



Council for the Advancement of Standards in Higher Education

www.cas.edu

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

The mission of the Council for the Advancement of Standards in Higher Education (CAS) is to promote the improvement of programs and services to enhance the quality of student learning and development. CAS is a consortium of professional associations who work collaboratively to develop and promulgate standards and guidelines and to encourage self-assessment.

CAS STANDARDS AND GUIDELINES

Each CAS standard contains 14 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 Book of Professional Standards and Guidelines and Self-Assessment Guides that are designed to lead to a host of quality-controlled programs and services. These standards respond to real-time student needs, the requirements of sound pedagogy, and the effective management of 40 functional areas, consistent with institutional missions. Individuals and institutions from nearly 40 CAS member organizations comprise a professional constituency of over 100,000 professionals.

DISCLAIMER

The standards and guidelines published in “The Book of 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.

Direct your questions to the CAS Executive Office, One Dupont Circle NW Suite 300 Washington, DC 20036-1188,
202-862-1400, (email contact: Phyllis Mable, Executive Director, www.cas.edu)

THE ROLE of AUXILIARY SERVICES FUNCTIONAL AREAS

CAS Standards Contextual Statement

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

Over the past thirty years, several business processes and structures have been introduced to the provision of auxiliary services at colleges and universities and, in describing an Auxiliary Services Functional Area (ASFA), the following terms are among those currently used:

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

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

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

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

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

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

Auxiliary services may include, but are not limited to housing, student unions, bookstores, dining services, food courts with nationally recognized brands, conference services, health services, campus card programs, parking/transportation services, mail services, telecommunications, cable and internet services, student athletics, campus recreation centers, retail outlets, convenience stores, banking services, computer kiosks, other retail outlets, and contracted services. ASFA, through their quality, reliability, and ease of use, are expected to positively impact student recruitment and retention and to enhance the student life experience. ASFA may be expected to provide additional funds to the institution. Organizationally, although many campuses include ASFA within student life, ASFA may report through administrative affairs or be structured as a separate division of the institution. ASFA may also be structured as independent not-for-profit educational corporations (in the U.S., designated as 501(c)(3) corporations by the Internal Revenue Service) with affiliation to an institution. When services are provided by outsourced companies, the auxiliary services role may be one of intermediary between private service providers and the institution.

Today's institutions face decreasing public support, as well as pressure to minimize tuition increases, hence there is the need to find alternative sources of revenue. Within this context are students and parents who want sophisticated and varied campus services. ASFA face declining institutional funding and at the same time, expectations to generate revenue, offer new services, provide excellent customer service, give exceptional value, and use the best technology in delivering their services. In addition to following general standards of practice germane to all functional areas in higher education, it is necessary that ASFA also follow the best business enterprise standards and guidelines to accomplish their mission.

While ASFA professionals are concerned with providing quality campus services, and funding those services, they are equally concerned with supporting the academic mission of their institution. Among their many roles, ASFA give students places to live, eat, buy textbooks and supplies, recreate, meet, study, attend campus events, socialize, and work on campus. As a major source of on-campus student employment, auxiliary services play an important role in promoting individual student success.

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

References, Readings, and Resources

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AUXILIARY SERVICES FUNCTIONAL AREAS

CAS STANDARDS and GUIDELINES

Part 1. MISSION

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

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

ASFA must develop, disseminate, implement, and regularly review their mission. Mission statements must be consistent with the mission of the institution and with professional standards. ASFA in higher education must enhance overall educational experiences by incorporating student learning and development outcomes in their mission.

Part 2. PROGRAM

Auxiliary Services Functional Areas (ASFA) are expected to provide programs that target specific needs; facilities; items for sale that the ASFA and institution consider appropriate to the campus community; support services for students, faculty members, staff, and visitors; administration; information; clearly stated schedules and hours of operation; value; efficiency; and a fair cost structure.

The formal education of students, consisting of the curriculum and the co-curriculum, must promote student learning and development outcomes that are purposeful and holistic and that prepare students for satisfying and productive lifestyles, work, and civic participation. The student learning and development outcome domains and their related dimensions are:

- **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**
- **cognitive complexity**
 - **Dimensions: critical thinking; reflective thinking; effective reasoning; and creativity**
- **intrapersonal development**
 - **Dimensions: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness**
- **interpersonal competence**
 - **Dimensions: meaningful relationships; interdependence; collaboration; and effective leadership**

- **humanitarianism and civic engagement**
 - **Dimensions: understanding and appreciation of cultural and human differences; social responsibility; global perspective; and sense of civic responsibility**
- **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**

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

Consistent with the institutional mission, ASFA must identify relevant and desirable student learning and development outcomes from among the six domains and related dimensions. When creating opportunities for student learning and development, ASFA must explore possibilities for collaboration with faculty members and other colleagues.

ASFA must assess relevant and desirable student learning and development outcomes and provide evidence of their impact on student learning and development. ASFA must articulate how they contribute to or support students' learning and development in the domains not specifically assessed.

ASFA must be:

- **integrated into the life of the institution**
- **intentional and coherent**
- **guided by theories and knowledge of learning and development**
- **reflective of developmental and demographic profiles of the student population**
- **responsive to needs of individuals, diverse and special populations, and relevant constituencies**

ASFA, in conjunction with appropriate partners, must:

- **introduce and orient students to facilities, services, staff members, and functions**
- **educate students on relevant safety, security, and emergency concerns**
- **clearly explain policies, procedures, and expectations**
- **develop an atmosphere conducive to educational pursuits, community, and interpersonal growth, in a safe and non-threatening environment**
- **provide a balanced variety of social, cultural, and intellectual options that is reflective of the diversity of the campus**
- **remain transparent and open to dialogue with customers and stakeholders**

ASFA, in conjunction with appropriate partners, may be expected to:

- **establish formal relationships and agreements with other campus service units**
- **collaborate with specific academic and campus units in design and provision of ASFA services**
- **provide opportunities for student employment, management training, and leadership development**
- **contribute to the socialization of students**
- **be self-funding (self-supporting) and contribute financially to the institution**
- **adhere to generally accepted practices of accounting, audit, and business records**

management

- function as an ancillary enterprise (separate but in concert with the academic enterprise)
- supervise contract-managed functional areas and services

Part 3. LEADERSHIP

Because effective and ethical leadership is essential to the success of all organizations, Auxiliary Services Functional Areas (ASFA) leaders with organizational authority for the programs and services must:

- **articulate a vision and mission for their programs and services**
- **set goals and objectives based on the needs of the population served and desired student learning and development outcomes**
- **promote campus environments that provide meaningful opportunities for student learning, development, and integration**
- **identify and find means to address individual, organizational, or environmental conditions that foster or inhibit mission achievement**
- **advocate for representation in strategic planning initiatives at appropriate divisional and institutional levels**
- **initiate collaborative interactions with stakeholders who have legitimate concerns and interests in the functional area**
- **apply effective practices to educational and administrative processes**
- **prescribe and model ethical behavior**
- **communicate effectively**
- **manage financial resources, including planning, allocation, monitoring, and analysis**
- **incorporate sustainability practices in the management and design of programs, services, and facilities**
- **manage human resource processes including recruitment, selection, development, supervision, performance planning, and evaluation**
- **empower professional, support, and student staff to accept leadership opportunities**
- **encourage and support scholarly contribution to the profession**
- **be informed about and integrate appropriate technologies into programs and services**
- **be knowledgeable about federal, state/provincial, and local laws relevant to the programs and services and ensure that staff members understand their responsibilities by receiving appropriate training**
- **develop and continuously improve programs and services in response to the changing needs of students and other populations served and the evolving institutional priorities**
- **recognize environmental conditions that may negatively influence the safety of staff and students and propose interventions that mitigate such conditions**
- **advocate for their programs and services**

ASFA leaders should provide all employees with guidance on:

- using effective and appropriate strategies for communicating with customers and stakeholders
- staying current with student needs, issues, perspectives, and desires
- cultivating and perpetuating relations with all campus departments
- working with student, campus, and academic leaders and organizations
- exercising safety and the safe provision of ASFA programs, goods, and services

- facility maintenance and efficient use of campus facilities, equipment, and financial and human resources
- employing standards, best practices, and processes for budgeting, contracting, purchasing, accounting, reporting, auditing, personnel administration, and record keeping
- establishing and maintaining effective relations with community and business agencies and offices
- promoting equal access to services, programs, and facilities for all students, faculty members, staff, and other customers
- implementing effective practices and responses to trends in the respective ASFA functional area community or industry

Part 4. HUMAN RESOURCES

Auxiliary Services Functional Areas (ASFA) must be staffed adequately by individuals qualified to accomplish the mission and goals. Within institutional guidelines, ASFA must establish procedures for staff selection, training, and evaluation; set expectations for supervision; and provide appropriate professional development opportunities to improve the leadership ability, competence, and skills of all employees.

ASFA professional staff members must hold an earned graduate or professional degree in a field relevant to the position they hold or must possess an appropriate combination of educational credentials and related work experience.

Degree- or credential-seeking interns must be qualified by enrollment in an appropriate field of study and by relevant experience. These individuals must be trained and supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision.

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. They must be educated on how and when to refer those in need of additional assistance to qualified staff members and must have access to a supervisor for assistance in making these judgments. Student employees and volunteers must be provided clear and precise job descriptions, pre-service training based on assessed needs, and continuing staff development.

Employees and volunteers must receive specific training on institutional policies and privacy laws regarding their access to student records and other sensitive institutional information (e.g., in the USA, Family Educational Rights and Privacy Act, FERPA, or equivalent privacy laws in other states/provinces or countries).

ASFA must have technical and support staff members adequate to accomplish their mission. All members of the staff must be technologically proficient and qualified to perform their job functions, be knowledgeable about ethical and legal uses of technology, and have access to training and resources to support the performance of their assigned responsibilities.

All members of the staff must receive training on policies and procedures related to the use of technology to store or access student records and institutional data.

ASFA must ensure that staff members are knowledgeable about and trained in emergency procedures, crisis response, and prevention efforts. Prevention efforts must address identification of threatening conduct or behavior of students, faculty members, staff, and others and must incorporate a system or procedures for responding, including but not limited to reporting them to the appropriate campus officials.

Salary levels and benefits for all staff members must be commensurate with those for comparable positions within the institution, in similar institutions, and in the relevant geographic area.

ASFA must maintain position descriptions for all staff members.

To create a diverse staff, ASFA must institute hiring and promotion practices that are fair, inclusive, proactive, and non-discriminatory.

ASFA must conduct regular performance planning and evaluation of staff members. ASFA must provide access to continuing and advanced education and professional development opportunities.

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

Staff members must have technical skills, training, and experience pertinent to their work.

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

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

ASFA staff members must be knowledgeable about programs, goods, and services offered directly.

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

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

ASFA should provide living wages to all employees.

A thorough job training program should be provided for all employees and volunteers and should include leadership and personal development opportunities.

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

limitations of each professional staff member, professional development opportunities should be regularly made available, consistent with needs and budgets.

Relationships between ASFA and their shareholders will depend heavily on the effectiveness, cooperation, support, and behavior of front line service personnel. Training should be closely supervised and monitored, and current industry practices should be evident in service processes, standards, and evaluation.

Desirable qualities of ASFA staff members should include:

- knowledge of and ability to use management and leadership principles
- ability to train, influence, supervise, and evaluate student employees and volunteers, particularly at entry levels
- experience in assessment and planning
- interpersonal skills applicable to a variety of cultures
- ability to explain the ASFA mission and articulate the program's relationship to the mission of the institution
- knowledge of and ability to apply student development and learning theories

Desirable qualities of staff members may include:

- technical proficiency certification
- knowledge of environmental and industry trends
- effective professional communication and presentation skills
- attributes necessary to meet job-related physical requirements

Part 5. ETHICS

Persons involved in the delivery of Auxiliary Services Functional Areas (ASFA) must adhere to the highest principles of ethical behavior. ASFA must review relevant professional ethical standards and develop or adopt and implement appropriate statements of ethical practice. ASFA must publish these statements and ensure their periodic review by relevant constituencies.

ASFA must orient new staff members to relevant ethical standards and statements of ethical practice.

ASFA staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in students' education records must not be disclosed except as allowed by relevant laws and institutional policies. ASFA staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or relevant law.

ASFA staff members must be aware of and comply with the provisions contained in the institution's policies pertaining to human subjects research and student rights and responsibilities, as well as those in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.

ASFA staff members must recognize and avoid personal conflicts of interest or appearance thereof in the performance of their work.

ASFA staff members must strive to insure the fair, objective, and impartial treatment of all persons with whom they interact.

When handling institutional funds, ASFA staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.

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

ASFA staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

ASFA staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.

ASFA staff members must be knowledgeable about and practice ethical behavior in the use of technology.

Marketing and advertising, when conducted, must be informative, accurate, respectful, non-deceptive, and useful to students, faculty members, staff, and visitors.

Private information disclosed by clients, students, faculty members, staff, and visitors in the course of conducting business (e.g., credit card information, medical conditions) must be treated as confidential unless clearly indicated otherwise by the person providing it.

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

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

Ethical standards of relevant professional associations should be considered.

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

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

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

Part 6. LEGAL RESPONSIBILITIES

Auxiliary Services Functional Areas (ASFA) staff members must be knowledgeable about and responsive to laws and regulations that relate to their respective

responsibilities and that may pose legal obligations, limitations, or ramifications for the institution as a whole. As appropriate, staff members must inform users of programs and services, as well as officials, of legal obligations and limitations including constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state/provincial, and local governments; and the institution's policies.

ASFA must have written policies on all relevant operations, transactions, or tasks that may have legal implications.

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

ASFA staff members must use reasonable and informed practices to limit the liability exposure of the institution and its officers, employees, and agents. ASFA staff members must be informed about institutional policies regarding risk management, personal liability, and related insurance coverage options and must be referred to external sources if coverage is not provided by the institution.

The institution must provide access to legal advice for ASFA staff members as needed to carry out assigned responsibilities.

The institution must inform ASFA staff and students in a timely and systematic fashion about extraordinary or changing legal obligations and potential liabilities.

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

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

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

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

Part 7. EQUITY and ACCESS

Auxiliary Services Functional Areas (ASFA) must be provided on a fair, equitable, and non-discriminatory basis in accordance with institutional policies and with all applicable state/provincial and federal statutes and regulations. ASFA must maintain an educational and work environment free from discrimination in accordance with law and institutional policy.

Discrimination must be avoided on the basis of age; cultural heritage; disability; ethnicity; gender identity and expression; nationality; political affiliation; race; religious affiliation; sex; sexual orientation; economic, marital, social, or veteran status; and any other bases included in local, state/provincial, or federal laws.

Consistent with the mission and goals, ASFA must take action to remedy significant imbalances in student participation and staffing patterns.

ASFA must ensure physical and program access for persons with disabilities. ASFA must be responsive to the needs of all students and other populations served when establishing hours of operation and developing methods of delivering programs and services.

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

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

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

ASFA must recognize the needs of distance learning students by providing appropriate and accessible services and assisting them in identifying and gaining access to other appropriate services in their geographic region.

Part 8. DIVERSITY

Within the context of each institution's unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore, Auxiliary Services Functional Areas (ASFA) must create and nurture environments that are welcoming to and bring together persons of diverse backgrounds.

ASFA must promote environments that are characterized by open and continuous communication that deepens understanding of one's own identity, culture, and heritage, as well as that of others. ASFA must recognize, honor, educate, and promote respect about commonalities and differences among people within their historical and cultural contexts.

ASFA must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures.

All institutional units and contractors that provide services to students must share responsibility for meeting the needs of the wide variety of students on campus. Coordinated efforts to promote multicultural sensitivity and the elimination of prejudicial behaviors in all functional areas on campus must be encouraged.

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

Outsourced programs and services are accountable to the institution. As such, a diversity liaison should exist within each outsourced ASFA to help ensure that a diverse workplace and environment exist, consistent with the goals of the institution.

Part 9. ORGANIZATION and MANAGEMENT

To promote student learning and development outcomes, Auxiliary Services Functional Areas (ASFA) must be structured purposefully and managed effectively to achieve stated goals. Evidence of appropriate structure must include current and accessible policies and procedures, written performance expectations for all employees, functional workflow graphics or organizational charts, and clearly stated program and service delivery expectations.

ASFA must monitor websites used for distributing information to ensure that the sites are current, accurate, appropriately referenced, and accessible.

Evidence of effective management must include use of comprehensive and accurate information for decisions, clear sources and channels of authority, effective communication practices, procedures for decision-making and conflict resolution, responses to changing conditions, systems of accountability and evaluation, and processes for recognition and reward. ASFA must align policies and procedures with those of the institution and provide channels within the organization for their regular review.

ASFA must maintain accurate and current documentation on:

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

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

ASFA, in consultation with students, faculty members, staff, administration, and other constituents, must determine and document facility operating policies, budgets, allocations of funds, employment policies, space allocation, products and services to be offered, and hours of operation.

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

ASFA should be organized to:

- deliver successful programs, goods, and services that are supportive of the institution's mission
- operate its business enterprises effectively and efficiently
- conduct satisfaction surveys, learning outcomes evaluations, and other assessment
- meet or exceed fiscal expectations, consistent with its organizational structure
- maintain its physical plant resources

- exercise enterprising and entrepreneurial leadership in a manner that does not detract from the core mission of the institution

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

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

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

Part 10. CAMPUS and EXTERNAL RELATIONS

Auxiliary Services Functional Areas (ASFA) must reach out to relevant individuals, campus offices, and external agencies to:

- **establish, maintain, and promote effective relations**
- **disseminate information about their own and other related programs and services**
- **coordinate and collaborate, where appropriate, in offering programs and services to meet the needs of students and promote their achievement of student learning and development outcomes**

ASFA 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 and other members of the campus community during emergency situations.

ASFA must have procedures and guidelines consistent with institutional policy for communicating with the media.

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

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

- establishing cooperative relationships with procurement, student affairs, and academic departments, and direct service providers such as campus programs, alumni, parking, visitor services, libraries, bookstore, enrollment management, athletics, institutional advancement, campus information, and visitor services
- encouraging staff participation in civic and community organizations such as Rotary, Kiwanis, and Chamber of Commerce as well as involvement in ASFA professional associations

- nurturing cooperative relationships with local, state/provincial, and federal governmental entities

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

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

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

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

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

Students should be the principal beneficiaries of ASFA, although outreach should include all constituents, including faculty members, staff, alumni, visitors, members of the community, and others.

Student government and similar groups should have ongoing involvement with ASFA and their operations.

Student publications and electronic media should be used for communicating information about ASFA.

Relationships among campus administrative staff and employees/representatives of outside contractors should be cultivated and supervised carefully.

Relations with contract service providers should receive close and frequent attention and review. Assessment of these services should be collaborative and continuous.

ASFA should foster partnerships that engage and involve campus and contract service providers in all segments of the campus community.

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

Part 11. FINANCIAL RESOURCES

Auxiliary Services Functional Areas (ASFA) must have adequate funding to accomplish their mission and goals. In establishing funding priorities and making significant changes, a comprehensive analysis, which includes relevant expenditures, external and internal resources, and impact on the campus community, must be conducted.

ASFA must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols.

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

For self-support programs:

- when net operating income is achieved, ASFA should establish operating reserve funds as a buffer against future shortfalls and capital reserve funds for facilities renewal
- when lower than expected revenue in any one-year results in a deficit, ASFA should access reserve funds to offset the deficit

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

A program of asset management should be in place so that resources are adequate for meeting future repair and replacement requirements for key equipment and facilities.

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

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

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

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

Part 12. TECHNOLOGY

Auxiliary Services Functional Areas (ASFA) must have adequate technology to support their mission. The technology and its use must comply with institutional policies and procedures and be evaluated for compliance with relevant federal, state/provincial, and local requirements.

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

ASFA must maintain policies and procedures that address the security and back up of data.

When technology is used to facilitate student learning and development, ASFA must select technology that reflects current best pedagogical practices.

Technology, as well as any workstations or computer labs maintained by the ASFA for student use, must be accessible and must meet established technology standards for delivery to persons with disabilities.

When ASFA provide student access to technology, they must provide:

- **access to policies that are clear, easy to understand, and available to all students**
- **access to instruction or training on how to use the technology**
- **access to information on the legal and ethical implications of misuse as it pertains to intellectual property, harassment, privacy, and social networks.**

Student violations of technology policies must follow established institutional student disciplinary procedures.

Students who experience negative emotional or psychological consequences from the use of technology must be referred to support services provided by the institution.

Part 13. FACILITIES and EQUIPMENT

Auxiliary Services Functional Areas (ASFA) must have adequate, accessible, suitably located facilities and equipment to support their mission and goals. If acquiring capital equipment as defined by the institution, ASFA must take into account expenses related to regular maintenance and life cycle costs. Facilities and equipment must be evaluated regularly, including consideration of sustainability, and be in compliance with relevant federal, state/provincial, and local requirements to provide for access, health, safety, and security.

ASFA staff members must have work space that is well-equipped, adequate in size, and designed to support their work and responsibilities. For conversations requiring privacy, staff members must have access to a private space.

ASFA staff members who share work space must have the ability to secure their work adequately.

The design of the facilities must guarantee the security of records and ensure the confidentiality of sensitive information.

The location and layout of the facilities must be sensitive to the special needs of persons with disabilities as well as the needs of constituencies served.

ASFA must ensure that staff members are knowledgeable of and trained in safety and emergency procedures for securing and vacating the facilities.

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

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

Recycling, energy conservation, and sustainability efforts must be implemented throughout the ASFA and be compliant with institutional guidelines, government regulations, and contractual agreements.

ASFA facilities may include retail outlets; dining centers; vending operations; restaurants; residences; recreation and athletic facilities; event venues; office buildings; parking lots and

transportation structures; manufacturing and production operations; maintenance shops; and shipping, receiving, and storage centers.

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

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

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

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

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

Maintenance and renovation programs should be implemented in all operations and should include:

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

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

The institution should be reimbursed for campus services, facilities, technology, and equipment that are used to support ASFA.

ASFA should monitor their impact on the community surrounding the campus and should work to maintain amicable relationships with affected non-university entities.

Part 14. ASSESSMENT and EVALUATION

Auxiliary Services Functional Areas (ASFA) must establish systematic plans and processes to meet internal and external accountability expectations with regard to program as well as student learning and development outcomes. ASFA must conduct regular assessment and evaluations. Assessments must include qualitative and quantitative methodologies as appropriate, to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met. The process must employ sufficient and sound measures to ensure comprehensiveness. Data collected must include responses from students and other affected constituencies.

ASFA must evaluate regularly how well they complement and enhance the institution's stated mission and educational effectiveness.

Results of these evaluations must be used in revising and improving programs and services, identifying needs and interests in shaping directions of program and service design, and recognizing staff performance.

Cost analysis and market research must be conducted at least annually when setting fees for goods and services to be offered to students, faculty members, and staff.

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

Both internal and external evaluations and assessments should be encouraged.

Periodic reports, statistically valid research, outside reviews, and other tools measuring student needs and opinions should be utilized.

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

A representative cross-section of qualified people from campus communities should be involved in reviewing ASFA.

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

*General Standards revised in 2008;
ASFA content developed in 2007*