

FAS Senate

AN ELECTED BODY OF THE FACULTY OF ARTS AND SCIENCES
YALE UNIVERSITY

Report on the Status, Pay, and Conditions of Non-Ladder Faculty in FAS

APPROVED BY THE SENATE
FOR DISTRIBUTION TO THE FACULTY AND THE UNIVERSITY
APRIL 13, 2017

Committee:

Shiri Goren (Co-Chair), *Senior Lector II, NELC*
Emily Greenwood (Co-Chair), *Professor, Classics and African American Studies*
Ruth Koizim, *Senior Lector I, French*
Rona Ramos, *Lecturer, Physics*
Jonathan Reuning-Scherer, *Senior Lecturer, Statistics and FES*
Charles Schmuttenmaer, *Professor, Chemistry*
Joseph Wolenski, *Senior Lecturer and Research Scientist, MCDB*

Report on the Status, Pay, and Conditions of Non-Ladder Faculty in FAS

FAS Senate

Ad Hoc Committee on the Status, Pay, and Conditions of Non-Ladder Faculty in FAS

Approved by the Senate

April 13, 2017

TABLE OF CONTENTS

Introduction	3
Recommendations	10
Findings of the Senate’s Survey of Non-Ladder Faculty in FAS	20
Conclusion	29
Acknowledgments	30
APPENDIX: Data Tables from the Survey	31

INTRODUCTION

This report has its origins in two of the reports that the FAS Senate produced in its first year (2015–2016): the FAS Senate College Expansion Report and the FAS Senate Diversity and Inclusivity Report.¹ The former report flagged the fact that the expansion of Yale College will have “a particularly dramatic effect on non-ladder faculty in writing courses, language courses and laboratories, whose teaching duties are already among the most intensive in the university.”² Indeed, in follow-up communications with the Senate, the university leadership confirmed that, starting in Fall 2017, the majority of additional teaching needs created by the Yale College Expansion will be met by hiring additional faculty into the non-ladder ranks. There is, however, no clear information available about how many new faculty will be hired.³ The Senate is concerned about the additional burden that increased class sizes, student mentoring, and advising duties will place on members of the non-ladder faculty who are already doing work that is not part of their job description and for which they receive no additional compensation, a situation compounded by job insecurity, low recognition, and relatively low salaries.⁴

Another key area of concern is the lack of inclusion of non-ladder faculty in their departments and programs, a situation that undermines the university’s pronounced goal of creating “an inclusive community, a community in which all feel they belong.”⁵ Among the responses that we received to the Senate survey on diversity and inclusivity in FAS, was the frequent observation that it is not possible to study adequately the theme of inclusivity in FAS without taking into account the relative invisibility and second-class status experienced by many members of the non-ladder faculty. The Diversity and Inclusivity survey was sent to all faculty in FAS but, although many non-ladder faculty took the survey, there were no specific questions about the non-ladder experience. The Diversity and Inclusivity Committee’s presentation of the diversity report to the Senate at the meeting of May 19 2016 highlighted the status of non-ladder faculty as an issue that the Senate should investigate in the future.

1 http://fassenate.yale.edu/sites/default/files/files/Reports/FAS-Senate_2016-03-10_Yale-College-Expansion.pdf

http://fassenate.yale.edu/sites/default/files/files/Reports/FAS-Senate_2016-05-19_Diversity-and-Inclusivity.pdf

2 Quoting from page 17 of the report.

3 Response from President Salovey to the FAS Senate’s *Report on the Expansion of Yale College* (March 2016), sent 21 Sept 2016. Page 5 of this response states that the arrival of 200 additional freshmen in the fall of 2017 “will create about 1,800 additional course enrollments in 2017–2018, and by 2020–2021, 800 additional undergraduates will create over 7,200 new course enrollments annually.”

4 See pp. 24–28 below for a discussion of these and other negative aspects of the careers of non-ladder faculty in FAS cited by respondents to the Senate’s survey.

5 Statement from President Salovey: “Toward a Better Yale,” <http://news.yale.edu/2015/11/17/statement-president-salovey-toward-better-yale>

A comprehensive review of the status, pay, and conditions of non-ladder faculty in FAS is long overdue. Although a comprehensive review is beyond the scope of this report, our goal has been to collect and analyze both quantitative and qualitative data about the status, pay, and conditions of non-ladder faculty in FAS and to document the non-ladder experience. The committee has used this data to identify areas for improvement (as well as aspects of their work which many non-ladder faculty experience as highly positive), and to recommend priority items for action. We note and welcome the fact that the FAS Dean's office is actively engaged in reviewing and improving professional opportunities for non-ladder faculty and we have benefited from input from the FAS Dean's office.⁶ We hope that the committee's findings and recommendations will inform and influence planning in FAS at this important juncture.

Broader Context

In the literature on faculty labor in American higher education, the prevailing terms used to refer to faculty who work outside the tenure-track, whether full-time or part-time, are “non-tenure-track faculty” (NTTF), “contingent faculty,” and “adjunct faculty.”⁷ Each of these terms has negative associations. The term contingent, for example, has connotations of provisionality, dependent on the changing fortunes and whims of the employer. Yet, as Patricia Davies Pytleski has observed, “Universities are also extremely dependent on these temporary, ‘contingent’ faculty to teach their bread- and-butter courses, ones oftentimes required of all students, like first-year composition. It is ironic to call these faculty ‘contingent’ since the university would not be able to function without them.”⁸ Yale uses the term “non-ladder” to refer to faculty who are not employed on the tenure-track. Within FAS, there is growing dissatisfaction with this term on the part of both ladder and non-ladder faculty.⁹ Critics of the term point out that the designation “non-ladder” identifies a group of Yale faculty through negation. The committee shares this disquiet. Research on diversity demonstrates that practices of naming through negation foster inequality and discrimination (e.g. “non-white”). It is notable that scholars who work in the contingent faculty movement speak of “subaltern status,” “second-class citizenship,” and “faculty apartheid.”¹⁰ This committee takes the view that the term “non-ladder” faculty is no longer

6 Please see the Acknowledgments section on page 30 below. The committee accepts sole responsibility for the contents of this report.

7 Keith Hoeller offers a helpful critique of all three terms. Hoeller, “The Academic Labor System of Faculty Apartheid,” in K. Hoeller (ed.), *Equality for Contingent Faculty*, 116–155 (Vanderbilt University Press, 2014), 120–121.

8 Patricia Davies Pytleski “Contact Zones and Contingent Faculty: An Argument for Conversion,” *College Composition and Communication* 67 (Sept 2015), A8.

9 For purposes of comparison, to cite just three examples: Harvard also uses the term “non-ladder faculty”; Stanford uses “non-tenure-line faculty”; Princeton uses “non-tenure-track faculty.”

10 See Hoeller, *op. cit.* in note 7 above.

tenable and we make a recommendation to this effect on page 17 below (rec. IV.1).¹¹ However, for the purposes of this report, we use the term “non-ladder,” albeit with misgivings, since this is the term currently in use in FAS.

According to the AAUP’s Annual Report on the Economic Status of the Profession for 2015–2016, tenured faculty make up approximately 21% of the academic labor force, tenure-track faculty make up just over 8%, and non-tenure-track faculty constitute 71% (up from 62.6% in 2013).¹² For doctoral universities in the period 2005–2013, the proportion of full-time non-tenure-track faculty increased from 18.6% to 20.7%, and the percentage of part-time non-tenure-track faculty increased from 29.5% to 32.2%. Combined, this amounts to an increase of non-tenure-track faculty members from 48.2% to 52.9% in this period.¹³ According to official data published by Yale’s Office of Institutional Research (OIR), in 2015–2016 there were 410 non-ladder faculty in FAS (teaching faculty and research faculty combined), compared to 199 tenure-track faculty and 456 tenured faculty. According to these numbers, 38% of the faculty in FAS are in the non-ladder ranks.¹⁴ It would be very helpful indeed to have good data on how Yale compares to peer institutions, but our efforts have been frustrated by the fact that elite private universities guard data on non-tenure-track faculty jealously and any data that is publicly available tends to be poor. There is speculation about why this is the case, with suggestions ranging from lack of interest on the part of universities to deliberate obfuscation of the extent to which prominent universities employ a two-tier faculty. But there is a larger problem with national underreporting of data on non-tenure-track faculty; consequently, many studies on the status, pay and conditions on non-tenure-track faculty rely heavily on surveys and interviews carried out by independent teams of researchers, as opposed to institutional reporting.

11 However, we also take a point made by one of the respondents to the Senate’s survey; namely, that a cosmetic name change accompanied by failure to address underlying structural inequities, is scarcely an improvement: “All the definitive, specific features of my experience in this position that differ from those of my ladder faculty colleagues are in fact, things I experience negatively: such as the absence of particular kinds of support, recognition, inclusion, and possibilities for career advancement. I thus think that ‘non-ladder,’ in its definition of status by negation, is exactly right. A rebranding of the category to make it appear more positive would be dishonest. Instead, I would suggest making significant positive changes to the category instead, such that these negative features are lessened and addressed.”

12 *The Annual Report on the Economic Status of the Profession, 2015–2016* – a special issue of *Academe*, March–April 2016: <https://www.aaup.org/sites/default/files/2015-16EconomicStatusReport.pdf>. In a message to its members, sent on 29 March 2017, the AAUP cited the percentage of contingent faculty employed nationally in all colleges and universities as 70.4%.

13 Steven Shulman, “Faculty and Graduate Student Employment at U.S. Colleges and Universities, 2013,” January 2015: <http://csal.colostate.edu/wp-content/uploads/2015/02/Faculty-Employment-Report-2013-Section-1.pdf>. This report combines AAUP data and data from the National Center for Education Statistics.

14 These numbers are complicated by the fact that many ladder and non-ladder faculty in FAS have appointments in other schools. Since OIR only counts faculty with appointments in multiple schools once, we know that this figure of 410 non-ladder faculty in FAS is lower than the number of non-ladder faculty who work in FAS. This is a good example of an instance where better data and transparency would improve faculty governance. See recommendation I.1 (page 10 below).

The FAS Senate and non-ladder faculty representation

As a representative body of the faculty, the FAS Senate exists to represent all ladder faculty in FAS and all non-ladder faculty on full-time multi-year contracts.¹⁵ We consider the status of non-ladder faculty in FAS as a concern for all faculty in FAS. It is the view of this committee that, to quote an apt formulation by the AAUP: “there is one faculty in a variety of appointment types.”¹⁶ We have written this report because we are convinced that a two-tier faculty system, reinforced by a culture of invisibility and the *de facto* exclusion of an entire group of faculty from faculty governance, both in departments and in FAS-wide committees, is an obstacle to faculty excellence. Yale should aspire to be a magnet for ambitious faculty who, for a variety of reasons, have chosen to work in the non-ladder ranks. The university is fortunate in the caliber and dedication of its non-ladder faculty and it is important not to take their work, collegiality, experience, and expertise for granted. At a time when the University is preparing to launch a faculty excellence initiative, we suggest that valuing and supporting the career development of all Yale faculty is of the utmost importance. Since opportunities for career development and advancement for non-ladder faculty in FAS have been neglected relative to opportunities for ladder faculty, we urge the FAS Dean’s Office to announce an initiative to enhance the status, pay, and conditions of non-ladder faculty in FAS. This initiative will require support from the Provost’s Office and its implementation will require the cooperation of all departments and programs in FAS.

The ability to have successful, rewarding, and fulfilling careers, and to be duly recognized for one’s work should not be the preserve of ladder faculty in FAS. What is more, Yale stakes its institutional identity on being a student-centered research university. President Peter Salovey articulated this identity in his inaugural address, reaffirming that, “we are a research university that proudly and unapologetically focuses on our students. This is who we are and what we aspire to be.”¹⁷ This commitment was reiterated in a message to the university community on November 21, 2016, in which President Salovey stated, “What distinguishes Yale? Yale is the research university most committed to teaching and learning.”¹⁸ The contribution of non-ladder

15 Quoting from page 1 of the bylaws of the FAS Senate: “The FAS Senate is the representative body of the FAS faculty. This includes all ladder faculty in the Faculty of Arts and Sciences, as well as full-time adjuncts in all ranks, full-time senior lecturers and senior lecturers, full-time lecturers and lecturers with appointments of more than one year, and full-time FAS research scientists and senior research scientists who also hold multi-year teaching appointments as lecturer or senior lecturer.” <http://fassenate.yale.edu/sites/default/files/files/Founding%20Docs/FASS-bylaws-Fall16-Final%5B1%5D%20copy.pdf>

16 Quoting from page 15 of “Higher Education at a Crossroads” – the AAUP’s *Annual Report on the Economic Status of the Profession, 2015–2016*. See note 12 above.

17 President Salovey went on to say that, “Yale University should always be celebrated for our commitment to teaching at every level, in every classroom – in our undergraduate college, in graduate education, and in each of our professional schools. We have found our distinct place in the great constellation of excellence, and we should embrace it.” President Salovey, “Our Educational Mission: Inaugural Address,” delivered on October 13, 2013: <http://news.yale.edu/2013/10/13/our-educational-mission-inaugural-address>

18 <http://news.yale.edu/2016/11/21/president-university-priorities-and-academic-investments>

faculty is at the heart of Yale's distinctive identity as a world-leading research university that excels in the quality of the teaching that it offers its students. As a group of faculty who teach undergraduates intensively, whether in language classes (meeting five days a week), writing classes, labs, and special programs like Directed Studies, Yale's non-ladder faculty are central to the way in which undergraduates experience their Yale College education. Non-ladder faculty also do their fair share of upper-level undergraduate classes and senior-thesis advising. Some of the most inspiring and formative teaching which Yale undergraduates receive at Yale, and some of their most important advising and mentoring relationships are with members of Yale's non-ladder faculty.¹⁹ Many members of the non-ladder faculty also work with graduate students and serve on dissertation committees. The status, compensation, and conditions of non-ladder faculty have a direct impact on their morale and the trust which they place in Yale, and insofar as non-ladder faculty are integral to the excellence of the university's educational mission, their morale and trust is vital for maintaining the excellence of this education.

The committee is of the view that enhancing the experience of non-ladder faculty is a sufficient end in itself. More than that, we regard it as an imperative for the excellence of the university. However, we also think that three important secondary advantages would follow from enhancing the experience of non-ladder faculty.

1) We resist the idea that a focus on non-ladder needs and priorities is a threat to the excellence of ladder faculty in FAS. In the context of faculty excellence, all faculty stand to gain from attending to collegiality and a commitment to strengthening the entire faculty. For the purposes of this report, our focus is necessarily and rightly on the situation of non-ladder faculty in FAS. We note, however, the ongoing work of the FAS Senate's Faculty Advancement Committee, which is attentive to issues such as the size of the ladder faculty in the FAS (which needs to grow), and priorities for enhancing faculty excellence, including liberating faculty from bureaucracy and administration that take valuable time away from teaching, student mentoring, and research. At the same time, the principles of fair compensation, recognition, and climate and inclusion unite all faculty in FAS. Both the implicit and explicit culture of FAS maintain the fiction that there is an impermeable line between the careers of ladder faculty and the careers of non-ladder faculty. This may have been the case in the past, but it is emphatically not the case now. In the Senate's survey of non-ladder faculty in FAS, of the 197 respondents who answered the question on "Highest Degree Obtained," 76% (150) have PhD degrees. When calculated as a percentage of the total number of survey respondents, 63% of respondents had the PhD degree (40 respondents did not answer this question).²⁰ Either way, a significant proportion of non-

19 In turn, our survey suggests that non-ladder faculty place great value on their students. In response to the survey question, "What is the most positive aspect of your position," 64% of respondents wrote "The Students." This was far and away the most frequent response. See Appendix, Fig. 57 below.

20 See Appendix, Fig. 9. It should be noted that, in certain programs in FAS, the PhD degree is not the norm (Creative Writing, for example).

ladder faculty have gone through the same professional training as ladder faculty. Across the non-ladder teaching and research ranks, they are actively engaged in shaping the pedagogies and the research of the future. In addition, some non-ladder faculty serve on dissertation committees at Yale and at other universities, write external letters of evaluation for promotion and tenure, serve on prestigious fellowship and prize committees, and publish articles, chapters, and award winning books including conventional academic books, non-fiction trade books, and acclaimed fiction. This committee takes the view that a culture that distorts the reality of faculty work and expertise, harms and undermines the very idea of the faculty. Hence, indirectly, it also erodes the integrity of tenured and tenure-track faculty as well.

2) Enhancing the status, pay, and conditions of non-ladder faculty has clear implications for the recruitment and retention of all faculty. Opportunities for academic dual-career couples to work at leading universities are few and far between, and academic moves often involve one member of a couple having to abandon an established career trajectory, which may or not have involved tenure. Yale stands to gain, and all faculty in FAS stand to gain, from an explicit commitment to the idea of one faculty, with a variety of rewarding, well compensated, well supported, stimulating, and inspiring academic career opportunities, with genuine opportunities for career development and advancement across the board.

3) As part of its mission, Yale has a responsibility toward securing the future of the idea of a faculty and its livelihood. In an article in *The Chronicle of Higher Education*, Kevin Birmingham cites the 2014–2015 *MLA* jobs report for the figure that there were 361 assistant professor tenure-track job openings in all fields of English literature that year, while the number of PhD recipients in English was 1,183.²¹ As a university that plays an important role in training graduate students and preparing them to be future generations of faculty, it is in Yale's interests to ensure that the faculty of the future have a variety of excellent career options. This includes being able to bridge careers in the academy and outside the academy, as many of Yale's non-ladder faculty do so expertly. They should be celebrated and supported in these roles. Getting this right is a golden opportunity for Yale and will be a service to higher education too, insofar as it will encourage other elite private universities to follow suit. At the same time, Yale has much to learn from best practices at other universities.²²

21 Kevin Birmingham, "The Great Shame of Our Profession: How the humanities survive on exploitation," 12 Feb 2017: <http://www.chronicle.com/article/The-Great-Shame-of-Our/239148>

22 See recommendation I.5, page 11 below.

Additional paragraph to reflect an important detail of the Senate's discussion of the report:

In discussing this report at the Senate meeting of April 13, 2017, several senators pointed out that the report's focus on the thriving of the whole faculty in FAS inevitably raises questions about the current state of the ladder faculty and of the overall vision for the faculty as a whole. Specifically, they hoped that the publication of this report would be an occasion for systematic thinking about the allocation of resources to non-ladder faculty and ladder faculty in FAS, and about the larger reasoning--intellectual, financial, and pedagogical--behind a two-tiered system of faculty. As one senator pointed out, at stake here is the very idea of the faculty and the conditions that are necessary to sustain and promote its collective excellence, flourishing and thriving. Senators agreed that the current size of the ladder faculty in FAS (654 at the time of the discussion, which is below target), remains a pressing concern and that a transparent conversation about the ideal size and resources of the ladder faculty is a high priority. The committee agreed with these views and clarified that the report does not make any recommendations about the size of the non-ladder faculty. It was resolved that, in the context of this report, the Senate should initiate fresh discussions with the leadership of FAS about the ideal composition of the ladder and non-ladder faculty and long-term trends in non-ladder hiring.

RECOMMENDATIONS

I. Administration and Record-keeping

I.1. Better record-keeping

While we acknowledge the work that the FAS Dean's Office has already done to improve record-keeping in FAS, it is still the case that the Office does not have centralized, up-to-date information about the community of non-ladder faculty. (For example, when compiling this report, we were not able to ascertain an accurate number for the population of non-ladder faculty in FAS.) Poor record-keeping engenders exclusion. Many members of Yale's non-ladder faculty are not counted, and are therefore not on central mailing lists. As a result, they miss out on key information, which in turn contributes to feelings of alienation and second-class status. Moreover, we believe that in any context where faculty are counted, *all faculty* in FAS should be counted. The lack of accurate, publicly available information about non-ladder faculty undermines Yale's explicit commitment to greater institutional transparency. The Senate recommends that accurate up-to-date lists be maintained and that accurate statistics about non-ladder faculty in FAS be created and published. (Action: FAS Dean's Office and OIR)

I.2. A dedicated unit for non-ladder faculty within the FAS Dean's Office

We appreciate and recognize the work that is already being done in the FAS Dean's Office to improve the status and conditions of non-ladder faculty, but we think that this work requires even greater attention and resources. We recommend the creation of a dedicated unit for non-ladder faculty in FAS, within the FAS Dean's Office. It is important for non-ladder faculty to know that there is a specific, physical location which non-ladder faculty can visit to request advice and information. In turn, this unit should have at least one full-time staff member who devotes 100% of their time to non-ladder matters, under the direction of the Associate Deans who have oversight of non-ladder faculty. In conjunction with recommendation 3 below, this would enable the FAS Dean's Office to be even more responsive to non-ladder faculty and to work on new initiatives while attending to both historical needs and the needs of the present.²³ (Action: Provost's Office and FAS Dean's Office).

I.3. Standing committees to represent non-ladder faculty

The Senate recommends the creation of standing committees to represent the interests of non-ladder faculty and to ensure that the voices of non-ladder faculty are better represented in faculty governance. We envisage one standing committee for faculty who have teaching appointments and another committee for faculty who have research appointments. (Action: FAS Dean's Office)

23 We acknowledge the creation of TRAC (Teaching Resource Advisory Committee) in Fall 2014, which has been described as "an extended subcommittee of FAS Steering that gives its full attention to matters related to non-ladder faculty." However, as we stress in this report, TRAC alone is not equipped to address and resolve all of the issues and challenges that non-ladder faculty face.

I.4. Additional budgetary support from the Provost's Office

In view of the challenges facing non-ladder faculty in FAS and the historical neglect of the concerns and interests of this community at Yale, the Senate recommends that the Provost's Office allocate additional budgetary support to the FAS Dean's Office, ear-marked for supporting the development and enhancement of non-ladder careers. (Action: Provost's Office)

I.5. Research into best practices in enhancing careers outside the tenure track

Many of these recommendations, particularly those that have no cost implications, can be implemented swiftly. However, in parallel with making more straightforward changes, we recommend that the Dean of the FAS appoint a nimble committee, chaired by a member of the non-ladder faculty and with robust administrative support, to conduct research into best practices at other universities in supporting and enhancing the careers of faculty outside the tenure-track. Ideally, this committee should aim to produce a report by the end of Fall 2017. (Action: FAS Dean's Office)

II. Compensation and Benefits

II.1. Review of compensation and transparency of salary scale

The senate recommends a thorough reevaluation of compensation for non-ladder faculty with the goal of increasing salaries to reflect faculty achievement and contributions and service to Yale. It is clear that many non-ladder faculty who have been at Yale for many years (decades, in some cases) have received negligible raises in this period and now find their salaries outstripped by those of newly recruited faculty with equivalent qualifications but far less experience. One of the striking findings of the Senate's survey was that, for non-ladder faculty, length of service at Yale does not correlate to higher salaries.²⁴ This fosters inequity. The Senate recommends that the FAS Dean's Office undertake a comprehensive review of non-ladder salaries in FAS and introduce a program of structural adjustments for non-ladder faculty who have been at Yale for a long period of time and are undercompensated. Since any structural adjustments would need to be costed and budgeted over several years, we recommend that faculty who have been at Yale for ten years or more receive priority. (Action: FAS Dean's Office and Provost's Office)

II.2. More robust merit raises for non-ladder faculty

Given that non-ladder salaries are, with few exceptions, significantly lower than those of ladder faculty, annual merit raises (awarded as a proportion of salary – e.g. 1.5 %) can sometimes be very small and are smaller still once cost of living adjustments are taken into account. The current state of affairs where a faculty member might remain at the rank of senior lecturer or

24 In the data on salaries in the Senate's survey of non-ladder faculty, length of full-time employment at Yale was a non-significant predictor of salary; see page 23 below.

lector for 20 years, with negligible pay progression, is unacceptable. (Action: FAS Dean's Office and Provost's Office)

II.3. Enhanced opportunities for paid leave

Related to the question of career advancement (see below), we recommend enhancement of the current policies on paid leave. At the moment, opportunities for paid leave are very meager and the application process is cumbersome and off-putting. We recommend that full-time non-ladder faculty who have been in the teaching ranks for six years or more be eligible for the privilege of a semester of paid leave, with the privilege recurring at six year intervals thereafter. We suggest that teaching faculty who have a proven record of excellence in teaching / service / research be able to apply for this leave by submitting a brief description of the project proposed for the period of leave (no longer than a single page). Whereas the current (very limited) leave scheme restricts projects to research related to teaching, we recommend that leave be granted for original projects that contribute to Yale's core academic mission, including writings articles and / or books, research into pedagogy and teaching innovation, the creation of new teaching materials, digital humanities projects, creative writing, dramaturgy, etc.²⁵ (Action: FAS Dean's Office and Provost's Office)

II.4. Automatic eligibility for paid leave

Related to recommendation 3 above, we also recommend that no member of the teaching faculty in the non-ladder ranks teach full-time in Yale College for more than ten consecutive years without paid leave. After ten consecutive years of teaching full time, members of the non-ladder faculty in teaching roles should automatically be eligible for a semester of paid leave, providing that they are in good standing in their department / program. (Action: FAS Dean's Office and Provost's Office)

II.5. Parental Leave

It is the Senate's firm belief that there should be only one parental policy for teaching faculty, ladder and non-ladder alike. As highlighted in the Senate Review of Yale's Parental Policies (March 2016), according to the present policy, ladder faculty are eligible for one semester of teaching relief, whereas non-ladder teaching faculty on multi-year appointments are granted up to eight weeks of teaching relief. This policy, however, bears no relation to the reality of teaching; it implies that a course taught by a non-ladder faculty member may be handed over to another faculty member midway through the semester (and perhaps back again, later that same

25 Perhaps the best way to illustrate the current scarcity of paid leaves for non-ladder faculty is via the survey data. 140 full-time non-ladder teaching faculty answered a question about the number of professional paid leaves which they have received during their time at Yale. Of this group, 90% of respondents (126 out of 140) said that they had not received a paid professional leave. See Appendix, Fig. 38 below. One respondent to question 28 ("impediments to your work at Yale") remarked, "It is a shame to see an Ivy League school not granting sabbatical leaves for faculty members who have been here for decades and who have publication records (not to mention holding PhDs) just because they are classified as 'non-ladder.'"

semester). Besides raising obvious staffing problems, this policy is also incompatible with responsible pedagogy and has the potential to severely degrade student learning. The Senate stands by its recommendation in March 2016 that non-ladder teaching faculty on multi-year appointments should be granted teaching relief on identical terms as ladder faculty.²⁶ While we acknowledge the complexity involved in granting similar benefits for research faculty in the non-ladder ranks, we urge the administration to find ways to make parental benefits for research faculty commensurate with the teaching/ladder faculty.

II.6. Enhanced connections with Yale in Retirement

Several faculty who have recently retired from the non-ladder ranks, or who are near retirement, contacted us about the poor provisions for involving non-ladder faculty in Yale's academic community after retirement. At the moment, regardless of their length of service at Yale (in many cases this runs to decades – one respondent has taught at Yale for over fifty years), non-ladder faculty lose off-campus, electronic access to library facilities and, as far as we can tell, have to pay a fee for the privilege of on-campus access to electronic library resources. Given the increasing importance of digital publications (periodicals and book series, as well as databases), this is a shoddy way to treat faculty for their dedicated service to Yale, particularly since, as stated in Yale's *Faculty Handbook* “retired members of the faculty who continue to be professionally active contribute a great deal to the Yale community” (quoting from page 143). We believe that this applies to non-ladder faculty no less than to ladder faculty. We recommend that all non-ladder faculty in FAS, who have reached age 55 at the age of retirement “with a number of years of service at Yale in the faculty ranks that added to their age equals at least 75” (mirroring language used in relation to ladder faculty in *The Faculty Handbook*, page 143),²⁷ and who are in good standing at the point of retirement, be granted remote, electronic access to Yale library resources and be able to retain their Yale e-mail address and other electronic privileges (ITS software library, access to Box, secure file sharing, etc.) for academic business in retirement.²⁸ (Action: FAS Dean's Office and Provost's Office)

II.7. A simple phased retirement scheme

We recommend that the Provost's Office work to design and implement a phased retirement scheme for non-ladder faculty. Our recommendation is that members of the non-ladder teaching faculty who, at the time of their 65th birthday, have worked at Yale in full-time employment for ten consecutive years or more, be eligible for a simple phased retirement scheme enabling faculty

26 See http://fassenate.yale.edu/sites/default/files/files/Reports/FAS-Senate_2016-03-10_Parental-Policies.pdf, pp. 8–9.

27 Ibid.

28 As a retired colleague wrote to us, “When Scott Bennett was head librarian, I was on several library committees, and have always had an unusually active interest in library matters. To be cut off from access now is a real slap-in-the-face.” (anonymized e-mail correspondence with the committee, 22 Jan 2017).

to teach a half load at half pay for their last two years of employment at Yale, but with no reduction in benefits.²⁹ (Action: Provost's Office)

II.8. Steps to address underemployment

Some teaching faculty in the non-ladder ranks find themselves stalled in 75% appointments while teaching a four-course load (in departments where this is the norm) and have had repeated requests to teach an additional course that would qualify for a full-time non-ladder appointment turned down. Not being appointed full-time has implications for salary, health insurance costs, and eligibility for other benefits; it also undermines faculty productivity because of the need to supplement salary from Yale with other employment. Where members of the non-ladder faculty manifestly contribute to Yale's excellence and have demonstrated a strong commitment to working at Yale, we recommend that they be given every opportunity to teach additional classes and to transfer to full-time status.³⁰ (Action: Department and Program Chairs and FAS Dean's Office)

II.9. Subsidized accommodation for part-time non-ladder faculty

Several part-time non-ladder faculty who work two or more jobs in order to make a livable wage and who travel to Yale for a few days a week, struggle to afford temporary accommodation (often in hotels or guest houses). The cost of accommodation and transport eats away at the relatively small compensation they receive from Yale. We recommend that the Provost's Office explore the possibility of subsidized accommodation for part-time non-ladder teaching faculty on multi-year contracts. For example: one idea might be a scheme where faculty could pay subsidized rates for a guest room in a residential college for a couple of nights a week. (Action: Provost's Office)

II.10 Compensation for Summer teaching

At present, many non-ladder teaching faculty who teach for Yale's Summer Session are paid at the same rate as graduate student instructors.³¹ We recommend that the FAS Dean's Office work with the Dean of Yale Summer Session and the Provost's Office to ensure a more equitable compensation scale for non-ladder faculty instructors who teach for Yale's summer session, so

29 Compare the criteria for eligibility for phased retirement for tenured ladder faculty, described on page 146 of the *Faculty Handbook*.

30 The FAS Senate has called for greater budget transparency both as it pertains to FAS, and to the university as a whole: http://fassenate.yale.edu/sites/default/files/files/Reports/FAS-Senate_2016-12-08_Budget-Transparency.pdf. In this context, it would assist faculty governance if the FAS Senate knew how much it would cost to consolidate a 75% appointment to a full-time appointment, calculated according to mean salary bands. For a model of how this might be done, see pp. 18–19 of the AAUP report cited in note 12 above, which has a table illustrating “Costs of Converting Part-Time to Full-Time Positions, Three Selected Institutions and National Average.”

31 Another anomaly and source of inequity in compensation for Yale Summer Session teaching is that courses that meet five times a week are compensated at the same level as courses that meet two times a week. This puts non-ladder faculty who teach languages at a further disadvantage.

that compensation is commensurate with the position, experience, and expertise of each non-ladder faculty instructor. (Action: CIPE / Yale Summer Session, FAS Dean's Office, Yale College Dean's Office, Provost's Office)

III. Career Advancement and Recognition

III.1. Improved opportunities for career advancement

As a matter of the highest priority, we strongly urge the FAS Dean's Office to establish a framework for enhanced opportunities for career advancement and promotion for non-ladder faculty. In terms of transparency, we recommend clear communication of the different policies and procedures for promotion, and the publication of standard minimum raises associated with promotion between ranks, similar to current practices at some of Yale's peer institutions. In addition to increasing equality and transparency, having explicit pathways for career advancement will aid with recruitment of excellent faculty into the non-ladder ranks. (Action: FAS Dean's Office and Provost's Office)

III.2. Spousal hires

The Senate recommends that the FAS Dean's Office review the status and conditions of faculty who have entered the non-ladder faculty as so-called spousal hires. First, we recommend an alternative term, since "spousal hire" undermines the professional autonomy and academic self-determination of the faculty member in question. In a small way, changing the terminology will help to alter perceptions. Second, we recommend putting measures in place to ensure greater job security for faculty who have entered the non-ladder ranks as part of a dual-career appointment or as part of a retention package. To prevent the erosion of an original agreement in the years following appointment, we suggest that letters of appointment and renewal of faculty hired in these positions include a memorandum of understanding to include details about the nature of the teaching assignments they may expect and other work conditions, and that copies of these letters be provided to cognizant department Chairs. Non-ladder faculty in this position are also currently vulnerable to changes in their relationship status or in the employment status of their spouse. We suggest that the FAS Dean's Office work with the Provost's Office to devise specific policies to safeguard the employment status of faculty who may find themselves in these positions. (Action: FAS Dean's Office and Provost's Office)

III.3. Prizes to recognize non-ladder faculty excellence

In the narrative responses to the survey, many respondents identified lack of recognition as a significant impediment to their flourishing in their careers at Yale. Given that one of the common ways of recognizing the contribution and excellence of faculty in the academy is through awards and prizes, we recommend the creation of several additional high profile prizes. At the time of writing, non-ladder faculty are only eligible to receive one of the prizes for excellence in teaching

awarded in Yale College (this is the Richard H. Brodhead '68 Prize, “awarded for teaching excellence by non-ladder faculty”).³² As our survey established, in proportion to their numbers, non-ladder faculty typically teach a greater number of undergraduates than ladder faculty and through teaching, advising, and mentoring have a formative and profound influence on the undergraduate educational experience at Yale. We would also like to see the establishment of prizes that recognize excellence in mentoring and advising, and prizes that recognize distinction in research and the creative arts. We recommend that the FAS Dean’s Office work with the Development Office to raise funds for these prizes and that, wherever, possible, they be named to honor non-ladder faculty who have profoundly influenced the undergraduate experience at Yale.³³ (Action: FAS Dean’s Office and Development Office)

III.4. Funding for travel to conferences

We recommend the creation of more generous funding for conference travel for teaching faculty in the non-ladder ranks on multi-year contracts, both part-time and full time. The FAS Dean’s Office is piloting a program that makes a limited amount of funding available for travel to conferences (capped at \$500) for non-ladder faculty who hold full-time multi-year appointments.³⁴ We welcome this highly positive development, but recommend an even more generous provision. At present, funding is awarded on the basis of application; only non-ladder faculty who have three years of full-time service are eligible; and the funding is restricted in use.³⁵ It also does not go very far when one factors in travel, hotel accommodation, and registration fees. Often the only option is for non-ladder faculty to cover or subsidize conference travel from their own pay. Given that, for full-time non-ladder faculty who responded to the Senate’s survey, the median salary was \$65,000 and the mean was \$71,000, most non-ladder faculty cannot afford to spend \$1,000–\$2,000 on conference travel (sometimes more for international conferences). The committee recommends that the FAS Dean’s Office create a travel fund for every member of the non-ladder teaching faculty on a multi-year contract. This fund might be established with \$250 of start-up funds, with an additional \$250 accrued for every year of teaching at Yale. Money in these funds would roll over from year to year and faculty would be able to supplement their travel fund by making applications to their department chairs or for centrally administered FAS funds. In place of the current restrictions on use, we recommend that conference travel be allowable for presenting work that contributes to Yale’s core academic mission, including research into pedagogy, teaching innovation and the creation of new teaching materials, digital humanities projects, conventional academic research writing

32 <http://yalecollege.yale.edu/faculty-staff/faculty/teaching-prizes>

33 A positive example of what can and should be done is the tradition, introduced in May 2016, of publicly honoring long-serving retiring non-ladder faculty at the final Yale College Faculty Meeting of the academic year.

34 Announced in an e-mail to full-time multi-year non-ladder faculty in October 2016.

35 “Presented work, panel participation, or professional service must correlate directly with the applicant’s teaching or related pedagogical research.”

articles or books, creative writing, etc.). We also recommend an increase in the conference travel funds for non-ladder faculty centrally administered by the FAS Dean's Office. (Action: FAS Dean's Office and Provost's Office)

III.5. Departmental support for conference travel for non-ladder faculty

The committee recommends that department and program chairs do more to support conference travel for non-ladder faculty in their departments and programs. This is particularly important for part-time faculty or full-time faculty on one-year contracts who are not eligible to apply for the existing non-ladder conference travel grants. Specifically, we recommend that chairs draw up and publicize the funds that available within departments to support conference travel for non-ladder faculty. We also recommend the inclusion of non-ladder faculty in programs for child-care support for professional travel such as the Anne Coffin Hanson Faculty Support fund. (Action: Department and Program Chairs and Provost's Office)

III.6. Mentoring and support for career development

At the moment there is no established system for mentoring non-ladder faculty and providing advice and support for career development at Yale. Reviews in the context of reappointment are not a substitute for ongoing mentoring. We recommend that the FAS Dean's Office work with department and program chairs to draw up a mentoring agreement for non-ladder faculty, so that every new member of the non-ladder faculty on a multi-year contract (whether full or part-time), has an experienced peer mentor within their department or program and receives annual feedback. It may seem bizarre to suggest peer mentoring when many members of the non-ladder faculty are extremely successful, established, and decorated in their disciplines or fields, but even in such cases there is sometimes despair or dissatisfaction about how to navigate their careers at Yale (e.g. how to apply to teach an extra class and how to get paid for teaching that additional class; how to have greater involvement in curriculum planning; how to help shape the educational mission of the department; how to tackle issues of climate, etc.). (Department and Program Chairs and FAS Dean's Office)

IV. Inclusion and Faculty Governance

IV.1. Terminology

The term "non-ladder" is inimical to inclusion and sends the wrong signals. Another weakness of the titles used in the non-ladder ranks is that many of them are opaque beyond Yale (e.g. Lector, Senior Lector I, Senior Lector II) and sometimes within Yale, too. We recommend a review of nomenclature as a matter of the highest priority. We would advise against using any other designations that are couched in negative terms or that imply provisional status (e.g. "contingent," "adjunct," "non-tenure-track" faculty). Instead, we recommend the use of the term "faculty" to refer to all faculty at Yale and the abolition of the qualifying term "non-ladder"

(arguably, “ladder” should also be reconsidered). For “non-ladder” teaching ranks, we recommend the simplification and streamlining of titles and suggest Lecturer, Senior Lecturer, and Professor in the Field. We envisage that the titles for research scientists would remain the same. (Action: FAS Dean’s Office and Provost’s Office)

IV.2. Voting rights in Yale College Faculty Meetings

The committee would like the Yale College Dean’s Office to work with the FAS Dean’s Office to ensure that all non-ladder faculty eligible to vote in Yale College faculty meetings are in fact included on the register of faculty eligible to vote (passed round at each meeting) and that they receive timely electronic messages regarding Yale College faculty meetings and have access to the agenda, supporting documents, and minutes for meetings. We also recommend that all part-time faculty on multi-year contracts who teach at least one course per semester be eligible to attend Yale College faculty meetings and to vote. (Action: Yale College Dean’s Office and FAS Dean’s Office)

IV.3. Clarifying the policy on voting rights in FAS departments

The committee understands that the FAS Dean’s Office is currently reviewing policies on voting rights (i.e. the qualification for voting on different appointments in the non-ladder ranks – does a lecturer get to vote on the appointment of a Senior Lecturer I? etc.). We welcome this work and recommend the publication of a clear set of guidelines clarifying voting rights. (Action: FAS Dean’s Office)

IV.4. Lunches in the colleges

We recommend that all full-time members of the non-ladder faculty who teach and advise undergraduates should be eligible for lunch privileges in the residential colleges. For non-ladder faculty who teach part-time, we recommend that they should receive a number of meal-cards entitling them to lunch in a college, equivalent to the number of days on which they teach in a given semester. Students greatly benefit from meeting their instructors and academic advisors over lunch and faculty find that having lunch with colleagues fosters collaborations and enhances faculty integration in departments and programs. (Action: FAS Dean’s Office and Provost’s Office)

IV.5. Climate and inclusion in department life

Non-ladder faculty in FAS report lack of consultation and involvement in departmental planning, often when it bears directly on their own teaching. Some respondents to the survey reported never once having been invited to a department meeting in over fifteen years of teaching at Yale. There are no Yale or FAS policies that exclude non-ladder faculty from departmental faculty meetings. The only restrictions on participation pertain to voting on different levels of appointment where the right to vote is reserved for faculty who occupy the same rank or a more advanced rank. Department and program chairs can invite non-ladder faculty to participate in

regular faculty meetings and some already do. The Senate recommends that Chairs involve non-ladder faculty with teaching positions in regular department meetings. At a minimum, we recommend that departments and programs hold at least one all-faculty meeting each semester to discuss the mission of the department and future planning. In terms of status and ways in which departments can repair the suggestion of a two-tier faculty, we recommend that departments and programs display all faculty profiles together (ladder and non-ladder), arranged alphabetically in the same section of the website, in the same faculty directories and photo-boards, and that mail boxes be grouped together, rather than segregating non-ladder faculty. Other recommendations for chairs and department leaders include featuring the research, projects, and other achievements of non-ladder faculty on department and program websites and in annual newsletters, as well as on display in the department library/common room, or on departmental bulletin boards. Several non-ladder faculty stated that students have difficulty finding their offices as their names do not appear in the building directories in their departments. It is imperative that offices of non-ladder faculty be clearly marked on building directories. (Action: Department and Program Chairs)

IV.6. Involvement in faculty and university governance

The Senate recommends that the FAS Dean's Office invites more non-ladder faculty to serve on FAS-wide committees. We recommend including non-ladder faculty in standing committees such as the Course of Study Committee, the Teaching and Learning committee, the Yale College Dean's Office Executive Committee etc., as well as ad hoc committees for the selection of high ranking Yale officers. (Action: FAS Dean's Office, Yale College Dean's Office, Office of the President)

IV.7. Greater involvement of non-ladder faculty in campus life

The Senate welcomes the recent call for non-ladder faculty to serve as Yale College first-year advisors. The opening of two new residential colleges will bring increased duties for non-ladder faculty, but also greater visibility and a clearer voice in campus conversations. We suggest considering non-ladder faculty for a variety of high impact positions on campus. Yale stands to benefit from the service of experienced and dedicated non-ladder faculty as residential fellows, heads of residential colleges, directors of undergraduate studies, and directors of interdisciplinary initiatives on campus.³⁶ (Action: FAS Dean's Office, Yale College Dean's Office)

36 The Council of the Heads of College has given approval for multi-year non-ladder faculty to be appointed as fellows in the residential colleges. We hope that an initial round of appointments will be implemented in the near future.

FINDINGS OF THE SURVEY OF NON-LADDER FACULTY IN FAS

The committee conducted a survey of non-ladder faculty in FAS in February 2017.³⁷ The survey was distributed via Yale's messaging service, to 418 members of faculty. In addition, the survey link was sent to all chairs' assistants in FAS and they were asked to forward the message to all non-ladder faculty in their departments. A total of 237 responses were received (a 57% response rate relative to the original email sample size).³⁸ In this section of the report we summarize key findings; complete analysis tables can be found in the appendices.

Respondents

The 237 respondents spent an average of 28 minutes (median 25 minutes) filling out the survey (appendix Figure 3). A total of 50% of respondents identified themselves as male, 45% as female, and 5% chose not to respond (appendix Figure 4).³⁹ In terms of racial diversity, 57% identified as white, 22% identified as non-white, and 21% choose not to respond (appendix Figure 5). A total of 42% of respondents hold citizenship in some country other than the US (appendix Figures 6 and 7). Eighty-one percent of respondents (192/237) were full-time employees. Among full-time employees, 8 respondents (3%) hold official administrative positions in the Provost's or Dean's Office. Another 83 respondents (35%) reported having major administrative duties (program director, etc.). Data was also collected on household size and the number of wage earners in the household (appendix Figure 8). Seventy-one respondents (37%) are in single wage-earner households. A total of 18% of respondents were the sole wage-earner in households with two or more individuals.

Appendix Figure 9 provides information on the highest degree obtained by respondents. Almost two-thirds of respondents have a doctoral degree (150/237, 63%), while 14% reported their highest degree as a Masters (40/237, 17% did not respond to this question).

Appendix Figure 10 provides information on all reported division/school affiliations. More than half of respondents hold positions in the humanities (127/237, 54%), followed by Physical Sciences (39/237, 16%), Biological Sciences (26/237, 11%), and Social Sciences (23/237, 10%). Some subsequent analyses required that respondents be identified in a single category, so a "principal school/division" was assigned (appendix Figure 11). The most common principal

37 Anonymized narrative responses to the survey will be posted on the FAS Senate website in July 2017.

38 Analyses included all respondents who identified their division and answered at least one other question.

39 Women are more heavily represented in the non-ladder ranks at Yale than the ladder ranks. According to Yale's Office of Institutional Research, in 2015–2016, 45.1% of non-ladder and research faculty in FAS were female, compared to 29.6% of ladder faculty. There is a similar picture for racial identity. Again according to OIR, in 2015–2016, 23.7% of non-ladder faculty were URM, as opposed to 16.5% of ladder faculty. See https://oir.yale.edu/sites/default/files/w106_fac_racegen_hc.pdf

schools/divisions were Humanities (47%), Physical Sciences (14%), Multiple Schools (14%), and Social Sciences (8%). Appendix figure 12 provides information on all respondents' departmental affiliations. A total of 34 departments are represented. Since most departmental sample sizes were low (more than half of departments had only 3 respondents), and to preserve respondent anonymity, no further analysis was performed using departmental data.

Appendix Figures 13 and 14 provide information on contract lengths. The most common contract lengths were 3 years (37%), 1 year (29%), and 5 years (15%). Mean contract lengths are somewhat shorter in Biology, Engineering, and the Social Sciences. There is perhaps a misconception that non-ladder faculty are a transient population. Among full-time employees, more than half of respondents have been at Yale for at least 7 years, and the average time at Yale is 9.4 years (appendix Figure 15). Part-time employees have a similar tenure at Yale (median 6 years, mean 9 years, appendix Figure 16)). Overall, non-ladder employees reported a mean tenure of 10.6 years at Yale, with more than half here for more than 8 years (appendix Figure 17).

Table 1 below (and appendix Figure 18) provides information on the distribution of respondents by current position held. These positions are roughly divided into “Teaching Faculty” and “Research Faculty.” Some subsequent analyses were performed for the teaching/research subgroups.

Table 1: Current Position

Category	Position	Count	Percent
Teaching Faculty	Lector	15	6%
	Senior Lector I	38	16%
	Senior Lector II	5	2%
	Lecturer	60	25%
	Senior Lecturer	22	9%
Research Faculty	Associate Research Scientist	29	12%
	Research Scientist	20	8%
	Senior Research Scientist	11	5%
Other/Unknown	Adjunct Faculty	8	3%
	Other	6	3%
	(Unknown)	23	10%

Appendix Figure 19 provides information on the various ways in which respondents began their position at Yale. More than 53% of respondents reported either applying for a listed position or were invited to apply by a colleague. Only about 11% of respondents were spousal hires. A still

smaller percentage reported taking a non-ladder position because they were unable to find a tenure track position (6%).

Appendix Figures 21 through 24 provide information on the range of activities in which respondents are engaged. Among all respondents, the most common activities are activities related to teaching (mean 23%), research (mean 19%), and classroom teaching (mean 16%). However, this still means that on average more than 42% of respondents time is spent on a wide range of other activities. As appendix Figures 23 and 24 demonstrate, the categories “teaching” and “research” are somewhat misleading. “Research” faculty spend an average of 46% of their time on research, while the remaining 54% is devoted to related research/teaching activities; similarly, “teaching” faculty still devote an average of 9% of their time to research, the third highest percentage among all teaching respondents.

Appendix Figures 25–29 present information on typical annual course load and number of students taught. Full-time teaching respondents reported teaching a mean of 3.8 courses annually which served an average total of 83.4 students. It is worth noting that some of the largest classes at Yale are taught by non-ladder respondents. Two of the very largest classes (over 400 students each) are actually taught by individuals who would technically be categorized as “research” faculty. Respondents are also quite involved in research activities (appendix Figures 30–34). Research respondents reported publishing an average of 5.7 (median 4) articles, books, or textbooks in the past three years. Furthermore, respondents reported serving on an average of 1.1 committees in the past year (appendix Figures 35 and 36).

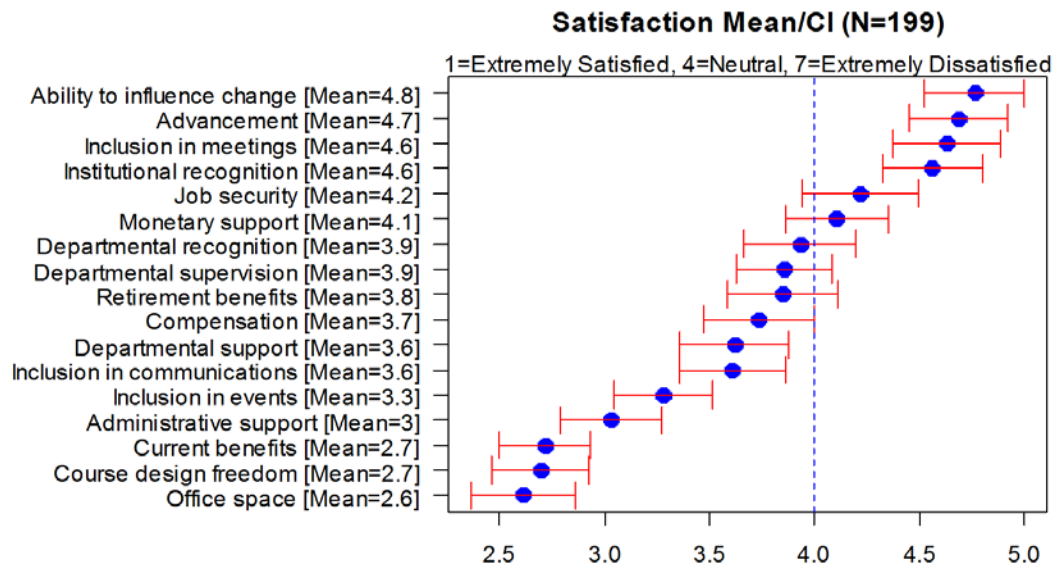
Appendix Figures 37–39 provide information on respondent’s benefits and office space. Almost two-thirds (63%) of respondents had a private office, and other 25% reported having a shared office. More than 76% report being eligible for subsidized benefits. However, only about a third of respondents reported being invited to faculty meetings, and only 23% report receiving funding for conferences. Only 10% of teaching respondents had ever received a paid leave.

Appendix Figures 40–47 provide information on respondents’ salaries. Overall, full-time respondents reported a median salary of \$65,000 and a mean salary of \$71,000. There is considerable variability in salary due to position; senior research scientists reported a mean salary of \$111k, while associate research scientists reported a mean salary of \$61k. Salaries also vary considerably by division; mean salaries in physical sciences are \$84k, while mean salaries in the humanities are \$64k. Salaries also vary widely within particular positions/divisions. Salary summary statistics by position can be found in appendix Figure 44, and salary summary statistics by division can be found in appendix Figure 47.

Generalized least squares (GLS) was used to fit a heteroskedastic model to salary for all full-time employees who did not hold an official administrative position. Significant predictors of salary

included position, primary division, holding major administrative duties, and gender. In addition, terms were added for two individuals with unusually high salaries. Non-significant predictors included length of full-time employment at Yale, winning an award, number of students/classes taught, percent of time devoted to research, and highest degree held. An equivalent generalized linear model (GLM) was also fit – the same predictors were significant, and the magnitude and direction of model coefficients was very similar. The R-squared of this model was 66% - that is, 66% of the variability in salaries was explained by the model factors. Ultimately, the GLS model was considered to be superior as it accounted for unequal error variance (heteroskedasticity) and had a lower Akaike Information Criteria (AIC) (AIC=998 for the GLS model, AIC=1150 for GLM model). Information for both models is provided in appendix Figures 48 and 49.

Satisfaction scores for all respondents are provided in appendix Figure 51 and are also provided here:



Respondents were least satisfied with their ability to influence change, their possibilities for advancement, inclusion in meetings, and institutional recognition. Top five priorities of respondents are provided in appendix Figures 52 and 53. Priorities for respondents differ somewhat between research respondents and respondents as a whole. However, for both groups, the top priorities included compensation, job security, and possibilities for advancement.

Appendix Figures 54–56 list preferred designations among respondents; teaching respondents prefer to be called “Faculty” (33%) or “Teaching Faculty” (23%), while research respondents prefer “Faculty” (45%) or “Research Faculty” (41%).

Appendix Figures 57–59 illustrate the factors that respondents identified as the most positive aspects of their work at Yale (Fig. 57), the greatest impediments to their work at Yale (Fig. 58), and the factors that would most enhance their work at Yale (Fig. 59).

The Positives

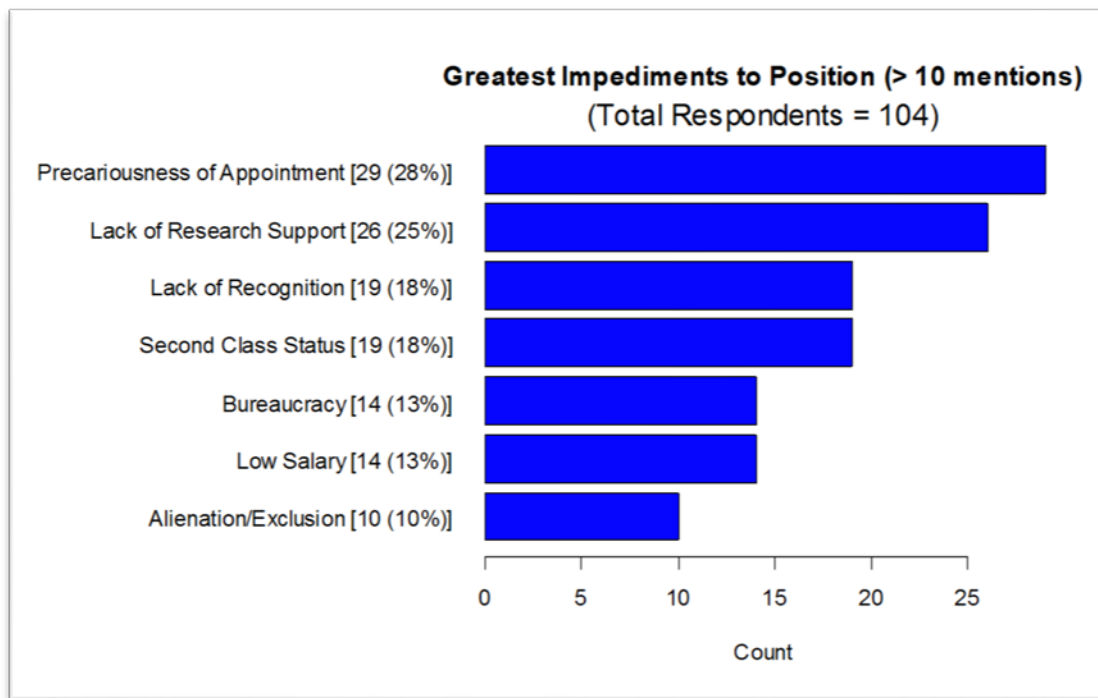
The good news in the survey is that non-ladder positions at Yale appeal to and attract a highly talented and dedicated faculty. In thinking about how to ensure that it continues to attract excellent faculty into the non-ladder ranks, the FAS should emphasize what it already does well: giving faculty the opportunity to work with an outstanding and diverse body of students, the seriousness with which teaching is taken at Yale, the culture of intellectual excellence, the support of excellent libraries and museum collections, and excellent benefits.⁴⁰ These are all factors that respondents to question 27 (“Briefly describe the most positive aspects of your work here at Yale”) identified as unalloyed positives. The most common responses to this question are illustrated in Fig. 57 (page 63 below). As one respondent commented: “The positive aspect? The opportunity to teach such amazing students in relative freedom (developing my own courses, further refining inherited courses, launching extracurricular activities that provide students further opportunities to grow and grow as human beings) is truly something for which I am grateful.”

The Negatives

As we have indicated in our recommendations (pp. 10–19 above), there are also several aspects of the non-ladder experience that can and should be improved. The chart on the next page (Fig. 58 in the Appendix) summarizes narrative responses to question 28, “Briefly describe the greatest impediment to your work here at Yale.”

40 Health care and pension provision were ranked highly by non-ladder faculty with full-time appointments.

Greatest impediments, all respondents
Includes responses with at least 10 spontaneous mentions



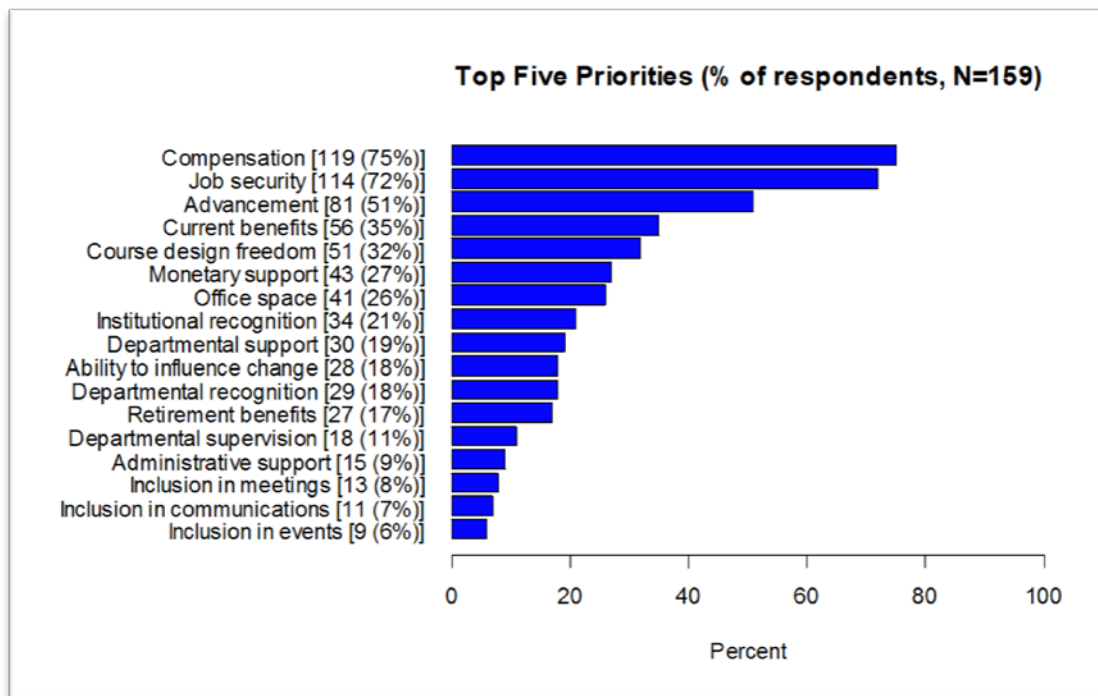
Lack of Job Security

Lack of job security figured highly, with 28% of respondents citing precariousness of appointment as the greatest impediment to their work at Yale. One of the respondents used rhetorical tricolon to drive the point home: “Precarity. Precarity. Precarity.” This view was confirmed by responses to question 29 “Briefly describe what would enhance your professional satisfaction here at Yale.” Greater job security was a high priority, cited by 72% of respondents (114/159), second only to compensation (see the chart on page 26 below).⁴¹ Concerns about job security are particularly acute among faculty in 1-year appointments and among part-time non-ladder faculty. We urge the leadership of FAS to do all that it can to work with departments and programs to identify teaching needs as far in advance as possible and to give non-ladder faculty in short appointments reasonable notice about the likelihood of renewal / reappointment.

⁴¹ See Appendix, Fig. 47 below.

Top five priorities, all respondents

Note that results just for teaching faculty were almost identical



Salary

Based on responses to the narrative response questions in the survey, compensation is clearly an important issue for non-ladder faculty in FAS, but the survey data paints a nuanced picture. In responding to the question about impediments to their work at Yale, respondents evidently focused on factors that directly impede or undermine professional flourishing at Yale. In this context, anxieties about compensation figured less highly than factors such as uncertainty about reappointment, invisibility within the institution, and the weight of bureaucracy – to name just three commonly recurring themes. “Low salary” was cited as an impediment by 13% of respondents to this question (14/104). We get a different picture when we turn to the responses to question 29, where respondents were asked, “briefly describe what would enhance your professional satisfaction here at Yale.” In this context, compensation was identified as the number-one priority, cited by 75% of respondents (119/159) – taking all respondents together. Respondents felt that Yale needs to offer higher compensation, commensurate with experience, duties, achievements, and workload, and that steps should be taken to standardize pay scales for non-ladder faculty. Many respondents commented that the allocation of pay and the awarding of raises is inscrutable to them.

Invisibility and lack of inclusion

Several respondents cited invisibility and lack of inclusion as negative factors. In response to question 28 (impediments to your work), 18% of respondents cited lack of recognition, 18%

cited second class status, and 10% cited alienation / exclusion. A similar picture emerges from the responses to question 29 (what would enhance your professional satisfaction?): 21% cited institutional recognition, 11% cited departmental recognition, 8% cited inclusion in meetings, 7% cited inclusion in communications, and 6% cited inclusion in events.

The responses to question 28 that spoke to a sense of alienation, isolation, and invisibility make for sobering and moving reading. One respondent remarked, “I sometimes feel like a ghost in the hallway.” Another simply commented that the greatest impediment to their work at Yale was “the feeling of being on an island.” Another respondent wrote that the greatest impediment to their work is:

“Job insecurity and poorly defined parameters of what constitutes excellence in my position; complete lack of recognition from either institution or department. I have worked at Yale in a faculty ranking position for 19 years and I had not received a single letter of recognition neither from the school nor from the Department clearly illustrating that my service is not recognized by the institution.”

The FAS can do better than this and all faculty in FAS have a responsibility to address and improve a climate in which the morale of non-ladder faculty is undermined by unthinking exclusions and slights on the part of ladder faculty.⁴² As a retired colleague wrote to us, “It would cost zilch to be respectful.”⁴³ We hope that the recommendations pertaining to “Inclusion and Faculty Governance” (pp. 17–19 above), will provide a basis for establishing a more inclusive FAS and a clearer sense of belonging from the perspective of non-ladder faculty.

Lack of Career Advancement

51% (81/159) of respondents to question 29 (“top 5 priorities”) identified advancement as a key priority. Elaborating on lack of advancement, respondents mentioned the lack of obvious career pathways in the non-ladder ranks in FAS, and the phenomenon of stalling and stagnating in a given rank for decades (e.g. senior Lector II, or senior lecturer), making no further professional progress. Several respondents cited lack of career advancement as the reason why they were contemplating leaving a position in which they were otherwise happy and fulfilled.

Need for greater transparency

Running through the majority of narrative responses in the survey was the desire for greater transparency. Faculty frequently expressed bewilderment about policies and criticized the general opacity with which non-ladder careers are managed. The committee considers lack of transparency a serious problem for the status, pay and conditions of non-ladder faculty at

42 Following Robert Fuller’s use of the term “rankism,” Keith Hoeller suggests the term “tenurism.” See Hoeller 2014 (note 7 above): 120.

43 Dr. Peter Kindlmann, e-mail correspondence with the committee, 22 Jan 2017.

Yale. Opacity engenders perceptions of arbitrariness, which increases a sense of powerlessness and adds to existing anxieties about employment insecurity.

General summary of findings from the survey

On the evidence of the Senate survey, overwhelmingly, non-ladder faculty have opted to work in FAS as a positive choice, and have done so expecting that this choice will lead to a thriving career. Yale is fortunate in the loyalty and dedication of non-ladder faculty in FAS - both qualities come through loud and clear in the narrative responses. However, in many responses, this loyalty to Yale was coupled with poor morale and this dissonance is a worrying finding. While some respondents reported being very satisfied with their position at Yale, the prevailing view was that high expectations of a career at Yale had been fulfilled in part and disappointed in part.

CONCLUSION

Despite the finding that the majority of respondents to the Senate's survey felt fortunate to be working at Yale, many are nevertheless concerned about insufficient salaries and lack of job security. Non-ladder faculty are more concerned about stability over pay, and hedge their employment security by wearing many hats and performing work outside their job descriptions – often with little or no additional compensation. The cumulative result is that non-ladder faculty are reluctant to decline requests, particularly by ladder colleagues and department chairs, for fear that they might compromise their chances for reappointment. Over time, this cycle leads to resentment and further cements the stereotype that non-ladder faculty are both temporary and dispensable. Along these lines, since salaries are often flat and net pay flagging due to increased health care costs, non-ladder faculty who do succeed with long term employment do not earn significantly more than new hires, further eroding the status of what it means to be successful as a non-ladder faculty member at Yale.

If Yale is serious about President Salovey's mission to be the best university at both teaching and research, then significant effort needs to be made at the highest levels to generate a clear and strong set of guidelines to promote success for all faculty. Non-ladder faculty in FAS are committed to the pursuit of knowledge and to teaching, and all of the activities that are ancillary to teaching. At the same time, the pursuit of professional advancement has never been greater. Students, not salary, are the driving force for most non-ladder faculty who teach in FAS, but being the best possible teacher does not always pay the bills. The administration has the power, financial resources, (and now motive) to increase compensation for non-ladder faculty. Timely administrative action to address issues presented in this survey will remove barriers to success, enhance productivity, and eliminate or reduce stereotypes that adversely affect so many non-ladder faculty in FAS. Addressing these issues will promote the vision – one to which we all subscribe – of “one Yale.”

ACKNOWLEDGMENTS

Sybil Alexandrov, Senior Lector II, Spanish and Portuguese

Robert Burger, Associate Dean, FAS

Marion Gehlker, Senior Lector II, German

Daniel Harrison, Allen Forte Professor, Music Department

Peter Kindlmann, retired Professor (adjunct), Engineering

John Mangan, Jr., Senior Associate Dean, FAS

David Milne

Bill Rankin, Assistant Professor, History

Risa Sodi, Assistant Dean of Academic Affairs, FAS

Katie Trumpener, Emily Sanford Professor of Comparative Literature and Professor of English

Bethany Zemba, Chief of Staff, FAS Dean's Office

APPENDIX: DATA TABLES FROM THE FAS SENATE SURVEY OF NON-LADDER FACULTY IN FAS LADDER FACULTY IN FAS

Figure 1 How to read a boxplot

A Boxplot is a quick way to show the distribution of numeric data. The central vertical line in the box indicates the median. The outer vertical lines indicate the first and third quartiles. The mean is indicated by a central dot. 'Whiskers' extend to the largest and smallest observations that aren't outliers. Outliers are unusually large or small observations.

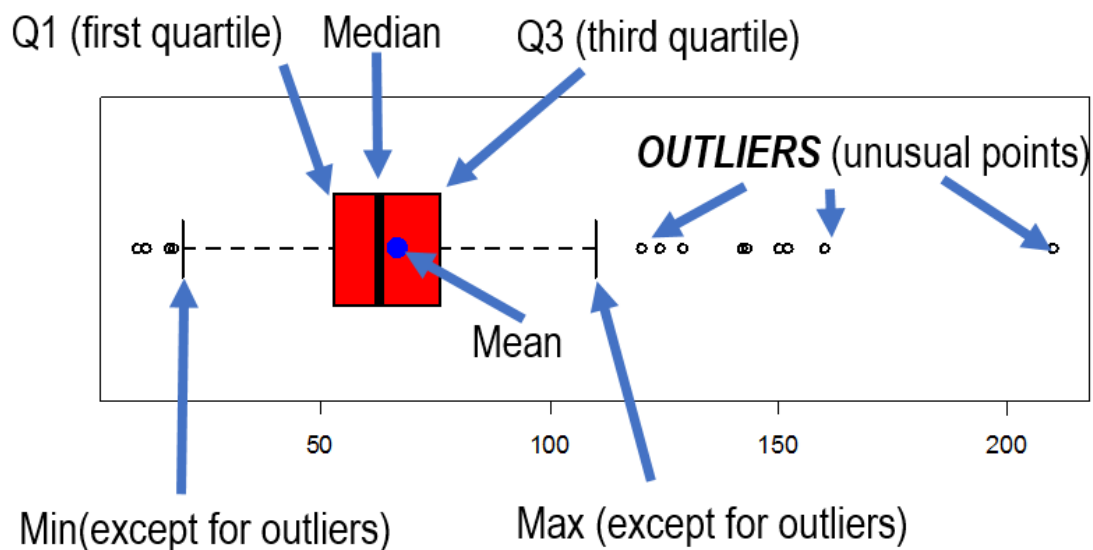


Figure 2 How to make a mean/confidence interval (CI) plot.

A Mean/Confidence Interval plot is an efficient way to compare the middle of several different groups. The spread indicates our **Confidence** in the location of the mean– it doesn't indicate the distribution of the data.

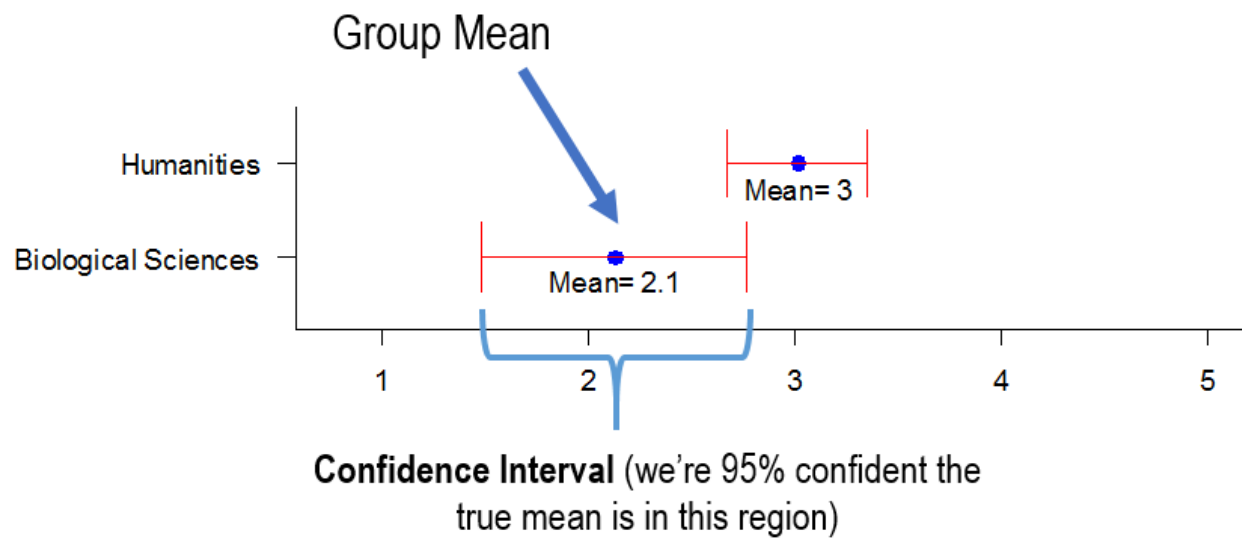


Figure 3 Time spent on survey

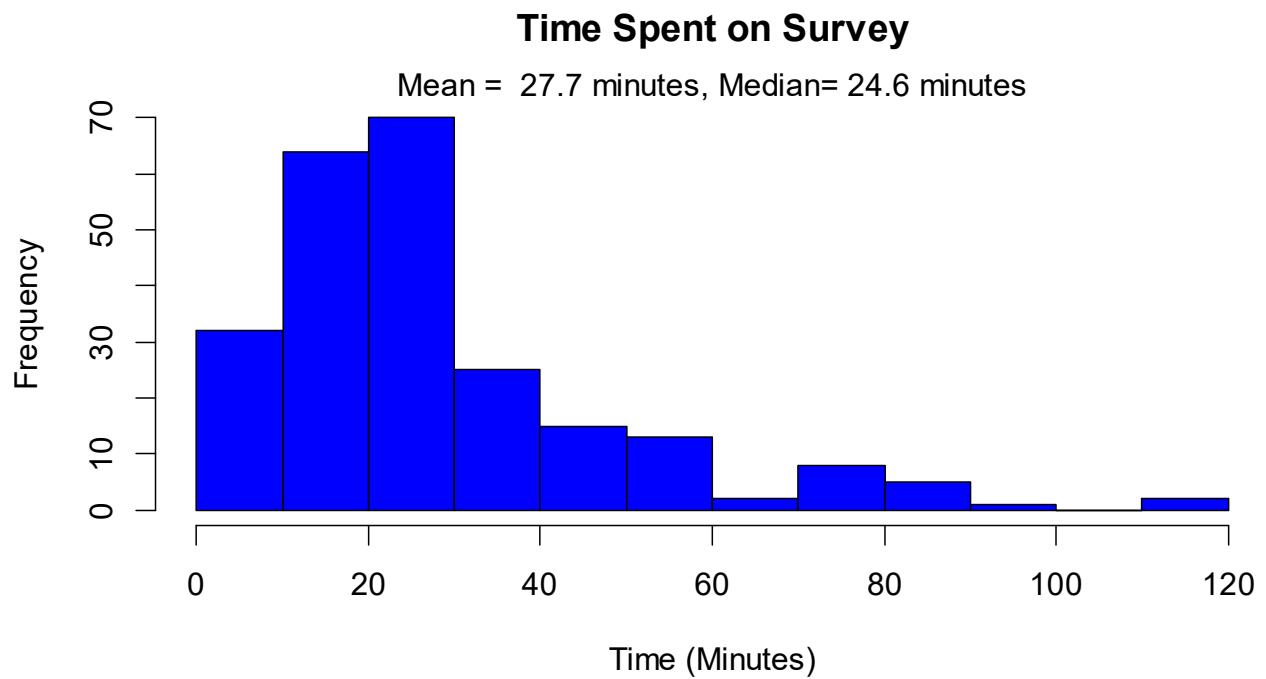


Figure 4 Respondents by gender

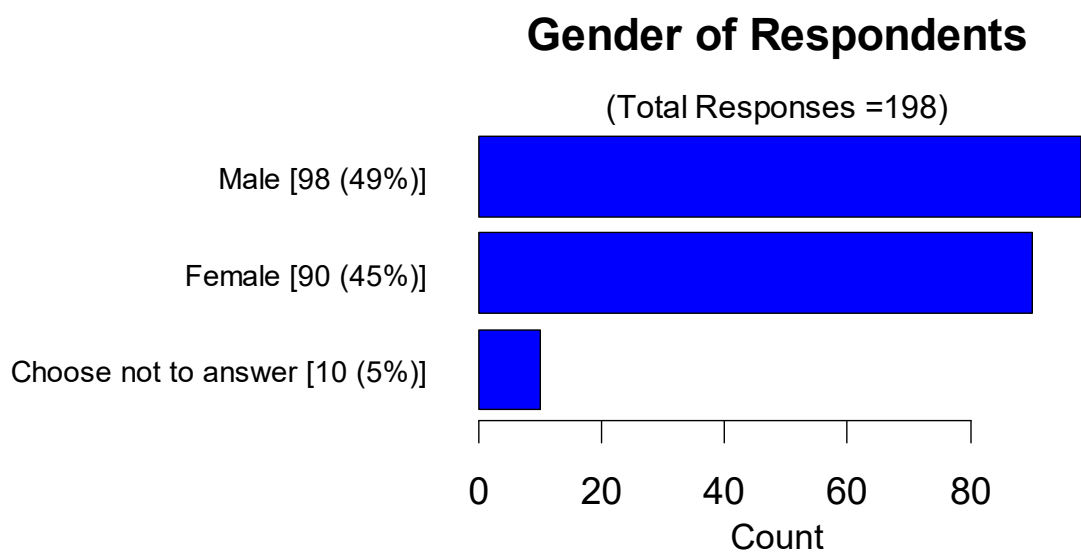


Figure 5 Respondents by racial identity

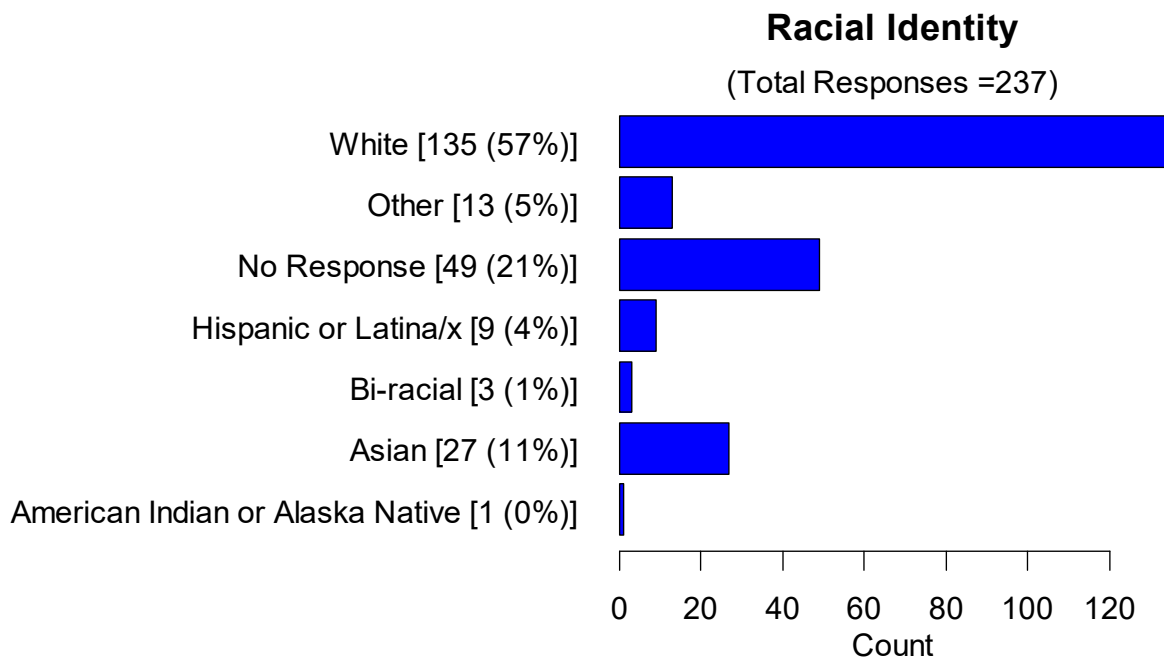


Figure 6 Respondents by all citizenships held (respondents can hold citizenship in multiple countries)

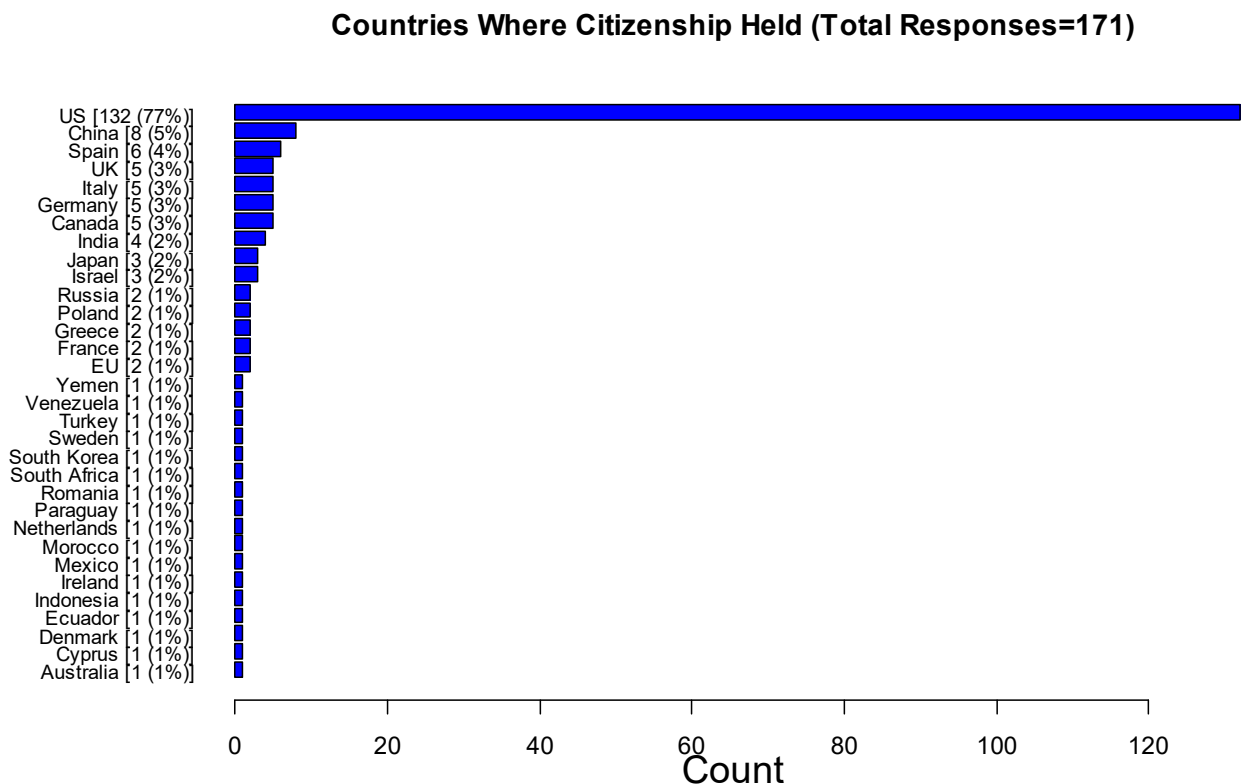


Figure 7 Respondents by all citizenships held (US vs. Non-US)

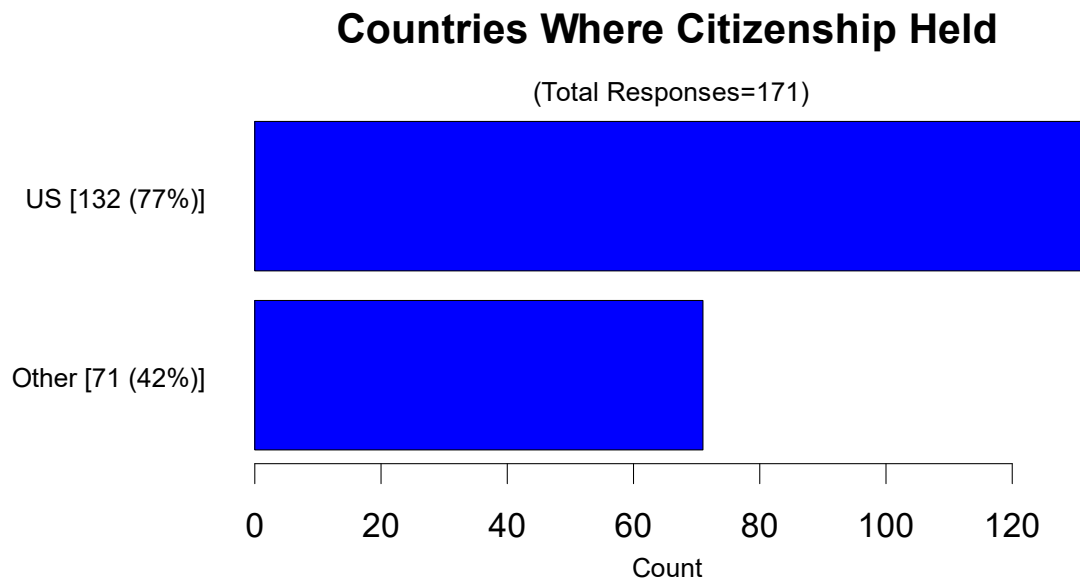


Figure 8 Respondents household size and number wage earners

Wage Earners	Household Members				TOTAL
	One	Two	Three	Four +	
One	38 (20%)	13 (7%)	13 (7%)	7 (4%)	71 (37%)
Two	1 (1%)	49 (26%)	27 (14%)	41 (22%)	118 (62%)
Three	0 (0%)	0 (0%)	1 (1%)	0 (0%)	1 (1%)
TOTAL	39 (21%)	62 (33%)	41 (22%)	48 (25%)	190 (100%)

Figure 9 Respondents by highest degree obtained

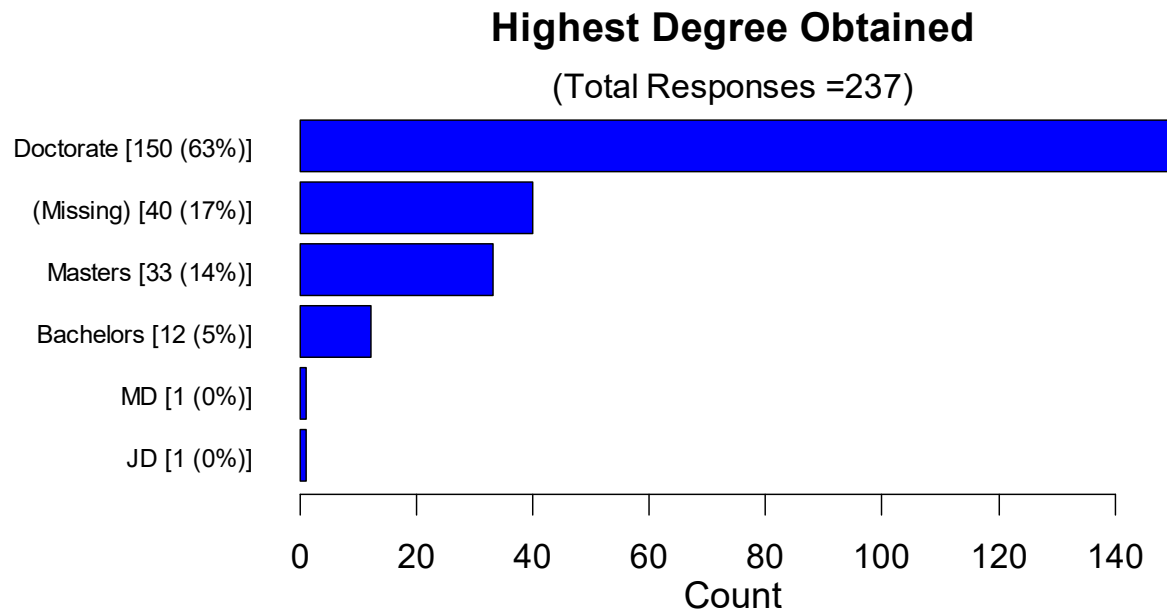


Figure 10 All listed divisions/schools (individuals can show up in multiple categories)

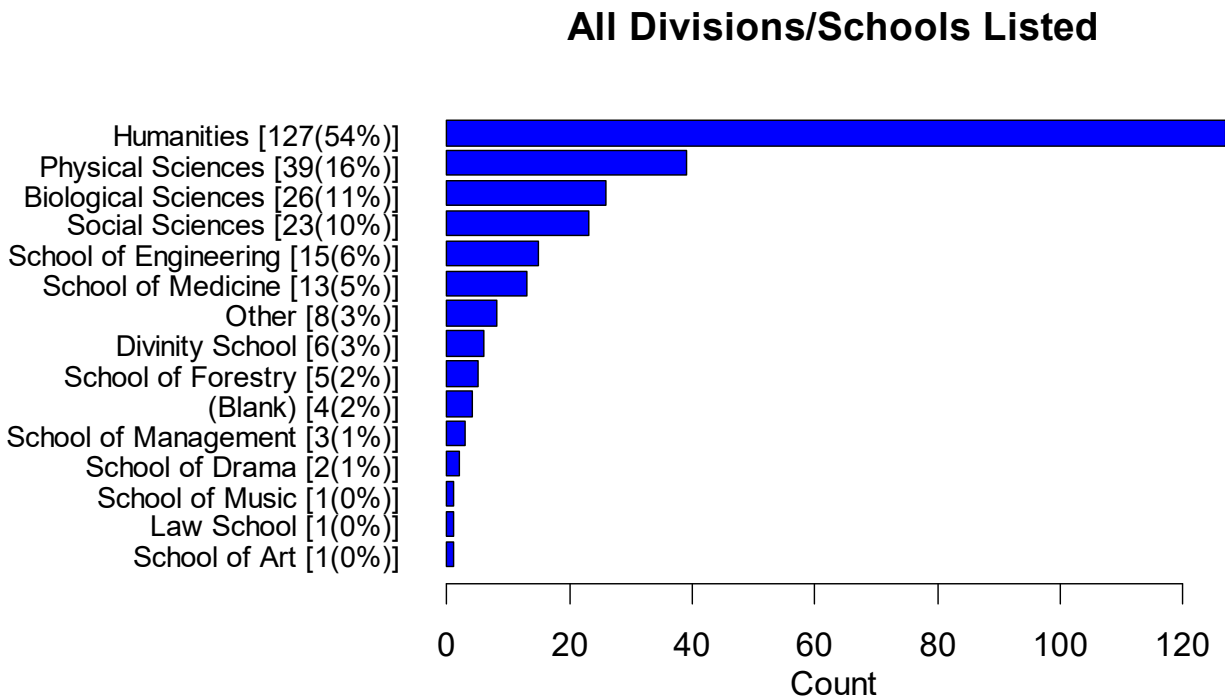


Figure 11 Respondents by principal school/division (each individual is in exactly one category)

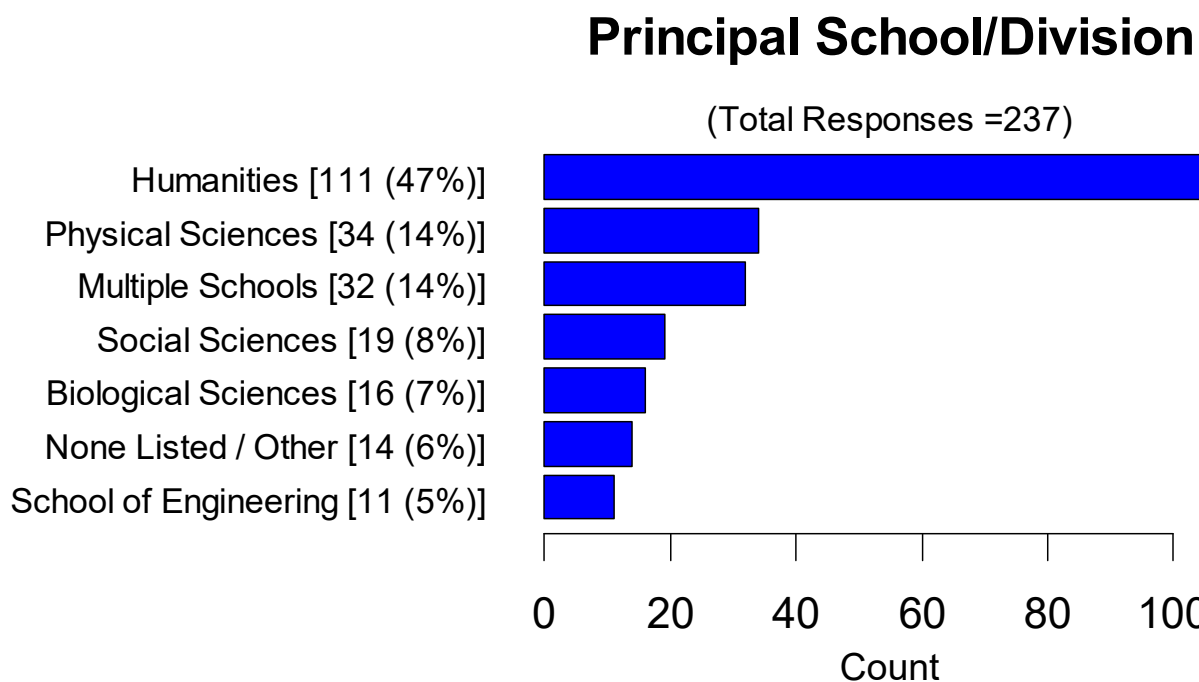


Figure 12 Respondents by all listed departments (individuals can show up in multiple categories)

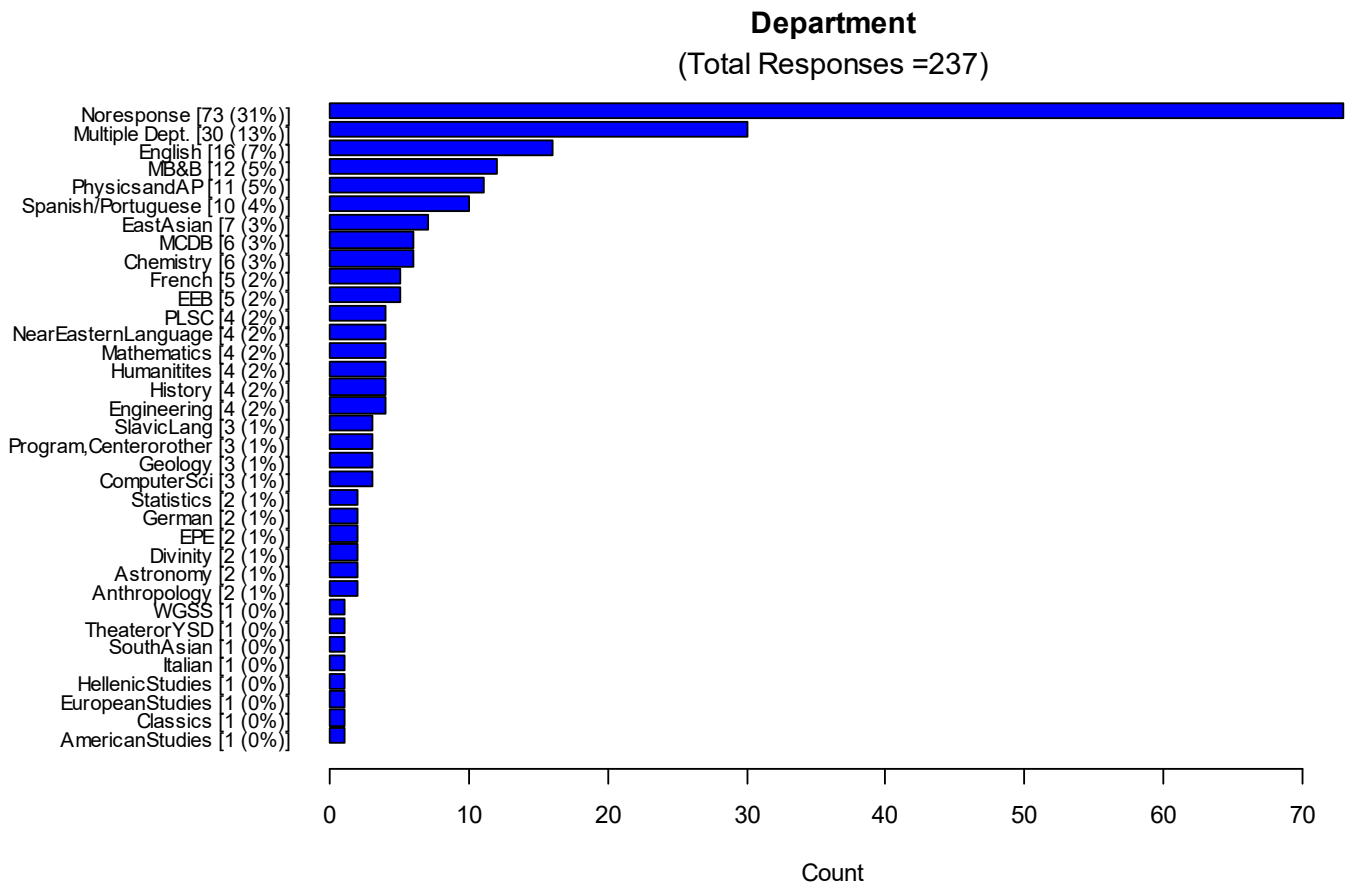


Figure 13 Contract length distribution

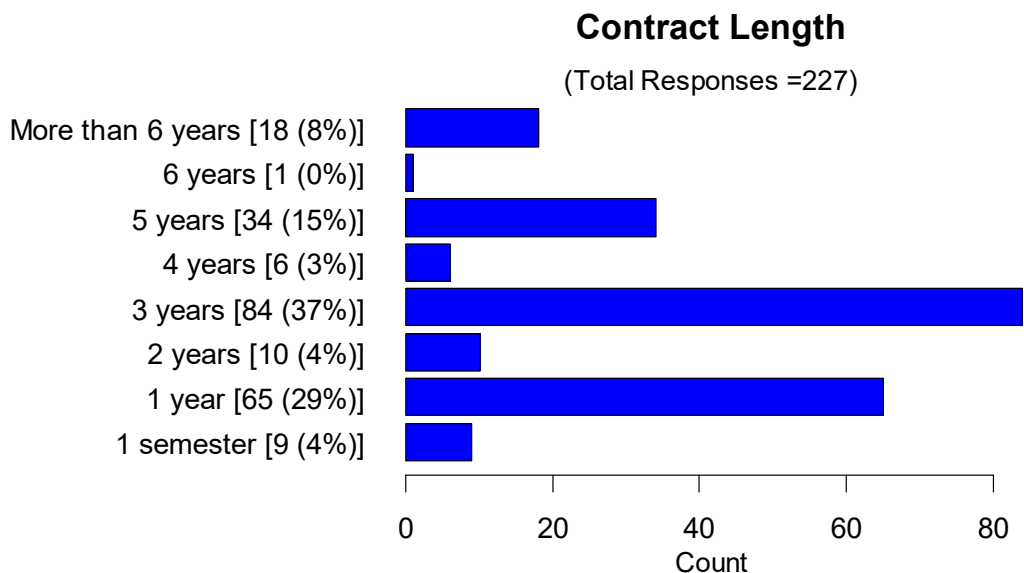


Figure 14 Mean contract length by division

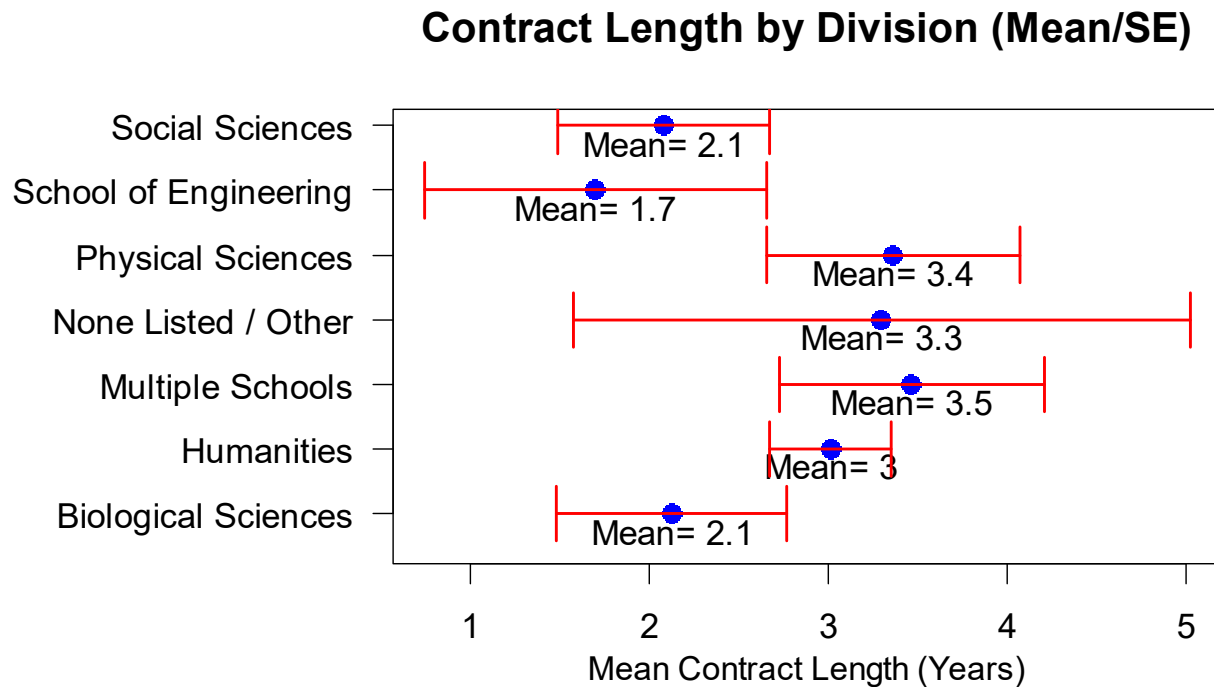


Figure 15 Distribution of years full-time among full-time respondents

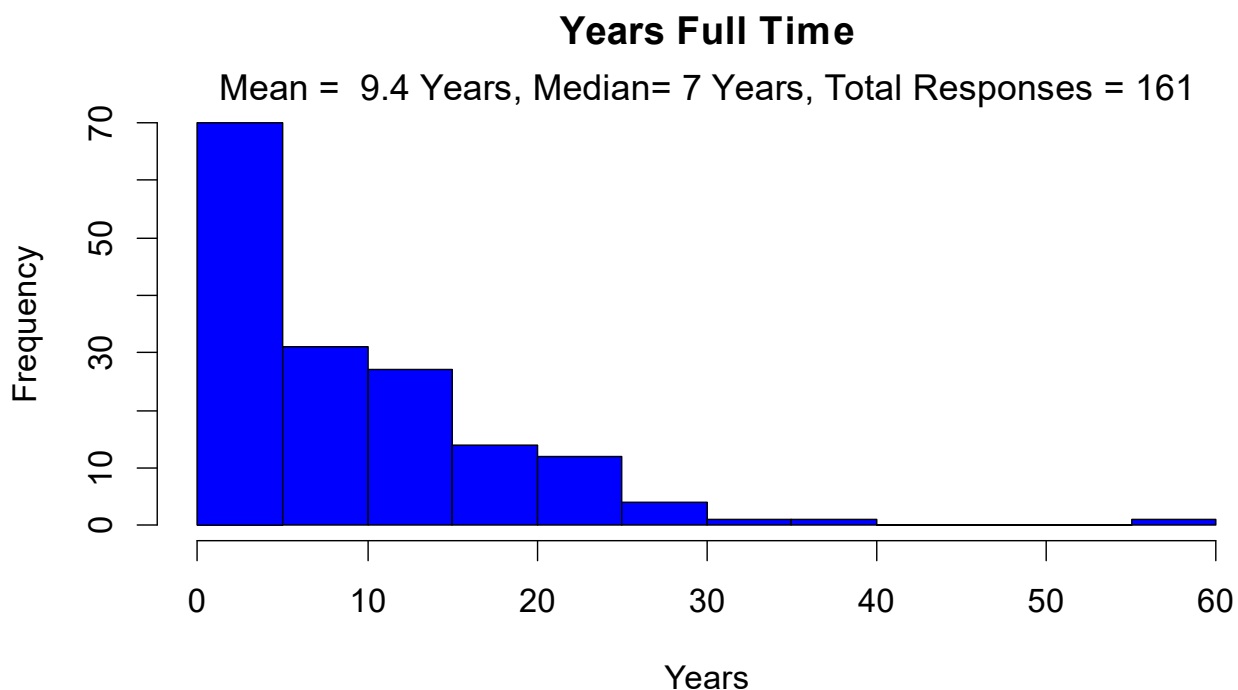


Figure 16 Distribution of years part-time among all respondents.

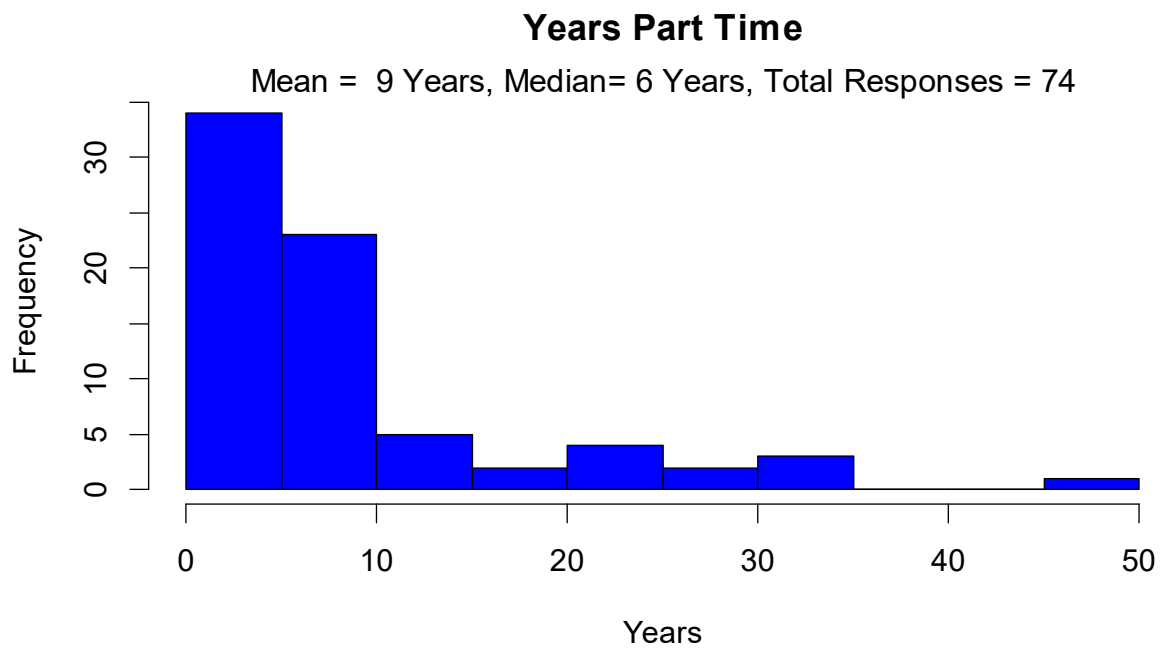


Figure 17 Distribution of total length of service at Yale, all respondents

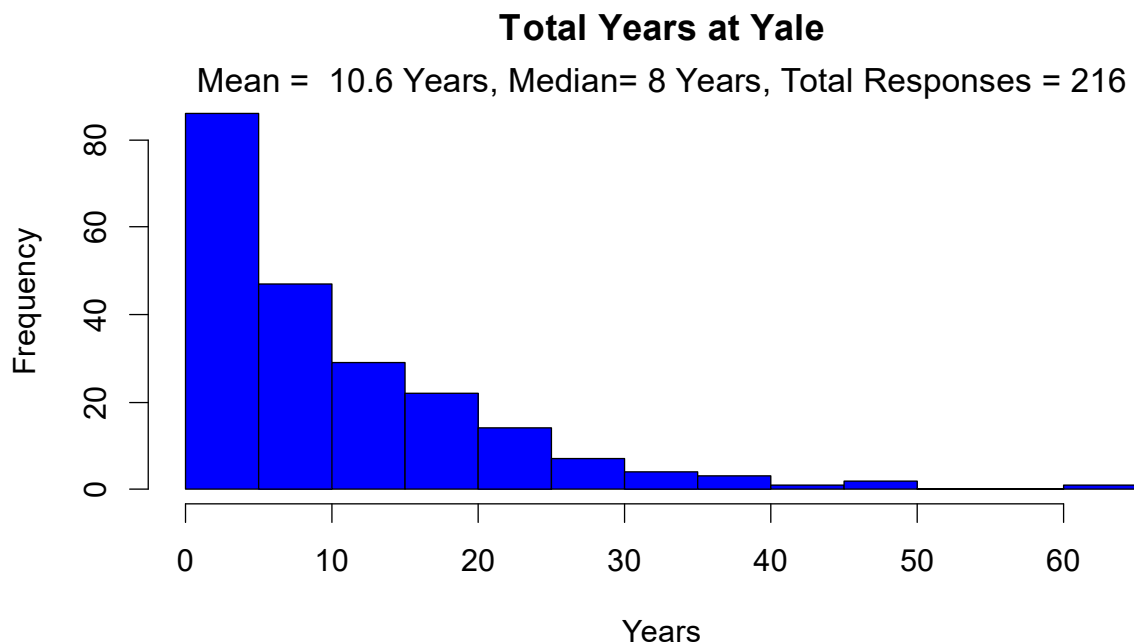


Figure 18 Respondents by current position

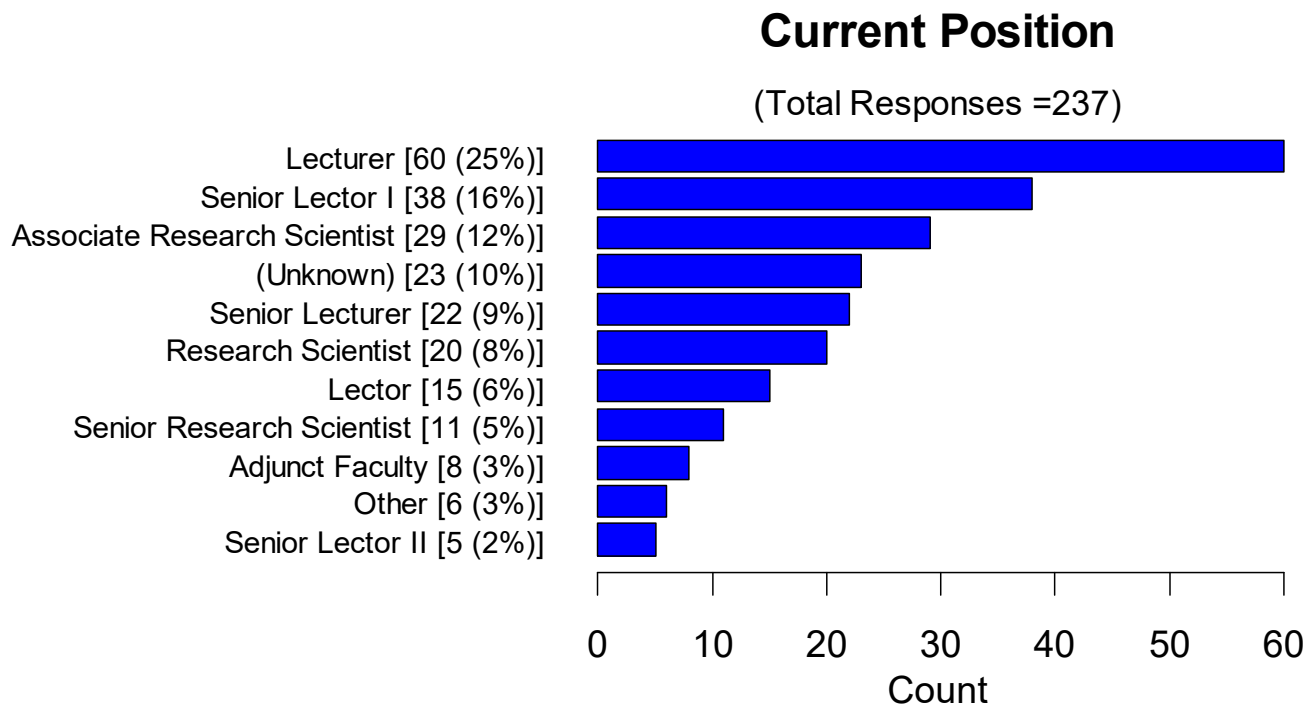


Figure 19 How respondents started at Yale

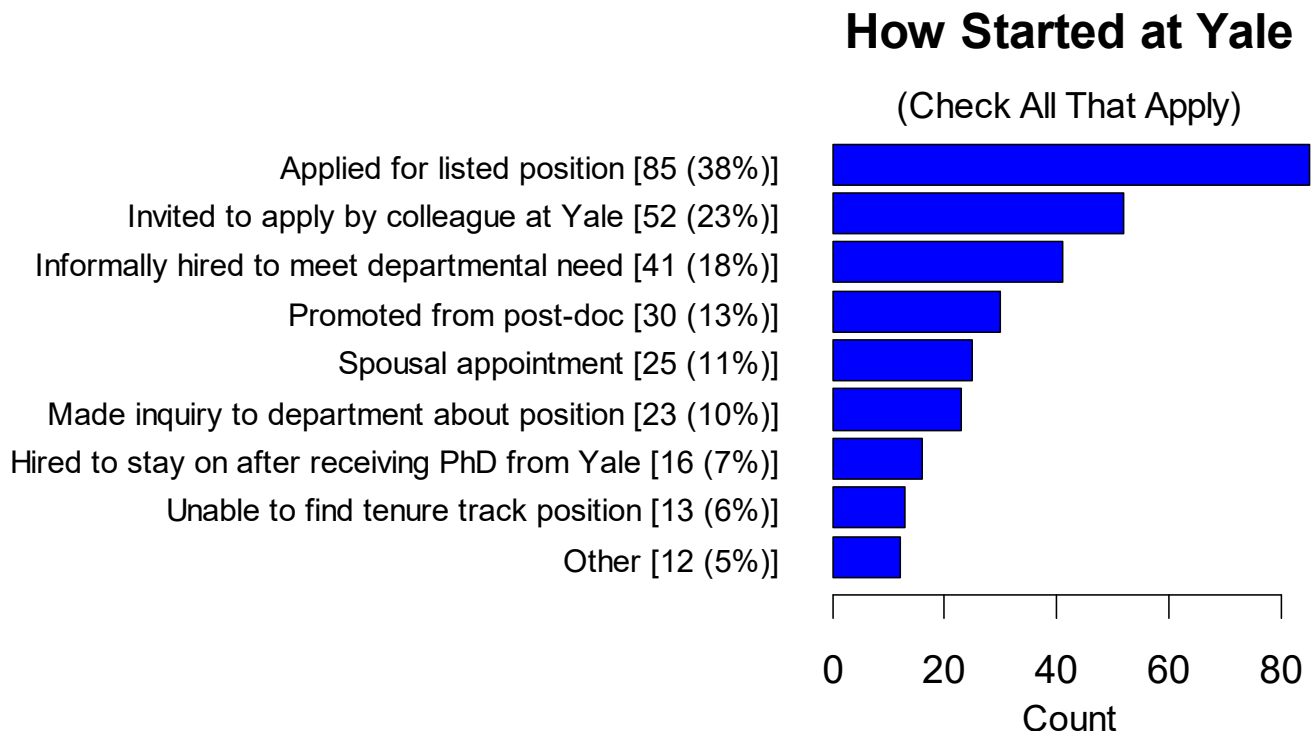


Figure 20 Estimated hours worked per week during the semester, full-time employees

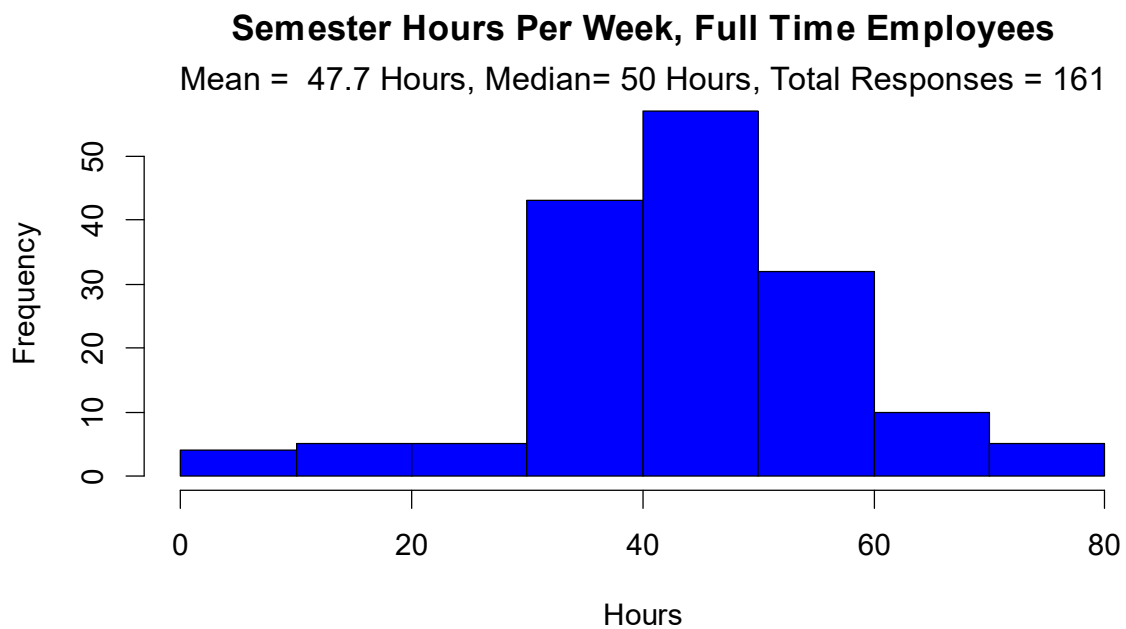


Figure 21 Time budget distribution among all full-time respondents

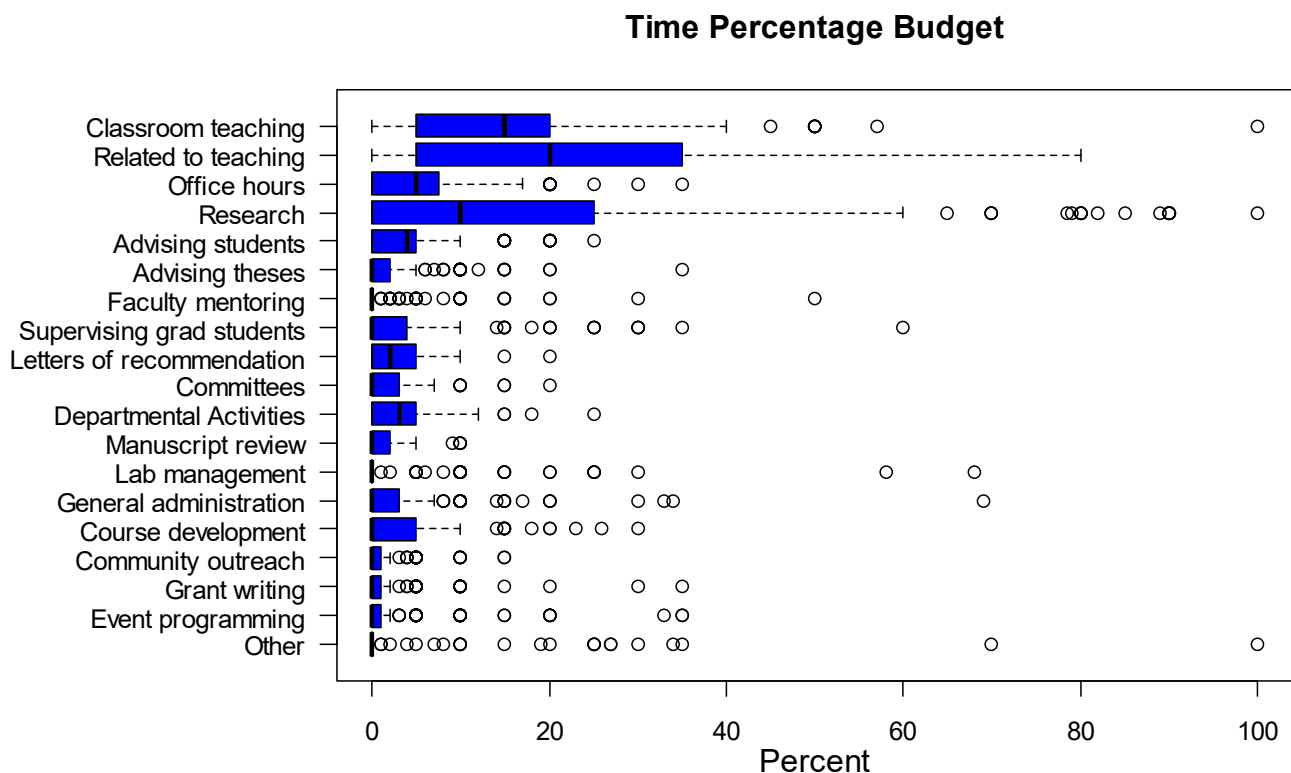


Figure 22 Time budget distribution among all full-time respondents – means and confidence intervals

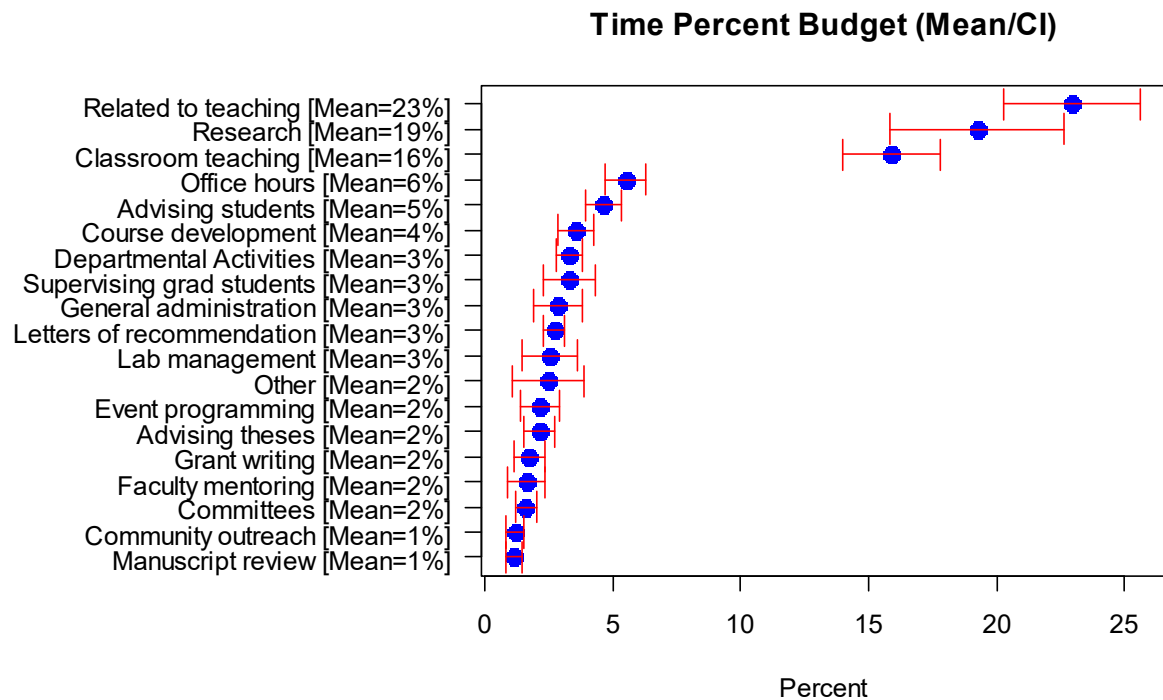


Figure 23 Time budget distribution among teaching full-time respondents – means and confidence intervals

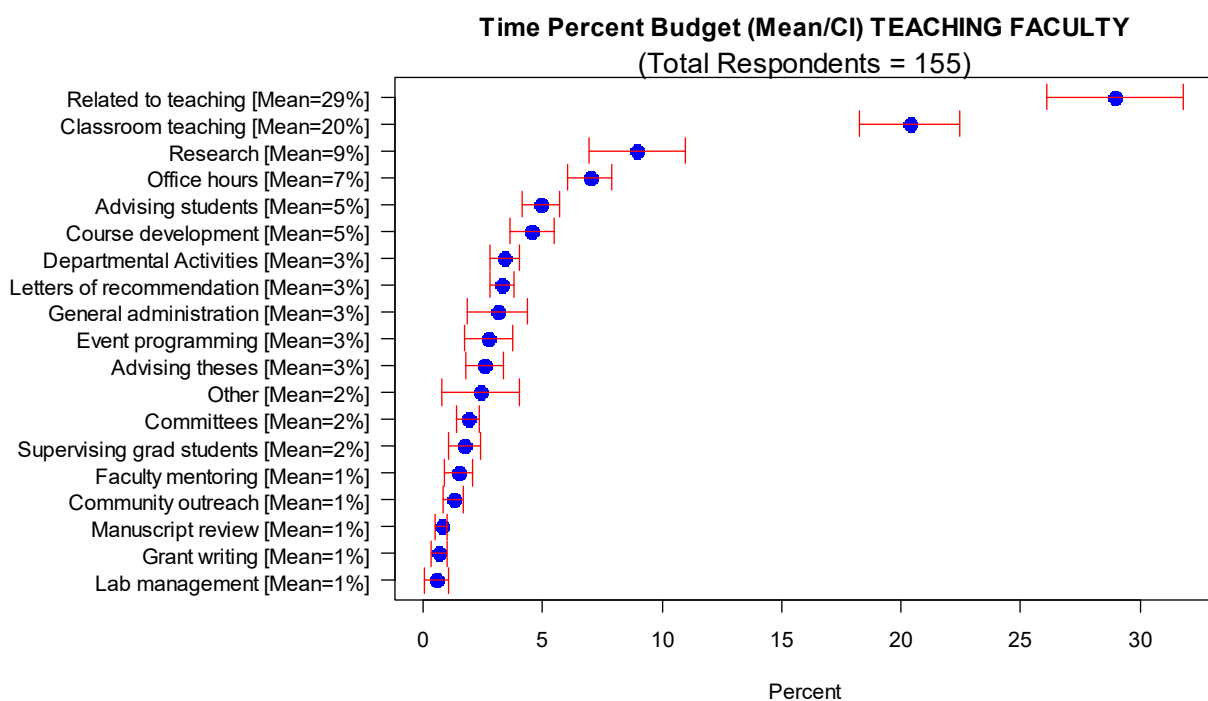


Figure 24 Time budget distribution among research full-time respondents – means and confidence intervals

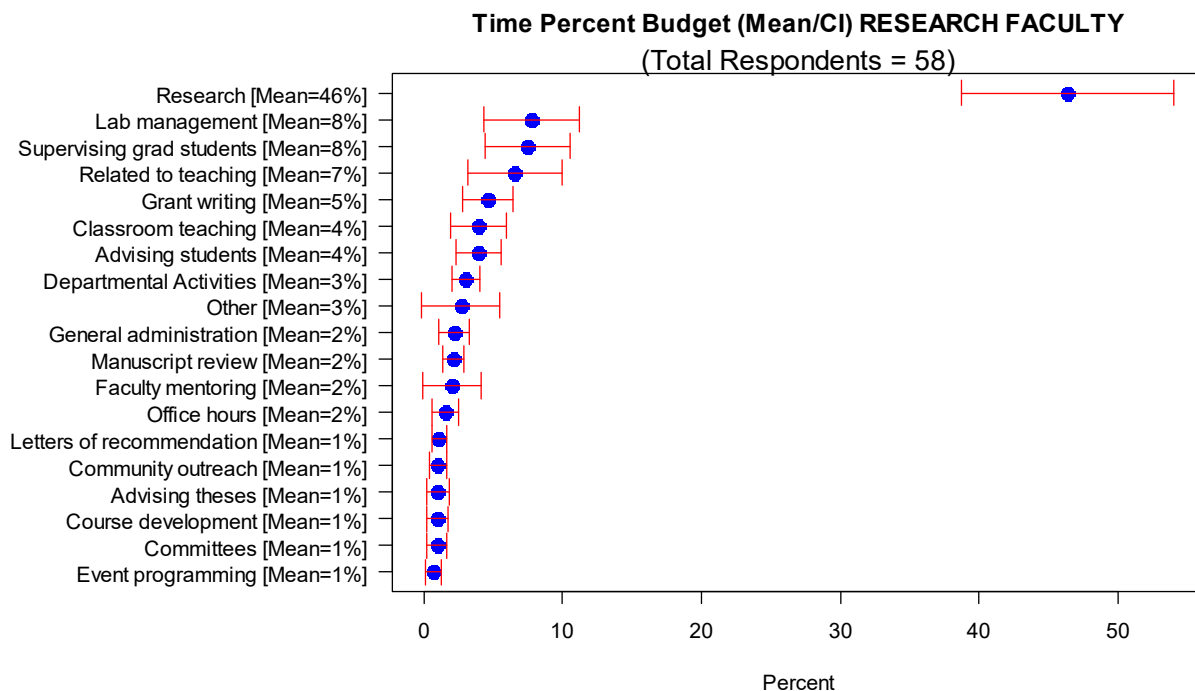


Figure 25 Typical annual teaching load, all full-time respondents, official administrators excluded

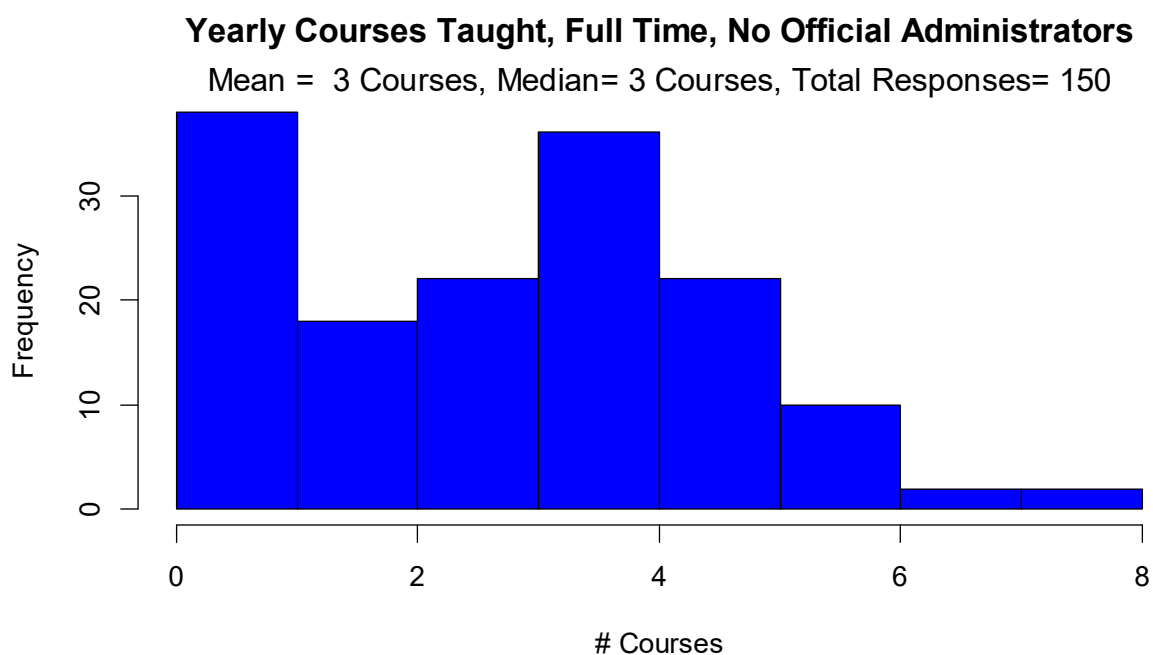


Figure 26 Typical annual teaching load, full-time teaching respondents, official administrators excluded

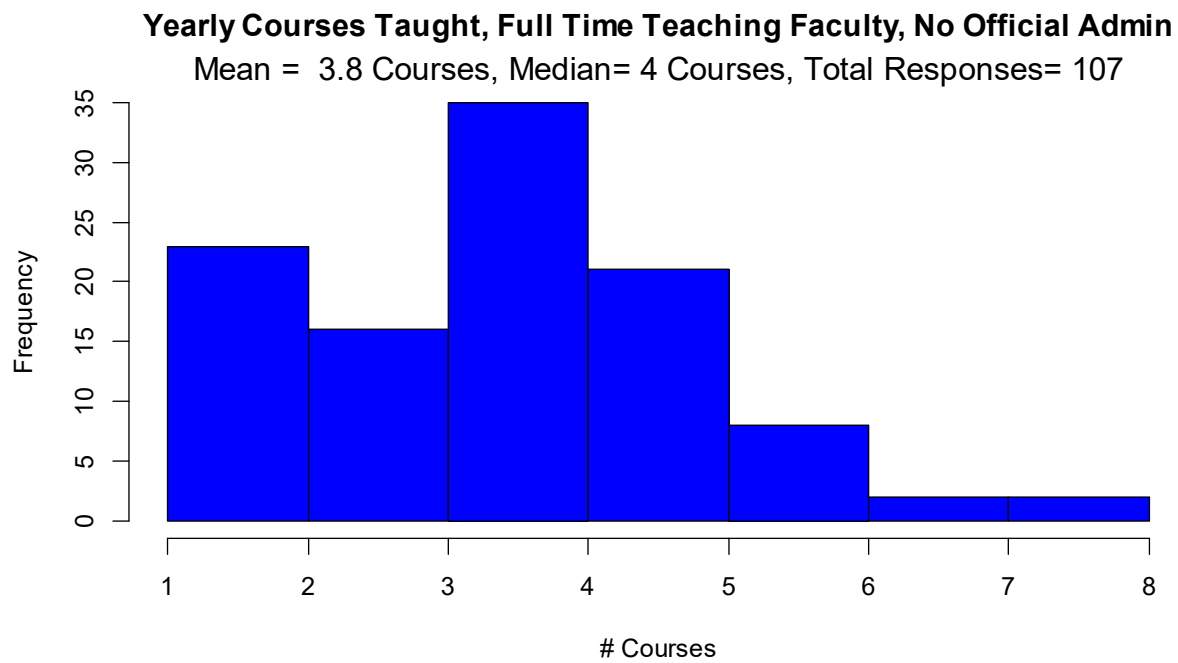


Figure 27 Typical annual teaching load, full-time research respondents, official administrators excluded

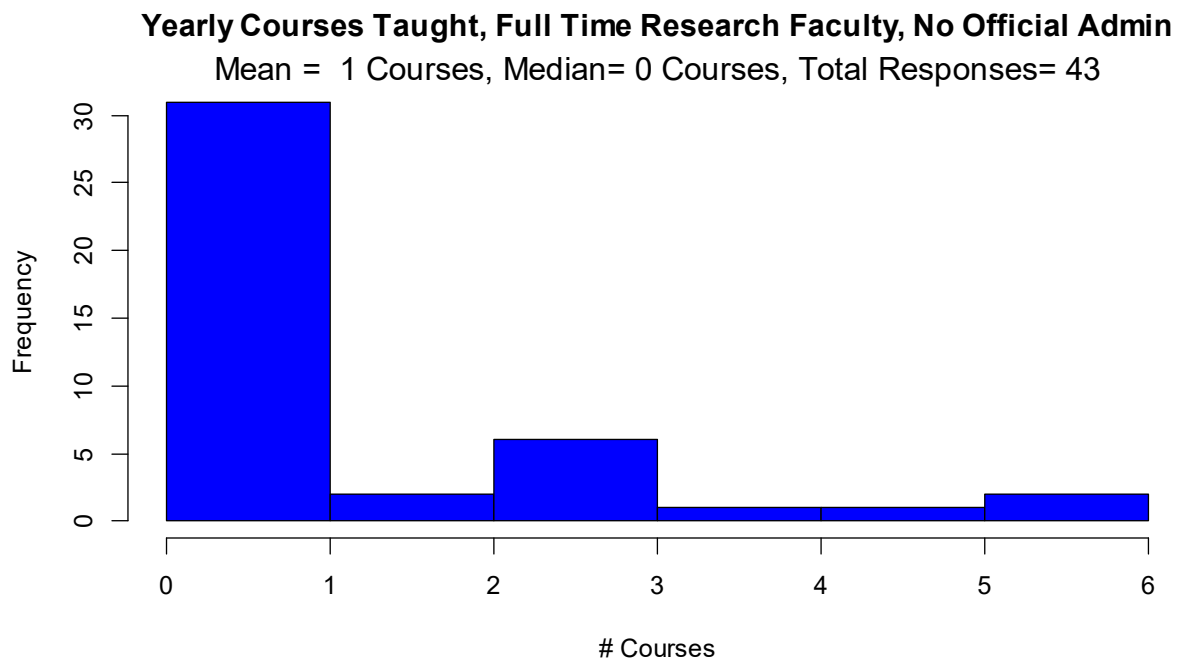


Figure 28 Yearly students taught in all classes, all full-time respondents, official administrators excluded

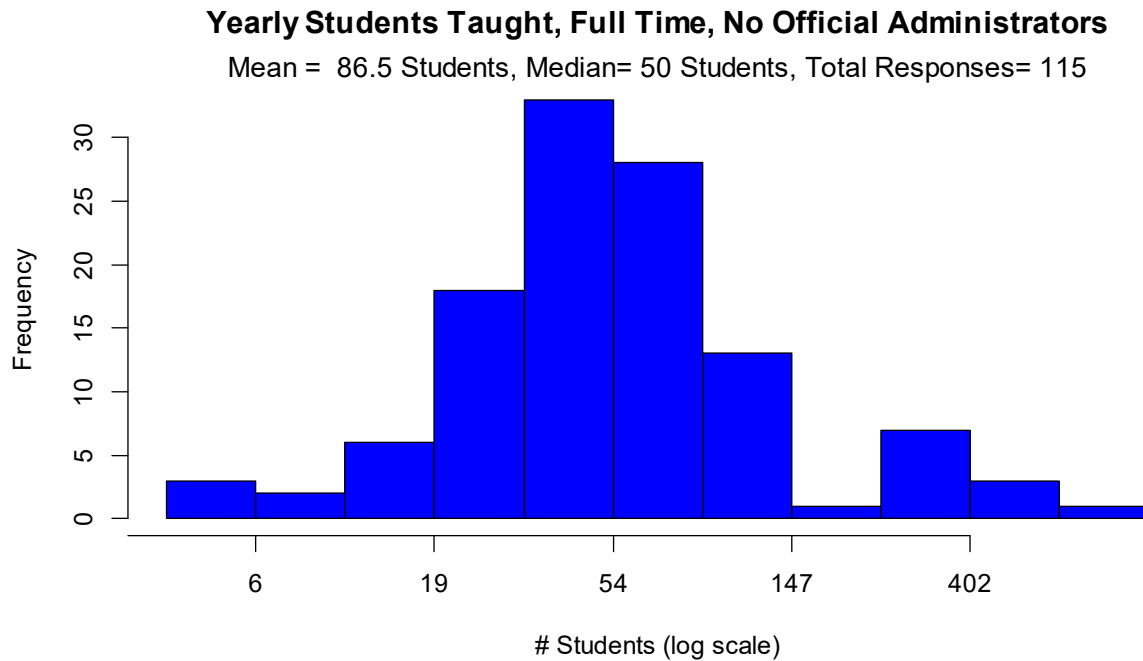


Figure 29 Yearly students taught in all classes, full-time teaching respondents, official administrators excluded

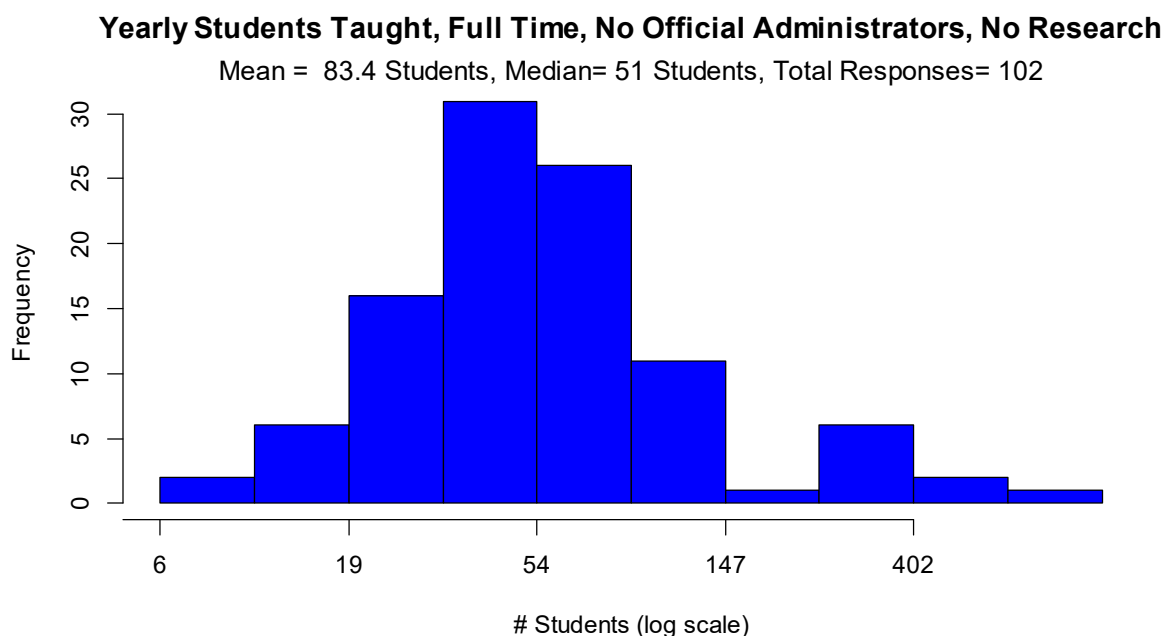


Figure 30 Articles/books/textbooks published in the past three years, all respondents

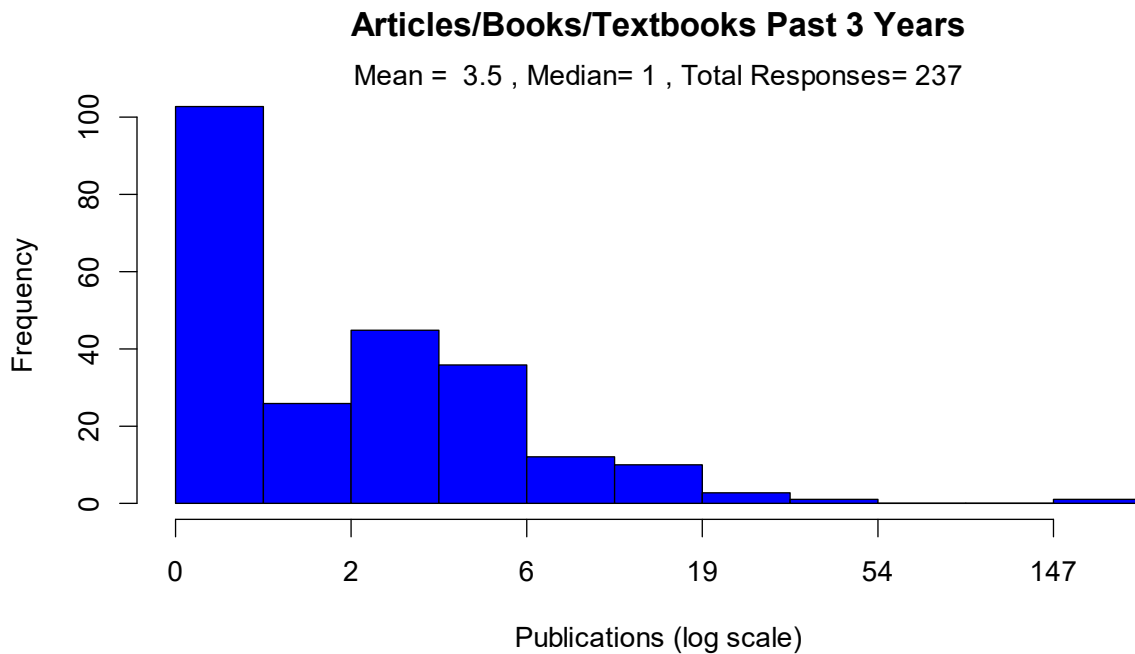


Figure 31 Articles/books/textbooks published in the past three years, research respondents

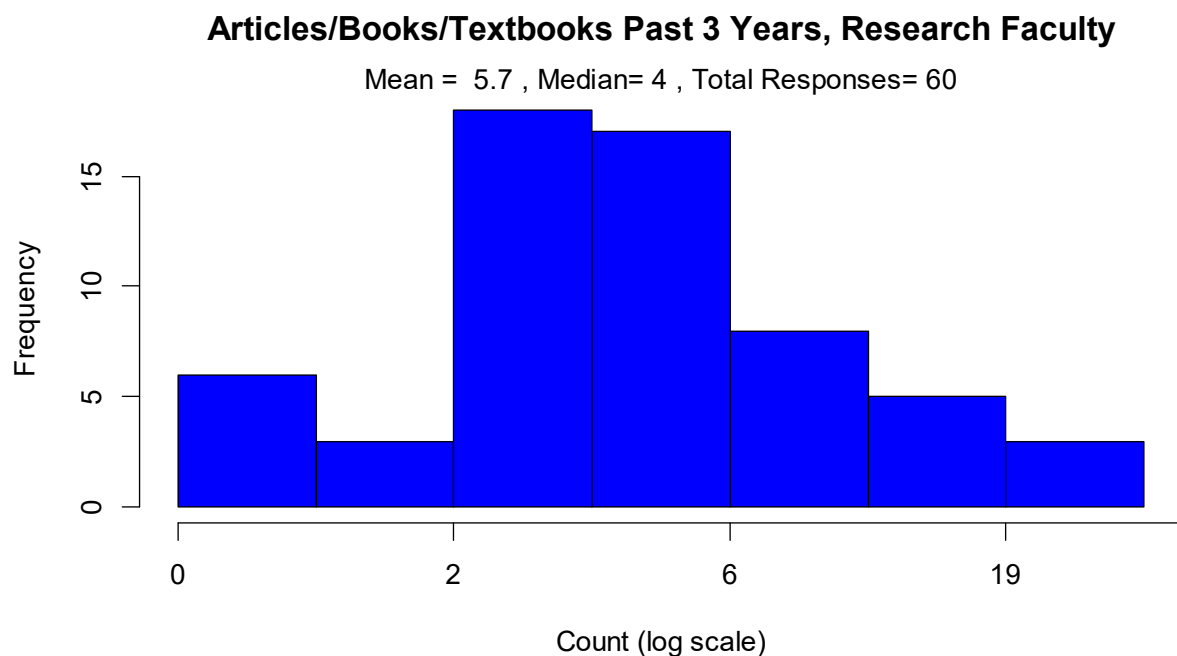


Figure 32 Presentations/guest lectures in the past three years, all respondents

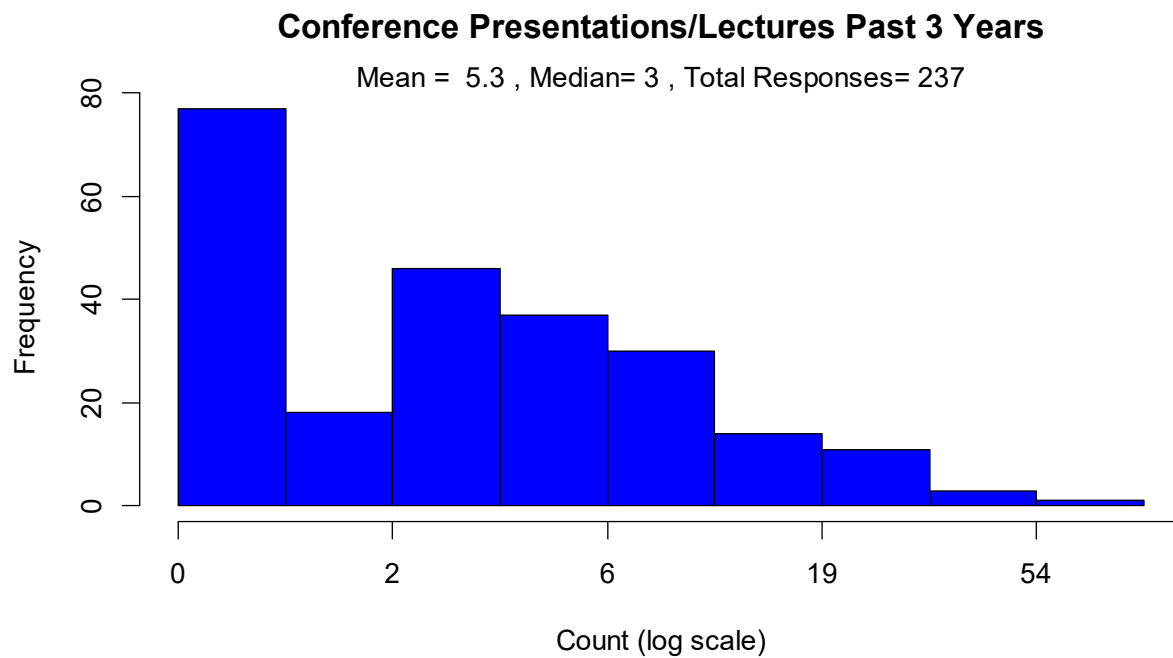


Figure 33 Presentations/guest lectures in the past three years, research respondents

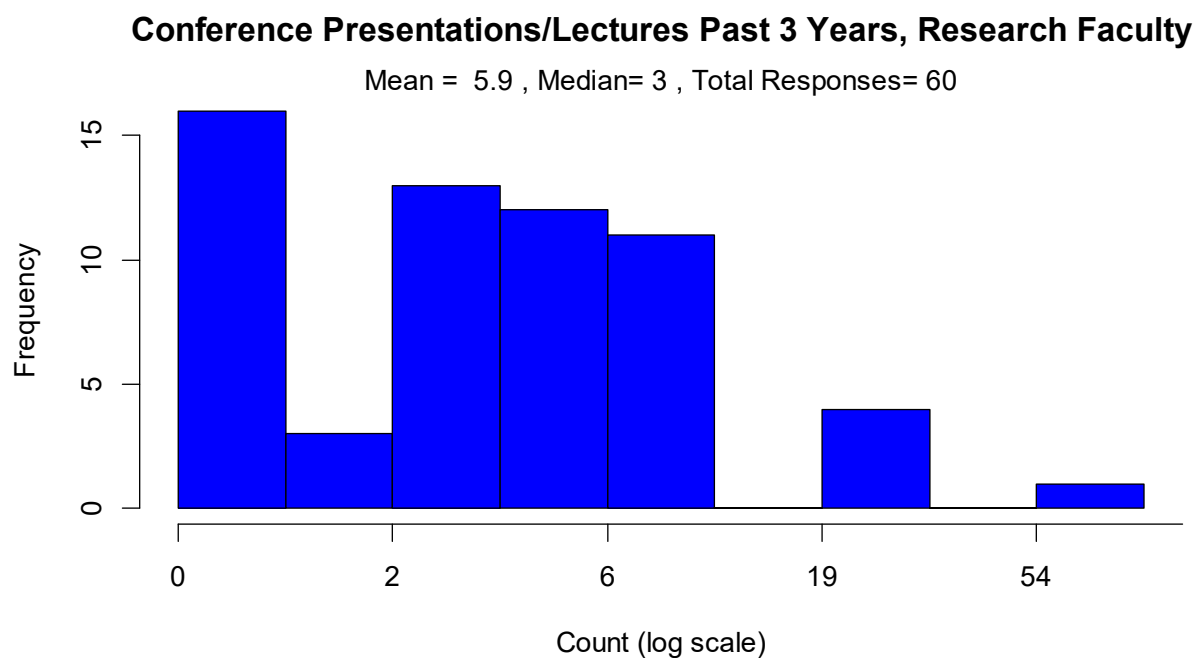


Figure 34 Reviews/Op.Ed/Etc. in the past three years, all respondents

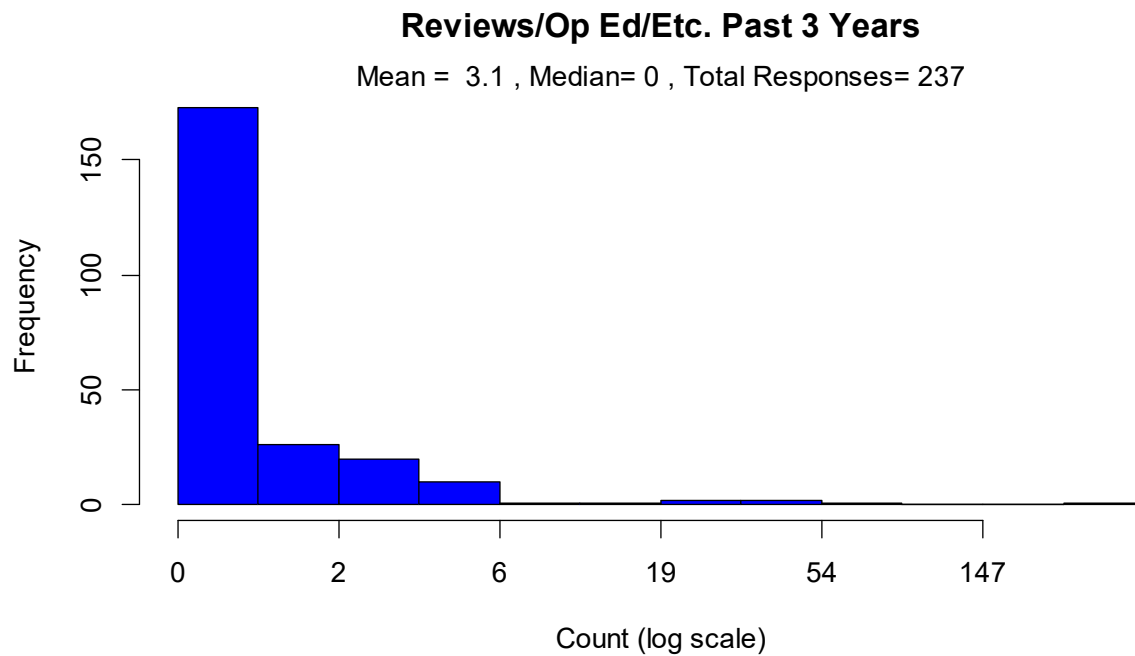


Figure 35 Committee memberships, all respondents

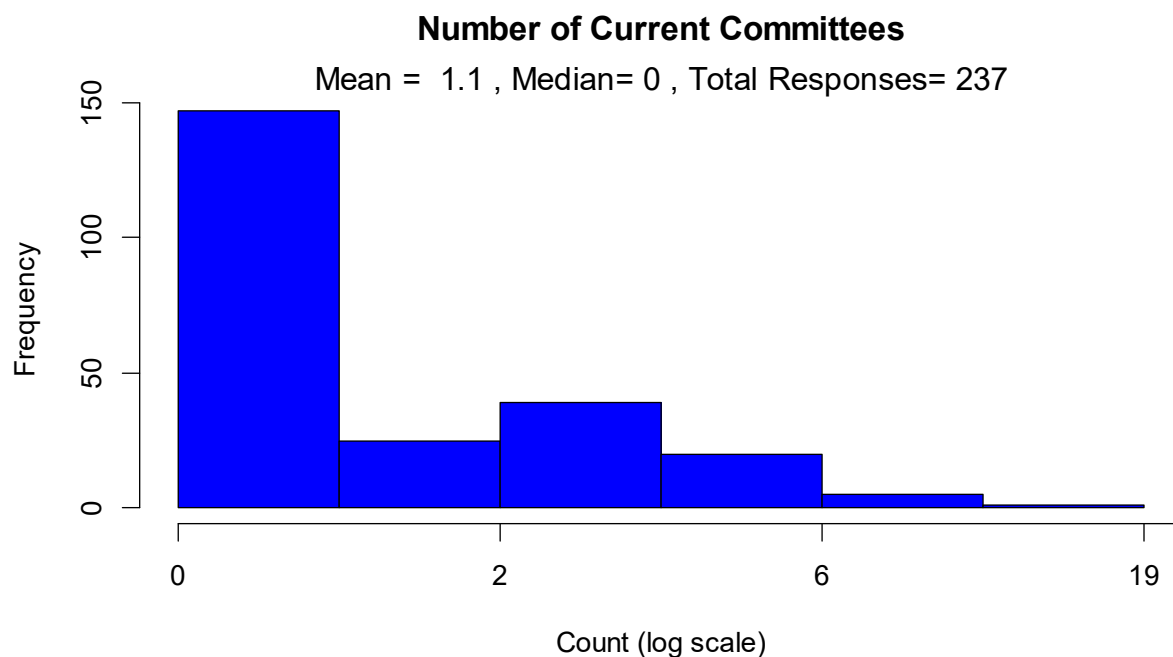


Figure 36 Committee memberships, teaching respondents

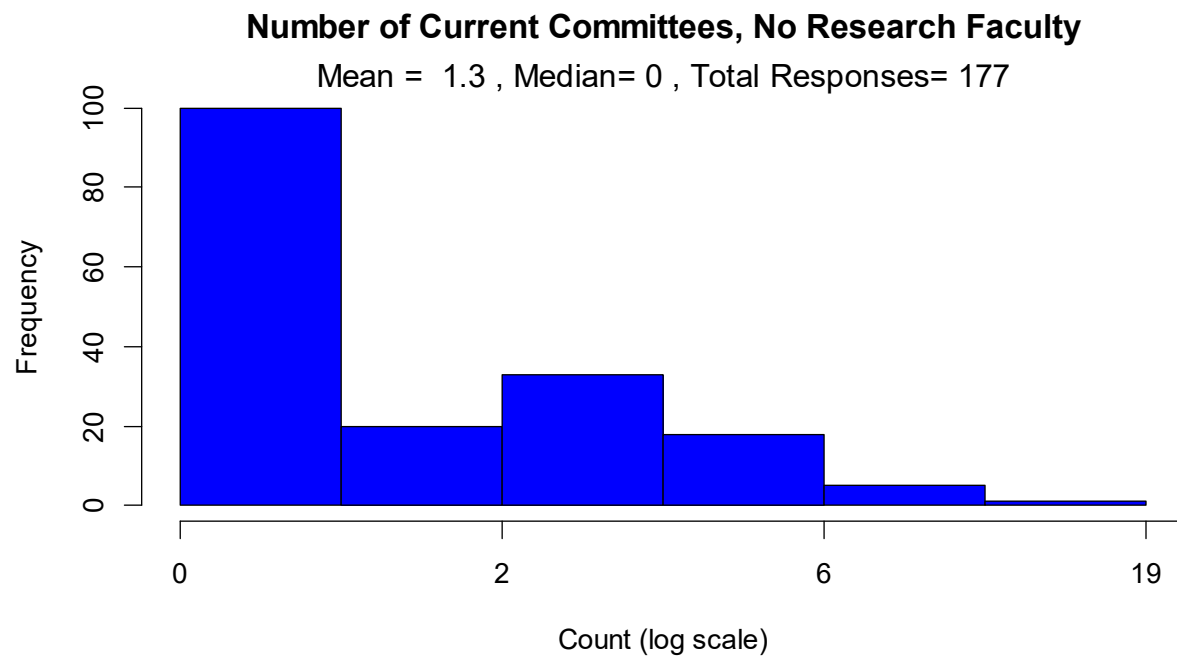


Figure 37 Overview of benefits, all respondents

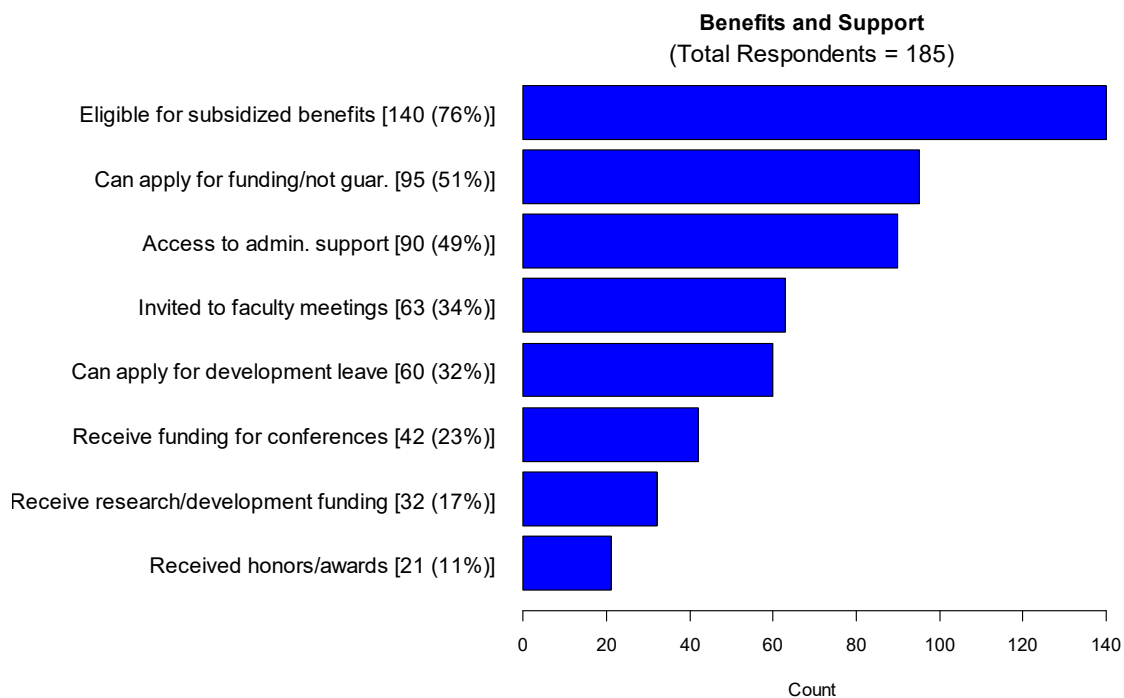


Figure 38 Paid professional leave, all full-time teaching respondents

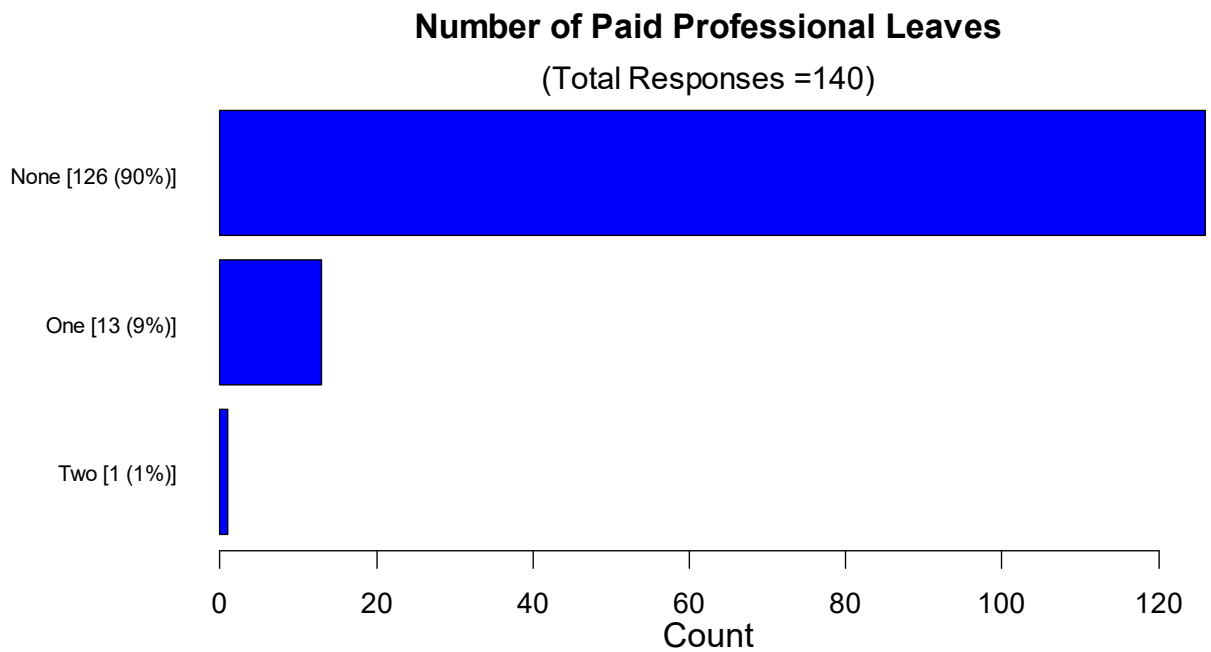


Figure 39 Office space characteristics, all respondents

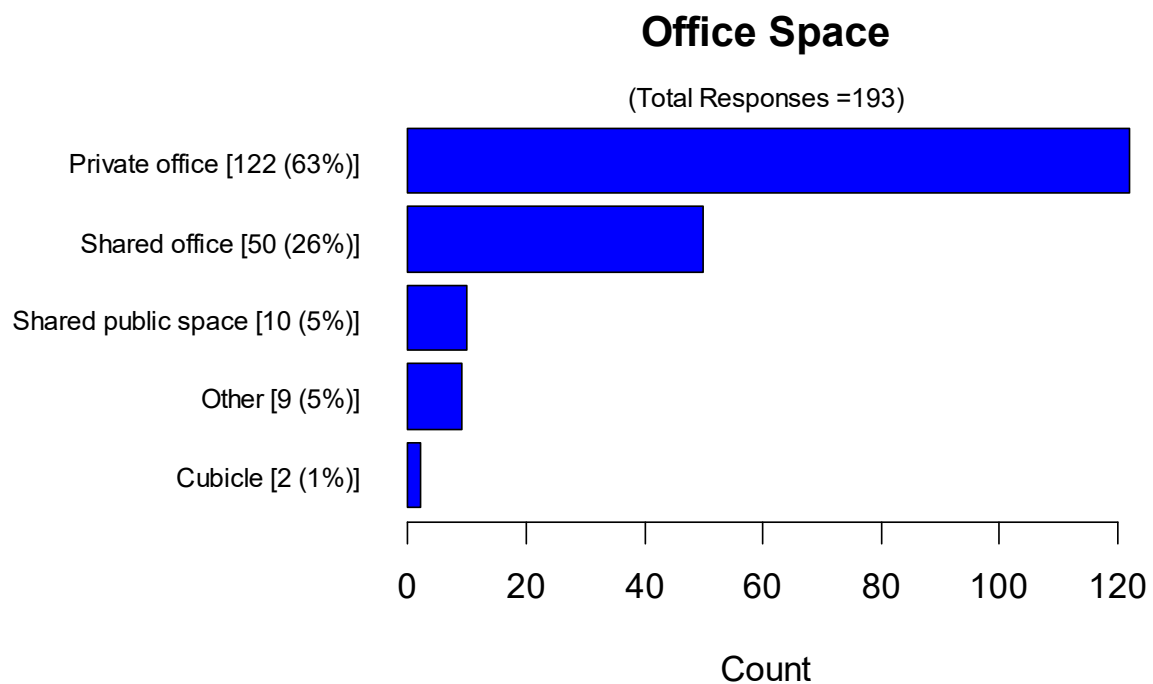


Figure 40 Salary distribution, all full-time respondents, official administrators excluded

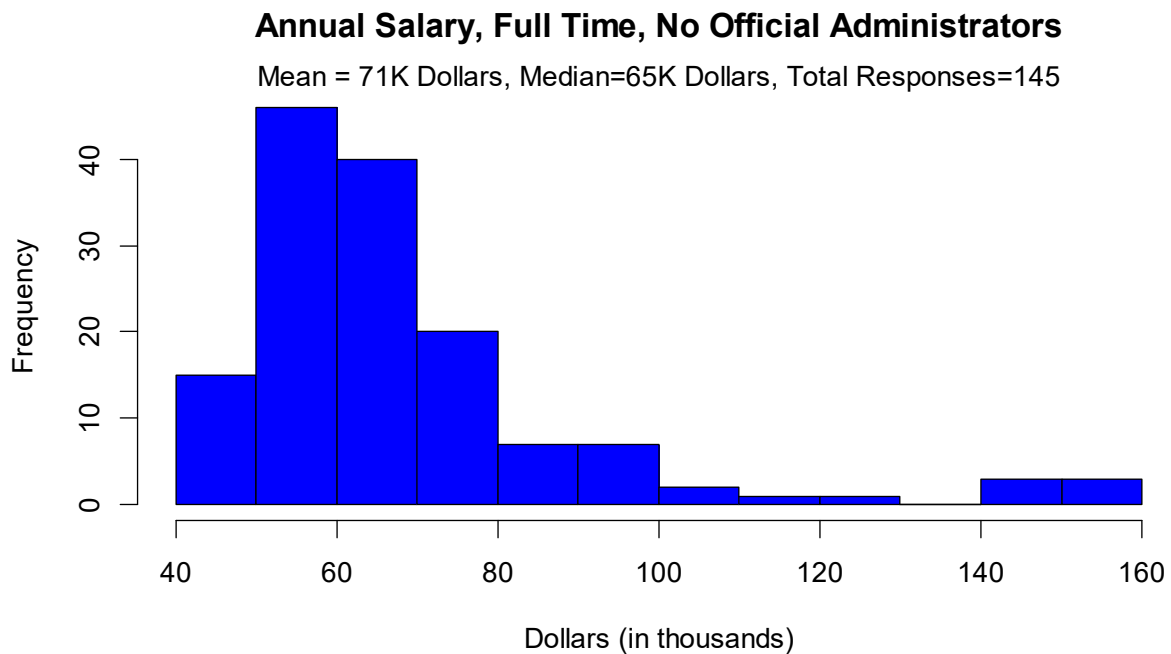


Figure 41 Salary distribution, all part-time respondents, official administrators excluded

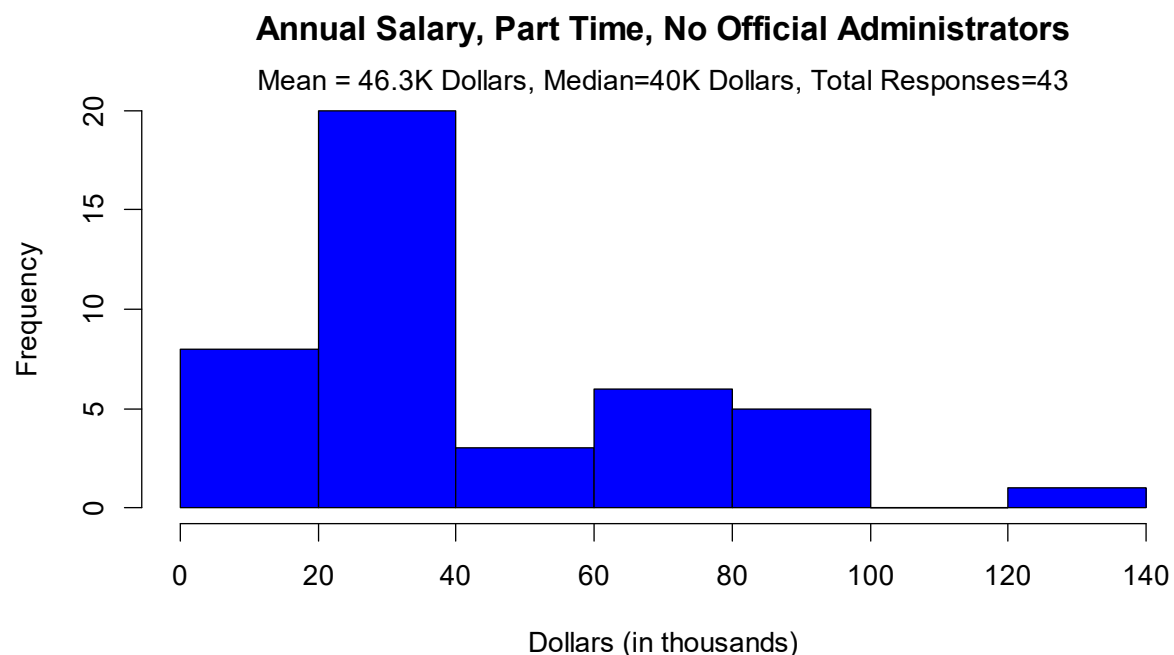


Figure 42 Salary distribution by position, all full-time respondents, official administrators excluded

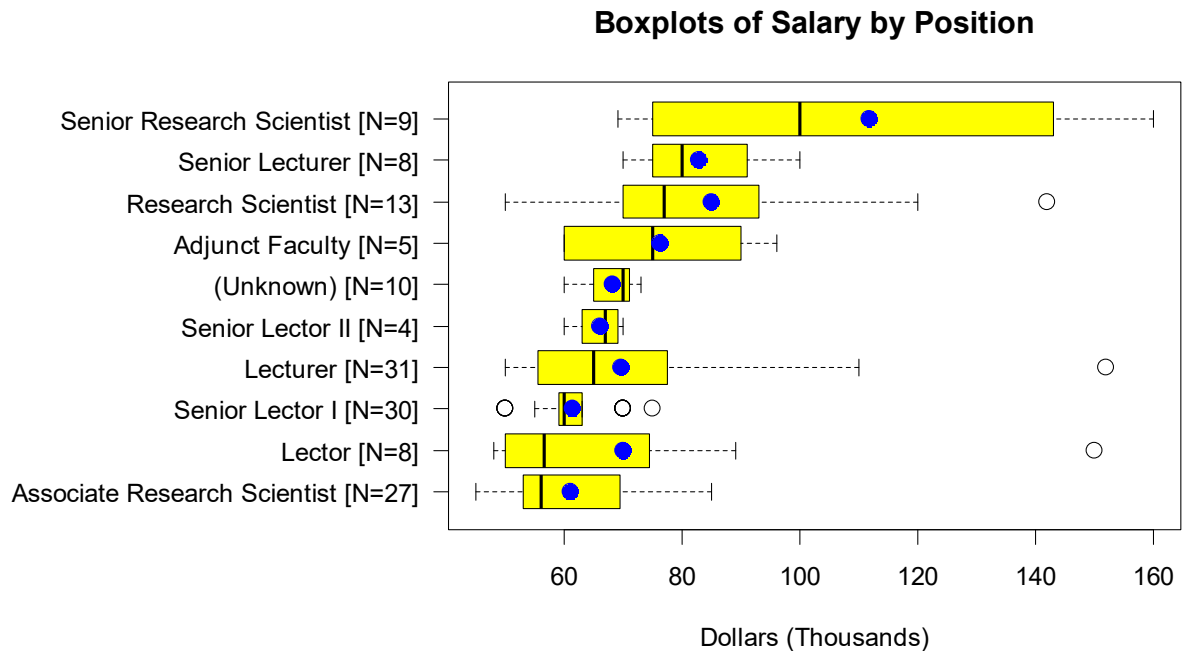


Figure 43 Salary means/confidence intervals by position, all full-time respondents, official administrators excluded

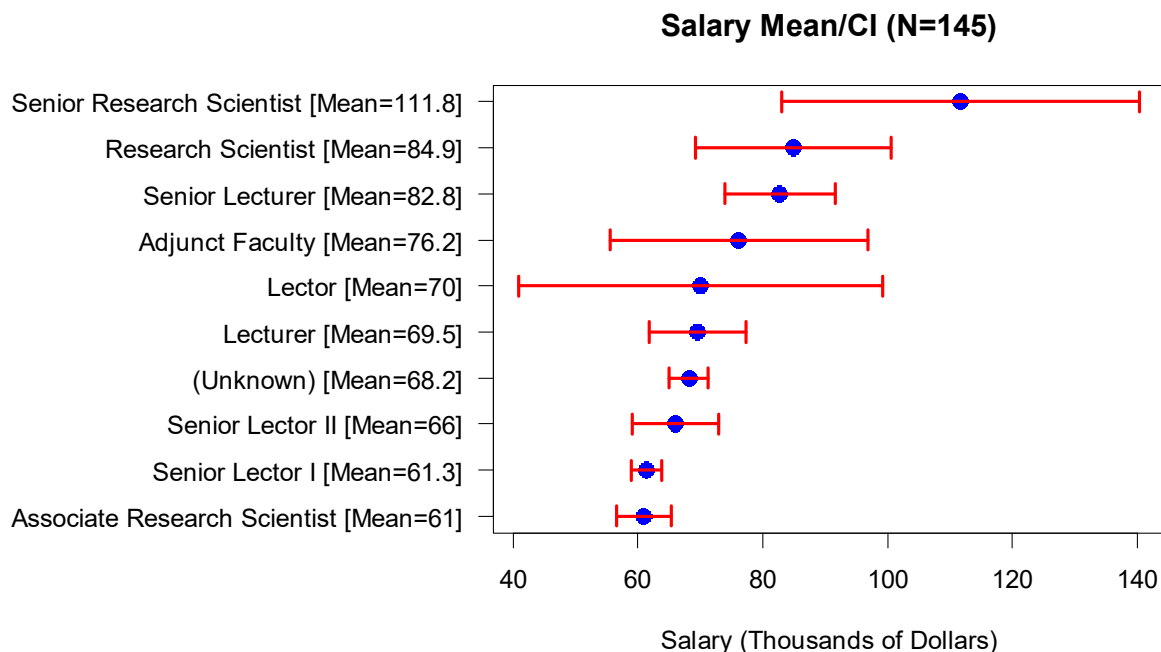


Figure 44 Salary summary statistics by position, all full-time respondents, official administrators excluded

Position	N	Mean	Standard Deviation	Median	Minimum	Maximum	Range	Standard Error
(Unknown)	10	68.2	4.37	70	60	73	13	-0.74
Adjunct Faculty	5	76.2	16.65	75	60	96	36	0.08
Associate Research Scientist	27	61	11.08	56	45	85	40	0.7
Lector	8	70	34.88	56.5	48	150	102	1.43
Lecturer	31	69.52	21.11	65	50	152	102	2.1
Research Scientist	13	84.92	25.9	77	50	142	92	0.76
Senior Lector I	30	61.3	6.56	60	50	75	25	0.05
Senior Lector II	4	66	4.32	67	60	70	10	-0.45
Senior Lecturer	8	82.75	10.58	80	70	100	30	0.22
Senior Research Scientist	9	111.78	37.3	100	69	160	91	0.12

Figure 45 Salary distribution by principal division, all full-time respondents, official administrators excluded

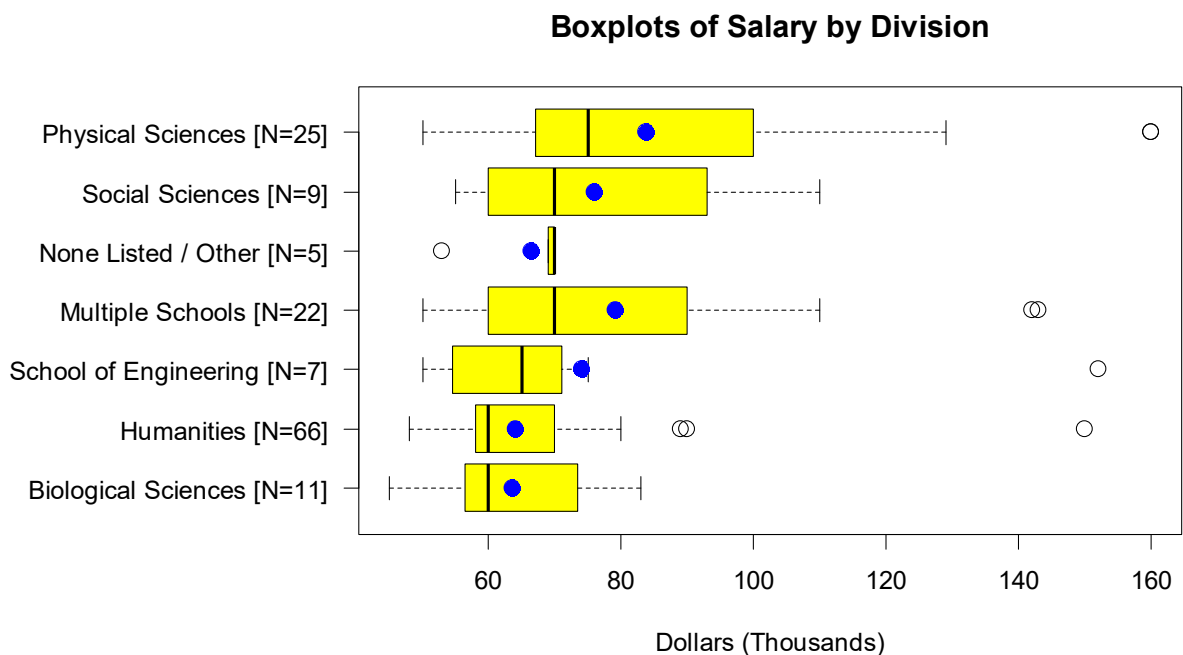


Figure 46 Salary means/confidence intervals by position, all full-time respondents, official administrators excluded

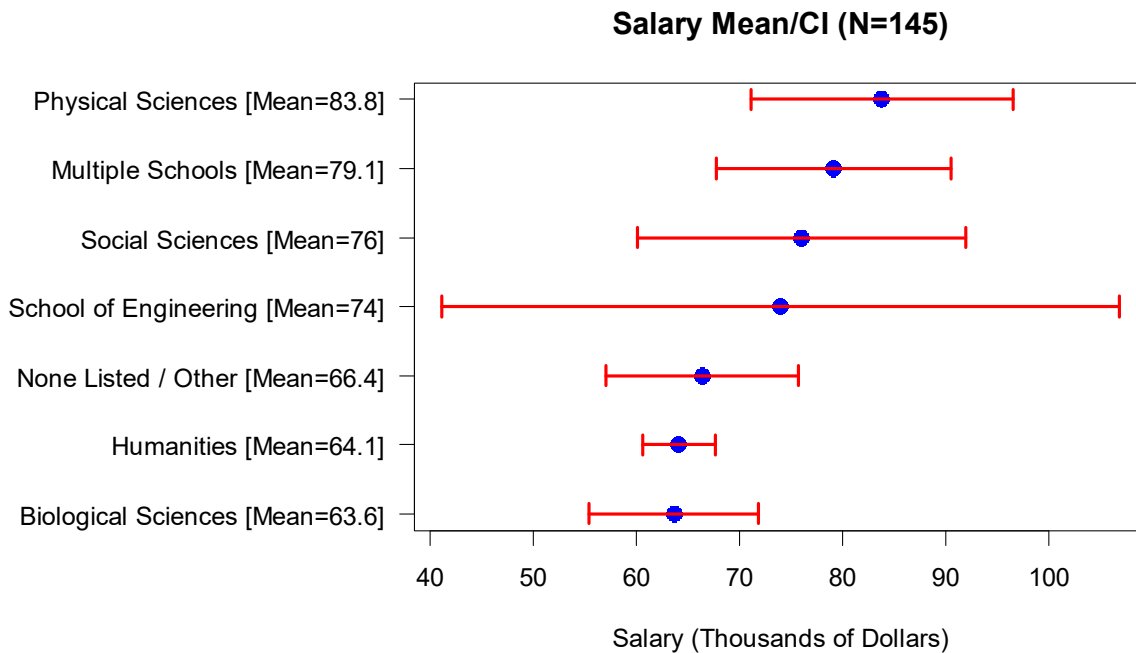


Figure 47 Salary summary statistics by primary division, all full-time respondents, official administrators excluded

Division	N	Mean	Standard Deviation	Median	Minimum	Maximum	Range	Standard Error
Biological Sciences	11	63.64	12.19	60	45	83	38	3.68
Humanities	66	64.11	14.29	60	48	150	102	1.76
Multiple Schools	22	79.09	25.65	70	50	143	93	5.47
None Listed / Other	5	66.4	7.5	70	53	70	17	3.36
Physical Sciences	25	83.8	30.74	75	50	160	110	6.15
School of Engineering	7	74	35.48	65	50	152	102	13.41
Social Sciences	9	76	20.69	70	55	110	55	6.9

Figure 48 Output for GLS model for salary

Generalized least squares fit by REML

Model: Salary ~ Gender + Admin + Division + Position + Outlier1 + Outlier2

Data: surveyred

AIC	BIC	logLik
997.7308	1061.651	-475.8654

Variance function:

Structure: Power of variance covariate

Formula: ~fitted(.)

Parameter estimates:

power
2.433598

Coefficients:

	Value	Std.Error	t-value	p-value
(Intercept)	61.49071	4.81048	12.782659	0.0000
GenderMale	5.95970	2.01193	2.962180	0.0037
Gender Choose not to answer	0.50800	3.59995	0.141112	0.8880
Admin	6.70624	1.84877	3.627415	0.0004
DivisionHumanities	2.35154	3.55359	0.661738	0.5094
DivisionMultiple Schools	11.66263	3.62957	3.213228	0.0017
DivisionNone Listed / Other	3.82465	5.29096	0.722865	0.4712
DivisionPhysical Sciences	11.42059	4.00864	2.848996	0.0052
DivisionSchool of Engineering	-2.86005	4.29149	-0.666447	0.5064
DivisionSocial Sciences	12.39475	5.51586	2.247113	0.0265
PositionAdjunct Faculty	2.21868	7.72089	0.287360	0.7743
PositionAssociate Research Scientist	-12.90175	4.42786	-2.913766	0.0043
PositionLector	-13.74813	4.60720	-2.984053	0.0035
PositionLecturer	-8.35940	4.01467	-2.082213	0.0395
PositionResearch Scientist	2.97772	5.71548	0.520992	0.6033
PositionSenior Lector I	-6.17866	3.98636	-1.549950	0.1238
PositionSenior Lector II	-0.30440	6.16359	-0.049387	0.9607
PositionSenior Lecturer	8.98099	7.08194	1.268153	0.2072
PositionSenior Research Scientist	28.34810	11.06179	2.562705	0.0116
Outlier1	95.76905	76.76121	1.247623	0.2146
Outlier2	93.19964	74.27897	1.254724	0.2120

Standardized residuals:

Min	Q1	Med	Q3	Max
-1.64855196	-0.68963171	-0.07503421	0.51760977	2.94684950

Residual standard error: 0.0003756354

Degrees of freedom: 140 total; 119 residual

Figure 49 Output for GLM model for salary

```
lm(formula = Salary ~ Gender + Admin + Division + Position + Outlier1 +
    Outlier2, data = surveyred, na.action = na.omit)
```

Residuals:

Min	1Q	Median	3Q	Max
-43.900	-7.469	-0.845	5.678	47.100

Coefficients:

	Estimate	Std. Error	t value	Pr(> t)	
(Intercept)	58.9515	7.0899	8.315	1.73e-13	***
Q31Male	7.5923	2.7904	2.721	0.00749	**
Q31Choose not to answer	0.1511	5.6080	0.027	0.97855	
Q7_2	8.2563	2.4820	3.327	0.00117	**
DivisionHumanities	2.1195	5.7297	0.370	0.71210	
DivisionMultiple Schools	12.0168	5.4298	2.213	0.02880	*
DivisionNone Listed / Other	5.4332	8.0571	0.674	0.50140	
DivisionPhysical Sciences	12.1018	5.5913	2.164	0.03243	*
DivisionSchool of Engineering	-7.4098	7.3307	-1.011	0.31417	
DivisionSocial Sciences	12.1798	6.8855	1.769	0.07947	.
PositionAdjunct Faculty	1.1673	7.8375	0.149	0.88185	
PositionAssociate Research Scientist	-12.4323	5.9711	-2.082	0.03948	*
PositionLector	-10.7128	7.2599	-1.476	0.14269	
PositionLecturer	-6.1938	5.3232	-1.164	0.24693	
PositionResearch Scientist	6.5216	6.5241	1.000	0.31952	
PositionSenior Lector I	-5.4824	5.3065	-1.033	0.30363	
PositionSenior Lector II	0.1384	8.1496	0.017	0.98648	
PositionSenior Lecturer	10.0328	6.8584	1.463	0.14615	
PositionSenior Research Scientist	34.2541	7.0776	4.840	3.94e-06	***
Outlier1	99.0599	15.1173	6.553	1.52e-09	***
Outlier2	91.3855	14.8345	6.160	1.02e-08	***

Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Residual standard error: 13.64 on 119 degrees of freedom
(44 observations deleted due to missingness)

Multiple R-squared: 0.6653, Adjusted R-squared: 0.6091

F-statistic: 11.83 on 20 and 119 DF, p-value: < 2.2e-16

Figure 50 Distribution of supplemental income

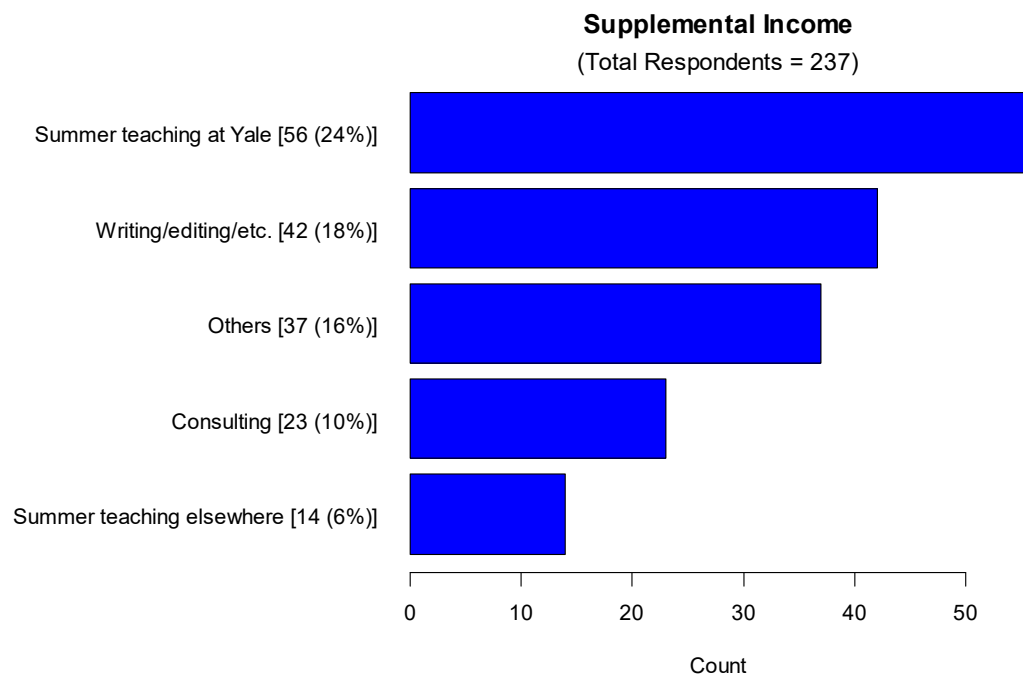


Figure 51 Satisfaction scores (mean/confidence interval), all respondents

Note that results just for teaching faculty were almost identical

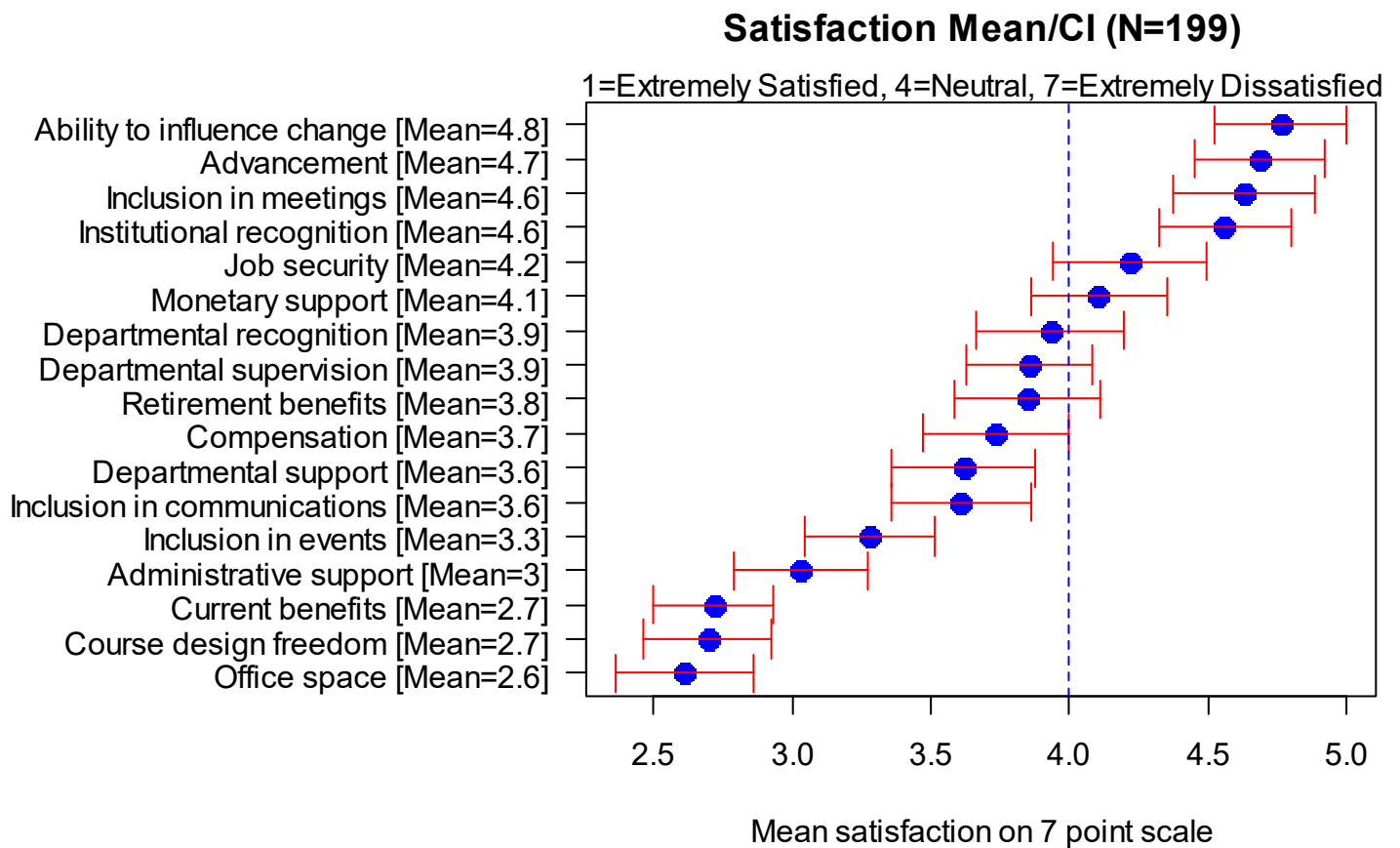


Figure 52 Top five priorities, all respondents

Note that results just for teaching faculty were almost identical

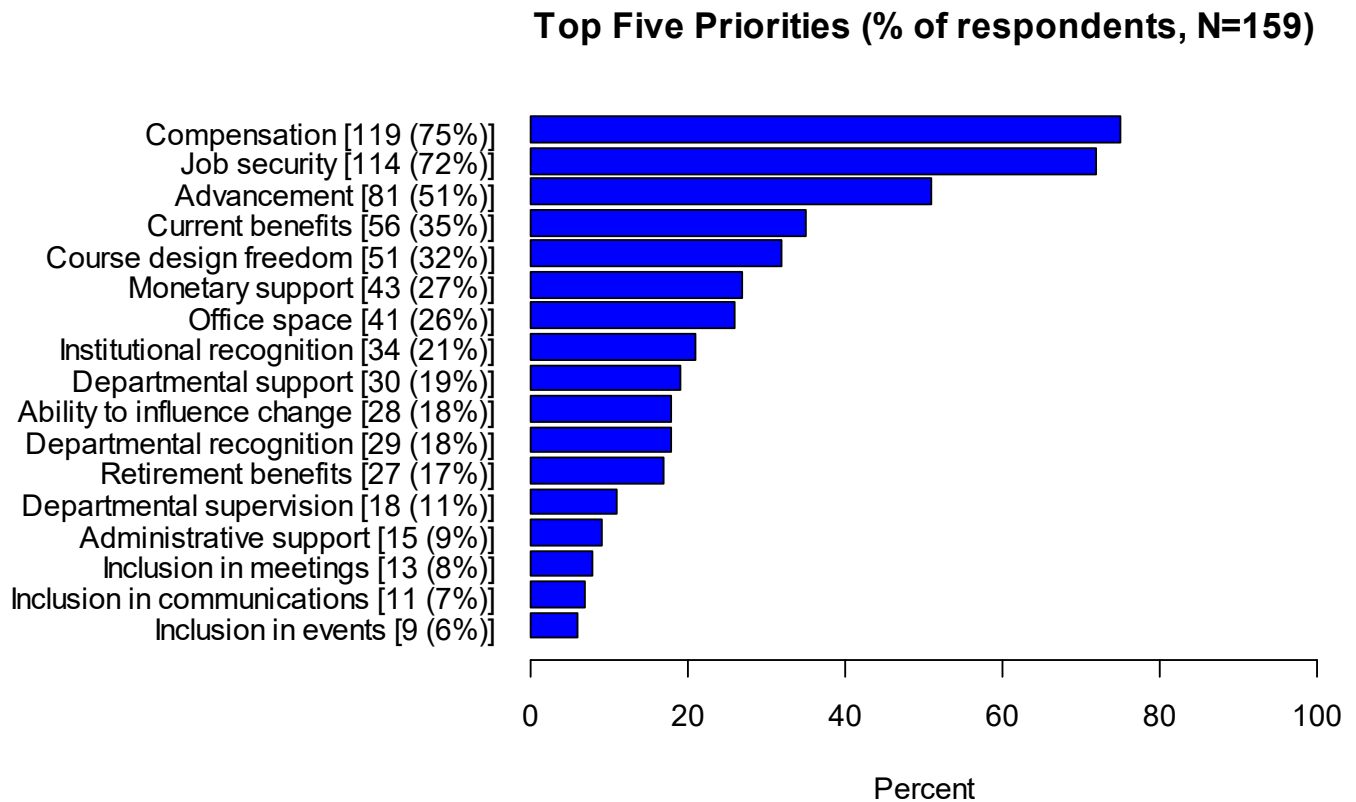


Figure 53 Top five priorities, research respondents

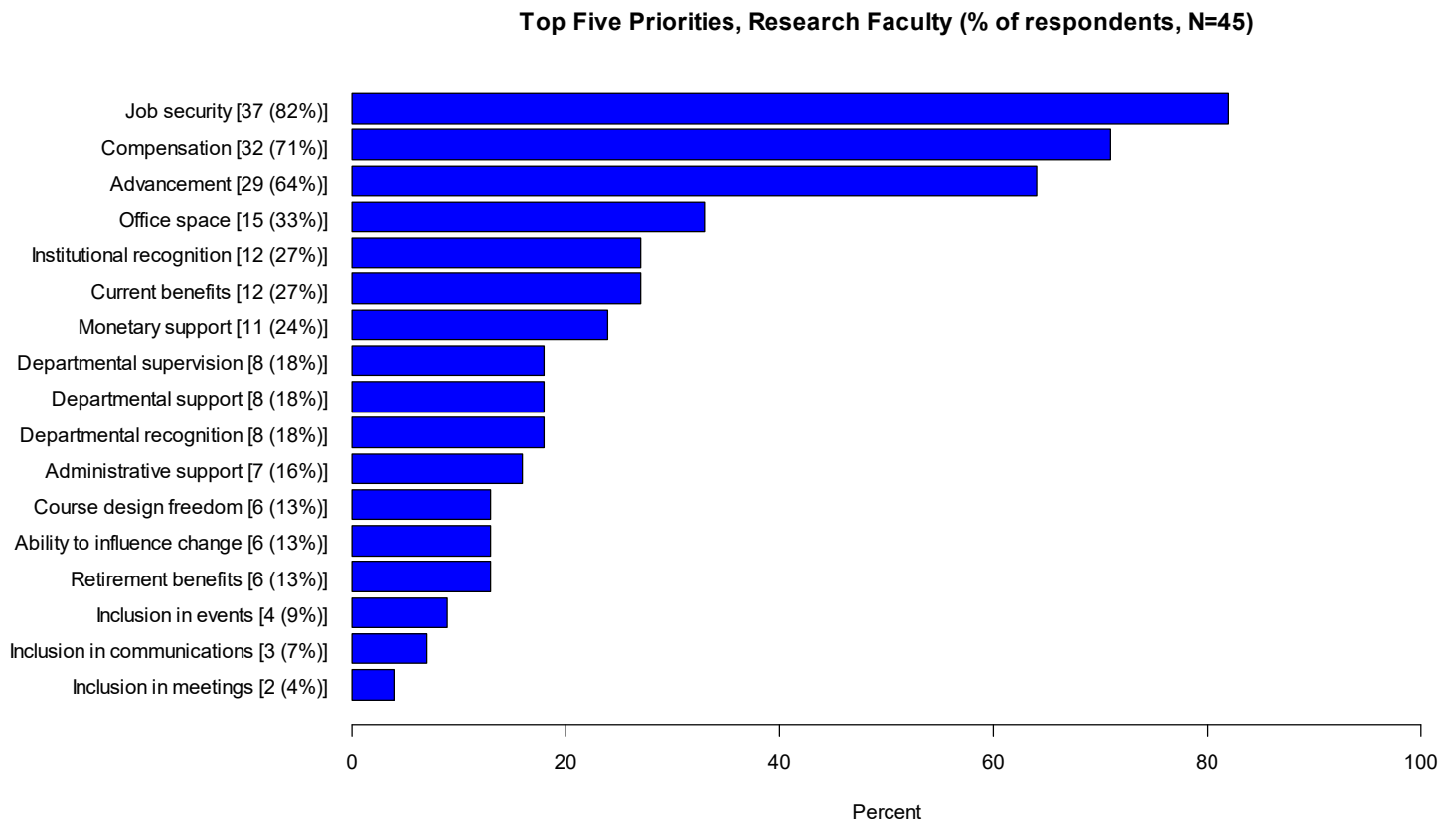


Figure 54 Preferred designation, all respondents (multiple suggestions are possible)

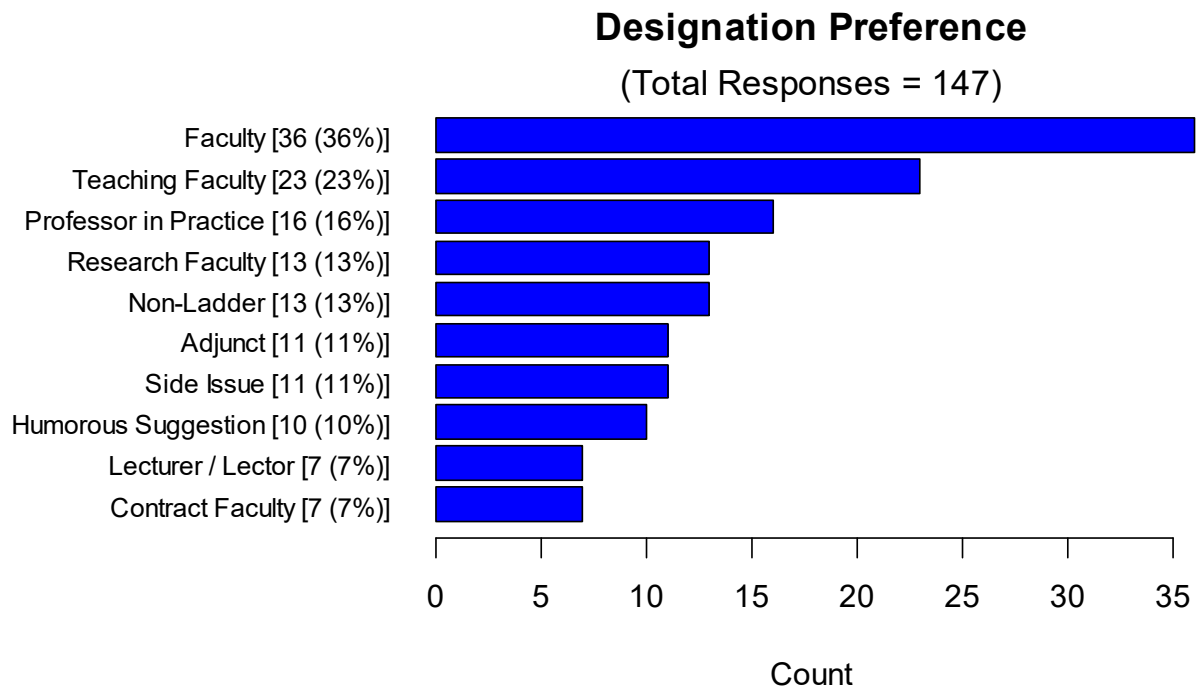


Figure 55 Preferred designation, teaching respondents (multiple suggestions are possible)

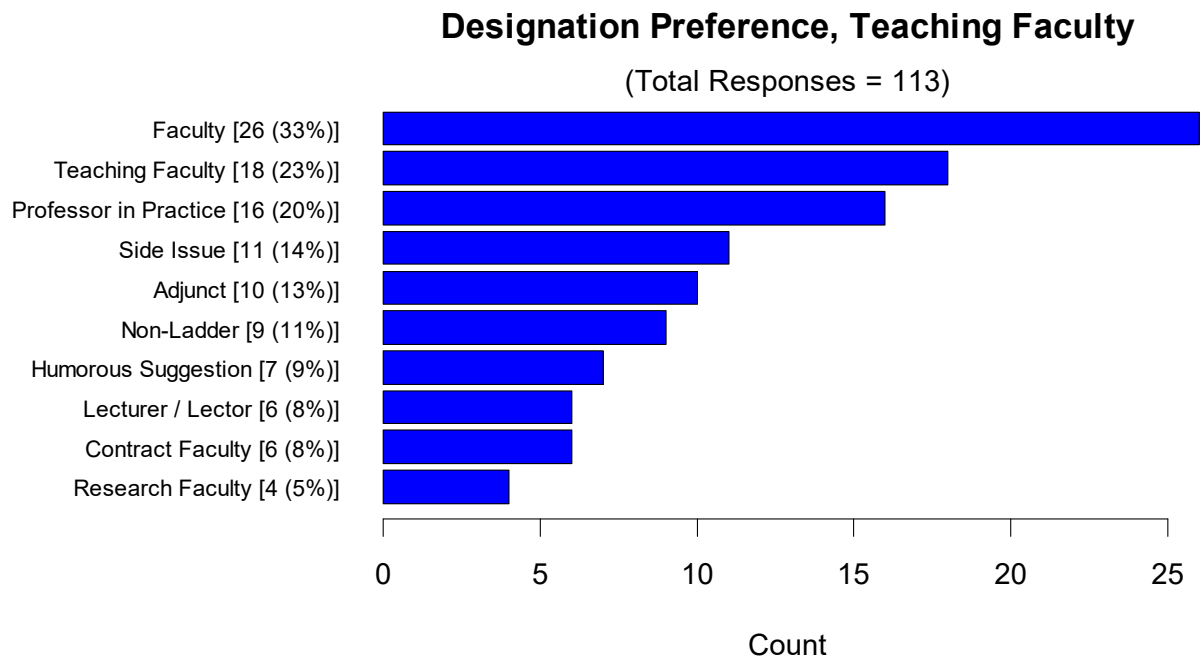


Figure 56 Preferred designation, research respondents (multiple suggestions are possible)

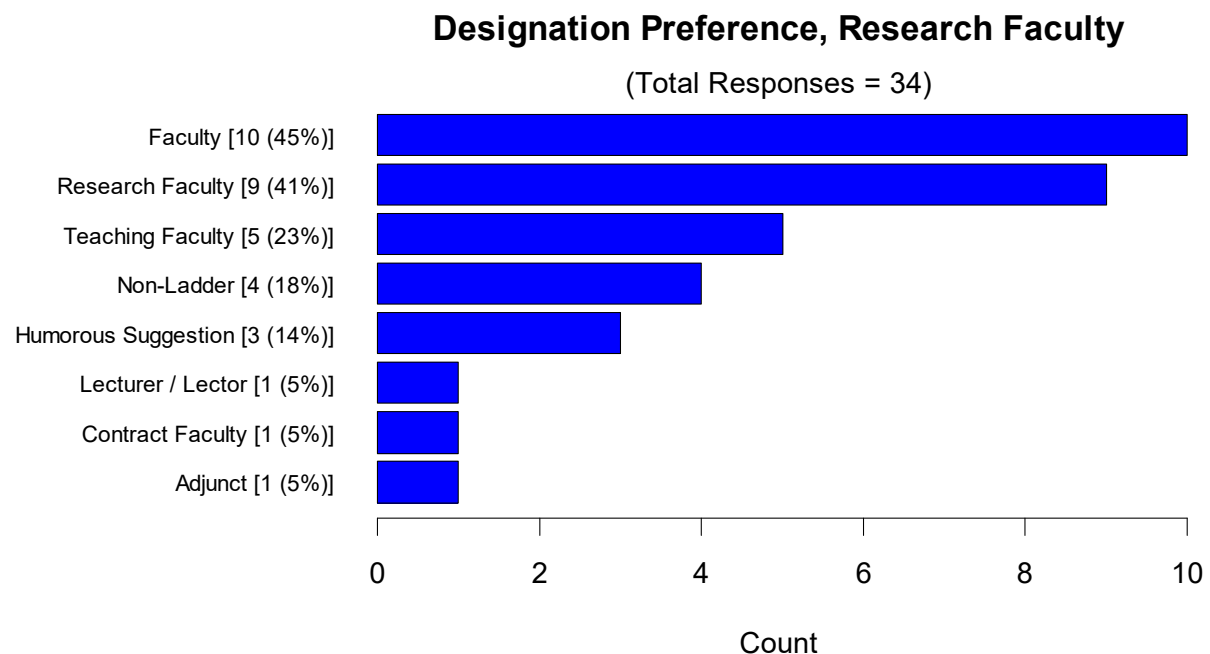


Figure 57 Most positive aspects of position, all respondents
Includes responses with at least 10 spontaneous mentions

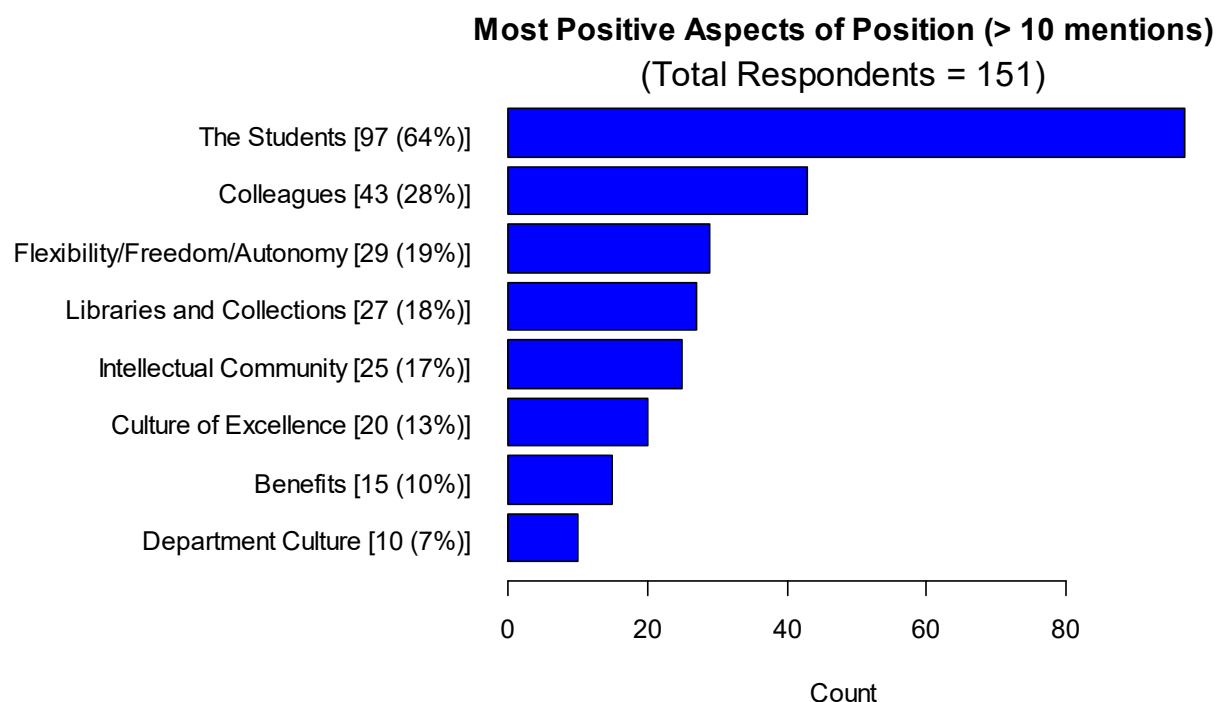


Figure 58 Greatest impediments, all respondents
Includes responses with at least 10 spontaneous mentions

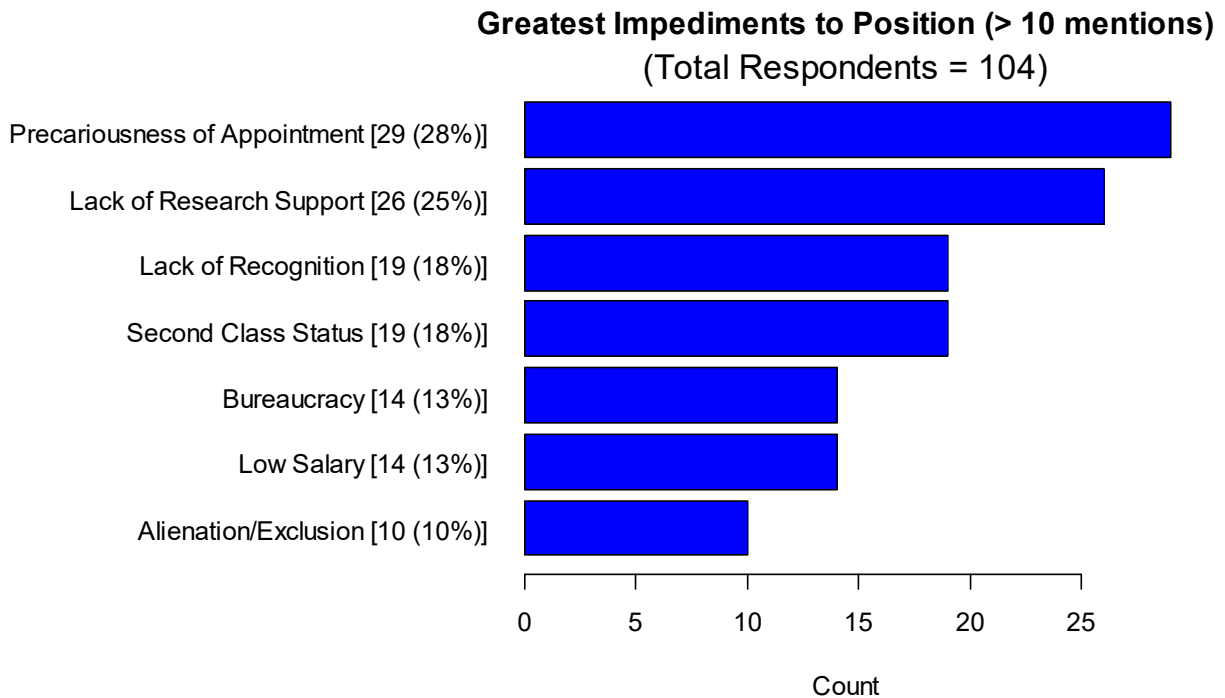


Figure 59 Greatest enhancements, all respondents
Includes responses with at least 10 spontaneous mentions

