

Thank you for your interest in the Standards and Guidelines developed by the Council for the Advancement of Standards in Higher Education (CAS). This CAS member association has permission to post a link to these standards on their website. Standards are developed through a consensus model of member associations and other experts, including the association on whose page this link is found. You are invited to use the attached materials in the design and assessment of your programs and for your staff training and development. ***These materials may not be duplicated or redistributed for other purposes without permission from CAS.***

These standards and all other standards are available along with information on self-assessment procedures in the most recent edition of the book ***CAS Professional Standards for Higher Education***. You are particularly encouraged to examine the learning and developmental outcomes (see [www.cas.edu/learningoutcomes](http://www.cas.edu/learningoutcomes)) in the design and assessment of your programs.

This set of standards has an accompanying Self-Assessment Guide (SAG) available for purchase from [www.cas.edu](http://www.cas.edu) for use in program evaluation.

### **CAS MISSION STATEMENT**

CAS, a consortium of professional associations in higher education, promotes the use of its professional standards for the development, assessment, and improvement of quality student learning, programs, and services

### **CAS STANDARDS AND GUIDELINES**

Each set of CAS standards contains 12 common criteria categories (referred to as “general standards”) that have relevance for each and every functional area, no matter what its primary focus. In addition to the general standards, all functional area standards are comprised of both specialty standards and guidelines. All standards use the auxiliary verbs “**must**” and “**shall**” and appear in **bold print** so that users can quickly identify them. Guidelines are designed to provide suggestions and illustrations that can assist in establishing programs and services that more fully address the needs of students than those mandated by a standard. CAS guidelines appear in regular font and use the auxiliary verbs “should” and “may.”

### **OVER FORTY YEARS OF PROFESSIONAL SERVICES**

The Council for the Advancement of Standards in Higher Education (CAS) has been the pre-eminent force for promoting standards in student affairs, student services, and student development programs since its inception in 1979. For the ultimate purpose of fostering and enhancing student learning, development, and success and in general to promote good citizenship, CAS continues to create and deliver a dynamic and credible book of professional standards and guidelines and Self-Assessment Guides that are designed to lead to a host of quality-controlled programs and services. These standards respond to real-time student needs, the requirements of sound pedagogy, and the effective management of over 45 functional areas, consistent with institutional missions. Individuals and institutions from more than 40 CAS member organizations comprise a professional constituency of over 115,000 professionals.

### **DISCLAIMER**

The standards and guidelines published in *CAS Professional Standards for Higher Education* by the Council for the Advancement of Standards in Higher Education (CAS) and referred to in each of the CAS Self-Assessment Guides (SAGs) are developed through the voluntary efforts of leaders of professional associations in higher education. The purpose of the standards and guidelines is to identify criteria and principles by which institutions may choose to assess and enhance various areas of their academic, administrative, or student affairs programs and services. CAS specifically disclaims any liability or responsibility for any perceived or actual shortcomings inherent in the text or application of the standards. Further, CAS does not certify individuals nor accredit programs. No institution, whether it has met some or all of the CAS standards, is authorized to indicate that it is “approved, endorsed, certified, or otherwise sanctioned by CAS.” Institutions that have conducted a self-assessment of one or more functional areas addressed by CAS Standards and Guidelines using the appropriate CAS Self-Assessment Guide (SAG) may, where that self-assessment provides evidence that an institution meets these standards, make accurate representations to the effect that the designated program or service meets the CAS Standards.

Please direct your questions to the CAS Executive Director ([executive\\_director@cas.edu](mailto:executive_director@cas.edu) or 202-862-1400).

## AUXILIARY SERVICES FUNCTIONAL AREAS

### CAS Contextual Statement

Student affairs and auxiliary services are names used to describe multi-functional umbrella organizations that, through a variety of means, address the out-of-classroom needs of students, faculty, staff, and visitors on college and university campuses. Auxiliary services typically encompass functional areas that follow business practices and principles in their service design and provision. Student affairs functional areas are more likely to focus on student life, personal development, student learning, and well-being. This distinction will vary from campus to campus, and each campus determines the heading under which each student service functional area will exist.

Over the past thirty years, several business processes and structures have been introduced to auxiliary services at colleges and universities and to describe the Auxiliary Services Functional Areas (ASFA). The following terms are among those commonly used:

**Vendor.** A service provider that has permission to deliver a service, using its own resources, consistent with conditions and parameters set forth by the institution. Examples may include food trucks, dry cleaning services, and pizza deliverers.

**Outsourced Provider.** A service provider that is hired by the institution to fill a specific need. Examples may include transportation services, travel offices, and copy services.

**Contracted Provider.** An entity contractually assigned to provide a continuous service, usually over multiple years, within detailed specifications, and on the premises of the institution. Examples may include bookstores and food services.

**Licensor.** A branded provider of services who contractually sells rights to the institution for use of their name, products, and/or processes, consistent with the institution's and the licensor's guidelines and standards for providing the service. Examples may include fast food outlets and mail packaging/service shops.

**Auxiliary (Ancillary) Service.** A service wholly owned by the institution, either directly or through a 501(c)(3) subsidiary, which exists solely to serve the institution's students, faculty, staff, and visitors. Examples may include institutionally operated stores and dining programs.

**Self-supporting Service.** An institutional service that functions net-neutral, under normal circumstances, but may be called upon from time to time to fill an institutional funding need. Examples may be found within any of the aforementioned classifications of service.

Auxiliary services may include but are not limited to housing, student unions, bookstores, dining services, food courts with nationally recognized brands, conference services, health services, campus card programs, parking/transportation, mail services, telecommunications, cable and internet services, student athletics, campus recreation centers, retail outlets, convenience stores, banking services, computer kiosks, other retail outlets, and contracted services. As with all campus services, ASFA, through its quality, reliability, and ease of use, is expected to positively impact student recruitment and retention and enhance the life experience of students. Organizationally, although many campuses include ASFA within student life, it may also report through administrative officers or be structured as a separate division of the institution. ASFA may also be structured independently as a 501(c)(3) auxiliary services corporation. When outsourced companies provide services, the auxiliary services role may be as intermediary between private service providers and the institution.

Today's institutions face decreasing state and federal support, pressure to minimize tuition increases, the need to find alternative sources of revenue, an increasingly diverse student population, and calls to improve undergraduate student learning. Within this context are students and parents who want sophisticated and varied campus services. In general, ASFA faces declining institutional funding and is expected to generate revenue, offer new services, provide excellent customer service, give exceptional value, and use the best technology to deliver services. In addition to following general standards of practice germane to all functional areas in higher education, it is also necessary that ASFA follows the best business enterprise standards and guidelines to accomplish its mission.

Although ASFA professionals are concerned with providing quality campus services and funding those services, they are equally concerned with supporting the academic mission of their institutions. Among its many roles, ASFA gives students places to live, eat, buy their textbooks and supplies, recreate, meet, study, attend campus events, socialize, and work on campus. As a major source of on-campus student employment, ASFA plays an important role in promoting individual student success (Indiana University, 1999).

The CAS Standards and Guidelines for ASFA may be used to assess a multi-functional auxiliary service organization, or they may be used to augment the CAS General Standards in development and revision of standards and guidelines for individual functional areas that are structured as auxiliary services.

#### **REFERENCES**

Indiana University Center for Postsecondary Research. (1999). *National Survey of Student Engagement*. Bloomington, IN: Author.

#### **CONTEXTUAL STATEMENT CONTRIBUTORS**

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## **AUXILIARY SERVICES FUNCTIONAL AREAS**

### CAS Standards and Guidelines

#### *Guiding Principle: Students and Their Environments*

#### **Part 1. Mission**

##### *1.1 Programs and Services Mission*

**Auxiliary Services Functional Areas (ASFA) are multi-functional organizations that address many of the out-of-classroom needs of students, faculty, staff, and visitors on college and university campuses. ASFA must follow business practices and principles in its service design, and must operate enterprises that provide goods and services on campus.**

**ASFA must adhere to ethical, effective, efficient, and sustainable business practices in the provision of relevant, quality, on-campus services that support and enhance the campus environment for students, faculty, staff, and visitors, and provide opportunities for student development.**

**ASFA must develop and define its mission.**

**The ASFA mission must be consistent with the mission of the department, college, division, institution, and applicable professional standards.**

**The ASFA mission must be appropriate for the institution's students, designated clients, and other constituents.**

**Whether centralized or decentralized in its administration, ASFA must advance its mission.**

##### *1.2 Mission Statement*

**ASFA must implement, disseminate, regularly review, and update its mission statement.**

**Mission statements must reference student learning, development, and success.**

#### **Part 2. Program And Services**

##### *2.1 Program and Services Goals*

**Auxiliary Services Functional Areas (ASFA) must be guided by a set of written goals and objectives that are directly related to the stated mission.**

**ASFA must develop an atmosphere conducive to educational pursuits, community, and interpersonal growth, in a safe and non-threatening environment.**

As part of its charge, ASFA may

- provide programs that target specific needs of relevant constituents
- operate and manage facilities
- sell items that the ASFA and institution consider appropriate to the campus community
- provide support services for students, faculty members, staff, and visitors

- provide information
- establish clearly stated schedules and hours of operation
- operate with value, efficiency, and a fair cost structure

**The ASFA goals must be aligned with institutional priorities and expectations of the functional area.**

**ASFA must regularly develop, review, evaluate, and revise its goals.**

**ASFA must communicate goals and progress toward achievement to appropriate constituents.**

### ***2.2 Program Information and Services***

**ASFA must provide relevant information, services, and resources consistent with its mission and goals.**

**ASFA must introduce and orient students to facilities, services, staff members, and functions.**

**ASFA must educate students on relevant safety, security, and emergency concerns.**

**ASFA must clearly explain policies, procedures, and expectations.**

**ASFA must provide a balanced variety of social, cultural, and intellectual options that reflect the diversity of the institution.**

**ASFA must remain transparent and open to dialogue with customers and stakeholders.**

ASFA should supervise contract-managed functional areas and services.

ASFA should serve as a resource to the campus and community by providing professional advice on market demand, development of new auxiliary services, related business issues, and current industry activities.

**ASFA must develop and implement strategies for outreach and promotion.**

ASFA should share information, initiate and promote program opportunities, encourage staff development, and enhance ASFA program visibility by

- establishing cooperative relationships with procurement; student affairs; academic departments; direct service providers such as campus programs, alumni, parking, and campus information and visitor services; libraries; bookstores; enrollment management; athletics; and institutional advancement
- encouraging personnel to participate in civic and community organizations such as Rotary, Kiwanis, and Chamber of Commerce as well as involvement in ASFA professional associations
- nurturing cooperative relationships with local and regional governmental entities

### ***2.3 Program Structure and Framework***

**ASFA must have clearly stated, current, relevant, and documented**

- **goals and outcomes**
- **policies and procedures**
- **responsibilities and performance expectations for personnel**

- **organizational charts demonstrating clear channels of authority**

**ASFA must maintain accurate and current documentation on**

- **operational policies and procedures**
- **agreements (e.g., contracts, leases) with outsourced service providers and vendors including good faith agreements and amendments**
- **memoranda of understanding with campus service providers**
- **standards of performance and other expectations of service providers**
- **access provisions for clients and employees with disabilities**
- **day-to-day operations such as fiscal controls, maintenance of physical plant and equipment, provision of services, supervision of personnel, and customer relations**

**ASFA must be purposefully structured and resourced to balance efficiency and effectiveness and to achieve programmatic and student learning and development outcomes.**

ASFA should function as an ancillary enterprise (separate but in concert with the academic enterprise).

ASFA should be organized to

- **deliver successful programs, goods, and services that are supportive of the institution's mission**
- **operate its business enterprises effectively and efficiently**
- **conduct satisfaction surveys, learning outcomes evaluations, and other assessment**
- **meet or exceed fiscal expectations, consistent with its organizational structure**
- **maintain its physical plant resources**
- **exercise enterprising and entrepreneurial leadership in a manner that does not detract from the core mission of the institution**

Additional areas for consideration in determining structure and management of the ASFA may include

- **availability and characteristics of facilities**
- **size, nature, and mission of the institution**
- **size, scope, proximity, and availability of services in the surrounding community**
- **ratio of residential to commuter/off-campus student populations**
- **budget and finance expectations**
- **institutional philosophy, policies, and preferences concerning outsourcing and privatization**
- **variety of delivery methods being employed or available to the institution**
- **degree of integration with academic disciplines and academic service units**
- **goals of ASFA and its partners**

**When ASFA services are managed by outside contractors, processes must be in place to ensure that administration of the services remains the responsibility of the institution.**

**Regardless of organizational structures, ASFA must work in close consultation and collaboration with others with expertise and resources to meet the needs and interests of students and designated clients.**

**ASFA must collaborate with colleagues and departments across the institution to promote student learning, development, and success.**

ASFA should collaborate with specific academic and campus units in design and provision of ASFA services.

## ***2.4 Program Design***

**ASFA must be intentionally designed to**

- **achieve predetermined student learning and development outcomes**
- **incorporate research and theories on student learning, development, and success**
- **respond to needs of individuals, constituents, and populations with distinct needs**
- **ensure access for students and designated clients**

**ASFA, in consultation with students, faculty, staff, administrators, and other constituents must determine and document**

- **facility operating policies**
- **budgets and allocations of funds**
- **employment policies**
- **space allocation**
- **products and services to be offered**
- **hours of operation**

When these areas of consideration are part of a contractual agreement, it may be necessary to address them within pre-determined review or renewal time frames.

ASFA may be required to carry insurance if not sufficiently covered under the institution's policy.

## **Part 3. Student Learning, Development, And Success**

### ***3.1 Program Contribution to Student Learning, Development, and Success***

**Auxiliary Services Functional Areas (ASFA) must contribute to students' formal education, which includes both curricular and co-curricular experiences.**

**ASFA must contribute to students' progression and timely completion of educational goals.**

ASFA personnel should respect students as individuals, each with rights and responsibilities, each with goals and needs, and with this in mind, should seek to create and maintain environments that enhance learning and personal development.

**ASFA must help students and designated clients prepare for their careers and meaningful contributions to society.**

ASFA should treat student employment as an important part of a student's education and intentionally incorporate career-related skills, training, and professional responsibilities into the employment experience.

**ASFA must work with the institution to identify relevant and desirable student success outcomes.**

**ASFA must identify relevant and desirable student learning and development outcomes.**

ASFA should contribute to the socialization of students.

**ASFA must implement strategies and tactics to achieve these outcomes.**

### **3.2 Student Learning and Development Domains and Dimensions**

**ASFA must align predetermined student learning and development outcomes with the CAS learning outcomes model or other recognized student learning and development models.**

**ASFA must align predetermined student learning and development outcomes with the institutional framework for student outcomes.**

The CAS student learning and development outcomes model includes six broad categories (called domains), meant to identify the aspects of learning experienced by students through engaging with programs, disciplines, or other learning opportunities. The domains are further clarified through dimensions. The dimensions of student learning and development allow for a more focused assessment approach and opportunities for alignment with institutional mission and priorities.

Domain: knowledge acquisition, integration, construction, and application

- Dimensions: understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life

Domain: cognitive complexity

- Dimensions: critical thinking, reflective thinking, effective reasoning, and creativity

Domain: intrapersonal development

- Dimensions: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness

Domain: interpersonal competence

- Dimensions: meaningful relationships, interdependence, collaboration, and effective leadership

Domain: humanitarianism and civic engagement

- Dimensions: understanding and appreciation of cultural and human differences, social responsibility, global perspective, and sense of civic responsibility

Domain: practical competence

- Dimensions: pursuing goals, communicating effectively, technical competence, managing personal affairs, managing career development, demonstrating professionalism, maintaining health and wellness, and living a purposeful and satisfying life

[Learning and Development Outcomes: See the Council for the Advancement of Standards Student Learning and Development Outcomes ([www.cas.edu/learningoutcomes](http://www.cas.edu/learningoutcomes)) for examples of outcomes related to these domains and dimensions.]

### ***3.3 Assessment of Student Learning and Development***

**ASFA must assess the student learning and development outcome domains and dimensions relevant to the functional area.**



**ASFA must provide evidence of the extent to which student learning and development outcomes are achieved.**

**ASFA must provide evidence of the extent to which student success outcomes are achieved.**

**ASFA must use evidence to create strategies for improving student learning, development, and success.**

#### **Part 4. Assessment**

##### ***4.1 Establishing a Culture of Assessment***

**Auxiliary Services Functional Areas (ASFA) must develop assessment plans and processes that document progress toward achievement of mission, goals, outcomes, and objectives.**

**ASFA must design assessment plans that incorporate an ongoing cycle of assessment activities.**

**ASFA must have fiscal, human, professional development, and technological resources to develop and implement assessment plans.**

##### ***4.2 Program Goals, Outcomes, and Objectives***

**ASFA must identify goals, outcomes, and objectives to guide its work.**

**ASFA must maintain accurate and current documentation on program data such as usage rates, peak times of usage, learning outcomes, sales and revenue, student satisfaction, and value contribution.**

ASFA should utilize periodic reports, statistically valid research, outside reviews, and other tools measuring student needs and opinions in its assessment and evaluation efforts.

ASFA should assess relations with, and services provided by, contract service providers. Assessment of these services should be collaborative and continuous.

**ASFA must identify assessment methods that will allow for the collection of relevant data on its goals, outcomes, and objectives.**

**ASFA must conduct cost analysis and market research at least annually when setting fees for goods and services offered to students, faculty, and staff.**

ASFA should encourage both internal and external evaluations and assessments.

**When collaborating with other departments on assessment activities, these activities must be consistent with the ASFA mission and assessment plan.**

##### ***4.3 Assessment Plan and Process***

**ASFA must structure assessment initiatives using the steps of the assessment cycle:**

- **set program goals, outcomes, and objectives**
- **develop and implement assessment plan**

- review and interpret findings
- develop a plan for data use, continuous improvement, and reassessment
- implement an improvement plan
- review and monitor changes that have been made

**ASFA must implement the assessment process with methods that reflect universal design principles.**

**ASFA must employ ethical practices in the assessment process.**

**ASFA must implement assessment processes in a way that is culturally responsive, inclusive, and equitable.**

**ASFA must engage students, faculty, staff, administrators, and other relevant constituents in assessment activities.**

ASFA should collaborate with institutional research units to generate data that could be useful, such as in projecting contributions to the local economy, increasing student enrollment, or stimulating research.

ASFA should involve a representative cross-section of qualified people from institutional communities in its review.

#### ***4.4 Gathering Evidence***

**ASFA must identify priorities for assessment, including both formative and summative approaches.**

**ASFA must employ multiple methods and measures of data collection.**

**ASFA must develop manageable processes for gathering, interpreting, and evaluating data.**

**ASFA must adhere to institutional policies related to data access and management.**

**ASFA must ensure measures and methods are rigorous and reflect characteristics of validity, reliability, and trustworthiness.**

#### ***4.5 Review and Interpret Findings***

**ASFA must use methods to analyze and interpret data that correspond with objectives and questions considered within overall assessment goals.**

**ASFA must disaggregate data to address the objectives and questions considered in the assessment project.**

#### ***4.6 Reporting Results and Implementing Improvement***

**ASFA must use assessment results to demonstrate student learning, development, and success.**

**ASFA must use assessment results to demonstrate effectiveness and continuous improvement.**

**ASFA must use evidence from assessment activities to inform decision-making and planning for continuous improvement.**

**ASFA must monitor improvements implemented based on assessment results.**

**ASFA must apply results for future planning.**

**ASFA must inform constituents of assessment results and how data have been used for continuous improvement.**

ASFA should generate and disseminate an annual report identifying overall goals, program data, changes in services provided, financial contributions, regular feedback from participants, and opportunities that contribute to the overall effectiveness and quality of the institution.

*Guiding Principle: Advocating for Diverse, Equitable, and Inclusive Communities*

## **Part 5. Access, Equity, Diversity, And Inclusion**

### ***5.1 Inclusive and Equitable Educational and Work Environments***

**Within the context of each institution's mission and in accordance with institutional policies and applicable codes and laws, Auxiliary Services Functional Areas (ASFA) must create and maintain educational and work environments for students, faculty, staff, administrators, designated clients, and other constituents that are welcoming, accessible, inclusive, equitable, and free from bias or harassment.**

**ASFA must not discriminate on the basis of race; color; national origin; sex; disability; age; cultural identity; ethnicity; nationality; citizenship; family educational history (e.g., first generation to attend college); political affiliation; religious affiliation; sexual orientation; gender identity and expression; marital, family, social, economic, place of residence, or veteran status; or any other basis included in codes, laws, and institutional policies.**

### ***5.2 Organizational Aspects of Access, Equity, Diversity, and Inclusion***

**ASFA must provide equitable access to facilities and resources for all constituents.**

ASFA should ensure that services provided through third parties are offered on a fair and equitable basis and in a manner consistent with the mission of the institution.

**ASFA must respond to the needs of all constituents when establishing hours of operation and developing methods for delivering programs, services, and resources.**

**ASFA must ensure that all institutional units and contractors that provide services to students share responsibility for meeting the needs of the wide variety of students on campus.**

**ASFA must identify and address actions, policies, and structures within its operation that perpetuate systems of privilege and oppression.**

### ***5.3 Advocating for Access, Equity, Diversity, and Inclusion***

**ASFA must advocate for accessible facilities and resources, and address issues that impede access.**

**ASFA must advocate for inclusion, multiculturalism, and social justice within the institution.**

ASFA should identify a diversity liaison within each outsourced ASFA to help ensure that a diverse workplace and environment exist, consistent with the goals of the institution.

**ASFA must enact culturally responsive, inclusive, respectful, and equitable practices in the provision of services.**

**ASFA must develop plans for ongoing professional development on cultural competence and workplace inclusion.**

#### *5.4 Implementing Access, Equity, Diversity, and Inclusion*

**ASFA must establish goals for access, equity, diversity, and inclusion.**

**ASFA must encourage coordinated efforts to promote multicultural sensitivity and eliminate prejudicial behaviors in all functional areas on campus.**

**ASFA must address the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices.**

ASFA should make reasonable effort to address and educate the campus community concerning cultural, religious, racial, socioeconomic, and other aspects of identity that are unique to ASFA services, such as food, holiday recognition, and products offered for sale.

**ASFA must ensure that personnel are trained in diversity, equity, access, and inclusion and are held accountable for applying the training to its work.**

**ASFA must have an established protocol for, and foster expectation of, bias incident reporting.**

**Personnel within ASFA must cultivate understanding of identity, culture, self-expression, and heritage.**

**Personnel within ASFA must promote respect for commonalities and differences among people within their historical and cultural contexts.**

**When educational and/or workplace accommodations are requested, ASFA must provide individuals with an interactive process to determine reasonable accommodations.**

#### *Guiding Principle: Organization, Leadership, and Human Resources*

### **Part 6. Leadership, Management, And Supervision**

#### *6.1 Leadership*

**Auxiliary Services Functional Areas (ASFA) leaders must model ethical behavior and demonstrate alignment with institutional mission, goals, and ethical practices.**

**Leaders with organizational authority for ASFA must provide management and supervision as well as lead strategic planning and program advancement.**

**ASFA leaders must**

- create a vision for the functional area
- communicate goals
- model and expect commitment
- build teams, coalitions, and alliances
- influence others to contribute to the effectiveness and success of the unit
- advance diversity, equity, access and inclusion goals in the workplace
- incorporate data and information in decision making
- develop a risk management plan for the organization
- incorporate sustainable practices in the design of programs, services, and facilities
- develop and empower new leaders from within the organization
- collaborate with colleagues and departments across the institution
- adhere to organizational constraints

**ASFA leaders must advance the functional area by**

- advocating for and actively promoting the functional area's mission and goals
- communicating with constituents about current issues affecting the profession
- identifying and addressing individual, organizational, and environmental conditions that foster or inhibit mission achievement
- facilitating discussion and decisions regarding program advancement
- advocating for representation in strategic planning processes at departmental, divisional, and institutional levels

***6.2 Management***

**ASFA managers must**

- be empowered to demonstrate effective management
- plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources
- develop plans for scholarship, leadership, and service to the institution and the profession
- engage diverse perspectives from within and outside the unit to inform decision making

***6.3 Supervision***

**ASFA supervisors must**

- incorporate institutional policies and procedures in the development of strategies for recruitment, selection, professional development, supervision, performance planning, succession planning, evaluation, recognition, and reward of personnel
- consult with institutional HR personnel to access and receive education and training that influence successful performance of personnel
- provide feedback on personnel performance
- identify and resolve workplace conflict
- follow institutional policies for addressing complaints
- provide reports and activity updates to management

- work with personnel to develop plans for scholarship, leadership, and service to the profession and institution
- provide supervision and support so that personnel may complete assigned tasks

#### *6.4 Strategic Planning*

ASFA leaders, managers, and supervisors must facilitate ongoing strategic planning processes that

- facilitate continuous development, implementation, assessment, and evaluation of program effectiveness and goal attainment congruent with institutional mission and ongoing planning efforts
- support ongoing assessment activities that improve student learning, development, and success
- utilize philosophies, principles, and values that guide the work of the functional area
- promote environments that provide opportunities for student learning, development, and success
- develop, adapt, and improve programs and services in response to the needs of changing environments, populations served, and evolving institutional priorities
- engage many diverse constituents and perspectives from within and outside the unit to inform the development and implementation of the planning process
- result in a vision and mission that drive short- and long-term planning
- set goals and objectives based on the needs of the populations served, intended student learning and development outcomes, and program outcomes

### Part 7. Human Resources

#### *7.1 Staffing and Support*

Auxiliary Services Functional Areas (ASFA) must identify the level of staffing necessary to achieve its mission and goals.

ASFA personnel must include persons reasonably capable of providing temporary oversight for entire units as well as their specialty, should the need require it.

ASFA must be staffed by individuals qualified to accomplish its mission and goals. Personnel include full-time and/or part-time faculty, staff, administrators, and paraprofessionals (e.g., student employees, interns, graduate assistants, and volunteers).

ASFA must have access to technical and support personnel to accomplish its mission.

ASFA professional personnel either must hold an earned graduate or professional degree in a field relevant to their position or must possess an appropriate combination of educational credentials and related work experience.

ASFA personnel must have technical skills, training, and experience pertinent to their work.

ASFA personnel should demonstrate qualities such as

- knowledge of and ability to use management and leadership principles
- ability to train, influence, supervise, and evaluate student employees and volunteers, particularly at entry levels
- experience in assessment and planning

- interpersonal skills applicable to a variety of cultures
- ability to explain ASFA's mission and articulate its relationship to the mission of the institution
- knowledge of and ability to apply student development and learning theories
- technical proficiency certification
- knowledge of environmental and industry trends
- effective professional communication and presentation skills
- attributes necessary to meet job-related physical requirements

**Personnel in charge of ASFA and its facilities must have appropriate education, experience, and credentials to adequately and safely provide a level of management consistent with industry standards and institutional expectations.**

### *7.2 Employment Practices*

**ASFA must establish procedures and expectations for personnel recruitment, selection, training, supervision, performance, and evaluation.**

**ASFA leaders must**

- **ensure that all personnel have written position descriptions**
- **regularly review position descriptions**
- **maintain copies of up-to-date resumes/curriculum vitae for all currently employed personnel**
- **implement recruitment and selection/hiring strategies that demonstrate a deliberate effort to diversify the workforce**
- **develop promotion practices that are fair, inclusive, proactive, and non-discriminatory**

ASFA should provide a living wage to all employees, and fair wages to student staff.

**ASFA leaders must establish, in partnership with personnel and aligned with institutional policies, work arrangements (e.g., schedules, remote work) that achieve department objectives.**

**Personnel within ASFA must have written performance goals, objectives, and outcomes for each performance cycle to be used to plan, review, and evaluate work and performance. The performance plan must be updated regularly to reflect changes during the performance cycle.**

**Results of individual personnel evaluations must be used to recognize personnel performance, address performance issues, implement individual and/or collective personnel development and training programs, and inform the assessment of ASFA.**

### *7.3 Personnel Training and Development*

**ASFA personnel must receive training when hired and professional development throughout their employment.**

Training for ASFA personnel should be closely supervised and monitored, and current industry practices should be evident in service processes, standards, and evaluation.

ASFA may provide manuals, instructions, policies, signs, and training, in one or more languages in addition to English for predominant groups of employees who speak a language other than English.

ASFA should provide all personnel with guidance on

- using effective and appropriate strategies for communicating with customers and stakeholders
- staying current with student needs, issues, perspectives, and desires
- cultivating and perpetuating relations with all campus departments
- working with student, campus, and academic leaders and organizations
- exercising safety and the safe provision of ASFA programs, goods, and services
- facility maintenance and efficient use of campus facilities, equipment, and financial and human resources
- employing standards, best practices, and processes for budgeting, contracting, purchasing, accounting, reporting, auditing, personnel administration, and record keeping
- establishing and maintaining effective relations with community and business agencies and offices
- promoting equal access to services, programs, and facilities for all students, faculty members, staff, and other customers
- implementing effective practices and responses to trends in the respective ASFA functional area community or industry

**ASFA personnel must engage in continuing professional development activities to keep abreast of the research, theories, legislation, policies, and advancements that affect its programs and services.**

**ASFA must provide personnel with appropriate professional development opportunities or resources that facilitate individual professional development goals and improve competence, skills, and leadership capacity.**

ASFA should make professional development opportunities regularly available to professional personnel, consistent with needs and budgets.

**ASFA personnel must have access to resources and receive specific training on policies, procedures, and laws related to**

- **the programs and services they support**
- **privacy and confidentiality**
- **student records and sensitive institutional information**
- **systems and technologies necessary to perform their assigned responsibilities**
- **sexual misconduct, harassment, and workplace violence**

**ASFA personnel must understand and comply with financial, legal, personnel, and safety laws, regulations, and policies, as they relate to the core function of their unit.**

**ASFA personnel must be knowledgeable about programs, goods, and services offered directly.**

ASFA personnel should be familiar with related services offered by other campus agencies.

**ASFA professional personnel must be aware of and understand due process, employment procedures, equal opportunity, civil rights, and liberties.**

**ASFA personnel must be trained on how to recognize and address systems of oppression in the workplace and facilitate a welcoming, inclusive work environment.**

ASFA personnel should strive to develop and maintain staff relations in a climate of mutual respect, support, trust, and interdependence.



**ASFA personnel must be trained on how and when to refer those in need of additional assistance to qualified personnel, and must have access to a supervisor for assistance in making these judgments.**

**ASFA leaders must ensure that personnel are knowledgeable about and trained in safety, emergency procedures, identifying threatening conduct or behavior, crisis prevention, response, and reporting.**

#### ***7.4 Paraprofessional Personnel***

**Paraprofessionals working in ASFA must be enrolled in an appropriate field of study and/or have relevant experience.**

ASFA may provide opportunities for student employment, management training, and leadership development.

**Paraprofessionals working in ASFA must be carefully selected, trained, supervised, and evaluated by personnel who possess applicable educational credentials, work experience, and have supervisory experience.**

**ASFA leaders must accommodate the dual roles paraprofessionals may have as both student and employee.**

**ASFA leaders must**

- **adhere to parameters of paraprofessionals' job descriptions**
- **articulate intended student learning and development outcomes in student employee job descriptions**
- **adhere to agreed-upon work hours and schedules**
- **offer flexible scheduling options as needed by the student employee**
- **work with paraprofessionals to determine suitable compensation if circumstances necessitate additional hours**

### **Part 8. Collaboration And Communication**

#### ***8.1 Collaboration***

**Auxiliary Services Functional Areas (ASFA) personnel must collaborate and consult with institutional leaders, faculty, individuals, and departments essential to the success of the program.**

ASFA should establish formal relationships and agreements with other campus service units.

ASFA should seek ongoing involvement with student government and similar groups.

**ASFA must collaborate with individuals, groups, communities, and organizations to**

- **establish, maintain, and promote understanding and effective relations**
- **garner support and resources**
- **meet the needs of students, designated clients, and other constituents**
- **achieve program and student outcomes**
- **engage diverse populations to enrich the educational environment**

- disseminate information about programs and services
- solve problems pertinent to the student population, designated clients, or the organization

**ASFA must consult with members of the campus community regarding its operations, governance, and programming structure, and the formulation of ASFA policies and procedures.**

Involvement of the campus community may include students, faculty members, staff, visitors, alumni, and other constituents and stakeholders, as appropriate. Such involvement may be through advisory, governing, and program boards, committees, or through feedback via surveys and focus groups.

ASFA should monitor its impact on the community surrounding the institution and work to maintain amicable relationships with non-institutional entities.

ASFA should provide quality customer service to all constituents and ensure they are fairly represented on ASFA governing and advisory boards.

ASFA should collaborate with campus agencies, as appropriate, and meet regularly with other service providers to coordinate schedules and facility use and to review services and activities under development.

ASFA should carefully cultivate relationships with campus administrative staff and representatives of outside contractors. Relations with contract service providers should receive close and frequent attention and review. ASFA should foster partnerships that engage and involve campus and contract service providers in all segments of the campus community.

ASFA should foster initiatives that ensure all service providers become stakeholders in advancing the mission of the institution.

**ASFA must refer students, designated clients, and other constituents to appropriate resources when assistance is needed beyond the functional area's scope.**

## ***8.2 Communication***

**ASFA must provide relevant information, services, and resources that explain its mission and goals.**

ASFA should provide services and information through a variety of appropriate formats including web sites, email, walk-ins during office hours, telephone, individual appointments, and customer service systems.

ASFA should use student publications and electronic media to communicate information about its programs and services.

**ASFA must develop and implement strategies for outreach and promotion.**

ASFA should value marketing as a core function for education about, and promotion of, equal access to ASFA products and services by all constituent groups.

Although students should be the principal beneficiaries of ASFA, outreach should be directed toward all constituents, including faculty, staff, alumni, visitors, members of the community, and others.

**ASFA promotional and descriptive information must be accurate and free of deception and misrepresentation.**

**ASFA marketing and advertising, when conducted, must be informative, accurate, respectful, and useful to students, faculty, staff, and visitors.**

### *8.3 Procedures and Guidelines*

**ASFA must have and follow procedures and guidelines consistent with institutional policy for**

- **communicating with the media**
- **distributing information through print, broadcast, and online sources**
- **the use of social media**
- **contracting with external organizations for delivery of programs and services**
- **developing relationships with donors**
- **dissemination of relevant information in a timely manner to all constituents**

### *Guiding Principle: Ethical Considerations*

## **Part 9. Ethics, Law, And Policy**

### *9.1 Ethical Statements*

**Auxiliary Services Functional Areas (ASFA) must review and adopt appropriate standards of ethical practice including those of applicable professional associations.**

ASFA should evaluate and implement ethical standards of relevant professional associations, as appropriate.

ASFA should consider the ethical standards and expectations of suppliers and contractors with whom they do business.

**ASFA must have clearly defined and documented ethical statements addressing**

- **conflicts of interest, or appearance thereof, by personnel in the performance of their work**
- **management of institutional funds**
- **acceptance, in gratis, of cash or merchandise in accordance with institutional advancement reporting policies**
- **solicitation of gifts, in accordance with institutional advancement reporting policies**
- **research and assessment with human participants or animal subjects**
- **confidentiality of research and assessment data**
- **personnel, student, and other designated clients' rights and responsibilities**
- **disclosure of information in student, personnel, and other designated clients' records**

### *9.2 Ethical Practice*

**ASFA personnel must employ ethical decision making in the performance of their duties.**

ASFA personnel should exercise professionalism, expertise, and care in the development and handling of requests for proposals, bids, and contracts related to purchases, lease agreements, contractual service agreements, and any agreement that affects students and/or the institution.

**When working with clients, students, faculty, staff, and visitors in the course of conducting business, ASFA must treat private information disclosed (e.g., credit card information, medical conditions) as confidential unless clearly indicated otherwise by the person providing it.**

**ASFA personnel must recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation.**

**ASFA representatives must not accept gifts from those who seek to do business or who intend to bid on contracts.**

ASFA representatives should avoid activities that give the appearance of favoritism or advantage to any entity seeking to do business with ASFA.

**ASFA personnel must be honest, objective, and impartial in their interactions.**

**ASFA must demonstrate responsibility for sound and ethical assessment, research, evaluation, and program review.**

**ASFA must encourage and provide a forum for personnel to address and report unethical behavior.**

**ASFA must address issues surrounding scholarly integrity.**

**ASFA personnel must perform duties within the scope of their position, training, expertise, and competence.**

**ASFA personnel must make referrals when issues presented exceed the scope of their position.**

### ***9.3 Legal Obligations and Responsibilities***

**ASFA must comply with laws, regulations, policies, and procedures that relate to its respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole.**

**ASFA leaders must have specific knowledge of legal issues and requirements that apply to functional areas under their control.**

**ASFA must continually monitor liability for potentially harmful, wrongful, or negligent activities and situations.**

**In accordance with governmental laws, institutional policy, and standards of good professional practice, ASFA personnel who are concerned about students' well-being must ensure that they are referred to appropriate resources.**

**ASFA must have a process for accessing legal advice needed for personnel to carry out their assigned responsibilities.**

**ASFA must not discriminate based upon institutional policies, codes, or governmental laws.**

**ASFA must purchase or obtain permission to use copyrighted materials and instruments. References to copyrighted materials and instruments must include appropriate citations.**

#### *9.4 Policies and Procedures*

**ASFA must have written policies and procedures on operations, transactions, or tasks that have legal implications.**

**ASFA must have and follow a timeline for reviewing policies and procedures. The creation and revision of policies and procedures must be informed by available evidence, and policies and procedures that inform the management of higher education.**

**ASFA must have policies and procedures consistent with institutional policy for responding to threats, emergencies, and crisis situations.**

ASFA should adhere to institution-wide processes that systematically involve academic affairs, student affairs, and administrative units such as police, physical plant, and business offices.

#### *9.5 Communication of Ethical and Legal Obligations*

**ASFA must educate new personnel to relevant ethical standards, statements of ethical practice, and related institutional policies and procedures.**

**ASFA must inform its users of ethical and legal obligations and limitations emanating from codes and laws or from licensure requirements.**

**ASFA personnel must provide students, designated clients, and constituents with information about student privacy rights and personnel's disclosure obligations.**

**ASFA must create ongoing opportunities to explore and examine basic ethical beliefs important to the functional area.**

**ASFA must inform personnel about internal and external governance organizations that affect the functional area.**

**ASFA must inform personnel about professional liability insurance options and refer them to external sources if the institution does not provide coverage.**

#### *9.6 Addressing Harassment and Hostile Environments*

**ASFA personnel must neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.**

**ASFA must adhere to institutional policies and procedures regarding sexual misconduct, harassment, and workplace violence.**

*Guiding Principle: Learning-Conducive Structures, Resources, and Systems*

### **Part 10. Financial Resources**

### ***10.1 Funding***

**Auxiliary Services Functional Areas (ASFA) must have the funding that is necessary to accomplish its mission and goals.**

ASFA should be self-funding (self-supporting) and contribute financially to the institution.

Funds to support ASFA, as possible and desirable, should be generated from pricing set at fair market rates.

ASFA should underwrite a fair proportion of overhead costs associated with shared services that support the entire campus.

ASFA may be expected to fund specific campus needs and contribute to the general fund.

**ASFA must determine with administrative leadership what funding is necessary.**

### ***10.2 Financial Planning***

**In establishing and prioritizing funding resources, ASFA must conduct comprehensive analyses to determine**

- **unmet needs of the unit**
- **relevant expenditures**
- **external and internal resources**
- **impact on students and the institution**

Financial planning and projections for ASFA should include budget data for both current and long-term expenditures, including capital expenditures and deferred maintenance costs.

ASFA should maintain adequate financial resources to ensure reasonable pricing of services, adequate programming, staffing, proper maintenance, and professional development.

**ASFA must use the budget as a planning tool to reflect commitment to the mission and goals of the functional area and of the institution.**

ASFA should advocate for the institution's budget commitment to ASFA to be sufficient to achieve its mission and to provide appropriate services, facilities, and programs deemed necessary to maintain standards and diversity of programs, goods, and services, commensurate with the organizational structure, aspirations, image, and the reputation of the institution.

**ASFA financial reports must provide an accurate financial overview of the organization and provide clear, understandable, and timely data upon which personnel can plan and make informed decisions.**

### ***10.3 Financial Management***

**ASFA must manage funds in accordance with established governmental laws and institutional policies, procedures, and guidelines.**

ASFA should adhere to generally accepted practices of accounting, audit, and business records management.

**ASFA must demonstrate responsible stewardship and use of fiscal resources.**

When self-supporting ASFA programs achieve net operating income, ASFA should establish operating reserve funds as a buffer against future shortfalls and capital reserve funds for facilities renewal.

When self-supporting ASFA programs reach lower than expected revenue in any one-year, resulting in a deficit, ASFA should access reserve funds to offset the deficit.

**ASFA must have procedures and guidelines consistent with institutional policy for applying to and managing funds from external resources.**

**ASFA must be provided with the institutional and financial resources to assist with professional development of personnel.**

**ASFA procurement procedures must**

- be consistent with institutional policies
- ensure that purchases comply with laws and codes for usability and access
- ensure that the institution receives value for the funds spent
- consider information available for comparing the ethical and environmental impact of products and services purchased

**Part 11. Technology**

***11.1 Systems Management***

**Auxiliary Services Functional Areas (ASFA) must have current technology to support the achievement of its mission and goals.**

ASFA should use current and appropriate technology to facilitate, improve, assess, and extend access to its programs, products, services, and facilities.

**ASFA must incorporate accessibility features into technology-based programs and services.**

**ASFA must ensure that personnel and constituents have access to training and support for technology use.**

**ASFA must back up data on a cycle established in partnership with the institution's information technology department.**

**ASFA must implement a replacement plan and cycle for all technology with attention to sustainability.**

***11.2 User Engagement***

**ASFA must use technology to enhance the delivery of programs and services for all constituents.**

**ASFA must ensure that technology addresses constituent needs.**

**ASFA must employ technologies that facilitate user interaction.**

**ASFA must provide secure remote access.**

### ***11.3 Compliance and Information Security***

**ASFA must have policies on the appropriate use of technology that are clear and easily accessible.**

**ASFA must comply with governmental codes and laws and with institutional technology policies and procedures.**

**ASFA must provide a secure platform when conducting financial transactions, in accordance with industry best practices.**

### ***11.4 Communication***

**ASFA must have updated websites that provide information to all constituents in accessible formats.**

**ASFA must use technology that allows users to communicate sensitive information in a secure format.**

**ASFA must evaluate relevant social media platforms and techniques for communication, and implement those that best meet constituent needs.**

**ASFA must evaluate multiple modes of communication including, but not limited to, phone, text, and web chat.**

## **Part 12. Facilities And Infrastructure**

### ***12.1 Design of Facilities***

**Auxiliary Services Functional Areas (ASFA) facilities must be located in suitable spaces designed to support the functional area's mission and goals.**

The size of ASFA facilities should comply with minimum effective service standards established by appropriate professional organizations for each functional area.

ASFA facilities with multi-use capability, such as dining rooms and lounges, should be available for campus events and programs at times when they are not needed to support ASFA functions.

**ASFA facilities must be intentionally designed to engage various constituents, promote learning, and provide accessible and safe spaces.**

ASFA facilities may include retail outlets; dining centers; vending operations; restaurants; residences; recreation and athletic facilities; event venues; office buildings; parking lots and transportation structures; manufacturing and production operations; maintenance shops; and shipping, receiving, and storage centers.

ASFA facilities should be sufficient to meet the needs of the program, consistent with agreements among institutional and community agencies and with students.



ASFA facilities should be accessible, clean, reasonably priced, appropriately designed, well-maintained, and have adequate safety and security features.

**ASFA facilities must be designed to protect the security and privacy of records and ensure the confidentiality of sensitive information and conversations.**

**ASFA must incorporate universal design principles.**

**ASFA facilities must be designed and constructed to be energy-efficient and sustainable.**

New construction projects should be responsive to the current and future needs of the campus community. Decisions about new construction should be based upon clearly defined needs and consistent with the mission of the institution, which may include adherence to institutional standards for sustainability.

### *12.2 Work Space*

**ASFA personnel must have equipped and well-maintained workspaces designed to support their work and responsibilities.**

**ASFA personnel must be able to safeguard the privacy of their work.**

### *12.3 Equipment Acquisition*

**When acquiring capital equipment, ASFA must take into account expenses related to regular maintenance and life cycle costs.**

ASFA should implement a program of asset management so that resources are adequate for meeting future repair and replacement requirements for key equipment and facilities.

**ASFA must incorporate sustainable practices when purchasing equipment.**

### *12.4 Facilities and Equipment Use*

**ASFA facilities and equipment must be inspected on an established cycle and be in compliance with codes, laws, and established practices for accessibility, health, safety, and security.**

**ASFA must ensure regularly scheduled cleaning of public areas and grounds associated with ASFA facilities, which may include streets, paved walks, and parking lots. These areas must be clean and well maintained.**

**ASFA must promptly report broken, malfunctioning, defective, unusable, or faulty facilities and equipment to the entity responsible for maintenance.**

ASFA should implement maintenance and renovation programs in all operations, and should include

- preventive maintenance and audit procedures to ensure physical safety
- replacement reserves
- timely repair of equipment, vehicles, facilities, and building systems
- modifications to facilities and systems to keep them attractive, effective, efficient, and safe
- sustainable designs and practices whenever feasible

ASFA should develop systematically planned replacement cycles for furnishings, mechanical and electrical systems, maintenance equipment, floor/wall/window treatments, and serving/point of service equipment.

**ASFA must develop sustainable practices for facilities use.**

**ASFA must implement recycling, energy conservation, and sustainability efforts. ASFA must be compliant with institutional guidelines, government regulations, and contractual agreements with regard to sustainable practices.**

**ASFA must assess the effectiveness of its facilities to ensure they are meeting facilities and equipment goals.**

**ASFA must periodically review and evaluate equipment and facilities to assess current and future needs.**

**ASFA personnel must advocate for appropriate, consistent, and fair assignment of facilities and equipment.**

ASFA should reimburse the institution for campus services, facilities, technology, and equipment that are used to support ASFA.

*General Standards revised in 2018;  
ASFA content developed in 2007*

*The ASFA Standards and Guidelines should be considered in conjunction with the ASFA Contextual Statement, CAS Glossary of Terms, and CAS Guiding Principles.*