

REPORT ON LECTURERS IN THE SCHOOL OF HUMANITIES, ARTS, AND SOCIAL SCIENCES

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I. SUMMARY

In February 2022 the SHASS Dean asked the SHASS Assistant Dean for DEI and a SHASS Professor in the History Section to conduct a review of the SHASS lecturer cohort. In 2021-2022, the School of Humanities, Arts, and Social Sciences (SHASS) had 174 instructors who fell under the umbrella category of “lecturers.”¹ This cohort was majority female and white. Lecturers in the School devoted almost twice as many classroom instructional hours to undergraduate education last year as did tenure-stream faculty, and taught almost as many undergraduates as the tenure-stream faculty. Almost 90% of these lecturers were employed in three SHASS units: Comparative Media Studies/Writing, Global Languages, and Music and Theater Arts. The high quality of undergraduate teaching in these units reflects the talent and dedication of these teachers. While many of the lecturers with whom we spoke expressed a reasonable level of job satisfaction, and while the Spring 2022 MIT Quality of Life survey results also suggest that our lecturers are not unhappy at the Institute, reforms are needed. These reforms should focus on promotions, funding, workloads, diversity and equity, and the visibility of lecturers in the School and the Institute. They must also acknowledge the unique challenges of the high cost of living in the Boston area. We propose the following series of coordinated recommendations, which are more fully outlined in the final section of this report:

1. Reconfigure the existing SHASS Lecturer Council, and empower it to oversee all lecturer-related matters in the School.
2. Allow those at the Lecturer II rank to be considered for promotion to Senior Lecturer. The criteria for promotion from Lecturer II to Senior Lecturer should be contingent on research as well as teaching excellence, with standards to be defined by the SHASS Lecturer Council in consultation with each unit.
3. Assist SHASS units to combine part-time and temporary lecturer appointments into Lecturer I appointments whenever possible.
4. Create lecturer-only funds administered by the Dean’s Office that will support teaching initiatives for SHASS Lecturers.
5. Bring salaries for SHASS Lecturers more closely in line with the high cost of living in the Boston metropolitan region.
6. Have the SHASS Lecturer Council work with each unit to evaluate lecturer

¹ In the context of this report, unless otherwise indicated, we will use the term “lecturer” to refer to the many titles given to non tenure-stream instructors in the School. These titles include: Temporary Lecturer, Lecturer I, Lecturer II, Senior Lecturer, Professor of the Practice, Director, Affiliated Artist, and Technical Instructor. For definitions of these terms, see the *SHASS Other Academic Instructional Staff Guidelines*, revised in September 2018 and available from the SHASS Dean’s Office.

workloads, and make appropriate adjustments when warranted.

7. Have the SHASS Lecturer Council develop programming and outreach to SHASS units that will encourage greater intellectual and pedagogical exchange and more collegiality among tenure-stream faculty and lecturers.
8. Create a resume bank in the Dean's Office designed to identify candidates who would diversify the SHASS Lecturer ranks. Provide earlier budget projections that will allow units enough time to conduct inclusive searches for open lecturer positions.

II. CHARGE & STATISTICAL OVERVIEWS

A. The Charge

In February 2022, SHASS Dean Agustín Rayo asked us (SHASS Assistant Dean for DEI Tracie D. Jones and Professor of History Jeffrey S. Ravel) to conduct a review of SHASS lecturers, and other instructors in the School holding teaching positions but not tenured or on the tenure-track. Dean Rayo identified five areas of inquiry for the review:

- Are the School's lecturers embedded within an optimal organizational structure?
- Do they do work that is appropriate for their rank?
- Are they paid appropriately?
- Do they have adequate avenues for professional development?
- Are there worries about diversity, equity, and inclusion?

In response to this request, we collected data on salary, workload, and diversity of SHASS Lecturers in AY22. We consulted relevant excerpts from Visiting Committee reports on several SHASS units. We reviewed current School and Institute-wide policies on lecturers. We gathered information on salary and benefits at some local institutions, and sought data on cost-of-living issues in the Boston metropolitan area. We studied reports on research scientists in the School of Science, and lecturers in EECS.² Finally, 76 MIT employees in the spring and summer of 2022 voluntarily agreed to participate in interviews with us, or provided extensive written comments, including 52 lecturers, 16 tenure-stream faculty members, and 8 staff members.³ The majority of these interviews were conducted individually, while some interviewees chose to participate in small group interviews of 2 or 3

² We would like to thank the following individuals who have helped us gather information for this report: Carolyn Carlson, Karen Gardner, Gregory Harris, Sophia Hasenfus, Katherine Hoss, Daria Johnson, Gary King, Shannon Larkin, Colleen Leslie, Robin Palazzolo, Meghan Pepin, Erminia Piccinonno, Joyce Roberge, Jessie Schanzle, Jon Schwarz, Alexa Torres, and Heather Williams.

³ Six of the 76 individuals sent lengthy e-mails addressing issues of concern to lecturers.

people. In these interviews, we did not follow a set script. Instead, we informed participants of the Dean's concerns, then urged them to share with us their experiences and views regarding lecturers in SHASS.

B. Statistical Overviews

Teaching Load. As a baseline to our inquiry, we gathered data from all SHASS teaching units on the number of undergraduate students taught by tenure-stream faculty and lecturers in Fall 2021 and Spring 2022, and the number of classroom contact hours in undergraduate subjects for both categories of instructors.⁴

<u>AY 2021-2022</u>	Number of SHASS Faculty & Lecturers	Contact Hours	Undergraduates Taught
SHASS Faculty	183	11,990	5621
SHASS Lecturers	174	20,560	5273

These data show that during the 2021-2022 academic year, lecturers taught slightly less than half of all MIT undergraduates enrolled in SHASS subjects, all of which count towards the GIRs. They also accounted for almost two-thirds of all undergraduate classroom contact hours in the School, indicating that they have more direct classroom contact with our undergraduates than tenure-stream faculty. In other words, at the most basic level lecturers in SHASS teach almost as many students, and spend more time on classroom instruction, than do tenure-stream faculty in the School. Tenure-stream faculty, of course, have substantial responsibilities for research, graduate education, and administration within the School and the Institute that they are also expected to fulfill. **Nevertheless, at the start of the 2020s it is apparent that lecturers in SHASS are central to the teaching of undergraduates at the Institute.**

That said, the undergraduate teaching workload carried by lecturers is not evenly distributed across the School. Almost 90% of lecturers in SHASS in 2021-2022 were situated in three units: Comparative Media Studies/Writing (CMS/W), Global Languages (GL, 21G), and Music and Theater Arts (MTA, 21M). These lecturers provided instruction in writing and oral presentation in the English language, in learning global languages and cultures, and in the various sub-fields of the performing arts. Lecturers also played a significant role in the undergraduate curricular offerings of three other units in the School - History, Literature, and Women's and Gender Studies. A handful of lecturers are present in some of the School's other units, while some units rely almost exclusively on tenure-stream faculty to teach undergraduates, often substantially supported by teaching assistants drawn from the ranks of

⁴ See the breakdown of this data by SHASS unit in **Appendix A: SHASS Faculty and Lecturer Undergraduate Teaching Workloads, 2021-2022.**

the unit's graduate students. The reasons for this uneven distribution of lecturers across the School include the presence of graduate student teaching assistants in some units, pedagogical practices across disciplines, GIR requirements (especially the HASS-A, HASS-H, and HASS-S distribution requirements implemented over a decade ago), CI requirements, and other factors.

Gender, Race, and Ethnicity. Of the 174 lecturers employed in the School in the 2021-2022 academic year, 102, or 59%, were women.⁵ Two-thirds of the lecturers, 113 in all, were classified as white. Among the remaining lecturers, 21 were Asian, 9 were Black or African American, 8 were Hispanic/Latino, 8 were international,⁶ 3 were American Indian or Alaskan Native, and 10 were “unknown.” **The SHASS lecturer population, therefore, is majority female and white, although percentages vary by unit.** Of the 61 lecturers in MTA, for example, 36 are men. Of the 30 lecturers in GL, 11 identified as Asian, 4 identified as Hispanic/Latino, and 2 more were identified as “international.”

Satisfaction. Are lecturers in the School, who play such a critical instructional role, satisfied in their jobs? Based on the interviews we conducted, we infer that the majority of lecturers are dedicated classroom teachers who derive a great deal of professional satisfaction from their work with MIT's talented undergraduates. In spite of the satisfaction they find in the classroom, there are aspects of their employment at MIT that hinder their job performance, and impede the quality of the instruction they provide. The question of job satisfaction among SHASS lecturers is complex, as we learned in our interviews with lecturers, staff, and faculty. Many variables are at play, and the satisfaction level of SHASS instructors differs from unit to unit, and from individual to individual.

In an initial effort to assess the job satisfaction of lecturers in SHASS, we turn to quantitative and qualitative data gathered in the Spring 2022 Institute-wide Quality of Life (QoL) survey. (See **Appendix B** for complete SHASS lecturer data from the survey.) Of the 174 lecturers in SHASS in 2021-2022, just under 80 chose to respond to the QoL survey. In response to the question “Overall, how satisfied are you in your role at MIT?” 81% of the respondents indicated that they were very satisfied or somewhat satisfied. In response to a question about work/life balance, 68% indicated that they were very or somewhat satisfied. Questions about satisfaction with salary and benefits indicated that 63% were very or somewhat satisfied with their salary, and 77% were very or somewhat satisfied with their benefits package. In response to the salary question, 26% responded that they were somewhat or very dissatisfied with their salary, the largest negative response to these four questions.

These quantitative responses to very general questions about satisfaction levels suggest that

⁵ Data in this paragraph is drawn from a report prepared by the SHASS Dean's Office. The gender data records only two options, male or female.

⁶ Lecturers identified as “international” were not born in the US, and were therefore not asked to identify by race or ethnicity.

in a broad sense, a majority of SHASS lecturers are content with their jobs and their material compensation. Some of the responses to open-ended questions in the QoL survey, however, suggest some dissatisfaction. While we do not claim that the following quotes are representative of the SHASS lecturer cohort as a whole, we find it useful to listen to these voices in order to understand some of the issues that impede greater job satisfaction for lecturers in the School.

First, in order to balance these excerpts from the open-ended QoL questions, we offer three responses to the following survey question: “Please use a few words to describe the most positive aspects of the current MIT environment for you.” These quotes echo many other responses to this query:

- “My colleagues, who are generous and funny, and the ability to create exciting classes, the students who are truly wonderfully weird and curious.”
- “Great compensation, for an adjunct, and excellent students make for a good class.”
- “Good people. Many caring and compassionate folks in the departments. MIT has great people. However, they are not always able to keep those people because of shifting budgets, temporarily funded positions, or a lack of ability for promotion.”

In contrast, in response to the question “You indicated you have experienced a high level of stress. Please briefly tell us the source of this stress,” three lecturers responded as follows. It should be noted that these answers were collected as the Institute was adjusting to the ongoing COVID pandemic:

- “Faculty have become increasingly dismissive and disrespectful of staff. High levels of exclusion and power dynamics on display. Remote teaching transition[s] have been difficult. MIT continues to offer more faculty awards for teaching though most teaching is done by teaching staff.”
- “Although the expectation was obviously very high, clear guidance was not provided when preparing for my promotional review, causing a lot of stress.”
- “As student stressors rise, instructors are expected to make as many accommodations as possible. While I’m happy to do so, I’ve received very little support in my own mental health and am expected to do all this for the same pay/with very few resources.”

Finally, in response to the question “What one thing could MIT reasonably do to improve your quality of life at MIT?” three lecturers responded as follows:

- “Make more opportunities for Lecturers and Senior Lecturers to move up or conversely reduce teaching loads for Lecturers and Senior Lecturers in light of the committee work they do because of the few tenure faculty members (or faculty members who are abusive or refuse to do the job).”
- “Increase my salary. I currently cannot come close to buying any property, such as a

condo, that would help to create stability in my life. I rent my apartment. As rents go up steeply, it is more and more likely I will not be able to live in this area. Because my housing future is so uncertain, it causes an incredible amount of stress. I have to consider that I might have to face a commute that would rob me of a large part of my day or that I might have to leave MIT because I cannot afford to work there.”

- “Improve support for instructors' professional development and in-classroom support so that we can better help our students. Lecturers have very little opportunity to apply for professional development or pedagogical funding, and we work with students the most in the classroom. We also are the most burdened by additional accommodations for students, and are not offered additional support to help students with what they need, or offered support for how students' mental health issues might affect our own.”

These open-ended, qualitative responses provide important context for the generally positive satisfaction rates recorded by the quantitative sections of the Spring 2022 QoL. **While lecturers in SHASS find great satisfaction in their classroom and one-on-one interactions with MIT undergraduates and generally think they are compensated reasonably well, there are administrative, structural, and personal issues that can often weigh on their minds, and their pocketbooks.** In particular, it is clear that some of our lecturers wish to focus exclusively on teaching excellence, while others also wish to develop research agendas that in many cases pre-date their employment at MIT. While the primary obligation of lecturers is undergraduate teaching, recommendations to improve the situation of lecturers should take into account these differing priorities. In the next section of this report, we will look in greater detail at the five questions that Dean Rayo has asked us to examine. Then, in the final section, we will offer recommendations to address some of the issues our review has highlighted.

III. FINDINGS

In this section we report our findings on the five areas of concern that Dean Rayo asked us to investigate: salary, workload, professional development, administrative support, and DEI issues. Before reporting our findings in these five areas, we begin with a discussion of job titles.

A. Job Titles

Although Dean Rayo did not ask us to consider issues of rank, we found that this topic is a source of frustration for many of our lecturers. There are different views on the responsibilities of professors and lecturers in the School. Some argue that individuals in the two categories effectively have similar research and teaching profiles, and should be treated more equitably. On the other end of the spectrum, some argue that the primary activity for faculty members is research, while that for lecturers is teaching. Many lecturers, as well as some faculty, told us that the title of “Lecturer” reinforces a sense of hierarchy in their units.

A number of people with whom we spoke were aware that other universities have implemented the titles of Assistant Teaching Professor, Associate Teaching Professor, and Full Teaching Professor, or in some cases Clinical Professor, or Professor of the Practice.⁷ Some lecturers recounted their embarrassment when having to identify as “Lecturers” at conferences and workshops at which colleagues at other universities, with the same credentials and responsibilities, have the word “Professor” in their title.

The difficult job market nationally in the Humanities, Arts, and Social Sciences exacerbates these issues. Many individuals hired into lecturer positions at MIT now arrive with doctoral degrees and well-developed research agendas, but are hired into positions without research expectations. For all these reasons, many whom we interviewed urged us to advocate for rechristening lecturers as professors. While we acknowledge these frustrations, and suggest that SHASS engage with other Schools and the Institute's central administration in a review of these questions, we acknowledge it is unlikely that job titles for lecturers at MIT will be changed any time soon. Lecturers are hired primarily to extend the number of subjects available to MIT undergraduates; their presence has in part enabled the Institute to limit the tenure-stream faculty to about one thousand professors for at least two generations. Recategorizing SHASS lecturers as teaching professors or professors of the practice would require Institute wide reconsideration of the category of “professor,” as well as a difficult re-evaluation of the distribution of Institute resources based on current distinctions. Consensus would be difficult to obtain.

A collateral issue, perhaps equally difficult to address, is that lecturers are labeled “academic instructional staff” in the Institute’s Policies and Procedures. SHASS repeats this phrasing in the document labeled “SHASS Other Academic Instructional Staff Guidelines” that governs these appointments. The conflation of lecturers and staff creates confusion, particularly on the part of the Institute’s Office of Human Resources, which expects the School to follow the same hiring and promotion procedures for “other academic staff” as it does for administrative staff, and enforce the same sick leave procedures. But the nature of classroom instruction is different from administrative work at the Institute, and calls for different guidelines.

It will require Institute-wide conversations to address these concerns. Within the scope of this report, however, we find it useful to review the expectations for the job titles that currently exist in the School. The titles of “Affiliated Artist” and “Technical Instructor” are unique to MTA.⁸ The title of “Director” is utilized in both MTA and CMS/W. The main points of contention across the School, however, are the ranks of “Senior Lecturer,” “Lecturer II,”

⁷ See two summer 2022 articles on this national conversation in higher education: Becky Supiano, “Can a Teaching Track Improve Undergraduate Education?” *Chronicle of Higher Education*, 19 July 2022; and Matt Reid, “A Suggestion for Universities Considering a ‘Teaching Track’ for Faculty,” *Inside Higher Ed*, 21 July 2022.

⁸ Affiliated Artists are paid by MTA on an hourly basis, and are therefore excluded from the analysis in this section of the report.

“Lecturer I,” and “Temporary Lecturer.” Because of similar pay scales and job responsibilities, we will lump Technical Instructor I & II MTA job titles with the Lecturer I & II ranks. Here is the distribution of SHASS lecturers across these four categories in 2021-2022:

Senior Lecturer	14
Lecturer II	36
Lecturer I & Technical Instructor I	20
Temporary Lecturer	82

Senior Lecturer: In 2021-2022, SHASS had 14 Senior Lecturers,: 5 in MTA, 4 in GL, 3 in CMS/W, and one each in Economics and Literature. As currently conceived, this rank is not seen as the next step on the promotion ladder for Instructors after Lecturer II, although some Senior Lecturer appointments have come from within the ranks of that unit’s lecturers. Most of these internal appointments to the rank of Senior Lecturer occurred before the adoption of the Lecturer I / Lecturer II promotion system, although one new appointment to Senior Lecturer in GL for 2022-2023 came from within that unit’s ranks. The *SHASS Other Academic Staff Instructional Guidelines* state that “...Senior Lecturers are master teachers who have extensive professional experience, teaching accomplishments, and national or international recognition. At MIT Senior Lecturer is the title used for teachers who complement the Faculty and whose professional experience and distinguished teaching accomplishments are equivalent to those of a member of the Faculty.” Responsibilities of Senior Lecturers include, but are not limited to, “teaching and conducting and supervising research; serving on Dept/School/Institute Committees, including Search and Review Committees; advising students (majors, minors, concentrators); and oversight and support of Lecturers and Directors.” Initial appointments of Senior Lecturers require external letters and a review by SHASS School Council. Subsequent reviews at five-year intervals require internal reviews only. Like tenure-stream faculty, Senior Lecturers are eligible for one semester of paid leave after six full years of service.

We interviewed 11 of the 14 2021-2022 SHASS Senior Lecturers. Most of them were satisfied with their positions in the School, and had a broader perspective on pedagogical issues in the School and the Institute than other SHASS lecturers. This is not surprising, since the average service time of Senior Lecturers in SHASS in 2021-2022 was 20 years. Several of them, however, told us that they still felt like second-class citizens in their units because they were not invited to attend certain policy meetings, or they had experienced more subtle, daily snubs from faculty. A few Senior Lecturers also noted the “plateau” phenomenon that several Lecturer II’s described to us.

Lecturer II & Technical Instructor II: In 2021-2022, SHASS had 36 Lecturer II and Technical Instructor II appointments, all in CMS/W, GL, or MTA. The *SHASS Other Academic Staff*

Instructional Guidelines provides the following definition for the Lecturer II position: “Lecturer II instructors are full-time (or 5/6ths) exceptional teachers who have been promoted from Lecturer I. Lecturer II instructors are expected to provide modest service to the Department / School / Institute, at the discretion of the Department Head.” Once appointed to a Lecturer II position, individuals can expect to stay in this role indefinitely, pending the successful outcome of reviews which are undertaken by the unit every five years.

Instructors with whom we spoke in Lecturer II positions were of course grateful for the long-term job security these positions provide. Many, however, also noted a “plateau” phenomenon whereby they had no higher rank to which they could aspire. They often expressed a desire for more feedback in their five-year reviews, and wished they had a new promotion goal, and commensurate salary jump, for which they could aim. They would like to be eligible for paid leaves to combat classroom burnout.

Lecturer I & Technical Instructor I: In 2021-2022, SHASS had 20 Lecturer I and Technical Instructor I appointments. Nineteen were in CMS/W, GL, or MTA; one was a joint appointment in History and Literature. It should be noted that this job title is not recognized by the MIT Human Resources Office. It was a category created during the SHASS lecturer reforms under former Dean Deborah Fitzgerald that led to the Lecturer I & II ranks. For this reason, individuals in “Lecturer” and “Lecturer I” arrangements are sometimes grouped together in Institute data, although the circumstances of their employment differ significantly. A full-time annual Lecturer I teaching load is 3-3, although part-time Lecturer I appointments are permitted. The *SHASS Other Academic Staff Instructional Guidelines* notes that “units should not expect Lecturers to take on unit administration and advisory roles beyond those associated with the specific programmatic need for which they were appointed. However, exceptions might be made by the Department Head.”

The initial Lecturer I appointment lasts three years. During the second year, the unit conducts an internal review of the individual. If the review is negative, the appointment ends after three years; if the review is positive, a two-year extension is granted. In these cases, the unit conducts a review for promotion to the rank of Lecturer II in the fall of the fifth year. If the outcome of the review is negative, the appointment ends at the conclusion of the fifth year. If the outcome is positive, the individual is appointed to a Lecturer II position.

Temporary Lecturer: Of the 152 lecturers and technical instructors in the School, 82 were on various types of temporary appointments. This category includes all lecturers, full- or part-time, who are not on Lecturer I, Lecturer II, or Senior Lecturer contracts, but not those with Technical Instructor or Affiliated Artist appointments. Individuals in this category may have full- or part-time arrangements, and may have year-to-year or multiple year contracts. In all cases, though, they do not have a path to promotion within the lecturer ranks, and they do not have long-term job security. Some of the individuals in this category did not mind the lack of long-term contractual job security. They believed that they had an understanding with the unit in which they work that was satisfactory, or they appreciated not having to make a long-term commitment to the School and the Institute. Some have taught at MIT for a decade or more on

successive one-year contracts. Others, however, indicated to us that the experience of living on year-to-year contracts was stressful to the point of impacting job performance and general well-being.

B. Salary

Detailed data on lecturer salaries in local institutions has been hard to obtain. Here we present figures from the AAUP survey for 2021-2022 at three local institutions, in addition to MIT figures.⁹ These numbers include lecturers in all fields, not just the Humanities, Arts, and Social Sciences. These data also aggregate all lecturer ranks, rather than breaking down figures by different lecturer titles.

<u>Local Institution</u>	<u>Number of Lecturers</u>	<u>Average Salary</u>
Boston University	378	\$83,488
Brandeis University	47	\$76,744
Harvard University	282	\$117,338
MIT	182	\$112,298

While it would be useful to have more discipline-specific data for more local schools, these numbers hint that MIT's pay scale is at the upper end of the local spectrum. It is worth noting that Harvard and MIT had the two highest average lecturer salaries of all schools nation-wide in the AAUP survey.

The high cost of living in the Boston metropolitan area creates significant concerns for our lecturers. To get a better sense of whether our salaries allow lecturers to afford to live in the Boston metropolitan area, we consulted the "Living Wage Calculator" developed by DUSP Professor Amy Glasmeier.¹⁰ This tool indicates the hourly rate that corresponds to an hourly poverty-level wage, federally-determined minimum wage, and living wage. The living wage is the highest of these three figures. In the table below, we provide annual living wage salary equivalents for the Boston-Cambridge-Newton area for different 2-child family configurations, based on Professor Glasmeier's calculations:

<u>Family Configuration</u>	<u>Annual Living Wage Needed for Boston-Cambridge-Newton¹¹</u>

⁹ <https://www.aaup.org/report/annual-report-economic-status-profession-2021-22>

¹⁰ <https://livingwage.mit.edu/metros/14460>

¹¹ The living wage calculator provides an hourly living wage rate. We have multiplied this figure by 40

1 Adult, 2 children	\$111,744
2 Adults (1 working), 2 children	\$85,536
2 Adults, (2 working), 2 children	\$61,651

These annual salary figures might of course vary by number of children, number of working parents, rents outside the core Boston area of Boston-Cambridge-Newton, and other factors. Still, in a general sense, they indicate that average MIT Lecturer II and Senior Lecturer salaries at their current rates most likely permit lecturers with adult partners and children to live materially comfortable lives. Individuals trying to get by on a Lecturer salary as a single adult, or with more than two children, may have trouble making ends meet, or may be forced to seek housing further away from MIT that requires a longer, more expensive commute. Lecturers with pre-school age children also must grapple with the high cost of daycare arrangements while they work at MIT.

We therefore conclude that while MIT Lecturer salaries are competitive, they may not be sufficient to allow individuals with children who do not have working partners or other financial resources to live comfortably in the Boston metropolitan area. This impression was reinforced for us by the outcome of a Lecturer I search in a SHASS unit last spring. Both the faculty chair of the search and the top candidate to whom they offered the position provided us with details. The candidate had been teaching at MIT on a year-to-year basis since 2018. After a national search the unit, extremely impressed with the individual's teaching and collegiality, offered the person a Lecturer I appointment with a starting salary of \$70,064. This individual, who had a working partner and an infant child, crunched the numbers and concluded that accepting the position would quickly force the family to assume an unacceptable debt burden. The candidate, who described the position to us as a "dream job," chose to decline the offer and leave MIT. The faculty member who recounted this episode to us concluded that "...unless a person is single and has no children under the age of 5, or has a partner/spouse that makes a high salary, or is independently wealthy, it is unlikely they can survive. We will continue to lose great people if this continues."

After reviewing various data points, the SHASS Dean's Office, in conjunction with the Provost's office and Central Human Resources, plans to implement minimum salary figures for lecturers in all units in SHASS based on number of years of experience, as follows:

Experience Group	2023 Minimum Rate: Lecturer	2023 Minimum Rate: Lecturer II	2023 Minimum Rate: Senior Lecturer
0 - 3 years	\$69,556	\$73,034	\$83,468

hours per week, and assumed a 48-week work year.

3+ - 7 years	\$73,034	\$76,686	\$87,641
7+ - 12 years	\$76,512	\$80,338	\$91,815
12+ - 20 years	\$79,990	\$83,989	\$95,988
20+ years	\$83,468	\$87,641	\$100,161

C. Workload

Regarding workload, the question posed by Dean Rayo was: “Do [lecturers] do work that is appropriate for their rank?” In terms of workload, rank is a significant issue because the title of “lecturer,” or its variants used in different SHASS units, serves to differentiate lecturers from tenure stream faculty in the minds of lecturers, faculty, and administrators. Specifically, there is an implication in this term that lecturers should only be teaching undergraduates, while faculty teach undergraduate and graduate students, conduct research, and serve in administrative capacities. In practice, due to the prestige of MIT and the difficult job market in the humanistic, artistic, and social scientific fields, many of the lecturers that MIT has hired in recent years have doctoral degrees, and come to MIT with well-developed research agendas. SHASS units have often welcomed these research agendas among their lecturers and done their best to promote them. But they have not reduced the undergraduate teaching loads of lecturers, which in almost all cases are higher than the teaching loads for tenure-stream faculty.

In addition to research expectations that can be incompatible with their assigned teaching loads, lecturers are in some cases asked to take on administrative tasks related to undergraduate education. These tasks can include major, minor, and concentration advising, scoring of exams in English and non-English languages, serving on search committees and other internal unit committees, and rehearsal and performance obligations. Some lecturers welcome these opportunities; they find the assignments engaging, and they often enjoy the extra contact with our undergraduates. But other lecturers feel burdened by these demands, and believe they drain time and energy away from their primary pedagogical tasks. In some cases, lecturers told us that they felt their compensation packages did not warrant extra departmental service, but that they hesitated to decline these assignments for fear of being denied promotions or contract renewals.

In sum, then, the tenure-stream faculty / lecturer hierarchy at MIT contributes to feelings of overload in the workplace for lecturers. As with salary, it is difficult to generalize about workloads across all SHASS units that employ lecturers. In what follows, we will discuss our findings about workload issues in each of the three lecturer-heavy units, followed by some generalizations about workload issues in other SHASS units that employ lesser numbers of lecturers.

CMS/W: This unit had 62 lecturers in 2021-2022, the largest number of lecturers in any SHASS unit. Most CMS/W lecturers are assigned to one of three different groups with different methods of measuring workload, while some teach CMS or 21W subjects not taught by tenure-stream faculty in the unit. The largest number of lecturers resides in the Writing, Rhetoric, and Professional Communication Program (WRAP). In our interviews we spoke with 10 of the 36 WRAP lecturers. WRAP lecturers are assigned to undergraduate CI-H and CI-M subjects across the Institute. Because they do not have primary responsibility for these subjects, and are not required to be present at all class meetings, WRAP has decided to allot workloads by teaching hours per term. A full-time WRAP instructor is expected to account for 600 hours of work time during each term. The figure of 600 hours per term derives from the calculation that an instructor who works 40 hours a week for a 15-week term devotes 600 hours a semester to teaching. Typically this 600-hour allotment in WRAP is divided among three or four subjects, or 150 to 200 hours per subject, but the number of students in CI-M subjects to which WRAP lecturers are assigned, and the expectations of the supervising faculty member, vary significantly. Some WRAP instructors with whom we spoke chafed under these hourly restrictions. Several told us that they spend many more hours per subject than the system allotted in order to do their work properly. Others felt infantilized by having to keep track of their hours; they consider themselves professionals who are capable of determining how much time they need to fulfill their work responsibilities. We learned that WRAP, and its previous iterations created to serve the needs of MIT's undergraduate Communications Requirement (CR), has struggled with the issue of measuring workload in the context of the CR.

A second CMS/W unit housing lecturers is the Writing and Communication Center (WCC), which had 9 lecturers in 2021-2022. In WCC, lecturers are expected to devote 80% of their time "to meetings with MIT students, scholars, and researchers for individual consultations." They devote 20% of their time to other types of activities, "which may include preparation for workshops, guest lectures, or staff meetings, accounting for individual and group sessions, or professional development and WCC resource development."¹²

CMS/W is also home to English Language Studies (ELS), which was formerly housed in GL. This unit had 4 lecturers in 2021-2022, two of whom taught a full 3-3 course load and two of whom taught part-time. Finally, CMS/W had 13 full or part-time lecturers at various ranks last year who taught CMS or 21W subjects. A full-time load for these lecturers is 3-3.

The following table summarizes these findings for the 2021-2022 year:

CMS/W Group	Number of Lecturers	Workload
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¹² These quotes are from a June 2021 MIT Job Description for Lecturer I & II positions in WCC.

WRAP	36	600 hours/term
WCC	9	80% meetings, 20% other activities
ELS	4	3-3 f-t teaching load
CMS/21W Subject Lecturers	13	3-3 f-t teaching load

Global Languages: In 2019-2020, then-SHASS Dean Melissa Nobles re-organized this unit, by moving its tenure-stream faculty to other units within SHASS. This action left behind a large cohort of lecturers whose primary pedagogical responsibility is language instruction in languages other than English. The various language groups are overseen by a faculty director. In 2021-2022, the unit had 30 lecturers providing instruction in the following nine languages: Arabic, Chinese, French, German, Japanese, Korean, Portuguese, Russian, and Spanish.

A full-time lecturer in GL teaches a 3-3 course load. In principle each language group has a Senior Lecturer with a 3-2 course load who is assigned administrative tasks. In 2021-2022, only four language groups (Chinese, Japanese, Korean, and Russian) had senior lecturers, increasing the administrative workload for lecturers in the other language groups. Two more groups, French and German, will have Senior Lecturers in 2022-2023, and Spanish is scheduled to undertake a search for a Senior Lecturer. Until recently, each language group also had a coordinator, in addition to a Senior Lecturer. Coordinators assisted the Senior Lecturer with administrative duties, and in exchange received one course release per year. The unit may wish to consider reinstating the coordinator position.

MTA: The Music and Theater Arts section differs from CMS/W and GL in important ways. First, while the other two lecturer-heavy units have no faculty (in the case of GL), or faculty whose pedagogical responsibilities are wholly separate from those of the majority of the unit's lecturers (CMS/W), MTA faculty teach music and theater subjects alongside lecturers, sometimes interchangeably. Both faculty and lecturers in the unit note that undergraduates for the most part do not distinguish between tenure-stream faculty and lecturers in the classroom. Second, MTA has the widest range of lecturer titles in SHASS, due to the nature of instruction in these fields. In addition to the ranks of Temporary Lecturer, Lecturer I & II, and Senior Lecturer, some instructors are labeled as "Affiliated Artist," or Technical Instructor." Affiliated Artists are paid on an hourly basis, and should be treated separately in most respects. Finally, some lecturers are also given the title "Director," which has a specific meaning in the context of the Music and Theater fields. This title is combined with other lecturer titles. For example, three conductors of student musical ensembles are given the title of "Lecturer/Director." Within this structure, MTA in 2021-2022 employed 39 lecturers (Temporary, Lecturer I, Lecturer II, Senior Lecturer), 15 Affiliated Artists, and 7 Technical Instructors.

Of these 61 MTA instructors in all ranks in 2021-2022, only 20, or around one-third, were employed at 100% time. If one takes away the Affiliated Artists paid at an hourly rate, the percentage of full-time lecturers grows to 45%. (In GL and CMS/W, roughly 60% of lecturers were employed full-time.) The primary impediment to consolidating part-time positions into full-time ones and raising the percentage of full-time lecturers, according to the Unit Head, is budgetary. This proliferation of part-time lecturers leads to a greater number of appointments and more administrative work for the already overburdened tenure-stream faculty and Senior

Lecturers who have to hire, review, and promote this large cohort of lecturers. Inevitably some of the administrative burden falls to full-time Lecturer I or II's who are already teaching a 3-3 load or its equivalent.

Another important factor to consider when assessing the workload of lecturers in MTA is the HASS General Institute Requirement. In 2011, MIT revised the breadth component of this requirement such that undergraduates must take one class each with a designation of HASS-H (Humanities), HASS-S (Social Sciences), and HASS-A (Arts). While faculty and students are in agreement that the HASS-A requirement has been beneficial for undergraduate education at MIT, the burden of supplying instruction to fulfill this requirement has fallen heavily on MTA, in which the majority of the Institute's HASS-A subjects are offered. Between 2012 and 2020, for example, annual undergraduate enrollments in MTA subjects increased from 1864 to 2466, or 32%. To address this enrollment increase, MTA increased its temporary instructional staff 133%. Even so, MTA has been unable to accommodate increased student demand. From Fall 2018 to Spring 2020, for example, the unit turned away an average of 412 students a semester who wanted to take MTA HASS-A subjects.¹³

These several factors taken together have created unique workload issues within this unit. While MTA lecturers expressed their satisfaction teaching our undergraduates, and the students themselves greatly enjoy these subjects, the HASS-A requirement has placed unique pedagogical and administrative strains on the unit. Undergirding these logistical issues are questions of rank. While MTA faculty and lecturers report that they think there is little distinction in pedagogical ability or professional talent between the tenure-stream faculty and the lecturers, all are keenly aware of pay structures and status differentials. Several members of the unit that we interviewed expressed dissatisfaction with department meetings from which lecturers were excluded, and some lecturers thought they should have a much greater say in hiring and promotion issues involving other lecturers. All felt that the administrative burdens on faculty and full-time, long-term lecturers were not sustainable in the long run.

Other SHASS Units with Small Numbers of Lecturers (History, Literature, WGS): Three units in SHASS in 2021-2022, History, Literature, and WGS, have much smaller numbers of lecturers, ranging from 4 to 7 people. In the case of History and Literature, most of these

¹³ Enrollment and staffing data in this paragraph are taken from the MTA 2021 Visiting Committee report.

lecturers were teaching full-time, while five of the six WGS lecturers have a one-third time appointment, and the last is half-time. In History and Literature, lecturers teach a surprisingly large number of undergraduates in relation to those taught by tenure-stream faculty. In History, for example, with 4 lecturers and 19 tenure-stream faculty, lectures taught 21% of the undergraduates enrolled in 21H subjects. In Literature, with 7 lecturers and 16 tenure-stream faculty, lecturers taught 41% of enrolled undergraduates.¹⁴ In interviews, lecturers in both units reported that they felt overworked. One commented, for example, that they felt the job as defined required one and a half full-time people, while another noted that they regularly taught classes of 60 to 70 people without any TA assistance, and in the context of a 3-3 teaching load. Both worried about the quality of the educational instruction they were delivering to students under these circumstances. Neither of these two units has ever appointed anyone in the Lecturer II category, and only one, Literature, has a Senior Lecturer appointment.

The problem in WGS, with no tenure-stream faculty and a cohort of 6 part-time lecturers in 2021-2022, is different. In this chronically under-resourced unit, student demand for more classes and one-on-one faculty advising runs up against a shortage of instructors and classes. The faculty director of the unit and the program administrator reported that students wishing to write theses have been turned away due to lack of advisors. The unit depends, for example, on affiliated faculty from other SHASS departments to teach WGS.101 *Introduction to Women's and Gender Studies*, but faculty with the requisite expertise often have other teaching obligations in their own units.

D. Professional Development

There are at least two ways in which the term “professional development” might be understood in the context of SHASS lecturers. In the first sense it refers to efforts by lecturers to enhance their classroom teaching. These efforts might include attending conferences and workshops at MIT or elsewhere devoted to teaching techniques specific to the discipline of the lecturer. It might also refer to the publication of articles or other materials, in print or online, that detail pedagogical innovations that our lecturers have developed or serve as resources for other instructors in their fields. A second meaning of the term relates to scholarly research, which may be actively pursued by our lecturers, especially those who come to the Institute with a well-defined research agenda based on their doctoral research. Many of these lecturers argue, as do our tenure-stream faculty, that teaching and scholarly research are mutually-related activities. Ideas tried out in the classroom find their way into publications, and insights from classroom exchanges often shape or redefine research agendas. A conflict can arise when a lecturer believes that such a research agenda is not valued by their unit, while the unit only

¹⁴ See the data in Appendix A.

considers the teaching of the lecturer for purposes of evaluation, salary, and promotion. The line between pedagogical research and scholarly research is often unnecessarily rigid.

Lecturers with whom we spoke had two consistent comments in relation to professional development. First, they were not certain that their research initiatives were adequately appreciated by their units, in part due to the ambiguous boundaries between pedagogy and scholarly research. Second, they expressed a desire for more funding opportunities to support both teaching and research. Currently, SHASS guidelines specify that Senior Lecturers, Directors, Lecturers I & II, and Technical Instructors I & II are eligible to apply for the SHASS Dean's Fund for Professional Development. This fund, which accepts applications three times a year, offers a maximum of \$2000 per grant, which is often sufficient for conference travel, but not for larger initiatives. Senior Lecturers and full-time Lecturer I's and II's are also eligible to apply for the SHASS Research Fund, which accepts applications once a year and offers grants of \$3000-\$10,000. Eligible lecturers must compete with tenure-stream faculty for these funding resources. Lecturers in the categories mentioned above are also eligible for departmental funds, based on criteria specified by each unit. Some lecturers have been able to enlist the assistance of tenure-stream faculty serving as PIs to apply for other sources of internal funding, such as D'Arbeloff and Class Funds grants. Many of the lecturers with whom we spoke expressed a desire for dedicated lecturer funding which would not place them in direct competition with faculty for these valuable resources.

E. Administrative Support

All lecturers--Temporary Lecturers and Lecturers I & II--are doing a significant amount of administrative work in some departments or academic units. For example, in some units (like GL), the academic coordinator position has been eliminated, and lecturers take up the administrative work formerly associated with it. For some lecturers, this work is performed as a duty and responsibility, while for others it is a burden with additional hours tacked onto an already crowded schedule and perceived as unwritten expectations.

The following testimonial from one lecturer illustrates the depth of concern about the nature and extent of their workload:

"IAP used to be 3/4 less of the regular amount of work so you could decompress, catch your breath and prepare for the spring semester. During IAP we are now required to do new workshops, meet on MLK day and are only given 90 minutes of comp time to prepare for and give a presentation. It takes more than 180 minutes to complete both tasks."

"When you take into consideration the number of classes I'm teaching, grading and commenting on papers and advising students, I'm already doing a lot and then I'm expected to write letters of recommendation for students and attend SHASS student fairs."

F. DEI Issues

SHASS policy states, “All appointments of SHASS Other Academic Instructional Staff are to be made in compliance with affirmative action and equal opportunity regulations of the Institute and require approval of the School’s Faculty Diversity Committee.” As noted above, the SHASS Lecturer contingent is majority female and white. We believe more might be done to diversify the lecturer cohort.

Last-minute hiring practices are and will continue to be an issue that impacts diversity. Many lecturers shared that people are hired by word of mouth, by friends, and with waivers of serious search. Dismantling such practices will require a longer time period for filling the position, but the long-term potential gains for diversifying the lecturer community within SHASS are clear.

In addition to what constitutes serious search, there needs to be clarification of what constitutes a waiver of search. This should be presented at the beginning of the search process. Faculty involvement in this process should be consistent across units and a detailed rationale for the waiver should be provided.

Currently, there is a lack of transparency and consistency in salaries and merit increases. Significant differences exist between salaries for lecturers in SHASS. All lecturers should be made aware of the policies regarding pay and merit increases. Administrative staff appointments are in alignment with the Institute's staff salary administration program in which each position has been assigned an associated salary range based on an evaluation of level of education and experience required in the position and the difficulty, responsibility, and impact on Institute affairs inherent in the position.

Providing this data up front to lecturers and discussing the case for the individual’s merit increase will result in greater transparency and consistency, and alleviate concerns about pay inequity. Also, there needs to be a conversation between unit heads and lecturers regarding salary policy at the time of appointment.

There are no Institute-wide, School-wide, or departmental goals to measure and evaluate the progress of our DEI efforts. The rollout of the Institute-wide DEI Strategic Plan will prompt the individual academic units and SHASS to set DEI goals. The SHASS Lecturer Council, detailed in Recommendation 1 below, can develop goals and benchmarks that strengthen current DEI practices.

IV. RECOMMENDATIONS

This section of the report offers eight recommendations to improve the situation of SHASS lecturers.

A. Oversight

Recommendation 1: SHASS Lecturer Council. This body, consisting of the SHASS Dean, the SHASS Assistant Dean for Finance and Administration, SHASS Director of HR, and the Department Heads in CMS/W and MTA and the Director of GL, already exists, although few in the School are aware of it. It currently meets once a year to review lecturer promotions. As noted in Appendix A, there were 183 tenured or tenure-stream faculty in the School, and 174 lecturers in the 2021-2022 academic year. SHASS School Council, with oversight for faculty, meets each week. The School's oversight body for lecturers should adopt a more frequent meeting schedule, meeting at least once a month, and should review issues of salary, workload, diversity, and other lecturer concerns.

It is essential that a wide range of interests are represented on this council. We recommend that its roster be broadened to include, in addition to the individuals mentioned above, the SHASS Assistant Dean for DEI, three Senior Lecturers (one each from CMS/W, GL, and MTA), and one Administrative Officer (ideally from either CMS/W, GL, or MTA, perhaps rotating annually among the three).

B. Job Definitions and Lecturer Opportunities

Recommendation 2: Promotion from Lecturer II to Senior Lecturer. In the current structure, Lecturer II is a terminal position, although in recent years there have been a limited number of promotions from Lecturer II to Senior Lecturer in the School. We recommend that the School regularize the practice of promoting individuals from Lecturer II to Senior Lecturer, subject to a rigorous review process to be proposed by the individual units and approved by the SHASS Lecturer Council. The review criteria should privilege classroom excellence and pedagogical innovation. It should also acknowledge research efforts, defined either as explorations of pedagogical methods or contributions to disciplinary knowledge. Individuals holding the rank of Lecturer II would be eligible for promotion to the rank of Senior Lecturer no sooner than five years after promotion to the rank of Lecturer II, subject to the development of a teaching and research portfolio that meets the criteria of the School and their unit.

Recommendation 3: Consolidate Temporary Lectureships into Lecturer I Positions.

Wherever possible, the School should encourage units to consolidate temporary and part-time lecturers into Lecturer I positions or the equivalent, and provide financial support to do so. Units should conduct nationwide searches to identify the best, most diverse candidate pool from which to fill these positions. Student demand for classes, the expertise needed to teach certain subjects, budgetary limitations, and other factors that vary by unit should be taken into

consideration when developing plans for job consolidation. But SHASS, the Institute, and our undergraduate students would be better served by having a majority of lecturers in the School on Lecturer I, Lecturer II, or Senior Lecturer contracts that would guarantee greater lecturer job security. At present, as noted in the table on p. 9 above, the majority of lecturers in the School are on temporary contracts.

Recommendation 4: Funding Opportunities for Lecturers. To support excellence in both teaching, the School should create competitive funding opportunities available exclusively to lecturers to support pedagogical innovation. A lecturer fund comparable to the Dean's Fund for Professional Development would make funding of up to \$2000 available for pedagogical initiatives. A fund comparable to the SHASS Research Fund, again designed to support only pedagogical innovation, with grants in the range of \$3000 to \$10,000, would be available to those holding the Lecturer II or Senior Lecturer rank. We recommend that the SHASS Lecturer Council set up a procedure to vet applications for these funds.

C. Salary

Recommendation 5: Address Cost of Living Issues. The Spring 2022 Quality of Life Survey suggests that SHASS Lecturers are reasonably content with their salary and benefits. In interviews with SHASS Lecturers, we learned that many of them are aware that the School's salary scale for lecturers is higher than that for comparable positions at other local and national universities. The biggest issue for our lecturers, not surprisingly, is the high cost of living in the Boston area, especially the affordability of housing and the astronomical costs of childcare for preschoolers. We urge the School, in consultation with the Provost's Office, to consider cost-of-living expenses when setting starting salaries for lecturers, as well as adjustments for current lecturers that will permit them to focus on their responsibilities at the Institute.

D. Workload

Recommendation 6: Review Lecturer Workloads Unit by Unit. It is not possible to make generalized workload recommendations for lecturers across the School. The responsibilities of lecturers in the three main lecturer-heavy units (CMS/W, GL and MTA) vary substantially due to the nature of their fields and the structures that have been created to provide instruction. The metrics used to define their workloads also vary significantly. We encourage the SHASS Lecturer Council to engage in conversations with each unit, based on our detailed findings about workload above, aimed at reconsidering some of the demands made on lecturers in the School.

E. Faculty-Lecturer Relations

Recommendation 7: Integrate Lecturers More Fully into the Intellectual and

Administrative Lives of the Units. In their discussions with us, lecturers repeatedly noted that they felt ignored, unappreciated, and sometimes humiliated in their interactions with tenure-stream faculty in their departments and in the School at large. Although some programs are in place to acknowledge the contributions, the creativity, and the excellence of our lecturers, such as the annual Dean's dinner for Senior Lecturers, the School and its units might do much more. We urge the SHASS Lecturer Council to develop guidelines for integrating lecturers more fully into the intellectual life and the pedagogical discussions of each unit. These guidelines should be reviewed at School Council, then followed up by discussions with faculty leadership in the units that rely on lecturers to fulfill their undergraduate educational mission. There is only so much that can be accomplished by fiat from above, however. At the end of the day, tenure-stream faculty need to become more aware of the contributions made at the unit level by our lecturers. Faculty members need to show greater support, in ways large and small, for the valuable contributions that lecturers make to the pedagogical mission of the Institute. Cultures of collegiality within each unit need to change.

F. Diversity Issues

Recommendation 8: Diversity Issues. As noted on p. 3 above, the SHASS Lecturer cohort is majority white. More might be done at the local level to encourage units to diversify their hiring practices. One of us, Dean Jones, is already working with units on this issue, and will continue her efforts. At the School level, we recommend several actions. First, the School recently purchased a permanent Interfolio account that will allow us to monitor and track demographic data of the applicant pool, thus facilitating greater clarity and the ability to evaluate how diverse the pool of potential lecturers for future appointments actually is. A number of unit heads and faculty agree that a candidate pool of diverse applicants along with CVs would promote diversification in hiring, one of our important goals. The SHASS Lecturer Council should carefully monitor progress on this issue. Second, as far as possible, units should receive budget decisions for the following fiscal year as soon as possible, to enable them to begin searches that will attract a diverse, national candidate pool. When a unit does not know its budget until mid to late spring, the best diversity candidates who might have jumped at the chance to teach at MIT will have already found employment elsewhere.

V. Concluding Thoughts

We do not imagine that these recommendations will immediately resolve all the issues we encountered in the course of this review. We do hope, however, that the report will educate everyone in the School about the merits of our lecturers, and inspire greater appreciation of their contribution to the educational mission of SHASS. The high quality of undergraduate teaching in SHASS units with lecturers is due to the teaching staff. They are not a necessary evil because there are not sufficient funds for more faculty. They are the best solution to our educational needs at MIT. Our appreciation for these colleagues should manifest itself in

concrete ways, in terms of a careful review of salary, workload, and funding opportunities. It should also provoke units to think carefully about hiring and promotion procedures that will be fair and equitable, and contribute to diversity in the School and the Institute at large. And it should result eventually in greater shared governance of our common teaching enterprise and more collegial relations between faculty and lecturers.

The SHASS Lecturer Council we envision should take the lead in encouraging these changes. Inevitably, however, the responsibility for acknowledging the importance of our lecturer staff will fall on the School as a whole, from the Dean's Office to the faculty and administrative staff in each of the units that utilize lecturers in the classroom.

**Appendix A: SHASS Faculty and Lecturer
Undergraduate Teaching Workloads, 2021-2022**

Unit	# of Faculty	# of Lecturers	Faculty Contact Hours	Lecturer Contact Hours	Faculty # of Students Taught	Lecturer # of Students Taught
*Anthropology	10	0	770	84	361	31
**CMS/W	19	62	1470	3330	350	900
Economics	34	1	889	70	1821	203
***Global Languages	0	30	0	7589	0	1083
History	19	5	1442	378	479	128
Linguistics	14	0	1036	0	418	0
Literature	16	7	1470	1099	433	307
Music & Theater Arts	14	61	1352	7761	405	2310
Philosophy	13	0	1288	0	452	0
Political Science	31	1	1400	168	437	88
STS	13	1	840	42	212	16
****WGS	0	6	33	51	253	207
Total	183	174	11,990	20,560	5,621	5,273

Source: Undergraduate Administrative Assistants for each unit.

*Two post-docs in Anthropology taught undergraduate subjects in Spring 2022. Their contact hours and undergraduate enrollment figures are included here under the "Lecturer" category.

**CMS/W Lecturer number includes lecturers who taught in WRAP in 2021-2022. We have not included WRAP instructor work in CI-H and CI-M subjects, because they are not the primary instructors for these subjects.

*** The GL total hours figure includes 654 contact hours in IAP. Other units do not offer IAP subjects taught by lecturers.

**** WGS has no faculty lines, but faculty in other SHASS units teach WGS subjects.

Appendix B: MIT Spring 2022 Quality of Life Survey

Below are responses from SHASS Lecturers to four questions on the Spring 2022 Quality of Life Survey. Our thanks to Jon Schwarz and Gregory Harris in Institutional Research for their assistance.

1. Overall, how satisfied are you in your role at MIT? (n=78)

Very Satisfied	33%
Somewhat Satisfied	47%
Neither Satisfied nor Dissatisfied	8%
Somewhat Dissatisfied	12%
Very Dissatisfied	0%

2. How satisfied are you with your ability to integrate the needs of your work with those of your personal/family life? (n=78)

Very Satisfied	26%
Somewhat Satisfied	42%
Neither Satisfied nor Dissatisfied	8%
Somewhat Dissatisfied	22%
Very Dissatisfied	2%

3. Please indicate the degree to which you are satisfied with your salary. (n=79)

Very Satisfied	15%
Somewhat Satisfied	48%
Neither Satisfied nor Dissatisfied	9%
Somewhat Dissatisfied	22%
Very Dissatisfied	6%

4. Please indicate the degree to which you are satisfied with your benefits package. (n=78)

Very Satisfied	47%
Somewhat Satisfied	29%
Neither Satisfied nor Dissatisfied	12%
Somewhat Dissatisfied	6%
Very Dissatisfied	6%