

# CSM Campus Improvement Program: Faculty & Staff Survey

## *Narrative Responses*

### Question #1. Top priority should be given to the renovation of ....

8% of respondents answered "OTHER" and their answers are as follows:

- "Faculty Offices need wireless Internet"
- "AC (the offices and class rooms)"
- "Any buildings and rooms used daily by faculty & staff which have toxic materials, such as asbestos, as any part of their construction, or in their standard operation, such as in the heating or ventilation systems. And those with systems such as these which are inadequate or faulty for handling their routine volume of toxic vapor, chemicals, etc. Any buildings and rooms having any other violations of OSHA guideline"
- "Anything to improve SAFETY for all and/or ACCESSIBILITY for the disabled."
- "Athletic facilities (GYM)"
- "Bathrooms!"
- "Classroom and Staff offices"
- "Computer equipment is terribly outdated"
- "Computer upgrades"
- "Computers needed desperately. My office computer is pathetic and nobody has the money to replace them in the past 4 years."
- "Equipment and furniture is outdated"
- "Faculty Office computers! We are a long way behind Cañada and Skyline in terms of computer vintage - especially here in building 15 and 17"
- "Furniture is old!"
- "I need a new computer and phone"
- "Making the campus accessible to disabled students and staff and cleaning up asbestos and other health hazards."
- "Please make classrooms and labs the first priorities. These facilities are what students see, where they learn and where faculty work. If we do not improve them now they will be dumps for the next 50 years."
- "Restrooms, heating and air systems, lighting systems (internal and exterior), doors, windows, hallways, etc. it's hard to answer this question by using the above choices only, since classroom and labs could mean the aforementioned examples, or just concentrate on classroom equipment, cosmetics, etc."
- "The Art Department needs a better ventilation system in Bldg. 4, room 160: one that is designed expressly for use in an art studio environment."
- "Those areas which impact the students: walkways and especially night lighting (which is still insufficient in several key areas), parking, streets and instructional area."

**Question #2: Generally speaking, the guiding principle for the Campus Improvement Program should be....**

12% of respondents answered "OTHER" and their answers are as follows:

- "One at a time, as all buildings need updating."
- "Actually both of the above. Every building that is going to be kept should be visibly improved, however greater funding should be concentrated on improving those buildings and areas which will most positively impact the students. "
- "But I would like to see all buildings get a cosmetic lift (new drapes, paint)"
- "Do more than minimal work on a set of high priority problems. Consult faculty to determine priority. "
- "Faculty offices"
- "I think we should do both everyone should get at least something new furniture for instance, but some concentrated improvements are really over due in many areas."
- "If doing something -however minimal - in as many buildings as possible means that very little will be done to any of them, that's not the philosophy I support. But I would hate to see some buildings become totally new, beautiful, and state-of-the-art, while others are left to deteriorate further. For instance, while I feel classrooms and labs are most important, I don't think they need to be perfect before faculty offices get a fresh coat of paint and other minimal repairs."
- "Improvements should be done correctly, not disperse a little here and a little there"
- "Install in each classroom a phone which can at least link with emergency numbers."
- "Prioritize. Whatever needs to be done in each building should be summarized and then put on a master list which can then be prioritized. Those at the bottom of the list don't get done."
- "Repair monies to be allocated to what is here, present, and in need of repair. To build something completely new altogether would take away from the older buildings which have been of service for many years, and need attention. Why not add to the existing buildings instead of building brand new buildings? My philosophy: fix what you have to first, then add new buildings."
- "Safety should be primary, given total precedence over all other improvements. Eliminating long-term effects of regular exposure to hazardous materials, at any level, in every building."
- "Safety. All buildings, walk-ways, and parking lots should be well lit and free from trip hazards."
- "Spread the funds around. Otherwise, you'll have room envy."
- "Start a project and bring it to closure before venturing onto the next."
- "The focus should be classrooms and labs, however. I don't feel strongly that offices need to have something "minimal" done to them, but it would be nice to have working blinds, chalkboards, chairs, desks, windows, etc. in all classrooms."

*(Question #2, continued)*

- “The focus should be classrooms and labs, however. I don't feel strongly that offices need to have something "minimal" done to them, but it would be nice to have working blinds, chalkboards, chairs, desks, windows, etc. in all classrooms.”
- “The guiding principle should be safety. If we can take care of access and health hazards and still have money to spend, I say concentrate it in the science labs.”
- “Things that students will enjoy or get the most out of. Anything in student services and classrooms and labs, etc.”
- “This might be the same as option two but basically I would say whatever you do, do it well. If that means improving fewer buildings, than so be it. I volunteer my office to not be improved if it will help ensure quality classroom facilities.”
- “Whatever you do, please do it right and don't waste time and money.”
- “Where the need is greatest--prioritize.”
- “While I'd like to see something done in as many buildings as possible, just painting a facility will not be adequate. I hope there will be some \$ available to start work on Bldg. ”

**Question #5: What kind of additional information (if any) would you like to receive....**

*Their responses are as follows:*

- “#3 was tough to answer b/c some areas may not be as heavily used but are still potentially dangerous and/or uncomfortable for the few who may have to use the facilities daily.”
- “Timelines of Retrofitting & Renovation 2. Money allocated for moving: packing & dismantling 3. Location of new facility 4. Up-to-date and corrected floor plans”
- “A comprehensive, list detailing which campus buildings and rooms have toxic materials, such as asbestos, as any part of their construction, or in their standard operation, such as in the heating or ventilation systems.”
- “A list of areas targeted for improvement and repair.”
- “A list of the projects and a brief description of each.”
- “A realistic timetable.”
- “Bulletins should be sent out to the campus as a whole on where the money is going, and give explanations of why certain decisions were made, and why we wait for a bond to fix things when there seem to be so many facilities workers on campus riding around in a large fleet of shiny new white trucks, yet faucets, water fountains, door locks, elevators, etc. can stay broken for many weeks or months if someone does not make a big deal about it. Why does everyone have to have their own truck? First of all, it is not a huge campus, so many jobs could be accessed by walking as the rest of us do. Second of all, why does it seem that, more often than not, there is only one occupant per truck? Could they not learn to pool their efforts? Everywhere you go, there is a truck or two popping up. Between facilities trucks, service trucks, delivery trucks, campus police, food vendors, and specialty work companies (who probably get paid handsomely for coming 3 or 4 separate times to fix things like the automatic doors to bldg 16 which ended up not properly functional after all the attention) it is becoming a freeway on the so-called sidewalks and paths on the campus. And they park all over the place, smash tire tracks into the grass, and cause the students to constantly have to look both ways before using a WALKING path and move over into the mud to let them by or to get around their carelessly parked vehicles (and it is muddy and water-soaked in many grassy areas because none of these workers in their nice trucks has the time to work on a better drainage system). Vehicles going through and parking in front of buildings should be rare unless they are actually going to DO something besides drink coffee and talk and visit. What kind of additional info do I want? Who is supposed to be doing what and are they actually doing it and does anyone care? More info should be provided about where the asbestos is and how safe we actually are in buildings where it is being removed and why it is still present after so many years of resolve to remove it. I've been working here for years and no one ever told me until last semester that there was asbestos. I feel deceived.”

*(Question #5, continued)*

- “Email updates (monthly or biweekly) from facilities on what work is planned in the upcoming 2 or 3 months and what the schedule for those activities are. This could include links to resources or more information on the facilities website.”
- “Email updates, with details of upcoming improvements - at least 6 months before they happen, and a reminder 1 month before they start.”
- “Final plans with \$\$, including a list of projects to be completed. Indicate when the project is to start and projected to finish. If depts. or classes are move, a list of new locations.”
- “Game plan however contingent”
- “How construction will impact my day to day teaching responsibilities and how it will affect my students and the learning environment.”
- “How much what we want to do will cost. Which areas are in the most need and which are the most heavily used.”
- “How the responses to #3 above will be used. One would assume judgment will be used and not give high place to an under-utilized facility in poor repair unless a determination is made that the low lever of usage was because of the sad state of repair.”
- “I personally, would like to know what will happen to the bookstore and when it plans to move out and I would like to be in on those discussions regarding the bookstore. Can you please invite me to the meetings regarding building 5 and the bookstore. Thank you. Judy Worster CSM Bookstore”
- “I WANT TO BE WELL INFORMED REGARDING THE CLASSROOMS,BUILDINGS, AND OFFICE SPACE WHERE I PERFORM MY JOB.”
- “I would like to see the inclusion of the Classified president's name on the mail outs as well...you see, administration and faculty usually go home after the day, classified is left to 'deal' with any decisions that have been made...usually the classified are the folks that end up knowing much more about the campus and it's needs than given credit for...”
- “I'd like to know about what improvements are being planned and get a timetable about the work.”
- “Information is very hard to get to. The web page info basically directs one to a contact person, but not really actual updates. The "urgent" facilities emails are misleading and most often trivial. The whole effort appears out of control with conflicting messages from the college and from the district as though there were not a plan in place.”
- “More detailed (and more accessible) info on exactly how CIP work will affect certain buildings, classrooms, parking, and other services (both from a student perspective and faculty/staff perspective). A more intuitive URL (as opposed to the long, convoluted one that now links to the facilities website) directing people to a page with up-to-the-minute notices and relevant CIP info would be a wonderful resource.”

*(Question #5, continued)*

- “NONE...Excellent job of keep the campus community informed.”
- “Periodic updates on project timelines and progress.”
- “Planning and schedules.”
- “Plans AS THEY CHANGE. Why is there less \$\$ available than originally understood??”
- “Projected time-lines for phased projects.”
- “Send out a monthly update of what, if anything has been done that month. I am sure that many things are accomplished every month, but if we don't see it happening, then it is all just a big mystery.”
- “Something similar to the What's Broken section in the San Francisco Chronicle. Identify what is broken and inform us when it's fixed. This can be sent as an e-mail message.”
- “Status updates and future plans”
- “Timelines and dates of upcoming work”
- “Timelines as to when work will begin and completed.”
- “Times and dates”
- “Updates and specific plans”
- “What applies to spaces I use.”
- “What areas will be closed and when.”
- “What projects are being contemplated and the pros and cons of each.”
- “when and what time buildings are going to be affected”
- “When and what will be done to which buildings”
- “Where the labs and centers in Building 18 will be moving in the summer.”
- “Which buildings are chosen, and what projects are to be done in those buildings.”
  
- “Would like someone to ask me what needs doing in the spaces I use...and then would like to be informed what the plans are, and the time frame.”
- “Would like to see the drawings on my computer. I will then make specific suggestions.”

**Question #6: How would you prefer to receive campus communications regarding the Campus Improvement Program....**

*4% of respondents answered "OTHER" and their comments are as follows:*

- “Flyers posted on mailroom walls, in hallways, etc.”
- “CSM Internal”
- “CSM Internal -- since it's already established as the main communications vehicle on campus.”
- “Having a "town hall" college-wide forum at least once a semester during the campus improvement program's duration would be good regardless of other methods of communication. Providing a forum for interactive communication would be essential to allow for immediate and focused positive feedback that otherwise might brew silently undetected until it emerges later in more negative forms...”
- “I find "csm internal" a good way to keep up with campus news.”
- “Very rare (no more often than monthly) mailings.”
- “Web page”

## Question #9: Other Comments....

Their responses are as follows:

- “As far as swing space expenditure, common sense should be used as to how much of a hardship and for how long.”
- “As to #7, I actually think this needs to be decided on a case by case basis. If the hardship would be too difficult and too long for students, I feel we need to have temporary swing space.”
- “Be brave, make the tough calls.”
- “Before the bond came up for vote, I recall our chancellor showing slides of deteriorated laboratories and other facilities in bad need of repair or replacement. This is why I voted for the bond.”
- “Building 5 needs proper air conditioning as it is a food/office building and the summer heat creates unbearable working conditions. Thank you.”
- “Caveat to # 7: As long as the 'temporary hardship' does not create unsafe, inaccessible or unduly harsh situations.”
- “Classrooms should be priority since the students are our reason for being here. I have seen classes where three weeks in, there are students sitting on the floor! This is unacceptable. A better learning environment will foster better learning. Thanks.”
- “Communication process with administrators thus far has been very good. I don't know that this same level of communication has been extended to all constituents. Thus, I believe that periodic campus wide forums are a good way to inform stakeholders of on-going development and progress.”
- “During the many meetings with consultants a few years back we were told "Think BIG! We are going to touch every part of campus!" Senior faculty said "We have heard this before. You are going to run out of money long before you will to anything to help me." The unbridled optimism of the highly-paid consultants led to expectations that will not be met. In the future I will be as cynical as those senior faculty were. Come to think of it, I am senior faculty now.”
- “I do not understand "swing space", nor is it clear how long the "temporary inconvenience" would last. Well-meaning colleagues have succeeded in getting changes that do not work: e.g. ordering tables that do not work in the room where they are used...because it seems that nobody measured and imagined the consequences. Also: Faculty need locked storage spaces for materials. (I am thinking in particular of materials no longer stored in the Learning Center in the lower level of the library.)”
- “I have no idea at all about what you mean in question 7. Please ignore my answer and provide an explanation.”
- “I would like to be involved when discussions regarding the bookstore and taking place. thank you, Judy Worster”



*(Question #9, continued)*

- “I’d like to see the improvements go to SAFETY for all, and ACCESSIBILITY for the disabled. Although able-bodied myself, it just kills me to see people in wheelchairs struggle to ascent (or descend - danger!) the campus, especially going north-south along the plaza. My god, can’t we level out a few sections of that stretch, to give wheelchair users a break? I’m surprised I don’t see wheelchair users careening down the hill!”
- “I’m answering the questions but feel unqualified as my opinions aren’t informed ones.”
- “It be nice if construction was done during afternoon to before evening hours only lets say 1:00 to 7:00 pm”
- “It is an embarrassment to have torn black paper glued to the windows of the classrooms in bldg 18 so that projector users can block out the light for their presentations. There must be a better way that would not cost alot of money. Maybe a curtain that could be hung up and taken down as needed? It looks like a basement in a jail and has for a number of years. Student morale would improve if they could actually see the nice trees outside! The opposite is true in bldg. 16. During some times of the day the sun covers most of the board and no one can see anything written on it. Why? Because there are these faded threadbare cracked vertical blinds that do not meet each other and do nothing but flap in the breeze if the window is open. If they are that old and do not block light anyway, why not remove them from sight?!!! Students appreciate the little things, too. Why can’t you give them some warm water faucets in the bathroom during fall and winter? How about some campus maps fixed in high-traffic areas that show which building is which so they don’t have to keep searching for these strange building numbers that do not seem to make sense? How about limiting postings to approved bulletin boards on the walls instead of letting people plaster the entrance windows with endless pages that always overstay their welcome? Windows and openness have always made the campus look beautiful, and it is really ugly to look down the hall and see nothing but papers covering up the view. Why does it seem like alot of trees have been cut down around the greenhouse area, but nothing has been planted to replace them? It used to be so beautiful with such a nice variety and now it is becoming uniform and sterile. I have heard several faculty complain that they tried to beautify the areas near their offices with plants but that facilities ripped them out. How petty is that to remove something intended to beautify just because it wasn’t planted by official union workers or something like that? P.S. I love working on this campus, but sometimes I have to vent, and since you asked, you got it!”
- “It is wonderful that campus improvement of any kind is happening. It is sad to see such a great campus falling into disrepair. Any inconvenience will be worth the outcome.”

*(Question #9, continued)*

- “Item 7 is not phrased as a statement; therefore, I cannot answer agree or disagree. As written my answer is yes, temporary hardships are preferred over using funds that could go to permanent improvements. In Item 2, I believe it is best to have some buildings improved noticeably rather than small improvements on all buildings. I am optimistic that within the next ten years funds to noticeably improve the remaining buildings will be available. In Item 1, although I believe improvement should focus mainly on instructional facilities, classrooms and lab rooms, I think repair/renovations of some of the restrooms on campus are needed.”
- “Question #7 requests a blind commitment or rejection to vague descriptive terms which lack meaning. In order to be clearly understood and for the answer to have any real meaning, the terms "minimized" "temporary" and "hardship" require specific definition.”
- “Thank you for your outreach and hard work!!!”
- “Thanks for asking! Steve Cooney”
- “The hardship of "swing space" needs to be defined. Does it mean going without heat and other comforts required to work? And for how long? (contractor's time vs. real time)”
- “There will be disruption on campus. But please remind everybody that this is GOOD disruption. How can it be otherwise? Major renovation requires major work and dust and noise and some chaos. All we can do is minimize it. We cannot make it go away.”
- “These questions seemed designed to limit or control responses.”
- “This comment refers to question 7. above: I agree that we should not spend a lot of money on temporary swing space, with the exception that whatever the swing space is, it has to be functional and safe. I think it's imperative that all employees be provided with ergonomically SAFE equipment: desks, chairs, computer tables, chalk, etc. Many of us have developed carpal tunnel syndrome and other work-related diseases because of bad chairs and desks. I hope the philosophy will not be to wait until each employee brings in a prescription from his or her doctor or to wait until someone gets injured to make this kind of change. Many faculty have bought their own computer tables and chairs... Thanks for this survey!”
- “To #7 above: although I am not sure as to the full meaning of the question, it seems that to answer the question fully, the meaning of 'swing space' would have to be clarified; after use, does the 'swing space' remain 'useful' to other uses, or has such a drastic change occurred preventing re-use at all? Would these 'swing spaces' be useful for something new, instead of having to re-design to original condition? Extent of 'swing space' needs definition: re-design of existing buildings/spaces, or addition of spaces like 'portables'? To go to question #3 now: buildings mostly utilized can change, depending on classes, events, staff, 'swing space' etc. The constant factor would be areas which need the most repairs, so my vote would be areas of most repairs.”
- “We should act so that students do not give up in frustration.”