

The Welcomer

Collegiate Information and Visitor Services Association

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Quarterly News and Information from the
Collegiate Information and
Visitor Services Association

Campus Information and Visitor Services Standards and Guidelines Approved by CAS

The Council for the Advancement of Standards in Higher Education (CAS) approved the first ever Campus Information and Visitor Services (CIVS) Standards and Guidelines during its November, 2000 meeting. CiVSA has been a CAS member association since 1998, and the establishment of comprehensive standards recognized throughout higher education has been a CiVSA goal since 1994.

The new CIVS Standards and Guidelines have gone through the final editing process and pursuant to CAS policies, we have been permitted to publish them for the use of our membership within *The Welcomer*. You will find them starting on page 4. They will also be part of the 2001 edition of *The Book of Professional Standards in Higher Education* and, more important, a specific Self Assessment Guide has been developed for use in conjunction with the CIVS Standards and Guidelines. Both these publications will be available from CAS in both print and CD ROM format during the summer. Ordering information for CAS publications is provided on page 11.



A pre-conference session has been planned for our June meeting in Texas to explain the new CIVS Standards and Guidelines in more detail, and provide guidance on how they can be used as a tool in the day-to-day operations of our programs and services.

Matt Weismantel, CAS Director for CiVSA

Eighth National Conference June 2-5, 2001, Texas A&M University

“Getting the Word Out: Facing the Challenge of
Marketing your Center to Your Campus!”

The end of the school year is approaching for many of us, and a sigh of relief escapes as we look forward to the summer and new challenges! Let CiVSA's Eighth Annual Conference help you face the challenge and market your visitor/information center more effectively by utilizing new technologies and ideas shared by colleagues from across the country. Make sure to register soon!

Continued on page 12

New Members

Tom Arkell

Brock University



Paul Breitman

Princeton University



Todd Byrd

California State Polytechnic University



Joyce Dickerson

University of Texas Pan American



Aaron Kellenberger

Miami University



Sara Maleski

Rutgers University



Rachelle Merkel

University of Illinois at Urbana -

Champaign



Don Pearson

Bartlesville Wesleyan College



Shawna Pelaksy

Bellamine University



Mary Santiago

University of Texas Pan American



Mary Schneider

University of Toledo



Joyce Shaffer

Princeton University

Customer Service - An Open Letter to Front-Liners

As a front-liner, you are the first person I see when I walk into your place of business. Also, as a front-liner, you are the person who answers the phone when I call. To me, YOU are the company.

You will have many “moments of truth” during my visit with you, but the two most important come at the beginning and at the end of my visit.

Face-to-face

Your first “moment of truth” comes when I walk in. I need to know that you recognize my presence. I like it when you stop what you are doing and give me your undivided attention.

If you use the “10-5 rule,” when I get within 10 feet of you, you’ll smile at me. When I get within five feet of you, you’ll say something to me. It could be, “Hi, how may I help you?” Or, “Hi, may I help you find something?” Whatever you say, make and maintain eye contact with me.

Don’t ask, “Can I help you?” How would I know what you **can** do? “Can” has to do with ability. “Can I help you?” actually means, “Am I able to help you?” and I don’t know what you are able to do — I’ve just met you.

While “May I help you,” would be grammatically correct, since you are there to help me anyway, cut to the chase and ask, “**How** may I help you?”

If I know what I want and where it’s located, I’ll tell you. Or, I might say, “I just want to look around.” In each case, don’t bug me; let me have my space. If anything, you might say, “Okay, but if you need any help, please let me know.”

If you are with another customer or on the phone with a business call and there’s no one else to help me, put me at ease by gesturing, “I’ll be right with you.”

When you hand me an item, handing it to me is more personal than putting it down for me to pick up.

If I ask you a question for which you don’t know the answer, I don’t mind you saying, “I don’t know,” as long as you add, “But, I’ll find out for you.”

Similarly, if I ask to do something that is against the rules, don’t just say, “Sorry, you can’t.” Tell me what I **can** do. [This is when “can” is a good word!] Give me an alternative. If I’ve asked you for something that you don’t have, I’d love it if you told me where I could find it — even if it’s at another place of business.

Don’t use *gray* terms like, “probably,” “likely,” “about” or “I think.” Those terms will keep me in the dark.

Even though I’m the *umpteenth* person to rely on you today, make me feel as if I’m the first. After all, I’m meeting you for the *first* time.

In my presence, I like it when you talk to your co-worker about helping me, but social talk should wait until I’m gone.

Do you wear a nametag that allows me to easily read your first name? Have you ever seen me before? If not, this could be your chance to cultivate me as a new customer. If you have seen me before, have you greeted me as if you are glad to see me **again**? Have you tried to learn my name and greet me with it?

If I were to complain to you about something, I would like it if you were to respond, “I’m sorry that that happened, but thank you for bringing it to my attention. I’ll take care of it right away.”

Thanks for not referring to me with, “Sweetie,” “Dear,” or “You guys.” You can’t go wrong with “Sir” or “Ma’am.”

Continued next page

On the telephone

When your phone rings, try to answer it within three rings. Let me hear the smile on your face. Assure me that I have reached the right number by distinctly saying the words of your greeting. If you think you are saving time by saying it as fast as you can, you will spend more time answering me when I ask, "What did you say?"

If you refer most callers to others, don't let me explain my problem to you in detail only to transfer me to someone else for whom I must repeat the whole thing. Instead, end your greeting with, "How may I direct your call?"

"Show me that you really like what you do and that you want to make me feel special"

When I ask to speak with Mr. Johnson, asking, "Who's calling?" doesn't tell me what you are going to do with my name. Ask, "May I tell him who is calling?"

If you choose to answer your second line, don't greet me with, "Please hold." (Click, silence.) Instead, ask me, "May I put you on hold?" Then, **wait** for my answer and react accordingly.

If the person I'm calling is not available, don't wait for me to talk next. Offer me alternatives: give me access to his/her voice mail, offer to take a message, or maybe you or a co-worker might be able to help me. If you offer to take a message, have paper and pencil ready.

Related to that, always be ready to write my name phonetically, so that you can pronounce it back to me or to the person I'm calling.

When you learn that I've called the wrong number, don't just hang up. Ask for the number I dialed and try to help me find the person I seek.

If you are going to transfer me to someone else, tell me that person's number in case I get cut off.



In general

Show me that you really like what you are doing and that you want me to feel special. Actually, ask yourself, "Am I a member of this family, or do I just work here?" As a family member, these customer service skills will come easily, maybe, naturally. Otherwise, you'll have to do a lot of acting.

The final "moment of truth:" Are you going to **thank** me? In essence, didn't I just help save your job by doing business with you? So, be sure to look me in the eyes, smile and say, "Thanks for coming in." On the phone, say, "Thanks for calling (school name)."
Do that and there's a good chance I'll come back.

*Nick Kovalakides, Customer
Potomac MD*

Remember to contribute your "Examples of Outstanding Practice"!

For more information

www.civsa.org

The Welcomer

The quarterly news and information publication of Collegiate Information and Visitor Services Association.

Acting Editor Matt Weismantel

The Welcomer is published four times a year by the Collegiate Information and Visitor Services Association. We would like to hear from you. Please send suggestions for articles and photos, as well as news about current activities, to:

CiVSA National Headquarters
Rutgers - The State University of New Jersey
Campus Information Services
542 George Street
New Brunswick, NJ 08901
732-932-9342 x604
CiVSA_HQ@cis.rutgers.edu
<http://www.civsa.org>



The Council for the Advancement of Standards in Higher Education (CAS) was established in 1979 and represents an ever-growing consortium of higher education professional associations. CAS was created to establish, disseminate, and advocate professional standards and guidelines on a nationwide basis for higher education programs and services.

CAS currently has 31 member organizations. These associations represent the vast majority of higher education student programs and services practitioners throughout the country.

Individuals and institutions from the 31 CAS member organizations comprise a professional constituency of well over 100,000. No other body exists that so comprehensively represents and speaks for this important field of endeavor. CAS will continue to have significant impact, especially as institutional effectiveness, student learning, and outcome assessment become increasingly crucial to higher education.

Campus Information and Visitor Services CAS Standards and Guidelines

The development of campus information and visitor services has been a direct result of the increasing diversity, size, complexity and specialization of institutions of higher learning during the 20th century. This pattern has been particularly seen on campuses in the United States and has necessitated the establishment of information centers to address the many informational needs of campus communities. Often these centers have evolved into, or have been combined with, visitor services to become comprehensive gateway operations providing entry points to institutions for visitors, prospective students, alumni, and other community members. The common objective of campus information and visitor services is to bring people 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, the majority of these programs originated as extensions of institutional recruitment activities and efforts. The earliest example of specialized information and referral services on a campus 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 very useful in providing improved communication within the campus community and improving 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.” During this early period, many of the programs established clear guidelines for assisting inquirers in a friendly, sensitive manner and assuring appropriate confidentiality. Campus information and visitor services programs have had a profound impact on their campus communities through their 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 need for accountability, outreach, and service to the broader campus community resulted in an increase in the number of campus information and visitor services operations. Institutional accessibility to appropriate and timely information is a critical component in reaching instructional, research and outreach priorities. For many constituents, especially during downtimes — evenings, weekends and breaks — campus information and visitor services 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. The increasing importance of computer-mediated (e.g. web and email) and mass communication (e.g. radio and cable television) in the provision of information by institutions, and the resulting need for support services that can assure the accuracy and relevance of rapidly expanding information, have also increased the importance of campus information and visitor services. By having access to an easily available and credible information and visitor service, 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). CIVS is the process of linking people who have campus-related questions to appropriate resources. Also, the process assists institutional planning by providing feedback to service providers and discovering gaps and duplication in campus programs and services. CIVS provide information to an inquirer in response to a direct request for such information. Inquiries comprise anything related to the campus community such as directions to a campus building or event; how to contact a department, faculty or staff member; 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, staff, faculty, alumni, prospective students and their families, other visitors, or anyone needing information about the institution. CIVS serve as a gateway to the institution, providing one-on-one information to inquirers within and about the campus. When a direct answer is not possible, then referral is made, with 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 actively linking the inquirer to needed services when necessary.

References:

Hefferlin, J.B. Lon. Information Services for Academic Administration. San Francisco: Jossey-Bass, 1971.

Out of the Shadows: Information and Referral Bringing People and Services Together. Seattle, Washington.: Alliance of Information and Referral Systems, PO Box 31668, Seattle, WA 98103, 1995.

The ABC's of I&R: A Self-Study Guide for Information and Referral Staff. Seattle, Washington: Alliance of Information and Referral Systems, PO Box 31668, Seattle, WA 98103, 1998.

Part 1. Mission

The overall mission of Campus Information and Visitor Services (CIVS) is to facilitate access to the institution by providing accurate information and appropriate referrals. CIVS is a primary point of access to the institution. By providing comprehensive contact information and general descriptions for many aspects of the institution, CIVS must meet the introductory informational needs of students, prospective students, their families, faculty members, staff, alumni, visitors, and guests. To accomplish this mission, CIVS must:

- provide accurate information and referrals;
- provide a welcoming environment;
- be readily accessible; and,
- emphasize personal communication and interaction.

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

CIVS must develop, record, disseminate, implement, and regularly review its mission and goals. The mission statement must be consistent with the mission and goals of the institution, the administrative unit where these services are aligned, and with the standards in this document.

Part 2. Program

Campus Information and Visitor Services (CIVS) must be responsive to the needs and interests of all inquirers.

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

These services may include telephone and/or other electronic means of contact, or a facility, in which the inquirer has one-to-one, personal contact and easy access to information resources such as catalogs, calendars, booklets, directories, schedules, fliers, maps, books, and brochures.

Multiple media approaches must be used to provide information.

Such approaches may include accurate signage, maps, 24-hour recorded telephone information, emergency assistance, web-site listings and e-mail.

CIVS must promote learning and development through information and referral that encourages outcomes such as intellectual growth, ability to communicate effectively, realistic self-appraisal, enhanced self-esteem, clarification of values, appropriate career choices, leadership development, wellness, meaningful interpersonal relations, ability to work independently and collaboratively, social responsibility, satisfying and productive lifestyles, appreciation of aesthetic and cultural diversity, and achievement of personal goals.

CIVS must be (a) intentional, (b) coherent, (c) based on theories and knowledge of teaching, learning, and human development, (d) reflective of developmental and demographic profiles of the campus population and other populations served, and (e) responsive to the special needs of individuals.

CIVS must provide specific information and referral to existing campus programs or, when such programs do not exist, actively link inquirers to alternative community and other programs that can meet their specific needs.

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

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.

Within the CAS Standards and Guidelines, the Standards are presented in **bold print** and use the auxiliary verbs “**must**” and “**shall**,” whereas the Guidelines are presented in regular font size print and use the auxiliary verbs “should” and “may.”

The Standards reflect essential criteria for quality programs, while the Guidelines represent either additional desirable characteristics or seek to clarify or amplify the Standards in some fashion.

"The institution must appoint, position, and empower leaders within the administrative structure to accomplish stated missions."

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• **CIVS must be available at locations and times that meet the needs of the inquirers.**
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• **CIVS must provide feedback to appropriate campus 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 (identifying unmet needs, gaps, and services duplication), and inquirer characteristics.
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• **CIVS must strive to assist inquirers in friendly, caring, sensitive and non-judgmental manner and provide clear, concise information. CIVS must protect the privacy of individuals within the campus community from inappropriate inquiry in accordance with campus policy.**
•

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

• Campus information and visitor services may include a campus visitor center, a campus information center, campus tour programs, campus help desk, broadcast services, campus outreach, and student recruitment programs.
• Information and services may include:

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

• CIVS should be a principal provider of structure and content to the institution's on-line information systems.
• A range of information should be provided to inquirers, including brief responses, such as names or phone numbers, as well as details about an organization's policies and procedures.
• Program activities may include the following:

- 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 orientation tours;
- information-based website; and,
- role as a resource for other campus and community services.

Part 3. Leadership

• **Effective and ethical leadership is essential to the success of all organizations. The institution must appoint, position, and empower leaders within the administrative structure to accomplish stated missions. Leaders at various administrative levels must be selected on the basis of formal education and training, relevant work experience, personal attributes, and other professional credentials. Expectations of accountability must be defined for Campus Information and Visitor Services (CIVS) leaders, and their performance fairly assessed.**
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• **CIVS leaders must exercise authority over resources for which they are responsible to achieve their respective missions. Leaders must work collaboratively to articulate a vision for the organization; set goals and objectives; prescribe and practice ethical behavior; recruit, select, supervise, and develop others in the organization; manage, plan, budget, and evaluate; communicate effectively; and marshal cooperative action from colleagues, employees, other institutional constituencies, and persons outside the organization. Leaders must address individual, organizational, or environmental conditions that inhibit goal achievement. Leaders must improve programs and services continuously in response to changing needs of students, inquirers and institutional priorities.**
•

Part 4. Organization and Management

Campus Information and Visitor Services (CIVS) is most effective in an atmosphere of staff teamwork and continuous improvement.

CIVS 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, organizational charts, and service delivery expectations. Evidence of effective management must include clear channels of authority, effective communication practices, decision-making and conflict resolution procedures, responsiveness to changing conditions, accountability systems and recognition and reward processes.

CIVS must have clearly written administrative policies and procedures and provide channels within the organization for regular review.

CIVS must have well developed policies regarding the type, breadth and currency of information contained in the information retrieval and delivery system. The information retrieval and delivery system used by CIVS must be organized according to a standardized search system. The information system must have the capacity to accept changes in a very short time- frame for information that may change in between regularly scheduled updates.

Policies for the information retrieval and delivery system should include, but not be limited to, responsiveness to the clientele and to timely accessibility of the resource to the campus.

CIVS must develop and maintain accurate, up-to-date resource files that include information on available campus resources and procedures for verifying accuracy.

Informational resources should be profiled to include:

- legal and/or formal name, common name, and/or acronym address (room, building name, street, city, zip/postal code);
- email address;
- telephone number, fax number, hours and days of service;
- type and description of service(s) provided;
- population(s) served;
- date of last update;
- internet address;
- eligibility guidelines;
- intake procedures;
- required documents;
- cost;
- waiting period for service;
- contact person; and,
- auspices (city, state/province, private, social service, campus).

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

CIVS should pursue meaningful research to review and improve programs and services. Members of the campus community should be involved in the review of these findings, as well as in the design and governance of CIVS. Students, faculty, staff, and appropriate external agencies should be involved through committees, councils, and boards.

“CIVS must have clearly written administrative policies and procedures and provide channels within the organization for regular review.”

“CIVS must have sufficient support personnel to accomplish its mission.”

• **Part 5. Human Resources**

• **Campus Information and Visitor Services (CIVS) must be staffed adequately by individuals qualified to accomplish its mission and goals and to carry out all aspects of the stated program(s). Consistent with institutional policies and procedures, CIVS must establish procedures for staff selection, training, and evaluation; set expectations for supervision; and provide appropriate professional development opportunities.**

• Continuing staff development experiences should include in-service training programs, professional conferences, workshops, and other continuing education activities.

• **Staff positions must be filled based on a defined set of qualifications such as level of education, work experience, and personal characteristics (for example, integrity, communication skills, and leadership ability).**

• **Professional staff members must hold an earned graduate degree in a field relevant to the position description and/or must possess an appropriate combination of education and experience.**

• **CIVS must intentionally seek to employ qualified students, paraprofessional employees, and recruit volunteers to assist in carrying out programs and services.**

• **Degree or credential seeking interns or others in training must be qualified by enrollment in an appropriate field of study and relevant experience. These individuals, and student employees and volunteers, must be carefully selected and adequately trained, supervised, and evaluated. When their knowledge and skills are not adequate for particular situations, they must refer those in need of assistance to qualified staff.**

• **CIVS must have sufficient support personnel to accomplish its mission. These staff must be carefully selected and adequately trained, supervised, and evaluated.**

• **A formal training program must be required for all staff.**

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

• Staff-training programs should include:

- strategies for understanding campus and community resources;
- skills development, such as providing clear directions;
- emergency response protocols;
- information retrieval, delivery and data collection;
- overview of mission, vision, role, purpose, function, structure, policies, and procedures;
- skills in the use of assistive devices (e.g., TTY)
- student development theory and practice; and,
- customer service and basic communication skills such as interviewing, listening, empathy, clarification, problem solving, and overcoming communication barriers.

• **Appropriate salary levels and fringe 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.**

• **CIVS must intentionally employ a diverse staff to reflect the diversity of the institution's student population, ensure the existence of readily identifiable role models for students, and/or enrich the campus community. Every staff member must be expected to show respect for all inquirers.**

• **Affirmative action must occur in hiring and promotion practices to ensure diverse staffing profiles as required by institutional policy and local, state/provincial, and federal law.**

• **An ongoing staff evaluation process must be in place, and individualized training needs are determined by supervisor analysis of these evaluations.**

• Periodic formal written evaluations must be carried out and kept on record.

Part 6. Financial Resources

Campus Information and Visitor Services (CIVS) must have adequate funding to accomplish its mission and goals. Priorities, whether set periodically or as a result of extraordinary conditions, must be determined within the context of the stated mission, goals, and resources.

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 state/provincial appropriations, federal resources, fees and generated revenue, local community funding, donations, and contributions.

Financial resources should be sufficient to provide high quality print and electronic information.

Part 7. Facilities, Technology, and Equipment

Campus Information and Visitor Services (CIVS) must have adequate, suitably located facilities and equipment to support its mission and goals. Directions to the campus facility must be well-marked by campus signage. Facilities, technology, and equipment must be in compliance with relevant federal, state/provincial, and local requirements to provide for access, health and safety. The facilities, technology, and equipment must ensure equal access for people with disabilities.

CIVS must play an active role in the design and decision making process for campus signage and maps.

The CIVS facility should include space for confidential interviewing, display materials, visitor reception, and information and referral operations. State-of-art telephone and computer capability should also be included.

The CIVS facility should be accessible to and by public transportation and be at a location that can best represent the “front door” of the institution.

Part 8. Legal Responsibilities

Staff members must be knowledgeable about and responsive to law and regulations that relate to the operation of campus information and visitor services. Sources for legal obligations and limitations include constitutional, statutory, regulatory, and case law; laws and orders emanating from federal, state/provincial and local governments; and the institution through its policies.

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

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

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

Part 9. Equal Opportunity, Access, and Affirmative Action

Campus Information and Visitor Services (CIVS) must ensure that its services and programs are provided on a fair and equitable basis and are accessible to all prospective inquirers. Hours of operation must be responsive to the needs of all inquirers, including nontraditional students and weekend visitors.

“CIVS must have adequate, suitably located facilities and equipment to support its mission and goals.”

“All persons involved in the delivery of Campus Informaiton and Visitor Services must adhere to the highest principles of ethical behavior.”

- **CIVS must adhere to the spirit and intent of equal opportunity laws.**
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- **CIVS must not discriminate on the basis of age, color, disability, gender, national origin, race, religious creed, sexual orientation, and/or veteran status.**
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- **Consistent with its mission and goals, CIVS must take affirmative action to remedy significant imbalances in student participation and staffing patterns.**
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- **Part 10. Campus and Community Relations**
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- **Campus Information and Visitor Services (CIVS) must establish, maintain, and promote effective relations with relevant campus offices and external agencies.**
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- CIVS should collaborate closely with campus offices and external agencies to insure accuracy, timeliness, and reliability of information being provided to inquirers.
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- When appropriate, inquirers should be referred to other resources, and staff may actively participate in this linking process. This referral process is often integrated with information dissemination, intervention, and advocacy. Inquirers should be encouraged to re-contact CIVS if additional information/assistance is needed.
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- 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.
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- **Part 11. Diversity**
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- **Within the context of the institution’s unique mission, multi-dimensional diversity enriches the community and enhances the collegiate experience for all; therefore, Campus Information and Visitor Services (CIVS) must nurture environments where similarities and differences among people are recognized and honored.**
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- **CIVS must promote cultural educational experiences that are characterized by open and continuous communication; that deepen understanding of one’s own belief system, culture and heritage; and that respect and educate about similarities, differences and histories of cultures.**
-
- **CIVS must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures while fostering an environment which supports and enhances awareness of cultural differences.**
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- **Part 12. Ethics**
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- **All persons involved in the delivery of Campus Information and Visitor Services (CIVS) must adhere to the highest principles of ethical behavior. CIVS must develop or adopt and implement statements of ethical practice. CIVS must publish these statements and insure their periodic review by those concerned.**
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- Ethical standards or other statements from relevant professional associations should be considered.
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- **Staff members must ensure that confidentiality is maintained with respect to all communications and records considered confidential, except as exempted by law.**
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- **All staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when safety is a concern. Information contained in students’ educational records must not be disclosed to non-institutional third parties without appropriate consent, unless classified as “Directory” information or when the information is subpoenaed by law. CIVS must apply a similar dedication to privacy and confidentiality to research data concerning individuals.**
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All staff members must be aware of and comply with the provisions in the institution's human subjects research.

Staff members must recognize and avoid personal conflict of interest or appearance thereof in their transactions with inquirers. Staff members must strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal.

When handling institutional funds, all staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures.

Staff members must not participate in any form of harassment, coercion, or exploitation that creates an intimidating, hostile, or offensive campus environment.

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

Staff members must maintain the highest principles of ethical behavior in the use of technology.

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.

Part 13. Assessment and Evaluation

Campus Information and Visitor Services (CIVS) must regularly conduct systematic qualitative and quantitative evaluations of program quality to determine the degree to which the stated mission and goals are being met. Although methods of assessment vary, a sufficient range of measures must be employed to ensure objectivity and comprehensiveness. Data collected must include responses from inquirers. Results of these evaluations must be used in revising and improving CIVS, in assessing and recognizing staff performance, and in advocating for high quality information throughout the institution.

CIVS must maintain an ongoing process to collect inquirer use and satisfaction information.

Information should contribute to planning activities, information system development, and identification of duplications and gaps in institutional services.

Thorough assessment should focus on the extent to which inquirers are able to improve their information retrieval skills.

All data collected by CIVS should be made available to appropriate institutional offices or agencies.

CAS Self-Assessment Guides Now Available on CD ROM

The Council for the Advancement of Standards in Higher Education (CAS) announces that Self-Assessment Guides are now available for each of its functional area Standards in an interactive format on compact disc (CD). This is a service designed to simplify, encourage, and enhance the use of CAS Standards by institutions seeking to provide quality programs and services. The CAS CD provides a new, easily accessible vehicle to manage the CAS process of self-assessment and self-regulation.

A complete set of the functional area Self-Assessment Guides in CD format can be purchased for \$125 including postage and handling. A single Self-Assessment Guide for one functional area can be purchased for \$50. This price includes postage and handling. *Putting CAS Standards to Work*, a step-by-step guide for using both the CAS Standards and Self-Assessment Guides, is included as part of each CD.

For ordering instructions, or for information about other CAS print publications check the CAS web site (<http://www.cas.edu>). Purchases are made through the

CAS National Office
One Dupont Circle, NW, Suite 300
Washington, D.C. 20036-1188
202-835-2272

On the move!

Robert Brooks, Director of Visitor Relations at the University of Massachusetts Amherst, is retiring in April after 37 years service.

He was in one of the first graduating classes of Brandeis University and did his graduate work at Boston University.

He began in 1964 as Assistant to the Dean of Students, and thereafter was Assistant Dean of Admissions (including a period as Acting Director), Associate Dean of Students, and Director of Student Affairs Special Services.

From 1988 to the time of his retirement he was the first, and only, director of the University's Robsham Memorial Center for Visitors. He also served as Commencement Coordinator from 1990-99. He was one of the first Regional Directors of the National Collegiate Visitor Services Association, the predecessor to CIVSA.

In 1998 he received the "Citizen of the Year" award from the Amherst Area Chamber of Commerce in recognition of his civic contributions.

His immediate post-retirement plans include helping to develop a volunteers service corps for the Chamber of Commerce and developing a visitors center for the Town of Amherst.

Eighth National Conference *Continued from page 1*

General Sessions:

Bringing a Visitor Center to Life: Technology behind the scenes

What's the best solution for video and multimedia presentations for a university's visitor center? Explore the roads the University Relations at Texas A&M University traveled to arrive at their answer - high definition television (HD-TV) - and the options they passed along the way. How they are developing content for this state-of-the-art format will also be discussed.

Overview and Discussion of the New CAS Standards and Guidelines for Campus Information and Visitor Services

With the dawning of the new millennium comes new standards for our field through the Council for the Advancement of Standards in Higher Education (CAS).

This session will provide an overview of the process used to create them and an in-depth review of the standards themselves, and a discussion about how and why they should be used to positively impact your programs and services.

Program Descriptions:

Student Motivation and Discipline

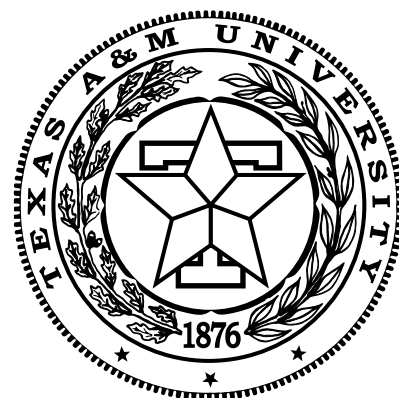
Student employees are the heart and soul of many of our organizations. As they strive to improve Campus Information and Visitor Relations at Cornell, Reba McCutcheon and Molly Darnieder believe that motivating and disciplining student employees has become essential to the success of their department. Reba and Molly will be sharing their success stories, and facilitating a discussion on student human resource practices.

Maui and My Campus Visit

100 ways to turn the Campus Visit into a dream vacation. Pack your bags and escape with me to paradise.

There are several other programs in the development stage! And we have a few openings still. If you're considering developing a program email jbrake@umich.edu and we'll discuss your options!

Jeff Brake, Conference Program Chair
University of Michigan



From the President - Want to Increase the Value of Your Conference Investment at Texas A&M?

We are all on the lookout for good investment tips these days. As you make plans for Texas A&M, have you considered how to approach the conference to make the most of your time there? If you take time to organize your plans, it will pay rich dividends when you arrive in College Station. For many of us, the time we spend at our annual meeting is some of the most valuable continuing education and training we have all year. At least for me it is.

Many of you have attended a number of CiVSA conferences . . . and several of you have attended ALL of them. You are "experienced" conferees. You probably don't need any coaching.

However, for many of you, the College Station trip will be your very first CiVSA conference. If you do a little planning before the conference, you will be able to come away with a ton of great information and even better contacts "in the business" who can become valuable resources for you when you return home.

Where to begin preparations? First, you need to register for the meeting, of course. You should have received the conference registration form in the mail, and you may also register online through our CiVSA web site (www.civsa.org).

First and foremost, make your travel plans, air, hotel, car rental. Now you are set to attend.

Second, decide what you would really like to get out of the conference. You might start by taking one step back and

having a good hard look at your own program, your mission, your systems, your plans, your staff, your colleagues and your supervisor. In other words, do a good assessment of where you are in your program right now. Take stock. (You might want to give yourself credit right here for getting there.)

"There will be numerous programs offered at the meeting. Often the main problem is which to choose of the concurrent sessions!"

Start your review with a walk around and see what your center is doing to assist visitors. What questions are being asked? How often? Are most in person or over the phone? How is your staff handling the questions? Do they have the resources around them to find answers? Do they know how to use the resources? You might think you know the answers to all these questions, but you might be surprised if you asked your staff to keep track of very specific services over the next couple of weeks. Try it.

Do you have a long-and-short term plan for your center in place? What does your supervisor think about your center? How about colleagues? Faculty?

After reviewing your assessment, pull out a few things you would like to see happen over the next year or so. Write them down. Bring them to the conference. There will be a room full of experts in every program and meeting, and at every breakfast, lunch and dinner. They have been down (or are on) the same path you are. And here is the best part, they are willing to share! Your job is to put your program needs out there in a way that is focused and clear. Then some magic can happen. . . as the most valuable and exciting part of our annual meeting is networking, learning and exchanging ideas, suggestions, support and fellowship.

There will be numerous programs offered at the meeting that you will want to attend. Often the main problem is which to choose of the concurrent sessions! These wonderful workshops are sure to spark ideas for your program as well as invite your input and suggestions for others..

If you are not able to attend the meeting in College Station, this exercise can still be valuable to you and your program. You may come up with some excellent ideas or questions to post on the CiVSA listserv.

The meeting will be a great success with your full participation. I'll see you there.

Sandy Roberts
CiVSA President

Conference Information

CiVSA
Eighth National Conference
June 2 - June 5, 2001
Texas A&M University
College Station, TX

■
<http://www.civsa.org/conference.shtml>
■

Registration Deadlines and Expenses

Registration Deadline
May 15, 2001

\$275.00 member
\$335.00 non-member
(including membership dues)

Accommodations

Hilton Hotel
College Station, Texas

Reservation deadline for discount
May 25, 2001

\$70.00 Deluxe King or Deluxe Double

979-693-7500
Group Reference Number: VIS

Transportation

Airports:
Houston Intercontinental
Houston Hobby
Austin Bergstrom International
Easterwood Airport (College Station)

Houston Airport Shuttles:
Golden Eagle (\$150 one way)
Cowboy Limo Service (\$140 one way)
Rental Cars best option from
Houston or Austin airports

CiVSA Mission Statement

Greetings from your Strategic Planning Committee. Following our work last year, it was clear that the most important agenda item was a review of our organizational mission statement. We have accomplished a thorough review and will present a revised mission statement at the national conference this June. In case you missed the email sent out in March, a copy of our proposal is provided below. Liz McKenzie, CiVSA's Secretary, will present our motion at the CiVSA Business Meeting and will open the floor for comments and suggestions. I hope you will find an opportunity to read the proposed statement before the meeting so that you can offer meaningful suggestions.

Please join me in thanking the Strategic Planning Committee for their continuing service to CiVSA. We look forward to your comments!

“The Collegiate Information & Visitor Services Association (CiVSA) promotes and enhances the profession of collegiate information and visitor services. CiVSA provides an arena for the exchange of ideas and practices and sets the standards for excellence in the profession by inspiring and supporting individuals who serve in key administrative roles at the gateways to institutions of higher learning.”

Denise Wellman, Chair

Leslie Baumert, Allison Brooks, Shannon Kennan, Fran Lane, Sandy Roberts, Nancy Sandhu, LeAnn Scott, Joe Tombrello, Dave Watters Former member: Sariena Carmichael, Jill Hamilton

Constitutional Amendment - Mission Statement

Fellow CiVSA members we will be voting on a constitutional change at our June 2001 Conference at Texas A & M. A special committee has been working for over a year to update our Mission Statement. As the Executive Board began discussing the new Mission Statement at our Fall 2000 meeting, we realized that the Mission Statement was within the body of our Constitution. After discussion, the Executive Committee decided to propose that the Mission Statement be placed outside the body of our Constitution. The belief is that the Mission Statement will change as our organization matures. If the Mission Statement continues to reside within the Constitution, it will be more difficult to reflect who we are as an organization. Thus, if we place it outside the Constitution, the Mission Statement can be easily adapted over time.

The Executive Board proposes that, the CiVSA Mission Statement be moved to outside the boundary of the CiVSA Constitution. The Mission Statement would be placed above the word “Constitution,” thus making it not part of the CiVSA Constitution. We will be voting on this amendment at our business meeting during the conference.

*Elizabeth "Liz" McKenzie
CiVSA Secretary*

Ten Years Ago in The Welcomer

Editor's Note: *The Welcomer* is celebrating its tenth year of publication in 2001. Volume I, Number 1 was published during Winter 1991-1992 with Nick Kovalakides as editor. Below are some highlights from the first edition which reported on a professional development leave-of-absence that Nick Kolvalakides took that fall to research campus information and visitor services programs.

Robsham Memorial Center Serves UMass Visitors

The Robsham Memorial Center for Visitors is a brick building located on Massachusetts Avenue, which fronts the UMass campus.

The center opened in 1988 and was funded primarily by a gift from Mr. and Mrs. E. Paul Robsham in memory of their son. Mr. Robsham is a former member of the University's Board of Trustees. Additional funding, used to furnish and equip the center, came from the reunion gift of the Class of 1955.

Besides offices for Robert Brooks, the center director and his staff, the center houses a 30-seat presentation/meeting room complete with a videotape system. It is open weekdays 9:00 AM - 4:30 PM and weekends 10:30 AM - 3:30 PM except weekends in June and July, and is operated by Student Affairs Information Services.

Harvard Center Staff Very Civic-Minded

The Harvard Information Center is a glass-enclosed store front located in Harvard Square leading to Harvard Yard. It falls under the Vice President for Government and Community Affairs. Crimson Key Society students conduct historical tours for adults as well as give children's tours.

The HIC also serves as the Holyoke Center Ticket Office, serving cultural events at Harvard and the Harvard Volunteer Network, a computerized information system which depicts to Harvard students, faculty and staff where volunteers are needed in the Cambridge/Boston community.

Texas A&M Makes Good Use of Audio-Visuals

Under the Office of School Relations and the Provost for Undergraduate Studies and Recruiting, their visitor center is part of their conference center building, which is in the middle of the their campus.

The center coordinator is a classified staff member supported by eight student receptionists and 32 student tour guides all of whom are paid. The center is open Monday through Friday 8:00 AM - 5:00 PM and football Saturdays 9:00 AM - 2:00 PM.

Visitors park on the campus perimeter and get a free shuttle bus ride to the interior.

They present slide shows on the school's history and on each academic and support department. They are planning a video wall for their lobby so that a continuous series of tapes can be shown.

Officers 2000 - 2001

President

Sandra Roberts
University of North Carolina at Chapel Hill
919 962-1630
sandy_roberts@unc.edu

President Elect

Kevin Berry
West Virginia University
304 293-3489
kberry2@wvu.edu

Secretary

Elizabeth "Liz" McKenzie
Vanderbilt University
615 322-0354
elizabeth.mckenzie@vanderbilt.edu

Treasurer

Raye Leigh Stone
Texas A&M University
979 845-5851
rayeleigh@tamu.edu

Director of Communications

Open

2000-2001 Regional Directors

Region I

Sherry Case
Colorado State University
970 491-1166
scase@lamar.colostate.edu

Region II

Ryan Leigh Runyon
University of South Carolina
803 777-0169
ryanleigh@sc.edu

Region III

Jeffrey Brake
University of Michigan
734 764-INFO
jbrake@umich.edu

Region IV

Margaret "Meg" Malmberg
University of Connecticut
860 486-5634
meg@univrel.pr.uconn.edu

National Headquarters

Matt Weismantel
Rutgers-The State University of New Jersey
732-932-9342 x604
CiVSAHQ@cis.rutgers.edu

Conference Hints

- We'll be in Texas, so bring your bathing suit and your hot weather clothes.
- Pack casual attire. As an organization, we don't typically wear business suits.
- Bring materials from your office to share with your colleagues. If you have enough to share, great! But if you can only bring a sample, others will greatly value being able to see your resources. (Items may include, brochures, displays, buttons, magnets, pens, or any other promotional materials.)
- Bring a T-Shirt from your school or college for the annual exchange which will occur at the closing banquet. This is a highlight of the conference.
- Make sure to make your travel arrangements in advance. Most people will want to rent a car to get to College Station – arrange with a friend from a past conference to carpool!
- This conference is an excellent opportunity to network. Make sure to bring plenty of business cards and ideas to share.

Memories - 2000 Conference Photos Rutgers University, New Brunswick, New Jersey



*Seven Year Conference Veterans - Left to Right
Steve Saffian, Nick Kovalakides, Sherry Case, Linda
Hardwick, Dave Watters, Matt Weismantel*



Annual CIVSA Business Meeting

CiVSA

Collegiate Information and Visitor Services Association
c/o Rutgers - The State University of New Jersey
Campus Information Services
Riverstede
542 George Street
New Brunswick, New Jersey 08901