



Council for the Advancement of Standards in Higher Education

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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.

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THE ROLE of STUDENT LEADERSHIP PROGRAMS

CAS Standards Contextual Statement

Many college mission statements contain commitments to develop citizen leaders or prepare students for professional and community responsibilities in a global context. Throughout the history of higher education, however, leadership development has primarily been targeted toward students holding leadership positions, such as student government officials, officers in fraternities and sororities, and resident assistants. Consequently, only a handful of students had a genuine opportunity for focused experience in leadership development.

During the 1970s, many colleges refocused efforts on leadership development when events such as the Watergate scandal caused institutions to ponder how they taught ethics, leadership, and social responsibility. Subsequent initiatives such as the women's and African-American civil rights movements and adult reentry programs increased access to college. New forms of campus shared governance, coupled with a focus on intentional student development, led to new forms of leadership development through programs such as assertiveness training, emerging leaders' retreats, and leadership targeted toward special populations.

By the 1970s, professional associations were becoming increasingly interested in broad-based leadership efforts. Several associations, including the American College Personnel Association (ACPA), National Association of Student Personnel Administrators (NASPA), National Association for Campus Activities (NACA), and National Association for Women in Education (NAWE), expanded projects and initiatives with a leadership focus. Burns' seminal book, *Leadership* (1978), brought new energy with its discussion of transformational leadership grounded in values and moral purpose. Thinking about leadership expanded in the 1980s and 1990s to include such perspectives as cultural influences, service learning, social change, and spirituality. Leadership educators focused on developing leadership models with applicability to the college context. Two such models, the Social Change Model of Leadership (SCM) (HERI, 1996), and the Relational Leadership Model (Komives, Lucas, & McMahon, 1996) have been widely adopted.

This shift to colleges developing not just better, but more leaders, has resulted in leadership education efforts directed toward the entire student body. Because students experience leadership in many different settings—in and out of the classroom, on and off campus—virtually every student engages in some type of activity that involves the practice of leadership. Regardless of differences in academic discipline, organizational affiliation, cultural background, or geographical location, students must be better prepared to serve as citizen-leaders in a global community. The role of student affairs professionals in this arena is to help students understand their experiences and to facilitate their learning, so that they become effective contributors to their communities. Comprehensive leadership programs should be based on an active learning pedagogy where learning is situated in students' experiences, where students are validated as knowers, and where there is mutually constructed meaning (Baxter Magolda, 1999).

The Inter-Association Leadership Project brought student affairs leadership educators together in the mid-1980s to create and sustain a leadership agenda. By the end of the decade, higher education's commitment to leadership was clear with over 600 campuses teaching leadership courses; creating special leadership centers such as the Jepson School of Leadership Studies at the University of Richmond and the McDonough Leadership Center at Marietta College; and establishing special programs, including the National LeaderShape Institute. In 1992 the

National Clearinghouse for Leadership Programs (NCLP) was established at the University of Maryland, and a co-sponsored series of symposia encouraged leadership educators to identify a leadership agenda for the new millennium. Projects funded by the Kellogg, Pew, and Lilly Foundations; FIPSE; and the federal Eisenhower Leadership grant program have also focused broad-based attention on leadership development. By late 1990s, there were over 800 college leadership programs. The new International Leadership Association (ILA) was established in 1999 to bring a global lens to leadership education. Other leadership institutes serve the leadership educator professional; for example, NCLP and the NACA host the annual summer leadership educators' symposium, and NCLP in partnership with NASPA and ACPA now hosts the Leadership Educators Institute, a bi-annual program for entry and mid-level leadership educators.

The *CAS Student Leadership Program Standards and Guidelines* can be used to help professionals provide comprehensive leadership programs and enhance students' learning opportunities. Leadership for positional leaders will still occur within specific functional areas such as student activities and residence life; campuses that seek to develop a comprehensive leadership program will recognize the need to make intentional leadership development opportunities available to all students through coordinated campus-wide efforts. Recent research has identified a Leadership Identity Development model (Komives, Owen, Longenecker, Mainella, & Osteen, 2005) that can guide intentional practice. Further, a 2006 national Multi-Institutional Study of Leadership has established normative data using the SCM (see www.nclp.umd.edu).

Leadership is an inherently relational process of working with others to accomplish a goal or to promote change. Most leadership programs seek to empower students to enhance their self efficacy as leaders and understand how they can make a difference, whether as positional leaders or active participants in a group or community process. Leadership development involves self-awareness and understanding of others, values and diverse perspectives, organizations, and change. Leadership also requires competence in establishing purpose, working collaboratively, and managing conflict. Institutions can initiate opportunities to study leadership and to experience a range of leadership-related activities designed to intentionally promote desired outcomes of student leadership learning.

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Concepts & connections: A newsletter for leadership educators. The National Clearinghouse for Leadership Programs, 1135 Stamp Student Union, University of Maryland at College Park, College Park, MD 20742-4631. (301) 314-7174

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STUDENT LEADERSHIP PROGRAMS

CAS STANDARDS and GUIDELINES

Part 1. MISSION

The mission of Student Leadership Programs (SLP) must be to prepare students to engage in the process of leadership. To accomplish this mission, the program must:

- be grounded in the belief that leadership can be learned
- be based upon clearly stated principles, values, and assumptions
- use multiple leadership theories, models, and approaches
- provide students with opportunities to develop and enhance a personal philosophy of leadership that includes understanding of self, others, and community, and acceptance of responsibilities inherent in community membership
- promote intentional student involvement and learning in varied leadership experiences
- acknowledge effective leadership behaviors and processes
- be inclusive and accessible, by encouraging and seeking out underrepresented populations

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

Student leadership development must be an integral part of the institution's educational mission.

The SLP mission should be developed in collaboration with appropriate and multiple constituents interested in leadership development.

SLP should seek an institution-wide commitment that transcends the boundaries of the units specifically charged with program delivery.

SLP must advocate for student involvement in institutional governance.

Part 2. PROGRAM

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, Student Leadership Programs (SLP) 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, programs and services must explore possibilities for collaboration with faculty members and other colleagues.

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

SLP and services 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**

SLP must be comprehensive in nature and provide opportunities for students to develop leadership knowledge and skills. SLP staff must design learning environments reflective of the institutional mission, organizational context, learning goals, and intended audience. Programs must have clear theoretical foundations and be based upon well-defined principles, values, and assumptions. Programs must facilitate students' self-awareness, their capacity for collaboration, and their ability to engage within multiple contexts while understanding diverse perspectives.

Key components of SLP must include the following: (1) opportunities for students to develop the competencies required for effective leadership; (2) multiple delivery formats, strategies, and contexts; and (3) collaboration with campus and community partners. These components are described in more detail below.

- 1) SLP must provide opportunities for students to develop the competencies required for effective leadership.**

SLP must advance student competencies in the categories of a) foundations of leadership, b) personal development, c) interpersonal development, and d) the development of groups, organizations, and systems.

Suggested content for each of these categories follows:

a) Foundations of leadership should include:

- historical perspectives on leaders, leadership, and leadership development
- established and evolving theoretical, conceptual, and philosophical frameworks of leadership
- the distinction between management and leadership
- diverse approaches to leadership including positional (leadership-follower dynamics) and non-positional (collaborative-process models)
- theories and strategies of change
- the integrative and interdisciplinary nature of leadership
- cross-cultural and global approaches to leadership

b) Personal development should include:

- an awareness and understanding of various leadership styles and approaches
- exploration of a personal leadership philosophy, including personal values exploration, leadership identity development, and reflective practice
- connection of leadership to social identities and other dimensions of human development, such as psychosocial, cognitive, moral, and spiritual development
- leadership skill development, including accessing and critiquing sources of information, ethical reasoning and decision making, oral and written communication skills, critical thinking and problem-solving, cultural competence, goal setting and visioning, motivation, creativity, and risk-taking

c) Interpersonal development should include:

- movement from dependent or independent to interdependent relationships
- development of self-efficacy for leadership
- recognition of the influences on leadership of multiple aspects of identity, such as race, gender identity and expression, sexual orientation, class, disability, nationality, religion, and ethnicity

d) Development of groups, organizations, and systems should include the following three competencies:

Group competencies:

- team building
- developing trust
- group roles, group dynamics, and group development
- group problem-solving, conflict management, and decision-making
- shared leadership and collaboration

Organizational competencies:

- organizational planning, communication, and development
- organizational culture, values, and principles
- organizational politics and political systems
- organizational lifecycles, sustainability, and stewardship
- methods of assessing and evaluating organizational effectiveness

Systems competencies:

- understanding and critiquing of systems and human behavior within systems including functional and dysfunctional practices
- coalition-building and other methods of systemic change
- civic and community engagement
- leadership across diverse organizations, environments, and contexts

2) SLP must provide multiple delivery formats, strategies, and contexts. SLP must be intentionally designed to meet the developmental needs of participants across diverse contexts. SLP programs must be based on principles of active learning.

Examples of delivery formats include retreats, conferences, credit-bearing courses, workshops, internships, panel discussions, case studies, films, lectures, simulations, mentor programs, adventure training, assessment tools, portfolios, and participation in local, regional, and national associations. Consideration should be given to on-line delivery methods.

SLP should provide strategies that may include training, education, and development. SLP *training* refers to activities designed to improve individual performance within specific roles; *education* consists of activities designed to provide improve the overall leadership knowledge of an individual; and *development* involves activities and environments that encourage growth and increasing complexity.

SLP should provide strategies that involve programs and services that are *open* to all students, *targeted* to a specific group of students, and aimed at students with *positional* leadership roles.

SLP should include multiple *contexts* for leadership development, such as diverse academic and career fields, campus organizations and committees, employment and internship settings, community involvement and service-learning, family, international settings, and social and religious organizations.

3) SLP must collaborate with campus and community partners

SLP must involve a diverse range of partners in the planning, delivery, and assessment of programs and services.

This group may include faculty members, students, staff members, group advisors, community members, and on- and off-campus organizations.

SLP should consider collaborating with a broad range of campus departments, community groups, schools, and businesses to increase awareness of leadership programs, fiscal and human resources, and access to additional sources of leadership expertise.

Part 3. LEADERSHIP

Because effective and ethical leadership is essential to the success of all organizations, leaders with organizational authority for Student Leadership Programs (SLP) 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**
- **advocate for their programs and services**
- **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**

An individual or team should be designated with responsibility for the coordination of the leadership program, including allocation and maintenance of resources and creating leadership opportunities.

Part 4. HUMAN RESOURCES

Student Leadership Programs (SLP) must be staffed adequately by individuals qualified to accomplish the mission and goals. Within institutional guidelines, programs and services 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.

SLP 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.

Professional staff or faculty involved in leadership programs should possess:

- knowledge of the history of and current trends in leadership theories, models, and philosophies
- an understanding of the contextual nature of leadership
- knowledge of organizational development, group dynamics, strategies for change, and principles of community
- knowledge of how social identities and dimensions of diversity influence leadership
- experience in leadership development
- the ability to work with diverse range of students
- the ability to create, implement and evaluate student learning as a result of leadership programs
- the ability to effectively organize learning opportunities that are consistent with students' stages of development
- the ability to use reflection in helping students understand leadership concepts
- the ability to develop and assess student learning outcomes

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 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.

SLP 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.).

SLP must have technical and support staff members adequate to accomplish their mission. All members of the SLP 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 SLP staff must receive training on policies and procedures related to the use of technology to store or access student records and institutional data.

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

SLP must maintain position descriptions for all staff members.

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

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

SLP staff serving as leadership educators must be knowledgeable about learning theories and their implications for student development, program design, and assessment.

Program staff should engage in continuous discovery and understanding of student leadership models, research, theories, and definitions through on-going study and professional development activities.

Part 5. ETHICS

Persons involved in the delivery of Student Leadership Programs (SLP) must adhere to the highest principles of ethical behavior. SLP must review relevant professional ethical standards and develop or adopt and implement appropriate statements of ethical practice. SLP must publish these statements and ensure their periodic review by relevant constituencies.

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

SLP 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. SLP 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.

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

SLP staff members must recognize and avoid personal conflicts of interest or

appearance thereof in the performance of their work.

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

When handling institutional funds, SLP staff members must be fiscally responsible and 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.

SLP 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.

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

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

SLP staff members must ensure that facilitators have appropriate training, experience, and credentials. Expertise and certification, where appropriate, are essential in the administration and interpretation of personality, developmental, and leadership assessment instruments.

Part 6. LEGAL RESPONSIBILITIES

Student Leadership Programs (SLP) 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, SLP 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.

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

SLP 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.

SLP staff members must use reasonable and informed practices to limit the liability exposure of the institution and its officers, employees, and agents. SLP 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 SLP staff members as needed to carry out assigned responsibilities.

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

Permission to use copyrighted materials and instruments must be obtained by purchasing the materials from legally compliant sources, or by seeking alternative permission from the publisher or owner. Written references to copyrighted materials and instruments in writing must include appropriate citation.

Part 7. EQUITY and ACCESS

Student Leadership Programs (SLP) 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. SLP 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, SLP must take action to remedy significant imbalances in student participation and staffing patterns.

SLP must ensure physical and program access for persons with disabilities. SLP 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.

SLP 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, Student Leadership Programs (SLP) must create and nurture environments that are welcoming to and bring together persons of diverse backgrounds.

SLP 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. SLP must recognize, honor, educate, and promote respect about commonalities and differences among people within their historical and cultural contexts.

SLP must provide students with the opportunity to:

- **recognize the influences of aspects of social identity on personal and organizational leadership**
- **examine social identities, multiple identities, and other aspects of development and how they influence experiences in different contexts**
- **develop multicultural awareness, knowledge, and skills**

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

Part 9. ORGANIZATION and MANAGEMENT

To promote student learning and development outcomes, Student Leadership Programs (SLP) 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.

SLP 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. SLP must align policies and procedures with those of the institution and provide channels within the organization for their regular review.

SLP are organized in a variety of offices and departments in student and academic affairs, and in other administrative areas. An advisory group with representatives from the involved areas and other relevant campus and community partners should be established for the purpose of communication and consultation.

Part 10. CAMPUS and EXTERNAL RELATIONS

Student Leadership Programs (SLP) 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**
- **seek additional staff and financial resources when appropriate**

SLP 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.

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

Part 11. FINANCIAL RESOURCES

Student Leadership Programs (SLP) 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.

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

Funding for SLP may come from a variety of sources, including institutional funds, grants, student fees, fees for services, individual donors, academic departments, course fees, and government contracts. Where possible, institutional funding should be allocated regularly and consistently for the operation of leadership programs.

Part 12. TECHNOLOGY

Student Leadership Programs (SLP) 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.

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

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

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

When SLP provide student access to technology, SLP 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

Student Leadership Programs (SLP) must have adequate, accessible, suitably located facilities and equipment to support their mission and goals. If acquiring capital equipment as defined by the institution, SLP 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.

SLP offices and programming space should be conveniently located on campus and designed to facilitate maximum interaction among students, faculty members, and staff.

SLP 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.

SLP 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.

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

Part 14. ASSESSMENT and EVALUATION

Student Leadership Programs (SLP) 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. SLP 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, SLP staff, and other affected constituencies.

SLP 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, securing additional resources, and recognizing staff performance.

Assessment efforts should include:

- student needs

- student satisfaction
- student learning outcomes
- overall program evaluation

Assessment efforts should be linked to strategic planning efforts including the articulation of a clear program mission, vision, and values; theoretical orientation; and short- and long-term goals.

*General Standards revised in 2008;
SLP content developed/revised in 1996 & 2009*