

## REVIEWER'S REPORT

Manuscript No.: IJAR-52969

Date: 25/07/2025

**Title: Ranking and Promotion Experiences of University Faculty: A Qualitative Case Study.**

### Recommendation:

**Accept after minor revision.**

Rating	Excel.	Good	Fair	Poor
Originality	✓			
Techn. Quality			✓	
Clarity		✓		
Significance		✓		

Reviewer Name: Dr. Bishwajit Rout

Date: 25/07/2025

### Reviewer's Comment for Publication.

*(To be published with the manuscript in the journal)*

*The reviewer is requested to provide a brief comment (3-4 lines) highlighting the significance, strengths, or key insights of the manuscript. This comment will be Displayed in the journal publication alongside with the reviewers name.*

- Significance:** This study provides crucial insights into the lived experiences of faculty undergoing promotion at a Philippine university, highlighting systemic issues like unclear criteria and limited research support. It contributes to the broader discourse on faculty development by recommending transparent, equitable promotion practices. The findings aim to inform higher education policy, foster institutional growth, and improve faculty morale and retention.
- Strength:** The study's strength lies in its robust qualitative methodology, employing thematic analysis through in-depth interviews that capture rich, first-hand faculty experiences. It thoughtfully integrates theoretical frameworks Social Identity, Equity, and Transformative Learning Theories to interpret findings. This multi-layered approach enables a deep understanding of institutional culture, policy gaps, and motivational dynamics influencing academic career progression in a real-world context.
- Key Insight:** A key insight is that faculty motivation and performance are strongly influenced by the clarity and fairness of promotion systems. Ambiguity in criteria and perceived favoritism undermine trust and engagement. Conversely, transparent policies, institutional support for research, and recognition of diverse contributions enhance job satisfaction, competency, and productivity. Addressing these factors is vital for sustaining academic excellence and institutional integrity.

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### ***Reviewer's Comment / Report***

The paper titled “*Ranking and Promotion Experiences of University Faculty: A Qualitative Case Study.*” explores faculty experiences with ranking and promotion, using thematic analysis of semi-structured interviews. It highlights how transparent promotion policies enhance competence, productivity, and morale, while unclear guidelines and insufficient research support hinder progress. The study recommends clear, equitable promotion criteria, increased research support, and a supportive institutional culture to improve faculty satisfaction and institutional effectiveness, offering valuable insights for higher education policy.

#### **Suggestions for Improvement:**

1. In introduction, avoid citation errors like dangling commas: (Appelbaum et al., 2022;).
2. In introduction, introduce the research gap and the study's contribution more directly.
3. Clearly state the research objectives near the end of the introduction.
4. In Literature Review, improve structure by clearly grouping themes under subheadings (e.g., Competency, Transparency, Equity).
5. Clarify how the problem links to institutional or national policy reform.
6. Mention why part-time faculty were excluded (e.g., differences in experience or criteria).
7. Justify why 10 participants were enough beyond citing Creswell (e.g., saturation point).
8. Consider including a short paragraph on limitations of using interviews only.
9. Expand slightly on the pilot testing of interview instruments what changes were made after pilot?
10. Include a final reflection on how the study contributes to broader academic debates on faculty evaluation.
11. Structure recommendations clearly under bullet points or thematic categories (e.g., Policy Reform, Faculty Support, Research Development).

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This study offers a valuable, context-specific exploration of faculty promotion experiences using robust qualitative methods. Its findings are insightful and relevant to institutional policy reform. However, minor revisions are needed to improve clarity, reduce redundancy, and strengthen theoretical integration. With these refinements, the paper can make a significant contribution to higher education discourse. Addressing the identified weaknesses will make it suitable for publication in IJAR.

I recommend this paper for publication after minor revision.