CHALLENGES IN THE ACADEMIC PROMOTION PROCESS: PERSPECTIVES FROM FACULTY MEMBERS

Joni Maulindar[1*], Zalizah Awang Long[2], Jawahir Che Mustapha[3], Singgih Purnomo[4]
University Kuala Lumpur[1], University Kuala Lumpur[2], University Kuala Lumpur[3], Universitas Duta Bangsa Surakarta[3]
*Correspondence Email : maulindar.joni@s.unikl.edu.my

ABSTRACT

The academic promotion process faces various challenges that cause delays for faculty members in reaching higher ranks. This research aims to identify and analyze the factors contributing to delays in the academic promotion process. The research method used is a quantitative approach, with data collection techniques involving the distribution of questionnaires to faculty members who are currently undergoing or about to undergo the academic promotion process. The research results indicate that the lack of transparency in rules, policy changes, evaluation complexity, communication limitations, and institutional support all have a significant and equal impact on the challenges of academic promotion, with each factor having a coefficient of 0.2000. The R-squared and Adjusted R-squared values of 1.000 indicate that this model can explain the entire variation in academic promotion challenges. The high statistical significance of all coefficients suggests that these results are almost certainly not due to chance. Data analysis also shows that there is little autocorrelation in the model's residuals, and the residual distribution is nearly normal. These findings highlight the importance of transparency, policy consistency, effective communication, and institutional support in the academic promotion process. Improvements in these areas are expected to reduce the challenges faced by faculty members during the promotion process

KEYWORDS

lack of transparency in rules, policy changes, evaluation complexity, institutional support

INTRODUCTION

The academic promotion process is an integral part of career development for faculty members in higher education institutions, playing a crucial role in enhancing the quality of education and research (Pham, 2021). However, many faculty members face various challenges that cause delays in their academic promotion process (Domingo et al., 2022) . These challenges not only affect the career development of faculty members but also have a negative impact on the institution as a whole (Hollywood et al., 2020). One of the main issues faced by faculty members is the lack of transparency in the evaluation criteria (Joshi et al., 2020). Many faculty members feel confused about the weight and

significance of each criterion used to assess their promotion eligibility (White-Lewis, 2020). Ketidakjelasan ini menciptakan ketidakpastian dalam mempersiapkan diri untuk memenuhi persyaratan promosi, yang pada akhirnya menyebabkan penundaan dalam pengajuan promosi (Sarkar et al., 2020).

In addition to the unclear criteria, policy changes frequently occur without adequate dissemination. Faculty members often do not receive sufficient information about these policy changes, making it difficult for them to stay updated and meet the new requirements. Changing policies without clear explanations can cause confusion and frustration, adding to the workload of faculty members who must constantly seek up-to-date information about promotion procedures. This also hampers the promotion process because faculty members have to spend time and energy understanding and adjusting to the new policies.

The lack of support and guidance from the institution is also a significant factor contributing to delays in academic promotion (Young et al., 2019). In many cases, faculty members feel that they do not receive adequate guidance in preparing their promotion files (Alperin et al., 2019). Institutions often do not provide adequate resources, such as written guides or training sessions, that could help faculty members understand and meet promotion requirements (Hart-Baldridge, 2020). Faculty members undergoing the promotion process often have to spend a significant amount of time and effort searching for information and preparing their files independently. This not only increases their workload but can also detract from their focus on core responsibilities, such as teaching and conducting research (Griffith & Altinay, 2020).

In addition to these factors, faculty members' perceptions of fairness and transparency in the promotion system also play a crucial role in academic promotion delays (Bilal et al., 2020). Many faculty members feel that the promotion process is opaque and unfair, which results in a lack of motivation to apply for promotion (Dasanayaka et al., 2021). They feel that subjective factors influence promotion decisions, which are not always based on objective performance or academic achievements. This perception can lead to delays in applying for promotion because faculty members may feel hesitant or unsure about their chances of receiving a promotion (Maican et al., 2019).

This research aims to identify and analyze the factors causing delays in the academic promotion process. Through the distribution of specially designed questionnaires, the study collects both quantitative and qualitative data from faculty members who are currently undergoing or about to undergo the promotion process. The data is used to gain an in-depth understanding of faculty members' experiences and perceptions regarding the obstacles they face. Based on the findings from this data analysis, the research seeks to develop strategic recommendations to improve the academic promotion process, making it fairer, more transparent, and supportive of faculty career development in higher education institutions

RESEARCH METHOD

This study employs a quantitative approach with data collection techniques through the distribution of questionnaires to faculty members who are currently undergoing or about to undergo the academic promotion process. The questionnaire is designed to gather data on administrative obstacles, clarity of promotion criteria, institutional support, and perceptions of system fairness. The collected data is analyzed statistically to identify frequencies, distributions, and relationships among variables. This approach provides a systematic and measurable overview of the factors influencing delays in the academic

promotion process, and supports the development of evidence-based recommendations for improving the promotion system in higher education institutions.

RESULT AND DISCUSSION

The initial step in the research involves gathering information about the various obstacles faced by faculty members in the academic promotion process. The variables used in this research are Information Accessibility, Transparency, Clarity of Criteria, Policy Changes, Impact of Changes, Consistency of Communication, Complexity of Criteria, Difficult Aspects, Preparation, Source of Information, Communication Limitations, Suggestions for Improvement, and Institutional Support. In the questionnaire created, the questions are designed to explore various challenges faced by faculty members in the academic promotion process. First, questions about the lack of transparency in rules reveal concerns about the availability of information regarding point weights in promotion criteria and the transparency of evaluation rules at the institution. Next, questions about policy changes aim to explore respondents' experiences with changes in promotion criteria and how these changes affect their understanding of performance evaluation. The complexity of evaluation is explored in the third set of questions, which seek opinions on difficulties or ambiguous aspects of evaluation criteria. Communication limitations are discussed in the fourth set of questions, which ask about sources of information regarding promotion rules, perceptions of communication limitations, and suggestions for improving access and communication. Finally, questions about institutional support evaluate respondents' perceptions of the support they receive from the institution during the academic promotion process. The questionnaire is designed to provide a holistic understanding of the various challenges faced by faculty members within the academic promotion system and to identify potential areas needing improvement in terms of transparency, policy consistency, evaluation understanding, communication, and institutional support (Díez et al., 2020).

Weight

Dep. Variable:	Kendala Promosi	R-squared:	1.000
Model:	OLS	Adj. R-squared:	1.000
Method:	Least Squares	F-statistic:	6.486e+30
Date:	Sun, 07 Jul 2024	Prob (F-statistic):	0.00
Time:	14:12:20	Log-Likelihood:	1695.5
No. Observations:	50	AIC:	-3379.
Df Residuals:	44	BIC:	-3367.
Df Model:	5		
Covariance Type:	nonrobust		

	coef	std err	t	P>|t|	[0.025	0.975]
const	-9.992e-16	5.04e-16	-1.984	0.054	-2.01e-15	1.59e-17
Lack of Transparency in Rules	0.2000	1.05e-16	1.9e+15	0.000	0.200	0.200
Policy Changes	0.2000	9.97e-17	2.01e+15	0.000	0.200	0.200
Complexity of Evaluation	0.2000	1.21e-16	1.65e+15	0.000	0.200	0.200
Communication Limitations	0.2000	1.08e-16	1.85e+15	0.000	0.200	0.200
Institutional Support	0.2000	6.27e-17	3.19e+15	0.000	0.200	0.200

Omnibus:	0.963	Durbin-Watson:	1.191
Prob(Omnibus):	0.618	Jarque-Bera (JB):	1.000
Skew:	-0.219	Prob(JB):	0.607
Kurtosis:	2.464	Cond. No.	42.5

The results of the multiple linear regression analysis reveal that all examined factors have a significant and equal impact on academic promotion obstacles. The coefficients for each factor—Rule Transparency, Policy Changes, Evaluation Complexity, Communication Limitations, and Institutional Support—are 0.2000, indicating that a one-unit increase in any of these factors will lead to a 0.2000 unit increase in the promotion obstacles score. The statistical significance of all these coefficients is very high, with p-

values < 0.001, suggesting that these results are almost certainly not due to chance. The R-squared and Adjusted R-squared values are 1.000, indicating that the model explains 100% of the variation in academic promotion obstacles. This result is highly unusual and may suggest high multicollinearity among the independent variables or an extraordinary influence of the data. The Durbin-Watson statistic of 1.191 indicates minimal autocorrelation in the model's residuals. The Omnibus and Jarque-Bera tests show that the residual distribution is close to normal, which supports the validity of the model.

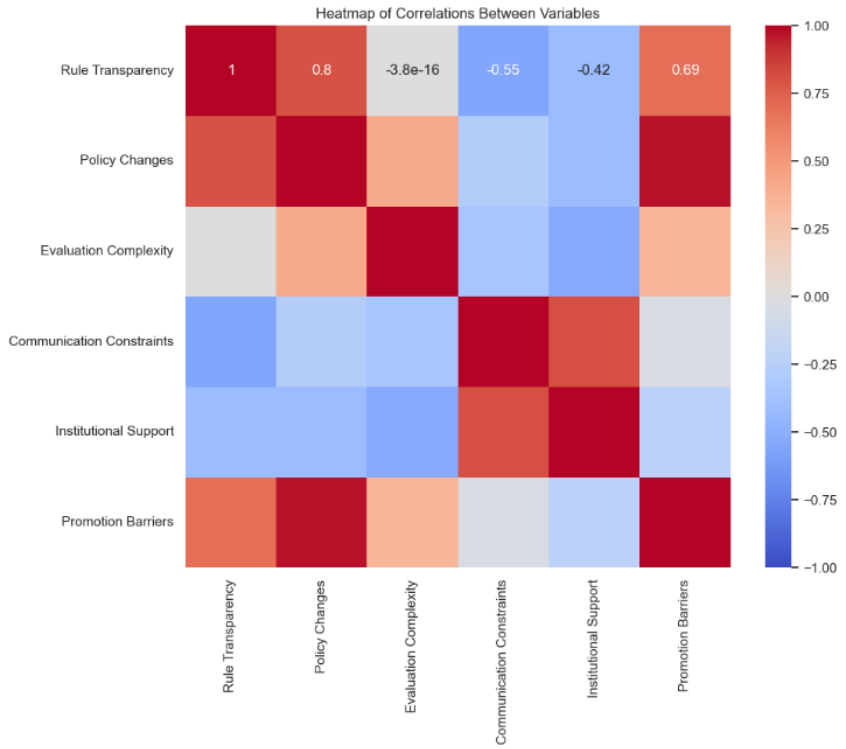

Figure 1. Correlation Between Variables

Figure 1 shows a heatmap of correlations between variables. A heatmap is a visualrepresentation of numerical data that uses color to indicate different values (Midway, 2020). In this context, color indicates the strength of the correlation between two variables. Red signifies a strong positive correlation, while blue represents a strong negative correlation. White denotes no correlation.The figure displays correlations among six variables: Rule Transparency, Policy Changes, Evaluation Complexity, Communication Limitations, Institutional Support, and Promotion Obstacles. The strongest correlation is observed between Rule Transparency and Promotion Obstacles, showing a strong positive correlation. This means that higher levels of rule transparency are associated with higher levels of promotion obstacles. Another significant correlation is between Communication Limitations and Institutional Support, which exhibits a strong negative correlation. This indicates that as communication limitations increase, institutional support decreases.

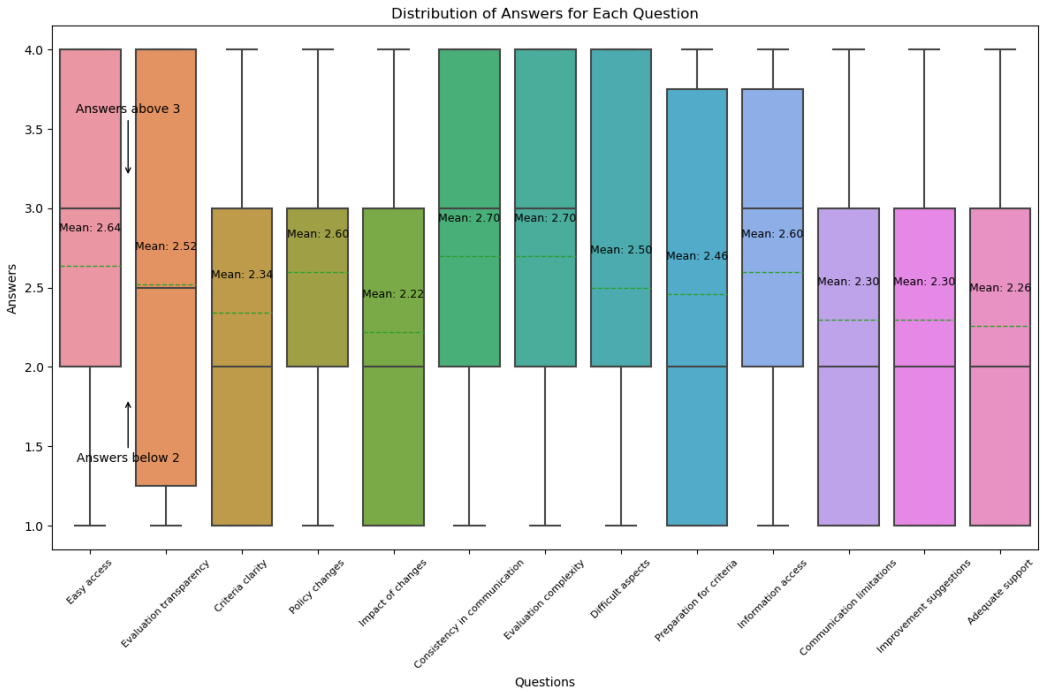

Figure 2. Distribution of Answers for Each Question

Figure 2 shows the distribution of responses for each question in the survey. The figure is a box plot, where each box represents the interquartile range of the data, and the horizontal line inside the box represents the median. The vertical lines extending from the box indicate the data range, with points outside this range showing outliers. The figure reveals that most questions have a similar range of responses, with some questions exhibiting greater variance than others. For example, responses to Question 1 and Question 2 have greater variance compared to responses to Question 6 and Question 7. This indicates that there is more variation in opinions on Questions 1 and 2 than on Questions 6 and 7. This figure can be useful for understanding respondents' perceptions of the questions in the survey.

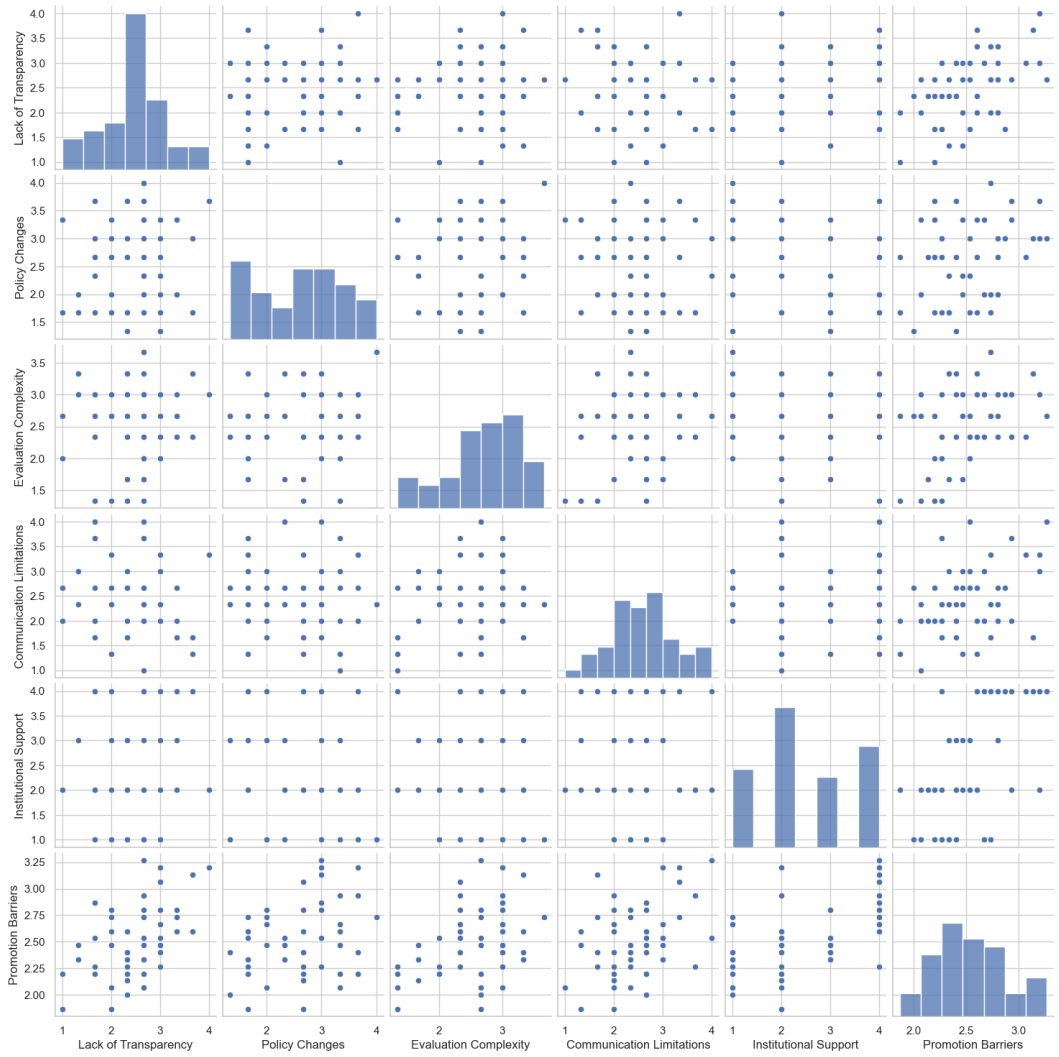

Figure 3. Relationship between independent and dependent variables

The figure 3 shows a scatter plot illustrating the relationship between independent and dependent variables. The independent variables are those that influence the dependent variable. In this case, the independent variables are Rule Transparency, Evaluation Complexity, Policy Changes, Communication Limitations, and Institutional Support. The dependent variable is Promotion Obstacles. The scatter plot indicates a positive relationship between Rule Transparency, Evaluation Complexity, Policy Changes, Communication Limitations, Institutional Support, and Promotion Obstacles. This means that as the values of the independent variables increase, so do the values of the dependent variable. For example, higher levels of Rule Transparency are associated with greater Promotion Obstacles. However, the scatter plot does not imply a causal relationship between the independent and dependent variables. Other variables may be influencing this relationship.

CONCLUSION

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