

## UNT Faculty Separation Report, 2016

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 this first iteration of the report, a list of faculty who had left UNT was generated spanning the years 2013 to 2016. This list of faculty had 278 names on it. After excluding visiting faculty and those who were deceased, and then searching for email contact information for the remaining viable interview candidates, 196 usable emails were sent. Of those contacts, 104 completed the survey process (53% 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

The survey participants were half female ( $n = 52$ ) and half male ( $n = 51$ , with 1 non-respondent), and stated their ethnicity as white ( $n = 76$ , 73%), Asian ( $n = 7$ , 7%), Latino/a ( $n = 5$ , 5%), African American ( $n = 4$ , 4%), Multi-racial ( $n = 4$ , 4%), and American Indian ( $n = 1$ , 1% with 7 non-respondents). Three of the participants identified as members of the LGBT community. The most common college in which the respondents held appointments was the College of Arts and Sciences ( $n = 32$ , 31%). 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	Valid Percent	Cumulative Percent
College of Arts and Sciences	32	31.1	31.1
College of Business	10	9.7	40.8
College of Education	18	17.5	58.3
College of Engineering	6	5.8	64.1
College of Information	4	3.9	68.0
College of Merchandising, Hospitality, and Tourism	5	4.9	72.8
College of Music	5	4.9	77.7
College of Public Affairs and Community Service	8	7.8	85.4
College of Visual Arts and Design	1	1.0	86.4
Mayborn School of Journalism	3	2.9	89.3
UNT Libraries	7	6.8	96.1
Other (Undergraduate Studies, Teach North TX)	4	3.9	100.0
Total	103	100.0	
Missing	1		
Total	104		

Almost half of the respondents ( $n = 49, 48\%$ ) had been tenured at UNT. Professors were the most common respondents ( $n = 29, 28\%$ ), with a total of 63% of the respondents being tenure track professors. A complete list of the respondent titles can be seen in Table 2.

Table 2. Respondent Titles at UNT

	Frequency	Percent	Valid Percent	Cumulative Percent
Lecturer	12	11.5	11.7	11.7
Senior Lecturer	13	12.5	12.6	24.3
Principal Lecturer	6	5.8	5.8	30.1
Assistant Professor	17	16.3	16.5	46.6
Associate Professor	19	18.3	18.4	65.0
Professor	29	27.9	28.2	93.2
Assistant Librarian	2	1.9	1.9	95.1
Associate Librarian	3	2.9	2.9	98.1
Librarian	2	1.9	1.9	100.0
Total	103	99.0	100.0	
Missing	1	1.0		
Total	104	100.0		

The responding faculty came to UNT between 1961 and 2015 with the most common year being 2009 ( $n = 10$ ). Separation years ranged from 2013 to 2018 (for current modified service faculty), with the most common year being 2015 ( $n = 33$ ). The population of possible respondents on the complete list was similar in demographic characteristics (52% male and 48% female, and 80% white) to the faculty respondents.

### Mentoring

A minority of respondents had been assigned a department mentor ( $n = 29, 28\%$ ), or a mentor outside the department ( $n = 6, 6\%$ ) or had participated in a mentoring group/activity through the Office for Faculty Success ( $n = 28, 27\%$ ); the Faculty Connect mentoring activities were the most commonly marked activity ( $n = 17$  out of 28 responses, 61%). Respondents noted mid-level satisfaction with mentoring (ranging from <sup>1</sup>1–5,  $M = 2.92, SD = 1.29$ , with 36% of respondents marking strongly or somewhat disagree) and mid-level satisfaction with annual evaluation feedback (ranging from 1–5,  $M = 2.96, SD = 1.42$ , with 38% of the respondents marking strongly or somewhat disagree).

### Experience

In terms of their experience at UNT, respondents were most favorable about their benefits (ranging from 1–4,  $M = 3.39, SD = .79$ ) and their new faculty orientations (ranging from 1–4,  $M = 3.09, SD = .87$ ) and least favorable about their department chair (ranging from 1–4,  $M = 2.54, SD = 1.19$  with 47% of the respondents marking strongly or somewhat disagree) and their treatment, fairness/equity (ranging from 1–4,  $M = 2.50, SD = 1.20$  with 54% of the respondents marking strongly or somewhat disagree). Non-retired faculty

<sup>1</sup> Note: for all Likert items across the questionnaire, 1 = low/least positive.

means were lower than retired faculty means for: my treatment/fairness/equity (medium effect size<sup>2</sup> = .11, non-retired mean = 2.29; retired mean = 3.23) and the balance between home life and work (medium effect size = .11, non-retired mean = 2.83; retired mean = 3.59). 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?	<i>Mean</i>	<i>SD</i>	Response Min.	Response Max.	<i>N</i>
Benefits.	<b>3.39</b>	.79	1	4	98
The orientations I received as a new faculty member.	<b>3.09</b>	.87	1	4	93
The balance between my home life and my work.	<b>3.00</b>	1.01	1	4	99
The clarity of promotion and/or tenure expectations at the department level.	<b>3.00</b>	1.08	1	4	89
The clarity of promotion and/or tenure expectations at the college level.	<b>2.85</b>	1.09	1	4	98
The collegiality of others in my department.	<b>2.84</b>	1.06	1	4	86
Salary.	<b>2.74</b>	1.05	1	4	102
The clarity of promotion and/or tenure expectations at the university level.	<b>2.73</b>	1.06	1	4	86
My department chair.	<b>2.54</b>	1.19	1	4	90
My treatment/fairness/equity).	<b>2.50</b>	1.20	1	4	98

Note: all items had a possible range from 1–4

### Work Environment

Respondents tended to rate overall work environment favorably, with all means being above 3.30. A complete list of fairness and respect ratings can be seen for faculty with disabilities, international faculty, and non-English as the primary language faculty in Tables 4 and 5.

Table 4. Perceptions of Fairness for Faculty Sub-groups

Sub-group	<i>Mean</i>	<i>SD</i>	Min.	Max.	<i>N</i>
Disabilities	<b>3.71</b>	.95	2	5	100
International	<b>3.77</b>	1.08	1	5	102
Non-English	<b>3.67</b>	1.00	1	5	101

<sup>2</sup> Note: all effect size estimates are presented as partial eta squares ( $\eta_p^2$ ).

Table 5. Perceptions of Respect for Faculty Sub-groups

Sub-group	<i>Mean</i>	<i>SD</i>	Min.	Max.	<i>N</i>
Disabilities	<b>3.72</b>	.92	2	5	100
International	<b>3.76</b>	1.13	1	5	100
Non-English	<b>3.66</b>	1.05	1	5	101

The mean of women was lower than the mean of men for perceptions of fair treatment of female faculty (medium effect size = .06, see Table 6):

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	<b>3.31</b>	1.41	1	5	103
Women	<b>2.98</b>	1.53	1	5	52
Men	<b>3.65</b>	1.20	1	5	51

The mean of women was lower than the mean of men for perceptions of respect for female faculty (approaching a medium effect size = .05, see Table 7).

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	<b>3.50</b>	1.39	1	5	103
Women	<b>3.19</b>	1.53	1	5	52
Men	<b>3.80</b>	1.17	1	5	51

The mean of faculty of color and white faculty had statistically similar means for perceptions of fair treatment of faculty of color (small effect size = .02, see Table 8).

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	<b>3.46</b>	1.28	1	5	95
Faculty of color	<b>3.10</b>	1.21	1	5	20
White faculty	<b>3.56</b>	1.28	1	5	75

The mean of faculty of color and white faculty had statistically similar means for perceptions of respect for faculty of color (small effect size = .02, see Table 9).

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	<b>3.54</b>	1.29	1	5	95
Faculty of color	<b>3.20</b>	1.15	1	5	20
White faculty	<b>3.63</b>	1.30	1	5	75

The mean of LGBT faculty and non-LGBT faculty had statistically similar means for perceptions of fair treatment of LGBT faculty (small effect size = .04, see Table 10).

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	<b>3.48</b>	1.06	1	5	97
LGBT faculty	<b>2.33</b>	1.53	1	4	3
Non-LGBT faculty	<b>3.52</b>	1.03	1	5	94

The mean of faculty and non-LGBT faculty had statistically similar means for perceptions of respect for LGBT faculty (small effect size = .007, see Table 11).

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	<b>3.53</b>	1.02	1	5	97
LGBT faculty	<b>4.00</b>	.00	4	4	3
Non-LGBT faculty	<b>3.51</b>	1.03	1	5	94

Overall, respondents rated UNT positively for providing faculty with professional development to enhance skills in their discipline (ranging from 1–5,  $M = 3.46$ ,  $SD = 1.28$ ) and they were positive about providing faculty with professional development to enhance skills in creating an inclusive learning environment (ranging from 1–5,  $M = 3.47$ ,  $SD = 1.25$ ). Respondents also rated UNT positively for being a place that encourages diversity and inclusion (ranging from 1–5,  $M = 3.60$ ,  $SD = 1.23$ ) and they were positive about recommending employment at UNT to their peers (ranging from 1–5,  $M = 3.41$ ,  $SD = 1.44$ ), although 16% of respondents strongly disagreed that they would recommend employment at UNT.

Means were highest for non-LGBT ( $M = 3.47$ ,  $SD = 1.41$ ) and lowest for LGBT respondents ( $M = 1.00$ ,  $SD = .00$ ) in terms of perceptions of recommending UNT (medium effect size = .09). LGBT ( $M = 2.33$ ,  $SD = .58$ ) and non-LGBT ( $M = 3.63$ ,  $SD = 1.22$ ) faculty had statistically similar means for perceptions of UNT embracing diversity (small effect size = .03). Males ( $M = 3.55$ ,  $SD = 1.42$ ) and females ( $M = 3.26$ ,  $SD = 1.47$ ) had statistically similar means for perceptions of recommending UNT (small effect size =

.01) and males ( $M = 3.72$ ,  $SD = 1.28$ ) and females ( $M = 3.48$ ,  $SD = 1.28$ ) had statistically similar means for perceptions of UNT embracing diversity (small effect size = .01).

Overall, whites ( $M = 3.58$ ,  $SD = .69$ ) and non-whites ( $M = 2.95$ ,  $SD = 1.56$ ) had statistically similar means for perceptions of recommending UNT (small effect size = .03). For subgroups, means were highest for Asian ( $M = 4.14$ ,  $SD = .69$ ) and lowest for Multi-racial ( $M = 1.75$ ,  $SD = .96$ ) respondents. Overall, whites ( $M = 3.73$ ,  $SD = 1.22$ ) and non-whites ( $M = 3.15$ ,  $SD = 1.09$ ) had statistically similar means for perceptions of UNT embracing diversity (small effect size = .04). For sub-groups, means were highest for American Indian ( $M = 4.00$ ,  $SD = .00$ ) and lowest for African American ( $M = 2.50$ ,  $SD = 1.29$ ) respondents.

### **Harassment**

When asked whether the faculty had experienced harassment, the most common answer was no ( $n = 61$ , 59%). For those who had experienced harassment, the most common person who was perceived to harass the faculty member was a supervisor below the Dean level ( $n = 26$  out of 41 responses, 63%), and the most common form of harassment was inequitable treatment compared to others ( $n = 27$  out of 41 responses, 66%). Most respondents did not report the harassment ( $n = 27$  out of 40 responses, 68%), and for most respondents the harassment was not resolved (13 out of 13 responses, 100%).

For those who perceived discrimination, the most common form was gender ( $n = 18$ , 17%) followed by job title/position ( $n = 15$ , 15%). 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 ( $n = 9$ ) in forms such as salary, sexism, and respect. Lecturers commented the most extensively to the open-ended items follow-up items asking about description of job title/position concerns by citing the theme of lower status of lecturers ( $n = 6$ ) as a source of disrespect.

### **Separation**

When respondents could choose all of the possible reasons they had for leaving UNT, the most common reasons were retirement ( $n = 36$ , 35%) followed by inadequate recognition for work ( $n = 29$ , 28%). When respondents were asked to choose the one main reason for leaving UNT, retirement was most common ( $n = 24$ , 23%), followed by inhospitable work environment ( $n = 11$ , 11%).

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

Table 12. Main Reason for Leaving UNT by College

In which college did you work while at UNT?	Main Reason		Total
	other	retirement	
College of Arts and Sciences	24 77.4%	7 22.6%	31 100.0%
College of Business	10 100.0%	0 0.0%	10 100.0%
College of Education	13 76.5%	4 23.5%	17 100.0%
College of Engineering	4 66.7%	2 33.3%	6 100.0%
College of Information	1 25.0%	3 75.0%	4 100.0%
College of Merchandising, Hospitality, and Tourism	4 80.0%	1 20.0%	5 100.0%
College of Music	2 40.0%	3 60.0%	5 100.0%
College of Public Affairs and Community Service	7 87.5%	1 12.5%	8 100.0%
College of Visual Arts and Design	1 100.0%	0 0.0%	1 100.0%
Mayborn School of Journalism	1 33.3%	2 66.7%	3 100.0%
UNT Libraries	6 85.7%	1 14.3%	7 100.0%
Other (please specify)	4 100.0%	0 0.0%	4 100.0%

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 ( $n = 21$ ), followed by salary ( $n = 11$ ), and department-level discord ( $n = 10$ ).

Separating faculty most commonly reported leaving for another position ( $n = 54$ , 54%), most commonly a position they sought ( $n = 29$  out of 53 responses, 53%). Most did not seek a counteroffer ( $n = 29$  out of 54 responses, 54%) and most were not encouraged to leave ( $n = 74$  out of 99, 75%). Respondents commonly reported new positions at another

academic institution ( $n = 52$  out of 99, 53%), with the new institution having higher salary ( $n = 18$ ), better collegiality ( $n = 11$ ), better location ( $n = 10$ ), the respondents feeling more respected ( $n = 10$ ), and the leadership being stronger ( $n = 7$ ). The next most common response after “another academic institution” was retirement ( $n = 27$  out of 99, 27%),

### **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:

- Prioritizing department chair development in order to encourage leaders who can develop equitable and hospitable work environments that do not encourage harassment situations.
- 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.
- Increasing equal treatment of women initiatives to increase women’s perceptions of equity.
- Investigating the possibilities of counteroffers to discourage faculty from leaving UNT for another competing school.
- Investing in salary increases so that UNT can remain competitive in terms of faculty retention.
- Finding ways to give lecturers a voice and promote respect for lecturers from colleagues and leadership at UNT.
- Improving the health of the university by encouraging activities that promote collegiality.