Here you go. As I mentioned on the phone if we used the definition of Community Engagement from the OSPIRE report, we would be hard pressed to find any fit. As instructed, we ignored that definition for the purpose of this exercise. There were things that seem to fit at first look based on the core component description but then didn’t seem to fit later when compared to the examples of evidence (EE) so we left them in for your committee to decide.

5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

EE 2 - The organization practices periodic environmental scanning to understand the changing needs of its constituents and their communities. Again this depends on your definition of environmental scan. NOTE: This portion includes the data collection. Our demonstrated response is listed in 5.c. Maybe both parts belong in one section or the other.

1. Sends out customer comment cards to university and community clients who reserve our space for their events.
2. Conduct one on one interviews, group meetings and surveys of constituent groups like our disabled population (EE 4 - demonstrates attention to the diversity of the constituency it serves) and commuter population.
3. Keep daily periodic room usage numbers and type of usage function to assist in space remodel plans.
4. Collect furnishings satisfaction data from clients testing out furniture samples for remodeling efforts.
5. Community and individual university clients expressed frustration over liability insurance requirements so we surveyed our competitors and many didn’t require it at all or in lesser amounts so we changed the formula after consultation with Risk Management.
6. Our student event planners didn’t understand how to fill out or use our security assessment form.
7. SGA came to us and ask us if we could make the Sycamore Lounge open more hours as a public lounge.

5b. The organization has the capacity and the commitments to engage with its identified constituencies and communities.

EE2 - The organizations co-curricular activities engage students, staff, administrators and faculty with external communities.

1. Collaborate with Nancy Nichols Pethick in the Art Department to create a student Assistant Curator position as an experiential learning position to assist her/us in producing our annual HMSU Fall Juried Student Art Exhibition. Last year, we also held a Wabash Valley Alumni Art Educator's Show which included an opening reception with art students, art faculty and our alumni artists. Art show jurors are area art community members.
2. Collaborate with Mary Kramer and the Human Right's Day annual art show by area junior and senior high youth from a four county area contributing work around that year's thought provoking theme. It is visited by many community guests.
3. This year, we are working with Nancy's intermediate painting class to create and install a public art project in the Dede II corridor in conjunction with Randy Green and our international student organizations. This project intends to paint the flags of all the countries represented by our currently enrolled students and create an educational tool that can be used in place if the technology can be secured that will for example tell of the story of some our students, the meaning of the symbols on the flag and so on. Our goal is to make it portable so it can be taken to our public schools for a variety of presentations. The goal is to install it during International Education Week in Nov. of 2008.
4. We have begun planning for a Feb. 11 educational, social and recreational program consisting of a euchre, billiards and ping pong tournaments culminating in an awards/educational program hosted by Cheryl Roselli who competed internationally in ping pong including a trip to the Olympics. Billiards and Ping Pong enjoy current popularity with our African-American and International Students. We have also solicited the assistance of a Recreation and Sports Management Practicum student and will collaborate with Union Board and Dr. Smidley for class project credit.

5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

Bill, we looked at this as we performed assessments of our clients in 5a and this section indicates our response to the feedback obtained from our clients, etc. However, as we read the examples of evidence under this section, these responses may not belong here but elsewhere.

1.a. responsiveness - We learned that HVAC is single biggest complaint so had thermostat controls mounted on the HVAC units in all the meeting rooms in the tower so the client can change their own temperature settings.

2.a. response - In terms of disabled persons, we made adaptations in our restrooms including creating a fully qualified ADA stall in each restroom, installed handles at the bottom of stall doors those in wheelchairs could reach, added lidded trashcans to each and soon will add automatic flushers and lowered purse/backpack hooks. We also built an ADA ramp outside our west entrance.

In terms of the commuter students survey, one item asked them about their need for laptop lockers and they indicated no need so equipment dollars were used elsewhere. However, with the laptop initiative now in effect, we will need to reassess the current need.

3.a. response - decided to leave the quiet lounge intact rather than incorporate it into the tv lounge because there was enough usage to warrant it and to keep the study carrels.

4.a. response - resulted in the development of the Sycamore Lounge remodel plan and since its completion has been a highly used space.

5.a. response - Worked with Risk Management to identify low risk events we took out of the policy and identified an umbrella insurance group where clients could get this type of special event insurance quicker and at a reduced rate.

6.a. response - Worked with Public Safety and VPSA's office to rewrite it to include an educational component that included identification of potential risks and their responsibility and ways to address them.

7.a. response - After reviewing our usage statistics and existing custodial staff resources, we decided to open it Mon - Fri, 11am - 4pm and on Sunday. Later we added two more hours to M - F so now close at 6 pm. Next semester, we will also be open on Saturdays 11am - 6pm. To increase recreational usage, we also made billiards free which has been very well received.

5d. Internal and external constituencies value the services the organization provide

Bill - We're unsure of the placement of the answers we put under 5a. It may be they belong here so we put some similar items here and your group can decide.

EE1 The organization's evaluation of services involves the constituencies served.

1. Each parking account is contacted annually to solicit feedback on their satisfaction with our services.

EE2 Service programs and student, staff and faculty volunteer programs are well received by the communities served.

1. Our quarterly service programs are decided upon by our staff T.A.G. committee and is well received by our community partners. So far this year our projects have been:
   a. Collection of nursery items for the Washington Alternative School
   b. Collection of educational supplies for 14th & Chestnut Program
   c. Can goods collection for the campus Jam the Bus Program
   d. Outerware - coats, hats, scarves, mittens collected for CODA

EE5 The organization's facilities are available to and used by the community.

1. We had 49 community events that reserved our facilities last year for programs like the Chamber of Commerce/School of Business Ground Hog Day, Old National Bank, & weddings among others.