



ACUHO-I STANDARDS & ETHICAL PRINCIPLES

FOR COLLEGE & UNIVERSITY HOUSING PROFESSIONALS

Prepared by
ACUHO-I Professional Standards Committee

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FOREWORD

The following statement of standards reflects a commitment by ACUHO-I to further the professional development of the field of college and university student housing. Several points of information are presented to the reader as an orientation to the document.

DIVERSITY OF MEMBERSHIP

The institutional membership of ACUHO-I is diverse, including large, small, public, and private colleges; universities; junior and community colleges; and technical schools throughout the world. The *ACUHO-I Standards and Ethical Principles for College and University Housing Professionals* has been written in broad terms in order to meet the needs of our diverse membership.

STANDARDS AND GUIDELINES

The *ACUHO-I Standards and Ethical Principles for College and University Housing Professionals* document contains both standards and guidelines. The Standards provide a compendium of best practices that all colleges and universities operating student housing are strongly encouraged to use regularly. Guidelines are in *italic font* indicating practices and or policies that are recommended.

These standards have been written and revised by members of ACUHO-I for the expressed purpose of improving the quality of the post-secondary student experience, and the professional management of student housing programs.

FORMAT

There are four major components of the ACUHO-I Standards and Ethical Principles for College and University Housing Professionals. They are (a) Mission (b) Functional Areas (c) Qualifications and (d) Ethics. Standards and guidelines appropriate to each of these topics are presented under each heading.

INTENDED USE

There are a number of possible uses for the Standards. These include: program evaluation, staff training, graduate preparation programs, assisting in the explanation of the mission of the department to others in the university community, assisting outside agencies, assessment, and self-studies.

Use of these Standards is voluntary. ACUHO-I does not certify student housing programs, and university reaccreditation processes do not require compliance with these standards. Each college or university has its own specific requirements for reviewing or evaluating its programs, operations and staff.



APPLICATIONS

As more housing and residence life staff members become familiar with the Standards, they will no doubt think of applications not anticipated by the ACUHO-I Professional Standards Committee. It is also likely that in some instances the Standards may generate questions. Questions, comments, and suggestions are welcomed and should be directed to the chair of the Professional Standards Committee or the ACUHO-I Central Office. The Committee will attempt to keep the members informed of the unique applications being made of the standards statement and will provide timely updates to the Standards.

REVISIONS

The ACUHO-I Executive Board originally adopted the ACUHO-I standards statement July 19, 1984. The Executive Board also recognized that revision would be necessary. A first revision was adopted in 1991 and a second in 2001. The following document represents the sixth revision of the ACUHO-I Standards and Ethical Principles for College and University Housing Professionals. Proposals for future revision should be submitted to the Chair of the ACUHO-I Professional Standards Committee, ACUHO-I Central Office, 1445 Summit Street, Columbus, Ohio, 43201, United States of America.

SOURCES OF INFORMATION

Some of the standards statements in this document have been adopted from the Council for the Advancement of Standards for Student Services/Development Programs (CAS) Housing and Residence Life Programs Self-Assessment Guide, 1988 (revised 2009).

Other standards statements in this document have been adopted from the American Council on Education (ACE) Statement entitled, "Achieving Reasonable Campus Security," 1985.



MISSION

The Housing and Residence Life program exists as an integral part of the educational program and academic support services of the institution. The mission of the department includes:

1. Providing reasonably priced living environments that are clean, attractive, well maintained, comfortable, sustainable, and which include contemporary safety features supported by systematic operations.
2. Ensuring the orderly and effective administration of the program through sound management.
3. Providing an environment, including programs and services, that promotes learning in its broadest sense, with an emphasis on academic support, diversity, success and enhancement.
4. Providing, in programs that include food services, a variety of nutritious and pleasing meals, in pleasant surroundings, at a reasonable cost.
5. Providing a service that satisfies the needs of the housing and food service customer in a courteous, efficient and effective manner.



FUNCTIONAL AREAS

The mission of the college / university housing program is accomplished through the coordination of three interdependent specialized function areas of college/university housing:

- a) Business/Management
- b) Education/Programming and
- c) Residential Facilities.

Many college/university housing operations are also responsible for one or more of the following additional specialized functional areas: food service, apartment/family housing, conference housing, special interest housing, off-campus housing, and faculty/staff housing. These functions are interrelated with the three major functions in many different ways.

Standards apply to those specialized functional areas, as well as to the areas of traditional responsibility of the department. Where campus administrative structures require that any of these functional areas report to agencies other than the student housing organization, it is the responsibility of management staff to ensure effective communication and working relationships.

Effective housing operations are composed of staff that has expertise in at least one of the specialized knowledge areas and a general knowledge of all the other areas.

BUSINESS/MANAGEMENT

The management functions performed by housing officers fall into the following categories: planning, personnel, accounting/finance, purchasing, property management, contract administration, marketing and communication and, in some cases, conference administration, information systems management, and/or off-campus housing service.

A. Planning

1. A mission statement, a set of goals and objectives and a values statement supportive of that mission statement are an integral part of the program. They are reflected in job descriptions, policy statements, and guidelines for effective administration of the system.
2. The mission statement and goals are consistent with the mission of the institution. They are reviewed and disseminated regularly.
3. The mission statement and goals are consistent with the ACUHO-I Standards and Ethical Principles for College and University Housing Professionals.
4. Evaluation of the organization is based on progress toward the achievement of short-range and long-range organizational and individual goals. Planning should be adequate to project and accommodate future needs.
5. Managers' jobs are defined to provide adequate time for planning as well as implementation.
6. Utilization and appropriate interpretation of valid assessment tools will be initiated.



B. Personnel

1. There must be at least one professional staff member responsible for the administration/coordination of the department. This person must be knowledgeable about the goals and mission of the program.
2. An organizational chart defines both the responsibilities and relationships of staff members with the understanding that managers should emphasize fluidity, adaptability and cross-functional collaboration.
3. A written job description is provided to each employee.
4. Training, supervision, evaluation and resources to accomplish assigned tasks are provided each staff member.
5. A written performance appraisal is provided to each full-time and student employee at least annually.
6. Policies and procedures are accessible to staff, reviewed annually, and updated when appropriate.
7. The rationale for policies and procedures is readily available and is related to the organization's mission statement, goals, and objectives.
8. Staff has a working knowledge of all policies and procedures.
9. Each management employee has a written plan that reflects and supports the goals and objectives of the organization and areas for personal improvement.
10. Appropriate measures are taken to ensure that when student staff members are employed, they are adequately trained and supervised.
11. Procedures for filing, hearing, and processing employee grievances are written and available to all employees.
12. Sufficient numbers of professional/qualified staff members are present to carry out the mission of the department.
13. Clerical and technical support staff is present to assure that professional staff can carry out their assigned responsibilities. Support staff must be of sufficient quantity and quality to accomplish the following activities: operation of computers, accounting, clerical and office administrative tasks, maintenance of confidential records, maintaining office systems and servicing clients.
14. Salaries and benefits for all department positions are commensurate with those of similar positions within the institution and at other comparable institutions.
15. Acceptable accommodations are provided for live-in staff.
16. Conditions of employment for staff are routinely evaluated (e.g. length of contracts, job expectations).
17. Professional development opportunities exist for staff. Support is provided for staff to attend professional development and continuing education programs.



18. Staff members are knowledgeable about and remain current with respect to the obligations and limitations placed upon the institution by constitutional, statutory, and common law, by external governmental agencies and institutional policies. This includes “duty to accommodate” legislation and practice.
19. Staff members treat confidential information appropriately.
20. Professional staff members are provided access to legal advice as needed to implement their responsibilities.
21. Staff members utilize policies and practices that limit liability exposure for the institution and its agents.
22. Hiring, promotion, staff policies, and training practices consider issues of diversity, inclusion, and equity including the following
 - a. Following the spirit and intent of equal opportunity laws.
 - b. Non-discriminatory personnel policies regarding race, gender, religion, age, nationality, color, sexual orientation, gender identity, disability, and veteran status have been developed and adhered to at all times.
 - c. Policies are in place to encourage the hiring and promotion of a diverse and multicultural staff.
23. The department seeks to identify, prevent, and/or remedy all discriminatory practices.
24. Staff members abstain from all forms of sexual harassment, as required by law, and any other form of unprofessional or illegal activity.
25. *Hiring practices are intentional in employing staff that are reflective of and appreciative of the diversity of the student body.*
26. All staff members have access to diversity and inclusion training and are accountable for integrating the training into their work.
27. All staff members ensure that residents are provided access to services on a fair and equitable basis.
28. There is evidence of systematic efforts to maintain effective working relationships with campus and community agencies whose operations are relevant to the mission of the department.
29. Staff members abstain from actual or perceived personal conflicts of interest.
30. Staff members recognize their limitations and make appropriate referrals when necessary.
31. Staff members are informed about the institution’s policies addressing ethical practice and comply with the provisions of the policies when conducting research.
32. All policies/procedures related to safety/security are periodically reviewed and modified as appropriate.
33. All policies/procedures related to access and equity of services and systems are periodically reviewed and modified as appropriate.
34. Staff members with safety and security responsibilities are carefully selected and provided with adequate training and supervision.
35. Staff members strive to create a positive attitude and customer relations with the housing and food service customer.



36. Staff members who are in a position to interact in any way with children (e.g. conference services) should be subject to criminal records/vulnerable sector background checks.

C. Accounting/Finance

1. The administration of funds is handled in accordance with established, responsible accounting procedures in accordance with institutional policy.
2. Financial reports provide an accurate financial overview of the organization, and provide clear, understandable, timely data on which staff can plan and make informed decisions.
3. The budget is used as a planning and goal setting document, which reflects commitment to the mission and goals of the department and the institution. Budgets are flexible and capable of being adjusted during the year.
4. Residents of the facilities operated by the department are given the opportunity for comment on proposed rate increases and the operating budget.
5. Information regarding the use of department funds is available to the college/university community.
6. When the departmental operation is an auxiliary enterprise, funds from those operations are not used to support parts of the university not related to the auxiliary enterprise that generated the funds.
7. Funding is available to carry out the departmental mission including reserves for repairs, replacement, and capital improvements.
8. Adequate and appropriate internal controls are in place to ensure full accountability of financial processes.
9. *Rate reduction and/or assignment and contract practices exist to assist students with financial hardships to afford on-campus housing.*
10. *Rate increases are announced well in advance of their implementation.*
11. *ACUHO-I recommends the use of the procedures developed and published by our institutions with regard to financial reporting and accounting.*

D. Purchasing/Property Management

1. Purchasing procedures are designed to be consistent with institutional policies, ensure that the institution receives the best value for funds spent, and consider information available for comparing the environmental impact of products purchased, here-to-fore, known as “green purchasing.” “Green purchasing” procedures are designed to be consistent with institutional policies, ensure that the institution receives the best value on its investments, and consider information available for comparing the environmental impact of products purchased.
2. Appropriate steps are taken to secure college/university housing property and furnishings.
3. Procedures are present to ensure reconciliation between goods paid for and goods ordered and received.



4. Members are guided by institutional conflict of interest and related policies when considering whether or not to accept gifts or any other good or service for free or at reduced cost from vendors and contractors with whom they do business.
5. An up-to-date inventory of college/university housing property and furnishings is maintained.

E. Contract Administration

1. A clear and thorough written agreement between the resident and the institution conveys mutual commitments, including defined criteria for the use of sustainable practices and amenities.
2. The procedures and priorities for obtaining housing and/or meal options are clearly communicated to students, other interested members of the campus community, and potential residents.
3. Procedures for canceling, subleasing, or being released from the housing and/or dining agreement are written and/or otherwise effectively distributed, if there is a provision for such release.
4. Room assignment and room change policies and procedures are clearly written and made available to residents.

F. Service

1. Services (such as telephone, reception desk, vending, laundry, housing information, information technology, etc.) are managed efficiently and in a professional and customer-oriented manner.
2. If an off-campus housing referral/information service is provided, it is operated efficiently and in a professional manner. Equal opportunity (equity access) principles and fairness are used in administering an off-campus housing service.
3. Housing and residence life facilities and services are readily accessible to all residence and dining students, including traditionally underrepresented, evening, and part-time students as required by institutional policy.

G. Conference Administration

1. Conference housing is administered to support the mission of the housing department and the University/College.
2. Live-in supervision is provided when housing conferees are under the legal age of majority.
3. Staff members who are in a position to interact in any way with children in the course of conference service provision should be subject to criminal records/vulnerable sector background checks.
4. *Conference participant staff members in a position to interact in any way with children should be subject to criminal records/vulnerable sector background checks.*
5. Conference housing is contracted and administered in an efficient and professional manner.



6. The conference operation is ancillary to the student housing operation when student residence hall facilities are used for conferences.
7. Participants evaluate the conference operation, including the customer service aspect of their experience, on a regular basis.

H. Evaluation

1. A program of regular and systematic evaluation exists within the department to determine the extent to which the mission is being met.
2. Evaluation data are gathered from students and other significant constituencies.
3. Evaluation data are used to revise and improve the operations of the department.
4. Evaluation data are used to solicit level of customer satisfaction and service.
5. Evaluation activities use comparative and longitudinal data.
6. Evaluation should include a focus on outcomes based results.
7. The training and development of staff uses assessment and evaluation practices.

I. Technology

1. Technology resources used in administration and operations are evaluated regularly to determine whether current and projected needs and opportunities are met, including student self-service.
2. Staff has access to adequate technology resources in the performance of their job responsibilities.
3. Technology resources are used to create and sustain cost reduction and efficiency improvement measures initiated by professional staff.
4. Technology resources for staff and students are properly maintained and serviced.

EDUCATION/PROGRAMMING

The residential learning environment provides educational opportunities for students and other members of the campus community that support the strategic direction and/or mission of the institution. Partnerships with faculty, academic administrators and other campus constituents are developed in order to utilize student residences as an extension of the classroom. Staff involvement in educational opportunities ensures that learning experiences are oriented toward promoting the academic success, the development of other specific skill sets and providing opportunities for clarification and/or maturation of value systems of students.

A. Educational Opportunities

Educational opportunities shall include activities and/or experiences in a wide variety of areas. Residents will experience:

1. Access to academic experiences and/or services in the residences.



- Opportunities to meet with faculty in their residential environment.
 - Encouragement and assistance in forming study groups in the residences.
 - Access to academic resources of the campus both in person and through technology in the residential facilities.
2. Opportunities to develop a mature style of relating to others and live cooperatively with others.
 - Opportunities for analyzing, forming, and/or confirming values (including spiritual, ethical, and moral development).
 - Activities that promote independence and self-sufficiency to assist residents to identify, develop, and confirm a sense of identity.
 - Activities and experiences to develop a sense of respect for self, others, property, and a sense of fairness.
 3. Opportunities to appreciate new ideas, cultural differences, perspectives, and sustainable practices.
 4. Opportunities for personal growth and development
 - Opportunities to make educational and career choices through planned activities.
 - Opportunities to develop self-improvement and a balanced life.
 - Opportunities to engage in self-management techniques (such as health, personal finances, time).
 - Access to programs designed to help them acquire and use knowledge, skills and values.

B. Staff Activities

Educational programming, advising, and supervisory activities of the staff will vary with locally assessed needs, but will include multiple functions. Staff members will:

1. Introduce and orient residents to services, facilities, staff members, and staff responsibilities.
2. Provide information and support on safety, security, and emergency procedures.
 - Provide information about appropriate civil and other law as well as policies consistent with legislation.
 - Assess the feasibility and desirability of having and enforcing policies restricting access of non-residents in residences.
 - Ensure that the safety and security of residents and their property is taken into consideration as policies are developed.
 - Ensure that data regarding security incidents are reviewed to determine the need for corrective action.
 - Ensure policies and procedures are in place to respond to students exhibiting behaviors related to psychological distress and work to limit the impact of such behaviors on the community.



- Ensure Mental Health and Wellness programming is included or addressed in Residence Life curriculums.
3. Encourage residents to exercise responsibility for their community.
 - Document institutional policies and rationale for policies, procedures, and expectations that affect residents including the potential consequences for violation.
 - Promote and demonstrate responsible and sustainable social behavior, choices, and lifestyles.
 - Provide opportunities to appreciate new ideas, cultural differences, perspectives.
 - Provide opportunities for students to learn how to minimize a detrimental impact upon the environment.
 - Staff members shall encourage residents of multiple occupancy rooms to communicate with each other regarding personal property and space.
 - Involve residents in programming and policy development.
 - Encourage residents to confront inappropriate and/or disruptive behavior, participate in mediating conflict within the community, and participate in evaluating the department.
 - Provide students the opportunity to report bias related incidents.
 - Encourage residents to learn and exercise their rights as students, tenants, residents and consumers.
 4. Promote learning as an integral component of the residential living experience.
 - Encourage an environment conducive to academic pursuits.
 - Provide information on academic resources.
 - Engage faculty and other institutional staff in creating learning activities in the residential environment.
 - Promote and demonstrate an educational response to the impact of drug and alcohol use and abuse.
 - Provide educational experiences in leadership development and decision-making.
 - Assess needs of the housing population annually, specifically addressing the needs for special interest programming and for upgrading or modifying facilities.
 - Provide educational experiences in sustainable leadership and lifestyles development.
 5. Assist all residents to personally identify, prioritize and achieve educational goals and developmental needs.
 - Staff members shall support and encourage interpersonal interactions of residents and with each other.
 - Provide individual support and make appropriate referrals.
 - Provide educational programs that focus on awareness of cultural differences, self-assessment of possible prejudices, and desirable behavior changes.



- Assist students from different backgrounds in cross-cultural understanding and collaboration.
- Create relationships with students that portray genuine interest in the student's educational and personal development.

RESIDENTIAL FACILITIES

Administration of the college/university housing and/or dining facilities is designed to make the physical environment attractive, conducive to academic success and other learning opportunities, functional, in compliance with codes, and adequately provided with safety features. Facilities administration can be divided into six general areas: maintenance and renovation, equipment replacement, custodial care, energy conservation, construction and grounds care. The following must be evident in all college/university housing and dining operations:

1. Facilities are adequate to carry out the mission. Facilities must include: private offices for meetings of a confidential nature; office, reception, and storage space sufficient to accommodate assigned staff, supplies, equipment, library resources, and machinery; and conference room(s) and/ or meeting space(s). Facilities must be accessible to persons with disabilities and in compliance with federal/national, state/provincial, and local health and safety requirements.
2. A maintenance/renovation program is implemented in all housing operations, in four major areas:
 - a) A preventive maintenance program designed to realize or exceed the projected life expectancy of the equipment and facilities,
 - b) A program designed to repair or upgrade equipment, facilities and building systems as they become inoperable or obsolete,
 - c) A renovation program which modifies physical facilities and building systems to make them more sustainable, flexible, effective, attractive, efficient, and safe,
 - d) A program designed to provide emergency response 24 hours a day.
3. A systematically planned equipment replacement program exists for furnishings, mechanical systems, maintenance equipment, carpeting and draperies, and dining equipment (in systems that operate food service or provide kitchens).
4. Painting should be done on the basis of current need and a pre-planned cyclical schedule.
5. A green housekeeping program exists to provide a clean and orderly environment in all housing facilities minimizing the introduction of hazardous or toxic materials into the residential environs. This refers to the cleaning of public and common areas of the housing system. Systematic cleaning of all residence and dining areas should be performed on a regularly scheduled basis.



6. The adoption of environmentally sustainable pest management practices within all housing and food services facilities, accompanied by a comprehensive educational campaign for students focused on cleanliness standards intended to minimize attracting pests.
7. A program exists to provide that housing grounds, including streets, walks, recreational areas, and parking lots, are attractively maintained and include safety features.
8. Periodic inspections and audits are made to: (a) ensure compliance with fire/safety codes; (b) identify and address potential safety/security hazards (e.g., fire extinguisher charged; exit doors working properly; lighting outside of buildings; potential hazards identified and corrected, etc.); and (c) campus efforts to improve energy efficiency. Data from inspections are used for repair and replacement schedules
9. A system of access (key/card) control is in place that provides for frequent monitoring of all associated entrance hardware and identifies potential security hazards related to key/card inventory by stringently controlling the use of master keys/access cards.
10. Waste disposal, recycling and handling and storage of chemicals and hazardous materials shall be in compliance with federal/national, state/provincial, and local health, safety, and environmental protection requirements. Department staff identifies work place hazards and strives to minimize the risk to employees through education, training and provision of personal protective equipment.
11. A systematic evaluation of student satisfaction with the facilities should be in place.
12. Principles of sustainability should be incorporated into the operation and/or renovation of existing facilities and construction of new facilities. These principles should include, but are not limited to a strong energy conservation program, an organized recycling program, as well as advancing the principles of a carbon neutral environment.
13. *Create gender-neutral specific housing where feasible.*
14. *New facilities and substantial renovations take into account Universal Design principles.*
15. *Facilities are adequate to carry out the mission including providing space for underrepresented groups, meditation, and religious observation.*

The following general minimal standards should be a part of every housing operation:

1. Measures are taken to promote a safe and secure environment in and around the residences and dining halls.
2. Reasonable and adequate accommodations and related facilities for individuals with special needs (such as physical, psychological, and learning disabilities) comply with relevant national and local standards and laws, are well-maintained and their availability is thoroughly communicated to potential residents and guests.
3. Where provided, public, common, study, and recreational areas are adequately furnished to accommodate the number of residents who use them.
4. Adequate information technology resources will be made available to all students.



5. All community bathrooms, as well as other public areas, are cleaned and sanitized at least daily on weekdays. A weekend housekeeping schedule should be in place, and increased quality and frequency of cleaning and sanitizing should be implemented during times of public health emergencies.
6. Adequate space is provided for student study, socializing, recreation, and group meetings.
7. Sufficient space for custodial work and storage is available in close proximity to the area of custodial responsibility.
8. A master plan for maintaining and renovating all facilities is developed with recommended timelines for addressing identified needs.
9. Individual rooms/apartments are furnished/equipped to accommodate the designated number of occupants.
10. *Residence halls/apartments are furnished and maintained in a manner designed to provide security, comfort, and an atmosphere conducive to study, and a variety of related learning opportunities.*
11. *Laundry facilities are provided within or in close proximity to the residence halls/apartments.*
12. *Suggestions from residents are regularly and consistently sought and considered regarding facilities improvements and renovations to college/university housing and dining facilities.*
13. *Whenever possible, renovations to facilities shall be scheduled to minimize disruption to residents, diners and guests.*

FOOD SERVICE

In campus operations where food service is a part of or related to the housing program, the purposes of food service are to provide high quality, nutritious meals at a reasonable cost and to support the educational mission of the campus. When possible partnerships with organic and local vendors should be established to improve quality, reduce transportation cost and support the local economy.

ACUHO-I recommends the use of the standards and procedures developed and published by the National Association of College and University Food Services (NACUFS), the Canadian College and University Food Services Association (CCUFSA) or similar international and national professional associations as guidelines for operating campus food service operations. Whatever the origin of these standards, at minimum, they should include the following provisions.

Management and staff should:

1. Ensure menu planning to provide optimum nutrition and variety.
2. Purchase high quality food products with preference to local and organic farmers.
3. Ensure orderly, secure, and sanitary food storage.
4. Provide recipes and preparation processes that ensure appetizing food.
5. Ensure the existence of safety provisions and sanitary conditions.
6. Ensure that fiscal policies and procedures are consistent with those stated in the Business/Management section of these Standards.



7. Provide policies and practices that ensure timely delivery of services and products.
8. Provide hours of dining service operation sufficient to reasonably accommodate student needs.
9. Provide dining options that are clear and responsive to the requests of diners.
10. Provide dining options to accommodate student food requirements such as Halal, Kosher, vegan, and food allergies.
11. Encourage opportunities for interaction between diners.
12. *Ensure that financial information about the food service operation is provided to student diners in a transparent and thorough manner.*
13. *Ensure the provision of a pleasant environment in dining areas.*
14. *Ensure food service involvement in educational programming that contributes to student learning and resident satisfaction.*
15. *Seek suggestions and input from diners regarding menu selection and satisfaction with the dining program through ongoing evaluation.*
16. Encourage sustainable practices including the following:
 - Recycling, composting, and ware washing to maximize landfill diversion.
 - Observation of known practices that reduce food waste such as “tray-less dining.”
 - The adoption of environmentally sustainable pest management practices.
 - Creation of physical facilities, building systems, and kitchen equipment that contribute to sustainable practices.

EMERGENCY PREPAREDNESS

1. Ensure there exists thorough planning documents and protocols as well as annual training of staff and students for all crises-related residential circumstances for the respective campus (i.e. individual psychological incidents, fire and evacuation, environmental disasters, etc.).
2. Ensure there exists a well-developed Business Interruption Plan (BRP) for housing-related services.
3. Fully participate in campus crisis management planning and evaluation.
4. Take campus leadership role in defining what is an emergency.
5. Evacuation plans are inclusive of students with disabilities or those who become disabled during an emergency.
6. *Housing and Residence Life operations should be guided in their planning by the document “ACUHO-I Campus Housing Guidelines for Pandemic Planning.”*

PUBLIC-PRIVATE-PARTNERSHIPS

An institution which is considering or already provides campus housing using a public-private-partnership (P3) model must consider additional factors to ensure the operation is effectively run. The following provisions provide a framework to guide not only campus housing professionals on examining, setting up or reviewing P3 campus housing models,



but post-secondary executive members, physical plant staff, developers, property managers and others with an interest in this area.

Planning and Personnel

1. A strategic approach is used to guide decision making using materials, such as: institutional mission, campus master plan, academic plan, business case, learning outcomes or other strategic planning documents.
2. Subject matter experts critical to the success of the project will develop and manage the project. (e.g. campus housing, construction, physical plant, financial services, external consultant, and/or developer/investor/manager)
3. Risks are identified and methods to mitigate them are outlined. (e.g. brand and reputation, legal, safety and security, site, design and construction, financing, operations, maintenance and, economic conditions)
4. The division and management of all functional responsibilities are clearly outlined. (e.g. student life events/activities, management of student conduct, how institutional policies will relate to the property, fiscal and facility management, etc.)
5. A set of measurable project objectives are established.

Procurement/Purchasing

1. Factors with significant influence have been accounted for properly, such as: Generally Accepted Accounting Principles (GAAP), tax regulations, legal requirements, local/national constitution provisions and statutory limitations, credit and rating agency guidelines and institutional policies.
2. The procurement process meets the project's objectives.
3. The procurement process and contractual relationship is facilitated by an appropriate entity. (e.g. foundation, trust, institution)
4. The entity that is in the contractual relationship with the developer/manager is established.
5. The procurement plan allows for flexibility and negotiation.

Transaction Structure

1. Rental rates are consistent with campus rates and competitive with the local market.
2. The capital resource allocation and borrowing capacity of the campus housing development has an acceptable risk profile for the institution and is consistent with the institution's financial objectives. (e.g. legislative/legal, public relations, debt capacity, debt rating, balance sheet treatment)
3. The amount of control and cost sharing desired by the institution is established in key areas of the project, such as: construction materials & specifications, furniture, fixtures & equipment, occupancy management, student life philosophy, safety management, management & operations, adjusting rental rates, on-going capital repairs & replacement and marketing & advertising.
4. Financial terms for the project are established.
5. The distribution of financial returns is outlined and is consistent with the investments and associated risks made by each party.
6. A long-term budget model is in place that accounts for the whole-life cycle of assets and meets the project's objectives.
7. Plans for future development have been considered and incorporated into the terms. (e.g. future development, either with the developer or by the institutions, accommodated by the transaction structure (no covenants preventing such), purchase of the property at a fair price by the institution has been considered, etc.)



Development

1. The size, scope and target population(s) of the project is established. (e.g. number of beds, parking and traffic plan, inclusion and design of additional services, type of development: new construction / replacement / renovation / rehabilitation / repurposing, etc.)
2. Contracting arrangements are determined for planning, pre-development, development, construction and management.
3. The design and architectural requirements for the project are established. (e.g. Type of unit(s), specifications & construction materials, height & footprint of the building(s), amount of common space, amount of office & support space (maintenance shop or storage), sustainability objectives and requirements, classroom space, commercial space, etc.)
4. A suitable site is identified and meets legal, policy requirements and project objectives.
5. Stakeholders are consulted on the proposed development. (e.g. students, surrounding neighborhoods, public officials etc.)

Governance/Oversight

1. An approval process for the project is developed which considers the following: board of governors, president, executive, student affairs, campus housing, ancillary services, physical plant, real estate, and finance.
2. Responsibility for the project development as well as operational management once the building is occupied is established. (e.g. rental rate increases, student conduct, advisory groups, student governance, etc)
3. A management board or operating committee with institutional and developer/manager representation exists to build relationships, ensure effective operating procedures remain in place, and measure the operation against the objectives set out for the project.

ETHICS

1. A set of ethical standards and guiding principles are identified and implemented and inform professional practice.
2. The adopted ethical standards are available in written form and are reviewed regularly.
3. Policies and procedures are consistent with the ethical standards.
4. At a minimum, the ACUHO-I professional and ethical standards are adopted as institutional standards. These ethical standards guide the behavior of housing professionals, stimulate concern for the ways they operate, and serve to direct the conduct of housing staff members.
5. These standards recognize the following: the need to make referrals when specialized skills are needed; the importance of providing hard copy and electronic information which is fully representative of the services and programs offered; expectations held; regulations and policies of the housing program; the need to respond appropriately to issues of confidentiality; and the importance of demonstrating respect, integrity, and caring for others.
6. Recommended ethical standards include the following:
The housing professional:
 - a. Acts with integrity, dignity, and competence.



- b. Recognizes dual responsibility to students and the institution.
- c. Is committed to providing safe, affordable, attractive, clean, comfortable, sustainable, and well-maintained living environments that are responsive to the needs of present and future residents.
- d. Has an obligation to understand the educational goals and academic mission of the institution and to aid in support and realization of these goals through residence hall programming, alternative living options, leadership training, student governance, faculty involvement, and sound fiscal management.
- e. Accepts students as individuals, each with rights and responsibilities, each with goals and needs and, with this in mind, seeks to create and maintain a community living environment in which optimal learning and personal development can take place.
- f. Strives to establish an open, diverse, and multicultural residential environment that promotes the appreciation, understanding and respect for differences.
- g. Provides a continuing program of development for all levels of departmental staff.
- h. Develops and maintains staff relationships in a climate of mutual respect, support, trust, and interdependence while recognizing the strengths and limitations of each colleague.
- i. Develops lines of communication within the campus community so that programs, services, policies, and procedures support, reinforce, and are consistent with the mission and goals of the institution.
- j. Plans and uses assessment tools and seeks other means of evaluation on a regular basis in order to focus on continuously improving services, programs and procedures.
- k. Seeks to develop new knowledge as the basis for improved programs, policies, and procedures and communicates the results through appropriate channels using available media and technologies.
- l. Is committed to incorporating technology into the residential environment for the benefit of residents and staff and identifying strategies to promote appropriate use of technological resources.
- m. Recognizes both formal training and practical experience as important ingredients in the preparation of any person for effective full-time work in a higher education institutional setting.
- n. Believes in the educational value of professional associations and encourages staff members to attend appropriate regional, national, and international meetings.
- o. Is aware of the political implications of housing as an integral part of higher education and is obligated to maintain effective relationships with the global community so that programs, policies, and procedures are fully understood.



ETHICAL HIRING PRACTICES FOR HOUSING PROFESSIONALS

The following guidelines should be practiced by housing operations when hiring professional staff.

1. In the position announcement, housing professionals should ensure that job requirements are clearly stated (e.g., position is live-in, live-on, or live-off; terms of contract, if applicable; location of work; whether the position is unionized; physical requirements pertaining to relevant disability legislation; etc.).
2. Housing professionals should accurately portray all responsibilities of the position and work conditions, including all relevant reporting lines.
3. In the position announcement, housing professionals should clearly state expectations for the provision of the applicant's professional references (i.e., names only, letters of reference, other). These provisions should comply with relevant employment or human rights legislation.
4. Housing professionals should acknowledge receipt of every application within a reasonable amount of time by letter or email.
5. Housing professionals should send regret letters in a timely manner to those applicants who are not among the finalists.
6. Housing professionals should return portfolios and special materials to the non-finalists in a timely manner.
7. Housing professionals should afford finalists the opportunity to visit the campus, at the institution's expense, if possible, before extending an offer of employment.
8. Housing professionals should specifically describe what candidate travel expenses will be covered by the employer and what expenses the candidates must cover. Eligible candidate expenses should be reimbursed to the candidate in a timely manner.
9. Housing professionals should notify candidates when they are placed on a list of finalists.
10. Housing professionals should provide finalists with information on the anticipated hiring process schedule.
11. Housing professionals should ensure that members and chairs of search or selection committees are thoroughly briefed and informed in writing about the procedures and requirements for the screening and search process for the specific position.
12. Housing professionals should ensure that all interviewers have been informed in writing about the legal guidelines and appropriateness of conduct and questions asked during the interview process, including questions that are not permitted by relevant employment or human rights legislation.
13. If a search process is extended or terminated, housing professionals should promptly inform applicants and provide an explanation for the extension or termination.
14. Housing professionals should make position offers in person or by telephone, followed by a letter confirming the offer and a signed contract or letter of appointment.



15. Housing professionals should inform the finalist, or as part of the job offer, of the institution's policy regarding moving expenses.
16. Housing professionals should set a date by which the finalist must inform the institution of the decision to accept or not accept the offer.
17. Finalists who are not selected should be called by housing professionals and also should receive a letter within a reasonable time.
18. Housing professionals should indicate how candidates can access specific information on benefits packages.
19. Housing professionals who volunteer in conference career centers have an ethical obligation to maintain a neutral position regarding institutions and posted vacancies when working with candidates. Volunteers should not simultaneously be engaged in a related job search.
20. Housing professionals should ensure that entry-level staff members understand their role and ethical obligations in the hiring process.
21. Housing professionals offering a position appointment to a candidate should discuss with the candidate the status of their current employment. Candidates should make it clear to their current employers that they are actively pursuing other job opportunities. Current employers should be provided at least two weeks written notice of last day of employment. It is recommended that during training, opening, and closing periods, the current employer be provided at least four weeks written notice before the last day of employment.



QUALIFICATIONS

1. All staff members are qualified for their positions on the basis of graduate education and/or an appropriate combination of education and experience as described below.
2. Members of the support staff are qualified by an appropriate combination of education and experience.
3. Staff members are qualified for their positions on the basis of written criteria established by the institution.

Qualifications for housing officer positions can be gained through formal academic preparation, workshops, active research, self-study, work experience, participation in professional organizations, and in-service training. Well-rounded and effective housing officers gain knowledge through each of these methods. The following qualifications for the respective housing officer positions are recommended:

1. *Chief housing officer — a terminal degree in higher education, business administration, or human behavior related fields, such as counseling, in addition to related experience; OR, a master’s OR bachelor’s degree in a similar field AND significant experience in housing.*
2. *Housing officer in charge of facilities administration — a master’s or a bachelor’s degree and related experience in engineering and and/or maintenance.*
3. *Housing officer in charge of food service — a master’s or a bachelor’s degree in hotel and restaurant administration or dietetics and significant experience.*
4. *Housing officer in charge of residential education — a master’s degree in college student personnel, counseling or related field; or, a bachelor’s degree and significant experience.*
5. *Housing officer in charge of central office administration, assignments, conference housing, or apartment family housing — a degree in any of the above areas, and significant experience in the general area of responsibility.*
6. *Middle management personnel – a master’s degree in college student personnel, counseling or related field; OR, a bachelor’s degree and reasonable experience.*
7. *Housing officer in charge of individual or small groups of residence halls – depending on the size/capacity of living area, a master’s degree in college student personnel, counseling or related field OR a bachelor’s degree and relevant student staff experience.*

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



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