

## Physical Plant Reference Number Identification

<u>Ref. #</u>	<u>Identification</u>
001	Physical Plant web page with Mission Statement
002	Video training tape library list
003	List of employee employment dates
004	Copy of Employee Performance evaluation
005	Arkansas Insurance Loss Control Inspection Report and Response Work Orders
006	University Seminar Opportunities including Sexual Harassment and Diversity
007	Main Save completed work order summaries
008	UCA Strategic Framework
009	Deferred & Critical Maintenance list
010	Example of Building walk-thru Work Order
011	Shuttle map; landscape photos
012	Interior & Exterior photos; Building Standards Document
013	Physical Plant Organization Chart
014	Physical Plant Yearly Report
015	Arkansas Insurance Review Summary
016	Continuing Education Certificates
017	University Training
018	Employee Right to Know Information
019	University Organization Chart
020	Message from President Tom Courtway
021	Master Plan Example
022	Building Detail Report
023	Cleaning Guidelines Example
024	Labor Market Register
025	Open Position Summary
026	Emergency Procedures Reference Example
027	Banner Links page example
028	UCA-PD Mass Notification Example
029	Deferred & Critical Maintenance List
030	Administrative Policies Web Page
031	UCA Statement of Mission & Purposes
032	Conference Center Services
033	Academic Outreach /Continuing Ed Programs
034	Employee Tuition Remission Information
035	Institutional Certificates
036	Higher Education Institute Web Pages
037	Banner Links Web Page
038	AAFA Agenda Page
039	Photo of In-house Computer Access
040	In-house Boiler Training Test Example
041	Employee Position List
042	Employee Orientation Packet
043	International Affairs / Student Exchange

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## Physical Plant Reference Number Identification

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044	UCA Sport Camps
045	Automated Crosswalk Lighting
046	Campus Facility Events
047	OSHA Inspection and Corrections
048	Staff Handbook/Grievance Policies
049	Public Appearances
050	Fast Movers Program
051	Employee supported Community Groups
052	Event Feedback

**Criterion 1: Mission & Integrity**

*The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.*

**Core Component 1a: The Physical Plant’s mission documents are clear and articulate publicly its commitments.**

- (1) What is our mission? Explain the mission/its formulation and meaning. Has it been formally adopted? How and when?

Narrative	It is the mission of the UCA Physical Plant to support campus departments in achieving their objectives by focusing on customer service and teamwork; Operate and maintain campus facilities that are safe, healthy, and comfortable for students, faculty, staff, and visitors. Create an environment where our employees can learn and grow personally and professionally, emphasizing respect for the individual, honesty, integrity, and competent performance of duty. Our mission was formulated by looking at the Physical Plants association with the Students, Faculty, Staff and campus visitors and identifying the role we play in each area. Through ongoing review we continually improve and adjust our support. While not formally adopted. Our mission has been created through consensus of purpose developed by Administrative, Supervisory, and field level employee input.
Examples:	
Evidence/documentation:	Ref. 001
Additional data needed:	
Data sources:	Physical Plant Web site <a href="http://pplant.uca.edu/">http://pplant.uca.edu/</a>
Themes	<p><b>The Future-Oriented Organization:</b> (1) Engages in planning (2) Is driven by the mission (5) Integrates new technology</p> <p><b>The Learning-Focused Organization:</b> (2) Supports learning</p> <p><b>The Connected Organization:</b> (1) Serves the common good (2) Serves constituents (4) Collaborates (5) Engages in healthy internal communication</p> <p><b>The Distinctive Organization:</b> (2) Appreciates diversity (3) Is accountable</p>

## (2) Whom do we serve?

Narrative	Students, faculty, staff, and visiting public
Examples:	Campus water management; building temperature management; grounds maintenance; facility maintenance; motor pool; athletic and special events; environmental health and safety; waste and hazardous waste management; construction management
Evidence/documentation:	Physical Plant web site. <a href="http://pplant.uca.edu">http://pplant.uca.edu</a> ; Completed campus work orders
Additional data needed:	
Data sources:	Main Saver work order module <b>Ref. 007</b>
Themes	<b>The Future-Oriented Organization:</b> (1) Engages in planning <b>The Learning-Focused Organization:</b> (2) Supports learning

## (3) What commitments does our mission assert?

Narrative	Support of campus departments; focus on customer service & teamwork; maintenance of campus facilities that provide an environment that is safe, healthy, and comfortable for students, faculty, staff, and visitors
Examples:	Building inspections covering maintenance and safety; grounds maintenance and improvements; campus construction management; campus equipment management; campus lighting inspection and improvement; energy management and control; special event setup
Evidence/documentation:	<b>Ref. 005 Ref. 010</b>
Additional data needed:	
Data sources:	Arkansas OSHA inspections; Arkansas Risk Management inspections; ADEQ Underground tank inspections; Fire system inspections
Themes	<b>The Future-Oriented Organization:</b> (1) Engages in planning (5) Integrates new technology <b>The Learning-Focused Organization:</b> (2) Supports learning <b>The Connected Organization:</b> (1) Serves the common good (2) Serves constituents (4) Collaborates (5) Engages in healthy internal communication <b>The Distinctive Organization:</b> (2) Appreciates diversity (3) Is accountable (4) Is self-reflective

(4) How often are the mission documents evaluated and updated? Who is involved in this process?

Narrative	The Physical Plant Mission Statement is reviewed and updated as needed every ten years. Participants include physical plant administrators as well as supervisors and employee input.
Examples:	
Evidence/documentation:	Ref. 001 Last revision Sept. 2001
Additional data needed:	
Data sources:	Physical Plant web site <a href="http://pplant.uca.edu/">http://pplant.uca.edu/</a>
Themes	<b>The Future-Oriented Organization:</b> (1) Engages in planning (2) Is driven by the mission

(5) How are mission documents made publicly available for faculty, staff, students, and the public?

Narrative	The Physical Plant Mission Statement is posted on the Physical Plant web site and displayed in the foyer and offices of the Physical Plant
Examples:	Available links: Motor Pool and Van Safety Program; Environmental Health and Safety; Safety Programs/Life Skills; UCA Building Standards; Construction Information; Building Administrators; Guide to Moving; Policies & Procedures; Material Safety Data Sheets
Evidence/documentation:	Ref. 001
Additional data needed:	
Data sources:	Physical Plant web site <a href="http://pplant.uca.edu/">http://pplant.uca.edu/</a>
Themes	<b>The Learning-Focused Organization:</b> (2) Supports Learning <b>The Connected Organization:</b> (1) Serves the common good (2) Serves constituents (5) Engages in healthy internal communication <b>The Distinctive Organization:</b> (2) Appreciates diversity (3) Is accountable (4) Is self-reflective

**Core Component 1b: In the mission documents, Physical Plant recognizes the diversity of its learners, other constituencies, and the greater society it serves.**

- (1) How do our mission documents recognize and embrace the diversity of all our constituencies?

Narrative	The Physical Plant Mission Statement emphasizes focusing on teamwork; creating an environment where our employees can learn and grow personally and professionally; emphasizing respect for the individual
Examples:	Yearly diversity training for all employees and administration; equal opportunity employment; working with student and other organizations on special campus events.
Evidence/documentation:	<b>Ref. 007 Ref. 002</b>
Additional data needed:	
Data sources:	Main Save work order module; Physical Plant film library;
Themes	<b>The Future-Oriented Organization:</b> (3) Understands social and economic change (4) Focuses on the futures of constituents

- (2) How does our mission ensure diversity, broadly understood, on campus?

Narrative	The Physical Plant through an open door policy works with all campus groups, and individuals, on a variety of group projects as well as individual assignments.
Examples:	Construction of mud volley ball courts for annual Fraternity-Sorority competition; working with student government on annual pep-rally bon fire; yearly madrigal dinner set-up; grounds maintenance prior to all athletic events; set-up for dedications, holiday celebrations, memorial services; weddings; spring break activities; concert events; creek events
Evidence/documentation:	<b>Ref. 007</b>
Additional data needed:	
Data sources:	Main Save work order module
Themes	<b>The Learning-Focused Organization:</b> (2) Supports learning <b>The Connected Organization:</b> (1) Serves the common good (2) Serves constituents (4) Collaborates (5) Engages in health internal communication

- (3) How does our mission promote an environment of mutual respect and civility among our diverse constituencies?

Narrative	The Physical Plant annually sends its employees and administration to diversity training to insure a clear understanding of appropriate behavior and communication with the diverse constituent population at the university. The Physical Plant maintains a video library of 141 informational and safety training tapes for departmental use.
Examples:	Ongoing training using the Physical Plant film library with subject matter covering: Training/Motivation/Communications/Leadership; Customer Service; The Image Makers; The Importance of Image; Achieving A Positive Image; Disability Awareness; Workplace diversity and appreciation of individual's differences; Different Like You; With All Due Respect
Evidence/documentation:	Ref. 006 Ref. 002
Additional data needed:	
Data sources:	Physical Plant web site: <a href="http://pplant.uca.edu/">http://pplant.uca.edu/</a>
Themes	<b>The Learning-Focused Organization:</b> (2) Supports learning (5) Strengthens organizational learning <b>The Distinctive Organization:</b> (2) Appreciates diversity (4) Is self-reflective (5) Is committed to improvement

**Core Component 1c: Understanding of and support for the mission pervade UCA.**

- (1) To what extent do all within the Physical Plant understand and support the Physical Plant's mission?

Narrative	It is the belief of the Physical Plant that our employees through initial and ongoing training, are clearly aware of and support the Physical Plant Mission.
Examples:	Over half of all our employees have over 5 years or longer employment with the Physical Plant; Annual Employee evaluation records
Evidence/documentation:	Ref. 003 Ref. 004
Additional data needed:	
Data sources:	Physical Plant records Employee evaluation scores; Employee length of employment data ; Human Resource records
Themes	<b>The Future-Oriented Organization:</b> (2) Is driven by the mission <b>The Learning-Focused Organization:</b> (2) Supports learning

(2) How does UCA’s strategic plan support the mission statement?

Narrative	During the last Accreditation period. The university conducted a Master Plan Study for long term goals. This plan identified several areas where the Physical Plant could make changes in landscape design, parking locations, and traffic flow that would provide a more pedestrian friendly campus. Although never adopted by the Administration. The Physical Plant has taken many of the suggestions outlined in the Master Plan Study and instigated them on campus.
Examples:	Moved parking from enter to outer campus areas; Began shuttle service; Limited vehicular traffic in campus core to visitors, VIP’s, service and emergency vehicles; Maintained clearly defined campus edges; Simplified planting design around buildings
Evidence/documentation:	<b>Ref. 011</b>
Additional data needed:	
Data sources:	
Themes	<b>The Connected Organization:</b> (1) Serves the common good (3) Creates a culture of service (4) Collaborates <b>The Distinctive Organization:</b> (2) Appreciates diversity (3) Is accountable

(3) How do planning and budgeting decisions flow from and support the Physical Plant’s mission?

Narrative	The Physical Plant conducts ongoing building inspections to create a list of needed repair or replacements. These list range from roofs to building envelopes, HVAC systems, floor coverings, etc. Review of these inspections help create annual projects and allow for planning and budget considerations. This ongoing effort supports an environment for students, faculty, and staff that are conducive to learning.
Examples:	Deferred & Critical Maintenance List; Building Walk-Thru Inspections
Evidence/documentation:	<b>Ref. 009 Ref. 010</b>
Additional data needed:	
Data sources:	
Themes	<b>The Future-Oriented Organization:</b> (1) Engages in planning <b>Learning-Focused Organization:</b> (2) Supports learning <b>The Connected Organization:</b> (2) Serves constituents (4) Collaborates (5) Engages in healthy internal communication



(4) To what extent do the goals of this department (process, office, etc.) match UCA's mission?

Narrative	The Physical Plant goals match and support the UCA mission through support of campus departments in achieving their objectives and maintaining campus facilities that are safe, healthy, and comfortable for students, faculty, staff, and visitors
Examples:	Support of facilities that allow teaching and learning to flourish in an environment with controlled lighting, heat & air, sound, visual assistance, and solitary reflection.
Evidence/documentation:	Campus area photos: Study; entertainment; reflection <b>Ref. 012</b>
Additional data needed:	
Data sources:	<a href="http://pplant.uca.edu/">http://pplant.uca.edu/</a> Building Standards
Themes	<b>Future-Oriented Organization:</b> (1) Engages in planning (5) Integrates new technology <b>The Learning-Focused Organization:</b> (2) Supports learning

(5) How do we share our mission/goals to individuals outside of the Physical Plant?

Narrative	The Physical Plant Mission Statement is found on our web site and accessible by the general public. University ad campaigns, and visits to our campus, visually support the Physical Plants mission/goals of maintaining campus facilities that are safe, healthy, and comfortable for students, faculty, staff and visitors.
Examples:	Radio, Print and TV ads; Our Campus
Evidence/documentation:	
Additional data needed:	
Data sources:	<a href="http://pplant.uca.edu/">http://pplant.uca.edu/</a>
Themes	<b>The Future-Oriented Organization:</b> (1) Engages in planning (5) Integrates new technology <b>The Connected Organization:</b> (1) Serves the common good (2) Serves constituents (4) Collaborates

**Core Component 1d: UCA's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.**

(1) To what extent do the Board's policies and practices support our mission?

Narrative	The UCA's Board policies create a framework for the Physical Plant to support our Mission Statement and commitment to the university.
Examples:	Board Policies: 505=Drug Free Workplace; 506=Drug Free Schools and Campus; 507=Firearms Possession by Faculty or Staff; 511=Sexual Harassment
Evidence/documentation:	Ref. 030
Additional data needed:	
Data sources:	<a href="http://www.uca.edu/divisions/admin/board/docs_temp/ucaboardpolicies500-800series.pdf">http://www.uca.edu/divisions/admin/board/docs_temp/ucaboardpolicies500-800series.pdf</a>
Themes	<b>The Future- Oriented Organization:</b> (2) Is driven by the mission <b>The Distinctive Organization:</b> (1) Has an unambiguous mission

(2) What is our organizational structure? How and how often is it evaluated?

Narrative	The University of Central Arkansas has experienced significant growth over the past twenty years. In response to this growth, the Physical Plant has continued to update its role and scope of work to meet the university's needs. Currently the Physical Plant Organizational Chart consist of One (1) Physical Plant Director; Three (3) Assist. Directors; One (1) Director of Engineering Services; Four (4) Project Specialist; Three (3) Construction Inspectors; Six (6) Area Coordinators; One (1) Warehouse Manager; Ten (10) Administrative Support Staff; and One Hundred Seventy (170) additional physical plant employees. The Physical Plant reviews and evaluates all departments through an annual report. This report can be used to support request for additional personnel and budget increases as the university expands in student enrollment, faculty and staff population, building square footage, and campus landscape/maintenance requirements.
Examples:	Physical Plant Annual reports from all departments
Evidence/documentation:	Ref. 013 Ref. 014
Additional data needed:	
Data sources:	Physical Plant Web site: <a href="http://pplant.uca.edu/">http://pplant.uca.edu/</a>
Themes	<b>The Future-Oriented Organization:</b> (1) Engages in planning <b>The Connected Organization:</b> (1) Serves the common good

## (3) Describe and evaluate lines of authority for decision making?

Narrative	The Physical Plant and its activities are overseen by the Vice President for University Relations. It is through this office along with discussions during Senior Staff meetings that decisions relating to high priority and major issues are sent down the line of authority to the Physical Plant Director. The implementation of these and all other issues covered by the Physical Plant, follow meetings between the Physical Plant Director and administrative staff in the areas that will be involved. Further down the line of authority and communication. Physical Plant Supervisors will meet with their department personnel to discuss individual projects. During each stage there is an open opportunity for individuals to express their thoughts and suggestions. This openness for additional input by all staff creates a healthy environment that makes all employees feel a part of the process.
Examples:	Senior Staff meeting are held weekly and the Physical Plant Director meets daily with department personnel.
Evidence/documentation:	Ref. 019
Additional data needed:	
Data sources:	
Themes	<b>The Future-Oriented Organization:</b> (1)Engages in planning (4) Focuses on the futures of constituents <b>The Connected Organization:</b> (5) Engages in healthy internal communication

## (4) Are administrative, faculty, and staff responsibilities delineated clearly? Where?

Narrative	Every position in the Physical Plant is given a "Performance Evaluation" annually. The evaluation clearly outlines each employee's duties and responsibilities listed by importance.
Examples:	Through the evaluation process the employee's performance is rated U-unsatisfactory; S- satisfactory; A- above average; or E- exceeds standards. Areas of weakness and strengths are discussed and suggestions for improvement outlined. Following each evaluation the criteria for the next year's evaluation is looked at and signed off on by the employee. This allows the employee to clearly understand the duties and responsibilities of their position.
Evidence/documentation:	Ref. 015
Additional data needed:	
Data sources:	<a href="http://www.uca.edu/hr/forms.shtml">http://www.uca.edu/hr/forms.shtml</a>
Themes	<b>The Connected Organization:</b> (5) Engages in healthy internal communication <b>The Distinctive Organization:</b> (3) Is accountable (5) Is committed to improvement

- (5) To what extent are administration, faculty, staff, and students involved in shared governance? How? How effectively?

Narrative	Each of these groups has a means of communicating input from their constituents to the Board of Trustees. The administration has the Senior Staff; faculty has the Faculty Senate; staff has the Staff Senate; and students the Student Government Association. The Physical Plant in addition offers an open door policy to all staff to discuss concerns and suggestions with their immediate supervisor as well as a suggestion box located in the staff break room.
Examples:	
Evidence/documentation:	<a href="http://www.uca.edu/staffsenate/">http://www.uca.edu/staffsenate/</a> <a href="http://www.uca.edu/org/facultysenate/">http://www.uca.edu/org/facultysenate/</a> <a href="http://www2.uca.edu/org/sga/index.asp">http://www2.uca.edu/org/sga/index.asp</a>
Additional data needed:	
Data sources:	
Themes	<b>The Connected Organization:</b> (1) Serves the common good (2) Serves constituents (4) Collaborates (5) Engages in healthy internal communication

**Core Component 1e: The Physical Plant upholds and protects its integrity.**

- (1) How does the Physical Plant ensure that it upholds laws and regulations?

Narrative	The Physical Plant is deeply involved in this area. From building regulations to ADA requirements, OSHA standards, Hazardous Waste removal and storage, Underground Tanks, Fire safety, Elevator Safety, Boiler Safety, and others. The Physical Plant employs licensed and certified personnel who through the process of keeping their license and certifications continually participate in training and refresher courses designed to keep them current with all laws and regulations.
Examples:	Employees holding state asbestos license must take a yearly refresher course to keep their license updated. Other refresher courses include OSHA compliance, electrical development, backflow certification, etc.
Evidence/documentation:	<b>Ref. 016</b>
Additional data needed:	
Data sources:	
Themes	<b>The Distinctive Organization:</b> (3) Is accountable (5) Is Committed to Improvement

- (2) How does the Physical Plant uphold standards of ethical professional practice for administration, faculty, and staff?

Narrative	Each year the university offers an Education Seminar Calendar covering subjects such as Diversity, Sexual Harassment, Professional Development, Leadership, in the Work place and others. The entire Physical Plant staff is required to attend annually Diversity and Sexual Harassment training.
Examples:	
Evidence/documentation:	<b>Ref. 017</b>
Additional data needed:	
Data sources:	<a href="http://www.uca.edu/uca/training.html">http://www.uca.edu/uca/training.html</a>
Themes	<b>The Distinctive Organization:</b> (2) Appreciates diversity (3) Is accountable (5) Is committed to improvement

- (3) What processes are in place to ensure fair treatment of faculty, staff, and students? Are these processes clear and readily visible? Who is involved in creating and improving these processes?

Narrative	The Physical Plant has a dedicated area located in the break room where staff can review all Federal and State notices of Employee rights. OSHA information is posted and also provided to new employees as part of their orientation packet. All required notices are kept up to date and accessible by the Physical Plant Safety Officer. Through the university Staff Handbook, all employees have access to the staff grievance policies.
Examples:	Notices posted in the break room cover Workers Compensation; Family and Medical Leave, Chemical Right to Know; Fair Labor Standards and others; Grievance policies
Evidence/documentation:	<b>Ref. 018 Ref. 048</b>
Additional data needed:	
Data sources:	<a href="http://www.uca.edu/hr/documents/staffhb.pdf">http://www.uca.edu/hr/documents/staffhb.pdf</a>
Themes	<b>The Connected Organization:</b> (5) Engages in healthy internal communication

**Criterion 2: Preparing for the Future**

*The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.*

**Core Component 2a: The Physical Plant realistically prepares for a future shaped by multiple societal and economic trends.**

- (1) How do we plan for the future? Who is involved in our planning processes? Internal external and constituents?

Narrative	The Director of the Physical Plant through weekly meetings with the Senior Staff is kept informed of major upcoming and future campus plans. This information is then used by the Physical Plant to research and develop future budget needs to support the upcoming projects. The University has also looked toward the future by contracting with a professional Campus Planning and Site Design company. In 1998 a campus Master Plan was developed and has been updated in 2006. After development of the Master Plan. The concept was offered not only to the University Administration, but also to representatives of the student body, faculty, staff, and city of Conway. On a smaller scale individual facility inspections are continuously conducted to plan for preventative maintenance needs. While most preventative maintenance issues can be dealt with during a current fiscal year. Others need to be planned and budgeted to the future.
Examples:	Development of a Campus Master Plan; Continual inspection of facilities for additions to a Deferred & Critical Maintenance List
Evidence/documentation:	Ref. 021 Ref. 009 Ref. 010
Additional data needed:	
Data sources:	
Themes	<b>The Future-Oriented Organization:</b> (1) Engages in planning (4) Focuses on the futures of constituents

(2) What is our current capacity? How do we know? How do our planning processes and documents address current capacity?

Narrative	The Physical Plant maintains a total of 114 campus facilities. The maintained square footage totals 2,977,449 sq. ft. Our campus acreage is 350, of which 200 acres are either green space or landscaped areas.
Examples:	As new buildings are built on campus, or existing structures expanded. The Physical Plant maintains a Building Detail Report. This report shows the Facility Name, Building ID Number, Classification, Type of Structure, Owned or Leased status, and total Square footage. Each campus building is unique in the amount of staff required for interior and grounds maintenance. This is due to the differences of size and number of classrooms, labs, office, and in some buildings athletic areas. Staff requirements are calculated using guidelines found in reference material such as “Custodial Staffing Guidelines for Educational Facilities”; “Maintenance Staffing Guidelines for Educational Facilities”. Grounds services are also calculated using a formula of 18 acres per employee. These reference materials are simply guidelines and starting points to help in determining staffing needs. There will always be a need for adjustment based on individual circumstances, knowledge, experience, institutional culture, and the physical reality of the campus.
Evidence/documentation:	<a href="#">Ref. 001</a> <a href="#">Ref. 022</a> <a href="#">Ref. 023</a>
Additional data needed:	
Data sources:	Physical Plant Web site <a href="http://pplant.uca.edu/">http://pplant.uca.edu/</a>
Themes	<b>The Future-Oriented Organization:</b> (1) Engages in planning

- (3) What are the most pressing societal and economic trends and needs impacting the Physical Plant? How well do our planning processes and documents deal with these trends and needs?

Narrative	Hiring and maintaining skilled labor positions is the largest societal issue the Physical Plant currently faces. As the economy slows, skilled individuals are looking for positions which offer competitive salary and benefit package incentives. Budget restraints keep many of our starting salaries below competitive levels. The university as a whole has experienced a loss of 4.5 million from the universities budget along with salary and hiring freezes. These issues are further intensified by raising material, supply, and fuel cost. The Physical Plant deals with these trends in several ways. Cross training in departments, Time management of material orders to maximize deliver service cost. Cutting back service levels in non priority areas. Adjustment of building energy levels for cost savings. Doing more with less by leaving open job positions unfilled.
Examples:	Grounds crew helping with HVAC filter changes; All departments helping with lying of sod. Crafts and HVAC crew working with Grounds on snow and ice removal. Grounds dept. helping Crafts with recycling of florescent tube lights.
Evidence/documentation:	Ref. 024 Ref. 025
Additional data needed:	
Data sources:	
Themes	<b>The Future-Oriented Organization:</b> (1) Engages in planning (3) Understands social and economic change

- (4) How do we respond to unanticipated needs?

Narrative	Much of the Physical Plants time is devoted to planning for existing and unanticipated needs. Whether it be emergency situations or unforeseen infrastructure issues. Response plans have been developed for a wide variety of situations. Unanticipated infrastructure cost can be dealt with using funds in several accounts available to cover unanticipated issues. Additionally the campus is currently in research and developing of a Mass Notification System that will utilize text messaging, voice mail, audio broadcast, computer notification and cellular technologies.
Examples:	Accounts used for unanticipated needs. Deferred and Preventative Maintenance; Campus R&R; Funded Depreciation found in Banner. Emergency Procedures Reference Guide; Mass Notification ...
Evidence/documentation:	Ref. 026 Ref. 027 Ref. 028
Additional data needed:	
Data sources:	<a href="http://www.ucapd.com/">http://www.ucapd.com/</a> <a href="http://catst.uca.edu:9099/">http://catst.uca.edu:9099/</a>
Themes	<b>The Future-Oriented Organization:</b> (1) Engages in planning (5) Integrates new technology <b>The Connected Organization:</b> (2) Serves constituents (4) Collaborates (5) Engages in healthy internal communication



**Core Component 2b: The Physical Plant’s resource base supports its educational programs and its plans for maintaining and strengthening its quality in the future.**

- (1) Are resources (human, physical, and fiscal) adequate to support our educational programs? How are these resources allocated?

Narrative	At the present time Physical Plant resources are being stretched. The process used by the Physical Plant to enable these resources to become adequate, requires planning, flexibility and commitment to do more with less. Although continuously addressed each year. The Physical Plants Deferred Maintenance list grows and is never completely caught up with. The Physical Plant Director will yearly submit priority issues to the Budget Advisory Committee. This committee will then review those items submitted and discuss staffing needs, equipment issues, and funding.
Examples:	Deferred Maintenance List; Open Position log
Evidence/documentation:	Ref. 029 Ref. 025
Additional data needed:	
Data sources:	
Themes	<b>The Future-Oriented Organization:</b> (1) Engages in planning

- (2) How do we plan for future resource needs?

Narrative	The Physical Plant plans for future resources by looking at items like student enrollment growth, facilities conditions, and required needs to comply with laws and regulations of the State of Arkansas and Higher Education
Examples:	Campus Master Plan; Deferred Maintenance; Senior Staff meeting; Risk Management Assessments; OSHA Inspections; Building Inspections.
Evidence/documentation:	Ref. 029 Ref. 021 Ref. 015
Additional data needed:	
Data sources:	<a href="http://catst.uca.edu:9099/">http://catst.uca.edu:9099/</a>
Themes	<b>The Future Oriented Organization:</b> (1) Engages in planning (4) Focuses on the future of constituents <b>The Connected Organization:</b> (5) Engages in healthy internal communication

**Core Component 2c: The Physical Plant's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.**

- (1) What types of evaluation and assessment processes are in place (program reviews, faculty/staff evaluations, etc.)?

Narrative	Physical Plant employees are annually evaluated using a State developed performance form. Employees are also evaluated by daily observation of their supervisors and feedback received from faculty, staff and students.
Examples:	Annual evaluation scores; letters of commendation
Evidence/documentation:	Ref. 015
Additional data needed:	
Data sources:	<a href="http://www.uca.edu/hr/forms.shtml">http://www.uca.edu/hr/forms.shtml</a>
Themes	<b>The Distinctive Organization:</b> (3) Is accountable (4) Is self-reflective (5) Is committed to improvement

- (2) How do we collect and analyze data? How is this data disseminated to individuals internal and external to the Physical Plant?

Narrative	The State performance form is merely used as an outline. It is used to break down each position into areas that can be analyzed. Specific job responsibilities are clearly covered during the hiring process and again prior to each evaluation period. A clean understanding of what is expected by each employee is the goal.
Examples:	State performance form; Employee evaluations completed
Evidence/documentation:	Ref. 015
Additional data needed:	
Data sources:	<a href="http://www.uca.edu/hr/forms.shtml">http://www.uca.edu/hr/forms.shtml</a>
Themes	<b>The Learning-Focused Organization:</b> (2) Supports learning (5) Strengthens organizational learning

- (3) How do we use existing evaluation and assessment processes for continuous improvement?

Narrative	Physical Plant Staff are not only evaluated on their performances but also advised of their strengths and given guidance on how to improve their weak areas.
Examples:	
Evidence/documentation:	Ref. 015
Additional data needed:	
Data sources:	<a href="http://www.uca.edu/hr/forms.shtml">http://www.uca.edu/hr/forms.shtml</a>
Themes	<b>The Connected Organization:</b> (5) Engages in healthy internal communication <b>The Distinctive Organization:</b> (4) Is self-reflective (5) Is committed to improvement

**Core Component 2d: All levels of planning align with the Physical Plant's mission, thereby enhancing its capacity to fulfill its mission.**

- (1) How do our planning processes and documents align with and connect to the university's mission?

Narrative	The Physical Plant is continuously looking at ways to use new technologies to enhance our building and campus environment. We support the University Mission by creating areas for both interaction and solitary reflection. Our expansion, upkeep and development, of buildings and landscape. Enable the university to maintain its viability by sharing our campus resources with the global community.
Examples:	Special event locations: Brewer-Hegeman Conf. Center; Reynolds Performance Hall; Old Main Auditorium; Farris Center; Presidents home; Ferguson Chapel; Sport facilities; Baum Art Gallery
Evidence/documentation:	Ref. 031 Ref. 012 Ref. 032
Additional data needed:	
Data sources:	<a href="http://www.uca.edu/uca/mission.php">http://www.uca.edu/uca/mission.php</a>
Themes	<b>The Future-Oriented Organization:</b> (5) Integrates new technology <b>The Connected Organization:</b> (1) Serves the common good (2) Serves constituents

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### Criterion 3: Student Learning & Effective Teaching

*The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission*

#### **Core Component 3a: Goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.**

- (1) Are goals for student learning outcomes clearly stated for each program? How do these goals differ by level (graduate vs. undergraduate)? Who is involved in defining these outcomes? How and how often are assessment plans reviewed?
- (2) What assessment practices are used at each level? What types of measures are used? How effectively do assessment plans examine both courses and programs?
- (3) Do we publish our assessment findings?

Narrative	N/A
Examples:	
Evidence/documentation:	
Additional data needed:	
Data sources:	
Themes	{list of relevant cross-cutting themes}

#### **Core Component 3b: UCA values and supports effective teaching.**

- (1) How do we evaluate, support, and reward teaching?
- (2) How do the university and its colleges and departments share information about teaching and learning?

Narrative	N/A
Examples:	
Evidence/documentation:	
Additional data needed:	
Data sources:	
Themes	{list of relevant cross-cutting themes }

**Core Component 3c: UCA creates an effective learning environment.**

- (1) Do we have evidence of student learning? How are assessment findings used to improve curriculum and teaching?
- (2) How do colleges and departments determine what is taught? Who is involved in the curriculum development process?
- (3) To what extent are new technologies, teaching techniques, etc. used to enhance student learning?
- (4) What types of curricular and co-curricular learning opportunities are available to students outside of the classroom? Who is responsible for and involved in making these opportunities available?

Narrative	N/A
Examples:	
Evidence/documentation:	
Additional data needed:	
Data sources:	
Themes	{list of relevant cross-cutting themes }

**Core Component 3d: UCA’s learning resources support student learning and effective teaching.**

- (1) What resources are available for developing, supporting, and rewarding effective teaching? How adequate are these resources?

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Narrative	N/A
Examples:	
Evidence/documentation:	
Additional data needed:	
Data sources:	
Themes	{list of relevant cross-cutting themes}

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## Criterion 4: Acquisition, Discovery, & Application of Knowledge

*The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.*

### **Core Component 4a: UCA demonstrates, through actions of its board, administration, students, faculty, and staff, that it values a life of learning.**

- (1) What types of activities at the Physical Plant support a life of learning for all campus constituents?

Narrative	Physical Plant employees can take advantage of many continuing education programs offered through the university and given by outside Institutes. Through support of the university's goal to provide Higher Education to its constituents. Our staff is given the opportunity to take classes that will license them in areas like Boiler Operation, Asbestos Supervisor and Worker positions. Academic Outreach serves to bridge the gap between educational development and professional success. All full time employees and their immediate families are offered an 80% fee remission to the university for continued education. UCA's Professional Development Series offers seminars open to all faculty and staff.
Examples:	Admin-L Seminar Opportunities; Academic Outreach programs
Evidence/documentation:	Ref. 034 Ref. 033
Additional data needed:	
Data sources:	<a href="http://www.uca.edu/hr/Policy.shtml">http://www.uca.edu/hr/Policy.shtml</a> ; <a href="http://www.uca.edu/aoep/">http://www.uca.edu/aoep/</a>
Themes	<b>The Learning-Focused Organization:</b> (2) Supports learning (5) Strengthens organizational learning

(2) How are these activities communicated to the UCA community? (Do people know about them?)

Narrative	Many organizations have web sites covering continuing education opportunities. These sites can be found on line as well as using links provided through many campus department web sites. Not all employees have computers either at work or at home. In an effort to assure our employees have access to on line information. We have set up computer terminals in the employee break room.
Examples:	APPA Professional Leadership Academy; UCA's College of Business Administration 1 <sup>st</sup> Line management Institute; Southwest Center for Occupational and Environmental Health (EHS)Academy; APPA Institute for facilities Management;
Evidence/documentation:	<a href="#">Ref. 036</a> <a href="#">Ref. 039</a> <a href="#">Ref. 035</a>
Additional data needed:	
Data sources:	<a href="http://www.appa.org/">http://www.appa.org/</a> <a href="http://www.sph.uth.tmc.edu/swcoeh">http://www.sph.uth.tmc.edu/swcoeh</a> <a href="http://www.appa.org/Training/Institute/index.cfm/">http://www.appa.org/Training/Institute/index.cfm /</a> <a href="http://www.cappaedu.com/">http://www.cappaedu.com/</a>
Themes	<b>The Learning-Focused Organization:</b> (2) Supports learning (4) Creates the capacity for lifelong learning

(3) What financial commitments has the Physical Plant made to promote a life of learning for faculty, staff, and students?

Narrative	The Physical Plant yearly sends staff to continuing education programs and institutes. Last year over \$5700.00 was spent on programs not only to refresh and update our staff, but also expand their personal and professional opportunities.
Examples:	Banner Budget Reports
Evidence/documentation:	<a href="#">Ref. 037</a>
Additional data needed:	
Data sources:	<a href="http://catst.uca.edu:9099/">http://catst.uca.edu:9099/</a>
Themes	<b>The Distinctive Organization:</b> (5) Is committed to improvement



- (4) How do we encourage faculty and students to engage in scholarly/research efforts and how do we reward such engagement?

Narrative	While the Physical Plant does not engage in “scholarly/research” we do encourage our staff to pursue educational opportunities that will enhance their job skills and marketability. Leadership skills along with appropriate certificates and licenses acquired. Have increased the number of viable candidates for supervisory and administrative roles.
Examples:	Promotion of in-house to higher grade levels; Completion of classes and institutes of higher learning
Evidence/documentation:	<b>Ref. 016</b>
Additional data needed:	
Data sources:	
Themes	<b>The Learning-Focused Organization:</b> (2) Supports learning (5) Strengthens organizational learning

- (5) In what ways are scholarship/research used to improve the university and its fulfillment of mission?

Narrative	New technologies are constantly being developed that can greatly impact the safety, efficiency, comfort, and viability of the university. It is critically important that the Physical Plant is aware of industry developments and opportunities. It is our belief that through continued education of our staff. The knowledge they acquire can be applied to the day to day and future development of our campus, supporting the fulfillment of our mission.
Examples:	Design and construction of Greener buildings; use of recycled materials; more efficient inside and outside lighting; climate control; Wireless Internet Connection
Evidence/documentation:	<b>Ref. 012</b>
Additional data needed:	
Data sources:	
Themes	<b>The Future-Oriented Organization:</b> (4) Focuses on the futures of constituents <b>The Learning-Focused Organization:</b> (2) Supports learning (5) Strengthens organizational learning

**Core Component 4b: The Physical Plant demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.**

- (1) To what extent does the general education program support the acquisition of a breadth of knowledge and skills?

Narrative	The Physical Plant has a history of benefiting from the growth in knowledge and skills of our staff. This is a driving force behind our support of educational programs on all employee levels. Employees from every department in the Physical Plant have participated in programs that allow networking with peers from other universities physical plants. This type of interaction allows our employees to share and gain knowledge of issues common to everyone in our business. It also creates lasting relationships with long term benefits. In addition to off campus educational programs. The Physical Plant maintains a large video library of tapes covering informational, motivational, and educational programs that can be used by our supervisory staff to increase the breadth and knowledge of our employee's skills.
Examples:	AFFA – Roundtable Discussions Physical Plant Tape Library
Evidence/documentation:	Ref. 038 Ref. 002
Additional data needed:	
Data sources:	<a href="http://fama.uark.edu/aafa/AAFAwebsite2008/home2008.htm">http://fama.uark.edu/aafa/AAFAwebsite2008/home2008.htm</a>
Themes	<b>The Learning-Focused Organization:</b> (2) Supports learning (4) Creates the capacity for lifelong learning

- (2) How is the general education program assessed? To what extent do our graduates demonstrate that they have achieved breadth of knowledge and skills?

Narrative	The Physical Plant looks at several areas for assessment of our educational programs. There are the test scores achieved by participating employees. We can also review the number of employees who have been promoted into leadership roles and our employee retention level.
Examples:	Test scores; Employee's with over 5yrs of service; Promotions of Employees from general to skilled labor positions
Evidence/documentation:	Ref. 003 Ref. 004
Additional data needed:	
Data sources:	
Themes	<b>The Learning-Focused Organization:</b> (2) Supports learning (5) Strengthens organizational learning

- (3) How is this breadth of knowledge and skills reinforced in the majors?

Narrative	In the Physical Plant our reinforcement comes from the knowledge and skills that are handed down from our staff through training in house of new employees. Mentoring in skilled labor positions and the quality of employee that it develops.
Examples:	Apprentice Tradesman positions; Skilled Trades Helper; Equipment Operator
Evidence/documentation:	Ref. 041
Additional data needed:	
Data sources:	
Themes	<b>The Learning-Focused Organization:</b> (2) Supports learning

**Core Component 4c: The Physical Plant assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.**

- (1) How often do program reviews occur? Who is involved (internal and external stakeholders)?

Narrative	In house program review is an area that may need to be addressed in the Physical Plant. We currently have no schedule for this to occur. However, the training we provide enables our employees to stay abreast of a global, diverse, and technological society. In house training is typically affordable and allowable under our budgetary restraints. Opportunities requiring registration fees and travel cost are becoming more difficult to provide due to Budget and Economic conditions. Those involved internally are our employees and administration. Externally are Faculty, Staff, Students, and the community.
Examples:	Use of our film library for training by supervisors; Boiler Operation training done in house. The results of these training programs are assessed by supervisors and efficient employees benefit our campus community as a whole.
Evidence/documentation:	
Additional data needed:	
Data sources:	
Themes	<b>The Learning-Focused Organization:</b> (2) Supports learning

(2) What do program reviews evaluate? (a) How much attention is paid to the relevancy of courses and programs? How do we demonstrate this?

Narrative	Evaluation of our programs can best be reviewed by looking at the individual employee evaluations. This document covers all aspects of the specific requirements for that individual. A high level of attention is paid to the relevancy of our programs because of the importance of safety, proper procedures, appropriateness of actions, and the need for efficiency.
Examples:	Employee evaluation forms; 90 day probation period
Evidence/documentation:	<a href="#">Ref. 015</a>
Additional data needed:	
Data sources:	
Themes	<b>The Learning-Focused Organization:</b> (2) Supports learning (5) Strengthens organizational learning

(b) To what extent are students prepared for the workforce?

Narrative	It is our goal to first higher individuals with acquired skills and knowledge that they can bring to the position we are trying to fill. Secondly we will clearly explain the scope of the position and how it, and they, fit into the campus community as a whole. Information in the New Employee Orientation Packet covers a wide selection of information. Such as Campus Safety and Security; University Policy's and Procedures; Medical and Dental Ins information; Driving Safety Tips and others. The ninety day probation period is a time designed to allow the employee to experience the job responsibilities and allow both employee and our staff to determine if the position is an appropriate one.
Examples:	90 day training period; Orientation
Evidence/documentation:	<a href="#">Ref. 042</a>
Additional data needed:	
Data sources:	
Themes	<b>The Learning-Focused Organization:</b> (2) Supports learning (5) Strengthens organizational learning

- (c) To what extent are students prepared for a society that is “global, diverse, and technological”? How do we demonstrate this?

Narrative	To prepare our employees for the global, diverse, and technological community our campus is. Physical Plant employees are yearly exposed to diversity training and sent to programs offering technological developments in their crafts area. The benefit of this training is demonstrated in the work ethic of our employees, and the ongoing information and idea’s they contribute to the fulfillment of the Physical Plants mission.
Examples:	In house diversity training; Refresher courses for our employees to keep their certificates and licenses current.
Evidence/documentation:	<a href="#">Ref. 006</a> <a href="#">Ref. 016</a>
Additional data needed:	
Data sources:	
Themes	<b>The Learning-Focused Organization:</b> (2) Supports learning (5) Strengthens organizational learning

**Core Component 4d: The Physical Plant provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.**

- (1) What policies and procedures are in place to ensure ethical conduct in teaching, learning, research, and service?

Narrative	Due to the nature of our department. Our employees are daily in contact with students, staff, faculty, and campus guest. Ethical and appropriate behavior is a very important part of what we do. From the very beginning our employees are informed of the importance of their conduct while on campus or anytime they represent the university. Continual reinforcement is given during the annual employee evaluation and anytime the issue needs to be addressed.
Examples:	Employee training films covering “The Image Maker”; “The Importance of Image”; “Achieving Positive Image”; Employee Orientation
Evidence/documentation:	<a href="#">Ref. 002</a> <a href="#">Ref. 042</a>
Additional data needed:	
Data sources:	
Themes	<b>The Distinctive Organization:</b> (2) Appreciates diversity (3) Is accountable (5) Is committed to improvement

(2) What activities/programs are in place to ensure social responsibility for faculty and staff?

Narrative	The University has set two annual programs that all faculty and staff are required to participate in each year.
Examples:	Diversity Training; Sexual Harassment Training
Evidence/documentation:	Ref. 006
Additional data needed:	
Data sources:	
Themes	<b>The Distinctive Organization:</b> (3) Is accountable (5) Is committed to improvement

(3) What types of academic and student support activities/programs are available to promote social responsibility for students?

Narrative	Physical Plant employees are encouraged to volunteer their time working with the Staff Senate Organization on campus events. The Physical Plant Grounds department is also involved in adding student organizations with yearly events and special projects.
Examples:	Ushering and Taking tickets at Football and Basketball games; Preparing campus locations for Mud Volley Ball; Pep Rally's; Tailgate Celebrations; Student Art Exhibits; Staff Pic Nic; Holliday Feast
Evidence/documentation:	
Additional data needed:	
Data sources:	
Themes	<b>The Connected Organization:</b> (1) Serves the common good (2) Serves constituents (4) Collaborates

## Criterion 5: Engagement & Service

*As called for by its mission, the organization identifies its constituencies and serves them in ways both value.*

### **Core Component 5a: The Physical Plant learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.**

- (1) Who are our constituents – individuals on and off campus; local, national, and global organizations – and how do we engage them?

Narrative	The Physical Plants constituents consist of University Administration, Faculty, Staff, Students, and the General Public. Off campus constituents would be our student's parents and families covering State, National, and Global locations, Conway City and State Officials, and all Conway Residents. The Physical Plant has direct and indirect involvement with all groups holding meetings, camps, and events on campus. Our indoor and outdoor facilities must always be maintained in a manner to provide our constituents a venue that supports their needs and our mission.
Examples:	Classrooms; labs; offices; large and small meeting and conference locations; Sport facilities; Community traffic control areas built by the City, landscaped and maintained by the Physical Plant; Sport camps; cheerleading camps; Boys State and other organizations using meeting, housing, food, and recreation areas on campus. Hosting International Programs, Global student exchange programs opening our campus to the world.
Evidence/documentation:	Ref. 043 Ref. 044
Additional data needed:	
Data sources:	<a href="http://www2.uca.edu/newweb/international/">http://www2.uca.edu/newweb/international/</a> <a href="http://www.wix.com/StudyAbroad/Office-of-Study-Abroad">http://www.wix.com/StudyAbroad/Office-of-Study-Abroad</a>
Themes	<b>The Future-Oriented Organization:</b> (1) Engages in planning (2) Is driven by the mission <b>The Connected organization:</b> (1) Serves the common good (2) Serves constituents

(2) To what extent do we evaluate the changing needs of our constituencies? How do we respond to their needs?

Narrative	The Physical Plant uses several means of evaluating our constituents ever changing needs. Some have proven to work extremely well. Working one on one with campus Sororities and Fraternities we are able to learn the issues that are priorities in their views. Student Government yearly identifies projects and goals covering numerous issues such as, advising the administration in regards to student-related policies. Student Government works hand in hand with the Physical Plant on campus and community projects. Through our “SEED” committee, Sustainable Environment and Ecological Design, we work with students, faculty, and staff, to evaluate develop, and recommend proposals that can enhance UCA’s role in the local and national environmental community. Communicating with administrators and office staff on building issues. One evaluation tool that has not proven to be as effective as hoped is the use of campus survey information. This method has in the past resulted in less than a 5% response rate.
Examples:	One on One meetings – SGA, SEED, Environmental Alliance; Building staff; Lighted Crosswalks; Additional bike racks; Recycling Program; Parking placement; Shuttle Service; Outside study areas; Additional campus lighting on buildings and freestanding; Community Garden
Evidence/documentation:	Ref. 045 Ref. 011 Ref. 012
Additional data needed:	
Data sources:	
Themes	<b>The Future-Oriented Organization:</b> (1) Engages in planning (3) Understands social and economic change <b>The Connected Organization:</b> (2) Serves constituents (4) Collaborates (5) Engages in healthy internal communication



**Core Component 5b: The Physical Plant has the capacity and the commitment to engage with its identified constituencies and communities.**

- (1) To what extent do the mission statement and other planning documents support engagement and service to the community?

Narrative	As seen by the number of Community programs and events taking place on the UCA campus. The Physical Plant is constantly working to support our Mission Statement of maintaining campus facilities that are safe, healthy, and comfortable for our community and visitors. Additionally as pointed out in Criterion Two, Conway City officials and the community as a whole, were invited to participate in the Universities Master Plan development. A partnership has been established between the University and the City of Conway Fire Department, Sheriff's Office and State Troopers. Through a long term lease agreement. The Conway Fire Department is constructing a new Fire Station facility on university owned property. The Conway Sheriff's Department and State Troopers are leasing office and building space in an existing facility next to the new Fire Station.
Examples:	Master Plan; Campus Facility Events; State Agency Partnerships; City Partnerships
Evidence/documentation:	Ref. 021 Ref. 046
Additional data needed:	
Data sources:	
Themes	<b>The Connected-Organization:</b> (1) Serves the common good (2) Serves constituents (4) Collaborates

- (2) What types of resources are available for programs/services for constituencies/community?  
How adequate are these resources

Narrative	When looking at the Physical Plants available resources for programs and services. The most obvious items that come to mind would be the wide variety of equipment and number of trained personnel available. The Physical Plant has the capability to respond to day to day events and mobilize personnel and equipment in times of Emergency Response needs. Resources to house individuals, transport large groups, heavy and light equipment, and skilled personnel in many crafts are available when needed.
Examples:	Shuttle and Van transport; Skilled Electricians, Carpenters, HVAC, Plumbers, Painters, Construction; and Energy Management; Our sport facilities and buildings for housing large groups. Heavy equipment such as tractors, backhoe's, and dozer; Light and heavy duty trucks and trailers; Hand tools
Evidence/documentation:	<b>Ref.013</b>
Additional data needed:	
Data sources:	
Themes	<b>The Future-Oriented Organization:</b> (2) Is driven by the mission (4) Focuses on the futures of constituents

**Core Component 5c: The Physical Plant demonstrates its responsiveness to those constituencies that depend on it for service.**

- (1) What kinds of partnerships does the Physical Plant have with external constituencies?

Narrative	The Physical Plant is in partnership with many of our external constituents. Every two years we invite OSHA inspectors to our campus in a partnership to keep our facilities compliant with all employee safety regulations. Partnering with our city Police and Fire Departments. We supply buildings on campus for emergency department training exercises. We partner with the City Sanitation Department for removal of recyclable materials. The Goodwill and Salvation Army are invited on campus during End of Semester move out to collect items that might otherwise be simply thrown away. Cell tower locations on campus are another way we externally partnership.
Examples:	OSHA inspections; City Police & Fire training; Recycling; Tailgating; Cell towers at the Baseball field and on top of Old Main.
Evidence/documentation:	<b>Ref: 047</b>
Additional data needed:	
Data sources:	
Themes	<b>The Connected Organization:</b> (1) Serves the common good (4) Collaborates

(2) What types of activities engage students, staff, and faculty with the external community?

Narrative	Athletic events on campus, Continuing Ed classes at night, public performances on campus, Fast Movers, all these activities engage our students, staff, and faculty with the external community.
Examples:	Our staff and employees volunteer their time to work athletic events. Continuing Education classes bring individuals, from on campus as well as off, together in the classroom. Staff and employees alike help move new students and all their belongings from parking lots to dorm rooms in our Fast Movers program at the beginning of each school year. Reynolds Performance Hall programs.
Evidence/documentation:	<a href="#">Ref. 033</a> <a href="#">Ref.049</a> <a href="#">Ref. 050</a>
Additional data needed:	
Data sources:	<a href="http://www.uca.edu/publicappearances/index.html">http://www.uca.edu/publicappearances/index.html</a> <a href="http://www.uca.edu/aoep/">http://www.uca.edu/aoep/</a>
Themes	<b>The Connected Organization:</b> (1) Serves the common good (2) Serves constituents (4) Collaborates

(3) To what extent do our faculty, staff, and students participate in the community?

Narrative	Physical Plant employees have several means of participating in the community. Our employees have served and continue to serve on and support community programs on and off campus. Some volunteer their time to work on projects. While others serve as board members.
Examples:	Service in organizations such as Keep Faulkner County Beautiful; City Planning Commission; Faulkner County Master Gardeners; Holiday Angel Tree program through our Staff Senate
Evidence/documentation:	<a href="#">Ref. 051</a>
Additional data needed:	
Data sources:	<a href="http://www.conwayplanning.org/">http://www.conwayplanning.org/</a>
Themes	<b>The Connected Organization:</b> (1) Serves the common good (2) Serves constituents (3) Creates a culture of service

**Core Component 5d: Internal and external constituencies value the services the organization provides.**

(1) What feedback do we receive from the community as a result of these activities?

Narrative	While we do not solicit feedback from the community, we do receive some written response. Most of the Physical Plants feedback is from word of mouth. Talking with our constituents in the community helps keep us in tune with the results of our efforts. Because of the large usage of Brewer-Hegeman for conferences and evens. A written survey is taken and kept on record.
Examples:	Conference and Special Event Surveys; Feedback letters & cards
Evidence/documentation:	Ref. 052
Additional data needed:	
Data sources:	
Themes	<b>The Connected Organization:</b> (1) Serves the common good (2) Serves constituents (3) Creates a culture of service (4) Collaborates