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

This standard has a 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 CAS standard 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 THIRTY 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 achievement and in general to promote good citizenship, CAS continues to create and deliver a dynamic and credible 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 45 functional areas, consistent with institutional missions. Individuals and institutions from more than 40 CAS member organizations comprise a professional constituency of over 100,000 professionals.

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Direct your questions to the CAS Executive Office, P.O. Box 1369, Fort Collins, CO 80522-1369,  
202-862-1400, or email Marybeth Drechsler Sharp, Executive Director ([executive\\_director@cas.edu](mailto:executive_director@cas.edu))

## CAMPUS INFORMATION AND VISITOR SERVICES

### CAS Contextual Statement

The development of the campus information and visitor services field was a direct result of the increasing diversity, size, complexity, and specialization of institutions of higher learning during the 20<sup>th</sup> century. This pattern particularly occurred on campuses in the United States and necessitated the development of information centers to address the many informational needs of large and complex campus communities. Often these centers evolved into, or were combined with, visitor services to become comprehensive campus gateway operations providing entry points to institutions for all visitors, including prospective students, alumni, and others. The common objective of campus information and visitor services (CIVS) is to bring people, programs, and campus services and resources together through increased accessibility to information.

Some of the earliest examples of visitor services and centers include the establishment in 1951 of the Visitor Center at the U.S. Military Academy at West Point and the creation of the Visitor Information Center at the University of California at Berkeley in 1965. Historically, these programs originated as extensions of institutional recruitment activities and efforts. One of the earliest examples of specialized information and referral services can be traced to the 1970 establishment of the Campus Assistance Center at the University of Wisconsin-Madison. Specialized information and referral programs were often established as information and rumor control efforts responding to the rapid expansion of campuses and increasing lack of trust in traditional institutional communication methods. By providing inquirers with the information and services they needed, or referring them to the appropriate resources when necessary, these programs were quickly judged to be highly useful in providing improved communication opportunities and increasing the quality of campus life. These early campus information and visitor service programs quickly became permanent campus operations with philosophies focused on access and individualized service. Additionally, many of the programs established clear guidelines for assisting inquirers in a friendly, sensitive manner and assuring appropriate confidentiality. CIVS programs have had a profound impact on campus communities through commitment to the principle of providing inquirers with clear, concise, thorough, and nonjudgmental information and referrals in the most welcoming environment possible.

By the late 1980s, the increasing institutional pressure for better accountability, outreach, and service to the broader campus community resulted in an increase in the number of campus information and visitor services operations. Easy accessibility to appropriate and timely information is a critical component for institutions in reaching instructional, research, and outreach goals. For many constituents, especially during downtimes—evenings, weekends, and breaks—campus information and visitor services programs become the physical embodiment of an institution. Increasing emphasis on quality improvement and service within the higher education community has been another driving force in the growing number of campus information and visitor services programs. The importance of the Internet, mass communication (e.g., radio and cable television), and new media (e.g., streaming video, podcasts) in the provision of information, and the need for support services that can assure the accuracy and relevance of this information, have also served to increase the importance of campus information and visitor services programs. By having access to an easily available and credible information and visitor services program, inquirers are assisted in making well-informed choices, planning wise courses of action, and taking advantage of the available and/or unique resources of the institution and the surrounding community.

These standards and guidelines provide a framework for excellence in the provision of campus information and visitor services. CIVS is the process of linking people who have campus-related questions to the appropriate resources and services. Also, CIVS provides feedback to service providers and discovers gaps and duplication in campus programs and services that should be addressed. This feedback loop can lead to quality service

improvements that make campus operations more efficient. Inquiries can comprise anything related to the campus community, such as directions to a campus building or event; how to contact a department or a faculty or staff member; or whom to contact or where to go for issues of a personal nature, to resolve a problem, or to apply for admission. Inquirers may be current students, faculty or staff members, alumni, prospective students and their families, other visitors, or anyone needing information about the institution. CIVS programs serve as a gateway to the institution, providing one-on-one information to inquirers. When a direct answer is not possible, then the goal is to make a referral, paying careful attention to the needs of the inquirer, assessment of appropriate resources and response modes, identification of programs and services capable of meeting those needs, provision of sufficient information about each program and service to help inquirers make informed choices, location of alternative resources when services are unavailable, and active linking of the inquirer to needed services when necessary. The standards and guidelines that follow are intended to assist in the development of CIVS programs that make such high quality service possible.

### **References, Readings, and Resources**

- Hefferlin, J.B. L. (1971). *Information services for academic administration*. San Francisco, CA: Jossey-Bass.
- Alliance of Information and Referral Systems. (n.d.). *Out of the shadows: Information and referral bringing people and services together*. Seattle, WA: Author.
- Alliance of Information and Referral Systems. (n.d.). *The ABC's of I & R: A self-study guide for information and referral staff*. Seattle, WA: Author.
- Collegiate Information and Visitor Services Association (CIVSA): <http://www.civsa.org>

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## **CAMPUS INFORMATION AND VISITOR SERVICES**

### CAS Standards and Guidelines

#### **Part 1. MISSION**

The mission of Campus Information and Visitor Services (CIVS) is to facilitate welcome and access to the institution by providing timely and accurate information and appropriate referrals. CIVS offers a primary point of contact with and access to the institution by providing comprehensive contact information and general descriptions for many programs and services of the institution. CIVS must meet the introductory informational needs of the campus community: students, faculty members, staff, prospective students and their family members, alumni, and general visitors.

To accomplish this mission, CIVS must

- be readily accessible
- provide a welcoming environment
- emphasize personal communication and interaction
- provide accurate information and referrals

CIVS must have a strong commitment to student learning and development, contributing generally to institutional and other agency missions, and acknowledging that students play an integral part in mission delivery. This commitment must be reflected in its mission statement and demonstrated through quality supervision, staff development, and performance appraisals.

CIVS must develop, disseminate, implement, and regularly review their missions, which must be consistent with the mission of the institution and with applicable professional standards. The mission must be appropriate for the institution's students and other constituents. Mission statements must reference student learning and development.

#### **Part 2. PROGRAM**

**Campus Information and Visitor Services (CIVS) must be responsive to the information and visitor needs and interests of all inquirers.**

**A broad array of programs and services must be available to ensure that accurate informational resources are provided in a timely manner that accommodates the needs of inquirers.**

These services may include telephone or other electronic means of contact, or a walk-in facility, such as a visitor or information center, in which the inquirer has one-to-one, human contact and easy access to information resources such as catalogs, calendars, booklets, schedules, fliers, maps, books, and brochures. Additionally, this may include a variety of tour programs, presentation and conference facilities, and other information distribution methods across campus including video and Internet services.

**Multiple media approaches must be used to provide information, services, and programs.**

Such approaches may involve Internet-based resources including a website, virtual and downloadable applications, email, social networking, signage, maps, telephone information services, or emergency information devices.

**To achieve their mission, CIVS must contribute to**

- **students' formal education, which includes both the curriculum and the co-curriculum**
- **student progression and timely completion of educational goals**
- **preparation of students for their careers, citizenship, and lives**
- **student learning and development**

**To contribute to student learning and development, CIVS must**

- **identify relevant and desirable student learning and development outcomes**
- **articulate how the student learning and development outcomes align with the six CAS student learning and development domains and related dimensions**
- **assess relevant and desirable student learning and development**
- **provide evidence of impact on outcomes**
- **articulate contributions to or support of student learning and development in the domains not specifically assessed**
- **use evidence gathered to create strategies for improvement of programs and services**

## **STUDENT LEARNING AND DEVELOPMENT DOMAINS AND DIMENSIONS**

**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**

[LD Outcomes: See *The Council for the Advancement of Standards Learning and Development Outcomes* statement for examples of outcomes related to these domains and dimensions.]

**CIVS must be**

- **intentionally designed**
- **guided by theories and knowledge of learning and development**
- **integrated into the life of the institution**
- **reflective of developmental and demographic profiles of the student population**
- **responsive to needs of individuals, populations with distinct needs, and relevant constituencies**
- **delivered using multiple formats, strategies, and contexts**
- **designed to provide universal access**

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

**CIVS must provide specific information and referral to existing campus programs and services or, when such programs do not exist, actively link inquirers to alternative community and other programs that can meet their specific needs.**

**CIVS programs must be easily accessible to assist a diverse population of inquirers in making well-informed choices, planning appropriate courses of action, and taking advantage of available institutional resources.**

**CIVS must develop and maintain an accurate information retrieval and delivery system of available campus and community resources. This system must be updated regularly to ensure timeliness, accuracy, and comprehensiveness of information.**

**CIVS must be available at locations and times that meet the needs of the inquirers.**

**CIVS must provide feedback to appropriate campus officials regarding conditions that may negatively influence an inquirer's interaction with the institution and propose interventions to remedy such conditions.**

Feedback topics may include statistics, data analysis, relevant documentation of service use (e.g., identifying unmet needs, gaps, and services duplication), service quality at other campus locations, and inquirer characteristics.

**CIVS must strive to assist inquirers in a friendly, caring, sensitive, and non-judgmental manner and provide clear, concise information. CIVS must protect the privacy of individuals within the campus community from inappropriate inquiry.**

**CIVS must establish and maintain a planned program of activities to increase campus and community awareness of its services, mission, goals, and objectives.**

Campus information and visitor services may include

- campus orientation and tour programs
- display and presentation space
- broadcast and electronic informational resources and support
- visitor reception space including appropriate support services and facilities adequate in size and scope to meet the volume of inquirers to be assisted

CIVS should be a principal provider of structure and content to the institution's on-line information systems.

A range of information should be provided to inquirers, including brief responses, such as names or phone numbers, as well as details about an organization's policies and procedures.

Program activities may include

- participation in training programs of other offices and departments
- provision of printed materials such as brochures, posters, directional information and exhibits
- public service announcements
- hosting informational tours and special events for diverse audiences
- information-based Web site
- role as a resource for other campus and community support services

### **Part 3. ORGANIZATION AND LEADERSHIP**

**To achieve program and student learning and development outcomes, Campus Information and Visitor Services (CIVS) must be purposefully structured for effectiveness. CIVS must have clearly stated and current**

- **goals and outcomes**
- **policies and procedures**
- **responsibilities and performance expectations for personnel**
- **organizational charts demonstrating clear channels of authority**

**Leaders must model ethical behavior and institutional citizenship.**

**Leaders with organizational authority for CIVS must provide strategic planning, management and supervision, and program advancement.**

**Strategic Planning**

- **articulate 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
- facilitate continuous development, implementation, and assessment of program effectiveness and goal attainment congruent with institutional mission and strategic plans
- promote environments that provide opportunities for student learning, development, and engagement
- develop, adapt, and improve programs and services in response to the changing needs of populations served and evolving institutional priorities
- include diverse perspectives to inform decision making

#### Management and Supervision

- plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources
- manage human resource processes including recruitment, selection, professional development, supervision, performance planning, succession planning, evaluation, recognition, and reward
- influence others to contribute to the effectiveness and success of the unit
- empower professional, support, and student personnel to become effective leaders
- encourage and support collaboration with colleagues and departments across the institution
- encourage and support scholarly contributions to the profession
- identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement
- use current and valid evidence to inform decisions
- incorporate sustainability practices in the management and design of programs, services, and facilities
- understand appropriate technologies and integrate them into programs and services
- be knowledgeable about codes and laws relevant to programs and services and ensure that programs and services meet those requirements
- assess and take action to mitigate potential risks

#### Program Advancement

- advocate for and actively promote the mission and goals of the programs and services
- inform stakeholders about issues affecting practice
- facilitate processes to reach consensus where wide support is needed
- advocate for representation in strategic planning initiatives at divisional and institutional levels

Campus Information and Visitor Services (CIVS) must be delivered in an atmosphere of staff teamwork, assessment, and continuous improvement.

The information retrieval and delivery system used by CIVS must be organized according to a standardized search system. The information system must have the capacity to accept changes in a very short time frame for information that may change in between regularly scheduled updates.

CIVS must have well developed policies regarding the type, breadth, and currency of information contained in the information retrieval and delivery system.

**CIVS must develop and maintain accurate, up-to-date information about available campus resources and procedures for verifying accuracy.**

Informational resources should be profiled to include

- official name, common name, and acronym address (i.e., room, building name, street, city, zip code)
- e-mail address
- telephone number, fax number, hours and days of service
- Internet addresses
- type and description of service(s) provided
- population(s) served
- eligibility guidelines
- intake procedures
- required documents
- cost
- waiting period for service
- contact person
- auspices (i.e., city, state/province, private, social service, campus)
- date of last update

**CIVS must establish and use a system of collecting and organizing inquirer data for appropriate referral and feedback to the campus community.**

CIVS should pursue meaningful research to review and improve programs and services. Members of the campus community should be involved in the review of these findings, as well as in the design and governance of campus information and visitor services. Students, faculty members, staff, and appropriate external agencies should be involved through committees, councils, and boards.

#### **Part 4. HUMAN RESOURCES**

**Campus Information and Visitor Services (CIVS) must be staffed adequately by individuals qualified to accomplish mission and goals.**

**CIVS must have access to technical and support personnel adequate to accomplish their mission.**

**Within institutional guidelines, CIVS must**

- **establish procedures for personnel recruitment and selection, training, performance planning, and evaluation**
- **set expectations for supervision and performance**
- **provide personnel access to continuing and advanced education and appropriate professional development opportunities to improve their competence, skills, and leadership capacity**
- **consider work/life options available to personnel (e.g., compressed work schedules, flextime, job sharing, remote work, or telework) to promote recruitment and retention of personnel**

**Administrators of CIVS must**

- ensure that all personnel have updated position descriptions
- implement recruitment and selection/hiring strategies that produce a workforce inclusive of under-represented populations
- develop promotion practices that are fair, inclusive, proactive, and non-discriminatory

Personnel responsible for delivery of CIVS must have written performance goals, objectives, and outcomes for each year's 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 programs and services.

CIVS personnel, when hired and throughout their employment, must receive appropriate and thorough training.

CIVS personnel, including student employees and volunteers, must have access to resources or receive specific training on

- institutional policies pertaining to functions or activities they support
- privacy and confidentiality policies
- laws regarding access to student records
- policies and procedures for dealing with sensitive institutional information
- policies and procedures related to technology used to store or access student records and institutional data
- how and when to refer those in need of additional assistance to qualified personnel and have access to a supervisor for assistance in making these judgments
- systems and technologies necessary to perform their assigned responsibilities
- ethical and legal uses of technology

CIVS personnel must engage in continuing professional development activities to keep abreast of the research, theories, legislation, policies, and developments that affect their programs and services.

Continuing staff development experiences should include in-service training programs, professional conferences, workshops, and on-site training to enhance employee familiarization with the institution's visitor destinations, programs, services, and employees.

**A formal training program must be required for all staff, especially those who will be providing direct service.**

Training programs should include experiences for initial employee orientations as well as on-the-job training, in-service group training, supervisory coaching, and individualized training based on employee needs.

Staff-training programs should include

- emergency /crisis management

- strategies for understanding campus and community resources
- information retrieval, delivery and data collection
- overview of mission, vision, strategic goals, role, purpose, function, structure, policies, and procedures of the unit
- student development theory and practice
- customer service and basic communication skills such as interviewing, listening, empathy, clarification and problem-solving
- strategies for supporting persons with disabilities and language differences

**Administrators of CIVS must ensure that personnel are knowledgeable about and trained in safety, emergency procedures, and crisis prevention and response. Risk management efforts must address identification of threatening conduct or behavior and must incorporate a system for responding to and reporting such behaviors.**

**CIVS personnel must be knowledgeable of and trained in safety and emergency procedures for securing and vacating facilities.**

#### **PROFESSIONAL PERSONNEL**

**CIVS 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.**

**CIVS staff positions must be filled based on a defined set of qualifications such as level of education, work experience, and personal characteristics (e.g., integrity, communication skills, leadership ability).**

#### **INTERNS OR GRADUATE ASSISTANTS**

**Degree- or credential-seeking interns or graduate assistants must be qualified by enrollment in an appropriate field of study and relevant experience. These students must be trained and supervised by professional personnel who possess applicable educational credentials and work experience and have supervisory experience. Supervisors must be cognizant of the dual roles interns and graduate assistants have as both student and employee.**

#### **Supervisors must**

- adhere to parameters of students' job descriptions
- articulate intended learning outcomes in student job descriptions
- adhere to agreed-upon work hours and schedules
- offer flexible scheduling when circumstances necessitate

**Supervisors and students must both agree to suitable compensation if circumstances necessitate additional hours.**

#### **STUDENT EMPLOYEES AND VOLUNTEERS**

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. Students must have access to a supervisor. Student employees and volunteers must be provided clear job descriptions, pre-service training based on assessed needs, and continuing development.

Every CIVS staff member must show respect for all inquirers.

#### **Part 5. ETHICS**

Campus Information and Visitor Services (CIVS) must

- review applicable professional ethical standards and must adopt or develop and implement appropriate statements of ethical practice
- publish and adhere to statements of ethical practice and ensure their periodic review
- orient new personnel to relevant ethical standards and statements of ethical practice and related institutional policies

Statements of ethical standards must

- specify that CIVS personnel respect privacy and maintain confidentiality in communications and records as delineated by privacy laws
- specify limits on disclosure of information contained in students' records as well as requirements to disclose to appropriate authorities
- address conflicts of interest, or appearance thereof, by personnel in the performance of their work
- reflect the responsibility of personnel to be fair, objective, and impartial in their interactions with others
- reference management of institutional funds
- reference appropriate behavior regarding research and assessment with human participants, confidentiality of research and assessment data, and students' rights and responsibilities
- include the expectation that personnel confront and hold accountable other personnel who exhibit unethical behavior
- address issues surrounding scholarly integrity

CIVS personnel must

- employ ethical decision making in the performance of their duties
- inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements
- recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation
- perform their duties within the scope of their position, training, expertise, and competence
- make referrals when issues presented exceed the scope of the position

#### **Part 6. LAW, POLICY, AND GOVERNANCE**

Campus Information and Visitor Services (CIVS) must be in compliance with laws, regulations, and policies that relate to their respective responsibilities and that pose legal obligations, limitations, risks, and

liabilities for the institution as a whole. Examples include constitutional, statutory, regulatory, and case law; relevant law and orders emanating from codes and laws; and the institution's policies.

CIVS must have access to legal advice needed for personnel to carry out their assigned responsibilities.

CIVS must inform personnel, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations.

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

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

CIVS must regularly review policies. The revision and creation of policies must be informed by best practices, available evidence, and policy issues in higher education.

CIVS must have procedures and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations. Systems and procedures must be in place to disseminate timely and accurate information to students, other members of the institutional community, and appropriate external organizations during emergency situations.

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

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

CIVS must inform personnel about internal and external governance organizations that affect programs and services.

## **Part 7. DIVERSITY, EQUITY, AND ACCESS**

Within the context of each institution's mission and in accordance with institutional policies and applicable codes and laws, Campus Information and Visitor Services (CIVS) must create and maintain educational and work environments that are welcoming, accessible, inclusive, equitable, and free from harassment.

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

CIVS must

- advocate for sensitivity to multicultural and social justice concerns by the institution and its personnel
- ensure physical, program, and resource access for all constituents
- modify or remove policies, practices, systems, technologies, facilities, and structures that create barriers or produce inequities
- ensure that when facilities and structures cannot be modified, they do not impede access to programs, services, and resources
- establish goals for diversity, equity, and access
- foster communication and practices that enhance understanding of identity, culture, self-expression, and heritage
- promote respect for commonalities and differences among people within their historical and cultural contexts
- address the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices
- provide personnel with diversity, equity, and access training and hold personnel accountable for applying the training to their work
- respond to the needs of all constituents served when establishing hours of operation and developing methods of delivering programs, services, and resources
- recognize the needs of distance and online learning students by directly providing or assisting them to gain access to comparable services and resources

#### **Part 8. INTERNAL AND EXTERNAL RELATIONS**

Campus Information and Visitor Services (CIVS) must reach out to individuals, groups, communities, and organizations internal and external to the institution to

- establish, maintain, and promote understanding and effective relations with those that have a significant interest in or potential effect on the students or other constituents served by the programs and services
- garner support and resources for programs and services as defined by the mission
- collaborate in offering or improving programs and services to meet the needs of students and other constituents and to achieve program and student outcomes
- engage diverse individuals, groups, communities, and organizations to enrich the educational environment and experiences of students and other constituents
- disseminate information about the programs and services

Promotional and descriptive information must be accurate and free of deception and misrepresentation.

CIVS must have procedures and guidelines consistent with institutional policy for

- communicating with the media
- distributing information through print, broadcast, and online sources
- contracting with external organizations for delivery of programs and services
- cultivating, soliciting, and managing gifts
- applying to and managing funds from grants

CIVS should collaborate closely with other campus offices and external agencies to ensure accuracy, timeliness, and reliability of information being provided to inquirers.

When appropriate, inquirers should be referred to other resources, and staff may actively participate in this linking process. This referral process is often integrated with information dissemination, intervention, and advocacy. Inquirers should be encouraged to re-contact the CIVS if additional information or assistance is needed.

Within institutional guidelines, CIVS should intervene and advocate for inquirers when information is inaccurate or misleading and/or inquirer needs have not been addressed satisfactorily. Follow-up on more complex problem situations should occur to determine the extent to which inquirer needs have been met.

## **Part 9. FINANCIAL RESOURCES**

**Campus Information and Visitor Services (CIVS) must have funding to accomplish the mission and goals.**

Institutional funds for CIVS should be allocated on a permanent basis.

In addition to institutional commitment of general funds, other funding sources may be considered including state/provincial appropriations, federal resources, fees and generated revenue, local community funding, and donations.

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

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

**CIVS must use the budget as a planning tool to reflect commitment to the mission and goals of the programs and services and of the institution.**

**CIVS must administer funds in accordance with established institutional accounting procedures.**

**CIVS must demonstrate efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols.**

**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.**

**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**

Financial resources should be sufficient to provide inquirers with high quality personal interaction as well as print and electronic information.

#### **Part 10. TECHNOLOGY**

**Campus Information and Visitor Services (CIVS) must have technology to support the achievement of their mission and goals. The technology and its use must comply with institutional policies and procedures and with relevant codes and laws.**

**CIVS must use technologies to**

- **provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and other constituents in accessible formats**
- **provide an avenue for students and other constituents to communicate sensitive information in a secure format**
- **enhance the delivery of programs and services for all students**

**CIVS must**

- **back up data on a regular basis**
- **adhere to institutional policies regarding ethical and legal use of technology**
- **articulate policies and procedures for protecting the confidentiality and security of information**
- **implement a replacement plan and cycle for all technology with attention to sustainability**
- **incorporate accessibility features into technology-based programs and services**

**When providing student access to technology, CIVS must**

- **have policies on the use of technology that are clear, easy to understand, and available to all students**
- **provide information or referral to support services for those needing assistance in accessing or using technology**
- **provide instruction or training on how to use the technology**
- **inform students of implications of misuse of technologies**

#### **Part 11. FACILITIES AND EQUIPMENT**

**Campus Information and Visitor Services' (CIVS) facilities must be intentionally designed and located in suitable, accessible, and safe spaces that demonstrate universal design and support the program's mission and goals.**

**Facilities must be designed to engage various constituents and promote learning.**

**Personnel must have workspaces that are suitably located and accessible, well equipped, adequate in size, and designed to support their work and responsibilities.**

**The design of the facilities must guarantee the security and privacy of records and ensure the confidentiality of sensitive information and conversations. Personnel must be able to secure their work.**

**CIVS must incorporate sustainable practices in use of facilities and purchase of equipment. Facilities and equipment must be evaluated on an established cycle and be in compliance with codes, laws, and accepted practices for access, health, safety, and security.**

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

**CIVS must play an active role in the design and decision-making process for campus signage.**

The CIVS facility should include space for confidential interviewing, display of materials, visitor reception, and information and referral operations. State-of-the-art telephone and computer capability should be included.

The CIVS facility should be accessible to and by public transportation and be at a location that can best represent the “front door” of the institution.

## **Part 12. ASSESSMENT**

**Campus Information and Visitor Services (CIVS) must develop assessment plans and processes.**

**Assessment plans must articulate an ongoing cycle of assessment activities.**

**CIVS must**

- **specify programmatic goals and intended outcomes**
- **identify student learning and development outcomes**
- **employ multiple measures and methods**
- **develop manageable processes for gathering, interpreting, and evaluating data**
- **document progress toward achievement of goals and outcomes**
- **interpret and use assessment results to demonstrate accountability**
- **report aggregated results to respondent groups and stakeholders**
- **use assessment results to inform planning and decision-making**
- **assess effectiveness of implemented changes**
- **provide evidence of improvement of programs and services**

**CIVS must maintain an on-going process to collect inquirer use and inquirer satisfaction information.**

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

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

*General Standards revised in 2014;  
CIVS content developed/revised in 2000 & 2010*