



Council for the Advancement of Standards in Higher Education

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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 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 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.

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 40 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.

Direct your questions to the CAS Executive Office, One Dupont Circle NW Suite 300 Washington, DC 20036-1188, 202-862-1400, (email contact: Phyllis Mable, Executive Director, www.cas.edu)

THE ROLE of CONFERENCE and EVENT PROGRAMS

CAS Standards Contextual Statement

A higher education campus is a community where people gather to learn, share, and discuss issues of interest in an open, non-threatening, and enlightened atmosphere. It is a place where topics important to society are addressed freely in a number of formats and settings. Campuses are centers for symposia, lectures, public events, demonstrations, conferences, and other teaching and learning programs attended by people from all walks of life, generations, occupations, and education levels. These events help to identify the campus as a place where scholarly, cultural, social, artistic, athletic, and other activities can freely occur. As institutions become less constrained by physical borders, they have also become the source and home of conferences and events. A department responsible for developing, coordinating, and promoting on- and off-campus conferences and events is typically found at the core of this important educational responsibility.

Conference and event programs address a broad range of organizing, hosting, and logistical service needs. Services are provided to a variety of constituents and include program planning; managing conference centers; developing conferences in conjunction with faculty and staff members; providing services and support for summer youth camps; coordinating guest services and special celebrations; scheduling facilities; and organizing donor events, inaugurations, groundbreakings, commencements, homecomings, parents weekends, and other traditional gatherings.

Although the portfolios of program responsibilities will vary from campus to campus, one common element is that of helping institutions expand their activities, presence, and influence beyond the traditional roles of faculty, students, and staff. Conference and events programs make the campus a more effective and user-friendly place for all types of learners. They enhance diverse campus cultures; conference subject matter adds depth and variety to campus dialogue. They support institutional efforts to function as a center for celebrations and non-traditional educational activities. They provide a forum for free-speech, venues for cultural events, opportunities for students and scholars to be exposed to research findings, and a chance for more people to observe what higher education is all about.

Conference and event programs provide activities during periods when fewer students are present to optimize efficient use of campus resources. They provide institutions with additional sources of revenue and contribute to the availability and continuity of employment for faculty and staff.

In recent years, institutions have increased their number of short-term learning opportunities for pre-college and professional students, whose needs for support services vary greatly. Many of the roles associated with student affairs are now tailored to these students through a single conference and event programs office.

The Association of Collegiate Conference and Event Directors–International (ACCED-I) estimates that more than 1,500 U.S. institutions of higher learning have offices providing conference and event planning. Their operations may include overseeing the summer operation of residence halls and classrooms; year-round management of full-service conference centers; coordination of large public events held in campus arenas and stadiums; and procurement of services and facilities at off-campus locations. Today, conference and event staff members

provide everything from multi-department coordination of services to year-round academic support services and professional event planning consultation.

In recent years, a global increase in complex campuses has resulted in a growing need to formalize and standardize conference and event services. Several associations for campus conference and event professionals have come into being and flourished. As these associations matured, the need for professional standards became abundantly clear in dialogue among members. In the mid-1990s, a study of service practices by the Canadian University and College Conference Officers Association (CUCCOA) culminated in a summary report that called for establishing international standards for practitioners. In 1997 ACCED-I, CUCCOA, the Association of College and University Housing Officers-International (ACUHO-I), and the British Universities Accommodation Consortium (BUAC), now named VENUEMASTERS, collectively agreed on the need for developing professional standards in collaboration with the CAS standards development initiative.

By establishing professional standards in conjunction with CAS, institutional conference and event programs can become increasingly interconnected, forming a basis on which industry-defined service standards may become a reality. The CAS standards and guidelines that follow provide a professional context for the campus conference and event industry and will serve as a useful tool for all who wish to provide conference and event programs in higher education settings.

References, Readings, and Resources

Association of College and University Housing Officers-International (ACUHO-I):
<http://www.acuho.ohio-state.edu/>

Association of Collegiate Conference and Event Directors-International (ACCED-I):
<http://www.acced-i.com/>

Canadian University and College Conference Officers Association (CUCCOA):
<http://www.cuccoa.org/>

United Kingdom: VENUEMASTERS: <http://www.venuemasters.co.uk/>

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CONFERENCE and EVENT PROGRAMS

CAS STANDARDS and GUIDELINES

Part 1. MISSION

The primary mission of Conference and Event Programs (CEP) is to provide on and off campus constituents opportunity and access to educational conferences, workshops, events, and activities that are relevant and complementary to the mission of the institution.

CEP must develop, disseminate, implement, and regularly review their mission. Mission statements must be consistent with the mission of the institution and with professional standards. CEP in higher education must enhance overall educational experiences by incorporating student learning and development outcomes in their mission.

The program mission must recognize and accommodate, as appropriate, relevant goals of other campus agencies that are integral providers of important services, or are major users of conference and event services.

Part 2. PROGRAM

Conference and Event Programs (CEP) must provide leadership within and for the institution relative to conference and event planning and management.

To accomplish this, the CEP office may:

- serve as a point of contact for multiple campus services
- provide effective coordination of multiple services
- collaborate with clients and service providers to assure that programs have a positive and compatible presence in the campus community
- create opportunities for student affairs and other campus departments to fulfill their programmatic goals for students and other learners
- create opportunities for campus departments to extend employment for employees during periods outside of the regular academic calendar
- provide additional revenue derived from campus income-producing facilities and services
- provide employment and experiential opportunities for students
- ensure that scheduled and routine campus activities are free from undue interference or interruption by activities related to conferences, events, and similar programs
- ascertain the appropriateness and compatibility of conferences, events, and similar activities with the institution's mission
- know, articulate, and exercise state-of-the-art meeting/event planning concepts and procedures
- provide one-stop access to and coordination of services to planners of conferences, events, and similar gatherings
- be a knowledgeable source of information about student services, campus facilities, and support services
- exercise appropriate authority with regard to campus resources necessary to support conferences and events in collaboration with campus service providers, through agreements and memoranda of understanding
- communicate effectively among campus agencies as to specially scheduled or on-going campus activities that might influence or conflict with planned or potential

conferences/events

- provide clear description of activities on campus events and calendars

The formal education of students, consisting of the curriculum and the co-curriculum, must promote student learning and development outcomes that are purposeful and holistic and that prepare students for satisfying and productive lifestyles, work, and civic participation. The student learning and development outcome domains and their related dimensions are:

- **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**
- **cognitive complexity**
 - **Dimensions: critical thinking; reflective thinking; effective reasoning; and creativity**
- **intrapersonal development**
 - **Dimensions: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness**
- **interpersonal competence**
 - **Dimensions: meaningful relationships; interdependence; collaboration; and effective leadership**
- **humanitarianism and civic engagement**
 - **Dimensions: understanding and appreciation of cultural and human differences; social responsibility; global perspective; and sense of civic responsibility**
- **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**

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

Consistent with the institutional mission, CEP must identify relevant and desirable student learning and development outcomes from among the six domains and related dimensions. When creating opportunities for student learning and development, CEP must explore possibilities for collaboration with faculty members and other colleagues.

CEP must assess relevant and desirable student learning and development outcomes and provide evidence of their impact on student learning and development. CEP must articulate how they contribute to or support students' learning and development in the domains not specifically assessed.

CEP must promote student learning and development through the creation, marketing, and staffing of conferences, events, and similar educational activities.

CEP must be:

- **integrated into the life of the institution**
- **intentional and coherent**
- **guided by theories and knowledge of learning and development**
- **reflective of developmental and demographic profiles of the student population**
- **responsive to needs of individuals, diverse and special populations, and relevant constituencies**

Part 3. LEADERSHIP

Because effective and ethical leadership is essential to the success of all organizations, Conference and Event Programs (CEP) leaders with organizational authority for the programs and services must:

- **articulate a vision and mission for their programs and services**
- **set goals and objectives based on the needs of the population served and desired student learning and development outcomes**
- **advocate for their programs and services**
- **promote campus environments that provide meaningful opportunities for student learning, development, and integration**
- **identify and find means to address individual, organizational, or environmental conditions that foster or inhibit mission achievement**
- **advocate for representation in strategic planning initiatives at appropriate divisional and institutional levels**
- **initiate collaborative interactions with stakeholders who have legitimate concerns and interests in the functional area**
- **apply effective practices to educational and administrative processes**
- **prescribe and model ethical behavior**
- **communicate effectively**
- **manage financial resources, including planning, allocation, monitoring, and analysis**
- **incorporate sustainability practices in the management and design of programs, services, and facilities**
- **manage human resource processes including recruitment, selection, development, supervision, performance planning, and evaluation**
- **empower professional, support, and student staff to accept leadership opportunities**
- **encourage and support scholarly contribution to the profession**
- **be informed about and integrate appropriate technologies into programs and services**
- **be knowledgeable about federal, state/provincial, and local laws relevant to the programs and services and ensure that staff members understand their responsibilities by receiving appropriate training**
- **develop and continuously improve programs and services in response to the changing needs of students and other populations served and the evolving institutional priorities**
- **recognize environmental conditions that may negatively influence the safety of staff and students and propose interventions that mitigate such conditions**

Because of the likely involvement of multiple campus units in the delivery of conference and event services, special attention may be required to properly empower the program leaders to exercise necessary authority over resources.

Special attention should be given to the changing needs of conference and event client and service providers.

CEP leaders should provide guidance on:

- effective and appropriate strategies for communicating with prospective program participants
- student needs, issues, and perspectives
- cultivating relations with academic departments
- working with student, campus, and academic leaders and organizations
- efficient and appropriate use of campus resources
- promoting equal access for all students and program participants

Part 4. HUMAN RESOURCES

Conference and Event Programs (CEP) must be staffed adequately by individuals qualified to accomplish the mission and goals. Within institutional guidelines, CEP must establish procedures for staff selection, training, and evaluation; set expectations for supervision; and provide appropriate professional development opportunities to improve the leadership ability, competence, and skills of all employees.

CEP staff members must be proficient in effective customer service techniques.

CEP staff members should be knowledgeable about services offered directly and by relevant campus agencies and facilities such as housing, dining, recreation, parking, and technology services.

CEP 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.

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

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. They must be 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 and precise job descriptions, pre-service training based on assessed needs, and continuing staff development.

Employees and volunteers must receive specific training on institutional policies and privacy laws regarding their access to student records and other sensitive institutional information (e.g., in the USA, Family Educational Rights and Privacy Act, FERPA, or equivalent privacy laws in other states/provinces or countries).

CEP 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.

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

CEP 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 members, staff, and others and must incorporate a system or procedures for responding, including but not limited to reporting them to the appropriate campus officials.

Salary levels and benefits for all staff members must be commensurate with those for comparable positions within the institution, in similar institutions, and in the relevant geographic area.

CEP must maintain position descriptions for all staff members.

To create a diverse staff, CEP must institute hiring and promotion practices that are fair, inclusive, proactive, and non-discriminatory.

CEP must conduct regular performance planning and evaluation of staff members. CEP must provide access to continuing and advanced education and professional development opportunities.

Part 5. ETHICS

Persons involved in the delivery of Conference and Event Programs (CEP) must adhere to the highest principles of ethical behavior. CEP must review relevant professional ethical standards and develop or adopt and implement appropriate statements of ethical practice. CEP must publish these statements and ensure their periodic review by relevant constituencies.

CEP should consider the ethical standards of constituents to whom it provides services and with whom it partners.

CEP must orient new staff members to relevant ethical standards and statements of ethical practice.

CEP staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in students' education records must not be disclosed except as allowed by relevant laws and institutional policies. CEP staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or relevant law.

Advice and information disclosed by clients, students, faculty members, and staff in the course of conducting business should be considered confidential.

CEP staff members must be aware of and comply with the provisions contained in the institution's policies pertaining to human subjects research and student rights and

responsibilities, as well as those in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.

CEP staff members must recognize and avoid personal conflicts of interest or appearance thereof in the performance of their work.

CEP staff members must strive to insure the fair, objective, and impartial treatment of all persons with whom they interact.

When handling institutional funds, CEP staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.

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

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

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

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

Part 6. LEGAL RESPONSIBILITIES

Conference and Event Programs (CEP) staff members must be knowledgeable about and responsive to laws and regulations that relate to their respective responsibilities and that may pose legal obligations, limitations, or ramifications for the institution as a whole. As appropriate, staff members must inform users of programs and services, as well as officials, of legal obligations and limitations including constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state/provincial, and local governments; and the institution's policies.

CEP staff members should inform conference/event planners, participants, institutional staff and students in a timely, systematic, and forthright fashion, about extraordinary or changing conditions, legal obligations, potential liabilities, risks, and security.

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

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

CEP staff members must use reasonable and informed practices to limit the liability exposure of the institution and its officers, employees, and agents. CEP 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 coverage is not provided by the institution.

Although participation in conferences, events, and similar activities is a voluntary action, program leaders should monitor liability for wrongful or negligent acts.

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

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

Part 7. EQUITY and ACCESS

Conference and Event Programs (CEP) must be provided on a fair, equitable, and non-discriminatory basis in accordance with institutional policies and with all applicable state/provincial and federal statutes and regulations. CEP must maintain an educational and work environment free from discrimination in accordance with law and institutional policy.

Discrimination must be avoided on the basis of age; cultural heritage; disability; ethnicity; gender identity and expression; nationality; political affiliation; race; religious affiliation; sex; sexual orientation; economic, marital, social, or veteran status; and any other bases included in local, state/provincial, or federal laws.

CEP should provide services and information through a variety of appropriate formats including web site, e-mail, in person through office hours, telephone, and individual appointments, and customer service systems with a goal of maximizing one-stop shopping.

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

Staff members should ensure that program services provided through third parties are offered on a fair and equitable basis.

CEP must ensure physical and program access for persons with disabilities. CEP must be responsive to the needs of all students and other populations served when establishing hours of operation and developing methods of delivering programs and services.

CEP must recognize the needs of distance learning students by providing appropriate and accessible services and assisting them in identifying and gaining access to other appropriate services in their geographic region.

Part 8. DIVERSITY

Within the context of each institution's unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore, Conference and Event Programs (CEP) must create and nurture environments that are welcoming to and bring together persons of diverse backgrounds.

CEP must promote environments that are characterized by open and continuous communication that deepens understanding of one's own identity, culture, and heritage,

as well as that of others. CEP must recognize, honor, educate, and promote respect about commonalities and differences among people within their historical and cultural contexts.

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

CEP should make reasonable effort to educate the campus community concerning cultural aspects that are unique to individual conferences and events.

Part 9. ORGANIZATION and MANAGEMENT

To promote student learning and development outcomes, Conference and Event Programs (CEP) must be structured purposefully and managed effectively to achieve stated goals. Evidence of appropriate structure must include current and accessible policies and procedures, written performance expectations for all employees, functional workflow graphics or organizational charts, and clearly stated program and service delivery expectations.

CEP must monitor websites used for distributing information to ensure that the sites are current, accurate, appropriately referenced, and accessible.

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

CEP must maintain accurate and current documentation on operational policies and procedures, agreements and memoranda of understanding with service providers, standards of performance and other expectations of service providers, and access provisions for clients with disabilities.

Other areas for consideration in determining structure and management of conference and event offices may include:

- availability and characteristics of facilities
- size, nature, and mission of the institution
- scope of related academic services
- philosophy and delivery system for services
- variety of delivery methods being employed or available to the institution
- degree of integration with academic disciplines and academic service units

Part 10. CAMPUS and EXTERNAL RELATIONS

Conference and Event Programs (CEP) must reach out to relevant individuals, campus offices, and external agencies to:

- establish, maintain, and promote effective relations
- disseminate information about their own and other related programs and services

- **coordinate and collaborate, where appropriate, in offering programs and services to meet the needs of students and promote their achievement of student learning and development outcomes**

CEP 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 and other members of the campus community during emergency situations.

CEP must have procedures and guidelines consistent with institutional policy for communicating with the media.

The program should develop institutional support by:

- establishing cooperative relationships with other offices (in addition to direct service providers) such as alumni, enrollment management, athletics, institutional advancement, communications, public relations, campus information visitor services, to share information, to stimulate program opportunities, and to enhance institutional visibility
- encouraging staff participation in civic and community organizations such as a Chamber of Commerce or Rotary International as well as involvement in professional associations

CEP should adhere to institution-wide processes that systematically involve academic affairs, student affairs, and administrative units such as police, physical plant and business offices.

CEP should collaborate with campus agencies, as appropriate, and meet regularly with service providers to coordinate schedules and facility use, and to review conferences and events under development.

CEP should serve as a resource providing professional advice on conference/event-related issues and activities.

Part 11. FINANCIAL RESOURCES

Conference and Event Programs (CEP) must have adequate funding to accomplish their mission and goals. In establishing funding priorities and making significant changes, a comprehensive analysis, which includes relevant expenditures, external and internal resources, and impact on the campus community, must be conducted.

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

Funds to support the CEP, insofar as possible and desirable, should be self-generated from fees set at fair market rates.

For self-support programs, when higher than expected revenue in any one year results in a surplus, CEP should be authorized to establish reserve funds as a buffer against future shortfalls.

Part 12. TECHNOLOGY

Conference and Event Programs (CEP) must have adequate technology to support their mission. The technology and its use must comply with institutional policies and

procedures and be evaluated for compliance with relevant federal, state/provincial, and local requirements.

CEP must maintain policies and procedures that address the security and back up of data.

When technology is used to facilitate student learning and development, CEP must select technology that reflects current best pedagogical practices.

Technology, as well as any workstations or computer labs maintained by the CEP for student use, must be accessible and must meet established technology standards for delivery to persons with disabilities.

When CEP provide student access to technology, they must provide:

- access to policies that are clear, easy to understand, and available to all students
- access to instruction or training on how to use the technology
- access to information 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 13. FACILITIES and EQUIPMENT

Conference and Event Programs (CEP) must have adequate, accessible, suitably located facilities and equipment to support their mission and goals. If acquiring capital equipment as defined by the institution, CEP must take into account expenses related to regular maintenance and life cycle costs. Facilities and equipment must be evaluated regularly, including consideration of sustainability, and be in compliance with relevant federal, state/provincial, and local requirements to provide for access, health, safety, and security.

CEP staff members must have work space 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.

CEP staff members who share work space must have the ability to secure their work adequately.

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

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

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

Housing, dining, meeting space, athletic, parking, and recreation facilities sufficient to meet the needs of conference programs should be available consistent with agreements among and between the institutional collaboratives.

Part 14. ASSESSMENT and EVALUATION

Conference and Event Programs (CEP) must establish systematic plans and processes to meet internal and external accountability expectations with regard to program as well as student learning and development outcomes. CEP must conduct regular assessment and evaluations. Assessments must include qualitative and quantitative methodologies as appropriate, to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met. The process must employ sufficient and sound measures to ensure comprehensiveness. Data collected must include responses from students and other affected constituencies.

CEP must evaluate regularly how well they complement and enhance the institution's stated mission and educational effectiveness.

CEP should collaborate with institutional research units to generate data that could project contributions to the local economy, increase student enrollment, or stimulate additional research or related programs, given conference and event activities.

A representative cross-section of appropriate people from campus communities should be involved in reviewing the conference and event program.

CEP should generate and disseminate an annual report identifying overall goals, activities and programs served, financial contributions, regular feedback from participants, and opportunities that contribute to the overall visibility and promotion of the institution.

CEP must assess and evaluate regularly its effectiveness in providing students with quality learning and development opportunities.

Results of these evaluations must be used in revising and improving programs and services, identifying needs and interests in shaping directions of program and service design, and recognizing staff performance.

*General Standards revised in 2008;
CEP content developed/revised in 2002*