We are pleased you are interested in the Standards and Guidelines developed by the Council for the Advancement of Standards in Higher Education (CAS). This CAS member association has permission to post a link to this standard on their website. Standards are developed through a consensus model of member associations and other experts, including the association on whose page this link is found. You are invited to use the attached CAS statement in the design and assessment of your programs and for your staff training and development. This statement may not be duplicated for other purposes without permission from CAS.

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

This standard has a Self-Assessment Guide (SAG) available for purchase from www.cas.edu for use in program evaluation.

CAS MISSION STATEMENT

CAS, a consortium of professional associations in higher education, promotes the use of its professional standards for the development, assessment, and improvement of quality student learning, programs, and services

CAS STANDARDS AND GUIDELINES

Each CAS standard contains 12 common criteria categories (referred to as “general standards”) that have relevance for each and every functional area, no matter what its primary focus. In addition to the general standards, all functional area standards are comprised of both specialty standards and guidelines. All standards use the auxiliary verbs “must” and “shall” and appear in bold print so that users can quickly identify them. Guidelines are designed to provide suggestions and illustrations that can assist in establishing programs and services that more fully address the needs of students than those mandated by a standard. CAS guidelines appear in regular font and use the auxiliary verbs “should” and “may.”

OVER THIRTY YEARS OF PROFESSIONAL SERVICES

The Council for the Advancement of Standards in Higher Education (CAS) has been the pre-eminent force for promoting standards in student affairs, student services, and student development programs since its inception in 1979. For the ultimate purpose of fostering and enhancing student learning, development, and achievement and in general to promote good citizenship, CAS continues to create and deliver a dynamic and credible professional standards and guidelines and Self-Assessment Guides that are designed to lead to a host of quality-controlled programs and services. These standards respond to real-time student needs, the requirements of sound pedagogy, and the effective management of 45 functional areas, consistent with institutional missions. Individuals and institutions from more than 40 CAS member organizations comprise a professional constituency of over 100,000 professionals.

DISCLAIMER

The standards and guidelines published in “CAS Professional Standards for Higher Education” by the Council for the Advancement of Standards in Higher Education (CAS) and referred to in each of the “CAS Self-Assessment Guides” (SAGs) are developed through the voluntary efforts of leaders of professional associations in higher education. The purpose of the standards and guidelines is to identify criteria and principles by which institutions may choose to assess and enhance various areas of their academic, administrative, or student affairs programs and services. CAS specifically disclaims any liability or responsibility for any perceived or actual shortcomings inherent in the text or application of the standards. Further, CAS does not certify individuals nor accredit programs. No institution, whether it has met some or all of the CAS standards, is authorized to indicate that it is “approved, endorsed, certified, or otherwise sanctioned by CAS.” Institutions that have conducted a self-assessment of one or more functional areas addressed by CAS Standards and Guidelines using the appropriate CAS Self-Assessment Guide (SAG) may, where that self-assessment provides evidence that an institution meets these standards, are free to make accurate representations to the effect that the designated program or service meets the CAS Standards.

Direct your questions to the CAS Executive Office, P.O. Box 1369, Fort Collins, CO 80522-1369, 202-862-1400, or email Marybeth Drechsler Sharp, Executive Director (executive_director@cas.edu)
AUXILIARY SERVICES FUNCTIONAL AREAS
CAS Contextual Statement

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 auxiliary services at colleges and universities and to describe the Auxiliary Services Functional Areas (ASFA). The following terms are among those commonly 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 and food services.

**Licensor.** A branded provider of services who contractually sells rights to the institution for use of their name, products, and/or processes, consistent with the institution’s and 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 501(c) 3 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, 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. As with all campus services, the ASFA, through its quality, reliability, and ease of use, is expected to positively impact student recruitment and retention and enhance the life experience of students. Organizationally, although many campuses include the ASFA within student life, it may also report through administrative officers or
be structured as a separate division of the institution. ASFA may also be structured independently as a 501(c) 3 auxiliary services corporation. When outsourced companies provide services, the auxiliary services role may be as intermediary between private service providers and the institution.

Today’s institutions face decreasing state and federal support, pressure to minimize tuition increases, the need to find alternative sources of revenue, an increasingly diverse student population, and calls to improve undergraduate student learning. Within this context are students and parents who want sophisticated and varied campus services. In general, the ASFA faces declining institutional funding and is expected to generate revenue, offer new services, provide excellent customer service, give exceptional value, and use the best technology to deliver services. In addition to following general standards of practice germane to all functional areas in higher education, it is necessary also that the ASFA follows the best business enterprise standards and guidelines to accomplish its mission.

Although ASFA professionals are concerned with providing quality campus services and funding those services, they are equally concerned with supporting the academic mission of their institutions. Among their many roles, ASFA gives students places to live, eat, buy their textbooks and supplies, recreate, meet, study, attend campus events, socialize, and work on campus. As a major source of on-campus student employment, the ASFA plays an important role in promoting individual student success (Indiana University, 1999).

The CAS Standards and Guidelines for ASFA may be used to assess a multi-functional auxiliary service organization, or they may 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 missions, which must be consistent with the mission of the institution and with applicable professional standards. The mission must be appropriate for the institution's students and other constituents. Mission statements must reference student learning and development.

Part 2. PROGRAM

To achieve their mission, Auxiliary Services Functional Areas (ASFA) must contribute to
- students' formal education, which includes both the curriculum and the co-curriculum
- student progression and timely completion of educational goals
- preparation of students for their careers, citizenship, and lives
- student learning and development

To contribute to student learning and development, ASFA must
- identify relevant and desirable student learning and development outcomes
- articulate how the student learning and development outcomes align with the six CAS student learning and development domains and related dimensions
- assess relevant and desirable student learning and development
- provide evidence of impact on outcomes
- articulate contributions to or support of student learning and development in the domains not specifically assessed
- use evidence gathered to create strategies for improvement of programs and services

STUDENT LEARNING AND DEVELOPMENT DOMAINS AND DIMENSIONS

Domain: knowledge acquisition, integration, construction, and application

- Dimensions: understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life
Domain: cognitive complexity

- Dimensions: critical thinking, reflective thinking, effective reasoning, and creativity

Domain: intrapersonal development

- Dimensions: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness

Domain: interpersonal competence

- Dimensions: meaningful relationships, interdependence, collaboration, and effective leadership

Domain: humanitarianism and civic engagement

- Dimensions: understanding and appreciation of cultural and human differences, social responsibility, global perspective, and sense of civic responsibility

Domain: practical competence

- Dimensions: pursuing goals, communicating effectively, technical competence, managing personal affairs, managing career development, demonstrating professionalism, maintaining health and wellness, and living a purposeful and satisfying life

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

ASFA must be

- intentionally designed
- guided by theories and knowledge of learning and development
- integrated into the life of the institution
- reflective of developmental and demographic profiles of the student population
- responsive to needs of individuals, populations with distinct needs, and relevant constituencies
- delivered using multiple formats, strategies, and contexts
- designed to provide universal access

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

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.
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. ORGANIZATION AND LEADERSHIP

To achieve program and student learning and development outcomes, Auxiliary Services Functional Areas (ASFA) must be purposefully structured for effectiveness. ASFA must have clearly stated and current

- goals and outcomes
- policies and procedures
- responsibilities and performance expectations for personnel
- organizational charts demonstrating clear channels of authority

Leaders must model ethical behavior and institutional citizenship.

Leaders with organizational authority for ASFA must provide strategic planning, management and supervision, and program advancement.

#### Strategic Planning

- articulate a vision and mission that drive short- and long-term planning
- set goals and objectives based on the needs of the populations served, intended student learning and development outcomes, and program outcomes
- facilitate continuous development, implementation, and assessment of program effectiveness and goal attainment congruent with institutional mission and strategic plans
- promote environments that provide opportunities for student learning, development, and engagement
- develop, adapt, and improve programs and services in response to the changing needs of populations served and evolving institutional priorities
include diverse perspectives to inform decision making

Management and Supervision
- plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources
- manage human resource processes including recruitment, selection, professional development, supervision, performance planning, succession planning, evaluation, recognition, and reward
- influence others to contribute to the effectiveness and success of the unit
- empower professional, support, and student personnel to become effective leaders
- encourage and support collaboration with colleagues and departments across the institution
- encourage and support scholarly contributions to the profession
- identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement
- use current and valid evidence to inform decisions
- incorporate sustainability practices in the management and design of programs, services, and facilities
- understand appropriate technologies and integrate them into programs and services
- be knowledgeable about codes and laws relevant to programs and services and ensure that programs and services meet those requirements
- assess and take action to mitigate potential risks

Program Advancement
- advocate for and actively promote the mission and goals of the programs and services
- inform stakeholders about issues affecting practice
- facilitate processes to reach consensus where wide support is needed
- advocate for representation in strategic planning initiatives at divisional and institutional levels

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

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 polices, 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 4. HUMAN RESOURCES
Auxiliary Services Functional Areas (ASFA) must be staffed adequately by individuals qualified to accomplish mission and goals.

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

Within institutional guidelines, ASFA must
- establish procedures for personnel recruitment and selection, training, performance planning, and evaluation
- set expectations for supervision and performance
- provide personnel access to continuing and advanced education and appropriate professional development opportunities to improve their competence, skills, and leadership capacity
- consider work/life options available to personnel (e.g., compressed work schedules, flextime, job sharing, remote work, or telework) to promote recruitment and retention of personnel

Administrators of ASFA must
- ensure that all personnel have updated position descriptions
- implement recruitment and selection/hiring strategies that produce a workforce inclusive of under-represented populations
- develop promotion practices that are fair, inclusive, proactive, and non-discriminatory

Personnel responsible for delivery of ASFA must have written performance goals, objectives, and outcomes for each year's performance cycle to be used to plan, review, and evaluate work and performance. The performance plan must be updated regularly to reflect changes during the performance cycle.

Results of individual personnel evaluations must be used to recognize personnel performance, address performance issues, implement individual and/or collective personnel development and training programs, and inform the assessment of programs and services.

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

ASFA personnel, including student employees and volunteers, must have access to resources or receive specific training on
- institutional policies pertaining to functions or activities they support
- privacy and confidentiality policies
- laws regarding access to student records
- policies and procedures for dealing with sensitive institutional information
- policies and procedures related to technology used to store or access student records and institutional data
- how and when to refer those in need of additional assistance to qualified personnel and have access to a supervisor for assistance in making these judgments
- systems and technologies necessary to perform their assigned responsibilities
- ethical and legal uses of technology
ASFA personnel must engage in continuing professional development activities to keep abreast of the research, theories, legislation, policies, and developments that affect their programs and services.

Administrators of ASFA must ensure that personnel are knowledgeable about and trained in safety, emergency procedures, and crisis prevention and response. Risk management efforts must address identification of threatening conduct or behavior and must incorporate a system for responding to and reporting such behaviors.

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

PROFESSIONAL PERSONNEL

ASFA professional personnel either must hold an earned graduate or professional degree in a field relevant to their position or must possess an appropriate combination of educational credentials and related work experience.

INTERNS OR GRADUATE ASSISTANTS

Degree- or credential-seeking interns or graduate assistants must be qualified by enrollment in an appropriate field of study and relevant experience. These students must be trained and supervised by professional personnel who possess applicable educational credentials and work experience and have supervisory experience. Supervisors must be cognizant of the dual roles interns and graduate assistants have as both student and employee.

Supervisors must
- adhere to parameters of students’ job descriptions
- articulate intended learning outcomes in student job descriptions
- adhere to agreed-upon work hours and schedules
- offer flexible scheduling when circumstances necessitate

Supervisors and students must both agree to suitable compensation if circumstances necessitate additional hours.

STUDENT EMPLOYEES AND VOLUNTEERS

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. Students must have access to a supervisor. Student employees and volunteers must be provided clear job descriptions, pre-service training based on assessed needs, and continuing development.

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

Auxiliary Services Functional Areas (ASFA) must
- review applicable professional ethical standards and must adopt or develop and implement appropriate statements of ethical practice
- publish and adhere to statements of ethical practice and ensure their periodic review
- orient new personnel to relevant ethical standards and statements of ethical practice and related institutional policies

Statements of ethical standards must
- specify that ASFA personnel respect privacy and maintain confidentiality in communications and records as delineated by privacy laws
- specify limits on disclosure of information contained in students' records as well as requirements to disclose to appropriate authorities
- address conflicts of interest, or appearance thereof, by personnel in the performance of their work
- reflect the responsibility of personnel to be fair, objective, and impartial in their interactions with others
- reference management of institutional funds
- reference appropriate behavior regarding research and assessment with human participants, confidentiality of research and assessment data, and students’ rights and responsibilities
- include the expectation that personnel confront and hold accountable other personnel who exhibit unethical behavior
- address issues surrounding scholarly integrity

ASFA personnel must
- employ ethical decision making in the performance of their duties
- inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements
- recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation
- perform their duties within the scope of their position, training, expertise, and competence
- make referrals when issues presented exceed the scope of the position

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. LAW, POLICY, AND GOVERNANCE

Auxiliary Services Functional Areas (ASFA) must be in compliance with laws, regulations, and policies that relate to their respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole. Examples include constitutional, statutory, regulatory, and case law; relevant law and orders emanating from codes and laws; and the institution's policies.

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

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

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

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

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

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, other members of the institutional community, and appropriate external organizations during emergency situations.

Personnel must neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.
ASFA must purchase or obtain permission to use copyrighted materials and instruments. References to copyrighted materials and instruments must include appropriate citations.

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

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. DIVERSITY, EQUITY, AND ACCESS

Within the context of each institution's mission and in accordance with institutional policies and applicable codes and laws, Auxiliary Services Functional Areas (ASFA) must create and maintain educational and work environments that are welcoming, accessible, inclusive, equitable, and free from harassment.

ASFA must not discriminate on the basis of disability; age; race; cultural identity; ethnicity; nationality; family educational history (e.g., first generation to attend college); political affiliation; religious affiliation; sex; sexual orientation; gender identity and expression; marital, social, economic, or veteran status; or any other basis included in institutional policies and codes and laws.

ASFA must

- advocate for sensitivity to multicultural and social justice concerns by the institution and its personnel
- ensure physical, program, and resource access for all constituents
- modify or remove policies, practices, systems, technologies, facilities, and structures that create barriers or produce inequities
- ensure that when facilities and structures cannot be modified, they do not impede access to programs, services, and resources
- establish goals for diversity, equity, and access
- foster communication and practices that enhance understanding of identity, culture, self-expression, and heritage
- promote respect for commonalities and differences among people within their historical and cultural contexts
• address the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices
• provide personnel with diversity, equity, and access training and hold personnel accountable for applying the training to their work
• respond to the needs of all constituents served when establishing hours of operation and developing methods of delivering programs, services, and resources
• recognize the needs of distance and online learning students by directly providing or assisting them to gain access to comparable services and resources

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.

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 8. INTERNAL AND EXTERNAL RELATIONS

Auxiliary Services Functional Areas (ASFA) must reach out to individuals, groups, communities, and organizations internal and external to the institution to
• establish, maintain, and promote understanding and effective relations with those that have a significant interest in or potential effect on the students or other constituents served by the programs and services
• garner support and resources for programs and services as defined by the mission
• collaborate in offering or improving programs and services to meet the needs of students and other constituents and to achieve program and student outcomes
• engage diverse individuals, groups, communities, and organizations to enrich the educational environment and experiences of students and other constituents
• disseminate information about the programs and services
Promotional and descriptive information must be accurate and free of deception and misrepresentation.

ASFA must have procedures and guidelines consistent with institutional policy for
- communicating with the media
- distributing information through print, broadcast, and online sources
- contracting with external organizations for delivery of programs and services
- cultivating, soliciting, and managing gifts
- applying to and managing funds from grants

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 9. FINANCIAL RESOURCES**

Auxiliary Services Functional Areas (ASFA) must have funding to accomplish the mission and goals.

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

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

ASFA must use the budget as a planning tool to reflect commitment to the mission and goals of the programs and services and of the institution.

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

ASFA must demonstrate efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols.

Financial reports must provide an accurate financial overview of the organization and provide clear, understandable, and timely data upon which personnel can plan and make informed decisions.

Procurement procedures must

- be consistent with institutional policies
- ensure that purchases comply with laws and codes for usability and access
- ensure that the institution receives value for the funds spent
- consider information available for comparing the ethical and environmental impact of products and services purchased

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 10. TECHNOLOGY**

**Auxiliary Services Functional Areas (ASFA) must have technology to support the achievement of their mission and goals. The technology and its use must comply with institutional policies and procedures and with relevant codes and laws.**

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

**ASFA must use technologies to**

- provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and other constituents in accessible formats
- provide an avenue for students and other constituents to communicate sensitive information in a secure format
- enhance the delivery of programs and services for all students

**ASFA must**

- back up data on a regular basis
- adhere to institutional policies regarding ethical and legal use of technology
- articulate policies and procedures for protecting the confidentiality and security of information
• implement a replacement plan and cycle for all technology with attention to sustainability
• incorporate accessibility features into technology-based programs and services

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

Part 11. FACILITIES AND EQUIPMENT

Auxiliary Services Functional Areas’ (ASFA) facilities must be intentionally designed and located in suitable, accessible, and safe spaces that demonstrate universal design and support the program’s mission and goals.

Facilities must be designed to engage various constituents and promote learning.

Personnel must have workspaces that are suitably located and accessible, well equipped, adequate in size, and designed to support their work and responsibilities.

The design of the facilities must guarantee the security and privacy of records and ensure the confidentiality of sensitive information and conversations. Personnel must be able to secure their work.

ASFA must incorporate sustainable practices in use of facilities and purchase of equipment. Facilities and equipment must be evaluated on an established cycle and be in compliance with codes, laws, and accepted practices for access, health, safety, and security.

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

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 12. ASSESSMENT**

**Auxiliary Services Functional Areas (ASFA) must develop assessment plans and processes.**

Assessment plans must articulate an ongoing cycle of assessment activities.

**ASFA must**

- specify programmatic goals and intended outcomes
- identify student learning and development outcomes
- employ multiple measures and methods
- develop manageable processes for gathering, interpreting, and evaluating data
- document progress toward achievement of goals and outcomes
- interpret and use assessment results to demonstrate accountability
• report aggregated results to respondent groups and stakeholders
• use assessment results to inform planning and decision-making
• assess effectiveness of implemented changes
• provide evidence of improvement of programs and services

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.

ASFA must employ ethical practices in the assessment process.

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

General Standards revised in 2014;
ASFA content developed in 2007