

2010-2011 FFPAC Annual Report

Members: Dan Bergman, Lee Coperhaver, Mike Cotter, Joe Fisher, Earon Henderson-King, Jon Jellema, Helen Klein, Kin Ma, James Moyer, Dana Munk, Sylvia Mupepi, Mary O’Kelly, Ross Reynolds, Mary Richardson, Kelli Rudolph, Jerry Scripps, Lisa Sisson, Michael Wambach, and Heather VanWormer

I. Full Committee

- Met three times during the 2010-2011 Academic Year.
 - Opening Year Meeting (10-06-10)
 - Mid-Year Meeting (12-01-10)
 - Closing Year Meeting (4-21-10)
- Established FFPAC Annual Meeting Schedule and Tasks (**see Attachment A**)
 - The purpose of this schedule is to provide the current and future committees an infrastructure for meeting its charge.
- Established Committee Taskforces and Assigned 2010-2011 Charges

II. Existing Facilities Taskforce

- Included the following members: Heather Van Wormer (Chair), Helen Klein, Mike Wambach, Ross Reynolds, E Aaron Henderson-King, Mary Richardson, and Daniel Bergman.
- Accomplished the following tasks:
 - Refined Classroom Survey.
 - Advertised survey in the Forum and via e-mail announcement from FFPAC members.
 - Made survey available to faculty via Blackboard.
 - Summarized survey results for FFPAC (**see Attachment B**).
 - Presented survey results to FFPAC.

III. Future Facilities Taskforce

- Included the following members: Kin Ma (Chair), Jerry Scripps, Lee Copenhaver, Dana Munk, Kelli Rudolph, Mary O’Kelly, Sylvia Mupepi, and Lisa Sisson.
- Accomplished the following tasks:
 - Developed Faculty and Staff Survey of Current Facility Needs (**see Attachment C**).
 - Made survey available to Faculty and Staff via Survey Monkey.
 - Summarized (initial) survey results (**see Attachment D**).
 - Presented initial survey results to FFPAC.

IV. Established and Implemented System for Partnering with New Building Project Committees

- When learning of a new building project from James Moyer, a member of the FFPAC will serve on the new project building committee. The members who serve on these committees have their FFPAC taskforce responsibilities removed. When FFPAC members cannot be found to serve on these committees due to scheduling issues, a faculty member serving on the committee will be recruited to serve as an FFPAC liaison. Also, when relevant, a report from FFPAC members will be provided to the new building project committees. The report will summarize information to the new building based on data from FFPAC survey data.
- New Library Committee
 - FFPAC member Mary O'Kelly attended meetings and provided weekly summarizes to the FFPAC on the new building. Moreover, she reported updates to FFPAC on 10/06/10.
- New Seidman Building Committee
 - SSB faculty member Denise de la Rosa volunteered to serve as a liaison between FFPAC and the New Seidman Building Committee. She attended weekly meetings regarding the new building and reported updates to FFPAC on 12/01/10 and 4/21/11.

V. Established Linkage Between FFPAC and Vendor, Visitor, Faculty/Staff Parking Subcommittee

- FFPAC Chair attended Vendor, Visitor, Faculty/Staff Parking Subcommittee under leadership of Tim Thimmesch.
 - January 9, 2011
 - February 28, 2011
 - April 11, 2011
- Subcommittee is charged to examine vendors, visitors, faculty and staff parking data on all GVSU campus and to recommend changes to the university parking committee.

Attachment A:
Annual FFPAC Meeting Schedule and Tasks

I. Opening-Year Meeting (October)

A. Election

1. Elect FFPAC chair for academic year.

B. Facilities Planning

1. Hear report from facilities planning representative that:
 - Details progress toward or completion of renovation and construction projects (relevant to academic facilities).
 - Outlines plan(s) for new renovation to or construction of academic facilities.
 - Identifies new building project committees.

C. New Building Project Committees

1. Select FFPAC member(s) to serve on new building project committees.
 - These individuals will report to FFPAC at the mid-year and closing-year meetings.
 - These individuals are exempt from taskforce responsibilities.
2. Hear report from FFPAC members serving on new building committees.

D. FFPAC Taskforces

1. Existing-facilities taskforce
 - a. Set meeting schedule and assign tasks.
2. Future-facilities taskforce
 - a. Set meeting schedule, determine tasks and assign tasks.

E. Additional Items:

F. Post Meeting Items:

1. Chair posts to FFPAC Website opening-year meeting minutes.

II. Mid-Year Meeting (December or January)

A. Facilities Planning

1. Hear report from facilities planning representative that:
 - Details progress toward or completion of renovation and construction projects (relevant to academic facilities).
 - Outlines plan(s) for new renovation to or construction of academic facilities.

B. New Building Project Committees

1. Hear reports from each FFPAC members serving on a new building project committees.

C. FFPAC Taskforce

1. Existing-facilities taskforce report.
2. Future-facilities taskforce report.

D. Additional Items:

E. Post Meeting Items:

1. Chair posts to FFPAC Website mid-year meeting minutes.

III. Closing-Year Meeting (March or April)

A. Facilities Planning

1. Hear report from facilities planning representative that:
 - Details progress toward or completion of renovation and construction projects (relevant to academic facilities).
 - Outlines plan(s) for new renovation to or construction of academic facilities.

B. New Building Project Committees

1. Hear reports from each FFPAC members serving on a new building project committees.

C. FFPAC Taskforce:

1. Existing-facilities taskforce final report.
2. Future-facilities taskforce final report.

D. Additional Items:

E. Post Meeting Items:

1. Chair posts to FFPAC website closing-year meeting minutes.
2. Chair prepares and submits final report to Facilities Planning and ECS.
3. Chair posts to FFPAC website final report.

Attachment B:
2010-2011 Classroom Survey
Summary of Results

Prepared by: Heather Van Wormer (Chair), Helen Klein, Mike Wambach, Ross Reynolds, Eaaron Henderson-King, Mary Richardson, and Daniel Bergman

CHS

Room 357

- All were strongly agree, agree, or neither agree or disagree except for

#12 comment that the "room ceiling is too low for what the room was originally designed."

#15 disagree that the lighting level is appropriate

#16 disagree that the room is attractive

#17 disagree that the room temperature is appropriate

#19 comment that the "room is extremely drab. a mural on a wall/ceiling tiles would give room the aesthetic stimulation needed for some of the classes. The emergency light is distracting when trying to show movies, or lead relaxation activities. Room is often very cold or very hot never anywhere in between."

#22 disagree that the lighting controls were convenient.

#23 disagree that the lighting can be controlled to use the classroom as needed

#26 disagree that It is easy to get AV technical assistance when I need it.

#27 comment that the "A/V equipment is doesnt work consistently. In order to contact IT, I need to leave room as cell phones do not work in room. computers dont always work. projector is in the of room which is awkward when doing activities that involve balls, parachutes, etc."

#28 comment that "it is unsafe. there is no intercom to alert people of security concerns. there is no phone in room in case an emergency or IT concerns arise. The CHS building is a disaster waiting to happen. High rejection rates, limited security/screening to get into building and no intercom system to alert faculty, students and staff of any emergency weather related or otherwise."

#29 comment that "table arrangements can move. the strip of cork board around the room, acoustics are great in room, sound system works well."

#30 comment that "put in an intercom system or phone... allow for a mural to be painted on wall or ceiling for stimulation.

#31 comment that "i could use a pool. allendale pool not available for classes most of the time and aquatics is essential in my discipline. A gym would be nice since allendale doesnt usually have rooms available in FH when we need them. A room that enables teleconferencing web/phone.

Room - The response in answer 2 was "any room given to me." Later in question 29 the comment referred to "This room 469 is great when the children come to play - and demonstrate language stages. Room 113 is way too small for engagement with guests - adults or children." To me it sounds like it is not so much deficiencies in the room per se, but the inappropriate scheduling of a specialty class to a regular classroom. I suggest the lack of specificity as to room number makes the data from the respondent unusable.

DeVos

****One complaint consistent across rooms:** A request to be able to control the lights just in front of projection screens independent of other room lighting.

Case Rooms (107D, 109D, 205D and others) (five reports submitted):

- Audio Visual is not well placed
- Team work is difficult in these room as chairs don't move, etc.
- Tiers make moving around room difficult for instructor
- Screen and whiteboard placement (the first in front of the second) does not facilitate teaching
- White board is too high for optimal use
- Get rid of corkboards and replace with white boards
- Make it possible to lower monitor on computer (elmer?)
- Too much dust on overhead projector

Labs (113A, 115A) (three reports submitted):

- Seating configuration is not good; students need to move back and forth between watching instructor and using computers; need perhaps swivel chairs
- Whiteboards are not well placed – screen and whiteboard conflict
- Lighting controls are not convenient; should be able to control light in front of screen independently of others'
- TABLES FOR INSTRUCTORS ARE TOO SMALL.
- Students cannot hear well from all points in the room

119A (two reports submitted)

- Too small for 40 students
- Student chairs are very uncomfortable; backs recline, then recline more
- Placement of computer is horrible: Have to put back to students to use it. Since computer is off to the side, cannot effectively address all students and use computer
- Too long and narrow
- Should be able to control lighting in front of screen with individual switch.

121E

- Want to control lights directly in front of screen with one switch – separate from other lights.

205A

- Document reader/projector combo seem to give a blue tinge to projected image

211A

- Needs a bigger screen as it is hard for student in back of room to see.

303E (two reports submitted)

- Students are way too crowded in this room
- Difficult for last third of students to see
- VERY, VERY, VERY hot in Jan, Feb. and March

Eberhard Center

Room 514

- All were strongly agree, agree, or neither agree or disagree except for #14 disagree that the External noise is well controlled.

#19 comment that the “Some of the education classes next door can be VERY loud and a disturbance to my class.”

#27 comment that the “Overhead projector needs cleaning.”

#28 comment that “Noise level from adjacent classes.”

#29 comment “The layout of the desks and the height of the white boards.”

Room 512

- All were strongly agree, agree, or neither agree or disagree except for

#10 disagree that the “the classroom is readily accessible to people with disabilities.”

#12 comment that “navigation of the room for an individual in a wheelchair would be difficult.”

#13 strongly disagree that the Acoustics are adequate.”

#14 Strongly disagree that external noise is well controlled.

#15 Strongly disagree that lighting level is acceptable.

#16 Strongly disagree that the classroom is attractive.

#17 Strongly disagree that the room temperature is acceptable.

#19 comment that “The sound, lighting, and temp of this classroom are all poor. In winter, this classroom is VERY cold. Students need to wear coats in class and have indicated it is difficult to focus during lecture because they are thinking about how cold they are. Also, the acoustics are also poor. Carpeting this room would certainly help with the poor acoustics. Whether carpeting would be enough for the coldness is unknown.”

#23 Strongly disagree that the lighting can be controlled to use the classroom as needed.

#26 Disagree that it is easy to get AV technical assistance when I need it.

#27 comment that “the pattern to the light switches is confusing to users. Switches should be clearly labeled.”

#30 comment that the “carpet would help a great deal with sound quality.”

Fieldhouse

11/pool

“I would like a room that is easier to move desks for them to practice skills when we need to do them in the classroom.”

“It would be nice to have more storage space and more equipment readily available.”

“I wish that I had easier access to CPR/AED/First Aid equipment in the fieldhouse.”

Henry

113

“I can't get to the student's to see their computer screens or to discuss their projects. The rows are too long and too close together. It is not designed for teaching but rather just to use the computers.”

Kennedy

222 (10 students)

Sometimes noise from 131 is annoying. Lighting seems low for students working on exams, other detailed work - especially around the room periphery. Window shades are all broken. Seems to be a poor design leading to failure soon after repairs are made. Sometimes it would be nice to open to use ambient lighting or close tightly to keep out light and heat.

Love the new document camera but need better illumination for it.

228 (15 students)

Temperatures on summer afternoons and evenings often become very high - 90's at least. Can be cool at other times of the year.

Instructor's station not included. Connecting to personal laptop can sometimes be difficult - dragging cables across the floor. A document camera would sometimes be useful - hopefully with better illumination than in other rooms.

Weak lighting in student work areas. High summer temperatures. Broken window blinds - poor design doesn't stay fixed long once they are fixed. Large wooden structure consuming the center of the room.

Good equipment.

Brighter lighting with fewer variations. Durable window coverings. Better temperature control.

236 (16 students)

The room is too dark. Students are trying to do electronics assembly here which needs bright, focused light. The room is a sauna in the summer and an ice chest in the winter.

Brighter lighting, especially over the assembly areas (and no, the cheap desk-mount lamps don't cut it) and better temperature control.

The poor temperature control and poor lighting.

Loutit

101 and 103 - 1 response (3 sections taught with ~120 students/section)

General impression: Overall response to room very positive.

User comment: *"These rooms need audio cables installed for easier laptop use"*

Manitou

123 - 1 response (1 section taught with 95 students/section)

General impression: Disagrees that classroom in current configuration is appropriate for size of class and strongly disagreed with sight/hearing being adequate from every point.

User comments: What did you dislike about room - *"The video projection screen viewability was inadequate. Please add TV screens tied into the projector and mount to either side of the room to allow for an elevated view for those farther back in the room."*

Mackinac

A-2-151 (20 students)

This is a computer lab. A person in a wheelchair might have trouble accessing the workstations.

I sometimes call on students to read from their scripts for the entire class, and if they are soft spoken it is difficult to hear them. Though perhaps the acoustics are dampened to keep the computer noise down. As for temperature, it can get very cold.

The projector in this room does not always work. The lamp is lit and the correct buttons are pushed on the control box but there is no image on the screen for the DVD player or PC.

The VCR works, though is never used. Document reader was used once and that seems to work. AV tech assistance is responsive, but if equipment is not working I don't have time to call them and get immediate assistance.

Lighting controls are easy to use and function properly; computers seem to be in order.

Allow limited permission to download, install and use Celtx script writing software on the workstations.

A-1-184 (26 students)

This classroom is capped at 26 and even with that many students, the classroom is too full. It is impossible to do group work, which is a big disappointment to me, since I do like to do a lot of group work in my classes. I have had to limit the amount of group work because this classroom does not supply enough room for me to do it. Because the classroom is jam packed with chairs, any students with a disability would not be able to access the room without assistance, which I think is a shame. If we could take out some of the desks and decrease the max capacity to 20, I think it could be a lot better.

The large window that looks out into the hallway in this classroom is quite distracting. This classroom is also usually very warm, so I have to remember to dress in layers so I can be comfortable.

The whiteboard in this classroom is very small and if you want to project anything using the A-V equipment, you have no room to write on the rest of the board. Given the size of the room, it might be difficult to make it better, but it should be looked at.

There are too many desks to do group work adequately; the room is always warmer than it should be; the whiteboard across the front of the room is too small and the whiteboard on the side of the room cannot be used, because the desks are crammed right up next to it. Removing the number of desks by 10 or so would help a lot and give myself and the students room to work together in groups and move around the classroom.

This class is offered at 2 pm MWF, so I'm sure all the good classrooms are already taken. I recently got my class moved to MAK A-1-151 which is amazingly better. This classroom (Mak A-1-184) should only be used for smaller classes (under 20 students) that typically use a lecture/discussion format.

D-1-117 (25 students)

In all classrooms please clearly label which light switches control the lights at the front.

In MAK D-1-117 the image projected on the screen from the ceiling-mounted projector regularly bounces annoyingly because the ceiling-mounted projector jiggles when people walk around on the floor above the classroom, and people regularly walk around up there because the room up there is a computer lab.

If possible, please improve the stability of the ceiling-mounted projector.

Meadows Clubhouse

Conference Room

"This is an uncomfortable place to teach. It has a makeshift white board and the information technology is troublesome and antiquated."

"When the golf course is open, the noise is terrible. We have to endure the noise of slamming doors, the clatter of golf spikes, the loud conversation of golfers and the noise in the dining area."

"The seating is comfortable."

Kitchen

"The layout of this kitchen is perfect for an operation focused on making sandwiches and French fries for golfers. It is a terrible teaching environment."

"Seats are comfortable."

"Whiteboards are well-placed."

“The lighting controls are convenient.”

Padnos

142 – 1 response (1 section taught with 12 students/section)

General impression: Overall pleased with room configuration.

User comment: *“Room is often too cold. Students always wear coats”*

208 – 1 response (1 section taught with 16 students/section)

General impression: Misplacement of A/V equipment or the shape of the room that is at fault for viewing issues.

User comment: *“students sitting in the back of the room have difficulties seeing the projected images; the room size has limited increasing the number of students.”*

367 – 1 response (3 sections taught with 16 students/section)

General impression: Some climate control issues as well a suggestion to repair safety goggle cabinet (UV lamp is not functional).

User comment: *“Very cold air is used as makeup air for the hoods. Some hood control alarms are disabled due to repeated triggering.”*

Attachment C:
2010-2011 Faculty and Staff Survey of Current Facilities Needs
Survey Instrument

Prepared by: Kin Ma (Chair), Jerry Scripps, Lee Copenhaver, Kelli Rudolph, Mary O'Kelly, Sylvia Mupepi, and Lisa Sisson

Attachment D:
2010-2011 Unit Head Survey of Current Facilities Needs
Initial Summary of Survey Results and Comments

Prepared by: Jerry Scripps