

# NEW YORK Academe

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## From the President's Desk

by Mary Rose Kubal

As the summer flies by I have been pondering the question “what is the ‘new normal’ and how do we know when we’ve gotten there?”

One thing that hasn’t seemed to change (for me at least) is that summer seems to be gone in the blink of an eye with all the lofty research and course redesign goals crammed in during a couple weeks in August.

I have recently found myself questioning the value of my academic research and writing and I am having trouble wrapping my head around course design at the moment.

Yet I know that research and teaching and learning (and unlearning) are all crucial endeavors in building a new normal that is more humane, more equal, more just, and more sustainable than the “old normal.”

It is difficult to envision such a new normal at times given the trauma the current pandemic has wrought globally, in our country, and in our state. So much uncertainty hangs over higher education. So much tragedy still to be processed. I am thinking of our colleagues at CUNY.

Inside Higher Ed reported on June 23 that 38 CUNY community members had died of COVID-related conditions since the start of the pandemic, more than any other higher education system in the country.

PSC/CUNY has a moving memorial to these colleagues on its website. With over 30,000 New Yorkers falling victim to the virus (over half in New York City) there is much loss to process and much fear of what the future holds.

Social, economic, political, and educational systems that seemed so stable, so predictable, so grounded have been brought to their knees by this virus. Truly terrifying. Truly tragic. Yet, also opening up the possibility of re-building these systems in ways that are more equitable, inclusive, and sustainable. The virus has laid bare socio-economic

*continued on page 14*

## NYSC AAUP 2020 Election Results

Following the November 1st (2019) deadline for nominations, the NYSC AAUP Election Committee reported that it had received and certified proper nominations for the following positions: President, Vice President, Secretary, and two Officers At-Large.

According to the NYSC AAUP Constitution Article IV.3.j:

“If, at the close of the nomination period, there is only one (1) eligible nominee for the President, Vice-President, Secretary, or Treasurer position (i.e., an eligible nominee is running unopposed), the eligible nominee for such position shall be considered elected by acclamation and no balloted election for that position shall take place. If, at the close of the nomination period, there are no more eligible candidates than open At-large positions, the At-large candidates shall be considered elected by acclamation and no balloted election for the At-large positions shall take place.”

Therefore, we are pleased to announce the following NYSC AAUP (2020) election results:

President – **Mary Rose Kubal** (2020-2024)

Vice President – **Leah Akins** (2020-2024)

Secretary – **Matthew Murray** (2020-2024)

Officer At-Large – **James Davis** (2020-2024)

Officer At-Large – **Hollis Glaser** (2020-2024)

## AAUP Re-schedules 2020 Biennial Meeting

The AAUP's 2020 biennial meeting, originally scheduled for June as part of the 2020 AAUP Conference and Biennial Meeting, was postponed due to the pandemic and has now been **rescheduled for November 22**. The AAUP will continue to monitor CDC, local, and regional guidance regarding group gatherings.

**Additional details will be posted on AAUP.org**

# The AAUP and AFT Urge the Education Department to Rescind Proposed Rules for Distance Education

The AAUP and the American Federation of Teachers (AFT) have submitted joint comments urging the U.S. Department of Education to rescind proposed rules for distance education.

The comments emphasize that the rules would weaken the interaction between students and faculty members—the key relationship in higher education—and would allow increased outsourcing of core educational responsibilities.

The joint comments read in part:

On behalf of the 1.7 million members of the American Federation of Teachers and the members of the American Association of University Professors, including more than 270,000 faculty and staff in higher education, we urge the Department of Education—in this time of unprecedented educational and societal upheaval—to put the needs of our nation's college students before the needs of distance education opportunists.

Specifically, we are asking that you rescind this proposed rule in order to maintain existing rules protecting the role of faculty and student interaction and outsourcing.

The Education Department has a responsibility to avoid making changes to distance education that would open the door to education without teachers, leaving students entirely

reliant on software, apps, games and prerecorded video.

The department is attempting to write new rules on a wide range of topics all at once, appointing negotiators who appeared to have been selected not for their subject-matter expertise but for their ties to the for-profit college industry, disregarding consensus proposals that were reached, and on a deeply truncated timeline—in the middle of a global pandemic—for commenting on issues that strike at the core of what a college education is.

The COVID-19 pandemic has tested the limits of distance education. Via these tests, it is clearer than ever that interaction between students and faculty is the heart of education, and that when students select an institution in which to invest their time and money, they expect an ongoing relationship with that institution, and not a third-party contractor...

The Department of Education must not gut the meaning of college. The interaction of faculty and students is the most important piece of a college education, and the department should not weaken safeguards regarding this interaction as it does in these proposed rules.

The full comments can be found at: <https://www.aaup.org/sites/default/files/Distance%20Ed%20Comment%20AFT%20AAUP%20Final%20Submitted.pdf>

## NYSC AAUP Announces New Committee Chairs and Members

Please join us in welcoming the following new NYSC AAUP Committee Chairs and Members:

### New Chairs

#### Committee on the Economic Status of the Profession

**Thomas (Tom) X. Carrol** - Keuka Community College

#### Committee on Retirement

**Anne Friedman** - Professor Emerita, Borough of Manhattan Community College, CUNY

### New Members

#### Committee A

**Alan Feigenberg** - City College, CUNY Professor Emeritus

**Kathleen Lynch** - Hofstra University

**Marie Monaco** - New York University

#### Committee on Gender and Sexuality in the Academic Profession

**Margeaux Lippman Hoskins** - Dutchess Community College

#### Committee on Academic Professionals

**Aditi Bandyopadhyay** - Adelphi University

We would also like to welcome our new **Communications Director**

**Pauline Hoffmann** - St. Bonaventure University

# COVID 19 and Contingents: Call to Action

by Ángel L. Martínez

On April 29th, NYS AAUP held a “Let’s Talk” webinar on “COVID 19 and Contingents.” In hindsight, it came at a necessary moment. We sought to bring contingent faculty together to discuss issues affecting us in our various positions and titles.

We had some stirring moments that evening. Here was a gathering where AAUP’s constituencies came together - CUNY, SUNY, and independent, 2- and 4-year institutions. In fact, to characterize non-tenured faculty as contingent embraces a broad spectrum of full-time and part-time titles that all denote academic employment at will. These same titles will also bear the brunt of the slashed budgets

A part of the slide presentation emphasized the positive in a time of great tragedy. We shared with the attendees many positive attributes about being contingent faculty. It is, as was told in the session, our way to focus on our need to fight for our profession and our rights.

Among some of the benefits pointed out include our dedication to teaching and our students.

We do all this amid grossly low wages, few if any benefits,

inadequate teaching resources, and underrepresentation, if any, in faculty governance. We accept daunting challenges, enormous-sized classes, multiple class sections, and being told, “You’re hired! Can you start tomorrow?”

It is this resilience that allowed us in the webinar to acknowledge each other as resources, which was much needed at that moment, and only more so since the rise of a massive movement against police brutality. So understanding what we are capable of doing has proven most prescient.

We discussed what we as contingents can do. We have to educate ourselves about issues such as the implications of CARES Act and follow up federal legislation, status of student loans, and to take care of ourselves. NYS AAUP Executive Director Sally Dear-Healey strongly advocated being active in contingent labor issues, such as by contacting and being involved in college chapters and the NYS AAUP Committee on Faculty Holding Contingent Appointment.

There certainly is a need for future gatherings, and the enthusiasm was heard for this, to at least help in addressing the uncertainties that will affect academic labor through at least this Fall.

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## UUP: Need more protections to reopen SUNY campuses

The state’s “Reopening New York” guidelines for reopening colleges and universities in New York state is a crucial starting point, but more must be done to protect students, faculty and staff from COVID-19 on SUNY campuses, according to United University Professions (UUP), the union representing faculty and professionals at SUNY state-operated campuses.

UUP President Frederick E. Kowal noted that the state’s recommendations include plans for COVID-19 testing and retesting of students and employees returning to campuses this fall and encourage use of telecommuting to maintain physical distancing.

The state’s recommendations echo many of the minimum standards in UUP’s guidelines to safely reopen campuses, released June 1. However, the state’s guidelines leave to SUNY campuses the final decisions about whether comprehensive testing will occur and whether telecommuting will be used. UUP listed these precautions as mandatory in its reopening guidelines.

“The state’s guidelines for reopening SUNY are on the right track, but I am disappointed that they don’t go farther in mandating comprehensive testing and liberal use of telecom-

muting,” Kowal said. “I call on the state to ensure that its university system models its guidelines after the same standards the state is recommending that private campuses adopt.”

Kowal pointed to campuses across the country that have announced plans for comprehensive testing as students return to campus this fall, and periodic surveillance testing once classes start. The Massachusetts Institute of Technology, Brown University, Syracuse University and the University of California at San Diego are some of the schools that have testing plans in place.

Kowal said the state and SUNY should fully adopt and embrace the recommended best practices in the state’s guidelines, as well as the requirements in UUP’s safe opening plans.

“SUNY needs to step up to the plate and demonstrate that everything that can be done is being done to ensure that our students, our members, our families, and the communities we live in are safe as campuses reopen,” Kowal said. “We are prepared to be an active partner with SUNY in protecting the safety of our members and our students during this public health crisis. We remain hopeful that SUNY shares the same commitment.”

# The AAUP to Hold the 2020 Summer Institute Online

In just a few months, the world of higher education has changed.

That's why there's a new AAUP Summer Institute this year: **it's on your screen and it's free.**

AAUP will be presenting free webinars every Tuesday and Thursday between July 7 and August 4 from 1:00 to 2:30 p.m. EDT. The July 16 and 21 webinars will be followed by hour-long breakout sessions from 2:30 to 3:30 p.m.

## **Tuesday, July 7, 1:00–2:30 p.m.**

### **Opening Plenary: AAUP Members on the Frontlines of the COVID-19 Crisis**

Medical and nursing faculty share their experiences working during the COVID-19 pandemic and discuss the best ways to support our chapters and members working directly on the treatment of the disease. Panelists will also reflect on the changes to their work with students and residents, the impact on their research, and the challenges of providing care in this historic crisis.

## **Thursday, July 9, 1:00–2:30 p.m.**

### **Campus Reopening: Guidelines, Challenges, and the Faculty Voice**

The process for deciding whether and how to safely reopen campuses should significantly involve the faculty, from shared governance bodies to faculty unions. This panel will review AAUP policies and standards as they pertain to decisions about reopening, including matters of academic freedom. There will also be a review of the Americans with Disabilities Act and the legal claims faculty may or may not have to remain off campus. Additionally, we will examine the role of unions in determining reopening plans. The session will close with a consideration of how AAUP members can organize to win appropriate involvement in decision-making.

## **Tuesday, July 14, 1:00–2:30 p.m.**

### **Building Chapter Democracy during the Pandemic**

Anti-racism and social justice can help you achieve equity and democracy in your AAUP chapter. We will examine how systemic racism, white privilege, and white supremacy operate in organizations, and attendees will learn how to address and talk about diversity, inclusion, anti-racism, social justice, power, whiteness, white privilege, and white supremacy. Attendees will be asked to consider where the sites of power are in their chapters and institutions and how to

The 90-minute sessions are aimed at the issues and challenges facing higher education today.

Join hundreds of other academic workers to build your skills, get inspired, and make connections for your future activism. To register and for more information: [www.aaup.org/programs/summer-institute](http://www.aaup.org/programs/summer-institute)

Webinars will be hosted on the Zoom platform. The dates and details for the webinars:

open up key sites of decision-making.

The workshop leaders recognize that attendees are at different levels of understanding and comfort when discussing racial matters and will present topics in a way to accommodate those differences. Yet honest and frank discussions of race and racial matters are of paramount importance to eliminating systemic racism.

## **Thursday, July 16, 1:00–2:30 p.m.**

### **How to Organize during a Pandemic, Part I**

The need to observe precautions such as physical distancing presents new challenges to chapter organizing. But as AAUP members have found, we can still engage our colleagues, build relationships, and make important gains. In this session, chapter members will teach you how they have successfully organized membership drives, issue campaigns, and contract campaigns all while staying six feet apart.

## **Thursday, July 16, 2:30–3:30 p.m.**

### **How to Organize during a Pandemic, Part II**

These breakout sessions will follow up on the material presented in Part I by allowing participants to share experiences and strategies with colleagues from other campuses. Discussions will be facilitated by members of the AAUP's Department of Organizing and Services.

## **Tuesday, July 21, 1:00–2:30 p.m.**

### **A Practical Guide to Shared Governance in a Crisis, Part I**

Financial exigency, force majeure, program cuts, reduction in force—these are the challenges that faculty governance faces during the COVID-19 pandemic. Under pressure, administrations may seek to minimize the faculty role in making key decisions about these matters in which faculty should have primary responsibility. This session will help you

*continued on page 12*

For more information and to register: [www.aaup.org/programs/summer-institute](http://www.aaup.org/programs/summer-institute)



# AAUP Issues Statement on Racial Injustice

**On June 24, 2020, the AAUP issued the following statement:**

As the ongoing demonstrations of the past few weeks have shown, our nation is once again being called on to reckon with systemic racism and its impact on Black, Latinx, indigenous, and other people of color. Black Lives Matter, and the AAUP stands in solidarity with all those who are protesting racism and police brutality.

We stand ready to support faculty, academic professionals, graduate students, postdoctoral fellows, and all those engaged in teaching and research in higher education whose affiliated institutions take or threaten to take negative action against them as a result of their exercising their right to protest.

We recognize that our BIPOC members and colleagues are considerably more vulnerable when they exercise this right, and, as such, are most in need of support and protection. We call on our chapters, our members, and campus administrations to stand firm in their support of members of the campus community who speak out in the name of anti-racism and racial justice,

and we offer the following guidance and recommendations.

Freedom of extramural speech, including comments made by faculty outside the classroom and on social media, is essential to the American conception of academic freedom that the AAUP has played a central role in defining and refining. All members of the academic community have a responsibility to defend academic freedom and freedom of speech and assembly.

Calls for civility and campus speech codes have the potential to restrict extramural speech of faculty. These calls are often deployed against faculty of color, and faculty of color are more likely to be disciplined for “uncivil” behavior.

As we recognize in our statement On Freedom of Expression and Campus Speech Codes, “offensive style or opprobrious phrases may in fact have been chosen precisely for their expressive power.” Faculty must not be disciplined for engaging in “uncivil” or “offensive” speech.

In the current political climate, faculty who engage in protest

*continued on page 12*

## Statement on Protests in Response to the Murder of George Floyd

**AAUP president Rudy Fichtenbaum issued the following statement on June 12, 2020:**

The murder of George Floyd by four police officers in Minneapolis has unleashed a massive protest movement across the country. These protests, led by young people, are revealing years of pent-up frustration with racism and inequality.

The militarization of policing in the United States and the unchecked violence perpetrated against communities of color by police who continue to act with seeming impunity, along with the promotion of white supremacy by the Trump administration, had created a combustible mix even before the COVID-19 pandemic added to an existing medical crisis and economic desperation, especially in marginalized communities of color.

Many have said that we need to have a conversation about racism and inequality. But a conversation is not



enough. What we need is bold action to deal with institutional racism and inequality. While the lack of meaningful preparation for the pandemic has disrupted the lives of all Americans, the more long-standing lack of a meaningful response to endemic racism and inequality has compounded the impact of the pandemic on communities of color.

While looting and the destruction of property cannot be condoned, the

destruction of property cannot be compared to the taking of someone's life

We condemn the fact that only one of the four police officers involved in the murder of George Floyd has been arrested and recognize that Floyd's death is just one more example of the senseless loss of an African American life at the hands of police. The actions of police across the country are enabled by political leaders who have failed to deal with institutional racism and inequality, and they also must be held accountable.

The AAUP supports the right of all citizens to engage in peaceful protests and calls for an end to police violence against protesters. We also recognize that our institutions of higher education have been part of the problem, but they can be part of the solution by marshaling the expertise of faculty and the energy of students in developing meaningful approaches to mitigating racism and inequality in our society.

# The Executive Director's Report

by Sally Dear-Healey,

Executive Director, NYSC AAUP

When I wrote back in March, COVID-19 was a relatively new and frightening phenomenon. Today our lives are fraught by a host of COVID-induced concerns and uncertainties, further complicated by political and civil upheaval and unrest.

Now more than ever we must remain committed to our colleagues, our profession, and the mission of the AAUP, which is “To advance academic freedom and shared governance; to define fundamental professional values and standards for higher education; to promote the economic security of... all those engaged in teaching and research in higher education; to help the higher education community organize to make our goals a reality; and to ensure higher education’s contribution to the common good.”

Here at the State Conference level we want to assure that you we are equally committed to supporting you in your efforts to uphold these goals and to keep you updated, informed, and safe.

Acknowledging COVID’s impact on our most vulnerable faculty, in late April Ángel L. Martínez, Chair of the NYSC AAUP Committee on Faculty Holding Contingent Appointment and I co-facilitated a ‘Let’s Talk’ webinar on “COVID 19 and Contingents.” The intention was to provide information and support and the event was an overall success (a PDF of the PowerPoint can be found on the NYSC AAUP website).

In addition, because we knew there was a lot of anxiety out there and faculty, especially contingents could use some

support, the NYSC offered a four-week series of “STOP BY, VENT, and BREATHE” virtual support groups on Zoom, which I moderated. The feedback for this event was also positive.

As for the upcoming fall NYSC AAUP meeting/conference, we had hoped that we could return to Syracuse University (SU), however the SU AAUP chapter has advised us that this won’t be possible unless “things change radically,” which we are not expecting will happen (but will be grateful if they do).

One benefit of this advance notice is that we have time to plan virtual offerings for members and chapters for Saturday’s conference portion of the meeting.

An Action Network survey will be sent out shortly to suggest topics and determine member interest. One other issue that is impacting our communities, country, and campuses is racial justice. In response, AAUP National issued the following statement, “The AAUP is committed to addressing systemic racism and working toward racial justice, in keeping with our mission to ensure higher education’s contribution to the common good.

Black lives matter, and for us this means that black people, including faculty and students, have the right to thrive and not just survive” (<https://www.aaup.org/issues/racial-justice>).

Here at the State Conference level, members of the SU AAUP EC and several SU student activists, along with Cheryl McBride, Chair of the NYSC AAUP Committee on the Status of Minorities in the Profession and I are in the process of creating a ‘Let’s Talk’ virtual webinar on “Eliminating Racism and Hate on College and University

*continued on page 16*

## AAUP Offers Guidance for the Reopening of Campuses

The AAUP has issued guidance on reopening campuses for our chapters, faculty governing bodies, and administrations.

As a number of colleges and universities across the country are considering whether to reopen their campuses in the fall, much of the discussion about reopening has focused on the financial challenges and on the potential impact on enrollments of continuing to offer instruction remotely.

The decision to reopen a campus raises not only

logistical and health and safety concerns but also concerns about how best to achieve the academic mission both during the COVID-19 pandemic and in its aftermath.

The AAUP’s guidance, which is consistent with existing AAUP policies and standards, emphasizes the health and safety of students, faculty, and staff and the importance of faculty involvement in decisions related to instruction.

**The guidance can be read at: <https://www.aaup.org/guidance-reopening-campuses>**

# NYSC AAUP Committee and Council Openings

The NYSC of the AAUP is looking to fill vacancies on Committees and Councils. Please consider applying for one of the following volunteer positions (see application below):

## STANDING COMMITTEES

### Chair –

Committee on Chapters, Members, & Dues

### Membership –

Committee on Academic Professionals

Committee on College and University Governance

Committee on Chapters, Members, & Dues

Committee on the Academic Status of the Profession

Committee on Faculty Holding

Contingent Appointment

Committee on Government Relations

Committee on the Status of Minorities in the Profession

Committee on Retirement

Committee on Gender and Sexuality in the Academic Profession

## COUNCILS

### Chair –

Independent Council

SUNY Council

### Membership –

Independent Council

CUNY Council

SUNY Council

## Application for NYSC AAUP Committee/ Council Member and/or Chair

(A list of committees and councils can be found on the NYSC AAUP Website: [www.nyscaaup.org](http://www.nyscaaup.org))

The President shall recommend to the Executive Council for approval the chairs and members of standing committees and councils. The Terms for the chairs and members of standing committees and councils shall be for three (3) years, beginning and terminating at the end of the spring meeting (NYSC AAUP Constitution, 4/3/2020).

Email the following information to: [sdearhealeyaaup@gmail.com](mailto:sdearhealeyaaup@gmail.com)

Name

Email address

Affiliated institution(s)

AAUP Chapter (if applicable)

Please describe why you would like to be a Member or Chair of the following NYSC AAUP Committee or Council:

And include any experience(s) and/or training(s) and/or skill(s) that you feel make you a qualified candidate/applicant. You may also want to include some ideas for how you see this Committee or Council best serving the needs of our members and chapters.

# The AAUP Response to New Title IX Regulations

The AAUP has issued a response to revised Title IX regulations that the US Department of Education released on May 6. The AAUP had submitted comments in January of this year on the proposed revisions to the regulations in response to the secretary of education's 2018 request.

Those comments build on recommendations made in the AAUP's 2016 report *The History, Uses, and Abuses of Title IX*. On March 27, 2020, following news reports that the Department of Education would soon be issuing its new proposed Title IX regulations, the AAUP joined the attorneys general of eighteen states in calling for the Department of Education to suspend the rulemaking process for the proposed regulations

during the COVID-19 crisis, but the process continued.

The AAUP response, prepared by a subcommittee of Committee A on Academic Freedom and Tenure and the Committee on Gender and Sexuality in the Academic Profession, comments on some aspects of the revised regulations that represent small steps forward and others that represent large steps backward. Overarching concerns about the regulations include the following:

■ Parts of the new regulations will make it more difficult for victims of harassment to come forward and for the perpetrators to be held responsible, thus making it easier for harassment to be minimized.

■ The standard for harassment has

been overly narrowed, the responsibility of the university to address harassment has been excessively limited, and the evidence needed to prove harassment has been increased significantly.

■ While the new regulations have expanded protections for the accused, they do not directly address protections for the vital interests of academic freedom.

■ Improvements related to the burden of proof and some elements of due process, while welcome, are overshadowed by the overall regressive nature of the proposed regulations.

**The AAUP response to the regulations can be found at:** [https://www.aaup.org/sites/default/files/AAUP\\_response\\_Title\\_IX\\_final\\_rule.pdf](https://www.aaup.org/sites/default/files/AAUP_response_Title_IX_final_rule.pdf)



# The AAUP Announces 2020 Awards for Outstanding Faculty Activists

The AAUP has announced the recipients of its 2020 awards.

## **Georgina M. Smith Award**

**Rabab Ibrahim Abdulhadi** of San Francisco State University, **Catherine Moran** of the University of New Hampshire, and **Anne Sisson Runyan** of the University of Cincinnati are this year's recipients of the AAUP's Georgina M. Smith Award, which is given to a person or persons who provided exceptional leadership in a given year in improving the status of academic women or in academic collective bargaining and through that work improved the profession in general.

The academic and community work of these three women encompasses important aspects of academic labor struggles--the struggle for fair treatment, the struggle to be recognized, and the struggle to be included in institutional visions of progress.

**Rabab Ibrahim Abdulhadi** exemplifies courage, persistence, political foresight, and concern for human rights, including union organizing, gender and sexual justice, in her scholarship, teaching, public advocacy, and collaboration with a diverse group of academic, labor, and community organizations. Her commitment to global scholarship that builds mutual understanding is evident in the collaborations she has initiated.

As a director of the Arab and Muslim Ethnicities and Diasporas Studies Program she brings together scholars, activists, academics, and organizers to create justice-centered knowledge, build broad-based coalitions, and advance the agenda for social change in Palestine, the United States, and internationally. Her leadership transcends the division between scholarship and activism that encumbers traditional university life.

**Catherine Moran** is a founder of the University of New Hampshire Lecturers United-AAUP, the non-tenure-track faculty union. Her courage is evident in her work as a faculty mentor, union negotiator, and leader. Although faculty who serve on contingent appointments like hers are among the most economically and politically vulnerable members of the academic profession, Moran has persevered in her successful teaching and organizing endeavors.

**Anne Sisson Runyan** has had a distinguished scholarly and activist career dedicated to improving the status of faculty in general and women in particular through her local and national AAUP service. Her accomplishments as chair of the AAUP's Committee on Women in the Academic Profession

(now the Committee on Gender and Sexuality in the Academic Profession) are commendable, particularly her work on issues involving Title IX and intersectionality.

Her scholarship on gender and the global political economy has informed and motivated her union activism and leadership on three campuses and in the national AAUP, while her work in the fields of women's studies and feminist international relations as well as on initiatives addressing the status of women--on campus, within professional organizations, and at the community level--has been widely recognized for its impact on the advancement of academic women and the promotion of gender and other equity in her fields, the profession, and the wider world.

## **Marilyn Sternberg Award**

**Deepa Kumar** of Rutgers University, recent past-president of Rutgers AAUP-AFT, is the recipient of the AAUP's 2020 Marilyn Sternberg Award, which is presented to an AAUP member who demonstrates concern for human rights, courage, persistence, political foresight, imagination, and collective bargaining skills.

Professor Kumar played a key role in developing and leading a contract campaign that culminated in a strike vote and a groundbreaking contract for Rutgers faculty. She brought tremendous vision and courage to the work, making gender and race issues central to the campaign and pursuing a goal of equity, security, and dignity for all. Her persistence and commitment to organizing has brought a bold vision to her union.

## **Outstanding Achievement Award**

**Becky Hawbaker** of the University of Northern Iowa (UNI) is the recipient of the AAUP's 2020 Outstanding Achievement Award. The award is presented in recognition of the outstanding efforts of an individual or chapter on behalf of AAUP principles. As president of United Faculty-AAUP at UNI she led her chapter through a time of significant change. Under her leadership, the faculty union was recertified in 2018 and has been growing ever since.

She served as a critical member of the Faculty Handbook Committee and added language from the chapter's contract into the handbook, which allowed faculty to retain critical items such as grievance procedures that include arbitration. Her chapter, working alongside other faculty and campus administration leaders, has extended voting rights to most of the contingent faculty and created a career ladder for contingent faculty.



# AAUP Report Identifies Key Factors to Watch following COVID-19 Pandemic

With the COVID-19 pandemic currently raging through the country, higher education has entered grim and uncertain times.

This year's Annual Report on the Economic Status of the Profession recaps the key findings from the AAUP's 2019–20 Faculty Compensation Survey, initially released in April, presenting salary data for full-time faculty members as well as information on gender inequities, retirement and medical benefits, part-time faculty pay and benefits, and administrator salaries.

The report also highlights key data points related to the economy, institutional finances, enrollment, and the makeup of the academic workforce. The findings provide a snapshot of faculty compensation for the 2019–20 academic year, as the country was on the brink of what may be the most serious economic crisis since the Great Depression.

On average, salaries for full-time faculty members at US colleges and universities are 2.8 percent higher in 2019–20 than they were in the preceding academic year. With consumer prices growing by 2.3 percent during the year, the increase in real terms was 0.5 percent.

The 2019–20 Annual Report on the Economic Status of the Profession discusses key data points relevant to monitoring the economic impact of the COVID-19 pandemic on higher education. Some areas of concern discussed in the report include the following:

■ **Full-time faculty salary growth has been flat for several years.** Following the Great Recession of the late 2000s, nominal salary growth remained below consumer price growth until 2015–16, and real salary growth has remained flat ever since.

■ **Salary growth has varied by institution type.** Average real salaries for full-time faculty members at doctoral institutions remained below prerecession levels until 2015–16 and have remained flat ever since. For master's, baccalaureate, and associate's institutions, average real salaries have yet to return to prerecession levels and have, in fact, declined over the last three years.

■ **Almost all full-time faculty members receive retirement benefits.** Almost 97 percent of full-time faculty members earn additional compensation in the form of contributions by the institution or state or local government toward retirement plans, with an average expenditure of 10.7 percent of the average salary of faculty members who are covered.

■ **Most part-time faculty members do not receive benefits.** Overall, 35 percent of reporting institutions contribute toward retirement plans for some or all part-time faculty members, and 33 percent contribute to premiums for medical insurance plans.

■ **Enrollment has steadily declined in recent years.** After rising unemployment rates drove up enrollment in the wake of the Great Recession—particularly in community colleges—enrollment peaked at 13 million full-time-equivalent students (FTES) in 2010–11 but has since declined sharply to the prerecession level of about 11 million FTES.

■ **Funding for public institutions never recovered after the Great Recession.** Appropriations for public institutions have declined 12 percent, after adjusting for inflation, from \$8,100 per FTES in 2007–08 to \$7,100 per FTES in 2017–18, and growth has been flat for several years. In addition, there is huge variation between states.

■ **Over two-thirds of faculty members are on contingent appointments.** Over 50 percent of faculty members are employed part time overall. From 2009 to 2019, the proportion of tenured or tenure-track faculty members in doctoral institutions decreased from 51 to 45 percent, and now more than half of faculty members in doctoral institutions are serving in either full-time (20.5 percent) or part-time (34.5 percent) contingent positions.

In addition, the report describes improvements that were made to the AAUP Faculty Compensation Survey this year, including full-time faculty benefits data collection and the inclusion of regional price parities to account for cost-of-living differences between states and metro areas.

The US economy is facing a crisis that is unprecedented in recent memory, with an estimated unemployment rate higher than at any time since the Great Depression.

The findings presented in the 2019–20 Annual Report on the Economic Status of the Profession provide a snapshot of faculty compensation for the 2019–20 academic year.

In the coming months and years of the COVID-19 pandemic and economic crisis, the AAUP Research Office will study key data points related to the economy, institutional finances, enrollment, the academic workforce, and salaries.

The report can be found at: [https://www.aaup.org/sites/default/files/2019-20\\_ARES.pdf](https://www.aaup.org/sites/default/files/2019-20_ARES.pdf)

# AAUP Principles of Academic Governance During the COVID-19 Pandemic

The AAUP's Committee on College and University Governance issued the following statement on June 29:

In response to growing concern over unilateral actions taken by governing boards and administrations during the COVID-19 pandemic, the Committee on College and University Governance affirms that the fundamental principles and standards of academic governance remain applicable even in the current crisis.

These principles are set forth in the AAUP's Statement on Government of Colleges and Universities, formulated in cooperation with the Association of Governing Boards of Universities and Colleges and the American Council on Education.

The Statement on Government famously recommends "adequate communication" and "joint planning and effort" (commonly referred to as "shared governance") among governing board, administration, faculty, and students. A key principle articulated in the Statement on Government is that, within the context of shared governance, the faculty has "primary responsibility" for decisions related to academic matters, including "curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process."

Although the statement acknowledges that governing boards have final decision-making authority (and may have delegated this power in certain areas to the president), it asserts that authority "should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty." Under the Statement on Government, decisions to revise (even if only temporarily) tenure and promotion procedures and standards, to elect a preferred method of delivering courses, or to replace letter grades with pass-fail or incomplete designations fall within the faculty's area of primary responsibility.

Even in areas in which the faculty does not exercise primary authority—such as whether and how to reopen campus, budgetary matters, and long-range planning—the faculty still has the right, under widely observed principles of academic governance, to participate meaningfully. No important institutional decision should be made unilaterally by administrations or governing boards.

Nor should administrations or governing boards suspend provisions of faculty handbooks or collective bargaining agreements in reaction to the COVID-19 crisis by invoking "force majeure," "act of God," "extraordinary circumstances," or the like. The AAUP addressed this issue in its 2006

investigation of five New Orleans institutions that terminated the appointments of faculty members in response to the disastrous effects of Hurricane Katrina the previous summer. The investigating committee observed that "the relevant AAUP-supported policies—most notably those that recognize the special challenge of 'financial exigency'—are sufficiently broad and flexible to accommodate even the inconceivable disaster."

The investigating committee also found that the LSU Health Sciences Center violated the provisions of Regulation 4c, "Financial Exigency," of the AAUP's Recommended Institutional Regulations on Academic Freedom and Tenure. As its title suggests, the purpose of Regulation 4c is to set forth procedural standards for a financial emergency—standards that safeguard academic freedom and tenure and that ensure meaningful faculty participation in decision-making.

Obviously, suspending the faculty handbook or specific articles of the collective bargaining agreement for the ostensible purpose of grappling with a disaster but for the real purpose of circumventing these standards is inimical to principles of shared governance and academic freedom.

As the authors of the Katrina report observed, however cumbersome faculty consultation may at times be, the importance and value of such participation become even greater in exigent than in more tranquil times. The imperative that affected faculties be consulted and assume a meaningful role in making critical judgments reflects more than the values of collegiality; given the centrality of university faculties in the mission of their institutions, their meaningful involvement in reviewing and approving measures that vitally affect the welfare of the institution (as well as their own) becomes truly essential.

The COVID-19 pandemic must not become the occasion for administrations or governing boards to jettison normative principles of academic governance.

The Committee on College and University Governance regards such a course of action as not only unacceptable but detrimental to both the effective operation and the welfare of the institution.

During this challenging time, the committee calls upon administrations and governing boards, in demonstrated commitment to principles of shared governance, to maintain transparency, engage in "joint effort," and honor the faculty's decision-making responsibility for academic and faculty personnel matters as the most effective means of weathering the current crisis.



# NYC Electeds Urge CUNY Management to Defend CUNY, Not Find Ways to Dismantle it; Union Sues to Block Layoffs

The City University of New York's plans to lay off thousands of adjuncts were challenged by a group of elected officials in the court of public opinion, and by the Professional Staff Congress (PSC) in a court of law.

New York elected officials, including Public Advocate Jumaane Williams, Comptroller Scott Stringer, Borough Presidents Eric Adams (Brooklyn) and Sharon Lee (Queens), the chair of the NYS Senate Finance Committee and the Higher Education Chairs of the NYS Senate and Assembly and the City Council have signed a letter to Chairperson of the CUNY Board of Trustees William C. Thompson, Jr and CUNY Chancellor Félix V. Matos Rodríguez expressing concern about the University's plans for mass layoffs of adjunct faculty and staff in the next five days.

Sixty-nine lawmakers endorsed the letter, 17 State Senators, 33 Assemblymembers and 15 City Councilmembers.

"New York must not turn its back on CUNY now," the

letter says. "We call on you, as leaders of the City University system, to be a voice against the destruction of CUNY. We ask you to defend CUNY at this critical moment in history, not find ways to dismantle it."

The letter comes in the wake of reports of massive layoffs of thousands of adjuncts and hourly employees throughout the CUNY system in response to anticipated budget cuts throughout the University's 25 campuses and schools. The University received more than \$250 million through the CARES Act.

On July 2, the PSC filed suit in the Southern District, asserting the University's decision to lay off 2,800 adjunct faculty violated the CARES Act, which requires the University, to the greatest extent possible, to keep employees on the payroll. The PSC complaint states that the University has violated that requirement, as it failed to consider other measures to reduce the CUNY budget.



# The AAUP to Hold the 2020 Summer Institute Online

Learn more about the Summer Institute or Register at: [www.aaup.org/programs/summer-institute](http://www.aaup.org/programs/summer-institute)

*continued from page 4*

understand the AAUP's recommended standards for faculty governance and equip you with practical steps you can take on your campus to ensure that the faculty voice is heard. We will also review relevant research highlighting the standard roles that faculty play throughout US higher education.

**Tuesday, July 21, 2:30–3:30 p.m.**

## **A Practical Guide to Shared Governance in a Crisis, Part II**

These breakout sessions will follow up on the material presented in Part I by allowing participants to share experiences and strategies with colleagues from other campuses. Discussions will be facilitated by members of the AAUP's Committee on College and University Governance.

**Thursday, July 23, 1:00–2:30 p.m.**

## **Voices of Dissent: How Faculty Can Support Student Activism**

We are in a “movement moment.” In addition to the work of building their own chapters, AAUP members can challenge racism, austerity, and inequality by supporting student activists.

This panel will feature the work of AAUP members who have worked successfully with student activists, and it will prepare participants to return to campus ready to do the same. We will also review some of the relevant legal protections as they apply to faculty and students speaking up and engaging in protests.

**Tuesday, July 28, 1:00–2:30 p.m.**

## **Fighting Back Against Austerity**

This session will build your skills for researching, analyzing, and making arguments about financial data. You will learn how to evaluate the administration's claims about campus finances, as well as how to propose alternative solutions for temporary shortfalls in revenue. The end goal is to prepare you to better challenge the administration's austerity agenda.

**Thursday, July 30, 1:00–2:30 p.m.**

## **Bargaining in a Financial Crisis**

Cuts to compensation do not have to be permanent, regressive, or conceded without gaining something in return. Learn more about how to minimize the damage of compensation cuts, how to trade them for advances on key noneconomic issues and learn about proposals designed to challenge austerity framing. Sample contract language will be provided.

**Tuesday, August 4, 1:00–2:30 p.m.**

## **Closing Plenary: Rebuilding Higher Education as a Common Good**

The COVID-19 pandemic, the looming depression, and the national uprising against systemic racism have shown us that reform in higher education is needed now more than ever. How can we rebuild higher education around the pillars of equity, affordability, and quality? How can we better realize the role of our system of higher education in sustaining democratic society?

# Statement on Racial Injustice

*continued from page 5*

are more likely than ever to face targeted online harassment as a result of their activities—harassment that, again, disproportionately targets non-white faculty.

Institutions must recommit to the defense of academic freedom and institutional autonomy, which includes protecting the institution from undue public interference.

We call on administrations and governing boards, in particular, to condemn targeted harassment and intimidation and to reject calls for dismissal or suspension of faculty members who have exercised their right to protest.

We further recognize that in the current political climate,

Black studies, Latinx studies, indigenous studies, and other ethnic studies programs are especially vulnerable to political interference, including cuts to funding and program elimination.

Threats to these programs have been exacerbated by the COVID-19 crisis.

We call on our chapters, our members, and campus administrations to defend these programs from cuts and undue interference and to affirm the importance of programs that challenge systemic racism to fulfilling higher education's fundamental contribution to the common good.



# We Can Help You Defend Your Academic Freedom

## **New York Conference, AAUP, Committee A on Academic Freedom and Tenure -**

Chairman: **Irwin Yellowitz** - [iyellowitz@aol.com](mailto:iyellowitz@aol.com)

**A**cademic freedom protects all faculty members, tenured or untenured. If a faculty member in New York State has experienced, or is threatened with, a violation of academic freedom, or of the tenure rights which sustain it, the members of New York Committee A on Academic Freedom and Tenure are ready to help.

We are prepared to receive complaints and provide advice about possible courses of action.

If there is an AAUP chapter, you should first approach it. The leaders of the chapter know the situation on campus, and they may be able to mediate.

They also can provide valuable advice. If there is a collective bargaining agreement in place, the grievance procedure may cover the issue. This will provide an important source of support.

If there is no AAUP chapter, or should the chapter be unable to help, you may approach New York Committee A on Academic Freedom and Tenure.

We will be available to discuss the issues fully, and to offer advice. NY Committee A also may recommend to National Committee A of AAUP that it consider your issue.

We will discuss the issues and actions thoroughly with the faculty member. This involves telephone conversations, e-mail exchanges, and a full examination of the available documentary record.

Faculty members should keep accurate and complete records of all relevant correspondence, telephonic and electronic communications, and meetings with colleagues and administrators.

Our counsel is based on AAUP guidelines and our own experience. (See AAUP Policy Documents and Reports, 11th Edition, 2015, "The Redbook".)

We offer advice on whether the procedures of the institution meet established academic practice, and whether they have been applied properly.

We offer advice on whether the actions taken or contemplated have a prima facie aura of discrimination or malice.

Our advice helps faculty members understand their situations better, allows them to maximize the effectiveness of internal institutional procedures, and clarifies the realistic possibilities for outside action.

When NY Committee A believes that a violation of AAUP policies or standards has occurred, it may

- try to arrange a settlement;
- investigate the matter;
- refer the complaint to National AAUP Committee A with a recommendation for a full investigation and appropriate action.

Finally, at any time, you may approach National Committee A on Academic Freedom and Tenure. However, once you do so, NY Committee A will step aside.

It is the policy of NY Committee A not to become involved in any matter that has been reviewed, or is under review, by National Committee A.

Thus AAUP offers a variety of means for a faculty member to get valuable advice, and perhaps ultimately to have AAUP intervene in the case.

If you follow the steps outlined above, you will best take advantage of the resources offered by AAUP in this critical area.

You may contact NY Committee A by e-mail to the chairman, Irwin Yellowitz, at [iyellowitz@aol.com](mailto:iyellowitz@aol.com), or the Executive Director of the New York Conference, AAUP, Sally Dear Healey, at [sdeahealeyaaup@gmail.com](mailto:sdeahealeyaaup@gmail.com).

### **The members of New York Committee A are:**

**Scott Campbell**, Nazareth College

**Alan Feigenberg**, City College, CUNY

**Jane Koretz**, Rensselaer Polytechnic Institute

**Marie Monaco**, New York University,

**Irwin Yellowitz**, City College, CUNY

# Time to Address the ‘Adjunct Problem’ Amid the Pandemic

By Larry Jaffee

Obviously, academia is in this pause moment because of COVID-19 with so much uncertainty surrounding the coming fall semester.

Society at large is questioning whether we need to get back to the ways things were pre-pandemic vs. embracing the opportunities to change what wasn't working in the first place. The latter is a metaphor for higher education.

Under the national AAUP's charter, all chapters have an obligation to "promote and protect" the economic interests of all faculty, including part-timers. Sadly, this does not always exist, and academia's shame of exploiting adjunct instructors is often not addressed in any meaningful way.

According to the National AAUP's "One Faculty" Principles: "Compensation for part-time appointments, including those in which faculty are currently paid on a per-course or per-hour basis, should be the applicable fraction of the compensation (including benefits) for a comparable full-time position."

Please show me anywhere that this is the case, or even comes close. It's an example of toothless, unenforceable proclamations that really have no basis in the real world.

Fact: Adjuncts generally earn a quarter or less than the compensation their full-time, tenured counterparts receive to teach the same classes. And we teach 70 percent of the courses.

We make a greater impression on college students than the tenured track, purely by the numbers, but also qualitatively (at least that's what my students tell me). Adjuncts are generally closer to the professions they teach, which is why students come to use for recommendations and career advice.

Meanwhile, administrations pigeonhole us as a "problem" that constantly gets swept under the carpet. Clearly, now they have bigger, understandable priorities, such as ensuring the health protecting against contagion and well being of all who are on campus.

Universities haven't cared much in the past in regard to the well being of its adjuncts, many whom are economically insecure without adequate healthcare, worry about their housing and feeding themselves and their families.

A few weeks into the national lockdown, I took an informal survey of 30 adjunct colleagues, and learned that nearly two-thirds had already lost income from other full-time jobs or businesses they operate.

In response to how important teaching at the institution was to their overall income, 21.43% said the majority; 35.7% said about half; and 42.8% said less than half. An earlier sur-

vey with 100 respondents found that 50% of my adjunct colleagues teach at other colleges, pretty much all in the same boat. As we know, most are projecting severe cutbacks in the fall.

In early May at a department faculty meeting, my chair didn't mince words. He said full-timers will be likely teaching courses in the fall they never had taught before, meaning adjuncts will be losing them.

I have to believe this is just a microcosm of what will play out in the near future at campuses through the state and country, public or private, expecting a shortfall in enrollments.

Furthermore, faculty are being told to revise their syllabi for a probable asynchronous class that we have no guarantee it will even run. Adjuncts do not get paid to create syllabi, and now there's every chance that a full-timer will take your class and possibly even your revised syllabus.

When adjuncts were told in mid-March they're now teaching remotely, we were basically told to jump, and we were expected to reply, how high? We worked through Spring Break with non-stop meetings, and the semester was extended by a week, for which neither we were paid, by the way.

I actually enjoyed teaching via Zoom, and my students seemed engaged during my lectures, notwithstanding one in China who couldn't stay up in the middle of the night. I recorded my lectures for her and she finished the course with no problem, in fact, receiving one of the highest grades.

Obviously, certain aspects of running a university must retain normalcy, such as contract negotiations, which are to commence next January where I teach. It was less than two years ago that me and another adjunct finally were allowed to become members of our AAUP chapter, after clamoring to be allowed in for at least a year. If you read the contract, you get the impression that adjuncts who even meet the relatively high threshold of three consecutive years of teaching 12 credits an academic year, are being dissuaded from joining with little incentive to do so.

What's listed as adjunct benefits – apparently boilerplate language carried over in every CBA – include taking the health plan at COBRA rates, an investment plan with no contribution from the university, and use of the computer system. At best, the first two are a severance package, and the third is ludicrous. How else could we teach the students, especially now remotely?

So why do I sacrifice .5% of my meager salary? Simply, it's to take a seat at the bargaining table. I've made my

*continued on page 15*

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# From the New York State AAUP President's Desk

*continued from page 1*

fault lines: senior citizens warehoused in substandard institutions, frontline workers whose ranks are dominated by women and people of color, communities that lack the resources to fight the pandemic, individuals without health insurance left to die alone.

It would be hubris to say that we can reconstruct our social, economic, political, and educational systems in a way that would allow us to avoid tragedies such as the current COVID-19 pandemic; it would be disingenuous to say that we can't construct a "new normal" that will allow us to better and more equitably face those future and inevitable tragedies.

So where to begin? At our own institutions, it is important that we insist on a strong faculty voice in decision-making related to the pandemic.

AAUP National has issued a statement on Principles of Academic Governance during the COVID-19 Pandemic. Our NYS AAUP Conference has begun to hear from our members and chapters about governance issues related to the pandemic and we are working to more systematically synthesize these experiences and develop resources (be on the lookout for communications from us on this topic).

A strong faculty voice is necessarily an inclusive faculty voice, and this is an area where academic institutions and even the AAUP have fallen short. We must do better to increase racial and ethnic diversity within our ranks (and at all ranks), to promote racial and gender equity, and make sure all who work in institutions of higher learning have access to a just and livable wage.

AAUP National has also assembled a racial justice

resource page on its website, observing that "Although higher education institutions have been part of the problem, they also have the resources to be part of the solution" and promising to take "a critical look" at past AAUP efforts while moving forward in an anti-racist direction.

Our NYS AAUP Executive Director, Sally Dear-Healey, and I also firmly believe our state conference must look critically at past efforts and move ahead in an explicitly anti-racist direction.

We have been hearing from members and chapters that they are looking for resources to move in this direction on their own campuses and we hope to engage many of you in initiatives to make real change in terms of racial equity in the academy.

This work will begin this summer. We are planning for another virtual meeting in the fall (and hoping that someday we will be able to meet in person at Syracuse University).

While details are yet to be worked out, we plan to feature anti-racism programming in the Saturday portion of the meeting and welcome suggestions and participation from our members and chapters.

If you would like to be involved in this programming please contact Sally at [sdearhealeyaaup@gmail.com](mailto:sdearhealeyaaup@gmail.com).

While we mourn the loss of family, friends, colleagues, and students and face the daunting economic and educational challenges posed by the COVID pandemic, I hope we can join together to envision and work toward a more humane, more equal, more just, and more sustainable "new normal."

*In Solidarity,  
Mary Rose Kubal*

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## Time to Address the 'Adjunct Problem' Amid the Pandemic

*continued from page 14*

interest known to the powers-that-be in rectifying past wrongs in the upcoming negotiations. Wish me luck.

The National Labor Relations Board itself has recognized that full-time and part-time faculty have a different "community of interest," perhaps not best served by the same collective bargaining unit (Seattle University, 2014). We'll see what's in our future. After all, adjuncts are supposed to have the right to fair representation.

To those professors fortunate to be on the tenure track, or

in an administrative capacity, I pose this question: Would you be an adjunct? And if the answer is no, well guess what? Your colleges have been running on the fruits of adjunct labor for far too long, and you'll probably be working harder than you ever did before if you arbitrarily cut across the board without taking into consideration that adjuncts by and large have been your product. Students will ultimately suffer. Good luck with that.

*Larry Jaffee has taught as adjunct assistant professor at the New York Institute of Technology since 2013.*

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# Executive Director's Report

*continued from page 6*

Campuses.” This panel may be offered as part of the fall Saturday conference program or as a separate webinar, depending on the interest survey results.

Please contact Cheryl at Cheryl.McBride@ncc.edu if you are interested in participating on the panel or would like to suggest someone else. Also, continue to check the NYSC AAUP website (nyscaaup.org) for updates and additional information on these and future offerings.

Obviously some of the biggest concerns for all faculty center around whether or not their campus will be holding on-site classes in the fall, what that would look like for students and faculty if they do, who will and won't be teaching, as well as the physical and emotional health consequences of these decisions.

What we know to be true is no matter what, faculty must be included in the decision-making, the foundation of shared governance. Unfortunately, this is not happening with any regularity or reliability.

Bill Mullen from Purdue University (Indiana) sums it up, “The process of communication has been broken, erratic, incomplete and really confusing.”

Additionally, a significant number of institutions have announced layoffs and furloughs, many temporary positions have been eliminated and some faculty appointments have not been renewed.

One fact remains clear, even though some colleges and universities have claimed exorbitant revenue shortfalls due entirely to the pandemic, faculty are rightly questioning whether they have been too quick to say, ‘the sky is falling.’

Noeleen McIlvenna, professor at Wright State and former AAUP District VI (Ohio) Council member advises faculty to “be sure that’s really happening, and they’re not dealing with administrations or trustees who are going to exploit this pandemic to try and reshape the university the way they want it” (<https://www.washingtonpost.com/education/2020/06/02/rush-bring-students-campus-professors-ask-what-about-us/>).

This is not a time to sit out and wait for someone else to do the work. This is the time for ALL FACULTY to come together for the common good of higher education. Now more than ever we realize, ‘if we don’t stand together, we shall surely fall together.’

And AAUP members and faculty are standing together! Even though uncertainty and anxiety are at all-time highs,

Irene Mulvey, former member of the AAUP National Executive Committee and incoming AAUP President stated at the recent June Council meeting that AAUP membership is up.

Julie Schmid, Executive Director of AAUP National also shared that “There has been an increased interest in forming AAUP chapters since the onset of COVID.” If you aren’t already, now is the time to get active in your AAUP chapter or start a chapter if there isn’t one currently on your campus! There has never been a more crucial time to speak up and speak out!

One other thing was made clear at the June Council meeting, if you want to save higher education in America, everyone needs to vote!

When I asked what we could do to help, outgoing AAUP President Rudy Fichtenbaum argued that we need to ‘defeat Trump and win the Senate back.’ In addition, since NY is not a ‘swing state,’ he suggested “adopting” a state that is and encouraging their voters not only to vote, but to write in for their absentee ballot.

As a reminder, swing states are comprised of mixed populations (urban, suburban, rural, etc.) and tend to flip between red and blue each election cycle, subsequently they are the most critical states to focus on in the upcoming election.

In the 2020 election those states include Arizona, Colorado, Florida, Georgia, Iowa, Maine, Michigan, North Carolina, Ohio, Pennsylvania, Texas, and Wisconsin.

I’d like to leave you with this quote from Rev. Dr. Martin Luther King Jr., “One of the great liabilities of history is that all too many people fail to remain awake through great periods of social change. Every society has its protectors of status quo and its fraternities of the indifferent who are notorious for sleeping through revolutions. Today, our very survival depends on our ability to stay awake, to adjust to new ideas, to remain vigilant and to face the challenge of change.”

As always, I am here if you would like to talk about something that is going on at your institution and/or with your AAUP Chapter, as well as things the State Conference can do to help support you.

*Be well and in solidarity,*

*Sally*

*sdearhealeyaaup@gmail.com*