ACUHO-I STANDARDS & ETHICAL PRINCIPLES

FOR COLLEGE & UNIVERSITY HOUSING PROFESSIONALS

PREPARED BY THE 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 college or university community, assisting outside agencies, assessment, and self-studies.

Use of these Standards is voluntary. ACUHO-I does not certify student housing programs, and institutional 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 ACUHO-I 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 home 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 document.

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 ninth 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 by mailing the ACUHO-I home office 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 2013).

Other standard 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, sustainability, 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 campus housing program is accomplished through the coordination of inter-dependent specialized functional areas of campus housing:

1. Business/Management
2. Student Learning and Development
3. Residential Facilities
4. Food Service
5. Emergency Preparedness
6. Public/Private Partnerships

Many campus housing operations are also responsible for one or more of the following additional specialized functional areas: apartment housing, family housing, conference housing, special interest housing, off-campus housing, and faculty/staff housing. These functions are interrelated with the 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 comprised 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. These 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 and should be consistent with the mission.
5. Managers’ jobs are defined to provide adequate time for planning as well as implementation, evaluation and adjustment, if needed.

6. Utilization of valid assessment tools and appropriate interpretation of data gathered from these tools will be initiated.

B. Personnel

1. There must be at least one professional staff member responsible for the administration and 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 to each staff member.

5. A written performance appraisal is provided to each 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, objectives, and core values.

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 management 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. Live-in staff members are provided with acceptable accommodations.
16. Conditions of employment for staff members 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 civil law, and 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:
   a. Following the spirit and intent of equal opportunity laws.
   b. Following 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. Having policies 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 consistent with institutional personnel policy, and whenever possible 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. Staff members follow 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 strive to create a positive attitude and customer relations with the housing and food service customer.

35. Staff members with safety and security responsibilities are provided with adequate training and supervision.

36. Staff members, students, and any other people 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 other parts of the budget.

5. Information regarding the use of department funds is available to the campus community.

6. Funding is available to carry out the departmental mission including reserves for repairs, replacement, and capital improvements.

7. Adequate and appropriate internal controls are in place to ensure full accountability of financial processes.

8. 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.

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, heretofore, known as “green purchasing. Appropriate protocols are in place to secure campus housing property and furnishings.

2. Procedures are present to ensure reconciliation between goods paid for and goods ordered and received.

3. 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.

4. An up-to-date inventory of campus housing property and furnishings is maintained.

**E. Contract Administration**

1. The eligibility, 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 and other stakeholders.

2. Room assignment and room change policies and procedures are clearly written and made available to residents and other stakeholders.

3. Clear and thorough written terms between the resident and the institution that conveys mutual commitments, including defined contract periods and procedures for changes and notification of changes to the terms are written and conveyed to residents and other stakeholders. Institutions ensure terms are in line with local and national laws (disability, Fair Housing Act) as well as governing bodies (e.g. National Collegiate Athletics Association, etc.).

4. Procedures for canceling (including associated fees if applicable), subleasing, or being released from the housing and/or dining terms are written and/or otherwise effectively distributed, if there is a provision for such release.

5. Procedures are clearly articulated surrounding costs, fees, billing and payment procedures. Rates are to be made available as soon as the institution approves them. In the event that rates are not approved prior to students signing up for housing, the current year’s rates and/or any other information about the following year are available.

6. Create policies and processes (timelines, due dates, when assignments are made, etc.) that provide a fair opportunity to all students potentially interested in residing on campus.
F. Services
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. Institutions ensure that off-campus housing providers follow equal opportunity (equitable access) principles in administering the 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 or 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 stakeholders.
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 utilizes 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 measures initiated by staff.
4. Technology resources for staff and students are properly maintained and serviced.

STUDENT LEARNING AND DEVELOPMENT

The formal education of students, consisting of the curricular and the co-curricular, must promote student learning and development, contribute to students' realization of their potential, and prepare students for life after college.

Partnerships with faculty, academic administrators and other campus constituents must be developed to maximize student residences as an extension of the classroom and contribute to student persistence and graduation. The department’s program must be consistent with the mission and focus of the institution.

A. Planning and Assessment

1. Utilize theories and knowledge of student learning and development during program creation and planning.
2. Plan programs that are important to the culture and direction or mission of the institution.
3. In planning, consider student developmental and demographic profiles, including populations with distinct needs.
4. Develop programmatic purpose, expectations, student learning outcomes and goals that can be assessed and are in alignment with departmental mission and priorities.
5. Assess that relevant and desirable student learning and development are achieved.
6. Assess the contributions to and support of student persistence and success.
7. Annually solicit and consider feedback from residents and staff regarding overall satisfaction, their expectations, interest in programs/events, and effectiveness of policies and procedures.
8. Review policies annually to ensure they are up to date and meet educational, governmental and institutional standards and regulations.
B. Academic Initiatives

1. Ensure that learning environments provide a seamless transition from classroom environment to living environment.
2. Create and maintain an environment and atmosphere conducive to educational pursuits.
3. Ensure that there is engagement between students, faculty and staff through programming in the residential environment or other means.
4. Provide opportunities for the formation of study groups.
5. Develop partnerships with academic colleagues who can assist in the development, administration and promotion of integrated learning opportunities such as living/learning centers.
6. Provide opportunities to explore other extensions of the academic experience; such as study abroad, internships, career path planning, etc.
7. Provide access to academic resources through technology.
8. Provide academic spaces in the residence halls that support the formal learning process by employing contemporary uses of space, technology, and other amenities.

C. Personal Development

1. Create environments and programs that support student development.
2. Provide opportunities for self-improvement, particularly for residents to develop balanced lifestyles embracing wellness.
3. Provide residence environments which foster an appreciation of differences including cultural differences, perspectives and ideas, sexual identity, education, disability, ethnicity, gender, age, lifestyles, spirituality and other forms of diversity.
4. Assist residents to develop a sense of identity (including a value system) through activities that promote independence, interdependence and self-sufficiency such as student governance, educational programs, one-on-ones, floor/section meetings, etc.
5. Provide opportunities to learn life skills, particularly in the areas of health and wellness including mental health, personal finance, and time management.
6. Provide opportunities to make academic program choices through planned activities.
7. Provide individual support through both live-in and student staff, making referrals when appropriate.
D. Community Development

1. Help new students to connect with their institution by connecting them to other residents and staff and developing a sense of personal comfort.

2. Introduce and orient residents to community expectations, facilities, services, emergency and safety protocols.

3. Provide residence environments that reinforce the need for self-respect, respect of others and property.

4. Provide residence environments that encourage the development of mature lifestyles, relating to others and living cooperatively with others, including a sense of fairness.

5. Encourage residents to exercise responsibility for their community through confrontation of inappropriate, threatening, or disruptive behavior.

6. Provide student leadership opportunities.

7. Promote and demonstrate responsible and sustainable social behavior, choices, and lifestyles.

8. Provide opportunities for students to learn how to minimize detrimental impacts on the community environment.

9. Encourage residents to learn about their rights and responsibilities as students, tenants, residents and consumers.

10. Provide assistance and encourage residents to participate in mediating conflict within their residence community through dialogue and discussions.

11. Train staff to work with and serve diverse populations within their setting.

12. Provide community service opportunities.

E. Community Development: Policy and Procedures

1. Provide students a clear protocol to report bias or threat related incidents.

2. Promote and demonstrate an educational response to the impact of illegal substances, prescription drugs and alcohol use and abuse.

3. 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.

4. Formulate codes, policies, regulations and standards to ensure a safe and secure living and learning environment for residents.

5. Develop appropriate appeals/grievance processes for undergraduate, graduate, and full-time staff.

6. Ensure that the safety and security of residents and their property is taken into consideration.
F. Advising

1. Develop partnerships with campus partners to support shared goals for advising student groups and student organizations.

2. Collaborate with residential student groups and student organizations to assess needs of constituents.

3. Identify sources of funding to support the programming efforts of residential student groups and student organizations.

4. Identify development opportunities for student groups and student organizations.

5. Support programmatic goals of residential student groups and student organizations by renovating or enhancing physical space to accommodate student organizational needs.

RESIDENTIAL FACILITIES

Administration of the campus 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 campus housing and dining operations:

1. Facilities are adequate to carry out the mission.

2. Facilities create a welcoming environment that provides adequate spaces to ensure privacy during meetings involving sensitive information and provides resources for both routine and mission critical operational tasks.

3. Facilities are accessible to persons with disabilities and in compliance with relevant national and local standards and laws and local health and safety requirements.

4. 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.
5. 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).

6. Painting should be done on the basis of current need and a pre-planned cyclical schedule.

7. A 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.

8. The adoption of environmentally sustainable pest management practices within all housing and food services facilities exists, accompanied by a comprehensive educational campaign for students focused on cleanliness standards intended to minimize attracting pests.

9. A program exists to ensure that the housing grounds (including streets, walks, recreational areas, and parking lots) are attractively maintained and include safety features.

10. 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) reinforce or contribute to campus efforts to improve energy efficiency. Data from inspections are used for repair and replacement schedules.

11. 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.

12. Waste disposal, recycling and handling and storage of chemicals and hazardous materials shall be in compliance with relevant national and local standards and laws 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.

13. A systematic evaluation of student satisfaction with the facilities should be in place.

14. 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, and principles advancing a carbon neutral environment.

15. Create gender-neutral specific housing where feasible or needed due to lack of rooms and apartments with private washrooms.

16. New facilities and substantial renovations take into account Universal Design principles.

17. 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 campus 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 this document.
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 requests such as Halal, Kosher, vegan, gluten free, and (where possible) 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 clean and aesthetically appealing 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:
   a) Recycling, composting, and ware washing to maximize landfill diversion.
   b) Observation of known practices that reduce food waste such as “tray-less dining.”
   c) The adoption of environmentally sustainable pest management practices.
   d) Creation of physical facilities, building systems, and kitchen equipment that contribute to sustainable practices.
EMERGENCY PREPAREDNESS

1. Ensure thorough planning documents and protocols exist.
2. Annually train staff and students for all crises-related residential circumstances for the respective campus (i.e. individual psychological incidents, fire and evacuation, environmental disasters, etc.).
3. Ensure a well-developed Business Interruption Plan (BRP) for housing-related services exists.
4. Fully participate in campus crisis management planning and evaluation.
5. Take campus leadership role in defining what an emergency is.
6. Evacuation plans are inclusive of students with disabilities or those who become disabled during an emergency.
7. 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 that 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 campus housing professionals, university officials, and other constituents on examining, setting up or reviewing P3 campus housing models.

A. 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 cases, 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, facilities management, 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 is established.
B. 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.

C. 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 and specifications; furniture; fixtures and equipment; occupancy management; student life philosophy; safety management; management and operations; adjusting rental rates; on-going capital repairs and replacement; and marketing and 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.).
D. 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; and the type of development such as 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 and construction materials, height and footprint of the building(s), amount of common space, amount of office and 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.).

E. 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, facilities management, legal counsel, 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:
   
   a. The housing professional:
   
   b. Acts with integrity, dignity, and competence.
   
   c. Recognizes dual responsibility to students and the institution.
   
   d. 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.
   
   e. 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.
   
   f. 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.
   
   g. Strives to establish a residential environment that promotes the appreciation, understanding and respect for differences.
   
   h. Fosters a residential environment that encourages members of that environment to consider the impact that their behaviors can have on larger environmental, social and economic systems.
   
   i. Develops and maintains staff relationships in a climate of mutual respect, support, trust, and interdependence while recognizing the strengths and limitations of each colleague.
j. 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.

k. 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.

l. 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.

m. 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.

n. 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.

o. Believes in the educational value of professional associations and encourages staff members to attend appropriate regional, national, and international meetings.

p. 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 staff.

1. In a position announcement, housing professionals should ensure that job requirements are clearly stated (e.g., nature of the position—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.

5. Housing professionals should notify applicants of their status in a timely.

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 should also 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 and 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; sensitivity to environmental, social, and economic impacts; 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 full-time, graduate, and student staff members.
BIBLIOGRAPHY


2. “CAS Standards and Guidelines for Student Services/Development Programs—Self-Assessment Guides,” 2012, 8th ed. Available at the ACUHO-I Central Office, 1445 Summit Street, Columbus, Ohio, 43201; (614) 292-0099 and via the ACUHO-I website: www.acuho-i.org
