

UNT Faculty Separation Report, AYs 19-20 & 20-21

This report includes data from exit survey questionnaire and face-to-face interviews co-conducted by the Office of Faculty Success and the Division of Inclusion, Diversity, Equity, and Access. Because of the small number of respondents in AY19-20, those data are being combined with AY20-21 to ensure anonymity.

For **AY 2019-2020**, 19 faculty were contacted and offered the opportunity to complete the online survey and/or participate in an in-person or virtual interview. Of those contacts, two (2) completed the survey process (10.5% response rate). Five face-to-face interviews were conducted.

For **AY 2020-2021**, 56 faculty were contacted offered to complete the online survey and/or participate in an in-person or virtual interview. Of those contacts, twenty-four (24) completed the survey process (42.86% response rate). Sixteen face-to-face interviews were conducted.

Combining both years, 26 faculty completed the survey (34.67% response rate) and 21 faculty completed an interview.

Caveats:

- As responses to the online survey are anonymous, it is unknown who might have participated in both the survey and the interview.
- The Qualtrics survey data was compromised through transfer of survey ownership, necessitating a spring 2021 combination of data sets which erased dates of completion. This resulted in uncertainty of exact dates of completion of the survey. Therefore, 2020 data were discerned from the respondent's self-reported date of departure.
- For all Likert items across the questionnaire, 1 = low/least positive, 5 = high/highest positive.

SURVEY RESULTS

Respondent Demographics

The responding faculty came to UNT between 1992 and 2020 with the median being 2018. Separation year for all was 2020 or 2021.

Of survey participants, 45.83% identified as female (n = 11); 54.17% identified as male (n = 13, with 2 non-respondents). Their stated ethnicity was white (n = 14, 58.33%), African American (n = 1, 4.17%), Asian American/Pacific Islander (n = 6, 25%), Hispanic/Latinx (n = 1, 4.17%), multi-racial (n = 2, 8.33%), with 2 non-respondents. Two of the participants identified as a member of the LGBTQ community. Relative to the population of possible respondents on the complete list, women (45.83%) are appropriately represented in our data as compared to the total number of women faculty (44.5%), as are white faculty (58.33%) as compared to total number of white faculty (62%).

The most faculty separations occurred in the College of Science (n = 6, 23.08%). A complete list of the colleges can be seen in Table 1.

UNT Colleges Represented	Frequency	Percent
Science (formerly part of CAS)	6	23.08
Education	4	15.38
Liberal Arts and Social Sciences (formerly part of CAS)	4	15.38
Engineering	3	11.54
Business	2	7.69
Information	2	7.69
Music	2	7.69
Arts and Sciences (prior to 2017)	1	3.85
Health and Public Service	1	3.85
Toulouse Graduate School	1	3.85
Merchandising, Hospitality, and Tourism	0	0
Visual Arts and Design	0	0
Mayborn School of Journalism	0	0
UNT Libraries	0	0
Total	26	100.0%

Few of the respondents (n = 7, 26.92%) had been tenured at UNT. Assistant professors were the most common respondents (n = 8, 30.77%). A complete list of the respondent titles can be seen in Table 2.

Table 2. Respondent Titles at UNT

	Frequency	Percent
Lecturer	4	15.38
Senior Lecturer	3	11.54
Principal Lecturer	1	3.85
Assistant Professor	8	30.77
Associate Professor	2	7.69
Professor	5	19.23
Assistant Librarian	0	0
Associate Librarian	0	0
Librarian	0	0
Clinical Assistant Professor	3	11.54
Clinical Associate Professor	0	0
Clinical Professor	0	0
Other	0	0
Total	26	100%

Mentoring

Forty percent of respondents had been assigned a department mentor (n = 10) with fewer assigned a mentor outside the department (n = 6, 24%). Most did not participate in a mentoring group/activity through the Office for Faculty Success (n =16, 61.54%); however mandatory mentoring for new faculty was put into place by OFS in 2015.

Of those that did participate, cross-disciplinary mentoring teams and social gatherings for mentees/mentors were the most commonly noted activity. Respondents noted mid-level satisfaction with mentoring ($M=3.5$, $SD = 1.03$, with only 18.18% 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 ($M=3.57$, $SD = 1.17$, with only 17.4% 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 the clarity of P & T expectations at the university level ($M = 3.54$, $SD = 1.05$), the orientations they received as new faculty members ($M = 3.46$, $SD = 0.80$), and their benefits ($M = 3.46$, $SD = 0.63$). They were *least satisfied* about their treatment/fairness/equity ($M = 2.92$, $SD = 1.11$) with 23.92% of the respondents marking very or somewhat dissatisfied and salary ($M = 2.92$, $SD = 0.92$). Another area of *dissatisfaction* was the collegiality of others in their department ($M = 2.96$, $SD = 1.11$) with 36% of the respondents marking very or somewhat dissatisfied. A complete list of overall UNT experience means can be seen in Table 3. For all Likert items across the questionnaire, 1 = low/least positive, 5 = high/highest positive.

How satisfied were you with the following at UNT?	Mean	SD	Max	Min	N
The orientations I received as a new faculty member	3.46	.80	2	5	26
The clarity of promotion and/or tenure expectations at the department level	3.35	1.14	1	5	26
The clarity of promotion and/or tenure expectations at the college level	3.31	1.1	1	5	26
The clarity of promotion and/or tenure expectations at the university level	3.54	1.05	1	5	26
The collegiality of others in my department	2.96	1.11	1	5	25
My department chair	3.28	.96	1	4	25
Salary	2.92	.92	1	4	26
Benefits	3.46	.63	2	4	26
My treatment (fairness, equity)	2.92	1.11	1	4	26
The balance between my home life and my work	3.12	1.05	1	5	26

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, and faculty of color. As Tables 4 and 5 indicate, all means are above 3.4. For all Likert items across the questionnaire, 1 = low/least positive, 5 = high/highest positive.

Table 4. Perceptions of Fairness for Faculty Sub-groups

Sub-group	Mean	Max	Min	N
Disabilities	3.42	1	5	24
International	3.69	1	5	26
Non-English	3.62	1	5	26

Table 5. Perceptions of Respect for Faculty Sub-groups

Sub-group	Mean	Max	Min	N
Disabilities	3.46	1	5	24
International	3.69	1	5	26
Non-English	3.65	1	5	26

Men had a much higher perception of fair treatment and respect for women 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	Max	Min	N
Overall	3.62	1	5	26
Women	2.81	1	4	11
Men	4.38	3	5	13

Table 7. Perceptions of Respect for Women Faculty

Ratings for the extent that UNT treats female faculty members with respect.	Mean	Max	Min	N
Overall	3.73	1	5	26
Women	3.09	1	5	11
Men	4.38	3	5	13

With respect to perceptions of fair treatment and respect for faculty of color (see Tables 8 and 9), perceptions of white faculty and faculty of color differed. Faculty of color perceived fair treatment higher than the overall mean and higher than white faculty. Faculty of color also reported perceptions of respect higher than the overall mean and higher than white faculty.

Table 8. Perceptions of Fair Treatment of Faculty of Color

Ratings for the extent that UNT treats faculty of color fairly.	Mean	Max	Min	N
Overall	3.27	1	5	26
Faculty of color	3.6	1	5	10
White faculty	3.07	1	5	14

Table 9. Perceptions of Respect for Faculty of Color

Ratings for the extent that UNT treats faculty of color with respect	Mean	Max	Min	N
Overall	3.35	1	5	26
Faculty of color	3.8	1	5	10
White faculty	3.21	1	5	14

On perceived fairness of treatment of LGBTQ faculty, non-LGBTQ faculty are more likely to perceive fair treatment than are faculty who identify as LGBTQ. Tables 10 and 11 provide details. These findings should be considered carefully given the small proportion of faculty who identify as LGBTQ (n= 2).

Table 10. Perceptions of Fair Treatment of LGBTQ Faculty

Ratings for the extent that UNT treats LGBTQ faculty fairly.	Mean	Max	Min	N
Overall	3.29	2	5	24
LGBTQ faculty	2.5	2	3	2
Non-LGBTQ faculty	3.45	3	5	22

Table 11. Perceptions of Respect for LGBTQ Faculty

Ratings for the extent that UNT treats LGBTQ faculty with respect.	Mean	Max	Min	N
Overall	3.33	2	5	24
LGBTQ faculty	2.5	2	3	2
Non-LGBTQ faculty	3.5	3	5	22

Overall, respondents rated UNT moderately for providing faculty with professional development to enhance skills in their discipline ($M = 3.65$, $SD = 1.11$). They were more positive about UNT providing faculty with professional development to enhance skills in creating an inclusive learning environment ($M = 3.81$, $SD = 1.04$). Respondents were moderately satisfied with UNT as a workplace that encourages diversity and inclusion ($M = 3.54$, $SD = 1.01$) and in recommending employment at UNT to their peers ($M = 3.69$, $SD = 1.23$).

Perceptions of Bias

We assessed perceptions of bias in an item that asked participants if they experienced any type of harassment, discrimination, or bias. Eleven (11) of the twenty-size (26) respondents indicated that had experienced some form of mistreatment based on gender/sex (n = 4), followed by job title/position (n = 3), and linguistic heritage (n = 3). Examples include:

- Institutional bias among those lecturers that have a Ph.D. and those that don't
- Perception that upper administration doesn't value non-tenure-track faculty as much as tenure-track
- Undervaluing field and accomplishments

For those who had experienced harassment, the most common person who was perceived to have harassed the faculty member was a colleague (n = 5) or a dean (n = 5), followed by a student (n = 3), and then a supervisor (below the Dean's level, n = 2) or a peer from another department (n = 2).

The most common form of reported mistreatment was being ignored or excluded (n = 8 out of 25 responses, 32%), followed by inequitable treatment as compared to other colleagues (n = 5 of 25 responses, 20%). Most respondents did not report the mistreatment (n = 6 out of 10 responses, 60%), and for the majority of respondents, the issue was not resolved (3 out of 4 responses, 75%). One situation was closed that OEO deemed the complaint 'inconclusive.' Another participant indicated that though reported, the resolution led to 'more hostility and bias.'

Separation

The most commonly reported separation reasons were family or personal needs (n = 11, 15.94%) followed by retirement (n = 9, 13.04%). When respondents were asked to choose the single main reason for leaving UNT, family and personal needs was most common (n = 9, 34.62%), followed by other reasons (n = 19.2, %). For faculty choosing "other reasons" on either the multiple-selection question or the single-reason question (n = 8), they reported separating for the following:

- Undervaluing faculty contribution or rank (2)
- Desire for more career opportunities (e.g., work-life balance, tenure-track opportunity) (4)
- Bullying, discrimination, and hostile work conditions, including "degrading treatments from department chair" (2)

A complete list of reasons for leaving UNT can be seen in Table 12.

Table 12. Main Reasons for Separation (multiple choices)

Main Reason for Leaving	N	%
Family or personal needs	11	15.94
Retirement	9	13.04
Better pay elsewhere	8	11.59
Other	8	11.59
Inhospitable work environment	5	7.25
Career Change	4	5.80

Inadequate recognition for work	4	5.80
Location	4	5.80
Workload assignments unfair	4	5.80
Work environment not inclusive of differences	3	4.35
Conflict with other employees	2	2.90
Conflict with supervisor	2	2.90
Lack of teaching/research resources	2	2.90
Personal health issue	1	1.45
Inadequate career advancement	1	1.45
Denial or anticipated denial of tenure/non-renewal of contract	1	1.45
TOTAL		100%

Most faculty were not encouraged to leave (n = 23, 88.46%), and most respondents did not report having a new position (n = 17, 65.38%). When asked about intended jobs after UNT, 24% (n = 6 of 25) were going to another academic institution, and 16% (n = 4 of 25) were going to the private sector. Of respondents that answered the question about counteroffers (9 total), 4 indicated seeking a counteroffer from UNT. The primary reason given for why their new employers were more attractive than UNT was salary (n = 6 out of 10 responses, 60%).

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

- Increasing support and respect for lecturers – desire for competitive salaries, allowing Lecturers to conduct research, and providing mentoring on how to potentially transition to tenure-track
- Increasing support from administrators to address faculty and chair misconduct

Additional suggestions for improvement included:

- Enrich computer/IT support/infrastructure
- Watch for extreme turnover in chairs
- Enhance faculty governance

INTERVIEW RESULTS

Twenty-one (21) face-to-face interviews were conducted. Faculty college affiliations are shown in Table 13 below.

UNT Colleges Represented	Frequency	Percent
Business	4	19.01
Education	2	9.5
Engineering	2	9.5
Information	2	9.5
Music	1	4.76

Health and Public Service	2	9.5
Liberal Arts and Social Sciences (formerly part of CAS)	3	14.29
Science (formerly part of CAS)	3	14.29
Toulouse Graduate School	1	4.76
Unknown	1	4.76
Total	21	100%

Attraction and Retention

Multiple respondents indicated that direct contact with a current UNT faculty member was what attracted them to apply. Others indicated that the diversity of the student body and the fact they could get mentorship were the deciding factors. Positive experiences influencing retention included:

- Opportunities to be a voice for faculty
- UNT's forward-looking vision
- Mentorship and support groups like the Black Faculty Network and Faculty First Flight
- Creating their own courses
- Starting new academic programs
- UNT's commitment to and support for students
- Less "entitlement" and "elitism" compared to other universities

Negative Experiences

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

- Working with the Office of Research and Innovation (budgets, IRB, delays)
- Lack of department administrative support for hiring, purchasing, reimbursements
- Lack of funding for doctoral students
- Workload expectations
- Feelings of neglect for Frisco and Discovery Park campuses

Reasons for Leaving

Reasons for departure given by respondents were:

- Recruitment from other universities
- Location
- Salaries
- Moving to private sector
- Family/personal concerns
- Burnout
- Desire to move into administration
- Retirement

Departmental Climate

Relationship with Chair

Of those that provided ratings (n = 15, 71%), the average rating of the respondent's relationship with their department chair was 4.03 on a scale of 1-5, 5 being highest.

Relationship with Dean

When asked to rate their relationship with their dean, multiple respondents provided no rating (due to no relationship/interaction at all). Of those that did (n = 9, 36.5%) the average rating was 4.06 on a scale of 1-5, 5 being highest.

Departmental Search Process

The average rating of the department's search process (n = 11, 52.4%) was 4.36 on a scale of 1-5, 5 being highest.

Negatives included nepotism (as only friends of current faculty were recruited) and devaluing of contributions from lecturers who want to move to tenure track. Positives included receiving training on searches and being willing to hire from within.

Morale

Of those that provided ratings for department morale (n = 14, 66.67%), the average rating of the respondent's relationship with their department chair was 3.11 on a scale of 1-5, 5 being highest. Reasons for low morale included fewer numbers of faculty, high doctoral student load, tension, certain faculty repeatedly doing most of the work, and dealing with disgruntled faculty.

Department and College Inclusivity and Diversity

For inclusion, of those that provided ratings (n = 13, 61.9%), the average rating was 4.27 on a scale of 1-5, 5 being highest.

For diversity, of those that provided ratings (n = 12, 57.14%), the average rating was 3.42 on a scale of 1-5, 5 being highest.

Suggestions for improvement include:

- Reduce tokenism of asking historically excluded faculty to serve on every committee
- Active recruiting of more diverse students
- Support multiple types of diversity; don't just focus on racial/ethnic identity or LGBTQ
- Consider more endowed positions, or guest positions, especially in the arts
- Promote collaboration within departments

Advice for New Faculty

Respondents were offered the chance to give advice to new faculty in their departments.

Answers included:

- Be as involved as possible; go to events and networking opportunities
- Find a strong mentor, both inside and outside your department
- Don't rule out cross-disciplinary work
- Come in on the track (non-tenure or tenure-track) you want to pursue because it's hard to switch

UNT Inclusivity and Diversity

Faculty were mostly satisfied with UNT's inclusivity. The average rating was 3.5 on a scale of 1-5, 5 being highest (n = 12, 57.14%).

Faculty were mostly satisfied with UNT's diversity. The average rating was 3.58 on a scale of 1-5, 5 being highest (n = 10, 47.6%).

Respondents indicate that UNT has made strides in these areas in the past few years, especially with students, faculty diversity is still of concern. Suggestions include starting a "graduate school to faculty" pipeline, recruiting from associations, and creating more sustained efforts to retain diverse faculty. Another suggestion for increasing inclusivity was to engage white males through focus groups to determine paths forward, to encourage them to participate in the conversations around diversity, and to "find out what why they are feeling the way they are feeling." An interesting observation was that we need to consider the needs of our diverse non-faculty, non-administrative staff, such as those in custodial and maintenance crews.

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, 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 and clinical faculty** from colleagues and leadership at UNT, including professional development opportunities and involvement with departmental decisions.
- Investigating the possibilities of **counteroffers** to discourage faculty from leaving UNT for another competing school.
- Ensure that **orientations** are inclusive of all levels of faculty and don't just emphasize tenure-track.
- Have upper administration espouse the value of **interdisciplinary** work.
- Work harder to **integrate Frisco** into Denton culture and communications.
- Integrate more **historically excluded groups** into anti-bias awareness (such as those with disabilities and various religions).

- Review departments with **high turnover** in chair roles.
- Consider **evaluating faculty with respect to their actions**, not just scholarship, to address behavioral concerns, such as yelling at students or inequitable treatment.
- Create more **training in pedagogy** for faculty, both new to the profession, and those that need to switch modes during their careers.