CUNY SCHOOL OF LABOR AND URBAN STUDIES

Faculty Handbook
2023 – 2024

(Updated August 2023)

25 West 43rd Street, 19th FL, New York, NY 10036
www.slu.cuny.edu • (646) 313-8300

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2023-2024 ACADEMIC CALENDAR

FALL 2023 TERM

August 2023		
24	Thursday	Last day to drop for 100% tuition refund Last day to file Permit request
25	Friday	Start of Fall Term
31	Thursday	Last day to add a course Last day to drop for 75% tuition refund Financial Aid Certification Enrollment Status Date

September 2023		
01	Friday	Verification of Enrollment rosters available to faculty Grade of WD is assigned to students who officially drop a course
04	Monday	**College closed – No classes scheduled**
07	Thursday	Last day to drop for 50% tuition refund
14	Thursday	Last day to drop for 25% tuition refund. Census date Verification of Enrollment rosters due from faculty
15	Friday	WN Grades assigned Grade of W is assigned to students who officially withdraw from a course
15-17	Friday-Sunday	**No classes scheduled**
24-25	Sunday-Monday	**No classes scheduled**
25	Monday	WA Grades Assigned – Immunization non-compliance

October 2023		
09	Monday	**College closed – No classes scheduled**
10	**Tuesday**	**Classes follow Monday schedule**

November 2023		
03	Friday	R2T4 60% date for the term

| 22 | Wednesday | **No classes scheduled** |
| 23-26 | Thursday-Sunday | **College closed – No classes scheduled** |

December 2023

11	Monday	Last day to drop a course with a grade of W
12-13	Tuesday-Wednesday	Reading Day
14-20	Thursday-Wednesday	Final Examinations
20	Wednesday	**End of Fall Term**
24-25	Sunday-Monday	College Closed
26	Tuesday	**Final Grade Submission Deadline**

January 2024

| 01 | Sunday | Fall 2023 Degree Conferral Date |
| 15 | Monday | College Closed |

SPRING 2024 TERM

January 2024

24	Wednesday	Last day to drop for 100% tuition refund Last day to file Permit request
25	Thursday	**Start of Spring Term**
31	Wednesday	Last day to add a course Last day to drop for 75% tuition refund Financial Aid Certification Enrollment Status Date

February 2024

01	Thursday	Verification of Enrollment rosters available to faculty Grade of WD is assigned to students who officially drop a course
07	Wednesday	Last day to drop for 50% tuition refund
12	Monday	**College closed – No classes scheduled**

14	Wednesday	Last day to drop for 25% tuition refund Census date **Verification of Enrollment rosters due from faculty**
15	Thursday	WN Grades assigned Grade of W is assigned to students who officially withdraw from a course
19	Monday	**College closed – No classes scheduled**
22	Thursday	**Classes follow a Monday schedule**
24	Saturday	WA Grades Assigned – Immunization non-compliance
28	Wednesday	**Classes follow a Monday schedule**

March 2024

29-31	Friday-Sunday	**No Classes Scheduled**
31	Sunday	R2T4 60% date for the term

April 2024

22-30	Monday-Tuesday	**Spring Recess – No classes scheduled**

May 2024

15	Wednesday	Last day to drop a course with a grade of W
16-22	Tuesday-Wednesday	Final Examinations
22	Wednesday	**End of Spring Term**
27	Monday	College Closed
28	Tuesday	**Final Grade Submission Deadline**

June 2024

01	Saturday	Spring 2024 Degree Conferral Date

- The Academic Calendar is subject to change at any time by official action of the University.
- CUNY Policy on Religious Accommodations (https://www.cuny.edu/about/administration/offices/legal-affairs/policies-resources/reasonable-accommodations-and-academic-adjustments/vi-religious-accommodations/)
- All Religions and Ethnic Holidays Calendar (https://www.cuny.edu/current-students/student-affairs/religious-ethnic-holiday-calendar/)

INTRODUCTION: GREETINGS FROM CHAIRS & DEAN

Dear Faculty:

Welcome to the 2023-2024 academic year at the CUNY School of Labor and Urban Studies (SLU). As our world continues to experience unprecedented uncertainty, we are committed to our students, our school, and to creating a caring, supportive, and engaging community for our students and faculty. We invite you to examine this Faculty Handbook, intended to present useful information about SLU policies and practices that inform and serve other members of the campus community and the City University of New York (CUNY).

The Department Chairs, in collaboration with the Office of Academic Affairs, are responsible for providing this handbook with an overview of various functions and departments. It is reviewed and renewed annually after consultation with chairs, faculty, and school staff.

The Handbook provides an overview of the functions of departmental chairs, faculty, administrative staff, the library, student affairs, etc. The Handbook also features hyperlinks to a broad array of policies, including both guidelines principally affecting faculty and procedures that may be of interest to faculty but also apply broadly across the School and University communities.

The Faculty Handbook is an important resource for new and continuing faculty, one that provides guidance to institutional protocols and departmental practices in an effort to provide essential and detailed information.

If you have comments or suggestions, please share them with Marie Romani, Administrative Specialist (marie.romani@slu.cuny.edu).

Steven London, Chair of Urban Studies
Ruth Milkman, Chair of Labor Studies
Gladys Palma de Schrynemakers, Senior Associate Dean of Academic Affairs

ADMINISTRATION

Gregory Mantsios, Ph.D.
Founding Dean

Gladys Palma de Schrynemakers, M.S., P.D., M.A., Ed.D.
Senior Associate Dean of Academic Affairs and Chief Academic Officer & Chief Diversity Officer

Burton Sacks, M.S., M.S., P.D.
Associate Dean of Finance, Administration and Operations

Nelly Benavides, M.A.
Deputy to Associate Dean of Finance, Administration and Operations

Dorothy Benson
Director of Finance and Business Affairs

Maryam (Sara) Esfarayeni, Ed.D.
Director, Worker Education & Workforce Development

Sarah Watson, M.A.
Director of the Center for Public Engagement

Michael Giliberti, M.P.A.
Bursar

Stephen Greenfeld, Ph.D.
Retention and Prior Learning Assessment Manager

Laurie Grimes, M.A.
Enrollment Registrar Director

Antoinette Isable-Jones
Chief Communications & Marketing Officer

Jennifer James, M.P.A.
Interim Director of Institutional Advancement and External Affairs

Maureen LaMar, M.S.
Manager of Institutional and Academic Partnerships

Rochel Pinder, M.P.A., Ed.D. Candidate
Director of Student and Community Affairs

Jeff Rickman
Director of Technology

Elizabeth Sergile, M.A., Ph.D. Candidate
Director of Academic Affairs and Institutional Effectiveness

SCHOOL HISTORY & MISSION

The CUNY School of Labor and Urban Studies (SLU) offers undergraduate and graduate degree programs in Labor Studies and Urban Studies that are designed to meet the needs of working adults as well as traditional-age college students seeking to learn more about the challenges confronting poor and working-class populations in the workplace and the community.

The School also collaborates with other CUNY schools to offer a range of college-credit programs designed to provide workers with the academic and technical skills they need for professional advancement. Its faculty includes distinguished scholars in the social sciences as well as expert practitioners in government, labor, and public service. In addition to its academic programs, SLU sponsors research, organizes public forums and conferences, and publishes a national journal, *New Labor Forum: a journal of ideas, analysis, and debate*.

In 2018 SLU opened its doors as a self-standing school, an expansion of the Joseph S. Murphy Institute for Worker Education and Labor Studies, named for the former CUNY Chancellor and tireless advocate for the labor movement and worker education. The Institute traces its roots to 1984, when CUNY collaborated with three New York City unions to establish a worker education program at Queens College. That program started with just 52 students.

Today, more than 1,500 students are enrolled in SLU's degree and certificate programs and in workforce development programs across the University, and the leaders of 27 labor and community organizations serve on SLU's Advisory Board. The Joseph S. Murphy Institute continues to be an integral element of the School, focusing on education for workers and union members and serving as a research and resource center for publications and public programming.

The vision for this School derives from its core values: access to education, diversity at every level, social justice, and equality for all. Its goals are to expand higher education opportunities for workers; prepare students who aspire to careers in public service and movements for social justice; promote civic engagement; provide leadership development for union and community activists; and help workers achieve greater economic security. Its perspective is unique, addressing the needs of its constituents while helping New York City and State fulfill their needs for a well-educated, highly-skilled workforce.

To accomplish its goals, the School has four foundational pillars: Labor Studies, Urban Studies, Workforce Development, and Community Service. Of equal importance, these pillars support a range of intellectual aspirations and practical needs, and serve as a gateway to college for many workers and working-class communities.

PROGRAM DESCRIPTIONS

The CUNY School of Labor and Urban Studies (SLU)'s core values are social justice, diversity, and access to higher education. We seek to expand opportunities for working adults; develop the next generation of labor and community leaders; and become the pre-eminent intellectual center for learning and research related to workers and poor and working-class communities. To accomplish its goals, SLU offers a robust set of programs, services, and activities in Labor Studies, Urban Studies, research, workforce development, and service to the community.

LABOR STUDIES

The Department of Labor Studies promotes the study of the labor movement and worker organizing in New York City and beyond. Our courses expand our students' and the broader community's understanding and analysis of work and workers, the institutions and organizations that serve working class communities, and the issues these communities face – in the past and present, locally and globally. Our certificate and degree programs help to develop current and future leaders of the labor movement, not only in unions but also in worker and community organizations that work alongside and in solidarity with organized labor.

The Department of Labor Studies provides the following degrees and certificates:

- BA in Labor Studies
- MA in Labor Studies
- Certificate in Labor Studies
- Advanced Certificate in Labor Studies
- Certificate in Labor Relations
- Advanced Certificate in Labor Relations

Labor Studies Department Chair: Ruth Milkman, rmilkman@gc.cuny.edu
Administrative Specialist: Marie Romani, marie.romani@slu.cuny.edu, 646-313-8476

URBAN STUDIES

The Department of Urban Studies is an interdisciplinary program devoted to the study of the city. Shaped by its long and enduring ties to the labor movement and community-based organizations, the Department of Urban Studies is committed to both producing cutting-edge urban research and providing students with the intellectual and practical tools they will need to affect urban change. Given its location, the department uses New York City as a laboratory to explore how cities—their politics

and policies, economy, and social structure— impact workers, working-class communities, and other marginalized groups. In addition to offering students a strong theoretical background to urban debates, the department also provides students with a wide array of service-learning opportunities and the ability to apply their learning to the real world.

The Department of Urban Studies provides the following degrees and certificates:

- BA in Urban and Community Studies
- MA in Urban Studies
- Certificate in Public Administration and Policy
- Advanced Certificate in Public Administration and Policy
- Certificate in Healthcare Leadership and Advocacy
- Certificate in Leading Change in Healthcare Systems
- Certificate in Community Leadership
- Advanced Certificate in Community Leadership
- Advanced Certificate in Workplace Democracy and Community Ownership

Urban Studies Department Chair: Steven London, steven.london@slu.cuny.edu
Administrative Specialist: Marie Romani, marie.romani@slu.cuny.edu, 646-313-8476

OFFICE OF ACADEMIC AFFAIRS

The Office of Academic Affairs (OAA) supports the mission of the School of Labor and Urban Studies by striving to offer an educational environment that embraces access, diversity, and social justice. The Office of Academic Affairs promotes excellence in teaching, research, scholarship, professional service, and community engagement. Furthermore, the Office is responsible for supporting the work of the faculty, whose teaching, scholarship, and service are the foundation of the intellectual community that is the cornerstone of student success.

With a mission to remain faithful to the principles of the School of Labor and Urban Studies, the Office of Academic Affairs thus seeks to provide an environment in- and outside the classroom that is resolutely committed to creating a unique partnership between the City University of New York, organized labor, worker centers, and community-based organizations. This is the promise offered to students: If you have the ability and training to see the value of education and apply it, you will find the creative power to directly engage the world. And this will have a direct bearing on all you wish to accomplish.

Senior Associate Dean of Academic Affairs and Chief Academic Officer: Gladys Palma de Schrynemakers, gladys.schrynemakers@slu.cuny.edu
Executive Assistant to the Dean: Cory Rohr, cory.rohr@slu.cuny.edu, 646-313-8361

PROGRAM EXPECTATIONS

We ask that you make your expectations for the course clear to students at the beginning of the term, both regarding what they will learn and how their learning will be evaluated during the course. Please review the course goals and objectives, evaluation criteria, and assignments on your syllabus.

Please identify, in the early weeks of class, methods of problem-solving that you would encourage students to utilize if they are finding their learning experience is hindered in any way. This could relate to the content of the course materials or the classroom interactions. (e.g. too many reading assignments, reading too abstract, assignments too complicated, one student or a clique dominating classroom discussion being bothered by another student).

Students should be encouraged to see themselves as part of a community of learners. Sometimes it is helpful to have the class generate a list of "guidelines" to maximize the learning process for all students.

SLU is committed to providing a learning environment that enhances the dignity and worth of every member of its community. To this end, the community must endeavor to be free from discriminatory conduct of any kind. Please be aware of interactions between students so that you can identify problematic situations and consult with the department chair to develop solutions.

To order books through Akademos, visit https://slu.textbookx.com/institutional/index.php. Our Science Resources Librarian, Mason Brown (mbrown3@gc.cuny.edu), or our Enrollment Registrar Director, Laurie Grimes (laurie.grimes@slu.cuny.edu), would be happy to help.

Syllabi should be submitted to the Administrative Specialist, Marie Romani (marie.romani@slu.cuny.edu), **at least two weeks** prior to the start of the semester. For a syllabus template, see *Appendix A*.

KEY ACADEMIC POLICIES AND PROCEDURES

Academic Integrity

Academic dishonesty is prohibited in the City University of New York. Penalties include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion. If faced with any type of plagiarism, please consult directly with your department chair.

Student Attendance & Grading

Instructors receive a class roster at the beginning of the term. Inform your students they must notify you if they cannot come to class. Please remind them that it is also their responsibility to obtain all

class assignments that were missed. Instructor's must report Verification of Enrollment to the registrar by the end of week four of class.

It is also a student's responsibility to notify the instructor and the academic advisor if he/she wishes to withdraw from as well as adhere to CUNY deadlines for withdrawal.

Grades Deadline: Grades are due for submission no more than 3 business days after the term ends.

Undergraduate Grading Policy: The undergraduate grades reflect assessment by the instructor of key course components. The following grades are assigned with their corresponding point values:

Letter Grade	Percent Range	GPA
A	93 – 100	4
A-	90 – 92.9	3.7
B+	87 – 89.9	3.3
B	83 – 86.9	3
B-	80 – 82.9	2.7
C+	77 – 79.9	2.3
C	73 – 76.9	2
C-	70 – 72.9	1.7
D	60 – 69.9	1
F	< 60	0

Graduate Grading Policy: The graduate student's CUNY SLU grade (A, B, C, or F) reflects assessment by the instructor of key course components. The following grades are assigned:

Letter Grade	Percent Range	GPA
A	93 – 100	4
A-	90 – 92.9	3.7
B+	87 – 89.9	3.3
B	83 – 86.9	3
B-	80 – 82.9	2.7
C+	77 – 79.9	2.3
C	70 – 76.9	2
F	< 70	0

INC – Incomplete. This is a temporary grade. The outstanding work must be completed by the end of the following fall or spring semester. If the work is not completed on time, the INC is converted to a permanent grade of F on the record. The course instructor may grant the INC at the request of the student if participation requirements have been met and the only outstanding work is a paper, project, or examination. The instructor has the right to refuse a request, and can set a time limit for completion that is shorter than the end of the following semester. When the course work is completed and the final grade received, the INC grade will be replaced; a notation will be made on the student's transcript on the date of change. An "Incomplete Agreement" form must be filled out and signed. *See Appendix B.*

Withdrawal Policy

Students who wish to withdraw from a course should consult with their academic advisor. The advisor and the student will review the reason for withdrawal and discuss both academic and nonacademic impacts (loss of credit, lack of progress toward completion of the degree, repeated withdrawals that can lead to dismissal). Students receiving financial aid will be advised to contact the financial aid office to determine the effect on their financial aid award.

W – Withdrawal. A permanent grade requested by the student after the Add/Drop period, and before the deadline in the academic calendar. It does not affect the grade point average.

WA – Administrative Withdrawal. This grade, which does not affect the grade point average, is administratively assigned.

WU – Unofficial Withdrawal. This grade is used when class participation has been established at least once in a term. Effective Fall 2021, WU grade will not have punitive impact on student's GPA. WU grade will continue to be used to denote Unofficial Withdrawal.

WD –Withdraw Drop. A non-punitive grade initiated by a student when a class is dropped via CUNYfirst after the financial aid certification date but before the published withdrawal period. The course and grade will not appear on transcripts.

WN – Never Attended. A non-punitive grade assigned to students who never attended and did not officially withdraw.

Title IX Sexual Harassment Policy

Every member of the CUNY community, including students, employees and visitors deserves the opportunity to live, learn and work free from sexual harassment, gender-based harassment and sexual violence. The University has professionals and law enforcement officers who are trained in the field to assist student victims in obtaining help, including immediate medical care, counseling and other essential services. If you experience or observe any form of sexual harassment and/or sexual assault you should contact your Title IX Coordinator, a Public Safety Officer, or the Student Affairs Office. CUNY encourages all cases involving any form of sexual violence and/or stalking to be

reported to the NYPD.

For more information, visit the [SLU Title IX webpage](#) for School-specific resources.

CREDIT HOUR POLICY & COMPLIANCE

The CUNY School of Labor and Urban Studies degree and certificate programs are approved by the New York State Education Department (NYSED). The CUNY School of Labor and Urban Studies credit hour calculations for degree and certificate programs follow NYSED guidelines, which are based on the U.S. Department of Education's definition of *credit hour*.

The faculty of the CUNY School of Labor and Urban Studies is responsible for all aspects of the curriculum and degree program requirements. Each school has a faculty curriculum committee that reviews proposed new and revised courses and degree programs, including the credit hours associated with each.

New York State Education Department Credit Hour Definition

All courses and degree programs at the School must comply with Section 50.1 (o) of the New York State Commissioner of Education Regulations:

> *Semester hour* means a credit, point, or other unit granted for the satisfactory completion of a course which requires at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments, except as otherwise provided pursuant to section 52.2(c)(4) of this Subchapter. This basic measure shall be adjusted proportionately to translate the value of other academic calendars and formats of study in relation to the credit granted for study during the two semesters that comprise an academic year.

(Source: [NYSED Commissioner's Regulations Concerning Program Registration: 50.1 Definitions](#))

United States Department of Education Credit Hour Definition

The U.S. Department of Education defines *credit hour* as: An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. one hour of classroom or direct faculty instruction and a minimum of two hours of out- of-class student work for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or,
2. at least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Middle States Commission on Higher Education

The Middle States Commission on Higher Education (MSCHE) expects all candidate and accredited institutions to demonstrate that they use acceptable and consistent methods for assigning credit hours to all courses and programs of study. The credit hour is defined by the U.S. Department of Education as a basic institutional measure of the level of instruction and academic rigor that establishes eligibility for federal funding.

1 credit = 15 hours per semester
3 credits = 45 hours per semester
4 credits = 60 hours per semester

Credit hours = 750 minutes per semester, 50 minutes x 15 weeks

(Source: MSCHE Credit Hour Policy Effective August 23, 2012. Rev. October 30, 2012)

Verification of Enrollment (VOE) Rosters

Per a CUNY Verification of Enrollment directive, each semester the College faculty are required to submit Verification of Enrollment (VOE) rosters through CUNYfirst. VOE Rosters are important to complete by the deadlines because students' financial aid may be dependent on timely submission of the VOE Roster.

Instructors will be notified via email when VOE rosters will be available on CUNYfirst. Rosters are due **no later** than the date indicated below:

	Fall 2023	Spring 2024
Available	September 1	February 1
Due	September 14	February 14

Instructions – Submitting VOE Rosters:
1. Log into your Faculty Center on CUNYfirst -> Navigate to the VOE roster tab -> Select your class using this icon: (Note: The roster contains only students who are enrolled for the class. No dropped or withdrawn students are listed on the roster.)
2. The default value for the attendance radio button is "Yes, attended."
3. **Select "No, never attended"** for any student that has **never** attended.
4. Click the save button.
5. Once the Verification of Attendance Roster is complete, **click the submit button**. (Note: Clicking the submit button disables the roster for any future changes.)
6. You will receive the message: "This roster has been submitted to the Registrar."
7. VOE has been completed.

Once a roster is submitted you cannot change it. That can be done only through an email to the Registrar. **A student's financial aid is dependent upon your certification of enrollment**.

Final Grades

Final grade rosters will be made available in CUNYfirst on the last day of classes. Instructors will be notified via email that rosters are available, with instructions for posting grades. **Final grades should be posted 72 hours after the final exam, and no later than 11:59PM on the dates below:**

Fall 2023	Spring 2024
December 26	May 28

If you have any concerns regarding final grades, consult our **Grading for Final Grades** guidelines in *Appendix C.*

Important: You must choose "**SUBMIT TO REGISTRAR**" from the drop-down menu and then click on the **"POST"** button, in order to transmit your grades to the Registrar. *If you do not choose "SUBMIT TO REGISTRAR", grades will not be processed.*

Change of Grade Request

Change of grade request can be made by instructors by completing the Change of Grade Request form. This form should be completed by the instructor and submitted to the Office of the Registrar. There may circumstances that would require additional signatures of department chairs, or Associate Dean of Academic Affairs approval. To view the form, *see Appendix D*.

STUDENT SUPPORT SERVICES

Counseling Services

The CUNY School of Labor and Urban Studies offers counseling services to provide a safe space for students to talk about personal issues or challenges that prevent personal and academic growth. For more information, please email wellness@slu.cuny.edu.

Career Services

The CUNY School of Labor and Urban Studies offers career services to help career goal setting and assist students in obtaining necessary resources in support of their career plans.

For more information, please contact careerservices@slu.cuny.edu or connect directly with our Career Specialists, Nikki Neysmith (nikki.neysmith@slu.cuny.edu), Cheneyere Williamson (cheneyere.williamson@slu.cuny.edu), and Zara Cadoux (zara.cadoux@slu.cuny.edu). They are here to support students with resume writing, interview prep, job searching strategies and so much more.

Accessibility Services

Accessibility Services are offered by SLU in collaboration with the Graduate Center and the University's Central Office. SLU students who need assistance or have questions regarding disability accommodations may email accessibility@slu.cuny.edu

Veteran Services

Veteran Services are also offered by SLU in collaboration with the Graduate Center and the University's Central Office. Students who have questions regarding veteran benefits should email: veterans@slu.cuny.edu

YLB Emergency Fund and the Petrie Emergency Grant

The YLB Emergency Fund and The Petrie Emergency Grant are two funds where currently enrolled students at risk of dropping out due to unexpected financial circumstances can apply for financial support. For more information about these emergency funds, please contact Padraig O'Donoghue at padraig.o'donoghue@slu.cuny.edu or 646-313-8321.

Student Leadership

CUNY SLU has a Student Union (student government) of seven elected officers that lead our student body and represent students both internally at SLU and externally at the wider CUNY. Elections take

place every spring term. Please refer students who you feel would be great leaders to run for office at studentservices@slu.cuny.edu

CUNYfirst & Blackboard

CUNYfirst login instructions can be found in Appendix E. For any questions on CUNYfirst or Blackboard, contact Krafins Valcin krafins.valcin@cuny.edu or 646-313-8353.

MINA REES LIBRARY

The SLU Library is the Mina Rees Library at the Graduate Center. Course reserve requests are welcome at any time.

The library's Course Reserve Request Form can be used to submit requests both for new items and for those that are already in the collection. The library can also take book requests for the general collection at the following link: http://libguides.gc.cuny.edu/guides/suggestmaterials

Research consultations (for instructors or students) as well as class visits for a specific purpose (e.g., library resources overview, or citation management (Zotero) refreshers) are available by request. You can always email Mason Brown, Science Resources Librarian, at mbrown3@gc.cuny.edu. Mason is available for both Zoom and in-person instruction.

Finally, submitting articles to the library's repository, Academic Works, can increase readership and help reduce library costs. Academic Works is a great way to satisfy grant funders' open access/open data requirements, share faculty work with their research community, find a broader audience, and maximize the impact of the research. It's easy to submit articles, presentations, book chapters, datasets and more, and instructors can track their impact with monthly download stats reports. To learn more about Academic Works and open access, please visit the guide or reach out to Jill Cirasella, Associate Librarian for Scholarly Communication at jcirasella@gc.cuny.edu.

For more information about classroom visits and/or research support, contact:
Science Resources Librarian: Mason Brown, Mbrown3@gc.cuny.edu

HUMAN RESOURCES

SLU's human resource functions are currently handled through Central Office Human Resources (COHR). COHR provides SLU faculty and staff services in regard to benefits, payroll, employee and labor relations, talent management, onboarding, and separation.

For questions or assistance, please contact the following at Central Office Human Resources:

- **General inquiries**:
  - Katherine Isaacs: katherine.isaacs@slu.cuny.edu
  - Lidia Sanchez: lidia.sanchez@cuny.edu
- **Benefits:** COHRBenefits@cuny.edu
- **Time and Leave:** COHRTimeandLeave@cuny.edu
- **Urgent matters:** Call the COHR main line at 646-664-3300

PAYROLL

Both instructional and non-instructional payments are made through the University Payroll Office. A Direct Deposit option for checks is recommended, however if an individual chooses not to enroll he or she has additional options through the college's Office of the Bursar. For more information on payroll policies, see *Appendix G*.

Teaching Adjunct Pay Dates

FALL 2023
September 7
September 21
October 5
October 19
November 2
November 16
November 30
December 14

SPRING 2024
February 8
February 22
March 7
March 21
April 4
April 18
May 2
May 16

Policy for Payroll Pickup

Faculty and staff are strongly encouraged to opt-in to direct deposit, which is a safer and faster alternative to receiving a paper check, which will not be an option during Fall 2020. Payroll Inquiries must be submitted to Human Resources/Payroll to determine the appropriate course of action for reissue. Contact Checkmate@slu.cuny.edu. For more information on payroll policies and copies of the mentioned forms, see *Appendix G*.

New York State Payroll Online

The Office of the New York State Comptroller recently implemented New York State Payroll Online (NYSPO), a service offered through NY.gov which allows employees on New York State payroll to access pay stubs, W-2s and other pay information electronically. In addition, NYSPO grants employees the option to go "paperless" and to discontinue receiving mailed pay stubs and W-2s.

You can request activation of your NY.gov account using the following path in CUNYfirst:
Human Capital Management > Self Service > New York State Payroll Online

Non-Instructional Hours

To receive payment for non-instructional hours such as curricular or committee work, individuals must complete the timesheet(s) appropriate to their title each pay period worked.

Timesheets are to be signed by the immediate supervisor and emailed to COHRTimeandLeave@cuny.edu. Additionally, non-teaching adjuncts are to work with their supervisors and Central Office HR to track the number of remaining appointment hours for the fall semester.

Please review the latest PSC-CUNY Contract for any updates to these terms.

INSTRUCTOR OBSERVATION & EVALUATION

Per CUNY and PSC's Memorandum of Agreement, regardless of the mode of instruction, at least once during each academic semester, non-tenured and non-certificated members of the teaching staff shall be observed for a full classroom period. One observation shall take place during any scheduled class, except as specified in Article 18.2(b)3 for classes conducted wholly or in part through online technology, during the first ten weeks of the semester.

Tenured and certificated members of the teaching staff may be observed once each semester.

For additional details on teaching observations for online courses, please refer to Article 18.2(b)3 of the 2019 Memorandum of Agreement.

CLASS CANCELLATION

All classes must meet for 15 class periods which includes the final exam week.

If a class period is missed, assignments must be made in place of the class period. If for any reason on the day of the class you are unable to hold a scheduled class, you must inform your students and the following:

1. **Your Department Chair**
   Labor Studies: Ruth Milkman, rmilkman@gc.cuny.edu
   Urban Studies: Steven London, steven.london@slu.cuny.edu

2. **Departmental Administrative Specialist -** Marie Romani
   marie.romani@slu.cuny.edu, 646-313-8476

If you have not been able to communicate with Marie and your class meets in person, please call the SLU main number 646-313-8300 and request that staff place a note on the classroom door.

If you know *more than a day* in advance that you will be unable to attend a class, you *must* consult with your department chair to determine if the class can be covered by another instructor or rescheduled.

Please note that temporary changes to course modality—namely scheduling a class session to online instruction for one or more days—are also subject to approval by your Department Chair.

Weather Cancellations

CUNY Alert (http://www2.cuny.edu/cuny-alert/) allows you to receive text, email, and phone messages of any emergency or weather-related closings on campus. You can choose your campus or office locations, phone numbers for voice and text messages, and/or email addresses for emergency notifications delivered directly to you.

New students, faculty and staff members are auto-enrolled in the CUNY Alert system. These accounts are prefilled with college affiliation(s) and CUNY college or business email address. Students, faculty and staff with access to CUNYfirst can access and manage preferences for receiving emergency notifications from CUNY Alert.

FACILITIES AND TECHNOLOGY

COMPUTERS, PRINTING, AND COPYING

Shared workstations on the 18th floor are available for adjunct faculty use on-site. Please email Marie for details. All faculty workstations are connected to a copier/printer near the IT Help Desk.

If you'd like to print from a personal device, please speak to the IT Help Desk for assistance.

To use the machine for copying, please use **passcode 1019.**

CUNYFIRST LOGIN

For information on how to log into CUNYFirst, see *Appendix E.*

DIGITAL RESOURCES

For assistance using digital education technology such as Blackboard or Zoom, please visit our Technology Resources page on the SLU website.

Acceptable Use of Microsoft Office 365 for Education Policy

For information on the acceptable uses of Microsoft 365, see *Appendix F*.

Licenses and Intellectual Property

Users may use only legally obtained, licensed data or software and must comply with applicable licenses or other contracts, as well as copyright, trademark and other intellectual property laws. Much of what appears on the internet and/or is distributed via electronic communication is protected by copyright law, regardless of whether the copyright is expressly noted. Users should generally assume that material is copyrighted unless they know otherwise, and not copy, download or distribute copyrighted material without permission unless the use does not exceed fair use as defined by the federal Copyright Act of 1976. Protected material may include, among other things, text, photographs, audio, video, graphic illustrations, and computer software. Additional information regarding copyright and file sharing is available on the CUNY Legal Affairs website.

LAPTOP LOANER PROGRAM

Students may borrow available laptops for use on-campus. Circumstances that generally warrant at-

home use are impromptu school closures (i.e., natural disasters, threats to public/health/safety) or accessibility needs. Observation of federal holidays and scheduled term breaks do not qualify.

The loaner is a Windows-based PC that comes with standard software and a power adapter. The laptops are internally equipped with Wi-Fi for use where wireless access exists. All laptops are loaded with MS Office, Adobe Acrobat, as well as other SLU-approved software.

Students can download the Laptop Loaner Form here. For more information on the qualifications and policies governing laptop loaning, please visit the IT Service Desk website.

If any technology problems persist, please notify:
IT Service Desk at SLU: ITHelpDesk@slu.cuny.edu or 646-313-8440

THE SLU LEARNING HUB

The Learning Hub is a resource for both SLU students and faculty. Students report a high level of satisfaction with the Learning Hub's services, and this sentiment is reflected in widespread usage: each year, nearly half of all students use the Learning Hub at least once.

The Learning Hub offers the following support for students and faculty:

STUDENTS:

- Make one-to-one appointments to meet with a writing consultant or QR Fellow.
- Participate in How-To Workshops covering a range of writing topics.
- Request written feedback on a writing project from a professional writing consultant.

BEST PRACTICES FOR FACULTY:

- Include our language about the Learning Hub in your syllabus (find a link here)

REFERRING STUDENTS

- Encourage all students to take advantage of the opportunity to receive professional support and feedback on their work.
- When referring an individual student, contact the student's advisor.
- Refrain from sharing a student's work with the Learning Hub or copying the Learning Hub on an email to a student.

You might also consider:

- If you have a class of eight or fewer students, requiring students to make one or more Learning Hub appointments each semester. (Here is an example of a syllabus that included such a requirement.)

For more information, contact:
Michael Rymer - Associate Director, Learning Hub: Michael.Rymer@slu.cuny.edu. 646-313-8322

BEST PRACTICES FOR FACULTY

(Note: For some Best Practices on Zoom, please visit our [interactive document](#) developed by Professor Stephanie Luce.)

What follows is a summary of the teaching challenges that SLU professors have encountered in classes, followed by suggestions to resolve them.

One excellent guide referred to below is John Bean's *Engaging Ideas* (San Francisco: Jossey Bass, 2001), but there are many useful teaching tips available on the web as well.

CHALLENGES FACED WHEN TEACHING

Levels of Student Preparedness

1. Students frequently lack basic knowledge of the topics taught (general background).
2. Students frequently lack basic knowledge of or have little practice in central academic skills – writing and research related, but also basic study skills, including doing work in a timely manner.
3. How to work with ESL students and give them the support they need.
4. Balancing between helping students who need it (in any of the above categories) and continuing to challenge academically proficient students.

Grading

1. Uncertainty about common standards for each program
2. Balancing between improvement over the course of the term and final product
3. How to grade written work when written expression is subpar

Classroom Dynamics:

1. How to work with difficult students whose contributions tend to derail the class
2. How to break up three-hour classes to maintain student engagement

SOME SUGGESTIONS

Contact Michael Rymer, michael.rymer@slu.cuny.edu, to introduce students to skills specialists. Consider putting students into breakout groups to discuss specific assignments and/or skill problems, and/or encourage students to come to the How-To workshops that are offered each semester.

Recommend immersion for ESL students. The best way for English learners to learn English is to immerse themselves in English-speaking environments. They should read the *New York Times* and *Wall Street Journal* (to which subscriptions are free with a CUNY email); they should watch English-language TV; they should join discussion groups; they should read all research materials in English. If they have kids, they should read to them in English. Reading and re-reading children's books is a useful activity for ESL learners.

It is suggested that faculty conduct an assessment of student background knowledge and writing skills at the beginning of the semester to flag students who may need more help. Based on that assessment, students can be gently advised that they may have more work to do to keep up with the class. To facilitate this work, faculty can send them to Michael Rymer, meet with them individually, and/or suggest background reading materials on the subject of the class. Faculty should also let advisers and academic directors know about students who have major skill or background knowledge deficits.

Other suggestions:

- Give students the chance to write in class, in response to readings, presentations, or class discussions. Quiet students will speak more freely if they've already written something – or at the very least the students will have some record of their thoughts and questions.

- Give students reading lists of supplemental background materials. Encourage them to organize study groups if need be.

- Give mini-lectures about basic skills and provide examples of what will be involved in assignments, i.e. how to write a summary, develop a thesis, include citations, write a topic sentence, develop an outline, etc. Review common grammar problems, the difference between facts and opinions, developing an argument, etc. This is especially useful when a project has been assigned to the class, and when work is being returned to the class – both of which tend to focus student attention.

- Provide lots of opportunities for students to speak in classes – to each other in groups, in pairs, or in the class as a whole. This is especially useful as preparation for writing assignments, or for tests – talking, like writing, helps students process information and increases their fluency with ideas – but with lower stakes than writing.

- Meet with students individually at least once during the semester to discuss their written work. This could be done in lieu of one class session, or in extended office hours.

- Consider limiting the amount of reading assigned so as to work with the students on the remaining readings more closely. Conduct close readings in class with difficult texts.

GRADING

Participate in a norming session with fellow faculty members. What do they consider to be A's, B's, C's, F's? Compare and contrast.

Have clear expectations ahead of time, and express them to students – for the class, and for all assignments. Include these expectations in the syllabus and in the specific assignments.

Use minimal marking. Studies show that students do not progress if their papers are marked up and all of their mistakes corrected. Indicate patterns that they need to look for, or underline WHERE the mistake is. But they should be responsible for finding it – ultimately, it's on them.

Assign work in stages, so that feedback can be given along the way. Have students hand in notes, an annotated bibliography, a thesis, a rough draft, a work plan, an outline, the first few pages, the core analysis without intro or conclusion, answers to questions that prepare them for the final assignment, or any combination of the above before the final paper is due. Have at least three stages: thesis and plan, almost finished draft, and final draft. More stages better.

Use peer reviews for some of the early writing. Students can help each other make their ideas and language clearer, and occasionally can help with deeper content as well. This can be done in class or electronically.

Respond initially to ideas and the quality of their support. Wait till later drafts for writing issues of organization or error. If students are encouraged to sharpen their ideas, their writing often gets better. Bad writing is very often a result of unclear thinking. If they can figure out what they're trying to say, the writing will often get better.

Develop a grading rubric. One that works nicely is explaining that meeting (specified) minimum requirements brings you to a "B" level paper. Failing to meet minimums assures a C level or below, and exceeding minimums gives you higher grades. Faculty must figure out for themselves what the minimum is.

For example, this is from John Bean, *Engaging Ideas*, p. 264:

> ### *How I Assign Letter Grades*
>
> *In grading "thesis papers," I ask myself the following set of questions:*
>
> 1. *Does the paper have a thesis?*
> 2. *Does the thesis address itself to an appropriate question or topic?*
> 3. *Is the paper free from long stretches of quotations and summaries that exist only for their own sake and remain unanalyzed?*

4.   *Can the writer produce complete sentences?*

5.   *Is the paper free from grammatical errors?*

6.   *If the answers to any of these questions is no, I give the paper some kind of "C".*
     [Most, something lower. If "yes" so far, then:]

7.   *How thoughtful is the paper? Does it show real originality?*

8.   *How adequate is the thesis?*
     [Relevance to topic, responds to problem, interesting, complex]

9.   *How well organized is the paper? Does it stick to the point? Does every paragraph*
     contain a clear topic sentence?
     [Transitions; conclusion]

10. *Is the style efficient, not wordy or unclear?*

11. *Does the writing betray any special elegance?*

Above all, can I hear a lively, intelligent, interesting human voice as I read this paper?
Depending on my answers to such questions, I give the paper some kind of A or some kind of
B grade.

Give students examples of what an "A" paper looks like, a "B" paper, a "C" paper and an "F" paper.

Don't spend a ton of time on final drafts! Comment and respond when students still have time to respond to what is being suggested. (See advice about staging assignments, above.)

CLASSROOM DYNAMICS

Too much counterproductive participation may require active intervention. Some general tips:

1. Always be respectful and professional.

2. Work with difficult students one-on-one before taking them on in the classroom. Talk to them to see what kinds of issues they might be having. Explain to them, one on one, why they won't be called on very often, or suggest more effective ways for them to participate. Follow up if the problem persists. If, for any reason, a faculty member doesn't feel comfortable meeting with a student, reach out to the department chair or advisor, as one of the two can be present during the meeting.

3. Be as honest as possible about the problems with the student, within the bounds of respect and professionalism. Present the class with clear expectations about what constructive participation looks like. It's easier to cut off students if clear expectations are in place.

4. Let the department chairs and advisors know about any very problematic students.

FULL-TIME FACULTY

GUIDELINES FOR EVALUATION, REAPPOINTMENT, PROMOTION & TENURE

Evaluation Standards for Reappointment, Promotion, and Tenure

The evaluation of a faculty member for reappointment, promotion and tenure, shall be based on the candidate's total academic performance with special attention to teaching effectiveness, scholarship, and service activity outlined in the current curriculum vitae, supporting materials, letters of evaluation (required for appointment, promotion and tenure but not reappointment), and annual evaluations. For appointment, tenure and promotion purposes, examples of the candidate's work are required.

Annual Faculty Evaluation & Reappointment

At least once each year, members of the SLU faculty other than tenured full professors shall have an annual evaluation conference with their department chair, a member of the department assigned by the department chair, or the School's Personnel and Budget (P&B) committee. The annual evaluation should be scheduled no later than March 1st. At the conference, the faculty member's total academic performance, professional progress toward promotion and/or tenure for that year and cumulatively shall be reviewed. In cases where the department chair is evaluated or is the subject of reappointment, promotion, or tenure, the SLU associate dean for academic affairs will designate a full professor on the P&B committee to conduct the department chair's evaluations.

Within ten (10) working days of the annual evaluation conference, the department chair or designee shall prepare a record of the discussion in memorandum form for inclusion in the faculty member's personal file, and a copy of the memorandum shall be given to the faculty member. If the overall evaluation is unsatisfactory, the memorandum shall so state.

The faculty member shall sign and date an acknowledgment of receipt, may provide a response for inclusion in their file and, if the evaluation is unsatisfactory, may add to the memo a request to appear before the appropriate SLU P&B Committee.

Annual evaluations and any responses shall be included in the faculty member's personal file. Annual evaluations should be forwarded to the P&B Committee for its review no later than the beginning of the annual leave period of each year.

Assuming a satisfactory review, the P&B committee shall prepare an annual letter of reappointment for each faculty member that shall be forwarded to the SLU Dean for appropriate action and receipt by the faculty member of notification of said action from the Dean no later than December 1st (except for the first reappointment notification which shall be no later than April 1st of the year of the first annual appointment).

Pre-Tenure Review

The Pre-Tenure Year Review Policy is to ensure that each tenure-track faculty member has adequate guidance on the progress he/she is making towards meeting the standards for tenure at SLU. To this end the Associate Dean for Academic Affairs shall review each such faculty member at the end of his or her third year of service.

The Associate Dean for Academic Affairs shall review the personal personnel file of each untenured tenure-track faculty member in the spring of his/her third year of service, following the annual evaluation conducted pursuant to the PSC/CUNY collective bargaining agreement. Thereafter, the Associate Dean for Academic Affairs shall meet with the chairperson of the faculty member's department to discuss the faculty member's progress. After that meeting, the Associate Dean for Academic Affairs shall prepare a memorandum to the department chairperson regarding the faculty member's progress toward tenure and setting forth recommendations for any additional guidance to be provided to the faculty member.

The Associate Dean for Academic Affairs's memorandum shall be provided to the faculty member and discussed with him/her by the department chairperson. The department chairperson will report to the Associate Dean for Academic Affairs on the substance of the meeting. At the discretion of the faculty member, the faculty member may meet and discuss with the Associate Dean for Academic Affairs or jointly the Department Chair and the Associate Dean for Academic Affairs the content of the

Associate Dean for Academic Affairs's memorandum. Following the meeting(s), the Associate Dean for Academic Affairs may, where appropriate, attach an addendum to the memorandum based on the participation of the Associate Dean for Academic Affairs in the meeting or the department chairperson's report of the meeting to the Associate Dean for Academic Affairs. In accordance with the procedures set forth in the collective bargaining agreement between the University and the Professional Staff Congress, the faculty member shall be asked to initial the Associate Dean for Academic Affairs's memorandum and addendum, if any, before it is placed in his/her personnel file, and the faculty member shall have the right to include in his/her personnel file any comments he or she has concerning the Associate Dean for Academic Affairs's memorandum.

Promotion and Tenure Procedures

Faculty members seeking promotion or tenure shall consult their department chair by the end of the fall semester before the year they are to be considered.

By March 1st of the sixth appointment year of a faculty member seeking tenure and by March 1st of a faculty member seeking promotion, faculty members shall submit a current curriculum vitae with supporting material (the tenure and/or promotion file) to the department chair for review by the P&B Committee. The chair or designee may meet with the candidate to suggest revision to the materials before sharing them with the P&B Committee.

By March 1st of the sixth appointment year of a faculty member seeking tenure and by March 1st of a

faculty member seeking promotion, faculty members shall submit to the Chairperson lists of references as outlined below. The Chair and the SLU P & B shall finalize the list of reviewers as outlined below and send out the tenure and/or promotion file to the reviewers by March 31st.

The SLU P & B shall meet during the following September and make a decision by September 30th. The decision is then forwarded to the SLU Dean who must notify the candidate of the Dean's final decision by December 1st.

Letters of Recommendation (required for appointment, promotion or tenure)

All letters of recommendation should be solicited from scholars or specialists in the candidate's field from outside The City University of New York, who hold a rank at least equivalent to the action requested. For example, for a promotion to Associate Professor, reviewers should be at the rank of Associate or Full Professor. None of the reviewers should be or have been a collaborator, co-author or dissertation advisor of the candidate, except in cases of appointment of an assistant professor without tenure.

The candidate for promotion and/or tenure shall select two reviewers to be contacted and the department chairperson shall select 3 reviewers to be contacted, in consultation with the SLU P & B. Additional evaluation letters beyond the minimum number may be included.

All recommendation letters should contain a statement describing how the candidate is known to the evaluator; which of the candidate's writings have been read by the evaluator, and how the candidate's work is judged relative to the most important work currently being done in the field.

Academic Appeals Process

The department chair may share the results of SLU P&B committee's evaluation, but not the specific vote count, with the faculty candidate.

A negative decision by the P&B Committee may be appealed within 30 calendar days of notification to an appeals committee composed of the Chair of the P & B Committee and two faculty members not on the P & B elected by the Governing Council to hear the appeal of a negative decision and to make a recommendation that it sends to the SLU Dean.

If the Dean makes a negative determination of the faculty member's evaluation for promotion or tenure, the faculty member has the right to appeal that negative decision and subsequently has the right to receive reasons for that negative determination.

All final appointment, reappointment, promotion and tenure decisions are made by the CUNY Board of Trustees on recommendation of the Chancellor. Tenure decisions take effect the following September 1. Promotion decisions take effect in late August, the day after the faculty-leave period ends in that year, which is the date of reappointment.

MULTIPLE POSITIONS

All full-time faculty members, including faculty members on leaves other than long-term disability leave, must fill out the [Multiple Position Report](#) each semester and update the form if changes occur during the semester. The form requires the faculty member to detail activities within and outside of CUNY that are in addition to his/her regular, full-time employment at the college. Compensated and uncompensated activities outside of CUNY require approval of the Department Personnel & Budget Committee, the Department Chairperson and the President.

For more information, see *Appendix H.*

POLICIES

Academic Governance Council

The SLU policy for Academic Governance reflects several foundational principles, including transparency in decision making; collaboration and mutual consultation between faculty and administration, including over issues of personnel and budget; faculty responsibility over academic areas and administrative responsibility over administrative areas; democratically elected representation from faculty, staff, and students; elected departmental chairs; and, where appropriate student, administrative, community and labor voice in committees. SLU, like other CUNY colleges and schools, and pursuant to this Governance Plan, will have the authority to propose to the CUNY Board of Trustees its curriculum and admissions criteria, award degrees, conduct searches, recommend to the Board of Trustees personnel actions with respect to appointment, reappointment, promotion, and tenure, and engage in internal review and assessment protocols.

The full Governance Plan can be found [here.](#)

Sabbatical Policy: One-Semester Fellowship Leave

Applications for the one-semester Fellowship Leave at full pay **must** be accompanied by a current *curriculum vitae* and a research statement of no more than three pages. The research statement must explain the relationship between the project and the applicant's background and future professional activities as well as the intellectual significance of the proposed work and the contribution it will make to the candidate's academic field in one or more of the categories outlined above.

If the leave is to be taken at another institution, please provide a supporting letter from that institution.

Please use the [CUNY Application for Fellowship Award form](#) to apply.

STAFF DIRECTORY

Administration	Greg Mantsios Founding Dean	gregory.mantsios@slu.cuny.edu 646-313-8349
Operations	Burt Sacks Associate Dean for Operations	burt.sacks@cuny.edu 646-313-8367
Academic Affairs	Gladys Schrynemakers Associate Dean of Academic Affairs	gladys.schrynemakers@slu.cuny.edu 646-313-8354
Academic Affairs	Cory Rohr Assistant to Associate Dean	cory.rohr@slu.cuny.edu 646-313-8361
Academic Affairs	Marie Romani Dept. Administrative Specialist	marie.romani@slu.cuny.edu 646-313-8476
Labor Studies	Ruth Milkman Department Chair	rmilkman@gc.cuny.edu 646-313-8472
Urban Studies	Steven London Department Chair	Steven.London@slu.cuny.edu 646-313-8481
Registrar's Officer	Laurie Grimes Registrar	laurie.grimes@slu.cuny.edu 646-313-8415
Tech Help Desk	IT Support	ITHelpDesk@slu.cuny.edu 646-313-8440
Human Resources	Lidia Sanchez and Katherine Isaacs	Lidia.sanchez@cuny.edu and Katherine.isaacs@slu.cuny.edu
Student Services	Student Services Center	studentservices@slu.cuny.edu 646-313-8410
The Learning Hub	Michael Rymer	Michael.Rymer@slu.cuny.edu

	Associate Director	646-313-8322
Student Services	Padraig O'Donoghue Manager	padraig.o'donoghue@slu.cuny.edu 646-313-8321
Student & Community Affairs	Rochel Pinder-Cuffie Director	rochel.pinder-cuffie@slu.cuny.edu 646-313-8320
Career Services	SLU Staff	careerservices@slu.cuny.edu
SLU Librarian	Mason Brown Science Resources Librarian at GC	mbrown3@gc.cuny.edu

ACADEMIC ADVISING		
Bachelor of Arts in Urban and Community Studies Bachelor of Arts in Labor Studies Undergraduate Labor Relations & Labor Studies Certificates	Chris Washington	Chris.Washington@slu.cuny.edu 646-313-8323
M.A. in Labor Studies Graduate Labor Relations & Labor Studies Certificates	Irene Garcia-Mathes	Irene.Garcia-Mathes@slu.cuny.edu 646-313-8324
Healthcare Leadership and Advocacy Certificate Leading Change in Healthcare Systems Certificate Workplace Democracy and Community Ownership (WDCO) Cert. Transit Certificate Undergrad, Grad Community Leadership Certs Undergrad, Grad Public Admin. & Public Policy Certs	Kevin Simmons	Kevin.Simmons@slu.cuny.edu 646-313-8331

ACADEMIC ADVISING		
M.A. in Urban Studies	Samina Shahidi	Samina.Shahidi@slu.cuny.edu 646-313-8325
Part-time Initiative Program	Michael Gilbert	michael.gilbert@slu.cuny.edu 646-313-8342
Urban Academy and Pre-College Programs	Rukiya Brown	Rukiya.Brown@slu.cuny.edu 646-313-8340

Up-to-date details for academic advising can be found at https://slu.cuny.edu/academic-affairs/student-affairs/student-services/academic-advising/

APPENDICES

APPENDIX A: SYLLABUS TEMPLATE

CUNY SCHOOL OF LABOR AND URBAN STUDIES
THE CITY UNIVERSITY OF NEW YORK

Course Number: Course Title
Department Name
CUNY School of Labor and Urban
Studies

COURSE SYLLABUS

Instructor:	Instructor Name	Term:	Spring 2020
Office:	Office Number	Class Meeting Days:	Days
Phone:	Phone for Office	Class Meeting Hours:	Time
E-Mail:	Instructor Email	Class Location:	Building and room
Website:	Instructor's personal website, if applicable	Lab Location:	Building and room
Office Hours:	Date and time		

I.   Welcome!
If desired, address your students directly with a statement of welcome or a call to learning.

II.   University Course Catalog Description
Paste the description from the online catalog.

III.   Course Overview
Short description of the course. You can include the departmental description, and your personal description of the course.

IV.   Course Objectives / Student Learning Outcomes (SLOs)
What will they know, what will they be able to do, what will they value, what will they create as they progress through the course? This can be under bullets, listing, outlines, as detailed as you would like. Objectives should be specific rather than general, speaking to skills and performance rather than knowledge. Objectives should also be clearly measurable. Often, objectives use the phrasing "by the end of this course, students will be able to…"

V.   Course Prerequisites
What do you expect your students to know coming into this course? Include skills, and course pre-requisites

VI.   Required Texts and Materials
- Full text citations of all required materials
- Guidelines for achieving desired level of understanding

- Required library/library-accessible resources can be described here

VII. **Supplementary (Optional) Texts and Materials**
Full text citations of any supplementary materials

VIII. **Basis for Final Grade**
Provide a listing of assessments and their weighting in the semester total. In addition to (or even in lieu of) tests, consider exploring "authentic" assessments, which are based as closely as possible to real world experiences.

Assessment	Percent of Final Grade
e.g., Essay 1	20%
e.g., Midterm	15%
e.g., Group Project	15%
e.g., Essay 2	30%
e.g., Final Exam	20%
	100%

Insert grading scale and/or rubric (with plus/minus scaling, if applicable) here. We have provided templates for your grading scale, including one for plus/minus grading, and the general grading scale. Feel free to use either one of these, adjusted for your own grading scale, if different:

Undergraduate

Letter Grade	Percent Range	GPA
A	93 – 100	4
A-	90 – 92.9	3.7
B+	87 – 89.9	3.3
B	83 – 86.9	3
B-	80 – 82.9	2.7
C+	77 – 79.9	2.3
C	73 – 76.9	2
C-	70 – 72.9	1.7
D	60 – 69.9	1
F	< 60	0

Graduate

Letter Grade	Percent Range	GPA
A	93 – 100	4
A-	90 – 92.9	3.7
B+	87 – 89.9	3.3
B	83 – 86.9	3
B-	80 – 82.9	2.7
C+	77 – 79.9	2.3
C	70 – 76.9	2
F	< 70	0

IX. **Grade Dissemination**
Explain how students will learn of their grades from assignments and assessments.

X. **Course Policies: Student Expectations**

Disability Policy: All instructors are encouraged to include in their syllabi a statement inviting students with disabilities to meet with them in a confidential environment to discuss making arrangements for accommodations. This statement both normalizes the accommodation process and help to create a positive and welcoming environment for students with disabilities. The statement also creates a collaborative model for determining and implementing legally mandated accommodations and serves as a reminder to students who need the accommodations that these arrangements need to be made. Below are a few recommended statements you may choose to use or you may consult your campus office of disability services for additional guidance.

Sample Syllabus Statement:
  I.   Any student who feels that he may need an accommodation based upon the impact of a disability should contact me privately to discuss his specific needs. If you think you need such an accommodation and have a documented disability, please contact the office of services for students with disabilities in room   , or call   to coordinate reasonable accommodations.
  II.   It is college policy to provide reasonable accommodations to students with disabilities. Any student with a disability who may need accommodations in this class is advised to speak directly to   , located in   , or call   as early in the semester as possible. All discussions will remain confidential.
  III. Students with disabilities who believe that they may need accommodations in this class are encouraged to contact located in room   , or call   as soon as possible to ensure that such accommodations are implemented in a timely fashion.
  IV.   All students with disabilities and medical conditions are encouraged to register with the Office of
      for assistance and accommodation. For information and an appointment contact the Office of   located in Room   or call /or VP (video phone).

Attendance Policy: Offer specifics about your expectations for attendance. How many absences are acceptable/expected? Will students get points for attendance? You may also describe expectation of courtesy here.

Professionalism Policy: Offer specifics about your policy on professionalism or late arrivals.

Academic Conduct Policy: Offer specifics about your policy on cheating or plagiarism. You may wish to refer to the Catalog or other policy handbooks, which governs all student behavior even when specifics are not mentioned in a syllabus. An alternative is to call specific attention to plagiarism, perhaps even defining it for your students.
If you are using a plagiarism-detection service, it is recommended that you clearly state so on the syllabus.

College Learning Center, Writing Center, and Academic Computing Labs: Offer information about access and expectations.

APPENDIX B:
INCOMPLETE GRADE POLICY AGREEMENT

**CUNY SCHOOL OF LABOR
AND URBAN STUDIES**
THE CITY UNIVERSITY OF NEW YORK

25 West 43rd Street, 19th Fl, New York, NY 10036-7406 | Phone 646-313-8300 | slu.cuny.edu

Incomplete Grade Policy Agreement

Policy

An Incomplete grade (INC) is a temporary grade. It is the student's responsibility to request an Incomplete grade in a timely manner, no later than two weeks before the final project or exam is due.

- The grade is given at the discretion of the instructor of record. It may be granted if participation requirements have been met and the only outstanding work is a paper, project, or examination.
- The instructor has the right to refuse a request.
- If the request is granted, the instructor can set a time limit for completion that is shorter than the end of the following semester.
- When the course work is completed and the final grade received, the INC grade will be replaced; a notation will be made on the student's transcript of the date of change.
- INC grades for undergraduate courses must be completed by the end of the following semester. INC grades for graduate courses must be completed within one year.
- Incompletes unresolved in the abovementioned time will become FIN in students' record and may not be changed thereafter.

Best Practices

Most SLU students working towards finishing an incomplete utilize the SLU Learning Hub to help them set goals for and receive periodic feedback on their work. Students are encouraged to make repeating appointments to support their progress. See this guide to schedule an initial appointment with a writing consultant.

Agreement:

Student's Name: _____ EMPLID: _____ Semester: _____

Course: _____ Course Name: _____ Instructor: _____

Student's email address: _____

Instructor's email address: _____Union Affiliation if any _____

Reason(s) for Incomplete: _____

Student agrees to complete the following assignment(s) to cure the "Incomplete" (Professor may attach assignment): a) Final exam_____ b) Pending assignments___ c) Presentation_____ d) Final Paper_____

e) Other (specify): _____

Date by which student agrees to complete assignment(s) as described above: _____

If student plans to seek support from the SLU Learning Hub, please include date/time of initial appointment: _____

Student's signature_____ Date/Year_____

Instructor's signature_____Date/Year_____

Rev. 3/2023

**CU
NY**

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APPENDIX C: GRADING FOR FINAL GRADES

WHAT GRADE SHOULD BE ASSIGNED ON THE FINAL GRADE ROSTER?

```
                   ┌──────────────────────────────┐
                   │ Did the student participate at │
                   │ least once in an academically  │
                   │ related activity for the class? │
                   └──────────────────────────────┘
                            │
              ┌─────────────┴─────────────┐
         ┌─────────┐                 ┌─────────┐
         │   Yes   │                 │   No    │
         └─────────┘                 └─────────┘
```

Did the student **participate at least once in an academically related activity**, and then completely stopped attending any time prior to the culminating experience for the course without officially withdrawing?

Student should have been assigned a WN grade. Contact the office of Registrar for the appropriate guidance on how to **Assign a WN.**

Yes

No

Assign a WU

Did the student complete all course requirements?

Yes

No

successfully completed the course: **Assign a passing letter grade**

unsuccessfully completed the course: **Assign a grade of F**

Did you consult with the student and agree that an incomplete can be given?

Yes

No

Assign an INC

Assign an appropriate grade based on your grading rubric

APPENDIX D: CHANGE OF GRADE REQUEST FORM

CUNY SCHOOL OF LABOR AND URBAN STUDIES

CHANGE of GRADE REQUEST

DATE: _____TERM: _____

COURSE: _____

INSTRUCTOR: _____

STUDENT EMPLID: _____

STUDENT NAME: _____

CHANGE of GRADE FROM: _____ TO: _____

Instructor signature: _____

Department Chair Approval: _____

Associate Dean Academic Affairs Approval: _____

Please submit all change of grade requests to the Office of the Registrar at registrar@slu.cuny.edu

06/06/2019lg

APPENDIX E: CUNYFIRST LOGIN INSTRUCTIONS

CU NY The City University of New York

Account activation is the first step to accessing CUNY-wide applications and services.

For new students, faculty and staff, you can begin the process of activating your CUNY account via the Manage Login page.

1. Navigate to managelogin.cuny.edu
2. Select the **Activate Your CUNY Login** link

CUNY Login

Account Self-Service

Welcome to CUNY Login Account Self-Service

Select your options from the menu below

New Account
Activate Your CUNY Login

Account Assistance
Forgot Your CUNY Login?
Forgot Your Password?

Manage your CUNY Login Account

Activating your CUNY Login Account requires authenticating your legal first name and last name, date of birth and a partial Social Security Number.

1. Enter **first name**
2. Enter **last name**
3. Enter **Date of birth** *Include dashes for Date of Birth for example - 11-30-1978*
4. Last 4 digits of **Social Security Number**
5. Check off the **reCAPTCHA** box
6. Click **Continue**

**Additional verification maybe required for the reCAPTCHA process

Enter Personal Information

Provide the information in the fields that follow to activate your CUNY Login account
All fields are required

First Name

Studious

Last Name

Student

Date of Birth (MM-DD-YYYY)

01-01-1998

☑ Display Date of Birth

Last 4 digits of Social Security or CUNY-assigned ID Number

••••

☐ Display last 4 digits

✓ I'm not a robot   reCAPTCHA

Continue

reCAPTCHA Instructions
Choose "I'm not a robot" and click Continue. You may need to complete a

DRAFT

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CU
NY
**The City
University of
New York**

Confirm Account Email Address

The account management email address
displayed is from your CUNY application
You must have an account management
email address   it does not have to be
your assigned CUNY email address

For additional security, a
validation link will be sent via
email during the account
activation process.
The Confirmation Self-Service
Account Management Email
Address screen appears
prepopulated with an email
address. You can continue the
process with the displayed email
address or enter a new address
in the fields provided.

Either click Continue to confirm your
current account management email
address OR change it by completing both
New Email Address fields and
clicking Continue
All fields are required

Yes, I want the confirmation to go to this email address

Current Account Management Email Address

Studious.Student@yahoo.com

1. Review email address
2. Click **Continue** if this is a valid
   email address

New Email Address

-OR-

Confirm New Email Address

Logoff   Continue

Enter and confirm a new email
address for receipt of the
validation link

Current Account Management Email Address

Studious.Student@yahoo.com

Please use this email address instead

New Email Address

3. Enter new email address
4. Confirm new email address
5. Click **Continue**

Studious.Student@campus.cuny.edu

Confirm New Email Address

Studious.Student@campus.cuny.edu

Logoff   Continue

2

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CU NY The City University of New York

The Email Sent page appears confirming that a validation link has been sent to the indicated email address.

Confirmation Email Sent

A confirmation email has been sent to the account management email address you provided.

You must click on the link in the confirmation email (within 2 hours of receipt) to continue account activation.

Return to Account Self-Service
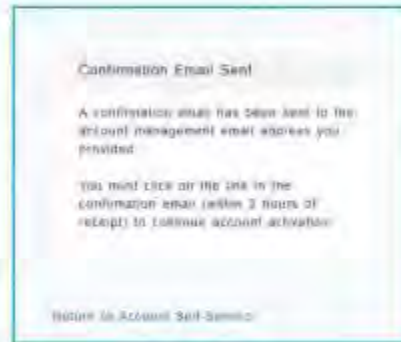
To view the validation link, locate and open the email titled, 'CUNY Login Account Activation...'and click the link inside the email.
Note: Be sure to check your Spam/Junk mail folders if you cannot find the email

1. Navigate to your **Inbox**
2. Open email 'CUNY Login Account Activation...'
3. Click the link

Clicking the link inside of the verification email navigates you to CUNY's Create a Password page where you will create a password for CUNY Login Applications.
You can click the View CUNY Login Password Policy link to display the full list of password creation parameters.

1. Enter **Password**
2. Confirm **Password**
3. Click **Continue**

Create Account Password

Enter and confirm a CUNY Login password in the fields that follow

View CUNY Login Password Policy

All fields are required

Must Contain
At least 8 characters
1 number or symbol
1 uppercase letter
1 lowercase letter

Enter Password

Confirm Password

Continue

3

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The City University of New York

The Self-Service Account Management Mobile Phone number page allows for future account authentication via a text message.

1. Enter **Phone Number**
2. Confirm **Phone Number**
3. Click **Continue**

Enter Account Mobile Phone Number

Enter a mobile phone number in the fields that follow to allow for future account authentication via text messages to your phone.

Please note:
- Both Country Code fields are required for non US phone service subscribers
- Both Phone Number fields are required and up to 15 digits may be typed
- Use only numeric characters without spaces, periods, dashes or other characters
All fields are required.

Country Code (for non-US numbers)

Phone Number   Do not include dashes

3475551212

Confirm Country Code (for non-US numbers)

Confirm Phone Number

3475551212   ×

Continue

DRAFT

4

Select and answer five challenge questions for the final step in the CUNY Login account activation process. Be sure to choose questions in which the answers are meaningful, easy to remember and concise
Note: The responses you enter are *not* cASE Sensitive

1. Select desired question
2. Enter the answer
3. Repeat until all 5 fields have been completed
4. Click **Continue**

5

![The City University of New York logo]

The User Activation Completed Successfully message appears stating that a confirmation has been sent via email. The message also provides your new CUNY Login username and EMPLID. Please document these items and store in a safe and accessible location.

1. Record **CUNY Login**
2. Record **CUNY EMPLID**

Account Activation Successful

A confirmation email has been sent to your account management email address. **Your CUNY Login username is:** Studious.Student11@login.cuny.edu

Your EMPLID is: 44332211

Please write this information down and store in a secure place

For the list of CUNY-wide applications and services, see the Technology Services page on CUNY.edu Return to Account Self-Service

Review the confirmation email, sent to the address indicated at the start of the account activation process, stating that the CUNY Login Account has been successfully activated.

You are receiving this email as confirmation that your CUNY Login user account _____@login.cuny.edu was successfully activated. _____@login.cuny.edu will be your login username for many CUNY-wide applications and services.

To access CUNY Applications and Services
Visit the CIS Technology Services page on www.cuny.edu to access or find more information about CUNY applications and services. Some CUNY app
If the CUNY Login account and username in this email are wrong
If the CUNY Login account and username in this email do not match the one displayed during your CUNY Login account activation process, please
If you received this email in error
Please delete this email if you are not activating your CUNY Login account and have received this email in error.
For more information on managing your CUNY Login Account
See the Account Activation instructions on www.cuny.edu
If you need help
See the List of Campus Help Desks for your college's help desk contact information.
Do not reply to this message. It is an automated notification, and replies to it will be sent to an unmonitored mailbox.

End of Procedure

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APPENDIX F: ACCEPTABLE USE OF
MICROSOFT OFFICE 365 FOR EDUCATION POLICY

Acceptable Use of Microsoft Office 365 for Education Policy

Microsoft Office 365 for Education offers convenient cloud-based services to facilitate your work at CUNY. Office 365 for Education (Office 365) includes OneDrive for Business, a cloud file storage and sharing service, as well as other online applications that may be made available to you. Although Office 365 is a University-licensed cloud solution, there are security practices that must be followed to ensure the service is used in a manner that best protects the security of the University's confidential and sensitive data.

This policy provides rules regarding the acceptable use of Office 365 by members of the CUNY community for CUNY academic, research and administrative purposes. These rules are applicable only to Office 365 and not to other cloud-based applications and services and supplement CUNY's general Acceptable Use of Computer Resources policy. If you have any questions, please check with the data owner, the college CIO or CUNY CIS in the Central Office.

I. Benefits of Office 365

- Office 365 is CUNY-licensed for use by the University and supported by CUNY CIS and college IT departments.
- Office 365 / OneDrive for Business offers generous file storage. OneDrive for Business can automatically synchronize files across platforms and devices, e.g., PC, Macintosh and mobile devices.
- Office 365 facilitates file sharing and collaboration among CUNY students, faculty and staff in accordance with the classifications of data described in the sections that follow.
- Office 365 facilitates the sharing of public files (see Section VI *Sharing Public Data*) with colleagues both inside and outside of the University.

II. Using Office 365 Securely

You as the User are responsible for securing every workstation or device you are using to access Office 365 services. Talk to your college or Central Office IT department to get help or answers to questions regarding securing your computers and other devices.

- Ensure virus/malware detection software is installed with the latest definitions.

- Keep your operating system and software up-to-date.

- Password-protect your workstation or device and use idle-time screen saver passwords where possible.

- Only use your workstation or device with the privileges of a regular user—not as a system administrator.

- Take particular care to maintain these precautions when using OneDrive to synchronize files to a device that is not issued and managed by the University.

III. Protecting Your Data in Office 365

You as the User are also responsible for protecting the data you choose to store in Office 365.

- Periodically review security and sharing settings, ensuring that information is shared only with intended audiences.

- Back up any valuable data you store in Office 365 so that Office 365 is not the sole repository of the data.

- Files must be stored in accordance with University and college records retention schedules.

- Storing personal files or information in your CUNY Office 365 account is not recommended. Data present in your CUNY Office 365 account may be subject to open records requests.

IV. Protecting Confidential Data

Confidential data includes data that, if accessed by unauthorized entities, could cause personal or institutional financial and reputational loss or constitute a violation of a statute, act, law or University policy.

Confidential Information should not be stored in Office 365 unless the specific use has been reviewed and approved by the University's Chief Information Security Officer (CISO) or the college Chief Information Officer (CIO), in consultation with relevant offices possessing expertise on the type of data involved, including the Provost.

Examples of confidential data include but are not limited to:

- Personally Identifiable Information (PII) including but not limited to social security number, date of birth, mother's maiden name, passport number, driver's license number, taxpayer identification number, bank account and credit/debit card numbers.

- Data, such as student educational records, covered by the Federal Educational Rights and Privacy Act (FERPA). This includes class rosters, test scores, grades and financial aid information that can be associated with an individual.

- Protected Health Information (PHI), including medical records, health status, and records covered by health privacy laws.

- Citizenship information.

- Payment cardholder information requiring protection under the Payment Card Industry Data Security Standard (PCI DSS), such as credit and debit card numbers, card expiration, etc.

- Trade secrets, intellectual property or information that may be relevant for the creation of a University, faculty or student owned patent.

- Research data under a restricted data use agreement or other IRB data and relevant restrictions that do not explicitly permit cloud storage.

- Passwords and access codes.

V. Protecting Sensitive Data

Sensitive data is information generally used internally at the University or with its authorized partners. If released to unauthorized individuals, sensitive data would not result in financial loss or legal compliance issues but would negatively affect the privacy of the individuals named or the integrity or reputation of the University.

Sensitive data may be stored and shared in Office 365 but must be stored and shared in a secure manner in accordance with Sections II and III above regarding "Using Office 365 Securely" and "Protecting Your Data in Office 365"

This includes but is not limited to the following:

- Email and other communications regarding internal matters which have not been specifically approved for public release.

- Proprietary financial, budgetary or personnel information not explicitly approved by authorized parties for public release.

- Identities of donors or other third-party partner information maintained by the University not specifically designated for public release.

VI. Sharing Public Data

Public Data refers to data that does not meet the criteria for Confidential or Sensitive Data as defined above. Although not Confidential or Sensitive, to maintain its integrity access to Public Data must be managed in a safe and secure manner.

Public data may be stored and shared in Office 365.

Best practices for sharing Public Data:

- Use folders to share groups of files with others online.

- Share files with specific individuals, never with "everyone" or the "public."

- Be careful when sending links to shared folders because they can be forwarded to others to whom you did not intend to provide access.

- Remember that once a file or information is shared, the recipient can download it to a device and share it with others.

- Remove individuals when they no longer require access to files or folders.

CUNY THE GREATEST
URBAN UNIVERSITY
IN THE WORLD

Related information:

CUNY Acceptable Use of Computer Resources Policy

CUNY Information Security Procedures

Acceptable Use of Microsoft Office 365 for Education	**Issue Date:** 7/23/2018
	Issued By: University Cloud Policy Advisory Group **Policy Owner:** Computing and Information Services

APPENDIX G: PAYROLL POLICIES AND FORMS

CUNY SCHOOL OF LABOR AND URBAN STUDIES
THE CITY UNIVERSITY OF NEW YORK

25 West 43rd Street, 19th FL, New York, NY 10036-7406 | Phone 646 313-8420 | Fax 212 827-5955 | Bursar@slu.cuny.edu

21. PAYROLL DISTRIBUTION

Faculty and staff are strongly encouraged to opt into direct deposit, which is a safer and faster alternative to receiving a paper check.

Those who choose the latter may pick up their paycheck on a payroll distribution day, which is any time after 9:00 AM on the Thursday of each pay week. The paycheck is held by The Bursar's Office for 28-days, or 3 pay periods, before it is returned to Human Resources/Payroll. Unclaimed paychecks are returned to New York State. A **Payroll Inquiry** must be submitted to Human Resources/Payroll to determine the appropriate course of action for reissue.

21.1 SIGNATURE CARDS

Signature cards are created for the NYS fiscal year. Employees must present a valid state or College identification and sign the signature card to retrieve their paycheck.

21.2 AUTHORIZATION TO MAIL PAYCHECKS

Paychecks are only mailed if an employee opts into this service by completing the **Mail Paycheck** form. The completed form must be submitted to the Bursar's Office. Please note, the form must be notarized. **Self-addressed and stamped envelopes must be provided or paychecks will not be mailed.**

The paycheck will be available for pickup after 9:00 AM on the Thursday of each pay week and mailed the following day (Friday), with minor variations for holidays and summer schedules. **Mailed paychecks reported lost or stolen are stopped and reissued.** A **Payroll Inquiry** must be submitted to Human Resources/Payroll to determine the appropriate course of action for reissue.

21.3 PROXY

Faculty and staff may assign a colleague to retrieve their paycheck. The employee will complete the **Paycheck Proxy** form and submit to The Bursar's Office. The proxy will be added to the employee's signature card. No more than one proxy is permitted per employee. The proxy must present valid state or College identification when retrieving the employee's paycheck.

A proxy is removed from the employee's signature card if they are replaced by another staff member or cancelled by way of this form.

Lost or stolen paychecks that were retrieved by proxy are stopped and reissued. A **Payroll Inquiry** must be submitted to Human Resources/Payroll to determine the appropriate course of action for reissue.

21.4 PAYSTUBS

Paystubs will be placed in the employee's mailbox. If a mailbox is unavailable, the stub will be held by the Bursar's Office. Unclaimed stubs will be returned to Human Resources after 28-days, or 3 pay periods.

CUNY SCHOOL OF LABOR AND URBAN STUDIES

THE CITY UNIVERSITY OF NEW YORK

25 West 43rd Street, 19th FL, New York, NY 10036-7406 | Phone 646 313-8420 | Fax 212 827-5955 | Bursar@slu.cuny.edu

MAILING AUTHORIZATION

This form authorizes the School of Labor and Urban Studies to mail faculty and staff paychecks. The paycheck will be available for pickup after 9:00AM on the Thursday of each pay week and mailed the following day (Friday), with minor variations for holidays and summer schedules.

☐ MAIL ALL PAYCHECKS, STARTING _____
MONTH, DAY, YEAR

Self-addressed and stamped envelopes must be provided or paychecks will not be mailed.

Do not sign this form before meeting with a notary public. To successfully and legally notarize your document, wait until you are in the presence of the notary. Once completed, submit to the Bursar's Office and obtain a receipt.

I, [print name] _____, herby authorize the CUNY School of Labor and Urban Studies to mail all paychecks as of the date listed. I understand that checks will only be mailed to the address listed in my employee file and that the College is not responsible for mailing delays or paychecks lost in transit. If I choose pick-up any of the listed paychecks, I must notify the Bursar's Office within 24-hours of the distribution day, which is each pay week on Thursday after 9:00AM.

Signature _____   Date ____/____/ 20____

In the County of _____, State of _____, this instrument was signed or

acknowledged before me on ____/____/ 20____ by _____.

_____
NOTARY PUBLIC

[Seal]   My commission expires _____

Department of Finance and Business Affairs
Human Resources and Payroll

**CUNY SCHOOL OF LABOR
AND URBAN STUDIES**
THE CITY UNIVERSITY OF NEW YORK

25 West 43rd Street, 19th FL, New York, NY 10036-7406 | Phone 646 313-8420 | Fax 212 827-5955 | Bursar@slu.cuny.edu

PAYCHECK PROXY

Faculty and staff may assign a colleague to retrieve their paycheck. Employees must complete this form and submit it to the Bursar's Office. No more than one proxy is permitted per employee. The proxy must present valid state or College identification when retrieving the employee's paycheck.

A proxy is removed from the employee's signature card if they are replaced by another staff member or cancelled by way of this form.

☐ADD OR REPLACE

I, [print name] _____ , herby authorize the CUNY School of

Labor and Urban Studies to release my paychecks to

[print name of proxy] _____ . I understand that my assigned proxy will

be added to my signature card and entrusted with the responsibility of retrieving and delivering my paycheck.

Additionally, I am aware that the College is no longer responsible for my paycheck once it is released to the

authorized proxy.

Employee Signature _____

Date _____ / _____ / 20____

Proxy Signature _____

Date _____ / _____ / 20____

You must present valid state or College identification to retrieve your colleague's paycheck.

☐ CANCEL PROXY

Employee Signature _____

Date _____ / _____ / 20____

Department of Finance and Business Affairs
Human Resources

**CUNY SCHOOL OF LABOR
AND URBAN STUDIES**
THE CITY UNIVERSITY OF NEW YORK

25 West 43rd Street, 19th FL, New York, NY 10036-7406 | Phone 646 313-8420 | Fax 212 827-5955

PAYROLL INQUIRY

TO: John Conway
        Central Office Human Resources
        205 East 42nd Street, 10th Floor
        New York, NY 10017
        Phone (646) 664-3277 | Fax (646) 664-2962
        Email John.Conway@cuny.edu

FROM: [NAME]   _____

        [PHONE]   _____

        [EMAIL]   _____

RE: [PAY DATE] _____

Check all that apply.

☐ I was not paid the correct amount.

☐ I did not receive my scheduled paycheck.

☐ I did not receive my scheduled direct deposit.

☐ I opted into the 'Mail My Paycheck' service, but have not received it yet.

☐ I designated a proxy to retrieve my paycheck, but have not received it yet.

☐ I received my paycheck, but it was lost or destroyed. Please stop and reissue.

☐ I believe my paycheck was stolen. Please stop and reissue

☐ My paycheck was returned to New York State. Please reissue.

☐ Other

If other, please specify.

_____

Please allow 24-48 hours for a response.

Human Resources and Payroll

APPENDIX H: MULTIPLE POSITIONS MEMO
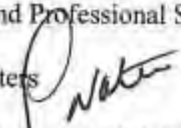
CU NY The City
University
of
New York

Office of the Vice Chancellor for
Human Resources Management
535 East 80th Street
New York, NY 10075
Tel. 212-794-5353
Fax: 212-794-5687

VIA E-MAIL

July 29, 2014

TO: The College Presidents
        The Deans of the CUNY-wide and Professional Schools

FROM: Vice Chancellor Gloriana B. Waters

SUBJECT: Implementation of the Revised Statement of Policy on Multiple Positions

At its meeting on June 30, 2014, the Board of Trustees approved a revised *Statement of Policy on Multiple Positions* (Attachment 1). The revised policy, which was effective upon adoption, contains one important change: Section 2.d ("Within the University – Summer Activities") has been revised to include the following statement:

> During the first three summers of a faculty member's employment at The City
> University, the President of a College or a Vice Chancellor, as appropriate, may
> authorize payment to a faculty member to conduct his/her research during the
> summer from tax-levy funds, subject to the same total three-ninths limitation for all
> summer activities noted above.

The purpose of this memorandum is to provide guidance on the proper interpretation and implementation of this change, as well as to review the applicable rules that have been enunciated in previous guidance. The specific guidance relating to the new provision appears in Section V below.

i. Covered titles

The *Revised Statement of Policy on Multiple Positions* continues to apply only to full-time faculty. It does not apply to adjunct faculty, nor does it apply to other full-time members of the instructional staff, such as employees in the Higher Education Officer series, the College Laboratory Technician series, or Research Associates and Research Assistants.[1]

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[1] Notwithstanding, the Policy does apply to these individuals if the college's Governance Plan accords faculty rank or faculty status to employees in these titles. Rules governing multiple positions by employees in these titles have been promulgated by the Office of Human Resources Management.

II. Employment, consultative, or other work outside the University

Faculty members who wish to engage in outside employment, consultative work, or other work must receive prior approval. The faculty member must provide to the Department Personnel and Budget Committee the following information:

- His/her total academic commitment,
- The proposed employment, consultative or other work and
- Information regarding previously approved outside employment.

If the Department Personnel and Budget Committee approves the requested employment, consultative work or other work, the Department Chairperson must determine the amount of time that the faculty member may expend on the activity, subject to review by the President. In no event may the amount of time spent on such outside employment, consultative work or other work exceed an average of one day per week (*i.e.*, seven hours) or its equivalent during the academic year.

Section 2.a requires that a faculty member who engages in work external to the University include within any written agreement with a third party governing such arrangement the following five (5) principles: (a) the faculty member is serving in his or her individual capacity and not on behalf of the University, and the University's name may not be used in connection with the faculty member's services without the written permission of the University; (b) the faculty member's primary employment responsibility is to the University and he or she is bound by the University's policies, including those related to external work; (c) in executing the external work the faculty member may not make substantial use of the University's resources without the written permission of the University; (d) no relationship or agreement between the faculty member and the third party may grant rights to intellectual property owned by the University and/or the Research Foundation without their written authorization; and (e) the third party may not restrict the faculty member's ability to engage in research as an employee of the University, limit his or her ability to publish work generated at or on behalf of the University, or infringe on the faculty member's academic freedom.

III. Overload Teaching within the University

When a college wishes to engage the services of a full-time faculty member of another college, the principal academic or administrative officer of the requesting college must make a request and receive approval from the principal academic officer or administrative officer of the other college. To the extent possible, these requests should be achieved through an exchange of services or by budgetary interchange and should not result in additional academic workload or additional remuneration for the faculty member. However, the President or the Chancellor may approve variations from this norm.

2

The policy makes important distinctions between the opportunities to work overload assignments[2] applicable to full-time non-tenure-track faculty and tenured faculty, on the one hand, and to full-time, non-tenured, tenure-track faculty, on the other.

A. Full-time non-tenure-track faculty and tenured faculty

Section 2.b permits full-time non-tenure-track faculty, including Instructors and Lecturers, and tenured faculty to be eligible for overload assignments. The general rule is that such faculty may be assigned up to a maximum of eight (8) total classroom contact hours over the fall semester and the spring semester. In addition, such faculty may be assigned up to an additional six (6) classroom contact hours during the academic year in courses that are offered: (a) during the winter session; (b) exclusively on Saturdays or Sundays; or (c) as part of on-line degree programs.

B. Full-time non-tenured tenure-track faculty

Section 2.b.4 prohibits overload teaching assignments for full-time non-tenured tenure-track faculty, except where the faculty member is not currently using the contractually-mandated research reassigned time, and then only with the special permission of the Chancellor or the appropriate President.

IV. Overload non-teaching assignments within the University during the academic year

As a general rule, faculty may not receive extra compensation during the academic year for research, consulting, or any other employment with The City University or any of its affiliated organizations, regardless of the source of the funds. Grant funds may be used during the academic year to compensate the college for reassigned time to facilitate the faculty member's research during the academic year. The exception to this rule for teaching overloads is covered in Section III supra.

In addition, where special circumstances of an urgently needed short-term administrative and/or service assignment exist, a President or Vice Chancellor may authorize specific additional compensation to compensate a faculty member whose services are required as an overload. These assignments are limited to 150 hours per semester at the non-teaching hourly rate, or a total of 300 hours for the entire academic year.[3] Although all full-time faculty may be considered for such assignments, the assignment of a non-tenured tenure track faculty member is discouraged and may only be approved in exceptional circumstances and then only during a semester when that faculty member is not using contractually-mandated reassigned time.

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[2] An overload assignment is a teaching assignment in excess of the full-time, non-tenure-track or tenured faculty member's contractual teaching workload as set forth in the current collective bargaining agreement.
[3] Teaching overload assignments and non-teaching overload assignments must be aggregated pursuant to a formula to determine the maximum number of extra hours that may be worked. See Section VII infra.

3

V. Summer Activities

Sections 2.d and 5 concern faculty assignments during the summer annual leave period. The new language in Section 2.d, adopted by the Board at its June 30, 2014 meeting, provides an opportunity for a President or a Vice Chancellor, as appropriate, in his/her discretion to authorize tax-levy compensation during the summer to support a faculty member's research during the first three summers of a faculty member's appointment to the University. The impetus for this provision is to augment the University's ability to recruit and retain faculty with promising research capabilities, particularly, although not exclusively, in the STEM disciplines. This tax-levy research compensation is subject to the same limitations as other summer activities, as detailed below. The payment mechanism is the same as the payment mechanism for grant-funded research activity over the summer.

All of the provisions in Section 2.d are predicated upon the presumption that the faculty member has the summer annual leave period prescribed by the collective bargaining agreement for teaching faculty. Special consideration, therefore, must be given to harmonize the new provision with the contractual working conditions of librarians because, unlike teaching faculty, they earn between 20 and 30 annual leave days per year that can be scheduled throughout the year. In addition, a limited number of Library Reassignment Leaves with pay of up to five weeks duration are available to librarians. Therefore, it is possible for a librarian, with appropriate supervisory permission, to schedule annual leave during the summer months and also to receive one of the limited Library Reassignment Leaves during the summer months. In such a case, a librarian could be eligible for a pro-rata amount of tax-levy research support compensation during a block of annual leave scheduled in the summer and/or a Library Reassignment Leave, if approved, provided that a President or a Vice Chancellor, in his/her discretion, were to authorize the funding.

Summer tax-levy research compensation is provided at the discretion of the President or a Vice Chancellor, as appropriate: There is no application process. A faculty member who is designated to receive tax-levy summer research compensation must provide the President or the Vice Chancellor, a description of the research that will be conducted during the summer prior to commencement of the research. By the end of September, the faculty member must provide a report regarding the progress that was made on the research during the summer.

Aside from the new language, the provision of Sections 2.d and 5 continue as previously. The mechanisms for payment remain the same: for teaching, faculty are compensated using the appropriate contractual hourly teaching rate; for non-teaching assignments, faculty are compensated using the appropriate contractual hourly non-teaching rate (supported by timesheets); for service during the summer as department chair, faculty are compensated using the contractual formula; for work on a grant administered by the Research Foundation, faculty are compensated based upon the percentage of annual salary they devote to the grant (typically one-ninth, two-ninths, or three-ninths). In total all such summer activities continue to be limited to three-ninths (3/9ths) of the faculty member's full-time CUNY salary. There are additional restrictions where it is anticipated that the faculty member will devote 100% of effort to the

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activity during a particular period of time. For example, if a faculty member is reimbursed one-ninth of annual salary from a grant for work in the month of July, that is an indication that he/she is devoting 100% of effort in July to the grant. Therefore, he/she would not generally be eligible for any other assignment during the month of July. Similar considerations apply to payment as a Summer Chairperson. Faculty members are required to submit the Summer Assignments Reporting Form (Attachment 2) that details his/her proposed summer activities in advance of participating in them to ensure that the three-ninths maximum is not exceeded. There is one exception to the 3/9ths rule: a college foundation may pay faculty for research or additional work during the summer, in an amount that will cause the 3/9ths limitation to be exceeded, when three conditions are met: (a) such payment is consistent with the applicable college foundation's rules; (b) the circumstances surrounding such payment have been rigorously documented and justified; and (c) such payment has been approved by the Chancellor or the appropriate President. When the faculty member receiving such additional compensation from the college foundation is also working on a grant administered by the Research Foundation, the faculty member must consult with the Research Foundation to ensure that the additional compensation does not violate the terms of the grant. A copy of the Multiple Position Policy Summer Calculator accompanies this e-mail.

VI. Faculty on Leave

Section 3 clarifies the University's policy on employment by faculty on approved leaves. When faculty members are granted leaves of absence, they are expected to devote their time and energy to the purposes for which the leave is granted. Thus, as a general rule, employment within or outside of the University during leaves of absence is prohibited, unless such involvement is integral to the purpose for which the leave is granted. Employment either within or outside of the University during a leave of absence requires the approval of the President. Notwithstanding the foregoing, faculty on Travia Leave may be employed outside the University with prior notice to the President, provided that they agree, in writing, to an irrevocable commitment to retire at the end of Travia Leave. Section 3 also makes clear that, for multiple position purposes, Fellowship Leaves and Scholar Incentive Awards will cover periods within the boundaries of the academic year but not the summer annual leave period.

VII.   Multiple extra involvement

Section 4 provides guidance on how to calculate the maximum hours of combined teaching and non-teaching overload assignments that may be made available to a faculty member, assuming compliance with the requisite justifications set forth in the revised policy. To that end, from the beginning of the fall semester until the day after spring commencement, for full-time non-tenure-track and tenured faculty, the total extra involvement cannot exceed 14 classroom contact hours of extra teaching (as set forth in Section 2.b.2 and 2.b.3 combined), a total of 210 "clock" hours, or 300 hours of extra consultation or non-teaching adjunct work (as set forth in Section 2.c), or a proportional combination of these two types of activities. The formula for determining how many hours of a non-teaching assignment are available is the following: The maximum number of teaching "clock" hours minus the actual number of teaching hours performed during the academic year divided by .6. For example, a faculty member who is assigned 12 classroom contact hours during the academic year would work 180 hours teaching (12 times 15), and would

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be eligible to work an additional 50 non-teaching hours, applying the formula: $(14 * 15) - (12 * 15)/.6 = 50$.

VIII. Multiple Position Form

All full-time faculty members, including faculty members on leaves other than long-term disability leave, must fill out the Multiple Position Report (Attachment 3) each semester and update the form if changes occur during the semester. The form requires the faculty member to detail activities within and outside of CUNY that are in addition to his/her regular, full-time employment at the college. Compensated and uncompensated activities outside of CUNY require approval of the Department Personnel & Budget Committee, the Department Chairperson and the President.

If you have any questions, please call Raymond F. O'Brien at 646.664.3256 or Sahana Gupta at 646.664.3257. Thank you.

Attachment

c: Chancellor James B. Milliken
        Cabinet
        Chief Academic Officers
        Chief Administrative Officers
        Chief Student Affairs Officers
        Labor Designees
        Human Resources Officers
        Ms. Ethelyn Clark
        Ms. Deborah Bell

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