

Off the Ladder:
Revisiting the Status and Condition of Instructional Faculty

Approved by the FAS-SEAS Senate
for distribution to the Faculty and the University
May 18, 2023

FAS-SEAS Senate Instructional Faculty Committee

Sybil Alexandrov, (Co-chair), Senior Lector II, Spanish and Portuguese

Rebecca Toseland, (Co-chair), Senior Lecturer, Economics

Miki Havlickova, Senior Lecturer II, Mathematics

Maria Kaliambou, Senior Lector, Hellenic Studies

Brian Macdonald, Senior Lecturer and Research Scientist, Statistics and Data Science

Ethan Meyers, Visiting Associate Professor, Statistics and Data Science

Greta LaFleur, Associate Professor, American Studies

Kathryn Slanski, Senior Lecturer, Near Eastern Languages and Civilizations

Julia Titus, Senior Lector II, Slavic Languages and Literatures

Robert Wooster, Lecturer, Statistics and Data Science

The FAS-SEAS Senate Committee on Instructional Faculty and Academic Support reviews matters of equity, inclusion and belonging, compensation, benefits, and professional development for instructional faculty. The purpose of the current report is to acknowledge progress in these areas, and to call attention to matters the committee feels should be addressed.

TABLE OF CONTENTS

<u>Background</u>	3
<u>Recommendations</u>	4
<u>Compensation and Benefits</u>	4
<u>Career Advancement and Recognition</u>	7
<u>Inclusion and Well-being</u>	9
<u>Improved Record-keeping</u>	10
<u>Findings of the FAS-SEAS Senate Survey of Instructional Faculty, 2022</u>	11
<u>Conclusion</u>	13
<u>Acknowledgments</u>	15
<u>Appendix: Data tables from the survey</u>	16

Background

In the spring of 2017, The FAS Senate released an extensive [report](#) on the status, pay, and condition of non-ladder faculty in the FAS that identified matters of concern and made several recommendations. We are grateful for the many positive changes subsequent to the report, among them: access to free lunches in the Yale colleges¹, providing laptops², professional development opportunities, salary adjustments, increase to course rate minimums³, inclusion in programs such as [Scholars as Leaders and Scholars as Learners programs](#), primary investigator (PI) status for senior lectors II and senior lecturers II⁴, child-rearing leave,⁵ [childcare support](#), and most recently, a pilot [phased retirement plan](#)⁶ for certain term-limited faculty members and [expanded emeritus status](#)⁷. These welcome improvements⁸, which greatly enhance the experience of instructional faculty, were influenced by the FAS report of 2017 and the instructional Faculty Working Group convened by Kathryn Lofton, FAS Dean of Humanities and Interim Dean of the FAS Faculty.

Note: Shortly after completing the current report, a significant enhancement to the child scholarship plan for faculty and staff was announced.⁹

To assess areas of concern and gauge priorities, it is necessary to have quantitative and qualitative data. In 2021, the University conducted a [Faculty Climate Survey](#) "[...] to identify both areas of strength and opportunities for improvement in Yale's campus culture [...] to inform subsequent initiatives and collaborations." The response rate was good (overall, 30% of the faculty responded), but the participation of instructional and research faculty was relatively low (18% and 13%, respectively). [FAS-specific participation results](#) were higher for ladder faculty (47%) and instructional faculty (20%), and slightly lower for research faculty (12%). As an additional instrument for assessing the climate of instructional faculty in FAS-SEAS, the FAS-SEAS Senate instructional faculty committee created a survey similar to the one deployed in 2017. The current survey consists of 26 questions that provide information on gender, race and ethnicity, track and rank, affiliation by division, department and/or program, course load and additional responsibilities, salary and benefits. There are three open-ended questions that invite respondents to comment on the best and the least favorable aspects of Yale, as well as a question requesting input on potential enhancements to the instructional faculty experience. The survey, distributed in November-December 2022 using a list provided to the FAS-SEAS Senate by the College Dean's office, elicited a robust response of 235 participants.¹⁰ Because of the different professional profiles and obligations of teaching and research faculty and given the overwhelming response by one cohort, this report focuses on teaching faculty, particularly lectors¹¹ and

¹ faculty lunch program for instructional faculty on full-time, multi-year appointments

² to instructional faculty on full-time-multi-year appointments

³ [Update on instructional faculty course rates, policies and resources](#).

⁴ Announced in email from Dean Gendler on October 18, 2021: "We write to share the news that, effective immediately, instructional faculty with the rank of Senior Lector II or Senior Lecturer II are eligible to serve as Principal Investigators for a sponsored award without requiring approval of a provost or dean. [Section XX.C.1.f](#) of the Yale Faculty Handbook will be updated accordingly."

⁵ [Yale Faculty Handbook](#), XVII.D.5, p.138

⁶ Announced March 8, 2023

⁷ Announced March 30, 2023

⁸ Listed in the IFWG Report released April 18, 2023

⁹ The announcement was made by John Whelan, Vice President for Human Resources, via email on May 16.

¹⁰ The 2017 survey yielded 237 respondents.

¹¹ Persons engaged in the teaching of languages at Yale. *Yale Faculty Handbook*, p. 51

lecturers¹² of all ranks, in both FAS and SEAS.

Table 1 Respondents by Current Position. (See also: Appendix [Figure 1](#)).

Category	Position	Senate Survey 2022	FAS Dean's Census	Response Rate
Teaching Faculty	Lector	24	24	100%
	Senior Lector I	34	59	58%
	Senior Lector II	15	18	83%
	Lecturer	74	160	46%
	Senior Lecturer I	28	49	57%
	Senior Lecturer II	2	2	100%
	Adjunct Faculty	6	6	100%
(Unknown)		41		
Research Faculty	Associate Research Scientist	4		
	Research Scientist	5		
	Postdoctoral Position	2		
Total		235		

Recommendations.

The recommendations are organized into four categories: a) Compensation and benefits, b) Career advancement and recognition, c) Inclusion and well-being, and d) Improved record-keeping.

I. Compensation and Benefits

I.1 Recent raises and inflation

In 2020-2022, the raises for instructional faculty across the full FAS (then including SEAS) were as follows¹³:

- October 2020: 1.5% mid-year adjustment for all full-time continuing faculty and M&Ps whose salary was below \$85,000.
- 2021 annual increase: 3.2% base, with an additional pool of 2%.¹⁴

¹² Appointments to these ranks are made only for persons whose responsibilities include regular teaching. Lecturers will normally hold a Ph.D. or its equivalent or another appropriate terminal degree. *Yale Faculty Handbook*. p.78.4

¹³ The data was provided by the FAS Dean's office, with permission to share in this report.

¹⁴ The additional pool was used to recognize unusual achievements and extraordinary performance, and to bring certain faculty salaries into closer alignment with peers in areas where analysis suggested that Yale had fallen behind.

- January 2022: mid-year 2% increase for all full-time faculty, including all continuing instructional faculty.
- 2022 annual increase: 4.5%, with an additional pool of 1%

According to data from the U.S. Department of Labor, inflation was 1.4% in 2020, 7% in 2021, and 6.5% in 2022.

The committee recognizes that instructional faculty raises were larger than usual in 2021 and 2022, and included an extra mid-year raise in January 2022. We thank the administration for their effort to keep pace with large inflation.

- We urge the administration to continue with increased raises until the inflation cools, and instructional faculty salaries fully catch up with it.

I.2 Median Salaries

The most recent report by the Committee on the Economic Status of the Faculty¹⁵ provides information on median salaries by rank. Although some variation is expected, there is a large gap in median salaries between the highest rank of the two teaching tracks: senior lecturers II and senior lecturers.¹⁶ Given the criteria of each track indicated in the Faculty Handbook, we believe salaries should be comparable.

- Salaries in the lecturer track should be increased to bring them in line with those in the lecturer track.

I.3 Employment Security.

Employment stability affects productivity and general well-being. In the survey question related to [priorities](#), 75% of the respondents indicated job security. When asked about the greatest impediments, 18% signaled the precariousness of position. For full-time instructional faculty with multi-year appointments, the most common [length of contract](#) is three to five years, with a reappointment procedure that may alternate a simpler departmental chair review with a more rigorous full committee review.¹⁷ Concerns about job security are particularly acute among faculty in 1-year appointments and among part-time instructional faculty. One respondent noted the effects of being constantly uncertain of contract renewal and the toll it took on the family. These conditions impede the sense of belonging the university hopes to achieve.

- Regretfully, this survey does not provide robust data about part-time faculty. The committee hopes that the recently-appointed CESOF¹⁸ committee will consider this matter a priority.

¹⁵ Page is marked as 34, but listed in finder as p.38.

¹⁶ Data about senior lecturer II was not available at the time the report was written.

¹⁷ [Procedure for appointments and reviews for instructional faculty](#).

¹⁸ Committee on the Economic Status of the Faculty

- In cases where a part-time or full-time instructional faculty member has worked at Yale for at least three years and the length of their contract is one year or less, we urge the leadership of FAS and SEAS to review the situation to see if a multi-year contract may be a better option.
- Yale has made great strides in improving the conditions of instructional faculty. The University has the resources to make Yale the best institution for this cohort. One obvious step would be to provide greater job security, among the top priorities of respondents to the survey. The committee has identified a potential model, [Teaching professor \(formerly, lecturer with security of employment\)](#)¹⁹, a position for instructional faculty that offers security of employment analogous to tenure.

I.4 Child Scholarship Plan.

The committee would like, once again, to acknowledge the positive changes and improved benefits available to most -but not all -instructional faculty with multi-year appointments. The committee also recognizes that Yale is more generous than many other institutions. Still, we would like to bring to your attention another area of concern: the **Child Scholarship Plan for Faculty and Staff**. For 2023-2024, [Yale's tuition will be \\$64,700](#). The Faculty Handbook states: "The amount of the scholarship is equal to one-half of the school's tuition and general fees (except fees for room and board, see the actual plan for coverage details), up to a maximum amount that is determined annually by the Corporation."²⁰ One-half of the current tuition is \$32,350. For 2022-2023, the [Child Scholarship Plan](#) offers a maximum of \$8,250 per term, a total of \$16,500 for the academic year, approximately one-quarter of Yale's tuition. If one considers the additional expenses: Room and board raise the sum to \$83,800. Yale Health, Hospitalization & Specialty Care costs \$2,756, increasing the total to \$86,636.

- **We recommend that Yale significantly increase the maximum scholarship contribution.** One possibility is to institute a sliding scale according to salaries, to enable faculty with lower salaries to be eligible for more robust scholarships for their children.

Note: Shortly after completing the current report, a significant enhancement to [the Child Scholarship Plan](#) for faculty and staff was announced.²¹ This was a serious concern and we are very happy that it has been addressed.

I.5 Phased Retirement and Emeritus Status.

The members of the committee are very grateful to Dean Lofton, the Instructional Faculty Working Group, and the Provost for two recent changes: 1) a [Phased retirement plan](#) for

¹⁹ Another possible model is "presumptive renewal", adopted by Rutgers University (April, 2023)

²⁰ Faculty Handbook, pp. 157-158. The Chair's review format is a welcome option that simplifies the process for instructional faculty and the corresponding departments alike.

²¹ The announcement was made by John Whelan, Vice President for Human Resources, via email on May 16.

certain term-limited faculty members that provides the opportunity to elect phased retirement, and 2) [Expanded emeritus status](#), which recognizes the contributions to the educational community of several instructional faculty and research positions and extends certain privileges upon retirement. These changes denote a positive change in appreciation for instructional and research faculty and will contribute to a sense of belonging and inclusion. Currently, the rank of Senior Lector I has been notably excluded.

- We second the Instructional Faculty Working Group's recommendation²² to include Senior Lector I in the phased retirement benefit.
- We recommend that Senior Lectors I also be eligible for emeritus status.

II. Career Advancement and Recognition

II.1 Improved Opportunities for Career Advancement.

The University's excellent, new *Belonging at Yale* initiative states its commitment to "Provide professional and personal development, education, and training opportunities, embedding inclusive practices across the university community".²³ The instructional faculty tracks, lector and lecturer, each have three ranks. At present, only two instructors have been promoted to Senior Lecturer II since the rank was announced around 2018. Although the Faculty Handbook offers detailed information on the criteria for promotion for both the [lecturer](#) and the [lector](#) tracks, several **senior lecturers have expressed that there is insufficient guidance and little encouragement in pursuing this promotion.** For lectors, the annual workshop on promotions and professional development leave facilitated by the Center for Language Study provides a succinct overview of the necessary steps as well as the opportunity to participate in a Q&A with colleagues who have been recently promoted, a member of the Language Study Committee, and the appropriate Associate Dean.

- We recommend that the FAS & SEAS Dean's Offices **offer a similar workshop** for the lecturer track to clarify the process, respond to questions, and establish clear communication between potential candidates, and those involved in the promotion process, including the appropriate dean.

II.2 Additional Funding Opportunities

Conference presentations and participation in national organizations are among the requirements for promotion and contract renewal²⁴ of instructional faculty. Currently, full-time instructional faculty in the FAS may apply for travel grants for up to \$500,

²² Report of the Instructional Faculty Working Group, April 10, 2023.

²³ [Belonging at Yale](#)

²⁴ [Criteria for Lector Track](#), [Criteria for Senior Lecturer](#) & [Criteria for Senior Lecturer II](#)

available on a limited basis. In addition, lecturers may apply for [funding through the Center for Language Study](#). Some instructional faculty have access to additional funds from their departments or programs. Instructional faculty are grateful for the financial support. However, the allocated sums rarely, if ever, are sufficient to cover the expenses incurred. 25% of respondents cited the lack of financial support to attend conferences as a major impediment to professional development.

- The committee recommends **guaranteed annual funding**, up to \$2,000, to cover expenses directly related to teaching, research, conferences, and other professional development activities.

II.3 Professional Development Leave.

Yale offers instructional faculty the opportunity to take a semester leave from teaching to work on an approved project. During this time, the candidate will receive their full salary and benefits. At present, the [Professional Development Leave](#) (PDL) is both limited in number and competitive. Among the instructional faculty surveyed, only 12% indicated that they had been granted a PDL at Yale.

- The committee recommends **amending the PDL policy to make it a routine, non-competitive opportunity every six years**. In addition, we recommend fewer restrictions on the types of projects permitted provided they contribute to Yale's academic mission.

II.4 Recognition of instructional faculty excellence.

[Belonging at Yale](#) expresses a commitment to "Offer acknowledgment and recognition, deepening a culture of respect"²⁵. There is currently one designated annual teaching prize given to two instructional faculty²⁶, The Richard H. Brodhead '68 Prize, and another, The Poorvu Family Fund for Teaching in Yale College, that includes instructional faculty.²⁷

- Given the number of instructional faculty members representing Humanities, Social Science, Sciences, and SEAS, the committee recommends **an annual prize for instructional faculty in each division or school**.

III. Inclusion and Well-being

III. 1 Climate and inclusion in department life.

As noted in the recent report of the Instructional Faculty Working Group²⁸, many steps

²⁵ [Belonging at Yale](#)

²⁶ Prior to 2022, this prize had one recipient.

²⁷ [Yale College Teaching Prizes](#)

²⁸ Report of the Instructional Faculty Working Group, April 2023

have been taken toward improving the climate and inclusion of instructional faculty within the FAS.

Narrative survey responses indicate that instructional faculty experiences vary a great deal among departments. Some faculty shared positive notes about wonderful colleagues, a great sense of community and mentorship, support from the department, and a positive work environment, whereas other respondents indicate that they feel they are treated like second-class citizens. Some of the reasons, such as inferior compensation and lack of meaningful career advancement, are highlighted elsewhere in the report. Other causes mentioned include a lack of awareness and respect for the work of instructional faculty, having little or no opportunity for input in matters that directly affect them, and the relatively small importance that is often placed on teaching in comparison with research.

We list below a few suggestions that individual departments could maintain or implement, as part of their effort to create a more inclusive and supportive environment for instructional faculty.

- **Include instructional faculty in departmental faculty meetings** to give them a voice in departmental matters, and the opportunity to interact with ladder faculty. Currently, 60% of lecturers and 49% of lecturers report being invited to faculty meetings by their departments.
- **Encourage instructional faculty to vote when permitted by university rules.** The only restrictions are related to voting on appointments, reappointments, and promotions, depending on the track and rank. Although the [Yale Faculty Handbook](#)²⁹ states that all faculty *may* vote on certain issues, instructional faculty are often excluded.
- **Include instructional faculty on departmental committees**, and invite them to social events.
- **Create a peer mentoring program** to assist new instructional faculty with all aspects of their transition to Yale. A recommendation to create mentoring plans is featured in the [2022-23 FAS DEI plan](#).
- **Encourage instructional faculty to meet regularly with the department Chair** to discuss successes and impediments, and provide recommendations.

III.2 Teaching-focused resources

Recently, Yale leadership has taken an active role in responding to the increasing needs of students. Faculty acknowledge these changes and applaud the administration for focusing on the well-being of our students. As a result, faculty have been called to make adjustments in their teaching due to a significant increase in special accommodations for students, a rise in the number of makeup exams that need to be written and proctored, extra flexibility offered to students in our classes, the need to compensate for gaps in high school education caused by the pandemic, etc. Many faculty members feel that this has noticeably increased their workload.

²⁹ pp. 35-37

Because of these adjustments' subtle and varied nature, there is no one-size-fits-all solution. We recommend **discussions with instructional faculty** of individual departments and programs to understand how their workload has changed. Productive conversations can lead to possible solutions. We include some ideas here:

- **Allocate additional resources to the SAS**, to allow them to expand their support for instructors, and to revive their former service of proctoring evening midterm exams with special accommodations.
- **Return to centralized proctoring of ABX final exams**. This service might be offered by the Registrar, as in the past, or by the SAS, if postponement of a final exam is treated as an accommodation.
- **Provide individual departments additional administrative support to focus on tasks related to instruction** (e.g. assisting instructors with special accommodation or makeup exams).

A closely related recommendation to “increase staff support for efforts that prioritize increasing DEI and Belonging” was featured in the [2022-23 FAS DEI plan](#).

IV. Improved Record-keeping.

Without question, there has been an improvement in record-keeping over the last few years. Consonant with Yale’s explicit commitment to institutional transparency, the Senate recommends that accurate up-to-date information about all faculty, including instructional, ladder, and research, in FAS and SEAS be collected, analyzed, and made available. We offer the following suggestions:

- **Maintain up-to-date lists** of all faculty in each track and rank.
- **Provide more-nuanced information on instructional and research faculty** through [OIR](#). Currently, the category is "Lecturer and Other", which diminishes the positions of those who are not lecturers and provides a false representation of average salaries due to the discrepancies in lector, lecturer, and non-ladder research salaries.
- Make available on [OIR](#) or another secure site **information on minimum thresholds for salaries** in the different categories within each track (lector, senior lector I, senior lector II, lecturer, senior lecturer I, senior lecturer II) and standard minimum raise associated with promotions.
- Make available **a list of committees in which instructional faculty may participate**. In addition, ensure that published committee memberships are current.

Findings

In this section of the report, we summarize key findings. Complete analysis tables can be found in the [appendix](#).

Respondents [Figure 1](#) identifies the respondents by **position**. **Gender:** over half of the respondents 54% identified as cis-gender women, 35% as cis-gender males, 1% as gender non-conforming persons, and 14 % chose not to respond ([Figures 2-3](#))³⁰. In terms of **racial identity**, of 181 respondents, 45 % identified as white, 11% as Asian, 4 % identified as Hispanic or Latinx, 3 % identified as Black or African American, 1% identified as bi-racial or multi-racial, and 8% identified as other ([Figure 4](#)). There is greater diversity among lecturers. In general, the diversity has not increased significantly since 2017. Nearly 60% of full-time respondents have held **citizenship** in a country other than the US ([Figure 5](#)).

Education. [Figures 6-7](#) provide information on the **advanced degrees held** by respondents as well as the **highest degree obtained**. It is worth noting that although the Faculty Handbook indicates that lecturers of all levels are required to have completed a bachelor's degree or its equivalent, 56% of respondents to this question hold Ph.D. degrees, and 35%, have MA or MS. In the lecturer track, 93% hold Ph.D. degrees.

Affiliation to Division or School. [Figures 8-9](#) provide information on all **reported division/school** affiliations. The highest representation for both lecturers and lecturers is in FAS Humanities, followed by FAS Science, FAS Social Science, and the School of Engineering and Applied Sciences (SEAS). The School of Medicine and "Other" indicated 2%. The remaining schools reported a low response rate. A total of 38 departments and Centers are represented in the survey. Because more than half of the departments had 3 or fewer respondents, no further analysis was performed using departmental data to preserve respondent anonymity.

Salary and supplemental income. [Figures 10-13](#) provide salary information. It is worth noting both the disparity in salaries between lecturers and lecturers, as well as the range of salaries by track, rank, and division. [Figure 14](#) indicates **supplemental income**. The **number of people in the household** is reported in [Figures 15-16](#). Of the respondents to this question, the majority supplement their salary with summer teaching at Yale. Other forms of supplemental income include writing, editing, and consulting. Approximately 60 respondents reported being **single wage-earners** ([Figures 17-18](#)). The most common contract length for both lecturers and lecturers is 3 years. Information regarding **contract length** may be found in [Figures 19-20](#).

Course load and responsibilities. Data for **years at Yale** for both full-time and part-time instructional faculty is recorded in [Figures 21-22](#). For the 148 full-time respondents in both tracks, the mean is 10.5 years, whereas for the 68 part-time respondents, it is 8 years. [Figure 23](#) shows the **courses per year** in both tracks. The majority of lecturers report that they teach five courses per year, whereas lecturers teach four. Full-time lecturers reported that in an average week, they spend approximately 12 hours in class and approximately 30 hours on course-related activities. Full-time lecturers

³⁰ Figures in the appendix include data on part-time instructional faculty.

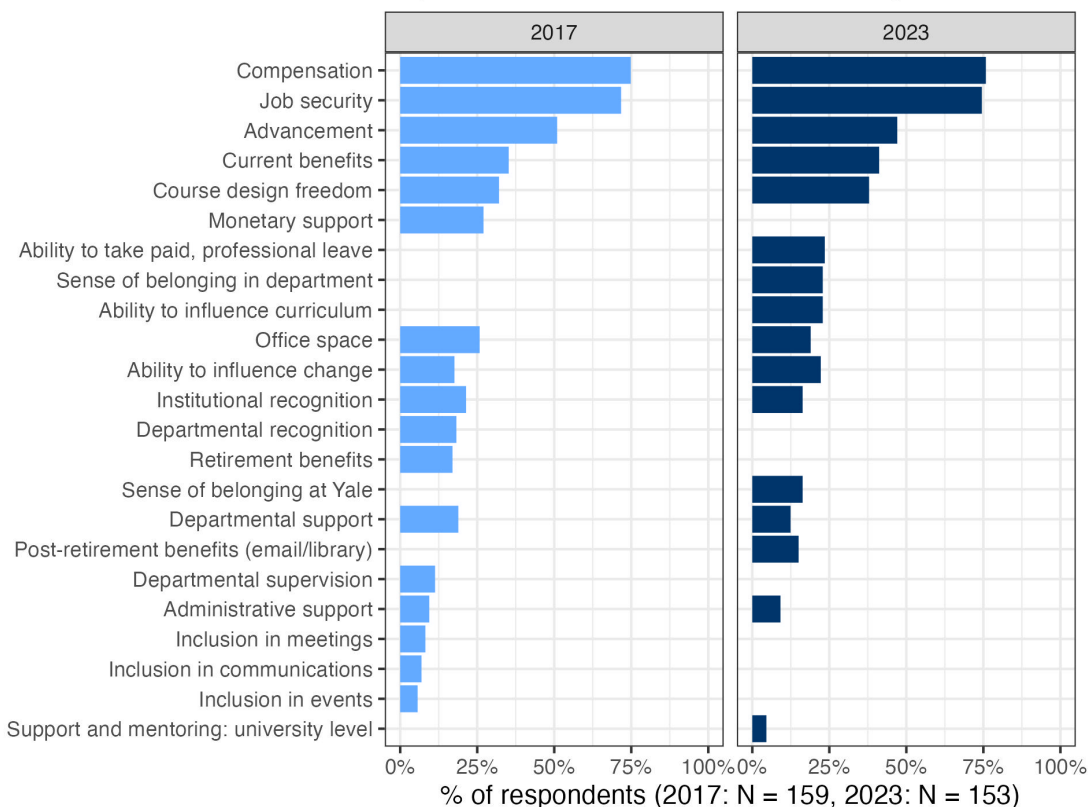
reported spending 6.7 hours in class and approximately 22 hours in course-related activities. The table includes information on time spent on research, service, and advising ([Figure 24](#)). Instructional faculty have many **responsibilities**, among them program director, multi-section course coordination, and directors of undergraduate studies. For more detailed information, see [Figure 25](#).

Service. Instructional Faculty, both full-time and part-time, are **committed to service** and are actively involved in advising undergraduates ([Figures 26-27](#)) and in participating in a variety of committees ([Figure 28](#)).

Professional development. Despite the hours in the classroom, instructional faculty find time to engage in **professional development**, such as conference presentations, and a variety of publications, from articles to textbooks ([Figure 29](#)). Only 12% of instructional faculty have taken paid professional development leave ([Figure 30](#)). Financial support for travel to conferences and/or professional development is recorded in [Figure 31](#).

Hiring and benefits. [Figure 32](#) provides information on the various ways in which respondents **began their position at Yale**. Most full-time instructors applied for a listed position. The panorama is different for those with part-time positions, where nearly half of the respondents were invited to apply by a colleague at Yale. [Figure 33](#) indicates the types of **benefits and support** respondents received.

Priorities. The top five priorities of respondents, as seen below ([Figure 35](#)), echo those of 2017: compensation, job security, advancement, and current benefits.



Satisfaction. Respondents were most satisfied with their freedom to design courses, office space, administrative support, and current benefits, and least satisfied with their ability to take paid professional leave, their possibilities for advancement, institutional recognition, and ability to influence change. scores for all respondents are provided in [Figure 36](#).

The Positives. Without question, the highly qualified instructional faculty at Yale excel in their dedication. They value the opportunity to teach high-caliber students and take seriously the opportunity to serve as their advisors and mentors, at times from the very first semester through graduation (and beyond). Many respondents reported how regular interactions with talented, supportive colleagues both within their departments and beyond contributed to creating a productive working environment. Instructional faculty appreciate the freedom to design new courses of the privileges and opportunities Yale offers; the wealth of resources for research and professional development opportunities organized by the Poorvu Center for Teaching and Learning and the Center for Language Study were hailed as assets.

Impediments. In response to the narrative question “Briefly describe the greatest impediment to your work here at Yale,” out of 120 respondents to this question the most common responses noted: 30% the working environment³¹, 25% the lack of research support, 22.5% the insufficient opportunities for advancement, and approximately 18% noted the precariousness of appointments and low salary.

Suggested Enhancements. In response to the narrative question “Briefly describe what would enhance your professional satisfaction here at Yale,” out of 115 respondents to this question the most common responses noted: 26% job security, 26% institutional recognition, 25% monetary support, 23% compensation, and 20% advancement. Although not recorded in percentage, several respondents commented that the title “instructional faculty” or “teaching faculty” does not acknowledge the breadth and depth of the work that lecturers and lecturers do.

Conclusion

The findings indicate that the majority of respondents to the current survey enjoy working at Yale. It is clear from the responses to the survey that instructional faculty view their teaching positions at Yale as a positive experience. The dedication and loyalty of these faculty members contribute in no small measure to both the Yale mission and, perhaps more importantly, to the experience of Yale students. Over the last five years, important changes have contributed significantly to improving the experience of the instructional faculty at Yale. Nonetheless, there are several matters (listed above) that, if appropriately addressed, would enhance the climate, and consequently the productivity, of instructional faculty. Despite recent salary adjustments, there is concern that salaries do not keep up with high inflation rates. In addition, instructional faculty worry about job security, which increases stress in the work environment and affects productivity. It is essential

³¹ matters directly related to the working environment, such as office space, a lack of administrative staff, or a lack of collegiality among colleagues.

that Yale's instructional faculty be well-integrated into the University to ensure that they can continue to do what they are hired to do and do well: provide an exceptional foundation for Yale undergraduates so that they may thrive in upper-division courses. The front page of the [Belonging at Yale](#) website states: "Through belonging, we thrive—able to be ourselves, to seek our full potential, and to freely participate in the vibrant life of a scholarly community and its pursuit of excellence." If the contributions of instructional faculty to Yale's educational mission are recognized and rewarded, the vision of "one Yale" can be achieved.

Acknowledgments

Jay Emerson, Professor Adjunct of Statistics and Data Science

Micah English, Graduate School of Arts and Sciences (Political Science)

Tamar Gendler, Dean of the Faculty of Arts and Sciences

Kathryn Lofton, FAS Dean of Humanities, Interim Dean of the Faculty of Arts and Sciences

Rose Rita Riccitelli, FAS-SEAS Senate Coordinator

Pamela Schirmeister, Deputy Dean, Yale College and Graduate School

Jason Zentz, Associate Dean of the Faculty of Arts and Sciences

Members of the Instructional Faculty Working Group, FAS, Humanities Division

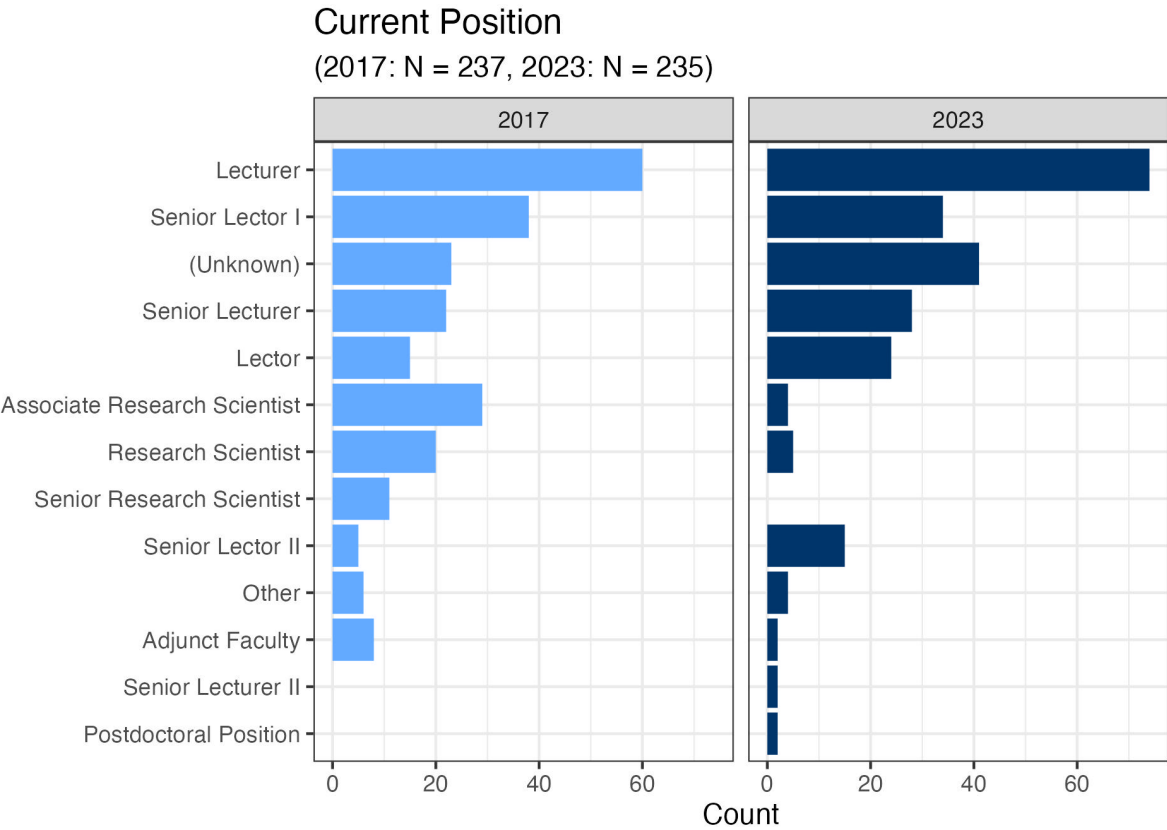
Members of the FAS-SEAS Senate

Appendix

Index of Figures

[Figure 1. Respondents](#)
[Figure 2. Gender identity by track](#)
[Figure 3. Gender identity. Full-time/part-time.](#)
[Figure 4. Racial identity](#)
[Figure 5. Citizenship](#)
[Figure 6. Advanced degrees held](#)
[Figure 7. Highest degree held](#)
[Figure 8. Affiliation by division and track](#)
[Figure 9. Affiliation by division. Full-time/part-time.](#)
[Figure 10. Salary by track. Full-time, all ranks.](#)
[Figure 11. Salary by track and rank.](#)
[Figure 12. Salary by division. Full-time.](#)
[Figure 13. Salary by track, part-time.](#)
[Figure 14. Supplemental salary by track and rank.](#)
[Figure 15. Number of individuals in the household](#)
[Figure 16. Number of individuals in the household by track](#)
[Figure 17. Wage-earners in household. All respondents.](#)
[Figure 18. Wage-earners in household by track.](#)
[Figure 19. Length of contract by track.](#)
[Figure 20. Length of contract by division](#)
[Figure 21. Number of years at Yale. Full-time instructors.](#)
[Figure 22. Number of years at Yale. Part-time.](#)
[Figure 23. Number of courses per year by track.](#)
[Figure 24. Hours per week spent on course-related activities.](#)
[Figure 25. Responsibilities by track.](#)
[Figure 26. Advising by track.](#)
[Figure 27. Advising. Full-time vs. part-time. Lectors and lecturers.](#)
[Figure 28. Number of committees by track.](#)
[Figure 29. Presentations and publications. Full-time and part-time. Both tracks.](#)
[Figure 30. Paid professional development leaves taken. Both tracks.](#)
[Figure 31. Financial support received for travel to conferences or professional development.](#)
[Figure 32. How did you first start working at Yale?](#)
[Figure 33. Benefits and support received. Both tracks. Full-time/part-time.](#)
[Figure 34. Current workspace.](#)
[Figure 35. Top five priorities. 2017 vs. 2023. Both tracks, all ranks.](#)
[Figure 36. Satisfaction.](#)

Figure 1. Respondents



Current position	2017	2022
Lecturer	60	74
(Unknown)	23	41
Senior Lector I	38	34
Associate Research Scientist	29	4
Senior Lecturer	22	28
Lector	15	24
Research Scientist	20	5
Senior Lector II	5	15
Senior Research Scientist	11	NA
Adjunct Faculty	8	2
Other	6	4
Postdoctoral Position	NA	2
Senior Lecturer II	NA	2

Figure 2. Gender identity by track.

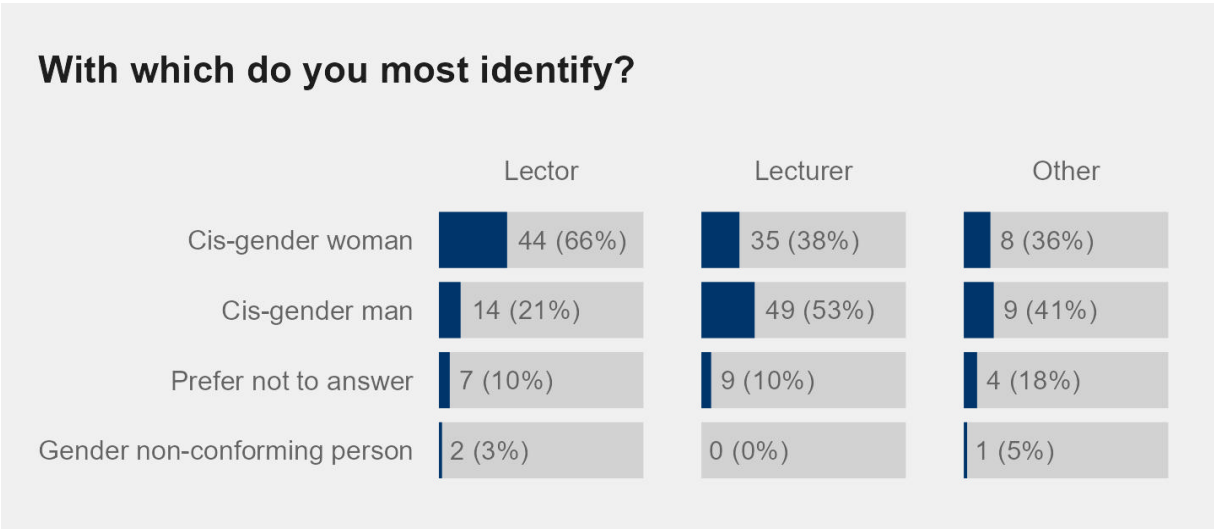


Figure 3. Gender identity. Full-time / Part-time

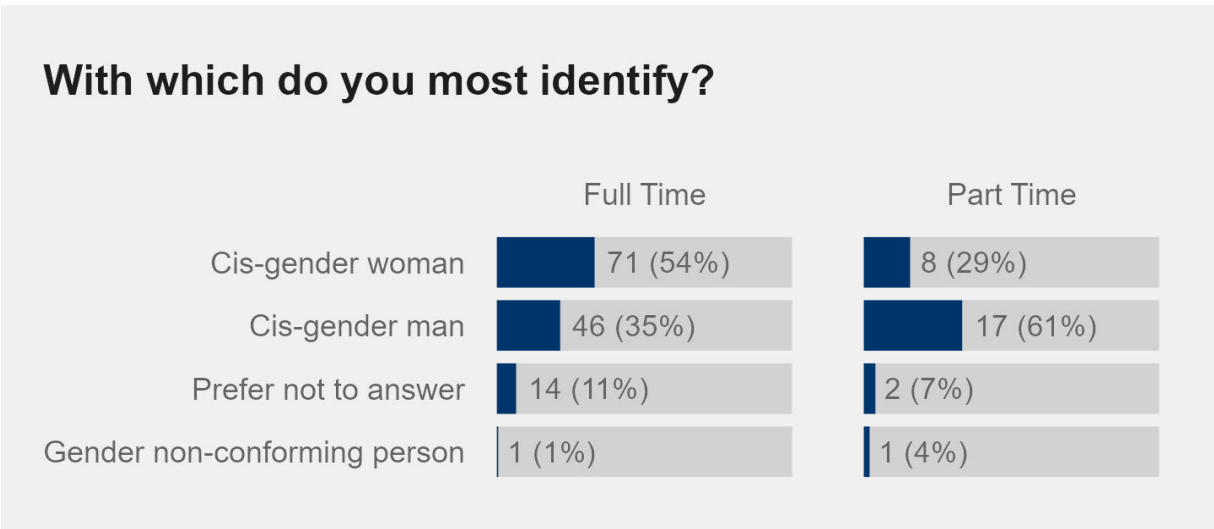


Figure 4. Racial identity

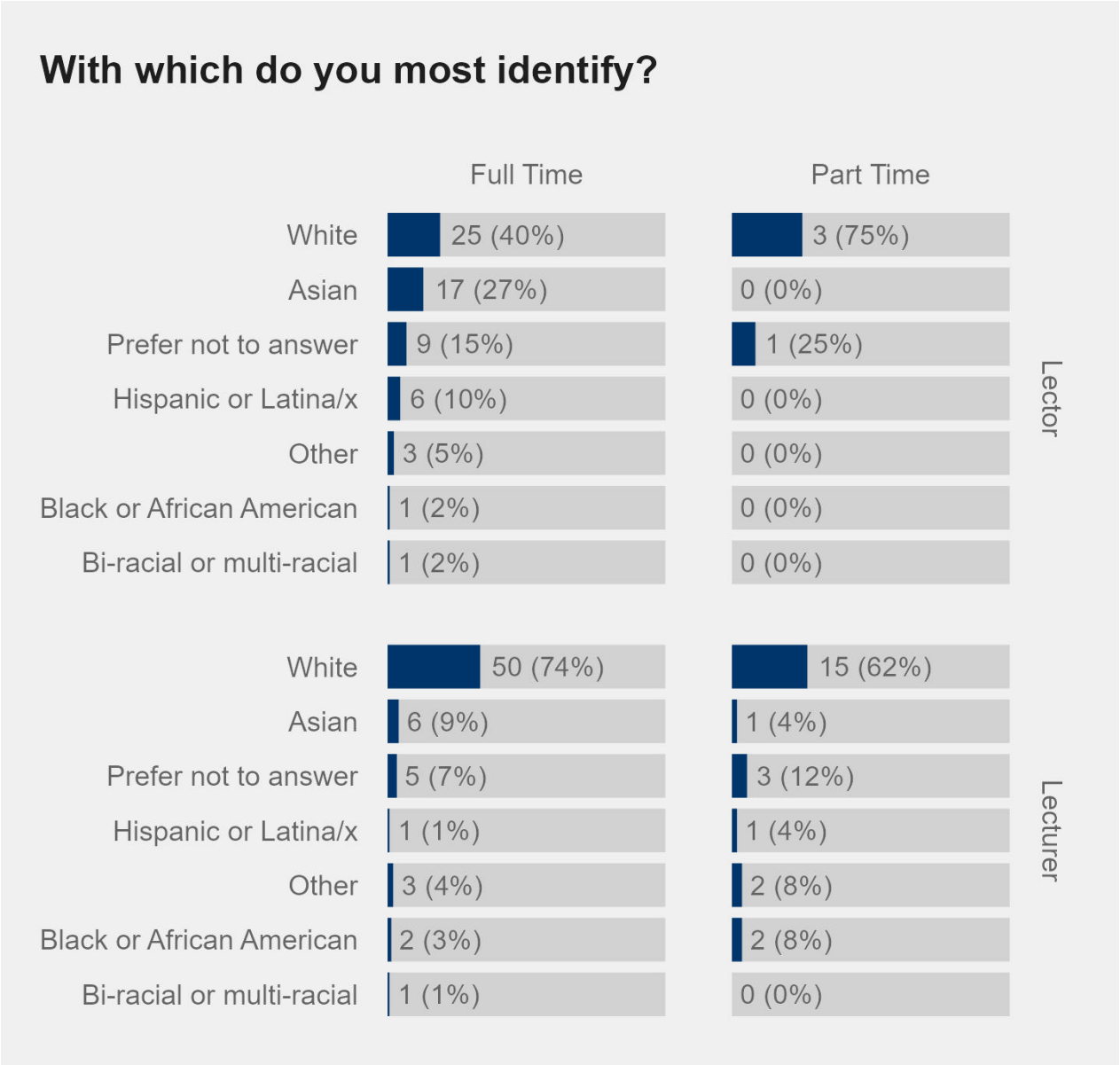


Figure 5. Citizenship

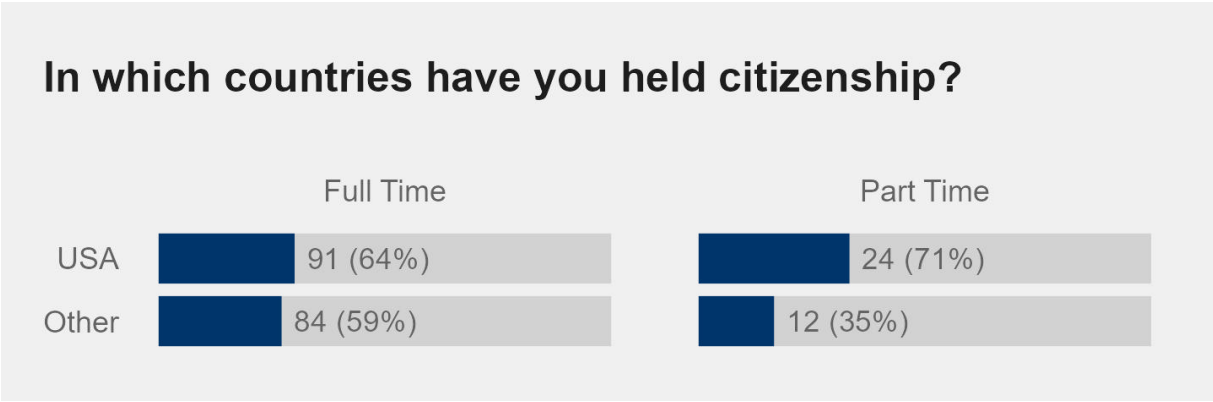


Figure 6. Advanced degrees held by full-time and part-time instructional faculty of all ranks. Respondents entered the number of degrees in each category.

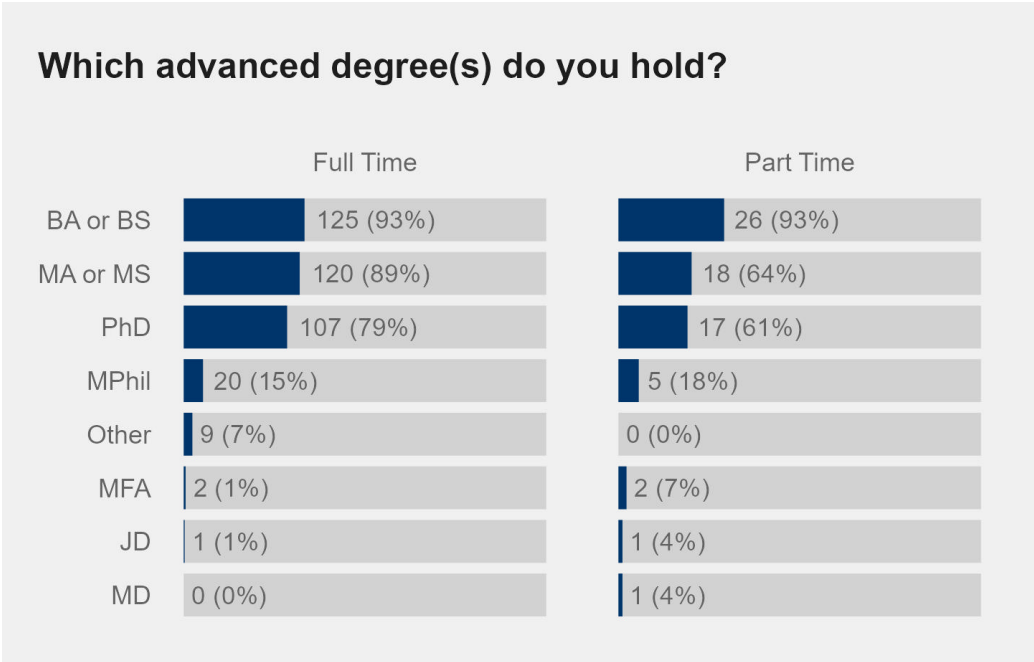


Figure 7. Highest degrees held. All respondents.

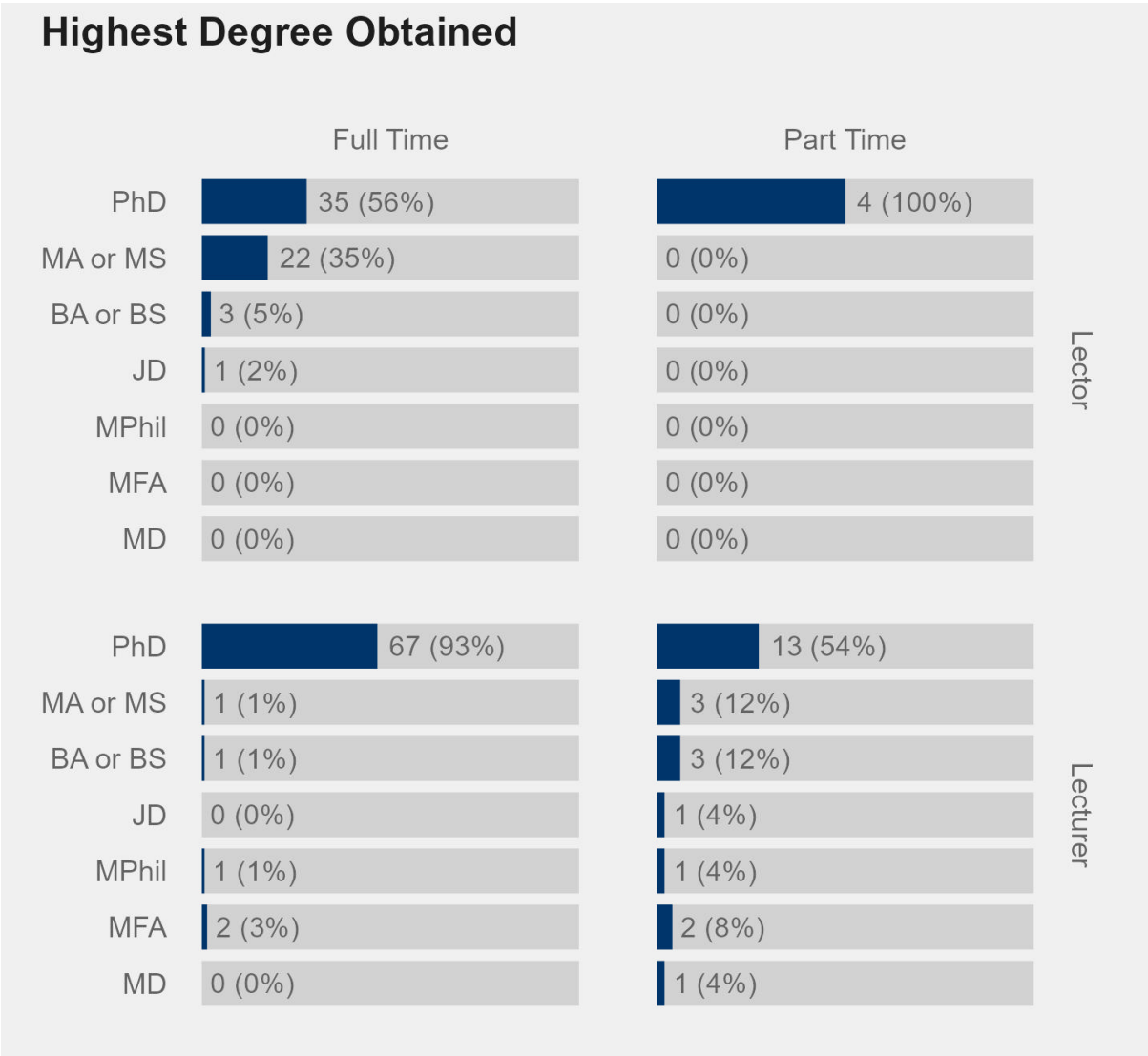


Figure 8. Affiliation by division and track. For this question, more than one option could be selected.

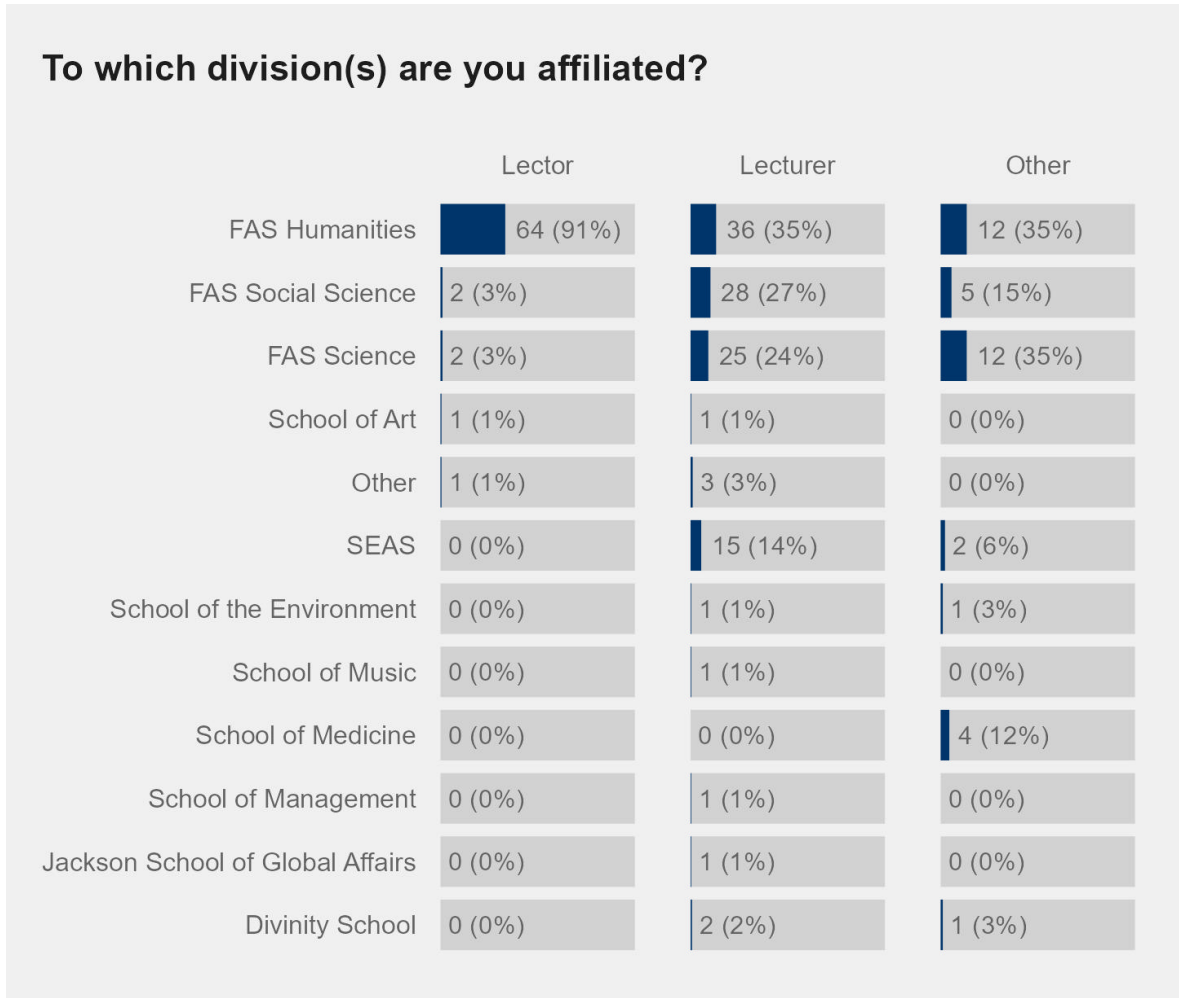


Figure 9. Affiliation by division. Full-time vs. part-time. For this question, more than one option could be selected.

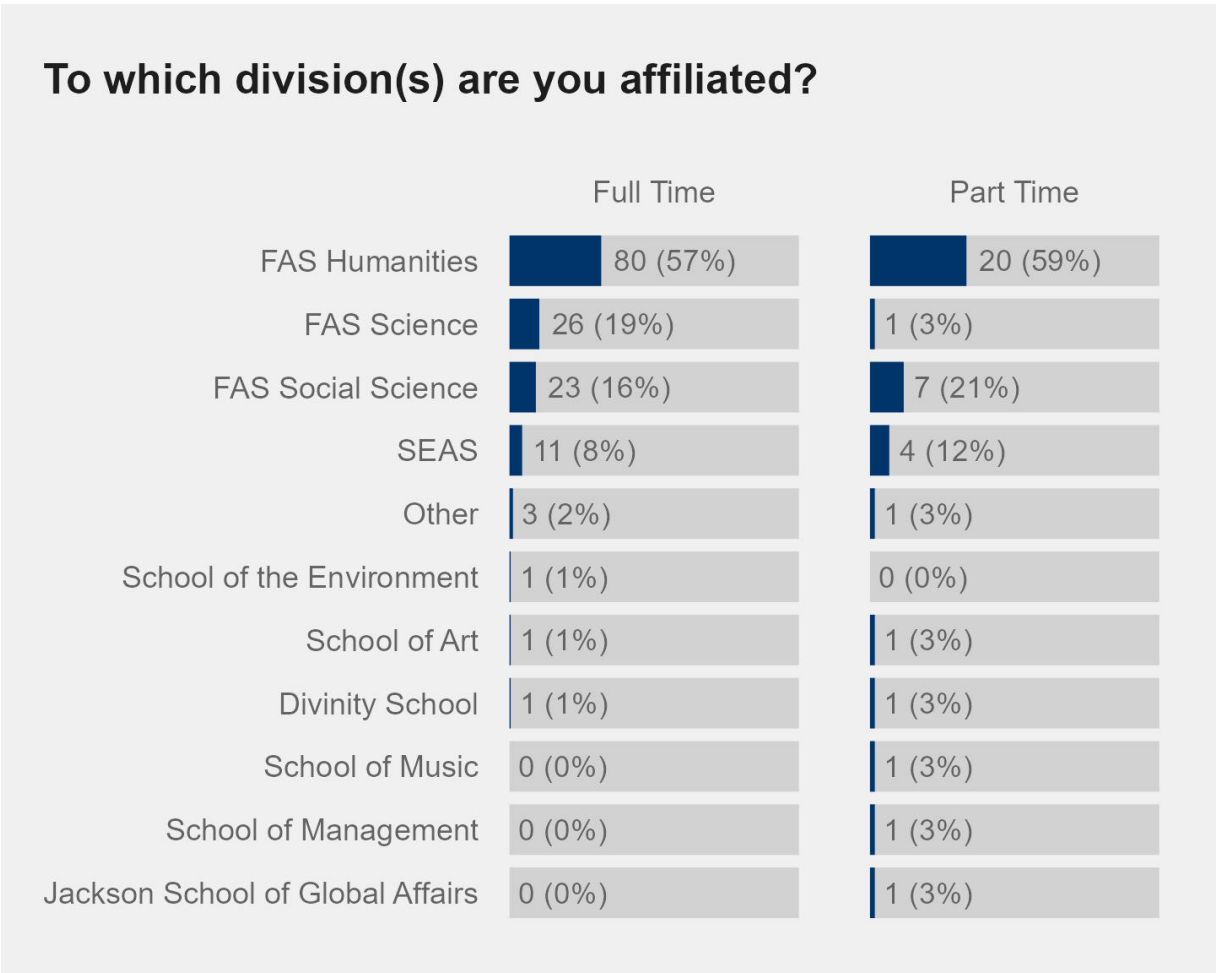


Figure 10. Salary by Track. Full-time instructional faculty, all ranks.

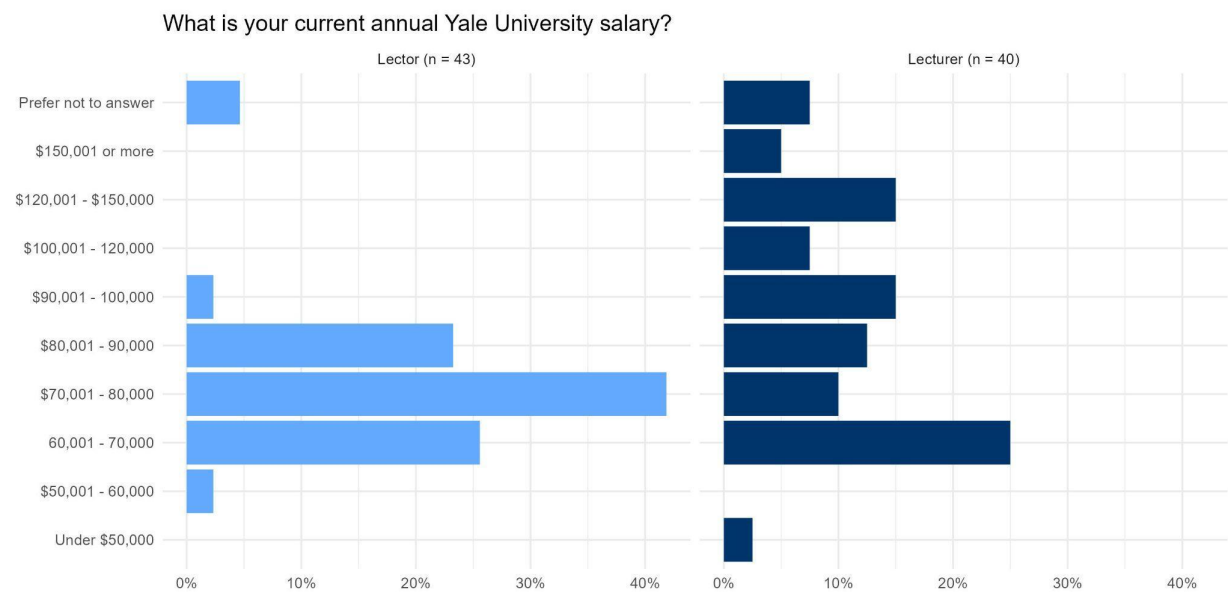


Figure 11. Salary by track and rank.

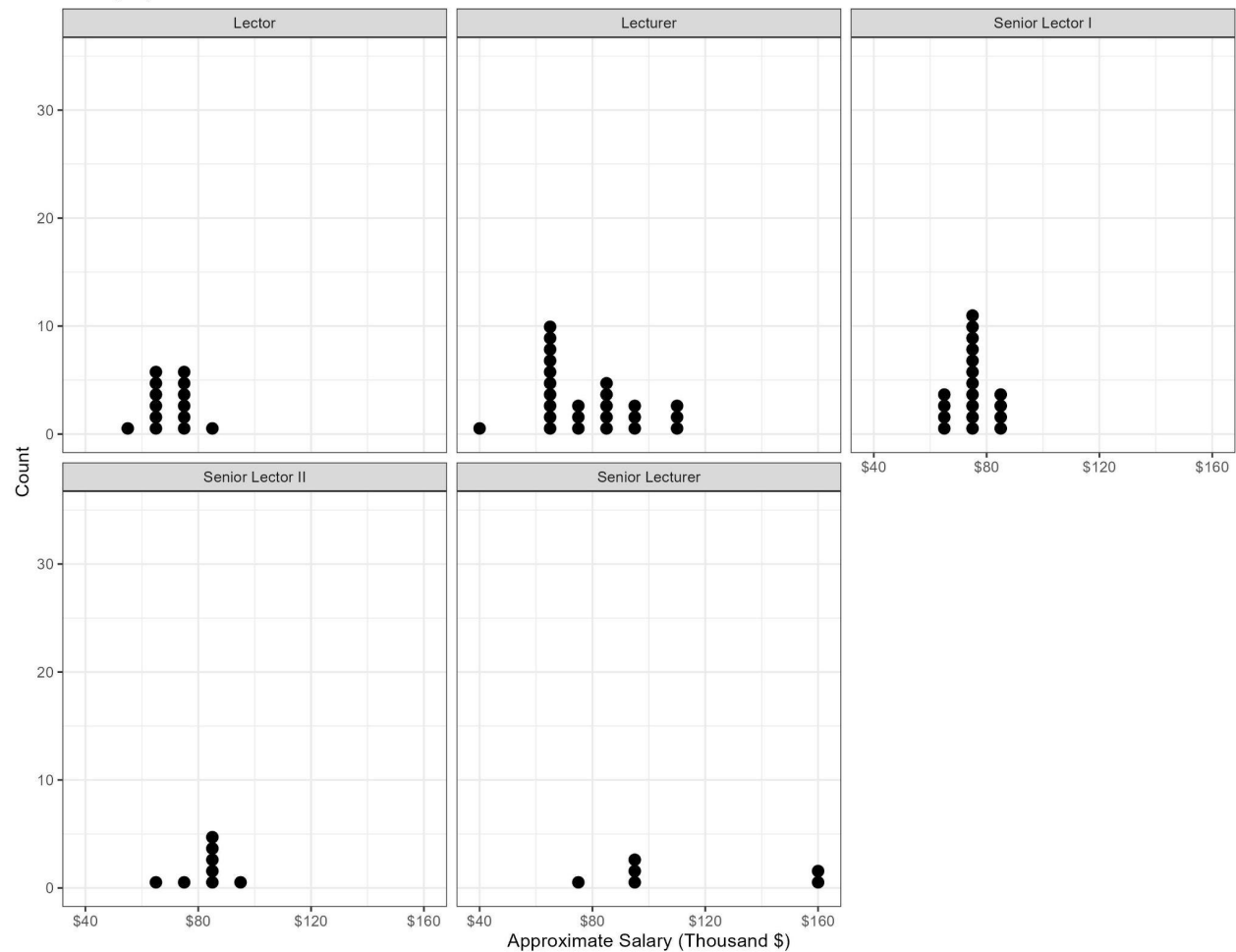


Figure 12. Salary by division. Full-time

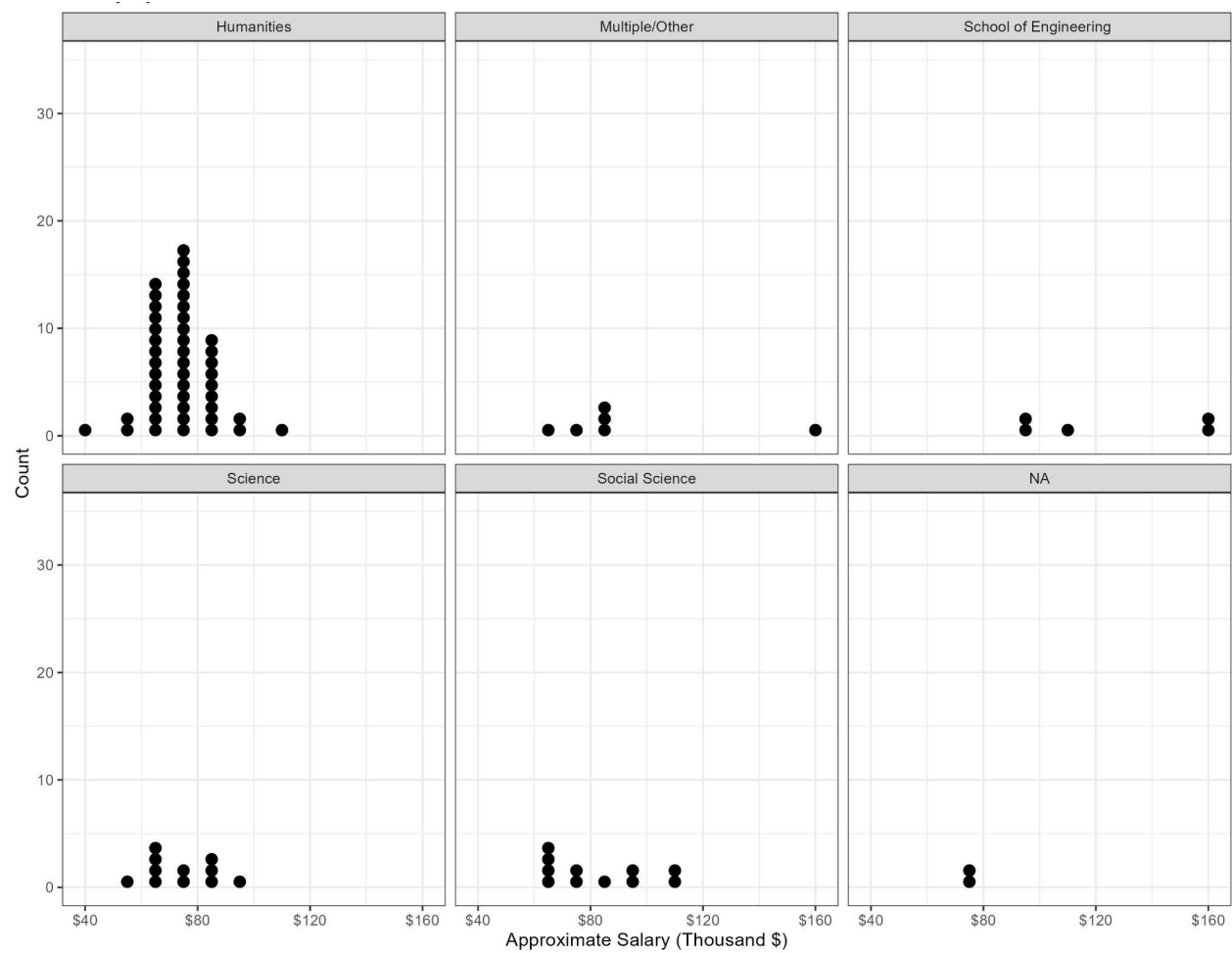


Figure 13. Salary by track. Part-time.

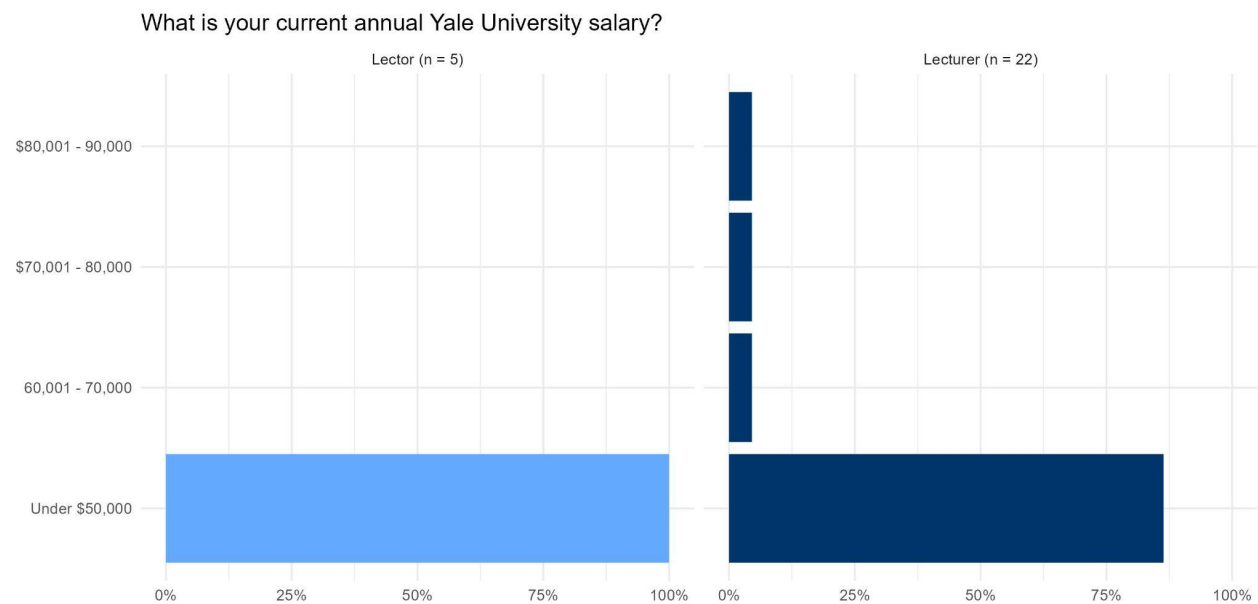


Figure 14. Supplemental salary by track and rank. Respondents were able to select more than one option.

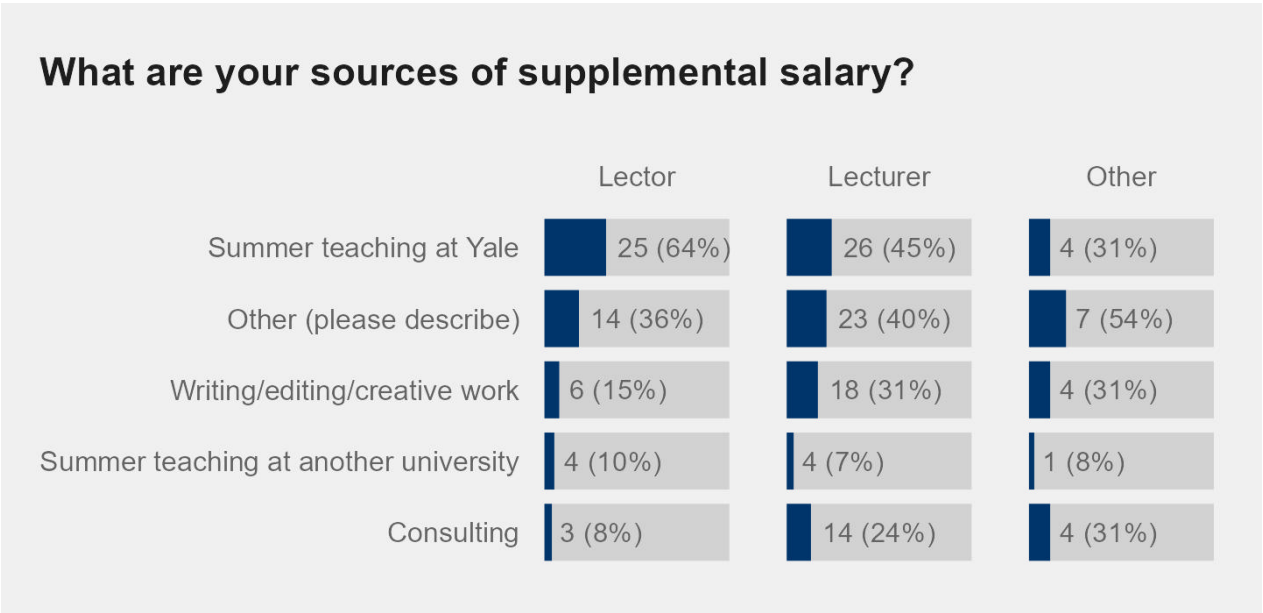


Figure 15. Number of individuals in the household. All tracks and ranks.

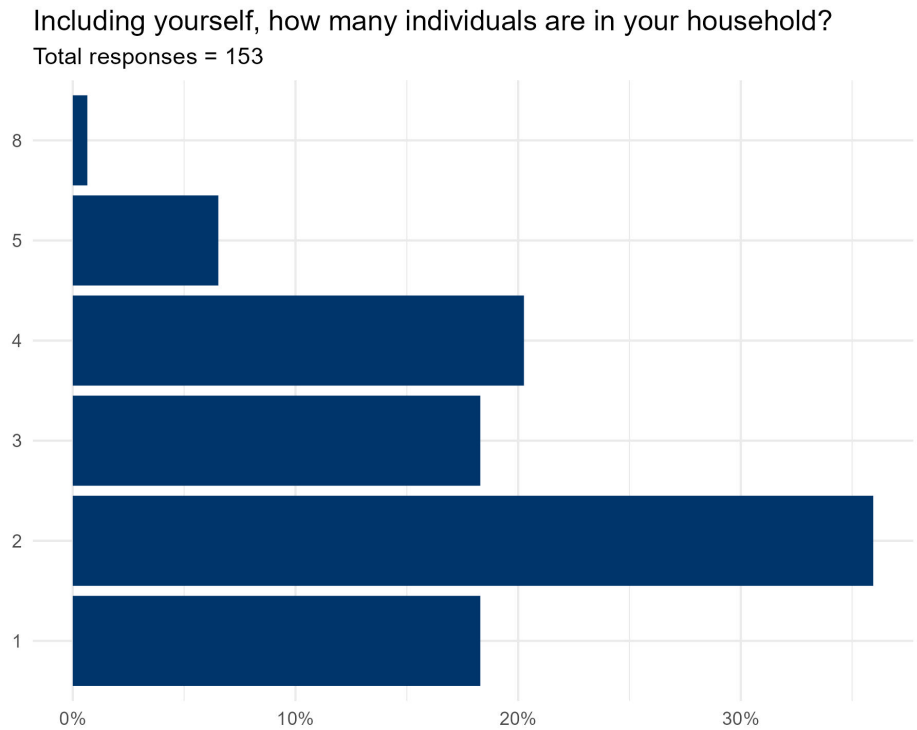


Figure 16. Number of individuals in household by track.

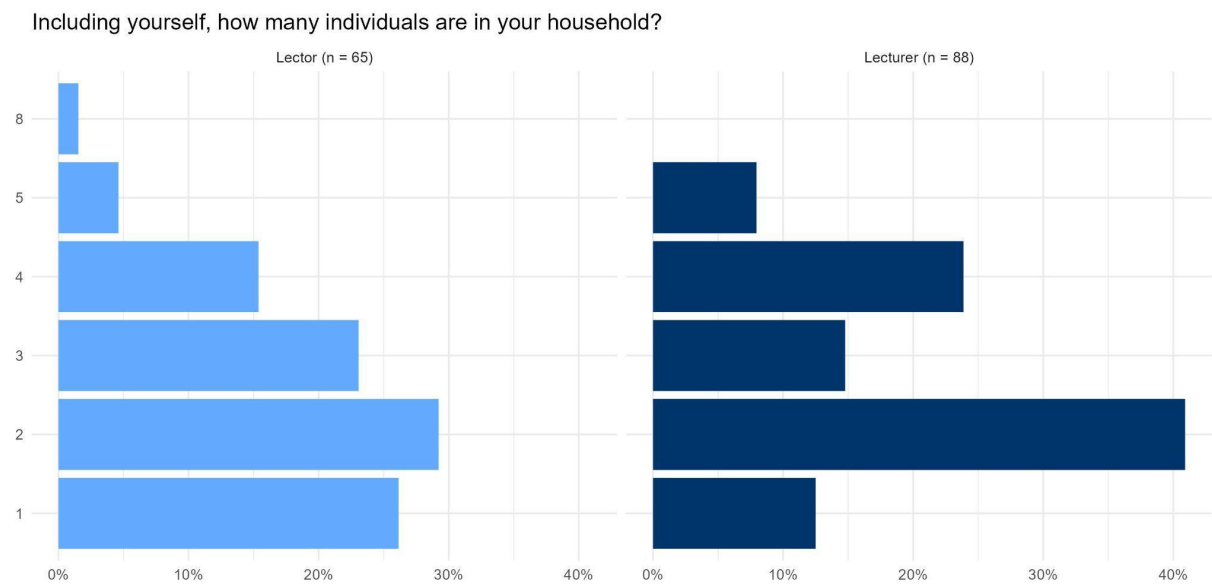


Figure 17. Wage-earners in the home. All respondents.

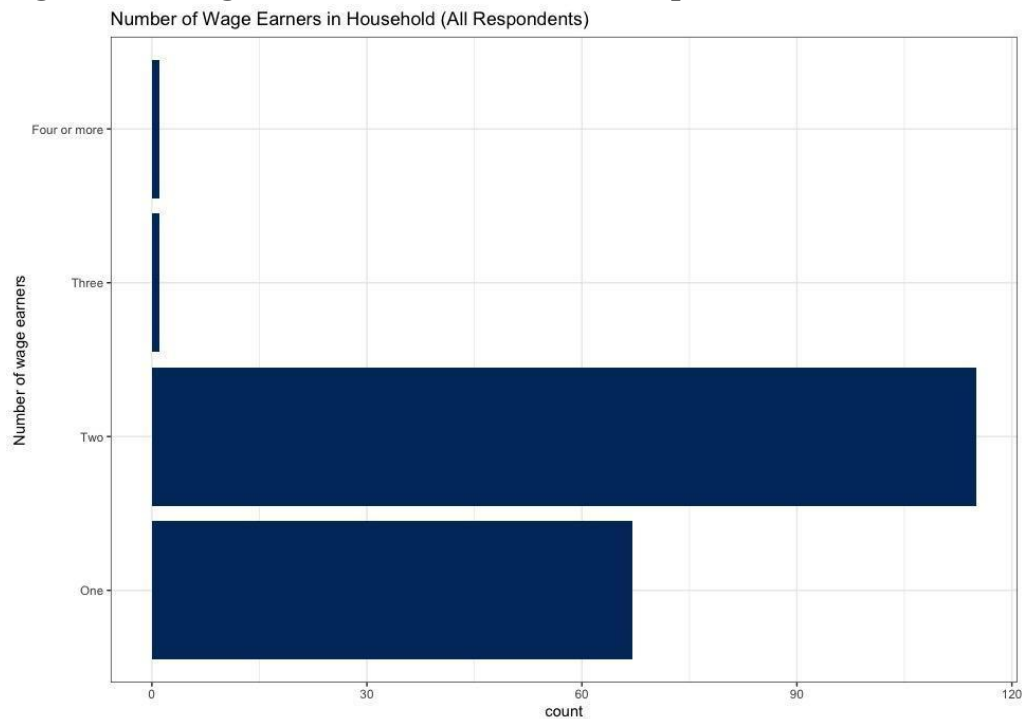


Figure 18. Wage-earners by track

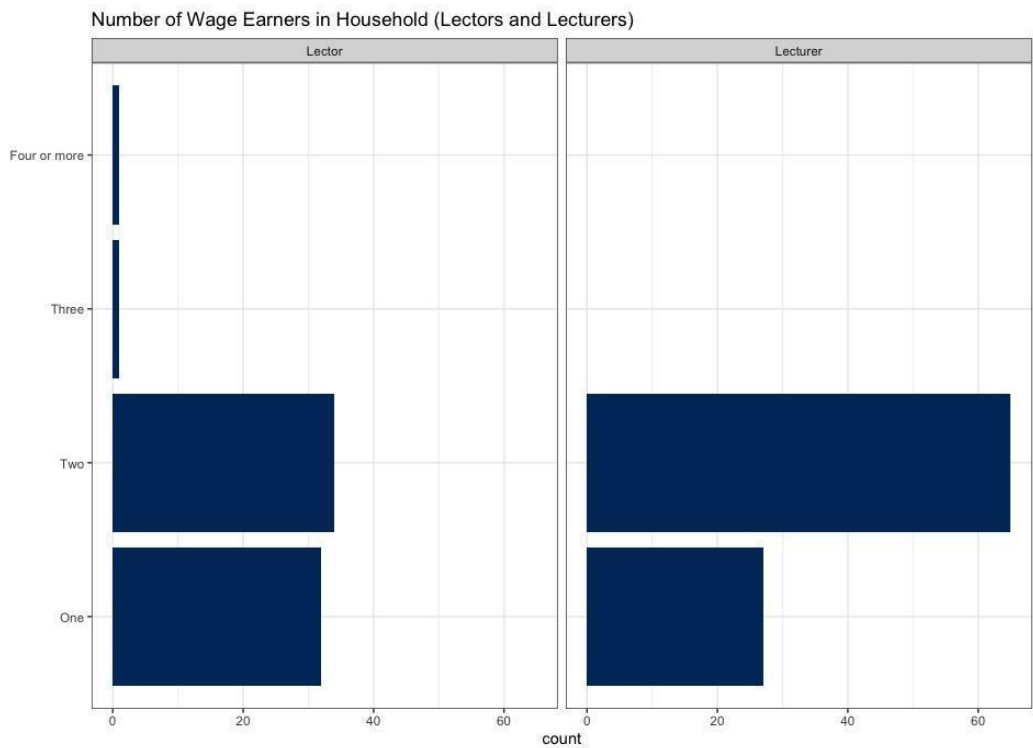


Figure 19. Length of contract by track.

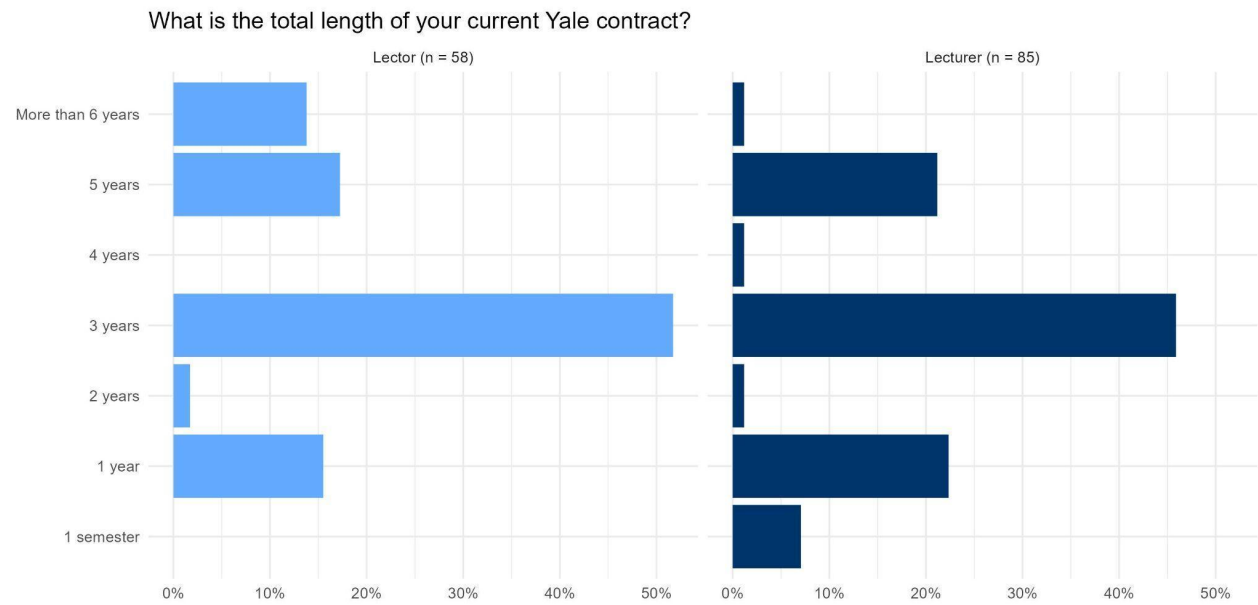


Figure 20. Length of contract by division.

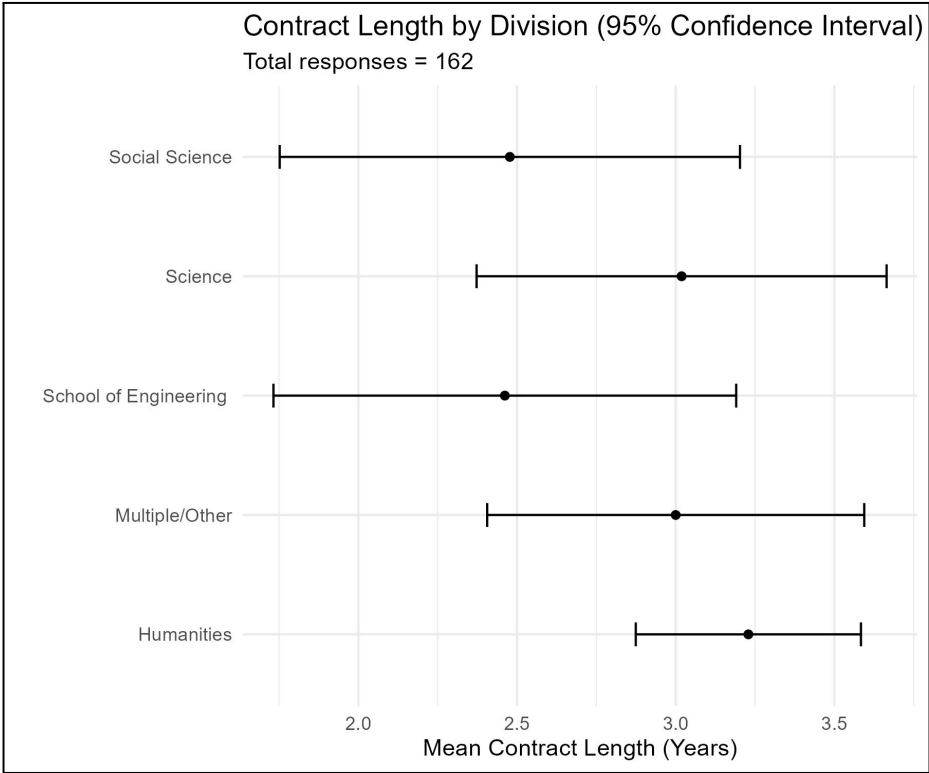


Figure 21. Number of years at Yale. Full-time

Years Full Time

Mean = 10.5 years, Median = 6 years, Total responses = 148

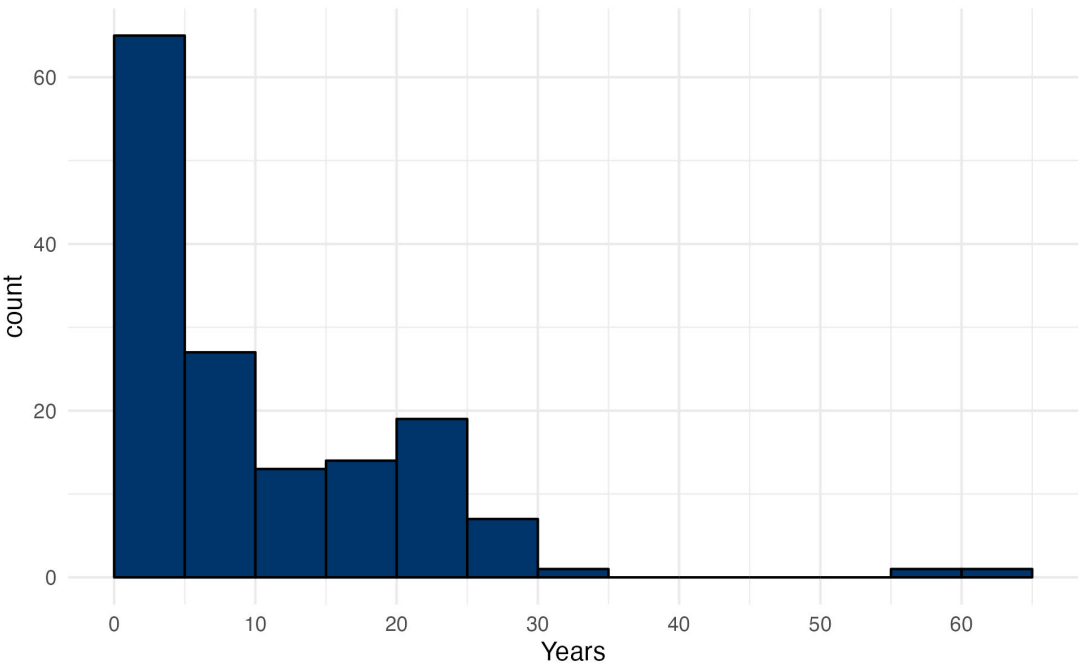


Figure 22. Number of years at Yale. Part-time

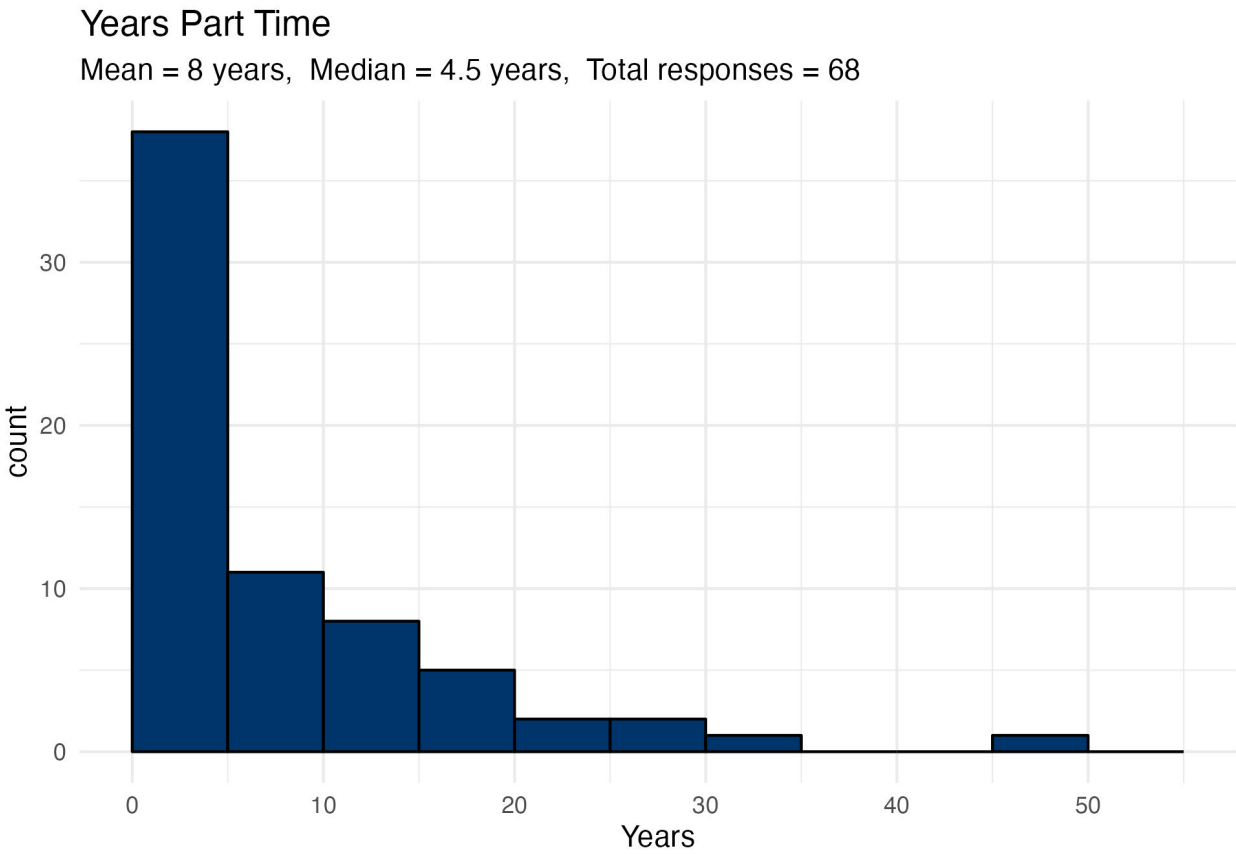


Figure 23. Number of courses per year by track.

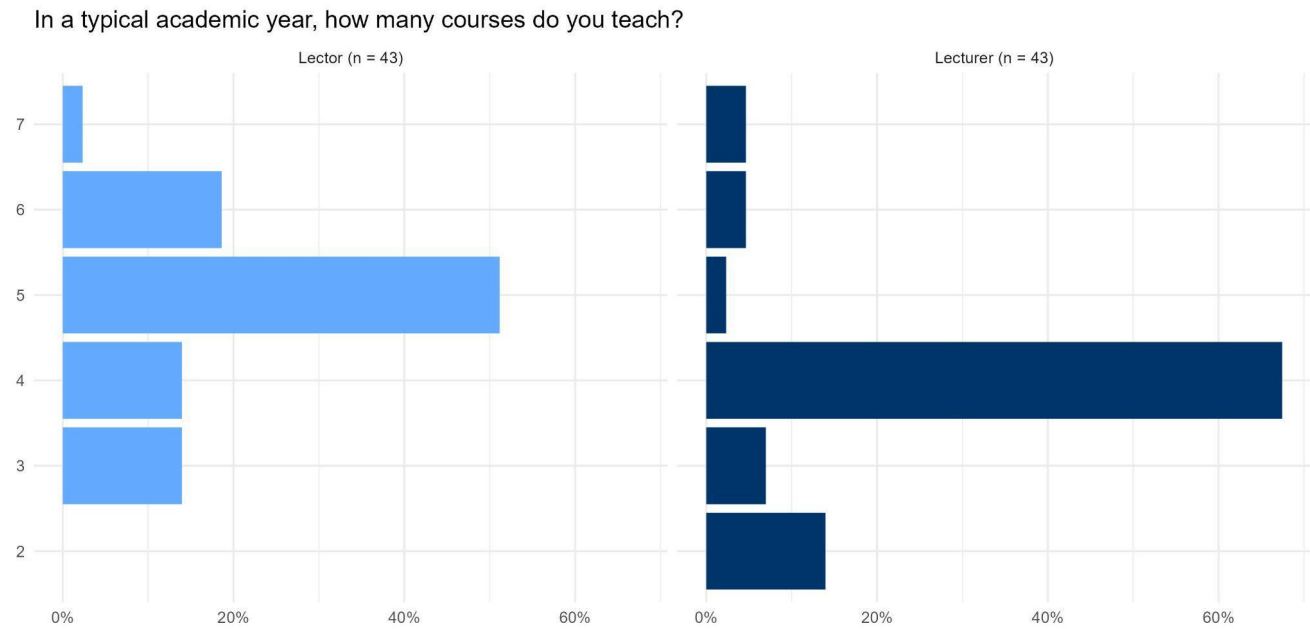


Figure 24. Hours per week spent on course-related activities.

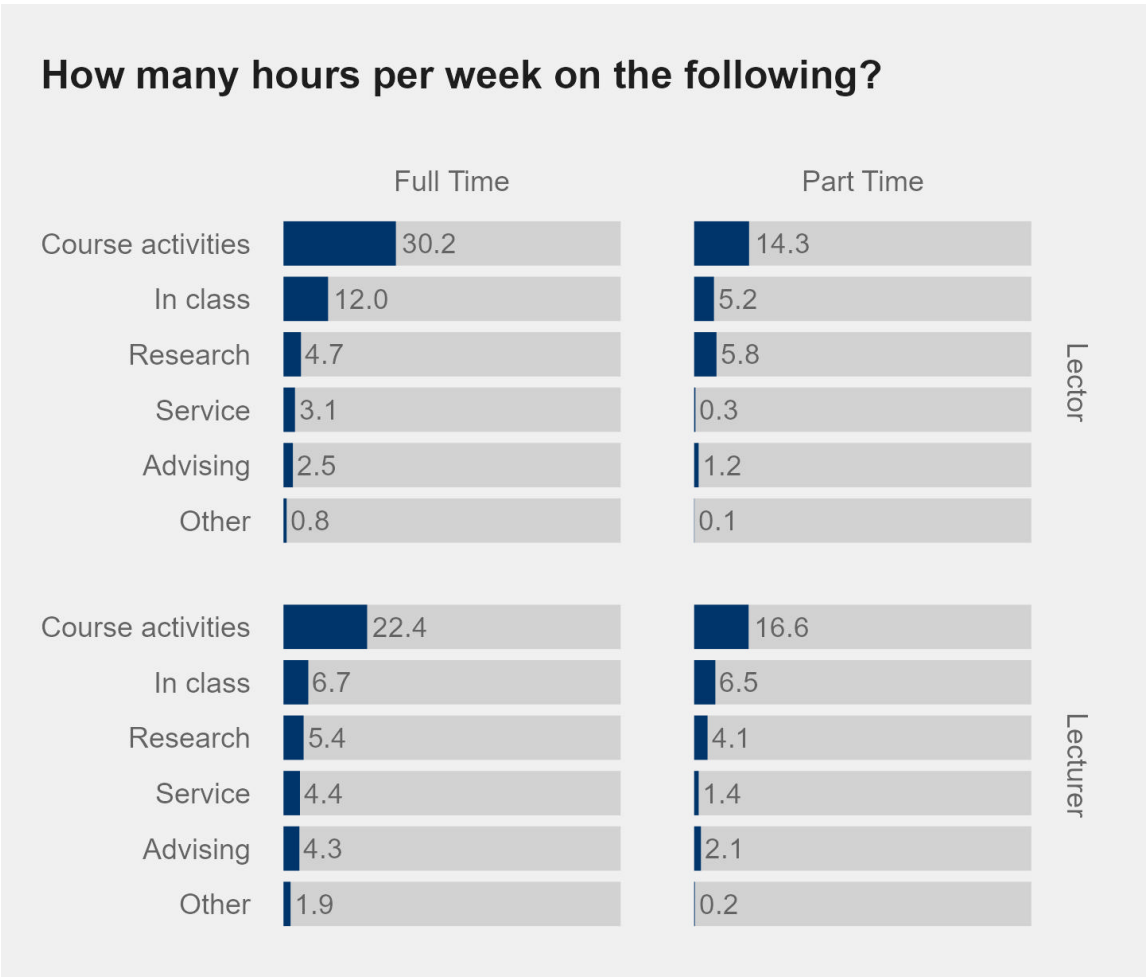


Figure 25. Responsibilities by track. Respondents could select multiple options.

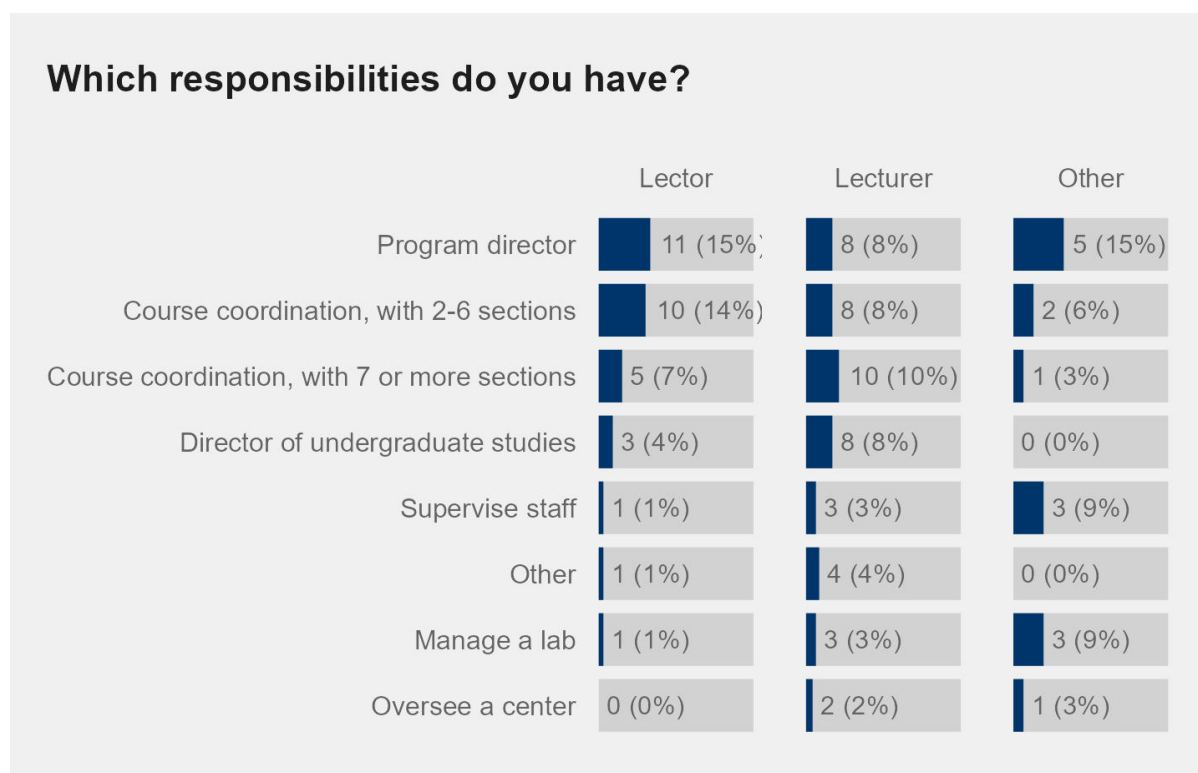


Figure 26. Advising by track. Respondents could select multiple options.

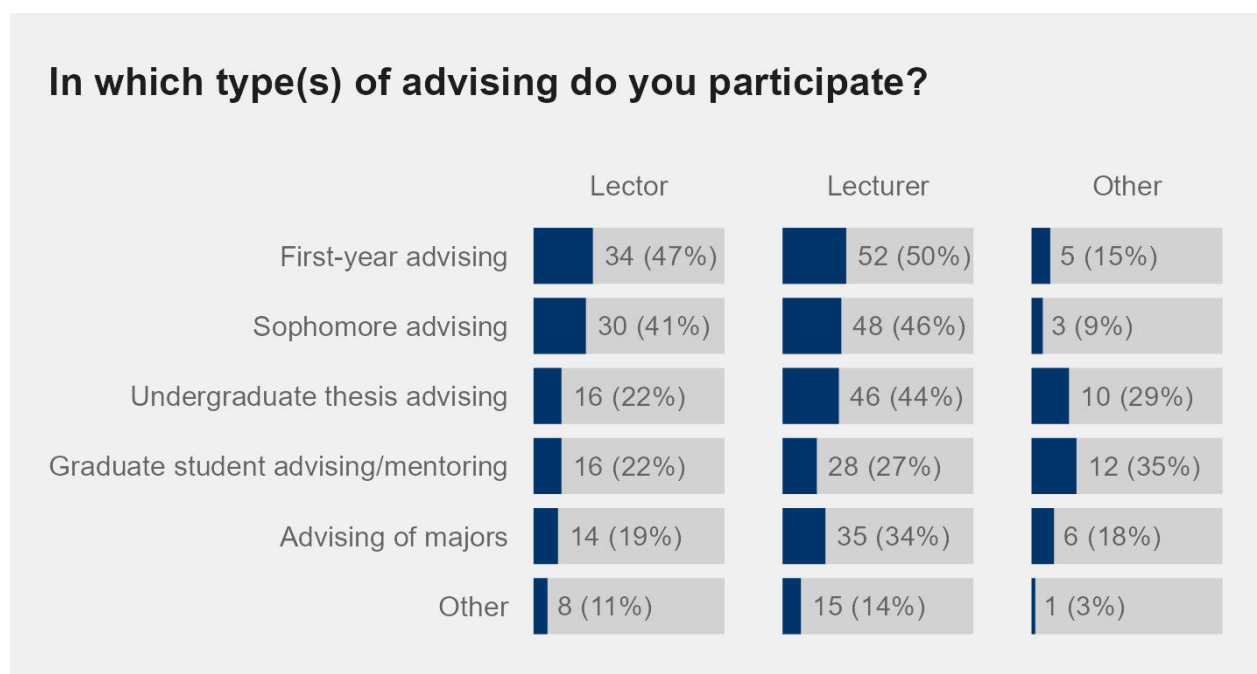


Figure 27. Advising. Full-time vs. Part-time. Lectors and lecturers. Respondents could select multiple options.

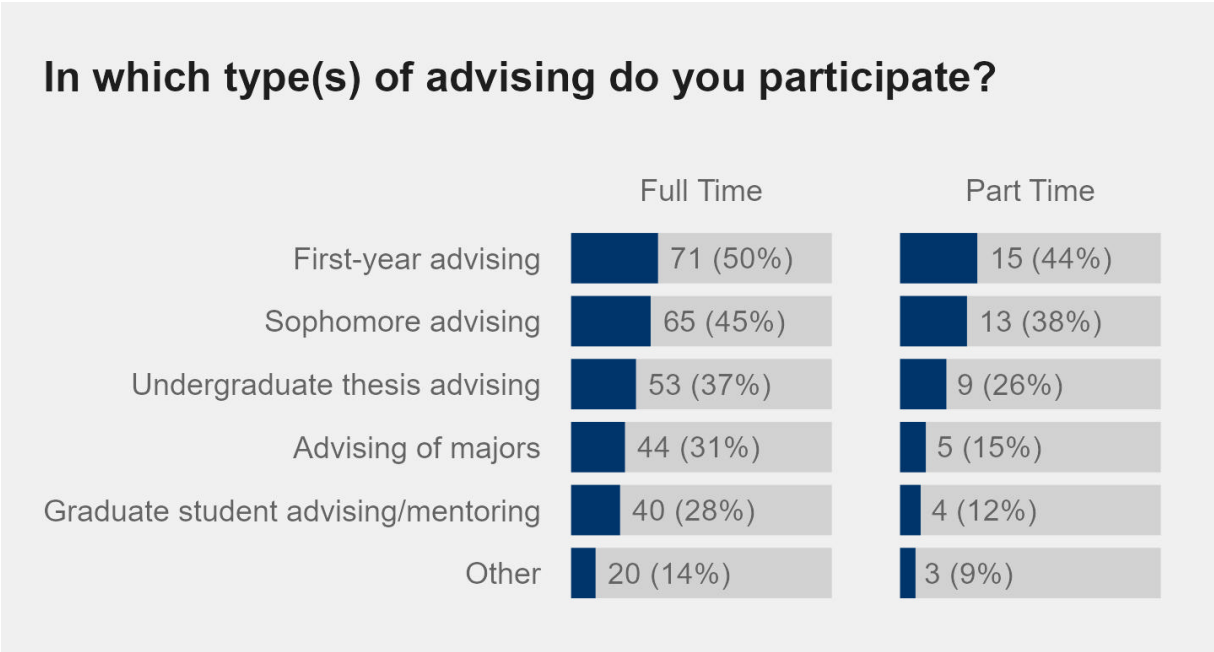


Figure 28. Number of committees by track.

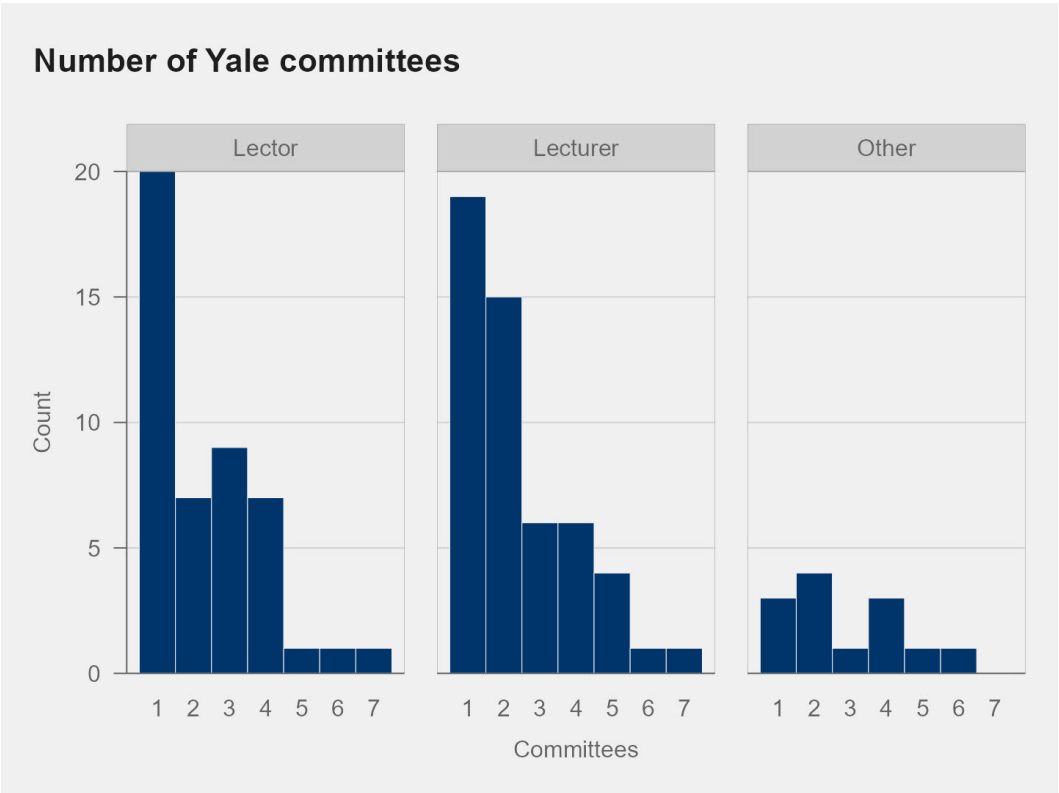


Figure 29. Presentations and publications by track. Full-time / part time.

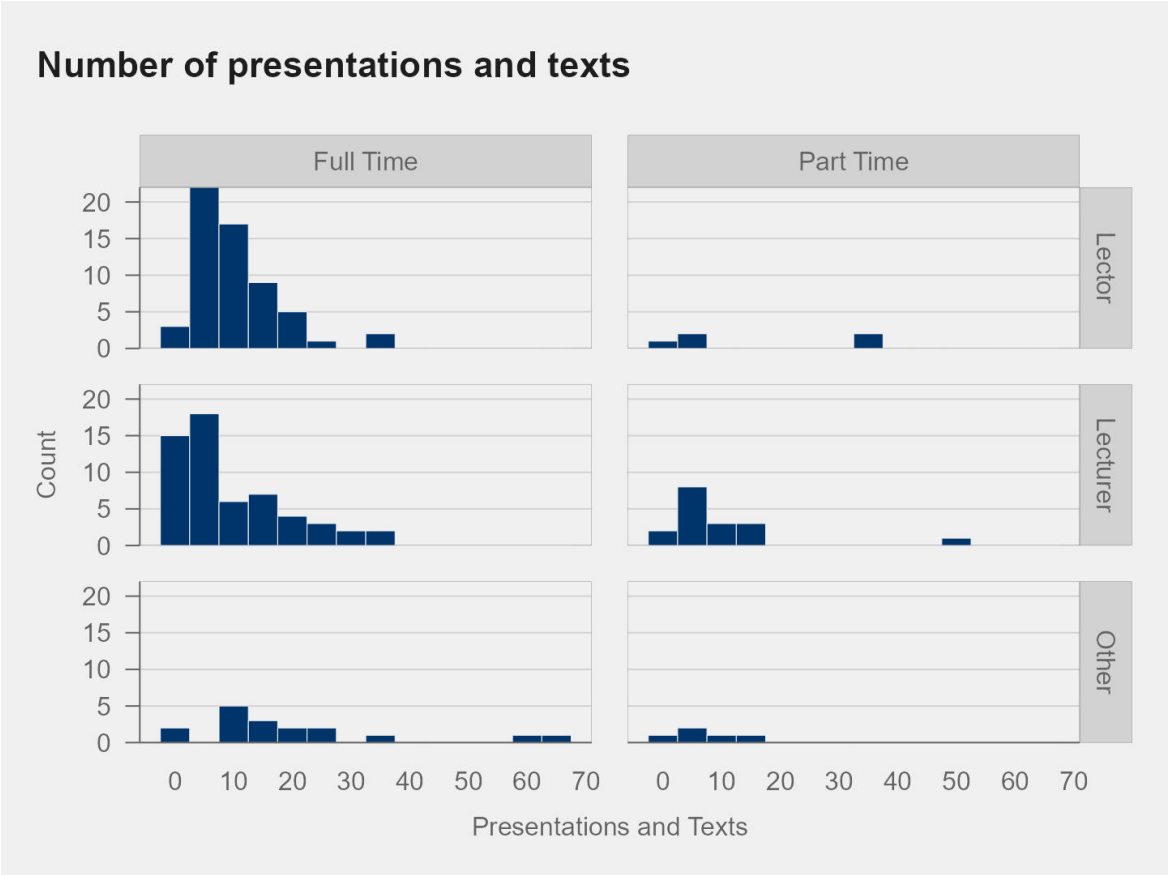


Figure 30. Paid professional development leaves taken: Lectors and lecturers.

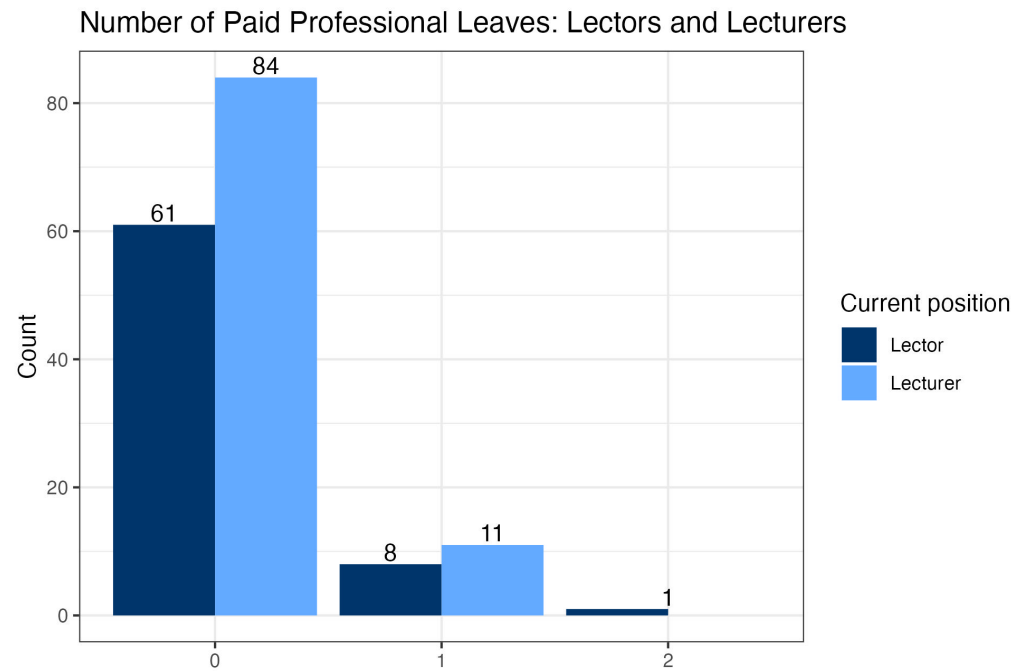


Figure 31. Financial support received for travel to conferences or professional development.

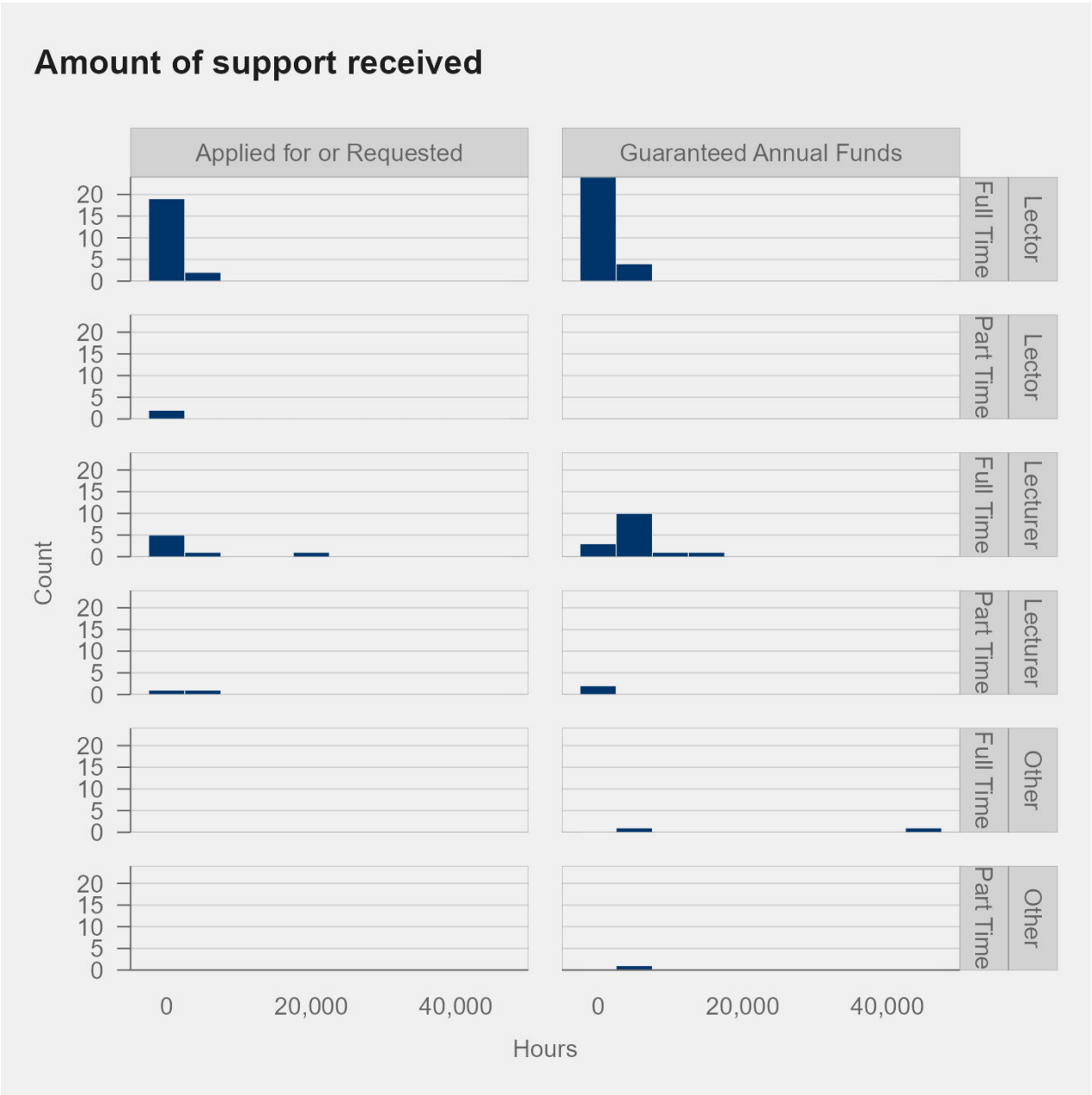


Figure 32. How did you first start working at Yale? Full-time vs. part-time. Both tracks.
Respondents could select multiple options.

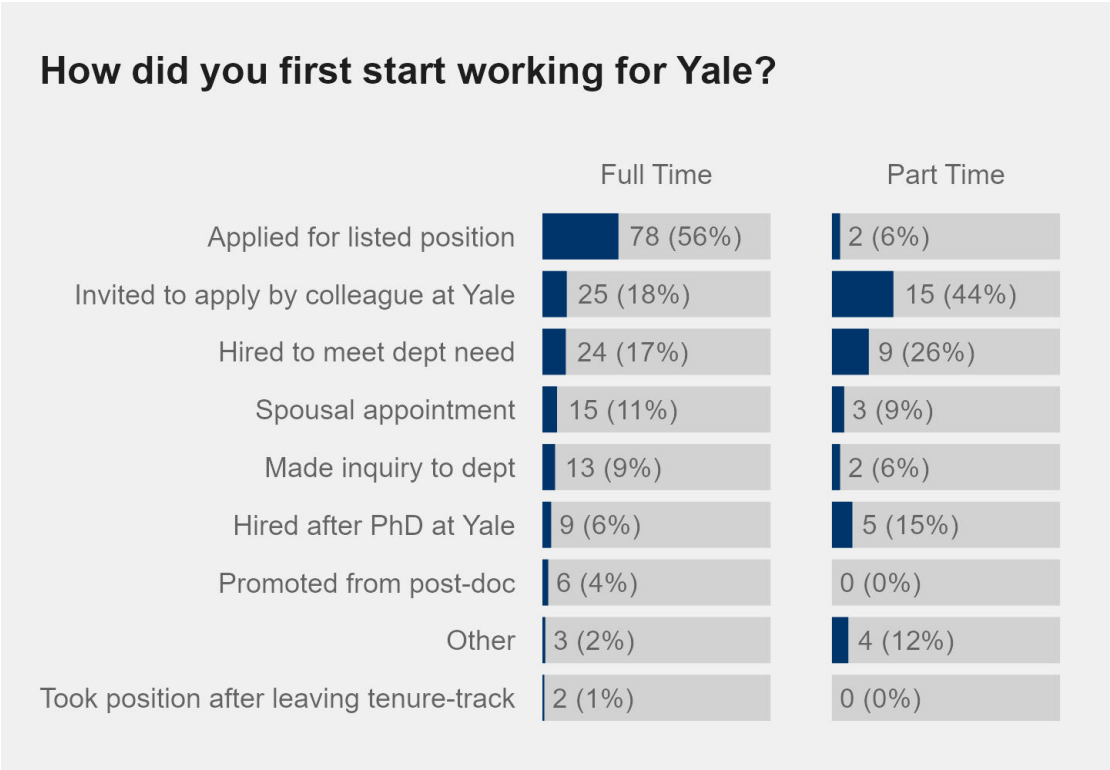


Figure 33. Benefits and support received. Full-time & part-time. Lectors and lecturers.
Respondents could select multiple options.

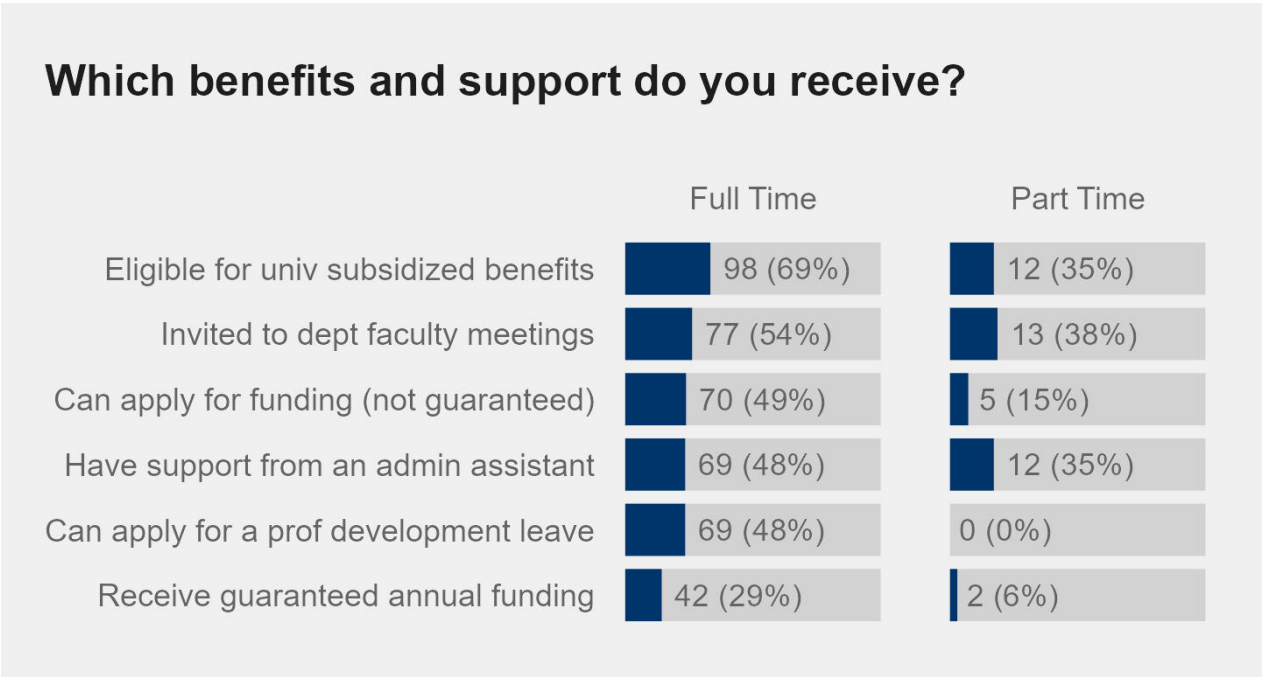


Figure 34. Current Workspace

Describe your current workspace here at Yale. - Selected Choice

Total responses = 167

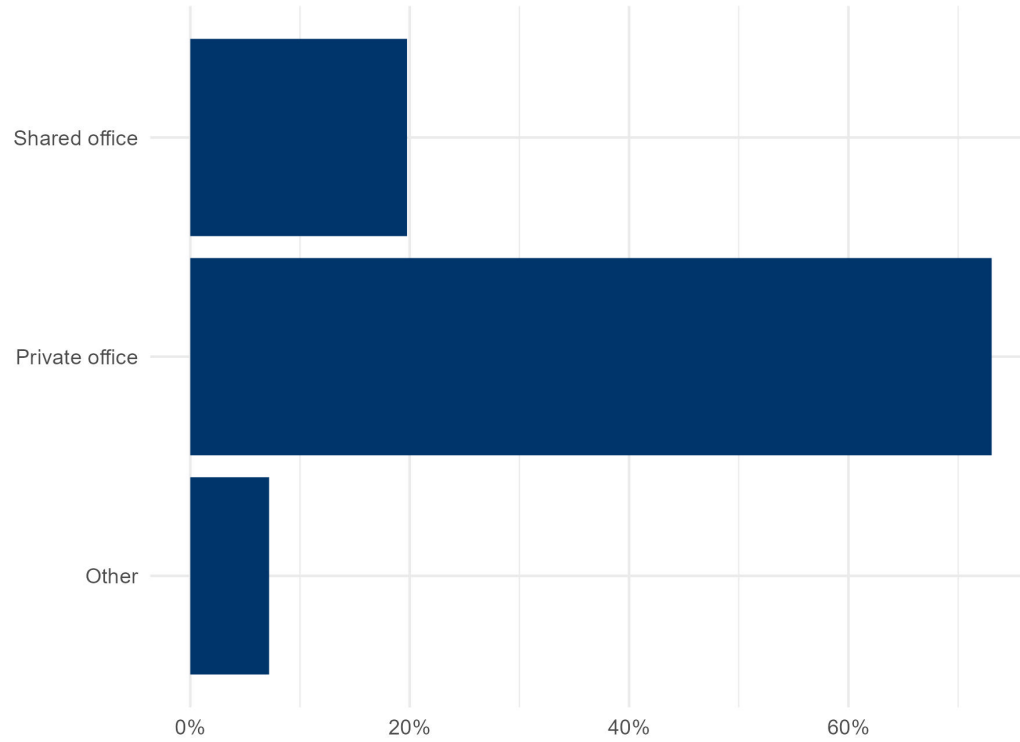


Figure 35. Top five priorities. 2017 vs. 2023. Lectors and lecturers, all ranks.

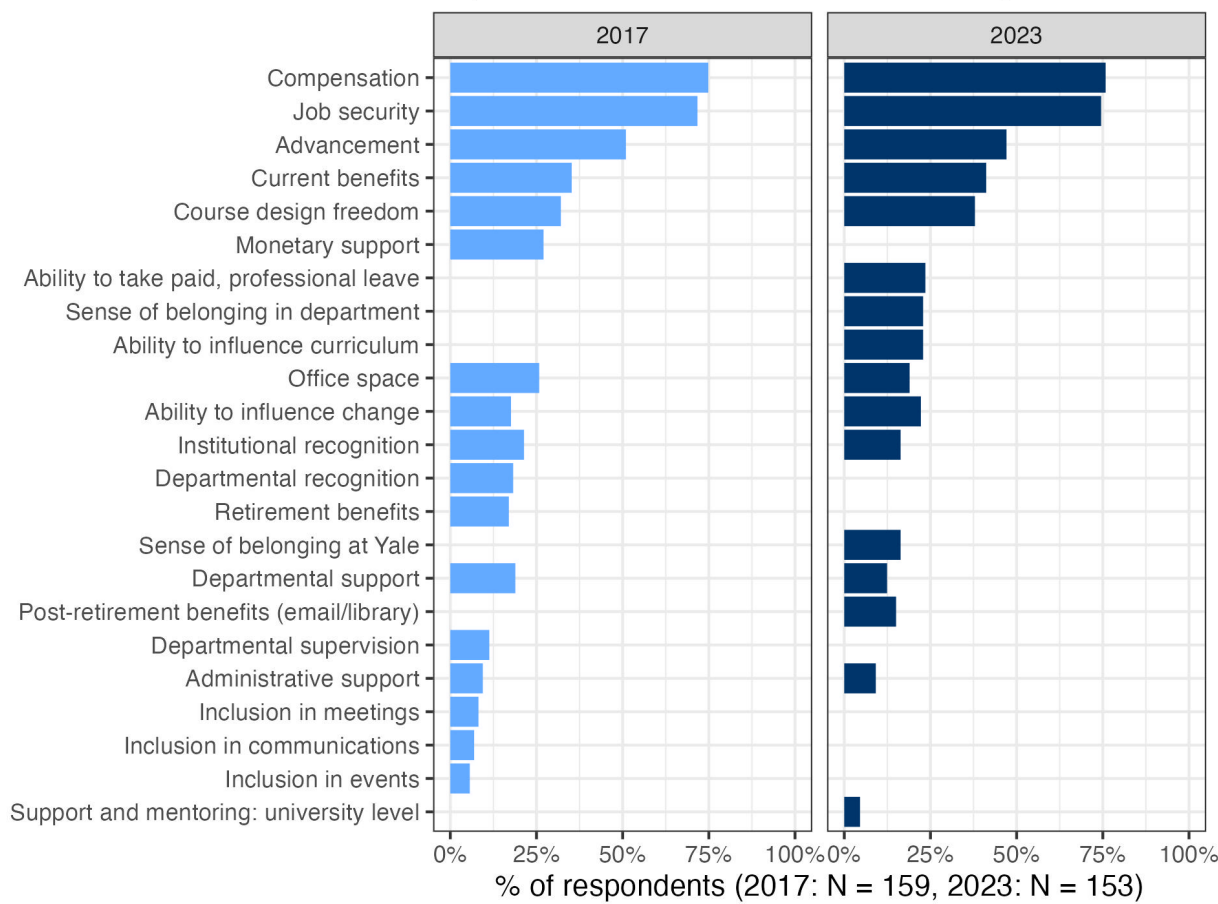


Figure 36. Satisfaction. Lectors and lecturers

