

This PDF document contains anonymized responses to the narrative questions in the FAS Senate survey on the Status, Pay, and Conditions of non-ladder faculty in FAS. The survey was circulated in February 2017 and the Senate report was published in April 2017. In the report, we promised to share the anonymized narrative responses to the survey with Yale faculty.

Emily Greenwood and Shiri Goren

(Co-chairs of the FAS Senate committee on the Status, Pay, and Conditions of non-ladder faculty in FAS)

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Q25 - It has been noted that the term 'non-ladder' defines status by negation. What term (including 'non-ladder') might you suggest to describe positions not part of the tenure system?

Not at this time, I need to think about it

Teaching Professors

adjunct

Certainly use of the term faculty: e.g. Teaching Faculty

Lecturer- Senior Lecturer- Professor of the practice

Teaching faculty

Research faculty, Lecturer

While I agree that the term is negative at this point I cannot think of any alternative term

Teaching track

non-ladder

Faculty

non-tenure, research position, teaching position

Changing the name will not change the status-- we all know that

Professor in the Practice, Associate Professor in the Practice, Assistant Professor in the Practice

I'm afraid I have no suggestion, but the discrepancy in salaries for parallel work is troubling.

The name is not important to me. What is important is the lack of respect.

status by negation is fine by me. who is so bloody sensitive?

Staff faculty

Faculty

A faculty is a faculty. How about changing the "ladder" part of the faculty to describe the position

Research faculty

tolerated colleague

professor who knows how to teach (vs. professor who thinks s/he is wasting his/her time teaching)

Teaching Focused Faculty

lecturer

adjunct; casual; contingent; precarious

Faculty positions, period.

I don't know. It is what it is.

I don't have a problem with "non-ladder". I have other concerns about the tenure system.

faculty

I would like a term that did not have that negative connotation--let "non-ladder" be an administrative term, not a public one.

Affiliate Faculty, Teaching Senior Faculty

I don't know. I came to Yale from a public university where this term was never used. I learned it here. Maybe not tenured faculty.

non-tenure tracked

Precariously employed faculty

inferior

Non-ladder is reasonable terminology

"Contract"? "Temporary"? What about distinguishing three groups of faculty: teaching faculty (non-ladder teachers), research faculty (non-ladder researchers), and ladder faculty (who presumably do both)?

Non-ladder is fine.

contingent

I am happy with being called an adjunct professor

Temporary? This is how the students seem to frame faculty positions!

The institution should worry less about making such distinctions and worry more about supporting us.

Lector

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.

My right is weaker than other positions

Professor of Practice

Ladder of Practices

professor if he/she holds a doctorate degree

teaching faculty (with reduced research commitment)

Special-appointment, Faculty of Practice, Professor of Practice

faculty affiliates

"Research Faculty" is already used in university publications, forms, and guidelines, although it does not include lecturers/lectors.

self-financed

I have no problem with this term. We have much more important issues to deal with.

Professor in the Practice

research faculty

Professor of the Practice

(Whatever rank) of the Practice

No suggestion - yet I agree with this statement.

Non-ladder is fine, because it recognizes the precarity of the position.

affiliate

Language Faculty

This term does not bother me.

For language instructors - professor of practice or professor of language and culture

Teaching Faculty

contracted faculty? adjunct faculty? (just) faculty (as opposed to "ladder faculty")

term, teaching faculty, faculty of the practice, administrative faculty

non-ladder; non-tenure track; subaltern

Professor in the practice of . . .

Faculty

Precarious

n/a

contract faculty

non-tenure or research/lecturer or don't use any term. Use ladder for ladder so there would be faculty and ladder-track faculty

temporary

Lecturer/Senior Lecturer

Contract Track

teaching on demand

Teaching

Research Faculty

Lecturer

Teaching Professor or Teaching Faculty

Supporting Faculty

The term "adjunct" is a better one to define "non-ladder." I would like to see Yale do away with the formal "adjunct" title for anything other than non-ladder positions, and then refer to ladder and adjunct faculty.

Research Faculty

term appointments

If "associate" could be restricted to all non-tenured faculty that might help. Associate senior lecturer etc.

Teaching Faculty (vs. Research Faculty)

Don't think there's one term. A spousal hire with longish contract has quite different status from postdoc going year to year.

Research Faculty or Teaching Faculty, depending on the position

Non-ladder is fine with me

There should not be a two tier system, so I cannot give a name to something I don't believe should exist

Affiliated Faculty

Faculty, Teaching Faculty, Contract Faculty

I'm not particularly concerned with the name. The terms of employment matter most.

simply "faculty"

Maybe "ladder-free"? This is a tough question.

Researching? Teaching?

non-ladder (can't think of anything better at the moment)

teaching faculty, education faculty

"Teaching Faculty" or "Teaching Track Faculty"

adjunct

Teaching-intensive

Research/Lecturer Track

Professor of the Practice (For Lectors holding a PhD who engage in research)

peon loser

teaching-focused (where applicable)

No future security

Casual

Q26 - In your opinion, what constitutes excellence in your position?

Students are paramount: learning who they are both as people and language learners, helping them achieve their goals as autonomous learners; being a supportive, contributing member of my department, university and field at large; developing myself as academic professional; being a well-rounded human being.

Excellent teaching; professional activity and recognition outside of Yale; creating (effective) programs outside of classrooms; mentoring colleagues; creating meaningful (professional) relationship across departments/programs; student advising; involvement in university life; university service.

Probably the same qualities that constitute excellence in any academic position: teaching and research.

Happy students

Ability to choose courses to teach, teach them in the manner that best reflects both the subject matter and the most effective way for students to learn that material, even if that does not fit neatly into standard class format.

Being invaluable to your colleagues

I feel truly lucky to be part of a team that during the past decade has created what must be the strongest program in the nation. My colleagues are excellent. Writing by our students dominates open competitions in the nation. A 2015 article in the Yale Daily News, titled "Yalies sweep creative writing award," gives a sense of how strong our program has become. That 2015 sweep (10 of 10 awards nationwide) was followed this year by Yale students winning 4 of the 5 awards nationwide. No other university comes close.

Excellence in teaching, engagement of faculty and student in a new multidisciplinary curriculum, successful mentoring of students. (With a less than half-time appointment at Yale, my research

activities have necessarily been disconnected from my Yale appointment and teaching duties; instead, they are connected with the major professional society in my field of expertise.)

Student satisfaction, teaching outcomes, ability to instigate students' interest in the discipline we teach,

Good research and fine teaching

Evidence of strong, effective teaching as demonstrated through conversations with me about my teaching, leadership among other teachers in terms of curricular and pedagogical innovation, observations of my teaching, and qualitative narrative evaluations by students (not rating scales).

The ability to perform all the functions of tenure-track faculty, although at about 1/3 of the monetary compensation rate.

Having an independent research group

Ability to manage contracts, write grants, and perform advanced research simultaneously.

Excellence in teaching, extra-curricular activities, professional work outside of Yale. Keeping up on my field, improving my teaching content and methods every year.

excellent teaching

Consistently positive student evaluations appear to be the single biggest factor in rehiring. Professional success also figures in this equation, to a lesser degree. Personally, I assess my success as a teacher based on the work of my students--their engagement and creativity.

intellectual achievement

*Creativity in designing activities that promote learning and are also attractive to students. The ability to relate to students and be understanding of their situation without being a pushover on grades is also important.

The ability to teach highly motivated graduate students.

Meeting project goals and timelines and building quality instruments.

Doing creative research that benefits the lab in general

The Yale name and the resources of my dept.

Keep improving the materials and teaching for students' needs. Challenge sprits to do new things. Up-to-date skills. Engaging, energetic class.

The preparation and experience in methodological strategies for the teaching of foreign languages and basic education in the sciences of education and psychology and university pedagogy

Being able to teach my specialty.

Doing science that is recognized as excellent by one's peers

to be able to communicate with students in a manner that makes sense to them about the language and culture that is foreign to them and help them to adapt and utilize them

Helping students achieve proficiency in, and imparting a sense of excitement and relevance, of the subject.

Quality of teaching, Quality of mentoring-advising students, Quality of research, Efficiency in administration, Engagement with public

Being prevented from teaching classes in my specialty, I cannot exactly answer this question.

the love of teaching

Teaching is, of course, a central responsibility, but my position also requires substantial expertise in the broad domain, particularly since I advise both graduate and undergraduate students. There are no ladder faculty with the requisite expertise for some student projects, so I am often asked for significant input.

Teaching

Successfully teaching students how to read critically and write cogent arguments.

There are little institutional rewards or incentives, or even a clearly established path of promotion for my position, hence it's difficult to answer this question. Excellence lies in teaching prowess, as documented in evaluations; recognized and singular contribution to the community; and an outstanding professional portfolio.

Excellence in teaching; Excellence in teaching pedagogy; Service to the university and community

Being an outstanding teacher and advisor

Personal attention to students. Being willing to change and improve your teaching methods based on experience and evidence-based advances in pedagogy. Achieving student learning goals. Investing time and personal resources into professional development.

Students come first: our focus should be on sharing our knowledge in the most effective way possible and guiding the individual students as necessary. This requires being aware of new trends in education, including technology, and carefully selecting methods and resources that work best for us as teachers and for Yale students.

working on multiple projects with different grad students, creating own research directions on top

Continued demand for my courses and high achievement of students, undergraduate and graduate. Recognition from colleagues outside Yale--requests for reviewing manuscripts, books, and invitations to speak.

Being able to engage, inspire and help students to achieve their career goals and dreams.

I believe that an excellent teacher is somebody who: 1. knows his or her topic very well, and is able to explain and transmit that knowledge to the students. 2. is always prepared for class. 3. organizes different activities to create a good and clear environment to learn. 4. has always time for his or her students. If the students cannot come at his or her office hours, it is important to have appointments with them. 5. always tries to make improvements to the course. 6. make sure that students know what the targets of the course are. 7. corrects papers and gives feedback to the students immediately. 8. cares about students. I believe that teaching is more than a job, it is a vocation.

no need to worry about grants

Teaching + research (presenting papers and/or writing articles, textbooks etc.)

Ability to survive and thrive as a scholar despite a lack of planning security and a precarious job market environment.

Excellence in research, including supervising Ph.D. students.

I'm not sure how to understand this question. But I will say that, in my position, I think "entrepreneurial leadership" is a key attribute required for success. I think the success I've had in my position has largely come through relating to the University as a sort of "market" within itself. I've found opportunities (like the course catalog) to offer contributions and "compete" alongside existing offerings to make a case for my particular vision of the humanities and, indeed, of the university as a whole. Built on a firm

foundation of grant support (a three-year grant I helped author), this work (largely above and beyond grant requirements) has allowed me to build a program I really care about and I think is serving the college and the university well. What is unclear to me is whether this work has any hope of longevity given my tenuous status vis-a-vis the tenure system.

I work extremely hard on teaching and on counseling students - during office hours and working with advisees. I have developed popular courses and work hard to maintain students' interest and the rigor in each course, even if I repeatedly teach the same course.

The ability to do whatever is needed as soon as it is needed.

Commitment to excellence in teaching and research responsibilities. Manages time well and works well with others on the research team. Passion for learning and dedicated to personal growth. Produces compelling, interesting scholarship that contributes to people's lives.

Teaching well, positive interaction with faculty and students

Positive impact on students. Ability to engage students in real world questions of great importance and relevance. Ability to inspire students. Dynamic teaching. Serving as a role model.

Informed, passionate instruction and supportive mentoring of students.

Retribution adjustments Possibility of career advancement

- innovative teaching with a positive impact on students and on the department and program's overall curriculum. - maintenance of a high-achieving research agenda (despite lack of institutional support or recognition for it)

Various faculty and students

Dedication, students' progress and long term interest in the subject you teach as a result of your influence.

Language classes offer knowledge, practices and discipline of language through intense daily interaction with students. We meet students on daily basis and are important part of students' life.

To teach well the subjects that I am in charge of.

I wish that the perception of non-ladder faculty at Yale would change, especially of lectors. Recently, a graduate student told me that, in no time, everyone figures out that Yale lectors are "second-class citizens" (below graduate students in terms of departmental division, treatment and respect). The paradox, of course, is that a number of lectors hold a Ph.D. degree and publish (even scholarly articles and books), and often are highly recognized and respected in their field outside of Yale. I wish that a new terminology would be used for Lectors to change this humiliating perception (or at least for those who have qualifications at a professorial level). The division into Language Teachers (native speakers without higher degrees) and Professors (scholars with a Ph.D. degree) was originally designated by Rene Wellek in the 1960s, but is no longer fully applicable in today's global world. It is not the rank and conditions that should be necessarily changed but just the title that would reflect that lectors are as valuable as other faculty. Adjunct professors might hold less benefits than lectors but because their title carries the designation "professor," they are perceived as professors. There is a range of possible title changes, such as Teaching Professor-Lector, Assistant Professor-Lector, Cultural Studies Lectorial Professor, or at least Professorial Lector. It is a well-known fact, that a number of lectors hold this rank because they were unable to secure a tenure-track position; yet, they still have qualifications at the level of Assistant Professor. One becomes easily trapped in the lector category of non-advancement possibilities. I was recently told that I was highly overqualified for an Assistant Professorship for which I intended to apply.

Conducting classes that are compelling and inclusive, responding to the needs of students in the class by adapting the course midstream if necessary, giving individual attention to students, communicating

with colleagues, seeking guidance from more experienced colleagues, refreshing the course material over time, informing students of events and activities on campus that might build on or complement classroom work, remaining sensitive to one's own biases.

My main research capacity is to assist students and postdocs with their research efforts, and in so far as I can do my best to help design successful experiments, obtain excellent results, interpret them in meaningful ways, and publish high quality papers in top journals -- that is my job. Excellence means going beyond: making sure I am constantly learning, not only solidifying fundamentals, but staying current with state-of-the art research worldwide, and also seeking further research, teaching, and educational opportunities to better myself and reach out to others.

Successful publication record for myself and students I am mentoring.

Excellent and innovative teaching, success in curriculum development and training graduate students for teaching

continuous support by outside grants

Publication record, funding record, good research portfolio

Teaching at the highest possible level, including training of the next generation of language-teaching professionals

designing a successful experimental and analytical work with the different lab members (students, postdoc and faculty).

teaching: strong teaching evaluations, publishing in the field, awards, administrative duties: successful program, satisfied faculty, satisfied students, development of innovative courses and programming

Produce high quality science communicated through publications. Established fruitful collaborations. Successfully train young generations in the laboratory.

High quality research. Productive collaborations with other groups which lead to mutual learning and understanding. Satisfaction derived from hearing of successes stories from students / postdocs I helped guiding or mentoring

Positive feedback from course evaluations.

Scholarly production. The existing so-called "professional development leave" is given almost exclusively for classroom activities. 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 Ph.D.s) just because they are classified as "non-ladder".

Organization, leadership, ability to communicate, manages well and holds a wealth of knowledge.

Good teaching.

Influencing the lives of students...yet the department never gauges how much my program means to them, and I don't have the admin support to design a tool to survey them.

Dedication to our students. Long hours of hard work to prepare and teach courses of excellence. Long hours of writing tests/exercises, and grading papers and tests. Many requests for letters of recommendation, often years after the student has graduated.

Having an impact in the classroom. Teaching my students something real and important, seriously challenging them and inspiring them.

To develop advanced new research programs.

Increases in enrollment/student satisfaction as seen from course evaluations.

teaching outcomes (students winning the national competitions, etc.) and consistently excellent feedback from the students

High-quality teaching, being available to students outside of class, working with other people teaching in my department to strengthen courses, thoughtfully developed courses and curriculum, positive relationships with students.

Teaching abilities; Students achievements; Colleague recognition

Superior teaching, attentiveness to students, creativity in course development, professional advancement (attending lectures, conferences, workshops, and keeping up with research publications, doing research, writing articles), supervising and mentoring graduate students.

Teaching, designing original courses and course materials, writing textbooks, articles, books, presenting at conferences.

A simple answer: excellence in all the components of my job: teaching, administration, and contributions of the vibrancy of the school.

Teaching and advising well while maintaining an active research profile.

Teaching, being available to advise students on their research, being available in office hours, thinking about teaching methods

Conscientious teaching, mentoring, and interaction among colleagues; implementation of a rigorous and effective language curriculum, meaningful interaction with students in and outside of the classroom, mastery of the subject, and an ability to impart that mastery to students to be able to palpably assess their improvement in the language. Also, staying abreast of trends in the language and culture.

expertise in application of technology I support

I am a research science, so obviously, excellence in research. I have an excellent publication record, an excellent citation record, am fellow of scientific societies, and have received two prestigious medals; and am editor in chief of the main journal in my field of research, thus can claim excellence.

innovative teaching, filling a gap or a need in departmental specializations

Since the primary job is teaching, teaching excellence should be evidenced by students' evaluations, colleagues' observations, and colleagues' reports on team work and course development.

I wish I knew. There really is no set definition and how well you work with your PI really is subjective. I am lucky and have a good relationship with my PI, but I feel like the rest of the section, department, and medical school still think I am a post doc and treat me like one and there is no obvious way to change that. Nothing that "constitutes excellence" that I could strive for.

Feeling personal satisfaction at a job well done. Continuing relationships with the students. Student evaluations. Being renewed.

Scientific recognition allowing to get tenure

The ability to contribute as much as a tenured professor but with slightly more attention to pedagogy.

Always putting my students first, helping them to the best of my knowledge, and making sure that I improve as a teacher according to their inquiries, observations, and needs. In sum, to serve them.

Dedication to teaching and mentoring of students.

high ratings from students

careful reading and teaching; availability to students; assisting faculty and sharing ideas

By others -- teaching. From my point of view: teaching and publishing.

Student growth.

Being well recognized by an international research community

A successful class where students are engaged and learning

Since I teach science, excellence is the ability to ensure all students feel welcome to be part of the scientific community. If my students have learned that science requires a diversity of opinion, thoughtful people working together and hard work and is not only done by a genius in a tower, then I've done my job.

University has no coherent or consistent policy for non-ladder positions, so my opinion is irrelevant. Yale should take a look at how positions for non-ladder faculty are created and nurtured at places like Caltech if it is serious. Otherwise this is just another survey!!!

Inspiring students and teaching them well. Nurturing my TAs to write excellent literature/be motivated with good concepts. I think I have gathered a fantastic group -- over the years, my former students have gone on to companies and used what I've taught them. My former TAs have likewise gone on to great things, including writing a well-received piece on an issue inspired by a classroom discussion (and also teaches a course at Yale), another is clerking for the New York Court of Appeals, and still another is clerking for the Supreme Court next year, and I stay in touch with all of them.

High quality teaching. Providing leadership in my area of expertise on campus and in external professional communities. Providing timely and high-quality research support for faculty research groups at Yale.

Creative, engaged pedagogy. Because we don't get leaves, we are there for students in all years of their study and can develop deep advising relationships. I also help grad students who are in difficult positions.

Teaching prowess, plus the scholarship that undergirds it.

The same that constitutes excellence in any teaching position: commitment to students' advancement, honesty and even-handedness on topics of importance to students, willingness to aid students outside of class. Particular to my position? Acceptance of professional status that is limited, less well paid, and insecure -- and refusal to let dissatisfactions lessen commitment to students.

Excellent teaching and openness to students.

In my teaching, I am proud of three things. (1) My courses are rated rigorous and yet students think they are fun. (I draw a high volume of non-majors to take a course that requires them to write 5 papers.) (2) I collect midterm evaluations and make/announce changes in response to this feedback. (3) I meet weekly with my TFs, grade papers with them, and visit all of their sections. Many tell me these practices are unique in their TF experience.

Teaching effective, thought-provoking, rigorous courses that add significantly to the department's offerings; doing some measure of advisement; doing a level of research and writing appropriate to a scholar at a major research university.

Performing quality research and/or scholarship that leads to new knowledge, as disseminated through publications. Mentoring graduate students and postdoctoral scholars in their work and in career choices.

Excellent teaching, excellent research, raising the profile of my discipline at Yale by organizing and contributing to events on campus, assisting Yale faculty and students with grants, activities and research in my field, good general university citizenship

Teaching, advising and evidence of creative work

My contract is renewed (or not) based on the department's evaluation of my teaching and service, so that is what counts as excellence from an institutional standpoint, but personally I care about writing, publishing, and my reputation in my field as well.

Devoting time to students, to organizing effective classes

Providing students with a great classroom experience. This of course includes learning the subject matter. But students also need to learn how to think about the subject matter and how to solve problems. My specific STEM field is one of the great achievements of humanity, but its beauty is often lost. The profession has failed to convey that beauty to students (indeed, to the world). There is little that is more satisfying than having students see, understand, and appreciate that larger view of my field.

Devotion to teaching combined with serious responsibility and exceptional performance in my own field.

Dedication to classroom teaching and learning. Learning about and employing new pedagogical techniques designed to improve (and quicken) student learning. Acting as an ambassador for my department and major to students and faculty in other departments and majors. Fostering interdepartmental cooperation and assistance to create a better learning environment for students.

Helping to make the department a better place to teaching and scholarship

Teaching excellence and the ability to teach a range of courses. Administrative efficiency and responsible financial oversight.

Giving excellent lectures, designing thought-provoking assignments that partly test students on the basics but also require them to build on these basics beyond what was taught in class, getting to know every student in every class I teach, treating students like people, being very responsive to student e-mails and requests for appointments outside of office hours, etc.

research activities

Excellent teaching, coupled with smart time management so that I still have time to conduct my own research.

Publications, recognized by peers being able to have own research projects.

Commitment to students and to generating innovative approaches to even traditional topics.

Excellent teaching, clearly, but also being able to help others improve their teaching. Being able to get things done, both within the department and with the administration. Working well both within a team and as a team leader.

In my position, excellence required professional, productive relationships with students, graduate students and staff, along with the creation of topnotch teaching materials for students and mentoring opportunities for graduate students.

Satisfaction teaching great students.

Teaching excellence, innovative pedagogy, solid research/professional service record

Generally, outstanding support of science going on either in their lab or in the wider community (if they help run a core facility). In some cases, research scientists may also be carrying out their own projects, and so publications are the measure of excellence.

teaching, research, university service

Skilled teaching, attentiveness to students' needs, competent administration, willingness to go above and beyond the minimum both in teaching and in service.

Positive student evaluations, publication record

Getting things done

I am primarily interested in undergraduate teaching. I aim to make every seminar and lecture a potentially transformative experience for students.

Teaching, coordinating courses, mentoring grad students, being actively involved in scholarship of teaching and learning

Q27 - Briefly describe the most positive aspects of your work here at Yale.

Nice relationship with colleagues and supervisors; Having an office that is not in the BASEMENTS of the building; Support and appreciation for what I am doing; flexibility in how I am organizing my working schedules

My students, my colleagues, a culture of intellectual excellence

- Yale students - an incredibly diverse student body, highly motivated, hard working. Some are truly bright.
 - Colleagues - in particular, but not exclusively, in the non-ladder rank.
 - Intellectually stimulating academic environment, as well as access to a variety of cultural resources.
 - Considerable freedom to execute a multi-year vision for my program.
-

Good students; Various resources;

Working with students on an individual basis to design and implement their research.

I really appreciate the freedom to design and teach courses in my program and the chance to work with Yale students. Office space and administrative support are excellent.

Teaching engaged, enthusiastic students and interacting with a broad range of academics.

Students

Freedom to create my own projects, the resources available to carry out initiatives,

The excellence that shows in awards (above) leads directly to fine jobs (for which my colleagues and I do much to try to assist) and fine achievements.

Engagement with students and other faculty

The students - they are awesome

Work with the students and fulfilling their expectations, inspiring their interest in the field I represent, ability to contribute to Yale broad community, nice human contacts in the department and with other parts of Yale, nice social milieu.

Teaching gratitude students

Working with the students, working with my fellow teaching colleagues.

- Small-size seminar groups that offer a more effective learning environment for students as well as for professors.
 - Supportive administrative staff in my department.
 - Attentive and passionate students.
-

Good academic environment. Benefits are good.

Yale has provided exposure and assets (journal subscriptions, name recognition) previously not available. I think it is an unfortunate part of human nature but people take notice and take you more serious when you are associated with a big brand like Yale than a lesser known institution or company.

Are you looking for puff pieces here? The positive aspects have been working with the students. The negative parts of being a lecturer are many -- You are never a full member of the department (can't attend faculty meetings, etc.) and are treated as such. For many years, I taught large classes (100+) and advised more students than most faculty yet I was compensated very poorly (lower pay than what I had received for similar work at another institution for less work and, perhaps most disturbing, no raises for probably ten years!). Most of my research (and the undergrads who worked with me) was paid for out of my own funds and I have had difficulty finding time to write it up. Only recently has this situation improved.

I love the students. I enjoy them as people and also as aspiring members of society. I love the faculty that I have the privilege of working with. In both cases, there are sterling people, as humans most importantly but also as people aspiring to excellence in their field. Both students and the faculty keep me on my toes and inspire me to reach my own excellence in every way.

great colleagues and excellent students

It is a pleasure to have talented students and colleagues and to be part of a community that values scholarship and creativity. There is a real culture of cordiality at Yale, embracing community members of all levels, but it is also an intensely hierarchical place.

interaction with (some) colleagues

Until this year, I've been able to direct a course, which means I've been able to have some input on the materials used. In addition, I worked for many years in a Yale Summer Session Abroad program, which allowed for much greater creativity than my usual courses, as well as significant contact with students.

I feel that I am really helping the graduate students with lab work that is beyond the capacity of the faculty. I enjoy working with the students, and I feel valued.

Work with students is an overwhelmingly positive experience. Collaboration with other units is also a very positive experience

It's a stimulating and collaborative environment. Researching and developing state-of-the-art technologies.

Being able to focus on doing excellent research

Great students, great mentoring.

Always challenge and try to include new aspects to improve teaching and teaching materials.

The added value that is received professionally from working in a highly-recognized institution at national and global level, and the multiple opportunities to increase professional training and teaching experiences from within the institutions of the university itself, and from professional relations with Prestigious colleagues.

STUDENTS

Able to work with a good group/mentor and do interesting research. This freedom and the benefits are decent enough to overcome the lower pay than comparable positions in industry.

working with students and colleagues

Teaching and interacting with teenage students every year. Earning their respect and keeping them excited.

Research facilities (the library; and the collections); Teaching in Yale College; Engagement with Yale College students (I advise freshman and sophomore students); Opportunity to engage with a range of scholars in other disciplines; Engagement with and support from the Teaching and Learning Centre
Being able to teach very articulate and smart students, even though only in gateway courses, and using the wonderful resources for research.

good students

The academic community is wonderful to be a part of. Unfortunately, the tight limitations on what we are allowed to do, the resources that are allocated, and the respect we are accorded diminishes that pleasure dramatically.

1) amazing students 2) non-ladder colleagues 3) benefits

I believe that I successfully teach my students how to participate in a community of knowledge production and to critically engage with the world.

I love my colleagues. This includes all those who want to do what's best for the students and who are excited about new intellectual and artistic challenges, as well as my institutional collaborations across departments and the professional schools. Collaboration has been one of the major ways the curriculum I direct has gained visibility and recognition. The willingness and eagerness of so many at Yale to work together to make great things happen has characterized in the best way my ten years of teaching here.

To witness students growing in knowledge, as well as individuals making a positive impact in the learning process of students, graduate and undergraduate Attendance in lectures and other events on campus

working with very good, motivated students and very good faculty colleagues

A great intellectual environment, good working conditions, great students

Positive aspects of my work specifically, or of working at Yale? My work: Implementing my ideas for effective science teaching and outreach, which for me is a form of activism. Working at Yale: Abundant resources for projects and for experimentation in teaching. Smart and creative students and colleagues.

1. Watching students grow intellectually and revel in new found knowledge. 2. Sharing experiences and knowledge with colleagues both within and outside of my department/program.

good climate in the group, little bureaucracy, support from the non-academic department staff

I love my students, love my office and my office environment (one of the colleges). I seem to be loved by the students in turn. I suspect I am recognized by the university--but hard to tell. Having been at Yale for almost fifty years, it is a comfortable fit.

It is a place which allows me to create teaching environments and develop courses that inspire the students and in turn, the students inspire me.

The students! also being part of an excellent university and the professional academic atmosphere

I believe that the most positive aspect of my work at Yale are my students. They keep me going. I do everything I can to make my class worthwhile. I want them to learn, but also to enjoy while learning. We meet every single day and after three or four weeks we are no longer a class, but a family. I teach them, but they also teach me and I learn from them. Students at Yale are the best part of this institution. When I see them at the beginning of the semester and at the end, I realize that my work has not been in vain. They have progressed enormously and this is the greatest reward for me.

Being able to design my own curriculum and have the flexibility to modify it according to the needs of the students and fine tune it to provide them skills that will be useful to them post-Yale.

help for the basic research and publication of high impact research papers

great students & colleagues

Students are engaged and mostly willing to learn. Faculty is willing to help and appreciating the lecturers' work. Yale offers a few perks (like a great library) that come in very handy for research etc.

Academic freedom. Access to extraordinary intellectual capital. Motivated students. Flexible work hours. Excellent office space. Good health and mental health benefits.

Working with the excellent graduate students who choose to attend Yale.

My interaction with students is by far the most meaningful part of my work. One half of my bulletin board in my office is covered with hand-written notes and cards given to me by former students—just for me to see and to encourage me as I work. I believe deeply that education is a matter of student formation and I'm so grateful to be able to invest my time and energy in the formation of such amazing young people without the burden of tenure publication requirements. My friends and colleagues on the tenure track are regularly instructed NOT to be caught investing too much in the lives of their students—lest someone take this as evidence that they're not working hard enough to publish. While it's hard to find too much solace in this "negative" job satisfaction ("at least I'm not tenure-track junior faculty!"), 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 students are superb and appreciate the work I do for them. It is stimulating to work at a great university.

I have always found departmental colleagues to be helpful when approached for any kind of input or aid.

Learning from students and brilliant scholars. Excellent resources like the libraries and the Center for Teaching and Learning. I get to be a part of an incredible research team. We are offered opportunities to partner with other great institutions and to publish our work.

For me this is a retirement job. I'm thrilled and grateful.

The inclusive and inspiring departmental community. The abundance of opportunities and resources here. While everyone is generally quite warm and welcoming, I find the number of younger female role models within the department perhaps the biggest benefit for a younger female employee (I am 30) in the first job out from graduate school.

High quality of students, Interesting colleagues, Great office space, Library, Cultural events at Yale

My department's culture --- enthusiastic, nurturing, and respectful -- and the passion for learning exhibited by most of the students.

Intellectually stimulating if supported by department, Retirement benefits

- wonderful and stimulating colleagues who enrich my intellectual life and research agenda - wonderful and stimulating students (both undergrad and grad), who enrich my intellectual life and research agenda - Freedom to design own courses, including unconventional and interdisciplinary ones. - access to university resources, particularly libraries and Yale collections, for both teaching and research

Accessibility to resources

Excellent students, bright and hardworking! Love them.

brilliant students!

Essentially complete autonomy, extremely flexible work hours, intellectually stimulating work environment, interactions with very intelligent students and colleagues and excellent health care.

As language educators, we solidify student's language ability and inspire them to explore more about the target language's literature, and culture.

Nice atmosphere and some bright students whose number unfortunately is declining

Students, co-workers (senior lectors)

Despite my criticism above, I recognize Yale as one of the most wonderful--if not the best--academic institutions to work at. Undergraduate students are wonderful, great thinkers and analytical writers with endless talent and originality. Yale Residential College system is unique, and if one becomes a fellow, he/she is treated with respect and friendship. There has been a lot of improvement in all areas of academic, administrative and human resources in the past two decades. Thank you for all these great improvements.

Teaching, Students and Colleagues

The chance to work with bright and engaged students, the chance to know those of my colleagues open to connecting with someone low in the hierarchy, being part of the larger world of the university, being eligible for excellent benefits, developing as a teacher and thinker as I meet the demands of teaching and advising

I love my work and my colleagues, working with students, collaborating with people from a variety of scientific backgrounds, and always having the option of digging more deeply into a particular topic. The quality of research and career mentoring by professors here is top-notch, the students are bright, interested and ambitious, both graduate and undergraduate, and the administrative support is very helpful.

Opportunity to advise graduate students.

I have had, in my short time so far, a great deal of opportunities I don't believe I would have had access to so early in my career elsewhere, such as mentoring graduate students and the future possibility of course coordinating.

Freedom to work on creative projects

I enjoy my research and the responsibilities given to me by my lab and the University. I find Yale supports researchers better than other universities that I have worked for.

Engaging with a vibrant and diverse group of students on a daily basis as they learn to express themselves with greater and greater precision and sophistication in a second language continues to bring me enormous joy. I simply love these kids!

I have the resources to conduct high end research

excellent students, institutional desire to innovate and expand, resources (libraries, access to research materials), events

Great working environment, excellent facilities and resources, opportunity for collaborations, prestigious university.

Good atmosphere for research. Opportunity to attend good lectures / seminars / events. I feel that the department is supportive of my work. Great library resources.

Yalies are excellent students and good people. Research projects are readily available for participation.

usage of library and attending workshops

Having gained the recognition of a number of highly achieving students.

Changing the way students look at STEM

A supportive department -- I was a PhD student here, so I'm already well-integrated; the place feels like home, etc. Our administrative assistants are truly excellent!

The students, and the teaching community in my program.

My students. The support I have received from one of the Councils at the MacMillan Center to organize a Film Festival in the fall and a Filmmakers' Visit Series in the spring.

Interacting with my students and colleagues. The course I teach has a particular subculture that I love. The culture and standards created by its faculty and curriculum draws students who appreciate and want to be part of this particular conversation. I also greatly appreciate the benefits offered by the University.

Expanded the university research capability in my field (science).

I appreciate the support from my colleagues. They are always available to lend an ear.

I love teaching and mentoring the students, and I am actively involved in research tied to my teaching.

I feel very supported and included by my department even though I am only a part-time lecturer. Others treat me like a member of the department, regardless of my status. I've also had a great experience getting to know my students. I get a lot of good pedagogical guidance at meetings, and I feel like my teaching keeps improving.

Extremely high level of students Learning opportunities from colleagues

I enjoy the most 1) my interactions with the undergraduates both in the classroom, where we share ideas, and outside of class where I meet with them and evaluate their written work and 2) the classes that I teach also keep my mind active and motivate me to expand my intellectual knowledge.

Teaching, writing, being in a stimulating environment.

I work at one of Yale's professional schools and it is one that is very well managed. To a first approximation, it is a wonderful place to work and non-ladder faculty are respected, they have a clear role, and a path to advancement. Our faculty caste system still exists, but the divisions are much less pronounced than in the college in my experience.

The best parts of Yale's non-ladder faculty system are that it hires people full-time with salary and benefits (rather than paying by course), requires no more than the standard 2/2 course load, and allows parental leave. As a result, it's far better to be non-ladder faculty at Yale than ladder faculty at many middle- or lower-tier institutions.

The students are fabulous, I have great freedom in my course design, Yale has excellent resources for teaching and research.

Course load; student excellence, motivation and good will; regular and meaningful interaction with students; palpable evidence of student engagement and improvement; collaboration and congeniality among colleagues of same rank; summer teaching opportunities; the rich intellectual, music, and arts community.

participation in research

work with colleagues, post docs and grad students. access to e-library.

interacting with students and faculty

My teaching load (2/2) is lower than that of my colleagues in other universities, where they can teach up to 4 courses a semester. I love this, because it gives me time to organize my classes, create interesting lectures, and be creative with my exercises/activities. The quality of my work is definitely

better because of the low teaching load. If I wasn't a course director, I would be teaching 3/2, which is also acceptable.

The students.

I enjoy working with my research group and I love teaching

Since I am not an academic, teaching the seminar that I have been teaching for the last five years is a bit of a lark. I have enjoyed getting to know the students -- and have been thrilled by their seriousness and hard-working approach to my seminar.

The people I work with are wonderful, both the students and the faculty. I have been given flexibility and freedom to design my own courses and advise upper-level students. I work in a field that is often underrepresented at the university level. I have the possibility to be up for promotion in a few years, which I find highly motivating.

The fact that, after so many years, I still look forward to each day of teaching. I truly enjoy the interaction with my students (no semesters alike!). I teach them and learn from them as well.

1. My work with the students and the mutual learning process. 2. Support I receive from my program and my department. 3. Great assistance from staff and administration.

I love everything about Yale except for the level of compensation - the faculty and students are amazing, given Yale's net worth as an institution and a move towards more multi-disciplinary teaching, such as I successfully provide, a bit more creativity and financial backing towards creative faculty would be likely ideal for all

the community and possibilities for dialogue with wonderful students and faculty

Students, colleagues - course

The students.

The possibility to continue cutting-edge research

The students are amazing!

My position has been flexible and I'm able to pursue projects that are interesting to me. My department is very supportive of my position and vocal about the positive effect I've had in the department and our community outreach.

Student interaction/helping them as a formal and informal advisor. I maintain an alumni list of students that have been through my courses and want to stay in touch. I continue supporting them in law school/grad school/etc. I have had the honor of being invited to their weddings (so far only one, but a second is on the way), writing their letters of rec for law school, helping them prepare for job interviews, etc. Recently a former student found a job through the alumni connections made through my classes, and every year I help a few students get summer internships. I will never be a politician, but I get to change the world every time I start class.

Teaching and related student interactions. Providing research assistance to researchers; Participation and leadership positions in professional communities beyond Yale.

Get to teach innovative courses. Get to be at same institution as my spouse.

Industrious, knowledgeable, interested, engaged, likeable students. Respect from departmental colleagues and others.

Being with young people. As a white man of 74, I believe I know more about what young people of all kinds -- with the single standard that they are Yale students -- than most people of my age and status. Being thought highly of by my department -- particularly by other faculty members -- not only for my teaching but for my accomplishments in my primary career. The delight of seeing students understand

and apply some rhetorical device or writing insight I have provided. Teaching surprised me by being almost as rewarding and gratifying (and exhausting) as writing.

Available resources (library etc.), infrastructure, student quality, institutional prestige

Excellent students. First-time teaching so freedom to design courses and use resources at Yale (class trips have been to YUAG, the Beinecke, the Peabody, and West Campus) is incredible. Have also received support outside of the department from CTL and DHLab.

(1) Having staff meetings with my peers. They bring incredible energy and intelligence to their work. (2) Participating in my department Spring meeting, where 60 people take teaching seriously in the same room at the same time. (3) Being invited by my DUS to teach a lecture course. This was the most I'd felt recognized by the department at the time, and I have continued since then to feel valued for my contribution.

Small classes; well-prepared, engaged students; nice office. Physical proximity to campus (used to have 2-hour commute!). Being a senior lecturer at Yale is a good gig, no matter how you slice it.

I truly treasure the opportunity to be at the forefront of knowledge and innovation. I enjoy performing research daily, disseminating my work (writing papers or presenting), learning about the work of others, and collaborating with my peers or mentoring trainees. I love the work. It is about the work for me.

Amazing students; chance to teach in a variety of schools; freedom to do wide range of research

The students, the support staff, and a few of my colleagues

extraordinary students; good teaching load; great healthcare; professional development leave

I feel welcome in the department, the students are motivated, enjoy the academic environment.

Working with students, both inside and outside the classroom.

I deeply enjoy the seriousness with which teaching is taken at Yale, the institution's openness to the creative world beyond the academy, and, generally, to the sense of community with colleagues and with students. I devote long hours to my teaching and my time with students, and find that immensely gratifying.

Small group work and one-on-one student interactions are the most rewarding. They tend to involve students who are highly motivated and therefore very receptive to the subjects being taught. Unofficial meetups and project work outside (or on the periphery) of the curriculum is also rewarding. As an interdisciplinary faculty member, these interactions allow more freedom to explore areas of study that lie at the extremes of my areas with students who are interested.

Great colleagues, valued benefits, and often very inspiring students

The most positive aspect of my position is the opportunity to teach a variety of courses. This freedom allows me to study and teach a broad range of subjects. I am also very satisfied with institutional support I receive for my administrative duties. Good collegial relationships are also important in executing my job properly.

Getting health benefits.

Working with incredibly gifted and motivated students, working with very supportive departmental staff and colleagues

nice and friendly research environment

I'm a part of an excellent department, get to participate in excellent research workshops, and teach wonderful students.

Being able to use the resources, including other labs and common collection of equipment, libraries, electronic journal subscriptions, top researchers' consulting and discussing, etc.

The students and my colleagues. The atmosphere of curiosity, healthy ambition and hard work.

The students are great, and I have been given great freedom to develop curriculum, both by modifying existing courses and creating new courses.

The opportunity to work with such excellent students and teaching assistants, and the outstanding support of laboratory staff and fellow teaching faculty.

The ability to teach courses in my field and grow intellectually through my research and by being part of an intellectual community.

Student interaction.

I love working closely with superb undergraduate students, especially senior essay students.

The atmosphere - from the lab to the wider community. Being able to work with and mentor grad students and post-docs.

quality of students, colleagues, library

- It is a pleasure to interact with Yale undergraduates, who are smart, motivated, and inquisitive. - I have access to active research seminar series in my field. - I have excellent resources for teaching.

The ability to design my own courses and course materials

I have a great office and the students are usually excellent. Hours are flexible and benefits are fine.

Students, resources, Class

Q28 - Briefly describe the greatest impediments to your work here at Yale.

no particular impediments

Low morale; lack of transparency of admin

- Compensation - Institutional inequality (despite rhetoric of "One Yale").
- Lack of care/interest in what I do professionally (administration, and sometimes department).
- Profound misunderstanding at the top level of the administration of the day to day life / practices of non-ladder faculty (many, though not all, simply don't grasp what it means to teach EVERY day for so many consecutive terms).

Visa issue; but it was solved. Professors in our department seem that they don't understand what we are doing, how hard we are working...

Inability to take time off (with or without institutional support) because returning to the position might not be possible.

I have filled out the FAS Senate survey some time ago, and additionally would like to express the following concerns: The President of the University has stressed out the importance of cooperation between the Yale faculty and international colleagues to reach higher prominence as a university. To a large extent, lecturers have been excluded from this opportunity due to their "invisible" rank, title and academic conditions. For instance, through my publications I am known in my field internationally, quoted in a variety of sources, and have received invitations to teach a semester abroad but due to restrictions of my lecturer rank, have been unable to act upon these invitations. The rank with its title is self-enclosed, depriving lecturers of academic movement and advancement. While the FAS Senate

attempts to improve conditions of non-ladder faculty, most departments remain conservative in their treatment of teaching faculty, particularly lecturers. Lecturers often serve as “feeders” to enhance credentials of ladder faculty; for instance, Directed Reading courses, while often taught (supervised) by lecturers, are recorded only under the name of departmental professors rather than under the actual teaching lecturer’s name. I have taught a number of such courses in a variety of disciplines within my field (sometimes extending beyond my field, which required additional research on my part); however, my contribution to this kind of courses has not been acknowledged departmentally or administratively. In our department, lecturers are requested to meet with each candidate who applies for Professor openings, and to attend his/her talk for additional two hours. After the lecture, all professors and graduate students are invited for dinner to a restaurant, except for the lecturers. This shows not only disrespect for lecturers but also a preferential treatment of ladder-faculty and graduate students over lecturers. Another example of respect for the ladder faculty vs. disrespect for lecturers is a congratulatory message to a tenure-track professor who has accepted a position elsewhere. This professor was congratulated in writing for accomplishments, including a valuable contribution to scholarship, which has been minimal, consisting of only one or two published articles. When I publish an article or book, it is entirely ignored by the department: no words of appreciation let alone of congratulation. Yale FAS Senate should review the rank, or at least the academic title of lecturers. Lecturers have become a convenient commodity for cheap labor: it is the lack of academic openings that leads to the academic under-employment of faculty with Ph.D. degrees. Would a hospital employ a M.D. doctor in a position of RN nurse? The treatment of lecturers is evident at every step of academic interaction. The Yale Center for Language Study (CLS) invites other universities faculty to present talks on research and advancement in language-teaching “science.” The invited faculty usually holds a rank of professors (from Assistant to Full). To what extent, are Yale lecturers invited to present lectures at other universities? What is hindering their invitations? And why, for instance, at the Special Faculty Panel at the FAS Senate Meeting on February 16, 2017 no lecturer was represented on the Panel? It all comes down to the perception of lecturers. This demeaning attitude is adopted by entering graduate students into Ph.D. programs, and by new Assistant Professors. We are overlooked because in their eyes we are not recognized academically. In addition to our language teaching, we only serve as a buffer whenever it is needed: graduate students’ complaining about arrogance of young tenure-track faculty, filling a lecture room to show departmental interest in a guest talk, etc. If Yale intends to become a leading university in all areas, it needs to address the issues not only of dissatisfied student population but also of non-ladder faculty. To give an example of excellence as a university, Yale should explore and enhance the human resources not only at the top level of the faculty but above all at the bottom. Thank you.

The greatest impediments to my work at Yale include the feeling of being a second-class member of my department (e.g., never being invited to departmental faculty meetings, even the portion regarding teaching), the low pay without raises, and the lack of control over what courses I teach.

Very limited room for pay increases. Even less opportunity for title advancement. E.g. very difficult to be promoted from Research Scientist to Senior Research Scientist and by analogy, difficult to be promoted from Lecturer to Senior Lecturer

Lack of funds

push-back from reactionary faculty unwilling to embrace change; unfair nepotism; limited support for professional development; certain grants are available to only ladder faculty, even though the most innovative initiatives covered by those grants come from non-ladder faculty

None. Well, I work best with eight hours of sleep: I wish I had more time in my days. Oh, it is an impediment to lose colleagues like Elizabeth Alexander.

No major impediments.

I wish the department had more funding for students' outside-of-the campus activities such as field trips etc. Even though I do not have huge numbers of students I work on very many culture-oriented

projects so the lack of a hand makes me work for hours on these projects. a work study student would be very helpful.

No leaves No good administrative help Raising my own salary from outside sources

A general undervaluing of the teaching, and in particular, teaching undergraduates in the humanities, as demonstrated by stated university priorities. A lack of connection/communication between campus decision-makers and faculty; a lack of concern or understanding of campus decision-makers for the Yale undergraduate and graduate experience.

- The lack of job security and longer-term benefits like parental leave etc. - The inability to move from non-ladder to ladder positions. - A salary that does not provide adequate compensation for doing 80% of what is expected of ladder faculty.

My job is dependent on grant money. The grant cycle is viscous. There is not enough time to perform the expected research on the current grant, develop new research for future grants, steer your research with the whims of the funding agencies and have time to write the grant.

I think the biggest impediment for all work at Yale is the ever-growing bureaucracy in the administration.... At times, I think we've lost sight of the true mission of the university (educating students). Every day we receive more e-mails from administrators.... who has time to read all of these? There should be more times available during which to teach and better classrooms with equipment that works (It's always frustrating when even the tech person you've called can't get the DVD player to work!!) Finally, there needs to be more transparency. Yale always cries "poor" and yet I feel the money is being spent on the wrong things - more money being spent on administration, less available for teaching and research (or directed in a way that is not really helpful to faculty e.g. the Teaching Learning Initiative).

There are no impediments at Yale per se. I live in New York, where I need to live for my professional work, so the commute is very tiring. Actually, an impediment to seeing student artistic work is that housing is not provided for faculty and it is very costly to stay overnight. Taking the late train home is also exhausting. I do not make enough salary (with half withheld by the IRS, etc.) to invest in personal housing, and neither do my colleagues.

I teach on top of a full-time admin position without any compensation for the extra work.

I have to reapply for my job each year. Over time I have figured how to create a place for myself here, but there is a great deal more I could offer my students, given the opportunity. With support from colleagues, I have been able to propose new classes, rather than simply teaching existing ones, but this is challenging, as it is a privilege reserved for the ladder-track.

ramp down of Federal funding opportunities

Inability to create new courses. Senior faculty sees our courses as a threat, rather than a bonus.

A small percentage of the students are assholes, but they make a disproportionate percentage of complaints. It's very disheartening when some jerk goes to the dean and tries to blame their failures on some low-level lackey like me. Sometimes I feel like easy prey, without the status enjoyed by faculty.

Lack of funding for projects and staff

Finding funding to develop and build instrumentation.

Low compensation for the amount of experience that I have makes it hard to make this a long-term career.

Non-functional campus

The ladder faculty don't understand how much time language teachers are devoting for teaching and improving materials. The university don't count officially registered auditors for the total enrollment.

We're told to consider it as 'university service' even if we have more than 10 auditors (not including spouses or university staff). Also, we're told to train TFs while teaching. It requires more time to train and follow up with them. It seems not fair to just protect TFs' right (having them 'experience' less than 20 hours), but not ours. If they spend 20 hours, we spend 5-8 hours at least for them to teach, follow up and correct their work.

The language courses are so excessively structural that they limit the possibilities of the teacher, although I understand that when it comes to courses of multiple sections it is necessary to guarantee, as far as possible, a uniform learning. Another situation is the inconsistent decisions that do not consider the formation or experience of certain colleagues in specific situations that require collective decisions. On the other hand, for example, the selection of teachers to participate in the courses abroad always depends on the same people, there is no equal rotation and opportunity for all colleagues who wish to do so.

The degrading attitude of ladder faculties

Administration is extremely bureaucratic and time consuming. For example, my promotion to RS from ARS was delayed for more than 6 months. Such issues keep cropping up every few months.

Salary and benefits

Colleagues in my school (perception of non-ladder as being a status that is inferior, and so not being included in certain activities or denied access to certain conversations with students). I have not encountered this perception outside of my school, and have found support in the College and among the Teaching and Learning Centre (which is one of the most fantastic resources for teaching here at Yale)

the attitude of my department.

non-stop teaching

Departmental leadership is dysfunctional and at times hostile

1) Very low salary! 2) Heavy teaching load 3) No time for research

Low pay; shared office space; ineffective and constraining administrative oversight.

The potential for leadership is limited. At some point, I will need to leave Yale in order to fully flex the arts leadership that I am capable of.

1. Impediment to influence change in the Department. Lectors and Senior Lectors have little voice when it comes to making important decisions that affect the language program. 2. No inclusion in departmental faculty meetings. A new committee of 13 members recently put in place by the administration has no representation of the largest group in my Department, the non-ladder faculty.

too much bureaucracy

1) Feeling like a lame duck. Feeling like I don't belong. 2) Not having access to research funding / funding for conferences 3) Spending most of my time with applying, teaching and advising--while those of my colleagues who got promoted to associate professor have a year off to focus on their research and publications. Not having the time to do the things that would help me improve my market position (research & writing).

Support for community outreach seems to be declining. Administrative support seems to be declining.

1. Lack of respect. 2. Not being allowed to implement new ideas. 3. Not being permitted to create new courses. 4. Lack of funding.

working too many hours, family in Europe

Incessant requests from the Yale Daily News. :)

Mostly, the frustration that I don't know how to let it be known (without making myself obnoxious) that I take my advising really seriously and spend a lot of quality time with my freshman, departmental, and senior advisees. I've also been told in the last several years by students--when they receive comments on their final papers--that they have never gotten so many comments previously--is that true? I try very hard to play a supportive role on campus--and I think it doesn't seem to count with the provost's office. I don't know.

When I first came here 19 years ago, the challenges were not obtaining funds assistance ability to develop new things, but just my own ability to develop or create new courses. In recent years, I feel the budget cuts are curtailing some of the best ideas and programs for teaching students.

I feel that my professional skills, years of teaching experience, dedication to my work and to my students (which seems much greater in comparison to some ladder faculty) is not enough appreciated and compensated for, especially in terms of my salary, also, physical work conditions in the office could be improved.

1. I have many students in my sections. I would like to have less and give them more personal attention in class. Because there is not time in class, I ask them to come to my office hours but many of them cannot because they are very busy. I believe that a language class should have 12 students maximum. 2. I do not have any administrative support and I have to do all the photocopies for me and my team. This requires a lot of time and secretarial work that is not related to my work. 3. Since I have so many students, I teach five days a week, and I coordinate several sections, I do not have time to attend conferences. 4. There is no money to hire more instructors and we need them.

Lack of support from the Department and Yale College in general. Education has taken a second place in their priorities. Innovative pedagogical technology in the classrooms not supported by the university. And when they do implement it in the form of screens etc., usually the instructors that utilize the classrooms are not consulted, and as a result, the effect of the investment is not fully productive.

less opportunity for promotions.

The Lector position is a bit of a difficult in-between spot: I do feel that my immediate surrounding of Professors appreciate my (our, the Lectors') work, but the University as a whole does not necessarily think the same - this might be more due to Yale's overall attitude towards language departments. Another important impediment is the students' attitude towards grades. It might really be better to just stop grading overall. If the grading range moves from A+ to B+, the latter already being an extremely negative assessment, I don't see why we do need to grade. This is not to sound cynical: there might actually be ways of assessing students' work without grading. But I need to have some way of telling students that their work is subpar without having to fear backlash. Otherwise I am not respected and therefore not needed as a language instructor.

I quickly ran out of research funding. Greater access to research funding would have helped me to advance faster with my work and to gain better visibility. Applying to the postdoc conference fund turned out to be cumbersome and a waste of time, especially since it was ultimately declined.

Lack of institutional/departmental support.

Tight funding and outdated equipment and technology for doing the research.

I suppose I answered this above. Being non-ladder faculty means that what I do has little chance for longevity. To the extent to which that just places a cap on personal ambition, such is life. But to the extent to which it impinges on the longevity of a program students come to care so much about, it is more worrisome. Multiple times I had students asking me: "How can I do what you do here?" or basically: How can I get your job some day? And I have to tell them: I'm not sure how long I'll be allowed to do what I do... It's a weird place to be.

I often think about how little I am paid for my service to Yale's students and about retiring on a pension smaller than I need.

Difficulties in planning for a future that is not defined.

I am constantly worrying about having a job after this contract ends. I am constantly reminded that I am at the bottom of the totem pole at this University and that never feels good.

none

The vast amounts of time demanded by students, meetings, course content creation, lesson planning, etc., leaves precious little time for research!

Low morale, lack of recognition and support, financial and otherwise Exclusion from certain committees that directly impact me and my work (for instance, I was not allowed to attend the curriculum meeting that evaluates my courses) Lack of recognition for the work I do in the "real world" directed relevant to my field but not honored because it is not "academic"

It would be nice if more funds were available for guest speakers in class.

Retribution adjustments Career advancement

- minimal recognition of my expertise and contributions within my program, both with respect to teaching and research - complete absence of mentorship or support from senior faculty - complete absence of career advancement possibilities - complete lack of recognition of the challenges faced by academics with family responsibilities (such as, scheduling of most colloquia and lectures at precisely the time when parents need to pick up their children) which often ends up placing undue burdens on all such academics with family responsibilities but particularly on women.

The system in the program, poor communication between the department and the program,

Being consider a second class professional

incompetent supervisors and leaders

Team teaching and rotation teaching style offer students opportunities to meet with a variety of teachers from different background and teaching styles. However, team teaching members lose some individuality and freedom of instructional innovations and research due to the standardized curriculum. Course head and team members' relationship also creates inevitable hierarchies.

To conduct research is totally incompatible with our teaching burden.

Lack of respect, interest and support from ladder faculty

In my view, CLS should provide more flexibility to non-ladder faculty. Some lectors teach cultural-literature-film-theater courses and resources, such as professional leave, should be available to them for their projects in these fields as well. As it stands now, proposed projects are limited to language instruction, its digital application and technology (such as language readers and its online applications, etc.). Lecturers have a better opportunity of proposed projects for professional leave because they are involved in non-language fields.

Low pay, uncertainty of being rehired, snobbishness of some ladder faculty, small indignities like not being trusted with a key to the office so one can use the copier or check one's mailbox after 4:30, denial of free lunch given to other faculty (including full-time adjuncts). The cruelest aspect of the Yale system is that if a section does not fill up, one's job can be cancelled at the end of shopping. How can a person plan for his or her income and maintain health insurance if a job hangs on a thread? This is truly inhumane. Granted, I believe it happens rarely, but the threat remains present.

My position is not permanent, and every year I need to seek funding sources to make sure my salary is covered. I have not always succeeded. I do not have access to funds to attend conferences, and for that

reason my professional development has somewhat stagnated; even my professional memberships have lapsed because I have no funds for dues. As a young researcher, I need to participate in research on the national scale, and it is difficult to do so.

Little interaction with others in the department outside of my lab.

job insecurity --- need to bring in government funding

I spend much of my time in administrative tasks, this leaves very little time for research. I worry that this is leading to slow progress in my projects and reducing my publication output compared to my colleagues.

The increasing weight of Yale's administrative bureaucracy which siphons off energy and funds from education is a huge frustration. Creating new "centers" that have as their real objective to perpetuate themselves (the CTL being the latest case in point...) is shameful.

spending too much time on administrative and technical issues

Institutional support for presenting research and attending conferences.

occasional lack of transparency of processes, not enough clear mentoring, lack of possibilities for non-ladder track to meet, the ways that "non-ladder" track faculty are considered a necessary evil and are considered less prepared to provide input and insight.

Despite being an Associate Research Scientist, I was not authorized to write a major NIH grant that would have brought money in to support my own salary for over 5 years, as well as fund the research.

At the moment, it is the temporary nature of my position and the length of my contract which can be sometimes a cause for being worried, or, equivalently, less productive.

Varies. Depends upon who is chair of the dept. Non-ladder is less valued by some chairs but highly valued by others.

when you spend many years in the university and you still under review.

1) The total lack of communication within the department. This is due to the fact that - for almost two decades - I was not allowed to attend even the "general" part of the departmental faculty meetings. 2) The absence of sabbatical leaves focused on scholarly research and not on teaching methodology. 3) The perceived second rate status despite one's academic and scholarly qualifications.

I spend a large part of my time handling administrative tasks. Though I have access to the administrative office, I have never been formally assigned an administrative assistant, which I think would be helpful with certain tasks. Sometimes, I am so busy scheduling lunches/printing etc. that it detracts from my ability to focus on curriculum development.

Precarity. Precarity. Precarity. Not knowing if you are going to have a job in the coming semester is indescribably stressful, which of course impacts work capabilities.

My office is small and out of the way and has never changed. I have no admin support and have to do my own expense reports, etc., which is not a good use of my time. I have no research leave.

I spend so many hours teaching and organizing film events, that I don't have time to do much writing.

Job insecurity and a perceived official lack of respect from department. However, I feel these are both aspects of the larger culture and system of academia. This is a winner-take-all system, and teaching (unless as a decorated professional) seems less prestigious than research and publication. This obtains almost everywhere.

Parental leave seems very behind compared to other competitive institutions. Yale needs to move forward on this front.

It would be extremely beneficial to have an annual research fund attached to a person, so that the funds could be guaranteed and accessible from one year to the next. If the unused funds could be rolled over

from year to year, it would be even better. Currently the CLS can fund only one conference per year per person with travel grants anywhere between \$ 500 and \$1000 that are never guaranteed, and given the total costs of registration, flying and hotels it is not enough.

As a part-time lecturer, I have no job security. I have to wait till the spring of every year to find out what/if I'll be teaching the following year, which is always a little nerve-racking. Also, as far as compensation goes, I recognize that Yale's rate per course for part-timers is higher than most institutions, and I'm also extremely grateful to get full benefits, but the pay is still quite low, especially considering how much time the job takes up. Even if I teach two courses per semester and a summer course (the most teaching I get in a year at Yale), I don't make enough to make ends meet. I supplement my teaching by teaching part-time at another university, writing for magazines, tutoring high school students, and teaching private yoga lessons. Since there is so much grading and prep to do for my courses, I end up being very busy!

Absence of a research fund and a paid leave.

I am fortunate to say that I face few impediments. I do not think my experience is representative.

The greatest impediment is uncertainty about job security, i.e. the non-TT condition. Yale is dogmatically inflexible about appointing junior faculty spouses to the TT, even when individuals meet the institution's high standards for scholarship and fulfill teaching/advising needs. The result is that Yale is constantly plagued by faculty retention problems: junior faculty leave for other institutions that are more open to creating positions for their spouses. The "two-body problem" isn't fate: it's a structural problem that institutions have actively perpetuated and, in the case of a wealthy place like Yale, can actually solve or at least mitigate.

Teaching load sometimes high (5 classes per year), getting hard to find TA's for some of the classes I teach.

Lack of variety in courses taught; inability to teach at higher-level courses; insufficient support for non-language-pedagogy research. This latter item creates the perception that language and literature curricula are separate when in fact they enhance each other and don't cancel each other out.

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 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

I have always worked on 'soft money' - grants (thus not been paid directly by Yale except for sometimes teaching a class. I would have liked the opportunity to teach more often. Some financial support by the department - I do in part supervise PhD students, give lectures in classes, for which I am never paid.

Lack of regular engagement in the professional stream which limits exposure to innovative research and prospective sources of funding

My greatest impediment is that the language program does not grow with the creation of new interesting courses because the people who make decisions about the program are literature faculty, who receive fewer students in their classes if our language program is larger. There is an obvious conflict of interest and they should not be the ones making decisions on our program. In the years I have been here, some of the language courses that have been eliminated crippling our program tremendously. As a result, more students are taking literature courses (since they have not many other choices at L5 language levels).

No research support of any kind. If you want to attract good lecturers, we need to be able to maintain our career path, including research and conference attendance. You have to realize that we want to go on from here to a more permanent position, without having our progress harmed by Yale's policies.

Not enough credit for being on the faculty (again I am mostly treated like a post doc) since I am "non-ladder". Not considered for any committee or teaching or inclusion at the medical school. It is

different at the college where I teach two classes and serve on some committees and have been considered for others. No such thing would ever happen at the medical school. At the medical school, research faculty are treated like second class citizens, if they are considered at all. That is not true at the college. Research faculty can be Deans at the college, but they would never even be asked to do so much as a lecture at the med school.

Other than wanting a bit more money and wanting a bit more money to bring in outside speakers, I have no impediments.

Feeling lost in the research team and the impression of not making useful progress

I need more time to do research (both on pedagogy and in my field)

I think the university undervalues our job, which is underpaid by comparison with that of graduate students'.

I teach a non-traditional subject, which one still cannot pursue an advanced degree in - makes getting an advanced degree that qualifies someone like myself in my field appropriately very challenging - unique situation to my field

continual stress and self-doubt from my (lack of) position in the hierarchy

No support for writing and research.

There has been no support for me when I was not quite up to the energy level to submit new grant proposals after cancer surgery and chemo. I've recovered, but have not yet brought my grant support level up to where it was before (I was 100% supported on grants and gifts for 20 years until my cancer).

The expectations to be at work 24/7 and to be working from home when you aren't actually at work.

Not knowing what my "official" role is, and it seems no one else knows either. I was hired as M&P, but I'm also faculty. I don't know what the rules are for me, what is available or what is expected. I would like to be more involved in the university, but don't know what opportunities are out there. Can I be a freshman advisor? Can I serve on committees that effect the broader Yale community? Can I apply for a teaching leave to work on a project? I wish there was a central place to find this information or a mentor that can help me navigate.

No coherent policy for non-ladder faculty.

The funding is stupid. Yale is the Montessori university except and until it comes to breaking rules. I do not teach for the money -- 9k/semester is a drop in the bucket for me. I bring pastries to class to reward participation, and I take a group of students out to dinner most nights after classes. Given my compensation from my day job, when you take into account my tax rate, I spend more to teach at Yale than I make. I have asked REPEATEDLY that the 9k be done as reimbursement for my actual expenses (train ticket, food for meals with students), which would save Yale the payroll costs (tax withholding) and actually increase my net pay (because it is currently costing me out of pocket based on what I spend). Secondly: I never have enough TAs. The change to TF10/TF20 from TF5 really hurt. It is EASY to get a grad student to commit to 5 hours a week, and actually get 90% of usable time out of that. 10 hours is just too much for most grad students in this line of work. Having ULAs help, but if I could EITHER a) return to using tf5s, or b) double my TA allotment, my life would be 100000X easier.

No major impediments at the present time.

The TF appointment system. Giving a lecture course does not seem valued by the University. Navigating the WR designation.

Nothing.

I don't live in New Haven. I probably should have moved here when I was first appointed -- but the appointments were too short and the possibility of a long career too dim. So I have had to take trains and busses, or drive myself; stay at the Hotel Duncan; etc. My Yale health plan is expensive because my family must use some out of network services. To spend more time seeing students, attending events, meeting casually with faculty, are all made more difficult because of this.

Slim research funding.

Lack of time to devote to research, which is not supported by the terms of my contract. This causes some concern over whether I will be competitive for a tenure-track job elsewhere in the future.

The gradual shift to a corporate style of budgeting and accounting has made some curriculum development become zero-sum, when it should be invested in as a strategic priority. More specifically, trying to think of writing in the disciplines as something that need only cover the requirements, rather than as a radical, robust, and research-proven improvement in student learning.

Enrollments are a problem. Students don't seem even to know about my courses-- they have told me this. Abandonment of a printed Blue Book was a mistake, I feel-- online version discourages imaginative browsing. Also, fetishizing of high enrollments by "popular" profs is unseemly. There are many excellent, seriously under enrolled classes offered at Yale. Departments should show some leadership in scheduling decisions.

There are no major impediments to my work.

Very few, and scattered, on-campus colleagues concerned with my field; sense that, although my work is well-known in my academic discipline, it is not understood or recognized at Yale.

Feeling like a lower-class citizen, doing more work than most tenured faculty and still being called part time, although I teach 4 classes as they do.

Hierarchy, needing to work year-round to supplement my salary, which is not great for my research/writing

I think of myself as having been quite successful with both research and teaching before coming to Yale, but especially teaching. I believe that I have a lot to offer, but the nature of my position does not admit much more than classroom excellence

I can't say that I've experienced any.

Not enough time to accomplish all of my tasks. I feel like sometimes I can only give 60% to any given task because of time constraints. Lack of department support/mentor. The culture shock is real and extreme.

At the moment, I've taken on too many administrative commitments

The greatest drawback of my position is the unavailability of sabbatical leave. I have been working at Yale for fifteen years without any paid leave. Administrative duties take up a disproportionate share of my time but I must attend to them first as they are important to the successful running of the Program. Though research is paid lip service by my supervisors, I do not feel that it is appreciated or even required. Consequently, I devote most of my time on teaching and ensuring healthy enrollments and on building a prominent profile for the Program on campus and beyond. Of secondary concern is the fact that I teach for a small area studies program which means that my courses have to have a significant portion of language component in them. My training is in Comparative Literature and I sometimes wish I could teach at least one course without the constraint of having to include language related material. This conundrum means that the more one culture-centered my courses are, the lower the enrollments and vice versa.

Inconsistency in what we are told to do or not to do with Teaching Fellow. The administration doesn't understand the difference in needs depending on which language is being taught. Students are not

actually considered as their priority, if cutting the number of teachers to make adjustments to make every language equal (ratio of teacher and students, etc.) is considered a good idea, it's very disappointing. Because that can lead to disservice to students in their experience (larger class size, less levels, etc.). What is important or necessary on the ground is not actually understood by the people who decide what's "best" for Yale. It should be what's best for our students, not for Yale as a corporation. It's sad to feel that we are replaceable and not important in Yale's view when we are probably those who see and advise students the most.

There are no impediments on a daily basis. However, my department chair's annual struggles with the Provost's Office to get funding for my position -- and a general lack of recognition for a job well done - - make me feel that my work is unappreciated by Yale.

Uncertainty about future (year-to-year contract).

salary is low. No own funding for researching.

Financial constraints, especially in facilities

Department and administration not always on the same page.

I have too little time during the academic year to develop better experiments and teaching materials due to the high teaching load, number of students and graduate students and supervisory responsibilities.

Subtle and overt forms of exclusion. Not being considered 'faculty,' not having access to most kinds of funding for research or to organize events.

The feeling of being on an island.

I don't feel that I have a professional community here. Most of my supposed colleagues don't know who I am-- I sometimes feel like a ghost in the hallway.

Managing my time, like most jobs. Balancing contributions to the lab and university with my own research. Lost time spent commuting.

second-class status, year-by-year appointment

The illogical organization of my department's undergraduate courses, and a lack of freedom to redesign it. A lack of time to do research. A lack of incentive to do research, other than my own personal satisfaction.

lack of support for research activities including travel to conferences, research assistants etc.

Purchasing is terrible. Very poor transparency for projects. Petty individuals with their own little fiefdoms that can't be removed due to their seniority.

Q29 - Briefly describe what would enhance your professional satisfaction here at Yale.

A clearer plan for my future at Yale and to have an annual budget that I could use to keep myself up to date within my field

sincere valuing of my contribution; opportunity to make more money and get a higher degree in my field

- compensation - institutional recognition (on ALL aspects: inclusion, teaching prizes etc.) - creating a new rank of "Teaching Professor" that distinguished "Senior lecturer" and "Senior Lector II" could apply and promote to - parental leave for non-ladders!

More information about research support for non-ladder faculty which I believe does exist but I have never been told how to apply.

Possibility of promotion. Availability of permanent positions for research faculty.

I would like to be included in conversations regarding teaching in my department, to see at least cost-of-living salary increases, and to be invited to serve on Yale-wide committees.

Concrete goals set by department or university that are obtainable for path to advancement in title and salary. Essentially no written rules exist for non-ladder on how to be promoted or to advance careers.

Research Money. Better job title

less hierarchy among ladder, non-ladder and academic staff (such as curators). Equal opportunity for grants and support for academic staff and non-ladder faculty. I usually don't get invited to department meetings, and when I do, my input is seen as irrelevant because I am not ladder faculty.

Some small expense account or research fund from the department would be nice. (I do have a small expense budget in the Yale professional Scholl where I teach.) But really, this is the best teaching on earth, and I love the research and writing that I do. And I cannot imagine nicer honors from Yale than receiving the teaching awards named for former deans Brodhead and DeVane.

A clearer outlook on the future of the multidisciplinary teaching program that I direct, and on my position. My 3-year contract ends in June, and it has been a slow process in deciding whether my appointment and the position will continue (still not decided yet). A better system would have these questions decided six months to a year in advance to allow better planning by both the individual and the program.

Better pay, more inclusionary treatment. We are invited to all kinds of meetings, but we do not have any power to influence dept. decisions. Better job security. For instance, after a certain amount of 3 year renewals, the renewal periods could be longer (5 years), or automatic. I think I am treated very well by my department, yet it would be nice to hear some appreciation for what I do (events for instance).

Paid by Yale not by outside grants Less hierarchy of ladder and non-ladder faculty

Pay on par with other Ivy League universities (I'm paid about 10-20K less than those in my position at other universities; and as awesome as the benefits are, they don't make up for this income gap). A recognition that an increase in undergraduate enrollment means that we need more teachers. A better advising system so that I won't have to spend so much time advising (although I do enjoy advising--I just can't write so many letters of recommendation or have so many office hours). More opportunities for great teaching to be formally recognized by the university.

Longer term job security.

University support. Not necessarily long term but a bridge period that is not dependent on tenured money.

More direct support for teaching and research. As a lecturer, I feel I have little say in what happens in this university --Unfortunately, I think ladder faculty feel this as well. There are many 'faux' committees on which your input is sought -- but I feel that decisions are really made elsewhere. I think I would feel happier if I believed this university was united in its future direction. At present because of Yale constantly pleading to be "poor", everyone seems to be defending and trying to get resources for their own turf, even within departments. I will continue to teach and enjoy the students -- but even there I feel we should be setting higher expectations and treating them more like independent adults rather than helpless infants. We should have fewer administrators holding their hands! In some ways, I see the faculty as powerless at this university and the lecturers as being at the bottom!

Frankly, free housing for me, (and for my colleagues) so that I can stay late into the night to see student work, which is part of my job at Yale. I find the professional environment and freedom at Yale to

create the work I feel is right for my students, to be of the utmost value. However, having said that, a new facility for the YSD so that all the classes and resources could be housed in the same building structure. This would include green room for faculty, so that we can have meaningful interactions and learn from each other, interface with each other. Now we are so spread out that we hardly see each other in a day. This goes for Theatre Studies, too. I never see the other faculty and they never see each other or me. More money coming in to Theatre Studies so that it can be made a Department of Theatre, Dance, and Performance Studies. We suffer from being a "poor relation" to other sections of the Yale College. The arts at Yale, particularly the Performing Arts need to have serious support and funding in order to be as effective as they need to be. A society without the arts is an ailing society. I know that Yale puts support and backing into the sciences, business, and law, but the arts need it too. I am proud to be a part of the Yale community and profoundly appreciate the strides it is making in the areas of greater consciousness and truth to power in these perilous times. However, the arts still suffer, and they should be Yale's showcase. All of this would help me professionally and make me very happy indeed. Also, one more thing. I believe that the contract terms for non-ladder faculty should be five years. A three-year contract is very unstable and doesn't lead to the best work.

being paid to teach

Assurance of ongoing employment at a living wage with health, retirement, and professional development benefits, and the ability to propose new courses in my area of expertise. I say that knowing my department relies on people in my position to teach sections of existing courses--but it also relies almost exclusively on non-ladder faculty for its creative programs.

Better inclusion in my Department faculty communications

The ability to create new courses and the reestablishment of courses abroad in my field would most enhance my professional satisfaction.

This place is great. I'm very satisfied professionally.

Formal recognition of work currently being done.

Better job security - a more permanent position.

Improved compensation and job security.

Lower overhead on federal grants

Greater participation in the departmental decisions that are related to the structuring and programming of courses. More professional respect towards fellow professors on the part of those who lead and coordinate.

Being able to teach courses I want to teach and also being accredited for the good evaluations.

The administration should be more responsive to the needs of research groups

Recognition

A guaranteed semester leave for professional development every five or six years, combined with some monetary support for visiting nearby peer institutions to keep up with current trends

Commitment from colleagues in my school to the notion of non-ladder faculty as of equal value to the life of teaching, learning and research.

To be able to teach classes in my field of expertise, to be allowed to teach seminars to graduate students in the Dept., and to be involved in the life of the department.

Being treated as one of Yale faculty, not a temp.

It would be much nicer to have appropriate resource allocated to make the job more readily accomplishable without extraordinary efforts. Basic things like appropriate office space and basic attention from administrative support would be a good start. The flexibility to offer courses in my area of expertise would be nice, as well, but the lack of colleagues to assist with current teaching responsibilities makes this more difficult. Reliable funding for basic research activities to stay current in my field would also go a long way.

1) Time for research 2) Professional Development (including compensation for conferences etc.) 3) Better salary

The freedom to teach how I think I should be able to.

1) A MUCH clearer path to promotion, and a more equitable compensation scale, on par with tenured faculty. 2) Institutional incentives (from conference and research funding to awards, rewards, and research support) that do not discriminate against the "non-ladder" set and are open and accessible to all. 3) An eradication of the title "Adjunct," which--let's be real, here--is misapplied within the university and thus totally misunderstood outside of the university. 5) And lastly, we need a paradigmatic shift in understanding, so as to make clear that faculty in the creative arts--professors of practice--also do research, and are equal contributors to the research mission of the university.

1. Freedom to design new courses 2. Ability to influence change in my Department 3. More institutional recognition to the non-ladder community

A stronger commitment to helping junior faculty who did not get tenure succeed, and specific policies and (selective) programs to that end.

Would very much appreciate more performance review and mentoring, alignment of goals. I'm not sure if this is a University-wide issue for lecturers or just my department. On the other hand, I very much appreciate the freedom I have to decide what is important and to work on my own projects. However, I worry about working very hard on a project and investing a lot of time and money into something that turns out not to be a priority for the University, especially in the area of community outreach.

RESPECT AT ALL LEVELS. If we were respected, the obstacles would disappear.

clearer career pathway/options

IT is very demoralizing not to be listed with the faculty on my department's website--I am a member of the faculty, why am I relegated to a different category? I would like to be able to serve on more meaningful committees, especially being a senior member of my department. I desperately need a paid leave of absence to work on books.

Monetary support for academic development, and technology in the classrooms. Teaching outside classrooms, such as traveling locally and abroad on field trips. Stop cutting the teaching budget.

Higher compensation Some kind of a guaranteed Sabbatical (if not a full year, than one semester, if not one semester than at least some guaranteed course relief) It was quite surprising to find out years ago that I'm not allowed to get any maternity leave, as if ladder and non-ladder women are biologically different...

The opposite I have expressed above. 1. Less students in the class. 2. Teaching L5 courses also. Unfortunately, we have few and we need more. 3. More secretarial support. Mine is a big Department and coordinators cannot do everything. 4. More recognition from the Department. 5. A better salary because I do not understand why after 17 years working at Yale, my salary is one of the lowest or maybe the lowest in the Department. I do not think that this is fair because the only thing I do at Yale is working.

Having the institutional and financial support to bring about modifications in the pedagogical strategies.

If I can get more mentoring about career development, that would be great.

compensation at least on the level of starting ass prof after 15 years of teaching, or per course payment as grad students; lectors, it seems, are below the level of grad students and sometimes staff, e.g. no phased retirement, reimbursement for courses

Lectors should get more support for research and conference travels. It is important for us to work on our career and this can't be done without the necessary financial means. All Lectors should get free meals in dining halls, too. I am on a one-year contract and get a 35% discount instead of 100%, but my workload is the same as that of my co-lectors. Having free meals is a significant financial support for lectors, and I wonder how much Yale really saves by not granting it to us.

My work could have been more efficient with more professional mentorship in my field and better departmental support on the academic job market.

Giving non-ladder faculty the same voting rights as ladder faculty. It seems hypocritical to expect a non-ladder faculty to be a good citizen of the department/university without giving them any ability to directly influence the governance of the department/university. It is particularly galling when one notices how many ladder faculty don't even attend faculty meetings or use their power to vote.

More core facilities with qualified personnel overseeing the equipment.

More opportunities for advancement at Yale. It feels like work as a non-ladder faculty member has to be directed at getting a ladder faculty job elsewhere, which can create painful relationships to what one is actually building at Yale.

I should be paid more; I shouldn't have to apply each year for a job I have done well for a long time.

A more clearly-defined set of professional aims and objectives would be nice.

none

I feel very content and happy here, but my department has gone out of its way to make this the case. I suspect other temporary or "non-ladder" faculty feel the effects of Yale's employee hierarchy in more everyday places--lack of access to the dining halls for lunches, the absence from faculty meetings, etc.

Greater recognition, including appropriate compensation Professional advancement Longer contracts once one has demonstrated excellence so that less time is wasted on renewals. A more democratic environment in which we are recognized as important colleagues, less of a caste system based on exclusion of "non-ladder" faculty

Highly satisfied, though I would appreciate a longer-term contract.

Adjustments in retribution Possibility to advance into a ladder faculty position

- more recognition of my expertise and contributions with my program, both with respect to teaching and research - inclusion in faculty meetings where the teaching curriculum or the disciplinary agenda of the program are discussed - meaningful mentorship and support from senior faculty - an existing administrative route to converting non-ladder positions to ladder position if deserved - programmatic, meaningful support for faculty with family responsibilities (such as subsidies for childcare during professional responsibilities like attending evening colloquia, or the rescheduling of such events during the normal workday) that doesn't distinguish between ladder and non-ladder faculty

I wish I had time for more professional development occasions, taking some courses here or outside, attending useful conferences and workshops. But I have no time to do that now.

Inclusiveness

appreciation of my hard work and achievements, be kind to lectors and praise them often for their hard work. Show you care. Those who review us on our reappointment never go to our professional meetings such as ACTFL, never comes to CLS for workshops, never read our journals and know little

about what is happening in our field, yet they review our work and decide if our appointment should be renewed. On what basis? So unfair.

1. Opportunities for professional development 2. Equal Rotation opportunities on course and course leadership

being able to publish and write.

Inclusion in decisions that are pertinent to our jobs

As I mentioned previously, I would favor the change of the professional title (not the rank and its conditions, just the title). To some extent, my current professional title hinders my outside opportunities. I have recently received a number of proposals for submitting scholarly articles and manuscripts in my field, and invitations to teach a semester or one academic year overseas. I also know that the title of lecturer is viewed negatively in any negotiations, and ultimately it limits my prospects (such as taking a semester off, etc.).

Respects and Recognition. Also, non-hierarchical culture.

Better pay, a settled and binding contract 4 months in advance of the beginning of the term, and respect from colleagues, including inclusion in departmental decisions. And free lunch. There really is free lunch!

The current Yale system, I feel, does not value someone in my capacity. I have no role in the department, or even in the professional School I'm affiliated with. I don't even receive School-wide emails, despite many attempts to be added/restored to whichever email list I should be on. It is frustrating to feel constantly on the outside in your own department. Despite the fact that my colleagues are individually and personally very supportive, which they are, there is no institutional way for me to take part in the larger-scale operation of the department, the School, or the University other than to do my day-to-day activities. I would love the opportunity to serve on committees, for instance, and participate on a larger scale in University life. It would also be great to have access to professional society memberships and conference travel, so that I can begin again to participate in my field on the extra-university level.

Salary support when government funding agency turn down proposals

Put an end to top-down management style.

If I could have more time to conduct personal projects

Perhaps a specific administrator whose responsibility it was to make sure non-ladder faculty knew their rights and were made aware of resources available to them. Such a position could also field suggestions and ideas from N-L Faculty of the sort that could benefit the university.

Independence to obtain my own funding

Knowing whether or not there are possibilities for advancing my position and ensuring better job security. Learning what are the criteria for advancement in case that is a possibility.

A) make sure that you receive a professional leave especially if you have been here more than 12 years.
B) Having a permanent appointment.

1) Decisions across the university to have a somewhat "uniformed" status for the current "non-ladder" faculty (ex: what is the use for me to attend Yale College meetings when I am forbidden to attend my own departmental meetings?). 2) Having sabbaticals geared toward research (not necessarily at the same rate as "ladder" faculty). 3) Allowing qualified non-ladder faculty to be added as "readers" to help doctoral students on their dissertations. Knowledge should not be equated with an academic title. 4) Less disparity in pay.

As a course coordinator, I also wish to see what a typical ladder of growth would be like for people in these types of positions. I think the natural next step would be to be offered the ability to design one's own course. I also think that my salary should be increased. Though I have a 9-month academic appointment, my invested time goes way beyond the normal 40-hour work week and I find that during the summer, I invest a lot of time developing / hiring teaching staff for the course. The more students there are in the class, inevitably the more work that you have and I think I should be compensated for this. I also think that it would be nice if I could be allowed to have lunch with my students at a dining hall. Though I am not a full tenured professor, I would like to be treated equally in this regard since I often have lunches with my advisees and students in class for advising purposes. I also heard that my position does not give maternity leave. This is a matter of what I observed (not one that I know is for sure), but if this is the case - I do think that this is discriminatory.

Increased pay; not having to move offices every semester; less precarity.

1) A more central office, which students can FIND. 2) Occasional research leave. 3) Admin support (mainly to do my expense reports). 4) Better web/IT support for my website.

Reducing language classes to 4 days per week. Eligibility for the same retirement benefits as ladder faculty. It is frustrating that Assistant Professors who have not been at Yale at all and are half the age of most lecturers walk in with more benefits and more respect than those of us that have been here for over 20 years, teaching 5 days per week and teaching/advising thousands of students. We are on the front line of teaching. The students really get to know us, and that is why we also write thousands of letters of recommendation. Our contribution ought to be properly acknowledged.

More transparency w/r/t future employment prospects. Also, an attempt by the University to combat the more overt expressions of the culture of hierarchy (a more flexible view of accomplishment than one based only on awards and public recognition).

Adequate compensation based on merit and teaching experience.

It would be great to receive a yearly salary rather than simply getting paid by the course. Or perhaps the rate per course for part-time lecturers could be higher, so that teaching two courses per semester would add up to a livable wage. Otherwise, as far as the actual teaching experience goes, I'm very happy at Yale!

Better benefits Easier access to monetary resources

It would increase the quality of the program if there were more coordination and interaction between the non- ladder faculty and the ladder faculty.

A research fund and a paid leave, however rare.

I wish that non-ladder faculty were less often left out of the life of the university. I have a particularly strong personality and work in an area of growth and so I do not think I suffer the small slights of which some of my non-ladder brethren complain. I feel strongly that we should have a well-articulated path for this faculty---a way to engage them in a lifetime of service to our fine institution. Among the schools, I believe that SOM does this best.

The institution needs to work harder to create TT positions for qualified faculty spouses, especially at the junior rank. Senior faculty certainly also run into spousal accommodation problems, but with junior faculty the situation is low-risk, low-cost, and potentially high-reward. Let the spouse go through the same tenure review process; the result could very well be two excellent tenured faculty instead of one. Yale needs to recognize the reality of 21st-century academic partnerships by doing a better job of welcoming families who want to make a life here and not just pass through for a few years until a better offer comes along. Be more pragmatic about spousal appointments to the TT: happy academic couples are good for the institution, not only in terms of morale but also in terms of reducing the bureaucratic headache of endless searches to replace needlessly departing faculty. ----- One additional, minor suggestion: give non-ladder faculty a meal plan. It's silly and often embarrassing to go to lunch in a

dining hall with a ladder colleague and have to pay. There are many hierarchical privileges at Yale that ought to be abolished, but that's low-hanging fruit.

A clear, multi-level professional teaching path. I've reached Senior Lecturer and don't really have anywhere to go unless I head into administration (which isn't really my thing).

Support for new-course development, more inclusion in departmental decision making, grant support for research and conference-going both in pedagogy and cultural studies/literature; higher summer salary teaching in YSS.

CLEAR, i.e. well defined, and STEADY financial commitment from the institution to support core resources

recognition by department, inclusion in departmental meetings.

Assistance in finding outside funding for my research

I would be more satisfied in my job if I didn't have to teach the same 4-5 courses over and over. It gets tiring and boring to teach the same thing every semester. I eventually stop preparing my classes and use the same materials that I used 10 years ago. This is very bad for instructors and students alike. If we had more freedom to create courses (like faculty does in other universities), I would be teaching different things and renewing my materials more frequently.

Recognition that although I am here as a lecturer and non-ladder, I am a leading scholar in my field who fully intends to go on to do great things. Don't look down on me and treat me as unequal. Don't smirk and say that opportunities aren't available to "people like me" (said in orientation). You have me advise your PhD students on their dissertations and other work, so you must think I'm good enough for *something*. Treat me as such.

Being given more credit by anyone outside my research group. (I am given good credit within the group). I am basically ignored or assumed to be some kind of a post doc by everyone else from secretaries to the department chair. It's hard to have confidence in yourself when others don't even recognize that you are faculty. The assumption is that I am some sort of "failure" since I am research faculty. Anything that changes that perception would be a huge improvement.

Since I am only in New Haven one day a week (I commute from NYC), it is hard to have much involvement with the larger Yale community, either my department or the university itself. That said, it does feel a little disembodied to have virtually no connection to anyone at the university.

Opportunities for teaching

Professional development leave that happened every 3 years instead of every 6 would allow me much greater opportunity to publish my manuscript drafts on pedagogy as well as in my field.

1) Funding to present a paper at a conference should not be contingent upon whether the topic is incorporated into our teaching activities. As language instructors, we are already well prepared in the methodology and pedagogy of language teaching. We should not be constrained to language methodology and pedagogy to receive funding. Further, our own department should review and approve our applications for conferences and presentations. 2) Non-ladder faculty, who either teach a course in the summer or lead a program abroad, should not be compensated at the same level of graduate students. Graduate students are instructors-in-training: They not only benefit from the courses and programs that non-ladder faculty have created, but graduate students also benefit from the professional expertise of non-ladder faculty. To better reflect the differences in knowledge, expertise, experience, and the level of responsibility that we hold, pay should not be equivalent.

I think successful adjunct faculty/Lecturers such as myself, should have a bit more recognition for what we contribute and have opportunities to be brought in more closely into the community

less job insecurity; reliable health insurance; paid time off for research

Paid leave. Access to grants for writing and research. I can only get grants for work directly connected to teaching. I believe that my own writing is essential to my teaching even if it is not about teaching.

Better support, and reasonable compensation for teaching classes.

A better sense of time off, a clear communication of appreciation for the work that we do here at Yale, support to become a better instructor and/or Yale employee (i.e. more professional development).

Having a community for non-ladders, or something like an Office for non-ladder faculty affairs. To have some presence on campus, a place to find mentors and information. I would be happier if I felt like a welcome and valued member of the Yale community. I feel resentful of always being forgotten, especially when I feel there is a lot I can add and so much I already do.

Proper allocation for resources, advancement and coherent policy for non-ladder faculty.

1) Changes to compensation so it makes sense 2) better TA support. I never know what the University's commitment to my department is/will be over the long term, but I have the utmost faith in my chair's abilities.

More involvement in planning and direction-setting both at the departmental level and in university-wide groups that relate to my specific expertise.

Raises commensurate with my accomplishments.

Nothing.

Travel allowances. Though I had some travel money added to my salary many years ago, it's been inflated away, mostly. I would wish that Yale could provide overnight accommodations in their many establishments and buildings for transients like me, either gratis or for a nominal fee. I would do more, for Yale and for my students, if staying at Yale for one more day a week were made easier. I know that other adjunct and non-ladder faculty feel the same.

Enhancing my opportunities to conduct research (+funding)

Slightly less teaching. My contract is one-year renewable for two more. Having three years guaranteed at the start would provide more job security.

(1) Some teaching supervision. I'd like someone in authority in the department to visit my course or look at my course evaluations. As far as I know, the only instructors who have done this are other non-ladder faculty. (2) Some teaching camaraderie. I'd like to participate in some faculty development around teaching that includes ladder faculty. My department commits to several great pedagogical meetings that include only nominal participation by ladder faculty.

Addressing the enrollment issue, as I mentioned above. And, it seems to me that faculty in my position might have more of a role in department governance, policy making, etc. Of course, on the one hand, it's a relief not to have to go to meetings; and it doesn't appear that Yale has much commitment to democratic governance in any sense. But I believe, based on experience at my previous institution, that shared responsibilities in a department is important. In general, at least from my vantage point, I don't sense much in the way of real collegial relationships.

Higher pay that is supported (at least partially) by sources other than grants to my PI.

Return to pre-2008 support level for Center activities.

Being a full-time member of the faculty, with all benefits, as I do the same work if not more than full time faculty. Being included in Department meetings, and not being treated like a second-class citizen. At the very least, being designated a Professor of the Practice. Having the evaluation by outside committees being taken seriously, and not put away in a drawer and ignored.

a real raise; opportunities for more job security (e.g. a longer contract period); more mentoring in my department, including some kind of formal mentoring structure support for course

development/research/scholarly travel ways to measure my contributions to the department and university beyond simply teaching evaluations

I would like to feel as if I were part of the fabric of the university perhaps with job security and a compensation that felt commensurate to my intellectual and career accomplishments.

Having a larger role in the teaching of undergraduate in my department. This would include curriculum development, but also such things as teaching format (for example, adding separate homework review sessions) and teaching how to teach (i.e., working with junior faculty and graduate students).

Increased benefits, comparable to ladder faculty.

More time (or less tasks) to prepare and coordinate tasks. Departmental or University mentor. Yale allows for such autonomy within departments that faculty are treated very differently from department to department. Expectations also vary greatly. This is a blessing and a curse, depending on where you end up...

not sure

Guaranteed paid sabbatical leave. The ability to teach at least one course without necessarily having to include the language that I teach. This will expose me to more students and potentially also attract some to my more language courses.

Job security and recognition as a member of Yale community.

Better alignment of what I teach with my expertise! Given that I will apparently be teaching 3 courses per semester in the future (assuming my contract is renewed, that is), it would be great if one of the courses I teach each semester would be directly in my area of expertise. It would also be great if my department did not assign me to teach things that are ****extremely**** far away from my area of expertise.

Have my own researching funding, so I have freedom to choose research projects. Compatible salary.

Dedicated facilities in the humanities/arts

I'm pretty satisfied overall, but I would say increased job security and possibly some recognition from the university.

Having an institutional solution to the pressure to teach, teach, teach. For example, if the department were able to hire an additional teaching faculty who could relieve some term teaching duties this would allow the teaching faculty to continue working in one course while developing new materials in other courses. Another option is a 10th month of salary, given in June or August according to the teaching faculty preference. This would enable 9-month teaching faculty to develop course materials.

Guaranteed research funding every year. The new faculty orientation stressed the interconnection of research and teaching, but this was clearly aimed only at the ladder faculty. I see the two as inseparable, each advancing the other.

More interaction with other faculty.

A defined role for non-ladder faculty to participate in departmental decision making; more formal recognition of non-ladder faculty (awards? a formal structure for promotion?); more opportunities to create professional community, either within the departments or among the non-ladder faculty themselves.

A greater possibility of advancement.

longer term appointment, promotion possibility, increased compensation

Time to do research during the academic year, and some sense that if I did do research, it would be valued by my department. Some sense that I won't be doing exactly the same thing, repeated every year ad nauseam, for as long as I'm here.

- Advancement possibilities beyond Senior Lector 2 - research funding (not just through CLS) - Lectors who have a PhD and publish regularly should be treated equally to professors who hold a PhD and publish. The range of lector qualifications varies so much but those lectors who had similar training as professors and also engage in research feel treated somewhat unfairly in comparison to our tenure-track colleagues.

Job security

Although I have greatly appreciated many aspects of my time at Yale, I will be leaving at the end of this year in part because, with very limited possibilities for advancement off the tenure-ladder, it's not really viable as a satisfying career.

Q36 - If there is anything else you would like the committee to know regarding non-ladder pay, benefits and conditions, please let us know in the space below. Many thanks for your time and participation.

Thank you for all your effort and care!

Those who has dedicated for Yale for a long time have not necessarily been paid more than those who joined Yale later.

As I said earlier, I think that the institution could enable non-ladder faculty to access more of the resources of the institution such as research support or even career guidance. Chairs could also be sensitive to how the non-ladder faculty shoulder the tasks of advising senior essays and teach key seminars. Those activities should probably factor into the pay for non-ladder faculty.

Job security is at the whim of senior faculty who spend no time on issues related to teaching and care very little about teaching. Yet they have tremendous say about my contract.

1) Allow non-ladder faculty (NLF) to attend Yale College Faculty meetings 2) Provide a pay scale for non-ladder faculty that positively correlates with courses taught (or hours in the classroom) and pay 3) Allow (and encourage) non-ladder faculty to become Fellows at Yale Colleges. Currently they are off the radar. 4) Provide NLF with some form of meal compensation. Ladder faculty (LF) have free lunch at Yale College Dining. NLF get a goose egg. Can we at least have 10 free meals per term? As if this will break the budget? Please!!!! I have to get my students to swipe me into the dining halls because I don't get a single free meal. Note: if you teach summer school, you get a card for 5 free meals. 5) NLF are essentially off the radar in the business offices of my department. If you don't make noise, they don't even know you exist. You have to constantly speak up to get recognition.

- Payment Increase - Change of job title and get rid of lector - Funds for research - Voting rights

I'm sometimes shocked by the low salaries paid to colleagues (I have no complaints about my salary.) In 2014, for example, we lost an experienced instructor from our introductory courses because, I understand, the provost's office declined to match an offer, from Wesleyan, to pay \$10K for a course. Apparently, we were paying less. I hope this survey finds a great deal of precise information about per-course salaries. Many thanks for your work.

Re-examine pay scales for lectureships. Regularize benefits for part-time staff. Do informal performance or career reviews with non-ladder faculty.

I cannot think of anything else right now, but since this is definitely a beginning of the process I am sure there will be more possibilities to reflect. Thank you.

Glad you are doing this. Yale needs to develop a greater culture of inclusion.

Conditions for working parents, especially for those with small children, are terrible. Please provide access to childcare that is genuinely affordable (half of my take-home pay went to day care tuition for one child enrolled in a Yale-sponsored day care--one of the reasons I had to take him out was we could no longer afford the sacrifice) and genuinely economically diverse (not just for the children of tenured and tenure-track faculty). When we work more than 40 hours per week (and most of us do), give us funds to spend on the extra child care required for us to do our work. I took on extra work partly because the university needed the program and partly because I wanted the opportunity to advance in my career, but my pay did not go up at all in relation to the additional work. Because I have to work more hours for this new project (again, more than 40), I'm actually losing money because of the additional childcare cost. But if I didn't take on this project, it was unlikely that I would have any chance for advancement within the university or in a new position at another institution. This is just one version of the story, but many of us face similar dilemmas when trying to decide how to advance our careers.

It would really help if faculty on one-year contracts were also entitled to some of the benefits of faculty on longer contracts, like college lunches and parental leave. Not only would it boost morale immensely of non-ladder faculty, but I imagine the cost would not be particularly significant.

I believe that the non-ladder faculty need to be compensated better: salary increases. I also feel that the process for renewing contracts needs to be more supportive. And more personal. Right now in Yale College it feels a bit like a tribunal, a punitive endeavor. That may just be my problem of projection onto the process, but it's much more humane in the Yale professional School where I also teach. I teach in both places by the way: In the fall semester I teach in the professional schools and in the Spring Semester I teach in Yale College. I would like the two entities to be more connected as well. It was partly why I was hired to teach in both. I am on a Professional Development Leave this semester. This is my first leave in 9 years. I was finally granted permission. Heretofore it was seen that I was only part-time at Yale College, since I only taught in one semester. Finally, it was appreciated that I put in a very full full-time load of work in both programs. Thank you for the opportunity to take this survey.

It would be hugely beneficial for health insurance coverage to be extended year-round for those of us who teach regularly but seasonally--especially while we face tax penalties for losing insurance. It seems these benefits can be extended at the discretion of departments.

My non-ladder position may be somewhat out of ordinary. I am a trailing spouse, and Yale has kindly been providing me with full salary support. I spend a lot of time and effort helping with a number of supervision (both student and postdoc) and administrative aspects in both departments, but without a lot of overt recognition.

Much of the work of non-ladder faculty, though different in character from tenured faculty, is nonetheless highly specialized. The average salary is too low to attract and retain the most skilled of this specialized staff. Additionally, New Haven is an expensive place to live and work. Child care is extremely expensive. In the end, salaries are not competitive. Health benefits are a strong incentive, however.

Non-ladder should get some form of housing benefit.

We devote more time for students from morning to night. With that in mind, it would be great if we receive more payment, and the same benefits as ladder faculty such as longer maternity leave.

Many thanks to the committee for taking the time and dedication to ask about this topic.

I regard my position at Yale as a privilege and I do not take it for granted: the commitment to teaching and learning here (with the President's enthusiasm for this as a research institution that also focuses on

its students and quality of its teachers) is something about which I am excited. I want to work at Yale because of this, rather than seeking a position at another institution at which I could apply for a tenure track job that was full time and better paid. The resources here, alongside the excellent students and faculty, make my work a dream. Across the College I have encountered enthusiasm among colleagues for my place as a teacher and researcher; within my school, and within some departments, I have encountered resistance. I understand that tenure-track faculty have particular demands and anxieties, however the patchy reception of non-ladder faculty among the faculty community as a whole makes for an unpredictable environment at times - one that can deter involvement in research activities, reading groups, or can be intimidating. There is a cultural change that needs to take place about acceptance. Otherwise I feel that I have been treated well by the University with regard to benefits and conditions.

With my Ph. D., getting paid less than grad students hurts, let alone getting paid way less than research faculty with tenure who neither teach nor do research.

1) The yearly salary increase is almost non-existent. 2) More time and money for research and professional development.

I see no value in the categorization "non-ladder faculty," merely a history of systematic exclusion and a total misunderstanding about what we are and what we do. Correcting and adjusting the institutional discrimination that plagues this categorization will require both bureaucratic fixes to even the playing field, and a total culture changing project at the highest level, in order to more accurately understand the nature of my profession.

1. Non-ladder Pay. 1. 1. Our current yearly salary increment (1.5% - 2%) has been gradually falling behind the inflation rate. Asking the Provost's Office to consider revision of Lectors' salaries is essential. Also, CLS, LSC and CESOF committees should keep track of Lectors' salary issues, a common practice for other faculty ranks at Yale. 1. 2. Salary equity among the non-ladder faculty. A survey conducted two years ago showed disparity between recently hired Lectors and those who have worked at Yale for a long period of time. A system of checks and balances at the Provost level would ensure salary equity among the lector community. 2. Other type of compensation. Compensating positions of responsibility. Language Program Directors (LPDs) and Course Directors are provided with course releases in order to fulfill their duties. Aside from a course release, positions of leadership and responsibility should also be rewarded financially. It is my understanding that in most cases, particularly for course directors of multi-sectional courses, this is not the case. 3. Retirement issues. 3. 1. Phased retirement could be made available for non-ladder teaching faculty and could be advantageous in some cases for both non-ladder faculty and the university. 3. 2. After retirement, access to Yale libraries should be free of charge and continued access to email should be granted, as is the case for ladder faculty. My retired colleagues have lost these privileges. Thank you for the opportunity to participate in this survey!

Equity in non-ladder faculty salaries must be examined. Those who have been here for a long time have lower salaries than newcomers and it simply isn't fair. Yale needs to consider the cost of living in New Haven and guarantee that salaries provide sufficient income to live a modest, respectable life for all. The increased obligations with higher ranks (Senior Lector II) should be appropriately compensated. Why do twice as much work for an extra "I" at the end of the title? The University shows little sign of holding that rank in higher esteem, but is quick to call on individuals for additional duties. Health care deductibles and parking should be pro-rated. Non-ladder faculty should be provided the opportunity for phased retirement.

I think after thirty years of tenure, I should at the very least be considered a senior lecturer. It's embarrassing not to be. I should have tenure at this point--and I desperately need a leave so I can write. Other than the strange cognitive dissonance between unofficial respect and, I think, admiration, and official disrespect, I love Yale. I have also given many talks for the AYA—Association of Yale Alumni.

I think that we do a lot of work for the University. We really take good care of students, but nobody gives us the credit. In my opinion, we don't really exist for this institution. I am here because of the students and I do gladly everything for them, as for the rest, I gave up a long time ago.

Phased retirement option (as have ladder faculty & staff), keep Yale email, access to library; 4-day teaching week for all 1st & 2nd-year classes, as is done at most if not all Ivy Leagues, increase salary for lecturers who have been teaching here for 10+ years; they make considerably less than new hires, and less than administrators. Is teaching valued less than administration? increase summer salary, lecturers below a certain income are paid the same as grad students; and we have to provide syllabi & support for them; reinstitute summer funding for materials development, right now IIGs only provide money for students who help with the project; provide more funding opportunities for non-ladder faculty; expand pension benefits, esp. matching funds; as was suggested 10 years ago, compare benefits with other colleges, e.g. some have 7 or 9-year renewable contracts; higher pension benefits; provide guaranteed professional development money, e.g. for presentation at conferences & workshops; build sustainable housing for faculty and/or help with sustainable renovation, e.g. solar, insulation etc.

Surveys like this are a part of what is best about working at Yale: The feeling that people do care. At the same time, I often feel that there are almost too many extra-activities happening which one would be expected to attend. This survey is worth taking time for, but with the amount of mails and invitations one receives, the important things can be overlooked. Nevertheless, I want to thank the people organizing this and working to improve the non-ladder faculty's working conditions. Your work is being appreciated.

It would be fair if postdoctoral associates and lecturers could be eligible for the same subsidized retirement benefits that ladder faculty and M/T employees enjoy. Building retirement savings is very difficult for low-paid PhDs, especially if they have to deal with significant non-reimbursable research and professional expenses, student loans, dependent family members, etc.

The default option for spousal hires seems to be to offer the trailing spouse a non-ladder faculty position. This is shortsighted and probably hurts Yale's recruiting efforts. Instead, the default option should be to hire both into ladder faculty positions and to reserve non-ladder appointments for exceptional cases.

I teach at Yale because I love working with these students, but I should receive greater compensation for my labor on behalf of Yale's undergraduates.

Earlier you asked me about the duration of my current contract. I guessed one year. I have never seen any contract.

For me it is satisfying to teach at Yale. I have asked and told I am not taking anything away from others which would be my greatest concern.

Summer teaching abroad should be compensated at least - if not more - at the same rate as teaching on campus. The different environment makes it far more challenging, it demands much more of the faculty member, and - because of its location - comes with far less logistical and other support. Summer teaching abroad needs to be valued much more by the institution and recognized by "ladder" faculty as essential to the education of our students.

I do hope I can do something to change and improve the job. Let me know if I can do anything by announcement. Thank you for creating this occasion.

Very low yearly increases, which result in less salary every year.

In the reappointment review process, one is not given a chance to dispute a false accusation. People make slanderous accusations about you, the department does not do fact checking and does not give you a chance to explain. They act on what they hear and make a decision based on slanderous accusation. By the time you hear about their reappointment decision, the only thing left you can do is to petition to the Provost. They will not tell you what the accusation is about with the excuse of "confidentiality" and they give you a vague answer that you will never understand and you are expected to improve? By this time, you have already been damaged. You are practically in a court with

no jury and defense lawyer. Ladder faculty has the power to evaluate non-ladder faculty, but non-ladder faculty does not even have a chance to fill out a survey about the Chairperson's performance. So, he or she can really abuse his or her power. They have no fear when it comes to abusing non-ladder faculty and insult his or her staff. The arrogance and abuse is unbelievable and appalling. Honestly, not every abuse or sexual harassment is reported. People have fears, but this brews bigger trouble down the road. There must be a system that checks the power of the powerful.

Non-ladder salaries could be higher but those of us who are in humanities (a non-lucrative field) often need to secure additional salaries. I have been teaching YSS overseas for 15 years and that helps salary-wise; however, teaching for so many years without even a little break is very exhausting. Publishing helps somewhat but royalties are only pocket money. Also, I would like to point out that some of us, the non-ladder faculty, were offered tenure-track positions in the past and we did not accept them, usually for family reasons (small children, our spouses weren't offered a position, etc.). I personally greatly enjoy teaching at Yale and doing all the work I do; but I do find it oppressive that there is no professional advancement whatsoever. If a faculty member on a tenure-track publishes one scholarly book, he/she has a good chance being promoted to associate professor; if I publish five scholarly books, I will remain in my rank with no possibility of promotion.

Thank you for asking about our lives.

I greatly appreciate that we are even being asked to fill out this survey, thank you. The experience of lecturers and research scientists must vary dramatically from department to department, and even from person to person. It can be an isolating experience, and it would be very easy for someone to "fall through the cracks," without the various support networks that are available to grad students, postdocs, and tenure-track faculty, respectively. The people I work with value my position, I and I love working with them. But, in my capacity, it is easy to be completely invisible on a broader scale. So, I would request, that if you are interested in our input, that you invite further participation of research scientists and lecturers in this committee and even the Senate at large. Thank you again for the opportunity to give feedback, and for your service to Yale!

researcher scientists should be rewarded/recognized for the grants they bring in.

These days, we are the ones who really teach Yale undergraduates. We know them and they know us. We actually care about them. There was a time when this could be said truthfully of pretty much everyone who taught at Yale, non-ladder or ladder. But that is no longer the case. There should be more recognition and more consultation with non-ladder faculty on each and every issue that affects undergrad education. We know the terrain pretty damn well.

Just a quick comment about the phrase "non-ladder faculty." It's a misnomer as even that bracket has a ladder. One can "climb" from part-time instructor to senior lecturer, for instance. While tenure (and the resources that come with it) isn't an option, there is an increase in a variety of benefits and resources and increased sense of job security. Were that clearer, then people might have a better sense of the process. I myself can't really complain. I've been able to move up in this way and while my salary is indeed significantly less than even the average assistant professor (despite my additional duties and strong record of publication), the conditions are generally positive. Indeed, in many respects, my sense of job security is better than the junior ladder faculty.

The Associate Research Scientist position is not very well recognized by everyone at Yale. We tend to be called postdocs most of the time, but since we are no longer postdocs, we are also left out of that group. Therefore we end up in a limbo. This position also seems to come with different benefits whether you are at Science Hill or at the Med School. A more homogeneous definition and clear benefits for the position is needed.

NO

I think that in general I am satisfied with my job and find it rewarding. I do think I would benefit from being treated more equally with regard to certain benefits (e.g. Maternity leave, Dining Hall Lunches)

with full-tenured professors. With regard to salary, I imagine most people would complain but I think given the advanced degrees that I hold and teaching a large class size, should warrant for an increase in compensation. Thank you for taking the time to send this survey.

At this point, I should be on multi-year contracts. The lack of job security is disrespectful.

I love my job, but my salary after 23 years at Yale is considerably less than what my sister earns teaching kindergarten for the City of New Haven.... and she gets free parking and a pension! I feel we deserve to be treated as any other faculty member after dedicating our lives to Yale. Therefore, we should have the same benefits, including keeping our library and email privileges. There should be some sort of emeritus status for long-time lectors who have worked at Yale over 20 years.

Thank you so much for your attention to the conditions of non-ladder faculty. I greatly appreciate it.

The salaries of non-ladder faculty need to be examined in light of their contributions to the teaching and research and brought up more in line with the rest of the faculty. Publications and conference presentations listed on the annual faculty report should have an impact on the annual raises.

I actually believe that Yale treats us fairly well relative to many other universities that horribly exploit non-ladder faculty. I very much appreciate my job security, salary, benefits, office space, and reasonable course load. I, however, am a rather privileged non-ladder faculty member and can understand that others do not feel this way. In the past, I was treated much less well and I am grateful for my improved status. Although we definitely do not enjoy many of the privileges of the ladder faculty, I am aware of our different responsibilities.

I would recommend to change the title "lector" to an alternative one that includes the word "professor" with whatever qualifications: professor of practice, language professor, "name" professor, etc.

I am grateful that you are examining this important issue.

I do enjoy working at Yale, despite my earlier criticisms. And I greatly appreciate efforts like this by FAS faculty to review the job satisfaction of their non-ladder colleagues.

What an awesome survey!

I think inclusion of non-ladder faculty both in name and practice in the larger Yale community, whether it be on departmental- and university-committees and other important decision-making processes, is very important. I'm very much in favor of changing our title to something less exclusionary. This would mean less emphasis on hierarchy in the community which leads to exclusion. Recognition of non-ladder faculty academic degrees and their important contributions to teaching, to student satisfaction here at Yale is also important. In short, giving non-ladder faculty more prominence and agency in all areas is crucial. Thank you for your efforts.

There is to my knowledge no representation of non-ladder faculty in Institutional committees etc. If there is, I must have missed any recruitments or call to duty etc. as I have never been informed that I can serve in any capacity in such administrative task. Our benefits are reduced year after year and I cannot figure out what is faculty input (if any) into these decisions. Similarly, as I mentioned earlier, I have worked in faculty ranked position at Yale since 1998 and had not received a single letter from the school or the department that would recognize my service to this institution. I doubt that there is a single C&T or a managerial worker whose service is not recognized at that level of seniority.

I am not typical, in that I do not have pay etc., unless I bring it in myself by receiving grants, thus am self-funded. I am grateful for opportunities linked to association with Yale (opportunity to submit proposals, access to libraries, interaction with colleagues and students), but consider this a fair exchange - I have a strong publication, citation record receiver highly prestigious awards, which constitute good PR for the department.

I consider working at Yale a privilege. I do it for love of Yale and the Yale community.

1.- Lectors who teach in the summer should get paid more than graduate students who teach in the summer. It is not fair that lectors do all the work creating the course and materials but get paid the same amount as graduate students. 2.- Three years ago, we used to pay \$0 for medical benefits, then \$20, last year \$30 and this year we are paying \$50 a month. I believe this is an outrageous raise. It looks like the university is getting their money to build the new residential colleges and the other renovations by scratching our salaries. 3.- Our annual salary raise often is lower than inflation, which means, we get paid less every year. This is ridiculous. 4.- Incoming lectors make more money than lectors who have been teaching here for years. There should be some type of equality in salaries. 5.- The Yale Daily News has been talking a lot about all the money available to hire new faculty and all the professors that have been hired already for new year. In our department, we are in dire need of an additional lector but the hiring process has been stopped without any good explanation. Honestly, this type of discrimination makes me feel like a second-class citizen.

I would have appreciated some access to research funding, even if competitive. Being explicitly discouraged from any research activity is demoralizing and condescending and why, despite my department wanting me to stay and doing their best to help me with internal funds, I will be accepting an offer from another school next year.

Please change the name of our positions to "Research" Assistant, Associate, and full Professor. It would be helpful for people outside of Yale to understand our positions, including the NIH which would help with grant writing. It would also help us to garner more respect. A "research associate" is a technical position but it is often confused with associate research scientist. By denying us the term of professor it keeps us in that "second class citizen" category. The "Associate Research Scientist" position can be kept for people who are transitioning from a post doc or have a short-term appointment, but it should not be used for anyone in a more permanent position. Research Scientist and Senior Research Scientist titles mean nothing to anyone outside of Yale (and almost nothing to anyone here at Yale). I always have to explain that I am 'non-tenure' faculty. I believe that the name change would go a long, long way in correcting the lack of respect problem that we face.

Again, offering more teaching or research awards, merit-based grants, and opportunities for professional development leave sends the message that the written work as well as the classroom work is valued and encouraged. Thanks!

The quality of Yale education is very high, as is that of Brown, where I also teach as an Adjunct Lecturer and my teaching is well regarded. To maintain this lifestyle, being married to a non-wage earner, I don't make enough to keep this up really - it's an ongoing challenge, so being compensated more fairly would likely be greatly beneficial for all.

After supporting myself 100% on grants (and a few gifts) for 20 years, it was quite disappointing that the university would not help me out with research funding for a couple years after my cancer. Thankfully, I have recovered well, and am building up grant support slowly. Also, the compensation rate for teaching a class now and then is extremely low.

My first position here was as an M&P, running a student lab with no major teaching component. When there was need for a lecturer, the chair asked if I would be interested. He was new and assumed there would be funds to increase my salary, but sadly he was wrong. Although he was extremely apologetic, he still encouraged me to teach the class because they were desperate and because teaching a Yale course would look good on my CV. So I accepted a "promotion" without any change to my salary and had many more responsibilities. I find myself in this situation a lot. I take on more responsibilities without reasonable (or any) compensation because I worry about job security. I do it to become more essential and integrated into the function of the department, and so that I become more marketable if I do need to find a new job. Although I take pride in my work and love my students, these are the things that make me think about leaving Yale.

University should have a consistent and coherent policy and not just what is mentioned in the faculty handbook. A significant number of non-ladder faculty move to other institutions which does not benefit Yale.

SO much of what I do (advising students, serving as a formal/informal mentor, answering questions beyond classwork, letters of rec, arranging for speakers for outside my class, putting students in touch with non-Yale resources, advising senior work) is effectively unpaid. But for the fact that I have a day-job with a large corporation, I could not afford to teach. After 8 years, I am proud of what I have built, but I do not feel "compensated" for what I do. In fairness, I do not teach for the money. I teach because it is Yale, because I went here and I am proud to help keep it as the shining beacon of intellectual curiosity it was sold as (and was) for me. I teach because I want my students to have the kind of class I didn't think was available to me as an undergrad. I am perfectly fine with the status quo -- as broken as I think it is. But if you are looking to improve upon it, you have my blessing.

My experience at Yale (this is my first year) has been exceptional. I truly enjoy teaching and the freedom to design my own courses. I feel supported by my two departments. The teaching resources here (museums, library, etc.) are one of the greatest benefits of teaching at Yale. I also feel that the financial compensation together with benefits are extremely fair. Repeating some of the same courses next year will hopefully free up more time to devote to research next year as I continue the goal of pursuing a tenure-track job (I received the PhD in May 2016).

With the growth of Yale College and the decision (perhaps appropriate) not to increase the Graduate School, Yale must either increase student-teacher ratios or employ more faculty. I suspect we will not add more tenure slots--and certainly not 15% or more (more would be needed). Although permanent non-ladder contracts may seem to infringe on ladder faculty, I wish we would follow the lead of places like NYU and build teaching contracts with decent salaries and benefits. In other ways, NYU is an evil place (and I worked there for 13 years, so I know). But unless we are going to increase the ladder faculty by 20% or more, we need to add a teaching-professional tier for long-term contract faculty.

Yale is a very hierarchical institution. That's part of its history and it appears committed to remaining so. I'd like to see the faculty take an active role in questioning the premises of some of Yale's hierarchies, especially as they intersect with broader social hierarchies of wealth and power. More real faculty unity--if such a thing is possible--going beyond tenure-status, and commitment to making this school focused on pedagogical and scholarly concerns above all, would be good things. For myself and others in my position, of course, I would like a higher salary and more funding for research and travel (as, I think, would be commensurate with my accomplishments?!).

I think many non-ladder faculty are looking for a position elsewhere that pays more or is tenure-track. However, others (like myself) that really like Yale, the New Haven area, and their work would be happy to stay on as non-ladder faculty if the position had more job security and higher pay.

In the past, non-ladder faculty have had no dining-hall privileges. Although I have seen references to a change in that policy in the YDN, I am unable to find any policy on Yale's site. I generally meet students in my office or in coffee-shops (where meals are generally much less expensive than in Yale dining halls), but would certainly meet them in Yale dining halls if I had privileges.

There is across the board disrespect for working artists at Yale. I would like to see that changed. Also, now the 'full time' load for a Senior Lecturer is written as 6 classes. No one teaches six classes in the humanities. That's a mythological designation--and may only apply to some people who teach language labs. I'm not. I teach 4--as do ladder faculty but I am designated part time. This is unfair, and wrong, and means that I am not eligible for many benefits, and my health benefits are billed absurdly as if I had a full-time salary, which I do not. These are injustices.

Although salary is not of prime importance to me, I believe that I am grossly underpaid: Doubling my salary would still not be commensurate with my experience. The difficulty of parking is a major problem, and requiring me to pay for it on my low salary is offensive.

no

I appreciate this survey. It's the first that I am aware of in the last fifteen years.

It's not a secret that the salary we receive is not quite enough to live a comfortable life, especially if you're a single person who has to pay everything from your salary. While this is the case, healthcare, parking, etc. costs Yale charges us is increasing fast. So whatever raise we get goes back into their pocket, sort of speak. School shouldn't assume we get another job during the summer, so we're fine. Not everyone can work during the summer, and, even if we can, this should not be factored in when Yale is setting the amount for our salary. We chose to do this job knowing there is some chunk of time off, and if anyone else wants that, then they need to make that choice. Comparing us to 12-month work (administration, etc.) doesn't make sense, especially based on a false assumption (that we can all work during the summer). I understand that the position I have is not considered high in most colleges, and that is fine with me. And I am grateful that I have this position. But to not be able to enjoy life (travel, etc.) because there is not much wiggle room in our pay is something that I hope to be changed.

If we have more transparent information about non-ladder pay, benefits and conditions, it will be great.

In my department, I feel certain that the pay our lecturers receive does not reflect our essential contribution to the teaching mission of this university nor our commitment to our students and graduate students.

I would like to see the possibility of a clear career path for non-ladder faculty on multi-year contracts, as well as some measures to ensure job security.

Yale is a wonderful place. I believe students view teaching is not a priority for faculty. They want love and attention. 'Non-ladder' faculty can add great value to student life. My main benefits teaching at Yale is great health insurance and job satisfaction teaching.

I wish there was more transparency about lector pay. I feel that we all get paid very differently and no one really knows what this pay is based on. It has been wondered whether our male colleagues earn more than the female lectors but we don't know the numbers. We feel that our pay is vastly different from our tenure-track colleagues and for those of us who also research and present at conferences in addition to often teaching more courses than our tenure-track colleagues this leads to dissatisfaction and to us applying for tenure-track jobs elsewhere. I think the main problem is that unlike professors, where everyone simply holds a PhD so qualifications and activities are similar, we lectors come from such different educational backgrounds and engage in very different activities so that it is more difficult to standardize things like pay and research support. I love my job at Yale, but I sometimes feel frustrated by my lack of advancement options beyond the senior lector 2 (Which I am not undergoing). I feel that I am fairly young (in my early thirties) and I don't know if I will be satisfied remaining in the same lector 2 track for the rest of my career.