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) 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 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 or 202-862-1400).
CAS General Standards
CAS Contextual Statement

For over 40 years, higher education professionals, including members of associations representing student and academic affairs programs and services, have utilized the professional standards, values, and principles developed and promulgated by the Council for the Advancement of Standards in Higher Education (CAS). The CAS standards fulfill a three-fold purpose:

- to foster and enhance student learning, development, and success;
- to recognize and promote fundamental and indispensable standards of practice and the assessment of related programmatic and student outcomes; and
- to provide a foundation to develop, guide, assess, and improve functional area programs and services.

CAS standards are identified as essential practices to enact good work within these higher education functional areas. It is important to note that the Standards are informed by the research and literature of the field as well as guiding documents and well-known frameworks for practice (i.e., the Professional Competency Areas for Student Affairs Practitioners, ACPA & NASPA, 2015).

The Oxford Dictionaries (2014) define a standard as a “required or agreed level of quality or attainment” (¶1.1). The CAS standards embody the distilled wisdom of higher education professionals with expertise in the specialty of their subject matter and an understanding of the needs of the students they serve and the organizations they represent. The CAS standards, developed through a consensus approach, describe the practice requirements (known as standards) and guidelines for 45 higher education specialties (known as functional areas) that touch the lives of college students as well as a number of non-student constituents.

CAS standards also comprise a measure, norm, or model useful for self-study or comparative evaluations, and they thereby enhance credibility, demonstrate accountability, and underpin program and service improvement for assessment initiatives and action planning (Gulley, Dean, & Dean, 2017). External stakeholders have called for higher education to become increasingly effective and efficient in how resources are used to achieve goals. This has resulted in a growing ethos of ongoing quality and continuous improvement within most institutions of higher education (Henning & Roberts, 2016). CAS standards create the opportunity for functional areas to demonstrate contributions to the public good, including student learning, development, and success.

Professionals in higher education use the CAS standards as benchmarks to inform the practice, management, and delivery of programs, services, and assessment processes (Gulley et al., 2017). The CAS standards have also been used effectively to help advance or leverage existing or new programs and services. For more than a decade, the student learning and development domains of the standards have provided a framework for identifying the student learning and development outcomes that are intended to result from engagement with programs and services.

With the creation and publication of the first 16 sets of functional area standards in 1986, representatives to the CAS Council noted a number of commonalities, resulting in the identification of two fundamental principles of CAS that continue to guide the Council today:

- The functional areas must include a core, global set of standards that advance common goals (i.e., relevant to various types of higher education institutions as well as to programs and services, regardless of specialty).
- Student learning and development are fundamental to mission and program and must be incorporated into standards (American College Personnel Association, 1986, p. 5).
These principles led to the creation of the CAS General Standards, the set of core standards statements that apply across functional areas and are embedded in each set of functional area standards.

The CAS General Standards are informed by the expertise and diverse backgrounds of representatives from over 40 CAS member associations and by their collective wisdom and experiences across functional area programs and services. The CAS General Standards are reviewed and revised every three years, using a consensus approach, prior to the new publication of CAS Professional Standards for Higher Education. The current publication reflects a substantive change from previous editions.

CAS General Standards are presented here to remind and inform educators and all constituents that despite differences among institutions and within functional areas, significant commonalities exist. The General Standards challenge the concept of ‘silo’ thinking, which, according to Kezar (2017) can be pervasive in higher education organizations. The common attributes of CAS standards across these diverse functional areas expand our thinking about how each of us can contribute to overall student learning and development. Moreover, the General Standards, as embedded within functional area standards, provide the framework for all those in higher education to develop “programs, services and experiences that contribute to student learning experiences that are valued at their institution and, moreover, that are empirically verified as adding value to the student experience at their institutions” (Schuh & Gansemer-Topf, 2010, p. 6). Ultimately, the CAS General Standards provides professionals with a reminder that they have more in common across functional areas than that which is distinctive.

An understanding of the General Standards and the Glossary of CAS Terms will enhance and facilitate the appropriate use of the standards for self-study and program review and will ensure that the CAS standards constitute a reliable basis for professionals to share values and expectations across institutional programs and services (Gulley et al., 2017).

To ensure that the CAS General Standards apply to and benefit all functional areas (e.g., a one-person student support operation as well as complex programs and services staffed by multiple specialists), the CAS Council of Representatives (Council) consults with experts from member associations and solicits comments from practitioners. The Council considers differences across functional areas and institutions (e.g., mission and goals, programs, organizational structures, culture and values, student populations served, campus environments, facilities, reporting channels, and resources). The regular revision cycle for the General Standards ensures responsiveness to a changing postsecondary environment and recognition of widely acknowledged and accepted practices.

When used for self-assessment and program review, each set of functional area standards (with the embedded General Standards) provides criteria by which leaders in an institution and functional area can judge the quality and effectiveness of current educational efforts. In functional areas without an existing set of standards, stakeholders can employ the General Standards as the starting place to create new programs and services and to facilitate the assessment of current ones. In settings where multiple areas are using CAS, the General Standards provide a common language and common expectations, enhancing communication and understanding among areas.

The Council recognizes the potential impact that institutional programs and services can exert upon student learning and development. Following the publication of Learning Reconsidered (NASPA & ACPA, 2004), CAS integrated a revised set of student learning outcomes within the General Standards to enhance efforts for promoting student learning and development. CAS hosted a think tank involving writers of Learning Reconsidered, CAS association representatives, and prominent practitioners and faculty members to recommend revisions to the CAS student learning and development domains. In
2008 the CAS Board of Directors (now Council of Representatives) adopted revisions to the student learning and development outcomes, contained in the General Standards and referred to as domains:

- knowledge acquisition, construction, integration, and application;
- cognitive complexity;
- intrapersonal development;
- interpersonal competence;
- humanitarianism and civic engagement; and
- practical competence.

Each domain is further defined or clarified by several learning outcome dimensions, which allow for more focused program development and assessment. Examples describing achievement of the student learning outcomes for each of the dimensions appear in the CAS Learning and Development Outcomes chart. With the 2018 General Standards revision, the Student Learning and Development Domains and Dimensions now represent an independent part.

The 2008 revision of the General Standards included new standards relative to identifying and achieving the learning domains and dimensions. These standards required functional area programs and services to include student learning and development in mission statements, identify relevant and desirable learning from the six domains, assess relevant and desirable learning, and articulate the ways the functional area programs and services contribute to student learning and development. While language may have changed, these concepts of identifying and assessing learning and development outcomes is vital to why CAS exists today. By recognizing the centrality of student learning and development as well as requiring assessment of learning outcomes, CAS affirms and reinforces expectations of leaders in higher education and accrediting associations. Specifically, CAS provides a vetted framework for self-review of student-oriented programs and services and their impact on student learning, development, and success.

Rapidly changing technologies, finances, student demographics, and expectations mean that the structure, responsibilities, and staffing of functional area programs and services vary widely, not only within individual institutions but throughout the academy (Kezar, 2017). The General Standards, like all CAS Standards, are thus crafted to be achievable by all quality functional area programs and services, regardless of how they are organized. The term “functional area” is anthropomorphized; those utilizing the General Standards must define the individuals who serve as their leaders and constituents.

General Standards revisions undertaken for the 40th anniversary of CAS and 10th edition of CAS Professional Standards for Higher Education were guided by feedback from a variety of individuals, including those who utilize the Standards and many who served as expert reviewers for various areas within the Standards. Their feedback helped the revision committee update, reimagine, and reorganize the General Standards to more easily facilitate assessment and program review efforts. An example of this was how the Standards infuse ongoing planning into the work of professionals, moving beyond simply the need to conduct strategic planning. Such an approach creates a philosophy of how information and planning can inform the day to day operations of an organization (Lerner, 1999). The CAS General Standards now directly connect to the CAS Guiding Principles (see below; Drechsler Sharp, 2015) and include section headers to guide their use and organize the parts.

Another modification reflected in the 2018 General Standards includes a restructuring of the order of sections. Assessment, for example, is now presented earlier in the Standards, which better connects the standards back to the assessment cycle (Suskie, 2009). This connection helps functional areas apply the assessment cycle in an intentional and ongoing way as they implement their programs and services. These changes will help departments better align higher education priorities with their functions. Ultimately, it is the responsibility of functional area personnel to achieve these standards. In many cases,
the departmental leader will shepherd the effort, as they demonstrate leadership, and provide supervision and management to their team.

**CAS Guiding Principles:**

*Students and Their Environments.* The whole student is shaped by environments that provide learning opportunities reflective of society and diversity, with students having ultimate responsibility for learning

*Advocating for Diverse, Equitable, and Inclusive Communities.* Institutions embracing diversity, equity, inclusion and eliminating barriers with respect for differences and focused on culturally responsible communities

*Organization, Leadership, and Human Resources.* Quality of leaders continuously challenge themselves for the betterment of the organization, with success directly correlated to clarity of mission and willingness to see through multiple lenses.

*Ethical Considerations.* Educators exhibit impeccable ethical behavior in professional and personal life.

*Learning-Conducive Structures, Resources, and Systems.* Student learning and development flourish when structures, resources, and systems are employed intentionally to create environments that provide students with appropriate challenge and necessary support.

**REFERENCES**


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Guiding Principle: Students and Their Environments

Part 1. MISSION

1.1 Programs and Services Mission

The functional area must develop and define its mission.

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

The functional area mission must be appropriate for the institution’s students, designated clients, and other constituents.

Whether centralized or decentralized in its administration, the functional area must advance its mission.

1.2 Mission Statement

The functional area 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

The functional area must be guided by a set of written goals and objectives that are directly related to the stated mission.

The functional area’s goals must be aligned with institutional priorities and expectations of the functional area.

The functional area must regularly develop, review, evaluate, and revise its goals.

The functional area must communicate goals and progress toward achievement to appropriate constituents.

2.2 Program Information and Services

The functional area must provide relevant information, services, and resources consistent with its mission and goals.

The functional area must develop and implement strategies for outreach and promotion.

2.3 Program Structure and Framework
The functional area 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

The functional area must be purposefully structured and resourced to balance efficiency and effectiveness and to achieve programmatic and student learning and development outcomes.

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

The functional area must collaborate with colleagues and departments across the institution to promote student learning, development, and success.

2.4 Program Design

The functional area 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

Part 3. STUDENT LEARNING, DEVELOPMENT, AND SUCCESS

3.1 Program Contribution to Student Learning, Development, and Success

The functional area must contribute to students' formal education, which includes both curricular and co-curricular experiences.

The functional area must contribute to students' progression and timely completion of educational goals.

The functional area must help students and designated clients prepare for their careers and meaningful contributions to society.

The functional area must work with the institution to identify relevant and desirable student success outcomes.

The functional area must identify relevant and desirable student learning and development outcomes.

The functional area must implement strategies and tactics to achieve these outcomes.

3.2 Student Learning and Development Domains and Dimensions

The functional area must align predetermined student learning and development outcomes with the CAS learning outcomes model or other recognized student learning and development models.
The functional area 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) for examples of outcomes related to these domains and dimensions.]

3.3 Assessment of Student Learning and Development

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

The functional area must provide evidence of the extent to which student learning and development outcomes are achieved.
The functional area must provide evidence of the extent to which student success outcomes are achieved.

The functional area must use evidence to create strategies for improving student learning, development, and success.

Part 4. ASSESSMENT

4.1 Establishing a Culture of Assessment

The functional area must develop assessment plans and processes that document progress toward achievement of mission, goals, outcomes, and objectives.

The functional area must design assessment plans that incorporate an ongoing cycle of assessment activities.

The functional area must have fiscal, human, professional development, and technological resources to develop and implement assessment plans.

4.2 Program Goals, Outcomes, and Objectives

The functional area must identify goals, outcomes, and objectives to guide its work.

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

When collaborating with other departments on assessment activities, these activities must be consistent with functional area mission and assessment plan.

4.3 Assessment Plan and Process

The functional area 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

The functional area must implement the assessment process with methods that reflect universal design principles.

The functional area must employ ethical practices in the assessment process.

The functional area must implement assessment processes in a way that is culturally responsive, inclusive, and equitable.

The functional area must engage students, faculty, staff, administrators, and other relevant constituents in assessment activities.
4.4 Gathering Evidence

The functional area must identify priorities for assessment, including both formative and summative approaches.

The functional area must employ multiple methods and measures of data collection.

The functional area must develop manageable processes for gathering, interpreting, and evaluating data.

The functional area must adhere to institutional policies related to data access and management.

The functional area must ensure measures and methods are rigorous and reflect characteristics of validity, reliability, and trustworthiness.

4.5 Review and Interpret Findings

The functional area must use methods to analyze and interpret data that correspond with objectives and questions considered within overall assessment goals.

The functional area must disaggregate data to address the objectives and questions considered in the assessment project.

4.6 Reporting Results and Implementing Improvement

The functional area must use assessment results to demonstrate student learning, development, and success.

The functional area must use assessment results to demonstrate effectiveness and continuous improvement.

The functional area must use evidence from assessment activities to inform decision-making and planning for continuous improvement.

The functional area must monitor improvements implemented based on assessment results.

The functional area must apply results for future planning.

The functional area must inform constituents of assessment results and how data have been used for continuous improvement.

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, the functional area 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.

The functional area 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

The functional area must provide equitable access to facilities and resources for all constituents.

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

The functional area 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

The functional area must advocate for accessible facilities and resources, and address issues that impede access.

The functional area must advocate for inclusion, multiculturalism, and social justice within the institution.

The functional area must enact culturally responsive, inclusive, respectful, and equitable practices in the provision of services.

The functional area must develop plans for ongoing professional development on cultural competence and workplace inclusion.

5.4 Implementing Access, Equity, Diversity, and Inclusion

The functional area must establish goals for access, equity, diversity, and inclusion.

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

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

The functional area must have an established protocol for, and foster expectation of, bias incident reporting.

Personnel within the functional area must cultivate understanding of identity, culture, self-expression, and heritage.
Personnel within the functional area must promote respect for commonalities and differences among people within their historical and cultural contexts.

When educational and/or workplace accommodations are requested, the functional area 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**

Leaders must model ethical behavior and demonstrate alignment with institutional mission, goals, and ethical practices.

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

The functional area’s 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

The functional area’s 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**

The functional area’s 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

The functional area’s 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

The functional area’s 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

The functional area must identify the level of staffing necessary to achieve its mission and goals.

The functional area 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).

The functional area must have access to technical and support personnel to accomplish its mission.
The functional area’s 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.

7.2 Employment Practices

The functional area must establish procedures and expectations for personnel recruitment, selection, training, supervision, performance, and evaluation.

The functional area’s 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

The functional area’s 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 the functional area 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 the functional area.

7.3 Personnel Training and Development

The functional area’s personnel must receive training when hired and professional development throughout their employment.

The functional area’s 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.

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

The functional area’s 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
The functional area’s personnel must be trained on how to recognize and address systems of oppression in the workplace and facilitate a welcoming, inclusive work environment.

The functional area’s 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.

The functional area’s 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 the functional area must be enrolled in an appropriate field of study and/or have relevant experience.

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

The functional area’s leaders must accommodate the dual roles paraprofessionals may have as both student and employee.

The functional area’s 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

The functional area’s personnel must collaborate and consult with institutional leaders, faculty, individuals, and departments essential to the success of the program.

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

8.2 Communication

The functional area must provide relevant information, services, and resources that explain its mission and goals.

The functional area must develop and implement strategies for outreach and promotion.

The functional area’s promotional and descriptive information must be accurate and free of deception and misrepresentation.

8.3 Procedures and Guidelines

The functional area 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

The functional area must review and adopt appropriate standards of ethical practice including those of applicable professional associations.

The functional area 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

The functional area’s personnel must employ ethical decision making in the performance of their duties.
The functional area’s personnel must recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation.

The functional area’s personnel must be honest, objective, and impartial in their interactions.

The functional area must demonstrate responsibility for sound and ethical assessment, research, evaluation, and program review.

The functional area must encourage and provide a forum for personnel to address and report unethical behavior.

The functional area must address issues surrounding scholarly integrity.

The functional area personnel must perform duties within the scope of their position, training, expertise, and competence.

The functional area’s personnel must make referrals when issues presented exceed the scope of their position.

9.3 Legal Obligations and Responsibilities

The functional area 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.

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

The functional area must have a process for accessing legal advice needed for personnel to carry out their assigned responsibilities.

The functional area must not discriminate based upon institutional policies, codes, or governmental laws.

The functional area 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

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

The functional area 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.

The functional area must have policies and procedures consistent with institutional policy for responding to threats, emergencies, and crisis situations.
9.5 Communication of Ethical and Legal Obligations

The functional area must educate new personnel to relevant ethical standards, statements of ethical practice, and related institutional policies and procedures.

The functional area must inform its users of ethical and legal obligations and limitations emanating from codes and laws or from licensure requirements.

The functional area’s personnel must provide students, designated clients, and constituents with information about student privacy rights and personnel’s disclosure obligations.

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

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

The functional area 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

The functional area’s personnel must neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.

The functional area 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

The functional area must have the funding that is necessary to accomplish its mission and goals.

The functional area must determine with administrative leadership what funding is necessary.

10.2 Financial Planning

In establishing and prioritizing funding resources, the functional area must conduct comprehensive analyses to determine
- unmet needs of the unit
- relevant expenditures
- external and internal resources
- impact on students and the institution

The functional area must use the budget as a planning tool to reflect commitment to the mission and goals of the functional area and of the institution.
The functional area’s 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

The functional area must manage funds in accordance with established governmental laws and institutional policies, procedures, and guidelines.

The functional area must demonstrate responsible stewardship and use of fiscal resources.

The functional area must have procedures and guidelines consistent with institutional policy for applying to and managing funds from external resources.

The functional area must be provided with the institutional and financial resources to assist with professional development of personnel.

The functional area’s 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

The functional area must have current technology to support the achievement of its mission and goals.

The functional area must incorporate accessibility features into technology-based programs and services.

The functional area must ensure that personnel and constituents have access to training and support for technology use.

The functional area must back up data on a cycle established in partnership with the institution’s information technology department.

The functional area must implement a replacement plan and cycle for all technology with attention to sustainability.

11.2 User Engagement

The functional area must use technology to enhance the delivery of programs and services for all constituents.

The functional area must ensure that technology addresses constituent needs.

The functional area must employ technologies that facilitate user interaction.
The functional area must provide secure remote access.

11.3 Compliance and Information Security

The functional area must have policies on the appropriate use of technology that are clear and easily accessible.

The functional area must comply with governmental codes and laws and with institutional technology policies and procedures.

The functional area must provide a secure platform when conducting financial transactions, in accordance with industry best practices.

11.4 Communication

The functional area must have updated websites that provide information to all constituents in accessible formats.

The functional area must use technology that allows users to communicate sensitive information in a secure format.

The functional area must evaluate relevant social media platforms and techniques for communication, and implement those that best meet constituent needs.

The functional area 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

The functional area’s facilities must be located in suitable spaces designed to support the functional area’s mission and goals.

The functional area’s facilities must be intentionally designed to engage various constituents, promote learning, and provide accessible and safe spaces.

The functional area’s facilities must be designed to protect the security and privacy of records and ensure the confidentiality of sensitive information and conversations.

The functional area must incorporate universal design principles.

The functional area’s facilities must be designed and constructed to be energy-efficient and sustainable.

12.2 Work Space

The functional area’s personnel must have equipped and well-maintained workspaces designed to support their work and responsibilities.
The functional area’s personnel must be able to safeguard the privacy of their work.

12.3 Equipment Acquisition

When acquiring capital equipment, the functional area must take into account expenses related to regular maintenance and life cycle costs.

The functional area must incorporate sustainable practices when purchasing equipment.

12.4 Facilities and Equipment Use

The functional area’s 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.

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

The functional area must develop sustainable practices for facilities use.

The functional area must assess the effectiveness of its facilities to ensure they are meeting facilities and equipment goals.

The functional area’s personnel must advocate for appropriate, consistent, and fair assignment of facilities and equipment.

General Standards revised April 2018.

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