



## Council for the Advancement of Standards in Higher Education

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We are pleased you are interested in the Standards and Guidelines developed by the Council for the Advancement of Standards in Higher Education (CAS). This CAS member association has permission to post a link to this standard on their website. Standards are developed through a consensus model of member associations and other experts, including the association on whose page this link is found. You are invited to use the attached CAS statement in the design and assessment of your programs and for your staff training and development. *This statement may not be duplicated for other purposes without permission from CAS.*

This standard and all other standards are available along with information on self-assessment procedures in the most recent edition of the *CAS Professional Standards for Higher Education* book. You are particularly encouraged to examine the learning and developmental outcomes (see [www.cas.edu](http://www.cas.edu) and in the standards book) in the design and assessment of your programs.

This standard has a Self Assessment Guide (SAG) available for purchase from [www.cas.edu](http://www.cas.edu) for use in program evaluation.

### CAS MISSION STATEMENT

The mission of the Council for the Advancement of Standards in Higher Education (CAS) is to promote the improvement of programs and services to enhance the quality of student learning and development. CAS is a consortium of professional associations who work collaboratively to develop and promulgate standards and guidelines and to encourage self-assessment.

### CAS STANDARDS AND GUIDELINES

Each CAS standard contains 12 common criteria categories (referred to as “general standards”) that have relevance for each and every functional area, no matter what its primary focus. In addition to the general standards, all functional area standards are comprised of both specialty standards and guidelines. All standards use the auxiliary verbs “**must**” and “**shall**” and appear in **bold print** so that users can quickly identify them. Guidelines are designed to provide suggestions and illustrations that can assist in establishing programs and services that more fully address the needs of students than those mandated by a standard. CAS guidelines appear in regular font and use the auxiliary verbs “should” and “may.”

### OVER THIRTY YEARS OF PROFESSIONAL SERVICES

The Council for the Advancement of Standards in Higher Education (CAS) has been the pre-eminent force for promoting standards in student affairs, student services, and student development programs since its inception in 1979. For the ultimate purpose of fostering and enhancing student learning, development, and achievement and in general to promote good citizenship, CAS continues to create and deliver a dynamic and credible Book of Professional Standards and Guidelines and Self-Assessment Guides that are designed to lead to a host of quality-controlled programs and services. These standards respond to real-time student needs, the requirements of sound pedagogy, and the effective management of 43 functional areas, consistent with institutional missions. Individuals and institutions from nearly 40 CAS member organizations comprise a professional constituency of over 100,000 professionals.

### DISCLAIMER

The standards and guidelines published in “The Book of Professional Standards for Higher Education” by the Council for the Advancement of Standards in Higher Education (CAS) and referred to in each of the “CAS Self-Assessment Guides” (SAGs) are developed through the voluntary efforts of leaders of professional associations in higher education. The purpose of the standards and guidelines is to identify criteria and principles by which institutions may choose to assess and enhance various areas of their academic, administrative, or student affairs programs and services. CAS specifically disclaims any liability or responsibility for any perceived or actual shortcomings inherent in the text or application of the standards. Further, CAS does not certify individuals nor accredit programs. No institution, whether it has met some or all of the CAS standards, is authorized to indicate that it is “approved, endorsed, certified, or otherwise sanctioned by CAS.” Institutions that have conducted a self-assessment of one or more functional areas addressed by CAS Standards and Guidelines using the appropriate CAS Self-Assessment Guide (SAG) may, where that self-assessment provides evidence that an institution meets these standards, are free to make accurate representations to the effect that the designated program or service meets the CAS Standards.

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202-862-1400, (email contact: Marybeth Drechsler Sharp, Executive Director, [www.cas.edu](http://www.cas.edu))



# The Role of Student Leadership Programs

## CAS Standards Contextual Statement

Many college mission statements contain commitments to develop citizen leaders or prepare students for professional and community responsibilities in a global context. Throughout the history of higher education, however, leadership development has been targeted primarily toward students holding leadership positions, such as student government officials, officers in fraternities and sororities, and resident assistants. Consequently, only a handful of students had a genuine opportunity for focused experience in leadership development.

During the 1970s, many colleges refocused efforts on leadership development when events such as the Watergate scandal caused institutions to ponder how they taught ethics, leadership, and social responsibility. Subsequent initiatives such as the women's and African-American civil rights movements and adult reentry programs increased access to college. New forms of campus shared governance, coupled with a focus on intentional student development, led to new forms of leadership development through programs such as assertiveness training, emerging leaders' retreats, and leadership targeted toward specific populations.

By the 1970s, professional associations were becoming increasingly interested in broad-based leadership efforts. Several associations, including the American College Personnel Association (ACPA), National Association of Student Personnel Administrators (NASPA), National Association for Campus Activities (NACA), and National Association for Women in Education (NAWE), expanded projects and initiatives with a leadership focus. Burns' seminal book, *Leadership* (1978), brought new energy with its discussion of transformational leadership grounded in values and moral purpose. Thinking about leadership expanded in the 1980s and 1990s to include such perspectives as cultural influences, service learning, social change, and spirituality. Leadership educators focused on developing leadership models with applicability to the college context. Two such models, the Social Change Model of Leadership (SCM) (HERI, 1996) and the Relational Leadership Model (Komives, Lucas, & McMahon, 1996), have been widely adopted.

This shift to colleges developing not just better, but more leaders, has resulted in leadership education efforts directed toward the entire student body. Because students experience leadership in many different settings—in and out of the classroom, on and off campus, through social media, virtually every student engages in some type of activity that involves the practice of leadership. Regardless of differences in academic discipline, organizational affiliation, cultural background, or geographical location, students must be better prepared to serve as citizen-leaders in a global community. The role of student affairs professionals in this arena is to help students understand their experiences and to facilitate their learning so that they become effective contributors to their communities. Comprehensive leadership programs should be based on an active learning pedagogy where learning is situated in students' experiences, where students are validated as knowers, and where there is mutually constructed meaning (Baxter Magolda, 1999).

The Inter-Association Leadership Project brought student affairs leadership educators together in the mid-1980s to create and sustain a leadership agenda. By the end of the decade, higher education's commitment to leadership was clear—with over 600 campuses teaching leadership courses. Special leadership centers were created, such as the Jepson School of Leadership Studies at the University of Richmond and the McDonough Leadership Center at Marietta

College, as well as special programs, including the National LeaderShape Institute. In 1992 the National Clearinghouse for Leadership Programs (NCLP) was established at the University of Maryland, and a co-sponsored series of symposia encouraged leadership educators to identify a leadership agenda for the new millennium. Projects funded by the Kellogg, Pew, and Lilly Foundations; FIPSE; and the federal Eisenhower Leadership grant program have also focused broad-based attention on leadership development. By late 1990s, there were over 800 college leadership programs.

The International Leadership Association (ILA) was established in 1999 to bring a global lens to leadership education; ILA developed a set of guiding questions to inform curricular leadership development. The Association of Leadership Educators, largely agricultural and community-based leadership faculty, has a focus on college students. Other leadership institutes serve the leadership educator professional; for example, NCLP and the NACA host the annual summer leadership educators' symposium, and NCLP in partnership with NASPA and ACPA now hosts the Leadership Educators Institute, a bi-annual program for entry and mid-level leadership educators. NCLP and the Association of College Unions International (ACUI) had a webinar series, and NACA developed a set of student leadership competencies. A detailed history of the evolution of leadership education can be found in the *Handbook for Student Leadership Development* (Komives, 2010).

The *CAS Student Leadership Program Standards and Guidelines* can be used to help professionals provide comprehensive leadership programs and enhance students' learning opportunities. Leadership for positional leaders will still occur within specific functional areas such as student activities and residence life; campuses that seek to develop a comprehensive leadership program will recognize the need to make intentional leadership development opportunities available to all students through coordinated campus-wide efforts. Research contains developmental models (e.g., Leadership Identity Development model; Komives, Owen, Longerbeam, Mainella, & Osteen, 2005) that can guide intentional practice. Further, an international Multi-Institutional Study of Leadership has established normative data using the SCM (see [www.nclp.umd.edu](http://www.nclp.umd.edu)).

Leadership is an inherently relational process of working with others to accomplish a goal or to promote change. Most leadership programs seek to empower students to enhance their self-efficacy as leaders and understand how they can make a difference, whether as positional leaders or active participants in a group or community process. Leadership development involves self-awareness and understanding of others, values and diverse perspectives, organizations, and change. Leadership also requires competence in establishing purpose, working collaboratively, and managing conflict. Institutions can initiate opportunities to study leadership and to experience a range of leadership-related activities designed to intentionally promote desired outcomes of student leadership learning.

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# **STUDENT LEADERSHIP PROGRAMS**

## *CAS Standards and Guidelines*

### **Part 1. MISSION**

**The mission of Student Leadership Programs (SLP) must be to prepare students to engage in the process of leadership. To accomplish this mission, the program must**

- **be grounded in the belief that leadership can be learned**
- **be based upon clearly stated principles, values, and assumptions**
- **use multiple leadership theories, models, and approaches**
- **provide students with opportunities to develop and enhance a personal philosophy of leadership that includes understanding of self, others, and community, and acceptance of responsibilities inherent in community membership**
- **promote intentional student involvement and learning in varied leadership experiences**
- **acknowledge effective leadership behaviors and processes**
- **be inclusive and accessible, by encouraging and seeking out underrepresented populations**

**SLP must develop, disseminate, implement, and regularly review their missions. The mission must be consistent with the mission of the institution and with professional standards. The mission must be appropriate for the institution's student populations and community settings. Mission statements must reference student learning and development.**

**Student leadership development must be an integral part of the institution's educational mission.**

The SLP mission should be developed in collaboration with appropriate and multiple constituents interested in leadership development.

SLP should seek an institution-wide commitment that transcends the boundaries of the units specifically charged with program delivery.

### **Part 2. PROGRAM**

**The formal education of students, consisting of the curriculum and the co-curriculum, must promote student learning and development outcomes that are purposeful, contribute to students' realization of their potential, and prepare students for satisfying and productive lives.**

**Student Leadership Programs (SLP) must collaborate with colleagues and departments across the institution to promote student learning and development, persistence, and success.**

**Consistent with the institutional mission, SLP must identify relevant and desirable student learning and development outcomes from among the six domains and related dimensions:**

**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**

[LD Outcomes: See *The Council for the Advancement of Standards Learning and Developmental Outcomes* statement for examples of outcomes related to these domains and dimensions.]

**SLP must**

- **assess relevant and desirable student learning and development**
- **provide evidence of impact on outcomes**
- **articulate contributions to or support of student learning and development in the domains not specifically assessed**
- **articulate contributions to or support of student persistence and success**

- **use evidence gathered through this process to create strategies for improvement of programs and services**

**SLP must be**

- **intentionally designed**
- **guided by theories and knowledge of learning and development**
- **integrated into the life of the institution**
- **reflective of developmental and demographic profiles of the student population**
- **responsive to needs of individuals, populations with distinct needs, and relevant constituencies**
- **delivered using multiple formats, strategies, and contexts**

**Where institutions provide distance education, SLP must assist distance learners to achieve their educational goals by providing access to information about programs and services, to staff members who can address questions and concerns, and to counseling, advising, or other forms of assistance.**

**SLP must be comprehensive in nature and provide opportunities for students to develop leadership knowledge and skills. SLP staff must design learning environments reflective of the institutional mission, organizational context, learning goals, and intended audience. Programs must have clear theoretical foundations and be based upon well-defined principles, values, and assumptions. Programs must facilitate students' self-awareness, their capacity for collaboration, and their ability to engage within multiple contexts while understanding diverse perspectives.**

**Key components of SLP must include the following: opportunities for students to develop the competencies required for effective leadership; multiple delivery formats, strategies, and contexts; and collaboration with campus and community partners.** These components are described in more detail below.

**A. SLP must provide opportunities for students to develop the competencies required for effective leadership.**

**SLP must advance student competencies in the categories of foundations of leadership; personal development; interpersonal development; and the development of groups, organizations, and systems.** Suggested content for each of these categories follows.

Foundations of leadership should include

- historical perspectives on leaders, leadership, and leadership development
- established and evolving theoretical, conceptual, and philosophical frameworks of leadership
- the distinction between management and leadership
- diverse approaches to leadership including positional (leadership-follower dynamics) and non-positional (collaborative-process models)
- theories and strategies of change
- the integrative and interdisciplinary nature of leadership

- cross-cultural and global approaches to leadership

Personal development should include

- an awareness and understanding of various leadership styles and approaches
- exploration of a personal leadership philosophy, including personal values exploration, leadership identity development, and reflective practice
- connection of leadership to social identities and other dimensions of human development, such as psychosocial, cognitive, moral, and spiritual development
- leadership skill development, including accessing and critiquing sources of information, ethical reasoning and decision making, oral and written communication skills, critical thinking and problem-solving, cultural competence, goal setting and visioning, motivation, creativity, and risk-taking

Interpersonal development should include

- movement from dependent or independent to interdependent relationships
- development of self-efficacy for leadership
- recognition of the influences on leadership of multiple aspects of identity, such as race, gender identity and expression, sexual orientation, class, disability, nationality, religion, and ethnicity

Development of groups, organizations, and systems should include

Group competencies:

- team building
- developing trust
- group roles, group dynamics, and group development
- group problem-solving, conflict management, and decision-making
- shared leadership and collaboration

Organizational competencies:

- organizational planning, communication, and development
- organizational culture, values, and principles
- organizational politics and political systems
- organizational lifecycles, sustainability, and stewardship
- methods of assessing and evaluating organizational effectiveness

Systems competencies:

- understanding and critiquing of systems and human behavior within systems including functional and dysfunctional practices
- coalition-building and other methods of systemic change
- civic and community engagement
- leadership across diverse organizations, environments, and contexts

**B. SLP must provide multiple delivery formats, strategies, and contexts. SLP must be intentionally designed to meet the developmental needs of participants across diverse contexts. SLP programs must be based on principles of active learning.**

Examples of delivery formats include retreats, conferences, credit-bearing courses, workshops, internships, panel discussions, case studies, films, lectures, simulations, mentor programs, adventure training, assessment tools, portfolios, and participation in local,

regional, and national associations. Consideration should be given to on-line delivery methods.

SLP should provide strategies that may include training, education, and development. SLP *training* refers to activities designed to improve individual performance within specific roles; *education* consists of activities designed to provide improve the overall leadership knowledge of an individual; and *development* involves activities and environments that encourage growth and increasing complexity.

SLP should provide strategies that involve programs and services that are *open* to all students, *targeted* to a specific group of students, and aimed at students with *positional* leadership roles.

SLP should include multiple *contexts* for leadership development, such as diverse academic and career fields, campus organizations and committees, employment and internship settings, community involvement and service-learning, family, international settings, and social and religious organizations.

### **C. SLP must collaborate with campus and community partners**

**SLP must involve a diverse range of partners in the planning, delivery, and assessment of programs and services.**

This group may include faculty members, students, staff members, group advisors, community members, and on- and off-campus organizations.

SLP should consider collaborating with a broad range of campus departments, community groups, schools, and businesses to increase awareness of leadership programs, fiscal and human resources, and access to additional sources of leadership expertise.

## **Part 3. ORGANIZATION AND LEADERSHIP**

**To achieve student and program outcomes, Student Leadership Programs (SLP) be structured purposefully and organized effectively. SLP must have**

- **clearly stated goals**
- **current and accessible policies and procedures**
- **written performance expectations for employees**
- **functional work flow graphics or organizational charts demonstrating clear channels of authority**

**Leaders with organizational authority for the programs and services must provide strategic planning, supervision, and management; advance the organization; and maintain integrity through the following functions:**

### **Strategic Planning**

- **articulate a vision and mission that drive short- and long-term planning**
- **set goals and objectives based on the needs of the population served and desired student learning or development and program outcomes**

- facilitate continuous development, implementation, and assessment of goal attainment congruent with institutional mission and strategic plans
- promote environments that provide meaningful opportunities for student learning, development, and engagement
- develop and continuously improve programs and services in response to the changing needs of students served and evolving institutional priorities
- intentionally include diverse perspectives to inform decision making

### **Supervising**

- manage human resource processes including recruitment, selection, development, supervision, performance planning, evaluation, recognition, and reward
- influence others to contribute to the effectiveness and success of the unit
- empower professional, support, and student staff to accept leadership opportunities
- offer appropriate feedback to colleagues and students on skills needed to become more effective leaders
- encourage and support professional development, collaboration with colleagues and departments across the institution, and scholarly contribution to the profession

### **Managing**

- identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement
- plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources
- use current and valid evidence to inform decisions
- incorporate sustainability practices in the management and design of programs, services, and facilities
- understand appropriate technologies and integrate them into programs and services
- be knowledgeable about codes and laws relevant to programs and services and ensure that staff members understand their responsibilities through appropriate training
- assess potential risks and take action to mitigate them

### **Advancing the Organization**

- communicate effectively in writing, speaking, and electronic venues
- advocate for programs and services
- advocate for representation in strategic planning initiatives at appropriate divisional and institutional levels
- initiate collaborative interactions with internal and external stakeholders who have legitimate concerns about and interests in the functional area
- facilitate processes to reach consensus where wide support is needed
- inform other areas within the institution about issues affecting practice

### **Maintaining Integrity**

- model ethical behavior and institutional citizenship

- **share data used to inform key decisions in transparent and accessible ways**
- **monitor media used for distributing information about programs and services to ensure the content is current, accurate, appropriately referenced, and accessible**

An individual or team should be designated with responsibility for the coordination of the leadership program, including allocation and maintenance of resources and creating leadership opportunities.

SLP are organized in a variety of offices and departments in student and academic affairs, and in other administrative areas. An advisory group with representatives from the involved areas and other relevant campus and community partners should be established for the purpose of communication and consultation.

#### **Part 4. HUMAN RESOURCES**

**Student Leadership Programs (SLP) must be staffed adequately by individuals qualified to accomplish mission and goals.**

**Within institutional guidelines, SLP must**

- **establish procedures for staff recruitment and selection, training, performance planning, and evaluation**
- **set expectations for supervision and performance**
- **assess the performance of employees individually and as a team**
- **provide access to continuing and advanced education and appropriate professional development opportunities to improve the leadership ability, competence, and skills of all employees.**

**SLP must maintain position descriptions for all staff members.**

**To create a diverse staff, SLP must institute recruitment and hiring strategies that encourage individuals from under-represented populations to apply for positions.**

**SLP must develop promotion practices that are fair, inclusive, proactive, and non-discriminatory.**

**To further the recruitment and retention of staff, SLP must consider work life initiatives, such as compressed work schedules, flextime, job sharing, remote work, or telework.**

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

Professional staff or faculty involved in leadership programs should possess

- knowledge of the history of and current trends in leadership theories, models, and philosophies
- an understanding of the contextual nature of leadership

- knowledge of organizational development, group dynamics, strategies for change, and principles of community
- knowledge of how social identities and dimensions of diversity influence leadership
- experience in leadership development
- the ability to work with diverse range of students
- the ability to create, implement and evaluate student learning as a result of leadership programs
- the ability to effectively organize learning opportunities that are consistent with students' stages of development
- the ability to use reflection in helping students understand leadership concepts
- the ability to develop and assess student learning outcomes

**SLP professional staff members must engage in continuing professional development activities to keep abreast of the research, theories, legislation, policies, and developments that affect their programs and services.**

**SLP must have technical and support staff members adequate to accomplish their mission. All members of the staff must be technologically proficient and qualified to perform their job functions, be knowledgeable about ethical and legal uses of technology, and have access to training and resources to support the performance of their assigned responsibilities.**

**Degree- or credential-seeking interns or graduate assistants 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. Supervisors must be cognizant of the roles of interns and graduate assistants as both student and employee and closely adhere to all parameters of their job descriptions, work hours, and schedules. Supervisors and the interns or graduate assistants must agree to compensatory time or other appropriate compensation if circumstances necessitate additional hours.**

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

**All SLP staff members, including student employees and volunteers, must receive specific training on institutional policies pertaining to functions or activities they support and to privacy and confidentiality policies and laws regarding access to student records and other sensitive institutional information.**

**All SLP staff members must receive training on policies and procedures related to the use of technology to store or access student records and institutional data.**

**SLP must ensure that staff members are knowledgeable about and trained in emergency procedures, crisis response, and prevention efforts. Prevention efforts must address identification of threatening conduct or behavior of students, faculty and staff members, and others and must incorporate a system for responding and reporting.**

**SLP must ensure that staff members are knowledgeable of and trained in safety and emergency procedures for securing and vacating facilities.**

**SLP staff serving as leadership educators must be knowledgeable about learning theories and their implications for student development, program design, and assessment.**

Program staff should engage in continuous discovery and understanding of student leadership models, research, theories, and definitions through on-going study and professional development activities.

## **Part 5. ETHICS**

**Student Leadership Programs (SLP) must review relevant professional ethical standards and must adopt or develop and implement appropriate statements of ethical practice.**

**SLP must publish and adhere to statements of ethical practice and ensure their periodic review by relevant constituencies.**

**SLP must orient new staff members to relevant ethical standards and statements of ethical practice and related institutional policies.**

**Statements of ethical standards must specify that staff members respect privacy and maintain confidentiality in all communications and records to the extent that such communications and records are protected under relevant privacy laws.**

**Statements of ethical standards must specify limits on disclosure of information contained in students' educational records as well as requirements to disclose to appropriate authorities.**

**Statements of ethical standards must address personal and economic conflicts of interest, or appearance thereof, by staff members in the performance of their work.**

**Statements of ethical standards must reflect the responsibility of staff members to be fair, objective, and impartial in their interactions with others.**

**Statements of ethical standards must reference management of institutional funds.**

**Statements of ethical standards must reference appropriate behavior regarding research and assessment with human participants, confidentiality of research and assessment data, and students' rights and responsibilities.**

**Statements of ethical standards must include the expectation that SLP staff members confront and hold accountable other staff members who exhibit unethical behavior.**

**Statements of ethical standards must address issues surrounding scholarly integrity.**

**As appropriate, SLP staff members must inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements.**

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

**SLP staff members must perform their duties within the limits of their position, training, expertise, and competence.**

**When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.**

**Promotional and descriptive information must be accurate and free of deception.**

**SLP must adhere to institutional policies regarding ethical and legal use of software and technology.**

**SLP staff members must ensure that facilitators have appropriate training, experience, and credentials. Expertise and certification, where appropriate, are essential in the administration and interpretation of personality, developmental, and leadership assessment instruments.**

## **Part 6. LAW, POLICY, AND GOVERNANCE**

**Student Leadership Programs (SLP) must be in compliance with laws, regulations, and policies that relate to their respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole. Examples include constitutional, statutory, regulatory, and case law; relevant law and orders emanating from codes and laws; and the institution's policies.**

**SLP must inform staff members, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations.**

**SLP must have written policies on all relevant operations, transactions, or tasks that have legal implications.**

**SLP must regularly review policies. The revision and creation of policies must be informed by best practices, available evidence, and policy issues in higher education.**

**SLP staff members must use reasonable and informed practices to limit the liability exposure of the institution and its officers, employees, and agents. SLP staff members must be informed about institutional policies regarding risk management, personal liability, and related insurance coverage options and must be referred to external sources if the institution does not provide coverage.**

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

**SLP must have procedures and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations. Systems and procedures must be in place to disseminate timely and accurate information to students, other members of the institutional community, and appropriate external organizations during emergency situations.**

**SLP staff members must neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.**

**SLP must obtain permission to use copyrighted materials and instruments. SLP must purchase the materials and instruments from legally compliant sources or seek alternative permission from the publisher or owner. References to copyrighted materials and instruments must include appropriate citations.**

**SLP staff members must be knowledgeable about internal and external governance systems that affect programs and services.**

**SLP must advocate for student involvement in institutional governance.**

## **Part 7. DIVERSITY, EQUITY, AND ACCESS**

**Within the context of each institution's unique mission and in accordance with institutional policies and all applicable codes and laws, Student Leadership Programs (SLP) must create and maintain educational and work environments that are**

- welcoming, accessible, and inclusive to persons of diverse backgrounds**
- equitable and non-discriminatory**
- free from harassment**

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

**SLP must**

- **advocate for greater sensitivity to multicultural and social justice concerns by the institution and its personnel**
- **modify or remove policies, practices, facilities, structures, systems, and technologies that limit access, discriminate, or produce inequities**
- **include diversity, equity, and access initiatives within their strategic plans**
- **foster communication that deepens understanding of identity, culture, self-expression, and heritage**
- **promote respect about commonalities and differences among people within their historical and cultural contexts**
- **address the characteristics and needs of a diverse population when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices**
- **provide staff members with access to multicultural training and hold staff members accountable for integrating the training into their work**
- **respond to the needs of all students and other populations served when establishing hours of operation and developing methods of delivering programs, services, and resources**
- **ensure physical, program, and resource access for persons with disabilities**
- **recognize the needs of distance learning students by providing appropriate and accessible services and resources or by assisting them in gaining access to other appropriate services and resources in their geographic region**

**SLP must provide students with the opportunity to**

- **recognize the influences of aspects of social identity on personal and organizational leadership**
- **examine social identities, multiple identities, and other aspects of development and how they influence experiences in different contexts**
- **develop multicultural awareness, knowledge, and skills**

**Part 8. INSTITUTIONAL AND EXTERNAL RELATIONS**

**Student Leadership Programs (SLP) must reach out to relevant individuals, groups, communities, and organizations internal and external to the institution to**

- **establish, maintain, and promote understanding and effective relations with those that have a significant interest in or potential effect on the students or other constituents served by the programs and services**
- **garner support and resources for programs and services as defined by the mission statement**
- **disseminate information about the programs and services**
- **collaborate, where appropriate, to assist in offering or improving programs and services to meet the needs of students and other constituents and to achieve program and student outcomes**
- **engage diverse individuals, groups, communities, and organizations to enrich the educational environment and experiences of students and other constituents**

**SLP must have procedures and guidelines consistent with institutional policy for**

- **communicating with the media**
- **contracting with external organizations for delivery of programs and services**
- **cultivating, soliciting, and managing gifts**
- **applying to and managing funds from grants**

## **Part 9. FINANCIAL RESOURCES**

**Student Leadership Programs (SLP) must have funding to accomplish the mission and goals. In establishing funding priorities and making significant changes, a comprehensive analysis must be conducted to determine the following elements: unmet needs of the unit, relevant expenditures, external and internal resources, and impact on students and the institution.**

**SLP must demonstrate efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols.**

Funding for SLP may come from a variety of sources, including institutional funds, grants, student fees, fees for services, individual donors, academic departments, course fees, and government contracts. Where possible, institutional funding should be allocated regularly and consistently for the operation of leadership programs.

## **Part 10. TECHNOLOGY**

**Student Leadership Programs (SLP) must have adequate technology to support the achievement of their mission and goals. The technology and its use must comply with institutional policies and procedures and be evaluated for compliance with relevant codes and laws.**

**SLP must use current technology to provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and designated clients.**

**SLP must explore the use of technology to enhance delivery of programs and services, especially for students at a distance or external constituencies.**

**When technology is used to facilitate student learning and development, SLP must select technology that reflects intended outcomes.**

**SLP must**

- **maintain policies and procedures that address the security, confidentiality, and backup of data, as well as compliance with privacy laws**
- **have clearly articulated plans in place for protecting confidentiality and security of information when using Internet-based technologies**
- **develop plans for replacing and updating existing hardware and software as well as plans for integrating new technically-based or supported programs, including systems developed internally by the institution, systems available through professional associations, or private vendor-based systems**

**Technology, as well as workstations or computer labs maintained by programs and services for student use, must be accessible to all designated clients and must meet established technology standards for delivery to persons with disabilities.**

**When providing student access to technology, SLP must**

- **have policies on the use of technology that are clear, easy to understand, and available to all students**
- **provide assistance, information, or referral to appropriate support services to those needing help accessing or using technology**
- **provide instruction or training on how to use the technology**
- **inform students on the legal and ethical implications of misuse as it pertains to intellectual property, harassment, privacy, and social networks**

**Student violations of technology policies must follow established institutional student disciplinary procedures.**

**Students who experience negative emotional or psychological consequences from the use of technology must be referred to support services provided by the institution.**

## **Part 11. FACILITIES AND EQUIPMENT**

**Student Leadership Programs (SLP) must have adequate, accessible, and suitably located facilities and equipment to support the mission and goals. If acquiring capital equipment as defined by the institution, programs and services must take into account expenses related to regular maintenance and life cycle costs. Facilities and equipment must be evaluated on an established cycle, including consideration of sustainability, and be in compliance with codes and laws to provide for access, health, safety, and security.**

SLP offices and programming space should be conveniently located on campus and designed to facilitate maximum interaction among students, faculty members, and staff.

**SLP staff members must have workspace that is well equipped, adequate in size, and designed to support their work and responsibilities. For conversations requiring privacy, staff members must have access to a private space.**

**SLP staff members who share workspace must be able to secure their own work.**

**The design of the facilities must guarantee the security and privacy of records and ensure the confidentiality of sensitive information.**

**The location and layout of the facilities must be sensitive to the needs of persons with disabilities as well as the needs of other constituencies.**

## **Part 12. ASSESSMENT AND EVALUATION**

**Student Leadership Programs (SLP) must have a clearly articulated assessment plan to document achievement of stated goals and learning outcomes, demonstrate accountability, provide evidence of improvement, and describe resulting changes in programs and services.**

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

**Assessments must include direct and indirect evaluation and use qualitative and quantitative methodologies and existing evidence, as appropriate, to determine whether and to what degree the stated mission, goals, and intended outcomes are being met as effectively and efficiently as possible. The process must employ sufficient and sound measures to ensure comprehensiveness. Data collected must include responses from students and other constituencies, and aggregated results must be shared with those groups. Results of assessments must be shared appropriately with multiple constituents.**

**Results of assessments and evaluations must be used to identify needs and interests in revising and improving programs and services, recognizing staff performance, maximizing resource efficiency and effectiveness, improving student achievement of learning and development outcomes, and improving student persistence and success. Changes resulting from the use of assessments and evaluation must be shared with stakeholders.**

Assessment efforts should include

- student needs
- student satisfaction
- student learning outcomes
- overall program evaluation

Assessment efforts should be linked to strategic planning efforts including the articulation of a clear program mission, vision, and values; theoretical orientation; and short- and long-term goals.

*General Standards revised in 2011;  
SLP content developed/revised in 1996 & 2009*