

A MESSAGE FROM THE DIRECTOR

## As Ohio Goes, So Goes the Nation

 by William DeJong

Ohio Parents for Drug-Free Youth, working in collaboration with Dr. Gordon Gee, president of Ohio State University, has launched a bold new initiative to combat student binge drinking. My colleagues at the Higher Education Center and I are pleased to be participating with Ohio's academic leaders in this effort, one that the entire country will be watching with great anticipation.

The scope of the Ohio initiative is unprecedented. This past fall, a luncheon was held in Columbus to announce that the presidents of 49 colleges and universities across the state had signed a letter of commitment to make the battle against student alcohol abuse a priority. For the first time, the academic leadership of an entire state has made a formal commitment to tackle the problem of student alcohol use.

Especially exciting is the pledge that school officials have made to work in partnership with local community groups, an idea recommended to Ohio Parents by Join Together, a Boston University-based resource center for alcohol and other drug prevention. Underlying this commitment is a recognition that student drinking is not a problem of the colleges alone, but of the entire community. Hence, it will take the entire community to solve it.

Impressed by the initial results of this collaboration, the Ohio Department of Alcohol and Drug Addiction Services, which is directed by Luceille Fleming, a member of the Center's Review Group, awarded a grant to Ohio Parents. With these funds in hand, Ohio Parents selected 19 colleges on a competitive basis to receive minigrants to support their campus-community prevention programs.

To begin their work, teams from each of the 19 schools attended a two-day training event in mid-February. I was honored to give an address at the

training. I was even more pleased that the Center's training staff, led by Michael Rosati, helped organize and deliver the training curriculum. The Center's involvement continues through the provision of technical assistance services, especially in the area of program evaluation.

Maggie Cretella, who supervises the Center's technical assistance services, tells callers to the Center about recent events in Ohio. Interest has been keen. People immediately see the wisdom of having campus and community officials collaborate to rework the social, legal, and economic environment that drives student alcohol consumption, which is the very essence of the Center's environmental management approach.

The Center stands poised to help campus and community officials in other states replicate what has been achieved in Ohio by contributing to kick-off events and team trainings and by providing technical assistance services. My hope is that one of the

Center's legacies will be its role in helping other states learn from our friends in Ohio.

***The academic leadership of an entire state has made a formal commitment to tackle the problem of student alcohol use.***



*William DeJong, Ph.D., is the director of the Higher Education Center for Alcohol and Other Drug Prevention.*

## Robert Wood Johnson Foundation Supports Prevention

As part of its ongoing support for alcohol and other drug problem prevention at colleges and universities, the Robert Wood Johnson Foundation (RWJF), Princeton, N.J., has awarded Education Development Center, Inc., a three-year \$1.6 million grant to support a variety of the initiatives of the Higher Education Center.

RWJF-funded projects at the Center will focus on assessment and evaluation, policy development, campus/community coalitions, and environmental prevention approaches. Specific activities include the following:

- Providing a series of training events and extensive technical assistance to teams of school officials from eight selected institutions of higher education, including research demonstration sites funded separately by RWJF through a grant to the American Medical Association (see *Catalyst*, Vol. 2, No. 2, Winter 1997).
- Conducting professional development seminars ("think tanks") on the use of mass media in alcohol and other drug problem prevention and faculty involvement and the role of academic reform in alcohol and other drug prevention.
- Establishing a national leadership group of six college and university presidents who can be called upon to speak out on prevention issues. A key role for the leadership group will be their issuance of a report designed to make alcohol and other drug prevention more prominent on the higher education agenda.

For additional information regarding these and other initiatives, contact the Center (see page 8).

# Faculty Involvement One Perspective

by Marvin G. Katz

In medicine, "infusion" is defined as "the slow introduction of a solution into the body, specifically into a vein." One dictionary defines infusion as the act of "putting a quality, idea, etc., into [something], as if by pouring."

Gerald Garrett, Ph.D., a sociology professor at the University of Massachusetts—Boston and a member of the Center's Review Group, is one of a growing number of college educators who are taking infusion a step further. Through "curriculum infusion," these educators are seeking to expand opportunities for educating students about alcohol and other drugs and to help curb problems. Curriculum infusion ensures that alcohol and other drugs (AOD) education becomes a part of college courses and majors not necessarily focused on this topic.

Garrett sees infusion as an essential tool, particularly in dealing with campus alcohol problems, which have become "part of the fabric of college life," he says. "We're talking about generations of campus—and particularly fraternity and sorority—traditions. In one sense, there's a convivial dimension to it. On the other hand, the drinking sometimes takes place in the most irresponsible of contexts—and illegally, on top of that. It's a deplorable sight to witness, but it's very hard to break up."

Given a choice, most students likely would turn up their noses at enrolling in AOD courses. But including the subject in other courses, Garrett says, can create "strong education programs that begin at least to chip away at their attitudes and provide information that is a platform for change."

At UMass—Boston, alcohol and other drugs education has spread into courses in psychology, sociology, survey research, and criminal justice.

Infusion also supports significant student-run efforts to deal with alcohol and other drug problems on campus. Established in 1964, the nonresidential Boston campus is one of five in the UMass system, with 9,000 undergraduate and 2,800 graduate students. Its students tend to be "nontraditional," with an average age of 25, a high percentage of students of color, and two-thirds of the graduate students female.

Garrett notes two "puzzling" characteristics of the UMass—Boston student body: Alcohol and other drug use is lower than on most other

campuses, even commuter campuses, and an above-average number of students come from families where one or both parents have experienced alcohol and/or other drug problems. The second characteristic, he believes, may account for a high interest in these courses on the campus.

Garrett, whose own academic work spans both criminology and alcohol and other drug problems, has been on the UMass—Boston faculty since

1970. He has served as director of Alcohol and Substance Abuse Studies (ASAS) since 1987 and last September became head of the university's Center for Criminal Justice. Perhaps not surprisingly, a great deal of information on alcohol and other drugs is included in UMass—Boston criminology courses, which focus on social science and research aspects of crime. ASAS courses are electives for those majoring in criminology, as well as for health science and nursing majors. But both degree and certificate students with concentrations in criminal justice, which emphasizes law enforcement, are required to take ASAS courses.

"Most curricula in criminal justice at other

***Infusion is really a two-pronged effort: one set of strategies acts on the institution and the other acts on students to stimulate interest in, and demand for, alcohol and other drugs courses or content.***

# with Prevention



Gerald Garrett, Ph.D.

institutions offer [alcohol and other drugs instruction] at best as an elective; rarely do you find it as a requirement,” says Garrett. “Can you imagine a police officer—or anybody in

criminal justice who has contact with clients, defendants, or suspects—being effective in their jobs if they’re not literate about alcohol and drugs?”

Infusing such information into other courses at UMass—Boston has been a long process; what is now the ASAS curriculum got its start in 1978. In the mid-1980s, the university’s Health Services received a grant from the U.S. Department of Education’s Fund for the Improvement of Postsecondary Education (FIPSE) to finance a student-run organization to deal with campus alcohol and other drug problems. PRIDE (Prevention Resources Information and Drug Education), the student-run group, has professional staff and seeks both to help students with problems and to increase the visibility of alcohol and other drugs education. PRIDE now operates with funding from the university. “It really has blossomed into a first-rate organization,” Garrett says, “which among many other things has conducted an annual survey of alcohol and drug problems among UMass students.”

“This also is an example of infusion, because our graduate program in sociology, where research is emphasized, is taking on that survey as a project. It will sharpen the students’ skills in survey methodology, while simultaneously beefing up the quality of research needed to get good information from our students.”

A second student-run organization, the Alcohol Awareness Group, conducts an annual Alcohol Awareness Week on the Boston campus. “They have films, they talk in classes, they have open houses, and exhibits in the foyers and hall-

ways of the academic buildings,” Garrett says. “It works in tandem with Health Services, with PRIDE.”

Infusion is really a two-pronged effort: one set of strategies acts on the institution and the other acts on students to stimulate interest in, and demand for, alcohol and other drugs courses or content.

“Alcohol and other drugs as a field is interdisciplinary, so there is a wide range of possibilities for infusion,” Garrett notes. Infusion strategies can be enhanced by campus opportunities: attending curriculum meetings, strategically placing oneself on the right campus committees, using the resources of institutes and centers devoted to teaching and curriculum matters, using student activities, and in general promoting campus events that raise the visibility of alcohol and other drug issues. “One of the best ways is to write these issues into internal grant [proposals] to stimulate interest by faculty.”

Do tenured professors who have been teaching for years off the same old syllabus present a problem? “There always will be, in some schools more than others, a group of people who sort of check out after they get tenure,” Garrett concedes. “It’s not a widespread problem and a good administrator needs to deal with it in a positive way.” It also helps, he observes, that “my colleagues in alcohol and drug studies are among the most committed and vigorous in their approach.”

He cites those involved with the International Coalition of Addictions Studies Educators (INCASE), which has grown to nearly 600 members since its inception in 1990. Garrett served as INCASE president for 1995–1996. In addition to working to develop effective alcohol and other drugs curricula for both community and four-year colleges, INCASE has targeted curriculum infusion

***At UMass—Boston, alcohol and other drugs education has spread into courses in psychology, sociology, survey research, and criminal justice.***

approaches and policy issues. “Policies that ban the use of alcohol and that promote alternatives to its use, which will add that convivial touch, are another set of strategies.”

Garrett was disappointed when the Northeastern Academy of Criminal Justice Sciences recently recommended standards for an under-

graduate criminal justice curriculum that do not contain an alcohol and other drugs course requirement. But he will be the organization’s president in 1998 and says, “I can tell you right now that the 1998–1999 program is going to have an alcohol and drug factor in it, absolutely.”

*Marvin Katz, a freelance writer based in Rockville, Md., authored Environmental Assessment Instrument available from the Center.*

*For more information on INCASE, please contact the Secretariat: Linda Deason, Clark State Community College, P.O. Box 570, East Leffel Lane, Springfield, OH 45501; Tel.: (513) 328-6071; e-mail: deasonl@clark.cc.oh.us*

## Prohibiting Alcohol Use in a Residence Hall Can Help Cut the College's Vandalism-Related Repair Costs

At Washington University in St. Louis, Rubelmann Hall, the university's first substance-free freshman residence, and formerly the school's most vandalized hall, became the school's least vandalized building. Not one incident of vandalism was reported during Rubelmann's first year of operation as a substance-free residence hall. Previously, Rubelmann had to be repainted, recarpeted, and refurnished every year at an estimated cost of \$15,000. Since it became substance free in 1992, none of these repairs have been required.

Vandalism costs dropped from several thousand dollars a year to just \$60 at Nash Hall at Western Washington University after the residence hall went substance free, while vandalism costs at the university's other halls remained the same. Other colleges, including Vassar, have also reported similar results.

*Excerpted from the Center publication Preventing Alcohol-Related Problems on Campus: Substance-Free Residence Halls.*

# Clean and Sober

Call it what you will—"wellness housing," a "substance-free dorm," a "drug-free house"—a clean and sober living environment has definite appeal for many students. Campuses, in growing numbers, are offering an alternative to the kind of no-holds-barred atmosphere that can make a party or a nightmare of residence hall life. The aim is to remove alcohol, tobacco, and other drugs from the residential environment, both for the sake of health and safety and to make a student's home-away-from-home more in keeping with academic goals. Surveys have revealed an undercurrent of resentment from many students toward the threat of secondhand smoke and the distractions of alcohol-fueled antics in their dorms.

How the substance-free living areas are organized and maintained varies from campus to campus. And there is not unanimous agreement that they are a good idea. Barring drinking from a dorm, or from a fraternity or sorority house, may encourage some students to drink in off-campus settings and run the risk of driving while intoxicated. And some adminis-



University of Michigan residence hall

trators frown on specialized housing that runs counter to the idea that students should experience diversity in their campus world.

The president of one prestigious university refused to let students establish a "drug-free" residence—on the ground it would create the impres-

sion that all others on the campus were "drug" houses. The fact is, a ban on the use of illegal drugs in campus housing is universal at universities and colleges, and most maintain policies that seek to control student drinking.

Officially at least, residence hall rules recognize that state laws establish a legal drinking age of 21. But the rules appear to be honored more in the breach than the observance.

***"It's just as easy to make friends on the Wellness Wing as it is on the other wings, but instead of using substances we use conversation," says a Colorado student.***

Surveys reported by the Harvard School of Public Health found that some 44 percent of college students engage in heavy drinking on a regular basis, and the custom begins for many when they are teenaged freshmen.

The "wellness" or "substance-free" dorm provides an escape hatch for students who want to distance themselves from the smoking and drinking embraced

by others. The University of Michigan was one of the first large public universities to offer substance-free housing on an extensive basis. As of the 1996–1997 academic year, there are over 2,600 students living on substance-free floors in university-owned housing on the Ann Arbor campus. Thirty-nine percent of the first-year students who started at the university in September 1996 requested and were placed into substance-free rooms. Approximately 28 percent of the total residence hall population of 9,200 reside in substance-free spaces.

Universities offering some kind of substance-free housing now number in the dozens and include the University of Maryland, Vassar, Washington University in St. Louis, and the Rochester Institute of Technology. Local chapters of fraternities and sororities also are experimenting with banning the use of alcohol or tobacco or both.

The *Washington Post* reported recently that substance-free living, which first attracted 120 students at the University of Maryland in 1993, has blossomed into a series of dorms housing 1,000 of the 8,000 students living on the College Park campus.

# Living Environments by Robert Zimmerman



University of Michigan residence hall

“You go into regular dorms and the guys’ side reeks of alcohol and the girls’ side reeks of smoke,” a 19-year-old freshman told a *Post* reporter. Not so in the dorm where he lives. There, the doors carry symbols of cigarettes and liquor bottles with X’s through them.

On Saturday nights, when many students head for bars, residents of the sixth-floor substance-free wing head for the student lounge, which becomes “Club Ed.” It has the loud music and strobe lights of a dance club, but without smoke and alcohol.

Typically, substance-free dorms require students to sign a contract agreeing not to bring alcohol or tobacco into their rooms. Violators may be warned, counseled, put on probation, or finally asked to leave.

At the University of Colorado, a Wellness Wing that began with a policy stressing “moderate”

drinking later shifted to a policy excluding alcohol use altogether. “It’s just as easy to make friends on the Wellness Wing as it is on the other wings, but instead of using substances we use conversation,” says a Colorado student.

***Hill found that the Wellness Hall was a good recruiting tool for West Texas A&M University, but she cautions against letting parents decide whether a student will live in such a dorm. The choice should be left to the student.***

who want to live there.

Hill points out that there are pitfalls to be avoided when establishing and maintaining substance-free housing. Enforcing the rules can be diffi-

cult if students are not wholeheartedly in support of them. Hill found that the Wellness Hall was a good recruiting tool for the school, but she cautions against letting parents decide whether a student will live in such a dorm. The choice should be left to the student.

Hill offered these additional suggestions for developing wellness or substance-free housing:

- Let students develop the vision and goals for the hall.
- Let students develop the rules for the hall.
- Let students monitor the hall.
- Sell the college administration on the merits of the hall.
- Start with a wing if necessary and then seek to extend the policy to an entire hall.
- Research the comparative academic performance and disciplinary incidents in the Wellness Hall versus a traditional hall.

At WTAMU, students who are in recovery from alcohol or other drug dependence are allowed to live in the Wellness Hall. “There are Wellness students who make a commitment to be drug and tobacco free as a matter of choice, and recovering students who are there because being drug free is a new way for them to live,” says Hill. “The two groups complement each other and have mutual respect.”

*Robert Zimmerman, a freelance writer based in San Diego, is the founding editor of Prevention File: Alcohol, Tobacco, and Other Drugs.*

*Editor’s Note: For additional information see the Center publication Preventing Alcohol-Related Problems on Campus: Substance-Free Residence Halls available on our Web site or through the Center (see page 8).*

Publications available from ...

# The Higher Education Center for Alcohol and Other Drug Prevention

Please limit your request to *no more than four* publications. Contact us for bulk orders.

- Setting and Improving Policies for Reducing Alcohol and Other Drug Problems on Campus: A Guide for Administrators (62 pp.)

Preventing Alcohol-Related Problems on Campus:

- Acquaintance Rape: A Guide for Program Coordinators (74 pp.)
- Methods for Assessing Student Use of Alcohol and Other Drugs (48 pp.)
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- Updated!** College Alcohol Risk Assessment Guide: Environmental Approaches to Prevention (103 pp.)

- Secondary Effects of Binge Drinking on College Campuses (8 pp.)

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- NEW** A Social Norms Approach to Preventing Binge Drinking at Colleges and Universities (32 pp.)

- NEW** Complying with the Drug-Free Schools and Campuses Regulations (34 CFR Part 86): A Guide for University and College Administrators (36 pp.)

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- Alcohol and Other Drug Prevention: A Bulletin for Fraternity & Sorority Advisers (39 pp.)

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Please clip and send to:

**The Higher Education Center for Alcohol and Other Drug Prevention**  
Education Development Center, Inc.  
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# Taking a Stand Against Drugs and Violence

1997 National Meeting on Alcohol, Other Drugs, and Violence Prevention in Higher Education  
September 18-21, 1997 ♦ San Antonio, Texas

Sponsored by:  
U.S. Department of Education's Safe and Drug Free School Programs (SDFSP)  
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This year's national meeting is designed to raise the standard of prevention in higher education by focusing on the collaboration of efforts necessary to attain a more civil college environment, both within the walls of the campus and in the surrounding community. The conference will showcase model programs, successful coalitions, research-based outcomes, and projects that target diverse populations.

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Visit the National Meeting Web site for additional information: <http://www.geocities.com/CollegePark/7287/>

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## Conference Registration Form

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### Questions regarding registration, contact:

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## Our Mission

The mission of the Higher Education Center for Alcohol and Other Drug Prevention is to assist institutions of higher education in developing alcohol and other drug (AOD) prevention programs that will foster students' academic and social development and promote campus and community safety.

## Get in Touch

Additional information can be obtained by contacting:

### **The Higher Education Center for Alcohol and Other Drug Prevention**

Education Development Center, Inc.

55 Chapel Street

Newton, MA 02158-1060

Web site: <http://www.edc.org/hec/>

Phone: 800-676-1730

E-mail: [HigherEdCtr@edc.org](mailto:HigherEdCtr@edc.org)

## How We Can Help

The Center offers an integrated array of services to help people at colleges and universities adopt effective AOD prevention strategies:

- Training and professional development activities
- Resources, referrals, and consultations
- Publication and dissemination of prevention materials
- Support for the Network of Colleges and Universities  
Committed to the Elimination of Drug and Alcohol Abuse
- Assessment, evaluation, and analysis activities

## Register Now! 1997 National Meeting

**September 18–21, 1997**

San Antonio, Texas

See inside for details and registration form.

## Training Opportunities

Northwest Regional Prevention Forum

June 26–27, 1997

Portland State University

Check our Web site or call the Center for details about this and other training events.

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Editor: Barbara E. Ryan

Center Director: William DeJong

Center staff: Kay Baker, Tom Colthurst, Maggie Cretella, Michael Gilbreath, Judy Jacobs, Peter Leis, Anne McAuliffe, Catherine Meikle, Tonya Miller, Judy Robinson, Michael Rosati, Barbara Ryan, Denise Steiner, Ellen Thomas, Karen Zweig

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# Network Campuses Gain National Recognition

**T**welve campus programs that incorporate the ideal blending of each of 10 prevention program components (see sidebar) are cited in *Sourcebook—Promising Practices: Campus Alcohol Strategies* (George Mason University, 1996). This promising practices search was initiated last year by the Century Council, an organization of distillers, vintners, brewers, and wholesalers (see *Catalyst*, Vol. 2, No. 1, Summer 1996). Eight of those cited as comprehensive programs are housed at Network members' schools. The following is a brief description of their programs.

The **University of Virginia** was recognized for its campuswide initiatives. Its Institute for Substance Abuse Studies (ISAS) is a multidisciplinary organization that coordinates the university's prevention-related educational and research activities. An Alcohol, Tobacco, and Other Drug Advisory Committee assesses the university culture and climate and makes recommendations for campus initiatives. One popular UVA program is Friday Night Series, a variety of high-quality events sponsored by the university union to provide students with fun, alcohol-free recreational activities.

**Colorado State University at Fort Collins** bases its comprehensive program on the themes of prevention, intervention, harm reduction, and community collaboration. A one-hour orientation program called It's Me; It's Now; I Can is part of the university's awareness and information activities. The session emphasizes strategies for building a healthy and vital community as well as facts and strategies regarding alcohol issues. The Positive Impact Program organizes student volunteers to enhance the safety and enjoyment of participants at university events, such as football games.

Faculty members are especially highlighted in the prevention activities at **Inter American University of Puerto Rico at San German**. The goal is to develop a "critical mass" of prevention-committed campus community members by changing the overall campus environment. The university's Curriculum Infusion Prevention Strategy Program is central to their approach. It has three elements: a Freshman Orientation Class that includes alcohol and drug issues; a Preservice Teacher Training Program for courses into which

prevention information can be integrated; and a Basic Academic Course Program aimed at including prevention education materials in basic courses in all academic departments.

As part of its prevention activities the **University of Scranton** monitors 15 recommendations from a President's Task Force on Alcohol Abuse: Building A Community That Matters, which were issued several years ago. These efforts focus on enhancing the educational mission of the institution, thereby enhancing its academic and intellectual life. Peer educators are an integral part of the

## Elements of a Comprehensive Campus Prevention Initiative

The Promising Practices Advisory Panel, in consensus with the project co-directors, identified the following 10 elements as "salient to any review of campus initiatives in alcohol abuse prevention."

- 1. Awareness and Information:** media campaigns, public information, large-scale events
- 2. Environmental and Targeted Approaches:** campus atmosphere, specific audiences, including subpopulations and/or high risk groups
- 3. Curriculum:** courses, modules and syllabi, lectures, lesson plans
- 4. Peer-based Initiatives:** student-led initiatives, peer education, peer advising
- 5. Training:** efforts for faculty, staff, students, campus leaders, and others
- 6. Support Services:** alcohol-risk screening, counseling and referral mechanisms, interventions with high-risk drinkers, support groups
- 7. Staffing and Resources:** qualified professional and internship personnel, relevant library resources
- 8. Policies and Implementation:** policy review, policy development, appropriate procedures, policy dissemination
- 9. Enforcement:** police role delineation, discipline process, campus judicial system
- 10. Assessment and Evaluation:** needs assessment, development of appropriate measurement tools, quantitative and qualitative approaches to program effectiveness

## NETWORK OF COLLEGES AND UNIVERSITIES Committed To The Elimination Of Drug And Alcohol Abuse

university's Drug and Alcohol Information Center and Educators (D.I.C.E.). Thirty-three voluntary peer educators receive extensive training and offer a variety of services to the campus community.

The program at **George Mason University** relies on student leadership and guidance for implementation. One of the four specialty groups of Campus Networks—Connecting You to GMU, the university's Peer Education Student Organization—focuses on drugs and alcohol. Peer educators provide interactive presentations and participate in a Don't Cancel That Class, Call Campus Network Program for faculty members who can't make a class. Among other initiatives GMU has a Safe Spring Break campaign with educational sessions and activities to encourage students to make safe decisions during their break.

The HEART Program at the **University of Connecticut** emphasizes responsible decision making and how a student's alcohol consumption can affect other students as well as the overall quality of life. The HEART Team, a peer education program involving over 30 students each year, is central to the program's 10 major elements. Another element of the HEART program is community service, which includes a PARTY-Time Hours Program in which trained student volunteers assist evening and night nurses at the on-campus health facility to watch over intoxicated students.

Project WE CAN at **Western Washington University** supports and empowers students who have already made the choice not to consume alcohol or to consume at safe, legal, and no-harm levels. A social marketing campaign implemented by students to combat the "imaginary peer" regarding campus alcohol consumption norms is one of WE CAN's integral strategies. Western Washington University was also selected in the U.S. Department of Education's Higher Education Center for Alcohol and Other Drug

# the NETWORK

Prevention 1994–1995 Search for Exemplary Campus-Based Alcohol and Other Prevention Programs (see *Catalyst*, Vol. 2, No. 2, Winter 1997).

**At Southern Illinois University at Carbondale**, the Wellness Center offers a wide range of activities on drugs and alcohol and related health promotion activities. In addition to a column on health issues published weekly in the student newspaper, the Center sponsors social marketing campaigns such as a Don't Drink and Drive media campaign for spring break and a Holiday Safety Pledge Program and Holiday Safety Challenge, in which local bars compete to win points for responsible hosting practices.

The other four campuses identified as meeting the criteria for comprehensive programs are **Central Michigan University; North Central College (Naperville, IL); University of Texas at Austin;** and **State University of New York at New Paltz**, also selected in the Center's 1994–1995 Search for Exemplary Campus-Based Alcohol and Other Prevention Programs.

*For additional information about the criteria for the Promising Practices Search, descriptions of programs, and a full listing of campuses included in the Sourcebook, contact the project co-directors: David Anderson, Ph.D., Center for Advancement of Public Health, The Institute of Public Policy, George Mason University, Fairfax, VA 22030-4444, (703) 993-3697; or Gail Gleason Milgram, Ed.D., Center of Alcohol Studies, Rutgers University, Piscataway, NJ 08855-0969, (908) 445-4317. Or you may visit GMU's Web site at <<http://www.promprac.gmu.edu>>.*

## Network Welcomes New Members

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## How to Join the Network

To join the Network, the president of your college or university must submit a letter or form indicating the institution's commitment to implement the Network's Standards on your campus. Mail this letter of endorsement to:

### **The Higher Education Center for Alcohol and Other Drug Prevention**

EDC, 55 Chapel Street, Newton, MA 02158-1060  
or e-mail to: [HigherEdCtr@edc.org](mailto:HigherEdCtr@edc.org)

In addition, please include the name, address, and phone number of the contact person for the institution. The Network is committed to assisting member institutions find workable solutions to promote a healthy campus environment by decreasing alcohol and other drug abuse.

## Network Regions

In the past two years, 21 regional networks have been established as a way to organize the Network. Volunteer regional coordinators staff each identified region. Regional coordinators are appointed by the Department of Education and meet semiannually to strengthen regional relationships and to share successes in the region.

The mission of these regional Network coordinators is to advocate for the goals of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse and serve as liaisons to the regions. Regional coordinators provide technical assistance in support of regional activities that promote safe and healthy campus environments.

*To learn more about Network activities in your region, get in touch with the regional coordinator for your area. Contact information is available on the Center's Web site <<http://www.edc.org/hec/>> or call or write the Center.*