of satisfaction also impact whether or not faculty are satisfied with their institution as a place to work, which ultimately impacts productivity and retention.

In order to maintain a diverse faculty, appreciation and recognition should be acknowledged as a viable measure of their satisfaction. Universities and institutions should have both formal and informal outlets for acknowledging faculty and their achievements and these acknowledgments should come from both supervisors and peers. Understanding the importance of appreciation and recognition and addressing these needs are important factors in the challenges of diversifying this university and other institutions.

Allison Sahl recently earned her PhD in sociology from the University of Nevada, Las Vegas. She is currently employed at this university as a Postdoctoral Research Fellow with the Public Lands Institute. In this position she examines barriers to success in higher education, especially among women underrepresented racial minority faculty. In addition to this research interest, Dr. Sahl is also interested in the sociology of marriage and family, gender, work, and time use.

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