

# Faculty of Medicine Faculty Member Recognition Strategy

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## Background

Many Faculty of Medicine faculty members have indicated that recognition is a large part of what **engagement** and **sense of belonging** mean for them, as well as how their **work success** can be improved.

However, in surveys conducted in 2017 and 2020, faculty members reported that they didn't feel adequately recognized for their successes and contributions. As such, enhancing recognition programs became a priority, not only for the Faculty Experience Team (FET), but also for the Faculty's Executive Leadership Team (ELT), who included "Expand our recognition programs" (for learners, staff, and faculty) in the Faculty's 2021 strategic priorities.

In late 2021, department and faculty-level results of the 2020 Faculty Member Recognition Survey were disseminated, along with a detailed Faculty Member Recognition Strategy.

This present condensed strategy document consists of tips and categorized lists of ideas to guide Faculty and department leaders in the development of effective recognition initiatives. It can also inspire members to recognize their peers.

## Recognition Tips

### Research suggests that optimal recognition programs:

- satisfy and foster **intrinsic motivation** over extrinsic motivation.
- include a **variety of options**: Different strategies motivate and resonate with individuals differently.
- recognize **team** and **individual** successes.
- include **training for leaders** on the benefits of recognition, how to conduct effective annual evaluations, how to implement successful recognition initiatives, and a variety of soft skills. To find out when the next Faculty of Medicine leader training sessions will be held, please contact the Office of Continuing Professional Development:  
[cpd@uOttawa.ca](mailto:cpd@uOttawa.ca).

### Other recognition tips:

- Remember to recognize **off-site** faculty members.
- **Ask people** how they would like to be recognized.
- **Get other faculty and staff involved** in recognition (it's not only up to the leaders).
- Individuals should receive recognition **at every career phase** and on a **regular basis** through day-to-day recognition.
- Faculty members can enjoy **various privileges and benefits** offered by the University and the Faculty. These may help meet needs expressed by members, however, members

may not know that these are available. Please contact the Faculty Affairs office ([proaff@uottawa.ca](mailto:proaff@uottawa.ca)) for the most recent version the privileges and benefits document.

- **Innovative examples** of recognition strategies include providing opportunities for:
  - Performance management
  - Celebration of organization milestones
  - Coaching and mentoring
  - Career development
  - Health and wellness

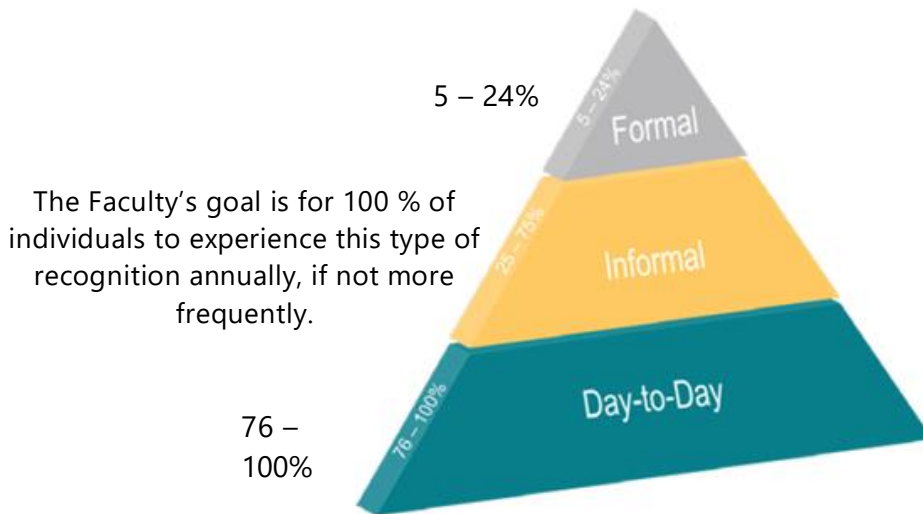
### **What Should Be Recognized?**

Members should be recognized for exemplary work, efforts, and for upholding the Faculty's values. More specific examples include:

- Appointment to the Faculty
- Teaching, committee work, and administrative roles and contributions
- Living the Faculty's values: compassion, diversity, inclusion, integrity, professionalism, respect, social accountability, sustainability, wellness
- Academic promotion
- Publications
- Awards and grants
- Community and committee involvement, advocacy, volunteer, and humanitarian work
- Teamwork and collaboration
- Clinical success
- Years of service/retirement

## Three-Dimensional Recognition Model

An effective recognition program should include strategies from the three levels of recognition.



This model, from Recognition Professionals International<sup>1</sup>, shows the percentage of individuals that should receive recognition at each level. However, given the importance and breadth of options in the Informal Recognition strategies, all faculty members should experience this level of recognition annually (ideally more frequently).

More information on each level can be found below.

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<sup>1</sup> Structuring Recognition Systems for Success: Participant Guide. Recognition Professionals International.

### Day-to-Day Recognition

- **genuine** appreciation for efforts and acknowledgement of those who go the extra mile
- **in-the-moment** recognition is encouraged
- effective at creating a **culture of recognition**
- can reach **all individuals** (including learners and staff)
- great for top-down, peer-to-peer, bottom-up, or student-driven recognition
- includes **no or low-cost options** that require relatively **little time** to employ

Day-to-Day Recognition Strategies
Verbally thank others and offer words of appreciation and congratulation. Best when "in the moment".
Recognize faculty members' needs and challenges in the workplace.
Be flexible, offering "flex-friendly" schedules if possible.
Greet colleagues by name.
Express interest in faculty members'/peers' career goals.
When you hear a positive remark about someone, let the person know. Face-to-face is best; email or voicemail are also good options.
Publicly recognize the positive impact of a solution that someone has devised for a problem.
Ask faculty members their opinions and suggestions and take these into consideration when possible.
If possible, avoid scheduling mandatory or important meetings and events on religious holidays.
Acknowledge achievements and contributions by using faculty members' names when preparing reports, presentations, etc.
Encourage all faculty members to practice day-to-day recognition.

### Informal Recognition

- can be used to recognize progress toward milestones, for achieving goals and for completing projects
- may be less structured and reach a larger faculty member population than formal recognition (should reach 100%)
- often in the form of social or professional development opportunities

### Informal Recognition Category 1: One-on-one Meetings

- During onboarding or annual reviews, chairs, division heads, etc. could facilitate open discussions with faculty members about:
- their goals
  - what makes them feel valued and which forms of recognition resonate with them
  - if there are specific successes the member would like recognized (e.g., an award, publication, clinical success, or initiative that has not yet been recognized)
  - how the department and the Faculty can support their professional growth and development
  - the professional development, and wellness, and other pertinent services available to them

Occasional check-ins/meetings regarding the topics above, even just in passing, can positively impact on engagement, recognition, relatedness, and performance.

Encourage chairs, division heads, and others in supervisory positions to speak with faculty about recognition and engagement at least once annually. Training is offered via the CPD office to help leaders conduct these discussions effectively. Some units may benefit from having additional individuals designated to take on this role.

### Informal Recognition Category 2: Communications Strategies

Share messages of success, congratulation, and appreciation via:

- departmental and team meetings
- in annual reports and newsletters
- the digital screens at RGN and the two PMC buildings. To access slide templates, contact FoM's graphic designer at [medgraphics@uottawa.ca](mailto:medgraphics@uottawa.ca).
- a physical or online kudos board.

Share recognition information with the Faculty's Office of Marketing and Communications [medmarcom@uottawa.ca](mailto:medmarcom@uottawa.ca) for possible inclusion in communications such as e-newsletters (Medpoint and MedFlash), the publication for alumni (MedExtra), or social media.

Give hand-written thank-you notes. E-card options are also available.

Give letters or certificates of recognition to deserving individuals.
Send thank you emails and copy the recipient's supervisor or someone of greater seniority.
Feature faculty member profiles and highlight their work in departmental newsletters and the department's website.

Informal Recognition Category 3: Team Events and Celebrations
<i>Team events and celebrations can foster faculty members' sense of belonging, engagement and relatedness. Not all faculty will be interested in attending events, but many have expressed an interest in having the opportunity to do so.</i>
Celebrate milestones with lunches, potlucks, etc.
Involve faculty in planning celebrations.
Celebrate new and departing faculty members. E.g., onboarding events that include social time.
Be inclusive; remember quiet contributors, underrepresented colleagues, (e.g., women, racialized individuals) and those who work offsite.
Plan a half or full day retreat for social, team building, professional development and career support activities. Offer the opportunity for faculty members to share their expertise with others. Consider pairing up with other departments.
If you have a large department, consider hosting events at two or more times to accommodate different schedules.
Offer the opportunity for faculty members and learners to showcase their work at public events at the Faculty such as Research Days, health summits, the Canadian Medical Hall of Fame Discovery Day, etc.
Acknowledge cultural celebrations and observances that are important to members. (Can be done in writing through a departmental communication and/or orally at a meeting.)

Informal Recognition Category 4: Contact with Leadership
Visibility of and contact with department chairs & division heads, e.g., in hospitals, labs, clinics, research institutes.
Visits from the dean and/or other ELT members during departmental meetings.
Occasional dean and/or leadership visits to the hospitals and research institutes.



Informal Recognition Category 5: Professional Development and Career Support
<i>Faculty members have expressed a desire for more career support and time to take advantage of professional development opportunities.</i>
Encourage and facilitate formal and informal mentorship and coaching for faculty at any stage of their career. This can be virtual or in-person. Let the mentor and mentee decide the natural ending of this relationship. Encourage mentors/coaches to pay attention to the achievements, efforts, skills and attributes for which their mentees should be recognized. These can be brought to the attention of departmental and/or Faculty leadership.
Facilitate mentorship and coaching for faculty who work at home or remotely.
Establish a way for faculty to receive assistance proof reading, grant writing and research communications (e.g., making PPT presentations, etc.), etc. Mechanisms for peer support may be effective.
Support and encourage the use of tuition support benefits.
Support and encourage individuals to participate in local conferences and seminars.
Coach and develop leaders to build strong soft skills, including effective recognition skills.
Host inter-departmental networking events to facilitate research partnerships.
Provide new faculty with a full onboarding program, e.g., meetings, information kits, pairing with a mentor.
Offer protected time and administrative support for teaching.
Equip formal and informal mentors with coffee cards to treat a colleague to a mentorship session.
Encourage your colleagues to take advantage of the numerous training and support services offered by the Faculty and University.

Informal Recognition Category 6: Other Strategies
Allow faculty protected time to pursue various personally meaningful aspects of work (e.g., teaching, quality improvement; community outreach; mentorship; continuing medical education; equity, diversity and inclusion, etc.)
Recognize time spent on committees.
Offer fitness membership, paid parking, etc.
Fund (departmental) leadership roles in areas such as wellness, engagement & recognition to show that these are priorities. E.g., a departmental vice-chair for wellness, EDI, etc.
Parental leave, sabbatical.

**Formal Recognition**

- consists primarily of awards and award ceremonies
- often has nomination and selection processes
- is linked to and promotes organizational goals and values

Formal Strategies: Promotions and Awards
Consider assembling an awards committee if your department does not have one. The committee can help prepare nominations for internal and external awards, help establish departmental awards, and act as a selection committee.
Consider giving awards for a variety of professional contributions and successes (e.g., research, clinical, education, community achievements) and to those who model department and Faculty values (e.g., leadership in EDI or wellness, collaboration). These may be more flexible than awards with more defined criteria.
Consider adding light-hearted awards and awards suggested and nominated by learners.
Consider recognition for years-of-service milestones.
While the Faculty holds academic promotion ceremonies, departmental recognition of these milestones can also be meaningful and inspirational for other members. This can take the form of a smaller celebration, a departmental communication, or another recognition strategy. This can be included in a departmental awards evening.
Use social media, newsletters, digital screens, and other communication channels to announce grant and award winners. See the Communications section under Informal Recognition, above.
Consider holding a recognition event (in person or virtual), where awards, academic promotion, and other milestones and successes can be celebrated.

This is not an exhaustive list and award offerings may change over time. For the most current information, please contact the office overseeing the program.

## Faculty of Medicine

**Faculty of Medicine Awards of Excellence:** This competition includes award categories aligned with the Faculty's Strategic Priorities: Education, Research, Engagement, Francophonie, and Internationalization and Global Health.

**UGME and PGME Educator Awards** include the following categories, based on CanMEDS competencies: Professional, Collaborator, Person, Manager, Health Advocate, Communicator, and Best ePortfolio Coach of the Year.

### Departmental awards at the Faculty of Medicine

These awards vary by department. Examples include:

For teaching:

- Undergraduate teaching awards (some offer an award per hospital teaching site)
- Resident teaching award
- Resident supervision award
- Bedside teaching award
- Clinical educator award / Clinical staff teaching award

Clinical:

- Best on-call support

Other:

- Mentorship award/ Excellence in mentoring (sometimes chosen by the learners themselves)
- Residents award a faculty member for advocacy work
- Junior Faculty Excellence Award (outstanding contributions to education and research, professionalism and abiding by the Department's mission and vision.)
- Professionalism and Collegiality Award
- Healthcare Advocacy Award
- Vision Award

- Award for a senior faculty member who has demonstrated exemplary dedication to teaching and/or research and is recognized for their qualities related to professional, motivation, knowledge, mentorship and respect to all
- MD collaborator award
- Years of service awards
- Outstanding support to resident scholarly project award

### **University of Ottawa:**

- For APUO professors:
  - [University of Ottawa Award for Excellence in Teaching](#)
  - [University of Ottawa Award for Excellence in Research](#)
- [Part-Time Professor of the Year Award](#) (for APTPUO (part-time professors): "Each year, the Association of Part-Time Professors of the University of Ottawa (APTPUO) honours one of its members as the Part-Time Professor of the Year.")
- [Distinguished University Professor](#): "Senior scholars of the University may receive the title of Distinguished University Professor in recognition of unusual scholarly achievement at the University, pre-eminence in a particular field of knowledge and a solid teaching record. The number of such distinctions should be no more than 25 regular tenured faculty. Exceptionally, a clinical professor who is particularly active in the supervision of graduate and postdoctoral students and who has significantly contributed to the University's visibility may be considered."
- [Excellence in Education Prizes](#): "The University of Ottawa established the annual Excellence in Education Prizes to recognize educators of exceptional quality, driven by their passion to advance and share knowledge. These leaders in university education are outstanding in the classroom, in the laboratory and in the field and have been recognized by students and peers alike."
- [The Early Career Researcher of the Year Award, Knowledge Mobilization \(KMb\) Excellence Award, and the Equity, Diversity and Inclusion Award](#)
- [Excellence in Media Relations Award](#): "This annual award recognizes two University faculty or support staff members (one francophone, one anglophone) who have demonstrated outstanding service to the University by sharing their expertise with the wider community through media."
- [Funds and awards offered by the TLSS](#) (the Teaching and Learning Support Service): support excellence in teaching and learning through various awards, funds and Chairships.

**External Awards:**

The Faculty maintains [a list of uOttawa and external awards and prizes.](#)

If you have questions, comments, or feedback about this document, please send an email to [medmarcom@uottawa.ca](mailto:medmarcom@uottawa.ca).

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