# Yale FAS-SEAS Senate's Instructional Faculty Committee Recommendations, September 10, 2026

*A consolidation of recommendations from Yale reports on instructional faculty (2017; April 2023; May 2023; May 2026) and renewed call for action*

## Source documents

- "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 April 13, 2017. *Cited below as 2017 Report.*
- "Report of the Instructional Faculty Working Group" (Faculty of Arts and Sciences, Humanities Division), April 10, 2023. *Cited below as IFWG Report.*
- "Off the Ladder: Revisiting the Status and Condition of Instructional Faculty" (FAS-SEAS Senate Instructional Faculty Committee), May 18, 2023. *Cited below as Off the Ladder.*
- "Interim Report on the Climate for FAS-SEAS Instructional Faculty" (FAS-SEAS Senate Committee on Instructional Faculty and Academic Support), submitted May 12, 2026. *Cited below as 2026 Interim Report.*

## Introduction

Across the 2017, two 2023 reports, and 2026 Interim Report, a consistent picture emerges: instructional faculty are indispensable to Yale's teaching mission, yet the structures governing their appointments have not always recognized their work through commensurate job security, compensation, opportunities for advancement, professional support, and institutional voice. Instructional faculty at Yale now account for more than 40 percent of all faculty.1 As such, instructional faculty are integral to student learning. Their contributions to the university have never been more important to its educational mission, and it bears repeating the stance of the FAS Dean's office's Instructional Faculty Working Group in 2023 that "the FAS at Yale seeks to be a faculty defined by respect and inclusion for all ranks." (IFWG Report, p. 5).

The two 2023 reports document meaningful gains following the 2017 recommendations, including improvements in course-rate minimums and benefits, phased retirement and emeritus eligibility for some ranks, principal-investigator status for Senior Lectors II and Senior Lecturers II, laptops, inclusion in the free lunch program, childcare support, and expanded professional-development opportunities (IFWG Report, pp. 6-7; Off the Ladder, p.3). The IFWG Report also emphasized that creating an equitable and inclusive faculty community requires sustained attention rather than one-

[1] According to Yale's Office of Institutional Research, in 2025-2026, the combined FAS's and SEAS's percentage of non-ladder and visiting faculty was 43.5%, and University-wide it was 46.4% (https://oir.yale.edu/data-browser/faculty-staff/faculty-headcounts/faculty-headcount-school-and-rank-w055).

time reforms (p. 11). No meaningful progress was made for instructional faculty goals between 2023 and 2026.

The 2026 Interim Report affirms earlier recommendations and reveals that many of the conditions that gave rise to them persist and have become more urgent amid 2025–2026 budget reductions. Drawing on the January 2026 Instructional Faculty Town Hall,[2] the official 2025 university-wide Faculty Climate Survey,[3] and the Committee for Instructional Faculty's April 2026 anonymous survey of FAS-SEAS instructional faculty,[4] the 2026 Interim Report describes a climate shaped by four interlocking concerns: security, status, voice, and material support. Anxiety amongst instructional faculty was intensified by uncertainty surrounding institutional priorities and the cut of 9.1% of FAS lecturers[5] (20 instructional faculty were not re-appointed for budgetary reasons).

The anonymous survey results make concrete the ongoing inequities and negative climate for instructional faculty. While the official 2025 university climate survey report stated that the overall faculty climate has improved since 2023,[6] for instructional faculty the climate survey results moved in a negative direction, showed no improvement, or continued to lag significantly behind ladder faculty responses. To be clear, the reported overall improvement does not exist for instructional faculty. In the anonymous survey, only 52% of FAS-SEAS instructional faculty respondents reported a sense of belonging at Yale; only 43% felt respected by senior-career faculty colleagues; only 47% considered teaching responsibilities fairly distributed; and only 20% reported effective formal mentoring. Open-ended responses repeatedly raised fear of non-reappointment, lower status and lack of respect, exclusion from decision-making, exclusion from department meetings, opaque appointment and promotion processes, inadequate compensation or benefits, under-recognized teaching, under-recognized advising, under-recognized service, and limited mentoring, research, and professional-development support. Nevertheless, some respondents described supportive departments or programs, but frequently those positive models contrasted with a broader institutional climate experienced as insecure or inequitable.[7]

The 2026 Interim Report also identified pressures that extend or sharpen previous concerns. Instructional faculty on term appointments often experience heightened vulnerability around academic freedom, particularly when teaching subjects susceptible to controversy (pp. 3-4, 8). The new course-time matrix imposes distinctive burdens on language faculty, especially women and colleagues with caregiving responsibilities (pp. 3-4). Regular concerns about larger classes, reduced graduate-student admissions, and increasing teaching and advising demands (p. 4) echo warnings first raised in 2017.[8] At the same time, the report again encounters a foundational data problem: broad and inconsistent definitions of "instructional faculty," incomplete disaggregated counts, a low response rate in the university-wide survey, and uncertainty about the population used to calculate that rate (pp. 9-10).

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[2] Held on January 29, 2026 (2026 Interim Report, p. 3).
[3] https://president.yale.edu/posts/2026-02-02-results-of-the-2025-faculty-climate-survey
[4] 2026 Interim Report, pp. 5-9.
[5] 2026 Interim Report, pp. 4-5, https://oir.yale.edu/data-browser/faculty-staff/faculty-headcounts/faculty-headcount-school-and-rank-w055.
[6] "Survey results demonstrate continued improvement across major survey themes." McInnis, Strobel, Désir, Feb 2, 2026
[7] 2026 Interim Report, pp. 5-9.
[8] 2017 Report, pp. 3, 24-28

Accurate records and transparent processes are therefore not merely administrative matters; they are prerequisites for inclusion, trust, and progress. Taken together, the four reports do show meaningful gains during Kathryn Lofton's time as Dean of the Humanities, but those gains must be understood alongside persistent structural inequities and lack of progress since 2023, as well as the current negative climate for instructional faculty. The recommendations grouped below do not represent a unified ranking within the four reports. Rather, they consolidate overlapping recommendations from the 2017 and the two 2023 reports into a practical framework for action, while the 2026 findings provide renewed evidence for their urgency.

**It is the Instructional Faculty Committee's strongest recommendation that progress of all goals be tracked annually and that an implementation schedule be created with the Provost and FAS-SEAS Deans' offices for the steady implementation of the recommendations found in all prior reports.**

## Group A Recommendations: Compensation, benefits, and job security

1. Provide greater job security, transitioning to a "Teaching professor" model that converts lector and lecturer ranks to Assistant Professor of Teaching, Associate Professor of Teaching, and (full) Professor of Teaching, and offers security of employment analogous to tenure. (Off the Ladder, p. 6; Faculty Climate Survey responses in the 2026 Interim Report, p. 6)
2. In line with 1 above, rename all faculty on one-year contracts as Visiting Assistant Professor of Teaching, Visiting Associate Professor of Teaching, and Visiting (full) Professor of Teaching.
3. Enact raises to account for inflation (Off the Ladder, p. 5), and conduct a comprehensive compensation review for instructional faculty, including structural salary adjustments for long-serving undercompensated faculty and transparent salary scales (2017 Report, Rec. II.1, p. 11).
4. Increase salaries in the lector track to bring them in line with the lecturer track (Off the Ladder, p. 5); more generally, align compensation with achievement, experience, contributions, service, duties, and workload (2017 Report, Rec. II.1, p. 11).
5. Provide more robust merit raises for instructional faculty (2017 Report, Rec. II.2, pp. 11-12), recognizing that percentage-based raises on comparatively lower salaries produce limited pay progression over time. (2017 Report, Rec. II.2, pp. 11-12)
6. For instructional faculty, part-time or full-time, who have worked at Yale for at least three years and have a contract length of one year or less, review whether a multi-year contract is a better option. (Off the Ladder, p. 6)
7. Review appointments into the instructional ranks derived from so-called "spousal hires": adopt better terminology and use clear appointment/renewal letters or memoranda of understanding to protect expected teaching assignments, work conditions, and employment status. (2017 Report, Rec. III.2, p. 15)

8. Address underemployment by giving instructional faculty who contribute to Yale's excellence and seek full-time status reasonable opportunities to teach additional classes and move from 75% to full-time appointments where appropriate. (2017 Report, Rec. II.8, p. 14)
9. Significantly increase the maximum Child Scholarship Plan contribution; consider a sliding scale by salary to enable more robust support for lower-paid faculty. (Off the Ladder, p. 6)
10. Expand equitable paid-leave benefits for instructional faculty without the need for an onerous application process: full-time instructional teaching faculty with six years or more of service should be eligible for a semester of paid leave, recurring at six-year intervals thereafter (2017 Report, Rec. II.3 and II.4, p. 12), and no full-time instructional teaching faculty member in good standing should teach full-time in Yale College for more than ten consecutive years without being automatically eligible for paid leave (2017 Report , Rec. II.4, p. 12).
11. Include Senior Lector I in the Phased Retirement Plan for Certain Term-Limited Faculty[9] (2017 Report, Rec. II.7, pp. 13-14; IFWG Report, p. 6; Off the Ladder, p. 7)[10]
12. Make Senior Lector I eligible for emeritus status (Off the Ladder, p. 7), and ensure that qualifying retired instructional faculty retain meaningful Yale academic privileges, including remote library access, Yale email, ITS software library, secure file sharing, and similar electronic resources for academic business. (2017 Report, Rec. II.6, p. 13)
13. Create a more equitable compensation scale for instructional faculty teaching in Yale Summer Session, with compensation commensurate with position, experience, and expertise. (2017 Report, Rec. II.10, pp. 14-15)
14. Explore subsidized temporary accommodation for part-time instructional teaching faculty on multi-year contracts who travel to Yale and face high accommodation and transportation costs. (2017 Report, Rec. II.9, p. 14)

## Group B Recommendations: Advancement, professional development, recognition/inclusion, and teaching support

15. Establish an enhanced and clearly communicated promotion/career-advancement framework for instructional faculty; clarify policies and procedures for promotion, and ensure that departments and programs apply criteria uniformly; publish standard minimum raises associated with promotion (2017 Report, Rec. III.1, p. 15; Off the Ladder, p. 7); and offer a lecturer-track workshop, parallel to the lector-track workshop on promotions and Professional Development

[9] https://your.yale.edu/sites/default/files/2025-02/term-limited-faculty-phased-retirement-plan.pdf
[10] Offering the phased retirement benefit to instructional faculty was proposed in the 2017 Report and implemented in April 2023, following an announcement by Provost Scott Strobel on March 8, 2023. Senior Lecturers and Senior Lecturers II are eligible, while Senior Lectors I are not, again widening the gap between faculty in Lecturer and Lector tracks.

Leave, to clarify the promotion process and create direct communication with the relevant dean (2017 Report, Rec. III.1, p. 15 (Off the Ladder, p. 7).[11]

16. Provide guaranteed annual funding, up to $2,000, for travel expenses related to teaching, research, conferences, and other professional development (Off the Ladder, p. 8); have fewer restrictions on use of this funding and include instructional faculty in child-care support programs for professional travel (2017 Report, Rec. III.4, pp. 16-17). Off the Ladder, p. 8)
17. Provide consistent and equitable research and professional-development support for instructional faculty of appropriate ranks, including increased central funds administered by the FAS Dean's Office. (IFWG Report, p. 8)
18. Ask departments and programs to support conference travel for instructional faculty who lack eligibility for central grants and to publicize available departmental funds. (2017 Report, Rec. III.5, p. 17)
19. In line with 10 above, amend Professional Development Leave (PDL) so it becomes a routine, non-competitive opportunity every six years; reduce restrictions on project types so that eligible projects include scholarship, pedagogy, teaching innovation, teaching materials, digital humanities, creative work, and other projects contributing to Yale's academic mission. (2017 Report, Rec. II.3, p. 12; Off the Ladder, p. 8)
20. Expand the number of annual or high-profile prizes recognizing instructional faculty excellence, ensuring that there is a prize for each division, and include prizes for teaching, mentoring and advising, research, and the creative arts. (2017 Report, Rec. III.3, pp. 15-16; Off the Ladder, p. 8)
21. Create standing committees to represent teaching and research instructional faculty and ensure that their voices are better represented in faculty governance. (2017 Report, Rec. I.3, p. 10)
22. Create peer mentoring programs so every new instructional faculty member on a multi-year contract has an experienced peer mentor, receives annual feedback, and has career-development support that goes beyond reappointment review. (2017 Report, Rec. III.6, p. 17; Off the Ladder, p. 9)
23. Strengthen department/program inclusion, visibility, and voice for instructional faculty. (2017 Report, Rec. IV.5, pp. 18-19; IFWG Report, p. 9; Off the Ladder, p. 9)
    a. Welcome and include instructional faculty at faculty meetings, departmental functions, social events, planning discussions, and at least one all-faculty meeting each semester to

[11] Although criteria are available in the Faculty Handbook and on the FAS website for Lector (https://fas.yale.edu/faculty-appointments-promotions/documents-resources/criteria-lector-track-faculty, last updated on April 30, 2009) and Lecturer (https://fas.yale.edu/faculty-appointments-promotions/documents-resources/criteria-lecturer-track-faculty, last updated on June22, 2018) tracks, attendees of the January 2026 Faculty Town Hall Listening Session voiced frustration at "the seemingly capricious ways in which some hiring and promotion decisions are made within some units" (2026 Interim Report, p. 4). The Off the Ladder report also mentions that, despite information in the Faculty Handbook, senior lecturers expressed there was "insufficient guidance and little encouragement in pursuing [Senior Lecturer II] promotion" (p. 7).

discuss departmental mission and future planning. (2017 Report, Rec. IV.5, pp. 18-19; IFWG Report, p. 9; Off the Ladder, p. 9)

b. Include instructional faculty on departmental committees, including admissions and search committees where appropriate. (IFWG Report, p. 9; Off the Ladder, p. 9)
c. Display all faculty profiles together, ladder and instructional, alphabetically in the same website sections, faculty directories, and photo boards; avoid segregated mailboxes; ensure offices of instructional faculty are clearly marked in building directories. (2017 Report, Rec. IV.5, p. 19)
d. Feature research, projects, and other achievements of instructional faculty in websites, newsletters, common-room displays, and departmental bulletin boards. (2017 Report, Rec. IV.5, pp. 18-19; IFWG Report, p. 9)
e. Encourage regular meetings with department chairs to discuss successes, impediments, and recommendations. (Off the Ladder, p. 9)

24. Address possible increased instructional workload and provide teaching-focused support, such as additional resources for Student Accessibility Services and additional administrative support for instruction-related tasks like special accommodations and make-up exams. (Off the Ladder, pp. 9-10)
25. Invite more instructional faculty to serve on FAS-wide, Yale College, and ad hoc university committees, including committees on the course of study, teaching and learning, Yale College administration, and high-level officer searches or selections. (2017 Report, Rec. IV.6, p. 19)
26. Increase involvement in campus life by considering instructional faculty for more high-impact positions on campus, such as residential fellowships, heads of colleges, directors of undergraduate studies, and directors of interdisciplinary initiatives, to name a few. (2017 Report, Rec. IV.7, p. 19)

## Group C Recommendations: Transparency, record-keeping, and broader institutional commitments

27. Establish an ideal composition of ladder and instruction faculty and long-term trends in instructional hiring within FAS-SEAS. (2017 Report, p. 9)
28. Reestablish and maintain FAS-SEAS initiatives to enhance and track the status, pay, and conditions of instructional faculty, like the Instructional Faculty Working Group, the implementation of which shall require support from the Provost's Office and all programs and departments in FAS-SEAS (2017 Report, p. 6)[12]

[12] In 2020, the FAS Instructional Faculty Working Group was formed partly in response to a call for such an initiative from the 2017 Report (IFWG Report, p.2). The group ceased to exist after 2023.

29. Improve record-keeping and transparency about faculty tracks, ranks, compensation benchmarks, committees, and all instructional faculty in FAS and SEAS. (2017 Report, Rec. I.1, p. 10; Off the Ladder, p. 10)
    a. Collect, analyze, maintain, and make available accurate, up-to-date information about all faculty—instructional, ladder, research, full-time, and part-time—in FAS-SEAS. (2017 Report, Rec. I.1, p. 10; Off the Ladder, p. 10)
    b. Maintain up-to-date lists of all faculty in each track and rank, publish accurate statistics about instructional faculty, and ensure that all faculty are included on relevant central mailing lists. (2017 Report, Rec. I.1, p. 10; Off the Ladder, p. 10)
    c. Disaggregate emeritus faculty, 1-year appointments, research appointments, clinicians, professors in the practice, and critics for multi-year "instructional" appointments (to address the data challenges presented in the 2026 Interim Report, pp. 9-10)
    d. Provide more nuanced OIR reporting on instructional and research faculty, including addressing broad categories such as "Lecturer and Other." (Off the Ladder, p. 10)
    e. Make available, through OIR or another secure site, minimum salary thresholds by track/rank and standard minimum raises associated with promotions. (2017 Report, Rec. III.1, p. 15; Off the Ladder, p. 10)
    f. Make available a list of committees on which instructional faculty may participate; and ensure that published committee memberships are current. (Off the Ladder, p. 10)
    g. Treat improved and robust data about part-time instructional faculty as a priority. (Off the Ladder, p. 5)
30. Create a dedicated unit for instructional faculty within the FAS Dean's Office, including a specific physical location for advice and information and at least one full-time staff member devoted entirely to instructional matters under associate-dean oversight. (2017 Report, Rec. I.2, p. 10)
31. Allocate additional budgetary support from the Provost's Office to the FAS Dean's Office, earmarked for the development and enhancement of instructional faculty careers. (2017 Report, Rec. I.4, p. 11)
32. Appoint a committee, chaired by an instructional faculty member and supported administratively, to research best practices at other universities for supporting and enhancing careers outside the tenure track. (2017 Report, Rec. I.5, p. 11)
33. Encourage better transparency about non-classroom, student-focused curricular or departmental work done by instructional faculty through discussion of "course equivalents." (IFWG Report, p. 13)
34. Add a strong statement of academic freedom to the handbook that explicitly protects instructional faculty. (based on concerns raised in the 2026 Interim Report, pp. 3, 6)

## Conclusion

The recommendations consolidated in this report do not represent a new agenda, but rather a sustained call to action to address ongoing concerns documented repeatedly since 2017. Many meaningful reforms have been achieved, but persistent inequities and a negative faculty climate amongst instructional faculty demonstrate that substantial, significant work remains.

To improve the instructional faculty climate, the Deans' offices should work with the Senate, the Provost, and departments and programs. Needless to say, such university-wide conversations across units require time. As the people involved rotate out of their positions and new ones join in, the loss of continuity and institutional memory can pose a threat to progress. It is therefore imperative to identify responsible offices, establish a clear implementation schedule, and report annually on progress toward each recommendation. We conclude by reiterating the 2017 Report's view that although "enhancing the experience of non-ladder faculty is a sufficient end in itself," it is also "an imperative for the excellence of the university." (p. 7)

Respectfully submitted on September 10, 2026, by the continuing members of the 2025-2026 FAS-SEAS Senate Instructional Faculty and Academic Support Committee,

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