CUNY SCHOOL OF LABOR AND URBAN STUDIES

Faculty Handbook
2024 – 2025

(Updated **9.4.24**)

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

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ACADEMIC CALENDAR FALL 2024

	Dates	Days	Description
August	21	Wednesday	Last day to file e-Permit request
	27	Tuesday	Last day to drop for 100% Tuition Refund
	28	Wednesday	Start of Fall Term
September	2	Monday	College Closed
	3	Tuesday	Last day to add a course Last day to drop for 75% tuition refund Financial Aid Certification Enrollment Status Date
	4	Wednesday	Verification of Enrollment rosters available to faculty Grade of WD is assigned to students who officially drop a course
	10	Tuesday	Last day to drop for 50% tuition refund
	17	Tuesday	Last day to drop for 25% tuition Last day to Change or Declare a major to be effective Fall 2024 Census date – Form-A cutoff Verification of Enrollment Rosters due from faculty
	18	Wednesday	WN grades assigned Grade of W is assigned to students who officially withdraw
	27	Friday	WA Grades Assigned – Immunization non-compliance
October	2-4	Wednesday-Friday	No classes scheduled
	11-12	Friday-Saturday	No classes scheduled
	14	Monday	College Closed
	15	Tuesday	Classes follow a Monday schedule
November	6	Wednesday	Last day to drop a course with a grade of W
	27	Wednesday	Classes follow a Friday schedule
	28-30	Thursday-Saturday	College Closed – No classes scheduled
December	1	Sunday	College Closed – No classes scheduled
	15-21	Sunday-Saturday	Final Examinations
	21	Saturday	End of Fall Term
	24-25	Tuesday-Wednesday	College Closed
	27	Friday	Final Grade Submission Deadline

ACADEMIC CALENDAR SPRING 2025

	Dates	Days	Description
January	18	Saturday	Last day to file Permit request
	24	Friday	Last day to drop for 100% Tuition refund
	25	Saturday	Start of Spring Term
	29	Wednesday	No classes scheduled
	31	Friday	Last day to add a course Last day to drop for 75% tuition refund Financial Aid Certification Enrollment Status Date
February	1	Saturday	Verification of Enrollment rosters available to faculty Grade of WD is assigned to students who officially drop a course
	7	Friday	Last day to drop for 50% tuition refund
	12	Wednesday	College Closed
	14	Friday	Last day to drop for 25% tuition refund Census date Verification of Enrollment Rosters Due from faculty
	15	Saturday	WN grades assigned Grade of W is assigned to students who officially withdraw
	17	Monday	College Closed
	18	Tuesday	Classes follow Monday schedule
	24	Monday	WA Grades Assigned – Immunization non-compliance
March	6	Thursday	Classes follow Wednesday schedule
	31	Monday	No classes scheduled
April	1	Tuesday	Last day to drop a course with a grade of W
	12-20	Saturday-Sunday	Spring Recess
May	16-22	Friday-Thursday	Final Examinations
	22	Thursday	End of Spring Term
	26	Monday	College Closed
	27	Tuesday	Final Grade Submission Deadline
June	1	Sunday	Spring 2025 Degree Conferral Date

INTRODUCTION: GREETINGS FROM CHAIRS & DEAN

Dear Faculty:

Welcome to the 2024-2025 academic year at the School of Labor and Urban Studies (SLU). At a time when our world is experiencing unprecedented uncertainty, we are committed to our students, our school, and to creating a caring, supportive, and engaging community for our students and faculty through distance learning. 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, is 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.

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

ADMINISTRATION

Gregory Mantsios, Dean
B.A. Queens College, CUNY, M.A., Queens College, CUNY, Ph.D. Union Institute and University

Burton Sacks, Associate Dean for Operations
B.A. Long Island University, M.A. Long Island University, M.A. Long Island University, P.D. Yeshiva University

Gladys Palma de Schrynemakers, Senior Associate Dean of Academic Affairs
B.A. Saint John's University, M.S. City College, P.D. CW Post Long Island University
Ed.D. Teachers College, Columbia University

Meghan Moore-Wilk, Interim Assistant Dean for Strategic Initiatives & Chief of Staff to the Dean
M.S. Teachers College-Columbia University, M.A. New York University
Ph.D. CUNY Graduate Center

Shannon Clarke, Enrollment Director
B.A. SUNY College Old Westbury
M.A. Queens College

Maryam (Sara) Esfarayeni, Director of Worker Education & Workforce Development
M.S. Teachers College-Columbia University
Ed.D. Teachers College-Columbia University

Michael Giliberti, Bursar
B.A St. John's University, M.P.A. John Jay College

Laurie Grimes, Enrollment Registrar Director
B.A. College of Staten Island, M.A. College of Staten Island

Antoinette Isable-Jones, Communications and Marketing Director
B.A. City College

Rochel Pinder-Cuffie, Director of Student and Community Affairs
M.P.A. Baruch College
Ed.D. Northeastern University

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

Sarah Watson, Director of Joseph S. Murphy Institute
B.F.A. Syracuse University
M.A. CUNY School of Labor & Urban Studies, M.A. Hunter

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 who seek to learn more about the challenges confronting poor and working-class populations in the workplace and in the community. It also collaborates with other units of CUNY to offer a range of college-credit programs designed to give workers 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 forums and conferences; and publishes a national journal, *New Labor Forum: A journal of ideas, analysis, and debate.*

The School of Labor and Urban Studies is an outgrowth of the Joseph S. Murphy Institute for Worker Education and Labor Studies (JSMI). Named in honor of former CUNY Chancellor Joseph Murphy, JSMI was formerly affiliated to Queens College and more recently the CUNY School of Professional Studies. A leader in adult and worker education for nearly 35 years, it was established in collaboration with three New York City unions and began with 52 students. Today, the leaders of 26 labor and community organizations serve on its [Advisory Board](#). More than 1,200 adult and traditional-aged students are currently enrolled in undergraduate and graduate degree and certificate programs in Labor and Urban studies and in workforce development programs. The Joseph S. Murphy Institute will continue as an Institute within the new School, focusing on workforce development programs and housing the School's Community Service unit, with its public programming, research, and publications.

The vision for this new 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 public and private workforce.

PROGRAM DESCRIPTIONS

CUNY School of Labor and Urban Studies

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

Department Chair, Stephanie Luce, stephanie.luce@slu.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 Programs**:**
- **Certificate in Community Leadership**
- **Certificate in Healthcare Leadership and Advocacy**
- **Certificate in Public Administration and Policy**
- **Urban Experience Certificate**
- **Certificate in Organizing & Social Change**
- **Advanced Certificate in Community Leadership**
- **Advanced Certificate in Leading Change in Healthcare Systems**
- **Advanced Certificate in Public Administration and Public Policy**
- **Advanced Certificate in Workplace Democracy and Community Ownership**
- **Advanced Certificate in Organizing & Social Change**

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, Gladys Palma de Schrynemakers, gladys.schrynemakers@slu.cuny.edu
Executive Assistant to the Sr. Assoc. 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 community of learners. Sometimes it is helpful to have the class generate a list of "guidelines" that would 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.

Syllabus should be submitted to Administrative Specialist, Marie Romani, no later than **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. Instructors 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.

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. A grade of WU is to be assigned to students who participated in an academic activity related to the class at least once, stopped participating, did not drop the class or receive approval for an incomplete, did not otherwise officially withdraw from the course, and did not complete enough work for the instructor to be able to calculate an earned grade using the criteria delineated in the course syllabus.

An 'F' grade should never be given in place of a 'WU' grade.

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.

GRADES DUE: All grades are due 7 days after the last day of class.

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.

NYSED – 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 expects all candidates 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 2024	**Spring 2025**
Available	September 9	February 1
Due	September 17	February 14

Instructions:

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, no later than 11:59PM on the dates below:**

Fall 2024	Spring 2025
December 27	May 26

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 be circumstances that would require additional signatures of department chairs, or Senior 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, or to make an appointment, please email our Wellness Counselor Lindsay Kazi at: lindsay.kazi@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 support of their career plans. For more information, please contact our Career Specialists Nikki Neysmith at nikki.neysmith@slu.cuny.edu and Cheneyere Williamson at cheneyere.williamson@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's Disability Services Office and Clare Wilson their Disability Services Manager. Padraig O'Donoghue is the liaison between SLU and the Graduate Center for these services. SLU students who need assistance or have questions regarding disability accommodations should 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

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

Student Leadership

The CUNY School of Labor and Urban Studies has a Student Union (our student government) of seven elected student officers that lead our student body and represent students internally at SLU and externally at the wider CUNY. Elections take place every spring semester and students hold office for an academic year. Please encourage students you believe would make great leaders to run for office at: studentservices@slu.cuny.edu

CUNYFirst & BrightSpace

CUNYFirst login instructions can be found in Appendix E. For any questions on CUNYFirst or BrightSpace, contact Mowmita Jabir, mowmita.jabir@slu.cuny.edu or 646-313-8362.

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.

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For more information about classroom visits and/or research support, contact:
Mason Brown, Science Resources Librarian
Mbrown3@gc.cuny.edu or 646-313-8338

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HUMAN RESOURCES

SLU's human resource functions are currently handled through Graduate Center Human Resources (GCHR). GCHR provides SLU faculty and staff services in regard to benefits, payroll, employee and labor relations, talent management, onboarding, and separation. Violet Bube, HR Manager, can be reached during work hours by phone or email at 646-313-8315 violet.bube@slu.cuny.edu. If unavailable, please contact Ticey Rosario at ticey.rosario@slu.cuny.edu.

Teaching Adjunct Pay Dates

Fall 2024		Spring 2025 (TBD)	
September	November		
September	November		
October	December		
October	December		

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 timeandleave@slu.cuny.edu. Additionally, non-teaching adjuncts are to work with their supervisors 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

Classroom Teaching Observations of Hybrid and Online Courses 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. For additional details please refer to the Memorandum of Agreement.

From "Guidance on Academic Continuity #18," Office of CUNY Academic Affairs (August 4, 2020)

Class Cancellation

<u>All classes must meet for 15 class periods</u> 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 one of the following individuals:

1. Department Chair
   Labor Studies: Stephanie Luce, stephanie.luce@slu.cuny.edu
   Urban Studies: Steven London, steven.london@slu.cuny.edu

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

3. Academic Affairs
   Cory Rohr, cory.rohr@slu.cuny.edu, 646-313-8361

If you have not been able to communicate with Marie or Cory, please call the SLU main number 646-313-8300. If you know <u>more than a day</u> in advance that you will be unable to attend a class, you <u>must</u> consult with your department chair to determine if the class can be covered by another instructor.

Weather Cancellations

Please sign up to CUNY Alert (http://www2.cuny.edu/cuny-alert/) to receive text, email, and phone messages of any emergency or weather-related closings on campus.

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

For more information, contact:
Violet Bube, Human Resources Manager
Violet.bube@slu.cuny.edu, 646-313-8315

FACILITIES AND TECHNOLOGY

Computer Access for Adjuncts
Depending on availability, adjuncts will be designated a computer by IT that they will be able to use throughout the semester.

CUNYFirst Login
For information on how to log into CUNYFirst, **see CUNY Login Documentation**.

Acceptable Use of Digital Assets and Resources
For information on the acceptable use of digital assets and resources, see **CUNY Policy.**

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.

Distance Education
For assistance in distance education technology such as Blackboard, Brightspace or Zoom, please visit our Technology Resources page on the SLU website.

> OAA has set up "Zoom Classrooms" to help facilitate distance education at SLU. Each course has been assigned a Zoom account that will host it. Professors can access their "rooms" by logging into Zoom from that room's account. For example, Room 1918 would be slu431918@slu.cuny.edu as a login and professors who teach with this account will be given the password/ "key" to that room. OAA will schedule all courses under the correct "rooms." Make sure your students sign into class with their official first and last name to properly keep track of attendance.

Remote Learning & Work
Apporto provides remote access to select instructional software over the internet, such as SAS, SPSS, Mathworks, Mathematica and Maplesoft.

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:
SLU's Help Desk Team
Online: IT Support Request
E-mail: ServiceDesk@slu.cuny.edu
Phone: 646-313-8440

THE SLU LEARNING HUB

The SLU 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 advisor or QR Fellow.
- Participate in workshops covering a range of writing topics.
- Request written feedback on a writing project from a writing advisor

Faculty:

- Explore resources for teaching writing at SLU.

Best Practices for Faculty:

- Include this language about the Learning Hub in your syllabus

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:

- Requiring students to sign up for a Learning Hub account at the beginning of the semester.
- 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 – SLU Learning Hub
Michael.Rymer@slu.cuny.edu or 646-313-8322

BEST PRACTICES FOR FACULTY

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 in Online 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 acknowledgement 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 Senior Associate Dean for Academic Affairs shall review each such faculty member at the end of his or her third year of service.

The Senior 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 Senior 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 Senior 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 Senior Associate Dean for Academic Affairs' memorandum shall be provided to the faculty member and discussed with him/her by the department chairperson. The department chairperson will report to the Senior 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 Senior Associate Dean for Academic Affairs or jointly the Department Chair and the Senior Associate Dean for Academic Affairs the content of the Senior Associate Dean for Academic Affairs's memorandum.

Following the meeting(s), the Senior Associate Dean for Academic Affairs may, where appropriate, attach an addendum to the memorandum based on the participation of the Senior Associate Dean for Academic Affairs in the meeting or the department chairperson's report of the meeting to the Senior 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 Senior 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 Senior 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.

SABATTICAL POLICY

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.

Apply here: Application for Fellowship Award

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 Sr. 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 646-313-8356
Academic Affairs	Marie Romani Administrative Specialist	marie.romani@slu.cuny.edu 646-313-8476
Labor Studies	Stephanie Luce Department Chair	stephanie.luce@slu.cuny.edu 646-313-8472
Urban Studies	Steven London Department Chair	steven.london@slu.cuny.edu 646-313-8481
Learning Hub	Michael Rymer Associate Director	michael.rymer@slu.cuny.edu 646-313-8322
Tech Help Desk	IT Support	ITHelpDesk@slu.cuny.edu 646-313-8440
Human Resources	Violet Bube Human Resources Manager	violet.bube@slu.cuny.edu 646-313-83
Student Support & Retention	Padraig O'Donoghue Manager	padraig.o'donoghue@slu.cuny.edu 646-313-8321
Student & Community Affairs	Rochel Pinder Director	rochel.pinder@slu.cuny.edu 646-313-8320
Career Services	SLU Staff	careerservices@slu.cuny.edu
LABOR STUDIES		
M.A. in Labor Studies Graduate Labor Relations & Labor Studies Certificates	Irene Garcia-Mathes Academic Advisor	irene.garcia-mathes@slu.cuny.edu 646-313-8324
Union & Community Semester, AmeriCorps	Anna Zak	anna.zak@slu.cuny.edu 646-313-8359
B.A. in Labor Studies Undergraduate Labor Relations & Labor Studies Certificates	Chris Washington Academic Advisor	chris.washington@slu.cuny.edu
URBAN STUDIES		
M.A. in Urban Studies	Samina Shahidi Academic Advisor	samina.shahidi@slu.cuny.edu 646-313-8325
Undergraduate & Graduate Certificates, Transit Certificate, Healthcare Certificate	Kevin Simmons Academic Support Specialist	kevin.simmons@slu.cuny.edu 646-313-8331
Urban Academy	Rukiya Brown Academic Advisor	rukiya.brown@slu.cuny.edu 646-313-8340
Part-Time Initiative Program	Michael Gilbert Academic Advisor	michael.gilbert@slu.cuny.edu 646-313-8342

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	Ranges %	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	Ranges %	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
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.

XI. Important Dates to Remember

Add a short statement that describes that all the dates and assignments are tentative, and can be changed at the discretion of the professor.

Example:

- *Last Day to Add/Drop Classes:*
- *Grade Forgiveness Deadline:*
- *Mid – Term Examination:*
- *Withdrawal Deadline:*
- *Spring Break:*
- *Final Examination:*

XII. Schedule

Date	Finish This Homework Before Class	Topics to be Discussed in Class
1/9	First day of class; no homework is due	List the main learning objectives or topics covered during this class period.
	(continue with this pattern for the remainder of the term)	
4/23 Wed.		**Final Exam, 7:00pm-10:00pm**

* Note: The Schedule is subject to revision

XIII. Essay and Project Assignments

You may wish to list each assignment and what characterizes this assignment from all others. You made add reference text page numbers, the topics needed to complete this project, brief problem specification, etc

Appendix B: Student & Instructor Faculty Agreement Form

**CUNY SCHOOL OF LABOR
AND URBAN STUDIES**
THE MURPHY INSTITUTE

25 West 43rd Street, 19th Fl, New York, NY 10036-7406 | Phone 212 827-0200 | Fax 212 827-5955 | slu.cuny.edu

CUNY School of Labor and Urban Studies (SLU)
Agreement between STUDENT AND INSTRUCTOR
for the resolution of an "INCOMPLETE" grade

Policy
An "Incomplete" grade is a temporary grade in a given semester. 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. The outstanding work must be completed by end of the following term. If the work is not completed by the end of the following semester, the INC is converted to a permanent grade of F on the record. 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.

Agreement

Student's Name _____

Instructor: _____ Instructor's email _____

Course name _____ Course # _____

Semester taught: Fall ____ Winter____ Spring _____ Summer_____ Date/year _____

Student's email_____ 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 at the SLU Writing Center, please include date/time of initial appointment (appointments can be scheduled at https://writingcenter.commons.gc.cuny.edu/):
_____

Student's signature_____ Date/Year_____

Instructor's signature_____ Date/Year_____
Rev. 1/2019

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 Procedure

CUNY The City University of New York

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

CUNY Login

Account Self-Service

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

Welcome to CUNY Login Account Self-Service

Select your options from the menu below

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

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

1

CUNY 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

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

-OR-

Current Account Management Email Address

Studious.Student@yahoo.com

New Email Address

Confirm New Email Address

Logoff   Continue

Current Account Management Email Address

Studious.Student@yahoo.com

Please use this email address instead

New Email Address

Studious.Student@campus.cuny.edu

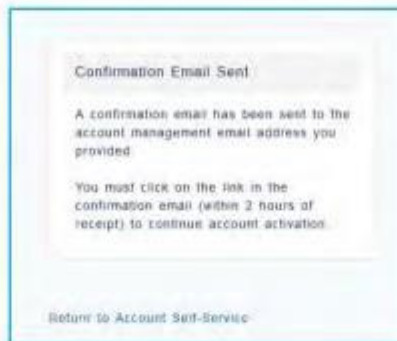**Confirm New Email Address**

Studious.Student@campus.cuny.edu

Logoff   Continue

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

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

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2

CUNY 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

You are receiving this email with the request to confirm your CUNY Login account management email address as the next step in activating your CUNY Login. Within the next 2 hours, confirm your CUNY Login account management email address and continue your CUNY Login account activation by clicking on the l...
https://managelogin.cuny.edu/OIMSelfService/acctActivat?loginID= STUEEOUS.STUDENT &tokenKey=6111105
Do not reply to this message. It is an automated notification, and replies to it will be sent to an unmonitored mailbox.

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.
If you did not respond within 2 hours
Click New User on the login page to restart your account activation from the beginning.
For more information
Please see the CUNYfirst 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.

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 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**

4

CUNY The City University of New York

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**

Choose Security Questions and Answers

Select and answer 5 security questions in the fields that follow.

Please note:
- Five questions and answers are required
- Answers are not case sensitive

All fields are required.

Question 1
In what city was your mother born?
Answer
Gotham

Question 2
What is your favorite food?
Answer
Ice Cream

Question 3
What is your paternal grandfather's first name?
Answer
Constantine

Question 4
Who was you first crush?
Answer
Steve

Question 5
What is your favorite vacation destination?
Answer
Paradise

Continue

DRAFT

5
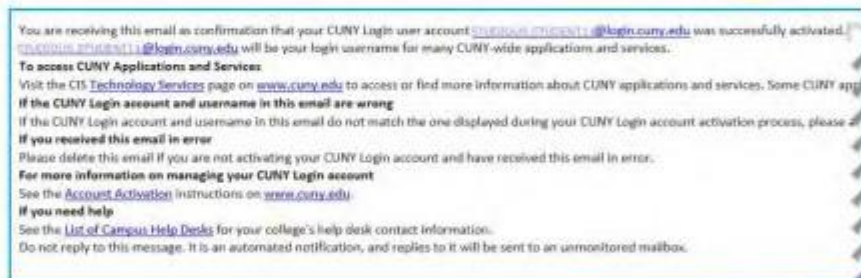
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The City University of New York

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 STUDIOUS.STUDENT11@login.cuny.edu was successfully activated. STUDIOUS.STUDENT11@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 a

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

CU NY THE GREATEST URBAN UNIVERSITY IN THE WORLD

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.

CUNY THE GREATEST URBAN UNIVERSITY IN THE WORLD

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.

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- 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.

Revision: 1.0

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CU NY 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: 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: 212-794-5667

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.

INVEST IN NY

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.

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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.

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

6

Appendix H: Zoom Live Transcript Instructions

Using Live Transcription in Zoom

The CUNY Zoom for Education conferencing platform now includes a feature that uses automatic transcription to turn the spoken word into text, in real-time, called **Live Transcript**.

The host of the meeting has the ability to enable live transcript for all participants. Participants have the option to customize their subtitles, view and save the transcript, and turn off the subtitles on their own screen.

	PC	Mac	iPad	Chromebook
Enable Live Transcript as a host	✓	✓	✓	
View subtitles	✓	✓	✓	✓
Hide subtitles	✓	✓	✓	✓
View and save full transcript	✓	✓	✓	
Customize subtitle size	✓	✓	✓	

Enable Live Transcription (One-Time Setup)

1. Navigate to cuny.zoom.us and sign in with your CUNY Login credentials (Username: Firstname.Lastname##@login.cuny.edu).
2. Click on **Settings** within the left-side menu.
3. Under the **Meeting** tab, select **In-Meeting (Advanced)**.
4. Scroll down to **Closed captioning** and make sure that the **Enable live transcription service to show transcript on the side panel in-meeting** checkbox is checked off. If it is not, check it off and click **Save**.
5. If you would like meeting participants to be able to save meeting transcripts, make sure the **Save Captions** toggle is on.
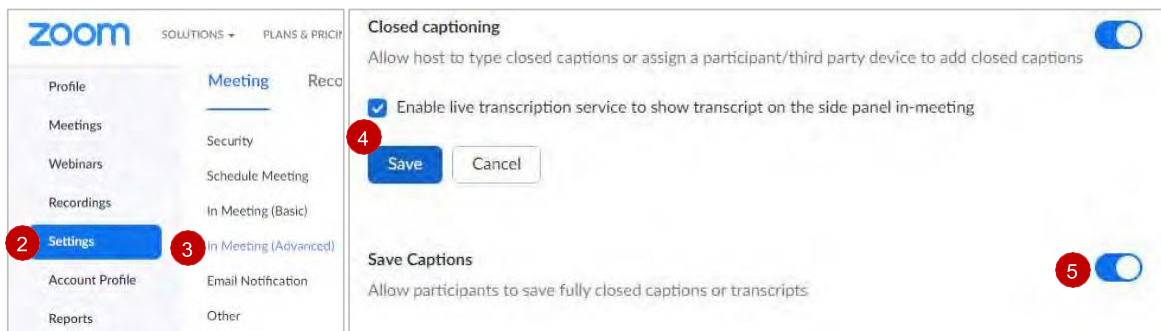
Turn on Live Transcription in a Meeting

1. When in the Zoom meeting as the host, select the **Live Transcript** button in your host control bar.
2. Under **Live Transcript**, select **Enable Auto-Transcription.**
3. Meeting participants will see a "Live Transcript ON" message, and you will see the option to **Disable Auto-Transcription**, which you can do at any time.
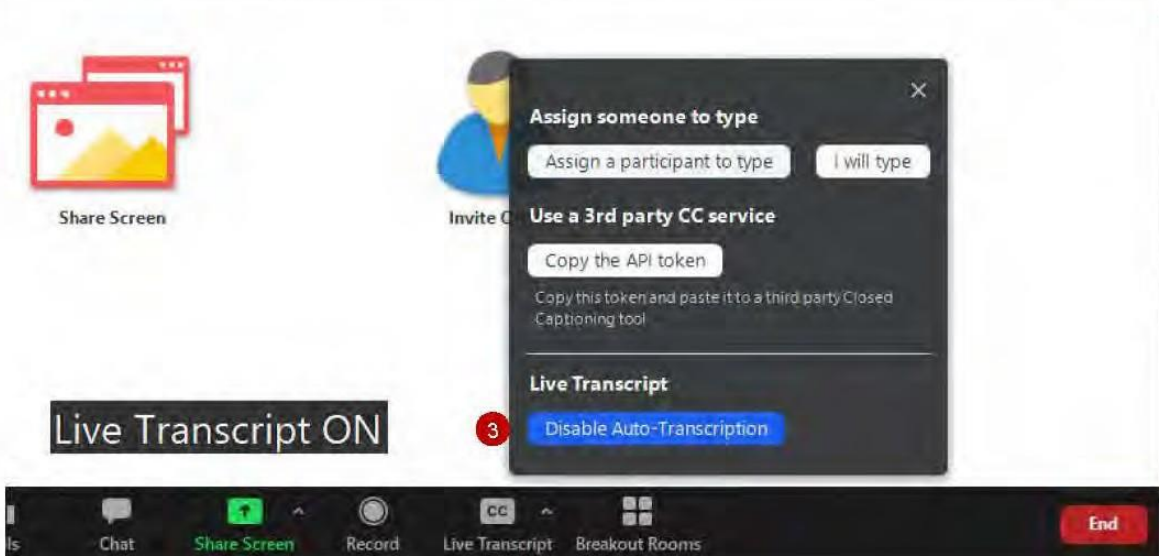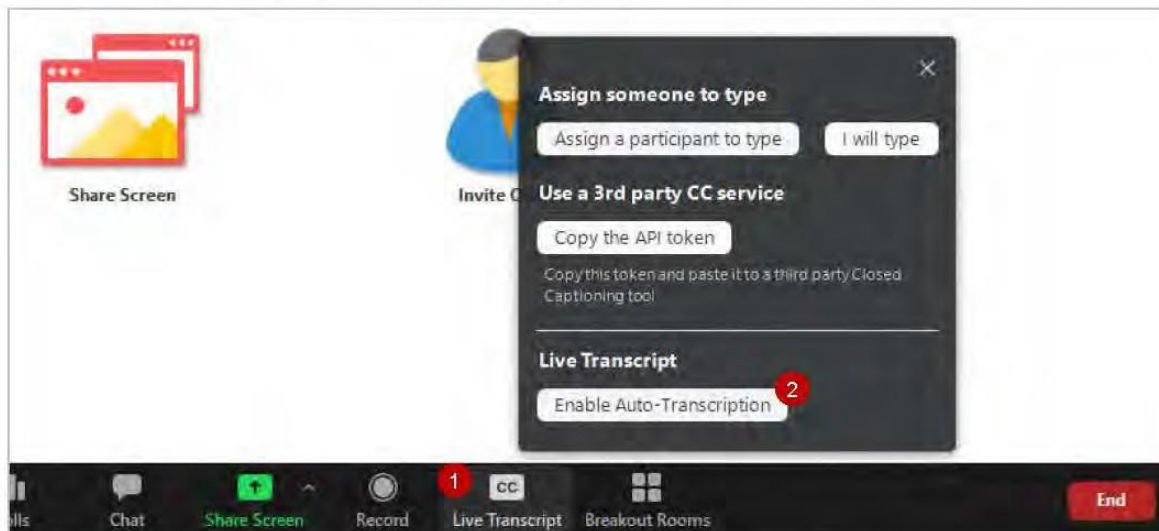
Manage Subtitles and Transcript

When live transcriptioning occurs, subtitles appear at the bottom of the screen as the speaker talks. You can view the full transcript of the meeting from the moment the Auto-Transcription was enabled, including the speakers and timestamps. You can manage the subtitles and the transcript whether you are the host or the participant.

Click the **Live Transcript** button on your meeting control bar. If you are a participant, this button will not appear until the host has enabled the Auto-Transcription.

- **Show Subtitle/Hide Subtitle** will toggle the subtitles on your screen on and off.

- **View Full Transcript/Hide Full Transcript** will open and close the full transcript of the meeting complete with speakers and timestamps of each subtitle. You are able to search the transcript by key words, access it even when the Auto-Transcription is disabled by the host, and save it as a .txt file if the host has enabled the **Saved Captions** option in the settings.

- **Subtitle Settings…** will open your Zoom settings window to the Accessibility tab. You will be able to adjust the subtitle font size between normal, medium, and large.
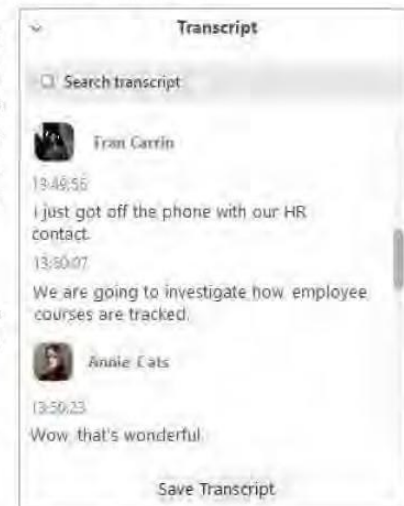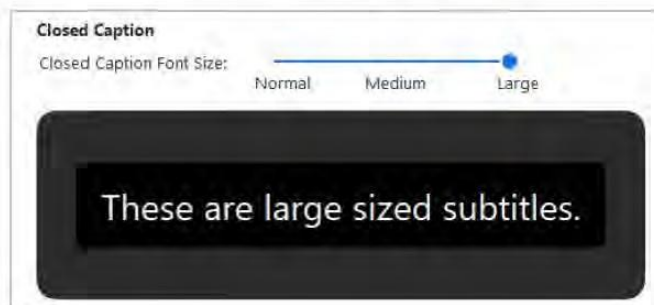
Appendix I: Camera Use Guidance for Online and Hybrid Courses

Camera Use Guidance for Online and Hybrid Courses

Faculty may require students to turn on their cameras in online and hybrid courses during class periods or for remote testing purposes.

Requiring students to use cameras may be important pedagogically to increase engagement, social connection, accountability, and collaboration. Moreover, in some testing situations, cameras are essential to ensuring the integrity of the testing environment.

CUNY is committed to using digital technology in ways that are sensitive to issues of student privacy. To ensure that students are aware that camera use may be required, a notice will be provided in CUNYFirst for all online and hybrid classes. Faculty who intend to require camera use should also clearly state this on course syllabi and cover the requirement with students on the first day of class.

There may be occasions when an otherwise in-person class is scheduled to be delivered remotely on a limited basis because of a temporary University or College pivot to remote instruction or because of faculty need. In these circumstances, faculty may encourage but not require students to turn on their cameras for purposes other than testing unless required camera use is clearly stated on the course syllabus and covered with the students on the first day of class.

Per CUNY's verification of enrollment policy, students can meet the course engagement threshold for purposes of Title IV financial aid by participating in an online discussion about an academic matter, engaging in an online academically-related activity, or initiating contact with the instructor to ask a question about the academic subject studied in the course or course-related question. None of these criteria requires the use of a live camera.

Issued by

Wendy F. Hensel
Executive Vice Chancellor and University Provost
June 20, 2024

Appendix J: CUNY Uniform Grade Symbols & Guidelines

Office of the University Registrar
The City University of New York
205 East 42nd Street, 8th Floor
New York, NY 10017

EFFECTIVE FALL 2024

Date: June 2024
To: Chief Academic Officers
From: CUNY Office of Academic Affairs
Subject: CUNY Uniform Grade Symbols and Guidelines

Attached memorandum is the updated CUNY Uniform Grade Symbols and Guidelines document. If you have any questions, please email **our@cuny.edu**

Please disseminate to all interested parties on your campus.

Cc: The Chancellor
       The Presidents and Deans of the
       Colleges University Student Affairs
       Council University Enrollment
       Management Council College
       Registrars
       College Financial Aid Directors
       University Student Senate
       University Faculty Senate

Grade Glossary

The following glossary of uniform grading symbols shall be employed according to the interpretation provided below. Grades are assigned based on the definitions contained herein. Individual units of the University need not employ all symbols but must adhere to the following interpretation for those employed and may not use any symbol that is not included in the glossary. Quality points are to be used to calculate the grade point average (GPA) or index. A dash "--" indicates that the grade does not carry a numerical value and is not to be included in the GPA. Plus ("+") and minus ("-") grades shall be interpreted as equivalent to "+0.3" and "-0.3", except as noted.

Grade	Explanation	Quality Points
A+	Exceptional	4.00
A	Excellent	4.00
A-	Excellent	3.70
AUD	Auditor, Listener	-
B+	Good	3.30
B	Good	3.00
B-	Good	2.70
C+	Satisfactory	2.30
C	Satisfactory	2.00
C-	Satisfactory	1.70
CR	Credit Earned	-
D+	Passing	1.30
D	Passing	1.00
D-	Passing	0.70
FIN	F from incomplete. To be used when the INC grade lapses to an F grade	0.00
NC/NP	No credit granted	-
P	Pass	-
PEN	Grade pending (temporary grade)	-
R	Course must be repeated; minimum level of proficiency not attained. *Restricted to noncredit, remedial, and to developmental courses*	-
S	Satisfactory	-

SP	Satisfactory progress. *Restricted to thesis and research courses requiring more than one semester for completion* (temporary grade)	-
U	Unsatisfactory, *Restricted to noncredit, remedial, and to developmental courses*	0.00
W	Withdrew. *Student participated in an academically related activity at least once*	-
WA	Administrative Withdrawal. *Non-punitive grade assigned to students who had registered for classes at the beginning of the term but did not provide proof of immunization by compliance date.* **Student participated in an academically related activity at least once**	-
WD	Withdrew Drop. Dropped after FA cert date during the program adjustment period. Student participated in an academically related activity at least once	-
WN	Never participated in an academically related activity	-
Y	Year or longer course of study must continue to completion (temporary grade)	-
H	Honor. Hunter College School of Social Work only	-
NRP	No Record of Progress. Exclusive to Dissertation Supervision at the Graduate Center Only	-

F, WU, and INC Grades

Grade	Explanation	Quality Points
F	**Failure:** *F is an **earned grade** based on poor performance and the student not meeting the learning objectives/outcomes of the course. **A 'WU' grade should never be given in place of an 'F' grade**.*	0.0 0
WU	Withdrew Unofficially: A grade of WU is to be assigned to students who participated in an academic activity related to the class at least once, stopped participating, did not drop the class or receive approval for an incomplete, did not otherwise officially withdraw from the course, and did not complete enough work for the instructor to be able to calculate an earned grade using the criteria delineated in the course syllabus. A 'F' grade should never be given in place of a 'WU' grade.	**-**
INC	Term's work incomplete (*temporary grade*): **INC** *(Incomplete) should **only** be given by the instructor **in consultation with the student** when there is a **reasonable expectation** that a **student can successfully complete** the requirements of the course no later than the last day of the following semester, or its equivalent in calendar time, exclusive of Summer Session/Term **Note INC** is a temporary grade awarded when the disposition of the final grade requires further evaluation for reasons **other than the Procedures for Imposition of Sanctions** related to the Board's Academic Integrity Policy. Transcript comments for INC grades should be added to the student record indicating the nature of the incomplete. The grade of "INC" lapses to an "FIN" grade no later than the last day of the following semester, or its equivalent in calendar time, exclusive of Summer Session/Term. Students who have officially withdrawn from a college and have these grades may be exempted from the limitations.*	-

Discontinued Grades & Grade Symbols

Following symbols have been implemented as prefixes to grades in the student system to identify repeated courses including the application of the F grade repeat policy and Board approved variance, as well as to indicate a grade's impact on GPA and credit accumulation. CUNYfirst College have retired the use of these prefixes as they went live in CUNYfirst. **Converted records will continue to display with the legacy prefix designation in CUNYfirst.**

Prefix	Explanation
&	Repeated course which counts in the GPA but does not count in credits completed
*	Course does not count in the GPA and does not count in credits completed
#	Replacement grade, F grade policy, does not count in cumulative GPA
@	Repeat F grade policy, does not count in GPA, does count in credits completed

Following grades are no longer in use and have been removed from the legend of grade symbols. **Colleges may not use any symbol which is no longer in use and therefore not included in the glossary.** Values have been defined in this document for historical purposes of computation on existing transcripts.

Grade	Explanation	Quality Points	Effective Date
*	Current course registration/course in progress	-	04/1980
ABS	Absent from the final; make-up exam permitted.	-	09/2008
E	Excellent. (At LaGuardia Community College only)	4.00	09/1976
FAB	F from absent used when the ABS grade reverts to an F grade.	0.00	09/2008
FPN	F from pending –used when the PEN grade reverts to an F grade.	0.00	09/2008
G	Good. (At LaGuardia Community College only)	3.00	09/1976
H	Honors. (Used only at Richmond College and only for students who began in Spring 1975 or earlier.)	4.00	09/1976
J	Failure for non-academic reasons.	0.00	09/1976
K	Condition course completed. (This is not a grade.)	-	09/1976
NF	Failure in a non-academic course. (At York College only)	0.00	09/1976
WF	Withdrew Failing. Student participated in an academically related activity at least once	0.00	01/2015
WP	Withdrew passing.	-	09/1976
X	Non-punitive failure	-	09/1976
Z	No grade submitted by the instructor – a temporary grade which is assigned by the registrar pending receipt of the final grade from the instructor	-	05//2018

Grades Explanations

- Any student transcript record sent from a unit of the University must include a grade for every course for which a student has been officially registered and not dropped during the program adjustment or refund period. The program adjustment period, formerly referred to as the add-and-drop period, coincides with the official refund and Census, Form-A due date. Clerical, computer, or professional errors are not to be considered a part of the historical record and should be deleted.

- All courses or credits for which the student is officially registered after the financial aid certification date or program adjustment period, whichever is earlier, shall be considered "attempted credits" for the purposes of financial aid.

- A withdrawal after the financial aid certification date or program adjustment period will be assigned "WD" (Dropped) or "W" (Withdrew Officially) or "WU" (Withdrew Unofficial, participated at least once) or "WN" (Never Participated).

- The grade of "INC" lapses to an "FIN" grade no later than the last day of the following semester, or its equivalent in calendar time, exclusive of Summer Term/Session. **The grade of "INC" (Incomplete) should be given by the instructor in consultation with the student only when there is a reasonable expectation that a student can successfully complete the requirements of the course**. It is a temporary grade awarded when the disposition of the final grade requires further evaluation for reasons other than the Procedures for Imposition of Sanctions related to the Board's Academic Integrity Policy.

- The "PEN" grade is a temporary grade used to facilitate the implementation of the Procedures for Imposition of Sanctions whereby colleges must hold a student's grade in abeyance pending the outcome of the academic review process. Final determination of a grade will depend on final evaluation by the instructor or the outcome of the college's academic review process no later than the last day of the following semester, or its equivalent in calendar time, exclusive of Summer Term/Session.

- The grade of "P" or "NC/NP" may be given as part of a 'Pass/No Pass/No Credit' agreement between a student and instructor. To receive this grade, a student needs to continue participating in academically related activities, complete all assignments, and take the culminating experience/final exam. If a passing grade is earned (A+ through D-), the student will receive a grade of 'P' and credit for the course, with no impact on GPA. If a failing grade is earned (F), the student will receive a grade of NC/NP which does not affect the GPA. This option *should* be requested prior to the last day a student can withdraw and receive a grade of "W" via an agreement with the Office of the Registrar. Students must remain in compliance with Federal and State Satisfactory Academic Progress guidelines. Colleges may place additional stipulations or restrictions on the use of this option, which must be clearly stated in their bulletin and on their website.

- A college may choose to offer (with Board approval) a First Year Freshman Forgiveness policy. If the student passes the course, they will receive the grade earned which will carry the designated GPA. If the student fails the course, the grade will be administratively converted to NC and have no impact on the GPA. This policy is limited to first year students as defined by the college.

- The grades of "NC" and "R" may represent non-punitive failures indicating unsatisfactory completion of the course. The "R" grade is restricted to noncredit remedial courses. The "NC" grade is restricted to regular, developmental, and compensatory courses. This grade can also be used by colleges for other administrative actions such as disciplinary dismissals. Neither of these grades is to be counted in the quality point index nor may be used in lieu of incomplete or withdrawal grades.

- The grade of "CR" can be used for the awarding of transfer credit.

- The grade "Y" or "SP" denotes that the semester's work has been completed; however, the course is still in progress and a final course evaluation cannot be determined until the entire activity has been concluded.

- To satisfy the program pursuit requirements for State financial assistance awards (*Section 145-2.2 of the Regulations of the Commissioner*), **the grades of "W", "WA", "WD", "WN", and "WU" shall signify that the course has not been completed**. All other grades, except for the "AUD" grade, shall signify that the course has been completed.

- The grade point average is an index of a student's scholastic performance at a particular college. All grades that carry a numerical quality point value shall be included in the calculation of the grade point average.

- Any notation regarding a student's probationary status appears only on the unofficial transcript.

Change of Grade Process

The purpose of this memorandum is to establish guidelines for change of grade and associated deadline and thereby facilitating timely progress to degree completion and compliance with financial aid requirements that all courses taken contribute to degree completion. This policy is intended to reflect the University's commitment to the student success goals and the requirements of New York State's Regulations of the Commissioner of Education.

Application for a change of grade, assigned by a member of the faculty, may be made at any time **within one year from the end of the semester in which the course was taken**. Either the student or the instructor may make this request according to campus procedure. The procedures outlined below apply to the change of passing **letter grades, PEN, F, FIN, WU**. *Grades cannot be changed once a student has graduated and their academic record is closed*.

Change of Final Grade

- Faculty members who initiate such a change must file a **Change of Grade Form** (paper or secure online form), including the reason for the change, follow campus changes of grade approval process, and forward the completed form to the Office of the Registrar, who will process the change and notify the student and faculty.
- Grade change request **over one academic year** requires approval as defined by the campus.

Change of INC to Administrative FIN

- Campus Registrar assigns the grade of FIN when an INC (Incomplete) remains unresolved at the **end of the semester following the semester in which the course was taken (**exclusive of Summer Term.)
- Incompletes unresolved in the above-mentioned time period will become FIN in students' record.
  - The student or the instructor may appeal this administrative action or request for an extension as defined by campus.
  - Appeals, if permitted by the campus, must be filed within thirty calendar days of FIN grade assignment in CUNYfirst (excluding faculty annual leave period).

Change of PEN to Final Letter Grade

- The "PEN" grade is a temporary grade awarded when the disposition of the final grade requires further evaluation and when the absent or incomplete grades are inappropriate. 'PEN' is also used to facilitate the implementation of the *Procedures for Imposition of Sanctions* whereby colleges must hold a student's grade in abeyance pending the outcome of the academic review process. Final determination of a grade will depend on final evaluation by the instructor or the outcome of the college's academic review process. PEN grade must be resolved to letter grade by the **end of the semester following the semester in which the course was taken**.

Student Final Grade Appeal for grades other than INC, FIN, PEN

- Students are strongly encouraged to first communicate with the professor of the course. If that conversation does not remedy the situation, or if students choose to not follow that route, then students who think that a final grade was issued erroneously may file a grade appeal using campus appeal process and deadline.

Academic Penalty Removal for WU grade

- A withdrawal after the financial aid certification date or program adjustment period is assigned the grade of "WD" (Dropped) or "WN" (Never Participated), or "W" (Withdrew) or "WU" (Withdrew Unofficially). **Currently WD, W, WN are not academically punitive grades i.e., these grades do not impact student GPA.** Effective Fall 2021, WU grade will not have punitive impact on student's GPA. student's GPA

Withdrawal

- As a response to the academic disruptions caused by COVID-19, CUNY modified its withdrawal policy in the spring 2020 term, allowing students to officially withdraw up to the last day of the course, rather than until 60% of the term. Effective Fall 2024, the deadline for student-initiated withdrawal will be adjusted to a deadline of completion of 60% of the course.

College Now Program Grading Policy

- College Now is a University wide initiative to offer college level courses to NYC's public high school students. Students take credit-bearing courses that are part of the regular curriculum at any one of the participating CUNY colleges. Since these are actual college courses a transcript can be generated for all participating students who enroll in these courses.
- Currently the same letter grade system that is used on CUNY campuses is used in these courses. Upon matriculation in any of CUNY colleges other than the one sponsoring the course, the course is treated like transfer credit. The earned letter grade is not entered on the transcript at the receiving school.
- If the student matriculates at the same college that sponsored their College Now course, the course appears on the transcript as a regular course with a letter grade and GPA. Because the same rules that apply to students transferring within CUNY are used for College Now students, if a student gets a passing grade in the course, the course will transfer. If, however, the student attends the college that sponsored the course, the letter grade and its corresponding GPA are calculated into the student's record. This is fine for students earning a "C" or better, but students earning a letter grade lower than a "C" start their academic career when entering college, on probation.   In some cases, their financial aid may be impacted.
- Effective Fall 2021, in all College Now programs the only passing grades permitted will be iterations of A through C. Lower passing grades such as C-, D+, D and D- will automatically convert to the grade of CR (credit) and the F, WD, WU, W, WN administrative grades will convert to NC (No Credit). CR will carry academic credit and NC will not. *College Now grades will not impact the student's GPA.* Upon matriculation, NC grades earned during College Now program, will not impact students financial aid status.

Final Grade Submission Deadlines

- Beginning Fall 2017, City University of New York (CUNY) implemented a university-wide Final Grade Submission Deadline policy. Given the variety of student-centered application, enrollment and graduation transactions that needs to be completed in a timely fashion, **all CUNY institutions will require undergraduate final grades to be submitted no later than three days after the last day of the final exam period for the term (or equivalent for sessions/shorter class dates)**. Individual colleges may impose more stringent deadlines if they choose. This date will be published in the Academic Calendar.
- Submitting grades on time prevents delays students may experience related to Enrollment processes, Transcript requests, Scholarships/Honors awards, Degree verifications by employers, Conferral of degrees, Financial Aid Satisfactory Academic Progress Calculation, Academic Standing Calculation, and mailing of diplomas.
- Given that the wide range of Graduate/Professional programs offered at the University have significantly less standardization in their instructional delivery models and practices, this policy allows campuses offering Graduate/Professional programs to use the 72 hours deadline or establish alternative grade submission deadlines for courses offered in these programs.

F-Repeat Policy

GUIDELINES: IMPLEMENTING UNIVERSITY POLICY REGARDING COMPUTING "F" IN THE GRADE POINT AVERAGE

Revised. 9/19/94

RESOLVED, When an undergraduate student receives the earned academic grade of "F" or an administrative failing grade, and that student subsequently retakes that course and receives a grade of "C" or better, the initial grade of "F" will no longer be computed into the Grade Point Average. The "F" will remain on the transcript. The number of failing credits that can be deleted from the Grade Point Average shall be limited to 16 for the duration of the student's undergraduate enrollment in the institutions of The City University of New York. This policy shall be effective September I, 1990, at all colleges of The City University of New York. (Policy approved by the Board of Trustees on April 23, 1990)

1. This resolution is applicable only to grades of "F" and to those administrative grades that cause zero quality points to be averaged into the calculation of the cumulative Grade Point Average: WU, WF, U, FAB, FIN, and FPN. (For the purposes of these guidelines, "F" shall refer to earned failing grades and administrative failing grades.)

2. This resolution limits to 16 the number of failing credits that may be deleted from the calculation of the cumulative Grade Point Average. All "F"s will remain on the student's transcript. Colleges may seek variances to this policy so long as they preserve the student's right, within a limited number of courses, to delete from the GPA a failing grade after retaking that course and receiving a better grade. Such variances shall be submitted as resolutions for the Special Actions section of the University Report.

    Resolutions seeking variances shall take the following form:

    RESOLVED, that the Board of Trustees of The City University of New York authorize [name of college] to adopt the following variance on the University F- Grade Policy, effective [date]:

    [Specify proposed variance.]

    EXPLANATION: [The explanation should be brief and should include the date of approval by the appropriate college governance body.]

3. This resolution applies to grades of "C" or better received for courses retaken in the semester/quarter beginning September 1, 1990, and thereafter; such grades of "C" or better will replace grades of "F" earned at the same institution and previously calculated into the cumulative

    Grade Point Average. Students replacing grades of "F" earned before September l, 1984, must receive the approval of the appropriate faculty committee.

4. A failing grade may not be partially deleted from the calculation of the cumulative Grade Point Average. Residual credits from the original limit of 16 may be applied to the deletion of credits of "F" from the computation of the cumulative Grade Point Average only if the residual credits are equivalent to (or exceed) the number of failing credits to be deleted for a specific course. (For example, if a student has used 14 credits of the 16-credit limit and subsequently earns a grade of "C" or better to replace a failing grade in a 3-credit course, the original grade of "F" will continue to be calculated in the cumulative Grade Point Average; however, if that student subsequently earns a grade of "C" or better to replace a failing grade in a 2-credit course, the original grade of "F" may be deleted from the computation of the cumulative Grade Point Average.)

5. In order for a grade of "C" or better to replace a grade of "F" in the calculation of the cumulative Grade Point Average, repetition of the course must take place at the same college where the failing grade was originally received.

6. This resolution specified that the limit of 16 credits applies to the period of a student's enrollment at CUNY. Whether students remain at a single college or transfer from one CUNY college to another, no more than 16 credits of failing grades may be replaced in the calculation of their cumulative Grade Point Average. Should the 16-credit limit have been reached during the student's enrollment at one college, the student will not be permitted to replace failing credits in the Grade Point Average at the second college. Should· the student cease to enroll at a CUNY college and subsequently

7. enroll at the same or another CUNY college (whether for the same or another degree), the number of failing credits replaced in the calculation· of the Grade Point Average during the previous enrollment should be subtracted from 16 in order to determine how many failing credits may be replaced during the subsequent enrollment.

8. If a student has received two or more "F"s for the same course and subsequently earns a "C" or better, the initial "F"s will, subject to the 16-credit limit, be deleted from the calculation of the cumulative Grade Point Average, and the total number of credits of "F" deleted will be charged against the 16-credit limit.

9. When a student, by choice, has taken a course on a pass/fail basis and earned an "F" for that course, the student must subsequently receive a grade within the range from "C" to "A" in order for the initial "F" to be deleted from the calculation of the cumulative Grade Point Average.

10. When course numbers or titles have changed in the period between the student's earning the initial "F" and repeating the course, but the content of the course remains the same, routine campus procedures should be followed for deleting the "F" from the calculation of the cumulative Grade Point Average. When course content has changed (as indicated in the Bulletin) in the period between earning the initial "F" and repeating the course, or when students have been permitted to substitute an equivalent course for the one originally failed, the declaration of course equivalency for the purpose of deleting the "F" from the calculation of the cumulative Grade Point Average will be at the discretion of the appropriate departmental or college committee.

11. The Grade Point Average calculated on the basis of this policy is to be used for the purposes of retention at and graduation from the College, as well as transfer within the University. When the calculation of a student's cumulative Grade Point Average is one of the factors that determine admission to and continuance in a major or concentration, the cumulative Grade Point Average used in departmental procedures should be consistent with the April 1990 Board Resolution. However, if admission to and continuance in a major are determined by the student's Grade Point Average in a limited subset of courses, that partial Grade Point Average may be calculated in whatever manner is specified by the program faculty.

12. This resolution is intended to effect the deletion of the first 16 failing credits calculated into the cumulative Grade Point Average once those courses have been retaken and passed with grades of "C" or better. For the deletion to take place, the student must be currently enrolled in the college where the grade of "F" was originally earned. Colleges should implement an effective procedure that deletes the failing grade from the calculation of the cumulative Grade Point Average once a student receives a grade of "C" or better, provided that the 16-credit limit has not been exceeded. It is the responsibility of the student to petition the registrar if he or she does not wish the failing grade to be deleted from the cumulative Grade Point Average. Such a request may be made at any point from the time of second enrollment in the course provided that the student is enrolled in the college.

13. Except as provided herein, the 1985 "Uniform Grading Symbols: Glossary and Guidelines" remains in effect.

14. Colleges shall promulgate these guidelines in the Bulletin and in other appropriate publications.

15. Nothing in this policy shall affect a college's freedom to limit or control access to courses for which enrollment demand exceeds places available.

16. Students should be advised that State and Federal financial aid is not available for the repetition of courses for which students have already received any credit (a D or better). Thus, if a student repeats a course in which he or she originally received a D, the student must be enrolled in courses carrying at least 12 hours of credit in addition to the repeated course to qualify for financial aid as a full-time student. Similarly, credits received in repeated courses, which students have already passed, cannot be counted as credits attempted or completed under the pursuit and progress requirements for the State Tuition Assistance Program.

F-Repeat policy implementation for courses taken on ePermit
When CUNY Permit students withdraw completely from classes at both the host and home colleges if the PERM message course on the term record remains with no grade assigned the r2t4 process does not consistently recognize these students as completely withdrawn. CUNY Board of Trustees

resolved that the grades earned for ePermit coursework shall appear on the student's academic transcript at the home college and be included in the calculation of the student's semester and overall grade point averages. This policy applies to all earned grades as well as to administrative designations. (BTM,2004,02-23,004, A) Therefore all grades A – Z must be recorded on the home college transcript. Furthermore, when a student has withdrawn from a host college course, either officially, unofficially, or administratively, the home college must record the W series grades assigned by the host college on the PERM message course in addition to the specific course equivalent recorded in other credits. W series grades include WD, WN, W, WU, WA administrative grades.

Appendix K: LMS Use Policy

Board of Trustees of The City University of New York

RESOLUTION TO

Approve a Policy for Use of a Learning Management System for Online Classes

Central Office

June 3, 2024

WHEREAS, The City University of New York (the "University" of "CUNY") is obligated to safeguard its sensitive data; and

WHEREAS, Delivery of synchronous and asynchronous online classes requires use of digital platforms and electronic transmission of confidential and personally identifiable information for instructional purposes; and

WHEREAS, The University-supported Learning Management System ("LMS") meets CUNY's cybersecurity policies and applicable data privacy laws thereby significantly reducing the likelihood of a security breach; and

WHEREAS, The University-supported LMS supports identity management to increase assurance that the student enrolled in the online class is the person participating in the class; and

WHEREAS, The University-supported LMS contributes to student success by providing a single, centralized platform for online learning that accommodates integration with numerous third-party tools; and

WHEREAS, CUNY recognizes the need may arise for an LMS other than the University-supported LMS where there are accreditation requirements or other compelling education needs that cannot be served by the University-supported LMS; and

WHEREAS, Any alternative LMS must meet CUNY's cybersecurity policies and applicable data privacy laws.

NOW, THEREFORE, BE IT

RESOLVED, That the Board of Trustees of The City University of New York approves Policy 1.6 – A Policy for Use of a Learning Management System for Online Classes, effective June 25, 2024; and

BE IT FURTHER

RESOLVED, That any subsequent material changes to the Policy shall be submitted to the University Board of Trustees for its consideration and approval.

EXPLANATION:

Online classes require digital platforms to connect students with instructors and content. A single LMS contributes materially to student success both by establishing a uniform tool for accessing course materials and by limiting the technology that must be mastered by any student. Students report that the multiple tools faculty use to deliver online classes create confusion and are unnecessarily burdensome.

In addition, the necessary electronic transmission of confidential and personally identifiable information during the semester in online courses is more vulnerable to cyberattacks than traditional classes, specifically from an endpoint security, privacy, and process perspective. The use of the university-supported LMS or an alternative LMS that meets CUNY's cybersecurity policies and complies with data privacy laws will significantly reduce the likelihood of a security breach. The LMS simultaneously supports identity management to increase assurance that the student enrolled in the online class is the person participating in the class.

The proposed policy is reflected below.

Policy 1.6

Policy Title

Policy for Use of a Learning Management System for Online Classes

Policy Rationale

Online classes require digital platforms to connect students with instructors and content. A single LMS contributes materially to student success both by establishing a uniform tool for accessing course materials and by limiting the technology that must be mastered by any student. Students report that the multiple tools faculty use to deliver online classes create confusion and are unnecessarily burdensome.

In addition, the necessary electronic transmission of confidential and personally identifiable information during the semester in online courses is more vulnerable to cyberattacks than traditional

classes, specifically from an endpoint security, privacy, and process perspective. The use of the university-supported LMS or an alternative LMS that meets [CUNY's cybersecurity policies](#) and complies with data privacy laws will significantly reduce the likelihood of a security breach. It simultaneously supports identity management to increase assurance that the student enrolled in the online class is the person participating in the class.

CUNY currently supports two LMSs -- Blackboard and D2L Brightspace – that meet these guidelines. After CUNY's contract with Blackboard expires on December 19, 2025, Brightspace will be the single University-supported LMS.

Policy Statement

All Online Synchronous and Online Asynchronous classes must be delivered via a learning management system (LMS) that meets:

- [CUNY's cybersecurity policies;](#)

- applicable data privacy laws including FERPA, GDPR, CCPA, COPPA, PIPEDA, ISO 27018, Cloud Security Alliance (CSA), and Security Trust and Assurance Registry (STAR); and

- any other relevant University policies and guidelines.

A course is "delivered" in an LMS for purposes of this policy when an instructor, at a minimum, posts a course syllabus and uses the gradebook and announcements functions for the duration of the course.

Use of the CUNY-supported LMS is strongly recommended. A college/academic unit may choose to allow use of an LMS other than the University-supported LMS when it meets the following conditions:

- The LMS is verified by the college CIO as meeting cybersecurity and data privacy policies as specified above.

- The college/academic unit assumes costs and liabilities associated with use of an alternative LMS. All procurement rules must be followed.

- The college/academic unit is responsible for course enrollment and ensures their data follows University Registrar enrollment and grades guidelines.

- The college/academic unit is responsible for LMS integration with CUNYfirst, CUNY SSO, and all other technologies as needed (third-party e-learning tools) to ensure reporting compliance for IPEDS, ADA, homeland security/visa status, and NC-SARA.

- The college/academic unit is responsible for training and support as well as ongoing maintenance and security vulnerability updates of the environment.

Policy Owner

Executive Vice Chancellor and University Provost

Responsible Office

CUNY Academic & Faculty Affairs

Contact Information

Academic Program Review & Policy

Approved By

Effective Date

By campus concurrent with transition to D2L Brightspace.

Constituencies

Faculty, instructional staff, and administrators

Related Information