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

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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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CIVIC ENGAGEMENT AND SERVICE-LEARNING PROGRAMS

CAS Contextual Statement

From the inception of American colleges and universities, one of the purposes of higher education has been to serve society and promote democracy through the education of leaders (Ehrlich, 2000; Hartley, 2009). The growth and proliferation of civic engagement and service-learning programs over the past thirty years illustrate institutions' commitment to civic education for citizenship and the development of civic leadership skills for students (Saltmarsh & Hartley, 2011). Through service experiences coupled with learning activities and reflection, civic engagement and service-learning programs offer educators many pathways to help students develop dispositions toward responsible public service, citizenship, and civic agency (Schnaubelt, 2012; Gorgol, 2012). Civic engagement outcomes may be achieved through experiences within curricular-based learning, as in a service-learning course, or through a well-organized, one-time service activity, a community-based research project, intentional advocacy, or an alternative spring break trip. Civic engagement can be defined as follows:

Civic engagement means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivations to make that difference. It means promoting the quality of life in a community through both political and non-political processes. (Ehrlich, 2000, p. vi)

Of the pedagogies related to civic engagement, service-learning is the most widely-used, well-researched, and respected high-impact teaching practice (Finley, 2011). Service-learning is “a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development” (Jacoby, 1996). Research shows that students who participate in service-learning integrate theory with practice, report academic gains, develop a deeper understanding of course material, demonstrate critical reflection skills, develop a sense of social responsibility, and demonstrate a greater ability to work collaboratively (Astin, Sax, & Avalos, 1999; Eyler & Giles, 1999; Gorgol, 2010; Kahne & Sport, 2008; Keen & Hall, 2009; Steinberg, Hatcher, & Bringle, 2011).

Civic engagement and service-learning programs offer many benefits to students, institutions, and communities making it a popular pedagogy and important institutional strategy (Sponsler & Hartley, 2013). To understand this current movement in higher education, it is valuable to look back fifty years. The partnership between higher education and the community became more pronounced as the civil rights movement and social activism of the 1960s and 1970s influenced the role of colleges and universities in civic life. Higher education institutions intentionally engaged with the social, political, and economic strife of their communities. In this period, many students and faculty emphasized diversity and outreach in their programming; these programs included neighborhood development and outreach programs in local communities, racial/ethnic studies, international education, and study abroad.

The 1980s ushered in a new period of activism led by students and college presidents. In 1984, two students formed COOL – The Campus Outreach and Opportunities League - to promote student involvement in community service and social activism. In 1985, three college presidents, from Brown, Georgetown, and Stanford University, with the president of the Education Commission of the States, formed Campus Compact, creating a coalition of college and university presidents who were committed to returning to and fulfilling the public purposes of higher education. These two organizations laid the groundwork for colleges and universities to institutionalize engagement efforts with resources, infrastructure, and technical support for students, faculty, and administrators.

With the support of external organizations like COOL and Campus Compact, the 1990s experienced a significant growth in the range of service-learning courses and civic engagement efforts. From the three founding campuses,

Campus Compact membership grew to nearly 1000 by the year 2000. During this time, service-learning, with its emphasis on combining coursework and community service, emerged as the most popular form of civic engagement in education (Gorgol, 2012). Higher education had renewed its commitment to community and democracy.

In the 2000s, there was a broadening of scope; campuses were continuing to offer service-learning courses and were adding an array of course-based strategies and high-impact pedagogies to educate students for citizenship. This was evident by the growth and development of community-based research, alternative spring breaks, campus-wide service days, community based research, activism, and political engagement efforts. These pedagogies and practices offered more opportunities for students to gain the knowledge, skills, and abilities necessary to serve as leaders in their communities. In addition, due to external accountability and awards such as the Carnegie Elective Classification for Community Engagement and the Presidential Honor Roll for Community Engagement, campuses began better documenting the work being accomplished. National associations and organizations such as The Bonner Program, The American Democracy Project of the American Association of State Colleges and Universities, the Democracy Commitment, and NASPA's Lead Initiative were developed to support the growing work of civic engagement on campuses. To accommodate this growth and meet the demands for assessment, campuses have developed a variety of organizational structures to support civic engagement and service-learning. These responsibilities may be housed in academic affairs, student affairs, or a joint structuring between the two; this structure varies from campus to campus (Sponsler & Hartley, 2013).

The growth, expansion and institutionalization of civic engagement and service-learning programs led to a movement--a social movement towards a more democratic form of education (Hartley, 2013). The report, *A Crucible Moment: College Learning and Democracy's Future*, sponsored by the Department of Education, furthered this idea (2012). This report was a national call to action that provided an agenda for civic engagement and education for the future, highlighting the need for a more democratic education (Osteen, 2012; Campus Compact, 2012).

In practice, civic engagement and service-learning programs are designed with service, learning, and the community in mind to be relational, not transactional; it is the relationship that grounds and supports the learning (Jacoby, 1996; Jacoby, 2014). In order to have a transformative experiential educational experience, civic engagement and service-learning programs must be grounded in reflection, based on reciprocal relationships, and designed to create a diverse community of learners.

At the heart of civic engagement and service-learning programs is reflection. "As a form of experiential education, service-learning is based on the pedagogical principle that learning and development do not necessarily occur as a result of the experience itself. Rather, they occur as a result of reflection intentionally designed to promote learning and development" (CAS, 2012). Reflection can take many forms for both students and community and can occur through formal channels (writing papers, presentations, or disciplinary research) or informal channels (conversation, journaling, debate, or discussion).

Mutually beneficial community partnerships, grounded in reciprocity, are critical components of effective civic engagement and service-learning programs (Jacoby, 2014). Reciprocal relationships guarantee that all parties are both educators and learners; the needs and interests to be addressed in a project should be defined by both campus and community. In developing, maintaining, and improving these relationships, asset-based models are preferred. Both campus and community should consider the strengths that each party brings to the relationship. This is not a "helping" relationship but, rather, a reciprocal relationship in which each is served.

The most successful civic engagement and service-learning programs create a diverse community of learners who together grow and develop as citizens while celebrating difference and diversity. Institutions develop, structure, and support civic engagement and service-learning programs in a variety of ways; some programs are housed in student affairs, academic affairs, or in collaborative centers to serve the unique needs and resources of the institution (Sponsler & Hartley, 2013). This work is not a solitary, individual endeavor but is dependent upon interrelated parties--students, campus, and community partners--who come together to solve problems with innovation and creativity to meet the needs of their defined community (Colby, Beaumont, Ehrlich, & Corngold, 2007; Hartley, 2009; Saltmarsh & Hartley, 2011). This is the essence of a functioning, diverse democracy. Approaching civic engagement and service-learning in this way with a diverse lens affords the opportunity to reflect upon and activate our democracy and celebrate the contributions of all.

Civic engagement and service-learning programs are a powerful form of experiential education; they integrate practical, real-world service experiences with insightful and thoughtful education. As a result of participation, students develop the skills, knowledge, and capabilities to engage reciprocally with their communities through thoughtful reflection, integrated learning, and becoming empowered to work with others to lead, envision, and create change.

The reader is encouraged to recognize that the CAS Civic Engagement and Service-Learning Programs standards compliment and support other CAS standards. Among others, the CAS standards for Academic Advising Programs, Career Services, College Honor Society Programs, Internship Programs and Education Abroad Programs include components supportive of and relevant to civic engagement and service-learning offerings in higher education.

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CIVIC ENGAGEMENT AND SERVICE-LEARNING PROGRAMS

CAS Standards and Guidelines

Part 1. MISSION

The mission of Civic Engagement and Service-Learning Programs (CES-LP) is to involve students in learning experiences that serve community needs through direct service, community-based research, advocacy, and engagement opportunities. These programs require reciprocal relationships between the students, institutions, and the community in a mutually beneficial partnership. At the heart of CES-LPs is reflection that is intentionally designed to promote student learning and development.

CES-LP 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, Civic Engagement and Service-Learning Programs (CES-LP) 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

CES-LP must contribute to the well-being of the communities that host service-learners.

To contribute to student learning and development, CES-LP 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.]

CES-LP 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**

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

CES-LP must be integrated into and enhance both the academic and co-curricular programs and the community.

CES-LP must

- **allow participants to define their needs and interests**
- **engage students in responsible and purposeful actions to meet community-defined needs**
- **enable students to understand needs in the context of community resources**
- **articulate clear service and learning goals for everyone involved, including students, faculty and staff members, community agency personnel, and those being served**
- **ensure intellectual rigor within the design of service-learning experiences**
- **establish criteria for selecting civic engagement and service-learning sites to ensure productive learning opportunities for everyone involved**
- **educate students regarding the philosophy of service and learning, the particular community service site, the work they will do, and the people they will be serving in the community**
- **establish and implement risk management procedures to protect students, the institution, and the community agencies**
- **offer alternatives to ensure that students are not required to participate in activities that violate a religious, spiritual, or moral belief**
- **engage students in reflection designed to enable them to deepen their understanding of themselves, the community, and the complexity of social problems and potential solutions**
- **engage students in the examination of assumptions and biases**
- **raise student awareness of social systems at the root of community needs**
- **educate students to differentiate between perpetuating dependence and building capacity within the community**
- **establish mechanisms to regularly assess and evaluate civic, service, and learning outcomes for students and communities**
- **provide on-going professional development and support to faculty and staff members**
- **educate students to analyze community action to differentiate acts of charity from transformative change**

CES-LP must initiate and maintain collaborative relations within the institution for the design and implementation of CES-LP experiences. They must develop mutually beneficial partnerships with community-based organizations to meet organizations' service needs and to achieve student learning and development outcomes.

When course credit is offered for service-learning, the credit must be for learning, not service. Whether service-learning is for academic credit or not, the focus must be on learning and educational objectives, not on hours served.

CES-LP must offer a wide range of curricular and co-curricular experiences appropriate for students at varied developmental levels and with a variety of interests and abilities.

Examples may include older students, commuter students, students who are parents, part-time students, fully employed students, international students, and students with disabilities.

Experiences may include

- One-time and short-term experiences. These may be designed to achieve a variety of student learning outcomes, including introducing students to civic engagement and service-learning as a critical aspect of their college education, enabling students to learn what types of service best suit their interests, familiarizing students with the community in which the institution is located, and understanding the approaches different agencies take to address community problems. These experiences may be co-curricular or part of the academic curriculum, including first-year seminars.
- Credit-bearing courses. Such courses may be designed to enable students to deepen their understanding of course content, apply knowledge to practice, and test theory through practical application. These courses may be designed for students at any levels. Learning experiences provide opportunities for students to consider how disciplinary or interdisciplinary knowledge may be applied in a socially responsible manner in professional settings.
- Community-based research. Whether integrated into a course or organized as an independent-study, students engage in community-based research work with faculty and community partners to design, conduct, analyze, and report research results to serve community purposes.
- Intensive service-learning experiences. Service-learning experiences may immerse students intensively in a setting or culture, whether domestically or abroad. These experiences may engage students in dialogue and problem solving with the people most affected by the issues and help them develop a sense of solidarity with people whose lives and perspectives differ from their own. These experiences vary in length from a one-week alternative break to a semester- or year-long experience.

The course syllabus or plan for co-curricular experiences must describe

- **community-identified needs that the service will address**
- **desired outcomes of the service and learning for all participants**
- **activities or assignments that link service to academic content**
- **opportunities to reflect on one's personal reactions to service and learning experiences**
- **logistics (e.g., time required, transportation, materials required, description of the setting)**
- **nature of the service work**
- **roles and responsibilities of students and community members**
- **procedures for risk management**
- **evaluation of the service and learning experiences**
- **assessment of the degree to which desired outcomes were achieved**

CES-LP should foster student leadership, civic learning, and development and should encourage student-initiated and student-led service and learning.

CES-LP that focus on collective action must gather and evaluate information from multiple perspectives in conducting critical inquiry and analysis.

Part 3. ORGANIZATION AND LEADERSHIP

To achieve program and student learning and development outcomes, Civic Engagement and Service-Learning Programs (CES-LP) must be purposefully structured for effectiveness. CES-LP 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 the CES-LP 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

Strategic planning should include the insights and perspectives of those off-campus partners that serve as co-educators and/or provide service opportunities.

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

Leaders should ensure CES-LP participants and stakeholders identify the extent to which the goals were achieved and celebrate those achievements.

Part 4. HUMAN RESOURCES

Civic Engagement and Service-Learning Programs (CES-LP) must be staffed adequately by individuals qualified to accomplish mission and goals.

CES-LP must have access to technical and support personnel adequate to accomplish their mission.

Within institutional guidelines, CES-LP 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 CES-LP 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 CES-LP 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.

CES-LP personnel, when hired and throughout their employment, must receive appropriate and thorough training.

CES-LP 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**

CES-LP 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.

Professional development of staff and faculty members engaged in civic engagement and service-learning programs should address how to

- build relationships with community agencies
- establish and maintain collaborative relationships with campus functional areas and units
- engage students in community action for the public good
- prepare, mentor, and monitor students to deliver services according to legal and risk management policies
- employ learning strategies that are effective in achieving learning outcomes
- engage students in structured opportunities for reflection
- develop, implement, and evaluate service and learning goals
- facilitate the process of identifying student and community needs and interests
- clarify the responsibilities of students, the institution, and agencies
- match the unique needs of agencies and students
- sustain genuine and active commitment of students, the institution, and agencies
- educate, train, and support students to facilitate service-learning experiences for their peers
- ensure that the time commitments for service and learning are balanced and appropriate
- foster participation by and with diverse populations
- develop fiscal and other resources for program support

Administrators of CES-LP 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.

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

PROFESSIONAL PERSONNEL

CES-LP 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.

To maintain and encourage reciprocity and mutually beneficial partnerships, the leaders of CES-LP and staff should provide professional development for community partners regarding how to work effectively with students, faculty members, and staff in higher education institutions. CES-LP leaders should also create opportunities for community partners to educate CES-LP staff about their organizations and the community.

Faculty and staff members who integrate service-learning into courses should receive institutional recognition and support (e.g., reduced course load, mini-grants, or teaching assistants).

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.

Part 5. ETHICS

Civic Engagement and Service-Learning Programs (CES-LP) 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 CES-LP 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

CES-LP 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

CES-LP programs must value and respect the voice of the community in the co-creation of programs and initiatives. They must create sustained partnerships with community leaders to ensure candid feedback and mutuality in decision-making.

The faculty members, staff, and students involved in civic engagement and service-learning must be held to the same ethical standards as the CES-LP staff members.

All faculty and staff members responsible for supervising civic engagement and service-learning activities must monitor student performance based on training expertise and competence and alter placements as needed.

Part 6. LAW, POLICY, AND GOVERNANCE

Civic Engagement and Service-Learning Programs (CES-LP) 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.

CES-LP must have access to legal advice needed for personnel to carry out their assigned responsibilities.

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

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

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

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

CES-LP 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.

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

CES-LP must inform personnel about internal and external governance organizations that affect programs and services.

Part 7. DIVERSITY, EQUITY, AND ACCESS

Within the context of each institution's mission and in accordance with institutional policies and applicable codes and laws, Civic Engagement and Service-Learning Programs (CES-LP) must create and maintain educational and work environments that are welcoming, accessible, inclusive, equitable, and free from harassment.

CES-LP 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.

CES-LP 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

Civic Engagement and Service-Learning Programs (CES-LP) 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

CES-LP should develop productive working relationships with a wide range of campus agencies, including risk management, transportation, health services, academic departments and colleges, leadership programs, new student orientation, student activities, and institutional relationships and development.

Civic engagement and service-learning works best when the institution as a whole is engaged as a responsible partner with its surrounding communities. CES-LP professionals should advocate for the institution to share its resources with its community and to develop a wide range of mutually beneficial campus-community partnerships.

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

CES-LP 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**

Part 9. FINANCIAL RESOURCES

Civic Engagement and Service-Learning Programs (CES-LP) must have funding to accomplish the mission and goals.

In establishing and prioritizing funding resources, CES-LP must conduct comprehensive analyses to determine

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

CES-LP 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.

CES-LP must administer funds in accordance with established institutional accounting procedures.

CES-LP 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**

Part 10. TECHNOLOGY

Civic Engagement and Service-Learning Programs (CES-LP) 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.

CES-LP 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

CES-LP 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, CES-LP must

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

Part 11. FACILITIES AND EQUIPMENT

Civic Engagement and Service-Learning Programs' (CES-LP) 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.

CES-LP 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, CES-LP must take into account expenses related to regular maintenance and life cycle costs.

Part 12. ASSESSMENT

Civic Engagement and Service-Learning Programs (CES-LP) must develop assessment plans and processes.

Assessment plans must articulate an ongoing cycle of assessment activities.

CES-LP 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**

CES-LP must assess the impact of programs on student learning and development.

CES-LP must assess the impact of programs on the community and partnerships.

CES-LP should provide assessment reports in a format that is easily understood and accessible by all stakeholders and partners.

CES-LP must employ ethical practices in the assessment process.

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

General Standards revised in 2014;

CES-LP (formerly Service-Learning Programs) content developed/revised in 2005 and 2015