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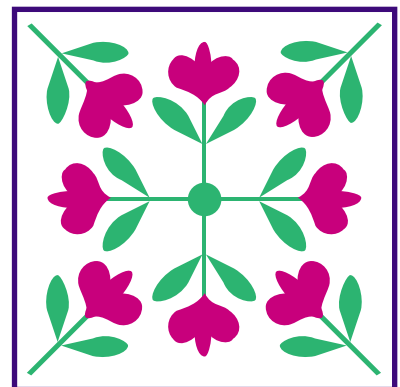
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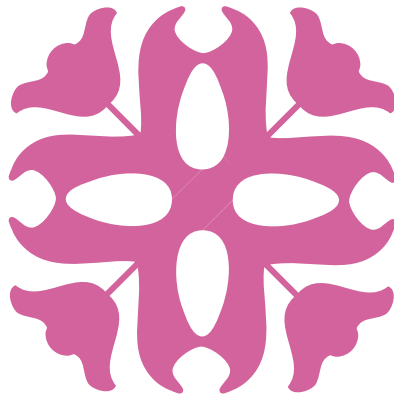
For years, university educators have been grappling with collegiate alcohol abuse in a variety of ways. The dilemma — respecting the adult sensibilities and independence of young people while honoring the law and the institution's "duty to care" — has become evermore difficult to solve. The demographics alone are daunting: Some 15 million students now attend more than 3500 institutions. How to best deal with the complex issues, responsibilities, and liabilities, how to be an instrument for change in the prevailing collegiate environment, is the challenge facing all university people.

*- What Can You Do?
Report from the National Symposium on Alcohol Practices sponsored by the Inter-Association Task Force on Alcohol and Other Substance Abuse Issues*



1 FORWARD

College student drinking behavior impacts the work of every student affairs professional, and it is at the core of many of the health and safety issues on campus. This publication is designed to support college and university staff, faculty, and students seeking to create awareness and education on alcohol abuse and related issues so that the best living and learning atmosphere can exist to support academic pursuits and personal achievements. It is the mission of the task force to inspire students to review their lifestyles and make informed healthy decisions regarding substance abuse.



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LETTER FROM THE CHAIR

On behalf of the Inter-Association Task Force on Alcohol and Other Substance Abuse Issues, let me welcome you to another National Collegiate Alcohol Awareness Week! This year will certainly be the biggest and best yet as more than 3,000 colleges and universities in North America jointly recognize the importance of campus prevention efforts. It is also an important year for the Inter-Association Task Force as it celebrates its 20th Anniversary in providing leadership in higher education on alcohol and other substance abuse issues.



A 20th anniversary prompts us to reflect upon what has happened within the prevention field over the last two decades. In recent years, several new resources and reports have entered the higher education horizon that provide science based learning and recommendations for effective practices. Our NCAAW theme for this year of ***Kaleidoscope of Change - Patterns in Prevention*** highlights some of the methods and studies that encourage our efforts to reach our students in a meaningful way on these important health and safety topics. A new dawn is always breaking inside a kaleidoscope, tiny shards of colored glass spin round to create new and interesting patterns. Now is a good time to examine your past patterns and perhaps add a new twist or creative strategy to your comprehensive prevention program.

You have received this resource manual, year-round programming calendar, and poster and ad slick on our student writing contest, because you as a campus professional are in a position to make NCAAW a success on your campus! Now is the time to start planning who you will partner with to build something spectacular in your campus prevention program. And as you will see in reviewing the materials in this manual, one key element for success is to involve many different groups in the planning process for educational efforts. Our prevention programs need you to bring together a variety of student groups and offices to implement programs that will support student learning and support positive actions to keep our campuses safe. Gandhi said, "We must be the change we wish to see in the world." We need you to lend your talents and lead the way in this effort.

Each year, we produce these resources in hopes that they will spark worthwhile ideas for your campus alcohol abuse prevention efforts. National Collegiate Alcohol Awareness Week is a very timely observance because it brings attention to important campus issues early in the academic year. But, it's crucial to understand that prevention is not a "one-week activity." The healthy choices your students make (or don't make) can be largely impacted by your commitment to year-round efforts.

In recognition of your outstanding year-long efforts, the Task Force awards cash prizes to outstanding campuses whose alcohol abuse prevention programming shows special innovation and effectiveness. You'll find brand new application criteria and guidelines at the end of this manual, and I hope you'll consider applying. No matter how large or small your school, no matter how large or small your budget, your efforts are important and deserve recognition! You will also find the winners from the 2001-2002 award competition to gather some good ideas.

Another exciting element of NCAAW efforts is our student writing competition. This writing contest focuses on the positive influence college students can have on peer behavior. It is a great program to work in cooperation with journalism and writing faculty to promote NCAAW and reward the talented writers on your campus.

As you use these resources to assist you in the planning of your programming, your marketing, your public relations, and your evaluation, we hope that you will realize that only you can know what will work best on your campus.

The 22 higher-education organizations that make up the Task Force are dedicated to making our campuses safer and more enjoyable for everyone. From campus security, to fraternities and sororities, to athletics, to residence halls and peer education programs, we all have a vested interest in making National Collegiate Alcohol Awareness Week a memorable event in 2002.

*- Dr. Edward Hammond, President, Fort Hays State University,
NCAAW Chairperson*

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GETTING STARTED

Using NCAAW as the Cornerstone of Prevention Efforts

Oftentimes we find ourselves and our programs confined to a segmented area of the campus, without the opportunity to make a campus-wide impact. The sole purpose of NCAAW is to provide widespread campus participation to create support for alcohol abuse prevention programs and other health-related efforts. Through the promotion of a highly visible week of educational programming and activities, NCAAW builds campus-wide attention for alcohol abuse prevention and related health and safety issues. Whether your focus is traditional, social norms based, or fully comprehensive, use NCAAW as a spark to build even greater attention to your efforts.

While many campuses choose to schedule their own alcohol awareness weeks at other times in the fall (because of conflicts with Homecoming, for example), it is wise to observe NCAAW during the third week in October, if possible, due to the wide-spread national publicity surrounding the event. Many prevention programmers have found that piggy-backing on the national attention given to NCAAW makes it easier to get sponsorships from community sources and attention from campus administrators. If the third week of the month isn't a good time, you might consider another October weekend, which would still allow you to take advantage of the national attention on collegiate alcohol issues.

As a high point for year-round prevention and education services, NCAAW is also a wonderful vehicle for boosting visibility and support for peer education and other innovative campus wellness programs. Every year, NCAAW proves to inspire students from a wide spectrum of campus life to review their lifestyles and to challenge their peers to make better, healthier decisions where alcohol abuse and health issues are concerned. Effective peer education has always been at the heart of NCAAW, and today this strategy is more important than ever in building successful, high impact programs.

NCAAW is used by campuses across North America and beyond to educate, to inform, to challenge and hopefully to create change. It is a perfect opportunity to build partnerships with other offices, student groups, and faculty members. Whether this is your first NCAAW or your best-yet NCAAW, we hope that your message will successfully spur conversation and excitement in your entire campus community. This manual is designed to help guide your efforts.

WHAT'S YOUR NCAAW PHILOSOPHY?

For many, simply getting started is the hardest part of planning your NCAAW activities. Reviewing this guide is a good start. Even if you are already underway in planning for this year's NCAAW, take a moment to use this manual as a checklist.

Although each of the following sections deals with the mechanics of planning and implementing NCAAW, it is important from the start that you take some time up front to define your educational approach and goals for building your program. There is no standard formula for building NCAAW on a particular campus. Factors ranging from state laws and campus policies to specific prevention philosophies all come into play in how your respective campus may choose to tackle the prevention issue. The challenge is to come up with a philosophy for your week and then to design activities that promote the educational goals to the entire campus community.

Many successful campus NCAAW campaigns have been built around an entire week of programming with the simple goal that virtually every member of the campus community be touched by at least one event. This means planning something for athletics, something targeting women, something for the fraternities and sororities, something in the residence halls, something entertaining, something serious.

Other campuses prefer to target specific campus populations for change. Still others rely on big programs seeking out national speakers to facilitate debates and create broad media campaigns to build student interest and participation. It all depends on your resources. Don't attempt more than you can handle in terms of finances, time and assistance.

Regardless of the approach you take, it is important that you have a clear idea of your prevention philosophy and goals for the week. This way, you can be consistent in designing your campus NCAAW events, and you will be able to share this vision with committee members.

BRAINSTORMING

The truly creative and inspirational efforts for NCAAW always begin with some serious brainstorming. One of the first things you will want to do with your committee is to sit around and "dream" a little bit. What things would you like to accomplish? If you could do anything, what would you do?

For many committees, brainstorming begins with a theme. You want to find a theme that will frame your activities for the entire week. You want something memorable, marketable,

and fun. A good way to begin this process is to get a flip chart and some markers. The only rule is that there are no dumb ideas. Committee members can make suggestions until an overall theme appears. As your committee members get excited about an idea, start a new sheet and refine it until it takes the desired form. Acronyms can be developed around fun words. Parts of songs or poems can be incorporated. Historical quotations can be used. It is up to you!

If you are searching for your own unique theme, there are an infinite number of directions your brainstorming might take. Some themes that other campuses have successfully promoted include:

Celebrate a Healthy "U" (University and You)
 OkSOBERfest
 Mocktoberfest
 The Art of Responsibility
 Leading the Way in Healthy Choices
 Sober Safari
 Get SMART! (Students Making Alcohol Responsibility Today)
 You Hold the Key to Success
 Be a Part From the START (Students Taking Action & Responsibility for Tomorrow)
 FREAK Out! (Finding Responsible and Entertaining Alternatives on Kampus)
 Seize the Day!
 Making the Right Connections
 I Have a Choice
 How the Health Are You?

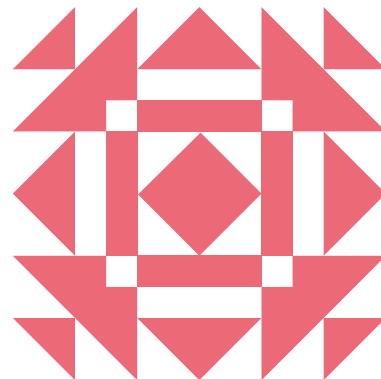
It's also great to build themes around popular television shows, summer blockbuster movies (AUSTIN POWERS, Baby), or current song titles. This is where the students on your committee can be particularly helpful! They know what their friends watch and listen to! Here is a quick list of things you could do to support NCAAW:

- Enlist the help of journalism and writing faculty to promote entries into the IATF Student Writing Contest.
- Create a mosaic display or mural in a well-traveled location asking people to contribute opinion statement on colorful pieces of paper about how alcohol abuse
- Favorite Mocktail Recipe Reception - Discuss the importance of serving non-alcoholic beverages at any social event.
- Send out a brief fact sheet about alcohol behavior and effects of alcohol on the body. The next day in the student newspaper, do a brief quiz where students have to turn in their answers for a drawing for dinner at a faculty member's house. Secure faculty in advance as a means to promote NCAAW and to find out what they might serve for dinner.
- Have a progressive dinner of foods from around the world at different locations of the campus as a social event. Have many organizations or offices sponsor each stop. Ask local health organizations to set up displays and distribute information on healthy behavior.
- Sponsor a sign painting or mural competition between student organizations. Display the finalists at the weekend athletic event and announce the winner at half-time.
- Put together some nutritional facts about calories, fat content, and consuming alcohol.

- Have a "Hosting a Party to Remember" Workshop and talk about server or host training methods for a successful party.
- Run a photo contest for pictures of students having fun as they make healthy choices.
- Work with student athletes to develop a program about how alcohol abuse affects performance.

Your theme will be the lasting memory of your week. It will be your calling card next year when you go looking for support for NCAAW 2003! It will appear on your posters, your T-shirts, and in the titles of your educational programs.

Brainstorming is just what the word applies - a "storm" of ideas that are offered first and evaluated later. We naturally judge and categorize things immediately. Our brains are trained to sort things as good ideas or bad, worthwhile or not. The key to brainstorming is to turn off that judging process so that ideas flow freely without anyone trying to figure out whether or not they will work, if it costs too much money, etc. Suspending judgment on ideas gives the people who are brainstorming creative input and empowerment without worrying about "saying something stupid." People are often reluctant to offer ideas, fearing the criticism of others. If you conduct a productive brainstorming session, people will feel comfortable blurting out any thought.



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RECRUITING KEY PLAYERS

The key to success in your NCAAW program plan is to get students involved in the process from the beginning. Not only can students be valuable as committee members, but they are also closest to your audience, and they can provide creativity and programming insights that administrators might be less likely to develop on their own. Remember, peer-to-peer influence is our most effective education tool! Building a wide level of student ownership in the planning of your NCAAW will help guarantee acceptance and participation. The more visible a role your students play, the more likely other students will want to get involved. Make sure all of your targeted groups are represented on your committee or task force.

NCAAW is an opportunity to gain interest and respect for campus-based prevention programs. It is important to use these special weeks to build the base for year-round efforts. Many campuses have used NCAAW to identify students to become peer educators. Starting a BACCHUS or GAMMA peer education group as the cornerstone of your program is a great way to ensure that your NCAAW efforts last well after your final event for the week.

Identifying and recruiting key players serves several purposes. It is simple human nature for people to take ownership in those things they help create. If you want to build participation and support for NCAAW, then it is important that you find allies across campus.

Although the players will vary depending on the size and type of campus, NCAAW planning committees often consist of student and/or staff representatives from:

1. Peer Education Organizations
2. Student Activities/Programming Board
3. Student Government
4. Residence Life
5. Fraternity and Sorority Systems
6. Health Education/Wellness Offices
7. Multicultural Affairs/Student Groups
8. Counseling
9. Athletics/Campus Recreation/Intramurals
10. Faculty Senate
11. Campus Security
12. Campus Food Service
13. Campus Newspaper
14. Student Volunteerism Office
15. Campus Public Relations Office

Although it is not likely that any committee will consist of all of these individuals, it is possible that by reviewing this list,

you might recognize an area on your campus or in your community that you might not have already contacted. The key is to have as broad a level of participation as possible to support your efforts and to recruit participation for your events. From this larger group, specific committees can be assigned to handle the details of individual programs.

Not everyone on your list will be an active participant. However, it is quite possible that they might have financial and other resources available for co-programming. This can be a great benefit to your NCAAW efforts.

Collaborating With Others Expands Our Educational Impact

A guide to how different areas of campus life can support your activities...

Campus Activities Can Plan...

1. Bulletin Boards and Exhibits
Use a highly traveled area of campus and develop a prevention message bulletin board on NCAAW topics.
2. Freebies and Giveaways
People are your best bulletin boards to make people aware of an issue. Have people sign a pledge card to make responsible decisions about alcohol, or sign a pledge to never drive when consuming alcohol, and give them a ribbon or pin to wear, or pens to use.
3. Visual Impact Events
Candlelight services, community parades, and athletic event half-times are all highly visible ways to promote prevention messages.
4. Fun Events
Sponsor an alcohol-free tailgate, fun run, mix up mocktails at an event, sponsor an "Up All Night" party at your recreation center, declare a "natural highs" day on campus with fun games or kite giveaways.
5. Lunch Time Programs
Make the most of captive audiences at meal hours by sponsoring educational trivia contests with prizes. Host brown bag lunches on hot topics like the drinking age, zero tolerance laws, or fake IDs.
6. Use the Campus Media and Promote Events!
Get your campus newspaper, radio and television stations involved. For promotion, get Vince & Larry crash dummies to pose for photos and provide educational literature.
7. Show a Film
Certain films like "28 Days," "Traffic," "Leaving Las Vegas," or "When a Man Loves a Woman" set the scene for some great discussion. Include student leaders, faculty film buffs, and prevention people.

Ways Campus Judicial Offices Could Be Involved...

1. Include educational sanctions and community service in your judicial process. Suggest campus NCAAW events as opportunities for learning about the effects of alcohol abuse.
2. Give students real world information. What would happen to them if they were cited in the community for underage drinking, public intoxication, destruction of property, physical violence, etc.?
3. Construct a display that talks about community fine amounts and then what students could purchase instead of paying fines....i.e. 30 compact disks, 60 pizzas, books for the year, 70 trips to the movies, etc.
4. Have students write articles suitable for publication in the student newspaper on various student health and campus policy issues.
5. Have students who have been sanctioned assist RAs in the residence halls and learn what it's like to promote a positive living community.
6. Work with the local judge to have students put in hours at the local community courts when alcohol-related cases are being heard.
7. Have students volunteer in a community service agency that focuses on addiction recovery.
8. Have the current peer education group on campus teach a sanction class on alcohol poisoning, sexual assault, violence, etc.
9. Organize a "mock trial" which focuses on alcohol abuse-related issues, i.e. DUI, alcohol poisoning, assault, etc.

Things Athletes and Recreational Sports Professionals Can Do...

1. Use electronic media (such as scoreboards or marquee) to advertise prevention messages. Place ads in athletic programs or in the newspaper.
2. Make prevention announcements at sporting events.
3. Have athletes act as prevention mentors at local high or middle schools.
4. Place prevention message on cups and/or napkins at athletic events.
5. Have coaches and athletes make a public service announcement for radio or TV.
6. Sponsor a responsible "tailgate" party in conjunction with an athletic contest.
7. Hang safety and prevention banners in the gymnasium and at the fields.
8. Sponsor or co-sponsor a fun, visible event in conjunction with NCAAW, such as a fun run or walk or a tug-o-war.
9. Open the fitness center for longer hours.
10. Offer free fitness demonstrations.
11. Do blood pressure or cholesterol screenings.
12. Have a sporting event marathon (softball, volleyball) to raise awareness and/or money.
10. Offer free swing dancing or ballroom dancing lessons.
11. Offer a "performance and alcohol" workshop for athletes and those interested in fitness.
15. Sell mocktails at athletic contests to promote NCAAW and to raise funds for other programs.

What Fraternities and Sororities Can Do...

1. Sponsor a health and safety message banner contest between organizations.
2. Sponsor a mocktail contest between groups.
3. Host the "ideal" party with theme (alcohol free with proceeds going to prevention agencies).
4. Have a fraternity and sorority chapter participate together in a safety workshop using an interactive program like Alcohol 101.
5. Bring together all groups and sponsor a "Day of Dialogue" that would involve many representatives from the campus community and focus on improving behaviors surrounding misuse of alcohol.
6. Place ads in the newspaper supporting the campus-wide prevention events, or social norms promoting positive behaviors.
7. Have members attend the campus events.
8. Ask an attorney to run a mock trial for a DUI case using students as the defendants, witnesses, and jury.
9. Have a 5K or 10K run to raise awareness about student health and/or raise money for a local prevention agency.
10. Volunteer to do community service projects with local agencies.

Ways Residence Life Staffs Can Be Involved...

1. Have your own "Cannes Film Festival". Incorporate some films that address issues surrounding alcohol abuse or personal safety in the area lounge.
2. Conduct a progressive party with each hall responsible for a different food/beverage/dessert and then have people make the rounds from one hall to the other.
3. Invite one of the campus counselors/members of the health center to be the guest for the night. Have them give a presentation that evening but then hang out with students.
4. Have a mocktail contest.
5. Do something to get in shape every day, a fun run on Monday, swimming on Tuesday, aerobics or weight training on Wednesday, etc.
6. Perform peer theatre or skits on educational topics such as alcohol poisoning or sexual assault, followed by a discussion.
7. Have your own talk show one night in the lounge, using your own format and creative questions to start a discussion on relationships.
8. Do your own version of 'the life experience wall' where you ask people to write down on index cards how the abuse of alcohol or other drugs has affected their life. These cards then make up the "bricks of the wall."
9. Hand out laminated "saving a life from alcohol poisoning" cards to each resident.
10. Incorporate alcohol awareness/prevention into the October in-service training.

Things Campus Police and Safety Can Do for NCAAW...

1. Host a luncheon for all residence life folks explaining your role in the prevention process, and form a partnership.
2. Invite members of the community to form a campus safe walk program that provides escorts at night.
3. Using beer goggles, conduct a "field sobriety testing" experiment' where students of age are put through the test given to suspected DUI offenders while wearing the beer goggles. Have these students conduct simple tasks such as writing their name, walking a straight line, etc.
4. Conduct a "mock DUI crash" which involves staging an accident on campus, local EMT and police and fire rescue professionals.
5. Try to get a local cab company to offer a discounted price to anyone with a student ID in order to discourage impaired driving.
6. Find out if any members of your public safety crew have any interesting educational experiences or interests that could become a campus program This may include workplace drug testing or Drug Enforcement Agency work etc.
7. Do a program about the legal and financial costs of getting a DUI. Take the total costs of that arrest and do a "what you could have gotten instead of a DUI" campaign including, new stereo, computer, spring break in Cancun etc.
8. Set up roadblocks/safety checks to check for impaired drivers.

Things Health Education, Health Centers & Counseling Centers Can Do...

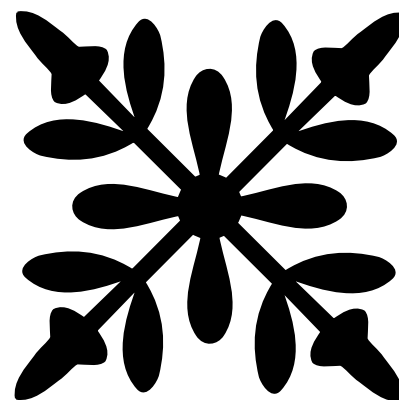
1. Curriculum Infusion

Contact Journalism and English classes to promote and enter the IATF Writing Contest (see p. 20) addressing high risk drinking. Work with the student newspaper to feature some of these op-ed pieces in the paper during NCAAW. Ask marketing and advertising classes to develop campaigns for healthy choices to be featured in the newspaper. Be creative and get as many departments on campus to participate as possible.

2. Host a meeting of student organizations and peer educators to get input for each group's participation in the week.
3. Create fact sheets or offer to provide information for student groups, newspapers, and radio PSA's for campus events.
4. Add alcohol and other drug questions to your health center's medical history questionnaires if they do not already appear.
5. Work with community outreach or service learning on your campus to give students an opportunity to work in area halfway houses for recovering addicts.
6. Invite recovering alumni back to campus as speakers for groups in which they were involved such as athletic teams, fraternities and sororities, student government, etc.
7. Set up a health fair to coincide with the week. Offer local and campus resources that focus on healthy lifestyles.
8. Provide an in service for faculty and staff on how to address students suspected of having alcohol and other drug problems.

Ideas for Chief Student Affairs Officers to Support NCAAW...

1. Honor student organizations that promote healthy lifestyles with a letter of recognition, phone call, E-mail, or sponsor a luncheon.
2. Write an article or letter to the editor of the student newspaper regarding the importance of the week of awareness and year of action to decrease alcohol-related problems on campus.
3. Encourage staff and faculty to participate in events of the week. Provide incentives or flex time.
4. Create a task force to review policy and make suggestions toward developing a healthier environment. Include community members and alumni on the committee.
5. Meet with Academic Administrators and ask for help, ideas and support for the NCAAW on your campus. Encourage curriculum infusion of alcohol-related issues into each discipline during the week.
6. Provide money for mini-grants for student organizations to sponsor alcohol-free events.
7. Ask Parking Services to include a "Don't drink and drive" or "Wear your seat belt" messages to the parking passes issued by the institution.
8. Initiate a student leader town meeting on the issues of alcohol abuse on your campus. Ask leaders from Peer Education, Greek Community, Academic Honors Groups, and Athletic Teams to participate.
9. Meet with students who have been in the judicial system for alcohol-related problems. Ask for their input and suggestions.
10. Meet with local bar owners to discuss policies and mutual safety issues surrounding the campus.
11. Participate in and be visible during NCAAW events.
12. Include NCAAW as an agenda item for discussion with senior staff officers and faculty.



ENLISTING SUPPORT TO KEEP OUR CAMPUSES SAFE

Ways that Parents, Students, and the Campus Can Promote Year-Round Prevention Efforts...

Our campus, our community, and our families, all share in the concern for the safety and welfare of our students. All of these groups need to be partners in preventing college drinking tragedies. We urge parents and families to consider the role of alcohol before packing the car to head off to college. There are many resources available through the local campus, community agencies, and national organizations. There are many things that college students, parents, and college officials can do to prevent the harm that alcohol abuse can cause students and the campus community.

Suggestions for Parents

1. Talk to your son or daughter about the legal use of alcohol and the need for responsible decision making; emphasize that "competitive" drinking, drinking as a hazing ritual, and drinking games can result in alcohol poisoning, and can kill even the most healthy young adult. Discuss any family history of chemical dependency.
2. Explain clearly to your son or daughter that there is a balance between study time and social time, that he/she will need to find the balance that will meet the academic expectations you all agree on. Discuss the legal consequences of having a fake I.D.
3. Talk to your son or daughter about the role of alcohol and how alcohol abuse can affect achieving his or her goals. Discuss the reality that peer pressure can occur about drinking choices.
4. Keep the lines of communication open - call and e-mail often. Communicate as friends and as parents.
5. Visit the campus and network with other families as well as other college officials. Encourage your son or daughter to become involved in campus life by joining organizations or working on projects of interest.
6. Encourage your son or daughter to provide written authorization to the college to grant permission for the release of health and safety information to you.

Suggestions for Students

1. Study. Remember the goals you are to achieve while you are in college!
2. Stand up for your beliefs. If you do not drink alcohol, it is okay to say so. There are other students out there who feel the same. The majority of college students today are of legal age (21). Most students who choose to drink, use alcohol moderately.
3. Have fun and socialize without the involvement of alcohol, be prepared that some students may pressure you to drink.
4. Get involved in campus activities and if you can't find a group that seems to fit you, it is surprisingly easy to form a new one!
5. Go out in groups and watch out for your friends. If you all go out together, come home together too. Help each other get home safely. Know the signs of alcohol poisoning.
6. Be aware of the campus education and counseling resources. Look for peer education programs and student led health and safety programs. Don't forget that your family is a source of support too, so keep in touch often.

Suggestions for Colleges

1. Make a firm statement that underage drinking will not be tolerated, and engage the local community in developing and enforcing the policy.
2. Promote and sponsor many (and mainly) campus activities that are alcohol free.
3. Provide alcohol-free living options.
4. Provide and publicize alcohol and other drug prevention personnel. Support peer education programs and student led initiatives.
5. Disseminate campus alcohol and other drug policies that are uniformly enforced with all students, faculty, and staff.
6. Encourage and be receptive to student feedback and involvement in maintaining a campus community that will be healthy, safe, and live up to the university mission of education and retention.
7. Provide adequate funding for prevention efforts.

Colleges and universities should enlist the direct support of their president, who can write persuasively and effectively to the parents of incoming students and to the faculty stating the behavioral standards - setting the tone for community life - at the school. Faculty must be cognizant of being on the "front-line." They are close to the students, influential, and intelligent observers. A student who needs help, through university or community resources, may be most obvious to a faculty member first. On a personal level, students need to hear that they are responsible as individuals, that they must know their own limit and consider their family history and genetic and physical makeup in determining whether and how much to drink. Teaching them how to handle acute intoxication of a classmate or friend should also be on the agenda.

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PROGRAMMING FOR NCAAW

Making your NCAAW unique in design...

Bringing together the key players on campus, brainstorming creative themes and gimmicks, and taking advantage of the national media that will be available during October are all key items to the success of NCAAW on your campus. But the heart and soul of NCAAW are the educational programs that you will conduct on your campus during the observance! These offer your best opportunity to create change in the individuals and the environment on your campus.

Here are five key suggestions for your group to consider as you plan your programming schedule.

1. Balance educational and social programs.

One of your goals is to teach people some new information about personal health issues and responsible decision-making. One of your goals is to get people to look at personal behaviors and offer opportunities for people to choose healthy lifestyles - lifestyles grounded in moderation and the acceptance of personal responsibility for actions. It is also important to give people a chance to have a good time, meet new people, dance, laugh and enjoy themselves - maybe without the use of alcohol. For some of our students, this will be a new experience! The best type of NCAAW programming mixes serious information with plain old-fashioned fun. Make sure that your programs serve a variety of goals, from offering social alternatives, to providing hard-core education, to simply getting people to think about an issue in a creative, unexpected way.

2. Don't fall for the "numbers" game.

We all want our educational and social programming to be big hits. We want lots of people to come and we want the whole campus to attend at least one of our events. Who knows, they might! However, your efforts cannot be judged solely on "how many people showed up." Some of your programs, especially those dealing with serious educational sessions, like "Adult Children of Alcoholics" or "Preventing Date Rape" might only draw 20-30 people. But those 20-30 people will really want to be there, and those 20-30 people will be happy that you planned this event for them. So, as you are planning your programs you might want to keep three important things in mind. Go to where your audience is. Don't make them come to you. It is so much easier for people to attend a program "on their own turf." Program in residence halls, in Greek houses, in the off-campus student lounge. Maybe you want to take your programs to local hang-outs! Host events outside in high traffic areas. Here's a new idea. Have students host programs in their rooms! If 10 people come to a session, you can throw pillows on the floor, make some microwave popcorn and suddenly your

program is packed! Not only that, people can talk easier and will feel more comfortable in this environment.

Don't be afraid to plan social programs on Thursday, Friday and Saturday night. Granted, your NCAAW dance on Friday night may not be the hottest event happening all weekend, and maybe hundreds of people won't show up, but you've just done a great thing. You've provided a choice for those students who want to have a great time on the weekend, but didn't want to go to the bars or off-campus parties.

And finally, set reasonable expectations, and plan your space appropriately. Having 40 people at a dance can make for a great party! But remember that 40 people in a smaller room will be more fun than 40 people in a gymnasium. Set reasonable expectations. If they are exceeded, then great! You'll know to plan for a bigger turnout next year. Students don't mind cozy (even cramped!) settings, so make sure your space is appropriate for a modest turnout at any event.

3. Some people like to get information, but don't want to have to "talk to anybody" at this time.

Despite what we sometimes think, there are still many people who don't know enough information about how alcohol works, what addiction is, how to help someone they care about who may have a drinking problem, family issues, etc. Those people are curious about these issues, but perhaps are not ready to talk to a campus counselor or peer educator. In order to meet their needs, try to have places where people can pick up the information they need. Set up display tables in the student union or dining hall full of pamphlets and other educational resources that people can take. Set up a VCR at a high visibility location, turn it on, and let it run for an afternoon showing an informative tape on addiction or helping a friend. For those people who want to get really creative, hook up an answering machine to a campus extension and leave educational messages. Have a special "this week only" hotline that people can call to ask their questions about alcohol. Send e-mail messages to everyone on the campus network. Get creative!

Even though people might not want to talk with someone at this time, we still want to make sure they know there are places on campus they can go if they do want to talk with someone later. NCAAW is a great time to advertise services that are available all year! List the extension of the counseling center or peer education office on all the materials you hand out or post.

4. Sometimes educational “teasers” cause the best discussion. What’s an educational teaser? The good example of a teaser is what you see at the movies for previews. For example, one of this summer’s movies, *Austin Powers: Gold Member*, was promoted long before the release of the film. Each preview gave you a little more information, a little more to the story line that made you curious to know more about the film. Because the previews created curiosity to know what was behind the latest spy spoof in the series, this film became one of the most popular movies of the summer.

We can do the same thing with educational messages. Many campuses have used the “Green Bean Campaign.” If you are not aware of the program - it is very simple. A set of 4 posters is made, with the second one replacing the first, the third replacing the second, etc. The key, however, is the first poster. The entire poster is a giant green bean, and nothing else is on the poster except for the words Green Bean. Hang these posters all over campus (if you really want to have fun, have people carry cans of green beans as well) and let them stay up for three or four days. People lose their minds trying to figure out what all these green bean messages are doing on campus!

Everyone is talking about it and no one knows the answer (except you, of course). The next poster is a cartoon or photo of cans of green beans hooked together like a six-pack. The caption reads “How many green beans does it take to have a good time?” The third poster is a cartoon or photo of a person holding a can of green beans with a caption that reads “If you knew someone who couldn’t talk, couldn’t laugh, dance or have fun unless they ate a few green beans, would that concern you?” And the last poster simply reads, “If you could talk to a friend about a green bean problem, could you talk to them about an alcohol problem?” A list of campus phone numbers for a counseling center, etc. are then provided. Brainstorm some more of these educational teasers. The key is to raise awareness and get people talking - and that’s certainly what happens!

5. You don’t have to be the expert, and you don’t have to do all of these programs yourself. Use your resources! We talked in the previous section about co-programming and co-sponsoring with other campus organizations, and this is an excellent idea. Another variation on this theme is to find out who the resources are in your campus and community who can help with, or even present programs for you. You don’t have to be the expert on every single student health issue. How could you be? Still, this shouldn’t keep you from presenting programs or handing out information on these topics.

6. Use technology in your program efforts.

Electronic media is attention-getting and free. If your campus has an on-line newsletter, bulletin board or chat room, make use of them for NCAAW. If you can develop a screen saver for NCAAW, have it available for people to download and ask the computer lab to have it on all the monitors. If you are doing a presentation for a class about alcohol issues, visit some web sites and show people what information they can find by doing a little surfing.

PROGRAM IDEAS FOR NCAAW

Talk Show or Game Show Format

What about staging your own talk show? Get peer educators to play various outrageous roles and use a call-in line to explore issues like healthy practices, relationships and personal ethics. Remember! Use lots of sarcasm, confrontation and surprises. It helps if you have a really funny show host. This is a great activity to do in residence hall lounges, and you can do it for many small audiences throughout your NCAAW. Another format might be to use the “Who Wants to Be a Millionaire?” or “Hollywood Squares” game to relay alcohol abuse information and encourage participation in a fun way!

Up All-Nighter!

Many campuses are taking advantage of late night student hours and the availability of their athletic facilities to plan highly interactive programs. Take over your fitness center for mid-night volleyball tournaments, indoor mini-golf, Olympic type games, swimming contests, or a variety of recreational sports events! This is a great way to involve your physical education department or health education. In addition to the fun activities, you can set up a massage clinic, serve a healthy midnight breakfast, and teach some relaxation techniques. Get students to form teams from their campus organization or residence hall. Get a celebrity student team to compete against faculty!

Take Aim at Alcohol Abuse

Get your entire campus involved by sending out colorful 8.5 x 11 flyers with a statistic about alcohol abuse on one side and an entry blank and instructions on the opposite side. Instructions should direct people to memorize their fact, complete the entry form, make a paper airplane from their flyer, and meet at a certain location. If you have a multi-level building with a balcony, this would be your best spot, or anywhere that is highly visible. Create a colorful target area in the center of the room and ask contestants to recite the statistic they

received and fly their plane toward the target. Of course, there should be good prizes for those who get closest to the target. This is a great way to get everyone on campus involved and helps you get important educational messages out.

Parking Lot Campaigns

Select a well-traveled parking lot as a site to launch an awareness campaign! Create a “Top Ten Reasons to Be Aware!” list and distribute it on car windshields or antennae. You may even decide to wash the car windshields so that car owners “can clearly see the importance of NCAAW”. Get campus safety involved and do seat belt checks and pass out promotional items as prizes for those who are buckled up. Distribute your educational materials in the size, shape, and color of your campus parking tickets; people will read it. Include a 10% off coupon from your campus bookstore or snack bar on the ticket.

The Great Tailgate Tent Party

Combat the negative images of tailgating by sponsoring a fun non-alcoholic event during one of your major athletic games. This event is perfect to seek donations and sponsors. Get your members to whip up some great mocktails, serve hot chocolate or specialty coffees if it's cold. Ask for pizza or sub sponsors to provide food. Pass out freebie promotional items if budget allows and make sure you have educational information about impaired driving available. Invite the crash dummies to serve or to go through the stands to attract an audience at your event.

Passport Party

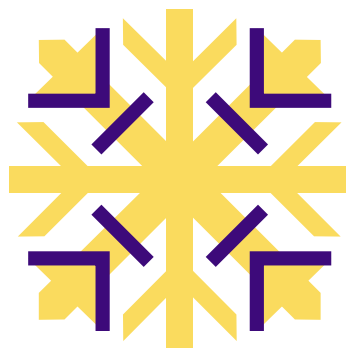
There are two ways of looking at this program. First, you might have various campus resource offices and organizations set up information and refreshments in each of their areas. Issue passports to students and guide maps that indicate where they must “travel” to collect information and goodies, and get their passports stamped. It's a great way to point out campus resources, and fun to have a progressive party. All stamped passports should be thrown into a bin for a grand prize drawing at the conclusion of the event. A second approach might be to develop a local community guide passport of fun local destinations and things to do – places to eat, recreation options, historic sights. Distribute the passport to students and have them get stamped at the locations in your community listed in the passport with a grand prize drawing at the end of the semester.

Singing Telegrams/Balloon Bouquets

Get some balloons imprinted with your NCAAW theme and take orders for balloon bouquets, or if your group is very creative, singing telegrams. This is a great way to fundraise as well as get your message across. Get your items like helium, balloons, and string donated. Design healthy messages to attach to the bouquets. Ask dining services to donate free drink coupons to attach. If singing is your bag, come up with several healthy message songs to popular tunes and send out the quartet to deliver. (Hint: Get the person buying the telegram to designate the time and place of delivery to save time in filling your requests.)

Homecoming Halftime

Get on the program and plan some wacky team competition for half-time at the homecoming game, or make a parade float. You have a captive audience and a highly visible event to get your group's name and message out there!



COORDINATE A DAY OF DIALOG AS AN OPENING EVENT FOR NCAAW

Purpose

The purpose of a *Day of Dialog* is to encourage students, faculty, staff, alumni and community members on individual college and university campuses to engage in a day-long (or a significant portion thereof) productive discussion of alcohol-related problems and possible solutions. It is a structured and facilitated discussion that is planned by and includes representatives of each of the key stakeholders, and serves as a basis for collaborative, campus-based action planning that contributes to cultural change.

Concept

The *Day of Dialog* is, at its heart, a simple concept. To engage in a *Day of Dialog* means simply to take the time to get the right group of people into the right set of circumstances to allow meaningful discussion about a topic of common concern. Because attitudes, traditions, policies, environments, circumstances, and people will vary from campus to campus, each 'Day of Dialogue' effort will be unique.

In this case, the "right group of people" is some combination of those who share a commitment to your particular campus and to the ideals of fraternity and sorority life—chapter members and leaders, national staff, national and local alumni volunteers, faculty and staff, and other.

The "right circumstances" are those that provide a clear goal, an appropriate meeting space, a meaningful agenda, a date and time that meets participants needs, and sufficient structure to allow the discussion to progress.

A "meaningful discussion" is one where all participants have access to critical information, where an atmosphere of trust and openness leads to honest sharing of ideas and concerns, where the purpose is to accomplish a common goal, and where one of the outcomes is a commitment to a next step or a plan.

The "topic of common concern" is the prevalence of high-risk drinking on college campuses. The topic can be refined to focus on particular populations like resident students, athletes, fraternity/sorority members, etc.

Rationale

Collaboration between the various parties is critical to the success of any campus-based change effort.

The experiences of campuses that have already had such discussions can be shared and used by institutions that have yet to take the step. The designation of a national *Day of Dialog* can serve to spur the initiation of discussions that might not otherwise begin.

Sponsor

The 2002 *Day of Dialog* Program is sponsored by NASPA Fraternity and Sorority Affairs Knowledge Community and the Inter-Association Task Force on Alcohol and Other Substance Abuse Issues. It is initiated in part through the support of M-J Insurance. The program concept originated from the Greek Summit, a group that brings together representatives of higher education and international organizations to effect the change needed to help students' behavior better reflect the founding principles of their organizations and the missions of their educational institutions. The idea for a national "Day of Dialogue" on the issues surrounding alcohol use within the Greek community emerged from the 1999 meeting of the Summit and was endorsed by the NASPA Fraternity/Sorority Network at its March, 2000 meeting.

To Participate

If your campus is interested in hosting a *Day of Dialog* during the 2002-2003 academic year, contact:

Tisa Mason
Day of Dialog Steering Committee Chair
Executive Director, Sigma Kappa Sorority and Foundation
317-872-3275 phone
tmason@sigmakappa.org

Be a Part of the Solution

Student Writing Contest on

How Students Can Play a Positive Role - Emphasizing Personal Responsibility

This year the IATF is pleased to announce the student writing contest as part of NCAAW and year-round prevention efforts. It is a perfect opportunity for you to engage the academic departments and classes that focus on journalism or creative writing. This contest can get students involved in the classroom by writing op-ed pieces examining the positive influence of students on choices around drinking alcohol. As the person or group responsible for planning NCAAW, you can play a vital role in distributing information about the contest on your campus.

Besides enlisting some faculty to support the contest, you might also want to host a campus-wide open entry contest for op-ed pieces following the same criteria listed below for the national contest. You could screen out your own winning entries and post them in your campus newspaper, or on your web site. Here is a basic overview of the national contest. More information can be found at www.iatf.org.

TOPIC: *What advice would you give to someone you care about on the ways college students can play a positive role – emphasizing personal responsibility and respect for the law – when it comes to their choices around drinking alcohol?*

AWARDS: The awards are made to individual students, not the college or university. Each prize will be awarded to the writers who best express their viewpoints on the topic. There will be 1 First Prize of \$2,000, and 2 Second Prizes of \$1,000 each.

Each submission should be created in op-ed format. An op-ed essay is an opinion or editorial type commentary on a specific topic. The American Heritage Dictionary defines “op-ed” as “a newspaper page, usually opposite the editorial page, that features articles expressing personal viewpoints.” An op-ed essay expresses more personal views that will promote dialogue, debate, and perhaps, solutions.

- All entries must be in the form of an op-ed essay. No research or term papers should be submitted.
- The op-ed may be developed from any point of view of the topic, a personal experience, an analysis, or an opinion.
- The student is encouraged to raise questions, single out issues, identify dilemmas, and offer suggestions.
- The op-ed must be the original, unpublished work of the student.
- The op-ed must be 500-700 words, not including footnotes.
- No name or identifying references may appear on the title page or in the manuscript, since the contest is to be judged anonymously (a numerical code will be put on your essay)

ELIGIBILITY:

- Full-time undergraduate student at the time of application.
- Registered during the fall semester of 2002 at an accredited four- or two-year college or university.

SUBMISSION OF MATERIALS:

- Submit three (3) copies of your op-ed (one copy paper-clipped and two stapled).
- Submit a completed Student Entry Form that can be obtained on the website www.iatf.org
- Include a letter on school stationery from the Registrar’s Office, verifying your eligibility.
- In order to be considered for the prizes, you must also verify that you have followed the statement of academic honesty that appears on the Student Entry Form.
- Only one op-ed per student per contest year may be submitted.
- Keep a copy of your op-ed since no materials will be returned.
- Entries must be postmarked on or before Friday, November 8, 2002, or delivered to us by 5:00 p.m. that day.
- Entries may not be faxed or e-mailed.
- Deadline: Friday, November 8, 2002. Winners will be notified in February 2003.

Please complete the submission checklist on the Student Entry Form that can be found on-line at www.iatf.org and send ALL materials together to:

Max V. Vest
Director of Student Activities
University of Richmond, Virginia 23173
mvest@richmond.edu
Phone (804) 289-8505

Rights of Publication: The Inter-Association Task Force reserves the right to publish the winning essays, in whole or in part.

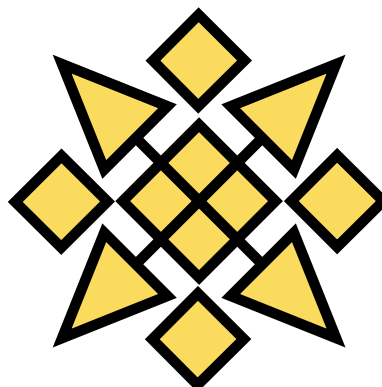
6

KNOW YOUR LOCAL RESOURCES

It helps to know “what’s already out there.” It’s not always necessary to start our programming schedule from scratch. Often we feel like we have to be the expert on every topic we want to include in our alcohol awareness week program. Of course, we cannot be experts on so many issues! You may want to make a chart like the one listed below to help you find what resources and speakers are already out there.

| <u>Issue</u> | <u>Poster/Pamphlet/Video</u> | <u>Speaker</u> |
|--------------------------------|------------------------------|----------------|
| High Risk Drinking | | |
| Personal Safety | | |
| Impaired Driving | | |
| Legal Liability | | |
| Addiction | | |
| Alcohol and the Athlete | | |

We have just listed a few, but you can probably come up with 40-50 issues that have to do with student health or student leadership. Find out what your health center has, what your counseling center has, etc., in terms of available posters, pamphlets and videos. Who on campus can speak on these topics? What about in the community? Are there other special observances going on during this time? If there is an October arts festival of some sort in your town or city, maybe you could sponsor a booth, for example. If you have Homecoming in October, is there some way to tie into that activity? Remember that NCAAW does not have to exist in a vacuum or stand completely independent from all other campus activities. It should be a part of your comprehensive prevention program.



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MARKETING YOUR NCAAW

Your marketing plan is your map to how, when and where you are going to let the campus and community know about your NCAAW programs. It's crucial to inform your potential audience about activities as far in advance as possible. You will want to bombard them with information concerning NCAAW, and you'll have to make your programs seem fun, interesting and more attractive than the myriad of other options available on a college campus on any given night of the week! Your marketing plan must be well thought out before you order that first poster.

1. Target your potential audience. Identify your target population and brainstorm what type of advertising might capture the attention of those students. Be aware that it is most effective to get the information out by using a mix of traditional and non-traditional advertising methods. Yes, do the flyers, but also chalk sidewalks and use costume characters to deliver your publicity! Have someone parachute into your football game! Consistent themes, colors and logos will help show the far-reaching impact of your week's events.

2. Identify all the media that you think would be valuable to make use of in getting the word out. Find out about deadlines and costs. For example, how much lead time does the campus or local newspaper need to run an ad or press release and how much does advertising space and printing cost? Create a calendar with your committee so you won't miss any deadlines and make sure your promotion activities are in line with your available budget. Make an appointment with the campus graphics and public relations department and integrate your committee's ideas with their expertise.

3. Determine a schedule and assign specific tasks. Make sure the deadlines and tasks that you have assigned are reasonable and reachable. Use a backward planning method of setting up your promotional campaign. In other words, starting with opening date of your week, work your way backwards on the calendar. Be sure if you are ordering educational or promotional materials to distribute that you do so in plenty of time. Then record on your calendar the expected arrival date. By doing this, even if the atmosphere gets very hectic, the details won't be forgotten. Assign one individual to monitor the calendar on a daily basis.

4. Make sure your sponsors are well publicized in your materials. Be generous in sharing credit for the week's activities. You might even get an inexpensive banner that features your NCAAW theme and lists the sponsors of your activities. Then, have this banner at all of your events.

5. Stay on schedule. Assign one individual to oversee each step and make certain everyone follows through with assigned responsibilities.

6. Keep careful records of all publicity ordered. Be meticulous in approving any artwork before it is printed.

ATTRACTING AN AUDIENCE TO YOUR EVENTS

Sure, it's great to put up flyers and the occasional banner advertising an event, but it takes a little better strategy to really get the people to come to your event!

1. Send personal invitations to people using campus mail or e-mail. Target important groups and individuals who you want to attend. If you have time, you should follow up with a phone call. Maybe ask these VIPs to perform some task at the event, like introducing speakers or events, or helping out at an information table.

2. Make personal presentations at group meetings and ask for support. This works great at fraternities and sororities, RA staff meetings, student government meetings, and so forth. This also gives people a chance to ask questions. Make sure the people making these meeting announcements are dynamic and well-spoken. It also helps to bring giveaways to these meetings, like highlighters, magnets, and so forth.

3. Ask the local pizza or sub delivery shop to act as a sponsor. Place your event advertising with some healthy messages on it taped to each delivery box that goes out during NCAAW.

4. Ask professors to give extra credit to students who attend events. Two extra points on a midterm could certainly bring some hungry students out to hear a speaker!

5. Give incentives and rewards to those committee members who can bring five friends to any event! Do the same for RA's, fraternity pledge educators, and so on.

6. Involve residence life. See if RA's can get programming credits for bringing their floor members to one of your events.

7. Use table tents in campus dining areas to advertise your events. Be sure to get the proper approval first, however!

Additionally, NCAAW presents a great opportunity for exposure in the community. Again, this will vary based upon your type of campus and sponsorship policies; however, many campuses include representatives from among the following sources:

1. Police
2. Local Health Agencies
3. Treatment Centers/Private Hospitals
4. Beverage Distributors (soft drink, beer, bottled water, etc.)
5. MADD
6. SADD
7. Restaurants & Bars
8. Health Clubs
9. Other Campus Area Businesses
10. Highway Safety Office

8. Always have a specific campus group as the headline sponsor of a particular event. That always helps to boost attendance. Make sure their membership has a lot to do at the event as well!

9. Get permission to go into classrooms to make short presentations and write a little promotional statement on the corner of the chalkboards. Some professors might give you a little of their valuable class time as a way to support NCAAW if you have a meaningful short activity prepared for the class. If that's not an option, write messages about events in the corner of the chalkboards. Students will read these while they are waiting for classes to begin. It helps if you put a little note that says, "Please don't erase this until (date)."

10. Invite a radio station to do a live remote from one of your events. It helps if they are giving away CD's or other freebies. As the event goes on, people will hear about it on the radio and will come out to take part.

WORKING WITH THE NEWS MEDIA

There are advantages to building close relationships with members of both the campus and community press. A personal rapport with those individuals can only help the success of your activities. The most important thing to remember is plan ahead and get on the media schedule early in the year to get the best support and resource advice.

Make sure that your press releases are written to conform to standard journalistic practices. Standard news media practice implies the use of the inverted pyramid story style. The summary lead, which should include (who, what, when, where and/or how), is at the beginning of the story. The first few paragraphs should answer as many of these questions as are relevant. This does not mean you should jam all of the facts into one long, involved sentence or paragraph. Publicity people, like other news writers, should strive for short, clear, one-idea sentences. As a general guideline, if your opening paragraph is longer than three typewritten lines, you might want to give it a second look. Can you be more concise? The main purpose is to grab the readers' attention and give them the vital information.

Keep your release short enough to fit on one page, double check your copy and make sure each person mentioned is adequately and accurately identified and that all names are spelled correctly. It is usually helpful if you enclose a cover letter with any additional information that would be helpful.

In your cover letter, be sure to invite the media to your various events, and give a good contact name and number in case a reporter needs to get information in a hurry. You might also ask your campus president to call a press conference where your committee and he/she announce campus goals for alcohol and substance abuse efforts for the academic year. The better able you are to portray your events as "news," the more likely you are to get attention. By and large, the journalists to whom we have spoken about NCAAW are interested in the program and what it is trying to accomplish. But consistently, they want to know what is being done on a local basis, at schools in their area, to observe the week. That "in-my-backyard" focus places you, the local NCAAW committee, in the best position to generate media attention for your program - to ultimately inform the broader community about the positive, substantive steps our campus is taking to address the challenges of alcohol abuse prevention.

PUBLIC SERVICE ANNOUNCEMENTS

The PSA's in this guide are general awareness messages. You can follow this format for your own PSA's to a radio station. An advance phone call to your local radio station inquiring to whom the PSA should be sent is also a good idea.

30 Seconds

(SCHOOL) will recognize National Collegiate Alcohol Awareness Week, October 20th through the 26th, and they are looking for support from the ANY TOWN community! An exciting week's worth of activities has been planned, culminating with a Health and Wellness Fair, Sunday afternoon, October 20th, on the Campus Commons. And you're invited! If you would like more information on this or any other (SCHOOL) event, call the Student Activities Office at 555-1234. This public service message brought to you by (station name).

20 Seconds

National Collegiate Alcohol Awareness Week is upon us, and (SCHOOL) wants you to join them in making our community safer and healthier. This Sunday, October 20th, join (station name) at the (SCHOOL) Health and Wellness Fair, all afternoon on the college commons. For more information, call 555-1234.

10 Seconds

You are invited to take part in (SCHOOL)'s Health and Wellness Fair... Sunday, October 20th on the college commons. For more information, call 555-1234.

SAMPLE PRESS RELEASE

FOR IMMEDIATE RELEASE

For more information,
contact (Name), (Number)

CORRECTING COLLEGIATE DRINKING NORMS

(CITY),(STATE), October 1, 2002 - This month, at (SCHOOL), students will join with their peers on more than 3,000 other campuses across the country to celebrate National Collegiate Alcohol Awareness Week (NCAAW), October 20-26 - promoting personal responsibility and respect for the law when it comes to the consumption of alcohol beverages.

NCAAW has grown to become the largest single event in all of academia because students take the ownership in designing and implementing this observance for their campus communities. This week gives campuses the opportunity to showcase healthy lifestyles free from the abuse or illegal use of alcohol and to combat negative stereotypes of college drinking behavior.

"We need to do a better job of showing college students - particularly new students - that their peers are not all abusing alcohol and making bad decisions," said (NAME), (TITLE), at (SCHOOL). "Students want to fit in and follow campus norms. If we incorrectly lead them to believe that everyone is getting drunk on a regular basis, then that's what they will do. We have a responsibility to tell students that making healthy choices is the true norm. Then, we can begin changing public perception."

(NAME) said that among the signs of progress realized at (SCHOOL) are:

(Insert bullet-pointed list, customized to your campus, as available.)

During NCAAW at (SCHOOL), students will have the opportunity to participate in several events, designed to reinforce responsible attitudes toward drinking and respect for current state laws and school policies. Those activities include:

(Insert bullet-pointed list of NCAAW activities, customized to your campus.)

Nationally, NCAAW is in its second decade; it started with 25 schools in 1983. The program helps college administrators and students launch and/or strengthen year-round prevention efforts.

"What has set this program apart and contributed to its growth is its approach," said Dr. Edward Hammond, NCAAW's chairman and president of Fort Hays State University in Kansas. "Ultimately, this isn't about alcohol, but attitudes. We don't preach, we educate, and we empower students to take responsibility for their own decisions and environment."

SAMPLE EDITORIAL LETTER FROM A CAMPUS NEIGHBOR

October 1, 2002

Dear Editor:

This month, students at (SCHOOL) will join hundreds of thousands of others across North America in observance of National Collegiate Alcohol Awareness Week (October 20-26). It's a time for all of us to commend these students for the progress they are making, promoting responsible decision-making the best way possible - peer to peer.

As a concerned citizen of the campus community, I often am confronted with the negative aspects of living in a heavily student-populated area. However, efforts like these constantly encourage me. It's great to know that the majority of students at (SCHOOL) genuinely care about helping their friends and making safe and healthy decisions.

I want to encourage all of my neighbors to join me in supporting the activities surrounding National Collegiate Alcohol Awareness Week through our active participation in the many events they have scheduled. People can call 555-1234 for more information on the week's activities.

Sincerely,

ENHANCING YOUR MEDIA PACKAGE

When you distribute your press releases, in addition to including a copy of the Five Recommendations, you can enhance your package with:

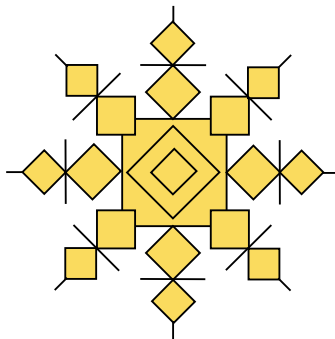
1. Black-and-white photos or color slides of activities from previous NCAAW events on your campus.
2. Video of the same (for television media).
3. A one-page fact sheet summarizing the NCAAW events/programs you will implement this year.
4. Follow-up calls to campus and city desk reporters.

Don't assume that editors will pay attention to your press release. They can receive hundreds of these a week, depending on the size of the paper. A follow-up call helps you make sure that your information stands out from the crowd.

The follow-up call also gives you a chance to:

- Invite representatives from media organizations to attend some of your events, to see first-hand the efforts you are undertaking.
- Ask if there's anything else you can do to make the story more relevant and compelling for readers, viewers and listeners.

Remember: The news media have needs and goals, just as we do. Meet their needs and goals - work with them to create a compelling story - and they will work with you.



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FUNDING YOUR NCAAW

Raising funds for your alcohol awareness week isn't the insurmountable task that it may first appear. It just takes planning, organization and follow-through. Preventing alcohol and drug abuse is a top priority, as well as a favorite cause on campuses. Your role is to tap into this concern and come up with a well thought out plan and budget, to identify potential funding sources both on your campus and in your community, to provide leadership, to build a coalition of individuals and organizations to help achieve the targeted goals, and to orchestrate the follow through.

PLANNING AND BUDGETING

Generally, it is more effective and easier to raise funds for a concrete idea, rather than an abstract one. Remember, if you have clearly identified what you want to accomplish, how you intend to do it and what it will cost, potential donors and sponsors will be more receptive. Plan your week as a series of small, varied activities revolving around a central theme. By doing this, even if you are unable to fund your total program you will still be able to have activities going on throughout the week.

For example, when you are looking for funding for a women's issues program during your NCAAW, you should work with your NCAAW committee member from that department, then seek funding from them to offset the costs of your speaker. This would be better than asking the Women's Studies Department to make a general contribution.

When you are preparing your budget, make sure that you can identify all of the costs by category, since some funding sources that you may wish to tap into may be limited in the type of things they can or will fund. A print shop near campus, for example, probably won't give you a cash donation, but they might give you a huge discount on the printing of your publicity materials. This can save you a lot of money!

Other sources may be willing to contribute "in-kind" goods and services where budgets will not permit a monetary contribution. For example, if you have a business school, your public relations department might not have any funds to contribute, but they might enlist their students to design publicity for your NCAAW campaign as an independent study project.

POTENTIAL FUNDING SOURCES

When you are compiling your potential funding list, it is helpful to divide it into two categories: on-campus and off-campus sources. Be sure that you do not underestimate the potential sources of campus funds for alcohol and drug education activities. Remember, virtually every campus has targeted alcohol and drug abuse prevention as a "must do" ac-

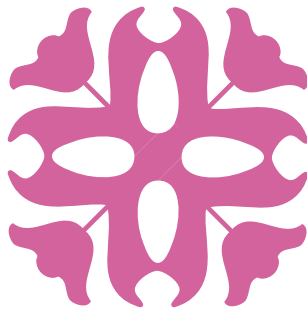
tivity and so are eager to get involved, even those offices who traditionally seem to be less willing to open their purses. Your strategy should be simple: ask everyone!

A practical way to begin your search for campus funding is to spend some time going through the campus organization section of your campus directory. Don't be shy in asking for any type of support that an organization is able to provide. Just because some groups have budgets that will not allow them to contribute money, doesn't mean that they can't or don't want to provide support for your programs. For example, your campus newspaper might discount advertising or provide free ads when you have spent a specified dollar amount for advertising. Some campus offices may be willing to provide volunteers to help with activities or in distribution of materials. Assistance comes in a myriad of ways. Don't be afraid to ask for help and ideas from anyone and everyone in each campus office you approach.

COMMUNITY AND BUSINESS RESOURCES

Identifying off-campus resources and building coalitions with them is next. NCAAW can be the beginning of the creation of a more comprehensive support system for your continuing year-round programs. The first step in this effort is to look for your natural allies in alcohol abuse prevention such as: health care providers, alcohol beverage vendors (liquor stores, taverns, beer distributors, drug and grocery stores), automobile dealerships, local civic organizations, and the local media. State Highway Safety Departments, Departments of Health, local law enforcement departments and local education districts are excellent sources of support, money and sponsorships. Businesses in the campus area which depend largely on students are also usually willing partners in your activities. Campus eateries are good places to approach for support such as free meals or gift certificates to give away at events. Be sure to check your school's policies concerning commercial sponsorships.

Before paying for anything, be sure to check to see if the vendor will discount or donate it as an "in-kind" contribution. Many schools have been very successful in getting food and non-alcoholic beverages donated or substantially discounted for promotional consideration. Sometimes a local business will donate one of his/her regularly scheduled newspaper advertisements to you to advertise your NCAAW efforts. If you can't get something donated, try to get another sponsor to buy it for you. Again here is where your well thought out plan comes into play. When you approach each potential sponsor you will know how the piece you are requesting will fit in with the grand scheme.



FUNDRAISING EVENTS

If you decide to run a special fundraising event to raise money for your NCAAW activities, try to build in an educational component. There's no sense in missing a golden opportunity to educate at the same time you are raising money. A car wash becomes educational when you distribute anti-impaired driving liter bags or bumper stickers to people who have their cars washed. A plant or poster sale becomes educational, when you give away a free alcohol poisoning poster with each purchase. A Christmas tree sale becomes educational when you provide a length of red ribbon to "tie one on for the holidays" as a reminder against drunk driving.

Other special events can become educational when they are made a part of NCAAW or local "drunk driving awareness days." A 10k Run becomes educational when the distance or number of steps is related to alcohol statistics, or is held the morning after a "big" weekend. Get your local grocery store and bakeries to donate cakes free of charge and sell chances on tickets to win a cake...after all, everyone needs a birthday or anniversary cake at some point. Whatever you do, make sure you follow your campus and community policies for fundraising so you stay within the limits of the law. The possibilities are many!

GRANT FUNDING RESOURCES

There are dozens of federal, state and local drug abuse prevention grants that can help to fund NCAAW activities and year-round prevention efforts. The trick, obviously, is finding them and getting them. Check with your state's drug prevention coordinating agency, which should serve as your primary information source on federal and state grants. You should also check with your state department of highway safety, which often has funds earmarked for youth prevention programming.

Remember also that alcohol and drug abuse prevention continues to be a hot topic and many national and local foundations as well as corporations are funding education and prevention programs. Your institution's grants office can help you in this area. Don't forget to contact any corporations whose headquarters are located in your community. These businesses are often good sources of funding. Contact with them offers an excellent opportunity to begin building an on-going coalition between your respective organizations.

NCAAW is traditionally held the third full week of October. For next year, mark your calendars for October 19-25, 2003.

Some sources of campus funding or "in-kind" donations could be:

President's, vice president's, chancellor's or dean's contingency funds
 Student Government
 Community Relations Office
 Alumni Foundation
 Programming Board
 Athletic Department
 Athletic Boosters (Alumni Club)
 Parents Council
 Residence Life
 Residence Hall Associations
 Interfraternity, Panhellenic and Pan-Hellenic councils
 Individual Fraternities and Sororities
 Professional Fraternities and Sororities
 Graduate Student Organizations
 Religious Student Organizations
 Black Student Organizations
 Minority or Multi-Cultural Affairs Offices
 Disabled Student Services
 Counseling Services
 Student Union Discretionary Funds
 Campus Dining Services

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YEAR-ROUND PROGRAMMING

Because prevention isn't just NCAAW...

One of the most important suggestions we want to give you is that prevention programming, and alcohol abuse prevention specifically, should not be limited to only one week. It takes a multi-level concerted campus commitment to these issues to truly make a difference. You spend so much time, energy and money on NCAAW, why not take that momentum and build a year full of activities and educational programming?

National Collegiate Health and Wellness Week

NCHWW is always held the first Sunday in March through the following Saturday. In 2003, that will be March 2-8. This is a great week to sponsor programs that emphasize topics such as nutrition, exercise, mental health, sexual health, and others.

World AIDS Day

World AIDS Day is always observed on December 1. Perhaps you could sponsor a speaker, or a workshop on "how to help a friend who is HIV-positive." How about a candlelight remembrance program; passing out red ribbons; a display of the AIDS Memorial Quilt? Maybe you could have "A Day Without Art" where you memorialize the impact of the AIDS crisis on the world of art and entertainment by covering up anything on your campus that is artistic. Many campuses choose to observe AIDS awareness weeks or month during February to coincide with Valentine's Day and the obvious event tie-ins available that month.

Women's History Month

March is Women's History Month. Perhaps you could hold a women's health fair. Work with a campus sorority to promote breast self-exams to prevent breast cancer. Maybe you could do a program on preventing sexual assault. The possibilities are limitless, and the Women's Center on your campus would probably love to co-sponsor activities with you. Note that Men's Health Week is in June and you could provide a week of events focusing on men's health issues.

Great American Smokeout, Sexual Responsibility Week, Safe Spring Break

The BACCHUS and GAMMA Peer Education Network sponsors these three additional campaigns in November, February, and March. You can build a whole week of activities around the themes, doing programs on topics such as impaired driving prevention, smoking cessation, safer sex, alcohol poisoning, safe travel skills, sun/skin care, and others. For more information on campaigns, see www.bacchusgamma.org or call 303-871-0901.

Finals Stress Busters!

Everyone gets nuts around finals time. So, what can you do to help students manage the stress? Maybe you could pitch a tent in the middle of campus with "stress buster" activities. How about a midnight breakfast where students can get some free nourishment and relieve some stress? Maybe you could put together care packages with healthy food samples from local stores. Maybe host a free massage hour in the union.

Safe Senior Week/Graduation

Why not get out there and talk to those seniors? Remind them to party smart during the celebration. You may want to provide some fun events during their week or pass out promotional items or serve mocktails at an event. Focus on issues such as impaired driving prevention, peer pressure, alcohol poisoning, and more!

Don't Cancel That Class!

Offer to fill in for professors who need to be away from class. Present an interactive health education program to the class. Word will spread fast to other faculty and soon you will have a new avenue for your health messages. Send faculty a list of programs that you can do that apply to their disciplines of study.

10

NEWS FROM THE FIELD

Encouraging Practices and Reports

To better prepare the individuals on your campus responsible for year-round prevention efforts, we thought it would be important to highlight just a few of the recent findings and creative strategies that have surfaced in the prevention area. These are but a few of the guideposts that can help us frame our goals to reach students in a meaningful way on alcohol abuse issues, and develop a comprehensive prevention program on our campuses.

**The Social Norms Approach:
An Effective Method to Increase Protection
and Reduce Risk**

(Michael P. Haines, Director; Rich Rice, Coordinator of Information and Education)

The National Social Norms Resource Center is an independent center that supports, promotes and provides technical assistance in the application of the social norms approach to a broad range of health, safety and social justice issues, including alcohol-related risk-reduction and the prevention of tobacco abuse.

www.socialnorm.org

At most colleges and universities across the country the fall semester has begun. Nowadays, one sure sign that college students have returned to campus is that print, television, and radio media are filled with stories about the problems they will face, especially with alcohol. Last year at this time, one widely reported survey claimed to show that “a large majority of parents are worried about how high-risk drinking will affect their children” who are college bound. Shortly thereafter, much press attention was given to the latest report from the College Alcohol Survey, whose findings were very similar to those in its first report issued nearly eight years ago. The headlines, familiar by now, were largely unchanged from those that appeared in 1994 when the Wall Street Journal titled its coverage of this story: “Binge Drinking at Nation’s Colleges is Widespread, Harvard Study Finds.”

One thing that *has* changed, however, is a growing awareness that this kind of coverage unfortunately masks the fact that most students drink moderately, if at all. Once the best kept secret on college campuses, this norm of moderation has begun to play an increasingly important role in the ongoing public dialogue about the place of alcohol in college life. Even a recent NIAAA press release, acknowledged that heavy drinkers are a minority and that “alcohol abuse does not run rampant among all college and university stu-

dents.”¹ How has this once neglected fact come to be perhaps the greatest open secret of college life? The answer is Social Norms.

In the recent past, the predominant approach in the field of health promotion has sought to motivate behavior change by focusing on risk. Sometimes called “the scare tactic approach” or “health terrorism,” this method essentially hopes to frighten individuals into change by insisting on the negative consequences of certain behaviors. Think of the image of a crumpled automobile, flashing red lights, and the tag line “*Speed kills!*” and you will have a sense of the tenor of this sort of public health campaign. Unfortunately, the public tends to disregard this kind of message. Why? Just ask any of the vast majority of motorists exceeding 55 mph on the highway and they will tell you: because it exaggerates both the risk and the prevalence of harm.

“Traditional strategies,” the sociologist Wes Perkins has pointed out, “have not changed behavior one percent.”² In 1986, he and Alan Berkowitz published the findings from their research revealing that most students on their campus overestimated their peers’ support of permissive drinking practices and that this overestimation correlated with drinking behavior.³ Correcting this misperceived social norm, they suggested, might reduce heavy drinking and related harm. Over the next decade a number of practitioners began to investigate the implications of this work, and the results of their efforts spearheaded the approach to health promotion now widely known as *social norms*.

By now, a number of colleges and universities using this approach have seen dramatic reductions in heavy episodic alcohol consumption and related harm. The University of Arizona—a large, public institution—reported a 28% reduction over four years, whereas Hobart and William Smith Colleges—a small, private institution in the northeast—achieved a 40% reduction after the same length of time. These are just two examples. Of course, the social norms approach can be used to address other than alcohol-related issues. Only recently, the University of Wisconsin-Oshkosh reported a 29% reduction in smoking rates after the implementation of a campaign, and there are similar projects currently underway at Virginia Commonwealth University and at five schools in a demonstration project directed by BACCHUS & GAMMA and the Centers for Disease Control, to name but a few. Some of the other areas in which the social norms approach is now being applied include academic performance and sexual assault prevention.

One of the major themes of the recent national conference on the social norms model was the need for practi-

tioners to constantly bear in mind that this is a data-driven, integrated process. This means that both the quantitative and qualitative data that is gathered informs how a campaign evolves from stage to stage, and that the stages are dependent upon one another. Furthermore, evidence has begun to accumulate that the most effective social norm campaigns share the following characteristics:

- √ There is a clear, positive norm underlying the campaign. Nevertheless, successful campaigns often provide a variety of messages that give a fuller picture of the actual norms.
- √ Competing, scare tactic messages are absent.
- √ Message dosage is high, ongoing and intense, and both message recall and acceptance by the target audience are frequently evaluated.
- √ Synergistic strategies are used so that normative messages are delivered in various contexts.
- √ Normative messages are delivered to the general population, not just targeted sub-groups. This counters both the personal and the contextual misperception effects.

¹ See <http://www.niaaa.nih.gov/press/2002/college.htm>

² See http://www.yalealumnimagazine.com/issues/01_05/alcohol.html

³ H. Wesley Perkins and Alan Berkowitz. (1986). "Perceiving the community norms of alcohol use among students: Some research implications for campus alcohol education programming." *International Journal of the Addictions*, 21, 961-976.

National Institute on Alcohol Abuse and Alcoholism

www.niaaa.nih.gov

A Call to Action: Changing the Culture of Drinking at U.S. Colleges

www.collegedrinkingprevention.gov

One of the most highly visible reports that came out during the past year was the NIAAA report which documented the toll that alcohol and drug abuse takes on our institutions of higher education. The NIAAA report makes it very clear that a comprehensive prevention effort is needed more than ever before.

The following information contains **highlights** from the report. The report was developed by the National Institutes of Health National Advisory Council on Alcohol Abuse and Alcoholism Task Force on College Drinking. The Task Force was composed of college presidents, alcohol researchers, and students. It conducted an extensive analysis of the research literature in order to provide the most up-to-date and credible science-based information on college drinking, including:

- *The scope of the college drinking problem
- *The effectiveness of intervention programs currently used by schools and communities

*Recommendations for college presidents and researchers on how to improve these interventions and prevention efforts

A Snapshot of Annual High-Risk College Drinking Consequences

The Task Force integrated several national databases and compiled a list of statistics that present a **new** and **more complete** picture of college drinking consequences. The first step in addressing this problem is to recognize it for what it is—a public health issue for the Nation, which particularly impacts young adults.

Death: Over 1,400 students ages 18 to 24 die from alcohol-related unintentional injuries including motor vehicle crashes.

Injury: 500,000 students ages 18 to 24 are unintentionally injured under the influence of alcohol.

Assault: More than 600,000 students ages 18 to 24 are assaulted by another student who has been drinking.

Sexual Abuse: More than 70,000 students ages 18 to 24 are victims of a sexual assault or date rape in which alcohol is involved.

Unsafe Sex: 400,000 students ages 18 to 24 have unprotected sex and more than 100,000 report having been too intoxicated to know if they consented to having sex.

Academic Problems: About 25 percent of college students report academic consequences of their drinking including missing class, falling behind, doing poorly on exams and papers, and receiving lower grades overall. More than 1 million or slightly more than 25 percent of college students report academic problems linked to alcohol use.

Health Problems and Suicide Attempts: More than 150,000 students develop an alcohol-related health problem and between 1.2 and 1.5 percent of students indicate that they tried to commit suicide within the past year due to drinking or drug use.

Drunk Driving: 2.1 million students between the ages of 18 and 24 drove under the influence of alcohol last year.

Vandalism: About 11 percent of college students report that they have damaged property while under the influence of alcohol.

Property Damage: More than 25 percent of administrators from schools with relatively low drinking levels and over 50 percent from schools with high drinking levels say their campuses have a "moderate" to "major" problem with alcohol-related property damage.

Police Involvement: About 5 percent of 4-year college students are involved with the police or campus security as a result of their drinking and an estimated 110,000 students between the ages of 18 and 24 are arrested for an alcohol-related violation such as public drunkenness or driving under the influence.

Alcohol Abuse and Dependence: 31 percent of college students met criteria for a diagnosis of alcohol abuse and 6 percent for a diagnosis of alcohol dependence in the past 12 months, according to questionnaire-based self-reports about their drinking.

Additional Information

A Call to Action: Changing the Culture of Drinking at U.S. Colleges, contains information that can help you better respond to high-risk drinking at your school. Highlights include:

Living Arrangements

The proportion of college students who drink varies depending on where they live. Drinking rates are highest in fraternities and sororities, followed by on-campus housing (e.g., dormitories, residence halls). Students who live independently off-site (e.g., in apartments) drink less, while commuting students who live with their families drink the least.

College Characteristics

A number of environmental influences working in concert with other factors may affect students' alcohol consumption. Schools where excessive alcohol use is more likely to occur include:

- * Schools where Greek systems dominate (i.e., fraternities, sororities)
- * Schools where athletic teams are prominent
- * Schools located in the Northeast

First-Year Students

The first 6 weeks of enrollment are critical to first-year student success. Because many students initiate heavy drinking during these early days of college, the potential exists for excessive alcohol consumption to interfere with successful adaptation to campus life. The transition to college is often so difficult to negotiate that about one-third of first-year students fail to enroll for their second year.

Established Drinking Patterns

Although some drinking problems begin during the college years, many students entering college bring established drinking practices with them. Thirty percent of 12th-graders, for example, report binge drinking in high school, slightly more report having "been drunk," and almost three-quarters report drinking in the past year. Colleges and universities "inherit" a substantial number of drinking problems that developed earlier in adolescence.

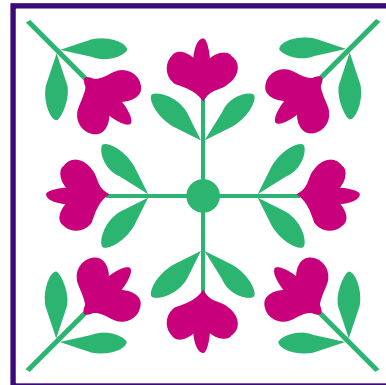
Secondhand Consequences of Drinking

Students who do not drink or do not abuse alcohol experience secondhand consequences from others' excessive use. In addition to physical and sexual assault and damaged property, these consequences include unwanted sexual advances and disrupted sleep and study. The problems produced by

high-risk drinking are neither victimless nor cost-free. All students—whether they misuse alcohol or not—and their parents, faculty, and members of the surrounding community experience the negative consequences of the drinking culture on U.S. campuses.

Other Factors Affecting Drinking

- Biological and genetic predisposition to use
- Belief system and personality
- Expectations about the effects of alcohol
- Availability of alcohol in the area surrounding a campus



Promising Practices: Programs of Excellence for America's College and Universities

(a project authored by David Anderson, Ph.D. and Gail G. Milgram, Ed.D. and funded by the Century Council).

This Source Book highlights some of the "Promising Practices" taking place in higher education that address alcohol abuse prevention and other health and wellness issues.

www.promprac.gmu.edu

Ten Recommendations

These recommendations will not seem unfamiliar. Some are quite global; others are specific. There was no attempt to establish an order of importance or priority; after all, every local situation may differ in immediate needs and historical progress.

1) Integrate alcohol abuse prevention efforts into the fabric of the institution. Alcohol abuse prevention will be best served when it is an integral part of the institution. Since academics are the core of institutions of higher education, it is critical that alcohol abuse prevention efforts be melded into the existing curriculum of each university and college. This is a particularly important concept for those campuses where many or all of the population are commuter students. Integrating alcohol abuse prevention into academic courses ensures that the messages reach their target populations. Beyond academics, incorporation of alcohol abuse prevention into the overall mission of the institution also suggests that financial grounding for these efforts should be institutionalized. Such programs should be incorporated in the regular, ongoing budget of the institution. This step is important, as current alcohol abuse prevention initiatives typically operate with limited funds, resources, and personnel.

2) Ensure that efforts are clearly defined and well grounded. The professional literature on college-based alcohol abuse prevention is still evolving; however, it is important that those charged with campus alcohol abuse prevention initiatives clarify their assumptions and define the theories that underlie their prevention efforts. Individuals in the prevention area need to work with others on their campus to decide what they believe is important for the students in their unique setting at a specific point in time. Needs assessment and clear articulation of goals are critical to an appropriate campus initiative. The design, implementation, and evaluation of the program are enhanced when the outcomes are clearly defined.

3) Create a comprehensive and long-term perspective. Although the incentive to address specific alcohol abuse consequences promptly is strong, it is the belief of this review committee that the ultimate solution to campus alcohol abuse problems lies in a long-term comprehensive approach. This view was supported by members of the Advisory Panel, as well as from the professional literature from other disciplines. Certainly, short-term initiatives may be immediately helpful; however they typically do not address the underlying issues and thus, the problems will more than likely reoccur. Changing the culture on campus and modifying campus norms and behaviors takes time. To expect change quickly is simply not realistic; patience and sustained effort will generate results ultimately.

4) Design campus initiatives to be multi-targeted and broad-based. Campuses typically have a diverse student population; therefore, it is important to target approaches specifically to various groups. For example, messages for athletes may clearly diverge from messages for fraternity and sorority members; and some approaches for first-year students may be much different from those used with graduating seniors. There are numerous potential target groups based on a variety of issues, e.g. gender, sexual orientation, age, year in college, fraternity/sorority affiliation, place of residence, family background, and patterns of alcohol use.

5) Allocate appropriate resources and staff commensurate with the task. In order to implement a comprehensive and long-term approach to solving campus alcohol abuse problems, it is necessary to have appropriate staffing and resources and adequate training for these employees. As initiatives were reviewed in the creation of this sourcebook, it was often found that a half-time professional was handling the alcohol abuse prevention activities for a campus of 20,000 students. Similarly, it was discovered professionals and offices did not have the time to share the work that they were doing because of all their other responsibilities. Extending the implications of cost-benefit and cost-offset studies of prevention to campuses, it is likely that investments will be recovered in dollars as well as student health. But that investment should be made on a continuous basis, with or without external help.

6) Build program connections on and off the campus. Although the prior recommendation cites the need for resources, this is not to suggest that one individual or a single office should be charged with "doing it all alone." In fact, in order to fully integrate the substance abuse initiatives into the institutional fabric, it is vital that those charged with the responsibility of implementing alcohol abuse prevention efforts build connections with individuals and organizations on the campus. Infusion of alcohol abuse prevention concepts into the classroom setting, collaboration with the institutional research office, linkage with student organizations, support of resident hall personnel and other outreach illustrate the importance of having a variety of individuals and offices share responsibility. However, this type of local ownership requires consistency and a long-term perspective. Similarly, it is very helpful to build connections off campus with local services, enforcement personnel, or those who serve or provide alcohol. Progressive campuses view this issue as a shared concern of both the internal and external

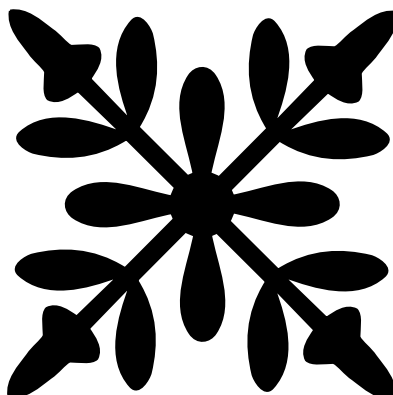
community.

7) Collaborate with other professionals. Just as this Sourcebook serves as a testimony to the willingness of individuals to share their work with others, campus personnel are best served when they collaborate with one another by sharing their insights, frustrations, concerns, and successes. This may be accomplished through a local consortium, a statewide initiative, or a national forum. This collaboration may be at a fixed time, as at a conference, or over time through electronic or print communication. Collaboration and dissemination help professionals realize that they are not alone; since others are addressing similar issues, each benefits from shared insight and expertise. In this way campus personnel will be more sustained by the support of others, rather than experience a sense of isolation. Collaboration is not limited to other professionals with an alcohol abuse prevention specialty. It is often helpful to extend collaboration to professionals in various academic disciplines as well as with community, regional, and state leaders.

8) Conduct and use ongoing evaluation. The importance of evaluation could fill an entire subset of recommendations. If campus approaches are to be thoughtful, they must be needs-based and vary according to different groups and audiences on the campus. Thus, a needs assessment process should be a primary foundation of the campus efforts. It is important that the evaluation design be part of early discussions on campus strategies so that monitoring can occur. Ongoing feedback and review are helpful to campus personnel to determine whether their approaches are accomplishing what was intended. It is particularly important to maintain this type of monitoring so that the expenditure of limited resources is properly directed. It is also important not to rely on single evaluation approaches. Although it does take a significant amount of effort, campus evaluation should be theory-driven and build upon derived hypotheses and desired outcomes for the campus. Global protocols and measures, while helpful from the perspective of providing comparison with other institutions from specific regions of the country, may not fully address the desired outcomes for a particular campus at a specific point in time. In addition, evaluation should not be only at the global level for the campus (such as an annual survey), but should also be able to measure individual initiatives, such as an assessment of the effectiveness of peer educator classroom interventions, a follow-up on the helpfulness of strategies used with students involved in judicial sanctioning, and reactions to media approaches. Ongoing quantitative and qualitative evaluation approaches with a longitudinal perspective will be very helpful to the alcohol abuse prevention effort. Also, the shared results would enhance the sparse professional literature in the field.

9) Clearly define the message and market the initiative. Campus programs are beginning to emphasize strategies that address overall environment on campus, with emphasis on the clear communication of specific messages. Not only are desired student behaviors specified, but misperceptions are also addressed. A clear focus helps to shape the message on the campus regarding alcohol abuse, serving as a prime example of how an initiative can be built upon strong theoretical grounding. Hand-in-hand with message clarity is the need to market both the project elements and their messages in sophisticated ways. Students are bombarded daily with a multitude of media messages on many issues, making it all the more critical that alcohol abuse prevention strategies compete powerfully for attention, understanding, and adoption.

10) Solicit support from the top and bottom of the campus hierarchy. Often we hear the call that support from the top (i.e., the president, chancellor, provost or even the governing board) is needed for the alcohol abuse prevention program to be integrated and supported on a campus. Such support is extremely helpful, especially for our featured comprehensive programs. However, lack of support from the top does not mean that nothing can be accomplished. In addition, support from the “bottom” is critical. The “grassroots” initiative is an integral part of the fabric of the institution. Working together, individuals on and off the campus, having shared interests and desires, can accomplish significant impact and change. Further, just as it is essential to have appropriate needs-based and targeted approaches, it is important for the long-term sustenance of the alcohol abuse prevention effort that the voice of those who benefit from that effort — students, peer educators, faculty members, staff members, parents, alumni, and others — is sought and heeded.



The 2002 Student Monitor Report

www.studentmonitor.com

(edited from article appearing in *The Peer Educator*TM, May/June 2002, Vol. 24, No. 10)

Early in the Fall of 2001, The BACCHUS and GAMMA Peer Education Network was invited to develop some polling questions by the president of *Student Monitor*, a nationally respected research firm that specializes in surveying college and university students to better understand their wide range of activities and interests on behalf of their corporate clients. This company develops its data through in-person, intercept based interviewing and included a total of 1,200 student interviews representative of location (North, South, East and West), type of school (Public or Private), and enrollment size. All of these interviews were conducted the week of October 8, 2001.

What Students Think Are Biggest Campus Issues

Students were given a list of 21 issues that exist on college campuses and were asked to identify their choices of what they considered to be the top three. Here were their responses.

Biggest Problems on Your College Campus

(Base = All Students)

| | On Campus % | Off Campus % | Total % | Male % | Female % |
|--------------------------------|-------------------|--------------------|------------|-----------|-------------|
| Cost of Education | 38 | 37 | 39 | 38 | 37 |
| Alcohol Abuse | 35 | 33 | 36 | 45 | 28 |
| Lack of Adequate Financial Aid | 21 | 21 | 22 | 20 | 22 |
| Student Loan Debt | 21 | 20 | 21 | 21 | 20 |
| Student Credit Card Debt | 20 | 21 | 19 | 19 | 23 |
| Drug Abuse | 20 | 18 | 21 | 22 | 17 |
| Academic Cheating | 18 | 19 | 16 | 17 | 19 |
| Drunk Driving | 15 | 14 | 15 | 12 | 17 |
| Date Rape | 12 | 10 | 14 | 11 | 16 |
| Non-Violent Crimes | 8 | 9 | 7 | 9 | 8 |
| Sexual Harassment | 7 | 6 | 8 | 7 | 7 |
| Racial Prejudice | 7 | 6 | 8 | 6 | 7 |
| Gay/Lesbian Prejudice | 7 | 5 | 8 | 8 | 5 |

It will come as little surprise for most students to find that four of the top five were concerning financial issues. But when it comes to campus issues that pertain to health topics, alcohol and drug issues were number one and two.

Students Think Most of Their Peers Are Healthy, And Would Confront Them if They Weren't

When it comes to how students perceive their choices about alcohol, it is clear they believe a majority of their peers are making healthy decisions. When given the statement "Students drink on this campus, but most balance their drinking and other responsibilities pretty well," two thirds (66%) agree. Students at private schools agreed at a rate of 78% while public schools were at 61%. Also, more men agreed with the statement (69%) than women (63%).

When given the statement "Generally students on this campus are pretty responsible when it comes to balancing their academic and social lives," again a clear majority (61%) agreed. Once again, there was a higher sense of agreement among private school students and men.

At the same time, students made it very clear that they would not hesitate to speak up to friends who they thought might be hurting themselves. When given the statement "I am comfortable confronting my friends about their drinking if I think their health or safety is at risk," 81% of students said yes.

Students Aware of and Happy With Peer Education

Several survey questions asked students about their knowledge and perception of peer educators. For those of you involved with peer education, you will be happy with the findings. Students were asked if they were aware of any student organizations on their campus that address health and safety issues. More than 70% of students said they were aware of a group. It is also positive to know that the number of seniors who said they were aware had grown from the number of freshmen who had answered yes to the question.

The next question revealed some extremely interesting data. Here was the question that was posed: "If you were faced with a personal health problem or had been involved in a traumatic experience, whom would you most likely first seek out to talk about it?"

Conventional wisdom might say that the number one answer would be that students chose their friends to talk to as a first option. However, as you can see from the chart, friends were a distant fourth choice on the list – coming in at less than 10%.

Interestingly enough, almost half of students would still turn to their parents first if they needed to talk, even though they now are in college. What is noteworthy here is perhaps parents are not aware of what a great support they still are to their sons and daughters and it may be in our best interest to try to inform them of their role.

When it comes to peer educators, it is clear the potential impact they can have as a resource for other students on campus. The survey shows that 14%, or approximately one in seven students name peer educators or student leaders as the place they would go when they needed to talk. This is amazing. And although one could make the case that 14% is not an extremely high number, the chart also reveals that just 17% (only a 3% increase from peer educators) of students choose the health service or professional counselors as their first choice. This validates the role of peer educators as referral agents on our campus. If many students are choosing to "tell their story" to other students first, it is a great way to get these peer educators to link the students wanting or needing help with the professional services on campus.

Whom Students Choose To Discuss Their Problems With
(Base = All Students)

| | <u>Total %</u> |
|------------------------------------|----------------|
| Parent or Guardian | 49 |
| Campus Health Services | 17 |
| Professional/Counselor | |
| Peer Educator or Student Leader | 14 |
| Among Your Immediate Social Groups | |
| Friends | 9 |
| Campus Clergy | 2 |

What Students Think About Alcohol Policies

Everyone knows that college students hate the alcohol policies on their campus and that the vast majority of students think they are far too strict, right? WRONG. Slightly more than two-thirds of students (67%) believe the alcohol policy was "about right." About the same number of students thought the policies were too lenient (15%) as did those who thought the policies were too strict (17%).

It is interesting to note from the chart that there is a difference in opinion between male students and female students.

Campus Policies on Student Alcohol
(Base = All Students)

| | Total | Male | Female |
|-------------|-------|------|--------|
| | % | % | % |
| Too Lenient | 15 | 13 | 17 |
| About Right | 67 | 53 | 71 |
| Too Strict | 7 | 23 | 11 |

To address alcohol abuse, colleges and universities should:

- Define high-risk drinking precisely.
- Determine the causes and results of alcohol abuse.
- Develop policies about alcohol use and enforce them consistently.
- Hold policy violators accountable for their behavior.
- Include in those policies prevention and other appropriate responses.
- Pay particular attention to all new students, first-year and transfer.
- Enlist the direct support of the chief executive and members of the governing board.
- Commit funds to address alcohol abuse through education, enforcement, treatment and related activities.
- Use available resources and technologies to increase the campus community's understanding of the institution's "duty to care."
- Develop mechanisms to communicate with parents and guardians about their children's involvement in situations of alcohol abuse.

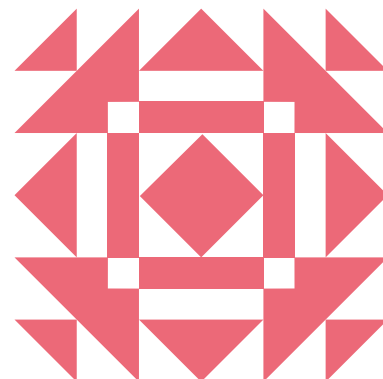
- What Can You Do?

Report from the National Symposium on Alcohol Practices sponsored by the Inter-Association Task Force on Alcohol and Other Substance Abuse Issues

High-Risk College Student Drinking

High-risk college student drinking includes the following:

- Underage drinking
- Drinking and driving or other activities where the use of alcohol is dangerous
- Drinking when health conditions or medications make use dangerous



11

RESOURCE LIST

Places to turn for assistance and ideas...

The listings in this section represent a wide variety of resources, from articles and books to posters, publications, and speakers. Some of the resources are free, while others charge for their materials. In any case, they all can be excellent resources for alcohol and other drug education.

Alcoholics Anonymous

475 Riverside Drive, New York, NY 10115

PH: 212-870-3400 FAX: 212-870-3003 www.alcoholics-anonymous.org

A worldwide fellowship of sober alcoholics whose recovery is based on 12 steps. AA's sole purpose is to carry the AA message to the alcoholic who still suffers. The only requirement for membership is the desire to stop drinking. There are no dues or fees, AA is self-supporting through contributions.

American College Health Association

P.O. Box 28937, Baltimore, MD 21240-8937

PH: 410-859-1500 FAX: 410-859-1510 www.acha.org

ACHA is a national, nonprofit organization which represents and serves more than 900 institutions and more than 2,200 individuals who provide health services to the higher education community. Services provided include publications and guidelines, professional development, research projects, networking opportunities, and recommended standards addressing a variety of current student health issues, including alcohol and other drugs.

American Council on Alcoholism, Inc.

3900 N. Fairfax Dr., Suite 401, Arlington, VA 22203

PH: 1-800-527-5344 FAX: 703-248-9007

E-Mail aca2@earthlink.net www.aca-usa.org

A not-for-profit, voluntary educational organization founded in 1953 to promote understanding among individuals, professionals and organizations that alcoholism is a treatable illness. ACA recognizes a distinction between responsible drinking and alcohol abuse. It encourages comprehensive college campus alcohol education programs, including employee, student and faculty assistance.

American Council for Drug Education

164 W.74 St. New York NY 10023

PH: 1-800-488-DRUG www.acde.org

A national, nonprofit organization, the Council is educating the nation about the health hazards associated with the use of drugs. While its efforts encompass the public-at-large, it is mindful of the particularly urgent educational needs of children, adolescents and young adults, co-dependents, co-workers of drug abusers, expectant mothers, disadvantaged minorities and other high-risk groups. For a catalog of materials, write to the address above.

The BACCHUS and GAMMA Peer Education Network

P.O. Box 100430, Denver, CO 80250-0430

PH: 303-871-0901 FAX: 303-871-0907 www.bacchusgamma.org

BACCHUS is an international student organization with more than 1000 affiliates at institutions of higher education across North America, Australia, and Hong Kong. BACCHUS focuses on the development and promotion of positive lifestyles and decision making skills through education and activities designed to increase an awareness about alcohol abuse prevention and a variety of related student health issues. BACCHUS and GAMMA educational materials, including their NCAAW "For the Record!" campaign materials, can be ordered from the Network regardless of whether or not your campus maintains an active affiliated peer education group. Simply call the National Office for a free catalog.

CAMPUSPEAK, Inc.

2620 S. Parker Road, Suite 355, Aurora, CO 80014
PH: 303-745-5545 FAX: 303-745-5569 www.campuspeak.com

An agency providing issues-based educational speakers at reasonable prices. Speakers on topics such as: eating disorders, leadership and motivation, sexual assault, AIDS/HIV, conflict management, drugs and alcohol, homophobia, impaired driving, risk management, fraternity and sorority issues, diversity, communications skills, body image, and more. Speakers and staff members come from higher education, so they understand campus needs and issues.

The Century Council

1310 G St., N.W., Suite 600; Washington, D.C. 20005
PH: 202-637-0077 FAX: 202-637-0079 www.centurycouncil.org

The Century Council is a national, not-for-profit organization, funded by the country's leading distillers to combat alcohol abuse. "Parents, you're not done yet" is a free informational brochure with over 2.5 million copies already in distribution on the nation's campuses. "Alcohol 101," now on more than 1,100 campuses, is a powerful new CD-ROM program helping college students make responsible decisions about drinking, or not drinking. A second version of the CD will be available this Fall.

The Core Institute

www.siu.edu/departments/coreinst/public_html

The Core Institute is a not-for-profit organization whose main purpose is to assist institutions of higher education in drug and alcohol prevention efforts. They offer both student and faculty/staff surveys including the Core Alcohol and Drug Survey, a 4-page questionnaire that can be used as a pretest-posttest measure of the effectiveness of campus-based prevention programs.

Creative Dating: The Cure for the Common Relationship

Coleman Productions, PO Box 235, Loveland, OH 45140
PH: 616-392-8943 FAX: 616-392-1382 www.datingdoctor.com or www.colemanproductions.com

This agency provides interactive, entertaining and enlightening educational speakers and programs at affordable prices that directly meet the needs of today's college students. Our roster includes Six Time National Speaker of the Year David Coleman, a.k.a. The Dating Doctor, and his award winning program *Creative Dating: The Cure for the Common Relationship*. Also available is Judson Laipply's *Inspirational Comedy*, Curtis Zimmerman's *Living Life at Performance Level*, Johnnie Tuitel's *Dancing in the End Zone*, and the complete lecture, training and leadership series of Nancy Hunter Denney. Several hot new programs available include *Becoming a Legendary Man* (for men only), *Becoming an Exceptional Woman* (for women only) and *Hooray! Building A Community out of Classmates!* which is an ideal orientation program or conference Kick-Off.

Fellowship of Christian Athletes

8701 Leeds Rd., Kansas City, MO 64129
PH: 800-289-0909 FAX: 816-921-8755 fca@fca.org

One Way to Play Drug Free Program for junior high, high school and college athletes. "Americans for a Drug-Free America," edited by Nita C. Stacy. For a materials catalog, call 1-800-289-0909.

Health Promotion Resources

2720 Highway 10, Mounds View, MN 55112
PH: 800-782-1878 or 763-427-5310 in Minnesota FAX: 763-427-7841 www.miph.org

To help colleges and universities respond to student alcohol and other drug use problems, prevent problems and promote health, HPR provides training, materials development, and needs assessment. Training includes "Coaching for Prevention" which assists athletic department personnel in reducing problems with alcohol and other drugs, including steroids, and the "Student Athlete Leadership Institute" which helps student athlete leaders and their coaches or advisors use their leadership position and abilities to influence others to make positive choices. HPR staff have worked with thousands of educators throughout the United States concerned with the health choices their students are making.

The Higher Education Center for Alcohol and Other Drug Prevention

c/o Education Development Center, Inc.
55 Chapel St., Newton, MA 02458
PH: 800-676-1730 FAX: 617-928-1537 www.edc.org/hec

The Center assists institutions of higher education in developing, carrying out, and evaluating alcohol and other drug prevention programs and policies that will foster students' academic and social development and promote campus safety. Training, technical assistance, publication, and evaluation activities are guided by an environmental management approach. See the web site for press coverage of alcohol and other drug issues on campus, newsletters, trainings and publications.

Intermedia

1700 Westlake North, Suite 724, Seattle, WA 98109

PH: 800-553-8336 FAX: 800-553-1655

www.intermedia-inc.com

Intermedia produces and distributes videos across the United States and Canada on health-related topics. Some of Intermedia's most popular videos are on teenage drinking, binge drinking, date rape drugs, children of alcoholics, date rape, dating violence, and sexual responsibility. All videos are available for a FREE 30-day preview.

Mike Green (Greeny) - Collegiate Consultants on Drugs and Alcohol

P.O. Box 7241, St. Davids, PA 19087

PH: 610-688-5850 FAX: 609-884-1317

Mike Green's Collegiate Consultants on Drugs and Alcohol provides experienced and enthusiastic speakers who make effective and entertaining presentations to assemblies, conferences, workshops, seminars for coaches, student-athletes, paraprofessional staff, full-time educators, Greek life, freshman orientation, and alcohol awareness groups.

Monitoring the Future: A Continuing Study of American Youth

www.monitoringthefuture.org

Monitoring the Future is an ongoing study of the behaviors, attitudes, and values of American secondary school students, college students, and young adults. Each year, a total of some 50,000 8th, 10th and 12th grade students are surveyed (12th graders since 1975, and 8th and 10th graders since 1991.)

Mothers Against Drunk Driving (MADD)

511 E. John Carpenter Freeway, Suite 700, Irving, TX 75062

PH: 1-800-GET-MADD www.madd.org

The mission of Mothers Against Drunk Driving is to stop drunk driving, support victims of this violent crime, and prevent underage drinking. Since its inception, MADD has worked to reduce underage drinking through legislative initiatives and community programs. In 2001, MADD released its report of practical approaches to reducing high-risk college drinking.

The National Social Norms Resource Center

PH: 815-753-9745

FAX: 815-753-2305

www.socialnorm.org

The National Social Norms Resource Center is an independent center supporting, promoting and providing technical assistance on the social norms approach as it applies to alcohol abuse and related health, safety, and social justice issues. Opened on July 1, 2000 at Northern Illinois University, the center is directed by Michael Haines, MS, a nationally recognized proponent and pioneering practitioner of this effective strategy. The Center is sponsored by The BACCHUS and GAMMA Peer Education Network.

National Clearinghouse for Alcohol and Drug Information (NCADI)

P.O. Box 2345, Rockville, MD 20847-2345

PH: 301-468-2600; 800-729-6686 FAX: 301-468-643

www.health.org

NCADI develops and distributes pamphlets, booklets, reports and posters on alcohol and other drugs with a special focus on high-risk groups including college students and on special populations. Printed materials are available without charge and films and videotapes can be borrowed through state clearinghouses. Specialized information needs can be met through searches on the NCADI databases or via Prevlene at www.health.org

National Collegiate Athletic Association (NCAA)

PO Box 6222, Indianapolis, IN 46206-6222

PH: 317-917-6222

FAX: 217-917-6888

www.ncaa.org

NCAA has developed guidelines for drug testing, as well as brochures, posters and other educational materials for use by its 1100 member institutions. CHOICES alcohol education grants and sports sciences speaker grants are also available.

National Council on Alcoholism and Drug Dependence, Inc. (NCADD)

20 Exchange Place, Suite 2902, New York, NY 10005

PH: 212-269-7797 FAX: 212-269-7510 www.NCADD.org

NCADD is the national nonprofit organization combating alcoholism, other drug addictions and related problems. Founded in 1944, NCADD'S major programs include prevention and education, public information, medical/scientific information, public policy advocacy and publications. NCADD'S network of nearly 200 affiliates conduct similar activities at the state and local levels and provide information and referral services to families and individuals seeking help with an alcohol or other drug problem.

National Institute on Alcohol Abuse and Alcoholism (NIAAA)

6000 Executive Blvd., Willco Building, Bethesda, MD 20892-7003

www.collegedrinkingprevention.gov

The consequences of college drinking are larger and more destructive than commonly realized, according to a new study supported by the National Institute on Alcohol Abuse and Alcoholism (NIAAA). Commissioned by the NIAAA Task Force on College Drinking, the study reveals that drinking by college students age 18-24 contributes to an estimated 1,400 student deaths, 500,000 injuries, and 70,000 cases of sexual assault or date rape each year. It also estimates that more than one-fourth of college students that age have driven in the past year while under the influence of alcohol.

National Highway Traffic Safety Administration

U.S. Department of Transportation, NTS-11, 400 7th Street SW, Washington, DC 20590

PH: 202-366-9588 FAX: 202-366-2766 www.nhtsa.dot.gov

NHTSA was established to carry out auto safety and consumer programs. NHTSA is responsible for reducing deaths, injuries and economic losses resulting from motor vehicle crashes by setting and enforcing safety performance standards for motor vehicles, motor vehicle equipment, and through grants to state and local governments to enable them to conduct effective local highway safety programs. NHTSA investigates safety defects in motor vehicles, helps states and local communities reduce the threat of drunk drivers, promotes the use of safety belts, child safety seats and air bags, and provides consumer information on motor vehicle safety topics. NHTSA also conducts research on driver behavior and traffic safety.

North-American Interfraternity Conference (NIC)

3901 W. 86th Street, Suite, 390, Indianapolis IN 46268

PH: 317-872-1112 FAX: 317-872-1134 www.nicindy.org

The NIC is a confederation of 68 men's college fraternities with the purpose of promoting scholarship, leadership, service, and friendship. As an organization committed to values based action, the NIC provides educational programming to communities on college and university campuses in areas of ethics, leadership development, recruitment, alcohol education, and other related issues. Facilitated programs exclusive to the NIC include the A/S Alcohol Summit, UIFI (Undergraduate Interfraternity Institute), IMPACT, Alumni Academy, and You Want to Recruit Me? You Better Have a Plan.

Promising Practices: Campus Alcohol Strategies

David S. Anderson, Ph.D., Associate Professor, Center for the Advancement of Public Health

Graduate School of Education, George Mason University, Fairfax, VA 22030

PH: 703-993-3697 FAX: 703-993-3763 www.promprac.gmu.edu

Initiated in 1995, Promising Practices: Campus Alcohol Strategies strives to contribute to reducing alcohol-related problems among college and university students by motivating institutions of higher education to share their resources and strategies. Funded by a grant from The Century Council, the project co-directors, advisory panel and staff produce and provide a range of resources and networks to facilitate communication among all members of the college/university community. Building upon the results of three national solicitation and review processes, the resources (including the Sourcebook, Task Force Planner, Task Force Planner Guide and related resources – all available at no cost) help campus leaders envision, plan, review, and implement strategic elements for their comprehensive campus-based programs.

Society for Women's Health Research

1828 L Street, NW, Suite 625, Washington D.C. 20036.

PH: 202-223-8224 FAX: 202-883-3472 www.womens-health.org

This non-profit organization is committed to improving women's health through research. The society conducts a variety of public education programs, including its award-winning video, "Get Real: Straight Talk About Women's Health." Targeted at college-age women, this program provides information on alcohol and substance abuse and self-esteem.

The Student Life Education Company

Box 312, Station D, Keele Street, Toronto, ON, M6P 3J9, CANADA

PH: 416-243-1338 FAX: 416-243-2339 www.studentlifeeducation.com

Coordinates all BACCHUS programming for Canadian institutions. They sponsor several educational campaigns throughout the academic year and maintain a network of student-based programs with a Canadian flair.

TIPS for the University

TIPS-Training of Intervention Procedures by Servers of Alcohol

1101 Wilson Blvd., Suite 1700, Arlington, VA 22209

PH: 1-800-GET-TIPS FAX: 1-800-YES-TIPS

Univ@gettips.com

www.gettips.com

Whether or not a student chooses to drink, "TIPS for the University" recognizes that at some point in their college career a person will be in a situation where alcohol is being consumed. TIPS students with the skills and confidence to handle those situations; to intervene effectively to prevent peers from harming themselves or others.

BEVERAGE ALCOHOL DISTRIBUTORS

Additionally, your local alcoholic beverage distributors may have resources to help with planning and education for NCAAW. You may contact the following corporate offices for additional information about the specific programs listed and for a listing of the participating distributor nearest you.

Anheuser-Busch Companies

Consumer Awareness & Education, One Busch Place, St. Louis, MO 63118

PH: 314-577-1040 FAX: 314-577-9977 www.beeresponsible.com

ID CHECK: This umbrella effort offers several materials to help those hosting parties or serving alcohol to better identify those who are of legal drinking age. Materials include a booklet with photographs of valid driver's licenses of all 50 states and Canada; suggestions to spot fake IDs; posters; button and cooler stickers; and wristbands for those who show valid ID.

"IT'S YOUR CHOICE": Michael Chatman shares his message of self-empowerment and personal responsibility with college students across the country. The son of an abusive father, Michael grew up in Miami, joined a gang and endured the trials of life on the wrong side of the law. Finally, following a series of life-altering events, he decided to transform his life. Today, Michael has reached more than two million teenagers helping them realize that despite peer pressure and the many challenges they face, underage drinking is not the answer.

"MAKE THE RIGHT CALL": Barbara Babb, a former critical-care flight nurse from St. Louis, delivers a factual and impactful presentation to college students about the consequences of underage drinking and drunk driving. Babb's presentation is available on videotape.

"CHECK IN TO A WINNING LIFE": Bob Anastas, former executive director and founder of Students Against Drunk Driving, delivers a powerful presentation about "lifeskills" and making responsible decisions in life. Bob's presentation is available on videotape.

DESIGNATED DRIVER PROGRAMS: Designated driver programs are effective ways to prevent drunk-driving situations. Students (21 and older) typically receive free non-alcohol beverages or discounts on food from an establishment in exchange for being named the designated driver in a group and refraining from drinking on that occasion.

"A TASTE OF REALITY": Presented by emergency-room nurse Linda Dutil, this program delivers a real-world look at the consequences that come from making poor choices about alcohol or drugs. The program provides students with a hands-on look at treatments for alcohol poisoning and drug overdose. Linda also teaches effective skills for resisting peer pressure and for making smart, responsible choices.

"COURAGE TO CARE": Carolyn Cornelison uses her knowledge, personal experiences and persuasive personality to take a realistic look at college drinking, taking responsibility, recognizing abuse and helping those with alcohol or drug-related problems. Her presentation for college students makes them laugh and sometimes cry as she shares her college experiences as both a sorority member and athlete.

"COLLEGE TALK: A Parent's Guide on Talking to Your College-Bound Student About Drinking": College Talk, an extension of *Family Talk About Drinking* for parents of young children and teens, was developed by an advisory panel of authorities in the fields of education, family therapy, student health and wellness, alcohol treatment, social-norms marketing, and through conversations with parents and students. This program is designed to help parents continue communicating openly and honestly with their children about this issue, as their students prepare for independence and begin a life on their own.

"YOU TURNS": Jason Barber tells the story of several teens, including his brother, who were drunk-driving crash victims. What students learn during Jason's presentations is that he was the intoxicated driver of the car his brother, Aaron, was riding in when he was killed. Jason was seriously injured in the crash and then served three and a half years in prison for vehicular manslaughter. Barber now takes his very personal story to students to help prevent teen drinking and driving.

Coors Brewing Company

Alcohol Programs and Policies, 311 10th Street, Department NH-250, Golden, CO 80401
PH: 303-277-5114 FAX: 303-277-5723 www.coors.com

ADDY: Alcohol, Drunk Driving, and You promotes safe and responsible driving among teenagers. The ADDY video, "Driving Drunk: Your Choice?" uses four real-life situations in which someone made the decision to drive drunk to focus on the long-term effects of those decisions.

BARS (BEING AN ALCOHOL RESPONSIBLE SERVER/SELLER) is an incentive-based "secret shopper" program. It helps retailers of alcohol beverage manage the underage drinking issue by ensuring their sellers/servers are vigilant at checking identification of customers who appear to be under the legal purchase age.

CONSUMER AWARENESS MATERIALS: Consumer materials, including "21 MEANS 21" and "We ID" buttons are available from local distributors.

NATIONAL COLLEGIATE ALCOHOL AWARENESS WEEK: In partnership with the IATF, Coors awards scholarships to three exemplary, year-long, campus alcohol education programs. Each award-winning institution receives a \$5,000 grant and a plaque commemorating this achievement. These awards are presented in Washington DC during a Capitol Hill Reception and Press Conference. The award includes travel expenses to DC to the winners to accept their plaque and check at the press conference program.

Miller Brewing Company

Industry Issues, PO Box 482, Milwaukee, WI 53201-0482
PH: 414-931-4284 FAX: 414-931-4818 www.millerbrewing.com/liveresponsibly

Live Responsibly is more than a tagline for Miller Brewing Company. For the company, the employees and distributors, *Live Responsibly* means the Miller Brewing is committed to helping to reduce drunk driving, prevent underage access and promote responsible decision-making. As part of these efforts, they work with a broad range of partners, from law enforcement to community groups, on responsibility initiatives. There are a number of resources to promote and further define *Live Responsibly*.

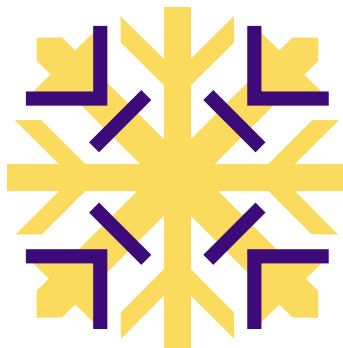
The **Campus Resource Kit** is designed to help address student alcohol consumption issues on campus. The kit contains tools and resources to aid college administrators and student leaders in their efforts to encourage responsibility and prevent underage access at campus and community events.

To further our efforts to prevent underage access, we partner with the Fraternal Order of Police to produce the annual **Driver License Booklet**. The booklet suggests tips for checking the validity of IDs and provides examples of accurate license formats for all 50 states and the Canadian provinces.

We I.D. signage alerts patrons that identification will be required for the purchase of alcohol beverages. It makes clear that Miller Brewing Company, our distributors and retailers are united; we are serious in our efforts to help prevent underage access.

Another program, **Keys to Responsibility**, was developed to help retailers, wholesalers, community groups, colleges and universities, and others promote transportation alternatives and responsible decision-making by legal drinking age consumers. The guide includes tools needed to develop and implement a successful community-based designated driver or safe ride home program to help prevent drunk driving.

Finally, **Celebrate Responsibly**, is a guide designed to help event planners organize safe special events. The kit contains many elements helpful to planning safe community, business and commercial events, regardless of size or scale.



12

EVALUATION

Helping next year's committee

Evaluation consists of two equally important parts. You must first gather as much information about all aspects of your week as possible. In order to do this task completely, make sure that you have a method for participant comments after each event. Compile the number of participants who attended each event and the total number who attended during the week, then add comments that were made to staff and presenters during and after events. Make sure that you do a comprehensive written evaluation.

The second part is to make sure that each committee leaves a complete report including all people who were contacted for information and help and a list of people who actually came through and their assigned duties. This is especially important so that next year's committee has a good base to begin from.

A brief questionnaire completed by attendees at the end of each program, is a relatively easy way to gather useful information. Brainstorm with your chapter members concerning what information would be useful to gather. Another source of information is other campus offices such as residence life and the counseling center. Ask them what information would be helpful for them to know. Also, they might have a useful perspective on what questions should be asked.

Some evaluation data will be collected during the campaign week, and other data cannot be collected until after the completion of the campaign. Be sure you know what data falls into each of these categories. A sample evaluation and questions you may use follow. Remember some events may have to be evaluated simply by attendance numbers. Keep in mind the two purposes of the evaluation: first, to see how you did keeping within the budget, getting numbers of students out, and measuring the impact of your programs; second, put together a complete file of information which tracks your committee's efforts from beginning to end for future planning committees.

Have You Thanked Your Committee?

In addition to having an evaluation meeting, find ways to celebrate your success! Bring treats to your last meeting. Put up a display bulletin board with the committee members and event pictures and congratulate them on making a difference. Take out an ad in the campus newspaper. Ask your college president to write a letter of recognition to the members.

SAMPLE PROGRAM EVALUATION

Program Name _____ Date _____

Please take a few minutes to fill out this questionnaire. This information will be helpful in planning future alcohol and drug education programs.

What was the most useful part of this program?

What was the least useful part of this program?

What feedback do you have for the presenter(s)?

What other information on alcohol or drug topics would you be interested in learning about?

OVERALL:

To what extent were you satisfied with this program? (Please circle one)

Not at All A little Somewhat It was great

To what extent did you examine your own personal use of alcohol as a result of this program? (Please circle one)

Not at All A little Somewhat A great deal

Thank you for taking the time to complete and return this questionnaire.

FOLLOW-UP QUESTIONNAIRE

This is a good tool to use a few weeks or month after NCAAW. It can be given out in the residence halls, dining halls, or other places on campus where large numbers of students congregate. Be sure to use a monitored situation to ensure that questionnaires are completed and returned.

1. Were you aware of alcohol awareness week at (name of school) during October (or appropriate month)?
 _____yes _____no

2. Did you attend or participate in any alcohol awareness week programs or activities?
 _____yes _____no

If yes, what were they?

3. Did you discuss with any students (or faculty or staff) alcohol issues during or after NCAAW?
 _____yes _____no

4. To what extent did you examine your own personal use of alcohol during alcohol awareness week? (Please circle one)

Not at All A little Somewhat A great deal

13

RECOGNITION & AWARDS

Make Your NCAAW an Award Winner!

With the evaluation of NCAAW done, it is time to sit back and relax - right? Wrong! If you and your NCAAW committees went to all of the trouble and work to develop a comprehensive set of activities for National Collegiate Alcohol Awareness Week and year-round programs, you deserve a chance for some national recognition.

Each year the Task Force sponsors an awards program for those schools participating in NCAAW and year round alcohol and drug abuse prevention efforts. This competition includes not only national recognition, but cash awards as well. The best part of the deal is that if you follow the steps in this manual, much of your work is already done.

As a follow-up to your evaluation efforts, create a written report that outlines all activities and documents that were accomplished throughout the academic year. Compiled in a three-ring notebook format, this will be an extremely valuable tool for planning NCAAW the following year. Be sure to include samples of artwork, promotional materials, media coverage and evaluation summaries. This way, not only have you created a permanent record of your efforts, but you can easily show off your program to administrators, potential funders and as a recruitment tool for future committee members.

The next step is to take this information and apply for recognition.

NEW AWARD CRITERIA FOR 2002-2003

Prizes will be awarded in 2003 to the three institutions that score highest based on the review criteria listed below. The Criteria has changed this year to better reflect programs that are having an impact! Each award-winning institution will receive a \$5,000 grant and a plaque commemorating this achievement. These awards will be presented in Washington DC during a Capitol Hill Reception and Press Conference. The award includes travel expenses to DC for the winners to accept their plaque and check at the press conference program. A special thanks goes to the Coors Brewing Company for sponsoring these awards on behalf of the Task Force.

JUDGING CRITERIA

Entries will be judged for their impact on year-round alcohol education programming and support for NCAAW, and significant use of the social norms approach in their prevention efforts. Please keep these two emphases in mind as you complete your NCAAW planning and activities for the 2002-2003 academic year. Also, be aware that the application documentation you submit outlining activities in the five major areas listed below cannot exceed 15 pages. You may include up to 5 pages of support materials such as photographs of events and copies of ads and articles from local and campus media.

Institutions will be judged in five major areas:

1. Use of Social Norms Approach in Prevention Activities – 5 points

In what ways did your programs utilize a social norms approach in looking at alcohol abuse prevention issues? What data did you use to design your messages? What media avenues were utilized in promoting your healthy behavior messages to the campus community? Who were the stakeholders involved in developing and implementing the social norms campaign? What was the campus reaction to these efforts? How are you collecting feedback on your social norms efforts? Was there local and campus media coverage of these activities?

2. Comprehensiveness of Year-Round Program - 5 points

What does the overall scope of your campus prevention program look like? Does your year-round program involve prevention (education), intervention (peer counseling, mentor programs) or referral components? Are there social and interactive programs that support non-drinkers and responsible use? Are there awareness campaigns that focus attention on alcohol abuse prevention and related topics? Briefly describe each activity and the process used to motivate involvement in planning and implementation. Were the activities innovative?

3. Foundation for NCAAW Programs - 5 points

Who was invited to participate in planning and implementing NCAAW? What was your schedule of events and levels of participation for each program? How were events publicized? Were student organizations, faculty, staff administrators, parents, alumni, and members of the local community involved in some way? Did your NCAAW program reach beyond the campus community (e.g., local high school?) What impact did your NCAAW have? Was there local and campus media coverage of your events?

4. Breadth of Participation/Collaboration - 5 points

What year-round prevention activities became a vehicle for campus collaboration with other organizations, offices, departments, and local agencies? Because of your program efforts, did you see positive results, policy changes or changes in actual behavior patterns? Did key campus offices or leadership organizations on your campus recognize your efforts? Have your events and outreach efforts expanded the agenda to promote health and wellness issues on campus?

5. Evaluation - 5 points

How have you evaluated your events and year-round program efforts? Did members of the university community evaluate the role of alcohol misuse in their lives? Give specific examples on how you collected information from students on your campus about making safer decisions about abusive behavior. What additional programs or information would interest participants during the rest of the year? Is this information available in summary form?

DEADLINES

Submit the application information outlined above, along with appropriate support material, by **May 1, 2003** to:

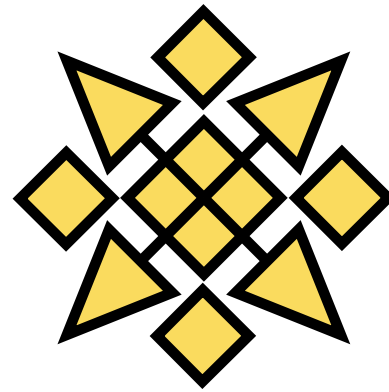
**National Collegiate Alcohol Awareness Week
c/o Dr. Herbert Songer
Vice President for Student Affairs
Fort Hays State University
600 Park St.
Hays, Kansas 67601-4099
PH: (785) 628-4277
FAX: (785) 628-4113
E-mail hsonger@fhsu.edu**

Submitted applications become property of the Inter-Association Task Force on Campus Alcohol and Other Substance Abuse Issues and will not be returned unless specific arrangements are made ahead of time.

Decisions will be made and winners notified by July 1, 2003.

Items to include for contest entry:

1. Cover letter with philosophy of substance abuse prevention approach
2. One-page executive summary of program
3. Goals and objectives
4. Planning time line and List and description of events before, during and after NCAAW
5. Publicity samples (e.g., posters, ads in papers, buttons, articles, etc.)
6. Budget
7. Funding Sources
8. Who planned/committee
9. Who attended
10. Special publications
11. Photo/Videos of events
12. Results/program significance in short term, long term
13. Two letters of reference from campus and/or community officials not directly involved in your program
14. Miscellaneous support items



Suggested Guidelines for Designing Campus Alcohol Abuse Prevention Programs

1. Reform the Norms. If we continue to tell students how bad they are and that everyone is drunk on campus, they will continue to try to "fit in" to that perceived norm. We must start communicating positive, healthy norms. (This concept draws on the work of Michael Haines at Northern Illinois University and Wes Perkins at Hobart and Smith College in New York.)

2. Emphasize "life" skills. Our students heard the lecture on alcohol abuse in high school. They don't want to hear it again. But they do want to hear about other matters pertinent to their daily lives: stress, social situations, academic success, relationships, etc. and how to cope with these, without abusive drinking.

3. Make personal responsibility mean something. We are referring to what the word "responsible" used to mean, i.e., "We are going to hold you responsible for your actions." We don't need new or tougher policies on most campuses we just need to follow through with and take seriously the ones we have.

4. Empower students. When we organize student leaders to take charge of their environment, they want it, own it and protect it. When something belongs to them when they have a clear stake in an issue they will be motivated to make the best of it.

5. Let students teach students. College students make decisions based on attitudes, not information. And their attitudes are formed primarily by the influence of their peers. They listen better to each other, than to us.

SOURCE: David Hellstrom, Director of Education, The BACCHUS and GAMMA Peer Education Network

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2001-2002 AWARD WINNERS

Bradley University

Melissa Sage-Bollenbach, Wellness Coordinator, (309) 676-7611.

The Bradley University Wellness Program was established to provide students with resources and information to assist them in developing a healthy and balanced lifestyle. The various types of programming emphasize the seven dimensions of wellness: physical, spiritual, emotional, social, intellectual, occupational, and environmental.

The peer leadership program, the Bradley H.E.A.T. (Help, Encourage, and Teach), is a significant factor in the success of the alcohol education and prevention efforts on campus. The role of the trained peer leader is to provide information, serve as a referral source, facilitate learning, listen actively, serve as a change agent, and be a role model.

Trained peer leaders co-facilitate informal and interactive workshops that include intense social marketing campaigns in substance abuse, smoking, sexual health, and stress relief/massage. In addition, the H.E.A.T. often collaborate with other student organizations such as the Inter-Fraternity and Panhellenic Councils as well as university departments such as athletics and counseling. Both the H.E.A.T. and the Wellness Program have an innovative website and an email account where students can obtain more information and ask questions about health-related topics.

In an effort to reach out into the community, the Peer Leaders assist area high schools with some of their alcohol education programs such as "Operation Prom Night" and "Operation Snowball." Peer Leaders also present many educational workshops with children's community groups. One of the most important aspects of the community outreach program sponsored by the H.E.A.T. is the Peer Mentoring program established in a middle school in the Peoria area.

Peer leaders train extensively on signs and symptoms of alcohol abuse and addiction, confrontation skills needed to help a friend, and resource and referral information. These skills are used for an intensive one-on-one alcohol education program called "Fresh Start." Alcohol Awareness is promoted through Safe Spring Break campaigns, National Collegiate Alcohol Awareness Week events, Alcohol Awareness Month activities, and on a smaller scale, mocktails served at Siblings Weekend and Casino Night.

College of William & Mary

Mary Crozier, Substance Abuse Educator, (757) 221-4386.

The College of William & Mary offers proactive, year round, comprehensive services that include alcohol awareness, training, prevention, education, policy enforcement, early intervention, counseling, and referral programs. The goals of the Alcohol Abuse Prevention Program are to eliminate underage drinking, to reduce the abuse of alcohol among those who choose to drink and for whom it is legal, to support those who choose not to drink, and to reduce the negative consequences resulting from alcohol. These goals are accomplished through targeting at risk groups on campus (such as freshmen, athletes, fraternities and sororities), outreach programming to Greek organizations and residence halls, and curriculum infusion through their "Guest Lecturer" and Don't Cancel That Class" programs.

In addition, William & Mary maintains the F.I.S.H. (Free Information on Student Health) Bowl resource center, uses student expertise as F.I.S.H. Bowl volunteers, seeks support from the off-campus community, faculty and parents. They also write a column for the student newspaper called "Fishing for Answers."

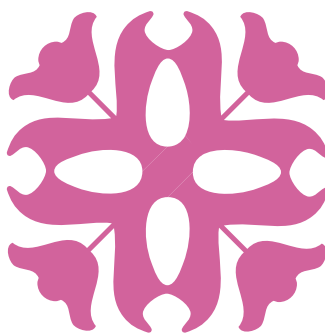
Outreach education is offered systematically to many different groups on campus, with a primary focus on freshman orientation, athletics, and through creation of substance-free residence halls. There are four permanent display sites and two temporary sites around campus that dispense accurate and norm setting health information year-round.

The Ohio State University

Karen Donnelly, Coordinator of Alcohol and Other Drug Prevention, (614) 292- 4527.

NCAAW 2001 at The Ohio State University included 11 diverse events that aimed to: 1) increase student knowledge regarding the potential safety, health, social, academic, and legal consequences of alcohol misuse, 2) encourage low-risk, responsible drinking, 3) assist students in exploring alternatives to drinking, 4) correct misperceptions regarding the norms for alcohol use at OSU, and 5) provide students with information about campus and community alcohol prevention, student assistance, and wellness resources. The OSU Comprehensive Prevention Plan includes social norms marketing, the Party Smart initiative, and alcohol-free Late Night programming.

NCAAW events included interactive workshops (Reasons for Drinking and Women & Alcohol), game show nights (Double Dare, Jeopardy, Weakest Link, Who Wants to be a Million-



aire?), movie nights (*28 Days* and *When a Man Loves a Woman*), party safety awareness activities, and alcohol-free late Night events. Over 2000 students attended these events. The Student Wellness Center coordinated the planning and implementation that involved faculty, staff, students, and community members.

Regis University

Sally Spencer-Thomas, Health Psychologist/Choices Coordinator, (303) 458-4323.

The Choices program is a health promotion program at Regis University, and the focus of the 2001-2002 academic year was the creation of a new program called the "Behavioral Health Program" designed to address harm prevention and health promotion at Regis. The Behavioral health Program oversees the social norms marketing campaign, all discipline-related alcohol and drug referrals, educational programming, and educational materials distribution and development.

Second, the Choices education program experienced unprecedented growth in membership. The students committed to several community service projects and developed programs addressing responsible decision-making about alcohol, impaired driving prevention, club drugs, stress management, eating disorders, verbal violence and more. They presented over 18 programs impacting more than 500 people. Approximately half of their membership is trained through the CPE (Certified Peer Educator) training program. The "Unbar" mocktail bar served 1346 people at events, and passive programs and social marketing impacted over 7500 people.

Roger Williams University

Donna Darmody, Director of Health Education, (401) 254-3042.

The RWU Task Force and Health Education strive to provide programming for NCAAW and throughout the year to call the attention to the issue of alcohol use. Their NCAAW activities had four primary components. First was their campus-wide support of the IATF national Writing competition that encouraged students to submit op-ed pieces on the topic of high-risk drinking. Secondly, the Health Advocates created a display in the student union focusing on alcohol poisoning. It depicted a dorm room after a party complete with all the items for credibility, including students "passed out."

Another event sponsored by the Health Advocates was a guest magician who performed card tricks that he related to drinking and driving issues. SADD (Students Against Destructive Decisions) created a display with a car that had been in a drunk driving crash and passed out information to stu-

dents. Students also conducted the "green bean campaign," getting students to look at the amount of alcohol consumed and how to determine when to get help for consuming too much.

State University of New York at Oneonta

Kathy Ashe, Health Educator, (607) 436-3540.

The comprehensive Alcohol and Other Drug Program for the 2001-2002 academic year began with summer orientation and presentations and information to students and parents on the consequences of high-risk drinking. The Alcohol and Other Drug task Force also targeted first year students with social norms messages focusing on academic success entitled "Eye on Success".

In the Fall, resident assistants were trained in social norms theory and the NCAA Choices campaign launched its first up all night "Late Night" event. Oneonta Late Night is a series of events held Friday and Saturday nights that offers alcohol-free social events. In addition, 14 events were held during the NCAAW "Oktoberfest" with 12 different campus and community organizations working together. In November the "Dragon Design Team," comprised of athletes and marketing club students, received one-credit for creating the social norms campaign that examined frequency of alcohol use.

Spring semester offered Safe Spring Break activities with the "Make the Break" campaign featuring a pledge card drive and distribution of safe spring break kits. Additional message posters were created by the Dragon Design Team, in addition to newspaper articles, ads, trainings, and presentations to classes about the norming campaign.

Oneonta also made many educational outreach presentations to classes in their "Don't Cancel that Class" initiative. The Checkpoint Alcohol and Other Drug Education and Intervention program is ongoing for disciplinary referrals and counseling.

University of Kansas

Aaron Quisenberry, Associate Director of Organizations and Leadership, (785) 864-4595.

Hawk Nights are once a month evening activities that are held to give students more programming alternatives rather than just going to bars or parties where alcohol is present. The programs are held between 9 PM and 1 AM nine times during the year. Types of activities include a student talent night, casino night, recreation center nights, sand volleyball, and a giant twister game as interactive events. Over 300 students attended many of the events offered in the series.

University of Missouri – Columbia
Kim Dude, Director, Wellness Resource Center,
(573) 882-4634.

The University of Missouri-Columbia's Wellness Resource Center (WRC) provides comprehensive prevention programs and services. Alcohol Responsibility Month is the highlight of the year and serves as the springboard for the yearlong efforts. The WRC in partnership with students uses a responsible decision-making approach coupled with harm reduction to convince students to make good choices in regard to alcohol and other drugs. WRC also addresses stress reduction, self-esteem, nutrition, fitness, and tobacco.

A very extensive social norming campaign is incorporated into every prevention effort. Students are exposed weekly to the social norming message that "Most of Us...Drink 0-4 drinks per week." Trainings have taken place for faculty, staff, students, community members and parents to help them realize their role in communicating the social norming messages. This year an additional campaign was implemented to increase the believability of the social norming message.

The WRC/ADAPT has implemented a comprehensive environmental management approach that includes a campus and community coalition called the Alcohol Summit and a statewide coalition called Partners in Prevention. The strategies this year have included working towards limiting access to alcohol through efforts to eliminate inexpensive drink specials, instituting dry fraternities, examining the alcohol policy, establishing parental notification, trying to change the city's noise ordinance, and creating predatory drug kits for students.

The strength of the prevention efforts of the University of Missouri-Columbia comes as a result of significant student involvement, creativity, and evaluation. The peer educators, PARTY, GAMMA, and steering committee members create, plan and implement the majority of the programs and services throughout the year. These events include: freshmen orientation, Alcohol Responsibility Month, Great American Smokeout, Safe Holiday Break, Sexual Responsibility Week, Safe Spring Break, Wellness Month, and over 200 outreach programs in residence halls, Greek houses, classrooms, and over 20 high schools throughout the state.

University of Northern Colorado
Ann Quinn-Zobeck, Assistant Director of Student Activities, (970) 351-2871.

The results of the Core Alcohol and Drug Survey show that prevention efforts are having an impact at UNC. They show a 10% reduction in high-risk/binge drinking. The two most important factors setting this program apart is that it is diverse and comprehensive focusing on alternative activities for students to attend and education on a variety of health issues.

Through a grant from the Colorado Alcohol and Drug Abuse Division, a social norms media campaign was launched. Students in advertising classes in the college of business designed the "Bear to Believer" campaign. CPE (Certified Peer Educators) offered "Best Foot Forward" dance lessons for six weeks in the spring, and students sponsored "Saturday Night Jam" an all night party in the campus recreation center with events ranging from karaoke, sumo wrestling, climbing wall

racers, and casino tables. NCAAW activities were pledge card signings, guest speakers, and events with over 800 students participating.

In addition to promoting safe holiday break, students created safe spring break travel kits that included pledges not to drink and drive. Educational outreach had CPE members presenting sexual health and responsibility information in "Sex in This City" with 400 students attending workshops. Night Games were sponsored on Thursday evenings with events like strobe-light volleyball, Indoor Flag Football, and Dodge Ball tournaments with 5000 students attending throughout the year.

University of Scranton
Stacy Andes, Assistant Director of Health Education and Wellness, (570) 941-4253.

The peer education program at the university is a distinctive group involving over 90 students. The program is divided into three separate groups each focusing on a particular issue. The groups are ADAPT (Alcohol and Drug Awareness Peer Team), PEACE (Peer Education on AIDS in the College Environment), and SART (Sexual Assault Response Team). All groups go through an intensive three-day training process in addition to seminars throughout the year. Student Co-Directors lead the groups

The groups receive programming requests from the campus and community, though most of the educational focus is placed on the students on campus. Extra programming takes place during the first six weeks of the Fall Semester to educate incoming students. Interactive programs like "Life After the Party" and many passive program efforts inform students of health and safety issues. Due to the success of the educational efforts, all of the peer education groups have increased in size.

The IATF would also like to recognize the following campuses as honorable mention programs in the contest: Penn State DuBois, Saint Peter's College, St. Norbert College, and State University of New York at Oswego.

What's the perfect amount of programming? The answer is different campus to campus. Much of that depends on what types of programs people have proven willing to attend, the size of your school, the amount of residential students versus off-campus students, the amount of money you can gather from co-sponsorships, and so on.

Many schools like to sponsor a program each day during NCAAW. For some, that's too many. Instead, these programmers focus their energy on doing two or three well-planned events. Other campuses try to offer several programming options every day, taking place in different locations in order to make it as easy as possible for people to attend. Plan accordingly, based on your campus environment, the amount of help you have to implement your programs, and the budget available to adequately market and prepare each of these sessions.

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HISTORY OF NCAAW & IATF

About the Task Force...

Founded in 1983, the Inter-Association Task Force on Alcohol and Other Substance Abuse Issues is an umbrella organization dedicated to promoting education, prevention, research, networking, and national initiatives to help eliminate substance abuse and the problems it causes on our college and university campuses.

THE HISTORY OF NCAAW...

As institutions of higher education entered the decade of the 1980s, it became increasingly apparent that existing efforts to reduce alcohol and drug abuse on the campuses were not achieving the desired results. Campus leaders continued to identify the misuse of alcohol as a primary institutional concern for the future success of the students they served. In recognition of this growing concern, a group of individuals gathered together to discuss the ways higher education might more effectively address the problems associated with alcohol abuse and to create a more unified and effective approach to building awareness and campus-wide support for prevention programming.

The original leaders in this effort included: Dennis Roberts representing the American College Personnel Association (ACPA); Tom Aceto of the National Association of Student Personnel Administrators (NASPA); Paul Oliaro from the Association of College and University Housing Officers-International (ACUHO-I); and Gerardo Gonzales, the Executive Director of BACCHUS. Two of the BACCHUS board members were also instrumental in this early effort. They were Dr. Thomas Goodale, vice president for student affairs at the University of Denver, and Gary North, director of residence life at the University of Illinois.

These founding individuals formed an umbrella organization that operates today as the Inter-Association Task Force on Alcohol and Other Substance Abuse Issues (IATF). The group held its first meeting in Gainesville, Florida, in 1982. That original meeting was the springboard for what has become a very far-reaching organization. This task force was composed of representatives from the following organizations: The American College Personnel Association (ACPA), The Association of College and University Housing Officers-International (ACUHO-I), the National Association of Student Personnel Administrators (NASPA), National Association of Campus Activities (NACA), National Association of College and University Residence Halls, Inc. (NACURH), the United States Student Association (USSA), and BACCHUS of the U.S., Inc.

The IATF has grown into a coalition of higher education associations and organizations that seeks to eradicate the abuse of alcohol, tobacco, legal and illegal drugs and other substances among college students. It strives to inspire students to review their lifestyles and make informed decisions regarding these substances. The Task Force supports teaching college students life skills that will enable them to be successful in college and afterwards.

Dr. Edward Hammond, then vice president for student affairs at the University of Louisville, now the president of Fort Hays State University, emerged as the driving force for NCAAW. Dr. Hammond has served as the national chair of the event for many years and continues to provide the vision and leadership to expand the program on college campuses across the United States and Canada.

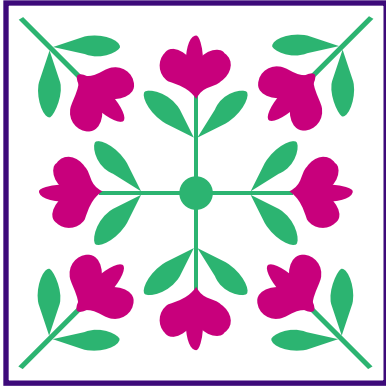
With the success of NCAAW, National Collegiate Drug Awareness Week soon followed. In the 1990s, however, NCAAW began to evolve away from an event exclusively aimed at illicit drug awareness and prevention and more toward a general "wellness" focus. A decade ago, the IATF voted to officially retire "Drug Awareness Week" in favor of "National Collegiate Health and Wellness Week." The response was tremendous as schools began to conduct focused educational programming for a week each Spring on topics as diverse as nutrition, exercise, drugs and alcohol, multiculturalism, smoking, and any number of other topics. NCHWW allowed schools to educate on the issues that most impacted them. Today, many campuses plan their own health and wellness fairs or community fun runs/walks to celebrate NCHWW.

In addition, the IATF sponsors awards to campuses with outstanding NCAAW programs, promotes an NCAAW student writing competition, periodically hosts prevention symposiums, compiles reports on health and safety issues, and consults with the alcohol beverage industry to insure the most responsible standards of marketing and product orientation.

NCAAW continues to be the Task Force's most widely recognized event. When NCAAW first began, only 250 campuses were on the active participation list. Now, more than 3,000 schools - from community and technical colleges to major research universities - participate to some extent each year! Today, NCAAW stands proudly as the most widely celebrated event in all of higher education. At the heart of this successful effort is an army of committed individuals on campuses throughout North America who have identified the issue of

student health as one that deserves their hard work and expertise. The future of these events will be measured by the ability of these individuals to bring to bear all of the resources, efforts and energy necessary to continue to keep the issue before the academic community and the nation.

Check out the IATF Web Site at www.iatf.org



Mission Statement

The Inter-Association Task Force on Alcohol and Other Substance Abuse Issues (IATF) is a coalition of higher education associations and organizations that seeks to eradicate the abuse of alcohol, tobacco, legal and illegal drugs and other substances among college students. It strives to inspire students to review their lifestyles and make informed decisions regarding these substances. The Task Force supports teaching college students life skills that will enable them to be successful in college and afterwards.

Activities of the Task Force

- National Collegiate Alcohol Awareness Week
- Institutional Awards Contest for Year-Round Prevention Programming
- Writing Contest on Student Responsibility
- Beverage Alcohol Marketing Guidelines
- Leadership Conferences
- Fundraising
- Advocacy

Numerous organizations active in the higher education arena have made a commitment to provide the leadership for these special events. These 22 organizations are:

American Association of State Colleges and Universities (AASCU)

American College Health Association (ACHA)

American College Personnel Association (ACPA)

American Council on Education (ACE)

Association of College and University Housing Officers-International (ACUHO-I)

Association of College Unions International (ACUI)

Association of Fraternity Advisors (AFA)

Association for Student Judicial Affairs (ASJA)

The BACCHUS and GAMMA Peer Education Network

Fraternity Executives Association (FEA)

Golden Key International Honour Society

International Association of Campus Law Enforcement Administrators (IACLEA)

National Association of Student Personnel Administrators (NASPA)

National Association of State Universities and Land-Grant Colleges (NASULGC)

National Athletic Trainers' Association (NATA)

National Intramural-Recreational Sports Association (NIRSA)

National Collegiate Athletic Association (NCAA)

North-American Interfraternity Conference (NIC)

National Panhellenic Conference (NPC)

The Network

Order of Omega

The Student Life Education Company

NOTES: