



NYSC AAUP “Town Hall” Webinar

COVID-19 and Contingents

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Glimmers of Hope and Possibility

“There are signs that what lies ahead could be a great moment of solidarity, of workers fighting together to create a system in which higher wages and health and safety protections are not just emergency provisions for a pandemic but part of a new normal. A time when hazard pay becomes a living wage. A country where free access to coronavirus testing leads to accessible, affordable health care for everyone.” *AAUP Statement of Solidarity... (2020)*



**“We’re the higher education equivalent
of nurses working without masks.”**

~Caprice Lawless

**“The present crisis offers an
opportunity to pause and imagine a
better way forward, as the adjunct
status quo is not sustainable.”**

~ Caprice Lawless

AAUP National First VP

**Instructor, Front Range Community
College, Westminster, CO**

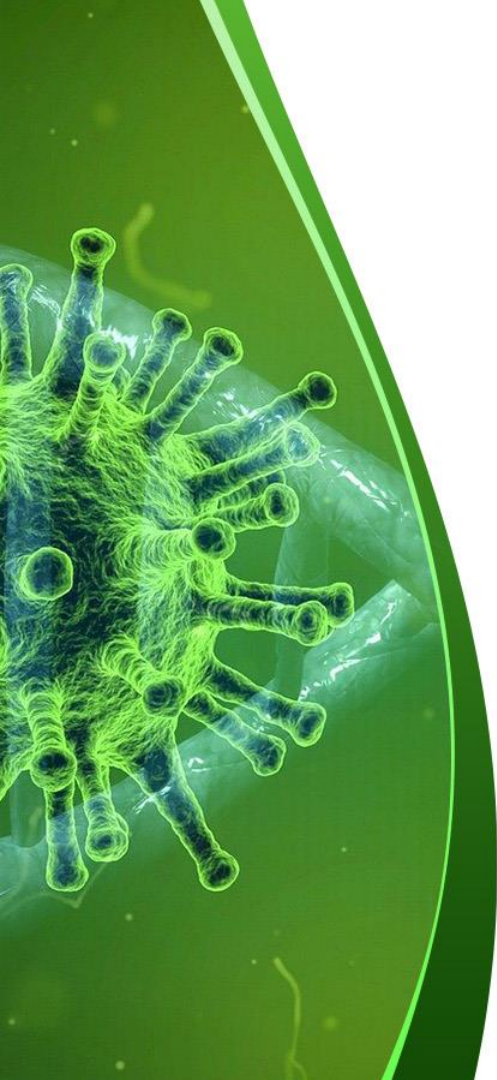
Acknowledging Diversity Among Contingents

- Depending on who you are and what position you hold, your 'contingent experiences' can be very different.
- For example, teaching assistants, full-time adjuncts, as well as part-time, non-tenure track full-time faculty, visiting professors, and even the CUNY "Distinguished Lecturer" each have their own experiences, needs, and concerns.
- Additionally, age, rank, sex, gender, sexual identity, race, ethnicity, teaching style, department, campus culture, and even your research focus can impact your experience of teaching and collegiality, defined as 'companionship and cooperation between colleagues who share responsibility.'



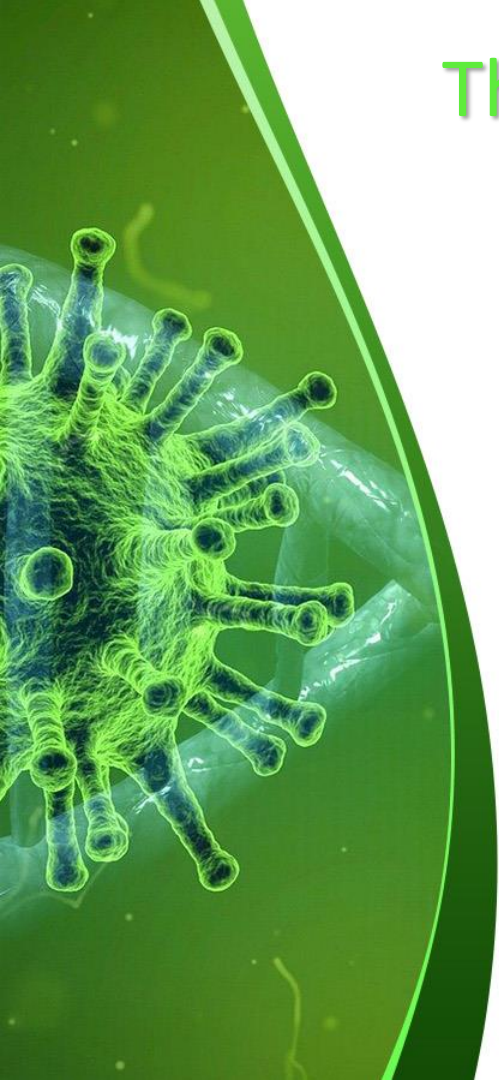
The Faces of Contingents/Adjuncts

- According to the New Faculty Majority, “The majority of contingent or adjunct faculty are women. The data show that women make up between 51 and 61 percent of adjunct faculty nationwide. Women in contingent academic employment are most likely to be among the most politically vulnerable and economically precarious in the academy. They are also among the least educated about the need for organization and reform.”
- According to Inside Higher Ed, “Nearly 25 percent of adjunct faculty members rely on public assistance, and 40 percent struggle to cover basic household expenses, according to a new report from the American Federation of Teachers. Nearly a third of the 3,000 adjuncts surveyed for the report earn less than \$25,000 a year. That puts them below the federal poverty guideline for a family of four. Another third of respondents make less than \$50,000.”



The Faces of Contingents/Adjuncts Con't.

- According to Inside Higher Ed, “We do know...that faculty of color are overrepresented in contingent positions that have less economic stability and job security than those on the tenure track” and “minority faculty remain a small percentage of those on the tenure track in college and university settings, and their numbers only get thinner the higher the rank.”
 - <https://www.insidehighered.com/advice/2016/09/09/more-faculty-color-can-and-should-be-top-ranks-universities-essay>
- According to the AAUP, although many contingent faculty members are excellent teachers and scholars, “The majority of faculty working on contingent appointments do not have professional careers outside of academe, and most teach basic core courses rather than narrow specialties.”
 - Definition of adjunct: “a thing added to something else as a supplementary rather than an essential part.”
- Remember,
 - The turn towards cheaper contingent labor is largely a matter of priorities rather than economic necessity.
 - The excessive use of, and inadequate compensation and professional support for, faculty in contingent positions clearly exploits these colleagues.





Food for Thought...

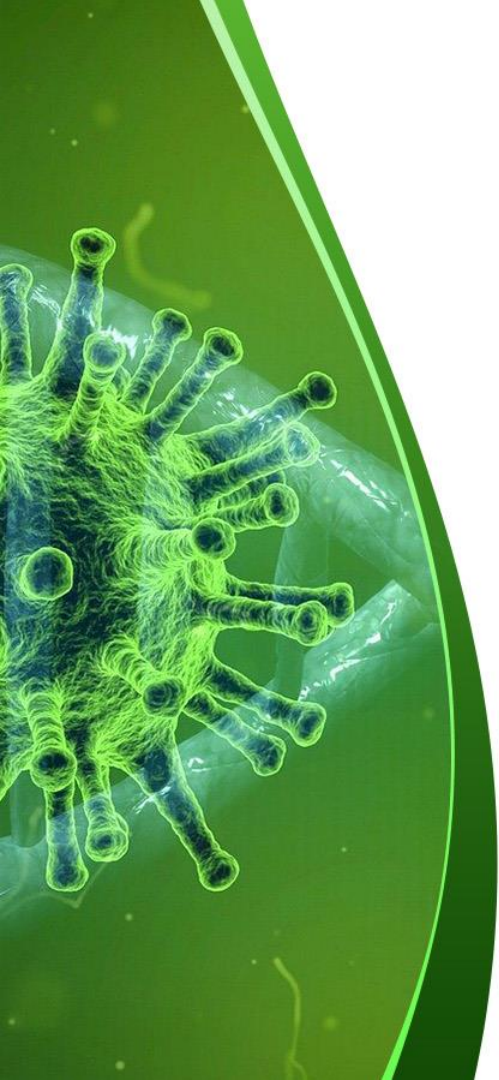
If one of the things that contingent/adjunct employees are fighting for is stability via contracts, shouldn't we see and present ourselves as contractual employees and demand that we be granted all the rights associated with such a position?

Think about it, if we keep calling ourselves "contingent," and we let colleges and universities label us as that, then we are basically saying that we **expect** to be hired and fired at will.

COVID-19 - What Has Changed?

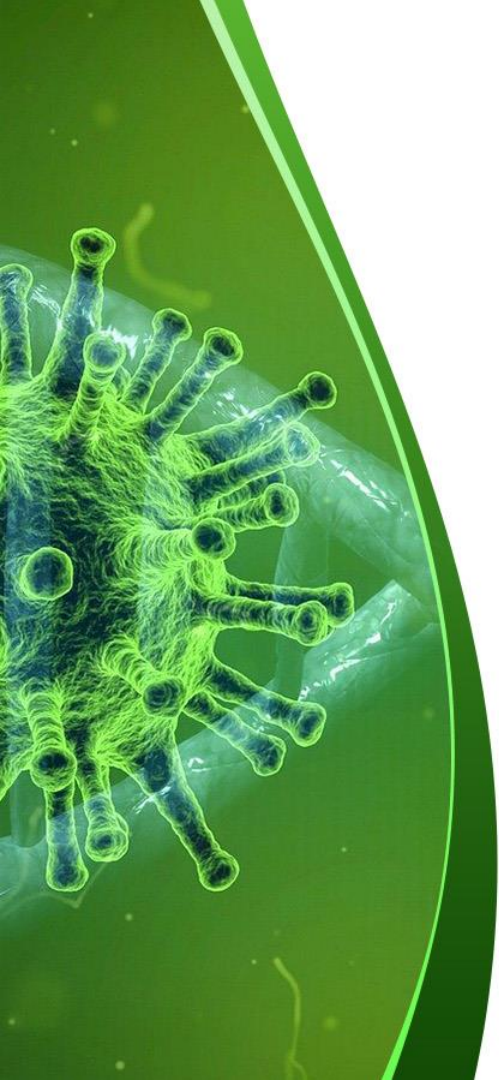
- The way we teach...
- The way we work...
- The way we live...

In other words – our
entire lives!




What Hasn't Changed?

- Our sense of responsibility to our students...
- Our belief in the value of higher education...
- Our dedication to our work...
- Our commitment to academic integrity and freedom...
- Our need for shared governance...





Our Students

A composite image showing a microscopic view of a virus on the left and a hand with glowing blue lines representing a digital or network overlay on the right.

We are Worried About Our Students....

- Many of our students are struggling right now too.
 - “I’m just trying to help my students in dire need.”
 - “I’m fine but working many hours to convert four different lecture/lab courses to distance learning. Knowing that many students are now shelter-insecure, food-insecure, and health-insecure to a worse degree than they already were makes the efforts feel insignificant.”



“Nobody Signed Up For This.”

Adjusted syllabus principles posted by
Brandon Bayne, UNC- Chapel Hill:

Principles

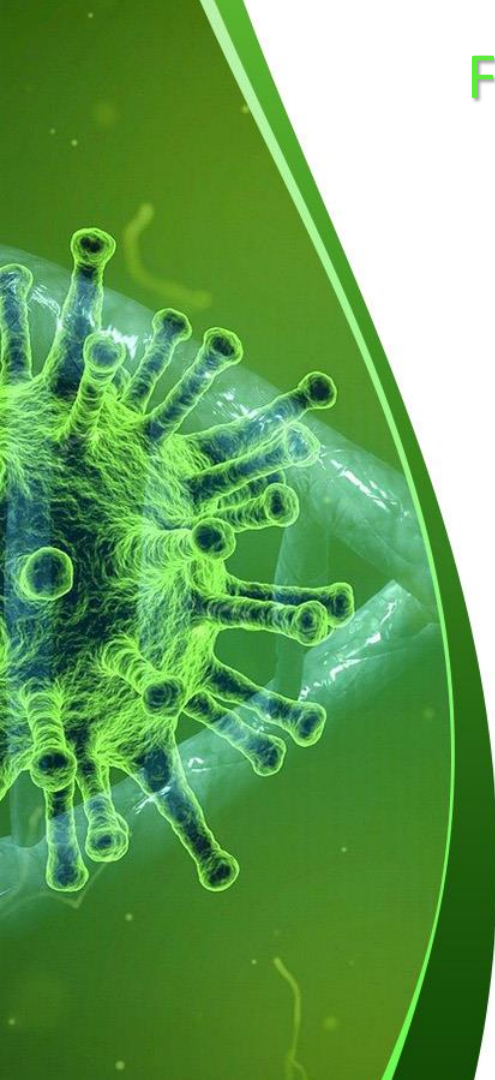
1. Nobody signed up for this.
 - Not for the sickness, not for the social distancing, not for the sudden end of our collective lives together on campus
 - Not for an online class, not for teaching remotely, not for learning from home, not for mastering new technologies, not for varied access to learning materials
2. The humane option is the best option.
 - We are going to prioritize supporting each other as humans
 - We are going to prioritize simple solutions that make sense for the most
 - We are going to prioritize sharing resources and communicating clearly
3. We cannot just do the same thing online.
 - Some assignments are no longer possible
 - Some expectations are no longer reasonable
 - Some objectives are no longer valuable
4. We will foster intellectual nourishment, social connection, and personal accommodation.
 - Accessible asynchronous content for diverse access, time zones, and contexts
 - Optional synchronous discussion to learn together and combat isolation
5. We will remain flexible and adjust to the situation.
 - Nobody knows where this is going and what we'll need to adapt
 - Everybody needs support and understanding in this unprecedented moment

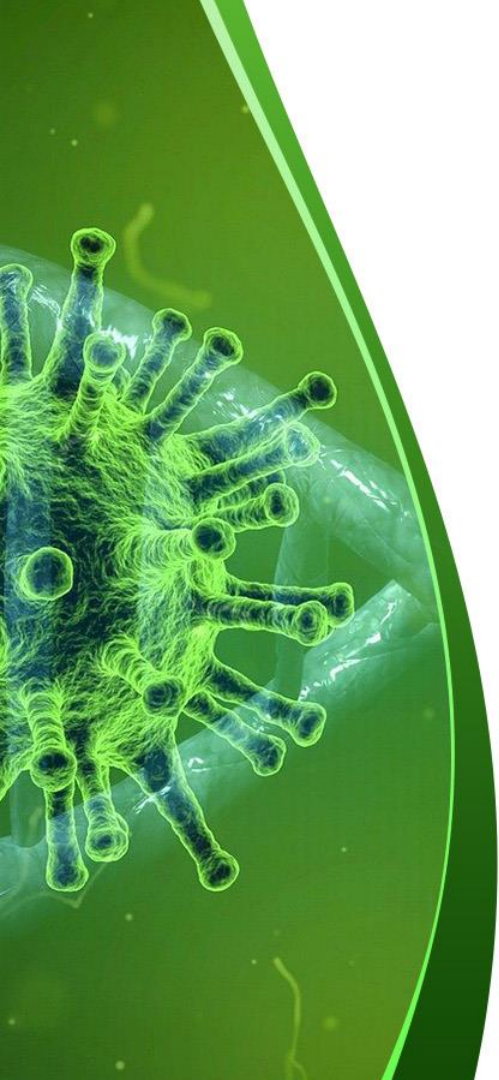


Our Employer...Our Work

Financial Impact on Institutions of Higher Learning

- While we understand that some institutions will need to make some adjustments to balance their budgets during and post COVID-19, what matters most is WHY they are doing it, HOW they do it, WHO is impacted.
- Be aware that some discussions may be framed in terms of 'financial exigency.'
 - Make sure you are aware of your institution's ACTUAL financial status **before** you accept this as an explanation/reason.*
- Some institutions may choose to reduce faculty salaries, non-renew contracts, freeze hiring, etc. Some may choose to put faculty on "furlough."
 - A furlough is an unpaid leave of absence while employees remain employees of the institution and often retain benefits. Furloughs can be imposed for days, intermittently across a semester or year. They imply a commitment to the employee.
 - "Facing a \$66 million loss this fiscal year and a \$250 million shortfall overall, the University of Arizona sent shock waves across higher education when its president Robert C. Robbins announced a massive furlough, to begin May 11 and extend to June 30, 2021."**
 - The common characteristic in both full- and part-time non-tenure track appointments is that institutions make little or no long-term commitment to faculty holding these positions.
- Others may terminate faculty appointments or reorganize.
- There is also talk of dropping sports programs.
 - St. Edwards in Austin, TX just announced they are discontinuing six (6) athletics programs in response to economic impacts of coronavirus.





- * Link to AAUP Webinar on financial exigency and program elimination:
<https://aaupmeetings.adobeconnect.com/a1156342289/ppbamsvic7fp/>
<https://www.forbes.com/sites/michaelt Nietzel/2020/03/16/will-the-coronavirus-lead-to-declarations-of-financial-exigency-colleges-need-a-better-way/#21bd4771582c> (Forbes article “...Colleges Need A Better Way”)
- ** Here is a summary of what the University of Arizona proposed:
 - For those salaries up to \$44,449 a year, a furlough of 13 days to be taken over time;
 - For those with salaries of \$44,500 to \$75,000 a year, a furlough of 26 days to be taken over time;
 - For those with salaries of \$75,001 to \$150,000 a year, a furlough of 39 days to be taken over time;
 - For those with salaries of \$150,001 to \$199,999 a year, a straight salary reduction of 17%;
 - For those making \$200,000 or more a year, a salary reduction of 20%.
- “College Furloughs Have Begun”: <https://bit.ly/2KgmoTk>



Our Own Financial Security

A microscopic image showing several virus particles. One particle on the left is spherical with a distinct nucleus and a thick, spiky outer layer. To its right, a larger, more complex structure is visible, consisting of multiple interconnected, tube-like or filamentous components, possibly representing a viral assembly or a different type of microorganism. The background is dark and textured.

According to the AAUP

- When contingent appointments are used, they should include job security and due process protections. Contingent faculty appointments, like all faculty appointments, should include:
 - the full range of faculty responsibilities (teaching, scholarship, service);
 - comparable compensation for comparable work;
 - assurance of continuing employment after a reasonable opportunity for successive reviews;
 - inclusion in institutional governance structures; and
 - appointment and review processes that involve faculty peers and follow accepted academic due process.
 - Note that the AAUP recommends that no more than 15 percent of the total instruction within an institution, and no more than 25 percent of the total instruction within any department, should be provided by faculty with non-tenure track appointments.
 - <https://www.aaup.org/issues/contingency/background-facts>

A microscopic image showing several virus particles. One particle on the left is spherical with a distinct nucleus and a surrounding envelope of spikes. To its right, a larger, more complex structure is visible, consisting of multiple interconnected, tube-like or filamentous components, possibly representing a viral assembly or a different type of microorganism. The background is dark and out of focus.

Adjunct/Contingent Pay and Benefits

- The annual AAUP Faculty Compensation Survey found that pay for adjuncts, or what they refer to as “part-time professor pay,”* is still “appallingly low”
 - \$2,263 per section at public associate’s degree-granting institutions
 - \$4,620 per section at private doctoral institutions
- Most contingent faculty do not get retirement or medical
 - 38% of reporting institutions contribute to retirement plans for some or all part-timers,*
 - 37% help with premiums for medical insurance plans, and only
 - 52% at doctoral universities contribute to retirement and 60% to medical

* While many adjuncts/contingents are considered “part-time,” their actual workload is closer to or exceeds full-time, especially if/when they are teaching at multiple institutions and across multiple mediums, e.g. in-person and on-line and often with fewer resources, e.g. offices, computers, phones, etc.



<https://www.aaup.org/2019-20-faculty-compensation-survey-results>

SURVEY REPORT TABLE 3

Average Salary for Men and Women Full-Time Faculty, by AAUP Category, Affiliation, and Academic Rank, 2019–20 (Dollars)

Academic Rank	All Combined		Public		Private-Independent		Religiously Affiliated	
	Men	Women	Men	Women	Men	Women	Men	Women
<i>AAUP CATEGORY I (Doctoral)</i>								
Professor	165,051	147,792	150,325	135,131	208,732	187,583	173,408	158,020
Associate	107,782	100,082	102,955	95,635	126,700	116,940	113,704	107,852
Assistant	95,501	85,950	91,136	82,397	114,005	101,944	102,493	91,269
Instructor	69,671	63,019	61,127	57,609	88,777	78,201	82,837	74,663
Lecturer	72,067	64,514	68,199	61,834	86,541	76,308	68,584	61,604
No Rank	84,396	75,263	71,417	64,930	100,621	92,445	114,850	100,018
All Combined	123,688	98,378	114,080	91,926	157,215	122,645	129,594	106,179

SURVEY REPORT TABLE 11

Presidential Salary, by AAUP Category and Affiliation, 2019–20 (Dollars)

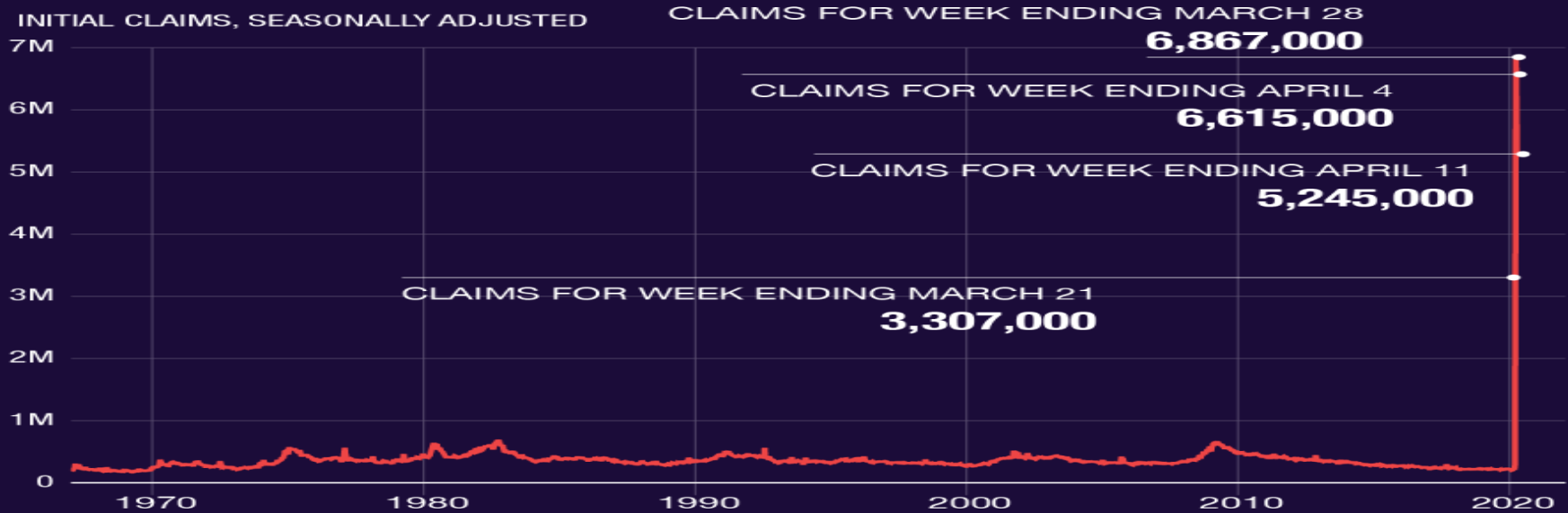
AAUP Category	Presidential Salary							
	All Combined				Public			
	Average	Median	Minimum	Maximum	Average	Median	Minimum	Maximum
Category I (Doctoral)	572,394	505,187	220,572	1,500,000	531,265	495,813	220,572	999,999
Category IIA (Master's)	349,817	325,000	95,324	872,405	308,029	294,583	146,528	872,405
Category IIB (Baccalaureate)	331,004	310,000	102,500	750,000	272,910	250,000	172,455	688,000
Category III (Associate's with Ranks)	266,473	241,727	142,857	489,357	266,473	241,727	142,857	489,357
Category IV (Associate's without Ranks)	228,208	222,742	192,000	262,700	228,208	222,742	192,000	262,700

	Private-Independent				Religiously Affiliated			
	Average	Median	Minimum	Maximum	Average	Median	Minimum	Maximum
Category I (Doctoral)	803,890	787,000	325,000	1,500,000	564,680	588,300	267,350	900,000
Category IIA (Master's)	457,624	420,240	189,487	830,000	347,927	344,355	95,324	711,900
Category IIB (Baccalaureate)	428,337	410,000	102,500	750,000	287,453	285,264	109,560	576,184
Category III (Associate's with Ranks)	n.d.	n.d.	n.d.	n.d.	n.d.	n.d.	n.d.	n.d.
Category IV (Associate's without Ranks)	n.d.	n.d.	n.d.	n.d.	n.d.	n.d.	n.d.	n.d.

Note: The table is based on 593 reporting institutions. N.d. = no data. There were no private-independent or religiously affiliated institutions in categories III or IV. For four institutions where supplemental pay far exceeded a president's base salary, the salary figure used here includes supplemental pay.

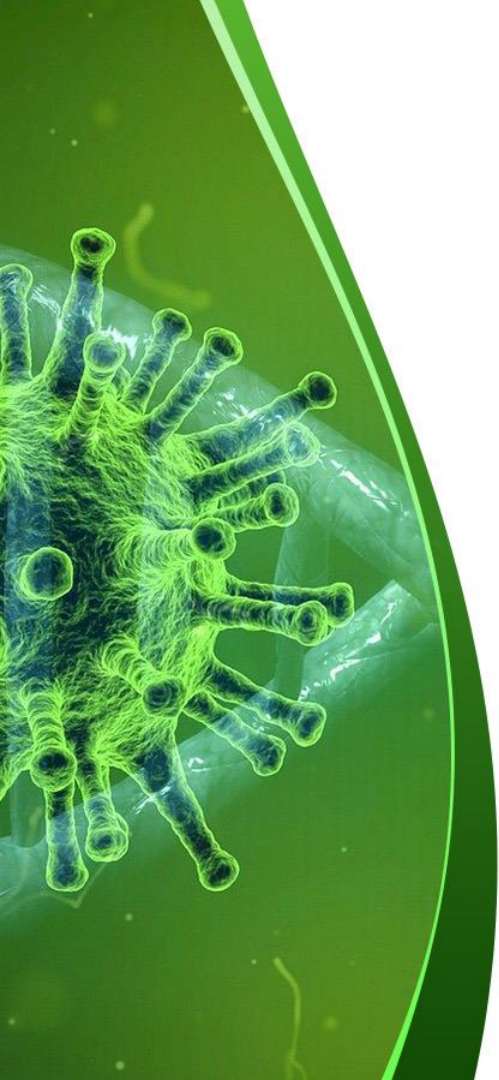
What About Unemployment?

U.S. JOBLESS CLAIMS SKYROCKET AMID CORONAVIRUS OUTBREAK



SOURCE: U.S. DEPARTMENT OF LABOR

yahoo!
finance



Getting Unemployment Deferment

- You must be receiving unemployment benefits or seeking a full-time job to get an unemployment deferment.
- <https://www.nerdwallet.com/blog/loans/student-loans/unemployment-deferment-student-loans>



The Cares Act



COVID-19 and The CARES Act

- The CARES Act is a \$2 trillion stimulus package to help provide financial relief to Americans in the wake of the COVID-19 pandemic - provides several protections against collection of most federal and state debt.
 - “Higher Education Relief Fund”
 - Preliminary Analysis:
https://www.nasfaa.org/uploads/documents/ACE_Preliminary_Analysis_COVID_Stimulus.pdf?fbclid=IwAR1ZsjQhgsOsiLnQjgw8KbY08v1CGTDrxN1WDvk0gLo_QU-qDy2VAV0PyI (NY: pages 96-107)

A microscopic image showing several coronavirus particles. One particle on the left is spherical with a distinct nucleus and a thick, spiky outer layer. To its right, a larger, more complex structure is visible, consisting of multiple interconnected, tube-like or finger-like projections, possibly representing a viral assembly or a cluster of particles.

What About Health Insurance?

- A [recent survey](#) by Sidecar Health polled individuals who lost their jobs and employer-provided health insurance due to coronavirus.
- It found that 55% have faced challenges finding health insurance and 43% were unlikely (somewhat or very) to seek medical care while without health coverage.
- The biggest challenges facing these individuals, according to the survey, were the high costs and lack of options.

Source: <https://sidecarhealth.com/health-insurance-during-covid-19-survey>



Can Private Debt Collectors Seize My Stimulus Check?

- According to the National Consumer Law Center, debt collection impacts approximately 71 million Americans, or about 1 in 3 adults.
- If you owe money for your private student loans, credit cards or medical bills, you need to know that your stimulus check may be at risk.
- The CARES Act protects you against garnishment of wages, tax refunds, or Social Security, disability or veteran's benefits to collect defaulted federal student loan debt or unpaid taxes through September 30, 2020.
- HOWEVER, it does **not** protect seizure of outstanding debt. In turn, private debt collectors can legally seize a stimulus check to satisfy debt obligations through garnishment in a bank account.
 - These debt obligations include unpaid medical bills, private student loans, and credit card debt.
 - Note that this money can be collected through garnishment in a bank account.
- As a result, *millions* of Americans - particularly those who need this stimulus check to pay for basic needs - could be deprived of their only source of income during the COVID-19 pandemic.

A microscopic image showing several virus particles. One particle on the left is spherical with a distinct nucleus and many short, thin spikes. Another particle on the right is more elongated and complex, with several long, finger-like projections extending from its surface.

Is Anyone Out There Trying to Help?

- Several members of Congress, including Sen. Sherrod Brown (D-OH), Sen. Elizabeth Warren (D-MA) and others have written to Treasury Secretary Steven Mnuchin to stop the practice of debt collectors seizing stimulus checks.
- A consortium of 25 state attorneys general, led by New York Attorney General Letitia James, also wrote Mnuchin a letter (as well as a second letter to the Consumer Financial Protection Bureau) to exempt stimulus checks from being seized by private debt collectors.
 - In addition, governors from several states such as Washington, Illinois and Oregon have issued executive orders to prevent private debt collectors from seizing federal stimulus checks from people in their respective states.

A microscopic image showing several virus particles. One particle on the left is spherical with many small spikes. Another larger particle in the center has a more complex, multi-lobed structure with prominent spikes. The background is dark and out of focus.

Student Loan Repayment

- Among other things, the CARES Act temporarily suspends payments, interest, and collections on government-held federal student loans (it does not apply to private loans).
 - The current suspension period is 3/13/20-9/30/20.
 - Note the provisions of the CARES Act do not apply to federal loans held by other entities, nor do they apply to private student loans.
- It also doesn't mean that student loans are forgiven, as “skipped months will probably be added back at the end of your loan.”

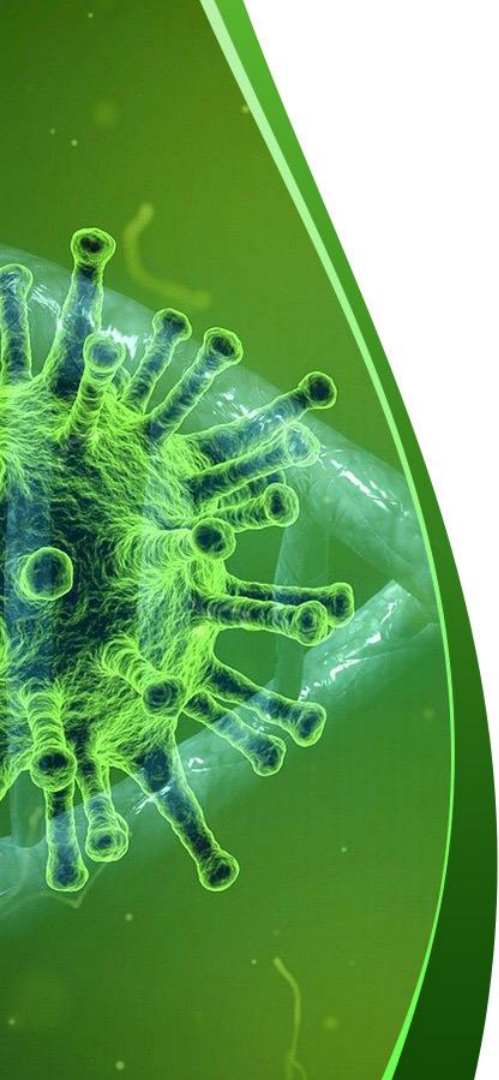
A microscopic image showing several viruses. On the left is a spherical virus with many small spikes (resembling a coronavirus). To its right is a larger, more complex virus with a central core and several long, tube-like projections extending outwards.

What About Interest Rates?

- Interest is temporarily set at 0% on some federal student loans and all collection activities on defaulted loans has been “temporarily suspended.”
 - From March 13, 2020, through Sept. 30, 2020, the interest rate is 0% on the following types of federal student loans owned by the ED*:
 - Defaulted and nondefaulted Direct Loans
 - Defaulted and nondefaulted FFEL Program loans
 - Federal Perkins Loans
- Please note that some FFEL Program loans are owned by commercial lenders, and some Perkins Loans are owned by the institution you attended. These loans are not currently eligible for this benefit.

*If your loans are owned by the ED they will automatically adjust your account so that interest doesn't accrue/accumulate during this 'suspension' period. The account adjustment will be effective March 13, 2020. Any payment made during the administrative forbearance period can be refunded.

Source: <https://studentaid.gov/announcements-events/coronavirus>



I am in Default on my Student Loans. What can I do?

- Under The CARES Act, the government won't withhold the money you owe for defaulted federal student loans out of your payment.
- It also blocks the IRS from garnishing your tax refund for those late loan payments.
- Finally, the government won't ding your wages or withhold social security payments for six months under the relief package.

Source: <https://finance.yahoo.com/news/stimulus-check-defaulted-student-loans-040108646.html>



S.2712 – Adjunct Faculty Loan Fairness Act of 2014

Sponsor:

[Sen. Durbin, Richard J. \[D-IL\]](#) (Introduced 07/30/2014)

Committees:

Senate - Health, Education, Labor, and Pensions

Latest Action:

Senate - 07/30/2014 Read twice and referred to the Committee on Health, Education, Labor, and Pensions. (text of measure as introduced: CR [S5145-5146](#)) ([All Actions](#))

Adjunct Faculty Loan Fairness Act of 2014 - Amends title IV (Student Assistance) of the Higher Education Act of 1965 to treat part-time teachers as public service employees, for purposes of the William D. Ford Federal Direct Loan forgiveness program for public service employees, if they: (1) teach at least one course at an institution of higher education, a postsecondary vocational institution, or a Tribal College or University; and (2) do not have another full-time job. (Public service employees must make 120 monthly payments on such loans as public service employees to qualify for Direct Loan forgiveness under the program.)

A microscopic image showing several viruses. One virus on the left is spherical with many small spikes. Another virus in the center is more complex, with a central core and several long, finger-like projections. The background is dark and blurry.

A Final Note on Student Loans....

- “We need to remember that these loans were only ever originally intended for students from upper income families, students whose families had the means to pay back the loans,” said Michelle Asha Cooper, president of the Institute for Higher Education Policy.
 - Instead, “The federal government increased student loan limits and expanded eligibility requirements. rather than grant amounts, and “called the problem solved” (Kantrowitz, savingforcollege.com).
- The fact is that many contingents/adjuncts will never be able to pay back their student loans.
- High and/or unpaid school loans – even if they are in forbearance or you are in an income driven repayment program - impact your credit rating.



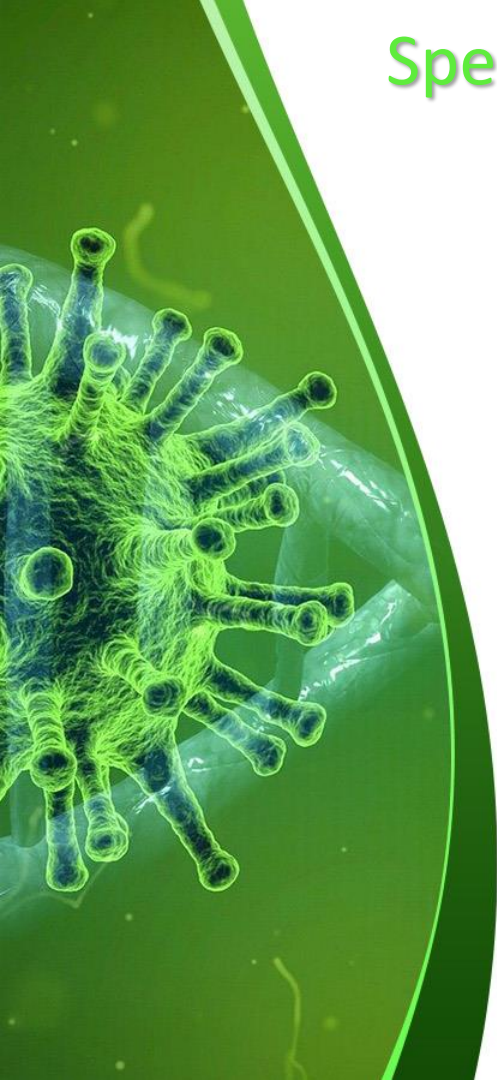
We Are Not Helpless!

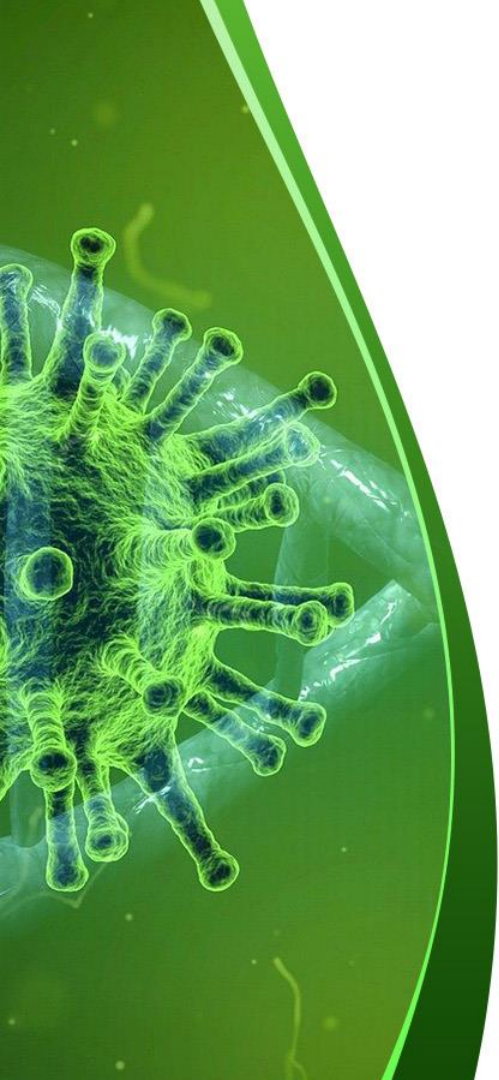
- Unite!
- Agitate!
- Take on lead and supporting roles.
- Hold adjunct group meetings on your campus.
- Find points of unity.
- Focus on strengths.



Special Concerns of Contingent/Adjunct Faculty

- Employment (current and future) (job/financial insecurity)
 - Employment
 - “CUNY’s response to the crisis has been underwhelming. There does not seem to be any central policy.”
 - “What most concerns me and others from whom I have heard, is the anxiety around no clear policy on the retention of contingent and vulnerable faculty and other vulnerable employees.”
 - Unemployment
 - “Even though I had letters that said I was not going to be renewed, I was still not eligible.”
 - In some places people are not eligible for job training if they are not eligible for unemployment.
 - Retirement
 - Not all contingent faculty are eligible for retirement benefits.
 - Others make such little money that they have never been able to save money for retirement.
 - Many realize they may never be able to retire.
 - Student loans
 - Many adjuncts have school loans that they are already struggling to pay back and the income-to-debt ratio this creates causes even more financial issues/difficulties.

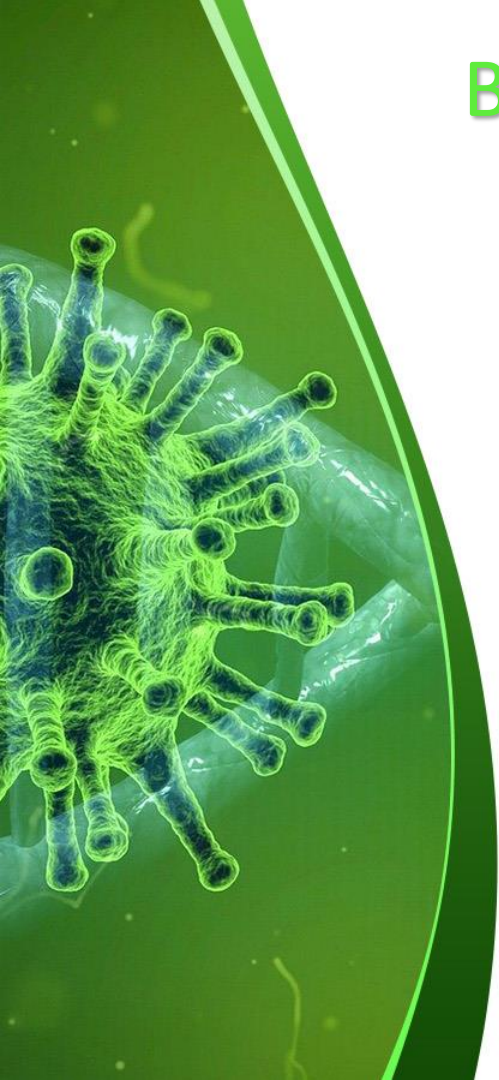


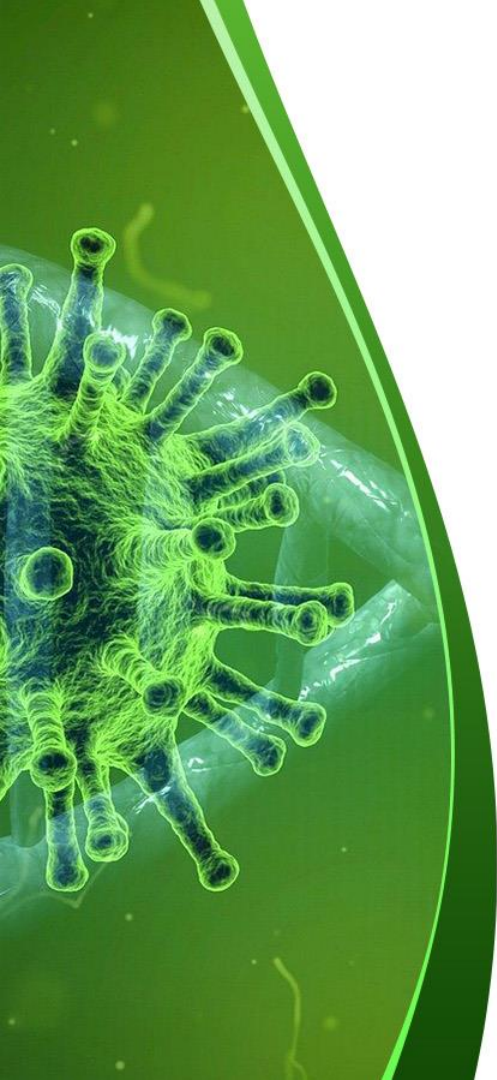


- **Housing (housing insecurity)**
 - Rent/Mortgages Based on the median pay per course for contingent faculty in New England, in 2017, the SEIU estimated that “An adjunct professor (had to) teach between 17 and 24 classes a year to afford a home and utilities in Boston...four classes per year to cover the cost of groceries for a family...and three to four classes to afford care for a heart attack at certain Boston hospitals.”
 - “I never knew becoming a professor meant going to the homeless shelter every summer.”
 - Note that many adjuncts can’t get mortgages due to wage insecurity.
 - The CARES Act provides protection for eviction for inability to pay rent due to COVID-19.
- **Food (food insecurity)**
 - “I am forced to go to a soup kitchen for either groceries or a hot meal when school is out for the summer.”
 - “My colleagues talk about eating crusts and beans during summer until they finally get paid. It feels exploitive.”
- **Family**
 - Many are experiencing a variety of challenges related to working from home. These include time, space, privacy, and more ‘family togetherness.’
- **Medical (health insecurity)**
 - “A number of schools, primarily community colleges, elect to restrict adjunct hours in order to avoid the Affordable Care Act requirement to provide health insurance to their employees” (Adjunct Nation).

Benefits of Being a Contingent/Adjunct

- Being a contingent/adjunct also has its benefits, and it is times like these that focusing on them helps us remember why we need to fight for our profession and our rights. Let's look at some of those benefits.
- We are dedicated to teaching and proud of our identity as educators.
 - They pay us deplorable wages, offer few if any benefits, resources for teaching are often inadequate - and yet each semester we eagerly look forward to meeting our new students and sharing our love of learning.
- We are dedicated to our students. We are there to help them succeed.
- We have a history of rising to instead of running away from challenges.
 - “Big classes with no teaching assistant don't scare us!”
 - “Four new preps every semester? I can do that.”
 - “You're assigning me a second class and it's a new prep and school starts next week? Thank you!”





- We are in every possible academic environment.
 - Many of us are multidisciplinary and can teach a wide range of classes.
 - ‘Our disciplines, our degrees, our ability to teach is just the same as tenure-track faculty.’
 - Yet there are no photos on the wall of us. We are there by virtue of our physical presence.
 - We are incredibly versatile, smart, and talented.
 - “We develop our own toolboxes and make it work.”
- We are valuable to the university.
 - We are not necessarily ‘married’ to an institution (remember, many adjuncts teach at multiple institutions), yet we have often been there the longest and have the longest institutional memory.
 - This can make us ‘dangerous’ to the administration.
- We can come in, teach, and leave. No departmental responsibilities. No research responsibilities. No advising.
 - Note that this is also a downside as we are less connected to what is going on and the ability to engage in shared governance.

A microscopic image showing several virus particles. One is a spherical virus with many spikes (coronavirus-like), and others are more complex, multi-lobed structures. They are set against a dark background with some light rays.

What Can We Do Now?

- Contact our AAUP Chapter Leadership and get (more) involved.
- One way to reduce the stress is staying knowledgeable about not only what your college/university is proposing, e.g. “cuts,” but what your representatives in shared governance are doing about it.
 - What we have heard is problems seem to be more readily answerable at the department level, especially about what will happen this fall (2020). If you aren’t already, this is the time to be more involved on a departmental level.
- Network and strategize.
- Reach out and ask for help when you need it.
- Now more than ever we all need to pull together and promote (stand up and fight for!) shared governance.



**“Now – Yes, Now – Is the Time for
Contingent Faculty to Organize”**

**“If we don’t fight now,
we may not get another chance.”**

**“As we move through the viral abyss, it becomes clearer to us
that collective worker action is exactly what’s needed to
protect teachers and teaching as we know it.”**

<https://www.chronicle.com/article/Now-Yes-Now-Is-the/248622>



**Despite being very vulnerable, never forget
we have proven time and time again that we
are very resilient and tough!**



Boots on the ground. Fists in the air.

A microscopic image showing several coronavirus particles. One particle on the left is spherical with a distinct nucleus and a dense outer layer of red, spike-like proteins. To its right, a larger, more complex structure is visible, consisting of multiple interconnected, tube-like or finger-like projections, also covered in red spikes. The background is a dark, textured blue.

Healthy Approaches to Moving Forward

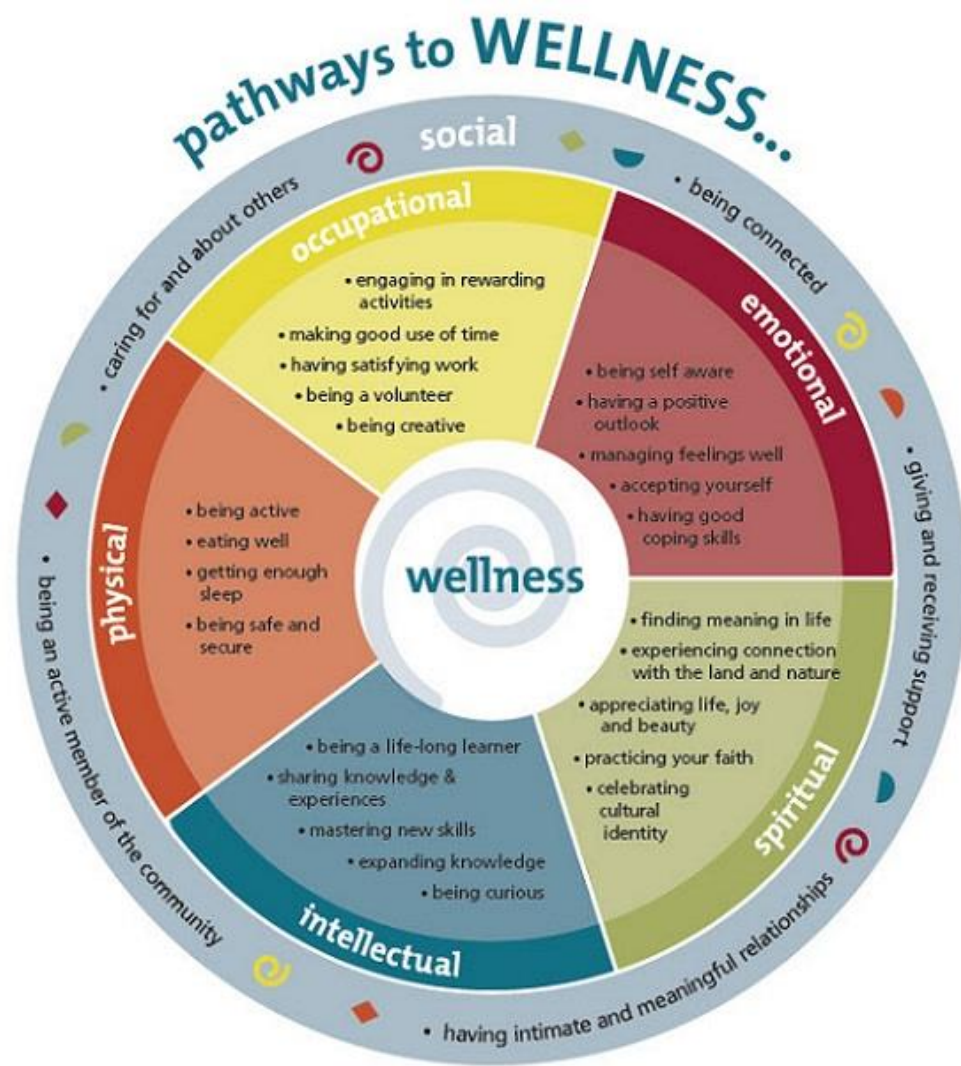
- Let's face it, it's terrifying that an illness like coronavirus (COVID-19) is spreading across the globe and many are dying.
- It's also terrifying to think that our already precarious positions are being further compromised and threatened by this disease and its fallout.
- Feelings of fear, anxiety, sadness, and uncertainty are also common during a pandemic. Sometimes it just helps to name them.
- Many feel a lack of a sense of control over their lives.

ALL OF THIS IS PERFECTLY NORMAL!!!!

- Fortunately, being proactive about your mental and physical health can help to keep both your mind and body stronger.



- What are YOU doing to take care of your emotional, intellectual, physical, and spiritual health and well-being?
- What is one small step you can take today to move your from where you are now to where you would like to be in these areas?





THANK YOU FOR ATTENDING THIS WEBINAR!

Please contact the NYSC AAUP if you need additional information and/or support.

Website: www.nyscaaup.org

Facebook: [https://www.facebook.com/NY\\$AAUPC1](https://www.facebook.com/NY$AAUPC1)

Twitter: @AaupNysc

Executive Director: Sally Dear-Healey (sdearhealeyaaup@gmail.com)

Chair, Committee on Faculty Holding Contingent Appointment: Ángel L. Martínez
(amjournal@gmail.com)



Questions raised ... Opportunities for further discussion...

- What is being done to protect contingent faculty, as well as other faculty, on your campus this coming fall (2020)?
- Why is Governor Cuomo cutting funding to community colleges while maintaining capital projects?
- How can we identify and support gaps in services to faculty and students and what would that look like?

A night landscape featuring a bright star or moon in a dark, starry sky. The star is positioned centrally above a range of dark, silhouetted mountains. In the foreground, a calm body of water reflects the star and the surrounding landscape. The overall scene is serene and contemplative.

TIME TO SHARE

THOUGHTS? QUESTIONS?

FEARS? CONCERNS?

WHAT IS HAPPENING ON YOUR CAMPUS?

NEXT STEPS?

A microscopic image showing several virus particles. One particle on the left is spherical with a distinct nucleus and a thick, spiky outer layer. To its right, a larger, more complex structure is visible, consisting of multiple interconnected, tube-like or filamentous components. The background is dark and out of focus.

Resources

- [AAUP Principles and Standards for the COVID-19 Crisis](#)
- [Statement on COVID-19 and the Faculty Role in Decision-Making](#)
- [AFT and AAUP Principles for Higher Education Response to COVID-19](#)
- [Statement of Solidarity with Essential Workers](#)
- [Impact Bargaining during the COVID-19 Crisis](#) (for union chapters)
- [Remote Teaching and Its Impact on Intellectual Property](#) (AAUP member webinar)
- [Financial Exigency and Program Elimination](#) (AAUP member webinar)
- Check out the [Academe Blog](#) for posts on the time of coronavirus.

A microscopic image showing several virus particles. One particle on the left is spherical with a distinct nucleus and a dense outer shell of spikes. To its right, a larger, more complex structure is visible, consisting of multiple interconnected, tube-like or filamentous components, possibly representing a viral assembly or a different type of microorganism. The background is dark and out of focus.

AAUP Chapter Actions

- Decision-making information requests ([Rider AAUP](#))
- Chapter statements on university policies ([UIC United Faculty](#))
- FAQs and messages to faculty ([URI AAUP](#); [UConn-AAUP](#))
- Morale boosters and affirmations ([URI AAUP](#))
- Town halls and digital mixers (UConn AAUP and the Colorado State Conference)
- Maintaining campaigns on Zoom + social media ([Rutgers AAUP-AFT](#))

A microscopic image showing several virus particles. One particle on the left is spherical with many small, spike-like projections. Another larger particle on the right has a more complex, branching structure with bulbous ends. The background is a dark, textured surface.

Faculty Resources

- [Statement on Equity and COVID-19](#) (Tenure for the Common Good)
- ["Humanizing Online Teaching"](#) (Mary Raygoza, Raina León, and Aaminah Norris—Saint Mary's)
- [Crowdsourced Remote Teaching Resources by Institution](#) (Daniel Stanford—DePaul University)
- [Online Teaching Transition Toolkit](#) (Association of College and University Educators)
- [Expression and Engagement During COVID-19](#) (National Center for Free Speech and Civic Engagement)
- [What Professors Need to Know About Online Hate and Harassment](#) (PEN America webinar)

A microscopic image showing several virus particles. One particle on the left is spherical with many small, spike-like projections. Another particle in the center is more complex, with a central core and several long, finger-like projections extending outwards. The background is a dark, textured surface.

AFT Resources*

- [Guidance for Local Higher Education Leaders on Information Requests and Requests to Bargain](#)
- [Solidarity Academy: Academic Workers United for Pandemic Defense and Collective Power](#)
- [AFT Adjunct-Contingent Faculty Caucus \(ACC\) Statement on Protecting Part-Time Faculty from the Backlash of COVID-19](#)

* The American Federation of Teachers (AFT) is an AAUP Organizing Partner

A microscopic image showing several virus particles. One particle on the left is spherical with a distinct nucleus and a thick outer shell covered in numerous spike-like proteins. To its right, a larger, more complex structure is visible, consisting of multiple interconnected, tube-like or filamentous components, possibly representing a viral assembly or a different type of microorganism. The background is dark and out of focus.

Resources from Other Organizations

- "CARES Act" - Higher Education Relief Fund: Simulated Distribution of Amounts (NASFAA)
- Resources for college health professionals, including webinars (ACHA)
- CHEA- and USDE-Recognized Accreditors and COVID-19 Information
- WHO Dashboard: <https://who.sprinklr.com/>



U.S. Government Resources

- **Department of Education (DOE)**
 - Information for Accrediting Agencies Regarding Temporary Flexibilities Provided to Coronavirus Impacted Institutions or Accrediting Agencies
- **Centers for Disease Control and Prevention (CDC)**
 - Resource page for institutes of higher education
- **National Institutes of Health (NIH)**
- **Department of State**
- **Readiness and Emergency Management for Schools (REMS)**

A microscopic image showing several coronavirus particles. One particle on the left is spherical with a distinct nucleus and a thick, spiky outer layer. To its right, a larger, more complex structure shows multiple interconnected, tube-like or finger-like projections, each with a bulbous base and a rounded tip, resembling a cluster of hands or a network of branching structures.

Student Loan Relief

- How to Get Student Loan Relief During the Coronavirus and Beyond: https://www.nerdwallet.com/blog/loans/student-loans/student-loan-relief/?trk_location=771161&trk_element=HouseAd
- Coronavirus and Forbearance Info for Students, Borrowers, and Parents: <https://studentaid.gov/announcements-events/coronavirus>