

UNT Faculty Separation Report, 2019

This report includes the data from exit survey questionnaire as well as qualitative data from 8 face-to-face interviews conducted by Linda Holloway, Office of Faculty Success, and Shani Moore, Director of Equity and Inclusion. To be consistent, we utilized the same exit survey that was administered the past 4 years.

For the AY 2018 - 19, 63 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, 28 completed the survey process (44.44% response rate). We offered all faculty the opportunity to complete the online survey as well as chance to meet either by phone or face-to-face for an interview.

Respondent Demographics

Of survey participants, 43.48% identified as female ($n = 10$); 56.52 identified as male ($n = 13$, with 5 non-respondents). Their stated ethnicity is white ($n = 18$, 78.26%) and African American ($n = 3$, 13.04%), Asian American/Pacific Islander ($n = 1$, 4.35%), multi-racial ($n = 1$, 4.35%), with 5 non-respondents. Four 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) ($n = 6$, 24.14%). A complete list of the colleges can be seen in Table 1.

UNT Colleges Represented	Frequency	Percent
Arts and Sciences (prior to 2017)	0	0
Business	4	14.29
Education	8	28.57
Engineering	0	0
Information	1	3.57
Merchandising, Hospitality, and Tourism	0	0
Music	2	7.14
Health and Public Service	2	7.14
Liberal Arts and Social Sciences (formerly part of CAS)	6	21.43
Visual Arts and Design	2	7.14
Mayborn School of Journalism	0	0
UNT Libraries	2	7.14
Science (formerly part of CAS)	1	3.57
Other	0	0
Total	28	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	10.71
Senior Lecturer	3	10.71
Principal Lecturer	1	3.57
Assistant Professor	3	10.71
Associate Professor	7	25
Professor	7	25
Assistant Librarian	0	0
Associate Librarian	0	0
Librarian	2	7.14
Clinical Assistant Professor	1	3.57
Clinical Associate Professor	0	0
Clinical Professor	0	0
Other	1	3.57
Total	28	100.0

The responding faculty came to UNT between 1978 and 2018 with the median being 2005. Separation year for all was 2019. Relative to the population of possible respondents on the complete list, women are slightly overrepresented in our data (42.21% of possible respondents but 43.4% of actual respondents). There was a slight overrepresentation of white faculty (78.26%) as compared to total number of white faculty (71%).

Mentoring

Only 25% of respondents had been assigned a department mentor ($n = 7$) and even fewer were assigned a mentor outside the department ($n = 5$, 17.86%). Slightly more had participated in a mentoring group/activity through the Office for Faculty Success ($n = 9$, 32.14%); the Faculty Connect mentoring activities were the most commonly marked activity ($n = 7$), while social gatherings and the mentoring grant program each had 5 faculty members indicating that they participated in these. Respondents noted mid-level satisfaction with mentoring (ranging from ¹1–5, $M = 2.63$, $SD = 1.47$, with 44.45% 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, $M = 3.32$, $SD = 1.56$, with 32.14% 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 department chair (ranging from 1–5, $M = 3.44$, $SD = 1.26$), the clarity of P & T expectations at the university level (ranging from 1 – 5, $M = 3.29$, $SD = 1.25$), the

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

orientation they received as a new faculty member (ranging from 1 – 5, $M = 3.25$, $SD = 1.15$), and their benefits (ranging from 1–4, $M = 2.59$, $SD = 1.23$). They were least favorable about their treatment, fairness/equity (ranging from 1–4, $M = 2.79$, $SD = 1.21$ with 44.44% of the respondents marking very or somewhat dissatisfied) and the collegiality in their department (ranging from 1–4, $M = 2.86$, $SD = 1.12$). Two other areas of dissatisfaction were their salary (ranging from 1–4, $M = 2.96$, $SD = 1.05$) with 28.58% of the respondents marking very or somewhat dissatisfied) and balance between home life and work (ranging from 1–4, $M = 2.96$, $SD = 1.09$) with 32.5% of the respondents marking very or somewhat dissatisfied.

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

How satisfied were you with the following at UNT	Mean	Std Deviation	Maximum	Mean	Count
My department chair	3.44	1.26	5.00	3.44	27
The clarity of promotion and/or tenure expectations at the university level	3.29	1.25	5.00	3.29	28
The orientations I received as a new faculty member	3.25	1.15	5.00	3.25	28
Benefits	3.21	0.72	4.00	3.21	28
The clarity of promotion and/or tenure expectations at the department level	3.18	1.20	5.00	3.18	28
The clarity of promotion and/or tenure expectations at the college level	3.14	1.27	5.00	3.14	28
The balance between my home life and my work	2.96	1.09	4.00	2.96	28
Salary	2.96	1.05	4.00	2.96	28
The collegiality of others in my department	2.86	1.12	4.00	2.86	28
My treatment (fairness, equity)	2.59	1.23	4.00	2.59	27

Note: all items had a possible range from 1–5, with 5 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	<i>Mean</i>	<i>SD</i>	Min.	Max.	<i>N</i>
Disabilities	3.15	.85	1	5	27
International	3.50	1.02	1	5	28
Non-English	3.43	1.12	1	5	28

Table 5. Perceptions of Respect for Faculty Sub-groups

Sub-group	<i>Mean</i>	<i>SD</i>	Min.	Max.	<i>N</i>
Disabilities	3.11	.87	1	5	27
International	3.54	1.05	1	5	28
Non-English	3.39	1.14	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.	<i>Mean</i>	<i>SD</i>	Min.	Max.	<i>N</i>
Overall	3.11	1.37	1	5	28
Women	2.50	1.02	1	4	10
Men	3.85	1.17	1	5	13

Table 7. Perceptions of Respect for Women Faculty

Ratings for the extent that UNT treats female faculty members with respect.	<i>Mean</i>	<i>SD</i>	Min.	Max.	<i>N</i>
Overall	3.18	1.37	1	5	28
Women	2.70	0.90	1	4	10
Men	3.85	1.17	1	5	13

A similar pattern emerges 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 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.	<i>Mean</i>	<i>SD</i>	Min.	Max.	<i>N</i>
Overall	3.26	1.19	1	5	23
Faculty of color	3.40	1.20	2	5	5
White faculty	3.22	1.18	1	5	18

Table 9. Perceptions of Respect for Faculty of Color

Ratings for the extent that UNT treats faculty of color with respect	<i>Mean</i>	<i>SD</i>	Min.	Max.	<i>N</i>
Overall	3.26	1.12	1	5	23
Faculty of color	3.40	1.20	2	5	5
White faculty	3.22	1.13	1	5	18

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.	<i>Mean</i>	<i>SD</i>	Min.	Max.	<i>N</i>
Overall	3.29	1.06	1	5	24
LGBT faculty	3.25	1.48	1	5	4
Non-LGBT faculty	3.30	0.95	2	5	20

Table 11. Perceptions of Respect for LGBT Faculty

Ratings for the extent that UNT treats LGBT faculty with respect.	<i>Mean</i>	<i>SD</i>	Min.	Max.	<i>N</i>
Overall	3.25	1.09	1	5	24
LGBT faculty	3.0	1.58	1	5	4
Non-LGBT faculty	3.30	0.95	2	5	20

Overall, respondents rated UNT positively for providing faculty with professional development to enhance skills in their discipline (ranging from 1–5, $M = 3.41$, $SD = 1.13$) and they were positive about UNT providing faculty with professional development to enhance skills in creating an inclusive learning environment (ranging from 1–5, $M = 3.18$, $SD = 1.17$). Respondents also rated UNT positively for being a place that encourages diversity and inclusion (ranging from 1–5, $M = 3.68$, $SD = 1.1$) but somewhat less positive about recommending employment at UNT to their peers (ranging from 1–5, $M = 2.81$, $SD = 1.36$); 21% of respondents strongly disagreed and 32% disagree that they would recommend employment at UNT.

Harassment

When asked whether the respondent had experienced harassment, the majority of the overall respondents of the survey had not experienced any ($n = 19$). 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 cited “other” as the cause for harassment, 5 indicated that they perceived harassment from a dean or department leader and 1 cited harassment from a colleague. For those who had experienced harassment, the most common person who was perceived to have harassed the faculty member was a colleague ($n = 4$, 40%), a supervisor below the Dean’s level ($n = 3$, 30%), an administrator Dean’s level or above ($n = 2$, 20%), and a peer from another department ($n = 1$, 10%).

The most common form of reported harassment was denial of leadership, promotion, tenure, recommendation, or other opportunity ($n = 4$ out of 21 responses, 19.05%), followed by hostile body language, inequitable treatment as compared to colleagues, and retaliation, all of which had 3 responses (14.29%) Half of respondents did report the harassment ($n = 4$ out of 8 responses, 50%), and for all respondents the harassment was not resolved (4 of 4 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 ($n = 5$, 14.29%) followed by job title/position, ($n = 3$, 8.57%) and race/ethnicity and age ($n = 1$, 2.86% for both responses). Six faculty members cited other as the cause for their harassment (17.4%). 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, and feeling excluded.

Separation

When respondents could choose all of the possible reasons they had for leaving UNT, the most common reasons were retirement ($n = 12$, 18.46%) followed by inadequate recognition for work ($n = 7$, 10.77%). Three reasons - better pay elsewhere, inhospitable work environment, and better pay elsewhere all had equal ratings ($n = 5$, 7.69%).

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	4.62
Personal health issue	1	1.54
Inadequate recognition for work	7	10.77
Inadequate career advancement	5	7.69
Denial or anticipated denial of tenure/non-renewal of contract	3	4.62
Inhospitable work environment	5	7.69
Family or personal needs	3	4.62
Better pay elsewhere	5	7.69
Location	1	1.54
Conflict with other employees	1	1.54
Conflict with supervisor	2	3.08
Lack of teaching/research resources	2	3.08
Workload assignments unfair	4	6.15
Retirement	12	18.46
Work environment not inclusive of differences	0	0
Other	11	16.92
TOTAL	65	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, inadequate resource, and policy changes.

Faculty separating for reasons other than retirement reported leaving for a variety of reasons including inhospitable work environment, unfair workload assignments, conflicts with others, family issues, poor leadership, and seeking a career change. Most did not seek a counteroffer ($n = 10$ out of 12 responses, 69%) and most were not encouraged to leave ($n = 27$ out of 29, 93.10%). Respondents commonly reported new positions at another academic institution ($n = 15$ out of 29, 48.28%), 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.
- Exploring ways to **improve campus climate** and promote a more inclusive culture for faculty and students.
- Continuing to **evaluate departmental promotion and tenure policies** and monitor the clarity of expectations.
- 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 **more resources to support faculty research** so that UNT can remain competitive in terms of faculty retention.
- Finding ways to support more **work/life balance** for faculty.
- Emphasizing the importance of teaching by providing **training and support for teaching**.
- Recognizing and rewarding the **high level of service** many faculty give to the university.
- Developing more effective avenues for **communication and transparency** from the administration.
- Continuing to benchmark **faculty salaries** with other comparable institutions and make adjustments as funding becomes available.
- Continuing to seek out ways to give lecturers a voice and promote **respect for non-tenure track faculty** from colleagues and leadership at UNT, including professional development opportunities and involvement with departmental decisions.