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**Minutes of
The Lehman College Senate Meeting
Wednesday, November 3, 2021
Senate Meeting**

Senators Present: Aisemberg, G.; Akinkuolie-Ibidapo, O.; Amend, A.; Austin, L.; Babalola, V.; Banks, R.; Baraldi, C.; Barroso, G.; Bergmann, R.; Burton-Pye, B.; Campeanu, S.; Cheng, H.; Cooper, W.; Delgado, F.; Dominquez, V.; Donkor, B.; Echevarria, T.; Ewing-Morgan, D.; Fakhouri, S.; Fera, J.; Finger, R.; Firpo, A.; Ford, G.; Fulakeza, S.; Goring, S.; Guerrero-Berroa, E.; Harrison, E.; Hattori, T.; Higgs, K.; Holtzman, B.; Hood, J.; Hurley, D.; Hyman, D.; Kalb, A.; Kim, C.; Kolya, S.; Kouadio, P.; Loscocco, P.; MacKillop, J.; Mahon, J.; Markens, S.; Martinez, L.; Mazza, C.; McKenna, C.; Moalem, L.; Murphy, B.; Neumayer, C.; Nevers, N.; Nwosu, P.; O’Boy, D.; O’Neil, C.; Ohmer, S.; Ongley, J.; Opoku, O.; Parmar, R.; Pitts, W.; Price, J.; Prince, P.; Prohaska, V.; Rice, A.; Ridley, T.; Rosario, Y.; Rotolo, R.; Saforo, E.; Sarmiento, R.; Schlesinger, K.; Schwittek, D.; Sisselman, A.; Soto, J.; Staton, G.; Tetteh, B.; Vann, M.; Vasquez Santana, S.; Vitiello, S.; Waring, E.; Wills-Jackson, C.; Wright, J.; Yavuz, D.; Zerphey, N.; Zhao, L.

Senators Absent: Bayne, G.; Bettioli, R.; Castillo, J.; Di Raimo, S.; Farrell, R.; Gerry, C.; Jones, S.; Joshua, R.; Kim, H.; Kolade, D.; Machado, E.; Mills, P.; Nasher, S.; Nzeocha, D.; Perez, R.; Ramirez, M.; Rashid, H.; Sofianos, E.; Stein Smith, S.

The meeting was called to order by President Fernando Delgado at 3:35 p.m.

1. Approval of the Minutes

The minutes of the October 6, 2021 Senate meeting was approved by unanimous vote.

2. Announcements and Communications

a. Report of the President—

Dr. Fernando Delgado briefed on the meeting of the Council of Presidents. He shared that there was a discussion on the New York State elections and how the governor and mayoral transitions may affect CUNY. Dr. Delgado mentioned the positive relations between the offices of the Executive of the State and of the Executive of the City, and shared that the University’s consensus was that CUNY may positively benefit from this relationship as well.

Dr. Delgado commented on the CUNY Athletic Conference (CUNYAC). He informed that Lehman College student athletes were off to a wonderful start for the fall season. He paid special mention to a number of achievements, including the men’s and women’s soccer team,

41 which made the CUNYAC championships. Dr. Delgado also used the context of their
42 achievement to highlight the following: that Lehman College students are not only resilient,
43 but exceptional, in and outside of the classroom.

44
45 **b. Student Legislative Assembly—**

46 The Student Legislative Assembly (SLA) report was presented on behalf of Ms. Blessing
47 Babalola. The following announcements were made:

48
49 Additional special elections were held, in which five new members were elected, bringing
50 the total up to thirty student senators.

51
52 SLA will be working with Campus Facilities and the Office of Campus Life to secure outdoor
53 spaces for students. In addition, SLA will be purchasing outdoor patio furniture near the
54 south field and Student Life Building.

55
56 On November 18, 2021, SGA, the Lehman Foodbank, and Montefiore Hospital will gift 200
57 students with grocery bags, fresh produce, and a twenty-five dollar gift card to purchase
58 turkeys.

59
60 **3. REPORTS OF STANDING COMMITTEES—**

61
62 **1. Graduate Studies**

63 There was no report.

64
65 The next meeting was scheduled for Wednesday, December 1, 2021 at 11:00 a.m. via Zoom.

66
67 **2. Governance Committee**

68 Professor Joseph Fera discussed the process for the approval of experimental courses. He
69 remarked that there were two curriculum committees: undergraduate and graduate studies.
70 Like other College Standing Committees, the curriculum committees bring reports to the body
71 of the College Senate for approval. Such reports include new courses or changes to existing
72 courses and programs, which are then approved and endorsed by the College Senate and

73 subsequently submitted to CUNY Central for processing. However, as Prof. Fera explained,
74 the process for experimental courses is slightly different: experimental courses must be
75 approved by the curriculum committees. In other words, the only approval required for
76 experimental courses exists at the committee level. Once approved, the curriculum
77 committees present the experimental courses as informational items to the College Senate—
78 as opposed to actionable items, and are, thereafter, sent to the Central Office to be processed.
79 Prof. Fera also noted the issue of time for the curriculum committees. He explained that when
80 the curriculum committees have their final meeting, submission of the items to be provided
81 one week in advance of the College Senate creates conflict, as the curriculum committees may
82 not have enough time to prepare. However, he assured that the curriculum committees, with
83 the approval the Governance Committee, have developed a process. This process allows the
84 curriculum committees—in absence of timely submitted items on experimental courses—to
85 place a standing item on their agenda for discussion. This flexibility allows the curriculum
86 committees to submit their experimental courses to the Central Office and have them
87 processed accordingly.

88
89 Professor Fera discussed shared governance. He informed that since the last conversation on
90 the matter, there were some new developments concerning the College of Staten Island (CSI).
91 He reiterated that there was a discussion between CSI administration and faculty concerning
92 the college's governance documents and how such may be amended. However, the
93 amendments were rejected by the CSI college president. Professor Judith Duncker added that
94 CSI's fear was that the Board of Trustees would take the side of CSI's president—in rejecting
95 the amendment, but as the CSI president has resigned, the issue has become moot. Prof. Fera
96 assured all that Lehman College is in support of shared governance. He also communicated
97 that the Governance Committee would continue its discussion on the topic and would be
98 working to bring a resolution to the body of the Lehman College Senate.

99
100 Professor Fera invited all to join the committee's upcoming meetings.

101
102 See Attachment I

103
104 The next meeting was scheduled for Wednesday, November 17, 2021 at 11:00 a.m. via Zoom.

105

106

3. Committee on Admissions, Evaluations and Academic Standards

107

Professor Sandra Campeanu presented one informational item: a memo on the new grading policies mandated by CUNY Central.

108

109

110

See Attachment II

111

112

Professor Lisa Moalem highlighted the following policy change: that incomplete grades left unresolved are turned into FIN (incomplete changed to F) grades, and may not be changed thereafter. She noted that this change in particular was a major shift in policy and that the Lehman College community should be made aware. There were many questions and concerns regarding the policy. The College Senate Parliamentarian, Professor Duane Tananbaum, reiterated the provisions of the College Senate Bylaws. He informed that the College Senate is subject to the authority and the policies of the CUNY Board of Trustees.

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The next meeting was scheduled for Thursday, November 18, 2021 at 3:00 p.m. via Zoom

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4. Undergraduate Curriculum

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Professor Lynn Rosenberg presented proposals for curriculum changes in the following departments: Art; Music, Multimedia, Theatre, and Dance; Psychology; and Speech-Language-Hearing Sciences. All proposals were approved by unanimous vote.

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127

Prof. Rosenberg presented two informational items for experimental courses in BBA-235, US Residential Mortgage Markets, and HEA-275, Literacy in the Age of New Media.

128

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See Attachment III

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132

The next meeting was scheduled for Wednesday, December 1, 2021 at 1:00 p.m. via Zoom.

133

134

5. Academic Freedom:

135 Professor David Manier presented the resolution on modalities and academic freedom. He
136 then opened the floor to discussion and discussion ensued. Dr. James Mahon, the Dean of
137 Arts and Humanities, asked about the final paragraph of the resolution and whether the items
138 therein would be considered action items. The College Senate Parliamentarian, Professor
139 Duane Tananbaum, pointed out several action items within the resolution and clarified that,
140 as the Senate is the policymaking body of the College, an item becomes an action item once
141 a resolution is passed. Professor Judith Duncker shared her concerns on the use of generalized
142 language within the resolution and concerning its action items; she suggested that it may be
143 helpful that the resolution include specific language that action items be carried out by faculty
144 and faculty governance. Prof. Manier explained that the generalizations were intentional, as
145 the College Senate has a history where the delegation of responsibilities are often not carried
146 out by the individual(s) for whom those responsibilities are meant. President Delgado moved
147 to a vote. The resolution was approved by unanimous vote.

148

149 See Attachment IV

150

151 **6. Library, Technology, and Telecommunication**

152 Mr. Steven Castellano brought announcements from the Library, Division of Information
153 Technology, and concerning Blackboard.

154

155 See Attachment V

156

157 The next meeting was scheduled for Wednesday, November 24, 2021 at 11:00 a.m. via Zoom

158

159 **7. Campus Life and Facilities**

160 There was no report. Professor Jennifer Collett briefed on several informational items
161 discussed at the committee meeting. She informed that Robin Auchincloss, the Director of
162 Campus Planning & Facilities, provided updates concerning the renovations on campus. Prof.
163 Collett also informed that students would have access to URLs for Chromebook technical
164 support; that students would have the option to obtain tangible ID cards on campus; and that
165 the World Cup Café, formerly known as Harmony Café, was up and running. Prof. Collett
166 noted that there were some issues with advertising the schedule and whereabouts of the Café;

167 she assured that the committee would be working to make this information clearer and readily
168 available to students.

169
170 The next meeting was scheduled for Wednesday, December 8, 2021 at 2:00 p.m. via Zoom.

171
172 **8. Budget and Long-Range Planning**

173 There was no report.

174
175 The next meeting was scheduled for Wednesday, November 17, 2021 at 1:00 p.m. via Zoom.

176
177 **9. University Faculty Senate Report**

178 Professor Judith Duncker reported on the October 26, 2021 meeting of the University Faculty
179 Senate.

180
181 See Attachment VI

182
183 The next Plenary Session was scheduled for Tuesday, December 7, 2021 at 6:30 p.m.

184
185 **4. Report of Ad Hoc Committee**

186 **a. Report of the Academic Assessment Council—**

187 Dr. Victor Brown reported on the activities of the Academic Assessment Council.

188
189 See Attachment VII

190
191 The next meeting was scheduled for Tuesday, November 9, 2021 at 2:00 p.m. via Zoom.

192
193 **Old Business**----None.

194
195
196 **New Business**----None.

197
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199 **ADJOURNMENT**

200 President Delgado adjourned the meeting at 5:13 p.m.

201

202 Respectfully submitted:

203

204 Cynthia Cessant



GOVERNANCE COMMITTEE
Senate Report
November 3rd, 2021

1. Experimental Course Local Approval Process
 - a. Approved By Academic Department
 - b. Approved By Senate Curriculum Committee
 - c. Senate Informed (No Vote)
 - d. Process Intentionally Expedited
 - e. In This Spirit, Curriculum Committees Will Inform the Senate of Approved Experimental Courses As Soon As Possible

2. Shared Governance
 - a. Aware of Ongoing “Issues” At CSI
 - b. Believe Strongly in Shared Governance, the Importance of College Governance Documents, and the Process By Which Governance Plans Are Amended
 - c. Will Continue To Discuss

3. Two Upcoming Meetings
 - a. Bylaws Discussion, Nov 10th @ 11am via Zoom
 - b. Monthly Meeting, Nov 17th @ 11am via Zoom

Committee on Admissions, Evaluations and Academic Standards (CAEAS) Report

Senate Meeting: November 3, 2021

The CAEAS committee met on October 20, 2021 at 3-3:30pm.

The committee presents the attached memo regarding CUNY policies as an informational item. In particular, the memo includes the following new grading policies, mandated by CUNY Central, that will become effective as of Fall 2021:

- Effective as of the Fall 2021 term, the WU grade will no longer have a punitive impact on a student's GPA. However, the WU grade will continue to have a punitive impact on a student's financial record. A WU grade will continue to be used to denote an "Unofficial Withdrawal."
- The last day to withdraw from a course during the Withdrawal Period (W Grade) has been extended to the last day of instruction for the term. For Fall, 2021, students will have until December 13th to withdraw from classes with a grade of W.
- Effective the Fall 2021 Term, an application for a change of grade, assigned by a member of the faculty, may be made at any time within one academic year from the end of the semester in which the course was taken. Grades cannot be changed once a student has graduated and their academic record is closed.



Office of the University Registrar

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

POLICY & PROCEDURE MEMORANDUM

Date: May 22, 2021
To: **Chief Academic Officers**
From: University Executive Registrar, Vivek Upadhyay
Subject: **CUNY Uniform Grade Glossary, Policies, and Guidelines**

This memorandum is being re-issued to consolidate various Grading Policy/Process memos, updated change of grade policy, WU academic impact modification, and College Now grading policy/process modification. If you have any questions on the uniform grade glossary, policies and/or guidelines please email our@cuny.edu

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|--|----|
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| College Now Program Grading Policy Effective Fall 2021..... | 10 |
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| F-Repeat Policy..... | 11 |

Please disseminate to all interested parties on your campus.

- Cc: The Chancellor
- The Presidents of the Colleges
- The Dean of the Sophie Davis School of Biomedical Education
- The Dean of the School of Journalism
- The Dean of the School of Professional Studies
- The Dean of The CUNY Law School
- The Dean of The CUNY School of Labor and Urban Studies
- Student Affairs and Enrollment Management Council
- College Registrars
- College Financial Aid Directors

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 |
| F | Failure/Unsuccessful Completion of Course | 0.00 |
| FIN | F from incomplete. <i>To be used when the INC grade lapses to an F grade</i> | 0.00 |
| H | Honor. Hunter College School of Social Work only | - |
| INC | Term's work incomplete (temporary grade) | - |
| NC | No credit granted | - |
| NRP | No Record of Progress. Exclusive to Dissertation Supervision at the Graduate Center Only | - |
| P | Pass | - |
| PEN | Grade pending (temporary grade) | - |
| R | Course must be repeated; minimum level of proficiency not attained. <i>Restricted to noncredit, remedial, and to developmental courses</i> | - |
| S | Satisfactory | - |
| SP | Satisfactory progress. <i>Restricted to thesis and research courses requiring more than one semester for completion</i> (temporary grade) | - |
| U | Unsatisfactory | 0.00 |
| W | Withdrew. <i>Student participated in an academically related activity at least once</i> | - |
| WA | Administrative Withdrawal. <i>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</i> | - |
| 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 | - |
| WU | Withdrew Unofficially. Student participated at least once in an academically related activity | - |
| Y | Year or longer course of study must continue to completion (temporary grade) | - |

CUNY School of Medicine Only

| Grade | Explanation |
|--------------|---|
| C/ | Passed the course/clerkship elements but failed the initial attempt of the NBME subject exam. |
| C/P | Passed the second attempt of the NBME subject exam; Passed the course/clerkship. |
| C/F | Failed the second attempt of the NBME subject exam; Failed the course/clerkship. |
| H | Outstanding performance in the subject area, far exceeding the clerkship requirements, limited to the top 10-20% of students. |
| HP | For performance significantly above expectations, up to the top 40% of students, but not qualifying for honors. |
| U/ | Does not meet expectations in one or more competencies. |
| U/P | Did not meet expectations in competency and successfully remediated. |
| U/F | Did not meet expectations in competency and failed the remediation. |

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.
- Students who officially withdraw after the Financial Aid certification date during the program adjustment or refund period will have the administrative grade “WD” or “WN” recorded in the enrollment record of the dropped course.
- 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).
 - *A grade of “WD” is assigned to students who officially drop a class after the financial aid certification date and prior to the census date.*
 - *A grade of “W” is assigned to students who officially drop a class after the refund period and prior to or on the last day to officially withdraw for the term/session. Students who have participated in an **academically related activity** and officially withdraw after the official refund period, but prior to the end of the designated withdrawal period will have a grade of “W” (Withdrew Officially) recorded. After that period, however, with special permission to withdraw by faculty and/or appropriate college committee, a grade of “W” may be recorded.*
 - *A grade of “WN” is to be assigned to students who **never** participated in an academically related activity and did not officially withdraw*
 - *A grade of “WU” is to be assigned (by instructor) to students who **participated** in an academically related activity **at least once**, completely stopped participating in any academically related activities, any time before the culminating academic experience of the course, i.e., final exam, final paper, etc.*
- 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 (see updated Grade Change Policy Effective Fall 2021). The grade of “INC” (Incomplete) should be given by the instructor **in consultation with the student** with the following guidelines:
 - **only** 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 Term/Session. 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
 - Transcript comments for INC grades should be added to the student record indicating the nature of the incomplete.
- The “PEN” grade is a temporary grade awarded when the disposition of the final grade requires further evaluation and when the incomplete grades is 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.
- The grade of “P” or “NC” 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 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 must 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 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 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 freshman 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 withdrew grades.
- The grade of “CR” can be used for the awarding of transfer credit.
- The grade “Y” 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 satisfying 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.**

Guidance on WU/F/INC Grades

Audit reviews by internal as well as both the State and the Federal government have required the need to emphasize the definition of following grades:

- **WU:** A grade of “WU” is to be assigned to students who participated in an **academically related activity at least once, completely stopped attending at any time before the culminating academic experience of the course, i.e., final exam, final paper, etc., and did not officially withdraw.**
 - A WU grade should never be given in place of an ‘F’ grade.
 - The ‘F’ grade is an **earned grade** based on poor performance and the student not meeting the learning objectives/outcomes of the course throughout the entire academic term/session. If the student has participated in an **academically related activity** at least once or if there is documented evidence of the student’s participation in a course, and they have ceased participating in the course, at the end of the term, the unofficial withdrawal grade reported must be a “WU”. When a student does not officially withdraw from a course and fails to complete the course requirements, the instructor assigns the “WU” grade on the final grade roster.
- **F:** A grade of “F” is a failure grade given to a student **who completed** the culminating academic experience of the course and failed. A student who completed a course unsuccessfully should be granted the grade of “F” with the culminating academic experience of the course, i.e., final exam, final paper, etc. This grade can also be assigned if the student has completed most of the course and documentation of failing course work is available. **This documentation must be retained and available for review by auditors.**
 - **A WU grade should never be given in place of an ‘F’ grade.**
 - The ‘F’ grade is an **earned grade** based on poor performance and the student not meeting the learning objectives/outcomes of the course throughout the entire academic term/session.
 - This grade can also be assigned if the student has completed most of the course and documentation of failing course work is available. This documentation must be retained and available for review by auditors. Moreover, such action should encompass the elimination of any possible “INC” grade being awarded, meaning that the “F” grade is awarded with full knowledge and effect that submission of any/all incomplete work by the student would not result in the student’s passing of the course.
- **INC:** The grade of “INC” (Incomplete) should **only** be given by the instructor **in consultation with the student** with the following guidelines:
 - 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. **Upon timely completion of said incomplete work, the student would earn passing grade.**
 - 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.
- **Academically related activities include, but are not limited to:**
 - physically attending a class where there is an opportunity for direct interaction between the instructor and students.
 - submitting an academic assignment.
 - taking an exam, an interactive tutorial or computer-assisted instruction.
 - attending a study group that is assigned by the school.
 - participating in an online discussion about academic matters and
 - initiating contact with a faculty member to ask a question about the academic subject studied in the course.
 - engaging in an online academically related activity or initiating contact with a faculty member to ask a course-related question. Logging into an online class is not sufficient, by itself, to demonstrate academic participated by the student.

Change of Grade Policy & Process Effective Fall 2021

The purpose of this policy 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. The procedures outlined below applies 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.
- **Undergraduate** grade change request **over one academic year** requires the approval of the Grade Appeals Committee (or campus equivalent.)
- **Graduate** change of grades **over one academic year** requires the approval of the Dean of Graduate Studies (or campus equivalent.)

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.)
- The student or the instructor may appeal this administrative action. Graduate Students who receive an Incomplete (INC grade) must fulfill their academic obligation **within one calendar year (or earlier campus deadline)** of the end of the semester in which the grade of Incomplete is given.
- Incompletes unresolved in the above-mentioned time-period will become FIN in students' records and may not be changed thereafter.

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 Appeal

- 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. **Appeals must be filed within 30 calendar days of grade assignment in CUNYfirst.**

Faculty Appeal

- An appeal instituted by a member of the faculty to change an administrative FIN must indicate that the work required to resolve the INC grade was in the instructor's possession prior to the INC deadline date. **Appeals must be filed within 30 calendar days of FIN grade assignment in CUNYfirst.**

Grade Appeals Process

- Student or Faculty request shall be reviewed by the department grade appeals committee (or campus equivalent.) The departmental shall review the matter and make a recommendation to the faculty member within **30 calendar days**.
- If the departmental grade appeals fail to make a recommendation to the faculty member within **30 calendar days**, the grade appeal will be escalated to the college-wide grade appeals committee (or campus equivalent.)

- The college-wide grade appeals committee (or campus equivalent) shall have **30 calendar days** to make a recommendation to the department and faculty member.
- The faculty member, upon receipt of the department or college-wide committee's recommendation, must render a judgment within **15 calendar days** and communicate in writing/via online form to the Campus Registrar his or her decision to either sustain the grade or submit a grade change.

This Policy shall supersede and override all undergraduate and graduate program-level grading change policies currently in effect at CUNY colleges and schools Effective Fall 2021.

Academic Penalty Removal for WU grade Effective Fall 2021

- 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 grade i.e., these grades do not impact student GPA.** For Title IV purpose University uses our Grading policy (this document) for compliance with R2T4 regulations. Effective Fall 2021, WU grade will not have punitive impact on student’s GPA. WU grade will continue to be used to denote Unofficial Withdrawal. This Policy shall supersede and override all undergraduate and graduate program-level grading change policies currently in effect at CUNY colleges and schools.

College Now Program Grading Policy Effective Fall 2021

- 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 grade will convert to NC (No Credit). CR will carry academic credit and NC will not. Neither grade will impact the student’s GPA. Upon matriculation, NC grades earned during College Now program, will not impact students financial aid status. This Policy shall supersede and override all College Now program-level grading policies currently in effect at CUNY colleges and schools.

Final Grade Submission Deadlines Effective Fall 2017

- Beginning Fall 2017, City University of New York (CUNY) will implement 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 business days (72 hours) after the last day of the final exam period for the term (or equivalent for sessions).** Individual colleges may impose more stringent deadlines if they so 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. This Policy shall supersede and override all grading deadline policies currently in effect at CUNY colleges and schools.

F-Repeat Policy

04/23/1990, 12/14/1990, 9/19/1994, 2/23/2004

GUIDELINES

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

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 1, 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. Unless otherwise approved by the Board of Trustees, a grading policy approved at an individual College cannot override: 1) a student's right to have the grade of "F" deleted from the calculation of the cumulative Grade Point Average once a grade of "C" or better has been earned for the same course, and 2) the total of 16 failing credits that may be deleted.
3. This resolution applies to grades of "C" or better received for courses re-taken 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 1, 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

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.

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

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

12/14/90

GUIDELINES

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

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 1, 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 1, 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 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.
7. 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.
8. 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.
9. 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.

10. 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.

11. 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.

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

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

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

15. 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.

Revised 9/19/94

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.

Senate Meeting – 11/03/21/21

Undergraduate Curriculum Committee (UCC) Report

The following proposals were approved unanimously by the UCC, with a quorum present on (9/9 members in attendance)

1. Speech Language Hearing Sciences
 - SPV 349-Change in description, prerequisites
2. Psychology
 - PSY 327-New course
3. Art
 - ARH 314-Change in title, description
4. Music, Multimedia, Theatre, and Dance
 - MSH 336-New course
5. Experimental Courses
 - BBA 235
 - HEA 275
6. Next meeting: 12/01/21

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ART

CURRICULUM CHANGE

1. **Type of Change:** Title, Description

2. **From:** ~~Strike through the changes~~

| | |
|---|--|
| Department(s) | Art |
| Career | <input checked="" type="checkbox"/> Undergraduate [] Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial |
| Subject Area | Art History |
| Course Prefix & Number | ARH 314 |
| Course Title | Art in the United States from the Civil War to the Present |
| Description | Architecture, sculpture, painting, the decorative arts and photography in the United States and the acceptance of modernism, first in architecture and photography, and then in painting and sculpture after World War II. |
| Pre/ Co Requisites | Pre-requisite: One 100-Level Art History Course. |
| Credits | 3 |
| Hours | 3 |
| Liberal Arts | <input checked="" type="checkbox"/> Yes [] No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | NA |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |

3. **To:** Underline the changes

| | |
|---|--|
| Department(s) | Art |
| Career | <input checked="" type="checkbox"/> Undergraduate [] Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial |
| Subject Area | Art History |
| Course Prefix & Number | ARH 314 |
| Course Title | <u>Public Art in the United States from the Civil War to the Present</u> |
| Description | <u>Examination of how changing political, social, cultural and artistic values have been expressed in prominent monuments and memorials in American public art from the mid-19th Century to the present.</u> |
| Pre/ Co Requisites | Pre-requisite: One 100-Level Art History Course. |
| Credits | 3 |
| Hours | 3 |
| Liberal Arts | <input checked="" type="checkbox"/> Yes [] No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | NA |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

The current iteration of this course is largely repetitive of the introduction to modernism that is taught in the intro course *ARH 141 Introduction to the History of Modern Art in the United States and Europe*, which is a required class, offered each semester in multiple sections. As a result of the overlapping course content, this advanced level course is rarely offered. However, all studio majors in the department (BFA, BA, BS in Digital Imaging) need advanced level art history classes each semester to progress

towards graduation. The change to learning outcomes will be our ability to offer this as an additional advanced level art history course on a regular basis to better serve students.

By adapting this course to focus on public art during this complex period of American history, the course becomes both a timely art history survey and a means through which to examine important recent political and cultural shifts in the US. This results in a more compelling and dynamic liberal arts course for all Lehman students. For art department students, it becomes more valuable by exposing them to leading artists working today in innovative areas of contemporary art, including performance art, social practice art, and art that is related to community engagement.

5. **Date of departmental approval:** September 22, 2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

1. **Type of change:** New course

2.

| | |
|---|--|
| Department(s) | Music, Multimedia, Theatre, and Dance |
| Career | <input checked="" type="checkbox"/> Undergraduate [] Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial |
| Subject Area | MSH |
| Course Prefix & Number | MSH 336 |
| Course Title | Community Music and Arts Education |
| Description | An examination of thriving and innovative programs that nurture inclusivity, diversity, and collaboration in the arts. Includes fieldwork and presentations. Note: fieldwork required |
| Pre/ Co Requisites | Departmental Permission |
| Credits | 3 |
| Hours | 3 |
| Liberal Arts | <input checked="" type="checkbox"/> Yes [] No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | NA |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |

3. Rationale:

Community Music and Arts Making has become a large part of urban and global cultural life, especially during the pandemic. This course fills a need for students, artists and future educators to learn about, participate in and create artistic experiences in the community.

4. Learning Outcomes (By the end of the course students will be expected to):

Students will be able to research, examine and conceptualize examples of community arts-making in the urban and global society.

Students will attend, participate in and write about examples of community music and arts-making,

Students will contribute to the canon of community arts-making in New York City through creating and reviewing.

5. Date of Departmental Approval: August 23, 2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF PSYCHOLOGY

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

| | |
|---|--|
| Department(s) | Psychology |
| Career | <input checked="" type="checkbox"/> Undergraduate [] Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial |
| Subject Area | Psychology |
| Course Prefix & Number | PSY 327 |
| Course Title | Applied Child Development |
| Description | Theories and research findings relevant to the study of child development in applied contexts, including familial, educational, and community settings. Presents an overview of training and career options for individuals who seek to work in applied research settings. |
| Pre/ Co Requisites | PSY 166 |
| Credits | 3 |
| Hours | 3 |
| Liberal Arts | <input checked="" type="checkbox"/> Yes [] No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | NA |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |

3. Rationale:

The Department of Psychology currently offers a 200-level course in child development (Child Psychology, PSY 217). The large number of Lehman College students who seek to work in applied settings as educators, social workers, counselors, and researchers would benefit from an advanced course devoted to understanding the settings in which much of child development occurs, from families to schools to communities, and the importance of these settings in influencing children's development.

The proposed 300-level course focuses on four related topics. First, it provides an introduction to relevant theoretical perspectives that seek to explain the impact of the broader environment or ecology on children's development. Second, it provides an overview of how select settings within that environment (e.g., the familial environment) impact the course of children's development. Third, it explains the role of applied developmental research in informing policies and programs for children, with an emphasis on programs that serve children whose development has been placed at risk by poverty and related forms of adversity. Fourth and finally, it offers an orientation to careers in applied child development and, where applicable, the post-graduate training required to pursue those careers, with an emphasis on career opportunities in applied developmental research that require a bachelor's or master's degree.

4. Learning Outcomes (By the end of the course students will be expected to):

- Identify key theoretical perspectives that seek to explain the impact of the environment on children's development and articulate the mechanisms by which those theories account for environmental impacts.
- Analyze the effects of select settings (e.g., familial environments) on children's development.
- Explain the role of applied developmental research in informing policies and programs for children, and particularly programs that serve children whose development has been placed at risk by poverty and related forms of adversity.
- Identify career paths in the field of applied child development and the training required to pursue those careers.

5. Date of Departmental Approval: September 13, 2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Description, prerequisite

2. **From:** ~~Strikethrough~~ the changes

| | |
|---|---|
| Department(s) | Speech-Language-Hearing Sciences |
| Career | <input checked="" type="checkbox"/> Undergraduate [] Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial |
| Subject Area | Speech and Hearing Sciences |
| Course Prefix & Number | SPV 349 |
| Course Title | Speech and Hearing Sciences |
| Description | The physics and bioacoustics of speech production and perception, measurement of fundamental quantities, the anatomy and physiology of the central auditory pathways, and introduction to psychoacoustics and theories of speech production and speech perception; and application to typical speech and hearing and communication differences and disorders. |
| Pre/ Co Requisites | SPV 245; SPV 246; SPV 228; SPV 247 and a 2.7 average across the four pre-requisite courses |
| Credits | 3 |
| Hours | 3 |
| Liberal Arts | <input checked="" type="checkbox"/> Yes [] No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | NA |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society |

| | |
|--|-----------------------|
| | ____ Scientific World |
|--|-----------------------|

3. **To:** Underline the changes

| | |
|---|--|
| Department(s) | Speech-Language-Hearing Sciences |
| Career | <input checked="" type="checkbox"/> Undergraduate [] Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial |
| Subject Area | Speech and Hearing Sciences |
| Course Prefix & Number | SPV 349 |
| Course Title | Speech and Hearing Sciences |
| Description | The physics and bioacoustics of speech production and perception, <u>temporal and spectral analyses of vowels, consonants, prosody, and language differences</u> ; introduction to psychoacoustics and theories of speech production and perception. |
| Pre/ Co Requisites | SPV 245; SPV 246; SPV 228; SPV 247 and a 2.7 average across the four pre-requisite courses <u>and PHY 140</u> or departmental permission. |
| Credits | 3 |
| Hours | 3 |
| Liberal Arts | <input checked="" type="checkbox"/> Yes [] No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | NA |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

The change in course description more accurately reflects the content of the course. PHY 140 is currently not a prerequisite for this course. This change will not impact the learning outcomes of the department.

5. **Date of departmental approval:** 8/27/21

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

1. **Type of change:** Experimental Course

2.

| | |
|---|--|
| Department(s) | Economics and Business |
| Career | <input checked="" type="checkbox"/> Undergraduate [] Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial |
| Subject Area | Finance |
| Course Prefix & Number | BBA 235 |
| Course Title | U.S. Residential Mortgage Markets |
| Description | Introduces U.S. fixed income markets with application to the U.S. residential mortgage market, taking a practitioner's view of a secondary market investor such as an investor in mortgage-backed securities. |
| Pre/ Co Requisites | |
| Credits | 2 |
| Hours | 2 |
| Liberal Arts | [] Yes <input checked="" type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | NA |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |

3. Rationale:

The course is designed for students with an interest in financial markets, sales and trading or investment management, but serves to broaden students' understanding of fixed income financial markets, the broader U.S. economy and real estate capital markets. In addition to gaining knowledge of the U.S. residential mortgage markets, students will acquire valuable practical know-how and strengthen their problem-solving skills on real world challenges.

4. Learning Outcomes (By the end of the course students will be expected to):

1. Gain a broad understanding of the U.S. fixed income and housing finance markets;
2. Deepen understanding of specific fixed income market concepts such as bond pricing, duration, and convexity;
3. Strengthen problem-solving skills through application of classroom materials to real world problems.

5. Date of Departmental Approval: 10/7/21

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

1. **Type of change:** Experimental Course

2.

| | |
|---|--|
| Department(s) | Health Sciences |
| Career | <input checked="" type="checkbox"/> Undergraduate [] Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial |
| Subject Area | Health Education and Promotion |
| Course Prefix & Number | HEA 275 |
| Course Title | Health Literacy in the Age of New Media |
| Description | Examination of web-based communication of health information and its influence on health literacy across diverse populations. |
| Pre/ Co Requisites | |
| Credits | 1 |
| Hours | 1 |
| Liberal Arts | [] Yes <input checked="" type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | NA |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |

3. **Rationale:**

This experimental course addresses a 1-credit shortfall in total credits required for the Health Education and Promotion (HEA) major. This shortfall is due to a credit transfer issue where only two credits are transferring in for select 3-credit health courses taken at other colleges. There are currently no 1-credit courses offered in the HEA major to fill that gap. The content of this course is a timely complement to the HEA curriculum and examines health literacy, an important construct in this field, and the growing influence that various digital media platforms have on health literacy levels, particularly among vulnerable and at-risk populations.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- To define new media and describe its various forms.
- Explain the growing influence of new media on shaping individual and cultural perceptions of health, prevention and treatment.
- Define health communication and describe its various levels within health education and promotion.
- Examine the evolving role of health communication in the marketing and promotion of health information online.
- Examine the dissemination of online health mis- and disinformation and discuss its correlation with health literacy levels.
- Analyze effective health messaging interventions that use new media to reach various audiences.
- Explore digital health communication campaigns designed to reduce disparities among vulnerable and at-risk populations.
- Discuss the benefits and limitations of strategic health messaging through new media to promote health literacy.

5. **Date of Departmental Approval:** 10/06/2021

Modalities and Academic Freedom Resolution

Whereas, during the past few semesters, CUNY has made adjustments to teaching modalities (such as in-person, online, and hybrid, as well as added a new attribute, HyFlex) due to the COVID pandemic, and in many instances, the exigencies of the pandemic necessitated changes that reduced the time instructors had to adopt new instructional practices, and necessitated changes to ongoing courses that were stressful for faculty, students, and staff, and

Whereas class modalities can affect issues of academic freedom and intellectual property, and

Whereas class modalities are related to workload, in ways that affect students and faculty, and

Whereas students need guidance from faculty to make new connections and advance their careers, and each course has unique interconnections between class modality, format, and student-teacher interactions, and

Whereas class modality is intricately related to pedagogical models, so that pedagogy must be matched by appropriate class modalities, and

Whereas Lehman College's mission statement of the past fifteen years has made clear that the college is recognized for "close interaction between students and faculty" and highly values this,

Now therefore be it resolved that modalities and attributes of classes at Lehman College must be developed in close cooperation with schools, departments, and the faculty, and

Be it resolved that Lehman College will make decisions about class modalities and attributes in advance of registration deadlines, so that class modality and attributes will be transparent to faculty when they are assigned to classes and to students when they register, and

Be it resolved that Lehman College must establish and share best practices around the communication process and timelines related to changes to class modalities and attributes that reflect the needs of faculty, who require time to modify their courses, and chairs, who require time to discuss changes to course attributes, compensation, and pedagogy with faculty, and

Be it resolved that Lehman College must develop appropriate guidelines and rules governing how decisions about class modalities and attributes will be made, including giving due consideration to issues of academic freedom, intellectual property, and pedagogy.



Library Technology and Telecommunications Committee Report

Library

- Library has extended hours for student study: 2-Hours for Study; 2-Hours for Computer use; 1-Hour for Scanning; and 5-minutes for Book Pickup-Return. Limit of 35 Patrons and staff on first floor remains in effect. Library has simplified access process. Make your appointment on LibCal. Visit Library Homepage for more details. Library encourages College community to visit. **Masks are Mandatory for everyone visiting Library.** Library is unable to accommodate group study requests. Future service will be denied if patron does not follow Library procedure
- New Library Hours: Library is OPEN Monday-Friday between 9 AM and 5 PM. No Weekend Service
- Library announces Online Reference Pilot. Meet with a Reference Librarian every Tuesday and Wednesday between 2:00 – 5:00 PM via Zoom. Chat, e-mail, and telephone support still available.
- Library and Music Department announce a reading with Professor David Pearson. Join us for a virtual reading and discussion of: *Rebel Music in the Triumphant Empire*. The reading takes place on Monday, November 15th at 1 PM. Please visit the Library Homepage and register under Upcoming Events

Information Technology

- Division of Information Technology reported that the college's plans are moving forward to upgrade 172 classrooms with state-of-art technology including: new computers and podiums, laser video projectors, audio systems, cameras and mics. Two sample rooms are completed and faculty will be invited to review and provide feedback. Hy-flex technology is in place in more than 40-classrooms on campus. Technical Assistance is also available on request to instructors using the technology to assist in making the process as streamlined as possible.
- The college community is reminded to stay vigilant with malicious “phishing” and malware emails directed to students, faculty, and staff. Students are reminded to not reply to job offers from unknown senders, and we should all never provide personal, confidential information in response to an email. Please continue to be vigilant

Blackboard

- Our Bb environment will undergo an upgrade to SaaS (Software as a Service) later this fall. The upgrade is planned for December 28th-30th. During the Upgrade Period, Bb will not be available. When Bb becomes available, the community will have the latest updates and fixes. We will no longer need to take

Bb offline to do the upgrades as Bb will be in “the cloud” and updates will become transparent.

- Our Spring 2022 Courses will be created following Thanksgiving break. We have made some minor revisions to our Lehman Course Template
- A Voice Thread workshop is coming up on November 12th at noon. An email was sent to all faculty this past Friday with a Registration Link. Another mail will be sent to provide everyone with the opportunity to register.

Lehman College
The City University of New York
Campus Life and Facilities Committee Report

1. UPDATES - Robin Auchincloss
 - a. Excavation of the new nursing building has begun
 - b. Paved road on Paul Ave. circle was completed to replace the fuel tanks
 - c. New ramp on the east side of Shuster has been installed. The ramp is fully handicapped accessible with illuminated handrails.
 - d. Davis Hall – west half of the first floor will be renovated to accommodate the social work department.

2. CHROMEBOOKS – Please see the notes between Kofi Benefo and Ron Bergmann
 - a. Chromebook support pages for student from IT are the following:
<https://www.cuny.edu/about/administration/offices/cis/it-resources-for-remote-work-teaching/loaners/#1584627864555-c6127a8b-852c>
<https://www.google.com/chromebook/howto/>
 - b. When the IT trainer returns from leave, they will offer Chromebook workshops for students, however 1-1 support is available now if students contact the help desk.
 - c. There is a limited supply of PC loaner devices and both the library and IT center have reopened on a limited basis if students are able to come to campus and are following the entry requirements.
 - d. While Chromebooks use the Chrome operating system, there is no requirement to use the Google eco-system. Student should easily be able to log-in to their Microsoft365 account and use the tools there for collaboration such as Word, PowerPoint and Excel, among others.
 - e. Faculty should refer issues to the college IT Help desk, which is both in-person and virtual. The idea of borrowing Chromebooks and iPads is possible and can be arranged upon request from Raymond Diaz or Migdio Dominguez.

3. STUDENT ID cards
 - a. There are issues with students being able to access their virtual ID cards on their smartphone devices and would like to get a physical card, information to do so can be accessed here: <https://www.lehman.edu/public-safety/id-schedule.php>

4. WORLD CUP CAFÉ
 - a. There are concerns that it is difficult to find the café due to poor marketing and inability to read the subtext that the café is in the music building. (SEE PICTURE)

**Report of
The 426th Plenary Session
of The University Faculty Senate
of The City University of New York
Via Zoom Pro
Tuesday, October 26, 2021**

**Remarks by Interim Executive Vice Chancellor [IEVC] and
University Provost Daniel Lemons**

IEVC Lemons began his remarks by thanking all CUNY faculty for their dedication during the pandemic. The pandemic, he stated, has accelerated many pre-covid priorities, such as advancing online learning. Online learning has benefited our students, he argues, even though there are benefits to students attending in person. Being on campus is also clearly important.

Post-pandemic requires greater safety. Our campus is safe. Student vaccination rate is 92%. By spring 2022, all of CUNY students must be vaccinated as they must be now. It is safer to be on our campus than anywhere else.

CUNY Board Of Trustees approved a historic budget request with over 400 million dollars in new funding with 1000 new faculty lines.

Dr. Lemons was presented with the statement that, at John Jay College, 24% of students prefer to be in a traditional classroom, 15% prefer hybrid, 29% prefer synchronous online and 32% prefer asynchronous fully online. Yet CUNY wants 70% of courses to be in person - against the desires of students. Dr. Lemons retorted that CUNY is the outlier in higher education since most other colleges are back in person. We at CUNY are far from achieving that goal this term.

Again, in response to questions from the floor, Dr. Lemons stated that he was not convinced that students are better off in an environment that is mostly online. He made reference to an anonymous educator who 10 years ago had a student pass rate of 30%. With a lot of work, that percentage went to 90%. With the online classes, the pass rate dropped to 50%. “Students do not always know what’s best for them” he noted. “They sometimes have preferences that don’t work in their best interest.” In person contact, he argued, is best for lower level students noting that there are lots of studies and research to back that up.

When asked what metric was used to come up with the 70/30 split, he replied that it was based on the understanding that we need to get back in person.

Transfer Opportunity Program Faculty Survey – Vita Rabinowitz

This survey sent out to 18 thousand full and part time faculty. Dr. Rabinowitz urged all faculty to complete the survey. The survey is funded by the US Department of Education Institute for Education Sciences. Its aim is to gain generalizable knowledge about faculty experience and faculty views on students transfer. The first of its kind in the United States. Hopeful that the findings will be useful to CUNY. This study is useful because at CUNY 87% of Community College students aspire to achieve their bachelors degree. 6 years later 31% transfer to a senior college and 15% earn a bachelors degree. Original goals are not met. Most are students of color.

Comparative SUNY/CUNY Senior College Faculty/Student Ratios – Ned Benton

Prof. Ned Benton described the findings of his comparative analysis of faculty/student ratio at SUNY and CUNY colleges. His analysis found that over the period beginning in 2003, both SUNY and CUNY started out the same but ended up in different places. However, over time there was a divergence in the faculty student ration.

For SUNY colleges, the faculty ratio increased whereas, for CUNY colleges, there were fewer faculty members per student. [CHART #1]. As the percentage of students of color go up, the percentage of faculty teaching them go down. [CHART #2]. For CUNY, structural racism was the inevitable outcome of the administration's attempts to balance the budget.

Further information on this study is available on CUNY Commons at:

<https://ufsbac.commonsgc.cuny.edu/>

This data is being reviewed by attorney general's office as well as PSC CUNY.

Related to the 1075 faculty lines request.

CHART #1

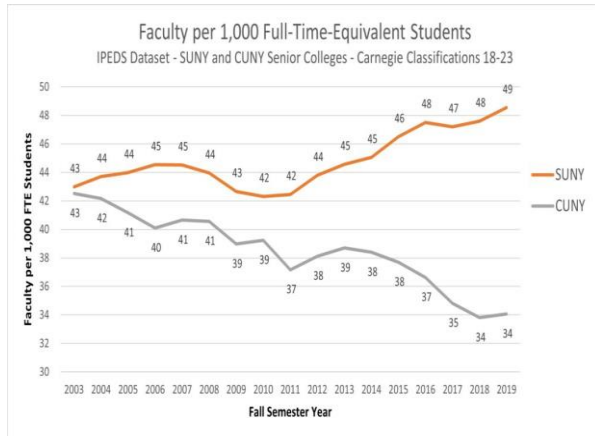
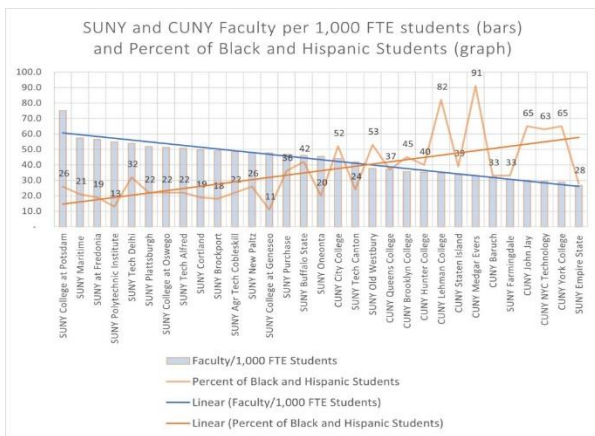


CHART #2



**Chair’s Report – Martin Burke
Budget request has been passed.**

Resolution Proposed

The Committee on Status of the Faculty proposed a resolution to Amend the Manual of General Policy to Require CUNY Administration to Consult with Faculty in Developing Emergency Policies. The Resolution was approved almost unanimously.

The meeting was adjourned at 8:15pm.

Resolution to Amend the Manual of General Policy to Require CUNY Administration to Consult with Faculty in Developing Emergency Policies

WHEREAS, CUNY's foundational documents, the Bylaws and the Manual of General Policy (MGP), confirm the faculty's integral role in CUNY's academic mission (see, for example, MGP Policy 5.01, "Academic Personnel Practice," Item 1, "Faculty Responsibility," and Bylaws Section 8.20, "University Faculty Senate");

WHEREAS, the MGP gives the faculty primary responsibility for academic matters including "the quality of teaching, research, and the guidance of students, and the general quality and advancement of the academic program" (MGP Policy 2.08, "Governance of the University," Item 3.2, "The Faculty");

WHEREAS, the faculty are the primary agents of "development, preservation and transmission of knowledge" within the academic community (MGP Policy 2.08 "Governance of the University," Item 3, "The Colleges");

WHEREAS, there is a University Faculty Senate that is responsible for the formulation of policy relating to, among other items, "university level educational and instructional matters" (Bylaws Section 8.20, "University Faculty Senate") and is the governing body that ensures adequate representation of college needs and views at the University level (MGP Policy 2.8);

WHEREAS, CUNY's Bylaws give faculty the responsibility for "the formulation of policy relating to ... curriculum, awarding of college credit, granting of degrees" (Section 8.5, Duties of the Faculty);

WHEREAS, CUNY was faced with an unprecedented set of challenges in March 2020 due to the consequences of the novel CoronaVirus-19 pandemic for New York City and State and the country and world;

WHEREAS, no members of the University Faculty Senate (UFS) served on the Task Force to oversee the response of the University to the crisis, nor did the Chancellor's Office consult with the UFS before announcing the "Recalibration," a failure to respect the imperatives of shared governance;

WHEREAS, the CUNY Chancellery developed and implemented changes without the involvement of the duly-elected heads of the student and faculty governance bodies who are members of the CUNY Board of Trustees;

WHEREAS, provisions should be made for the representation of all faculty as members of the college community in the decision-making processes;

WHEREAS MGP Policy 2.08, "Governance of the University," Item 2, "The University," addresses ways for "all sectors of the University community to participate in decisions appropriately reached at the University level" including through representation by the University Faculty Senate;

WHEREAS decisions regarding responses to crises are among those "appropriately reached at the University level";

WHEREAS MGP Policy 2.08, "Governance of the University," Item 2, "The University," also identifies "effort[s] to ensure that present policies and practices related to educational and management matters within the colleges and the University are satisfactorily meeting the needs of the University community";

WHEREAS responses to crises constitute "policies and practices related to educational and management matters within the colleges and the University" that must "satisfactorily meet the needs of the University community."

THEREFORE BE IT RESOLVED, in light of the certainty of similar future catastrophic events, the Manual of General Policy shall be amended to require that CUNY's administration shall actively and meaningfully involve faculty in decision-making regarding the response from the beginning of a catastrophe and continuing throughout its duration.

BE IT FURTHER RESOLVED that specifically, MGP Policy 2.08, "Governance of the University," Item 2, "The University," shall be amended to include the following statement as its final paragraph:

In a further effort to ensure that present policies and practices related to educational and management matters within the colleges and the University are satisfactorily meeting the needs of the University community, the Chancellor and other members of CUNY's administration shall, when faced with a crisis posing academic and other challenges to the University, actively and meaningfully involve faculty in determining the response to the crisis, from the time the crisis is first identified, and on a continual and regular basis throughout the entire period of responding to the crisis.

Academic Assessment Committee Report

Lehman College, The City University of New York

VICTOR M. BROWN, PH.D., M.B.A., ASSOCIATE PROVOST FOR ACADEMIC PROGRAMS AND EDUCATIONAL EFFECTIVENESS

New Faculty Members

- Elia Machado (Earth, Environmental, and Geospatial Studies)
- Juan Jesús Payán-Martin (Languages and Literatures)

Assessment Workshop

- **Topic:** Curriculum Maps
- **Presenters:** Registrar Yvette Rosario, Associate Registrar Daniel Nicasio, and Associate Provost Victor Brown
- Held on October 14 at 3:30 PM

Lehman College's New AMS

- Lehman College ended its use of *Taskstream* in November 2017.
- Lehman College committed to the Middle States Commission on Higher Education that it would adopt a new Assessment Management System (AMS) to replace *Taskstream* during its re-accreditation in 2018.
- Lehman College reviewed multiple packages by multiple vendors. The AAC, along with I.T., and other institutional stakeholders played a pivotal role.
- COVID-19 delayed the CUNY procurement process and increased the emphasis on costs.
- Watermark Insights' *Planning & Self-Study* cleared the CUNY procurement process early this fall.

Lehman's Requirements for an AMS:

- The AMS would accommodate the following activities:
 - Academic and AES assessment
 - General Education assessment
 - Program Review
 - Strategic Planning
 - Development of program and institutional Self-Study Reports
- Robust Reporting to guide continuous improvement and planning
- Institutional ability to grant permissions e.g., access to visiting accrediting agency teams
- Capacity to accommodate an increasing culture of evidence and improvement

The Implementation: Where Things Are

- The invoice has been paid.
- The implementation planning is in its early stages.
- A Project Manager has been assigned to work with Lehman College
- Watermark Insights has been provided with basic information about Lehman College's needs and expectations, along with key contacts.
- A “Kickoff Meeting” took place on October 12.
- A second meeting with the vendor was held on October 19.

The Implementation Process

- Phase I: Implementation Kickoff: 3 meetings/1 month
 - Meet implementation team
 - Define goals and timeline
 - Create a project plan
 - Single sign-on setup
 - Data imports and verification
- Phase II: Administrator training & best practices: 4 meetings/2 months
 - Assessment project settings
 - Create outcomes & rubrics
 - Project assignment creation & artifact upload
 - Project deployment & scoring

The Implementation Process

- Phase III: Go Live: 3 meetings/ 1 month
 - Enter outcomes
 - Track cyclical assessment plan data
 - Review assessment planning reports
 - Validate data collection
- Phase IV: Partnership for continued success
 - 24/7 support
 - Help center, guides, and videos
 - Regular training webinars and releases

Preliminary Lehman Timeline

| | |
|------------------|---|
| Late September | Complete and submit the Planning & Self Study Project Readiness Checklist & Scope Questions (attach learning outcomes: ILOs, programs, courses). |
| Late September | Kickoff meeting to make introductions, confirm executive sponsor and system administrator(s), provide an overview of the implementation process, discuss implementation goals, and explore campus/Watermark support options |
| October | Goal-based implementation and administrator training for outcomes assessment planning and curriculum mapping, syllabi repository |
| October | Templates created based on Lehman's 6-step assessment process, program review, strategic plan, accreditation, and self-studies |
| October | Training materials |
| November | Integration of agreed AMS components with the IE website (login link, select reports) |
| November | Early adopters pilot the AMS |
| November | Lehman training campaign is developed |
| December-January | On campus training |
| January | Import of users, courses, outcomes <u>is</u> completed |
| February 1 | Target launch date: February 1, 2022. Full implementation begins – all AY 2021-22 assessment reports will be submitted directly into the system when they come due at the end of the semester |

The October 12 Kickoff Meeting

- The Kickoff Meeting Agenda:
 - Introductions
 - Confirmation of Executive Sponsor and System Administrators
 - Overview of the Implementation Process
 - Discussion of Implementation Goals
 - Exploration of campus and Watermark support options

Implementation Stakeholders

- Executive Sponsor: Communicates and evaluates implementation goals; champions the project
- System Administrators: Primary point of contact for Watermark. Responsible for initial system configuration during implementation; manages ongoing system maintenance and tasks
- Technical Representative(s): I.T. Configures data import files, integrations.

Assessment AY 2021-2022

- Plans will be placed into Dropbox
- Reports will be submitted into *Planning & Self-Study* (full implementation is expected to occur in time for report submission)