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Making Campus Home

ACUHO-I

**STANDARDS &
ETHICAL PRINCIPLES**

for College and University Housing Professionals

UPDATED 2020

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* document 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 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 in italic font indicate the practices and 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 at:
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.
6. Ensuring all areas of the department are aligned with the department's mission statement and other guiding documents.

Functional Areas

The mission of the campus housing program is accomplished through the coordination of inter-dependent specialized functional areas of campus housing:

- Business/Management
- Student Learning and Development
- Residential Facilities
- Dining Services
- Emergency Preparedness
- 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 business management functions performed by housing officers fall into the following categories: planning, human resources, fiscal resources and control, purchasing/property management, occupancy management, contracts/lease agreements, service delivery, conference administration, evaluation, and information technology.

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 annually.
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 position/employee goals. Planning should be adequate to project and accommodate future needs and should be consistent with the mission.
5. Management employee jobs are defined to provide adequate time for planning as well as implementation, evaluation and adjustment, if needed.
6. Planning, research, and implementation of assessment tools follow institutional policies.
7. Utilization of valid assessment tools and appropriate interpretation of data gathered from these tools will be initiated.

B. Human Resources

1. At least one professional staff member must be responsible for the department's administration and coordination. This person must be knowledgeable about the program's goals and mission.
2. An organizational chart to define 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 that includes the current set of responsibilities and performance expectations.
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. Departmental performance appraisal processes are consistent with institutional human resources policies and procedures.
7. Policies and procedures are accessible to staff, reviewed annually, and updated when appropriate.
8. The rationale for policies and procedures is readily available and is related to the organization's mission statement, goals, objectives, and core values.
9. The staff has a working knowledge of all policies and procedures.
10. Each management employee has a written plan that reflects and supports the organization's goals and objectives and areas for professional improvement and development.
11. Supervisory approaches consistent with institutional practices are taught to and expected of staff who supervise other staff.
12. Appropriate measures are taken to ensure that student staff members are adequately and routinely trained and supervised when they are employed.

13. Procedures for filing, hearing, and processing employee grievances are written and available to all employees.
14. *Where unions are utilized, institutions should provide information to employees regarding unions, union agreements, basic union guidelines for job functions, and union grievance procedures. Where unions are present, participation by staff in collective bargaining processes is expected.*
15. Sufficient numbers of professional/qualified staff members are present to carry out the mission of the department.
16. The clerical and technical support staff is present to ensure that management employees 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.
17. Salaries and benefits for all department positions are commensurate with those of similar positions within the institution and at other comparable institutions.
18. Live-in staff members are provided with acceptable accommodations.
19. Staff members' employment conditions are routinely evaluated (e.g., length of contracts, job expectations).
20. The training and development of staff is consistent with institutional standards and practices and utilizes assessment and evaluation practices.
21. Professional development opportunities exist for staff, and support is provided for them to attend professional development and continuing education programs.
22. 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.
23. Staff members treat confidential information appropriately.
24. Professional staff members are provided access to legal advice as needed to implement their responsibilities.
25. Staff members utilize policies and practices that limit liability exposure for the institution and its agents.
26. 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.
 - d. The department seeks to identify, prevent, and/or remedy all discriminatory practices.
 - e. Staff members abstain from all forms of sexual harassment and any other form of unprofessional or illegal activity.
 - f. *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.*

- g. All staff members have access to diversity, inclusion, and social justice training and are accountable for integrating it into their work.
 - h. All staff members ensure that residents are provided access to services on a fair and equitable basis.
27. Staff members make systematic efforts to maintain effective working relationships with campus and community agencies whose operations are relevant to the department's mission.
 28. Staff members abstain from actual or perceived personal conflicts of interest.
 29. Staff members recognize their limitations and make appropriate referrals when necessary.
 30. Staff members are informed about the institution's policies addressing ethical practice and comply with the provisions of the policies when conducting research.
 31. All policies/procedures related to safety/security are annually reviewed and modified as appropriate.
 32. All policies/procedures related to access and equity of services and systems are annually reviewed and modified as appropriate.
 33. Staff members strive to create a positive attitude and positive customer relations with the housing and dining customers.
 34. Staff members who have access to room keys, confidential data, or financial data and who work with children should be subject to criminal records/vulnerable sector background checks.

C. Fiscal Resources and Control

1. Relationships with the institution's financial administration are established to ensure that the department has a good understanding of institutional fiscal policies, budget preparation processes and reporting expectations.
2. The department's mission and goals are reviewed to ensure congruence with its budget priorities.
3. Policies for sub-unit budget development are developed to ensure that all departmental fiscal requirements are adequately captured.
4. A framework and structure for staff to input, monitor, and manage the budget is defined.
5. Budget guidelines, which include revenue forecasts, expense allocations, required level of reserves, allocation of administrative overhead, debt service and other costs, are developed.
6. Assumptions are identified so that the department's multiple year pro-forma/strategic budget will provide an adequate financial foundation for the department's short and long-term plans.
7. Programs used to ensure effective use of fiscal resources and congruence with the department's mission, goals, and plans are regularly used and also evaluated.
8. A business manual or website is developed to ensure the use of approved departmental accounting policies and processes. This will include information on policies pertaining to billing, collections, and non-payment.
9. A business restoration and continuity plan for accounts payable and other financial processes is developed.
10. Guiding principles associated with the rate setting and approval process are established. These must be consistent with the institution's principles.
11. Residents of the department's facilities are given the opportunity to comment on proposed rate increases and other parts of the budget.
12. Rate increases are announced well in advance of their implementation.
13. Rate reduction and/or assignment and contract practices exist to assist students with financial hardships to afford on-campus housing.

14. When the departmental operation is an auxiliary enterprise, funds from those operations are not to be used to support parts of the institution not related to the auxiliary enterprise that generated the funds.

D. Purchasing and 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.”
2. Appropriate protocols are in place to secure campus 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.

E. Occupancy Management

1. Occupancy goals and targets are established.
2. A strategy for allocating beds in support of specific objectives such as living-learning communities is developed.
3. Data pertaining to occupancy is interpreted and applied to decision-making.
4. Bed allocations are established for various groups/populations.
5. Long- and short-term occupancy forecasts are created using historical, existing and future data for both on- and off-campus housing.
6. Partnerships with other institutional personnel are developed for access to information and collaborating on plans.
7. Program-appropriate strategies for making mid-course adjustments to impact occupancy are developed.

F. Contracts and Lease Agreements

1. Local, regional and national policies and mandates are evaluated to determine how they impact housing contracts/lease agreements.
2. The eligibility, procedures, and priorities for obtaining housing and/or meal options are clearly communicated to students, other interested members of the campus community, potential residents, and other stakeholders.
3. Room assignment and room change policies and procedures are clearly written and made available to residents and other stakeholders.
4. Written terms between the resident and the institution are clearly and thoroughly written to convey 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.).
5. 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.

6. 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.
7. Policies and processes (timelines, due dates, when assignments are made, etc.) created are ones that provide a fair opportunity to all students potentially interested in residing on campus.

G. Service Delivery

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.

H. Conference Administration

1. Conference housing is administered to support the mission of the housing department and the institution.
2. A business plan for conference services is developed.
3. Goals for the conference operation are established.
4. Relationships with key campus partners associated with conference services are developed.
5. A marketing and sales philosophy is established.
6. Operational priorities pertaining to conference services in relation to other departmental functions and needs are established.
7. Service standards and goals are established.
8. Policies pertaining to services provided to conference guests are established and articulated to stakeholders and guests.
9. A cost/benefit analysis pertaining to services offered to conference guests is conducted.
10. Live-in supervision is provided when housing conferees are under the legal age of majority.
11. All 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.
12. Conference participant staff members in a position to interact in any way with children should be subject to criminal records/vulnerable sector background checks.
13. Conference housing is contracted and administered in an efficient and professional manner.
14. The conference operation is ancillary to the student housing operation when student residence hall facilities are used for conferences.
15. Participants evaluate the conference operation, including the customer service aspect of their experience, on a regular basis.

I. Evaluation

1. A cycle 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 residents and other significant stakeholders and communicated back to appropriate personnel.
3. Evaluation data are used to revise and improve the operations of the department.
4. Evaluation data are used to solicit the 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. A culture of research, assessment, evaluation, and change within the organization is established.

J. Information Technology

1. Technology resources used in administration and operations are evaluated regularly to determine whether current and projected needs and opportunities, including student self-service, are met.
2. A security policy is developed to protect the network and the private data of users.
3. Policies regarding the appropriate use of information technology resources in a business environment are developed.
4. Hardware and software replacement/upgrade policies are developed.
5. Service Level Agreements (SLAs) for network, systems administration, and computer support are established.
6. An information technology change management plan is developed and implemented.
7. Staff has access to adequate technology resources to perform their job responsibilities.
8. Technology resources are used to create and sustain cost reduction and efficiency measures initiated by staff.
9. Technology resources for staff and students are properly maintained and serviced.

STUDENT LEARNING & DEVELOPMENT

The formal education of students, consisting of the curricular and co-curricular, must promote student learning and development, contribute to students' realization of their potential, and prepare students for life after college. Several student development theories guide this section, and departments are encouraged to conduct further research into what theories apply best to their institution.

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.

1. 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/ direction/ mission of the institution.
3. Staff should consider student developmental and demographic profiles, including populations with distinct needs during the planning process.
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 that the contributions to and support of student persistence and success have occurred or are occurring.
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 and opportunities provide a seamless transition from classroom environment to living environment.
2. Create and maintain an environment and atmosphere that is conducive to educational pursuits.
3. Ensure 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.
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 accessible to multiple users.
8. Provide academic spaces in the residence halls that support the learning process by employing contemporary uses of space, technology, and other amenities.
9. Provide opportunities to make academic program choices through planned activities.

C. Personal Development

1. Create educational environments and programs that support student development.
2. Provide opportunities to encourage wellness in areas such as, but not limited to, mental wellness, physical wellness, spiritual wellness, etc.
3. Provide environments and programs that foster an appreciation of diversity, including, but not limited to, cultural differences, perspectives and ideas, sexual identity, education, disability, ethnicity, gender, age, lifestyle, and spirituality.
4. Assist residents in developing a sense of identity through activities that promote independence, interdependence, and self-sufficiency, including, but not limited to, student governance, educational programs, one-on-ones, floor or section meetings, etc.
5. Provide opportunities to learn life skills, such as personal finance, time management, career exploration, etc.
6. Provide individual support through both professional and student staff, making referrals when appropriate.

D. Community Development

1. Help new students 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, and emergency and safety protocols.
3. Provide environments/programs that reinforce the need for self-respect, respect of others and property.

4. Provide environments/programs that encourage the development of the students as a local and global citizen.
5. Develop appropriate appeals/grievance processes for students within community standards, student handbook, human resource policies, unions, etc.
6. Provide student leadership opportunities.
7. Promote and demonstrate responsible and sustainable social behavior, choices, and lifestyles both personally and in the community environment.
8. Encourage residents to learn about their rights and responsibilities as students, tenants, residents, and consumers of the residence environment.
9. The residential environment/programs should encourage universal access and design and development, keeping in mind all diverse populations.
10. Provide opportunities to interact with the community that houses the institution (city, town, region) and provide education on the impact of students on these communities.
11. *Provide community service opportunities.*

E. Community Development: Policy and Procedures

1. Provide students with a clear protocol to report incidents or concerns through a code of standards or conduct.
2. Promote and demonstrate an educational response to the impact of illegal substances, prescription or other 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. Ensure that the safety and security of residents and their property is demonstrated within an occupancy agreement or residence contract.
6. Promote and demonstrate proactive educational opportunities regarding sexual violence prevention and response.

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 the 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 on a regular basis.
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, compliant with codes, and equipped with safety features. Facilities administration can be divided into six (6) 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 of the department.
2. There is adequate private office space available to accommodate needs for 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 that modifies physical facilities and building systems to improve their sustainability, flexibility, effectiveness, appearance, efficiency, and safety.
 - 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. An up-to-date inventory of campus housing property and furnishings is maintained.
7. Painting is done on the basis of current needs and a planned cyclical schedule.
8. 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.
9. Systematic cleaning of all residence and dining areas should be performed on a regular schedule.
10. 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. Students are informed when pest control measures are scheduled, implemented, and applied.
11. A program exists to ensure that the housing grounds (including streets, walks, recreational areas, and parking lots) are attractively maintained and include appropriate safety features.
12. 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.
13. Data from inspections are used for repair and replacement schedules.

14. A system of access (key or 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.
15. Waste disposal, recycling, handling, and storage of chemicals and hazardous materials are in compliance with relevant national and local standards and laws and local health, safety, and environmental protection requirements.
16. Department staff identifies workplace hazards and strives to minimize the risk to employees through education, training, and the provision of personal protective equipment.
17. *A systematic evaluation of student satisfaction with the facilities should be in place.*
18. *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.*
19. *Gender-neutral housing should be created where feasible to supplement rooms and apartments with private washrooms.*
20. *New facilities and substantial renovations should take into account and implement Universal Design principles.*
21. *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 are 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. Trusting relationships should be established with campus partners and external vendors who are instrumental in residential facility operations.
11. Structured processes for purchasing, selecting vendors, and managing capital projects should be utilized.

12. *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.*
13. *Laundry facilities are provided within or in close proximity to the residence halls/apartments.*
14. *Suggestions from residents are regularly and consistently sought and considered regarding facilities improvements and renovations to campus housing and dining facilities.*
15. *Whenever possible, renovations to facilities shall be scheduled to minimize disruption to residents, diners, and guests.*

DINING SERVICES

In campus operations where dining 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. Provide recipes and preparation processes that ensure appetizing food.
2. Describe meal plan requirements and options for residents and describe the protocol for mandatory meal plan exceptions.
3. Describe the process for residents to designate meal plans.
4. Describe meal plan usage to residents.
5. Communicate about dining facilities available to resident students.
6. Provide and communicate hours of dining service operation sufficient to reasonably accommodate student needs.
7. Use meal plan software system to aid in the management of meal plans.
8. Market dining services to increase business, awareness, and satisfaction.
9. Plan menus that provide optimum nutrition and variety.
10. Develop a vision and goals for dining services that support the institution's culture and work seamlessly with housing.
11. Regularly evaluate the vision and goals of dining services.
12. Maintain functional relationships with dining services personnel that ensure adequate communication and successful goal attainment.
13. Purchase high-quality food products with a preference to local and organic farmers.
14. Ensure the existence of safety provisions and sanitary conditions in preparation, service, and storage areas.
15. Ensure that fiscal policies and procedures are consistent with those stated in the “Business/Management” section of this document.
16. Serve as contract liaison when using a third-party dining services provider.

17. Manage transitions between dining service personnel and/or third-party providers.
18. Design and lead a selection process when a third-party dining services provider is used.
19. Provide policies and practices that ensure timely delivery of services and products.
20. Provide dining options that are clear and responsive to the requests of diners.
21. Provide dining options to accommodate student food requests such as Halal, Kosher, vegan, gluten-free, and (where possible) food allergies.
22. Encourage opportunities for interaction between diners.
23. Participate in rate setting for meal plans and food service products to meet financial goals.
24. Convey financial information about the food service operation to student diners in a transparent and thorough manner.
25. Create and interpret financial and other data reports regarding dining service operations.
26. Ensure the provision of a clean and aesthetically appealing environment in dining areas.
27. Ensure food service involvement in educational programming that contributes to student learning and resident satisfaction.
28. Seek suggestions and input from diners regarding menu selection and satisfaction with the dining program through ongoing evaluation.
29. Encourage sustainable practices, including the following:
 - a. Recycling, composting, and warewashing to maximize landfill diversion.
 - b. Utilize known practices that reduce food waste.
 - c. The adoption of environmentally sustainable, safe, secure, and sanitary facilities.
 - d. Creation of physical facilities, building systems, and kitchen equipment that contribute to sustainable practices.

CRISIS MANAGEMENT

The crisis management functions performed by housing officers fall into two categories: prevention and intervention. Partnerships with university police/campus safety, counseling services, health services, and community emergency health providers must be developed to ensure a safe and secure living environment for students.

A. Prevention

1. Ensure thorough planning documents and protocols exist through annual audits that identify, report, and respond to potential risks.
2. Ensure a well-developed Business Interruption Plan (BRP) for housing-related services exists.
3. Fully participate in campus crisis management planning, training, and evaluation.
4. Take campus leadership role in defining what an emergency is.
5. Ensure evacuation plans are inclusive of students with disabilities or those who become disabled during an emergency.
6. Ensure proper resources are readily available for crisis response.
7. Inform residents of expected behavior during crises.
8. Identify and develop crisis training needs and audiences and deliver the training.
9. Develop positive working relationships with campus partners and other agencies responsible for crisis response and communicate protocols to these partners.
10. Create crisis protocols and a comprehensive crisis management plan in alignment with governmental and institutional regulations and standards.

11. Collaborate with campus partners on teams such as crisis management, threat assessment, and behavioral intervention.
12. Work to eliminate silos and politics in crisis response.
13. Work with campus legal counsel on the development of interagency agreements, memorandums of understanding, crisis response, and business continuity of operations.

B. Intervention

1. Each year, 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.).
2. Develop intervention protocols for large- and small-scale crises.
3. Oversee the short- and long-term response.
4. Communicate with appropriate stakeholders.
5. Assess crisis response and revise protocols and training based on assessments.
6. Ensure comprehensive documentation of crisis protocols.
7. Ensure that staff have access to supplies that may be needed during a crisis.

PUBLIC-PRIVATE PARTNERSHIPS

An institution that is considering or already provides campus housing using a Public/Private Partnership (PPP) 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 PPP 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. A campus philosophy needs to be developed regarding the use of a PPP in accordance with campus policies and government regulations.
3. The Operating Committee will develop and manage the project. (e.g., campus housing, construction, facilities management, financial services, external consultant, and/or developer/investor/manager).
4. 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).
5. 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.).
6. 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, living-learning spaces, 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. 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 a residential environment that promotes appreciation, understanding, and respect for differences.
 - g. 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.
 - 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

The following guidelines should be practiced by housing operations when hiring staff in accordance with any federal, state, and university legislation.

Housing professionals should:

1. 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. 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.
3. Accurately portray all responsibilities of the position and work conditions, including all relevant reporting lines.
4. Advertise and recruit for positions in diverse publications to ensure that the candidate pool is racially, ethnically, and culturally diverse.
5. Form a search committee that can represent the department/division to candidates and meet institutional hiring goals.
6. Convene and charge the search committee to clarify their role in the review and selection processes and ensure that members and chairs are thoroughly informed verbally and in writing about the procedures and requirements for the screening and search process for the specific position.
7. 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.
8. Acknowledge receipt of every application within a reasonable amount of time.
9. Notify applicants of their status in a timely manner.
10. Return portfolios and special materials to the non-finalists in a timely manner.
11. Notify candidates when they are placed on a list of finalists.
12. Provide finalists with information on the anticipated hiring process schedule.
13. Afford finalists the opportunity to visit the campus, at the institution’s expense, if possible, before extending an offer of employment.
14. 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.
15. Conduct reference and background checks on applicants, as required by all governmental and institutional legal practices and hiring protocols.
16. If a search process is extended or terminated, housing professionals should promptly inform applicants and provide an explanation for the extension or termination.
17. Make position offers in person or by telephone, followed by a letter confirming the offer and a signed contract or letter of appointment.
18. Inform the finalist, or as part of the job offer, of the institution’s policy regarding moving expenses.
19. Set a date by which the finalist must inform the institution of the decision to accept or not accept the offer.

20. Notify finalists who are not selected within a reasonable time.
21. Indicate how candidates can access specific information on benefits packages.
22. 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.
23. Ensure that entry-level staff members understand their role and ethical obligations in the hiring process.
24. 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 the 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

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.

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.
 - a) Senior 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.
 - b) Housing officer in charge of facilities administration: A master's or a bachelor's degree and related experience in engineering and/or maintenance.
 - c) Housing officer in charge of dining services: A master's or a bachelor's degree in hotel and restaurant administration or dietetics or a similar field and significant experience in dining services.
 - d) 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.
 - e) Housing officer in charge of central office administration, assignments, conference housing, or apartment family housing: A bachelor's degree in a relevant field and significant experience in the general area of responsibility.
 - f) Middle management personnel: A master's degree in college student personnel, counseling or related field; OR, a bachelor's degree and relevant experience.
 - g) Housing officer in charge of individual or small groups of residence halls: Depending on the size and capacity of the living area, a master's degree in college student personnel, counseling or related field OR a bachelor's degree and relevant student staff experience.
4. Staff members demonstrate leadership, communication, and maturity.
5. Staff members demonstrate a well-developed sense of responsibility and positive self-concept.
6. Staff members demonstrate a sensitivity to environmental, social, and economic impacts.
7. Staff members demonstrate an understanding of how to promote student learning and academic success and an obvious interest and enthusiasm for working with students.

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