

Campus Information and Visitor Services

CAS Contextual Statement

The development of the campus information and visitor services field was a direct result of the increasing diversity, size, complexity, and specialization of institutions of higher learning during the 20th century. This pattern particularly occurred on campuses in the United States and necessitated the development of information centers to address the many informational needs of large and complex campus communities. Often, these centers evolved into, or were combined with, visitor services to become comprehensive, campus gateway operations providing entry points to institutions for all visitors, including prospective students, alumni, and others. The common objective of campus information and visitor services (CIVS) is to bring people, programs, and campus services and resources together through increased accessibility to information.

Some of the earliest examples of visitor services and centers include the establishment in 1951 of the Visitor Center at the U.S. Military Academy at West Point and the creation of the Visitor Information Center at the University of California at Berkeley in 1965. Historically, these programs originated as extensions of institutional recruitment activities and efforts. One of the earliest examples of specialized information and referral services can be traced to the 1970 establishment of the Campus Assistance Center at the University of Wisconsin-Madison. Specialized information and referral programs were often established as information and rumor control efforts responding to the rapid expansion of campuses and increasing lack of trust in traditional, institutional communication methods. By providing inquirers with the information and services they needed, or referring them to the appropriate resources when necessary, these programs were quickly judged to be highly useful in providing improved communication opportunities and increasing the quality of campus life. These early campus information and visitor service programs quickly became permanent campus operations with philosophies focused on access and individualized service. Additionally, many of the programs established clear guidelines for assisting inquirers in a friendly, sensitive manner and assuring appropriate confidentiality. CIVS programs have had a profound impact on campus communities through commitment to the principle of providing inquirers with clear, concise, thorough, and nonjudgmental information and referrals in the most welcoming environment possible.

By the late 1980s, the increasing institutional pressure for better accountability, outreach, and service to the broader campus community resulted in an increase in the number of campus information and visitor services operations. Easy accessibility to appropriate and timely information is a critical component for institutions in reaching instructional, research, and outreach goals. For many constituents, especially during downtimes—evenings, weekends, and breaks—campus information and visitor services programs become the physical embodiment of an institution. Increasing emphasis on quality improvement and service within the higher education community has been another driving force in the

growing number of campus information and visitor services programs. The importance of the Internet, mass communication (e.g., radio and cable television), and new media (e.g., streaming video, podcasts) in the provision of information, and the need for support services that can assure the accuracy and relevance of this information have also served to increase the importance of campus information and visitor services programs. By having access to an easily available and credible information and visitor services program, inquirers are assisted in making well-informed choices, planning wise courses of action, and taking advantage of the available and/or unique resources of the institution and the surrounding community.

These standards and guidelines provide a framework for excellence in the provision of campus information and visitor services. CIVS is the process of linking people who have campus-related questions to the appropriate resources and services. Also, CIVS provides feedback to service providers and discovers gaps and duplication in campus programs and services that should be addressed. This feedback loop can lead to quality service improvements that make campus operations more efficient. Inquiries can comprise anything related to the campus community, such as directions to a campus building or event; how to contact a department or a faculty or staff member; or whom to contact or where to go for issues of a personal nature, to resolve a problem, or to apply for admission. Inquirers may be current students, faculty or staff members, alumni, prospective students and their families, other visitors, or anyone needing information about the institution. CIVS programs serve as a gateway to the institution, providing one-on-one information to inquirers. When a direct answer is not possible, the goal is to make a referral, paying careful attention to

- the needs of the inquirer;
- assessment of appropriate resources and response modes;
- identification of programs and services capable of meeting those needs;
- provision of sufficient information about each program and service to help inquirers make informed choices;
- location of alternative resources when services are unavailable; and
- active linking of the inquirer to needed services when necessary.

The standards and guidelines that follow are intended to assist in the development of CIVS programs that make such high-quality service possible.

Contextual Statement Contributors

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Campus Information and Visitor Services

CAS Standards and Guidelines

► Guiding Principle:

Students and Their Environments

Part 1. Mission

1.1 Programs and Services Mission

The mission of Campus Information and Visitor Services (CIVS) is to facilitate welcome and access to the institution by providing timely and accurate information and appropriate referrals. CIVS offers a primary point of contact with and access to the institution by providing comprehensive contact information and general descriptions for many programs and services of the institution. CIVS must meet the introductory informational needs of the campus community: students, faculty members, staff, prospective students and their family members, alumni, and general visitors.

CIVS must develop and define its mission.

The CIVS mission must be consistent with the mission of the department, college, division, institution, and applicable professional standards.

CIVS must have a strong commitment to student learning and development, contributing generally to institutional and other agency missions, and acknowledging that students play an integral part in mission delivery. This commitment must be reflected in its mission statement and demonstrated through quality supervision, staff development, and performance appraisals.

The CIVS mission must be appropriate for the institution's students, designated clients, and other constituents.

Whether centralized or decentralized in its administration, CIVS must advance its mission.

1.2 Mission Statement

CIVS must implement, disseminate, regularly review, and update its mission statement.

Mission statements must reference student learning, development, and success.

Part 2. Program and Services

2.1 Program and Services Goals

Campus Information and Visitor Services (CIVS) must be guided by a set of written goals and objectives that are directly related to the stated mission.

CIVS must be responsive to the information and visitor needs and interests of all inquirers.

CIVS must be delivered in an atmosphere of staff teamwork, assessment, and continuous improvement.

CIVS must strive to assist inquirers in a friendly, caring, sensitive, and non-judgmental manner and provide clear, concise information.

The CIVS goals must be aligned with institutional priorities and expectations of the functional area.

CIVS must regularly develop, review, evaluate, and revise its goals.

CIVS must communicate goals and progress toward achievement to appropriate constituents.

2.2 Program Information and Services

CIVS must provide relevant information, services, and resources consistent with its mission and goals.

CIVS programs, services, and resources may include

- campus orientation and tour programs
- display and presentation space
- broadcast and electronic informational resources and support
- visitor reception space, including appropriate support services and facilities adequate in size and scope to meet the volume of visitors

CIVS must develop and maintain an accurate information retrieval and delivery system of available campus and community resources. This system must be updated regularly to ensure timeliness, accuracy, and comprehensiveness of information.

The information retrieval and delivery system used by CIVS must be organized according to a standardized search system.

CIVS informational services may include telephone or other electronic means of contact, or a walk-in facility, such as a visitor or information center, in which the inquirer has one-to-one, human contact and easy access to information resources such as catalogs, calendars, booklets, schedules, fliers, maps, books, and brochures.

CIVS informational services may include a variety of tour programs, presentation and conference facilities, and other information distribution methods across campus, including video and internet services.

A broad array of programs and services must be available to ensure that accurate informational resources are provided in a timely manner that accommodates the needs of inquirers.

CIVS must develop and maintain accurate, up-to-date information about available campus resources and have procedures for verifying accuracy.

CIVS informational resources for institutional services should include

- official name, common name, and acronym address (i.e., room, building name, street, city, zip code)
- e-mail address
- telephone number, fax number, office hours, and days of service
- websites URLs
- type and description of service(s) provided
- population(s) served
- eligibility guidelines
- intake procedures
- required documents
- cost
- waiting period for service
- contact person
- auspices (i.e., city, state/province, private, social service, campus)
- date of last update

CIVS must develop and implement strategies for outreach and promotion.

CIVS must establish and maintain a planned program of activities to increase campus and community awareness of its services, mission, goals, and objectives.

CIVS outreach and information dissemination may include

- participation in training programs of other offices and departments
- provision of printed materials such as brochures, posters, directional information, and exhibits
- public service announcements
- hosting informational tours and special events for diverse audiences
- information-based website
- role as a resource for other campus and community support services

CIVS should be a principal provider of structure and content to the institution's online information systems.

CIVS should provide a range of information to inquirers, including brief responses, such as names or phone numbers, as well as details about an organization's policies and procedures.

CIVS communication platforms may include websites, virtual and downloadable applications, email, social networking, signage, maps, telephone information services, or emergency information devices.

2.3 Program Structure and Framework

CIVS must have clearly stated, current, relevant, and documented

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

CIVS must be purposefully structured and resourced to balance efficiency and effectiveness and to achieve programmatic and student learning and development outcomes.

Regardless of organizational structures, CIVS must work in close consultation and collaboration with others with expertise and resources to meet the needs and interests of students and designated clients.

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

2.4 Program Design

CIVS must be intentionally designed to

- achieve predetermined student learning and development outcomes
- incorporate research and theories on student learning, development, and success
- respond to needs of individuals, constituents, and populations with distinct needs
- ensure access for students and designated clients

Part 3. Student Learning, Development, and Success

3.1 Program Contribution to Student Learning, Development, and Success

Campus Information and Visitor Services (CIVS) must contribute to students' formal education, which includes both curricular and co-curricular experiences.

CIVS must contribute to students' progression and timely completion of educational goals.

CIVS must help students and designated clients prepare for their careers and meaningful contributions to society.

CIVS must work with the institution to identify relevant and desirable student success outcomes.

CIVS must identify relevant and desirable student learning and development outcomes.

CIVS must implement strategies and tactics to achieve these outcomes.

3.2 Student Learning and Development Domains and Dimensions

CIVS must align predetermined student learning and development outcomes with the CAS learning outcomes model or other recognized student learning and development models.

CIVS must align predetermined student learning and development outcomes with the institutional framework for student outcomes.

The CAS student learning and development outcomes model includes six broad categories (called domains), meant to identify the aspects of learning experienced by students through engaging with programs, disciplines, or other learning opportunities. The domains are further clarified through dimensions. The dimensions of student learning and development allow for a more focused assessment approach and opportunities for alignment with institutional mission and priorities.

Domain: knowledge acquisition, integration, construction, and application

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

Domain: cognitive complexity

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

Domain: intrapersonal development

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

Domain: interpersonal competence

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

Domain: humanitarianism and civic engagement

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

Domain: practical competence

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

[Learning and Development Outcomes: See the Council for the Advancement of Standards Student Learning and Development Outcomes (www.cas.edu/learningoutcomes) for examples of outcomes related to these domains and dimensions.]

3.3 Assessment of Student Learning and Development

CIVS must assess the student learning and development outcome domains and dimensions relevant to the functional area.

CIVS must provide evidence of the extent to which student learning and development outcomes are achieved.

CIVS must provide evidence of the extent to which student success outcomes are achieved.

CIVS must use evidence to create strategies for improving student learning, development, and success.

Part 4. Assessment

4.1 Establishing a Culture of Assessment

Campus Information and Visitor Services (CIVS) must develop assessment plans and processes that document progress toward achievement of mission, goals, outcomes, and objectives.

CIVS must design assessment plans that incorporate an ongoing cycle of assessment activities.

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

4.2 Program Goals, Outcomes, and Objectives

CIVS must identify goals, outcomes, and objectives to guide its work.

CIVS must identify assessment methods that will allow for the collection of relevant data on its goals, outcomes, and objectives.

When collaborating with other departments on assessment activities, these activities must be consistent with the CIVS mission and assessment plan.

4.3 Assessment Plan and Process

CIVS must structure assessment initiatives using the steps of the assessment cycle:

- set program goals, outcomes, and objectives
- develop and implement assessment plan
- review and interpret findings
- develop a plan for data use, continuous improvement, and reassessment
- implement an improvement plan
- review and monitor changes that have been made

CIVS must implement the assessment process with methods that reflect universal design principles.

CIVS must employ ethical practices in the assessment process.

CIVS must implement assessment processes in a way that is culturally responsive, inclusive, and equitable.

CIVS must engage students, faculty, staff, administrators, and other relevant constituents in assessment activities.

4.4 Gathering Evidence

CIVS must identify priorities for assessment, including both formative and summative approaches.

CIVS must maintain an on-going process to collect inquirer use and inquirer satisfaction information.

CIVS must employ multiple methods and measures of data collection.

CIVS must develop manageable processes for gathering, interpreting, and evaluating data.

CIVS must establish and use a system of collecting and organizing inquirer data for appropriate referral and feedback to the campus community.

CIVS must adhere to institutional policies related to data access and management.

CIVS must ensure measures and methods are rigorous and reflect characteristics of validity, reliability, and trustworthiness.

4.5 Review and Interpret Findings

CIVS must use methods to analyze and interpret data that correspond with objectives and questions considered within overall assessment goals.

CIVS must disaggregate data to address the objectives and questions considered in the assessment project.

4.6 Reporting Results and Implementing Improvement

CIVS must use assessment results to demonstrate student learning, development, and success.

CIVS must use assessment results to demonstrate effectiveness and continuous improvement.

CIVS must use evidence from assessment activities to inform decision-making and planning for continuous improvement.

CIVS should pursue meaningful research to review and improve programs and services.

CIVS must monitor improvements implemented based on assessment results.

CIVS must apply results for future planning.

CIVS must inform constituents of assessment results and how data have been used for continuous improvement.

CIVS must provide feedback to appropriate institutional officials regarding conditions that may negatively influence an inquirer's interaction with the institution and propose interventions to remedy such conditions.

Feedback topics may include statistics, data analysis, relevant documentation of service use (e.g., identifying unmet needs, gaps, and services duplication), service quality at other campus locations, and inquirer characteristics.

► Guiding Principle:

Advocating for Diverse, Equitable, and Inclusive Communities

Part 5. Access, Equity, Diversity, and Inclusion

5.1 Inclusive and Equitable Educational and Work Environments

Within the context of each institution's mission and in accordance with institutional policies and applicable codes and laws, Campus Information and Visitor Services (CIVS) must create and maintain educational and work environments for students, faculty, staff, administrators, designated clients, and other constituents that are welcoming, accessible, inclusive, equitable, and free from bias or harassment.

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

5.2 Organizational Aspects of Access, Equity, Diversity, and Inclusion

CIVS must provide equitable access to facilities and resources for all constituents.

CIVS programs must be easily accessible to assist a diverse population of inquirers in making well-informed choices, planning appropriate courses of action, and taking advantage of available institutional resources.

CIVS must respond to the needs of all constituents when establishing hours of operation and developing methods for delivering programs, services, and resources.

CIVS must identify and address actions, policies, and structures within its operation that perpetuate systems of privilege and oppression.

5.3 Advocating for Access, Equity, Diversity, and Inclusion

CIVS must advocate for accessible facilities and resources, and address issues that impede access.

Within institutional guidelines, CIVS should intervene and advocate for inquirers when information is inaccurate or misleading and/or inquirer needs have not been addressed satisfactorily. Follow-up on more complex problem situations should occur to determine the extent to which inquirer needs have been met.

CIVS must advocate for inclusion, multiculturalism, and social justice within the institution.

CIVS must enact culturally responsive, inclusive, respectful, and equitable practices in the provision of services.

CIVS personnel must show respect for all inquirers.

CIVS must develop plans for ongoing professional development on cultural competence and workplace inclusion.

5.4 Implementing Access, Equity, Diversity, and Inclusion

CIVS must establish goals for access, equity, diversity, and inclusion.

CIVS must address the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices.

CIVS must ensure that personnel are trained in diversity, equity, access, and inclusion and are held accountable for applying the training to its work.

CIVS must have an established protocol for, and foster expectation of, bias incident reporting.

Personnel within CIVS must cultivate understanding of identity, culture, self-expression, and heritage.

Personnel within CIVS must promote respect for commonalities and differences among people within their historical and cultural contexts.

When educational and/or workplace accommodations are requested, CIVS must provide individuals with an interactive process to determine reasonable accommodations.

► Guiding Principle:

Organization, Leadership, and Human Resources

Part 6. Leadership, Management, and Supervision

6.1 Leadership

Campus Information and Visitor Services (CIVS) leaders must model ethical behavior and demonstrate alignment with institutional mission, goals, and ethical practices.

Leaders with organizational authority for CIVS must provide management and supervision as well as lead strategic planning and program advancement.

CIVS leaders must

- create a vision for the functional area
- communicate goals
- model and expect commitment
- build teams, coalitions, and alliances
- influence others to contribute to the effectiveness and success of the unit
- advance diversity, equity, access and inclusion goals in the workplace
- incorporate data and information in decision making
- develop a risk management plan for the organization
- incorporate sustainable practices in the design of programs, services, and facilities
- develop and empower new leaders from within the organization
- collaborate with colleagues and departments across the institution
- adhere to organizational constraints

CIVS leaders must advance the functional area by

- advocating for and actively promoting the functional area's mission and goals
- communicating with constituents about current issues affecting the profession

- identifying and addressing individual, organizational, and environmental conditions that foster or inhibit mission achievement
- facilitating discussion and decisions regarding program advancement
- advocating for representation in strategic planning processes at departmental, divisional, and institutional levels

6.2 Management

CIVS managers must

- be empowered to demonstrate effective management
- plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources
- develop plans for scholarship, leadership, and service to the institution and the profession
- engage diverse perspectives from within and outside the unit to inform decision making

6.3 Supervision

CIVS supervisors must

- incorporate institutional policies and procedures in the development of strategies for recruitment, selection, professional development, supervision, performance planning, succession planning, evaluation, recognition, and reward of personnel
- consult with institutional HR personnel to access and receive education and training that influence successful performance of personnel
- provide feedback on personnel performance
- identify and resolve workplace conflict
- follow institutional policies for addressing complaints
- provide reports and activity updates to management
- work with personnel to develop plans for scholarship, leadership, and service to the profession and institution
- provide supervision and support so that personnel may complete assigned tasks

6.4 Strategic Planning

CIVS leaders, managers, and supervisors must facilitate ongoing strategic planning processes that

- facilitate continuous development, implementation, assessment, and evaluation of program effectiveness and goal attainment congruent with institutional mission and ongoing planning efforts
- support ongoing assessment activities that improve student learning, development, and success
- utilize philosophies, principles, and values that guide the work of the functional area
- promote environments that provide opportunities for student learning, development, and success
- develop, adapt, and improve programs and services in response to the needs of changing environments, populations served, and evolving institutional priorities
- engage many diverse constituents and perspectives from within and outside the unit to inform the development and implementation of the planning process
- result in a vision and mission that drive short- and long-term planning
- set goals and objectives based on the needs of the populations served, intended student learning and development outcomes, and program outcomes

Part 7. Human Resources

7.1 Staffing and Support

Campus Information and Visitor Services (CIVS) must identify the level of staffing necessary to achieve its mission and goals.

CIVS must be staffed by individuals qualified to accomplish its mission and goals. Personnel include full-time and/or part-time faculty, staff, administrators, and paraprofessionals (e.g., student employees, interns, graduate assistants, and volunteers).

CIVS must have access to technical and support personnel to accomplish its mission.

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

CIVS personnel positions must be filled based on a defined set of qualifications such as level of education, work experience, and personal characteristics (e.g., integrity, communication skills, leadership).

7.2 Employment Practices

CIVS must establish procedures and expectations for personnel recruitment, selection, training, supervision, performance, and evaluation.

CIVS leaders must

- ensure that all personnel have written position descriptions
- regularly review position descriptions
- maintain copies of up-to-date resumes/curriculum vitae for all currently employed personnel
- implement recruitment and selection/hiring strategies that demonstrate a deliberate effort to diversify the workforce
- develop promotion practices that are fair, inclusive, proactive, and non-discriminatory

CIVS leaders must establish, in partnership with personnel and aligned with institutional policies, work arrangements (e.g., schedules, remote work) that achieve department objectives.

Personnel within CIVS must have written performance goals, objectives, and outcomes for each performance cycle to be used to plan, review, and evaluate work and performance. The performance plan must be updated regularly to reflect changes during the performance cycle.

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

7.3 Personnel Training and Development

CIVS personnel must receive training when hired and professional development throughout their employment.

Continuing personnel development experiences should include in-service training programs, professional conferences, workshops, and onsite training to enhance employee familiarization with the institution's visitor destinations, programs, services, and employees.

A formal training program must be required for all staff, especially those who will be providing direct service.

Training programs should include experiences for initial employee orientations as well as on-the-job training, in-service group training, supervisory coaching, and individualized training based on employee needs.

CIVS personnel must engage in continuing professional development activities to keep abreast of the research, theories, legislation, policies, and advancements that affect its programs and services.

CIVS personnel training programs should address

- strategies for understanding campus and community resources
- information retrieval, delivery, and data collection
- overview of mission, vision, strategic goals, role, purpose, function, structure, policies, and procedures of the unit
- student development theory and practice
- customer service and basic communication skills such as interviewing, listening, empathy, clarification, and problem-solving
- strategies for supporting persons with disabilities and language differences

CIVS must provide personnel with appropriate professional development opportunities or resources that facilitate individual professional development goals and improve competence, skills, and leadership capacity.

CIVS personnel must have access to resources and receive specific training on policies, procedures, and laws related to

- the programs and services they support
- privacy and confidentiality
- student records and sensitive institutional information
- systems and technologies necessary to perform their assigned responsibilities
- sexual misconduct, harassment, and workplace violence

CIVS personnel must be trained on how to recognize and address systems of oppression in the workplace and facilitate a welcoming, inclusive work environment.

CIVS personnel must be trained on how and when to refer those in need of additional assistance to qualified personnel, and must have access to a supervisor for assistance in making these judgments.

CIVS leaders must ensure that personnel are knowledgeable about and trained in safety, emergency procedures, identifying threatening conduct or behavior, crisis prevention, response, and reporting.

7.4 Paraprofessional Personnel

Paraprofessionals working in CIVS must be enrolled in an appropriate field of study and/or have relevant experience.

Paraprofessionals working in CIVS must be carefully selected, trained, supervised, and evaluated by personnel who possess applicable educational credentials, work experience, and have supervisory experience.

CIVS leaders must accommodate the dual roles paraprofessionals may have as both student and employee.

CIVS leaders must

- adhere to parameters of paraprofessionals' job descriptions
- articulate intended student learning and development outcomes in student employee job descriptions
- adhere to agreed-upon work hours and schedules
- offer flexible scheduling options as needed by the student employee
- work with paraprofessionals to determine suitable compensation if circumstances necessitate additional hours

Part 8. Collaboration and Communication

8.1 Collaboration

Campus Information and Visitor Services (CIVS) personnel must collaborate and consult with institutional leaders, faculty, individuals, and departments essential to the success of the program.

CIVS should collaborate closely with other campus offices and external agencies to ensure accuracy, timeliness, and reliability of information being provided to inquirers.

CIVS must collaborate with individuals, groups, communities, and organizations to

- establish, maintain, and promote understanding and effective relations
- garner support and resources
- meet the needs of students, designated clients, and other constituents
- achieve program and student outcomes
- engage diverse populations to enrich the educational environment
- disseminate information about programs and services
- solve problems pertinent to the student population, designated clients, or the organization

CIVS should seek to involve students, faculty, staff, and appropriate external agencies through committees, councils, and boards.

CIVS must refer students, designated clients, and other constituents to appropriate resources when assistance is needed beyond the functional area's scope.

CIVS must provide specific information and referral to existing institutional programs and services or, when such programs do not exist, actively link inquirers to alternative external programs to meet their needs.

When referring constituents to other resources, CIVS personnel should take an approach that integrates information dissemination, intervention, and advocacy. Inquirers should be encouraged to re-contact the CIVS if additional information or assistance is needed.

8.2 Communication

CIVS must provide relevant information, services, and resources that explain its mission and goals.

CIVS must develop and implement strategies for outreach and promotion.

CIVS promotional and descriptive information must be accurate and free of deception and misrepresentation.

8.3 Procedures and Guidelines

CIVS must have and follow procedures and guidelines consistent with institutional policy for

- communicating with the media
- distributing information through print, broadcast, and online sources
- the use of social media
- contracting with external organizations for delivery of programs and services
- dissemination of relevant information in a timely manner to all constituents
- developing relationships with donors

► Guiding Principle: Ethical Considerations

Part 9. Ethics, Law, and Policy

9.1 Ethical Statements

Campus Information and Visitor Services (CIVS) must review and adopt appropriate standards of ethical practice including those of applicable professional associations.

CIVS must have clearly defined and documented ethical statements addressing

- conflicts of interest, or appearance thereof, by personnel in the performance of their work

- management of institutional funds
- acceptance, in gratis, of cash or merchandise in accordance with institutional advancement reporting policies
- solicitation of gifts, in accordance with institutional advancement reporting policies
- research and assessment with human participants or animal subjects
- confidentiality of research and assessment data
- personnel, student, and other designated clients' rights and responsibilities
- disclosure of information in student, personnel, and other designated clients' records

9.2 Ethical Practice

CIVS personnel must employ ethical decision making in the performance of their duties.

CIVS personnel must recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation.

CIVS personnel must be honest, objective, and impartial in their interactions.

CIVS must demonstrate responsibility for sound and ethical assessment, research, evaluation, and program review.

CIVS must protect the privacy of individuals within the campus community from inappropriate inquiry.

CIVS must encourage and provide a forum for personnel to address and report unethical behavior.

CIVS must address issues surrounding scholarly integrity.

CIVS personnel must perform duties within the scope of their position, training, expertise, and competence.

CIVS personnel must make referrals when issues presented exceed the scope of their position.

9.3 Legal Obligations and Responsibilities

CIVS must comply with laws, regulations, policies, and procedures that relate to its respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole.

In accordance with governmental laws, institutional policy, and standards of good professional practice, CIVS personnel who are concerned about students' well-being must ensure that they are referred to appropriate resources.

CIVS must have a process for accessing legal advice needed for personnel to carry out their assigned responsibilities.

CIVS must not discriminate based upon institutional policies, codes, or governmental laws.

CIVS must purchase or obtain permission to use copyrighted materials and instruments. References to copyrighted materials and instruments must include appropriate citations.

9.4 Policies and Procedures

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

CIVS must have well developed policies regarding the type, breadth, and currency of information contained in the information retrieval and delivery system.

CIVS must have and follow a timeline for reviewing policies and procedures. The creation and revision of policies and procedures must be informed by available evidence, and policies and procedures that inform the management of higher education.

CIVS must have policies and procedures consistent with institutional policy for responding to threats, emergencies, and crisis situations.

9.5 Communication of Ethical and Legal Obligations

CIVS must educate new personnel to relevant ethical standards, statements of ethical practice, and related institutional policies and procedures.

CIVS must inform its users of ethical and legal obligations and limitations emanating from codes and laws or from licensure requirements.

CIVS personnel must provide students, designated clients, and constituents with information about student privacy rights and personnel's disclosure obligations.

CIVS must create ongoing opportunities to explore and examine basic ethical beliefs important to the functional area.

CIVS must inform personnel about internal and external governance organizations that affect the functional area.

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

9.6 Addressing Harassment and Hostile Environments

CIVS personnel must neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.

CIVS must adhere to institutional policies and procedures regarding sexual misconduct, harassment, and workplace violence.

► Guiding Principle:

Learning-Conducive Structures, Resources, and Systems

Part 10. Financial Resources

10.1 Funding

Campus Information and Visitor Services (CIVS) must have the funding that is necessary to accomplish its mission and goals.

CIVS should advocate for financial resources that are sufficient to provide inquirers with high quality personal interaction as well as print and electronic information.

CIVS must determine with administrative leadership what funding is necessary.

Institutional funds for CIVS should be allocated on a permanent basis.

In addition to institutional commitment of general funds, other funding sources may be considered including governmental appropriations and resources, fees and generated revenue, local community funding, and donations.

10.2 Financial Planning

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

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

CIVS must use the budget as a planning tool to reflect commitment to the mission and goals of the functional area and of the institution.

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

10.3 Financial Management

CIVS must manage funds in accordance with established governmental laws and institutional policies, procedures, and guidelines.

CIVS must demonstrate responsible stewardship and use of fiscal resources.

CIVS must have procedures and guidelines consistent with institutional policy for applying to and managing funds from external resources.

CIVS must be provided with the institutional and financial resources to assist with professional development of personnel.

CIVS procurement procedures must

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

Part 11. Technology

11.1 Systems Management

Campus Information and Visitor Services (CIVS) must have current technology to support the achievement of its mission and goals.

CIVS must incorporate accessibility features into technology-based programs and services.

CIVS must ensure that personnel and constituents have access to training and support for technology use.

CIVS must back up data on a cycle established in partnership with the institution's information technology department.

CIVS must implement a replacement plan and cycle for all technology with attention to sustainability.

11.2 User Engagement

CIVS must use technology to enhance the delivery of programs and services for all constituents.

CIVS must ensure that technology addresses constituent needs.

CIVS must employ technologies that facilitate user interaction.

CIVS must provide secure remote access.

11.3 Compliance and Information Security

CIVS must have policies on the appropriate use of technology that are clear and easily accessible.

CIVS must comply with governmental codes and laws and with institutional technology policies and procedures.

CIVS must provide a secure platform when conducting financial transactions, in accordance with industry best practices.

11.4 Communication

CIVS must have updated websites that provide information to all constituents in accessible formats.

CIVS must use technology that allows users to communicate sensitive information in a secure format.

CIVS must evaluate relevant social media platforms and techniques for communication, and implement those that best meet constituent needs.

CIVS must evaluate multiple modes of communication including, but not limited to, phone, text, and web chat.

Part 12. Facilities and Infrastructure

12.1 Design of Facilities

Campus Information and Visitor Services (CIVS) facilities must be located in suitable spaces designed to support the functional area's mission and goals.

CIVS facilities should be accessible to and by public transportation and be at a location that can best represent the "front door" of the institution.

CIVS facilities must be intentionally designed to engage various constituents, promote learning, and provide accessible and safe spaces.

CIVS facilities should include space for confidential interviewing, display of materials, visitor reception, and information and referral operations. Current technology, including phone and computer capability, should be included.

CIVS facilities must be designed to protect the security and privacy of records and ensure the confidentiality of sensitive information and conversations.

CIVS must incorporate universal design principles.

CIVS facilities must be designed and constructed to be energy-efficient and sustainable.

12.2 Work Space

CIVS personnel must have equipped and well-maintained workspaces designed to support their work and responsibilities.

CIVS personnel must be able to safeguard the privacy of their work.

12.3 Equipment Acquisition

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

CIVS must incorporate sustainable practices when purchasing equipment.

12.4 Facilities and Equipment Use

CIVS facilities and equipment must be inspected on an established cycle and be in compliance with codes, laws, and established practices for accessibility, health, safety, and security.

CIVS must promptly report broken, malfunctioning, defective, unusable, or faulty facilities and equipment to the entity responsible for maintenance.

CIVS must develop sustainable practices for facilities use.

CIVS must assess the effectiveness of its facilities to ensure they are meeting facilities and equipment goals.

CIVS personnel must advocate for appropriate, consistent, and fair assignment of facilities and equipment.

General Standards revised in 2018;

CIVS content developed/revised in 2000 & 2010

The CIVS Standards and Guidelines should be considered in conjunction with the CIVS Contextual Statement, CAS Glossary of Terms, and CAS Guiding Principles.