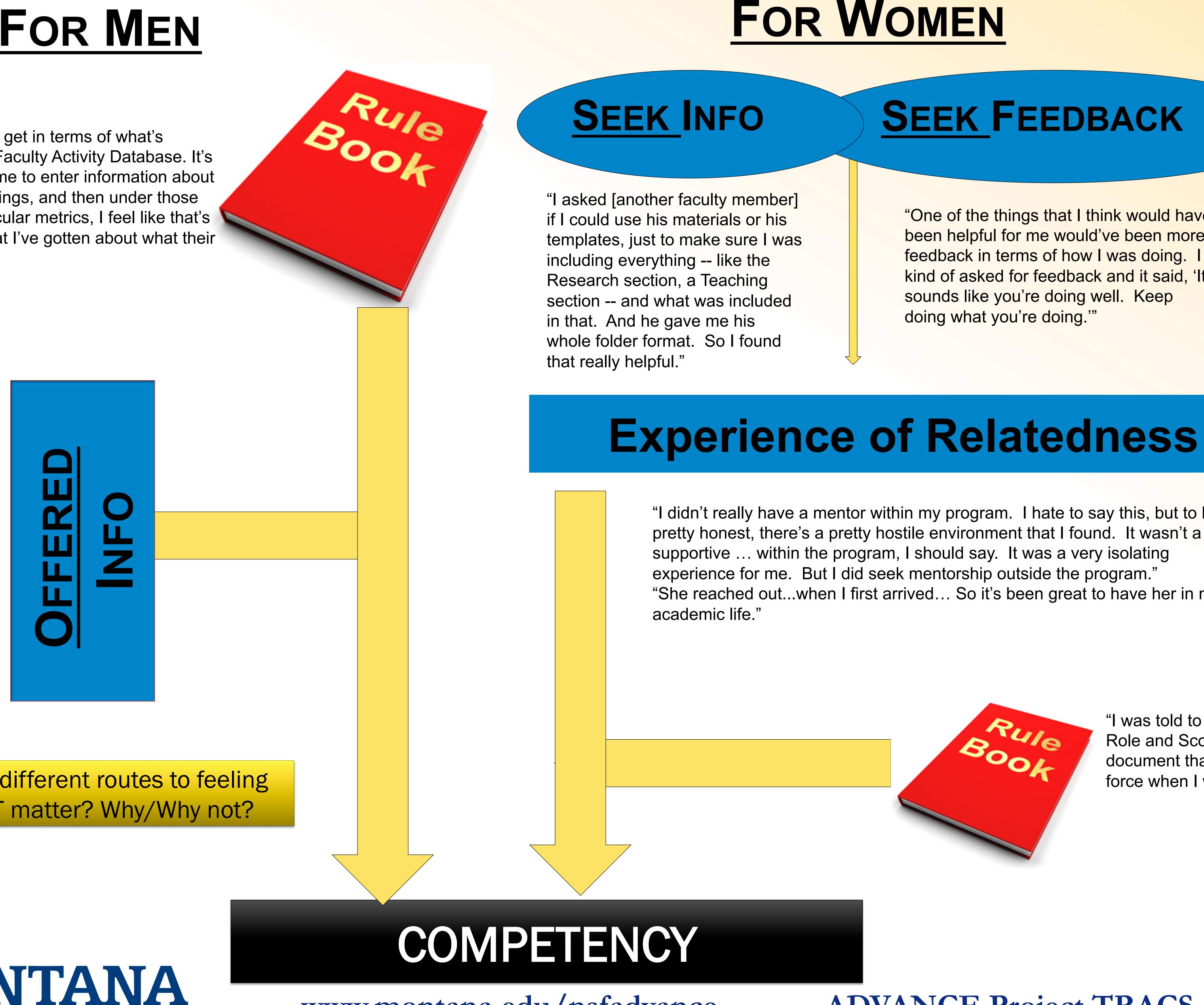




PURPOSE: This qualitative study sought to investigate gender differences and similarities in psychological need satisfaction experienced within the promotion and tenure (P&T) process among faculty STEM fields. Drawing from Self-Determination Theory (Deci & Ryan, 1985) the P&T process is necessarily limited in autonomy, allowing for a strong test of the role of relatedness and competence needs.



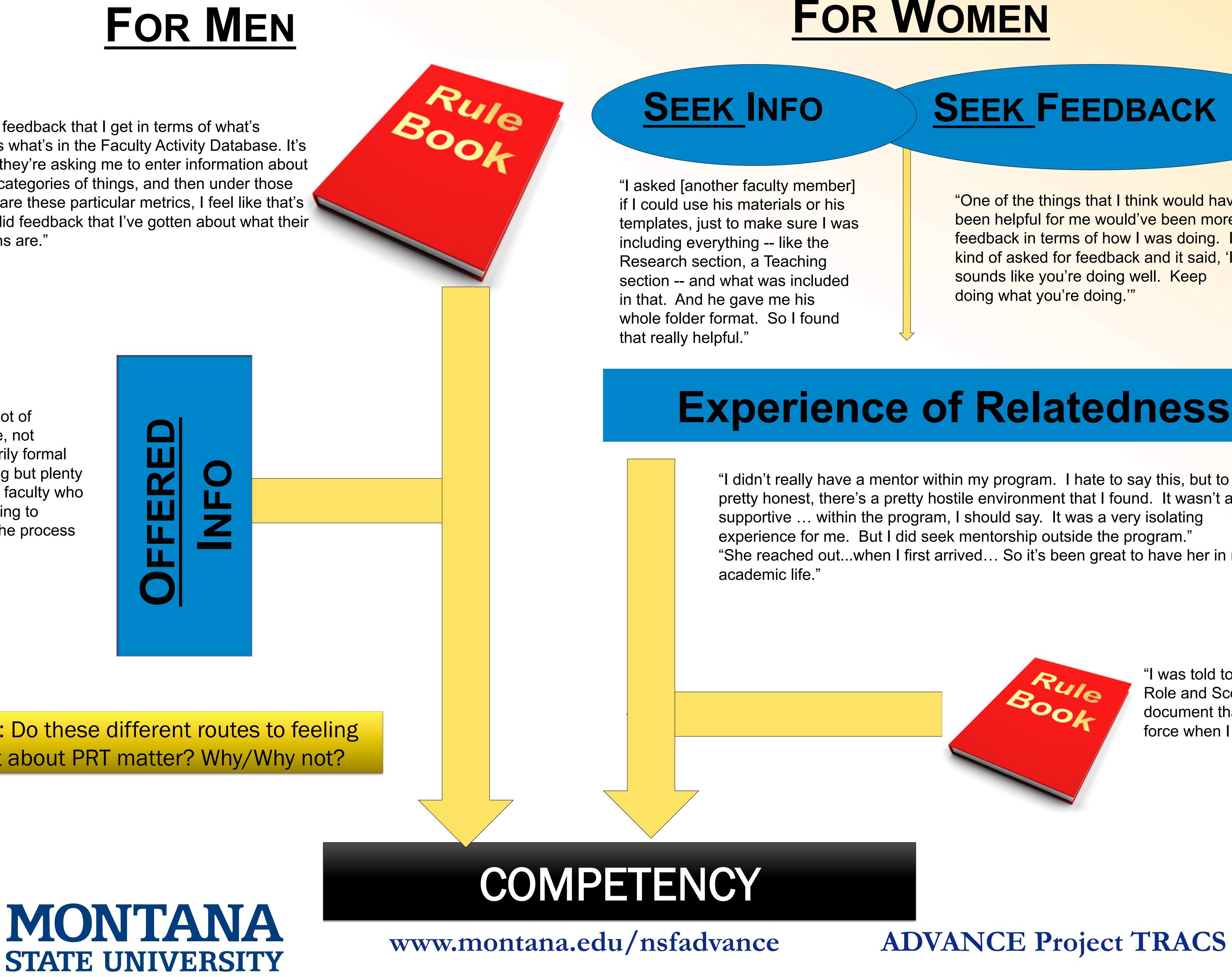
"[T]he best feedback that I get in terms of what's important is what's in the Faculty Activity Database. It's like well, if they're asking me to enter information about these four categories of things, and then under those categories are these particular metrics, I feel like that's the only solid feedback that I've gotten about what their expectations are."

"I had a lot of guidance, not necessarily formal mentoring but plenty of senior faculty who were willing to explain the process to me."



To Consider: Do these different routes to feeling competent about PRT matter? Why/Why not?





Different Paths to Promotion and Tenure Competency



Autonomy

Experience of acting with a sense of choice and volition and fully embracing one's actions

Competence Belief that one has the ability to influence and master outcomes

Relatedness

Experience of having satisfying and supportive social relationships and connections

"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. I kind of asked for feedback and it said, 'It sounds like you're doing well. Keep

"I didn't really have a mentor within my program. I hate to say this, but to be pretty honest, there's a pretty hostile environment that I found. It wasn't a very supportive ... within the program, I should say. It was a very isolating "She reached out...when I first arrived... So it's been great to have her in my



"I was told to use the Role and Scope document that was in force when I was hired."