Focused Review Format

The standards and guidelines for this focused review are organized into nine components, presented in boxed text.

Part 1. Mission
Part 2. Program
Part 3. Leadership
Part 4. Organization and Management
Part 5. Human Resources
Part 6. Financial Resources
Part 7. Campus and External Relations
Part 8. Equity and Access
Part 9. Ethics

Focused Review Process and Timeline

Dec. 6, 04 External Review Team determined
Jan. 5, 05 CSU submits materials for the Focused Review to the Vice President
Jan. 10, 05 Focused review materials distributed to External Review Team
Dec. 04/Jan. 05 MnSCU Internal Review
Jan. 24, 05 External Review Team Visit
Jan. 31, 05 External Review Team submits report with recommendations to the Vice President

Focused Review Preparation

In preparation for the focused review please use the Focused Review Preparation Guide, complete all Overview Questions, and provide Supportive Documentation. Submit materials to the Vice President for Student Affairs for the External Consultant Review by December 10, 2004.
In Preparation for Focused Review:
  Complete Overview Questions
  Provide Supportive Documents
MISSION

The College Union (CU) in higher education must incorporate student learning and student development in its mission. The program and service must enhance overall educational experiences. The program and service must develop, record, disseminate, implement and regularly review its mission and goals. Mission statements must be consistent with the mission and goals of the institution and with the standards in this document. The program and service must operate as an integral part of the institution’s overall mission.

The primary goals of the CU must be to maintain facilities, provide services, and promote programs that are responsive to student developmental needs and to the physical, social, recreational, and continuing education needs of the campus community.

The CU is a center for the campus community and, as such, is an integral part of the institution’s educational environment. The union represents a building, an organization, and a program; it provides services, facilities, and educational and recreational programs that enhance the quality of college life.

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<th>PART 1. MISSION</th>
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<td>(Criterion Measures)</td>
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1.1 A program mission and goals statement is in place and is reviewed periodically.

1.2 Student learning, development, and educational experiences are incorporated in the mission statement.

1.3 The mission is consistent with that of the host institution and the CAS standards.

1.4 The program functions as an integral part of the host institution’s overall mission.

1.5 The primary goals are to maintain facilities, provide services, and promote programs that are responsive to student development needs and to the physical, social, recreational, and continuing needs of the campus community.

Mission Overview Questions

1.1 What is the program mission?

1.2 In what ways does the program mission complement the mission of the institution?

Suggested Supportive Documents

CSU mission statement
Description regarding how and when the mission statement was developed
Processes and timelines in place for review of the mission statement
CSU goal statements
Mission/goals/program statements for all units within the CSU
PROGRAM

The CU activities and services must be appropriate to the size and diversity of the campus and must provide opportunities for student, staff, and faculty participation, interaction, and collaboration on policy establishment, facility operation, and program activities. The CU must strive to enhance intellectual and behavioral learning.

The program of College Unions includes services, facilities and activity events. The College Union should provide, in varying degrees, food services, meeting rooms, student and administrative offices, an information-reception center, lounge(s), a merchandise counter or store, a lobby, public telephones, recreation facilities, and rest rooms.

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PART 2. PROGRAM (Criterion Measures)

2.1 The College Union is appropriate to the size and diversity of the campus.

2.2 The College Union provides opportunities for student, staff, and faculty participation, interaction, and collaboration on policy establishment, facility operation, and program activities.

Program Overview Questions

2.1 What are the primary units within the CSU?

2.2 What evidence is available to confirm that opportunities are provided for student, staff, and faculty participation, interaction, and collaboration on policy establishment, facility operation, and program activities?

Suggested Supportive Documents

Description of all units within the CSU
Description of the CSU facility
Literature/promotional pieces regarding the CSU
Procedures/Practices regarding policy establishment, facility operation, and program activities
Effective and ethical leadership is essential to the success of all organizations. Institutions must appoint, position, and empower leaders within the administrative structure to accomplish stated missions. Leaders at various levels must be selected on the basis of formal education and training, relevant work experience, personal skills and competencies, relevant professional credentials, as well as potential for promoting learning and development in students, applying effective practices to educational processes, and enhancing institutional effectiveness. Institutions must determine expectations of accountability for leaders and fairly assess their performance.

The College Union (CU) leader must exercise authority over resources for which they are responsible to achieve their respective missions.

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

Leaders must identify and find means to address individual, organizational, or environmental conditions that inhibit goal achievement. Leaders must promote campus environments that result in multiple opportunities for student learning and development.

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

### PART 3. LEADERSHIP (Criterion Measures)

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<th>PART 3. LEADERSHIP</th>
<th>Rating Scales</th>
<th>NOTES: List Criterion Number</th>
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<tr>
<td>3.1 The host institution has selected, positioned, and empowered a program leader.</td>
<td>ND 1 2 3 4 NR</td>
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<td>3.2 Program leaders at all levels are qualified on the bases of education, experience, competence, and professional credentials.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>3.3 Program leaders apply effective practices that promote student learning and institutional effectiveness.</td>
<td>ND 1 2 3 4 NR</td>
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<td>3.4 Clearly defined leader accountability expectations are in place.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>3.5 Leader performance is fairly assessed on a regular basis.</td>
<td>ND 1 2 3 4 NR</td>
<td></td>
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<tr>
<td>3.6 The leader exercises authority over program resources and uses</td>
<td>ND 1 2 3 4 NR</td>
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</table>
3.7 The program leader . . .
   3.7a articulates an organizational vision and goals that include promotion of student learning and development based on the needs of the population served.
   3.7b prescribes and practices appropriate ethical behavior.
   3.7c recruits, selects, supervises, instructs, and coordinates staff members.
   3.7d manages fiscal, physical, and human resources effectively.
   3.7e applies effective practices to educational and administrative processes.

3.8 Communicates effectively and initiates collaborations with individuals and agencies to enhance program functions.

3.9 The leader deals effectively with individuals and environmental conditions that inhibit goal achievement.

3.10 The leader encourages campus environments that promote multiple opportunities for student learning and development.

3.11 The leader strives to improve the program in response to evolving student needs and institutional priorities.

3.12 The leader continuously improves programs, services in response to changing needs of students and other constituents, and evolving institutional priorities.

Leadership Overview Questions
3.1 In what ways are unit leaders qualified for their roles?

3.2 In what ways are unit leaders positioned and empowered to accomplish the Union mission?

3.3 How are unit leaders accountable for their performance?

3.4 What leadership practices best describe unit leaders?

Suggested Supportive Documents
Position descriptions of all unit leaders including position qualifications
Position expectations, formal and informal, for unit leaders
Training and orientation process for all unit leaders
Performance evaluation method, process and timelines for unit leaders
CSU/unit annual goals and annual reports (1999-2003)
Collaborative relationships unit leaders foster in support of unit goals and mission
Conflict resolution practices
Any policies/procedures/expectations regarding best practices for unit leaders
CSU organizational chart and reporting relationships
Programs and services must be structured purposefully and managed effectively to achieve stated goals. Evidence of appropriate structure must include current and accessible policies and procedures, written performance expectations for all employees, functional workflow graphics or organizational charts, and clearly stated service delivery expectations.

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

The College Union (CU) must be organized to maintain its facilities, to operate its business enterprises, and to deliver successfully the services inherent in the union’s mission.

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<tr>
<th>PART 4. ORGANIZATION AND ADMINISTRATION (Criterion Measures)</th>
<th>Rating Scale</th>
<th>NOTES: List Criterion Number</th>
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<tbody>
<tr>
<td>4.1 The College Union is structured purposefully and managed effectively.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>4.2 Written policies, procedures, performance expectations, workflow graphics, and clearly stated delivery expectations are in place.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>4.3 Effective management practice exists that includes access to and use of relevant data, clear channels of authority, and viable communications, accountability, and evaluation systems.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>4.4 Channels are in place for regular review of administrative policies and procedures.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>4.5 The College Union is organized to maintain its facilities.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>4.6 The College Union operates business enterprises and delivers services according to its mission.</td>
<td>ND 1 2 3 4 NR</td>
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Organization and Management Overview Questions

4.1 What are the institutional organizational structures that define, enable, or restrain the program?

4.2 What policies, protocols or processes are in place to insure effective work flow and management of the program?

4.3 How does the report structure for building services (upkeep, maintenance, and repair) insure effective facility management?
4.4 What protocols or processes are in place to insure effective management of CU operations?

4.5 How does the report structure for conference services insure effective management of the program?

**Suggested Supportive Documents**
- CSU organizational chart
- Organizational chart for each unit within the CSU
- Communication flow chart
- Workflow charts or graphics
- Decision making processes and flow chart
- Conflict resolution procedures
- Highlight improvements and changes made in response to changing conditions, needs, and priorities
- Service delivery expectations
- Process and timeline for review of administrative policies and procedures
The College Union must be staffed adequately by individuals qualified to accomplish its mission and goals. Within established guidelines of the institution, programs and services must establish procedures for staff selection, training, and evaluation; set expectations for supervision, and provide appropriate professional development opportunities. The College Union must strive to improve the professional competence and skills of all personnel it employs.

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

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

Each organizational unit must have technical and support staff members adequate to accomplish its mission. Staff members must be technologically proficient and qualified to perform their job functions, be knowledgeable of ethical and legal uses of technology, and have access to training. The level of staffing and workloads must be adequate and appropriate for program and service demands.

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

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

### PART 5. HUMAN RESOURCES (Criterion Measures)

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<tr>
<th>Criterion Measures</th>
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<tr>
<td>5.1 The program is staffed adequately with personnel qualified to accomplish its mission.</td>
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<tr>
<td>5.2 Procedures are in place for staff selection, training, evaluation; supervision, and professional development opportunities.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>5.3 The program strives to improve the professional competence and skills of all staff members.</td>
<td>ND 1 2 3 4 NR</td>
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<td>5.4 Professional staff members hold either a relevant graduate degree or possess an appropriate combination of formal education and related work experience.</td>
<td>ND 1 2 3 4 NR</td>
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<td>5.5 Student employees and volunteers are carefully selected, trained, supervised, and evaluated and have access to a</td>
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qualified supervisor for guidance when exposed to situation beyond their training.

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<tr>
<th>Human Resources Overview Questions</th>
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<tr>
<td>5.1 What is the strategic plan for staffing the Union?</td>
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<tr>
<td>5.2 In what ways are staff members’ qualifications insured and their performance judged?</td>
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<td>5.3 In what ways does the Union train, supervise, and evaluate staff members?</td>
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<th>Suggested Supportive Documents</th>
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<tr>
<td>Procedures for staff selection, training and evaluation</td>
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<td>Supervision expectations</td>
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<td>Continuing education and professional development opportunities</td>
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<td>Position descriptions and qualifications</td>
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<td>Procedures for student staff selection, training and evaluation</td>
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<td>Student position job descriptions and qualifications</td>
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<td>Student staff on-going training and development opportunities</td>
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<td>Decision making processes and flow chart</td>
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<td>Analysis/comparison of staffing versus workload levels</td>
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<td>Performance evaluation method, process and timelines</td>
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The College Union must have adequate funding to accomplish its mission and goals. Funding priorities must be determined within the context of the stated mission, goals, objectives and comprehensive analysis of the needs and capabilities of students and the availability of internal or external resources.

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

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**PART 6. FINANCIAL RESOURCES** *(Criterion Measures)*

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**Financial Resources Overview Questions**

6.1 What is the funding strategy for the program?

6.2 What evidence exists to confirm fiscal responsibility, cost-effectiveness, and ethical utilization of each of the College Union funding sources?

**Suggested Supportive Documents**
Documents needed for MnSCU Audit
CAMPUS and EXTERNAL RELATIONS

The College Union (CU) must establish, maintain, and promote effective relations with relevant individuals, campus offices, and external agencies.

The success of the CU is dependent on the maintenance of good relationships with students, faculty, administrators, alumni, the community at large, contractors, and support agencies. Staff members must encourage participation in union programs by relevant groups.

Student government and other groups must have ongoing involvement with the union’s programs, services, and operations.

The administrative staff of the institution is important to day-to-day operations of the union. In some instances important union services such as food, cleaning, repairs, bookstore, or accounting may be administered by a department of the college rather than by union staff; relations with those department heads and their representatives must be cultivated carefully. The support of other student affairs agencies as well as chief campus officials is important.

Technical and clerical staff members are important as customers, members of the various committees, and members of the governing board.

Positive relations with lessees and contractors, (e.g., food services, bookstores) require close and continuing attention.

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PART 7. CAMPUS and EXTERNAL RELATIONS (Criterion Measures) Rating Scale NOTES

7.1 The College Union has established, maintained, and promoted effective relations with relevant campus and external individuals and agencies.

7.2 The CU maintains good relationships with students, faculty, administrators, alumni, the community at large, contractors, and support agencies.

7.3 The CU has policies and procedures in place to manage contracts and exclusive agreements (bookstore, food service, etc.).

Campus and External Relations Overview Questions

7.1 With which relevant individuals, groups, campus offices, and external agencies must the program maintain effectively relations?

7.2 What evidence confirms effective relationships with program constituents?

7.3 What policies and procedures are in place to govern contracts and exclusive agreements?
Suggested Supportive Documents
Examples of established, maintained, and promoted relationships with campus and/or external individuals/agencies critical to the mission of the Union
Policies and procedures in place to govern contracts and exclusive agreements
EQUITY and ACCESS

Staff members must ensure that services and programs are provided on a fair and equitable basis. Facilities, programs and services must be accessible. Hours of operation and delivery of and access to programs and services must be responsive to the needs of all students and other constituents. Each program and service must adhere to the spirit and intent of equal opportunity laws.

Policies and practices of programs and services must not discriminate on the basis of age, color, disability, sex, national origin, race, religious creed, sexual identity, and/or veteran status. Exceptions are appropriate only where provided by relevant law and institutional policy.

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

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

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**PART 8. EQUITY AND ACCESS (Criterion Measures)**

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<tr>
<th>Criterion</th>
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<tbody>
<tr>
<td>8.1 All programs and services are provided on a fair and equitable basis.</td>
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<tr>
<td>8.2 All program facilities and services are accessible to prospective users.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>8.3 Program operations and delivery are responsive to the needs of all students and other users.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>8.4 All services adhere to the spirit and intent of equal opportunity laws.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>8.5 Program policies and practices do not discriminate against any potential users.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>8.6 The program acts to remedy imbalances in student participation and staffing.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>8.7 Services are conveniently available and accessible to distance learner students or arrangements have been made for students to have access to related services in their geographical area.</td>
<td>ND 1 2 3 4 NR</td>
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**Equity and Access Overview Questions**

8.1 How does the program insure non-discriminatory, fair, and equitable treatment to all constituents?
8.2 What policies and/or practices are in place to address imbalances in participation among selected categories of students and imbalances in staffing patterns among selected categories of staff members?

Suggested Supportive Documents
Copies of policies and procedures regarding equity and access
All persons involved in the delivery of programs and services in the College Union (CU) must adhere to the highest principles of ethical behavior. Programs and services must develop or adopt and implement appropriate statements of ethical practice. Programs and services must publish these statements and ensure their periodic review by relevant constituencies.

Staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in students’ education records must not be disclosed without written consent except as allowed by relevant laws and institutional policies. 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.

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

Staff members must strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal. Staff members must not participate in nor condone any form of harassment that demeans persons or creates an intimidating, hostile, or offensive campus environment.

When handling institutional funds, all 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.

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.

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

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

**PART 9. ETHICS (Criterion Measures)**

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<tr>
<td>All program staff members adhere to the principles of ethical behavior adopted, published, and disseminated by the program to guide ethical practice.</td>
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<td>1</td>
<td>2</td>
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<tr>
<td>The program has a written statement of ethical practice that is reviewed periodically.</td>
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<td>1</td>
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<td>NR</td>
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<tr>
<td>Privacy and confidentiality are maintained with respect to all communications and records to the extent protected under the law and program statements of ethical practice.</td>
<td>ND</td>
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<td>2</td>
<td>3</td>
<td>4</td>
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</table>
9.4 Information contained in students' education records is never disclosed without written consent except as allowed by law and institutional policy.

9.5 Information judged to be of an emergency nature when an individual's safety or that of others involved is disclose to appropriate authorities.

9.6 Staff members avoid personal conflicts of interest or appearance thereof in transactions with students and others.

9.7 Staff members strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal and do not condone or participate in behavior that demeans persons or creates an intimidating, hostile, or offensive campus environment.

9.8 Staff members ensure that funds are managed in accordance with established institutional fiscal accounting procedures, policies, and processes.

9.9 All staff members perform assigned duties within the limits of training, expertise, and competence and when these limits are exceeded referrals are made to persons possessing appropriate qualifications.

9.10 Staff members confront and otherwise hold accountable others who exhibit unethical behavior.

9.11 Staff members practice ethical behavior in the use of technology.

**Ethics Overview Questions**

9.1 What ethical principles, standards, statements, or codes guide the program and its staff members?

9.2 What is the program's strategy for managing student and staff member confidentiality issues?

9.3 How are ethical dilemmas and conflicts of interest managed?

9.4 In what ways are staff members informed and supervised regarding ethical conduct?

**Suggested Supportive Documents**

Copies of ethical principles, standards, statements, or codes that guide the Union