NYSC AAUP
“Town Hall” Webinar

COVID-19 and Contingents

Sally Dear-Healey, Executive Director, NYSC AAUP
Ángel L. Martínez, Chair, NYSC AAUP Committee on Faculty Holding Contingent Appointment
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)
“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

“We’re the higher education equivalent of nurses working without masks.”
~ Caprice Lawless
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.”

• 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.
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
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.”
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

"Nobody Signed Up For This."

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

Our Own Financial Security
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
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.
### Average Salary for Men and Women Full-Time Faculty, by AAUP Category, Affiliation, and Academic Rank, 2019–20 (Dollars)

<table>
<thead>
<tr>
<th>Academic Rank</th>
<th>All Combined</th>
<th>Public</th>
<th>Private-Independent</th>
<th>Religiously Affiliated</th>
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<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
<td>Men</td>
<td>Women</td>
</tr>
<tr>
<td>Professor</td>
<td>165,051</td>
<td>147,792</td>
<td>150,325</td>
<td>135,131</td>
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<tr>
<td>Associate</td>
<td>107,782</td>
<td>100,082</td>
<td>102,955</td>
<td>95,635</td>
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<td>Assistant</td>
<td>95,501</td>
<td>85,950</td>
<td>91,136</td>
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<tr>
<td>Instructor</td>
<td>69,671</td>
<td>63,019</td>
<td>61,127</td>
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<tr>
<td>Lecturer</td>
<td>72,067</td>
<td>64,514</td>
<td>68,199</td>
<td>61,834</td>
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<tr>
<td>No Rank</td>
<td>84,396</td>
<td>75,263</td>
<td>71,417</td>
<td>64,930</td>
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<tr>
<td>All Combined</td>
<td>123,688</td>
<td>98,378</td>
<td>114,080</td>
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<tr>
<td>AAUP Category</td>
<td>All Combined</td>
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<tr>
<td></td>
<td>Average</td>
<td>Median</td>
<td>Minimum</td>
<td>Maximum</td>
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<tr>
<td>Category I (Doctoral)</td>
<td>572,394</td>
<td>505,187</td>
<td>220,572</td>
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<tr>
<td>Category IIA (Master’s)</td>
<td>349,817</td>
<td>325,000</td>
<td>95,324</td>
<td>872,405</td>
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<tr>
<td>Category IIB (Baccalaureate)</td>
<td>331,004</td>
<td>310,000</td>
<td>102,500</td>
<td>750,000</td>
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<tr>
<td>Category III (Associate’s with Ranks)</td>
<td>266,473</td>
<td>241,727</td>
<td>142,857</td>
<td>489,357</td>
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<tr>
<td>Category IV (Associate’s without Ranks)</td>
<td>228,208</td>
<td>222,742</td>
<td>192,000</td>
<td>262,700</td>
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<th></th>
<th>Private-Independent</th>
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<tbody>
<tr>
<td></td>
<td>Average</td>
<td>Median</td>
<td>Minimum</td>
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<tr>
<td>Category I (Doctoral)</td>
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<td>325,000</td>
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<td>457,624</td>
<td>420,240</td>
<td>189,487</td>
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<tr>
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<td>428,337</td>
<td>410,000</td>
<td>102,500</td>
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*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

<table>
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<th>Initial Claims, Seasonally Adjusted</th>
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<tr>
<td>7M</td>
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<td>6M</td>
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<td>5M</td>
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<tr>
<td>2M</td>
</tr>
<tr>
<td>1M</td>
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<td>0</td>
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Claims for Week Ending March 21: 3,307,000
Claims for Week Ending April 4: 6,615,000
Claims for Week Ending April 11: 5,245,000

Source: U.S. Department of Labor
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
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=IwAR1ZsjQhgsQsihnQjgw8KbY08v1CGTDrfN1WDvk0gL0_QU-qDy2VAV0PyI (NY: pages 96-107)
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.
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.
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.”

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.

S.2712 – Adjunct Faculty Loan Fairness Act of 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.)
• “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 our 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.
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.
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.nyscaup.org
Facebook: https://www.facebook.com/NYSAAUPC1
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?
TIME TO SHARE

THOUGHTS? QUESTIONS?
FEARS? CONCERNS?
WHAT IS HAPPENING ON YOUR CAMPUS?
NEXT STEPS?
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.
• 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)
• **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)
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
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/
• **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)**
• 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