

## UNT Faculty Separation Report, 2017

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 the first iteration of the report, a list of faculty who had left UNT was generated spanning the years 2013 to 2016. Those separating during AY 2016-17 have now been added. This list of faculty has 344 names on it. After excluding visiting faculty, faculty who were deceased or too ill to participate, and those without valid email contact information, 268 messages requesting participation were sent. Of those contacts, 142 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

Of survey participants, 52.6% were female ( $n = 70$ ); 47.4% were male ( $n = 63$ , with 9 non-respondents). Their stated ethnicity is white ( $n = 100$ , 79.4%), Asian ( $n = 8$ , 6.3%), Latino/a ( $n = 5$ , 4.0%), African American ( $n = 7$ , 5.6%), Multi-racial ( $n = 5$ , 4.0%), and American Indian ( $n = 1$ , 0.8%) with 16 non-respondents. Four of the participants identified as members of the LGBT community. The most common college in which the respondents taught was the College of Arts and Sciences ( $n = 44$ , 31.0%). A complete list of the colleges can be seen in Table 1.

UNT Colleges Represented	Frequency	Percent
Arts and Sciences	44	31.0
Business	12	8.5
Education	23	16.2
Engineering	7	4.9
Information	5	3.5
Merchandising, Hospitality, and Tourism	7	4.9
Music	10	7.0
Health and Public Service	9	6.3
Liberal Arts and Social Sciences (formerly part of CAS)	1	0.7
Visual Arts and Design	5	3.5
Mayborn School of Journalism	5	3.5
UNT Libraries	10	7.0
Science (formerly part of CAS)	0	0.0
Other	4	2.8
Total	142	100.0

Almost half of the respondents ( $n = 62$ , 43.7%) had been tenured at UNT. Professors were the most common respondents ( $n = 35$ , 24.8%), with a total of 56% of the

respondents being tenure system faculty. A complete list of the respondent titles can be seen in Table 2.

Table 2. Respondent Titles at UNT

	Frequency	Percent
Lecturer	24	17.0
Senior Lecturer	17	12.1
Principal Lecturer	6	4.3
Assistant Professor	21	14.9
Associate Professor	23	16.3
Professor	35	24.8
Assistant Librarian	2	1.4
Associate Librarian	3	2.1
Librarian	5	3.5
Clinical Professor	1	0.7
Other	4	2.8
Total	141	100.0

The responding faculty came to UNT between 1961 and 2016 with the median being 2007. Separation years ranged from 2013 to 2018 (for current modified service faculty), with the most common year being 2015 ( $n = 36$ ). Relative to the population of possible respondents on the complete list, women are slightly overrepresented in our data (47.1% of possible respondents but 52.6% of actual respondents). The ethnicity of the population (80.8% white) is very similar to that of respondents (79.4%).

### Mentoring

A minority of respondents had been assigned a department mentor ( $n = 36$ , 25.7%), or a mentor outside the department ( $n = 9$ , 6.4%)<sup>1</sup> or had participated in a mentoring group/activity through the Office for Faculty Success ( $n = 36$ , 25.4%); the Faculty Connect mentoring activities were the most commonly marked activity ( $n = 19$  out of 35 responses, 54.3%). Respondents noted mid-level satisfaction with mentoring (ranging from <sup>2</sup>1–5,  $M = 2.97$ ,  $SD = 1.26$ , with 35.9% 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,  $M = 2.94$ ,  $SD = 1.44$ , with 38.9% 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,  $M = 3.45$ ,  $SD = 0.80$ ) and their new faculty orientations (ranging from 1–4,  $M = 3.15$ ,  $SD = 0.85$ ) and least favorable about treatment, fairness/equity (ranging from 1–4,  $M = 2.48$ ,  $SD = 1.20$  with 53.1% of the respondents marking very or somewhat dissatisfied) and their department chair (ranging from 1–4,  $M = 2.57$ ,  $SD = 1.21$  with

<sup>1</sup> This is unsurprising – the OFS mentoring program for new assistant professors, lecturers, librarians, and clinical assistant professors began in 2015. Prior to this time, some units had formal mentoring programs of their own.

<sup>2</sup> For all Likert items across the questionnaire, 1 = low/least positive.

47.5% of the respondents marking very or somewhat dissatisfied). Faculty who separate for reasons other than retirement are evidently less satisfied than retiring faculty in terms of:

- perceived treatment/fairness/equity (large effect size<sup>3</sup> = 0.86, non-retired mean = 2.26; retired mean = 3.23)
- perceived balance between home life and work (large effect size = 0.95, non-retired mean = 2.66; retired mean = 3.61).

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>3.45</b>	0.80	1	4	130
The orientations I received as a new faculty member.	<b>3.15</b>	0.85	1	4	122
The clarity of promotion and/or tenure expectations at the department level.	<b>2.99</b>	1.08	1	4	116
The balance between my home life and my work.	<b>2.89</b>	1.08	1	4	132
The clarity of promotion and/or tenure expectations at the college level.	<b>2.88</b>	1.07	1	4	112
The collegiality of others in my department.	<b>2.82</b>	1.11	1	4	131
The clarity of promotion and/or tenure expectations at the university level.	<b>2.82</b>	1.06	1	4	112
Salary.	<b>2.79</b>	1.05	1	4	134
My department chair.	<b>2.57</b>	1.21	1	4	122
My treatment/fairness/equity).	<b>2.48</b>	1.20	1	4	130

Note: all items had a possible range from 1–4, with 4 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 whose primary language is not English. As Tables 4 and 5 indicate, all means are above 3.6.

<sup>3</sup> All effect size estimates are presented as Cohen's *d*.

Table 4. Perceptions of Fairness for Faculty Sub-groups

Sub-group	<i>Mean</i>	<i>SD</i>	Min.	Max.	<i>N</i>
Disabilities	<b>3.63</b>	1.03	1	5	131
International	<b>3.75</b>	1.07	1	5	134
Non-English	<b>3.64</b>	0.99	1	5	133

Table 5. Perceptions of Respect for Faculty Sub-groups

Sub-group	<i>Mean</i>	<i>SD</i>	Min.	Max.	<i>N</i>
Disabilities	<b>3.64</b>	1.01	1	5	130
International	<b>3.77</b>	1.10	1	5	132
Non-English	<b>3.65</b>	1.03	1	5	133

Generally speaking, respondents perceive that female faculty members are treated with fairness and respect, although female faculty members may be 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 (albeit with a small effect size = 0.41). Similarly, the mean for women was lower than the mean of men for perceptions of respect for female faculty (also a small effect size = 0.41). 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	<b>3.27</b>	1.38	1	5	136
Women	<b>3.06</b>	1.45	1	5	70
Men	<b>3.61</b>	1.22	1	5	63

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>3.45</b>	1.38	1	5	136
Women	<b>3.24</b>	1.47	1	5	70
Men	<b>3.79</b>	1.18	1	5	63

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 do not differ 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 (small effect size = 0.30), and the mean for faculty of color and for white

faculty had statistically similar means for perceptions of respect for faculty of color (small effect size = 0.24).

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>3.50</b>	1.23	1	5	133
Faculty of color	<b>3.20</b>	1.18	1	5	26
White faculty	<b>3.57</b>	1.27	1	5	100

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>3.56</b>	1.25	1	5	133
Faculty of color	<b>3.32</b>	1.13	1	5	26
White faculty	<b>3.63</b>	1.30	1	5	100

On perceived fairness of treatment of LGBT faculty, non-LGBT faculty are more likely to perceive fair treatment than are faculty who identify as LGBT. The mean of LGBT faculty was significantly lower than that of non-LGBT faculty (large effect size = 0.99). Interestingly, LGBT faculty and non-LGBT faculty had statistically similar means for perceptions of respect for LGBT faculty (small effect size = -0.22). Tables 10 and 11 provide details. These findings should be considered carefully given the small proportion of faculty who identify as LGBT.

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>3.47</b>	1.03	1	5	131
LGBT faculty	<b>2.50</b>	1.29	1	4	4
Non-LGBT faculty	<b>3.52</b>	1.04	1	5	127

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>3.51</b>	1.00	1	5	131
LGBT faculty	<b>3.75</b>	.50	3	4	4
Non-LGBT faculty	<b>3.53</b>	1.04	1	5	127

Overall, respondents rated UNT positively for providing faculty with professional development to enhance skills in their discipline (ranging from 1–5,  $M = 3.43$ ,  $SD = 1.30$ ) and they were positive about UNT providing faculty with professional development to enhance skills in creating an inclusive learning environment (ranging from 1–5,  $M = 3.43$ ,  $SD = 1.28$ ). Respondents also rated UNT positively for being a place that encourages diversity and inclusion (ranging from 1–5,  $M = 3.59$ ,  $SD = 1.25$ ) and they were positive about recommending employment at UNT to their peers (ranging from 1–5,  $M = 3.34$ ,  $SD = 1.48$ ), although 17% of respondents strongly disagreed that they would recommend employment at UNT.

LGBT faculty ( $M = 1.25$ ,  $SD = .50$ ) were less likely to be positive about recommending employment at UNT than are their non-LGBT colleagues ( $M = 3.44$ ,  $SD = 1.47$ ), with a large effect size of 1.52. LBG faculty ( $M = 2.5$ ,  $SD = 0.58$ ) were also less likely than non-LGBT faculty ( $M = 3.65$ ,  $SD = 1.28$ ) to agree that UNT embraces diversity (large effect size = 0.92). Males ( $M = 3.54$ ,  $SD = 1.44$ ) and females ( $M = 3.24$ ,  $SD = 1.53$ ) had statistically similar means for perceptions of recommending UNT (small effect size = 0.21) and males ( $M = 3.72$ ,  $SD = 1.22$ ) and females ( $M = 3.53$ ,  $SD = 1.33$ ) had statistically similar means for perceptions of UNT embracing diversity (small effect size = 0.15).

Overall, whites ( $M = 3.53$ ,  $SD = 1.47$ ) and non-whites ( $M = 2.88$ ,  $SD = 1.48$ ) had statistically similar means for perceptions of recommending UNT (small effect size = 0.44). Overall, whites ( $M = 3.73$ ,  $SD = 1.26$ ) and non-whites ( $M = 3.2$ ,  $SD = 1.18$ ) also had statistically similar means for perceptions of UNT embracing diversity (small effect size = 0.43).

## **Harassment**

When asked whether the respondent had experienced harassment, the most common answer was no ( $n = 75$ , 55.1%). 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 level ( $n = 34$  out of 56 responses, 61%), and the most common form of reported harassment was inequitable treatment compared to others ( $n = 35$  out of 56 responses, 63%). Most respondents did not report the harassment ( $n = 35$  out of 55 responses, 64%), and for most respondents the harassment was not resolved (18 out of 19 responses, 95%).

For those who perceived discrimination, the most common form was gender-based ( $n = 25$ , 35%) followed by job title/position ( $n = 22$ , 31%). 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 ( $n = 12$ ) 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 ( $n = 7$ ) 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 ( $n = 48, 35\%$ ) followed by inadequate recognition for work ( $n = 40, 29\%$ ). When respondents were asked to choose the single main reason for leaving UNT, retirement was most common ( $n = 34, 25\%$ ), followed by inhospitable work environment ( $n = 15, 11\%$ ).

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	8	5.9
Personal health issue	3	2.2
Inadequate recognition for work	10	7.4
Inadequate career advancement	4	3.0
Denial or anticipated denial of tenure/non-renewal of contract	6	4.4
Inhospitable work environment	15	11.1
Family or personal needs	11	8.1
Better pay elsewhere	7	5.2
Location	8	5.9
Conflict with other employees	0	0.0
Conflict with supervisor	3	2.2
Lack of teaching/research resources	1	0.7
Workload assignments unfair	3	2.2
Retirement	34	25.2
Work environment not inclusive of differences	2	1.5
Other	20	14.8
TOTAL	135	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, followed by salary, and department-level discord.

Faculty separating for reasons other than retirement most commonly reported leaving for another position ( $n = 67, 51\%$ ), most commonly a position they sought ( $n = 41$  out of 66 responses, 62%). Most did not seek a counteroffer ( $n = 42$  out of 66 responses, 64%) and most were not encouraged to leave ( $n = 100$  out of 131, 76%). Respondents commonly reported new positions at another academic institution ( $n = 63$  out of 131, 48%), with the new institution having higher salary, better collegiality, better location, the respondents

feeling more respected, and the leadership being stronger. The next most common response after “another academic institution” was retirement ( $n = 38$  out of 131, 29%),

### **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.
- Further building of **new faculty mentoring programs**.
- 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 in order to improve perceptions of equity.
- Investigating the possibilities of **counteroffers** to retain our best and brightest faculty.
- Investing in **salary increases** 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.