The New York University Continuing Contract Faculty Senators Council (C-FSC) met at noon on Tuesday, March 23, 2021 via Zoom.

In attendance were Senators Abel-Bey, Brar, de Leon, Dickey, Gershman, Gold-Von Simson, Illingworth, Jahangiri, Killilea, Kim, Latimer, Liston, Maier, Maynor, McCarty, Nielsen, Patterson, Renzi, Tourin, White, and Youngerman; Alternate Senators Bridges (for McCarty), Birdsall, Bruno, Davis, Keating, Kleinert, O'Connor, Owens, Packard, Ritter, Sun, and Tyrell.

APPROVAL OF THE AGENDA

Upon a motion duly made and seconded, the meeting agenda was approved unanimously.

APPROVAL OF THE MINUTES

Upon a motion duly made and seconded, the minutes of the February 25, 2021 meeting were approved unanimously.

REPORT FROM THE CHAIRPERSON

See attached Document A.

Discussion/Questions on Chair’s Report

Chairperson Youngerman announced that the Graduate Student Organizing Committee (GSOC) called for a strike authorization vote starting today, March 23.

He asked Senators to continue to send any questions regarding the University’s return to normal. He noted it is useful to gain perspective on concerns in individual school contexts.

A Senator from the College of Dentistry noted the School’s fall semester begins in July, which may affect the return to normal schedule.

Regarding the long weekend last week, Youngerman asked for feedback on the request to faculty to avoid scheduling tests or assignments that require academic work over the break. Senators noted examples of faculty still assigning work.

The Chair’s Report was accepted into the minutes.

PRESENTATION, DISCUSSION, AND VOTE

Presentation from SSC: Resolution to Address the Exigencies of NYU Student Caregivers

See attached Document D.

The Council welcomed presenters Patrick Angiolillo and Christopher Van Demark.
Angiolillo is a fifth year Ph.D. candidate in the Skirball Department of Hebrew and Judaic Studies. He also serves as the co-president of the Graduate School of Arts and Sciences (GSAS). Van Demark is a fifth year Ph.D. candidate in the History Department and is the GSAS Senator.

Angiolillo presented on the survey to assess the needs of students with caregiving responsibilities. In consultation with the Center for Student Life (CSL) and key University stakeholders, they developed a survey and distributed it to every New York based NYU student. With over 850 responses and 200 testimonials, they learned how students at NYU care for their children, siblings, parents, spouses, and other family members. The greatest number of respondents were full-time graduate students living off campus with some kind of child care responsibility.

However, they noted there is a sizable presence of undergraduates, part-time graduate, and undergraduate students, School of Professional Studies students, and students caring for spouses and other adult family members. The survey showed the principal need is financial support in the forms of monetary assistance, housing assistance, subsidies for childcare programs, discounted services, and other forms of monetary support.

As one respondent commented, NYU students are mentally and physically exhausted. They are struggling to manage their work life and caregiving schedules, find appropriate places to complete their schoolwork, and to secure support services like childcare at affordable rates. Many respondents noted the mental health challenges that come with caregiving while students, especially during the pandemic. These results reveal a need for financial and programmatic support that NYU is not sufficiently providing at this time.

This survey data couples with information regarding student caregiving at universities across the U.S. Financial worries weigh on 91% of student caregivers. The same individuals that are caring for others are themselves more likely to experience food insecurity, mental health stress, and impediments and obstacles for their learning. At the same time, many universities have recognized this reality and have responded to the needs of their student caregivers, with about half of all U.S. universities offering some form of child care support, including NYU’s peers of SUNY, CUNY, and Columbia.

Van Demark presented on the requests in the Resolution to Address the Exigencies of NYU Student Caregivers.

They ask that the University, in order to address the urgent, persistent, and worsening needs of its community of student caregivers, designate an Officer of the Work Life Office who will: be charged with coordinating services for both graduate and undergraduate students with caregiving responsibilities; and be responsible for measuring the population of student caregivers at the University and assessing their changing needs; and be tasked with overseeing appropriate advocacy measures (relating to access to funding, healthcare, mental health, etc.) and program development for this group.

In addition, they request the University establish a University-wide Task Force composed of intergroup stakeholders, including student, faculty, and staff caregiver representatives, the Officer of the Work Life Office designated above, a representative from the Student Health Center, a representative from the General Counsel’s Office, and a tax consultant, charged with (a) investigating and assessing current financial supports for caregivers; (b) reviewing healthcare plan benefits, parental leave policies, and contracts with local child care centers; and (c) planning for the establishment of a child care center on NYU’s campus.

Furthermore, they ask that the University, in coordination with the Task Force designated above, establish a child care center on campus to service students, faculty, and staff with child dependents.

They request that the University, in coordination with the Task Force designated above, make current funding sources, which are only available to select groups of student caregivers, accessible to a wider range of student caregivers, including students with children or dependents older than 6 years of age, undergraduate students, part-time students, and students with adult and/or spousal care responsibilities, and that the University increase funding to these sources.

In addition, they ask that the University, in coordination with the Task Force designated above,
designate centrally available and accessible spaces on campus specifically for students with children.

Furthermore, they request that the University, in coordination with the Task Force designated above, increase access to on-campus housing and off-campus housing subsidies for students with families.

Finally, they ask that the University, in coordination with the Task Force designated above, review student health plan benefits and accessibility related to the enrollment of dependents and family members on student health plans, including consideration of expanded benefits (e.g., fertility or specialized care) and increased dependent and family enrollment reimbursements.

Van Demark encouraged Council members to share this survey report and resolution with their faculty constituents. He noted the resolution was passed by the Student Senators Council (SSC) unanimously and it was shared with the other members of the Executive Committee of the University Senate. They opened the floor to questions.

In response to an inquiry on peer institutions, Angiolillo noted that the CUNY and SUNY systems have been successful. In both of these systems, childcare centers exist on every campus and are open to faculty, staff, and students. He noted the lack of adult care-giving models across all universities. A Senator noted they should review Columbia University’s child care offerings, including their back-up childcare plan.

A Senator suggested gathering data on the cost of successful childcare models at other institutions, noting the important financial component to these programs.

A Senator suggested the main request in the resolution should be the creation of the task force. He noted the success of the Family Care/Work-life Taskforce, which focused on faculty and administrators. This presents an opportunity to develop a task force focused on students.

Angiolillo noted some of the requests in the resolution are immediate goals to address urgent needs, for example, making current funding sources accessible to a wider range of student caregivers.

A Senator noted the University uses the services of Bright Horizons instead of an on-site childcare center, and she suggested focusing on gaining access to current resources. Van Demark supported the idea of working within the existing infrastructure and expanding eligibility to all student populations.

They thanked the Council for their comments.

C-FSC Bylaws

Youngerman asked the Council for additional comments on the draft of the bylaws. He noted Senators provided comments regarding which aspects of the bylaws were better suited for a best practices document, which were taken into account in the draft.

A Senator suggested tabling this longer project and focusing on the most salient issues to be included in the bylaws. He also suggested asking the Office of General Counsel to review.

Another Senator showed support for the current draft of the bylaws.

In response to an inquiry on the process for addressing absence from Council meetings, it was noted there is currently a resolution in place addressing attendance policy. This could be incorporated into the bylaws or reviewed and revised. Senators noted the policy should include exemptions for scheduling issues.

"Quality of Life" Brainstorming

A Senator noted examples of quality of life issues the University could help address with local vendors near campus as NYU members return, including food vendor options due to pandemic related restaurants closures,
parking issues, and athletic facilities options. Senators discussed how NYU could assist as New York City is re-opening.

A Senator suggested re-evaluating the use of common spaces as they re-open.

A Senator noted support for the Provost’s kinder email practices memo and encouraged Senators to send to their constituents.

**School of Professional Studied (SPS) English Language Institute (ELI) issues**

Chairperson Youngerman introduced the issue. ELI is a unit with SPS that provides English instruction to students, particularly international students.

Nearly all of the 12 ELI C-Faculty have had their previously-2-year-long contracts reduced to 1-year, effective Fall 2021. The whole unit appears to be danger of closing at the end of Summer 2022 due to enrollment issues. One issue is that the model of having a non-credit instruction for international students was changed at the university several years ago, moving some to Expository Writing, Liberal Studies, and graduate student writing instruction. There is also the immediate problem of visa issues for international students, which prevents them from attending.

Senator Maier of SPS presented on the issue. She noted ELI is a non-credit program and is not allowed to issue F1 visas for international students, which suppresses student enrollment. Secondly, for the coming fall semester ELI is only allowed to offer online courses, which also suppresses enrollment.

She noted there is concern that the decisions regarding this unit and the reduction of contract length was not in consultation with the Faculty.

Senator expressed concerns that the decline of enrollment came as a result of programmatic changes made by the administration, including the replication of programs in multiple schools.

The Steering Committee will contact the Provost on this issue and voice the Council’s concerns on the decision-making process, concerns regarding the future of the ELI colleagues, and ask the Provost’s office for their support in re-deployment efforts if the unit is to close.

**The Continuing Contract Faculty Reappointment and Promotion Policy for the School of Global Public Health**

*See attached Document C.*

Committee Chair White stated the Personnel Policies & Contract Issues (PPCI) Committee revised the recommendations following concerns expressed by the T-FSC Personnel Policies & Tenure Modifications (PPTM) Committee. The Council approved the revised recommendations at the February 25 meeting. At that meeting, the Council also asked for White to draft a letter highlighting the Council’s specific concerns to be included with the recommendation. White presented the draft of this letter. *See attached Document C.*

A Senator suggested informing the Provost’s office of the joint process with the T-FSC.

The approved recommendations, with attached letter, will be sent to the Provost. The SC will include an explanation regarding the process: [In terms of process, our Personnel Policies committed shared a nearly-final draft of these recommendations with their T-FSC counterparts in the Fall; the T-FSC committee sent back suggestions, which were incorporated into these recommendations. But because the T-FSC committee’s membership changed for the Spring semester, we thought it best to send these recommendations to your office now. Our understanding is that this policy will be on the T-FSC’s agenda in the near future].

**COMMITTEE REPORTS**
See attached Document B.

No Discussion/Questions on the following submitted reports:

Faculty Benefits & Housing

ADJOURNMENT

The meeting adjourned at 2:00 PM.
1. **Steering Committee meeting with President’s Office (3/8)**

**Gratitude.** Steering took a moment in the constant rush of everything to thank President Hamilton for all the efforts of the Fall.

**Return to Normal.** Steering noted our hopes for a somewhat “normal” fall and for having learned lessons from remote instruction, and we offered our support in any aspects of the decision-making process for Fall 2021. We pushed again for minimizing courses with blended enrollments, including un-planned remote attendance by students (excluding medical reasons, of course). We also discussed the particular issue of arts instruction and the ways NYU can be pushing toward following more industry guidelines/best practices (e.g. distanced performances).

**Cluster Hiring.** We were thrilled to learn of the work around cluster hiring to promote a more diverse faculty. We pushed Charlton McIlwain to keep the teaching-heavy c-faculty roles in the mix as we aim for a more diverse faculty not only in terms of research interests but in terms of classroom leadership as well.

**Askpeoplelink.** We brought up faculty concerns about this support structure, not limited to but specifically in light of a particular situation where many School of Dentistry faculty were all denied access to the building on the same morning.

2. **Senate Executive Committee (3/8) (Chair Only)**

In response to colleagues who noted that Senate attendance would be easier if they knew further in advance the dates, and in the hopes that earlier announcement will make more people able to make informed decisions about running for Senate seats, the SEC approved dates for next year (pending final approval from others involved!): Thursdays at 9am: October 7, 2021; November 4, 2021; December 2; February 24, 2022; March 31, 2022; & Thursday, April 28.

Thanks to Iskender and Lauren Davis, who were appointed to the Senate Task Force on University Calendar Guidelines.

President Hamilton reported on continuing COVID changes, including State timelines for vaccinations.

Darcey Merritt reported that she’ll continue as the TFSC Chair for next year.

3. **Upcoming Meetings for the Semester**

If you have any issues you would like to have discussed at any of the below meetings, please forward your requests/comments to the Steering Committee at:

   c-fsc-steering-committee-group@nyu.edu

   **a. C-FSC Council Meetings**
   Thursday, April 29, 2021, 12:00-2:00 pm

   **b. C-FSC Steering Committee**
   i. C-FSC Steering Committee Meetings
      1. April 16th
ii. Meetings with the President
   1. April 26th

iii. Meetings with the Provost
   1. May 27th

c. University Senate
   i. Senate Meetings
      1. Thursday, March 25, 2021, 9:00 a.m. to 11:00 a.m.
      2. Thursday, April 22, 2021, 9:00 a.m. to 11:00 a.m.

   ii. Senate Executive Committee Meetings (Chair only)
      1. Wednesday, April 14, 11am-12pm

   iii. Senate Executive Committee Meetings w/ Board Executive Committee (Chair only)
      1. Monday, April 12, 2021, 2:00 to 2:45 pm
Committee on Faculty Benefits and Housing
Report to the C-FSC meeting of March 23, 2021

Harry Chernoff, Chris Dickey, Michael Ferguson, Vittoria Flamini, Robin Mitnick

Vincent Renzi, chair

On March 10th, I attending the quarterly meeting of the University Retirement Plan Investment Committee, together with the observers from the T-FSC and AMC. The committee’s next meeting is June 17th.

The mailings announcing the streamlining of the retirement plan investment array have now been sent. Changes in the investment line-up are on-track for April 1st.
Re: The Continuing Contract Faculty Reappointment and Promotion Policy for the School of Global Public Health

Dear Provost Fleming,

The C-FSC writes out of concern for unusual requirements and conditions that have been included in the “Continuing Contract Faculty Reappointment and Promotion Policy for the School of Global Public Health Policy Draft” (under review by the C-FSC).

There are several anomalous items in the policy that are not found in any of the approved Continuing Contract Faculty Policies listed on the Provost’s website and that are not included in the NYU Faculty Handbook.

At the request of our senators, may we point out these rather worrisome reappointment conditions? In general, these conditions are oftentimes vague and do not provide meaningful protections for the Global Public Health (GPH) continuing contract faculty. In short, they are open to multiple interpretations, misuse, and possible abuse.

1. Contract length may be based on unusual and vague criteria: “financial considerations”

The policy states (Section 1):

After the initial appointment, assistant faculty are eligible for reappointment for a three-year term, and associate and full faculty are eligible for reappointment for a three- or five-year term. Subsequent appointments will typically be at three years for assistant, and five years for associate and full professors; however, other terms may be offered consistent with curricular needs or financial considerations (the underlining is ours).

The above phrase “or financial considerations” should be removed. “Financial conditions” for contract length are highly unusual; none of the approved Continuing Contract Faculty Reappointment & Promotion policies (listed on the Provost’s webpage) include this language. These financial conditions for contract length are also not mentioned in the NYU Faculty Handbook. Beyond these points, the term “financial conditions” is vague and may easily be abused; a dean may simply reduce a faculty member’s contract length due to “financial considerations” without proof, process, or rational basis.
2. Reappointment requires an unusual demand for “availability of funding”

The policy states (Section 1):

In all cases and regardless of rank, reappointment is contingent upon: the faculty candidate meeting appropriate standards; curricular and programmatic need, including student enrollment; and availability of funding (our underlining).

And the policy states (Section 4.1):

(1) Decisions to reappoint take into account curricular or structural changes and improvements in academic programs as well as teaching demand associated with enrollment, and fiscal considerations. Even in those cases in which a candidate satisfies the appropriate standards of achievement, the decision to reappoint may be impacted by curricular and structural changes in academic programs within GPH, or fiscal considerations internal and external to GPH (our underlining).

The phrases “availability of funding” and “fiscal considerations” should be removed. This requirement is highly unusual; none of the approved Continuing Contract Faculty Reappointment & Promotion policies (listed on the Provost’s webpage) include this requirement. Fiscal considerations are also not mentioned in the NYU Faculty Handbook.

Again, the term “financial conditions” is vague and may easily be abused; a dean may simply terminate a faculty member’s contract for “financial considerations” without proof, process, or without rational basis.

3. Unexplained and unusual demand that “reappointment can be achieved only by the school’s taking affirmative action to do so.”

The policy states (Section 4.1):

(3) In accordance with University Bylaws, Section 87(b), Contracts and Titles, the appointment of Continuing Contract faculty automatically terminates at the close of the period of time stipulated in the contract, unless there is an official notice of renewal. By signing the contract, appointees acknowledge that they have received adequate notice of their termination date. Thus, reappointment can be achieved only by a school’s taking affirmative action to do so (our underlining).

The phrase “Thus, reappointment can be achieved only by a school’s taking affirmative action to do so” should be removed. This requirement is highly unusual;
none of the approved Continuing Contract Faculty Reappointment & Promotion policies (listed on the Provost’s webpage) include this requirement. This requirement is also not mentioned in the NYU Faculty Handbook. Such a condition is vague, can be easily misunderstood, and could result in an arbitrary decision not to reappoint a continuing contract faculty member, without a formal review.

4. Grievances are disallowed if one is denied reappointment due to the “elimination of the position”

The policy states (Section 6.3):

(1) In accordance with the NYU Faculty Handbook, Continuing Contract faculty who are not eligible for reappointment cannot grieve a decision not to reappoint. Individuals on multi-year contracts who are subject to a review process to determine whether they are to be reappointed have a right to grieve the process in the event it leads to a negative decision with respect to reappointment or promotion or the terms of reappointment or promotion; and they are entitled to grieve in the event they are denied reappointment without review for reasons other than elimination of the position. Continuing Contract Faculty who are subject to a review process to determine whether they are to be promoted have a right to grieve the process in the event it leads to a negative decision (underlining and italics ours).

An elimination of a position should have a rational basis, and it should include a process for determining whether the professor can or cannot teach elsewhere in the curriculum. Such requirements are included in many of the continuing contract faculty school policies, namely, the policies of the Center for Urban Science and Progress, the Faculty of Arts & Sciences, the Faculty of Arts & Sciences-Language Lecturers, Gallatin, Liberal Studies, NYU Abu Dhabi, Nursing, Tandon, Tisch-Arts Professors, and Tisch-Arts Teachers. The language below is paraphrased from these school policies and should be added to the GPH policy:

In such an event, the review committee would focus on whether the faculty member would be able to teach in the revised curriculum and/or new academic structure and, if so, in what capacity. Attempts shall first be made to find a suitable position for the faculty member within the revised curriculum or structure.

Respectfully Submitted,
Resolution to Address the Exigencies of NYU Student Caregivers

WHEREAS, NYU prides itself on being an inclusive and supportive space in higher education that "draws upon the diverse backgrounds of [its] faculty, staff, and students, ensuring its scholarship and teaching benefit from a wide range of perspectives"; and

WHEREAS, the Work Life Office was established in 2017 to serve as the "bridge between university-wide policy and the unique needs of NYU employees," offering resources and guidance to faculty members and administrators with caregiving responsibilities; and

WHEREAS, a commensurate University office does not exist to support student caregivers; and

WHEREAS, to address this lacuna in institutional support, a survey was developed in consultation with the Center for Student Life (hereafter CSL) and key University stakeholders to assess the needs of students with caregiving responsibilities; and

WHEREAS, the survey received 850 responses and 203 testimonials, with the greatest number of respondents indicating some kind of parental or guardianship responsibility; and

WHEREAS, the data collected, both qualitative and quantitative, suggests NYU’s student caregivers represent a chronically underserved community with clear needs, financial and programmatic, that are not being addressed by the University; and

WHEREAS, existing resources, offered through CSL and the Graduate Student Organizing Committee (hereafter GSOC) are limited in terms of eligibility and disbursal amount, with students receiving financial assistance that is insufficient compared to the cost of raising a child in NYC; and

1 "About NYU," New York University.
4 The results of which can be found in: "NYU Student Government Families & Student Caregivers Support Initiative Information Survey Final Report" (2021), prepared by Patrick J. Angiolillo, in consultation with Christopher M. Van Demark.
5 Both the CSL child care subsidy and GSOC child care subsidy restrict eligibility to full-time graduate students with dependents 6 years and younger.
6 According to data disclosed by GSOC leadership, in 2017, 2018, and 2019, applicants to the GSOC child care subsidy (currently a fund of $100,000) received between $1,450 and $1,500 per child for the year before tax, which recipients report being up to 20% of the amount disbursed, while the average cost of raising a young child in NYC is between $11,650 and $16,250 per year, according to a 2016 report by then NYC Public Advocate (now NYS Attorney General) Letitia James ("Child Care in New York City: Investing in Child Care: An analysis of subsidized childcare options in New York City").
WHEREAS, “roughly half of the colleges in the U.S. offer some type of child care,”7 and NYU’s peer institutions, including Columbia University,8 the State University of New York (SUNY),9 and the City University of New York (CUNY),10 support or administer some form of affiliate or on-campus child care center for faculty, staff, and students; and

WHEREAS, the COVID-19 pandemic has only exacerbated the challenges faced by student caregivers,11 with more students taking on caregiving responsibilities for elderly parents and relatives, accentuating the need for greater institutional support;

NOW, THEREFORE, BE IT RESOLVED that the University, in order to address the urgent, persistent, and worsening needs of its community of student caregivers, designate an Officer of the Work Life Office who will: be charged with coordinating services for both graduate and undergraduate students with caregiving responsibilities; and be responsible for measuring the population of student caregivers at the University and assessing their changing needs; and be tasked with overseeing appropriate advocacy measures (relating to access to funding, healthcare, mental health, etc.) and program development for this group; and

FURTHER, BE IT RESOLVED that the University establish a University-wide Task Force composed of intergroup stakeholders, including student, faculty, and staff caregiver representatives, the Officer of the Work Life Office designated above, a representative from the

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7 Jacqueline Corey, “Kids on Campus: Colleges Offering Child Care,” December 7, 2020, AccreditedSchoolsOnline.Org. At that same time, a 2012 report by the Institute for Women’s Policy Research (IWPR) reached the conclusion that: “It is becoming increasingly clear that campus child care is essential to institutions of higher education. It helps student parents go to college, graduate, find jobs, and earn more in their lifetime. It helps colleges attract the best faculty and staff. It helps children succeed in school, require fewer costly services, and earn more over a lifetime. Ultimately, these successes strengthen our nation through lasting economic and social benefits” (Todd Boressoff, “Varieties of Campus Child Care.”).

8 “Expectant and New Parents’ Guide For Students,” Columbia University Office of Work/Life. With regard to Ivy League institutions, a 2018 report by Feminists for Life found that: “75% of Ivy League schools (Columbia, Cornell, dartmouth, Harvard, University of Pennsylvania, and Princeton) have on-campus child care from three months to five years,” noting further that the “on-campus child care for Dartmouth, Harvard, and Princeton does not appear to be open to students, only to faculty, administration, and staff” (Serrin M. Foster and Jillian Shea, “Report on Resources and Support for Pregnant and Parenting Undergraduate Students Attending Ivy League Universities.”).

9 “Child Care,” University Life, State University of New York.

10 “Child Care,” Student Services, City University of New York.

11 A 2020 report by the Student Experience in the Research University (SERU) Consortium found that “the pandemic appears to have further widened the gaps between students who are caregivers to adults and/or children and students who are not caregivers,” emphasizing the “economic pressures” created by the pandemic, which are materially linked to “increases in mental health disorders such as major depressive disorder and generalized anxiety disorder” (Krista Soria et al., “Undergraduate Student Caregivers’ Experiences during the COVID-19 Pandemic: Financial Hardships, Food and Housing Insecurity, Mental Health, and Academic Obstacles”).
Student Health Center, a representative from the General Counsel’s Office, and a tax consultant, charged with (a) investigating and assessing current financial supports for caregivers; (b) reviewing healthcare plan benefits, parental leave policies, and contracts with local child care centers; and (c) planning for the establishment of a child care center on NYU’s campus; and

FURTHER, BE IT RESOLVED that the University, in coordination with the Task Force designated above, establish a child care center on campus to service students, faculty, and staff with child dependents; and

FURTHER, BE IT RESOLVED that the University, in coordination with the Task Force designated above, make current funding sources, which are only available to select groups of student caregivers, accessible to a wider range of student caregivers, including students with children or dependents older than 6 years of age, undergraduate students, part-time students, and students with adult and/or spousal care responsibilities, and that the University increase funding to these sources; and

FURTHER, BE IT RESOLVED that the University, in coordination with the Task Force designated above, designate centrally available and accessible spaces on campus specifically for students with children; and

FURTHER, BE IT RESOLVED that the University, in coordination with the Task Force designated above, increase access to on-campus housing and off-campus housing subsidies for students with families; and

FURTHER, BE IT RESOLVED that the University, in coordination with the Task Force designated above, review student health plan benefits and accessibility related to the enrollment of dependents and family members on student health plans, including consideration of

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12 See Testimonials 2, 12, and 14.
13 Viz., the CSL and GSOC child care subsidies. The introduction of a University-wide Caregiver Subsidy, available to all students, would contribute to alleviating the acute financial burdens faced by student caregivers.
14 For information about age limits, see n. 5 above. See Testimonials 1 and 5.
15 See Testimonial 4 and 9.
16 See Testimonials 1, 3, 5, 6, 8, 9, 10, and 14.
17 See Testimonials 6, 9, 11, and 13.
18 The increase ought to be proportional to the cost-of-living in New York and, in the case of child care subsidies, proportional to the cost of raising children in New York. At the very least, current amounts should be adjusted for inflation, as, for instance, in the case of the CSL child care subsidy, which, since its institution in c. 2000, has been $200, and should be increased to c. $300 to adjust for inflation between 2000 and 2020.
19 See Testimonials 5 and 8.
20 See Testimonials 4 and 7.
expanded benefits (e.g., fertility or specialized care\textsuperscript{21}) and increased dependent and family enrollment reimbursements.\textsuperscript{22}

As proposed by Co-President of the Graduate School of Arts & Science, Patrick J. Angiolillo (he/him) and School Senator of the Graduate School of Arts & Science, Christopher M. Van Demark (he/him)

\textsuperscript{21} See Testimonial 15.
\textsuperscript{22} One respondent who claims to avail the GSOC dependent enrollment reimbursement lauds this resource and suggests increasing the reimbursement limit. See further, the Caregivers Survey Final Report (n. 4 above), esp. §5.1. Presently, GSOC members can apply for \url{Dependent Care Support Funds} to receive up to a 75\% reimbursement of enrollment costs for dependents.
Appendix A: Testimonials

1. [PTG] I am a working single parent student whose child is 8 which means she’s two years too old to qualify for any NYU child care subsidies. That arbitrary cutoff seems inhumane during a global pandemic when working mothers are dropping out of the workforce because it's impossible to balance all of the demands simultaneously. Please support all working single parent students. Thank you.

2. [FTG] [Respondent has] 2 x children in daycare. Costs in Westchester are roughly $3k a month or $9k a semester full-time. Grant or subsidy payment either directly to the daycare or as a reimbursement to the student after they show supporting documentation would’ve been helpful. In eligible areas, the military does this via a program called Childcare Aware. This system might provide a model for an institution the size of NYU.

3. [PTG] I attempted to take advantage of [the] child care subsidy and was told that I could only be eligible if I was attending as a full time student. I switched my schedule to part time because I do not have space in my apartment to optimally function as [a] full time student in my current program. My child is fully remote and at home. I head into the city to take advantage of the Barney building study space twice a week - my husband is in the city on similar days and the child care subsidy would help us pay for child care.

4. [FTUG] I wish I could say the stress of being a student caregiver is trying to balance rigorous academic/clinical studies and having kids but until covid the number one challenge was missing class due to lack of available childcare. Once covid hit it was difficult to manage switching to class and exams at home while my kids were also at home--it can be hard to focus on my test when I have kids screaming in the background. I don't know if my instructors realize that. Finances and healthcare are always challenging--we are really stretching ourselves thin so I can get my degree and hopefully get a job but until then we are living on the bare minimum and I worry about my kids not getting enough/getting enough attention. Before school started I called on campus housing to see if they have any options for families but was told there is nothing for undergraduate students. I have also reached out for resources about child care for students and never found any leads and was told that there are only options for people getting their masters...the whole situation is disappointing and it is a really unsupportive environment for non-traditional students.

5. [PTG] As an MSW graduate student, full time employee, social work intern and mom, my time and funds are extremely limited. I am excited every year when I read in my email a subject header about childcare for NYU grad students, and then disappointed each time

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23 The testimonials shared here are a representative sample; for a full list of survey testimonials granted permission to share, see Appendix I of the Caregivers Survey Final Report (n. 4 above). Basic identifying information is provided for context and, where appropriate, minor edits have been made for clarity.

Key to identifying information:
- FTG = Full-Time Graduate Student
- PTG = Part-Time Graduate Student
- FTUG = Full-Time Undergraduate Student
- PTUG = Part-Time Undergraduate Student
to read that this for children over [sic; read: under] age 6. Children 6 and over cannot just take care of themselves! My family and I still need to find childcare and afterschool programs that are very expensive considering our location in the West Village of Manhattan. We could benefit from study spaces that are open for children, especially now in the days of remote schooling. Please consider expanding the subsidy for children over age 6. I probably will graduate by the time you do this, but it will benefit other families.

6. [PTG] It is very financially and emotionally draining to be a caregiver for your parent. I would love support in both aspects with stipends or financial assistance and with a support group and other programming. Maybe programming on resources that are not commonly known. I work full time, night school, and help parent two children who are doing virtual schooling (and therefore are always home with me). I think the mental health struggles are the hardest part, as there is no downtime at all.

7. [FTG] When I was deciding between law schools to attend I was shocked that NYU had so few resources available to parents, especially as it relates to housing and childcare. The on-campus housing NYU offered could not possibly work for my family of 4 (I have two small children+my husband). Between the exorbitant cost and the sparse options that would provide enough space, it almost seemed like housing options were set up to deter students with families from living on campus. The first-year schedule is highly demanding. Having to commute to and from campus everyday put me at a further disadvantage from my peers. Childcare was a big challenge I had to tackle myself upon moving to New York City to pursue my law degree at NYU. With its vast resources and networks, I was surprised to learn I could not lean on NYU to help me with childcare. The childcare subsidy of $200 is appreciated but largely deficient. Imagine how many fewer resources students with children are utilizing at NYU because of their family obligations. I do not have time to take advantage of all the programming, extracurricular opportunities, and facilities available to me because of my student status yet I pay the same tuition and receive far less. I believe the gap between those without caregiver responsibilities and those with caregiver responsibilities is far wider than a mere $200.

8. [PTG] Going back to school as a parent is no joke. Between my job, my kids, and my classes, I have no free time (and no money) for anything else. I'm exhausted all the time, but every aspect of my life is worth it, of course. However, we all need help sometimes, and knowing that NYU is working to offer any kind of assistance means a lot. Especially for parents with young kids (less than 12 years old or so) who need stability, engagement, and supervision, having a free or affordable space or service on/close to campus would be a life-changer.

9. [PTUG] Due to my role as a caregiver for my grandfather, I am unable to work. This has led me to be reliant on my parents financially. I appreciate their support, but at 22 years old I’d like to become more independent. I also suffer from fairly severe bipolar disorder and anxiety. This makes it hard for me to sleep at night, as I’m so worried that I will be asleep when he needs something, or that I’m not doing a good enough job because of my condition. It would be immensely helpful if someone was able to care for him even
one day a week, so that I can start attending full time again and finish my degree. Programming on how to be a good caregiver and balancing it with academic studies would also be incredibly helpful.

10. [PTG] Having to act as [a] teacher during home schooling days is tough when holding down a F[ull] T[ime] job and part time graduate school. Would love affordable or subsidized tutoring from NYU undergrads for my kids. Also would be nice to have databases of other parents with same-aged kids to share info (eg. activities esp. during pandemic.)

11. [FTG] The thing I worry most about while caring for my grandfather is not so much as caring for him, but caring for my mom who also cares for her Dad. I also worry about making sure I make time to do what I need to do in terms of school and not ignore other responsibilities to care for him. I think a mental health programing for "Caring for the Caregiver" would be helpful for a lot of students and/or a time management type of event (ie. managing your time when it is not ONLY YOUR time.)

12. [FTG] Being a father and a student who is trying to study, and seek employment at the same time, the pressure is enormous on the top of the daily needs to raise kid[s]. I'd hope NYU [would] have a day care center that parents can send kids to while they focus on the responsibilities as a student.

13. [FTG] I think the case of students who financially support their parents is overlooked relative to the number of us. I receive the same salary as my peers who don't have any such responsibility, and I know first hand that 'cost of living' is a foundational argument for my school in deciding PhD fellowship amount. For me, the flying to and from my mother's home in [location] is a significant burden every year (~$600 round trip if purchased in advance). In the current healthcare crisis, I could not stand to think what would happen if my mother required medical help and was alone in her apartment. Organizing my travel to [location] required months (not an exaggeration) of planning and significant costs (limited flights during the pandemic, expensive connections).

14. [PTG] I am both mentally and physically exhausted. I spend a significant amount of my day supporting other people but I feel strongly that I should still work on my degree to work on myself and better my future. Even if it's something as simple as feeling like I have support and understanding from the school as a whole and from my professors it would make a big difference on my stress levels. In the future I would love to see child care services or resources provided by the school so other single parents have an easier experience with classes than I did. I really appreciate that this survey is being done! Thank you for thinking of the non-traditional student.

15. [FTG] I am a second-year PhD student and mother of a three-week-old baby. My husband and I live in New York City and we have no family in the surrounding area so we will plan to have our son enrolled in daycare as an infant at three months. The cost of the least expensive daycare in our area ([in Queens]) seems to be approximately $1,600. Myself, my husband and our son rely on the NYU health insurance. My husband and I rely on mental health interventions and medications through our insurance. Additionally, while we [are] fortunate to have our child without IVF intervention, I suffer
from reproductive health issues and we considered IVF prior to getting pregnant with him. We did not undergo IVF because it was not covered under the NYU insurance, despite being covered by health insurance policies in NY as of this year. Between the costs of housing, healthcare, child care and living expenses, the current system at NYU for graduate studies is simply not conducive for living, especially in New York City. These costs are restrictive [and] are not nearly enough to live on. Please consider supporting graduate students who are caregivers as we are dedicated and provide a unique perspective at NYU.

Appendix B: Group and Organization Endorsements

FAS Women Faculty Caucus
GSOC-UAW Local 2110
Inter-Residence Hall Council
Disability Student Union
Class Activities Board (CAB ’21, CAB ’22, CAB ’23, CAB ’24)
NYU Undergraduate Nursing Student Organization

Appendix C: Individual Endorsements

Sevinc Ercan (Associate Professor of Biology, FAS)
Seth Majnoon (Graduate Student)
   Jason Perlman
   Tierney Brown
   Alexandria Istok
   Yitzchak Schwartz
Aman Williams (PhD Student)
   Spencer Elliott
   Benjamin Gladstone
   Paul McNulty
   Corinne Virk
Christina Beck (Senator-at-Large for Students with Disabilities: visible, invisible & chronic illness)
Kelley Akiya (Doctoral Candidate)
Samantha Santana
Michelle Flores Garcia (President of Commuter Student Council)