

FAS-SEAS SENATE

AN ELECTED BODY OF THE
FACULTY OF ARTS AND SCIENCES AND SCHOOL OF
ENGINEERING & APPLIED SCIENCE
YALE UNIVERSITY

2026 FAS-SEAS Faculty Senate Interim Report on the Climate for FAS-SEAS Instructional Faculty in this Year of Unprecedented Budget Cuts

Submitted May 12, 2026

Overview

The Committee on Instructional Faculty and Academic Support devoted this year to

1. assessing the issues and concerns of FAS-SEAS Instructional Faculty, in light of budget cuts occasioned by the new tax rate on university endowment;
2. analyzing data from the University Climate Report for 2025¹ as it pertains to FAS-SEAS instructional faculty;
3. highlighting the magnitude and urgency of the precarity and other aspects of negative climate experienced by Instructional Faculty and intensified by this year's budget cuts;
4. evaluating progress on the recommendations from the May 2023 reports of the *Instructional Faculty Working Group* for the Humanities Division² (co-chaired by Katie Lofton and John Mangan) and the FAS-SEAS Senate report, *Off the Ladder: Revisiting the Status and Condition of Instructional Faculty*³ (report on

¹ <https://faculty.yale.edu/data/faculty-climate-survey/2025-faculty-climate-survey>

² <https://fas.yale.edu/documents/ifwg-reportpdf>

³ https://fas-seas-senate.yale.edu/sites/default/files/files/Reports/5_18_23%20Off%20the%20Ladder%20Revisiting%20the%20Status%20and%20Condition%20of%20Instructional%20Faculty%5B11%5D.pdf

the second FAS-SEAS Senate Survey of Instructional Faculty, conducted and authored by this committee). Both the 2023 reports and this Interim Report build upon and affirm the recommendations of the 2017 FAS Senate Report on the Status, Pay, and Conditions of Non-Ladder Faculty in FAS.⁴

To better understand instructional faculty concerns in light of the budget cuts, the FAS-SEAS Committee on Instructional Faculty and Academic Support (hereafter “the Committee”) led a Town Hall Listening Session for instructional faculty on January 29, 2026. While the impetus for the Town Hall was to learn about the impacts of the budget cuts from the perspective of instructional faculty, it quickly emerged that Instructional Faculty were openly distressed about several issues, chiefly concerning uncertainty about the extent of anticipated cuts and the new course matrix, which has a significant negative impact on language instructors. A draft report of the Town Hall was circulated to Senators on March 23rd, but the final report was postponed after learning of significant cuts and non-reappointments to instructional faculty ranks. An amended version of that draft has been incorporated into this interim report.

Independently of the Town Hall, members of the Committee examined the data regarding instructional faculty as reported in the University-wide Climate Survey Report, released on February 2nd, 2026.⁵ The Committee saw an opportunity to better capture data about the climate at Yale for FAS-SEAS Instructional Faculty, and in April the Committee conducted a fully anonymous climate survey of FAS-SEAS instructional faculty. Responses to the Committee’s survey reveal that many instructional faculty members experience a working climate more negative than indicated by the 2025 Faculty Survey Report. Findings from that survey appear below, with results compared to the administration’s University-wide survey.

In the process of trying to better quantify data for FAS-SEAS instructional faculty, the Committee struggled to reckon with challenges posed by the breadth of appointments FAS-SEAS categorizes as instructional faculty, a problem already noted in the 2017 Senate Report on the Status, Pay, and Conditions of Nonladder Faculty in FAS.⁶ These challenges are further explicated in the section, Data Challenges, below.

⁴https://fas-seas-senate.yale.edu/sites/default/files/files/Reports/FAS-Senate_2017-04-13_Non-Ladder-Faculty.pdf

⁵ <https://faculty.yale.edu/data/faculty-climate-survey/2025-faculty-climate-survey>

⁶ From the first recommendation of the 2017 Senate report: “[I]t 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.... 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 nonladder faculty in FAS be created and published.

In addition, while this year has seen increased attention to urgent challenges faced by **all** faculty in regard to academic freedom, grade inflation, and use of AI, participants in the Town Hall and the Committee's Climate Survey made plain that such challenges are exacerbated for instructional faculty, whose job security does not extend past the end of their one-, three-, or five-year contracts.

The report of the Committee on Trust in Higher Education,⁷ released on April 10, 2026, called for a renewed focus on teaching. It is the Committee's hope that significant effort be dedicated to improving the instructional faculty climate, crucial for the University to fulfill its core mission to "create, disseminate, and preserve knowledge through research and teaching."⁸

Instructional Faculty Town Hall Listening Session

On Thursday, January 29, the Senate held a Town Hall Listening Session for instructional faculty. Approximately thirty members of the instructional faculty, plus the five members of the Senate Committee on Instructional Faculty and Academic Support, met for an hour and a half in LORIA 351 to discuss their concerns.

In addition to concerns about increased job precarity amid uncertainty about the extent of rumored cuts to instructional faculty ranks and the lack of transparency regarding decision-making, two main issues were discussed at length that disproportionately affect instructional faculty: the new class meeting time matrix and protections for academic freedom.

The new class matrix adversely impacts language faculty who teach five days a week. Having lost the 11:35 time slot, those lectors now have to choose between teaching at 8:20, 9:25, and 10:30—or— 9:25, 10:30, and in the late afternoon or evening. For colleagues with young children, the 8:20 slot interferes with morning drop-off. The alternative—to leave campus for afternoon pickup and then return in the evening—is unfairly burdensome and presents different childcare issues.

Given that an overwhelming percentage of language faculty are women, and that women are often the primary caregivers in their households, an immediate consequence of the new matrix will be an inequitable burden on a significant number of women faculty.

⁷<https://president.yale.edu/sites/default/files/2026-04/Report-of-the-Committee-on-Trust-in-Higher-Education.pdf>

⁸ <https://www.yale.edu/about-yale/mission-statement>

Colleagues in attendance were critical that there had been no faculty input regarding these changes. They questioned, moreover, why the new, inequitable matrix is being imposed concurrently with a time of increased anxiety and uncertainty about instructional faculty positions at the university.

Regarding academic freedom: it is precisely the instructional faculty who are most vulnerable in the current moment. Many instructional faculty teach subject matters easily labeled as controversial. They feel the need for assurances from the university to protect their academic freedom and are concerned that their methodologies and subject matters can be used against them at the time of their next re-appointment.

Attendees also voiced frustration at:

- the seemingly capricious ways in which some hiring and promotion decisions are made within some units;
- observed increases in class size as the college admits 100 more students to each incoming class at the same time graduate student admissions are being reduced, leading to concern that is instructional faculty who will be expected to take up increased teaching and advising loads;⁹
- the continued lack of support or consideration for research work performed by instructional faculty; it is inarguable that active engagement in academic research makes **all** faculty more relevant in the classroom and as mentors;
- the absence of regular, non-competitive leave;
- ongoing concerns about salary inequities and lack of job security.

The January 29 Town Hall meeting made exceptionally clear that instructional faculty are teaching, mentoring, and performing service while increasingly anxious about the impact of budget cuts on their ability to continue to perform their work with excellence and their very futures at Yale.

Their anxiety has not been unfounded. Graduate student admissions were cut significantly this year, and re-appointment requests for 37.5 FAS instructional faculty were turned down, a 10% reduction in FAS instructional faculty.¹⁰ The lack of transparency around institutional priorities and the processes of decision-making behind the cuts exacerbates that anxiety and additionally signals the administration's lack of trust in the faculty.

⁹ This same concern is expressed already in the 2017 FAS Senate Report on Status, Pay, and Conditions of Non-Ladder Faculty, at that time in response to the opening of Franklin and Pauli Murray Colleges.

¹⁰<https://oir.yale.edu/data-browser/faculty-staff/faculty-headcounts/faculty-headcount-school-and-rank-w055>

FAS-SEAS Senate Anonymous Instructional Faculty Climate Survey

In April 2026, the FAS-SEAS Senate Committee on Instructional Faculty and Academic Support performed an anonymous Faculty Climate Survey for Instructional Faculty in FAS-SEAS. This new survey was prompted by the low percentage of instructional faculty responses (under 20%), and a related concern that some instructional faculty were reluctant to respond to a faculty climate survey that was not fully anonymous.

While the official University survey report stated that the overall faculty climate has improved since 2023 (“Survey results demonstrate continued improvement across major survey themes.” McInnis, Strobel, Désir, Feb 2, 2026), for instructional faculty, the climate survey results moved in a negative direction, showed no improvement, or continued to lag significantly behind ladder faculty responses.

In order to facilitate comparison, the Committee’s survey mirrored the university’s faculty climate survey, posing the same questions and multiple choice answers. The only substantive difference was the addition of an open-ended question: “Is there anything else you would like to share about your experience of climate at Yale as a member of the Instructional Faculty?”

Many of the concerns raised during the Town Hall are present in the results of the 2025 university-wide Faculty Climate Survey. Of the 168 survey respondents, 75 instructional faculty provided narrative, often heart-wrenching, responses to the open-ended question. The concerns most commonly voiced were about job insecurity/fear of non-reappointment and being marginalized and/or treated with a lack of respect by tenure-track colleagues within their units.

Respondents repeatedly described negative experiences with one-year appointments and concerns with contingent multi-year contracts, especially fearing non-reappointment and uncertainty around re-appointment timing. They described their experiences as instructional faculty with terms such as “second-class citizen,” “invisible,” “lower status,” and “disposable.”

A second theme from the open-ended responses focused on governance and material conditions. Twelve responses described limited voice in unit decision-making or lack of transparency, including exclusion from meetings, little curricular authority, delayed communication, and opaque hiring or re-appointment processes. Thirteen responses mentioned pay, raises, benefits, or other material support, including raises that do not keep up with the rate of inflation, lack of cost-of-living increases, part-time classification

despite heavy teaching, and benefits exclusions. Many respondents perceive recognition as both symbolic and material: respect, titles, pay, benefits, and inclusion often appear in the same response.

Additional related themes emerged. Eight respondents focused specifically on title or terminology, arguing that labels such as “Lector,” “Lecturer,” or “instructional faculty” do not reflect their qualifications or professional standing, and some explicitly mentioned “professor” or “teaching professor” or “professor of teaching” titles in use at other institutions. Eight responses described uneven or under-recognized teaching, advising, or service labor, including disproportionate service, advising without compensation, and unfair teaching-load distribution. Seven responses mentioned lack of professional development, mentorship, or research support. Four responses formed a coherent cluster around the new course-time matrix and schedule changes, especially the burden of new course times on language faculty, including long gaps between classes and the consequent impact on childcare costs.

At the same time, the responses were not uniformly negative. Ten responses reported supportive departments, collegial program-level environments, or generally positive experiences teaching at Yale. These positive comments, however, often were made in qualification of criticism of broader institutional decisions. In other words, some respondents drew a clear distinction between local support and central administration: a unit or department could be described as supportive while the wider institutional climate experience was described as insecure or inequitable.

Several lower-frequency but notable themes also appear in the open-ended responses: unionization, concern about retaliation or confidentiality, academic freedom, and requests for stronger cross-department community. Overall, the strongest patterns in the responses are not about any single isolated issue. They center on a combination of security, status, voice, and material support, with a smaller counterpoint of positive local experiences.

The table below summarizes themes voiced in the open responses.

Category	Count	Percent	Respondents cite
Job insecurity, non-renewal, and contract instability	26	34.7%	Precarity, one-year appointments, contingent multi-year contracts, non-renewals, recent cuts, uncertainty about renewal timing
Hierarchy, lower status, and lack of respect/belonging	25	33.3%	Being treated as lower-status than ladder faculty, invisible, disposable, lack of respect

Compensation, raises, benefits, and material support	13	17.3%	Salary, raises, cost-of-living issues, benefits eligibility, inadequate material support
Limited voice in decisions and lack of transparency	12	16.0%	Exclusion from unit meetings and/or curricular decisions, late communications, opaqueness surrounding re-appointment/promotion processes and decisions
Positive local support or generally positive experience	10	13.3%	Statements that a unit, department, or the job overall has been supportive or positive, sometimes contrasted with wider institutional concern.
Title/terminology concerns	8	10.7%	Current titles Lector/Lecturer as well as category instructional faculty do not reflect qualifications or work performed, requests for “professor/teaching professor” titles
Uneven or under-recognized teaching/advising/service labor	8	10.7%	Disproportionate or unrecognized teaching, advising, service contributions, unfair teaching-load distribution
Professional development, mentorship, and research support	7	9.3%	No mentorship, appraisal, scholarly leave, conference/research support, lack of information about support
Course-time / schedule changes	4	5.3%	New course times, long gaps, childcare costs, schedule changes affecting work conditions

Multiple-Choice Survey Results

On all Faculty Climate Survey multiple-choice questions, there is a clear downward trend as the data is narrowed from university-wide results (ladder, instructional, research) to just university-wide instructional faculty to solely FAS-SEAS instructional faculty. The university climate survey results for FAS-SEAS instructional faculty are troubling and should be a rallying call for significant effort to improve the climate for instructional faculty in the coming years.

For example:

- Only 52% of FAS-SEAS instructional faculty feel a sense of belonging at Yale;
- Only 43% of FAS-SEAS instructional faculty feel respected by senior-career faculty colleagues;
- Only 47% of FAS-SEAS instructional faculty feel teaching responsibilities are distributed appropriately and fairly in their department or program; and

Only 20% of FAS-SEAS instructional faculty feel they have received effective formal mentoring

The table below presents the results of the 2025 University Faculty Climate Survey for all faculty ranks, for Instructional Faculty ranks, together with the results of the Committee's anonymous survey of FAS-SEAS Instructional Faculty. The percentages listed below each heading reflect the number of respondents who replied "Agree" or "Agree Strongly."

Survey Question	University, All Ranks	University, Instructional Faculty	Committee, FAS-SEAS Instructional Faculty
I feel like I am a part of the community at Yale	72%	69%	54%
I feel a sense of belonging at Yale	70%	65%	52%
My academic unit creates a collegial and respectful climate	82%	76%	63%
My academic unit has a vibrant and engaging academic environment.	80%	79%	70%
In my academic unit, my approach to my professional work is respected by my early-career faculty colleagues.	87%	79%	57%
In my academic unit, my approach to my professional work is respected by my senior-career faculty colleagues.	79%	71%	43%
In my academic unit, my approach to my professional work is respected by the chair.	Not public	80%	63%
My teaching contributions are valued in my department or program.	Not public	72%	57%
Teaching responsibilities are distributed appropriately and fairly in my department or program.	Not public	58%	47%
My service contributions are valued in my department or program.	Not public	64%	46%

During my time at Yale, I have received effective formal mentoring.	54%	38%	20%
During my time at Yale, I have received effective informal mentoring.	75%	65%	43%
During my time at Yale, I have received effective advocacy and sponsorship for my professional development/career advancement.	62%	53%	37%

Data Challenges

An important concern from the 2025 university-wide Faculty Climate Survey was the low response rate among instructional faculty: 19.9%.

The FAS Dean's Office was helpful in examining faculty counts, and the Committee learned that roughly 111 of 497 instructional faculty responses were from lector/lecturer ranks in FAS-SEAS. The total number of lectors/lecturers in FAS-SEAS is not available through the OIR website, and analyses by the Committee raised questions about whether the 2025 university survey adequately captured the experiences of these faculty.

The full university report also raises questions about the denominator used for the instructional faculty response rate as a whole. With some questions receiving as many as 497 responses, a 19.9% response rate would put the total number of instructional faculty at Yale around 2,500. This number is significantly higher than the university total of 1,903 instructional faculty reported on the OIR website. The reason for this discrepancy is unclear.

Uncertainty in the instructional faculty count may be a feature of the number of ranks the university subsumes under that category. The university handbook includes 12 different instructional appointments: Professor Adjunct, Associate Professor Adjunct, and Assistant Professor Adjunct; Professor in the Field; Professor in the Practice; Lecturer, Senior Lecturer, and Senior Lecturer II; Lector and Senior Lector I and II; and Gibbs Assistant Professor. While just 12 instructional appointments are listed in the handbook, the Office of Institutional Research counts 21 different ranks as instructional faculty:

1. emeritus faculty

2. visiting professors
3. visiting associate professors
4. visiting assistant professors
5. lectors
6. senior lectors I
7. senior lectors II
8. lecturers
9. senior lecturers I
10. senior lecturers II
11. visiting lecturers
12. acting instructors
13. critics
14. visiting critics
15. professors of the practice
16. non-ladder clinicians
17. senior research scientists
18. associates in research
19. research associates
20. visiting research scientists/scholars
21. professor adjunct of research

Four appointments—Professor Adjunct, Associate Professor Adjunct, and Assistant Professor Adjunct, and Professor in the Field—are being phased out and replaced by senior lecturer and professor in the practice positions. Notably, this change reduces the number of instructional faculty appointments that include “professor” in their title.

Next Steps

The Trust in Higher Education’s recent report called for a renewed focus on teaching, and the “work of instructional faculty is indispensable to the achievement of Yale’s educational mission.”¹¹ It is precisely for the University to fulfill its core mission that the Committee advocates that significant effort be dedicated to improving the climate for instructional faculty.

The FAS-SEAS Instructional Faculty and Academic Support Committee proposes to continue to work on a final report, chiefly by contextualizing our findings within current research on contingent faculty as reported by the AAUP and other resources in higher

¹¹ Report of the Instructional Faculty Working Group, Faculty of Arts and Sciences, Humanities Division, Yale University, April 10, 2023. <https://fas.yale.edu/documents/ifwg-reportpdf>

education. We envision our final report additionally to give a full accounting of progress made in fulfillment of the recommendations of the three reports cited in the introduction to this interim report,¹² as well as proposing newly relevant, urgent, and actionable recommendations for ameliorating negative aspects of the climate for instructional faculty at Yale.

Respectfully submitted on May 12, 2026, the FAS-SEAS Faculty Senate Committee on Instructional Faculty and Academic Support,

Cynthia DeRoma, Committee Chair
Michael Farina, Executive Committee
Kathryn Slanski
Brett Smith
Robert Wooster

¹² Report on the Status, Pay, and Conditions of Non-ladder Faculty in FAS” (2017), Report of the Instructional Faculty Working Group (April 10, 2023), and Off the Ladder: Revisiting the Status and Condition of Instructional Faculty, (May 18, 2023).

Appendix: Response Data from the FAS-SEAS Senate's Instructional Faculty and Academic Support Committee's Instructional Faculty Climate Survey

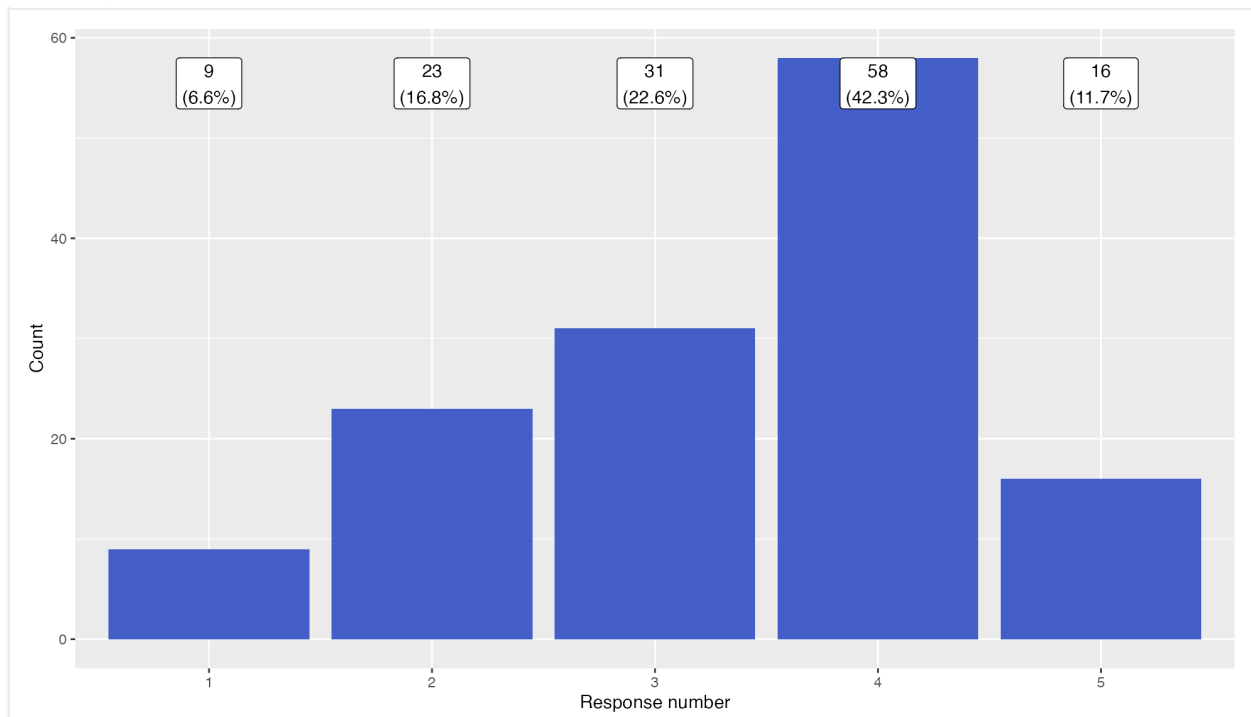
Participation totals:

- 168 instructional faculty members of which 141 completed the survey and 27 started the survey but did not complete it

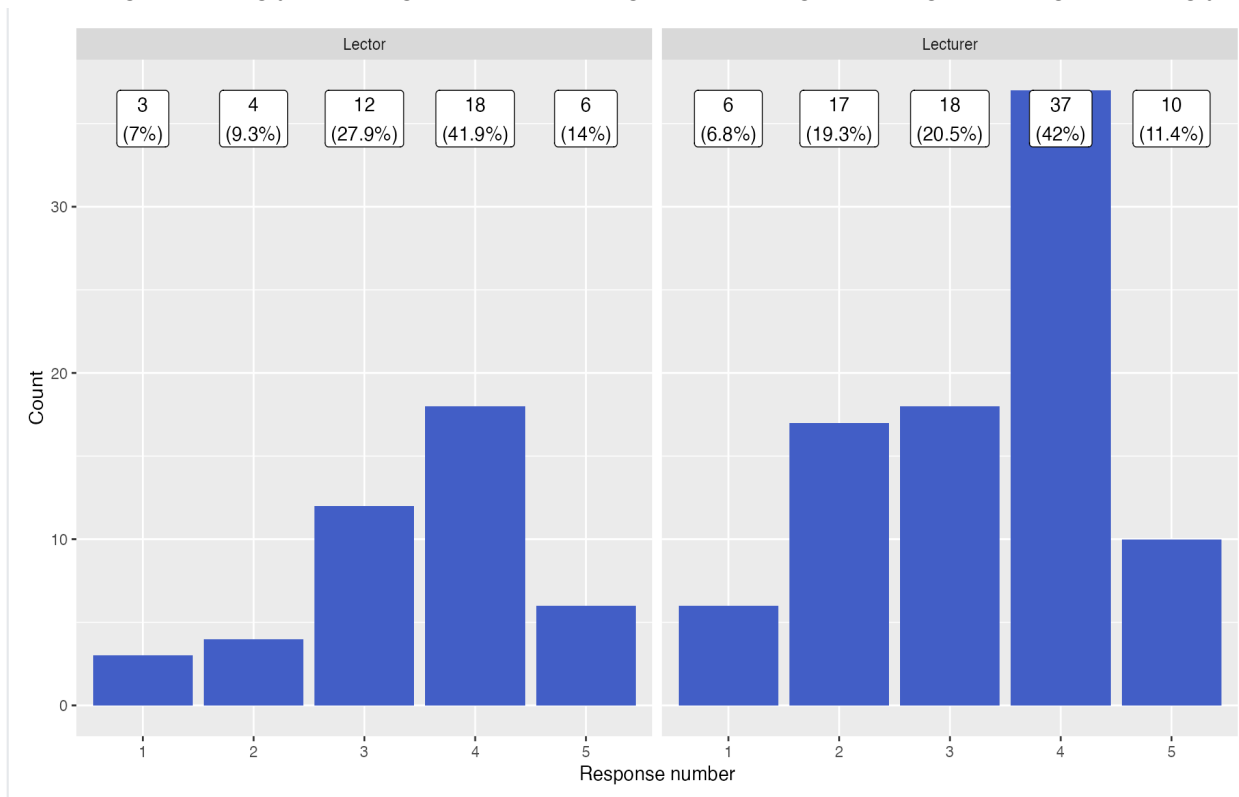
Participation by rank:

- Lector: 14
- Senior Lector I: 26
- Senior Lector II: 6
- Lecturer: 53 (38 full-time, 15 part-time)
- Senior Lecturer I: 33 (30 full-time, 3 part-time)
- Senior Lecturer II: 5 (4 full-time, 1 part-time)
- Other instructional faculty: 4

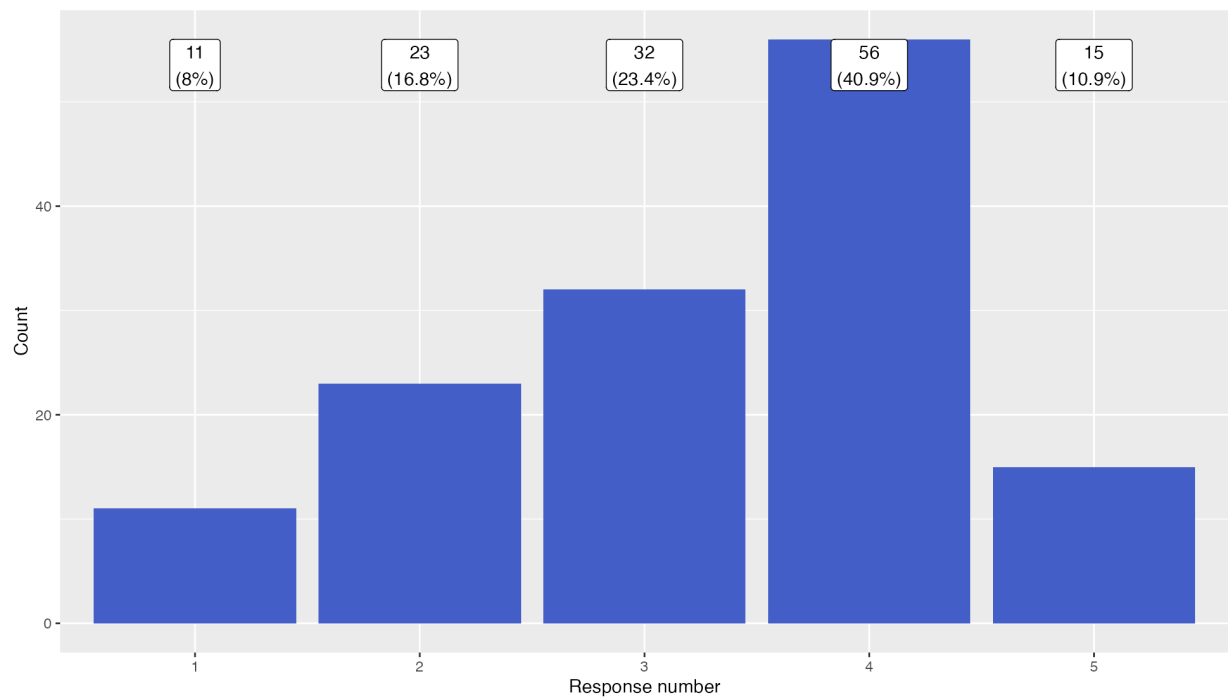
Question 1: I feel like I am part of the community at Yale.



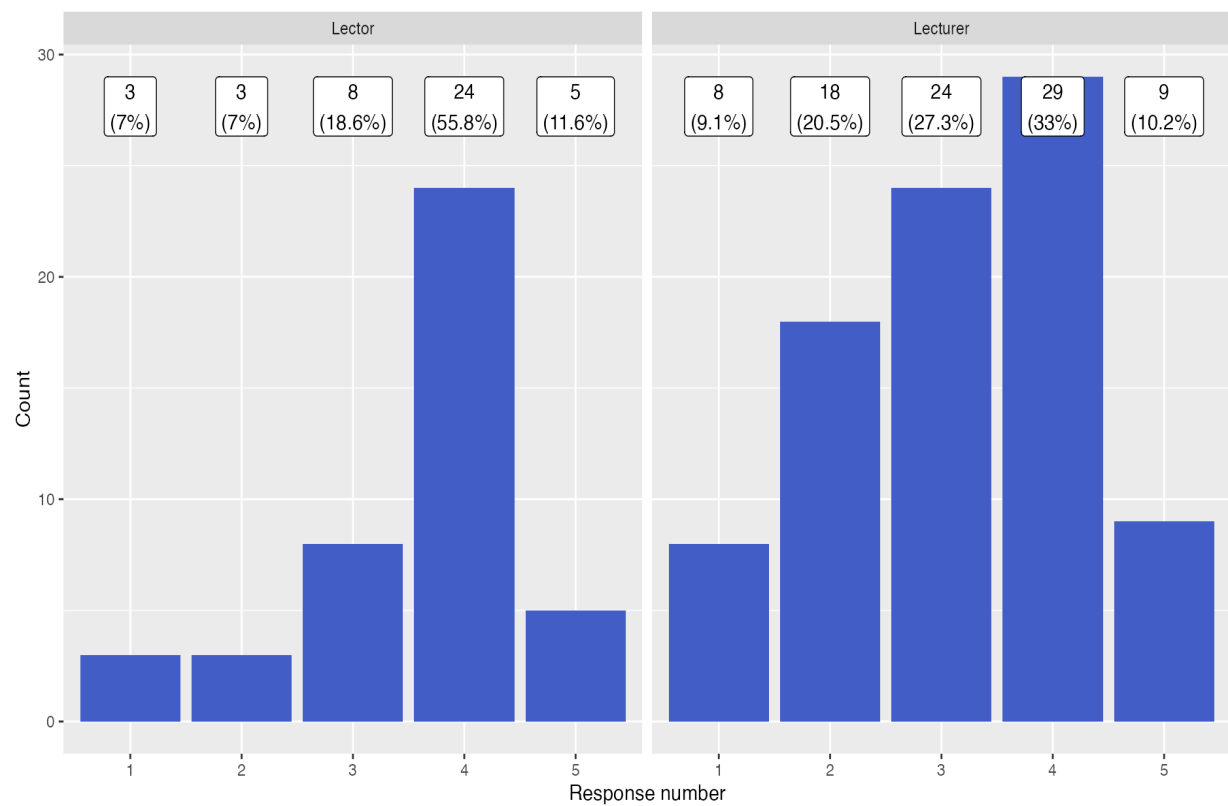
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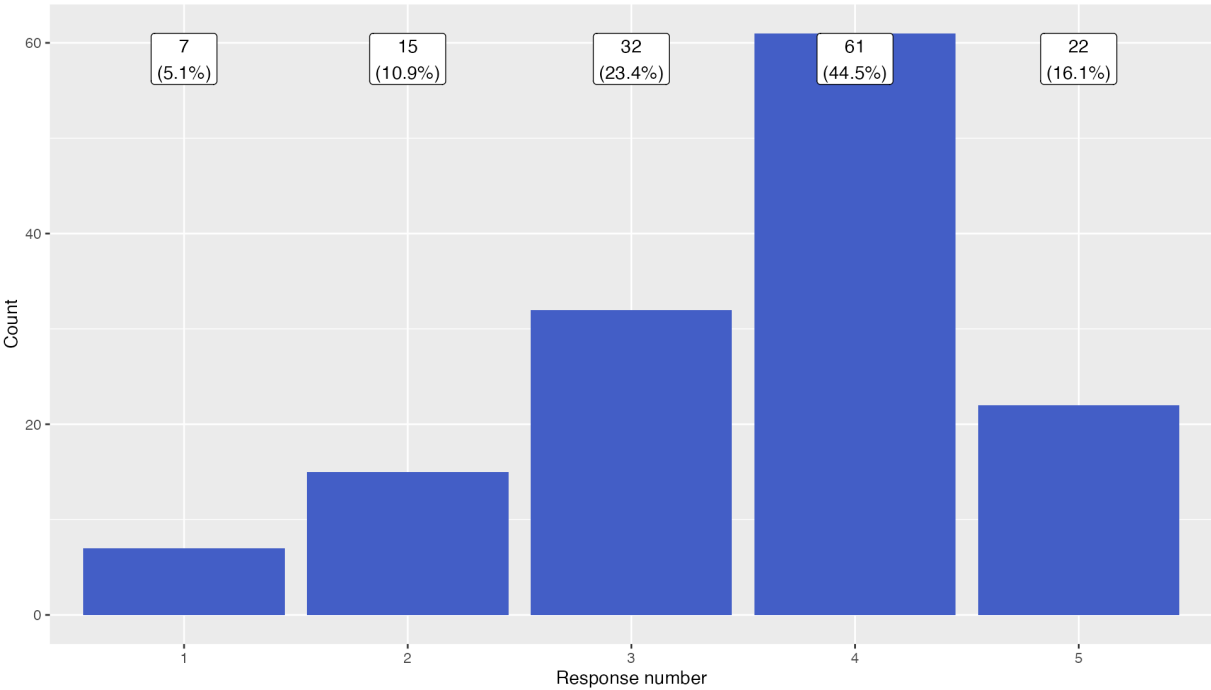
Question 2: I feel a sense of belonging at Yale.



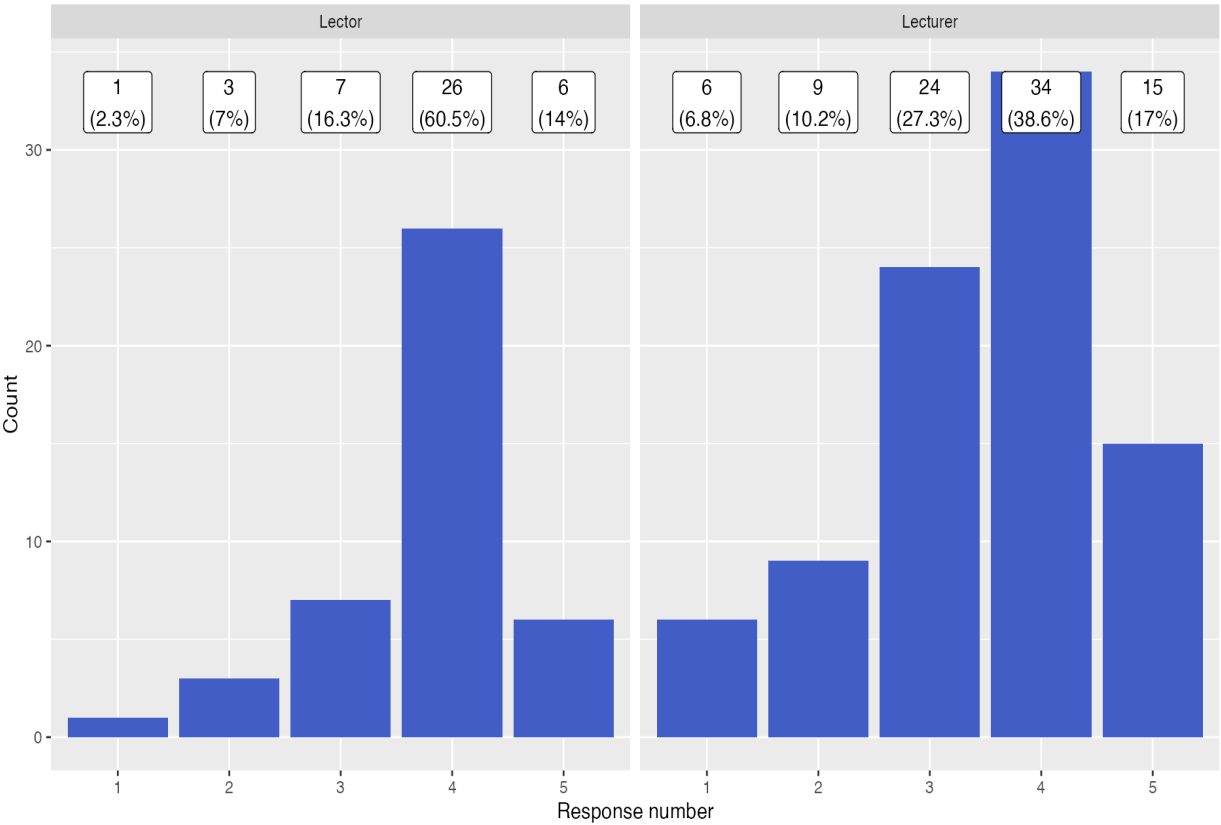
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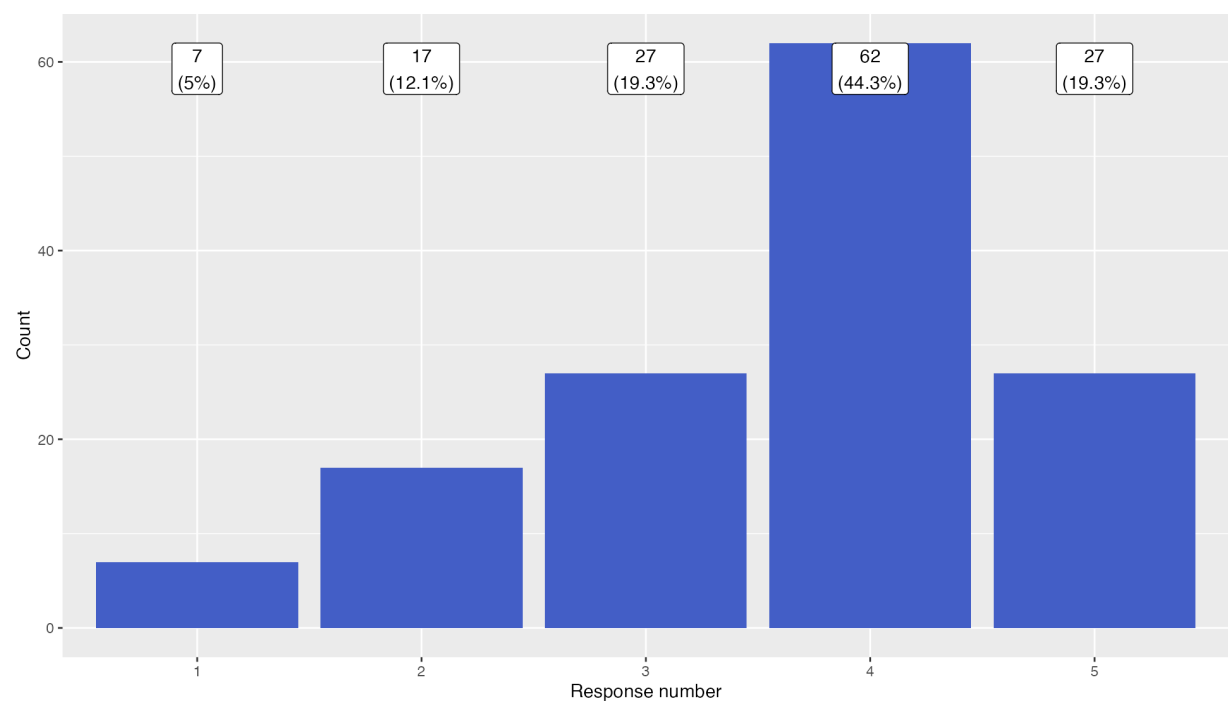
Question 3: I would recommend Yale to someone like myself as a place to study or work.



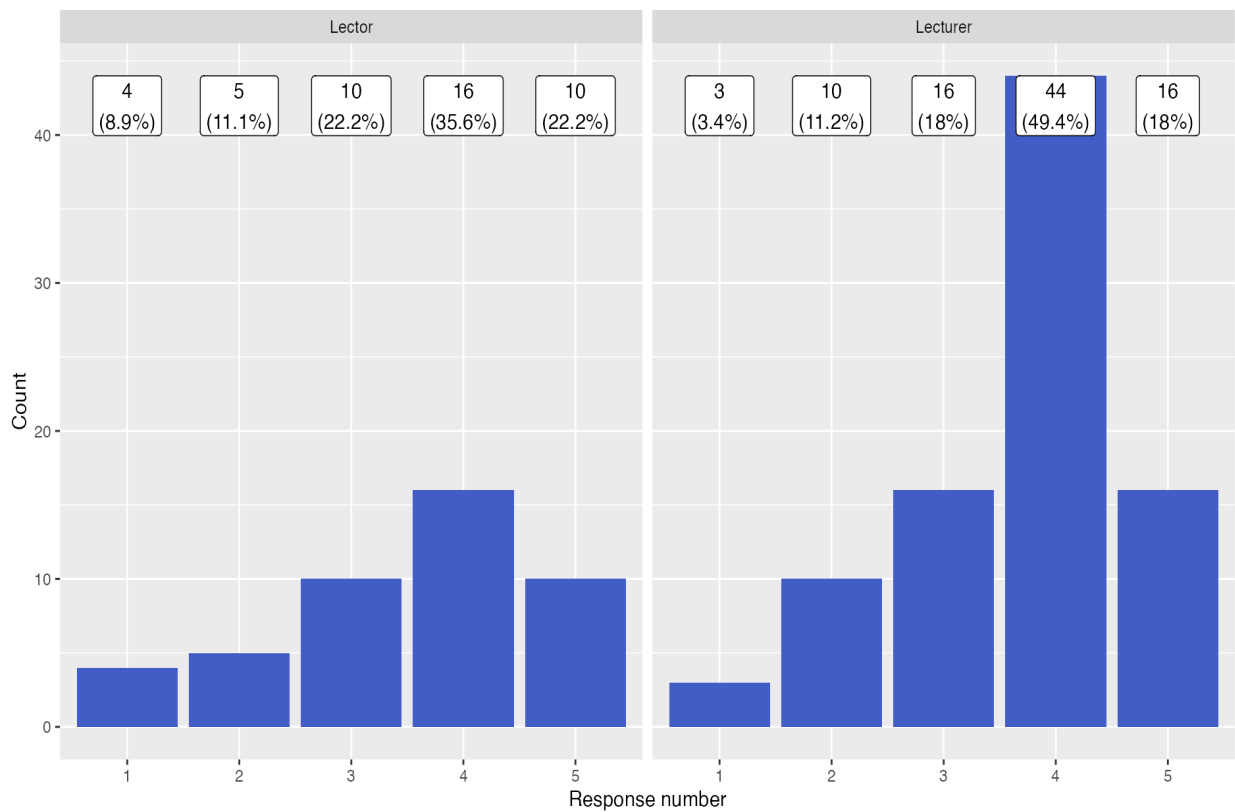
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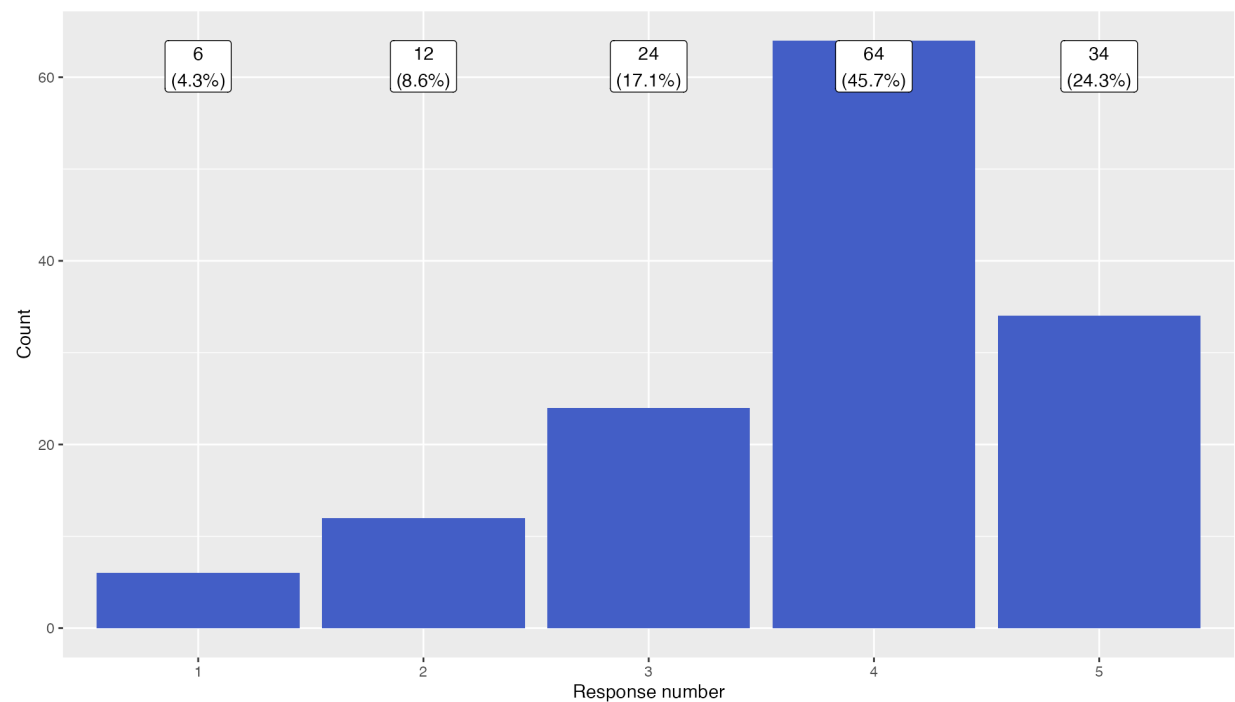
Question 4: My academic unit creates a collegial and respectful climate.



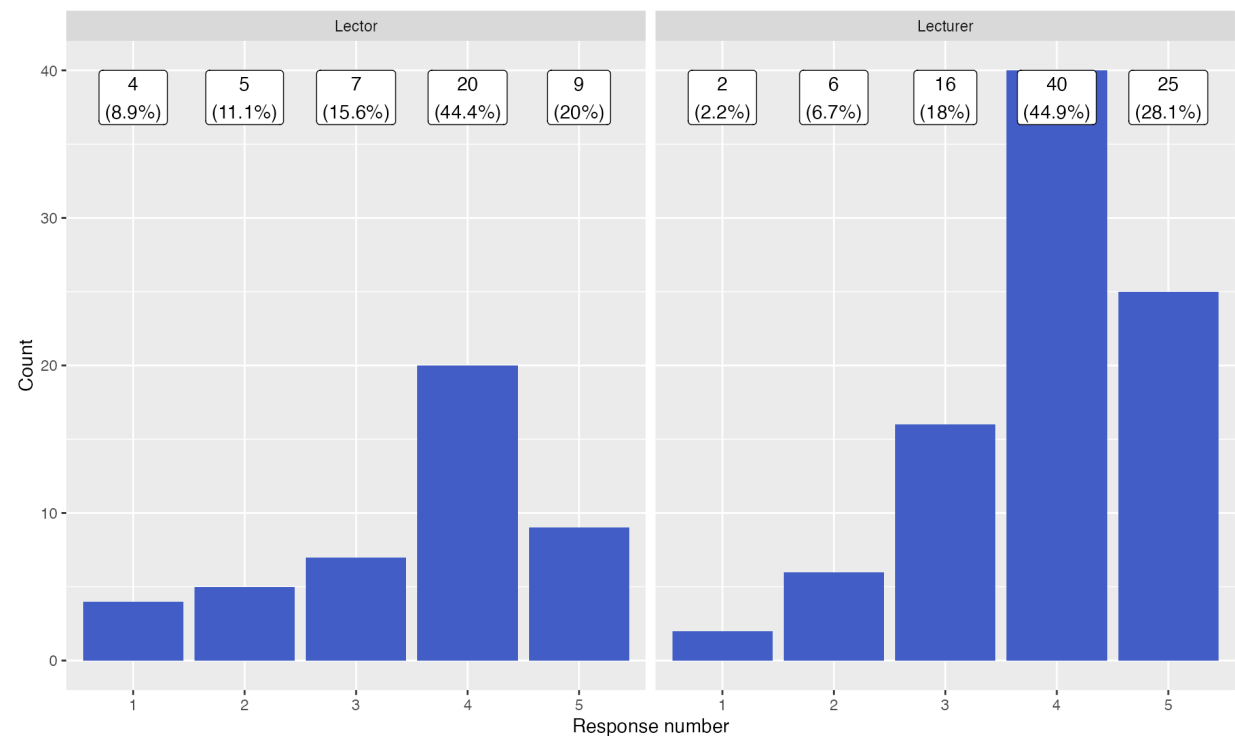
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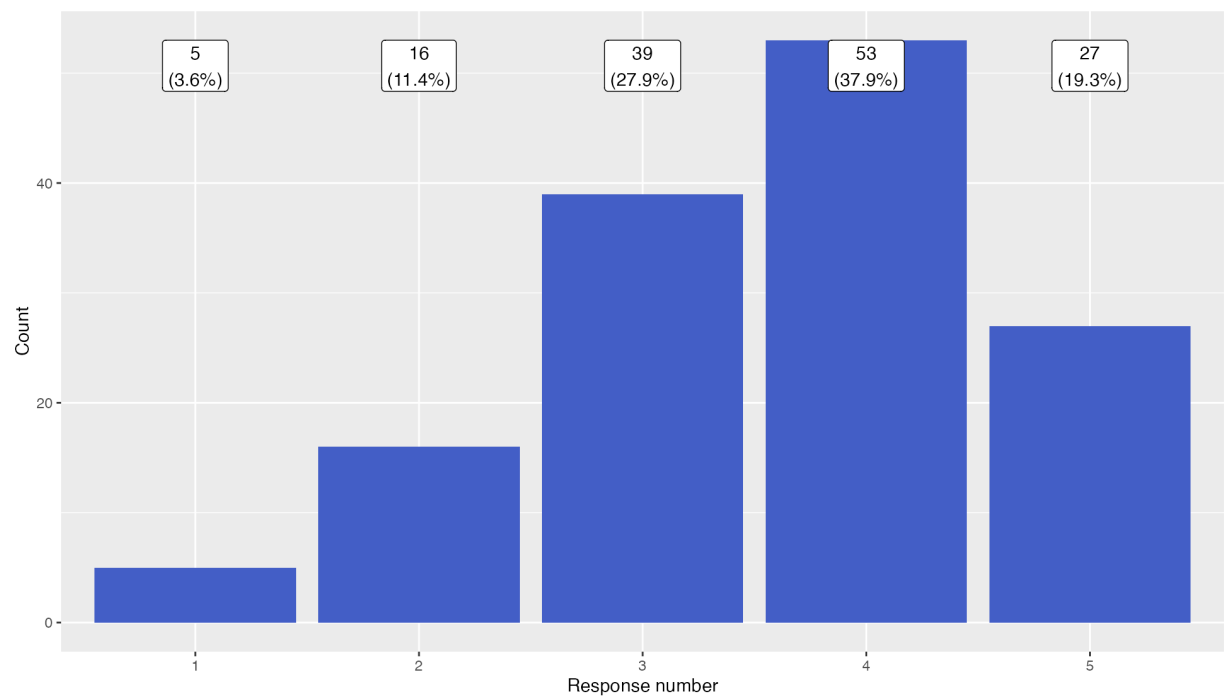
Question 5: My academic unit has a vibrant and engaging academic environment.



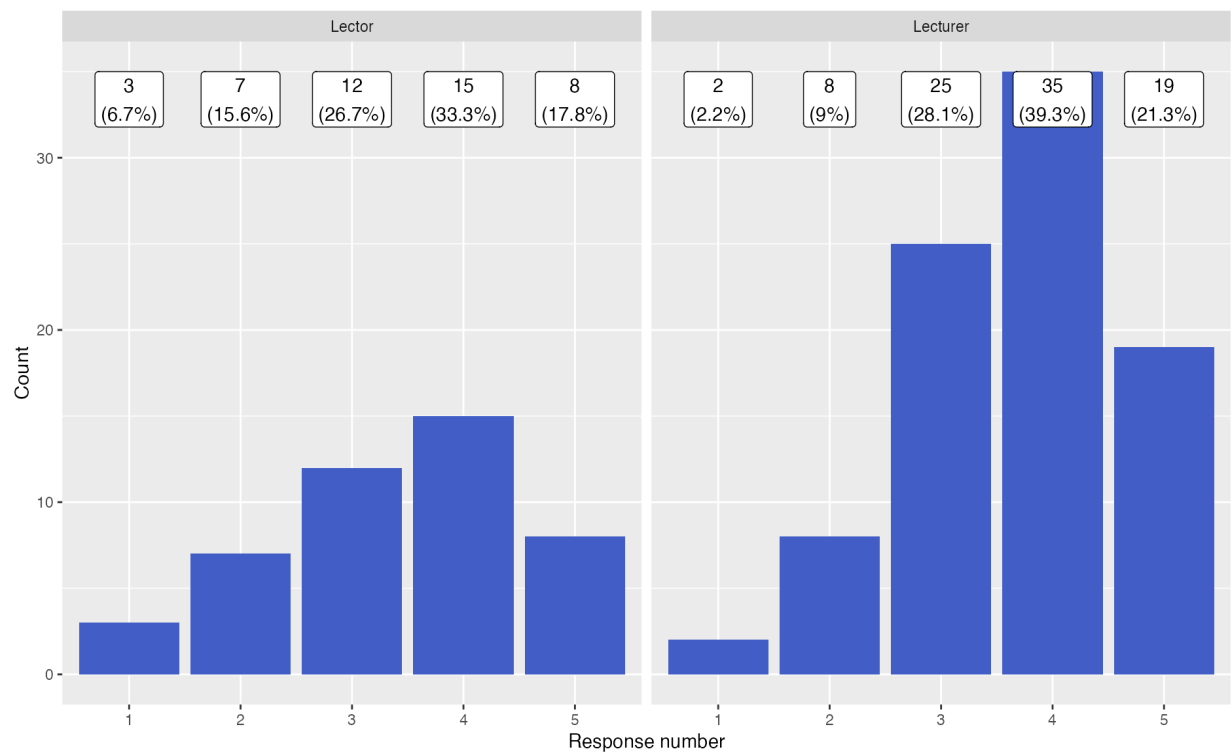
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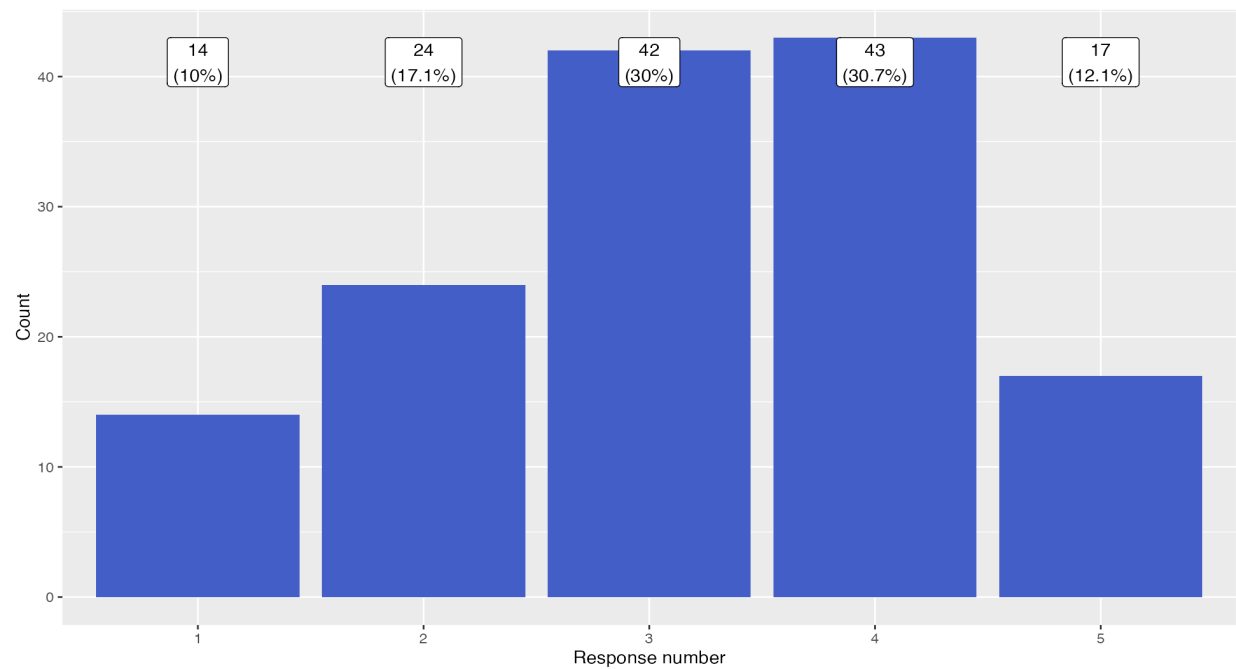
Question 6: In my academic unit, my approach to my professional work is respected by my early-career faculty colleagues.



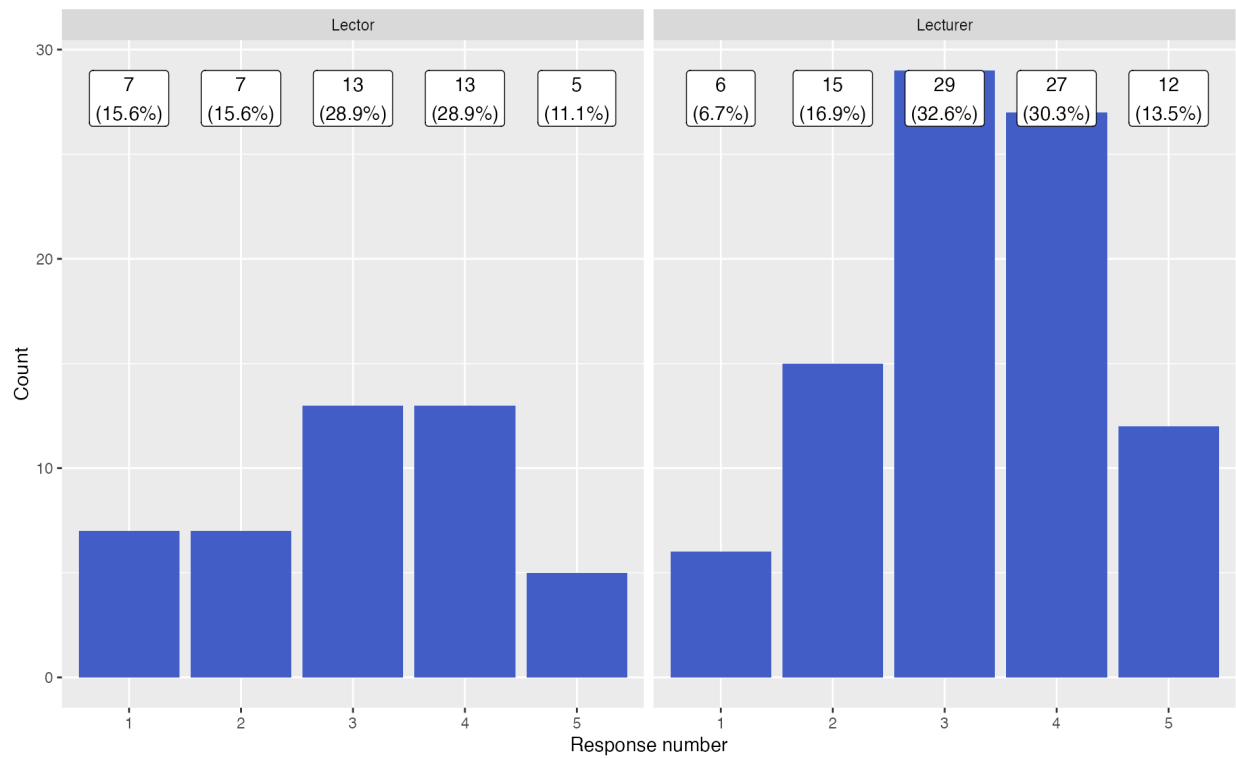
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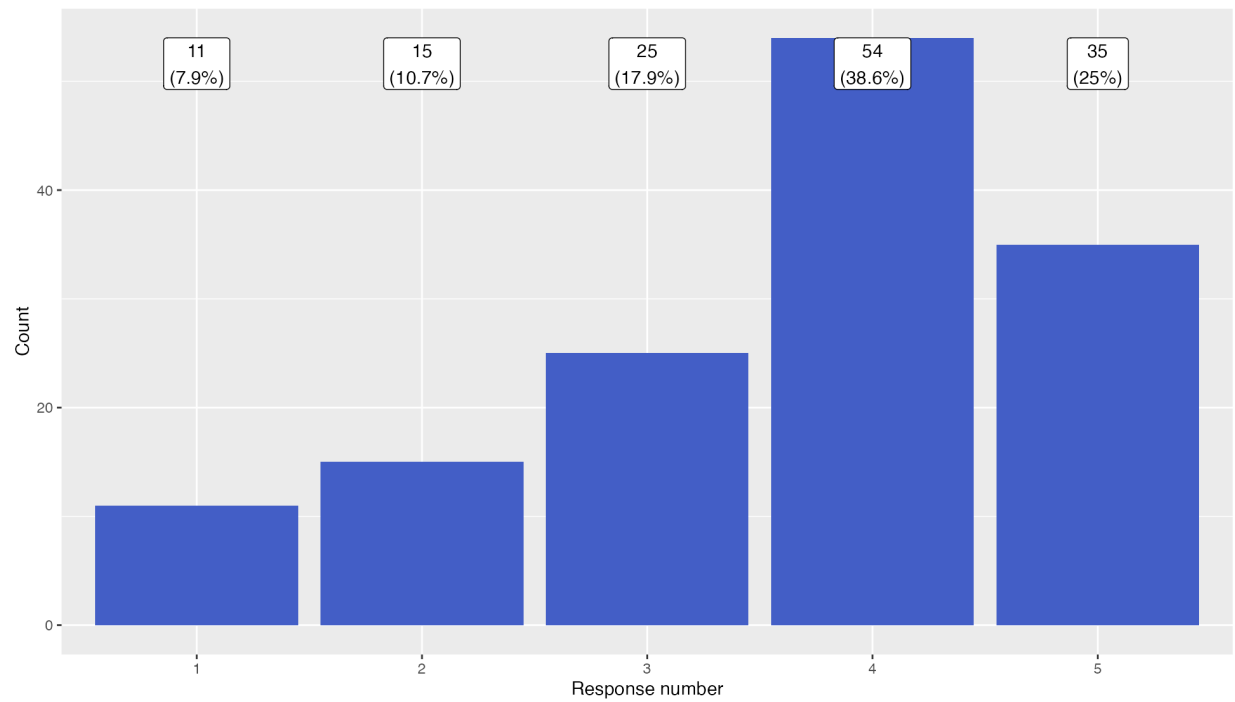
Question 7: In my academic unit, my approach to my professional work is respected by my senior-career faculty colleagues.



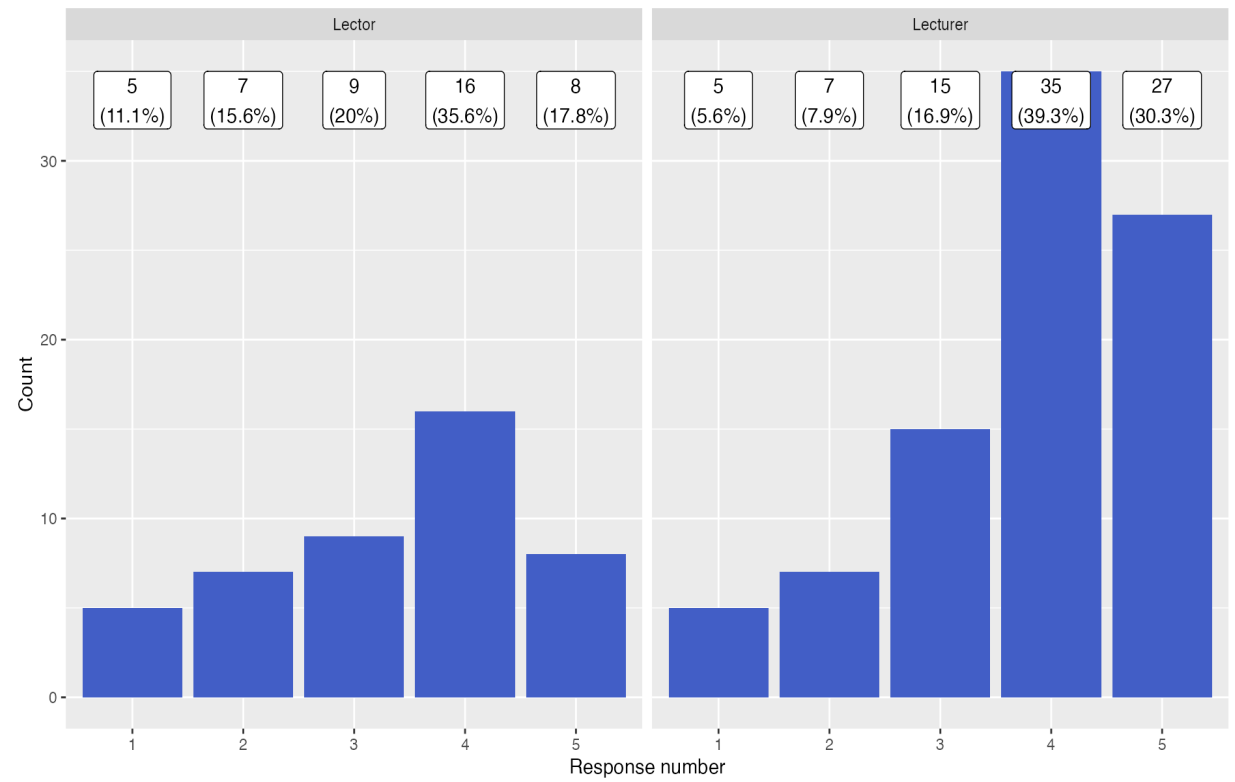
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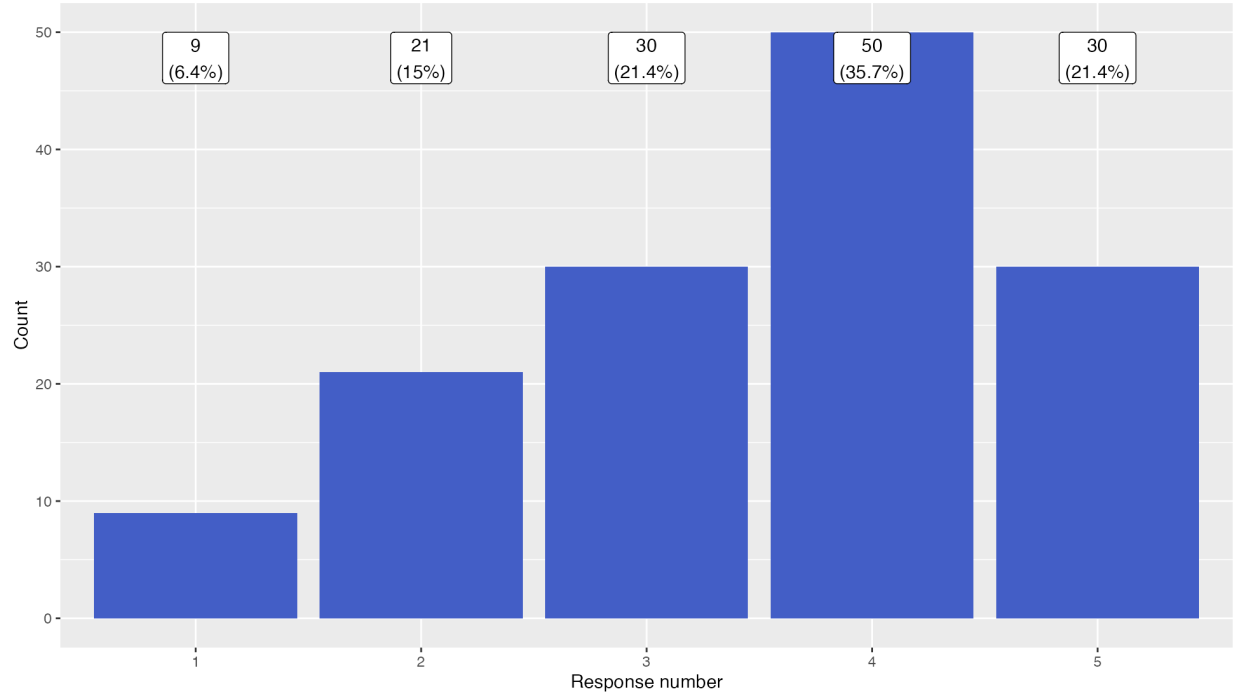
Question 8: In my academic unit, my approach to my professional work is respected by my chair.



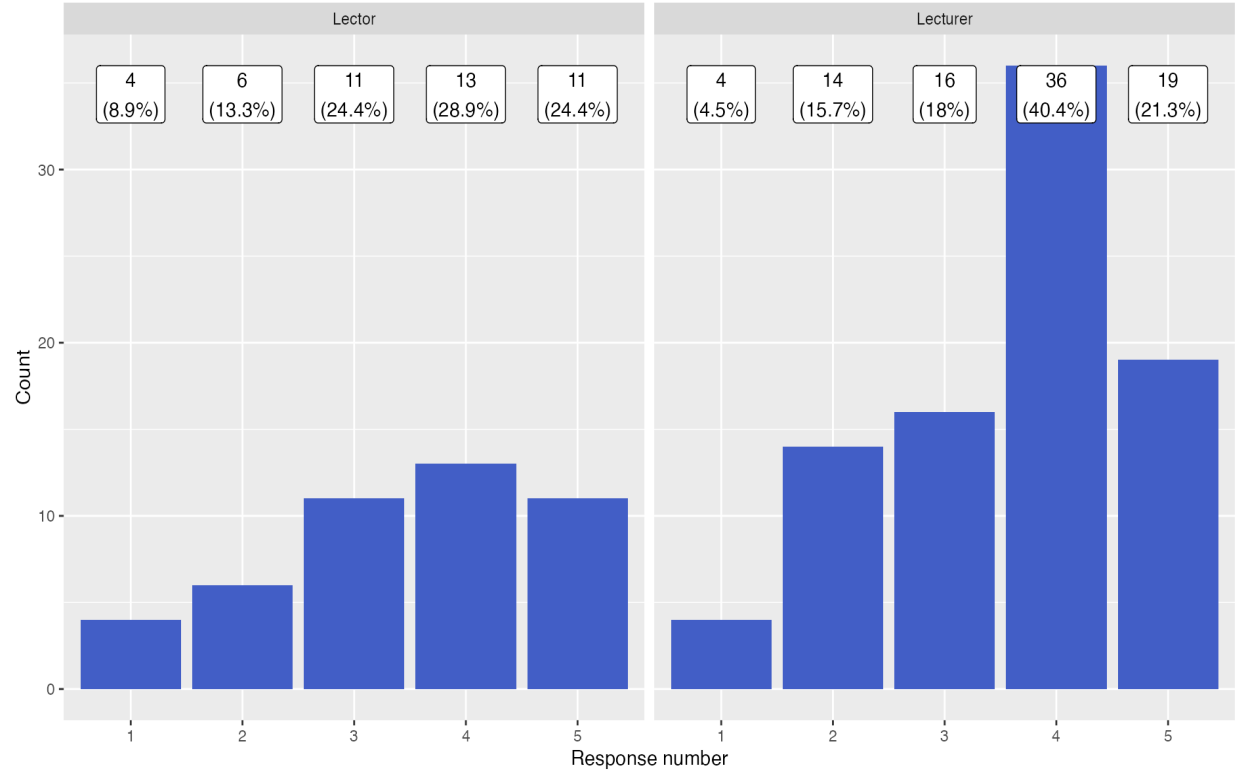
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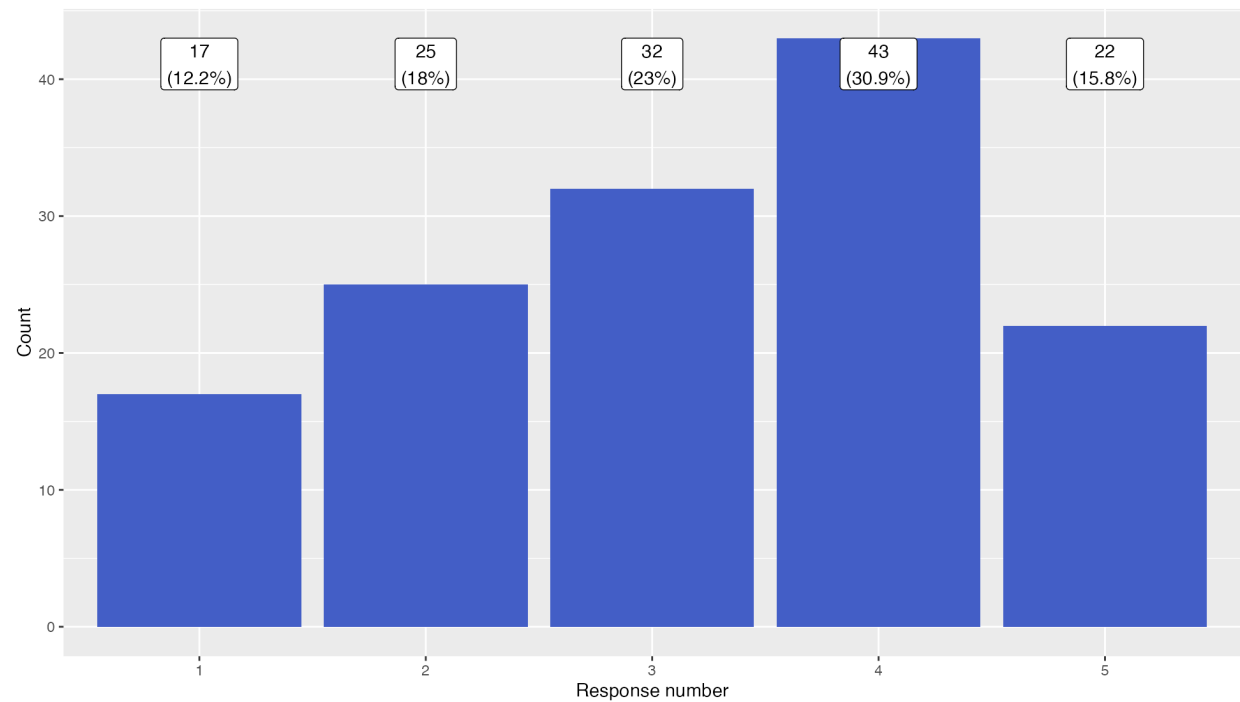
Question 9: My teaching contributions are valued in my department or program.



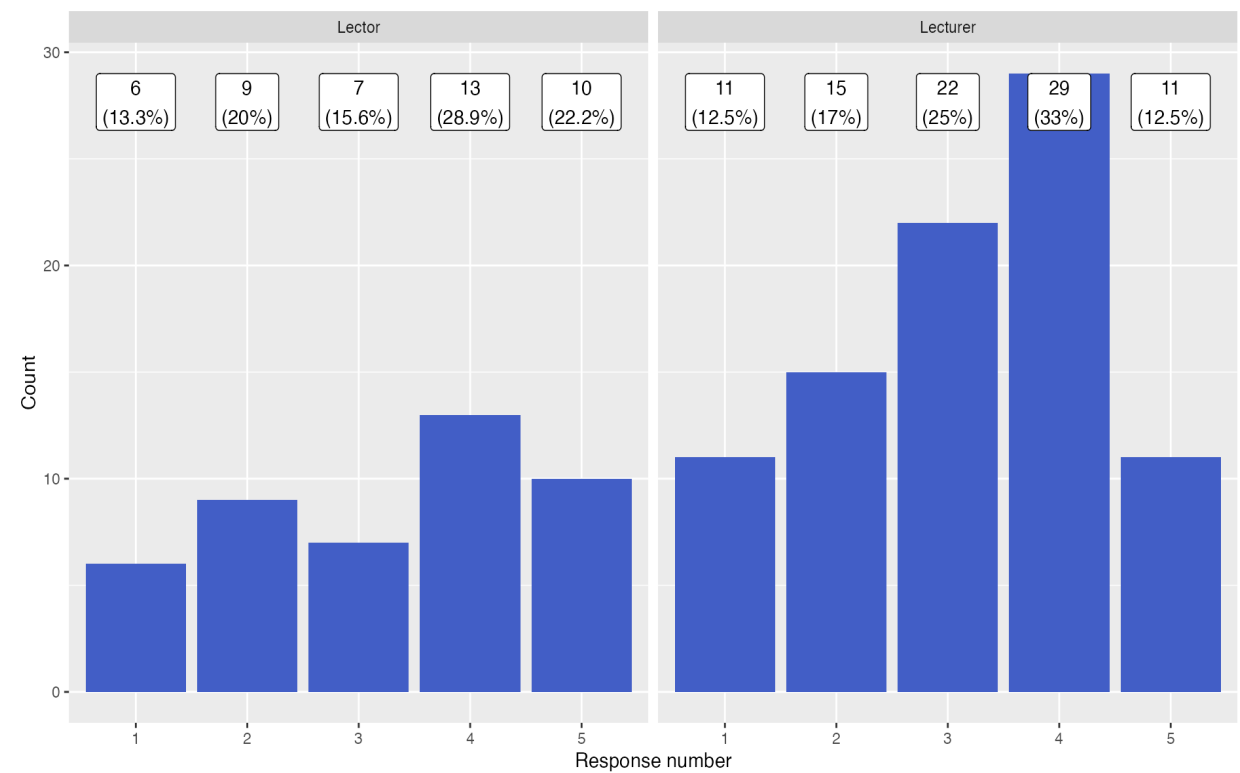
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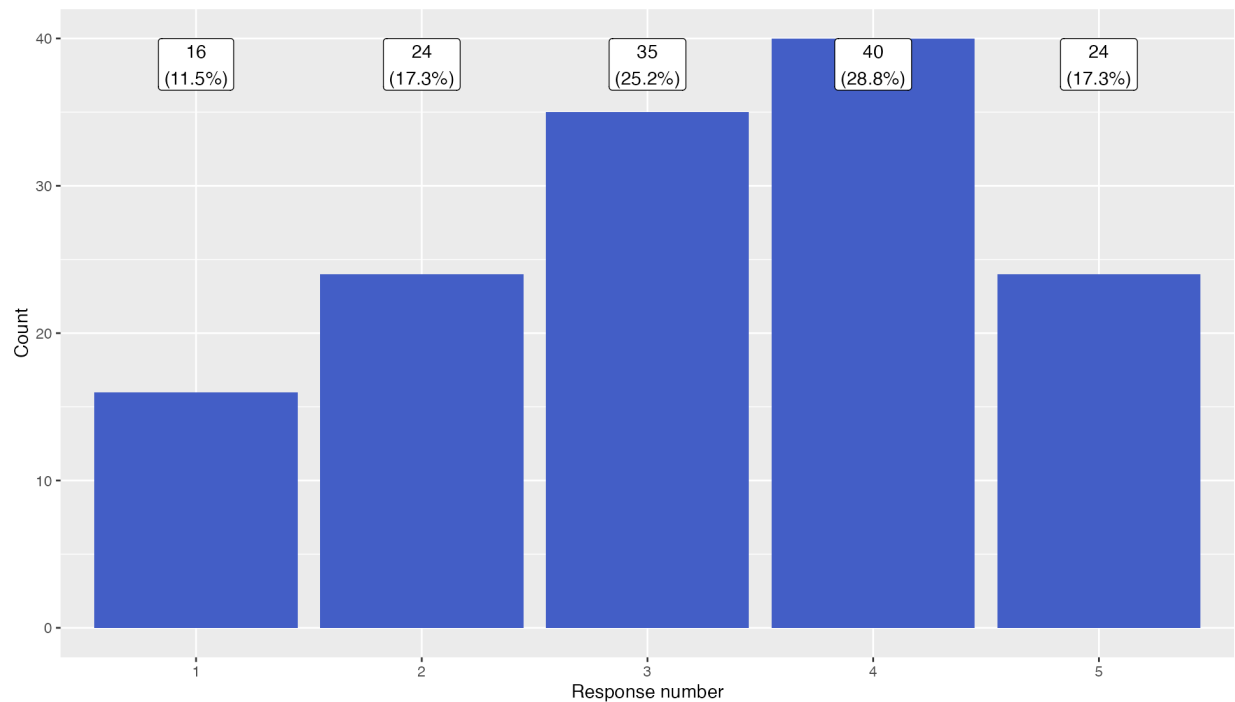
Question 10: Teaching responsibilities are distributed appropriately and fairly in my department or program.



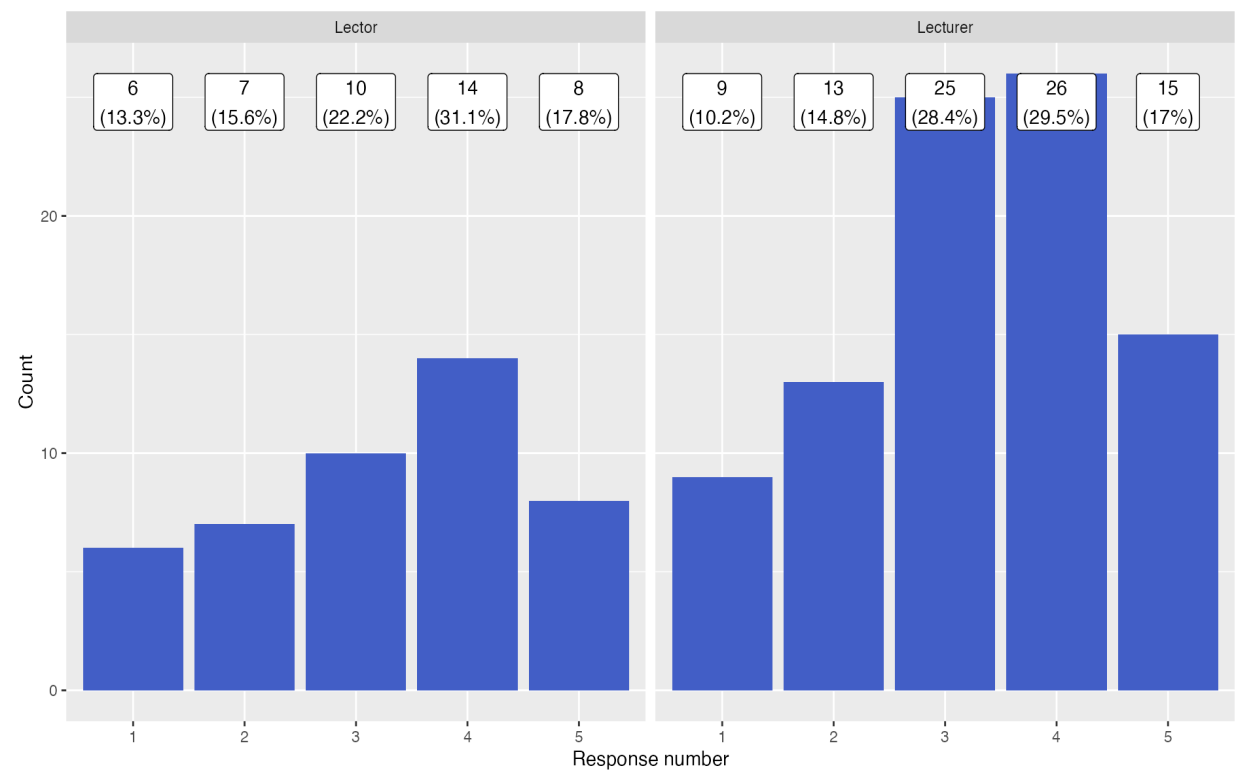
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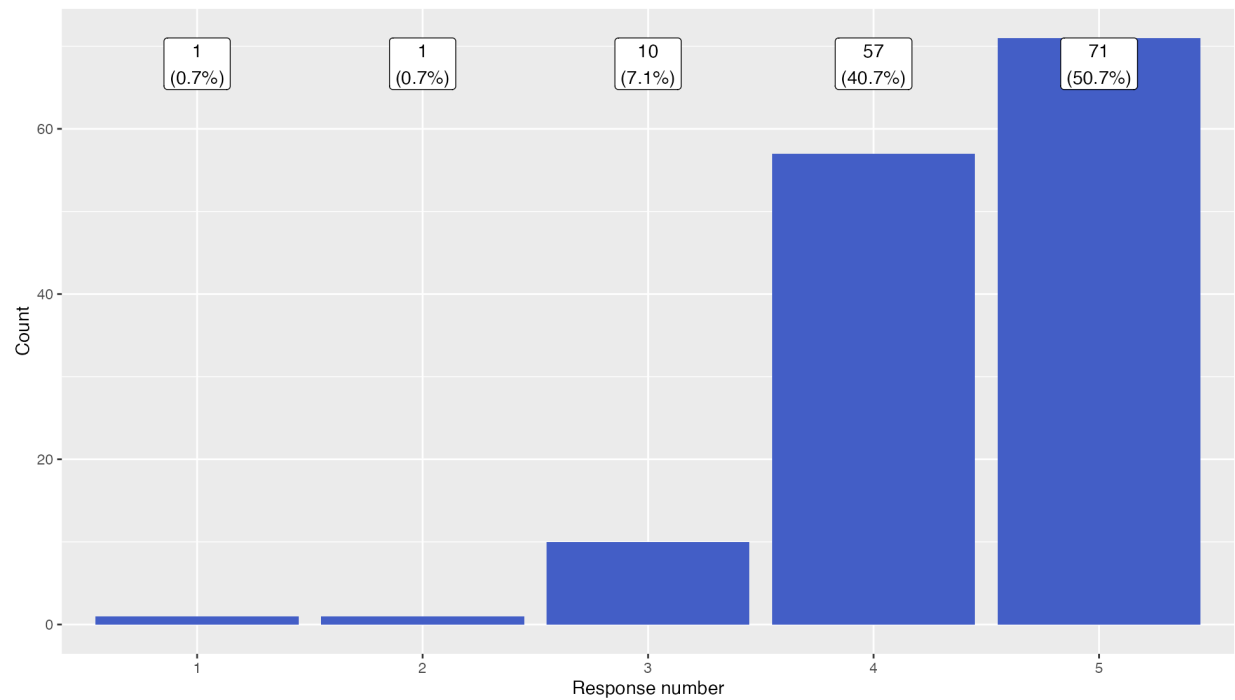
Question 11: My service contributions are valued in my department or program.



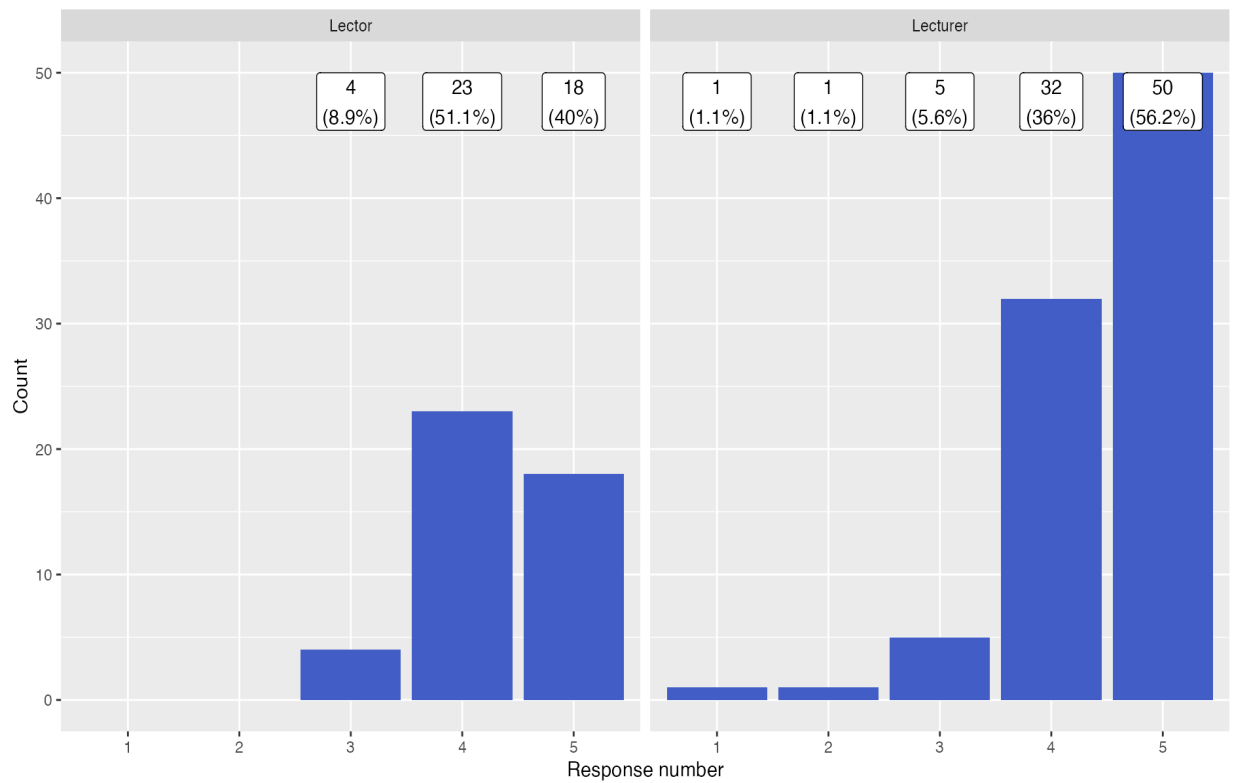
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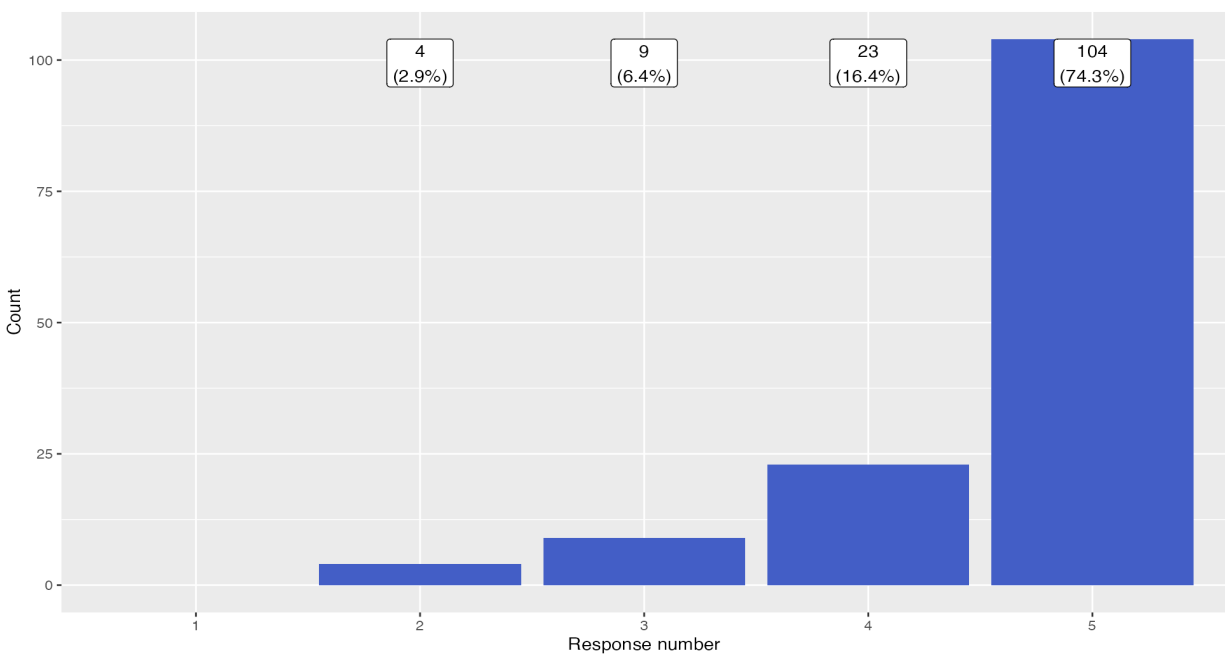
Question 12: I am treated respectfully by students/trainees in my classes and/or other educational environments.



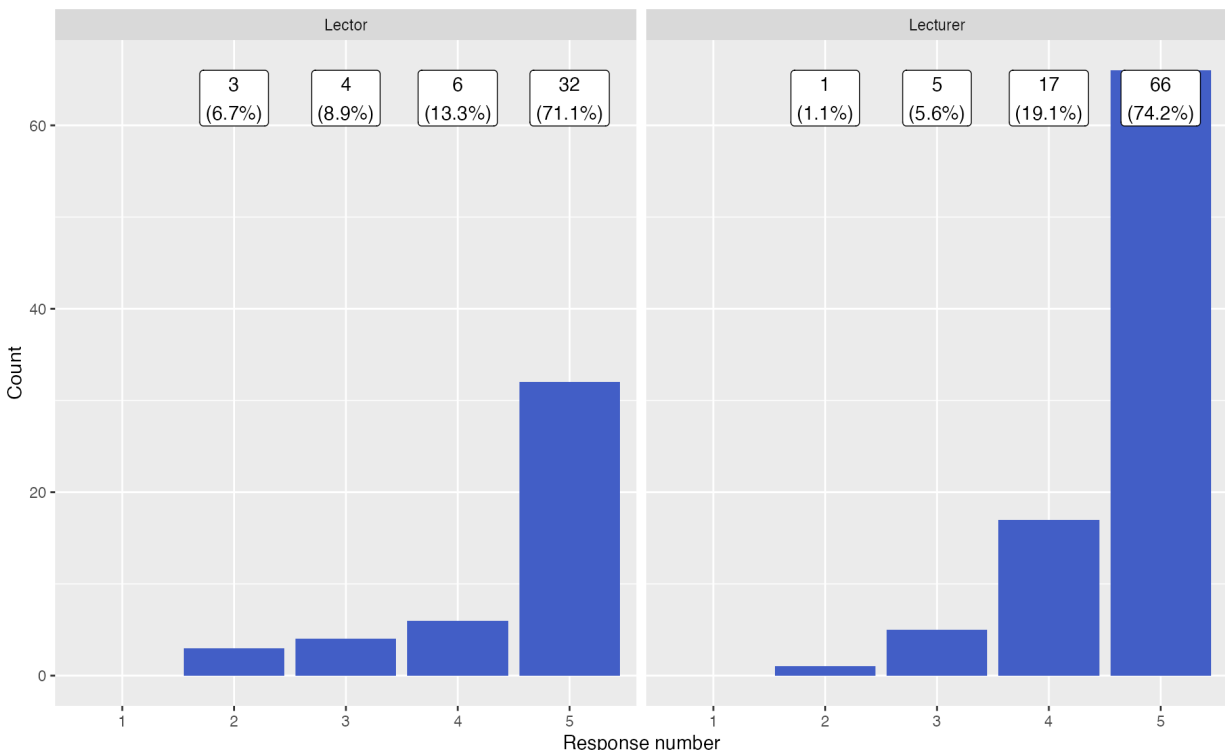
1: Disagree strongly; 2: Disagree; 3: Neither agree nor disagree; 4: Agree; 5: Agree strongly



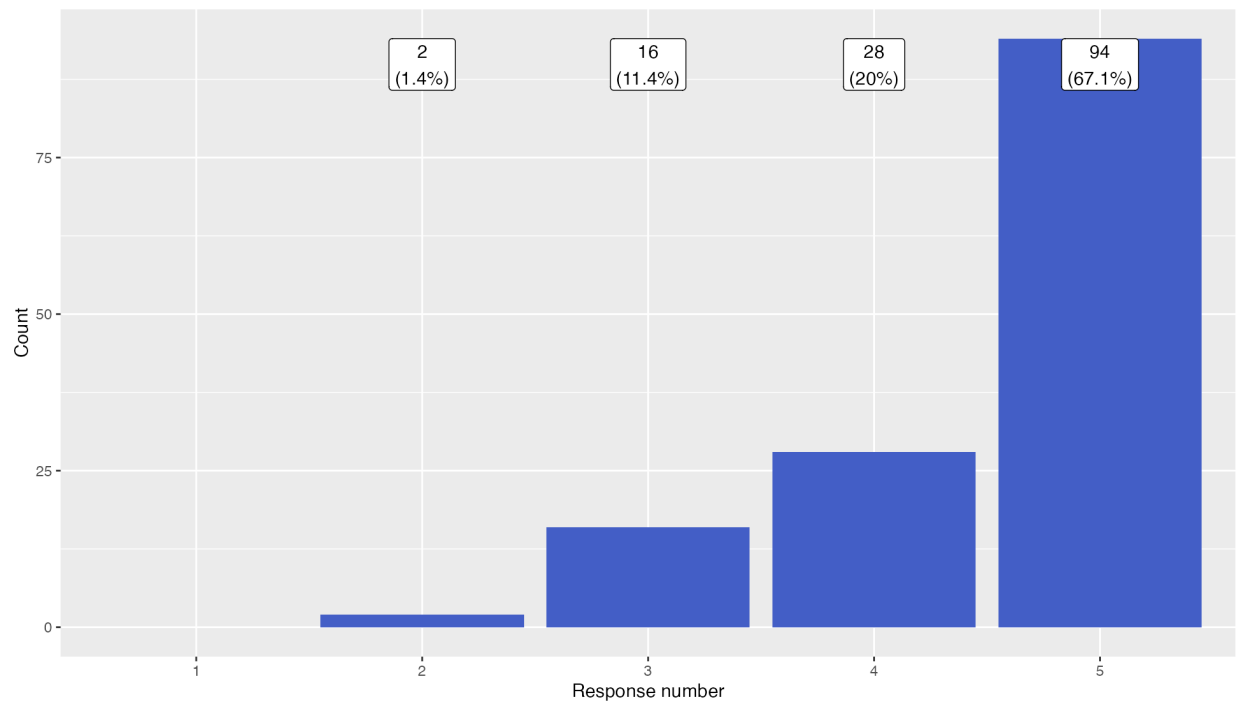
Question 13: During this academic year, how often have you felt insulted or threatened based on your social identity (e.g., sex, race, national origin, sexual orientation, religious tradition, political views, or values) in your academic unit?



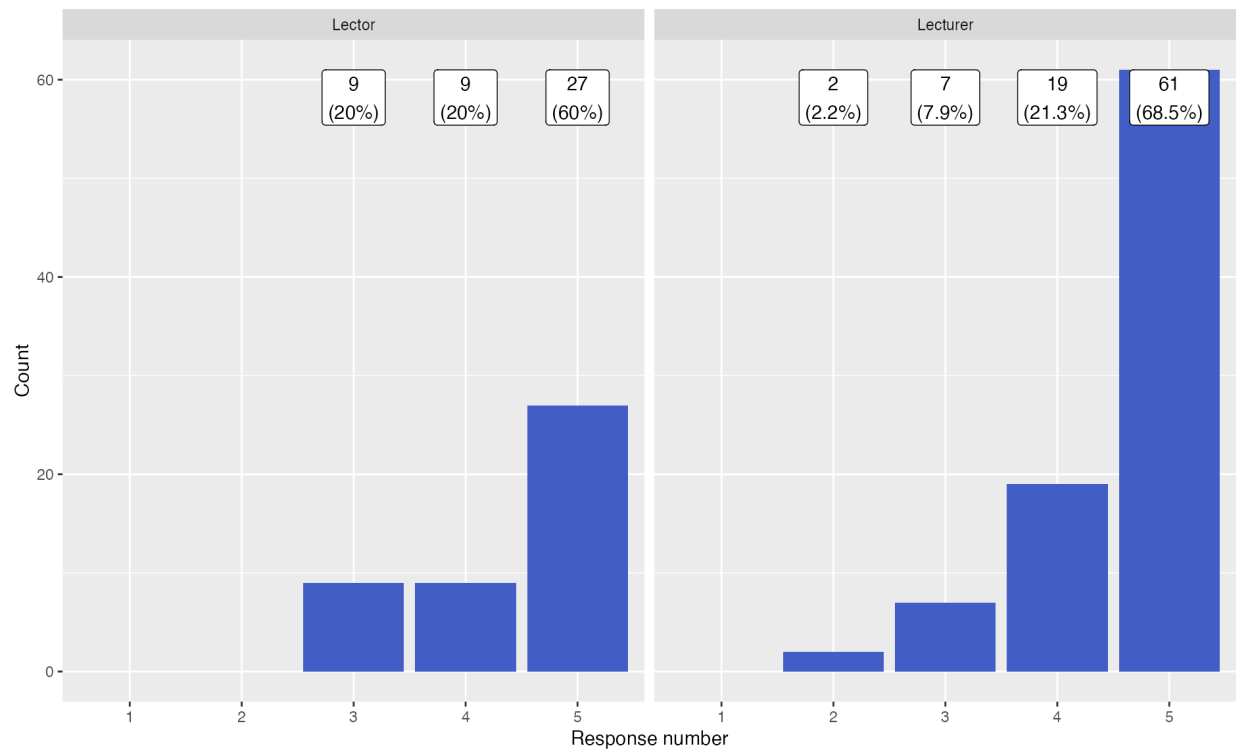
1: Never; 2: Rarely; 3: Occasionally; 4: Often; 5: Very often



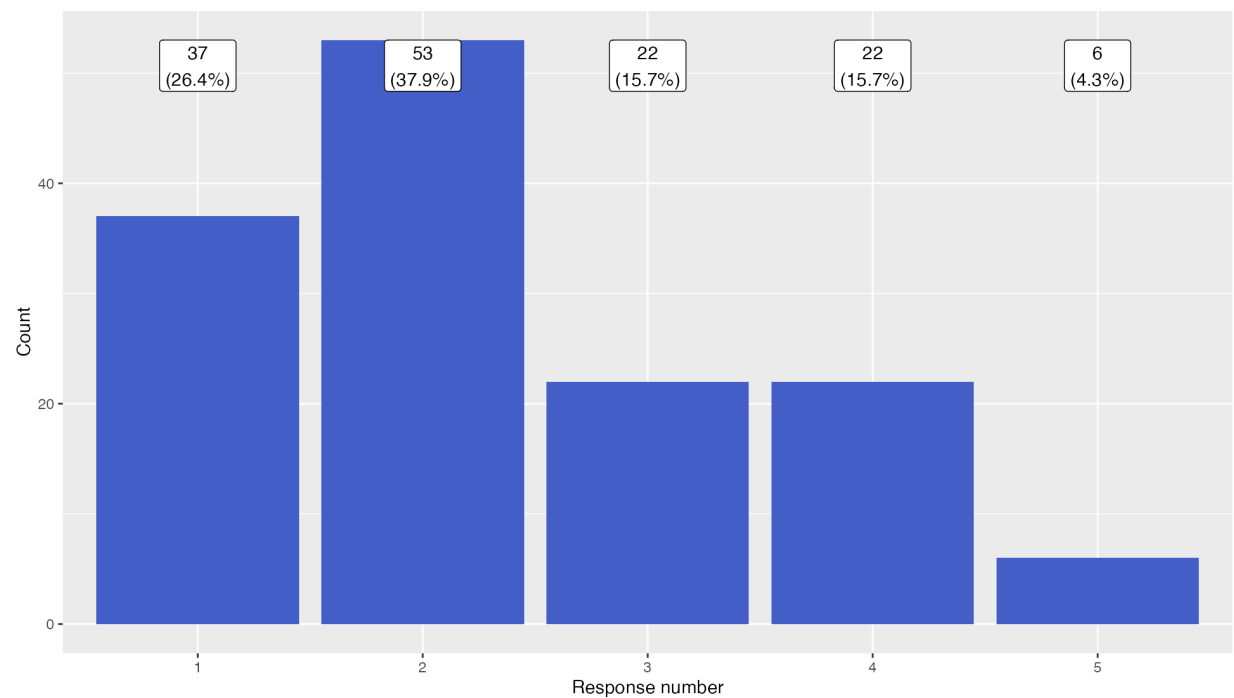
Question 14: During this academic year, how often have you felt insulted or threatened based on your social identity (e.g., sex, race, national origin, sexual orientation, religious tradition, political views, or values) elsewhere at Yale?



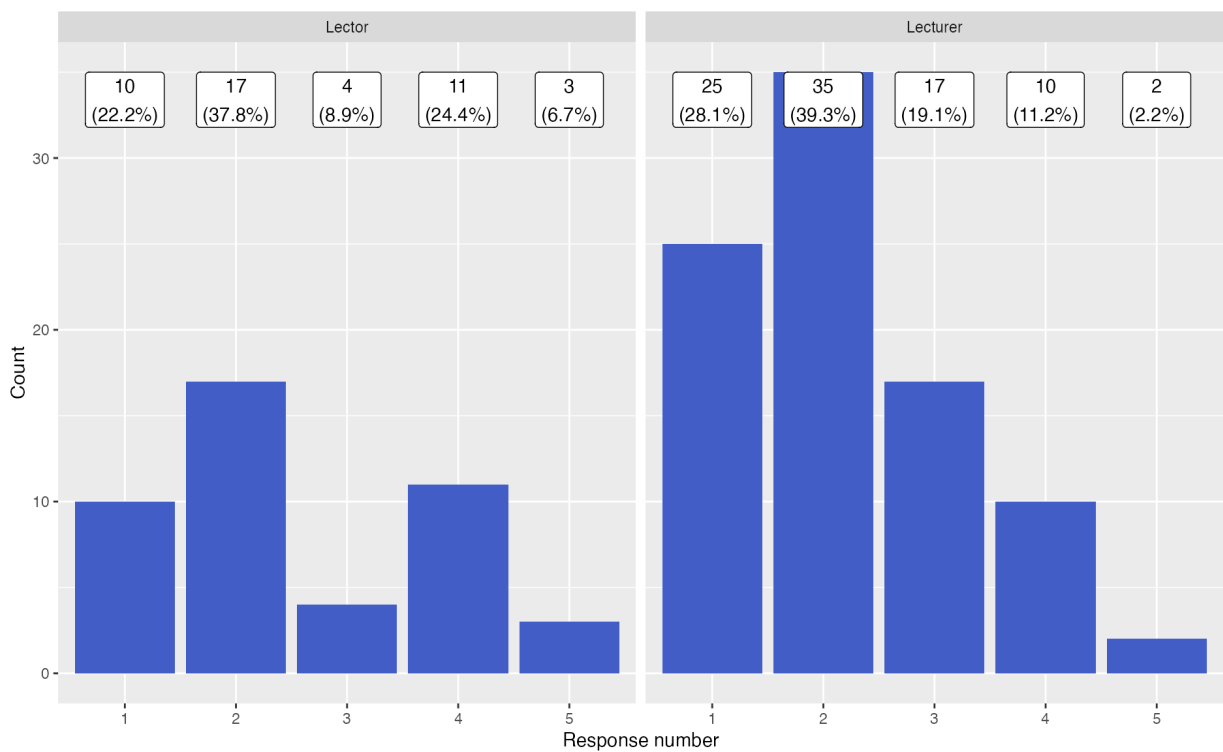
1: Never; 2: Rarely; 3: Occasionally; 4: Often; 5: Very often



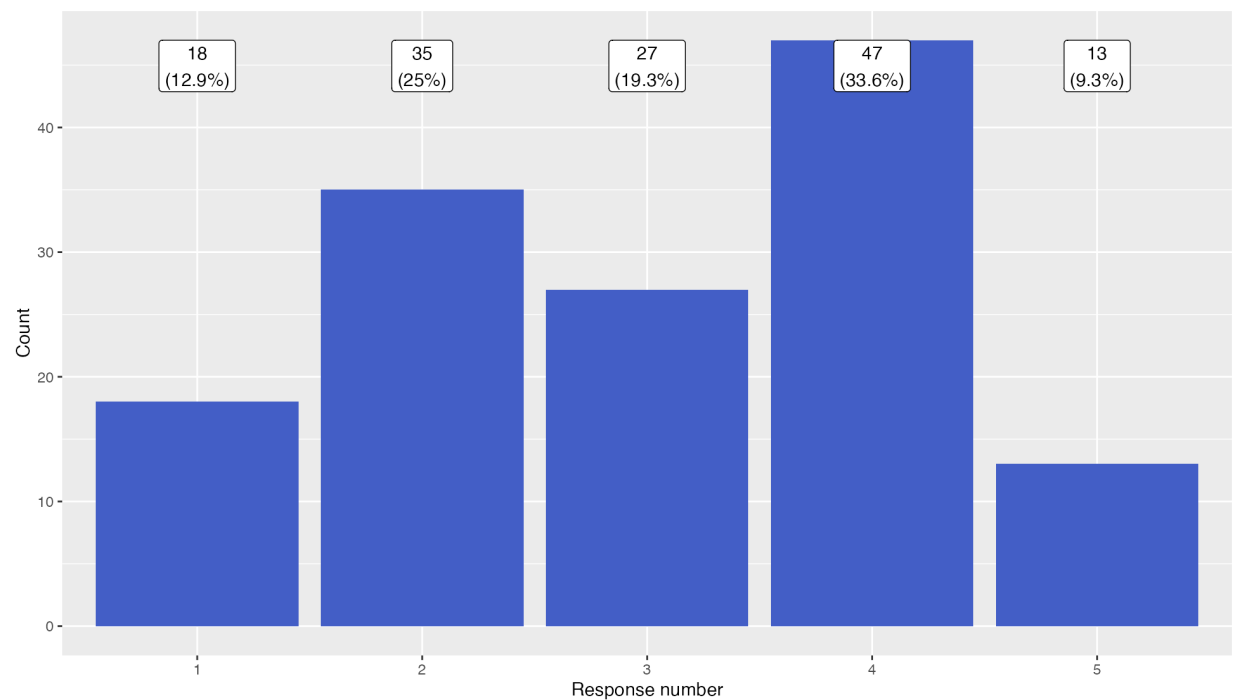
Question 15: During my time at Yale, I have received effective formal mentoring.



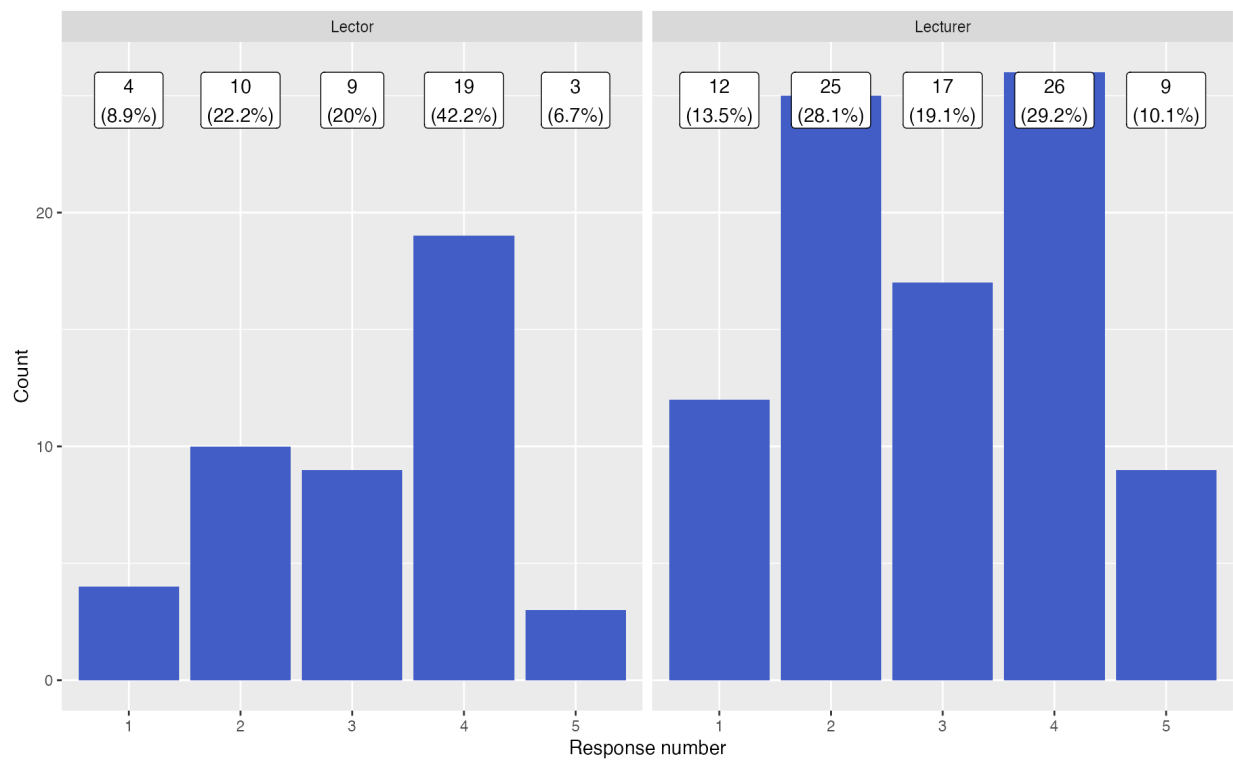
1: Disagree strongly; 2: Disagree; 3: Neither agree nor disagree; 4: Agree; 5: Agree strongly



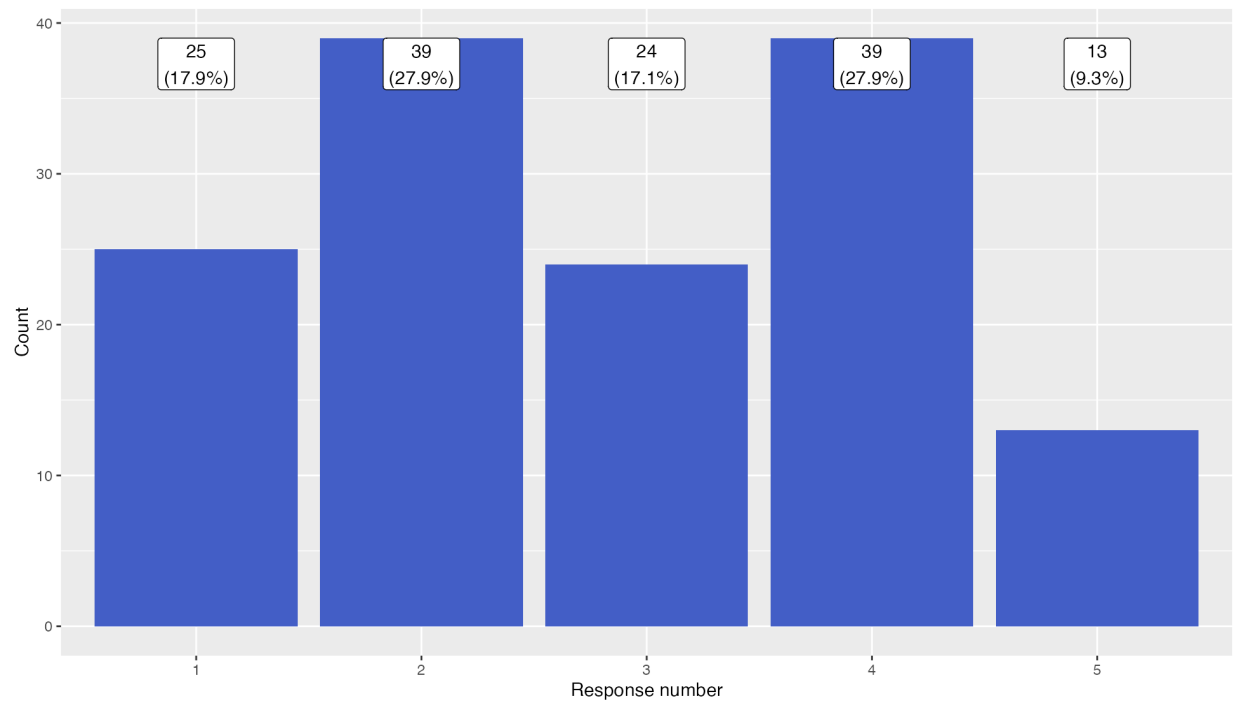
Question 16: During my time at Yale, I have received effective informal mentoring.



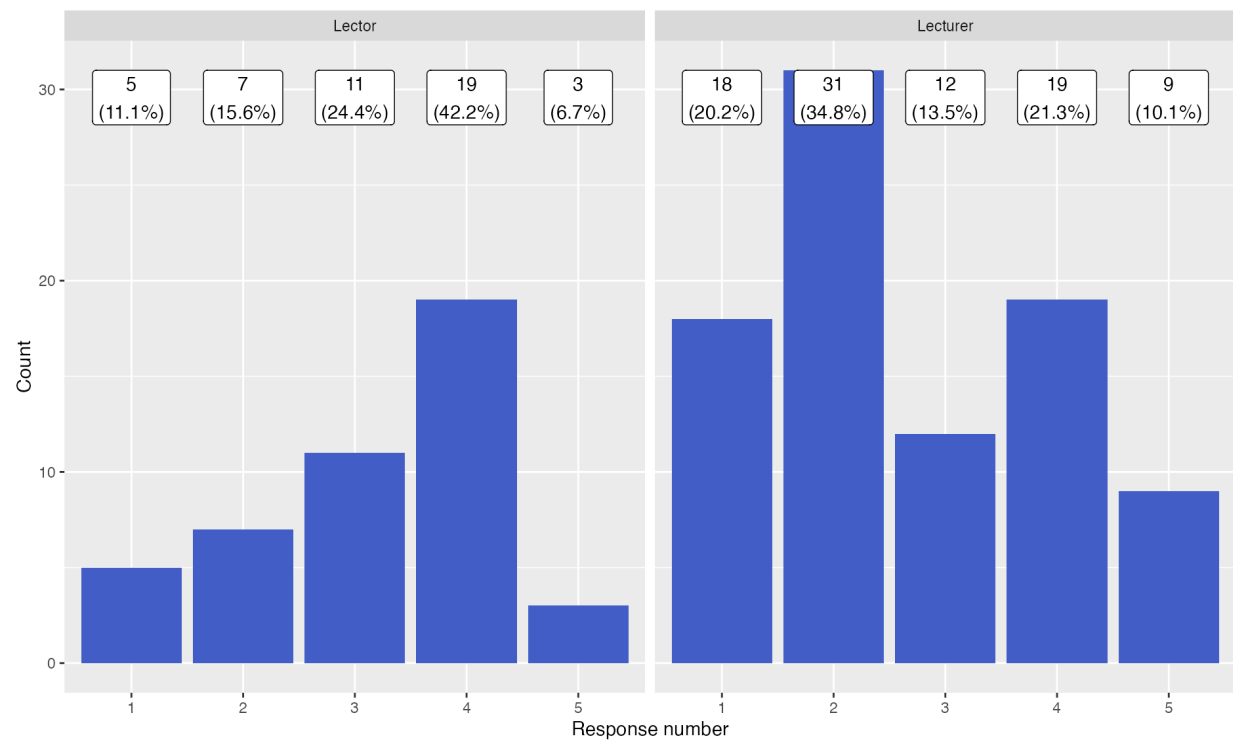
1: Disagree strongly; 2: Disagree; 3: Neither agree nor disagree; 4: Agree; 5: Agree strongly



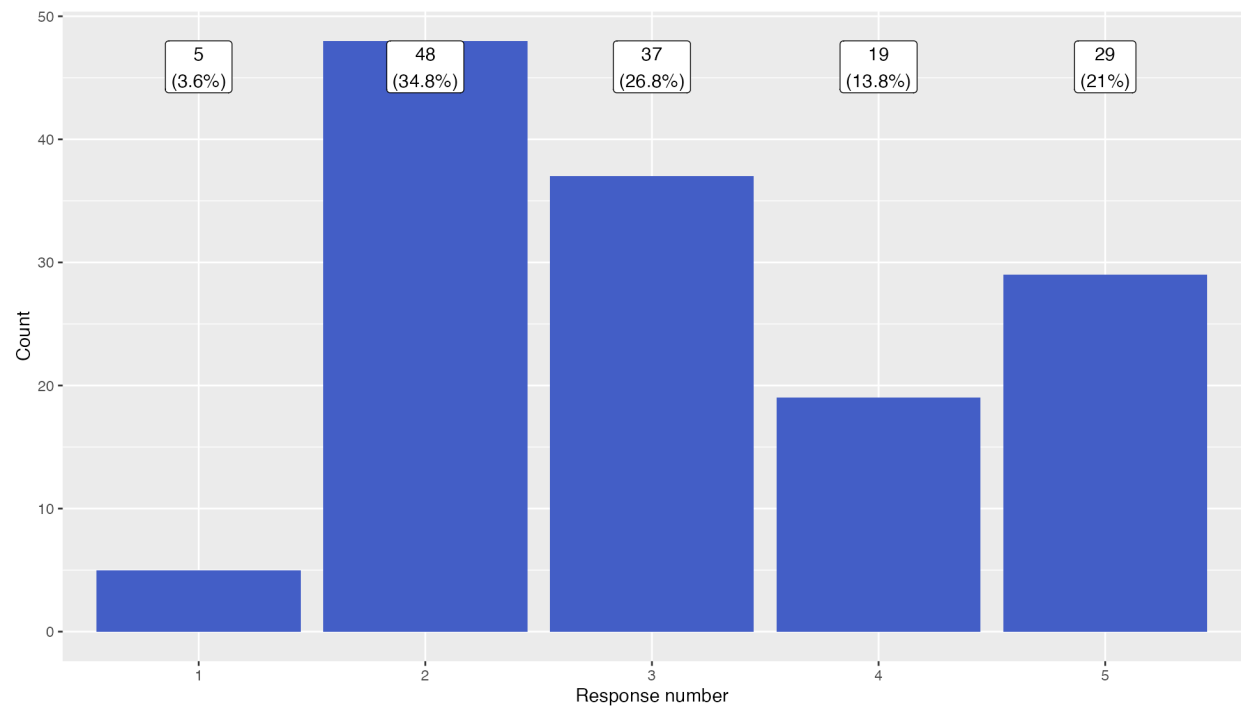
Question 17: During my time at Yale, I have received effective advocacy and sponsorship for my professional development/career advancement.



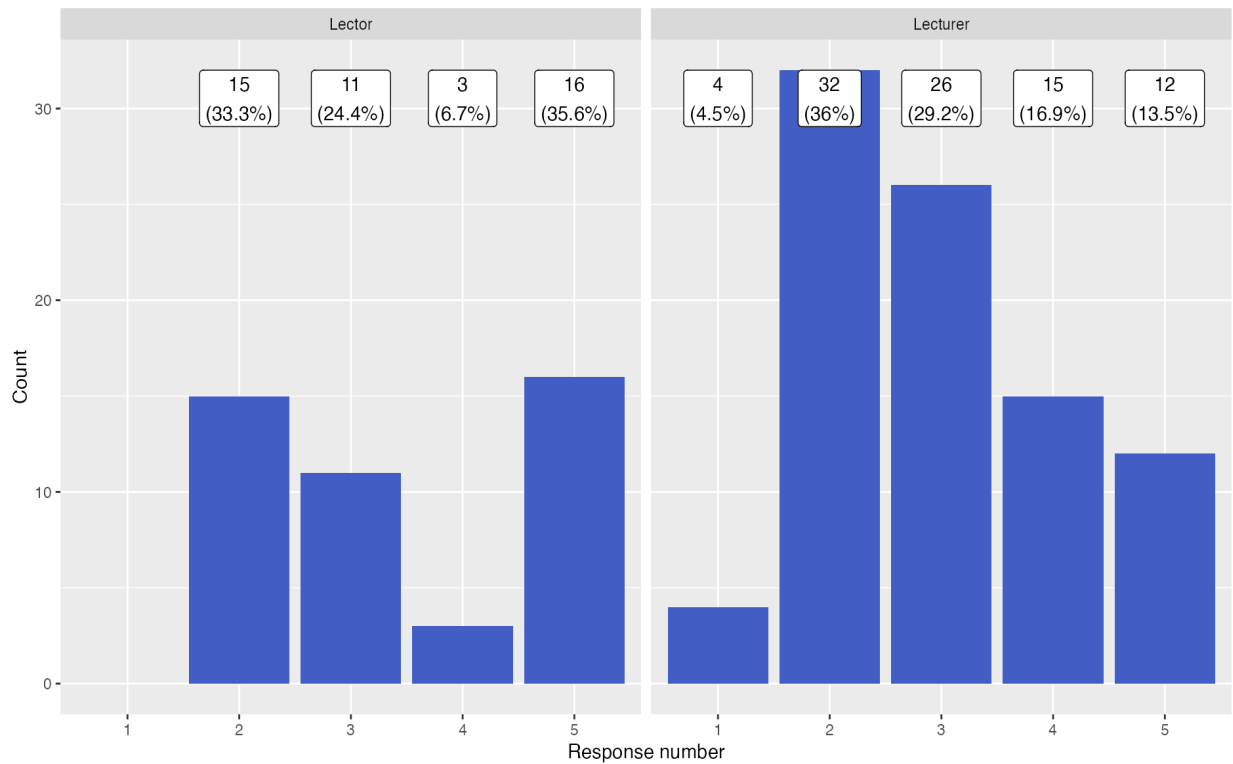
1: Disagree strongly; 2: Disagree; 3: Neither agree nor disagree; 4: Agree; 5: Agree strongly



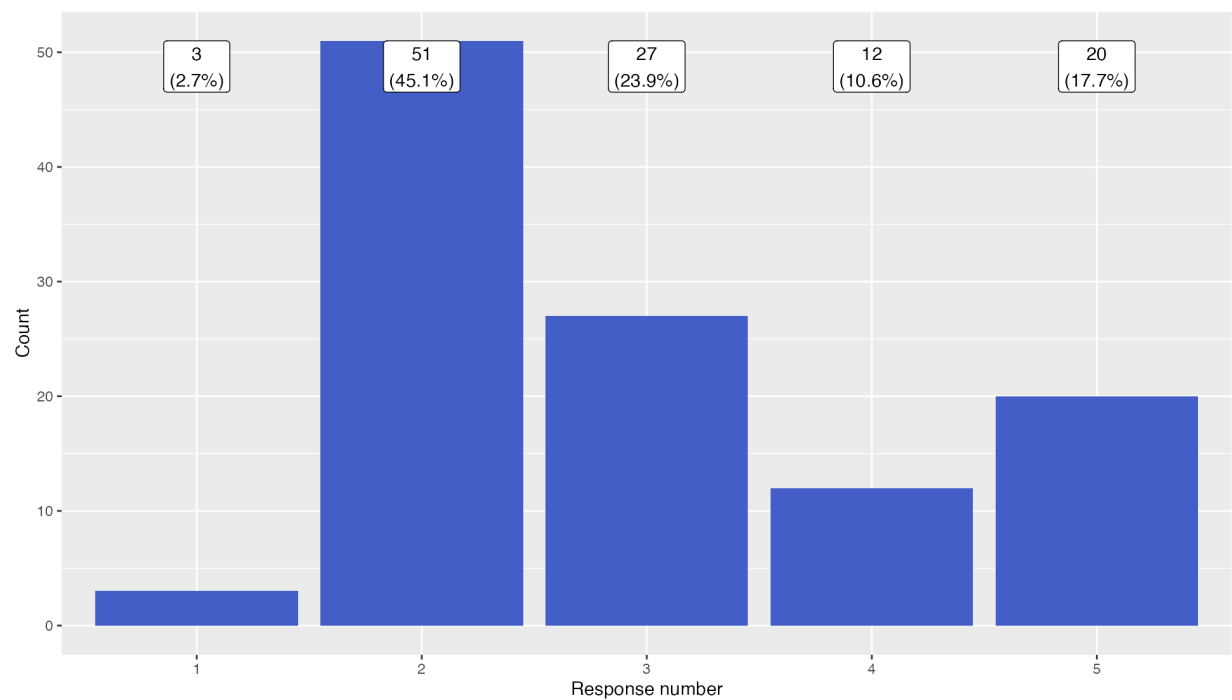
Question 18: How long have you been teaching at Yale?



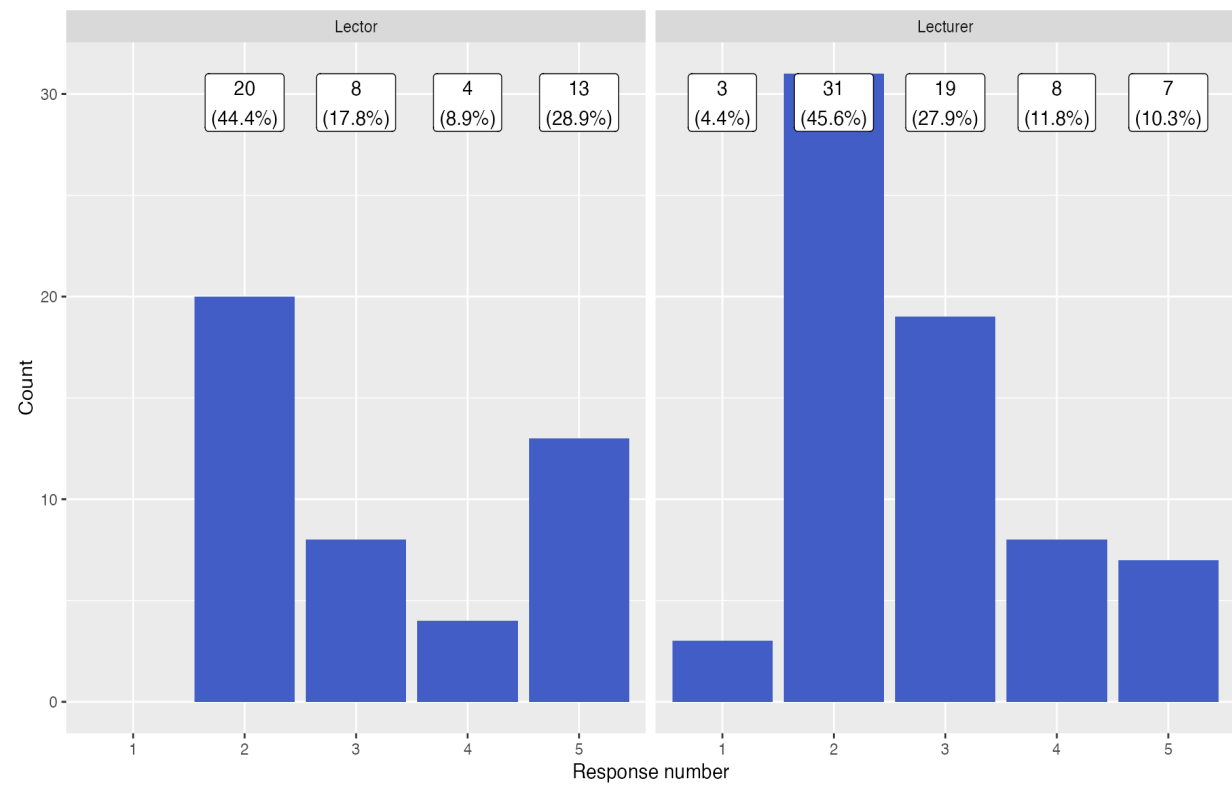
1: less than 1 year; 2: 1-5 years; 3: 5-10 years; 4: 10-15 years; 5: more than 15 years



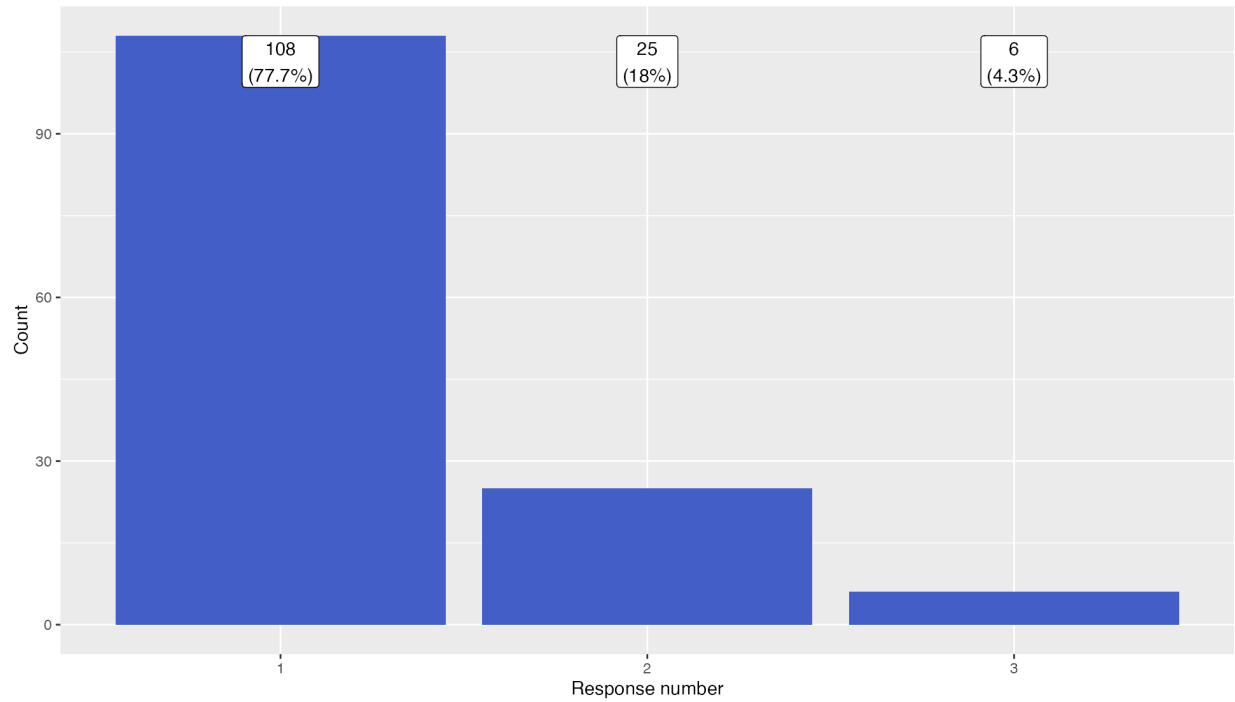
Question 19: How long have you held a full-time appointment at Yale?



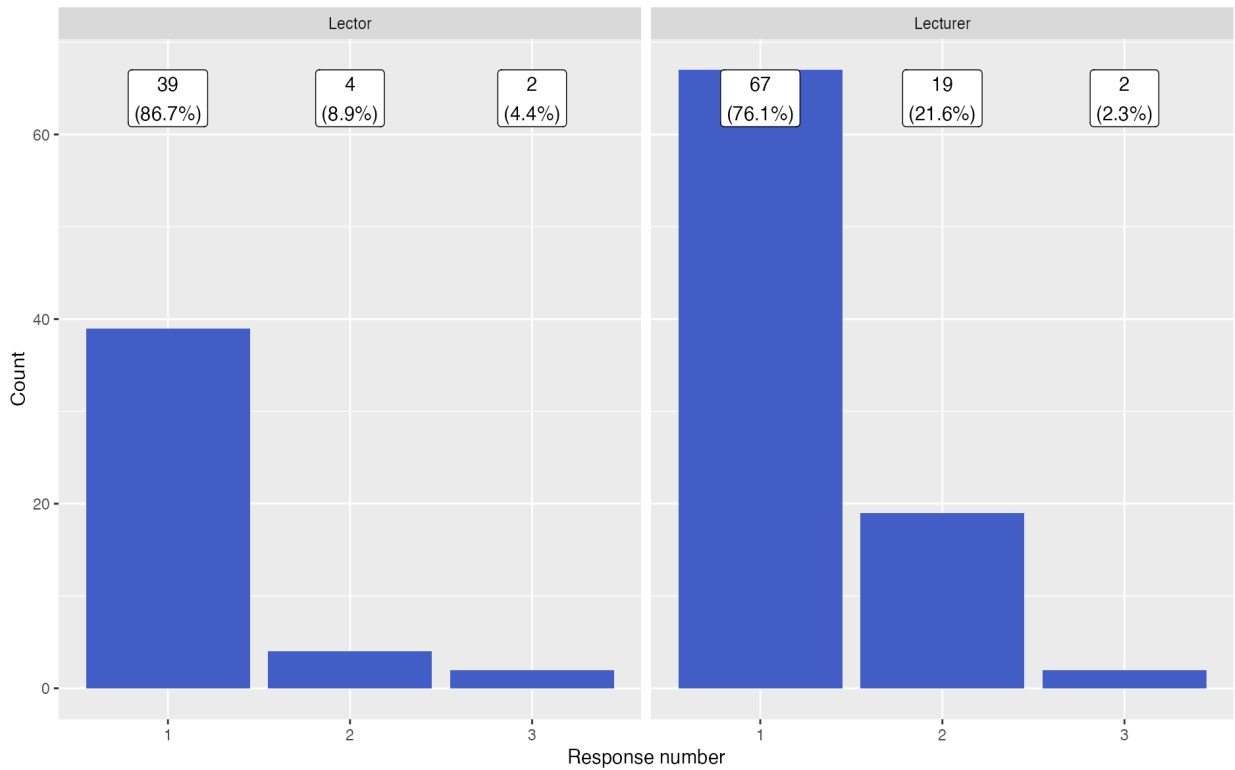
1: less than 1 year; 2: 1-5 years; 3: 5-10 years; 4: 10-15 years; 5: more than 15 years



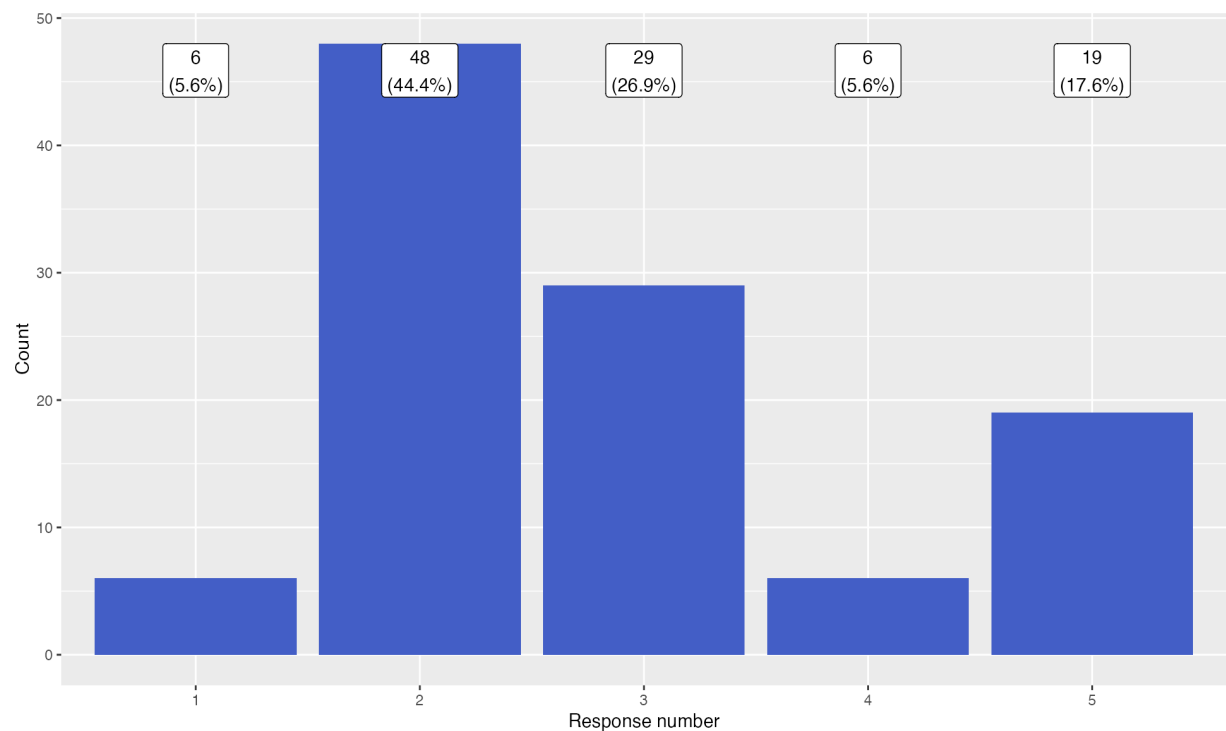
Question 20: Do you hold a multi-year appointment at Yale?



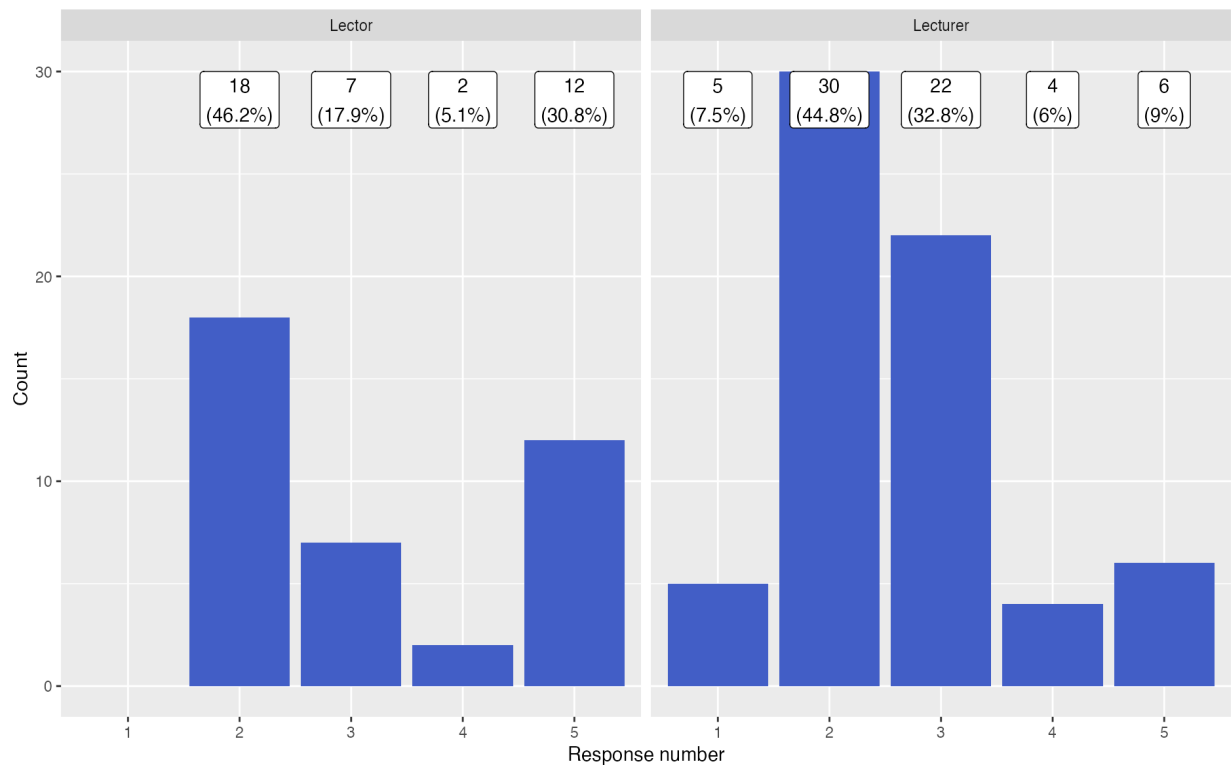
1: Yes; 2: No; 3: I would prefer not to answer



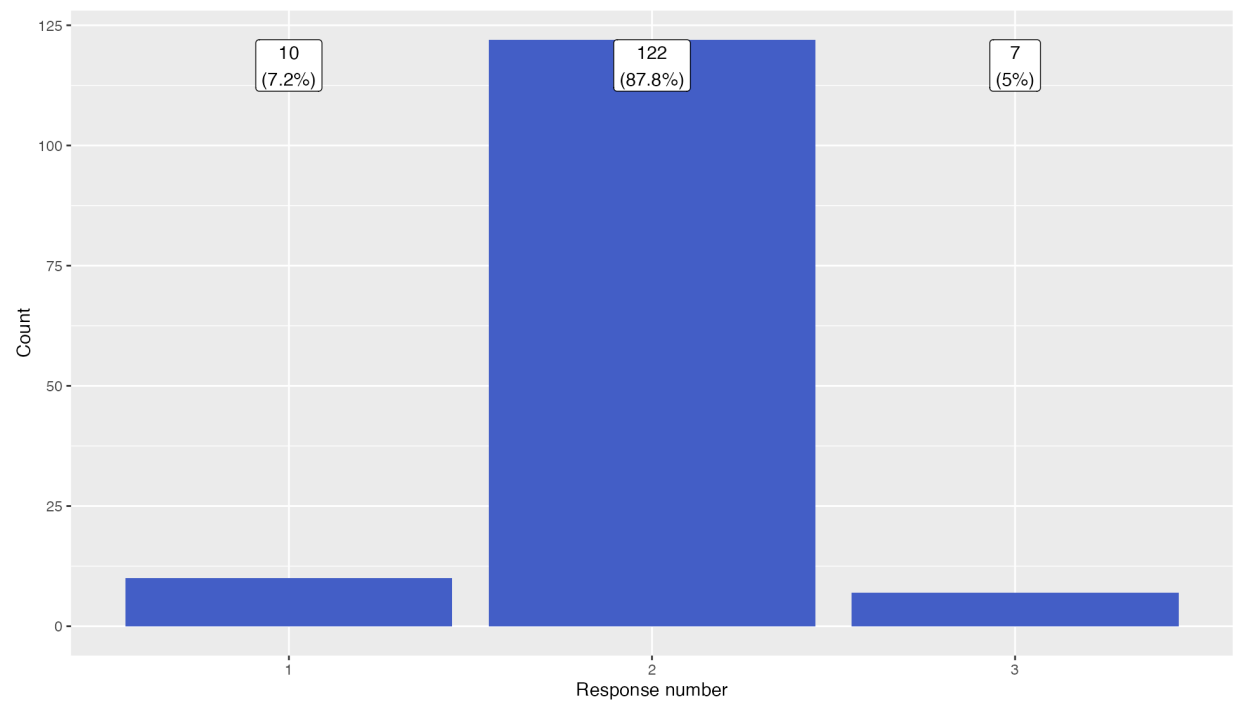
Question 21: How long have you held a multi-year appointment at Yale?



1: less than 1 year; 2: 1-5 years; 3: 5-10 years; 4: 10-15 years; 5: more than 15 years



Question 22: Have you been told you will NOT be reappointed next year?



- 1: Yes, I have been told I will NOT be reappointed next year.;
- 2: No, I have not been told I will NOT be reappointed next year.;
- 3: I would prefer not to answer

