

UNT Faculty Separation Report, 2016 (only)

A questionnaire of 39 items was developed in May of 2016 to generate data for a faculty separation report. 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. For the AY 2015-16, 90 faculty were contacted and messages requesting participation were sent. Of those contacts, 36 completed the survey process (40.0% 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, 63.64% identified as female ($n = 21$); 36.36% identified as male ($n = 12$, with 3 non-respondents). Their stated ethnicity is white ($n = 24$, 80.00%), African American ($n = 3$, 10.00%) and Asian American/Pacific Islander ($n = 3$, 10.00%). Three of the participants identified as a member of the LGBT community. The most common college in which the respondents taught was the College of Education ($n = 9$, 25.00%). A complete list of the colleges can be seen in Table 1.

UNT Colleges Represented	Frequency	Percent
Arts and Sciences (prior to 2017)	0	0.00
Business	3	8.33
Education	9	25.00
Engineering	4	11.11
Information	0	0.00
Merchandising, Hospitality, and Tourism	3	8.33
Music	1	2.78
Health and Public Service	3	8.33
Liberal Arts and Social Sciences (formerly part of CAS)	8	22.22
Visual Arts and Design	1	2.78
Mayborn School of Journalism	2	5.56
UNT Libraries	2	5.56
Science (formerly part of CAS)	0	0
Other	0	0.00
Total	36	100.0

Over half of the respondents ($n = 20$, 55.56%) were not tenured at UNT. Professors were the most common respondents ($n = 9$, 25.00%). A complete list of the respondent titles can be seen in Table 2.

Table 2. Respondent Titles at UNT

	Frequency	Percent
Lecturer	7	19.44
Senior Lecturer	5	13.89
Principal Lecturer	1	2.78
Assistant Professor	5	13.89
Associate Professor	5	13.89
Professor	9	25.00
Assistant Librarian	0	0.00
Associate Librarian	1	2.78
Librarian	1	2.78
Clinical Professor	0	0.00
Other	2	5.56
Total	36	100.0

The responding faculty came to UNT between 1972 and 2015 with the median being 2008. The most common year of separation was 2014 ($n = 5$). Relative to the population of possible respondents on the complete list, women are overrepresented in our data (63.64% of possible respondents but 51.59% of actual respondents). The ethnicity of the population (80.00% white) is similar to that of respondents (79.61%).

Mentoring

A majority of respondents had not been assigned a department mentor ($n = 29$, 80.56%), or a mentor outside the department ($n = 30$, 83.33%) or had participated in a mentoring group/activity through the Office for Faculty Success ($n = 21$, 58.33%); the professional development workshops in the FacultyConnect program were the most commonly marked activity ($n = 7$ out of 22 responses, 31.82%). Respondents noted mid-level dissatisfaction with mentoring (ranging from ¹1–5, $M = 2.59$, $SD = 1.17$, with 47.06% of respondents marking strongly or somewhat disagree that they were satisfied with the quality of the mentoring) and mid-level dissatisfaction with annual evaluation feedback (ranging from 1–5, $M = 2.41$, $SD = 1.33$, with 55.88% 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, $M = 3.33$, $SD = 0.87$) and the clarity of promotion and/or tenure expectations at the college level (ranging from 1–4, $M = 2.97$, $SD = 1.11$) and least favorable about treatment, fairness/equity (ranging from 1–4, $M = 1.90$, $SD = 1.06$ with 44.2% of the respondents marking very or somewhat dissatisfied) and their department chair (ranging from 1–4, $M = 2.23$, $SD = 1.20$ with 60.00% of the respondents marking very or somewhat dissatisfied).

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

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

Table 3. Perceptions of UNT Experience

How satisfied were you with the following aspects of your experience at UNT?	<i>Mean</i>	<i>SD</i>	Response Min.	Response Max.	<i>N</i>
Benefits.	3.33	0.87	1	4	30
My department chair	2.23	1.20	1	4	30
The orientations I received as a new faculty member.	2.91	0.90	1	4	33
The clarity of promotion and/or tenure expectations at the college level.	2.97	1.11	1	4	30
The clarity of promotion and/or tenure expectations at the university level.	2.87	1.07	1	4	31
The balance between my home life and my work.	2.72	1.07	1	4	32
The clarity of promotion and/or tenure expectations at the departmental level.	2.84	1.22	1	4	31
The collegiality of others in my department.	2.32	1.09	1	4	31
Salary	2.42	1.07	1	4	33
My treatment (fairness, equity)	1.90	1.06	1	4	31

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

Work Environment

Respondents tended to rate the 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 at or above 3.5.

Table 4. Perceptions of Fairness for Faculty Sub-groups

Sub-group	<i>Mean</i>	<i>SD</i>	Min.	Max.	<i>N</i>
Disabilities	3.59	1.00	1	5	32
International	3.59	1.22	1	5	32
Non-English	3.50	1.17	1	5	32

Table 5. Perceptions of Respect for Faculty Sub-groups

Sub-group	<i>Mean</i>	<i>SD</i>	Min.	Max.	<i>N</i>
Disabilities	3.59	1.00	1	5	32
International	3.63	1.27	1	5	32
Non-English	3.50	1.27	1	5	32

Generally speaking, respondents differed significantly on how they perceive the way female faculty members are treated. The mean for women was lower than the mean for men for perceptions of fair treatment of female faculty. Similarly, the mean for women was lower than the mean for 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	3.03	1.50	1	5	34
Women	2.41	1.40	1	5	22
Men	4.17	0.90	1	5	12

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	3.26	1.56	1	5	34
Women	2.77	1.62	1	5	22
Men	4.17	0.90	1	5	12

Interestingly a reverse pattern of sorts emerges with respect to perceptions of fair treatment of and respect for faculty of color (see Tables 8 and 9). Perceptions of white faculty and faculty of color on these questions differed slightly. Specifically, the mean for faculty of color was higher than the mean for white faculty in regards to the perceptions of fair treatment of faculty of color and the mean for faculty of color was also lower than the mean for white faculty in regards to the 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	3.42	1.39	1	5	33
Faculty of color	3.89	0.74	1	5	9
White faculty	3.25	1.53	1	5	24

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	3.58	1.46	1	5	33
Faculty of color	4.00	0.67	1	5	9
White faculty	3.42	1.63	1	5	24

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. On perceived perceptions of respect for LGBT Faculty, non-LGBT faculty are more likely to perceive respect than are faculty who identify as non-LGBT. Tables 10 and 11 provide details. These findings should be considered carefully given the small proportion of faculty who identify as LGBT ($n = 3$).

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	3.44	0.97	1	5	32
LGBT faculty	3.00	0.82	1	5	3
Non-LGBT faculty	3.48	0.97	1	5	29

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	3.50	1.03	1	5	32
LGBT faculty	3.67	0.47	1	5	3
Non-LGBT faculty	3.48	1.07	1	5	29

Overall, respondents rated UNT positively for providing faculty with professional development to enhance skills and abilities in their discipline (ranging from 1–5, $M = 3.06$, $SD = 1.47$) and they were positive about UNT providing faculty with professional development to enhance skills in creating an inclusive learning environment (ranging from 1–5, $M = 2.94$, $SD = 1.41$). Respondents also rated UNT positively for being a

place that encourages diversity and inclusion (ranging from 1–5, $M = 3.29$, $SD = 1.32$) and they were somewhat positive about recommending employment at UNT to their peers (ranging from 1–5, $M = 3.00$, $SD = 1.60$), although 30% of respondents strongly disagreed that they would recommend employment at UNT.

Males ($M = 3.75$, $SD = 1.42$) and females ($M = 2.65$, $SD = 1.53$) had statistically dissimilar means for recommending UNT, but males ($M = 3.67$, $SD = 1.11$) and females ($M = 3.10$, $SD = 1.41$) were slightly closer for perceptions of UNT embracing diversity.

Overall, whites ($M = 3.17$, $SD = 1.66$) and non-whites ($M = 2.67$, $SD = 1.25$) had a slight statistically similar means for perceptions of recommending UNT. Overall, whites ($M = 3.29$, $SD = 1.37$) and non-whites ($M = 3.00$, $SD = 1.00$) had statistically similar means for perceptions of UNT embracing diversity.

Harassment

When asked whether the respondent had experienced harassment, the response was slightly less for faculty not experiencing any ($n = 15$, 29.41%) and 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 supervisor (below the Dean's level) ($n = 14$ out of 39 responses, 35.90%), and the most common form of reported harassment was inequitable treatment compared to others and being ignored or excluded ($n = 13$ out of 63 responses, 20.63%) and denial of leadership, promotion, tenure, recommendation, or other opportunities ($n = 12$ out of 63 responses, 19.05%). More than half of the respondents did not report the harassment ($n = 10$ out of 19 responses, 52.63%), and for all respondents, the harassment was not resolved (9 out of 9 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 ($n = 10$, 19.61%) followed by job title/position and race/ethnicity ($n = 7$, 13.73%). Women were the only respondents to the open-ended follow-up items asking about description of gender concerns by citing the theme of sexual harassment, salary inequities, and disrespect.

Separation

When respondents could choose all of the possible reasons they had for leaving UNT, the most common reasons were inhospitable work environment ($n = 9$, 12.33%) followed by inadequate recognition for work and inadequate career advancement ($n = 7$, 9.59%). When respondents were asked to choose the single main factor for leaving UNT, retirement and inhospitable work environment were most common ($n = 8$, 24.24%).

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

Table 12. Main Reason for Separation

Main Reason for Leaving	Number	Percentage
Career Change	5	4.85
Personal health issue	0	0.00
Inadequate recognition for work	10	9.71
Inadequate career advancement	8	7.77
Denial or anticipated denial of tenure/non-renewal of contract	3	2.91
Inhospitable work environment	12	11.65
Family or personal needs	3	2.91
Better pay elsewhere	6	5.83
Location	5	4.85
Conflict with other employees	4	3.88
Conflict with supervisor	7	6.80
Lack of teaching/research resources	10	9.71
Workload assignments unfair	7	6.80
Retirement	12	11.65
Work environment not inclusive of differences	2	1.94
Other	9	8.74
TOTAL	103	100.0

There were no statistical or meaningful trends across the demographic subgroups 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 inequity and lack of resources, lack of collaboration and support, and lack of resources for promotion.

Most faculty that separated for reasons other than retirement reportedly did not seek a counteroffer ($n = 12$ out of 15 responses, 80.00%). Almost half were encouraged to leave ($n = 8$ out of 20, 40.00%). Respondents commonly reported new positions at another academic institution ($n = 10$ out of 20, 50.00%), with the new institution having a more collegial environment, supportive higher administration, collaboration, higher pay, and more resources.

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 and higher education leadership training** so that we encourage and enable leaders who can foster equitable and hospitable work environments and provide leadership and direction.
- 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.
- Exploring initiatives that contribute to **equitable treatment of female faculty**, and pursuing an atmosphere of transparency to the greatest extent possible 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.