Leveraging Campus Policies to Create a Culture of Values and Accountability

Kimberley Timpf
Senior Director, Partner Education

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The Policy Challenge

THE CHRONICLE
of Higher Education

Why Colleges Haven't Stopped Binge Drinking:
Decades of Attention Without Much Difference

December 2014

"…colleges continue to treat alcohol abuse as an individual problem, one that can be fixed primarily through **EDUCATION**."
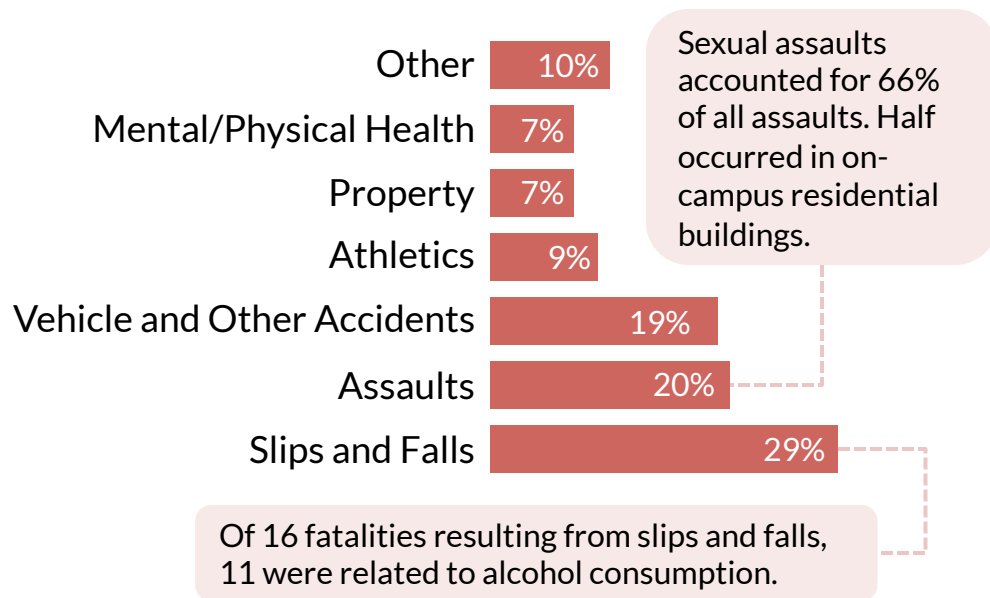
[**98%** Use EDUCATIONAL PROGRAMS]

"The message isn't what changes behavior. **ENFORCEMENT** changes behavior."

Bob Saltz, Prevention Research Institute
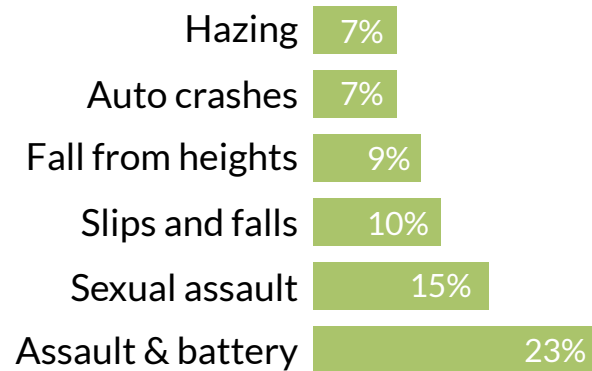
[**7%** Have POLICIES TO REDUCE ACCESS TO ALCOHOL]

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Evidence Highlights the Need for Policy

General Campus Liability Claims , 2004 - 2008

Other — 10%
Mental/Physical Health — 7%
Property — 7%
Athletics — 9%
Vehicle and Other Accidents — 19%
Assaults — 20%
Slips and Falls — 29%

Sexual assaults accounted for 66% of all assaults. Half occurred in on-campus residential buildings.

Of 16 fatalities resulting from slips and falls, 11 were related to alcohol consumption.

Willis Insurance Analysis of Claims for Greek Organizations

Hazing — 7%
Auto crashes — 7%
Fall from heights — 9%
Slips and falls — 10%
Sexual assault — 15%
Assault & battery — 23%

"I have read hundreds of fraternity incident reports, not one of which describes an event where massive amounts of **ALCOHOL** weren't part of the problem."
C. Flanagan, The Atlantic

Source: United Educators (2011)

Source: Flanagan (2014)

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Experts Weigh in on the Role of Policy

"There was all this talk about protecting students' rights and treating them like adults, [but] it was really about protecting the students who were drinking. I [asked] the question: Not all of our students drink, and not all drink heavily. Their **rights are being violated**, their ability to **study**, to **sleep**, to walk across campus **safely**. Why aren't we protecting **their rights**?"
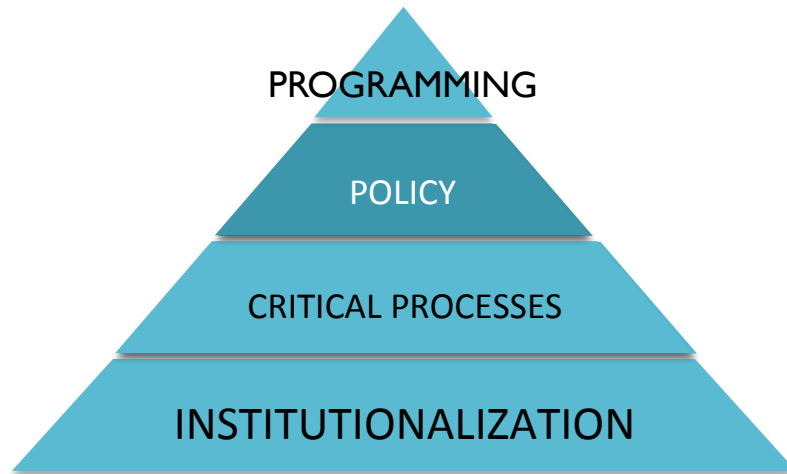
TRACI L. TOOMEY, Director, Alcohol-epidemiology Program at Minnesota's School of Public Health

"Policies that showcase **science** and echo the basic tenets of most **school mission** statements and advocate **personal, social, and cultural development**, genuinely guide both the development of effective prevention as well as contributing to the general body of knowledge regarding how best to prevent high-risk and dangerous behavior on campus."
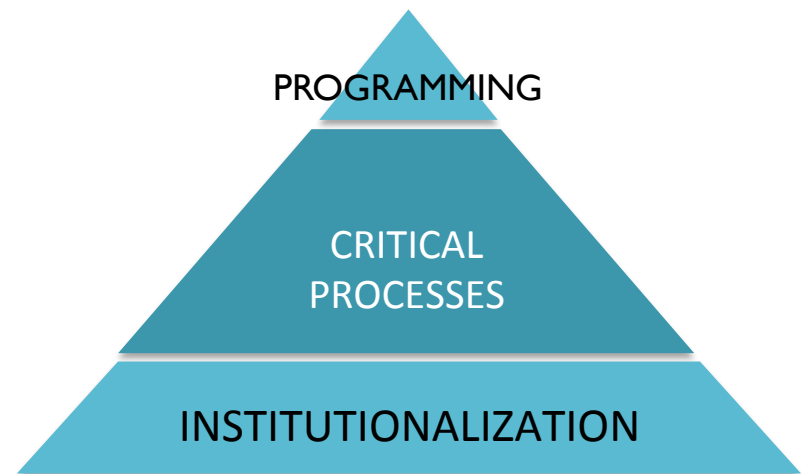
ROBERT CHAPMAN, Associate Director and Clinical Associate Professor, Behavioral Health, Drexel University

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What Does Policy Look Like on a Campus?

ALCOHOL DIAGNOSTIC

SEXUAL ASSAULT DIAGNOSTIC

PROGRAMMING

POLICY

CRITICAL PROCESSES

INSTITUTIONALIZATION

PROGRAMMING

CRITICAL PROCESSES

INSTITUTIONALIZATION

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What Does Policy Look Like on a Campus?

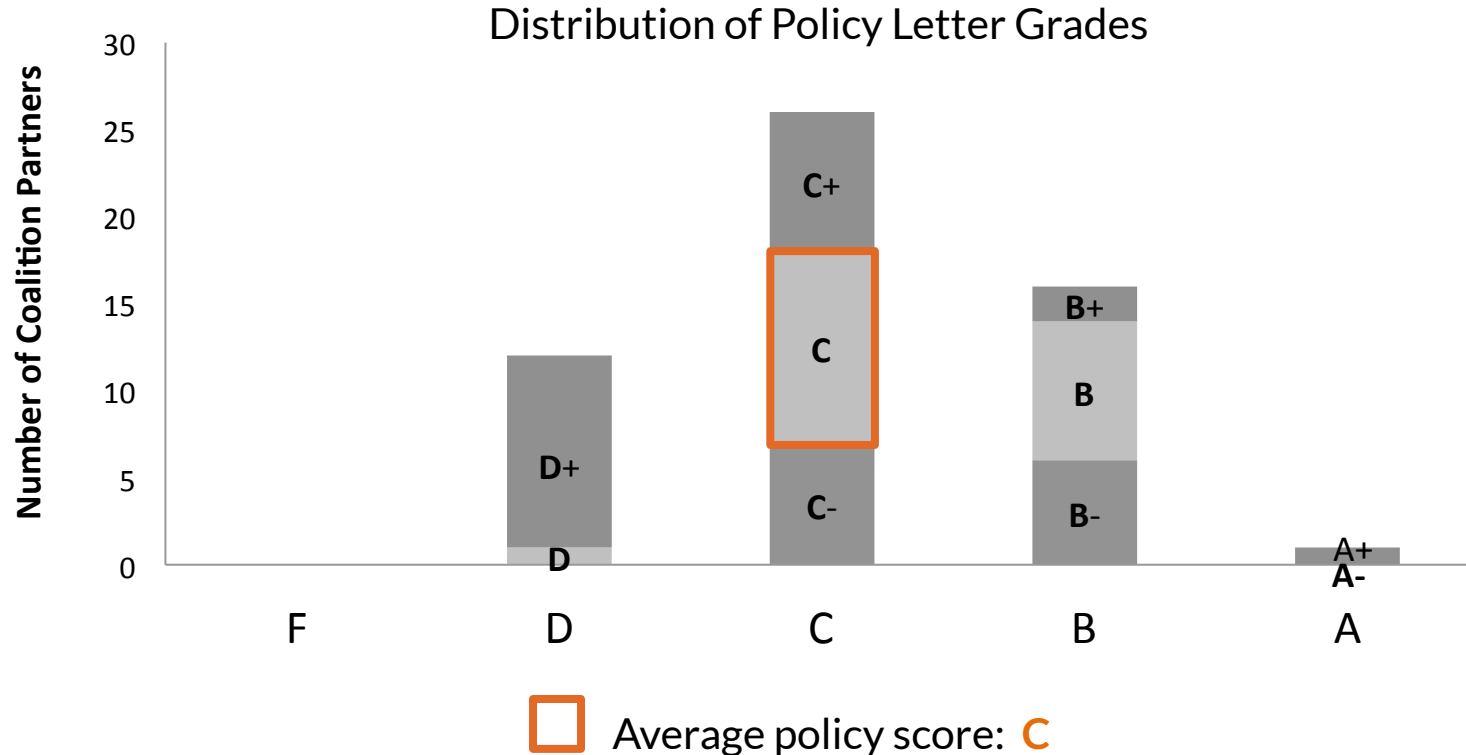BALANCING WHAT IS REQUIRED WITH BEST PRACTICE

WRITTEN

ENFORCED

ADJUDICATED

DEVELOPMENT

IMPLEMENTATION

- Input from multiple stakeholders*
- Comprehensive *+
- Community partnerships*
- Aligned with best practice+
- Assess, review, and update*+
- Communicate associated health risks+
- Align with Institutional mission
- Alcohol advertising and sales

- Consistent enforcement of state and federal laws +
- Effectively communicated*+
- Trauma –informed *
- Improved disciplinary systems*
- Easily accessible
- Effective adjudication/ sanctions
- Consideration of all parties involved
- Evidence-informed

*Clery/VAWA/Title IX

+DFSCA/EDGAR

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Examining Alcohol Policies Across EverFi Campuses

Distribution of Policy Letter Grades

Number of Coalition Partners

Average policy score: **C**

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Why Does Policy Matter?

Evidence-based programs can also include evidence-based responses to policy violations

PROGRAMMING

POLICY, WHEN THOUGHTFULLY DESIGNED, CONSISTENTLY ENFORCED, AND INSTITUTIONALLY ALIGNED, IS THE BACKBONE OF EFFECTIVE PREVENTION.

Comprehensive, recognizing individual, school and community factors.

POLICY

Requires an organized and participatory process

CRITICAL PROCESSES

Requires a strong commitment from the school's top leadership

INSTITUTIONALIZATION

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Considerations for Policy Development

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What Does Policy Look Like on a Campus?

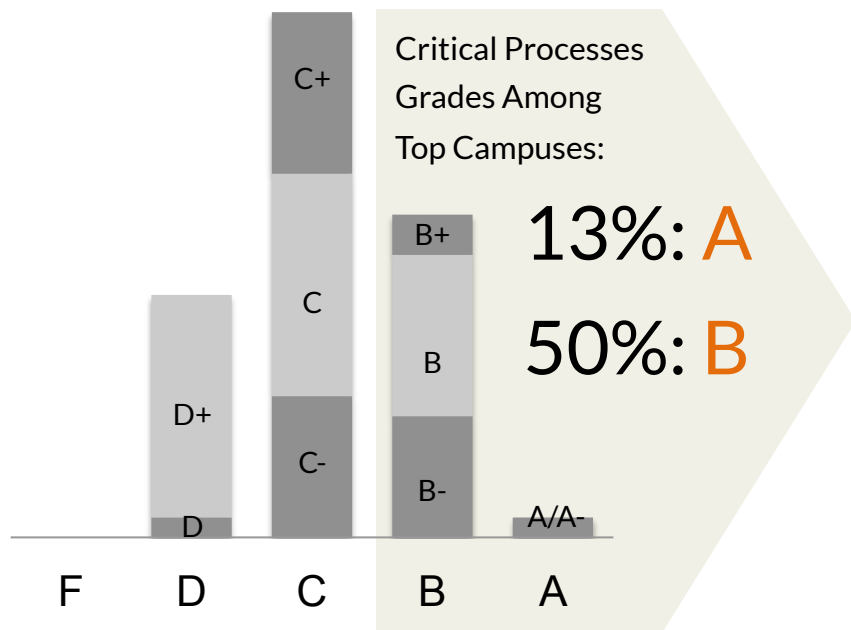BALANCING WHAT IS REQUIRED WITH BEST PRACTICE

DEVELOPMENT

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Critical Processes Inform Comprehensive Policy Development

Critical Processes Grades Among Top Campuses:

13%: A
50%: B

F   D   C   B   A

(Chart bars labeled: D+, D, C+, C, C-, B+, B, B-, A/A-)

More likely to:

- Not have a campus pub

- Have more policies in place for off-campus events (registration, host/sponsor required training, require non-alcoholic beverages and food)

- Have a ban on advertising by non-university establishments

- Have a ban on depiction of alcohol in advertisements

- Ban alcohol sponsorship

- Prohibit alcohol sales at sporting events

- Have more restrictive policies in place to control alcohol use at tailgating

- Have deferred recruitment, mandatory party registration, and prohibit drinking during new member recruitment period

- Prohibit alcohol use in public places

Source: EverFi ADI, N = 72

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Aligning with Institutional Mission

Values from the Benedictine Heritage

COMMUNITY • HOSPITALITY • RESPECT • STEWARDSHIP • LOVE OF LEARNING

The College of
St. Scholastica

" When a Code of Conduct violation has occurred, in addition to the specific behavior there will be a review identifying whether there has been a violation of community, hospitality, respect, stewardship or an impediment to learning for any member of the community. It is also recognized that within each activity a wide range of severity is possible and any of the available disciplinary sanctions may be appropriate. "

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Leadership-Driven Policy Decisions Focus on Academic Mission

Bucknell UNIVERSITY

University Cancels House Party Weekend

September 3, 2013

2010:

Observed

⚠

Once a source of pride for Greeks, now harmful

2011 & 2012:

Worked collaboratively with Panhellenic, IFC, Student Government and faculty

Over a 48-hour period:

- 15 hospitalizations, BAC levels of .239 to .373
- 11 arrests for burglary/theft
- 4 drug violations
- 5 police reports of damaged property
- 1 reported sexual assault

THE WALL STREET JOURNAL.

Harvard to Bar Members of Single Gender Clubs From Leadership in Official Groups

May 6, 2016

It's Not About Sexual Assault…But It Is

- University task force concludes that all-male clubs perpetuate a "harmful sexual culture"
- University survey of sexual misconduct identifies that female students who engage with finals clubs are more likely to experience sexual assault – findings disputed
- Policy announced: chiefly about issues of inclusion, not about sexual assault.
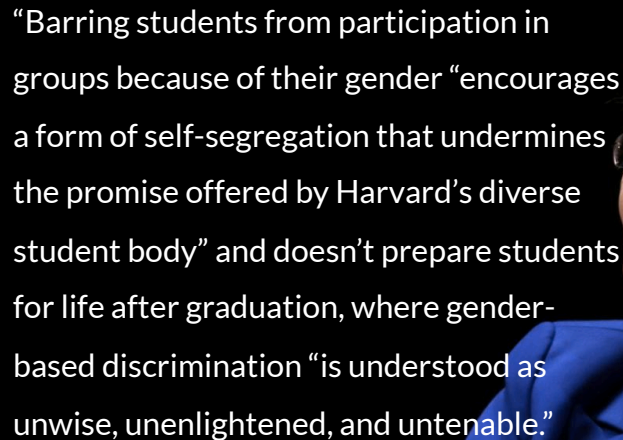
⚠ *President Faust, however, noted that sexual misconduct is related to issues of inclusion and gender attitudes.*

Leadership-Driven Policy Decisions Focus on Academic Mission

"We've sent a message in almost every way that this is almost like suspended reality for a weekend–we've said that this is ok."

"One purpose of a university is to challenge students to strive, to achieve and to reach for their very best. I can no longer support an event that tacitly enables (and seemingly encourages) our students and their guests to be at their worst."

"Barring students from participation in groups because of their gender "encourages a form of self-segregation that undermines the promise offered by Harvard's diverse student body" and doesn't prepare students for life after graduation, where gender-based discrimination "is understood as unwise, unenlightened, and untenable."

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A Renewed Focus on Accountability

2012 ED Report Gets DFSCA On The Radar

"We determined that the Department's Office of Postsecondary Education (OPE) performed no oversight activities of IHE drug and alcohol abuse prevention programs from 1998 to June 2010. In June 2010, oversight responsibility was delegated to the Department's Office of Federal Student Aid (FSA). We found that the oversight process FSA developed provides no assurance that IHEs are in compliance with Part 86 requirements."

ED Increasing Enforcement Around Compliance

- ✓ Title IX resolutions and agreements include express mention of DFSCA compliance

- ✓ Biennial reviews being requested as part of Clery Act audits and financial aid audits

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Examining the Evidence Base for Effectiveness of Policy

Impact of State Level Policies

Stronger alcohol policies, including those that do not target youth specifically, are related to a reduced likelihood of youth alcohol consumption (Xuan et al., 2015)

Students attending college in states with more alcohol control policies are less likely to engage in binge drinking.

- keg registration
- BAC limits at or above 0.08%
- restrictions on happy hours, open containers, beer sold in pitchers, and types of alcohol advertising

Association Between Alcohol Prevention Strategies and Alcohol Use/Negative Consequences

Policy and enforcement: .76, .61, .33, 1.62
Reduce alcohol availability: .33, .51, .20, .57
Change normative environment: .14, .18, .09, .38
Targeted and informational strategies: .22, .34, .07, .18
Alcohol-free strategies: .28, .41, .11, .05

Legend:
- Frequency of alcohol use, past 30 days
- Average # drinks/occasion
- Frequency of high-risk drinking, past 30 days
- Negative consequences

Alcohol policy and enforcement was the most strongly and consistently associated with all of the alcohol-related outcomes

n=2,041 first-year students and 22 AODs at 22 campuses

Source: Nelson, et al. (2005); Ringwalt, Paschall & Gitelman (2011)

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Making Informed Decisions About Game Day Alcohol Sales

75 %

of College Stadiums DIDN'T sell alcohol in 2015

WHAT'S DRIVING THE MOVEMENT TO LIFT LONG-HELD BANS ON ALCOHOL SALES?

- Revenue – a response to decreases in attendance, however...other factors (e.g., poor team record) not considered
- Fans say they want it, however...surveys are mainly of alumni and students
- It will reduce chugging before entering the stadium, however...underage students will still have to "chug" before entering
- Incidents have reportedly "decreased" outside of stadiums that started selling beer, but no mention of…
- WVU used as example of success, however...they have a no re-entry policy which many schools are not willing to do.

FBI data collected over a 21-year period from law-enforcement agencies that serve 96 colleges with a Division I football teams.

FINDING: Sharp increases in number of 17-to-24-year-olds reporting rapes to campus and local police on days when college football team was playing.

At home games: **41 %** ↑

At away games: **15%** ↑

Source: Mitchell & Montgomery (2015); Lindo, Siminski & Swensen (2016)

No Shortage of Resources to Inform Policy Conversations

ALCOHOL POLICY CHECKLIST

EverFi Tool: Available on the Coalition Website

ASSOCIATION OF TITLE IX ADMINISTRATORS

www.atixa.org

SAFER (Students Active for Ending Rape)

www.safercampus.org

CENTER FOR CHANGING OUR CAMPUS CULTURE

www.changingourcampus.org

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Considerations for Policy Implementation

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Top Campuses Have Strong Enforcement Efforts

Top Campuses more likely to:
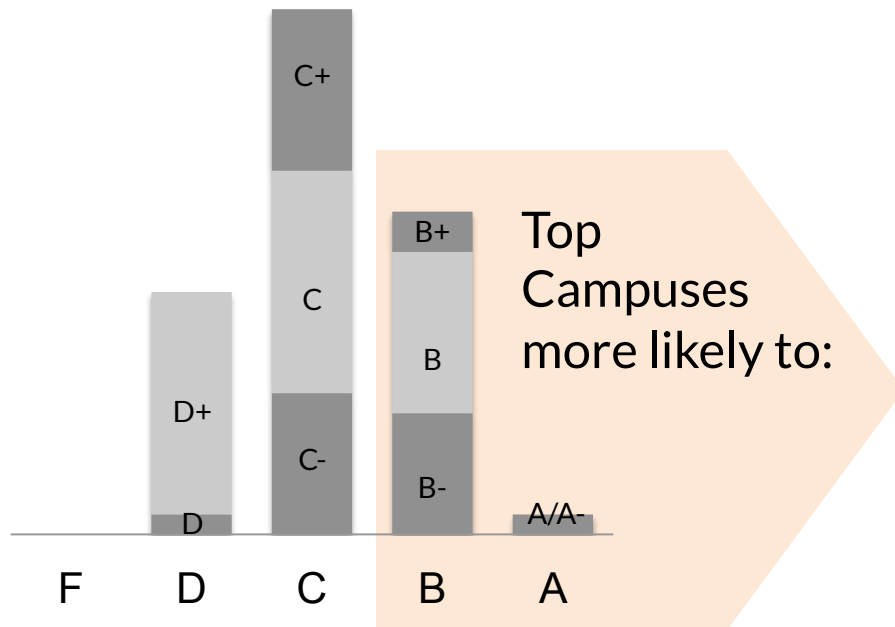
- Have more enforcement efforts in place to monitor alcohol use…patrols on and off-campus, ID checks at campus functions, random safety checks, breathalyzer checks at entry to alcohol-free events, authorities notified off campus

- Self-report "very consistent" enforcement of policies

- Publicize enforcement efforts

- Be notified when students commit off-campus violations

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Policy Enforcement: The Role of Consistency

INCONSISTENT ENFORCEMENT:
- sends a mixed message –allows students to interpret acceptance
- can be construed as a failure to take "reasonable measures"

Fixing Broken Res Hall Windows at URI: Enforcement Efforts Lead to Reduced Violations Over Time

"Compound" violations (noise, vandalism, harassment, assault, etc.) declined in URI residence halls when **"simple" violations** (underage consumption, possession, etc.) were consistently enforced by RAs.

Simple Violations

Compound Violations

	90-'91	91-'92	92-'93	94-'95
500				
400				
300				
200				
100				
0				

Source: DeJong (2005); Cohen & Rogers (1997)

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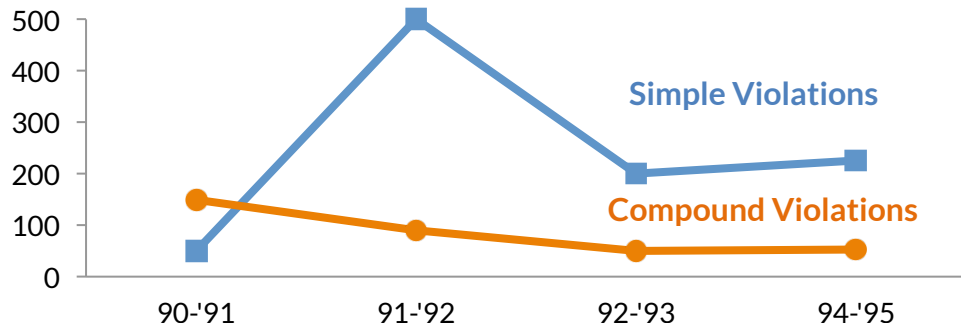
Communicating Policy: "It's Not Just the What but the How"

Seven items used to assess *knowledge* and *help seeking* related to sexual assault across 5 groups receiving policy in different forms.

| Control | Online Video | Policy Read to Class | Policy Read, Discussion | All Interventions |

Knows where to go to get help if self or a friend were sexually assaulted

Confidence in finding information for self regarding sexual violence, sexual assault, or sexual misconduct

■ Pretest ■ Posttest

% CHANGE +2% +3% +6% +8% +10%
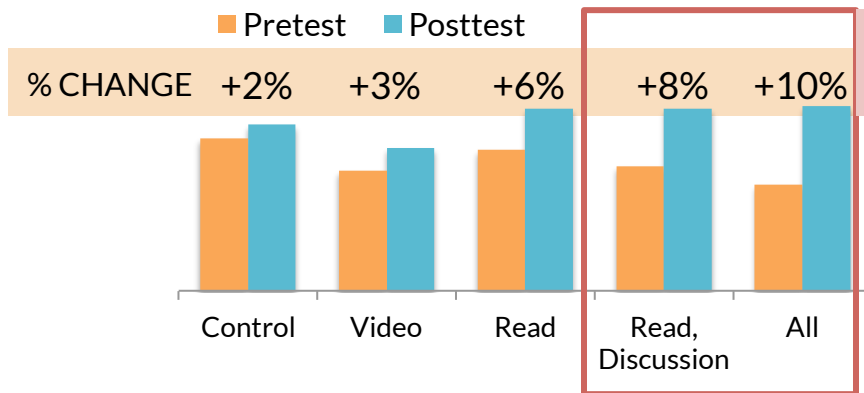
Largest change for all items was seen for groups that received the information presented in two or more ways.

Control | Video | Read | Read, Discussion | All

Control | Video | Read | Read, Discussion | All

Source: Prevention Innovations Research Center (2015)

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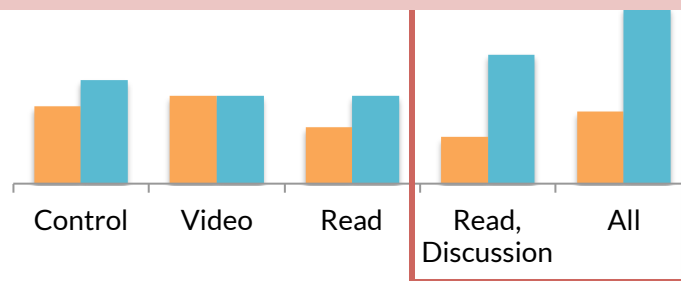
Efforts to Address Game Day Behavior Pay Off

- Tailgating not allowed earlier than 3 hours prior to kickoff
- Police conduct "sweep" of tailgating areas to move guests into the stadium
- No re-entry to stadium
- No alcohol sold in stadium
- City and campus police/security collaboration
- Limits on amount/type of alcohol consumed
- Must vacate tailgating area within 1-2 hours of game end

FIRST YEAR IMPLEMENTING NEW TAILGATING POLICY:

97% decrease in overall number of medical transports for acute alcohol intoxication (from 30 students to 1 student)

As a result, nurses who were prepared to treat intoxicated students, instead interacted with the tailgaters, handing out nearly 3,000 individual bottles of water as a harm reduction strategy and sign of good will.

87% decrease in number of admissions to University Health Services (from 30 students to 4 students)

71% decrease in number of alcohol-related incidents/ejections (from 97 to 28)
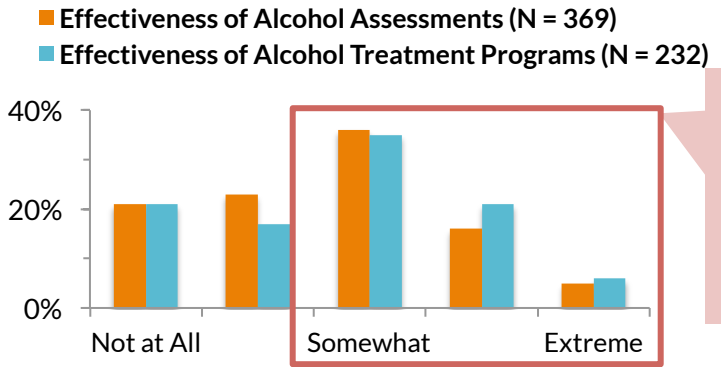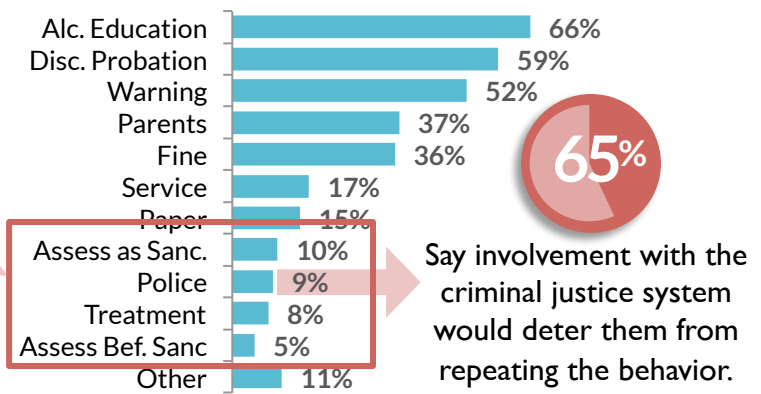
Source: Coalition Interview

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Adjudication: The Role of Disciplinary Sanctions

ALCOHOL ASSESSMENTS VIEWED AS EFFECTIVE

■ **Effectiveness of Alcohol Assessments (N = 369)**
■ **Effectiveness of Alcohol Treatment Programs (N = 232)**

Sanctions identified as "effective" by students, are least used by institutions.

TYPE OF SANCTIONS ISSUED

Sanction	%
Alc. Education	66%
Disc. Probation	59%
Warning	52%
Parents	37%
Fine	36%
Service	17%
Paper	15%
Assess as Sanc.	10%
Police	9%
Treatment	8%
Assess Bef. Sanc	5%
Other	11%

65%

Say involvement with the criminal justice system would deter them from repeating the behavior.

IMPACT OF PARENTAL NOTIFICATION

55% Have some type of parental notification policy (institution notifies, both institution and student notifies, only student notifies)

49% indicated that it deterred them from repeating the behavior in the future.

"The most effective sanction for me and for every student I know with alcohol violations is notification of parents. Students don't seem to care about a warning, a fine, or even probation... The notification of my parents is what has deterred me from violating the alcohol policy."

Source: Gehring, Lowery & Palmer (2013)

N= 777 students adjudicated for underage drinking, noise and other disruptive behaviors over a 6-month period

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Students Weigh in On What is Needed to Deter Behavior

ON COMMUNICATING P0LICY…

KNOWLEDGE AND AWARENESS BEFORE INCIDENT*

49%
Knowledgeable of alcohol policy

47%
Knowledgeable behavior would violate policy

75%
Aware of negative effects of alcohol

"Provide more information on policies."

"Make the policy more prominent, not something you find out when you're involved in it."

"I would have been less likely to violate the policy if I had known what it was."

*Very/extremely knowledgeable

ON THE ROLE OF ACADEMICS…

"I came here thinking this would be a haven for thought. Challenge me so I won't have time to drink, and I won't. To me, it's simple."

ON STUDENT ENGAGEMENT…

"Make them [students who had been found responsible for violating alcohol policies] participate in activities such as club sports, theater, or something else on a Friday or Saturday night so they can't go out and drink."

Source: Gehring, Lowery & Palmer (2013)

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Engaging Stakeholders Outside of Student Affairs

AOD PLUS

Uses collective campus expertise to enhance a student's wellbeing

"Duke University seeks to engage the mind, elevate the spirit, and stimulate the best effort of all who are associated with the university"...

GOAL

Reduce destructive tendencies by redirecting a student's energy into their personal well-being.

CAPSTONE PRESENTATION

- Open-ended, constructed by student
- Explanation of their growth
- Attended by family, friends, campus partners

ASSESSMENT

- Pre- & Post surveys
- Informal observations
- Capstone presentation
- Longitudinal data via exit surveys (3, 6, & 12 mos.)

STUDENT TRANSPORTED → **MEETING WITH DEAN** → **MEETING WITH ASSISTANT DEAN OF THEIR SCHOOL** → **MEETING WITH FINANCIAL AID (WHEN APPROPRIATE)**

Source: Coalition Interview

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A Comprehensive Policy Focused on Student Health and Safety

Northwestern University

DURING

BEFORE

AFTER

"Everyone is involved and invested from the president to students and guests – everyone has a role to play."

- Student-driven, Administrator supported

- Partners committee (off-campus stakeholders) & Logistics committee (on-campus stakeholders)

- Wristband and guest registration (online process)

- Award-winning social marketing campaign: "Be a Safe Dillo"

- 40 staff volunteers trained

- Neighborhood "Knock & Talks" by the Dean

- Students routed around back yards (map provided) – water provided along the way

- Bags checked at entry, only empty water bottle allowed

- Greek-sponsored pancake breakfast and pizza throughout the day, food trucks, late-night food

- Beer garden – highly regulated, no in and out, no under 21 (not a money-maker but demonstrates compliance)

- Neighborhood clean-up

- Post-mortem: What worked, what didn't?

- "We close the books in August, take September off, then we're back at it in October."

Source: Coalition Interview

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Final Thoughts for Policy Development and Implementation

KEY TAKEAWAYS

Work within the context of institutional values to shape and guide policy development.

Ensure that policy is effectively communicated and consistently enforced.

Call to action: Evaluate policies for impact and effectiveness, and disseminate findings so that others can learn from your experience.

Develop institutional responses to policy violations that effectively balance education, accountability, and the safety of all students.

Call upon the evidence base and local data to inform policy development and support change.

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