Part 1. MISSION

The purpose of the Campus Activities Program (CAP) must be to enhance the overall educational experience of students through development of, exposure to, and participation in programs and activities that improve student cooperation and leadership while preparing students to be responsible advocates and citizens and complementing the institution’s academic programs.

These activities could be intellectual, social, recreational, cultural, multicultural, and spiritual in nature. Programs could pertain to leadership, governance, community service, healthy lifestyles, and organizational development.

The Campus Activities Program (CAP) must incorporate student learning and student development in its mission. The CAP must enhance overall educational experiences. The CAP must develop, record, disseminate, implement, and regularly review its mission and goals. Mission statements must be consistent with the mission and goals of the institution and with the standards in this document. The CAP must operate as an integral part of the institution’s overall mission.

Campus activities programs must provide opportunities for students to:

- participate in co-curricular activities
- participate in campus governance
- advocate for their organizations and interests
- develop leadership abilities
- develop healthy interpersonal relationships
- use leisure time purposefully
- develop ethical decision-making skills
- advocate for student organizations and interests
Part 2. PROGRAM

The formal education of students consists of the curriculum and the co-curriculum, and must promote student learning and development that is purposeful and holistic. The Campus Activities Program (CAP) must identify relevant and desirable student learning and development outcomes and provide programs and services that encourage the achievement of those outcomes.

Relevant and desirable outcomes include: intellectual growth, effective communication, realistic self-appraisal, enhanced self-esteem, clarified values, career choices, leadership development, healthy behaviors, meaningful interpersonal relationships, independence, collaboration, social responsibility, satisfying and productive lifestyles, appreciation of diversity, spiritual awareness, and achievement of personal and educational goals.

The CAP must provide evidence of its impact on the achievement of student learning and development outcomes.

The table below offers examples of evidence of achievement of student learning and development.

<table>
<thead>
<tr>
<th>Desirable Student Learning and Development Outcomes:</th>
<th>Examples of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Development</td>
<td>Understands that leadership is a process rather than a position; Acknowledges that leadership is relationship-oriented; Understands that everyone has a leadership capacity and that styles vary; Engages in the leadership process; Is identified by others as a capable leader; Relates insights to the application of the leadership process; Recognizes the ethical components of leadership; Acknowledges that leadership behaviors depend upon context; Articulates leadership philosophy as it evolves; Comprehends and responds to group dynamics; Encourages group members to be engaged in serving the group; Engages in</td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Meaningful Interpersonal Relationships</strong></td>
<td>Develops and maintains satisfying interpersonal relationships; Establishes mutually rewarding relationships with students, faculty and staff members, friends, and colleagues; Listens to and reflects upon others' points of view; Treats others with respect</td>
</tr>
<tr>
<td><strong>Collaboration</strong></td>
<td>Works cooperatively with others; Seeks the involvement of others; Seeks feedback from others; Contributes to achievement of a group goal; Contributes as an active member of an organization; Exhibits effective listening skills</td>
</tr>
<tr>
<td><strong>Social Responsibility</strong></td>
<td>Understands and participates in relevant governance systems; Understands, abides by, and participates in the development, maintenance, and/or orderly change of community, social, and legal standards or norms; Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; Participates in service/volunteer activities and understands the importance of civic engagement</td>
</tr>
<tr>
<td><strong>Effective Communication</strong></td>
<td>Writes and speaks coherently and effectively; Writes and speaks after reflection; Able to influence others through writing, speaking or artistic expression; Effectively articulates abstract ideas; Uses appropriate syntax; Makes presentations or gives performances</td>
</tr>
<tr>
<td><strong>Enhanced Self-Esteem</strong></td>
<td>Shows self respect and respect for others; Initiates actions towards achievement of goals; Takes reasonable risks; Demonstrates assertive behavior; Functions without need for constant reassurance from others</td>
</tr>
<tr>
<td><strong>Realistic Self-Appraisal</strong></td>
<td>Articulates personal skills and abilities; Makes decisions and acts in congruence with personal values; Acknowledges personal strengths and weaknesses; Articulates rationale for personal behavior; Seeks feedback from others; Learns from past experiences</td>
</tr>
<tr>
<td><strong>Clarified Values</strong></td>
<td>Articulates personal values; Acts in congruence with personal values; Makes decisions that reflect personal values; Demonstrates willingness to scrutinize personal beliefs and values; Identifies personal, work, and lifestyle values and explains how they influence decision-making</td>
</tr>
<tr>
<td><strong>Satisfying and Productive Lifestyles</strong></td>
<td>Achieves balance between education, work, and unstructured free time; Articulates and meets goals for work, leisure, and education; Overcomes obstacles that hamper goal achievement; Functions on the basis of personal identity, ethical, spiritual, and moral values; Articulates long-term goals and objectives</td>
</tr>
<tr>
<td><strong>Appreciating Diversity</strong></td>
<td>Understands one’s own identity and culture; Seeks involvement with people different from oneself; Seeks involvement in diverse interests; Implements multicultural programs; Articulates the advantages and challenges of a diverse society; Appropriately challenges the abusive use of stereotypes by others; Understands the impact of diversity on one’s own society</td>
</tr>
<tr>
<td><strong>Independence</strong></td>
<td>Exhibits self-reliant behaviors; Functions autonomously; Exhibits ability to function interdependently; Accepts supervision as needed; Manages time effectively</td>
</tr>
<tr>
<td><strong>Intellectual Growth</strong></td>
<td>Produces personal and educational goal statements; Employs critical thinking in problem solving; Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; Applies previously understood information and concepts to a new situation or setting; Expresses appreciation for literature, the fine arts, mathematics, sciences, and social sciences; Makes connections between campus involvement and curricular studies</td>
</tr>
<tr>
<td><strong>Personal and Educational Goals</strong></td>
<td>Sets, articulates, and pursues individual goals; Articulates personal and educational goals and objectives; Uses personal and educational goals to guide decisions; Understands the effect of one’s personal and educational goals on others; Obtains a degree or credential</td>
</tr>
<tr>
<td><strong>Career Choices</strong></td>
<td>Articulates career choices based on assessment of interests, values, skills, and abilities; Documents knowledge, skills, and accomplishments resulting from education, work, organization, community service, and volunteer experiences; Makes the connections between classroom and out-of-classroom learning; Can construct a resume incorporating skills and accomplishments including skills gained from co-curricular involvement; Articulates the characteristics of a preferred work</td>
</tr>
<tr>
<td>Environment</td>
<td>Comprehends the world of work; Takes steps to initiate a job search or seek advanced education</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Healthy Behavior</td>
<td>Chooses behaviors and environments that promote health and reduce risk; Articulates the relationship between health and wellness and accomplishing life-long goals; Exhibits behaviors that advance a healthy community</td>
</tr>
<tr>
<td>Spiritual Awareness</td>
<td>Develops and articulates personal belief system; Seeks to understand the belief systems of others; Understands the role of spirituality in personal and group values and behaviors</td>
</tr>
</tbody>
</table>

The CAP must be (a) intentional, (b) coherent, (c) based on theories and knowledge of learning and human development, (d) reflective of developmental and demographic profiles of the student population, and (e) responsive to needs of individuals, special populations, and communities.

**CAPs must be comprehensive and reflect and promote the diversity of student interests and needs, allowing especially for the achievement of a sense of self-esteem and community pride.**

A comprehensive CAP program should include offerings that vary in type, size, scheduling, and cost.

**The CAP must be of broad scope, inclusive of all educational domains for student learning and development.**

Programs should include activities that:

- complement classroom instruction and academic learning
- offer instruction and experience in leadership and working in groups
- promote physical and psychosocial well-being
- promote understanding of and interaction with people of one’s own culture and other cultures
- foster meaningful interactions between students and members of the faculty, staff, and administration
- build specific group communities and identity with the campus community
The CAP must offer and encourage student participation in student-led campus activities. Additional encouragement can come from club advisors, faculty, staff, parents, peers, administrators, and others.

The CAP should create environments in which students can:

- explore activities in individual and group settings for self-understanding and growth
- learn about diverse cultures and experiences
- explore ideas and issues through the arts
- design and implement programs to enhance social, cultural, multicultural, social justice, intellectual, recreational, service, and campus governance involvement
- comprehend institutional policies and procedures and their relationship to individual and group interests and activities
- learn of and use campus facilities and other resources
- plan, market, implement, and assess programs

The CAP should enhance the retention and graduation of students and strengthen campus and community relations. Programs and events should be planned and implemented collaboratively by students, professional staff, and faculty.

CAP must ensure that the institution has a policy for the registration and recognition of student organizations.

The CAP must include these fundamental functions: implementing campus programs that add vibrancy to the campus, advising student organizations that implement programs or services, advising student governing organizations, ensuring the proper and efficient stewardship of funds including the student activity fee and institutional allocation, and implementing training, development, and educational opportunities.

Programs may evolve from the CAP office or from student organizations and student governing bodies and should add richness to the institution and its integral functions. The CAP should strive to build student institutional loyalty and allegiance while promoting citizenship and civility.
Student and student organizations’ awards programs should be based on fair and equitable criteria.

These functions may be achieved directly or in collaboration or consultation with other campus entities.

**Programs sponsored by the CAP must be produced and promoted according to professional and institutional practices and protocols.**

Promotion methods the CAP may use include the creation and dissemination, either in print or on-line, of activities calendars, organizational directories, student handbooks, and programming and financial management guides.

Entertainment programs should:
- reflect the values stated in the institution and CAP mission statements
- maintain admission fees at levels that encourage widespread student attendance
- implement hospitality requirements that prohibit the provision of alcohol to entertainers where appropriate
- include a constituency-based advisory system for activities planning, implementation, and evaluation, to ensure coordination within the larger campus academic calendar

**Contracts must be signed by an appropriate authority identified by institutional policies and procedures.**

The CAP should provide guidance and training that enables students to recruit, negotiate with, and select performers.

**Advising**

The CAP must provide effective administrative support for student organizations. Every student organization must have an advisor. The criteria for who may serve as an advisor and the role and responsibilities of advisors must be defined by the institution.
Responsibilities of advisors can include attending organization meetings, meeting with organization officers as a group or individually, overseeing budget and financial transactions, serving as an advocate for the organization, serving as a liaison between the institution and students, assisting the organization in problem-solving, and overseeing the election and/or appointment of new officers. Advising can take place through face-to-face meetings or via telephone, email, instant messaging, or other communication methods.

Advisors should be institutional faculty, staff, or graduate student employees.

Advisors must be knowledgeable of legal issues and institutional policies especially regarding risk management.

The CAP must provide information and training opportunities for advisors.

CAP staff should be available to provide oversight and to consult and problem-solve with advisors. Advisors who volunteer their time should be recognized by the institution for their contributions.

Advisors should:

- be knowledgeable of student development theory and philosophy to appropriately support students and also to encourage learning and development.
- have adaptive advising styles in order to be able to work with students with a variety of skill and knowledge levels
- have interest in the students involved in the organization
- have expertise in the topic for which the student group is engaged
- understand organizational development processes and team building

Student Governance

Student governance groups must have a written mission, purpose, and process for continuity of leadership that is regularly reviewed. Criteria for student involvement must be clear, widely publicized, easily accessible, and consistently followed. Budgeting and fiscal procedures must be clearly defined and must follow all applicable laws. Clearly
defined grievance procedures must exist to settle disagreements regarding continuity of leadership, budgeting procedures, and ethics violations by student leaders.

Student governance groups could include undergraduate and graduate student government associations, residence hall associations, campus center governing boards, sports club councils, fraternity and sorority governance councils, media boards, and college councils.

**Student governance groups must be encouraged to operate in accordance with institutional values, mission, and policies, and be informed of possible consequences for failure to do so.**

Student governance groups may conduct a wide variety of activities and services, including executive, judicial, legislative, business or service functions, and educational or entertainment programming.

**Institutions must have policies and procedures for providing an advisor to student governance organizations.**

**Training, Education, and Development**

The CAP must ensure that there are training, education, and development opportunities for students involved in student organizations.

Many CAPs are responsible for the training, education, and development of students who are involved in student organizations. As outlined in the CAS Standards for Student Leadership Programs, training involves those activities designed to prepare students to assume leadership positions, improve performance of the individual in the role presently occupied, and enhance participants' knowledge and understanding of specific leadership theories, concepts, models, and institutional policies and procedures needed to work effectively. Successful developmental opportunities often occur in an environment that empowers students to mature and develop toward greater levels of leadership complexity.

**CAP training, education, and development activities must be delivered by a diverse range of faculty, students, and staff, using diverse pedagogies, and take place in a variety of ways.**
Training, education, and development activities may take the form of retreats; one-on-one conversations; manuals, handbooks, and other publications; workshops and conferences; seminars; mentoring; and for-credit courses.

**CAP training, education, and development opportunities must take into account differing student developmental levels.**

Students should be trained in leadership concepts and skills, organizational development, ethical behavior, and other skills particular to distinctive programming requirements, such as contracting for entertainment.

Additional information on leadership programs for students can be found in the CAS Student Leadership Programs standards and guidelines.

**Part 3. LEADERSHIP**

Effective and ethical leadership is essential to the success of all organizations. Institutions must appoint, position, and empower Campus Activities Program (CAP) leaders within the administrative structure to accomplish stated missions. CAP leaders at various levels must be selected on the basis of formal education and training, relevant work experience, personal skills and competencies, relevant professional credentials, as well as potential for promoting learning and development in students, applying effective practices to educational processes, and enhancing institutional effectiveness. Institutions must determine expectations of accountability for leaders and fairly assess their performance.

CAP leaders must exercise authority over resources for which they are responsible to achieve their respective missions.

**CAP leaders must:**

- articulate a vision for their organization
- set goals and objectives based on the needs and capabilities of the population served
- promote student learning and development
- prescribe and practice ethical behavior
- recruit, select, supervise, and develop others in the organization
- manage financial resources
- manage facility resources
- coordinate human resources
- plan, budget for, and evaluate personnel and programs
- apply effective practices to educational and administrative processes
- communicate effectively
- initiate collaborative interaction between individuals and agencies that possess legitimate concerns and interests in the functional area

Because of their frequent and informal interactions with students, CAP leaders must model ethical and professional behavior.

CAP leaders must identify and find means to address individual, organizational, or environmental conditions that inhibit goal achievement.

CAP leaders must promote campus environments that result in multiple opportunities for student learning and development.

These opportunities could include activities boards; student governance bodies; academic, performance, cultural, arts, religious, recreational, and special interest organizations; program boards, theatrical productions, and media boards.

CAP leaders must continuously improve programs and services in response to changing needs of students and other constituents and evolving institutional priorities.

The CAP should be aware of the institutional strategic plan and be ready to respond to contemporary conditions and emergency preparedness. These conditions could include response to natural disasters, celebrations of notable achievements, and the changing nature of the student population.

Part 4. ORGANIZATION and MANAGEMENT
Guided by an overarching intent to ensure student learning and development, Campus Activities Programs (CAP) must be structured purposefully and managed effectively to achieve stated goals. Evidence of appropriate structure must include current and accessible policies and procedures, written performance expectations for all employees, functional workflow graphics or organizational charts, and clearly stated service delivery expectations.

Evidence of effective management must include use of comprehensive and accurate information for decisions, clear sources and channels of authority, effective communication practices, decision-making and conflict resolution procedures, responsiveness to changing conditions, accountability and evaluation systems, and recognition and reward processes. CAP must provide channels within the organization for regular review of administrative policies and procedures.

The CAP may be organized as an autonomous unit or may be organized in the same unit as the campus union or other programming units.

Part 5. HUMAN RESOURCES

The Campus Activities Program (CAP) must be staffed adequately by individuals qualified to accomplish its mission and goals. Within established guidelines of the institution, the CAP must establish procedures for staff selection, training, and evaluation; set expectations for supervision; and provide appropriate professional development opportunities. The program must strive to improve the professional competence and skills of all personnel it employs.

Appropriate continuous training opportunities should be offered for all CAP staff members. This can include training in leadership, organizational planning, diversity, ethical decision making, and communication skills. Staff members should seek to enhance their resourcefulness, empathy, creativity, and openness to serving diverse student populations. Staff members should also seek to increase their knowledge of current issues. Training and development opportunities could be achieved through participation with professional organizations.
Depending upon the scope of campus activities programs, the staff may include an activities director, a program coordinator, organization and program advisors, orientation and leadership specialists, a technology specialist, and a bookkeeper/financial officer.

**CAP professional staff members must hold an earned graduate degree in a field relevant to the position they hold or must possess an appropriate combination of educational credentials and related work experience.**

Relevant fields may include college student affairs, higher education administration, organizational development, or other related programs. Graduate studies should include courses in the behavioral sciences, management, recreation, student affairs, student development, and research techniques. The CAP may require particular training and experience appropriate to serving distinct campus populations and specialized campus or community needs.

The primary functions of full-time professional staff members may include the administration and coordination of campus activities programs; assessment of student interests and needs; planning, implementing, and evaluating programs with students; assisting student organizations in planning and implementing their programs; advising student groups; advising student governance organizations; and providing training, education, and development opportunities for students and advisors involved in student organizations.

Additional qualifications of campus activities staff members should include:

- ability to collaborate with faculty members, administrators, staff colleagues, students, and all other constituencies
- capacity to interpret or advocate student concerns and interests to the campus community
- expertise in the development of students
- ability to create and deliver programs, activities, and services to students and to student groups
- experience in promoting student leadership
- capability of serving as a role model for ethical behavior
- commitment to professional and personal development
- knowledge of group dynamics and ability to work effectively with groups
• ability to supervise a variety of staff including students, support staff, and professional
  staff
• knowledge of contracting procedures and contract negotiations
• skills in working with agents and performers
• experience in effectively managing budgets
• appropriate expertise in the use of technology
• ability to supervise student staff members
• balance the role of student advocate and the interest of the institution

At least one professional staff member should be assigned responsibility for campus activities
programs.

Degree or credential-seeking interns must be qualified by enrollment in an appropriate
field of study and by relevant experience. These individuals must be trained and
supervised adequately by professional staff members holding educational credentials
and related work experience appropriate for supervision.

Student employees and volunteers must be carefully selected, trained, supervised, and
evaluated. They must be trained on how and when to refer those in need of assistance to
qualified staff members and have access to a supervisor for assistance in making these
judgments. Student employees and volunteers must be provided clear and precise job
descriptions, pre-service training based on assessed needs, and continuing staff
development.

Thorough training should be provided for student employees and volunteers to enable them to
carry out their duties and responsibilities and to enhance their personal experiences with
campus activities programs.

The CAP must have technical and support staff members adequate to accomplish its
mission. CAP staff members must be technologically proficient and qualified to perform
their job functions, be knowledgeable of ethical and legal uses of technology, and have
access to training. The level of staffing and workloads must be adequate and appropriate
for program and service demands.
Salary levels and fringe benefits for all CAP staff members must be commensurate with those for comparable positions within the institution, in similar institutions, and in the relevant geographic area.

The CAP must institute hiring and promotion practices that are fair, inclusive, and non-discriminatory. Programs and services must employ a diverse staff to provide readily identifiable role models for students and to enrich the campus community.

The CAP must create and maintain position descriptions for all CAP staff members and provide regular performance planning and appraisals.

The CAP must have a system for regular staff evaluation and must provide access to continuing education and professional development opportunities, including in-service training programs and participation in professional conferences and workshops.

Joint staff development efforts should be encouraged with colleagues in allied programs such as recreational sports, residence hall programming, and special programs for international students and students from traditionally under-represented groups.

Identification of staff with authority to enter into binding contracts must be made by the institution and clearly disseminated and explained to students and advisors.

Part 6. FINANCIAL RESOURCES

The Campus Activities Program (CAP) must have adequate funding to accomplish its mission and goals. Funding priorities must be determined within the context of the stated mission, goals, objectives, and comprehensive analysis of the needs and capabilities of students and the availability of internal or external resources.

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

Methods for establishing, collecting, and allocating student and user fees must be clear and equitable. The authority and processes for decisions relevant to campus activities
fees must be clearly established and funds must be spent consistent with established priorities.

Authority for decisions relevant to campus activities fees should rest in large part with students and are typically initiated by a vote of the student body. The fees, once approved through institutional processes, may be managed and allocations distributed by representative student governing bodies or by other allocation boards or committees.

Finance committees of student organizations or student governments should work collaboratively with staff members to establish campus activities fees and priorities. Students and staff members should share responsibility for budget development and implementation according to mutually established program priorities.

Students who have fiscal responsibility must be provided with information and training regarding institutional regulations and policies that govern accounting and the appropriate handling of funds.

The CAP should provide educational programs and training to students about the basics of financial management.

Due to the large amounts of money generated by campus activities and the transience of the student population, good business practice dictates that reasonable safeguards be established to ensure responsible management of and accounting for the funds involved. Student organizations may be required to maintain their funds with the institution's business office in which an account for each group is established and where bookkeeping and auditing services are provided. When possible, it is recommended that processes be established to permit individual student organizations to manage their own business transactions. Within this framework, the CAP works collaboratively with student organizations on matters of bookkeeping, budgeting, and other matters of fiscal accountability, including contract negotiations, consistent with institutional practices.

Funds for the CAP may be provided through state/provincial appropriations, institutional budgets, activities fees, user fees, membership and other specialized fees, revenues from programming or fund-raising projects, grants, and foundation resources. Funds may be
supplemented by income from ticket sales, sales of promotional items, and individual or group gifts consistent with institutional policies.

In conjunction with students, the CAP must establish clear policies and procedures for funding and managing major campus events and entertainment programs necessitating large financial commitments, including concerts, athletic rivalries, homecoming, alumni days, campus traditions, and family weekend.

Part 7. FACILITIES, TECHNOLOGY, and EQUIPMENT

The Campus Activities Program (CAP) must have adequate, suitably located facilities, adequate technology, and equipment to support its mission and goals efficiently and effectively. Facilities, technology, and equipment must be evaluated regularly and be in compliance with relevant federal, state/provincial, and local requirements to provide for access, health, safety, and security.

Facilities should be located conveniently and designed with flexibility to serve the wide variety of functions associated with campus activities. Appropriate facilities, accessible to all members of the college community, should be provided, including student organization offices and adequately sized and equipped public performance spaces.

The CAP may be located in the college union. [See CAS Standards and Guidelines for College Unions.] In addition to their traditional programming, social, and service facilities, unions typically house campus activities programs, student organization offices, and related meeting, work, and storage rooms. Campus activities may also take place in residence halls, recreation centers, fraternity and sorority houses, sports facilities, worship centers, and other locations. CAP space should be designed to encourage maximum interaction among students and between staff members and students.

Technological capabilities should accommodate all common communication systems including email, on-line calendars, electronic portfolios, pod casts, instant messaging, web browsing, telephone and video conferencing, and other emerging technologies.

Part 8. LEGAL RESPONSIBILITIES
Campus Activities Program (CAP) staff members must be knowledgeable about and responsive to laws and regulations that relate to their respective responsibilities. CAP staff members must inform users of programs and services and officials, as appropriate, of legal obligations and limitations including constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state/provincial, and local governments; and the institution’s policies.

CAP staff members must use reasonable and informed practices to limit the liability exposure of the institution, its officers, employees, and agents. Staff members must be informed about institutional policies regarding personal liability and related insurance coverage options.

The institution must provide access to legal advice for CAP staff members as needed to carry out assigned responsibilities.

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

CAP staff members should be well informed about current campus and student legal issues, including risk management, free speech, organization recognition and registration procedures, contractual issues, and student fees.

Part 9. EQUITY and ACCESS

Campus Activities Program (CAP) staff members must ensure that services and programs are provided on a fair and equitable basis. Facilities, programs, and services must be accessible. Hours of operation and delivery of and access to programs and services must be responsive to the needs of all students and other constituents. The CAP must adhere to the spirit and intent of equal opportunity laws.

The CAP must be open and readily accessible to all students and must not discriminate except where sanctioned by law and institutional policy. Discrimination must be avoided on the bases of age; color; creed; cultural heritage; disability; ethnicity; gender identity;
nationality; political affiliation; religious affiliation; sex; sexual orientation; or social, economic, marital, or veteran status.

Consistent with their mission and goals, the CAP must take affirmative action to remedy significant imbalances in student participation and staffing patterns.

As the demographic profiles of campuses change and new instructional delivery methods are introduced, institutions must recognize the needs of students who participate in distance learning for access to programs and services offered on campus. Institutions must provide appropriate services in ways that are accessible to distance learners and assist them in identifying and gaining access to other appropriate services in their geographic region.

Outreach efforts could include electronic voting for student elections and student fee assessments and online communities.

Part 10. CAMPUS and EXTERNAL RELATIONS

The Campus Activities Program (CAP) must establish, maintain, and promote effective relations with relevant individuals, campus offices, and external agencies.

The CAP should encourage faculty and staff members throughout the campus community to be involved in campus activities. Faculty members should serve as valuable resources related to their academic disciplines, especially as lecturers, performers, artists, and workshop facilitators. Faculty and staff members who serve as advisors should work directly with organizations in program and leadership development and should be supported by the CAP staff. Faculty and staff members, administrators, and students may serve together on advisory boards to provide leadership for important initiatives.

The CAP is a highly visible operation both on and off campus and may be influential in forming public opinion about the institution and creating a positive environment for the entire community. In that regard, to build bridges and connections, the CAP staff may volunteer for campus-wide
or community-based committees, initiatives, and programs beyond the traditional student affairs areas.

**Part 11. DIVERSITY**

Within the context of each institution’s unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore, the Campus Activities Program (CAP) must nurture environments where commonalities and differences among people are recognized and honored.

The CAP must promote educational experiences that are characterized by open and continuous communication that deepens understanding of one’s own identity, culture, and heritage, and that of others. The CAP must educate and promote respect about commonalities and differences in their historical and cultural contexts.

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

CAP staff must design and implement strategies for involving and engaging diverse student populations.

The CAP must provide educational programs that emphasize self-assessment and personal responsibility for creating and improving relationships across differences.

The CAP must support and participate in creating a welcoming and nurturing educational environment for all students.

**Part 12. ETHICS**

All persons involved in the delivery of the Campus Activities Program (CAP) must adhere to the highest principles of ethical behavior. The CAP must develop or adopt and implement appropriate statements of ethical practice. The program must publish these statements and ensure their periodic review by relevant constituencies.
Applicable statements may include principles and standards pertaining to:

- civil and ethical conduct
- accuracy of information (i.e., accurate presentation of institutional goals, services, and policies to the public and the college or university community, and fair and accurate representation in publicity and promotions)
- conflict of interest
- role conflicts
- fiscal accountability
- fair and equitable administration of institutional policies
- student involvement in relevant institutional decisions
- free and open exchange of ideas through campus activities programs
- fulfillment of contractual arrangements and agreements
- role modeling of ethical leadership practices

CAP staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in students’ education records must not be disclosed without written consent except as allowed by relevant laws and institutional policies. CAP staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or relevant law.

All CAP staff members must be aware of and comply with the provisions contained in the institution’s human subjects research policy and in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.

CAP staff members must recognize and avoid personal conflict of interest or appearance thereof in their transactions with students and others.

CAP staff members must strive to insure the fair, objective, and impartial treatment of all persons with whom they deal. Staff members must not participate in nor condone any form of harassment that demeans persons or creates an intimidating, hostile, or offensive campus environment.
When handling institutional funds, all CAP staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.

CAP staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

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

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

Part 13. ASSESSMENT and EVALUATION

The Campus Activities Program (CAP) must conduct regular assessment and evaluations. The CAP must employ effective qualitative and quantitative methodologies as appropriate, to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met. The process must employ sufficient and sound assessment measures to ensure comprehensiveness. Data collected must include responses from students and other affected constituencies.

Assessment instrumentation and methods should be scientifically designed and implemented, and when possible, staff should seek advice and guidance and work collaboratively with institutional research offices.

The CAP must evaluate periodically how well they complement and enhance the institution’s stated mission and educational effectiveness.

Results of these evaluations must be used in revising and improving programs and services and in recognizing staff performance.
The CAP should be evaluated regularly and the findings should be disseminated to appropriate campus agencies and constituencies including appropriate student organizations. Evaluation procedures should yield evidence relative to the achievement of program goals, student learning outcomes, quality and scope of program offerings, responsiveness to expressed interests, program attendance and effectiveness, cost effectiveness, quality and appearance of facilities, student success and retention, and equipment use and maintenance. Data sources should include students, staff, alumni, faculty members, administrators, community members, and relevant documents and records. Student self-assessment should be encouraged through the use of such techniques as electronic portfolios.

Records of program evaluations should be maintained in the office of the administrative leader of the CAP and should be accessible to planners of subsequent programs.