

MINUTES
Meeting of the Hunter College Senate
26 March 2014

- 1 The 560th meeting of the Hunter College Senate was convened at 3:45 PM in Room W714.
2
- 3 **Presiding:** Christa Davis Acampora, Chair
4
- 5 **Attendance:** The elected members of the Senate with the exception of those marked absent in Appendix I.
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7 Alternate Senators were formally seated in accordance with the procedures approved by the
8 Senate, and clickers were distributed to them.
9
- 10 **Report by the President:** **A summary of President Raab's report is in Appendix II.**
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12
- 13 **Report by the Administrative Committee:** The Chair, Professor Christa Davis Acampora, presented the report as follows:
14
15 **a) Approved Curriculum Changes**
16 The following curriculum changes as listed in the Report dated 26 March 2014 have been
17 approved as per Senate resolution and are submitted for the Senate's information: US-1910B
18 (Political Science) and US-1889 (Computer Science).
19
- 20 **b) Behavior Response Team (BRT) Announcement:**
21 Associate Director of Student Conduct, Colleen Barry, said the following:
22
23 "Thank you for having us. We would like to give you a little bit of information about the
24 Behavioral Response Team. The team is dedicated throughout the college. Our commitment is
25 having faculty, staff, and students report on students who have a crisis. There is an online
26 reporting system and referral form for faculty, staff and students. We want to offer the
27 appropriate support to students. There are some cards on the table about the Behavioral
28 Response Team. There is also a website dedicated to the Behavioral Response Team with
29 information regarding the team. Thank you."
30
- 31 **Committee Report** **Committee on the Evaluation of Teaching**
32 The Vice Chair, Eamon Pickard, presented the following report on the response rate of Teacher
33 Evaluations:
34
35 "Teacher Evaluations have become a headache for a lot of people. We have tried various ways to
36 increase the rate of response, such as giving incentives. We have also tried reminders from the
37 USG and teachers. The teachers remind students in class and through email to complete the
38 evaluations. This part is very important because students who ignore the emails or USG blasts
39 need to hear it directly from their teachers. Trying to punish the students who don't respond is not
40 really something that we are going for, ideas like holding grades until evaluations are complete.
41
42 An idea was to bring in technology to the classroom so that evaluations can be completed there,
43 but we are unsure of how to do that. This would be very similar to the paper evaluations in that
44 students would complete the evaluations in the classroom in 15-20 minutes. The student could
45 borrow a computer from someone. Most students have iPhones. We are looking for a way to do
46 that.
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55 Looking at data on a macro level is a concern for us. We have reviewed experiences and trends.
56 One thing we have contemplated is to change the questions to make them more helpful to the
57 departments. Some students recommend adding questions such as, would you recommend this
58 teacher to another student. I welcome feedback and if you would like to add a question to the
59 Teachers Evaluations please let us know. Thank you.”

60 **Committee on Computing & Technology**

61 Prof. Mark Halling, Chair of the Committee, presented a report on *Suggestions for Faculty*
62 *Designing and Teaching Hybrid and Online Courses*. The document has been posted on the
63 Senate website. Below is what he said:

64
65 “I meant to present this a few weeks ago but I couldn’t make the meeting. I apologize for that. We
66 at Hunter College have attempted to put some more courses online: in particular, courses that
67 represent the bucket courses in Pathways. A new FITT grant proposal is being hammered out
68 specifically designated for online courses. We can look forward to that soon. The document that
69 was handed out is in preparation for that, but it is really in preparation for a larger interest in
70 putting courses online. We have put this in couple of different places on the website. These are
71 some recommended practices so people can know where to look, whom to contact and so on.

72
73 The committee, ICIT, and Shiao Chuan Kung have worked on this document. What we have done
74 is offer a number of headings under which are some suggestions as to how to put a course online.
75 We begin with the accepted definitions. We also include course goals and learning outcomes that
76 would work for online courses. There are sample assessments, and things about syllabi and how to
77 post assignments. We also discuss how this is different from person-to-person courses. We address
78 questions such as “Does the student have access to the right technology?” The document also
79 mentions the importance of maintaining interactions even in the online format and of collaborative
80 endeavors. Furthermore, there are also some additional resources or places to look. Other schools
81 have also put something like this online. We hope to advertise this and make people aware of it.
82 Maybe more people will try to do it. Rather than doing it in the dark this is maybe one way of
83 getting access about doing an online course. Also, faculty members can always talk to people at
84 ICIT.

85
86 The thought was to have this document posted on Hunter websites beginning with the Senate page
87 and maybe it can be linked elsewhere from the Provost’s page.”

88
89 The question was called and carried.

90
91 The document was endorsed by voice vote without dissent.

92
93 **Committee on the Library**

94 Prof. Manu Bhagavan, Chair of the Committee, said the following:

95
96 “The Library Committee is newly constituted and has been operating for the duration of for this
97 academic year. We have been trying to figure out what is the best possible service we could
98 provide. The committee is composed of a number of people from the Library, different schools,
99 departments, and students. This is a very exciting time at the Library. We have all of the major
100 plans for renovations and restorations which you have heard about through this body, thanks to
101 reports from the President and Dean Cherubin.

102
103 We have decided that our role should be one of facilitator, to offer help in communications and to
104 serve as an interface between the faculty as represented in this body and the Library. To that extent
105 we are designing a survey which we hope to get to all of you by the end of this semester or the
106 beginning of next semester. We hope to get feedback on needs and optimizing resources at the
107 Library.

114 The committee has also done two other things:
115

116 1. Curricular changes going through the Senate sometimes impact the Library in terms of
117 resources being distributed or required. So we made recommendations to ask the UCSC and
118 GCSARC to consider revising their procedures to include the Library in their consultation
119 statements.
120

121 2. We have also passed a resolution. Dan Cherubin sits on the Council of Chief Librarians. That
122 council is considering changing the loan period for faculty and graduate students. This has to be
123 decided in the meeting even though it is only a college-wide procedure. Dan's position in this case
124 is that the period should be extended from several weeks after which we will receive impending
125 fines. The fine has also been increased by CUNY mandates. The council has to decide on what is
126 optimal and there will be potential resistance to this. So our committee has passed a resolution
127 which reads: "The Hunter Senate Committee on the Library endorses Hunter's Chief Librarian
128 Dan Cherubin's position that the loan period for faculty and graduate students should be extended,
129 a position that he is advocating to the CUNY Council of Librarians." That is obviously a vague
130 statement. That is as much as we want to do because we do not want to bind his hands and we
131 would like to give him as much freedom as possible."
132

133 The question was called and carried.
134

135 A motion to support the Library Committee's resolution passed by voice vote without dissent.
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138 It was moved that the meeting be adjourned. The motion carried and the meeting adjourned at 5:02
139 PM.
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141
142 Respectfully submitted,
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147 Lisa Marie Anderson
148 Secretary

APPENDIX I

The following attendance was noted from the meeting

(A)=Alternate, A=Attended, X=Absent, E=Excused

| Faculty | | | | | |
|------------------------------|--------------------------|---------|---|----------------------|---------|
| AFPRL | Anthony Browne | A | Mathematics & Statistics | Sandra Clarkson | A |
| | Milagros Denis-Rosario | (A) A | | Rob Thompson | L |
| | Edgardo Melendez | (A) X | | Verna Segarra | (A) X |
| Anthropology | Jacqueline Nassy Brown | X | | Patrick Burke | (A) A |
| | Ignasi Clemente | (A) X | Medial Laboratory Sciences | Shahana Mahajan | A |
| | Jessica Rothman | (A) A | | Robert Raffaniello | (A) X |
| Art & Art History | Malik Gaines | A | | Dean Johnston | (A) X |
| | Daniel Bozhkov | A | Music | Jewel Thompson | A |
| | Alt.Susanna Cole | (A) X | | Maura Donahue | (A) X |
| | Harper Montgomery | (A) X | | Catherine Coppola | (A) A |
| Biological Sciences | Shirley Raps | A | School of Nursing | David Keepnews | A |
| | Paul Feinstein | L | | | 0 0 |
| | Maria Figueiredo-Pereira | (A) X | | Lorie Goshin | (A) X |
| | Jesus Angulo | (A) X | | Anita Nirenberg | (A) A |
| Chemistry | Akira Kawamura | L | Philosophy | Omar Dahbour | A |
| | Pamela Mills | (A) X | | Frank Kirkland | (A) X |
| | | 0 (A) 0 | | Laura Keating | (A) L |
| Classical & Oriental Studies | Joanne Spurza | X | Physics & Astronomy | Marilyn Rothschild | A |
| | Lawrence Kowerski | (A) A | | Kelle Cruz | (A) A |
| | | 0 (A) 0 | | Ying-chih Chen | (A) X |
| Computer Science | Feliza Vasquez-Abad | L | Political Science | Leonard Feldman | X |
| | Saad Mneimneh | (A) X | | Zachary Shirkey | (A) X |
| | Virginia Teller | (A) X | | Charles Tien | (A) X |
| Curriculum & Teaching | Nadine A. Bryce | L | Psychology | Joseph Lao | A |
| | Jason Wirtz | A | | Roseanne Flores | A |
| | Steve Demeo | (A) X | | Brooke Wells | (A) X |
| | Ben Shuldiner | (A) X | | Jason Young | (A) X |
| Economics | Howard Chernick | X | Physical Therapy | Herb Karpatkin | X |
| | Avi Liveson | X | | | 0 (A) 0 |
| | Timothy Goodspeed | (A) X | | | 0 (A) 0 |
| | | 0 (A) 0 | Romance Languages | Rolando Perez | A |
| Educational Foundations | | 0 0 | | Monica Calabrito | X |
| | | 0 (A) 0 | | Paolo Fasoli | (A) X |
| | | 0 (A) 0 | | Michael Perna | (A) X |
| English | Leigh Jones | X | School of Social Work | Marina Lalayants | L |
| | Sarah Chinn | A | | | 0 0 |
| | Barbara Webb | (A) A | | Mimi Abramovitz | (A) X |
| | Stephen Wetta | (A) A | | Ilze Earner | (A) X |
| Film & Media Studies | Tim Portlock | X | Sociology | Mark Halling | A |
| | Tami Gold | L | | Joong-Hwan Oh | (A) X |
| | Bill Herman | (A) X | | Mike Benediktsson | (A) X |
| | Ricardo Miranda | (A) A | Special Education | Angela Mouzakitis | X |
| Geography | Haydee Salmun | A | | Elissa Brown | (A) A |
| | Jochen Albrecht | (A) X | | | 0 (A) 0 |
| | | 0 (A) 0 | Speech-Language Pathology and Audiology | Susan Wortsman | A |
| German | Lisa Marie Anderson | A | | Don Vogel | (A) X |
| | Eckhard Kuhn-Osius | (A) A | | | 0 (A) 0 |
| | Elke Nicolai | (A) L | Theatre | Deepsikha Chatterjee | 0 X |
| School of Health Professions | | 0 0 | | Mia Rovegno | (A) X |
| | | 0 (A) 0 | | | 0 (A) 0 |
| History | Daniel Margocsy | A | Urban Affairs | Jill Simone Gross | A |
| | Richard Belsky | (A) L | | Stanley Moses | (A) X |
| | Thomas Head | (A) X | | | 0 (A) 0 |
| Library | Mee'Len Hom | A | School of Urban Public Health | Dean Johnston | X |
| | John Pell | (A) A | | Lydia Isaac | (A) X |
| | Jonathan Cain | (A) A | | | |

Students

| | |
|--------------------|---|
| Carol Szwci | X |
| Matthew Ramos | X |
| Alexander Lemell | X |
| Patricia Colon | X |
| Mauricio Bardales | X |
| Abdul Rad | X |
| Nicole Lyalin | X |
| Kidus Gebrekidan | X |
| Joseph Franzese | X |
| Kascem Hewitt | X |
| Ariela Hazan | X |
| Madiha Wasti | X |
| Ibrahim Alsaygh | X |
| Julia Camila Jones | X |
| Jason Sloan | L |
| Wilson Chow | X |
| Sara Shenan | X |
| Eamon Pickard | A |
| Sandrea Sicango | X |
| Shawn Rafeey | X |
| Andy Lall | X |
| Jonah Garnick | X |
| Benedict Joson | E |
| Nishat Tabassum | A |
| Asad Mannan | A |
| Kevin Jackson | X |
| Sayeda Shune | X |
| Candace Lawrence | X |
| Barukh Rohde | L |
| Hira Gulzar | X |
| Kevin Mishan | X |
| Abraham Gutman | X |
| Reginald Holder | A |
| Javier Picayo | X |
| Hameda Khandaker | X |
| Zhong Linda Lin | X |
| Ashley Wong | E |
| Chireau White | A |
| Christopher Lai | X |
| Roman Povolotskiy | X |
| Joseph Lipari | A |

At-Large, Lecturers and Part-Time Faculty

| | | |
|------------------------------|------------------------|-------|
| Student Services | Madlyn Stokely | A |
| | Shannon Salinas | (A) A |
| Mathematics & Statistics | Bill Williams | X |
| Student Services | Brian Buckwald | L |
| Library | Jocelyn Berger-Barrera | L |
| English | Amy Robbins | X |
| Thomas Hunter Honors | Sarah Jeninsky | A |
| Mathematics & Statistics | Barbara Barone | X |
| Classical & Oriental Studies | Elizabeth Beaujour | A |
| Film and Media Studies | Gustavo Mercado | A |
| Chemistry | Gabriela Smeureanu | X |
| | 0 | 0 0 |
| Philosophy | Christa D. Acampora | A |
| | 0 | 0 0 |

Ex-Officio

| | | |
|--|----------------|---|
| President, USG | Steven Wendel | X |
| Vice President, Graduate Student Association | Luis Gutierrez | X |
| President Alumni Association | Anne Seifried | X |
| President, HEO Forum | Sharmeen Ahmed | X |
| President, CLT Council | Amy Jeu | X |

ADMINISTRATION

| | | |
|------------------------------------|-------------------------|-----|
| Senators: | | |
| HEO/CLT Representative | | 0 0 |
| Vice President for Student Affairs | Eija Ayravainen | A |
| Chief Operating Officer | | 0 0 |
| Provost | Vita Rabinowitz | A |
| Dean, School of Arts & Sciences | Andrew Polsky | A |
| Alternate Senators (3): | | 0 |
| School of Education | Dean David Steiner | E |
| School of Social Work | Dean Jacqueline Mondros | L |
| School of Nursing | Dean Gail McCain | L |

TEMPORARY REALLOCATION OF SEATS (clickers)

| | | |
|----------------------------------|--------------------|---|
| Department/Program: | | |
| Asian American Studies Program | Jennifer Hayashida | A |
| Program in Religion | David Cerequas | X |
| Women and Gender Studies Program | Jennifer Gaboury | A |

APPENDIX II

Summary of President Raab's Report

I want to share the good news that we got this morning. I would like to acknowledge our Chief Librarian that finally after a lot of work and negotiation with the NY Times today, anybody with a CUNY ID will have access to the NY Times online, free of charge. We are going to put it up on the website as well provide a link for people to find out exactly how to make this possible. This is a very big deal because it is all access. Thank you to Dan and to Curtis for this. I know it is going to mean a lot to faculty, students, and staff to have this access.

On the technology point, we ask everyone to keep their eye on the special FITT applications. It is the faculty support program for the summer. For those of you who are looking for ways to integrate technology into your teaching, we would like to support you through a grant and ICIT. While working with the Committee on Computing & Technology and Christa, we added a special proposal for faculty who would like to create a full online class. Again, thank you and we will look forward to this. We are trying to offer enough money to incentivize people.

An advisor in Student Services explained that there were a number of students, particularly transfer students who would take a fourth course in a semester if the fully online option were available. Online learning is not for everybody and not for every class, but certainly something we want to see as an alternative to the extraordinary work we are doing in the class room.

To be able to have a certain number of, particularly general education requirements, available in a fully online format that is suitable for their own schedule is something we would really like to see as an option. We believe transfer students would be interested. We have a sense of the things that the students would like to take in terms of filling their requirements and that is what their FITT proposal will be focused on. So I think Sandy Clarkson, Mark Halling, and Mitch Ahlbaum and everyone who has been working with Vita on this are going to put some final touches on it. I urge chairs to look for people in their department who are interested in thinking about online learning and to make sure that people know about this.

I wanted to focus on two particular things. First and most important is the process of the CUNY wide Performance Management Process (PMP). It is a system of evaluation of the presidential leadership that happens every year, for 11 years now. There are some changes in the format and what CUNY is going to be evaluating for the school year starting in September. Vita and I wanted to make sure that people had a sense of what the new format will look like. Some of it is very much the same and a little bit simplified. Some of it is new, we would like to put out some of the areas where the college has some discretion in what it is going to focus on.

The first slide is the university goals that CUNY gives to every college. You have seen these in chart form; they are now in a list. They are really what we will be evaluated on over the years. We have very strong success in the areas that the university looks to see. That doesn't mean that we can't do better because there is always room for improvement and new focus.

We are asking to schedule more full-time faculty in teaching students and we would like the full time faculty to increase their research productivity, knowing that they are trying to be in two places at the same time. I get evaluated on how we do on these two things.

This means that the percentage of full-time faculty teaching is never what we want it to be, and we will continue to work on that. Not to say that there are not extraordinary adjuncts because we all know that there are in this school, but we also know why it is very important for students to be exposed to full time faculty.

We have been talking about items three and four under our rubric of student success. It is extremely important that we continue to invest in it. It has been a banner year for Hunter College to have exceeded the 50 percent mark, which is something we have aspired to.

Item five and six are numbers we get from various reports, particularly the NESSE report. You have seen a lot of screens with this information for our students. For all of our students and student leaders here, if you get those surveys, please fill them out because it lets us know how we are doing.

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The work that we have been doing in the physical renovation of the library and teaching has been leading is one example of commitment. The work in the library and improvement to our CRM system, where we are reaching students in more individualized ways, are other examples of how we are investing in both item 5 and 6. Increasing revenue is something we are always continuing to do.

That is what the university will judge the administration on. We will have to report on what you have seen. The University is asking for this to be sector goals. We are a senior college and they have picked out two areas. The first is to increase faculty satisfaction, something that the provost and I think about every day. We continually try to ask how to keep this number strong and what can we do to make your lives as faculty members more productive and satisfying.

So we are happy to hold ourselves to the standard and we need your help to figure out how to increase faculty satisfaction. CUNY has a survey called the COUCHE survey. It doesn't come from us; it comes from the survey institutions. One of the things we are glad about is that CUNY is focusing on this and telling us how they are evaluating it. Look for this survey in the next administration of Fall of 2015. We will be evaluated on this and we will remind you when we know. COUCHE is a study developed by the Harvard School of Education. It is a reputable study. Our participation rate last time was 38%, which is not great in giving us the data that we need. That is one goal we will be held to, and one that we will be asking you to help us measure.

Second one is a very important goal worth discussing. When I arrived 12 years ago, we had a strategic plan in place that called for 25% of our enrollment to be in graduate programs. We were not there and I believe that it is an important goal because we have very strong and significant masters' programs. We have phenomenal social workers, teachers, and public health workers. We also have world class programs in the arts. We have marketed, expanded, and added new ones such as those in Dance and in Play Writing. We have a special ability to do that at Hunter.

If we keep this balance we would be able to focus more on the services of the 75% undergraduates that need a broader array of services, such as more extensive advising, residential support, programming support, and class availability. If we could keep 75% of the population as undergraduate we could do a better job at providing those services. What we are seeing now in retention and graduation rate is partially correlated to capping the undergraduate population at 75% of our enrollment.

CUNY has found that most of the schools have not been doing this kind of enrollment management. However, we have been doing this over the years. There is a very steep decline in enrollment in master's programs that have dramatically impacted their revenues. The most dramatic change is in the Schools of Education, which is having an impact on CUNY's budget. It has not occurred here because we have been prepared. We have been growing in areas where there is a high demand such as Special Education. We are not only one of the best in CUNY but we are one of the best in the state and in the country. We have been strategically investing in a number of programs in the School of Education such as counseling and other areas that are in high demand. Dean Mondros' School of Social Work has done something that is truly a service to Hunter College. Dean Mondros has helped us grow our extraordinary master's program, which is in such high demand, in such way that is not a diminishing of quality. The demand and number of applicants to this program continues to grow.

Dean McCain of the School of Nursing, on a smaller scale but with no less focus on excellence, has been looking at the nursing master's program which has more demand in the field. Nurses are becoming more specialized and subsisting in places that used to be physician controlled. It has added a number of excellent focused programs including a new Doctorate in Nursing Practice which is the top clinical role for nurses in the field.

Nursing and Social Work are examples of significant growth. I am feeling very confident that Hunter is focused. We continue to invest in faculty satisfaction.

I want to spend a minute on the third area where we really do need your consultation, your advice, and your thoughts. Because the other two areas are given to us, these are areas where we are asked to choose. As you can see, we are asked to choose three to five focus areas of goals. We are working on these areas and we can show definable success in the academic year 2014-2015.

We wanted to ask you to think about those three to five items in accordance with the Strategic Plan. It would make sense to say that we have all been engaged in the Strategic Plan. I know the deans have brought these goals to their schools to ask you to create a strategic plan in accordance with the general strategic overview. Rather than reinventing the wheel, CUNY has

asked us to pick three to five priorities. Let's pick the things we are working on and continue to invest in them. These are the highlights of the focus on the strategic plan. We would like to get comments and feedback.

We selected three in which we thought there was a real level of activity. The first is the focus of enhancing our academic identity as a research and scholarship oriented institution. I think it links with faculty satisfaction in many ways. We would like to posit as a goal for 2014. Let's improving the infrastructure for research and creative activity and also help increase the amount of funded research and creative activity in scholarship. Those are two specific targets that we would say to CUNY that this is what we are going to hold ourselves to this year. We would like to ask you to think about this as one of the consensus community goals.

The second goal is our focus on student engagement. We have been talking about this with the Committee on Student Success, Committee on Computing & Technology, and the Presidential Committee on Advising. We have been talking about increasing course availability, improving pre major advising, and an early alert system. We want to inform the student if he is falling into trouble before the midterm so we can help that student. We have also talked about extra-curricular student engagement, the study abroad, the ability to work with faculty outside the classroom, the research conference that was just put on, and more.

The third is a goal that is very exciting and has become a Hunter trademark. It is the idea of breaking down the silos between departments, schools, the graduate programs, the undergraduates, and between Hunter and the wider community. We have a number of initiatives going on right now that are in the more developed stages, such as Roosevelt House that has become an explorer of interdisciplinary collaboration. We have faculty seminars with participants of every one of the five schools. We have two very strong programs in Public Policy and Human Rights. We have a Clinical Translational Science Center (CTSC) research grant that is highly interdisciplinary, including the sciences, public health, and nursing. Arts Across the Curriculum that is being so ably lead by Rebecca Conner from the English Department. The initial pilot grant that we got was \$100,000 from the Mellon Foundation and now a \$500,000 grant to work on new curriculum and faculty collaboration. We have nurses working with our writing faculty to produce memoirs, we have scientists talking to our visual artists, and we have graduate programs reaching into undergraduate curriculum. Dean Mondros is very ably taking the lead in Harlem by bring together our School of Social Work, Nursing, Public Health, Education and a variety of departments in the Arts and Sciences. We are thinking about ways in which we have come into the community. We don't want to be an academic institution that does some research and never really collaborates and becomes a part of the soul of the community and leaves. We want to leave a positive mark on the people whose lives we are now touching. Instead we are looking to become an institution that has really helped a community become healthier, better educated and more socially secure. To be able to look back and say that we can see and measure our impact. We are making progress under Jackie's leadership and this is an example of this goal in the strategic plan.

Finally there are many people here who have been working on programs that relate to the fact that many students, in addition to their majors, have a focus certificate. This indicates to the employer a certain skill sets in addition to the major. We are working on Certificates in Public Health, Arts Management, and in Business Management. Those are just some of the programs. There is also a group that is working on a Mediterranean studies idea. These are examples of strong interdisciplinary work that many people are working at Hunter. We will see the fruition of it in the academic year of 2014/2015. Those are the three areas that the Provost and I would like to present for thought and discussion. Those are the targets that we would hold ourselves for the year. Think about it and come back to us with some conversation. Our report to CUNY is due June 30th.

I just wanted to spend a few minutes talking about something else. I know that there has been a number of conversations going on in the college on the issues of facilities. First, I want to urge people to think about working within their departments on letting the chairs know on where the needs in the departments are because the annual reports are coming up. We ask every department or a school to submit an annual report to the Provost at the end of the academic year. We also request to know what type of physical infrastructure needs you have and how can we address those. We ask every chair to not only ask the P&B but to ask the entire faculty and all the staff. We can't promise you everything that's on the list but we take these reports very seriously. Andy Silver is here, he spends his summer going over these reports, entering the data and creating lists. He will need to get them on a chart so that he has a sense of how to work with Rick and others on allocating the resources, manpower, and money to do the necessary repairs.

This year we are going to add a section on the common areas, such as classrooms, that you use that also have a particular facilities issues and challenge. That way we are soliciting more opinions. It's not that we are not walking, thinking and looking. This is an opportunity to focus on them in an orderly way. We can match the needs and priorities to a funding stream. That will be coming up some time in April and we will ask what they are June. So before you leave in the end of the semester, if your chair hasn't spoken to you about it ask and give your list.

On some bigger issues, we want to let people know that there are positive things that are coming up. We have finally gotten to the top of the list for some funding for escalator repair. This is not going to be an easy or quick project, and it is not going to be a project without interference and annoyance to people's daily lives and commutes through the building. It is going to be necessary and we will do it in the most efficient way. We will provide the most information we can to minimize the inconvenience. We have 18 units that we are hoping to maintain and repair all of them between a two to three year periods.

We do have an approved funding stream and we are going to start this summer in the west building basement. So we are going to get as much done in the summer but it is not going to be possible to do this and not cause some disruption. We will ask for thoughts about information and awareness. We are going to get it done.

Another important thing is our roof replacement. There have been a lot of leaks on this roof and we are affected in the West Building, on the 8th floors. We are going to start that project. You will see a sidewalk bridge, after vacation in April. We are very glad because we have been trying to get this done for a very long time and it is also my hope that we work on it this summer.

I think that we have identified some private funding that I would like to invest in renovating this wonderful Senate room. I am hoping to have some final good news for that before we spread out for the summer.

CUNY has funded an HVAC upgrade. They are commencing a project with the East Building that is being designed as we speak. They are working on it and addressing it in the best way possible. We are hoping for results and the good news is that they are funding it. It is a project and it will be starting very soon in the next year. We will be able to see results.

A similar vexing issue is the North Building elevators. The good news is that we have just finished assessing so now we know where are the mechanical problems. It can be addressed. The actual specifics designed for the repair projects are starting next month. There is a funding stream for this project. Within the next school year we will be working on the elevators.

This is something that I am preceding with some caution because this information is provided by CUNY engineers. However, we are on them. We are pushing and advocating. We appreciate everyone's patience.

I want to give great thanks to Rick and Mitch for getting us through a brutal winter. It has had a huge impact on these building because it's an aging infrastructure. The boilers have been put through a lot this winter and the facilities staff in trying to keep them running.