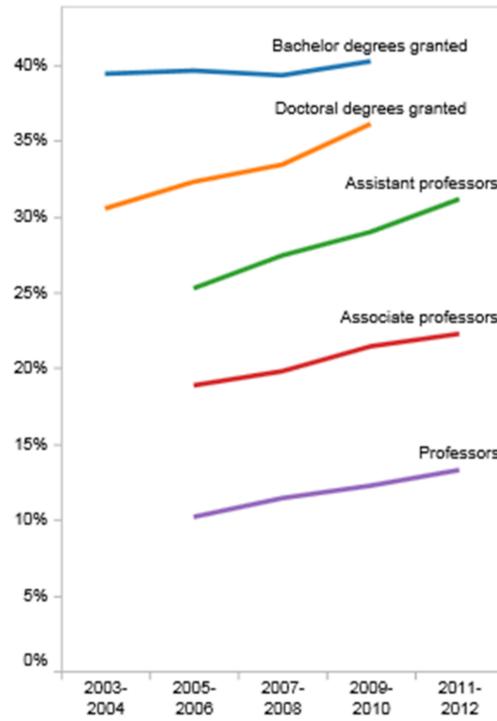


Promotion & Tenure: Recommendations from the Field

The Leaky Pipeline

Figure 19. Change in proportion of women in STEM fields by academic population



INTERVIEWED FACULTY SAID:

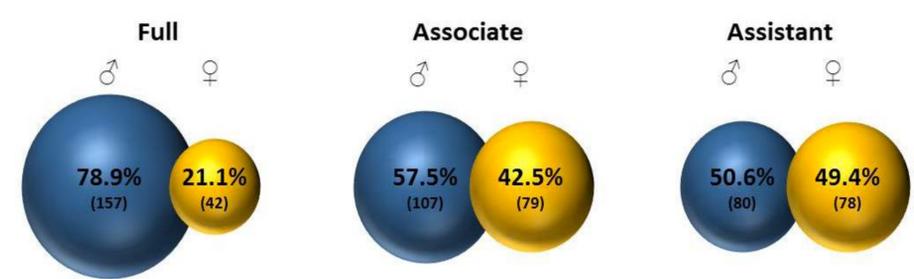
“Putting together the dossier seemed to be an ad hoc activity, with accompanying anxiety and confusion. Having a trained consultant would be helpful in assisting faculty in thinking through and organizing the dossiers.”

“I think what would be helpful is at the Annual Review meeting to sit down and say “here’s where I think you’re at. Here are some areas that could use some improvement. Here are some examples of standards.” I couldn’t quite put my hands on, “Well, what is ‘sustained effectiveness and teaching?’”

“And because I don’t have a picture of what the bar is- just that I’m exceeding it- it’s very, very hard. With the absence of that information it’s been very hard to make decisions about work-life balance...the question is always, ‘well, will I still exceed it if I scale back temporarily on something? Is it okay for me to still be able to make tenure if I don’t continue to push myself at this level?’”

“One of the things that I think would have been helpful for me would’ve been more feedback in terms of how I was doing.”

Montana State University Tenured/Tenure-Track Faculty by Gender and Rank AY 2014



Perceived Problems with the P&T Process

Barrier/Obstacle	Number of Respondents
Lack of specific assessment criteria	9
Lack of specific feedback during review	6
Lack of direction on where to get instructions on putting materials together	5
Assembling dossier materials arduous/time consuming	3

Recommendations by Interviewees for Improving the P&T Process

- **Improve precision of P&T procedures.**
- **Articulate a Philosophy of Promotion and Tenure in the University P&T meetings and convey this at the new faculty orientation.**
- **Assign a University or College level “dossier consultant” or provide a template.**
- **Create a library of exemplary dossiers for faculty to consult.**
- **Create a P&T Committee Tool Kit, modeled on the one used by search committees.**
- **Provide Department Head training on annual reviews as a feedback mechanism that relates progress to the Role and Scope Standards and encourages direct communication with the candidate.**
- **Centralize administrative support for P&T assistance and direct communication from the Provost’s office regarding due dates, events, forms and other information.**
- **Create writing groups and workshops hosted by the Center for Faculty Excellence to assist candidates in understanding Role and Scope Standards and in preparing their dossier materials.**

Promotion & Tenure Experience at MSU

Summary of respondent characteristics (Details in Method Poster):

- N=13
- 7 men, 6 women

P&T stage:

- 3rd year retention review: 3 (1 M, 2 F)
- Promotion to Associate with tenure: 8 (5 M, 3 F)
- Promotion to Full: 2 (1 M, 1 F)

Overall Experience	Number of Respondents
Generally positive experience	5
Mixed/ambivalent experience	7
Generally negative experience	1

Common Methods of Preparation for P&T

Method of Preparation	Number of Respondents
Informal mentoring	10
Looking at other dossiers	8
Completion of the 3rd year retention review (total n=10)	7
University P&T workshops	7
Support/advice from department head	7
Discussions with colleagues who had been through P&T	3
Formally assigned mentors	3

Most Useful Methods of Preparation for P&T

Most Beneficial Strategy	Number of Respondents
Informal mentors (internal and external)	5
3rd year retention review process (total n=10)	3
University P&T workshops	2
Formal mentors	1
Support from department head	1
Department document outlining P&T criteria	1
Looking at other dossiers	1

To Consider: Which changes in the P&T process do you think will improve retention and career advancement?