UNT Faculty Separation Report, 2018

A questionnaire of 39 items was developed in May of 2016 to generate data for a faculty separation report. In order to obtain data that would be meaningful and as comprehensive as possible in the first iteration of the report, a list of faculty who had left UNT was generated spanning the years 2013 to 2016. Those separating during AY 2016-17 were then added the following year. For the AY 2018-19, 66 faculty were contacted and messages requesting participation were sent. Please note that August departures were not included in the surveys for AY 2018-19, and faculty who did separate in August 2018 will be contacted for the AY 2019-20. Of those contacts, 29 completed the survey process (44% response rate). For those who requested, a phone interview option was available, with the interviewer asking the same interview questions as presented on the online questionnaire.

Respondent Demographics
Of survey participants, 44.00% identified as female ($n = 11$); 56.0% identified as male ($n = 14$, with 4 non-respondents). Their stated ethnicity is white ($n = 20$, 83.33%) and African American ($n = 4$, 16.67%), with 5 non-respondents. One of the participants identified as a member of the LGBT community. The most common college in which the respondents taught was the College of Liberal Arts and Social Sciences (formerly part of Arts and Sciences) ($n = 7$, 24.14%). A complete list of the colleges can be seen in Table 1.

Table 1. UNT Colleges in which the Respondents Taught		
UNT Colleges Represented	Frequency	Percent
Arts and Sciences (prior to 2017)	2	6.9
Business	3	10.34
Education	5	17.24
Engineering	0	0
Information	2	6.9
Merchandising, Hospitality, and Tourism	1	3.45
Music	5	17.24
Health and Public Service	0	0
Liberal Arts and Social Sciences (formerly part of CAS)	7	24.14
Visual Arts and Design	0	0
Mayborn School of Journalism	0	0
UNT Libraries	2	6.9
Science (formerly part of CAS)	0	0
Other	2	6.9
Total	29	100.0

Over half of the respondents (*n* =15, 51.72%) had been tenured at UNT. Professors were the most common respondents (*n* = 8, 27.59%). A complete list of the respondent titles can be seen in Table 2.

Table 2. Respondent Titles at UNT

		Frequency	Percent
	Lecturer	3	10.34
	Senior Lecturer	2	6.9
	Principal Lecturer	0	0
	Assistant Professor	7	24.14
	Associate Professor	3	10.34
	Professor	8	27.59
	Assistant Librarian	1	3.45
	Associate Librarian	1	3.45
	Librarian	0	0
	Clinical Professor	0	0
	Other	4	13.79
Total		29	100.0

The responding faculty came to UNT between 1981 and 2018 with the median being 2010. Separation years ranged from 2018 to 2020 (for current modified service faculty), with the most common year being 2018 (*n* = 26). Relative to the population of possible respondents on the complete list, women are slightly overrepresented in our data (39% of possible respondents but 44.00% of actual respondents). The ethnicity of the population (79.79% white) is similar to that of respondents (83.33%).

Mentoring
A majority of respondents had been assigned a department mentor (*n* = 17, 58.62%), or a mentor outside the department (*n* = 4, 13.79%) or had participated in a mentoring group/activity through the Office for Faculty Success (*n* = 9, 31.03%); the Faculty Connect mentoring activities were the most commonly marked activity (*n* = 7 out of 17 responses, 41.18%). Respondents noted mid-level satisfaction with mentoring (ranging from [1]1–5, *M* =3.25, *SD* = 1.33, with 28.58% of respondents marking strongly or somewhat disagreeing that they were satisfied with the quality of the mentoring) and mid-level satisfaction with annual evaluation feedback (ranging from 1–5, *M* =3.25, *SD* = 1.43, with 28.57% of the respondents marking strongly or somewhat disagreeing that they had received quality feedback from annual evaluations).

Experience
In terms of their experience at UNT, respondents were most favorable about their benefits (ranging from 1–4, *M* = 3.29, *SD* = 0.92) and their department chair (ranging from 1–4, *M* = 3.15, *SD* = 0.85) and least favorable about treatment, fairness/equity (ranging from 1–4, *M* = 2.79, *SD* =1.21 with 53.1% of the respondents marking very or somewhat dissatisfied) and their salary (ranging from 1–4, *M* = 2.82, *SD* = 1.04 with 39.28% of the respondents marking very or somewhat dissatisfied).

---

[1] For all Likert items across the questionnaire, 1 = low/least positive.

A complete list of overall UNT experience means can be seen in Table 3.

Table 3. Perceptions of UNT Experience

How satisfied were you with the following aspects of your experience at UNT?	*Mean*	*SD*	Response Min.	Response Max.	*N*
Benefits.	**3.29**	.92	1	4	28
My department chair	**3.26**	1.43	1	4	27
The orientations I received as a new faculty member.	**3.20**	1.26	1	4	25
The clarity of promotion and/or tenure expectations at the college level.	**3.19**	1.31	1	4	27
The clarity of promotion and/or tenure expectations at the university level.	**3.19**	1.31	1	4	27
The balance between my home life and my work.	**3.18**	.97	1	4	28
The clarity of promotion and/or tenure expectations at the departmental level.	**3.15**	1.33	1	4	27
The collegiality of others in my department.	**2.85**	1.33	1	4	27
Salary	**2.82**	1.04	1	4	28
My treatment (fairness, equity)	**2.79**	1.21	1	4	28

Note: all items had a possible range from 1–4, with 4 indicating the greatest level of satisfaction.

Work Environment

Respondents tended to rate overall work environment favorably, both in terms of perceived fairness towards and respect for faculty with disabilities, international faculty, and faculty of color. As Tables 4 and 5 indicate, all means are above 3.1.

Table 4. Perceptions of Fairness for Faculty Sub-groups

Sub-group	Mean	SD	Min.	Max.	N
Disabilities	**3.61**	1.01	1	5	28
International	**3.71**	1.16	1	5	28
Non-English	**3.57**	1.24	1	5	28

Table 5. Perceptions of Respect for Faculty Sub-groups

Sub-group	Mean	SD	Min.	Max.	N
Disabilities	**3.61**	1.01	1	5	28
International	**3.71**	1.16	1	5	28
Non-English	**3.57**	1.24	1	5	28

Generally speaking, respondents were mixed on how they perceive the way female faculty members are treated, although female faculty members were less likely than their male colleagues to feel that way. The mean for women was lower than the mean of men for perceptions of fair treatment of female faculty. Similarly, the mean for women was lower than the mean of men for perceptions of respect for female faculty. These statistics are presented in Tables 6 and Table 7.

Table 6. Perceptions of Fair Treatment of Women Faculty

Ratings for the extent that UNT treats female faculty members fairly.	Mean	SD	Min.	Max.	N
Overall	**3.12**	1.45	1	5	25
Women	**2.55**	1.5	1	5	11
Men	**3.57**	1.24	1	5	14

Table 7. Perceptions of Respect for Women Faculty

Ratings for the extent that UNT treats female faculty members with respect.	Mean	SD	Min.	Max.	N
Overall	**3.44**	1.53	1	5	25
Women	**2.82**	1.59	1	5	11
Men	**3.93**	1.28	1	5	14

A similar pattern emerges with respect to perceptions of fair treat of and respect for faculty of color (see Tables 8 and 9). Perceptions of white faculty and faculty of color on these questions differed a great deal. Specifically, the mean for faculty of color and for white faculty had statistically similar means for perceptions of fair treatment of faculty of color but the mean for faculty of color and for white faculty had a statistically dissimilar means for perceptions of respect for faculty of color.

Table 8. Perceptions of Fair Treatment of Faculty of Color

Ratings for the extent that UNT treats faculty of color fairly.	*Mean*	*SD*	Min.	Max.	*N*
Overall	**3.58**	1.38	1	5	24
Faculty of color	**3.00**	1.50	1	5	4
White faculty	**4.00**	1.05	1	5	20

Table 9. Perceptions of Respect for Faculty of Color

Ratings for the extent that UNT treats faculty of color with respect	*Mean*	*SD*	Min.	Max.	*N*
Overall	**3.75**	1.39	1	5	24
Faculty of color	**1.50**	.87	1	5	4
White faculty	**4.20**	.98	1	5	20

On perceived fairness of treatment of LGBT faculty, non-LGBT faculty are less likely to perceive fair treatment than are faculty who identify as LGBT. Tables 10 and 11 provide details. These findings should be considered carefully given the small proportion of faculty who identify as LGBT (n=1).

Table 10. Perceptions of Fair Treatment of LGBT Faculty

Ratings for the extent that UNT treats LGBT faculty fairly.	*Mean*	*SD*	Min.	Max.	*N*
Overall	**3.58**	1.38	1	5	24
LGBT faculty	**4.0**	0.0	1	5	1
Non-LGBT faculty	**3.57**	1.41	1	5	23

Table 11. Perceptions of Respect for LGBT Faculty

Ratings for the extent that UNT treats LGBT faculty with respect.	*Mean*	*SD*	Min.	Max.	*N*
Overall	**3.75**	1.39	1	5	24
LGBT faculty	**4.0**	0.0	1	5	1
Non-LGBT faculty	**3.74**	1.42	1	5	23

Overall, respondents rated UNT positively for providing faculty with professional development to enhance skills in their discipline (ranging from 1–5, $M = 3.38$, $SD = 1.42$) and they were positive about UNT providing faculty with professional development to enhance skills in creating an inclusive learning environment (ranging from 1–5, $M = 3.41$, $SD = 1.40$). Respondents also rated UNT positively for being a place that encourages diversity and inclusion (ranging from 1–5, $M = 3.45$, $SD = 1.43$) and they were positive about recommending employment at UNT to their peers (ranging from 1–5, $M = 3.38$, $SD = 1.52$), although 17% of respondents strongly disagreed that they would recommend employment at UNT.

Males ($M = 4.0$, $SD = 1.31$) and females ($M = 2.82$, $SD = 1.53$) had statistically dissimilar means for perceptions of recommending UNT, but males ($M = 3.93$, $SD = 1.22$) and females ($M = 3.0$, $SD = 1.54$) had statistically similar means for perceptions of UNT embracing diversity.

Overall, whites ($M = 3.85$, $SD = 1.39$) and non-whites ($M = 2.00$, $SD = 1.22$) had very statistically dissimilar means for perceptions of recommending UNT. Overall, whites ($M = 4.05$, $SD = 1.12$) and non-whites ($M = 1.25$, $SD = 0.43$) also had statistically similar means for perceptions of UNT embracing diversity.

Harassment

When asked whether the respondent had experienced harassment, the majority of the overall respondents of the survey had not experienced any ($n = 20$). Respondents were allowed to check all listed types of harassment and multiple areas were chosen regarding respondents experiencing some type of perceived harassment, discrimination, or bias. For those who had experienced harassment, the most common person who was perceived to have harassed the faculty member was a colleague ($n = 6$ out of 18 responses, 33.33%), and the most common form of reported harassment was inequitable treatment compared to others and being ignored or excluded ($n = 5$ out of 27 responses, 18.52% for both responses). Most respondents did not report the harassment ($n = 6$ out of 8 responses, 75%), and for all respondents the harassment was not resolved (6 out of 6 responses, 100%). This follow-up question regarding perceived harassment, discrimination, or bias also allowed for respondents to choose multiple items that applied.

For those who perceived discrimination, the most common form was gender-based ($n = 6$, 12.24%) followed by job title/position and race/ethnicity ($n = 4$, 8.16% for both responses). Women commented the most extensively to the open-ended follow-up items asking about description of gender concerns by citing the theme of female discrimination ($n = 5$) in forms such as salary, service load assignments, unfair/sexual harassment and assigned teaching jobs no one else wanted.

Separation
When respondents could choose all of the possible reasons they had for leaving UNT, the most common reasons were retirement ($n = 11$, 11.34%) followed by inadequate recognition for work and better pay elsewhere ($n = 10$, 10.31%). When respondents were

asked to choose the single main reason for leaving UNT, retirement was most common (n = 10, 34.48%), followed by other reasons (n = 8, 27.59%).

A complete list of reasons for leaving UNT can be seen in Table 12 on the following page.

Table 12. Main Reasons for Separation

Main Reason for Leaving	Number	Percentage
Career Change	3	3.85
Personal health issue	1	1.28
Inadequate recognition for work	8	10.26
Inadequate career advancement	6	7.69
Denial or anticipated denial of tenure/non-renewal of contract	1	1.28
Inhospitable work environment	5	6.41
Family or personal needs	5	6.41
Better pay elsewhere	8	10.26
Location	3	3.85
Conflict with other employees	3	3.85
Conflict with supervisor	4	5.13
Lack of teaching/research resources	4	5.13
Workload assignments unfair	5	6.41
Retirement	11	14.10
Work environment not inclusive of differences	5	6.41
Other	6	7.69
TOTAL	78	100.0

There were no statistical or meaningful trends across the demographic sub-groups of gender, ethnicity, or LGBT status for faculty members' main reason for leaving UNT. Faculty commented the most extensively to the open-ended items asking about description of what might have persuaded them to stay at UNT by citing the themes of leadership/administration concerns, followed by salary, lack of diversity or treatment of diverse faculty, and family concerns .

Faculty separating for reasons other than retirement reported leaving for a variety of reasons including discrimination, interdepartmental issues, poor leadership, and seeking a career change. Most did not seek a counteroffer (n = 9 out of 12 responses, 75%) and most were not encouraged to leave (n = 14 out of 17, 82.35%). Respondents commonly reported new positions at another academic institution (n = 12 out of 17, 70.59%), with the new institution having higher salary and better benefits, more diversity, better fit for research specialty, more resources, and more opportunity to pursue their professional goals.

Summary Recommendations

It should be noted that sub-group comparisons should be interpreted with caution due to the small numbers of faculty in certain sub-groups. From the responses to the items across the questionnaire, it appears that issues of importance to the respondents include the following:

- Continuing the recent focus on **chair development** so that we encourage and enable leaders who can foster equitable and hospitable work environments.
- Continuing to find ways to **address any harassment situations** that do exist in a way that makes for a safe environment for faculty who are reporting.
- **Evaluate departmental promotion and tenure policies** and monitor the treatment and clarity of expectations by departmental PACs.
- Exploring initiatives that contribute to **equitable treatment of female faculty**, and pursuing an atmosphere of transparency to the greatest extent possible in order to improve perceptions of equity.
- Investing in **salary increases and monitoring the stagnation of salaries** so that UNT can remain competitive in terms of faculty retention.
- Continuing to seek out ways to give lecturers a voice and promote **respect for lecturers** from colleagues and leadership at UNT, including professional development opportunities and involvement with departmental decisions.
- Reevaluate the cost, poor communication, mistreatment, and **inefficiency regarding parking** for all faculty/staff and students on campus.