



We are pleased you are interested 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 this standard 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 CAS statement in the design and assessment of your programs and for your staff training and development. *This statement may not be duplicated for other purposes without permission from CAS.*

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 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 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.

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, are free to make accurate representations to the effect that the designated program or service meets the CAS Standards.

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HOUSING AND RESIDENTIAL LIFE PROGRAMS

CAS Contextual Statement

Although American institutions of higher learning have provided student housing in one form or another since the first colleges were founded (Frederiksen, 1993), the professionalization of those employed in housing was greatly enhanced when the Association of College and University Housing Officers-International (ACUHO-I) held its first annual conference in 1949. This meeting marked a significant step forward in the development of college and university student housing programs as a profession.

Until the middle of the last century, college and university “dormitories” were administered by “housemothers,” often under the supervision of deans of men or women. These staff members assumed parental responsibility (in loco parentis) for the students housed in the residence halls. During the 1960s, dramatic changes in laws and education produced changes in the operation of residence halls. Housemothers were replaced by full-time staff with professional training in counseling and administration. These student affairs professionals focused on using the residence hall environment as a tool to complement formal classroom education. Since the 1960s, student housing has become increasingly more specialized and complex. The influence of the residential experience on the lives of students has been widely researched over the years.

Group living influences maturation by exposing students to a variety of experiences and community-building activities. What distinguishes group living in a campus residence from most other forms of housing is the involvement of both professional and paraprofessional staff members in providing intentional, as opposed to random, educational experiences for students. Students living in residence halls participate in more extracurricular, social, and cultural events; are more likely to graduate; and exhibit greater positive gains in psychosocial development, intellectual orientation, and self-concept than students living at home or commuting. In addition, they demonstrate significantly greater increases in aesthetic, cultural, and intellectual values; social and political liberalism; and secularism. (Schroeder & Mable, 1993)

More recently, the quality of residence halls has been acknowledged as not only essential to the quality of campus life but as an increasingly important factor in attracting students to a given institution. There has been a renaissance in college and university housing with many campuses significantly renovating halls and constructing new facilities to respond to today’s students and to better meet expectations. One challenge for housing professionals has indeed been the increasing demand for amenities in residence halls, which is often necessary to not only respond to the needs of today’s students but to remain competitive with housing in the local market or with other institutions that are considered peers for enrollment management purposes. Some of the more obvious amenity enhancements include air conditioning, wireless connectivity, and conversion of traditional double loaded corridor rooms to suite style or single room accommodations, including bathrooms.

Another facility enhancement that cannot be overlooked is additions to the safety features provided in housing and residence life programs. In addition to electronic card access found on exterior doors, more programs are adding this feature to the individual room doors to eliminate the need for keys and to facilitate a very timely response, minimizing any threat to building security. Throughout these facility enhancements, housing professionals are continually faced with balancing students’ desire for convenience with the university’s needs related to security and public safety. Many colleges and universities have added video surveillance capability to exterior doors, stairwells, elevator lobbies, halls, high tech learning facilities, or specialized classrooms while being sensitive to privacy issues on individual floors and rooms. Housing and Residence Life professionals are often members of the campus emergency management and/or threat-assessment teams and play a key role in emergency planning and response.

One of the most impactful concepts in higher education today is that of learning communities; many universities have developed living-learning communities (LLCs) within residential communities as a means to be more intentional about student learning. LLCs provide valuable opportunities to integrate the more formal academic and student life experience, provide increased interaction between students and faculty, and provide critical avenues to enhance campus community building activities and traditions. Living-learning communities can be developed around themes, majors, or concepts. In addition to providing a seamless learning experience and increased student engagement, LLCs are seen as critical to increasing retention, especially from the first to the second year.

College and university student housing operations employ staff members with wide varieties of skills and functions. Areas administered by institutional housing and residence life programs include such functions as

- Apartment, graduate, and family housing
- Fraternities and sororities
- Student conduct and/or contract violations
- Housing for students with disabilities and other special needs
- Conference and guest housing
- Residence Education, including academic initiatives, LLCs, programming, and diversity education
- Facilities management (custodial and maintenance) and capital projects
- Financial planning and administration (assignments, contracting, billing, collections)
- Dining services (including catering and retail venues)
- Administration of in-hall information technology capabilities, media, and facilities (cable TV, various software systems, network and wireless access, computer learning centers, and classrooms)
- Off-campus housing services
- Research and assessment
- Safety and security measures (fire safety, electronic access systems, video surveillance, hall security)
- Identification and “one card” programs

Assessment efforts, particularly incorporating assessment of services, programs, staffing, and student learning, can provide valuable information to housing administrators as they shape their housing and residential life programs. Administrators can work to develop clear student learning outcomes and design assessment to analyze these outcomes. Assessment lenses (e.g., interviews, focus groups, surveys, tracking) can help administrators document student learning and make efforts to improve the residential experience. Association of College and University Housing Officers–International (ACUHO-I), Educational Benchmarking Inc., the National Survey of Student Engagement (NSSE), and National Study of Living-Learning Programs (NSLLP) are examples of national surveys that are often administered to collect assessment data.

Many institutional student-housing operations are self-supported auxiliaries that do not receive financial support from the institution or other public sources; in effect, student housing in that context is an education “business.” Privatization of residence halls/collegiate housing is part of the landscape of 21st century housing on college campuses. Some schools have opted to privatize aspects of their residence halls (development, construction, and management), utilizing housing management companies to address residence hall capacity shortages, aging facilities, a desire to house more students on campus, and changing student expectations (Fickes, 2007). Regardless of the status of the operation, planning is usually initiated institution-wide due to the wide scope and function of student housing. Likewise, although housing encompasses many functions, most administrations agree that students are best served when all housing and residential life functions fall under the responsibility of a single administrator, usually the director of housing and/or residential life. When public-private partnerships are undertaken, and “privatized” housing developments have a formal relationship with the college or university and are located on campus, it is

expected that these entities follow the same CAS Standards as the institution's program. As higher education prepares students with the knowledge and skills required for the challenges of the 21st century and as learning becomes more a lifetime responsibility, residence halls will continue to be a critical component of the undergraduate experience. The standards and guidelines that follow provide guidance to those who work in this field and accountability to the public they serve.

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HOUSING AND RESIDENTIAL LIFE PROGRAMS

CAS Standards and Guidelines

Part 1. MISSION

The mission of Housing and Residential Life Programs (HRLP) is to provide for a living environment that promotes learning and development in the broadest sense and an emphasis on supporting the academic mission of the institution.

The mission of HRLP must address

- reasonably priced living facilities that are clean, attractive, well-maintained, comfortable, sustainable, and which include contemporary safety features
- programs, services, and experiences occurring in living facilities

Programs that include food services should refer to the CAS Standards and Guidelines for Dining Services. Campuses that utilize residence halls for conferences and other events should refer to the CAS Standards and Guidelines for Conference and Event Programs.

HRLP standards must apply to residence halls, apartment communities, and other facilities that are managed or owned by private operators whenever there is a formal relationship with the institution.

Any off-campus housing services should include referrals to available off-campus housing listings and information about leases, landlord/tenant law, local ordinances, local crime statistics, community resources, and other related information.

HRLP 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

To achieve their mission, Housing and Residential Life Programs (HRLP) 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, HRLP 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.]

HRLP 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**

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

To fulfill its mission, HRLP should provide an environment that supports high academic standards of residents, pursuit of higher GPAs, retention, and persistence toward graduation. Integral to this effort are partnerships with units and offices in the institution such as those that focus on the first-year experience and year-two programs. Initiatives may include establishment of first-year interest groups, early alert intervention programs, and living-learning communities; education of staff members and students about available campus academic resources; informal study groups and tutoring; and other academic initiatives to support student success.

HRLP must provide students with access to opportunities, experiences, and services that facilitate

- **seamless learning environments**
- **development of a sense of identify through educational opportunities**
- **independence and self-sufficiency through activities and educational opportunities**
- **development of mature styles of relating to others and living cooperatively with others**
- **appreciation of cultural differences, perspectives, lifestyles, spirituality, and other forms of diversity**
- **opportunities for analyzing, forming, and confirming values**
- **personal growth, reflection, and development**
- **development of balanced lifestyles embracing wellness**
- **respect for self, others, and property**
- **appreciation of new ideas**
- **development of a sense of justice and fairness**
- **leadership development, problem-solving, and decision-making**
- **interaction between students, faculty, and staff**
- **formation of study groups**
- **access to academic resources through technology**
- **acquisition and use of knowledge, skills, and values**
- **educational and career choices**
- **learning life skills, e.g., health, personal finance, and time management**

HRLP must offer purposeful programs, which may include living-learning communities, designed to integrate curricular and co-curricular experiences that complement and extend classroom learning.

Educational and community development programming, advising and counseling, and administrative activities of the HRLP staff will vary according to assessed student needs, institutional priorities, and the competencies of the staff members.

In education and community development programs, staff members must

- **introduce and orient residents to community expectations, facilities, services, emergency protocols, and staff members**
- **document institutional and residential living policies, procedures, and expectations including the potential consequences for violation**
- **involve students in programming, policy development, and self-governance**
- **provide educational programs that focus on awareness of cultural differences, social justice, and self-assessment of possible bias**
- **offer social, recreational, educational, cultural, spiritual, and community service programs**
- **promote and provide education about the effects and risks of drug and alcohol use, and other high risk behaviors**
- **encourage residents to exercise responsibility for their community through confrontation of inappropriate or disruptive behavior**
- **encourage residents to participate in mediating conflict within the community**
- **encourage residents to learn about their rights as students, tenants, residents, and consumers**
- **promote appropriate student use of technological resources**

Successful education and community development programs should promote the following outcomes for student participants:

- greater knowledge and skills related to career opportunities
- increased knowledge about institutional resources
- greater commitment to civic engagement
- improved academic performance and higher academic achievement
- stronger collaborative problem-solving skills
- improved demonstration of critical thinking skills
- increased student satisfaction

One approach to promoting education and community development in residence halls is through living-learning communities (LLCs). LLCs are defined as: "programs in which undergraduate students live together in a discrete portion of a residence hall (or the entire hall) and participate in academic and/or extracurricular programming designed especially for them" (National Study of Living-Learning Programs, 2007, p. I-2). LLCs should create more integrated experiences for first-year students by connecting faculty, students, disciplines, and co-curricular experiences.

Living-learning communities can be developed around themes, majors, or concepts. LLCs can be broadly defined academic interest areas (e.g., health professions, foreign languages, or education); based upon a specific major or majors (e.g., engineering or journalism); targeted to specific groups of students (e.g., students in Honors programs, transfer students, first-year students, students in sophomore success programs); or LLCs can be linked with co-curricular interest (e.g., civic engagement or sustainability). Some LLCs offer Freshmen Interest Groups (FIGs) and freshmen seminars.

To facilitate success in the development, design, and administration of LLCs, HRLP should

- ensure that resources are in place before an LLC program is implemented
- explore models of LLCs that support student needs, goals, and fit with the institution's culture
- share responsibility and accountability among various LLC partners by defining roles and duties

- engage in collaborative partnership with academic and student affairs staff to advance LLC development
- facilitate regular communication among academic faculty and staff members, HRLP staff, and other LLC partners (e.g., create an LLC advisory council which includes stakeholders who directly influence the success of the program)
- provide adequate staffing structures for the overall coordination and administration of the program
- ensure appropriate and sustained resources to provide for faculty participation, professional development, stipends, assessment, and technical support
- market programs to various target audiences such as students, parents, faculty, and administrators
- develop mentor programs and use peer advisors for advising, leading study groups, assisting with teaching seminars, or providing programs
- incorporate a strong assessment program, which may include evaluation of learning outcomes, GPAs, retention rates, satisfaction data, co-curricular engagement, student conduct comparisons, and other measures of academic success

To achieve important learning outcomes for students, HRLP staff members should employ the following practices within LLCs:

- identify learning outcomes with strong academic focuses
- incorporate credit-bearing courses, taught specifically for LLC participants, into the LLC curriculum
- create opportunities for students to engage with peers, staff members, and faculty members around academic, vocational, social, and cultural topics germane to the LLC's topic
- incorporate academically oriented co-curricular activities into the LLC, including internships, service-learning experiences, and research opportunities
- provide assistance to faculty members teaching within LLCs to help them maximize the residential environment, which may be unfamiliar to them
- provide dedicated LLC study spaces and/or resource rooms within the residence hall

Successful LLCs should report the following outcomes for student participants, as compared to traditional residence hall students:

- smoother transition to college, both academically and socially
- stronger sense of belonging, including feeling that the institution is less overwhelming
- increased first-to-second year retention
- increased persistence toward graduation
- higher levels of academic self-confidence
- greater integration of students' academic and non-academic lives
- increased participation and engagement in academic and co-curricular programs
- increased involvement in volunteer opportunities and/or enrollment in service-learning courses
- greater likelihood of serving as a mentor for other students
- more frequent integration and application of knowledge from different sources across contexts (e.g., other courses or personal experiences)

Successful LLCs should report the following outcomes regarding faculty and staff participants:

- increased involvement of faculty in the co-curriculum
- greater collaboration among faculty and staff members

- enhanced knowledge about students and their development by faculty members
- increased and enhanced opportunities for faculty rewards and recognition

In advising, counseling, and crisis intervention, HRLP staff members must

- **provide individual advising or counseling support within the scope of their training and expertise and make appropriate referrals to student support services**
- **foster relationships with students that demonstrate genuine interest in students' educational and personal development**

In administrative activities, HRLP staff members must

- **provide policies and procedures to support special populations**
- **encourage residents to participate in evaluating the HRLP**
- **provide information on safety, security, and emergency procedures**
- **create and maintain an environment and atmosphere conducive to educational pursuits**
- **provide emergency response and crisis intervention management in coordination with relevant campus and community resources**
- **ensure that the safety and security of the residents and their property are taken into consideration as policies are developed**
- **assess needs of the housing population annually, specifically addressing the needs for special interest programming and for upgrading or modifying facilities**

Part 3. ORGANIZATION AND LEADERSHIP

To achieve program and student learning and development outcomes, Housing and Residential Life Programs (HRLP) must be purposefully structured for effectiveness. HRLP 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 HRLP 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**

HRLP must work with institutional leadership to establish and maintain productive working relationships when the management of the HRLP is divided among different agencies within the institution.

A unified organizational structure, including all housing and residential life functions, should be used so as to effectively deliver the services to users and to avoid multiple hierarchical lines of communication and authority.

HRLP must maintain well-structured management functions, including planning, human resources, property management, procurement, contract administration, financial control, and information systems.

Evaluation of the organization must be based upon progress toward the achievement of short-range and long-range organizational goals. Planning must be adequate to project and accommodate both immediate and future needs.

Part 4. HUMAN RESOURCES

Housing and Residential Life Programs (HRLP) must be staffed adequately by individuals qualified to accomplish mission and goals.

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

Within institutional guidelines, HRLP 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 HRLP 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 HRLP 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.

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

HRLP 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**

HRLP 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.

Administrators of HRLP 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.

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

PROFESSIONAL PERSONNEL

HRLP 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.

Individual residence halls and apartment communities should be supervised by professional staff members who have earned a master's degree from accredited institutions in a field of study such as college student affairs, college counseling, or higher education administration.

Desirable characteristics for professional, pre-professional, and paraprofessional staff members include demonstrated skills of leadership and communication, maturity, a well-developed sense of responsibility, sensitivity to individual differences, a positive self-concept, an understanding of how to promote student learning and academic success, and an obvious interest and enthusiasm for working with students.

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.

HRLP professional staff members must train resident/community assistants and other paraprofessionals to contribute to the accomplishment of the following functions: (a) community development (b) educational programming, (c) administration, (d) group and activity advising, (e) leadership development, (f) student conduct, (g) role modeling, (h) individual assistance and referral, (i) providing information, (j) crisis intervention, and (k) facilities management.

HRLP staff members must have a working knowledge of all relevant policies and procedures, the rationale for policies and procedures, and the relationship of policies and procedures to the HRLP's mission statement, goals, and objectives.

HRLP position descriptions must include adequate time for planning as well as for program implementation.

HRLP must routinely evaluate conditions of employment for all HRLP staff (e.g., length of contracts, job expectations).

HRLP staff members should have a personal development plan that reflects and supports the goals and objectives of the organization and areas for professional improvement.

HRLP staff members must be knowledgeable about and remain current with respect to the obligations and limitations placed upon the institution by law and institutional policies.

HRLP must ensure that comprehensive planning documents and protocols exist and that annual training occurs for staff members and students for all crisis-related residential circumstances (e.g., individual psychological incidents, fire and evacuation, environmental disasters, medical emergencies, etc.).

A well-developed Business Recovery/Continuity Plan must exist, and HRLP must fully participate in campus crisis management and evaluation.

HRLP staff members must receive adequate training to make appropriate and timely referrals regarding any escalating behavior problems.

Part 5. ETHICS

Housing and Residential Life Programs (HRLP) 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 HRLP 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

HRLP 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

HRLP staff members should remain abreast of ethical codes and practices through involvement in professional associations or other equally effective means.

Part 6. LAW, POLICY, and GOVERNANCE

Housing and Residential Life Programs (HRLP) 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.

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

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

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

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

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

HRLP 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.

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

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

HRLP must provide a clear and complete written agreement between the resident and the institution that conveys mutual commitments and responsibilities. The agreement must include contract eligibility and duration; room assignments and changes; rates and payment policies; dining options; procedures for canceling, subleasing, or being released from the housing and/or dining agreement; room entry and inspection procedures; and pertinent rules and regulations.

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, Housing and Residential Life Programs (HRLP) must create and maintain educational and work environments that are welcoming, accessible, inclusive, equitable, and free from harassment.

HRLP 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.

HRLP 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

Housing and Residential Life Programs (HRLP) 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.

HRLP 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**

HRLP must advocate for membership on critical committees, especially those related to crisis response, threat assessment, emergency operations, and business continuity.

HRLP should develop close cooperation with campus and off-campus agencies responsible for university communications, legal counsel, environmental health, emergency management, student conduct, counseling services, academic units, learning assistance, disability services, student health services, student activities, public safety, academic advising, admissions, campus mail, physical plant services, institutional budgeting and planning, computer services, vendors and suppliers of products used in residence and dining halls, and privatized housing operators.

HRLP should establish relationships with a wide range of student groups (e.g., Residence Hall Association, campus student government, LGBT groups, fraternities and sororities, and student organizations which may align with any living-learning communities) to gain input and serve as a resource.

HRLP staff members should be aware of the political implications of housing as a critical institutional asset, its opportunity to contribute to academic programs and the delivery of services, and its effect on attracting and retaining students.

HRLP staff members must develop and maintain staff relationships in a climate of mutual respect, support, trust, and interdependence in recognizing the strengths and limitations of each colleague.

Part 9. FINANCIAL RESOURCES

Housing and Residential Life Programs (HRLP) must have funding to accomplish the mission and goals.

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

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

HRLP 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.

HRLP must administer funds in accordance with established institutional accounting procedures.

HRLP 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**

Procedures should be present to ensure reconciliation between goods paid for and goods ordered and received.

A portion of fees collected must be dedicated to the immediate support and long-term improvement of housing and residential life programs and facilities. Funding must be available for the continuous upkeep of facilities, equipment and furnishings, on-going repairs, educational programming, and services to residents. Reserves must be available for major maintenance and renovation of housing facilities, replacement of equipment, and other capital improvements.

Student governance units (e.g., hall or campus-wide residential councils) should have access to accounting offices and services to effectively carry out their functions. Dues collected from students for programs and services should be managed within the institution.

Representatives of residence hall and apartment housing communities should be given opportunity to comment on proposed rate increases and the operating budget. Rate increases should be announced well in advance of implementation.

Information regarding the use of HRLP funds should be available to the campus community.

When HRLP is an auxiliary enterprise, additional funds beyond reasonable institutional service charges should not occur without consultation with HRLP senior leadership.

Part 10. TECHNOLOGY

Housing and Residential Life Programs (HRLP) 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.

HRLP 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**

HRLP 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, HRLP 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**

Technology systems should be used to create and sustain cost reduction and efficiency improvement measures.

HRLP should consider the use of electronic security systems including access control, video surveillance, and intercommunication systems as part of a unified integrated security management system. HRLP should provide a formal written policy to regulate the use of and provide guidelines for video surveillance cameras and systems for residential facilities and consider the use, retention, and dissemination of surveillance records along with student privacy issues.

HRLP must make appropriate use of social networking and other web-based communication programs and techniques.

Part 11. FACILITIES AND EQUIPMENT

Housing and Residential Life Programs' (HRLP) 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.

HRLP 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, HRLP must take into account expenses related to regular maintenance and life cycle costs.

The location and layout of the facilities must be sensitive to the needs of transgender persons.

The HRLP must ensure that the physical environment is attractive, conducive to academic success and other learning outcomes, functional, in compliance with codes, and equipped adequately with safety features.

Individual rooms and apartments must be furnished and equipped to accommodate the designated number of occupants.

Adequate space must be provided for student study, community development, and group meetings. Public, common, study, recreational areas, fitness rooms, and computer labs when provided must be adequately furnished and maintained to accommodate the number of users.

Residential facilities should include private offices for counseling, advising, interviewing, or other meetings of a confidential nature as well as office, reception, and storage space sufficient to accommodate assigned staff, supplies, equipment, library resources, conference rooms, classrooms, and meeting spaces.

Custodial services programs must be required to provide a clean and orderly environment in all housing facilities and to minimize the introduction of hazardous or toxic materials into the residential environment. All community bathrooms, as well as public areas, must be cleaned and sanitized at least daily on weekdays.

A weekend custodial services program should be in place.

Sufficient space for custodial equipment and storage must be available in close proximity to the assigned custodial area.

Pest management practices must be implemented in all housing and food service areas.

Maintenance and renovation programs must be implemented in all housing operations and include four major areas: (a) a preventive maintenance program designed to realize or exceed the projected life expectancy of the equipment and facilities, (b) a program designed to repair or upgrade equipment, facilities, and building systems as they become inoperable or obsolete, (c) a renovation program that modifies physical facilities and building systems to make them more sustainable, flexible, accessible, effective, attractive, efficient, and safe, and (d) a program designed to provide emergency response 24 hours a day.

Periodic inspections and audits must be made to (a) ensure compliance with fire and safety codes; (b) identify and address potential safety and security hazards (e.g., fire extinguishers charged, sprinkler systems and exit doors working properly, automatic door closers, lighting outside buildings, potential hazards identified and corrected, etc.) and (c) adhere to campus efforts to improve energy efficiency. Data from inspections must be used for repair and replacement schedules.

A system of access control must be in place to provide for frequent monitoring of all associated hardware and identifying potential security hazards related to key/card inventory by stringently controlling the use of master keys/access cards.

Systematically planned equipment replacement programs must exist for furnishings, mechanical, and electrical systems; maintenance equipment; carpeting and other flooring; window coverings; and dining equipment where applicable.

Painting must be conducted on the basis of current need and a preplanned cyclical schedule.

Waste disposal, recycling, and handling and storage of chemicals and hazardous materials must be in compliance with laws and regulations for health, safety, and environmental protection requirements. HRLP staff members must identify work-place hazards and strive to minimize the risk to employees through education, training, and provision of personal protective equipment.

Grounds, including streets, walks, recreational areas, and parking lots, must be attractively maintained, with attention given to safety features.

Principles of sustainability should be incorporated into the operation and renovation of existing facilities and construction of new facilities. These principles should include but are not limited to a strong energy conservation program, an organized recycling program, choices of furnishings and floor coverings, as well as advancement of the principles of a carbon-neutral environment.

Student housing construction project planning must be responsive to the current and future needs of residents. HRLP staff members must be involved in the design and development of new housing construction.

Students should be consulted on the design and development of new housing construction, renovations, and capital improvements.

A master plan for maintaining and renovating all facilities must exist and include timelines for addressing specific needs.

Laundry facilities must be provided within or in close proximity to living areas, be well-maintained, and reasonably priced.

Suggestions from residents must be regularly and consistently sought and considered regarding physical plant improvements and renovations to college/university housing and dining facilities.

A systematic evaluation of student satisfaction of residential facilities must be in place.

An up-to-date inventory of housing property and furnishings must be maintained.

Physical plant renovations must be scheduled to minimize disruption to residents and diners. During the academic and summer terms adequate communication regarding closings should be coordinated and provided to users.

Acceptable accommodations and amenities must be provided for professional live-in staff members with appropriate consideration for the following needs: adequate living space for the staff member and any family, furnishings and equipment, telecommunications package, appropriate access, and parking.

Part 12. ASSESSMENT

Housing and Residential Life Programs (HRLP) must develop assessment plans and processes.

Assessment plans must articulate an ongoing cycle of assessment activities.

HRLP should regularly assess its programs and services.

HRLP 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**

Qualitative methods may include questionnaires and focus groups. Quantitative measures may include data on housing capacity, occupancy, and retention; student conduct; damages; facility assessments; demographics; programming; and analysis of student GPAs (academic class, sex, building type, LLCs, etc.). Data should be used to develop projections related to new construction, renovation of existing facilities, new initiatives, and room rates.

At least once annually residents must be invited to anonymously evaluate the performance of their Resident Assistants and other student staff members who serve in their residences.

HRLP must employ ethical practices in the assessment process.

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

General Standards revised in 2014

HRLP content developed/revised in 1986, 1992, 1997, 2004, & 2013