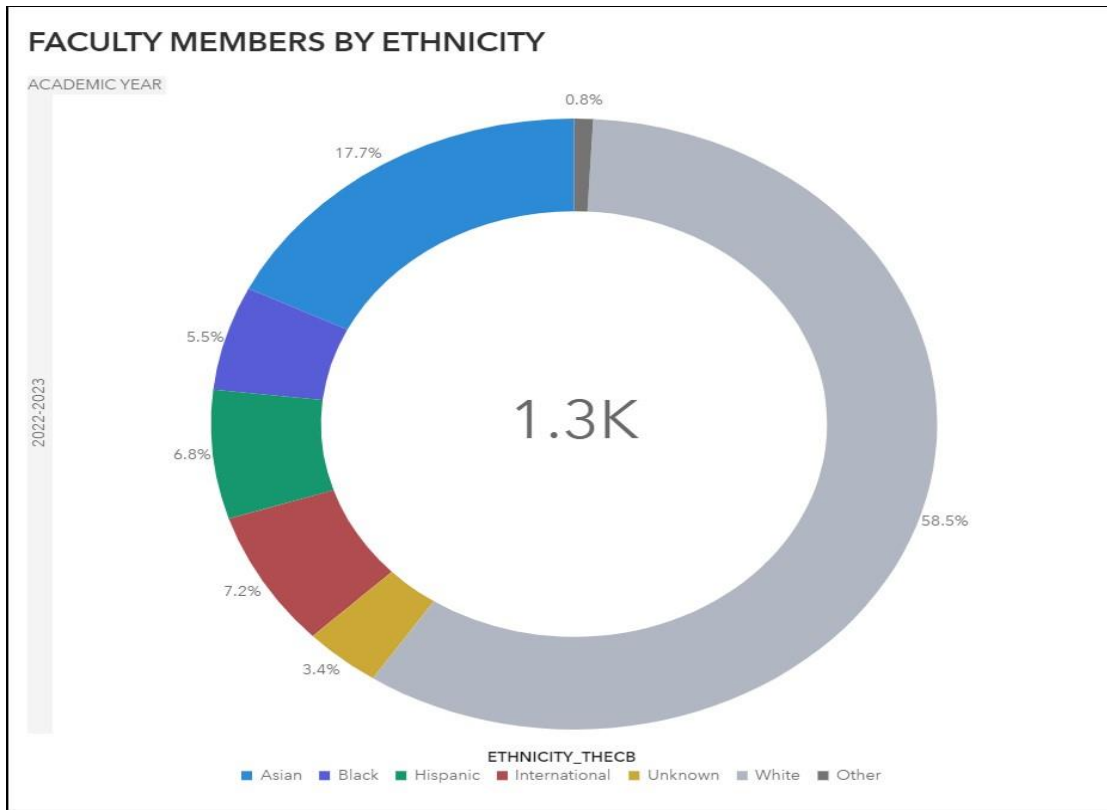


## UNT Faculty Separation Report, AY 2022-23

This report includes data from the exit survey questionnaire and interviews conducted by the Faculty Success Office in the Division of Academic Affairs for separating full-time faculty. In AY 2022-2023, UNT full-time faculty ( $n = 1274$ ) included 55% male (719) and 415 female (587). Faculty ethnic composition is included in Figure 1 (Faculty Dashboard, UNT Insights 2.0, 2023).

Figure 1. UNT Full-time Faculty Ethnic Composition (2022-2023)



**Faculty Separation.** For AY 2022-2023, 95 faculty were contacted and offered to complete the online survey and/or participate in an in-person or virtual face-to-face interview. Of those contacted, thirty-five (35) completed the survey process (36.8% response rate) and fifteen (17) interviews were conducted (17.8% response rate). As responses to the online survey are anonymous, it is unknown who might have participated in both the survey and the interview. For all Likert items across the questionnaire and interview, 1 = strongly disagree or least positive, 5 = strongly agree/highest positive.

## SURVEY RESULTS

**Respondent Demographics.** The responding faculty came to UNT between 1984 and 2022 with the median being 2016. Separation year was defined as September 1, 2022–August 31, 2023. Of the 35 survey participants, 40% identified as female ( $n = 14$ ), 45.7% identified as male ( $n = 16$ ), and there were 5 non-respondents. Their stated ethnicity was European American/White (non-Hispanic) ( $n = 14$ , 40%), Asian American/Pacific Islander ( $n = 6$ , 17.1%), African American ( $n = 2$ , 5.7%), Hispanic/Latinx ( $n = 1$ , 2.8%), 0% identified as either American Indian/Alaskan Native or Multi-Racial (two or more races), and there were 12 non-respondents. Three respondents identified as a member of the LGBTQ community. The relatively high number of non-respondents to both gender and ethnicity make respondent representation compared to the full faculty demographics hard to interpret.

The most faculty separations occurred in the College of Liberal Arts and Social Sciences ( $n = 7$ , 20.0%). A complete list of the colleges is displayed in Table 1.

**Table 1. UNT Colleges in which the Respondents Taught**

UNT Colleges Represented	Frequency	Percent
College of Liberal Arts and Social Sciences (formerly part of Arts and Sciences)	7	20.0%
College of Education	2	5.7%
College of Science (formerly part of Arts and Sciences)	3	8.6%
College of Business	4	11.4%
College of Merchandising, Hospitality, and Tourism	0	0.0%
College of Music	2	5.7%
Other (please specify)	5	14.3%
College of Information	1	2.9%
College of Visual Arts and Design	3	8.6%
Mayborn School of Journalism	1	2.9%
UNT Libraries	1	2.9%
College of Engineering	3	8.6%
College of Health and Public Service (formerly Public Affairs and Community Service)	3	8.6%
Total	35	100.0%

About a third of the respondents reported being tenured at UNT ( $n = 11$ , 31.4%). Lecturers were the most common respondents ( $n = 9$ , 25.7%) followed by Professors ( $n = 7$ , 20%). A complete list of the respondent titles is displayed in Table 2.

**Table 2. Respondent Titles at UNT**

Position Title	Frequency	Percent
Lecturer	9	25.7%
Senior Lecturer	1	2.9%
Principal Lecturer	2	5.7%
Assistant Professor	4	11.4%
Associate Professor	2	5.7%
Professor	7	20.0%
Other (please specify)	6	17.1%
Assistant Librarian	0	0.0%
Associate Librarian	0	0.0%
Librarian	1	2.9%
Clinical Assistant Professor	2	5.7%
Clinical Associate Professor	1	2.9%
Clinical Professor	0	0.0%
Total	35	100.0%

**Mentoring**

Approximately 37% of respondents had been assigned a department mentor ( $n = 13$ ) with fewer assigned a mentor outside the department ( $n = 5$ , 14.3%). Over half did not report participating in a mentoring-related program through the Office for Faculty Success ( $n = 20$ , 57.1%); however mandatory mentoring for new faculty was put into place by OFS in 2015. Of those who did participate, professional development workshops, such as those covering promotion and tenure and writing strategies, were the most commonly noted activity.

Respondents noted relatively low satisfaction with mentoring (with 9 of the 18 respondents marking “strongly disagree” or “somewhat disagree” with the benefit of mentoring). Satisfaction with academic leadership was moderate – Department Chairs ( $M = 3.3$ ,  $SD = 1.49$ ); Deans/Associate Deans ( $M = 3.53$ ,  $SD = 1.54$ ), and University Administration ( $M = 3.15$ ,  $SD = 1.22$ ).

**Experience**

In terms of their experience at UNT, respondents were most favorable about their benefits ( $M = 4.0$ ,  $SD = 1.1$ ), the orientations they received as new faculty members ( $M = 4.0$ ,  $SD = 1.3$ ), and the clarity of P&T expectations at the department level ( $M = 3.7$ ,  $SD = 1.4$ ). There were similar results for the clarity of P&T expectations at the College and University level.

Respondents were least satisfied with their salary ( $M = 2.9$ ,  $SD = 1.4$ ) with 48.6% of the respondents marking very or somewhat dissatisfied. UNT conducts a [faculty and librarian salary study](#) every three years with the last one completed in 2021. The Faculty Senate and Provost’s Office will conduct the next salary study during the 2023-2024 academic year.

Additional areas of dissatisfaction were being treated with fairness and equity ( $M = 3.2$ ,  $SD = 1.5$ ) and balance between their home life and work ( $M = 3.2$ ,  $SD = 1.5$ ), though both were improved over scores from the previous year. A complete list of overall UNT experience means can be seen in Table 3.

**Table 3. Satisfaction Ratings across UNT Experiences**

*\*Note: Items are rated on a 5-point rating scale.*

How satisfied were you with the following at UNT?	Mean	SD	Max	Min	N
Benefits	4.0	1.1	5	1	32
The orientations I received as a new faculty member	4.0	1.3	5	1	31
The clarity of promotion and/or tenure expectations at the <b>department</b> level	3.7	1.4	5	1	29
The clarity of promotion and/or tenure expectations at the <b>university</b> level	3.6	1.5	5	1	27
The clarity of promotion and/or tenure expectations at the <b>college</b> level	3.6	1.5	5	1	27
The collegiality of others in my department	3.5	1.5	5	1	33
The balance between my home life and my work	3.2	1.5	5	1	33
My treatment (fairness, equity)	3.2	1.5	5	1	33
Salary	2.9	1.4	5	1	33

### Work Environment

Respondents tended to rate overall work environment slightly higher than the median in terms of perceived fairness towards and respect for faculty with disabilities, international faculty, faculty of color, and women. As Table 4 indicates, all means are at or above 3.3.

**Table 4. Perceptions of Fairness and Respect for Faculty Sub-groups**

Sub-group	Mean	SD	Max	Min	N
Disabilities	3.3	1.2	5	1	32
International	3.5	1.2	5	1	32
Non-English	3.5	1.2	5	1	32
Women	3.4	1.3	5	1	32

With respect to perceptions of fairness and respect for faculty of color, the overall mean was 3.5 ( $N = 32$ ); however, ratings differed across respondent groups (see Tables 5 and 6).

Asian faculty provided the highest ratings of both fair treatment ( $M = 3.8, n = 6$ ), and respect ( $M = 4.3, n = 6$ ). Black and Hispanic faculty provided lower ratings.

**Table 5. Perceptions of Fairness and Respect of Faculty of Color**

<b>Respondent Group</b>	<b>Mean</b>	<b>SD</b>	<b>Max</b>	<b>Min</b>	<b>N</b>
Did Not Identify	<b>3.2</b>	1.0	5	1	9
African American/Black	<b>3.3</b>	2.4	5	1	2
Asian American/Pacific Islander	<b>3.8</b>	1.5	5	1	6
European American/White (non-Hispanic)	<b>3.6</b>	1.3	5	1	14
Hispanic/Latinx	<b>3.0</b>	NA	5	1	1

**Table 6. Perceptions of Fairness and Respect of Minority Faculty**

<b>Respondent Group</b>	<b>Mean</b>	<b>SD</b>	<b>Max</b>	<b>Min</b>	<b>N</b>
Did Not Identify	<b>3.5</b>	1.0	5	1	9
African American/Black	<b>3.3</b>	2.5	5	1	2
Asian American/Pacific Islander	<b>4.3</b>	1.0	5	1	6
European American/White (non-Hispanic)	<b>3.6</b>	1.3	5	1	14
Hispanic/Latinx	<b>2.0</b>	NA	5	1	1

Only three respondents identified as LGBTQ. Due to this small proportion and concerns regarding anonymity, comparisons between LGBTQ and non-LGBTQ are not available. However, overall ratings (from both LGBTQ and non-LGBTQ faculty) on fair treatment of and respect for LGBTQ faculty are provided in Table 7.

**Table 7. Overall Perceptions of Fairness and Respect for LGBTQ Faculty**

<b>Ratings for the extent to which UNT treats LGBTQ faculty fairly.</b>	<b>Mean</b>	<b>SD</b>	<b>Max</b>	<b>Min</b>	<b>N</b>
Fair Treatment	<b>3.4</b>	1.2	5	1	32
Respect	<b>3.4</b>	1.2	5	1	32

Overall, respondents rated UNT moderately for providing faculty with professional development to enhance skills in their discipline ( $M = 3.3$ ,  $SD = 1.4$ ). They were slightly more positive about UNT as a workplace that encourages diversity and inclusion ( $M = 3.5$ ,  $SD = 1.3$ ) and provides faculty with professional development to enhance skills in creating an inclusive learning environment ( $M = 3.4$ ,  $SD = 1.3$ ). When asked about recommending employment at UNT to their peers, respondents provided a moderate rating ( $M = 3.2$ ,  $SD = 1.5$ ).

### **Perceptions of Bias**

We assessed perceptions of bias in an item that asked participants if they experienced any type of harassment, discrimination, or bias. Participants could select multiple experiences, if applicable. Nineteen (19) respondents indicated they had *not* experienced any form of harassment, discrimination, or bias. However, thirteen (13) respondents did report this type of experience, they reported some form of mistreatment based on the following: age ( $n = 1$ ), job title or

position ( $n = 3$ ), other ( $n = 1$ ), gender/sex ( $n = 3$ ), linguistic heritage ( $n = 2$ ), and race/ethnicity ( $n = 3$ ). For those who reported “other,” further explanations included: “*commentary about my maternal age.*”

For those who reported experiencing mistreatment, the most common person perceived to have harassed the faculty member was an administrator (Dean’s level or above,  $n = 5$ ), a supervisor (below the Dean’s level,  $n = 6$ ), a colleague ( $n = 5$ ), a student ( $n = 3$ ), and “other” ( $n = 2$ ). The “other” responses specified “colleagues” and “A culture of discrimination between “teaching” and “research” faculty exists far beyond UNT or my department. Both of which accept this, however.”

The most common form of reported mistreatment was inequitable treatment as compared to other colleagues ( $n = 9$ ) and being ignored or excluded ( $n = 6$ ). Denial of leadership, promotion, tenure, recommendation or other opportunities was also identified as a common form of mistreatment ( $n = 5$ ). About two thirds of the respondents did not report the mistreatment (9 out of 14 responses, 64%), and all respondents that reported stated the issue was not resolved (5 out of 5 responses, 100%). Respondents generally explained that the issues were not taken seriously by administrators or when investigated the complaints did not warrant significant action.

### **Separation**

Survey participants were asked to identify the main reasons for leaving UNT. Respondents could select multiple reasons and the most commonly reported separation reasons were inadequate career advancement ( $n = 12$ , 13.3%), “other” ( $n = 12$ , 13.3%), and better pay elsewhere ( $n = 10$ , 11.1%). Additional common reasons were retirement ( $n = 9$ , 10%) and inadequate recognition for work ( $n = 7$ , 7.8%).

For those that selected “other reasons”, they reported separating for the following:

- *UNT policies and processes are absolutely terrible and inefficient.*
- *Tenure track is not available in either New College or ADTA at present*
- *Temporary remote position*
- *Sudden change in my work duties--not communicated professionally or honestly.*
- *Resources needed to achieve my research goals.*
- *No employment visa sponsorship available for the position after 1 year*
- *No efforts of retention were made for me.*
- *Inadequate and unfair review process for promotion and lack of support from college admin/colleagues.*
- *I went up for the tenure track job and they chose to hire for diversity over me.*
- *I cannot continue to work in a very hostile environment.*
- *College of Education work environment*

A complete list of reasons for leaving UNT can be seen in Table 8.

**Table 8. Main Reason for Leaving UNT**

<b>Main Reason for Leaving</b>	<b>N</b>	<b>%</b>
Inadequate career advancement	12	13.3%
Other (please specify)	12	13.3%
Better pay elsewhere	10	11.1%
Retirement	9	10.0%
Inadequate recognition for work	7	7.8%
Career change	6	6.7%
Lack of teaching/research resources	6	6.7%
Family or personal needs	5	5.6%
Location	5	5.6%
Inhospitable work environment	4	4.4%
Workload assignments were unfair	4	4.4%
Work environment not inclusive of differences	4	4.4%
Denial or anticipated denial of tenure/non-renewal of contract	2	2.2%
Conflict with other employees	2	2.2%
Conflict with supervisor	1	1.1%
State legislative decisions <sup>1</sup>	1	1.1%
<b>TOTAL</b>	<b>90</b>	<b>100%</b>

When respondents were asked to choose the *single* main reason for leaving UNT, they selected retirement ( $n = 5$ , 15.6%), inhospitable work environment ( $n = 4$ , 11.7%), and “other” ( $n = 7$ , 21.9%). The others referenced above seem to connect with an inhospitable work environment.

Two thirds of the respondents reported having a new position ( $n = 22$ , 65%). Of those respondents 77.3% reported that they sought the position ( $n = 17$ ) and 22.7% of respondents ( $n = 5$ ) reported they were approached about the position. Of respondents that answered the question about counteroffers ( $n = 20$ ), 50% indicated that they did not seek a counteroffer and a counteroffer was not made from UNT, 20% sought a counter-offer from UNT but none was made or it was not satisfactory.

Primary reasons given by respondents for why their new employers were more attractive than UNT revolved around the themes of better pay, improved career advancement opportunities, and better work climate.

When asked about what might have persuaded them to stay at UNT, the following themes emerged:

- Improved pay and research resources

---

<sup>1</sup> This option was added in early June, with seven respondents completing the exit survey after its addition.

- Improvement in work climate with a focus on fairness of process
- Improved academic leadership

### **Inclusivity and Diversity**

Thirty-three (33) faculty answered questions on inclusion and diversity at both the department and institution level. Faculty were generally satisfied with the level of inclusion at the department and institution level, with an average rating of 3.3 on both on a scale of 1-5, 5 being highest.

However, faculty were less satisfied with the level of diversity in their department. The average rating was 2.8. Faculty reported higher levels of satisfaction with diversity at the institution level than at the department level with an average of 3.1.

## **INTERVIEW RESULTS**

Seventeen (17) interviews were conducted. To protect anonymity, faculty college affiliations are not identified. Seven of the interviewees were tenure system faculty and ten were professional system faculty. Twelve interviewees also completed the exit survey, while five reported they did not.

All respondents were asked to describe their overall experience while at UNT. Fifteen respondents remarked their overall experience ranged from good to positive, with only two stating mixed or overall negative experiences. Thus, this sample might have a slightly more positive perspective than the exit survey sample.

When asked whether they felt appreciated and valued, seven responded “yes”, nine responded “maybe”, and only one said “no”. When asked to explain, most expressed that they felt appreciated by their closest colleagues and faculty in a similar rank, but less so by higher levels of administration, most specifically at the college or UNT level.

When asked to describe their experiences and what strengths UNT has relative to faculty, interviewees offered some consistent themes:

- Caring and compassionate colleagues
- Significant improvement in the reputation of UNT and its faculty
- Improving clarity around policy and processes, including promotion expectations
- A diverse student body that is appreciative of faculty
- Improving mentorship and development programs



When asked what contributed to their decision to leave and how UNT didn't meet expectations, interviewees offered some consistent themes:

- Negative work climate and interpersonal conflict between faculty and administrators
- Lack of advancement opportunities, particularly among professional system faculty
- Feeling undervalued or underappreciated
- Feelings of isolation, especially for professional system faculty
- Concern that leaders (at the level of the chair and above) are not held accountable and do not communicate effectively or consistently

## RECOMMENDATIONS AND CURRENT ACTIONS

From the responses gathered during interviews and from items across the questionnaire, recommendations based on issues of importance to the respondents include the following:

- Investing in **salary increases and monitoring the stagnation of salaries** so that UNT can remain competitive in terms of faculty retention.
  - As noted, UNT conducts a [faculty and librarian salary study](#) every three years with the last one completed in 2021. The Faculty Senate and Provost's Office will conduct the next salary study during the 2023-2024 academic year.
- Continue **investing in Faculty Success initiatives** on new faculty orientation, mentoring, and support.
  - Faculty Success has recently expanded their staff to support more faculty programming and support needs.
  - The Faculty Success Mentoring Program is being reimagined with a focus on mentor development and supporting mid and late career faculty members.
- Continue focus on **chair and academic leader development**, specifically skills to foster equitable and hospitable work environments.
  - Faculty Success has invested in Crucial Conversation training for academic leaders and faculty and in leading workload equity workshops for department chairs.
- Continuing to seek out ways to give lecturers a voice and promote **respect for lecturers and clinical faculty** from colleagues and leadership at UNT, including professional development opportunities and involvement with departmental decisions.
  - The Provost's Office recently approved changing the name of non-tenure track faculty to professional faculty and expanded two of the university-level UNT Foundation awards to include professional faculty. There is certainly more to be done in supporting our professional faculty.
- Investigating the possibilities of **counteroffers** to discourage faculty from leaving UNT for another competing school.