

# **Alcohol Solutions Group (ASG) Final Report**

**Submitted to Provost Persis Drell**

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## Introduction

Binge drinking is a major challenge within the college population, contributing to poor academic performance, relationship problems, alcohol poisoning, and violence (McMurtrie, B., 2014). When asked about experiences in the past 12 months, 26% of college student drinkers report forgetting where they were or what they did, 31% report doing something they later regretted, and 11% report sustaining physical injuries under the influence (NCHA, 2018). Most tragically, almost 2,000 college students die each year in alcohol-related incidents (NIAAA, 2015).

Stanford is not an exception to these trends. Of the approximately  $\frac{3}{4}$  of Stanford undergraduates who consume alcohol at least once a month, 53% report a pattern of drinking 4 or more drinks for women and 5 or more drinks for men in a two-hour time period (i.e., “binge drinking”, OAPE Annual Surveys, 2015-2018).

In particular, first year students at Stanford appear to engage in alcohol misuse at higher rates than first year college students nationally<sup>1</sup> on some measures. Approximately 54% of first year Stanford students consumed alcohol in the past two weeks compared to 41% nationally. Among first year Stanford students who consumed alcohol in the past two weeks, 56% engaged in binge drinking compared to 51% nationally. Similarly, Stanford first year students are more likely than their national counterparts to engage in risky drinking practices such as pregaming (74% v. 52%) and shots (61% v. 49%) (AlcoholEdu Surveys, 2016-2018).

More detailed Stanford data can be found in Appendix 5. The data/analytics group did extensive analyses of existing datasets that was presented to the entire ASG group to help inform them in their work and deliberations. Also, the work of the Law School Policy Lab group was very helpful in the work of the ASG. The white paper produced by the policy lab group can be found in Appendix 6.

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<sup>1</sup> Among the 500+ institutions and peer institutions who also participate in AlcoholEdu

## **Charge and Methodology**

In February 2019, to respond to alcohol problems at Stanford, Provost Drell launched the Alcohol Solutions Group (ASG). The ASG comprises students, faculty and staff who have logged hundreds of hours of work. Provost Drell charged the ASG to examine policy, culture, and programs to ensure that Stanford is using empirically-based approaches to reduce high-risk drinking and its related consequences. The ASG's work took on added urgency in light of mounting scientific evidence that heavy alcohol consumption adversely affects the developing brains of the college-age population (NIAAA, 2018).

The ASG had three committees:

- Outreach Committee: To invite, consider, and share input on alcohol policies and programs from the Stanford community at large through as many routes as possible.
- Policy Committee: To deliberate and advance for consideration policy proposals in the areas of (1) Hard alcohol (2) Beer and wine (3) Role of RAs/RFs (4) Any other areas the policy committee considered important.
- Programs Committee: To deliberate and advance for consideration programs proposals in the areas of (1) Support for students in recovery from addiction, (2) Alcohol-free, student-led, activity spaces, (3) Housing options, e.g. a wellness house or dry floors/wings within dormitories, (4) Any other areas the program committee deemed important.

Each of the committees met on a regular basis to shape and develop a framework for formal recommendations. Two other groups supported the committees: a data/analytics subcommittee of the ASG itself, and an independent policy lab within the Law School that began in September of 2018.

The outreach committee, chaired by students, held several student-led town hall meetings information gathering sessions in dining halls. The committee launched an online feedback form to gather information directly from the Stanford community on policy, culture, program services, and general impressions. Moreover, the Outreach subcommittee met with nearly 60 RAs and over 40 RFs, and gathered input from several hundred students including Greeks and Co-Ops (see Appendix 3 for schedule). The input and feedback gathered has been used to inform the committees' work and thinking throughout the process.

The ASG as a whole convened in March 2019 to hear from students enrolled in the Law School Policy Lab regarding their investigation of alcohol policies at other universities and analysis of policy options for Stanford. General ideas that emerged centered on the role of hard alcohol, services and support for students in recovery, and the impact of alcohol on campus life and student health and well-being.

In April 2019, the ASG met again as a large group for a half-day working retreat at which each subcommittee reported on their direction and thinking. Also, during that retreat, the group received a briefing on both quantitative and qualitative data reports. Qualitative data indicated strong support for the RA/student relationship. Quantitative reports showed a robust link between binge drinking, pregaming, and the use of risk reduction strategies as key predictors for serious, alcohol-related negative outcomes, including but not limited to: blacking out, passing out, sustaining injuries, and performing poorly on academic assignments or tests.

The ASG held its last formal large group meeting in May 2019 to review the recommendations from the respective committees. The recommendations were further vetted during the summer and an online voting process via Qualtrics was established for the ASG members to submit their final votes on each recommendation and sub-recommendation.

A  $\frac{2}{3}$  voting consensus was required for each ASG recommendation to pass. Those that passed are presented below.

## **ASG Recommendations**

**(Full detailed descriptions can be found in Appendix 1)**

### ***ASG Programs Recommendations:***

#### *ASG Programs Recommendation #1*

Enhanced Wellness Programming and Substance-Free Housing

- Responsible Party: Substance-Free Community Engagement Advisor (Currently Delaynie Baldwin), Office of Alcohol Policy and Education, Associate Dean & Director (Currently Ralph Castro) and Assistant Vice Provost for Residential Education (Currently Cheryl Brown)

#### *ASG Programs Recommendation #2*

Conduct a Needs Assessment for students in recovery and create a collegiate recovery program

- Responsible Parties: Substance-Free Community Engagement Advisor (Currently Delaynie Baldwin) and Education & Outreach Manager (Currently Natalie Thomas)

#### *ASG Programs Recommendation #3*

Increase student-led programs and programming space by creating a student-led programming board and a working group to review processes for reserving spaces across campus

- Responsible Party: Office of Student Engagement Director (Currently Jan Barker-Alexander)

#### *ASG Programs Recommendation #4*

Shift party planning guidelines, policies, and approval processes from the Office of Alcohol Policy and Education (OAPE) to the Office of Student Engagement (OSE). Convene a working group of critical stakeholders to review and update policies, processes, resources, and training for all students, organizations, and residences.

- Responsible Parties: Office of Student Engagement Director (Currently Jan Barker-Alexander) and Office of Student Engagement Program Manager (Currently Chris Carter)

#### *ASG Programs Recommendation #5*

Create a well-resourced peer educator program in OAPE to support alcohol education initiatives and expand outreach to student communities.

- Responsible Party: OAPE Education & Outreach Manager (Currently Natalie Thomas)

*ASG Programs Recommendation #6*

Develop and operationalize a comprehensive strategy for alternative/weekend programming in residences and neighborhoods (colloquially known as on-calls)

- Responsible Party: Assistant Vice Provost for Residential Education  
(Currently Cheryl Brown)

*ASG Programs Recommendation #7*

Operationalize a comprehensive communication/messaging strategy related to community values (culture of care, student wellness, sense of belonging, inclusivity, etc.) and alcohol use on campus for diverse constituencies (students, faculty, staff, parents, alumni, prospective students, etc.).

- Responsible Party: Office of Alcohol Policy and Education, Associate Dean & Director  
(Currently Ralph Castro)

***ASG Policy Recommendations:****ASG Policy Recommendation #1*

Enhanced residential staffing structures to include additional RA staffing in all-frosh houses, live-in/professional staff in all Row houses, and opportunities for 5<sup>th</sup> year/co-term students to apply for RA positions.

- Responsible Party: Assistant Vice Provost for Residential Education  
(Currently Cheryl Brown)

*ASG Policy Recommendation #2*

Additional and enhanced Resident Fellow, RA and other student staff training.

- Responsible Party: Assistant Vice Provost for Residential Education  
(Currently Cheryl Brown)

*ASG Policy Recommendation #3*

Create a Resident Fellow working group to create best practices in relation to community norms and values around alcohol, and to implement and consistently adopt alcohol policies.

- Responsible Party: Assistant Vice Provost for Residential Education  
(Currently Cheryl Brown)

*ASG Policy Recommendation #4*

Scaffolded education for students and more broad sharing of alcohol policy and community expectations.

- Responsible Parties: Academic Advising Associate Dean for New and Continuing Student Programs (Currently Edith Wu), Residential Education Director of Selection and Training (Currently Zac Sargent), and Office of Alcohol Policy and Education, Education & Outreach Manager (Currently Natalie Thomas)

ASG Policy Recommendation #5

Increase capacity for OAPE to lead campus-wide portfolio of education, training, and programming initiatives.

- Responsible Party: Office of Alcohol Policy and Education, Education & Outreach Manager (Currently Natalie Thomas)

ASG Policy Recommendation #6

Enhance current data collection practices on all alcohol-related incidents to capture consistent reliable data and measure the efficacy of policy and programs resulting from ASG.

- Responsible Party: Institutional Research & Decision Support, Director of Assessment and Program Evaluation (Currently Brian Cook)

ASG Policy Recommendation #7

Convene strike group to examine needs of graduate community.

- Responsible Party: Assistant Vice Provost & Director, Graduate Life Office (Currently Ken Hsu)

ASG Policy Recommendation #8

Dean of Students assumes ownership of new Stanford Alcohol Policy.

- Responsible Party: Senior Associate Vice Provost & Dean of Students (Currently Mona Hicks)



## **Analysis of Findings and Next Steps**

The overarching tenor of the Alcohol Solutions Group (ASG) is that Stanford should retain its educational focus on alcohol and build programs and outreach initiatives within this framework. Most of the proposed ASG recommendations demonstrate this focus and commitment. All of the recommendations presented in this report were voted on and approved by the ASG members by a two-thirds margin.

A clear path towards refocusing alcohol as a health and well-being topic is paramount to getting campus buy-in and this sentiment was communicated within the student outreach committee's feedback meetings. Past experience showed that student and RF buy-in is critical for the success and sustenance of successful initiatives such as residential on-call programs, PHE outreach education, Cardinal Nights and 5-SURE on Foot. Unsuccessful initiatives and policies were plagued with distrust, undermining, inconsistent application and confusion within the residential system and this troubling pattern needs to be addressed and remedied in order for change and growth to occur.

The ASG recommendations from both committees (programs and policy) propose new ways of thinking and aligning ourselves and our work to enhance better outcomes and promote trust and dedication to the overall mission of enhancing health and well-being.

Many of the ASG recommendations deal with systems and logistical matters such as space, role and responsibilities, collaboration and programming. As Student Affairs progresses through its strategic evolution regarding its Most Important Work, these matters are vital to create an environment that is consistent, clear, easy to navigate, public health focused and student-centered. Many of the ASG recommendations will be shaped and guided by new leadership in the Dean of Students Office, Residential Education and the Office of Student Engagement. These key stakeholders and decision-makers will be critical in setting the direction and tone, both in the residences and across campus for all students – undergraduate and graduate alike.

The ASG program recommendations focus on the intentionality regarding our support and resources for students who do not drink and/or are in recovery and providing more alternatives/opportunities to supplant drinking. These recommendations are not new topics, but articulate a clear enthusiasm and vision for building and shaping a community where students feel supported and safe on campus. These ideas were also promoted and presented as part of the Law School Policy Lab class that provided vital and comprehensive consultation to the ASG.

Further, the ASG program recommendations can be readied for implementation immediately. There are already donor funds allocated in OAPE for a substance-free house and students and staff are ready to move forward on the creation of a collegiate recovery program at Stanford.

Regarding the ASG policy recommendations, steps have been made this past year to slowly move student residential staff towards an ethos of accountability and fidelity in sharing concerns and reporting alcohol and drug matters to professional staff. Student staff training was enhanced to meet some of these proposed outcomes as was recommended in the ASG Policy Recommendation #2. As the campus culture gradually shifts in this positive direction, further policy changes should be revisited and framed through the lens of health, safety and well-being.

All of the ASG policy recommendations focus on systems and processes and not necessarily on regulations or restrictions. The lack of proposed policies that restrict behavior or regulate substances shows that the campus is still ambivalent to impose such actions. More time is needed to discuss the salience of putting forth public health policy recommendations that limit and set regulations on the accessibility of hard alcohol and its excessive use and this must be a critical priority. The data and research articulate problem areas that should be addressed at a policy level in a bold and robust manner. The campus community needs time to reflect on any new recommended policy changes and allow space for dialogue and education. The ASG is well aware of the pushback and angst regarding regulatory alcohol policy changes, but moving forward, Stanford needs to think about policy solutions that are going to provide the best protective factors and reduce risk instead of making decisions based on what is popular and/or the path of least resistance as has been the past practice in some cases.

The recommended RF Work Group (ASG Policy Recommendation #3) could be a place to discuss, develop and recommend alcohol policies that will be impactful within the residential community. A diverse subset of RFs viewpoints could analyze the literature/research, make informed decisions and propose robust policy ideas for culture change

The ASG policy committee discussed the issue of hard alcohol among first-year students, yet due to feedback from constituents about the popularity of the “open door policy” and implementation failures/pushback from previous policy changes, the group did not make a formal recommendation regarding restricting hard alcohol among first-year students or sustaining the current hard alcohol container policy; but agreed that more dialogue and discussion is needed on the subject as the campus culture around accountability evolves. This thinking is articulated in the “Hard Alcohol Restriction in Frosh Houses Statement” (Appendix 4). Moreover, the policy committee discussed rewriting a new alcohol policy and articulating more direct due diligence processes, but these proposals were not moved forward for an entire ASG group vote.

Given this crossroads, the Provost may choose to re-charge the ASG and/or an RF Work Group to continue this work with a tighter directive. As a new Dean of Students and Assistant Vice Provost for Residential Education come on board, their perspectives and leadership will help shape the direction and development of more clearly defined policy recommendations, particularly around hard alcohol as the Stanford Data Overview highlighted (Appendix 5).

The work of the students, staff and faculty on the ASG demonstrated a very dedicated desire to shift our campus culture in a positive direction on this extremely vexing topic. The

data/analytics committee (Stanford Data Overview in Appendix 5) and Law School Policy Lab class (White Paper in Appendix 6) were critical in enhancing the understanding of the issues and setting the tone for the solid work of the ASG members. Their respective work was immense and needs to be commended.

In sum, the structural, educational and logistical ASG recommendations will set the stage for more intentional, targeted and impactful work to be done on campus. Nevertheless, a more balanced public health approach that includes individualized, environmental programs and accompanying policies/regulations still needs additional work and attention at Stanford. If the Provost agrees to re-charge the ASG and/or an RF Work Group to continue the discussion and review of more detailed policy implications, then that work should continue this year and be presented by the end of spring 2020 with input and leadership from the new Dean of Students and new Assistant Vice Provost for Residential Education.

## References

AlcoholEdu Annual Surveys (2016-2018). EverFi.

McMurtrie, B. (2014). Why colleges haven't stopped binge drinking. *Chronicle of Higher Education*. Retrieved from [https://www.chronicle.com/interactives/alcohol\\_binge](https://www.chronicle.com/interactives/alcohol_binge)

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OAPE Annual Surveys (2015-2018).

## **Appendix 1: Recommendations in Full**

### ASG Policy Recommendation #1

#### Proposed Recommendation: Staffing Structures

- Additional (RA) staffing in all-frosh houses PASS VOTE 15/15
- Presence for live-in/on professional (or paraprofessional graduate student) staff in all Row Houses (we MUST emphasize that dangerous drinking is a Stanford cultural issue and not just a frosh/frosh house issue.) PASS VOTE 12/15
- Allow 5<sup>th</sup> year and co-term students to apply for RA positions PASS VOTE 14/15

#### Rationale

- More Staff in Frosh Houses: RAs, PHEs, RCCs, RFs all say that they do not have enough human resources to adequately respond to student drinking behaviors and sponsor alcohol-free on-call programming.
- Professional/Para-professional Staff (or Graduate Student) Presence on the Row: Need support for student staff and accountability/supervision of resident student behavior.
- 5<sup>th</sup> Year/Co-term RAs: RFs would like to be able to engage more mature undergraduate staff. This is an underutilized resource. It would be a popular choice for Co-terms and 5<sup>th</sup> years if it were the only way for these students to get housing.

#### Possible Variance

Staff/Graduate student presence on the Row could have different impacts by house type (e.g., co-op vs. FSL house vs. self-op).

#### Cost/Benefit Analysis

- Benefits: We believe that increases in staff numbers and maturity would result in greater consistency of response, follow up, intervention, and programming.
- Costs: Financial, to cover stipends for additional positions. Social costs associated with rollout. Pain point would be the Row. (Students would likely be displaced from Row assignments to accommodate live-in staff/graduate students.)

#### Resources

- Financial: Stipends, training, early arrival housing & food.
- Human: Supervision for the additional staff (esp. a plan for supervising Row people).
- Additional Training

Timeline – Include description of implementation stages.

- 2020-21 for additional RA student staff increases
- Co-term/5<sup>th</sup> as we get increases in undergraduate bed spaces to meet guarantee for UG and then add cotermin/5<sup>th</sup> year.
- Row: with implementation of ResX neighborhoods.

### ASG Policy Recommendation #2

Proposed Recommendation: Additional and enhanced RF, RA and other student staff training

- Year-round training beyond Fall PASS VOTE 14/14
- Clearly defined expectations and accountability for intervention, referral, and reporting PASS VOTE 14/14
- More robust training and support (mentor?) program for 1<sup>st</sup> year RFs and particularly for 1<sup>st</sup> year RFs in Frosh Houses PASS VOTE 14/14

Rationale

- Need expressed by RAs and RFs. See Stanford Daily op-ed by current student staff.
- Current training timeframe is simply not adequate for staff to learn, practice, retain, refine skills. Without year-long training and support, it will be impossible to achieve consistent standards for interventions and response because staff will be reporting to 71 different house supervision structures. Need to reduce the current variability in information, knowledge, skill, reinforcement.
- First year for RFs is overwhelming. Additional support is necessary to support success and retention.

Possible Variance

- Training can take many forms – we might recommend a different group explore appropriate mechanisms and modalities.
- Need to be responsive to the fact that staff will have very different needs based on their house type/population (e.g., all frosh v. upper class v. Row.)

Cost/Benefit Analysis

- Cost for training materials (development, delivery.)
- Cost for human resources – where is there staff expertise and capacity (time) to deliver year-long training?
- Space constraints.

- Student staff and RFs will need to give up time to participate in this training (but this could be a relief for RFs).
- Can we integrate into existing structures (staff meetings, RF dinners)?

### Resources

- People, content, materials, time, space, commitment, trust.

### Timeline

- Strive for some moderate gains to academic year training in 2019-20. (Perhaps some training delivered quarterly by area or house type.)
- 2020-21: 1<sup>st</sup> year RF mentors and full year-long training for student staff.

### ASG Policy Recommendation #3

Proposed Recommendation: Creation of RF working group to create best practices for how to:

- talk about alcohol and create community norms and values - PASS VOTE 14/14
- implement alcohol practices in houses - PASS VOTE 13/14
- manage in-house social gatherings - PASS VOTE 12/14
- support RAs with low level interventions and learning to know when to refer to RF and/or staff meeting - PASS VOTE 13/14
- support all RFs in consistent adoption of best practices - PASS VOTE 13/14
- examine and articulate the value of “open door” so that it can be understood, agreed upon by all stakeholders, and valued (too much misunderstanding and disagreement on its actual value – what does it actually do to curb high risk drinking) - PASS VOTE 11/14
- Create summarizing talking point of policy and practice for RFs, RAs and other staff to use with new students, parents, and students who’ve been referred/intervened - PASS VOTE 13/14

### Rationale

- Concept of an RF Working Group: We need consistency and a strong mechanism for buy-in, co-creation with RFs. (Otherwise, practices developed will not be adopted.) We currently have 71 houses with 71 different approaches/ messages.
- Specifically, the management of in-house social events: This is a promising practice to help houses manage and respond in ways that are consistent with local house values, but RFs need support (and a sense of being protected from risks associated) in order to put this into effect consistently campus-wide.
- “Open Door” – This is a valuable philosophy/approach/orientation/frame/cultural practice, but not a policy. We need to refine our articulation of this practice and belief, but shift away from the terminology of “policy.” We need to clarify what this actually is (and what it is not.)

- Need “50 first words” for Alcohol Policy as a way to translate the policy and support adoption of it.

#### Cost/Benefit Analysis

- Time – Great time investment on part of those participating.
- Challenges likely in the development of consensus.
- Risks associated if we articulate a standard that is then not followed. How will we address accountability for not following through with these expectations? Need to get more experienced RFs to go along with recommendations.

#### Resources

- Time.
- Resources for meetings (materials, food, space, etc.)
- Need to identify and involve the “right RFs.” This includes RFs with experience, social capital in the RF community, faculty RFs. Buy-in from most vocal/strident RFs will be valuable.

#### Timeline

- Summer 2018-19 so that recommendations can be implemented for Autumn 2019-20.

#### ASG Policy Recommendation #4

Proposed Recommendation: Scaffolded education for students and more broad sharing of alcohol policy and community expectations

- start at Admit Weekend - PASS VOTE 13/14
- continue through NSO and first year - PASS VOTE 14/14
- appropriate formative education throughout all 4 years – including mandated training/learning for all students with an enrollment hold until complete - PASS VOTE 14/14

#### Relevant Evidence

- We hear from students that they do not get enough education. RFs and administrators say this, too.
- Strong desire to introduce at Admit Weekend, invest at NSO.

#### Rationale

- Consistent, strong message from start to finish.



- Developmentally appropriate for different ages/stages of students' lives. Must be different from year-to-year.
- Need strong scaffolding and mechanism for culture change – cannot change culture with a single intervention early in students' careers.
- Enrollment hold is a strong motivator.

#### Cost/Benefit Analysis

- Time, staff, financial resources needed to develop and deliver education/training. What will need to be done by professional staff? What can be delivered via peers or student staff? (If the latter, they will need training and support to do this well.)
- Technology, to connect training completion to a student's enrollment hold.
- Pain point: holding academic enrollment for a student life issue.
- This sends a strong message as an institutional priority if it is required annually.
- Any successful public health intervention involves persistent, ongoing education/awareness/reinforcement.

#### Resources

- Time, staff, financial resources needed to develop and deliver education/training. What will need to be done by professional staff? What can be delivered via peers or student staff? (If the latter, they will need training and support to do this well.)
- Technology, to connect training completion to a student's enrollment hold.

#### Timeline

- Start planning immediately.
- Begin focus groups/prototyping for upper class options immediately.
- Look to shift in staffing structure to RA+ -- this will be a point when we can have expectations for consistent campus-wide staff-led programs/events/education.

#### ASG Policy Recommendation #5

Proposed Recommendation: Increase capacity for OAPE to lead campus-wide portfolio of education, training, and programming initiatives.

- OAPE designs and delivers alcohol education and training modules for annual RF and RA/student staff trainings - PASS VOTE 14/14
- Comprehensive campus-wide, year-round educational programming campaign/promotions – focusing on efforts to reduce binge drinking and hard alcohol consumption - PASS VOTE 14/14
- All-frosh houses are required to host and promote an OAPE-provided alcohol education workshop during the first 4 weeks of the Fall term - PASS VOTE 14/14

- Row House student staff are required to host and promote an OAPE-provided-or-approved alcohol education program during Fall term. Choose from a menu of programs, picking one that is most relevant to the house community (list examples of programs) – OAPE should develop this menu of programs in consultation with the various communities on campus that will be the users of this resource (explore needs and demands) -PASS VOTE 14/14

#### Relevant Evidence

- We hear from students that they do not get enough education.
- Many requests for more training appeared in student survey feedback.
- RFs and administrators say this, too.

#### Rationale

- OAPE holds content expertise. We need to amplify their capacity to deliver that content to students.
- Shift responsibility from house staff to be the only messengers of this content.

#### Cost/Benefit Analysis

- Need to free up capacity for OAPE to lead education campaigns and trainings for staff and students.

#### Resources

- OAPE may need more FTE staff if they are going to continue to conduct one-on-one meetings with students (in addition to RD meetings) and need to increase outreach/training/education/awareness.
- Policy Committee supports recommendation from Programs Committee to fully fund and develop the proposed OAPE Peer Mentor strategy (particularly as PHE positions are phased into RA+ positions.)

#### Timeline

- As soon as possible.

#### ASG Policy Recommendation #6

##### Proposed Recommendation: Data Collection

- Capture consistent data on all alcohol incidents and provide role clarity – who collects and reports which data (RFs, RDs, OAPE, GLO, etc.) - PASS VOTE 14/14
- Measuring effectiveness of policy and related changes resulting from ASG (need more fulsome data sets than just transport numbers) - PASS VOTE 14/14

### Rationale

- The university needs more, and better, data.
- We cannot rely on transports as metric of behavior/culture change.
- We need to set expectation that new policies and practices related to student behavior intervention and support are measured for effectiveness.

### Resources

- Coordination costs – developing tools/questionnaires for all participants to use consistently.
- Technology development costs?

### Timeline

- Winter 2020

### ASG Policy Recommendation #7

Proposed Recommendation: Strike group to examine needs of graduate community - PASS VOTE 13/14

### Rationale

- The Policy Committee could not commit time to focus on the graduate student population.
- Needs for education, intervention, and enforcement vary greatly for graduate students.

### Timeline

- As soon as possible

### ASG Policy Recommendation #8

Proposed Recommendation: DOS to assume ownership of new Stanford Alcohol Policy - PASS VOTE 13/14

- DOS to assume responsibility for creating accountability for all students and student groups that is equitable, consistent, transparent, and enforceable - PASS VOTE 12/14
- DOS responsible for convening an on-going stakeholders committee to oversee implementation of ASG recommendations and changes resulting from the process; this committee will also incorporate work of other ongoing working groups resulting from ASG - PASS VOTE 13/14

### Rationale – Why is this recommendation important?

- OAPE holds content expertise for alcohol education. We need to amplify their capacity to deliver that content to students.
- Since the majority of student behavior conversations/follow up happens in/through ResEd, the development/revision/administration of the policy itself should be situated with Dean of Students Office (where ResEd will be situated).
- DOS will hold ResEd (RDs, RFs, RAs), GLO, and OCS.

### Cost/Benefit Analysis

- Fundamental struggle – When does drinking behavior become something that we adjudicate/discipline rather than something we address through education and support. When might we sanction alcohol-related behaviors that do not accompany other harm/behaviors?

### Resources

- Intentionality in selection of new Dean of Students and Assistant Vice Provost for Residential Education with this shift in mind

### Timeline

- Immediately upon hiring of new Dean of Students

### ASG Programs Recommendation #1

#### Proposed Recommendation(s): Wellness Programming and Substance Free Housing

- Increase supply of substance-free residential spaces and expand access for all undergraduate students, including incoming first-year students. - PASS VOTE 13/14
- Develop a wellness-themed, substance-free undergraduate residential community and experience that provides an environment for students to learn and practice holistic approaches to physical, mental, and emotional health. - PASS VOTE 13/14
- Provide wellness education and programming in all first-year communities to support the transition into college and build habits to sustain their capacity to be powerful learners. - PASS VOTE 14/14
- Expand access to funding for residences and student organizations to host or create wellness-themed programming. - PASS VOTE 13/14
- Develop an online database and guide of educational program offerings provided by university departments and student organizations made accessible to student staff and student organization officers to host or implement in their communities. - PASS VOTE 14/14

## Relevant Evidence

AlcoholEdu data gathered by OAPE suggests the demand for substance-free housing exceeds supply. A total of 375 first-year students over the past two years have reported that they would choose to live in substance-free housing if provided for new students. An additional 830 first-year students over the same two years reported that they would consider substance-free housing if it was provided for new students. In summary, approximately 1000 students from the classes of 2021 and 2022 have expressed an interest in substance-free housing.

Previously, Mirrielees represented the only substance-free housing option available to upperclassmen. There is no substance-free housing option for first-year students. The substance-free option is a pre-assignment program with a max capacity of 45 students, including two staff members. The substance-free theme was implemented during the 2012-2013 academic year.

## Rationale

- Demonstrates the university's commitment to supporting students that abstain from substances.
- Reflects a commitment to student health and wellbeing.
- Promote the development of life skills to help students flourish.

## Possible Variance

A feasible option would be expanding the current substance-free wing in Mirrielees to include all floors. Presently, there is a potential tension between pre-assignees and the substance-permitted spaces on the floors above. Anecdotal data suggests sub-free students have been impacted due to proximity to students engaging with substances in the residence hall.

## Cost/Benefit Analysis

Costs: Financial support, resources, and staff to deliver programming.

## Benefits:

- Prioritizing the needs of students seeking to opt into a substance-free residential community for various reasons.
- Previous experiences with substances
- Religious or cultural values
- Familial experiences
- Personal choice
- Avoid tensions between students seeking to live in a substance-free community and students seeking to live in a substance-permitted community.
- Noise
- Access to alcohol and substances.
- Consequences associated with binge drinking or substance use.

## Obstacles/Considerations

- Isolation of substance-free students from the student-perceived social environments and experiences.
- Expanding access and attractiveness of substance-free social experiences on and off campus.
- Beyond the substance-free theme, primary incentives to pre-assigning in Mirrielees include privacy, apartment-style floor plans, access to a full kitchen, and the ability to opt-out of a R&DE meal plan.
- University transition to all-frosh residence halls per ResX recommendations in the coming years.
- Substance-free housing does not address alcohol misuse across campus.
- Repurposing a residential space, RF or Row space, may upset community stakeholders connected to the culture and history.

#### Resources

- A residential space(s) that can be repurposed to be substance-free. Preferably a space that is centrally located with limited proximity to substance-permitted residence halls and spaces. Additionally, a residence hall that mirrors the housing options provided by Mirrielees.
- Presently, there have been donor funds earmarked for substance-free housing and resources for students in recovery.

#### [University of Vermont model](#)

#### Timeline

- Autumn
- Convene a working group to assess the need for expanding substance-free housing and to draft a plan to address demand and student needs during autumn 2019. Group should consist of student staff, ResEd, iThrive, R&DE, and OAPE professional staff, resident fellows, and any other relevant campus partners.
- New substance-free housing options and a wellness-themed community should be available in Fall 2020. Plan should account for the following timelines:
  - Student staff selection
  - Pre-assignment process
  - Housing draw (current and incoming students)

#### ASG Programs Recommendation #2

Proposed Recommendation(s): Students in recovery needs assessment and implementation of a collegiate recovery program

- Research, design, and operationalize a strategy to support the needs of undergraduate and graduate students in recovery for addiction. - PASS VOTE 14/14

#### Relevant Evidence

- Overview from TRACER
- Historical information and research
- Policy Lab research on college recovery programs

#### Rationale

- For some students who are in recovery prior to matriculation or who enter a recovery program during their university program, the unabridged college campus can be predictably antithetical to maintaining sobriety.

#### Possible Variance

- College recovery programs can range from identifying a campus professional with recovery expertise who is available to counsel students in recovery, on one end of the spectrum, to a free-standing (and sometimes commercially operated) recovery residence, at the opposite end of the spectrum.

#### Cost/Benefit Analysis

##### Advantages

- Supports struggling students
- Potential to identify students in need proactively.
- Addresses stigmas around recovery and seeking support.

##### Obstacles

- The university currently has no objective data to describe the size of the recovery community at Stanford.
- Obtaining such data, and eventual participation in programs that might evolve, might be limited by student willingness to self-identify as being in recovery.

#### Resources

- Time and resources to conduct a needs assessment.
- Association of Recovery in Higher Education (<https://collegiaterecovery.org/>)

#### Timeline

- Autumn/Winter
- Convene working group fall 2019 to plan and conduct needs assessment.

### ASG Programs Recommendation #3

#### Proposed Recommendation(s): Student Programs & Programming Space

- Create a student-led university programming board to be supervised and supported by professional staff in the Office of Student Engagement. - PASS VOTE 11/14
- Programming board should prioritize the creation of new signature programs that are grounded in creating a sense of belonging and building community. Rebrand current signature programs and campus traditions as community-centered events. Recent examples include Front Yard Fridays and building on the recommendations from the social life task force. - PASS VOTE 12/14
- Utilize best practices from NACA (National Association of Campus Activities) - PASS VOTE 12/14
- Increase supply of residential and non-residential programming spaces and streamline reservation processes for students, residences, and student organizations. Convene a working group to review the processes for reserving spaces across campus for various types of programs. - PASS VOTE 13/14
- Working group should consider the following:
  - Process for various event types (philanthropic, educational, social, etc.) - PASS VOTE 13/14
  - Further integration with 25Live and/or OrgSync between departments (OSE, Registrar, residences, community centers, etc.). - PASS VOTE 11/14
  - Develop an online guide that outlines cost, capacity, technology, etc. for all reservable spaces (residential, non-residential, academic buildings, recreation centers, dining halls, sports facilities, art/music venues, etc.). - PASS VOTE 13/14
  - Implementation of a process to ensure space is confirmed proactively for annual signature and/or large-scale programs (student staff training, formal recruitment, Pow Wow, etc.). - PASS VOTE 13/14
  - Room reservation fees and financial barriers to reserving space for student organizations. - PASS VOTE 14/14
  - Feasibility of a student center. - PASS VOTE 13/14

#### Relevant Evidence

- Data captured by the Outreach Subcommittee and the task force on social life articulate a feeling of limited social spaces to interact and build community
- Residential spaces are difficult to reserve and lead to issues of nepotism, marginalization of certain students and organizations,



- Decentralized oversight and support of high impact student organizations.
- Decentralized coordination of large-scale campus events. Various student organizations with inconsistent oversight and support coordinate signature traditions (Frost Fest, FMOTQ, Black Fest, Front Yard Fridays).
- Decentralized management of reservable programming spaces (Tressider Union, community centers, residential spaces, academic spaces, recreation spaces, etc.) makes it difficult for students and staff to find space to host programs.

#### Rationale

- Consistency and clarity of the role of various high impact organizations and signature programs in the student experience can inform gaps in the student social experience.
- Making programming more accessible to students and student organizations.
- Improves ability to track data on reservations, types of events, frequency, etc.
- Student engagement supports student retention, well-being, sense of community, and de-emphasizes role of alcohol in programming.

#### Possible Variance

- Review the mission and structure of well-resourced student organizations (high impact student organizations) that host large-scale events to ensure they are prioritizing inclusive programs and utilizing best practices to meet the needs of the student body.
- Convening high impact student organizations regularly to review goals and challenges shared by all organizations to ensure they are addressing the needs of their constituents and are mindful of gaps in their program offerings.
- Centralize notification of leadership and volunteer opportunities for high impact student organizations.

#### Cost/Benefit Analysis

##### Advantages

- Increase access for students to get involved with high impact student organizations to address concerns of nepotism and ensure programming reflects the diversity of the student body.
- Streamlined reservation processes.

##### Obstacles

- Garnering buy-in for various departments to share their space reservation processes in a centralized location.
- Reviewing student organizations that have longstanding cultures and programs.
- Coordinating programming schedules months in advance for competing departments and student organizations.

## Resources

- [Princeton Student Events Committee](#)
- [Penn Social Planning and Events Committee](#)

## Timeline

### Autumn

- Office of Student Engagement should examine advising structure for high impact student organizations
- Convene and charge a working group to review reservation processes.
  - Begin a review of large-scale programming to capture data throughout the academic year.

### Winter/Spring

- Pilot a coordinated space reservation for the following academic year for signature programs and events.

## ASG Programs Recommendation #4

### Proposed Recommendation(s): Party Planning and Organizational Conduct

- Shift party planning guidelines, policies, and approval processes from the Office of Alcohol Policy and Education (OAPE) to the Office of Student Engagement (OSE). Convene a working group of critical stakeholders to review and update policies, processes, resources, and training for all students, organizations, and residences. - PASS VOTE 12/14
  - Working group should consider the following:
    - Defining event types (mixer, all-campus, invite-only, etc.). - PASS VOTE 14/14
    - Equitable access to reserving a Row house. - PASS VOTE 12/14
    - Limits on events per week or per organization. - PASS VOTE 13/14
    - Accountability measures for failing to meet registration timelines. - PASS VOTE 13/14
    - Organization risk reduction plans. - PASS VOTE 14/14
    - Off-campus events (formals, ski trips, etc.). - PASS VOTE 14/14
    - Student representation on the party review board. - PASS VOTE 14/14
    - Subsidizing relevant event costs such as security, space, and bartending services. - PASS VOTE 13/14
    - Sober monitor training. - PASS VOTE 13/14
    - Responsibilities of co-hosting organizations. - PASS VOTE 13/14

- Convene a working group of critical stakeholders to re-imagine the organizational conduct process. - PASS VOTE 13/14
  - Working group should consider the following:
    - Accountability protocols for residences that violate University policies - PASS VOTE 12/14
    - Sharing relevant information related to violations and sanctions publicly. - PASS VOTE 12/14
    - Student organization statuses (probation, suspension, etc.) - PASS VOTE 12/14
    - Definition and role of collective responsibility. - PASS VOTE 12/14

### Relevant Evidence

- Inconsistent application of accountability measures across campus communities and student organizations.
- Inconsistent understanding of registration policies and processes leading to unsafe environments, policy violations, sharing of inaccurate information, and limited buy-in related accountability measures.
- Students, student staff, and RFs report a desire for clear and transparent processes.
- The only requirement to host a party is a brief online slideshow through OAPE.
- 975 registered parties in 2018-2019 which represents an increase for the third consecutive year and the largest number in the past eight years.
- Alcohol was served at 839 registered events during 2018-2019.
- Greeks hosted 49% of all registered parties.

### Rationale

Students and student organizations should be informed and understand the responsibility of having the privilege to host social events.

- Students and student organizations should be equipped with the tools and resources to host safe, fun social events.
- Students and student organizations should understand the accountability expectations for failing to adhere to policies.
- Campus stakeholders should be informed about the conduct history of student organizations and residences.
- Educating all student organizations and residences on the processes, tools, and expectations of hosting social events may counter the narrative that only fraternities and self-ops can host social events.

### Cost/Benefit Analysis

#### Advantages

- Amplifies the educational mission of OAPE and counters the narrative that OAPE is punitive.

## Obstacles

- Clarity in communication to students and campus stakeholders throughout the process.
- Ongoing transition and visioning within the Dean of Students Office and the Office of Student Engagement

## Resources

- Student participation on working groups.
- Support and messaging from senior administration.

## Timeline

\*Overwhelming perspective gathered by Outreach subcommittee suggests that the rollout and implementation of policies related to alcohol in the past have undermined the interventions. The timeline should be more thoroughly discussed.

## Autumn

- Charge working group to review organizational conduct board policy and process.
- Continue with process as is until recommendations are complete.
- Charge working group to review party planning policies and processes.
- Continue with process as is until recommendations are complete.

## Winter/Spring

- Party planning timeline should accommodate OrgSync contract renewal for 2020-2021 academic year.
- Training on party planning should align with new officer transitions. Potentially pilot training with student organizations that transition during Winter 2020.

## ASG Programs Recommendation #5

### Proposed Recommendation(s): OAPE Peer Education Program

- Create a well-resourced peer educator program in OAPE to support alcohol education initiatives and expand outreach to student communities. University examples include the peer health educators (PHEs), SARA Ambassadors, and VIP Chairs in fraternities and sororities. - PASS VOTE 13/14

## Relevant Evidence

- Policy Lab report and data gathered by the Outreach Subcommittee reinforce the value of student-led initiatives and the value of peer-to-peer relationships between students.
- OAPE has an increased number of training requests which limits bandwidth.

#### Rationale

- Demonstrates University's commitment to educating students about the role of alcohol on campus.
- Expands the number of students that are trained and informed on risk reduction strategies beyond residential staff and current OAPE student staff and volunteers.
- Opportunity to expand knowledge of policies and tools related to alcohol to students and student organizations that may not be informed.

#### Possible Variance

- Potentially having student facilitators co-facilitate with professional staff.
- Targeted peer-educators for specific communities or student organizations such as the Row or fraternities and sororities.
- Data suggests that fraternity men outpace their peer groups on campus in high risk drinking behaviors and negative consequences. Sorority women outpace non-Greek men on campus in multiple high-risk drinking behaviors and negative consequences.

#### Cost/Benefit Analysis

##### Advantages

- Opportunity for student accountability and peer-to-peer learning.
- Amplifies the role of education for OAPE.
- Builds on student commitment in addressing alcohol on campus similar to Cardinal Nights and 5-Sure.
- Creates bandwidth for professional staff by sharing the load of training/presentations for student organizations and residences.
- Expands roster of trained facilitators to better meet the scheduling needs of student organizations.
- Counters the narrative that OAPE is only punitive

##### Obstacles

- Recruiting students interested in alcohol education and policy

##### Resources

- Significant investment in recruitment and training peer educators.
- Funding for programming and student stipend/incentives.
- Peer Educator Example:
  - [University of San Francisco](#)
  - [UC Berkeley](#)

## Timeline

### Autumn

- Develop program proposal (mission, objectives, infrastructure, etc.) and seek funding from Budget Group during Winter Quarter 2020

### Winter-Spring

- Start to recruit and train peer educators who can shadow OAPE staff training programs.

## ASG Programs Recommendation #6

### Proposed Recommendation(s): Alternative Weekend Programming and On-Call Structure

- Develop and operationalize a comprehensive strategy for alternative/weekend programming in residences and neighborhoods. Colloquially known as on-calls. - PASS VOTE 12/14
- Outline rationale and expectations for student staff and resident fellows, including frequency, oversight, scale, etc. - PASS VOTE 14/14
- Provide training for student staff, resident fellows, and dorm gov leaders. - PASS VOTE 14/14
- Ensure financial, space, and manpower support for communities with limited staff or programming space. - PASS VOTE 13/14
- Develop a toolkit with programming ideas and resources. - PASS VOTE 14/14
- Expand access to dedicated funding, Cardinal Nights mini-grants, for weekend/alternative programming made accessible to residences and student organizations. - PASS VOTE 12/14
- Develop an assessment tool to measure the effectiveness of programming. - PASS VOTE 12/14
- Further define referral, on-call, and reporting expectations and processes outlined by Residential Education for critical stakeholders, including residence deans, student staff, and resident fellows. - PASS VOTE 13/14
- Develop an on-call schedule and communication process for residence deans, student staff, and resident fellows. Critical stakeholders should all be informed of who is serving on-call for each constituency and have contact information readily available. University example is the party schedule distributed weekly to relevant stakeholders by OAPE. - PASS VOTE 14/14
- Provide a step-by-step resource guides outlining critical referral, on-call, and reporting procedures for student staff and resident fellows. Examples include mandated reporting expectations, communicating with a residence dean, CAPS, SUDPS, etc. - PASS VOTE 13/14

- Outline and provide accountability measures for student staff and resident fellows that fail to follow through on defined referral, on-call, and reporting expectations. - PASS VOTE 13/14
- Develop a Google Voice on-call toolkit for student organizations and residences hosting events to support student staff and sober monitors sustain a safe and inclusive environment. Several fraternities have piloted internal on-call systems utilizing Google Voice in recent years. - PASS VOTE 11/14

#### Relevant Evidence

- During emergency situations it is unclear who the RD should call from a specific dorm.
- There is no consistent alternative programming in Row communities.
- Only first-year communities receive specific alternative programming funding.
- Dorms with limited staff do not have the bandwidth to serve on-call and provide alternative programming.
- Alternative programming is valued by students and RFs and there is a belief that it should be expanded in data gathered by the Outreach Subcommittee.
- Students report limited options to socialize outside of all-campus parties and a desire for fun, large-scale programs that required limited student planning.

#### Rationale

- Ensure each dorm and/or neighborhood is prioritizing alternative programming for residents each weekend.
- Ensure on-call RDs know who exactly to call on staff during an emergency situation.
- Ensure student staff and resident fellows understand their reporting responsibilities and have the tools to follow through.
- A Google Voice number ensures residents and event participants have access to staff support without the staff having to disclose their personal contact information. Also, the number can remain the same for the community each week.
- Accountability is essential to promoting a safety in residential communities. Individuals unable to fulfill the expectations of reporting undermine the safety of communities.

#### Possible Variance

- Potentially sharing weekly on-call information with chapter presidents, student affairs staff that regularly oversee programming (OSE, community centers, etc.)

#### Cost/Benefit Analysis

##### Advantages

- Provides transparent communication channels and expectations for stakeholders.
- Supports streamlined response times.

- Provides an additional outlet for social engagement
- Opportunity for residents and Dorm Gov members to support programming in their space

#### Obstacles

- Garnering collective buy-in on accountability measures from student staff and resident fellows.

#### Resources

- Funding for alternative programs (materials, food, tickets, etc.)
- Designation of a professional staff member to coordinate and disseminate regular communication with on-call information to relevant stakeholders.
- [NU Nights](#)

#### Timeline

##### Autumn

- Develop communication plan and on-call infrastructure for RDs and residences
- Outline alternative/weekend programming rationale and expectations

##### Spring

- Pilot communication plan
- Pilot alternative/weekend programming

#### ASG Programs Recommendation #7

##### Committee Recommendation: University Messaging & Parent and Family Engagement

##### Proposed Recommendation(s)

- Operationalize a comprehensive communication/messaging strategy related to community values (culture of care, student wellness, sense of belonging, inclusivity, etc.) and alcohol use on campus for diverse constituencies (students, faculty, staff, parents, alumni, prospective students, etc.). - PASS VOTE 14/14
- Distribute messaging from senior leadership that amplifies community values, articulates institutional priorities, and supports ASG recommendations to various constituencies. - PASS VOTE 14/14
- Demystify community-wide misperceptions and myths related to alcohol use on campus. Examples include: (Open-door policy is a university policy, university support or outreach is



punitive, all-campus parties as a tool for inclusivity, if fraternities or the Row don't host parties, then campus social life is limited). - PASS VOTE 14/14

- Address mixed messages related to the culture of alcohol and priorities to address harmful behaviors and consequences. - PASS VOTE 13/14
- Presence and role of alcohol during student-led traditions and programs. - PASS VOTE 12/14
- Cultivate shared understanding and definitions of high-risk drinking (binge drinking, pregameing, mixing substances, etc.) and the associated individual and community risks. - PASS VOTE 14/14
- Promote and sustain a culture of care which also includes the role of individual and community (student organization, residence hall, team, etc.) accountability. - PASS VOTE 14/14
- Normalize engagement with parents and administration related to student outreach, support, and violations related to alcohol. - PASS VOTE 14/14
- Share resources and step-by-step guides with parents and families. Provide resources to encourage parents and families to support their students who may have an incident related to alcohol. - PASS VOTE 14/14
- Outline University priorities related to alcohol during relevant events related to parents and families (NSO, Admit Weekend, formal recruitment etc.). - PASS VOTE 14/14
- Outline and normalize the role and utilization of the Residence Dean to parents and families at relevant events and various online mediums. - PASS VOTE 14/14

#### Relevant Evidence

- Inconsistent understanding and application of the open-door policy which is not a recognized policy by the institution.
- Conflicting messages are communicated to incoming students and their families with the prohibition/concealment of alcohol for signature events.
- The Row has adopted a process for houses to host events with alcohol for their residents during NSO.
- Limited student buy-in and action related to minimizing and addressing harm related to alcohol comprehensively.

#### Rationale

- Demonstrates University commitment to addressing alcohol as a campus community.
- Reinforces wellness and a healthy engagement with substances.
- Provides a voice to students in recovery and abstainers
- Communicates shared definitions and relevant data to campus stakeholders

#### Cost/Benefit Analysis

#### Advantages

- Provides transparent and aspirational messaging to all relevant stakeholders
- Reinforces a community of care and addresses taboo related to seeking support

#### Obstacles

- Garnering senior administration support and willingness to share messaging
- Coordinating a comprehensive message to be distributed by several units (senior administration, Vaden, ResEd, OAPE, FSL, NSO, class presidents, parent and family entities, etc.)

#### Resources

- <https://president.tulane.edu/content/special-message-alcohol-and-drug-abuse>

#### Timeline

##### Winter:

- Convene relevant stakeholders/unites to communicate intentions to coordinate messaging related to alcohol

## Appendix 2: Formal List of Members

1. Adam Banks – Resident Fellow, Governor’s Corner
2. Becky Bull – Resident Fellow, Roble
3. Bianca Ortiz - Undergraduate Residence Dean
4. %Brenda McComb – Dean of Students Office
5. \*Brett Salazar – Med student, Undergrad Stanford Alum, Greek, NomComm
6. ^Christopher Carter – ResEd, Greek Life
7. Elizabeth Ford – Undergraduate, Senior
8. Emerson Stewart – Department of Public Safety
9. Grayson Throckmorton – Undergraduate, Senior
10. Jessie Seng – Undergraduate, Junior
11. Jim Jacobs – Vaden Health Center
12. John Austin - Vaden Health Center, Project Management and Strategy – Alcohol Solutions Group Project Manager
13. #Karen Biestman – Community Centers
14. Keith Humphreys – Alcohol Solutions Group Faculty Chair
15. Ken Hsu – Graduate Life Office
16. Koren Bakkegard – ResEd
17. Laura Sussman – Undergraduate, Senior
18. Lisa De La Cruz-Caldera – Undergraduate Residence Dean
19. %Natalie Thomas – Office of Alcohol Policy and Education
20. Niko Eren – Law Student, NomComm
21. Ralph Castro – Office of Alcohol Policy and Education – Alcohol Solutions Group Staff Chair
22. Shane Berger – Undergraduate, Sophomore
23. Vy Hoang – Office of Alcohol Policy and Education – Alcohol Solutions Group Staff Administrator

%Co-Chair, Data & Analytics Committee

\*Chair, Outreach Committee

^Chair, Programs Committee

#Chair, Policy Committee

### Appendix 3: Outreach Committee Schedule

<b>Student Focused Outreach</b>								
<b>Freshman Dining Hall Outreach</b>				<b>Estimated Engagement Numbers</b>				
					<b>Other Community</b>			
<b>Location</b>	<b>Day and Time</b>	<b>Person</b>		<b>Students</b>	<b>Members</b>			
Stern Dining	Tues, 4/2 5-7pm	Brett		45				
Wilbur Dining	Thurs March 7, 11:30-1	Lizzie	CONFIRMED	29				
Arrillaga Dining	Wed, 4/3 5-7pm	Brett		5				
Lakeside Dining	3/4 Mon 5:30-7:30	Grayson	CONFIRMED	51				
FloMo Dining	Wednesday March 6, 11:30-1:30	Shane		20				
Ricker Dining	3/5 Tue 6-6:45	Grayson		24				
Suites (Outdoor House)	3/5 Tue 6:45-7	Grayson		30				
							dining hall outreach 204	
<b>Open Town Halls</b>								
East		Haas Center, DK room						
West	April 10, 7:30-9:30	Roble	dessert available					
<b>Event</b>	<b>Day and Time</b>	<b>Location</b>						
Fraternities	3/10 1-2:30pm	Cypress Lounge		24				

Sororities	3/10 2:30-4pm	Cypress Lounge		16				
Co-Ops	4/7 1-2:30pm	Old union?		0				
Self-Ops	4/7 2:30-4pm	Old union?		0				
<b>RAs</b>								
Roble staff	Sunday 3/17 4:30 PM	Roble	John	12	2			
Muwekma staff	Monday, 4/8 9:00 PM	Muwekma	John	7				
Norcliffe staff	Sunday, 4/14 8:45 PM	Norcliffe	John	8				
West FloMo staff	Sunday, 4/14 11:30 AM	Gavilan	John	12	1			
Larkin staff	Monday, 4/15 8:30 PM	Larkin	John & Becky	8				
Meier staff	Monday, 4/15 7:30 PM	Meier Seminar Room	John & Becky	10	1		RAs reached 57	
# of student surveys completed				113				
<b>Other Stakeholder Outreach</b>								
RF Breakfast	April 5 8-9:30am	VP SA Conf Room	Becky & John		11			
1:1 RF Meeting #1	March 13	4-class RF	Becky & John		1			
1:1 RF Meeting #2	March 15	All Frosh RF	Becky & John		2			

1:1 RF Meeting #3	March 15	4-class RF	Becky & John		2			
1:1 RF Meeting #4	March 22	All Frosh RF	Becky & John		2			
1:1 RF Meeting #5	March 29	Suites	Becky & John		1			
1:1 RF Meeting #6	March 31	All Frosh RF	Becky & John		1			
1:1 RF Meeting #7	April 29	4-class RF	Becky		1			
1:1 RF Meeting #8	May 6	Ethnic Theme RF	Becky		1			
Wilbur/Stern Frosh RF Lunch	March 22	Sweet Hall room 020	Becky & John		12		RFs reached 43	
Policy Committee Mtg	March 27	Upper class RF	Policy Comm		1			
# RF surveys completed					4			
RD Staff meeting	Monday, April 8				9			
		<b>Engagement #s</b>		414	52	466		

## **Appendix 4: Hard Alcohol Restriction in Frosh Houses Statement**

### **Hard Alcohol Restriction in Frosh Houses:**

The Alcohol Policy Group is mindful of overwhelming resistance to an immediate “Frosh House Alcohol Ban” by RAs, RFs and student responders, and of the abundance of experiential data from other campuses that suggest such bans migrate drinking locations rather than reduce dangerous behavior. And while our proposed policy is deeply rooted in changing binge drinking of hard alcohol through a concerted educational and wellness campaign, as well as empowering well-trained frontline residential staff to assess and intervene, we also acknowledge that a Frosh House Hard Alcohol “Restriction” may be a necessary step in the future.

The importance of rolling out a comprehensive new policy, starting with Admit Weekend in the Spring, and consistently messaging it through scaffolded educational deliverables throughout the freshman year especially, has the potential to both reduce dangerous drinking behavior and re-brand the community caretaking message. In addition, the ability to train residential staff to identify and intervene in binge drinking can be comprehensive and immersive with advance planning. We are mindful of the challenge of adopting a policy change and effectively rolling it out as early as 2019-2020. We are also mindful that any such restrictive policy must be built on sound empirical data that captures the full scope of dangerous drinking behaviors and the impact of new and existing educational and interventional efforts to address them. We acknowledge that structural shifts in housing alignments may present a concentrated frosh housing opportunity to embed consistent alcohol education programming and new policy implementation.

Choosing this path could start with 2019-2020 to reframe the current policy and practice, and re-invest in education and data collection to determine the impact on dangerous drinking behavior. Should the behavior continue, we can choose to add the Frosh House Alcohol Restriction as an accountability measure to complement the educational and wellness initiatives, potentially as soon as 2020-2021 or in the coming years.

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**First year students:** Every year we see that the majority of our transports due to alcohol consumption are frosh. Additionally, when performing a one-way ANOVA to determine differences in drinking behaviors among class years, first year students outpace all other class years in pregameing and taking shots (statistically significant with  $p < 0.05$ ). Both of these behaviors, along with others, are predictive of negative outcomes, such as blacking out, performing poorly on an assignment due to drinking, passing out due to drinking, and being taken advantage of sexually while under the influence

**Greeks:** The literature also indicates that students in Greek organizations are more likely to outdrink their non-Greek counterparts and thus experience negative outcomes. When performing statistical analyses on responses from Greek v. non-Greek students, we found that this trend was also observed at Stanford.

**Hard alcohol:** Because hard alcohol has been a topic of discussion, we analyzed responses of drinkers of hard alcohol drinkers v. non-hard alcohol drinkers across all class years to understand the scope of the issue.

**Drinking Location:** Survey data collected in 2018 indicate that the majority of students usually drink in their personal dorm room or someone else's personal dorm room (77%). This year's most recent dataset shows similar trends, and also indicates that not only do people usually drink in their personal dorm room or another person's personal room, but this is also where they drink the most. This may support the theory that students drink the most while pregameing and then this tapers off through the night.

**Substance Free Community:** Survey data suggest that non-drinkers make up between 18-27% of the undergraduate student population. Additionally, the demand for substance free housing appears to outpace supply.

### Survey Methodology

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The majority of the data below are survey data collected through two separate surveys. Where indicated, other data were taken from OAPE case reports and police reports which document specifics around alcohol and drug related incidents.

**AlcoholEdu:** This survey is distributed to every first year student in the middle of fall quarter with a typical response rate between 62% and 80% each year. The data were aggregated over the past three years to provide a current picture of first year student alcohol use and resulting consequences. Participants are asked: "during the past two weeks, to what degree did the following happen to you when drinking, or as a result of your drinking? Don't count things that have happened to you but were not because of drinking" and then given a list of behaviors and consequences such as pregameing, taking shots, chugging alcohol, blacking out etc. Next to each of these prompts, they were given a likert scale 1-7 (Never to Always). Thus the higher the score for a response, the more the student perceived that they had engaged in that behavior or experienced that consequence. Data were manipulated for select analyses to create dichotomous responses when necessary.

**OAPE Annual Survey:** This survey is distributed to a randomized representative sample of 2000 undergraduates every year in week 8 of winter quarter with a typical response rate between 40% and 50%. The data below are aggregated over the past four years to provide a current picture of alcohol use and resulting consequences across all class years at Stanford. OAPE annual surveys are conducted in week 8 of winter quarter to ensure that no large scale events that typically result in an abnormal spike of alcohol usage



are part of the window for responses. For example, the majority of questions ask students to recall their drinking behaviors over the past 30 days, thus eliminating FMOTQ as a confounder. Alcohol use behaviors and consequences are measured by frequency, and are ordinal in nature with the majority of response selections following this pattern; 0 times, 1-3 times, 4-6 times, 7-9 times, and 10+ times. The analyses below treat these variables both continuously and ordinally to cross check results. For example, we conducted one-way ANOVAs along with chi square analyses to ensure that the treatment of variables as continuous and ordinal provided similar results. Data were manipulated for select analyses to create dichotomous responses when necessary.

*Case Reports:* Data described from case reports are student self-report data from 1:1 brief motivational intervention meetings. Case reports collect demographic information including (student residence, gender, class year, athlete status, Greek status, date of incident, and type of incident). Other data collected includes what students were drinking, how much they drank, in what amount of time, whether or not they were pregameing, and other details as they become relevant.

### **Section 1: First year student data highlights**

---

Of the self-reported negative outcomes we have analyzed so far (blacking out, performing poorly on an assignment due to drinking, passing out due to drinking, and being taken advantage of sexually while under the influence), here are the drinking behaviors that are most predictive of those outcomes (based on logistic regression analyses):

- Binge Drinking
- Not keeping track of the number of drinks one has had
- Chugging alcohol
- Pregaming
- Trying to 'keep up' with others' alcohol consumption
- Not alternating alcoholic drinks with non-alcoholic drinks
- Choosing a drink with more alcohol
- Taking shots

Many of these behaviors are associated with one another. Using principal components analysis, we found three clusters of drinking behaviors that explained most of the variability in responses, indicating that there are 3 major behavioral types that are independent of one another, but collectively are important for predicting both negative and positive outcomes.

Behavioral type 1: The amount students are drinking

- Binge Drinking
- Drinker category (measures heaviest amount of alcohol consumed in a single sitting over the past two weeks)
- Chugging alcohol

Behavioral type 2: The use of risk reduction strategies

- Not trying to keep up with others' alcohol consumption
- Avoiding drinking games
- Pacing drinking to 1 or less standard drinks per hour
- Counting drinks to keep track of how much one has had
- Alternating between alcoholic and non-alcoholic beverages

- Setting a drink limit

Behavioral type 3: Hard alcohol and pregaming

- Pregaming
- Taking shots
- Choosing a drink with more alcohol in it

In order to address negative outcomes, we cannot assume that addressing one of these behavioral types will affect the others, and instead we should focus on all three of these behavioral types if we expect to see significant changes in negative outcomes. Having said that, within each type, responses are highly related so it is likely that creating a policy or practice that reduced chugging of alcohol for example, may also impact self-reported binge drinking to some degree.

More frosh than other class years are transported every year (source: Police Reports)

Class	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19 (to date)
Frosh	29	26	30	25	28	24	36	22
Soph	17	9	20	12	9	6	11	12
Juniors	6	5	4	6	4	4	7	2
Seniors	12	9	5	8	5	4	3	4
Grads/Co-terms	5	5	2	9	3	1	8	0
<b>Total Transports</b>	<b>69</b>	<b>54</b>	<b>61</b>	<b>60</b>	<b>49</b>	<b>39</b>	<b>65</b>	<b>38 to date</b>

We conducted a one-way ANOVA to assess differences in drinking behaviors by student residence house type and we found several differences (statistically significant with  $p < 0.05$ ):

- First year students in all frosh dorms perceived that alcohol played more of a role in their social lives than did frosh in 4-class, ethnic theme, and FroSoCo dorms.
- First year students in all frosh dorms drank more frequently in the past two weeks than those in ethnic theme dorms and those in FroSoCo.
- First year students in all frosh dorms binge drank more frequently than those in ethnic theme dorms and FroSoCo in the past two weeks.
- First year students in all frosh dorms consumed more alcohol on their heaviest day of drinking in the past two weeks than those in 4-class dorms, ethnic theme dorms, and FroSoCo.
- First year students in all frosh dorms took shots and pregamed more often than those in FroSoCo in the past two weeks.

Based on the data above, it would appear that the following are important for policy considerations:

1. Reducing the amount students are drinking in a single sitting, specifically, reducing binge drinking as it is defined by the NIAAA.
2. Encouraging the use of risk reduction strategies
3. Addressing the use of hard alcohol and pregaming
4. Reducing or eliminating all-frosh residences

---

**\*\*Frosh are excluded from the following analysis because the survey is conducted during winter quarter of every year, thus frosh are not part of the Greek community yet.**

When analyzing differences in drinking behaviors and outcomes between Greek and non-Greek students, we found that in all of the following categories, Greeks outpace their peers (statistically significant with  $p < 0.05$ ):

- Drinking frequency (how many times did they drink alcohol in the past 30 days)
- Binge Drinking (how often did they overdrink on those drinking occasions)
- Pregaming
- Shots
- Hangovers
- Vomiting
- Blacking out

Independent t-tests and Chi-Square analyses both were consistent in detecting these patterns.

We stratified further to run analyses using a binary gender split between non-Greek men, Greek men, non-Greek women, and Greek women to see if gender impacts these results. Using a one-way ANOVA and subsequent Tukey tests, we found the following:

Greek men outpaced all three other groups in binge drinking and hangovers. They have a higher frequency of drinking, frequency of pregameing, and blacking out than non-Greek men and non-Greek women. They take shots with more frequency than non-Greek women, and vomit from drinking with more frequently than non-Greek men.

Interestingly, Greek women outpace non-Greek men in a few categories: Vomiting, hangovers, pregameing, and frequency of drinking. This is interesting as the literature shows that men typically outpace women in all of these categories, but here we see that being Greek may be the more predictive factor, particularly when we see that the non-Greek women responses are consistent with the literature.

**\*\*There are some limitations with these data given that Greek men make up a small proportion of Greeks who were surveyed. This may lead to detecting differences where there are not any. But because our analyses indicating that Greek men outdrink their peers are consistent with what has been reported in literature, it would seem that we can trust these results.**

Again, for policy implications, it seems the behavioral types described above are still somewhat relevant:

- Reducing the amount of alcohol consumed in one sitting (particularly reducing binge drinking as defined by NIAAA)
- Hard alcohol and pregameing

We do not have data associated with the effects of risk reducing strategies on drinking behavior for this group, so we do not know if these strategies might be effective.

We tested to see if there were differences in high risk behaviors and outcomes between students who choose hard alcohol as their typical drink of choice v. those who choose other types of alcohol as their drink of choice (beer, wine, and malt beverages). We found that hard alcohol drinkers differ from their counterparts in four categories (statistically significant at  $p \leq 0.05$ ):

- Drinking frequency (how many times did they drink alcohol in the past 30 days) – Hard alcohol drinkers drink less frequently than their non-hard alcohol drinker counterparts
- Binge drinking – Hard alcohol drinkers binge drink more often than their non-hard alcohol drinker counterparts
- Pregaming - Hard alcohol drinkers pregame more often than their non-hard alcohol drinker counterparts
- Vomiting - Hard alcohol drinkers vomit more often than their non-hard alcohol drinker counterparts

These data suggest that while hard alcohol drinkers tend to drink less frequently, when they do drink, they drink much more in a single sitting than their counterparts.

We did not find statistically significant differences between hard alcohol drinkers and those that did not drink hard alcohol when looking at:

- Mean drinks per week
- Hangovers
- Blacking out

When looking at the strength of the correlation between self-reported responses of hard alcohol drinking behavior and the above variables we found that being a hard alcohol drinker was positively correlated with the following (statistically significant with  $p < 0.05$ ). However, the strength of these correlations are weak ( $r < 0.30$ )

- Vomiting
- Binge drinking
- Pregaming

Over half (53.7%) of frosh choose hard alcohol as their typical drink compared to 37.4% of sophomores, 26.5% of juniors, and 24.6% of seniors. A Chi-Square analysis confirmed that first year students choose hard alcohol as their drink of choice more than sophomores, juniors and seniors (statistically significant at  $p < 0.05$ ).

Case report data show that since the 2009-2010 academic year, hard alcohol is implicated in anywhere between 71% and 98% of transports each year. The average number of shots taken by those who drank hard alcohol and have subsequently been transported hovers around 8 to 8.5 shots. A breakdown by year is shown in the following table.

Year	Total # of Transports	Total # Medical Calls	Hard alcohol implicated in transport	Beer, Wine or 'other'	Student unable to	Avg number of shots/drinks

				implicated in transport	identify alc type	
18-19 (to date)	38 to date	66	36/38 (95%)	1/38 (3%)	1/38	Shots: 7.19 Drinks: 8
17-18	65	90	51/65 (78%)	6/65 (9%)	8/65	Shots: 8.24 Drinks: 8.33
16-17	39	52	33/39 (85%)	2/39 (5%)	4/39	Shots: 8 Drinks: 7.5
15-16	49	58	35/49 (71%)	5/49 (10%)	9/49	-
14-15	60	71	Did not track with consistency	-	-	-
13-14	61	83	Did not track with consistency	-	-	-
12-13	54	66	49/54 (91%)	0/54 (0%)	5/54	-
11-12	69	83	53/69 (77%)	3/69 (4%)	3/69	-
10-11	67	74	52/67 (77%)	2/67 (3%)	13/67	-
09-10	61	76	60/61 (98%)	1/61 (2%)	0/61	-

2018 OAPE survey data illustrate students attitudes about hard alcohol. Students generally appear to agree that hard alcohol presents risks, yet policy intended to limit accessibility remains unpopular among those surveyed.

- 56% of respondents agree that access to large amounts of hard alcohol typically leads to riskier drinking among students
- 60% of respondents agree that hard alcohol/shots put them at greater risk for unintended negative consequences of drinking (e.g. blackout, hangover, transport)
- 34% of respondents agree that if they follow the hard alcohol policy, they will experience fewer unintended consequences of drinking (e.g. blackout, hangover, transport)

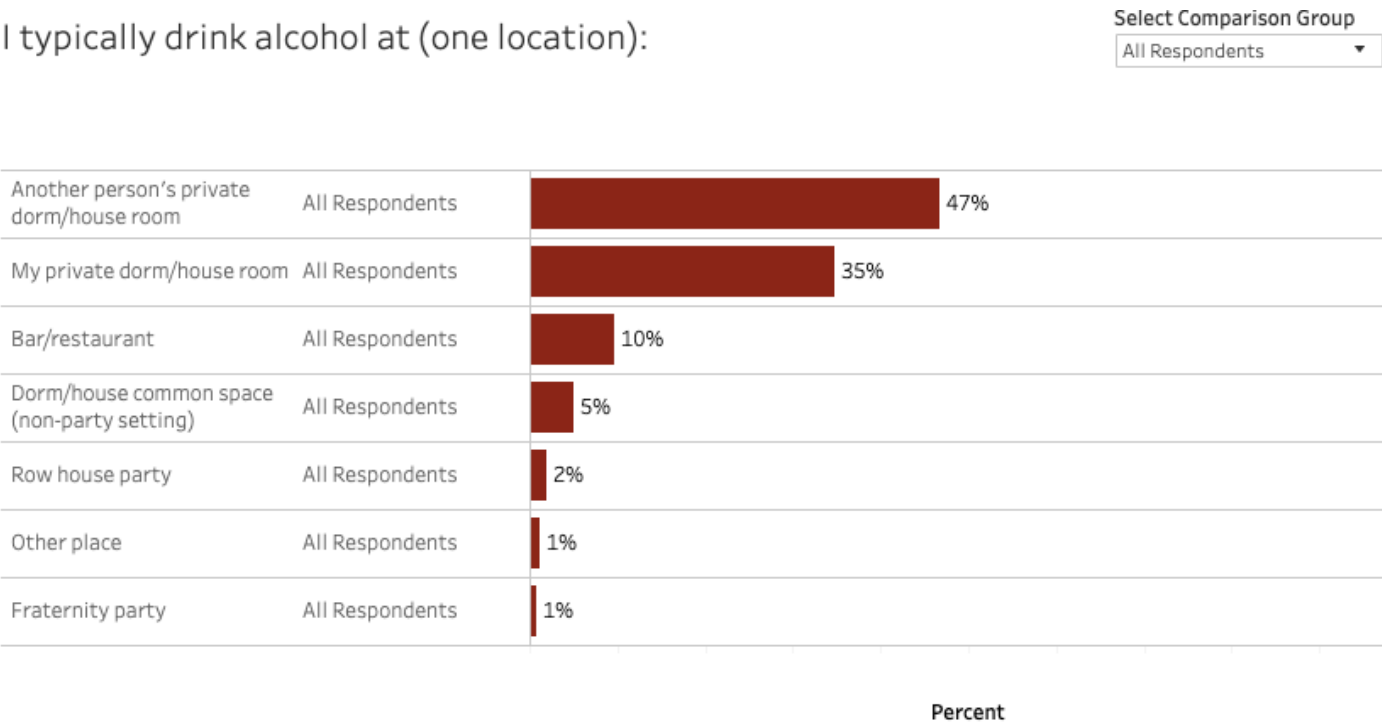
Social norms research tells us that students often hold misperceptions of their peers behaviors, overestimating how much others are drinking and underestimating others' use of protective strategies. Our data show similar trends, particularly around the hard alcohol policy:

- 56% of respondents said they follow the hard alcohol policy always or usually\*
- 12% of respondents said that others follow the hard alcohol policy always or usually\*

\* Selections from a 5 point likert scale (Never-Always)

The 2019 OAPE annual dataset suggests that 49% of students typically drink in a single location, while 51% drink in multiple locations.

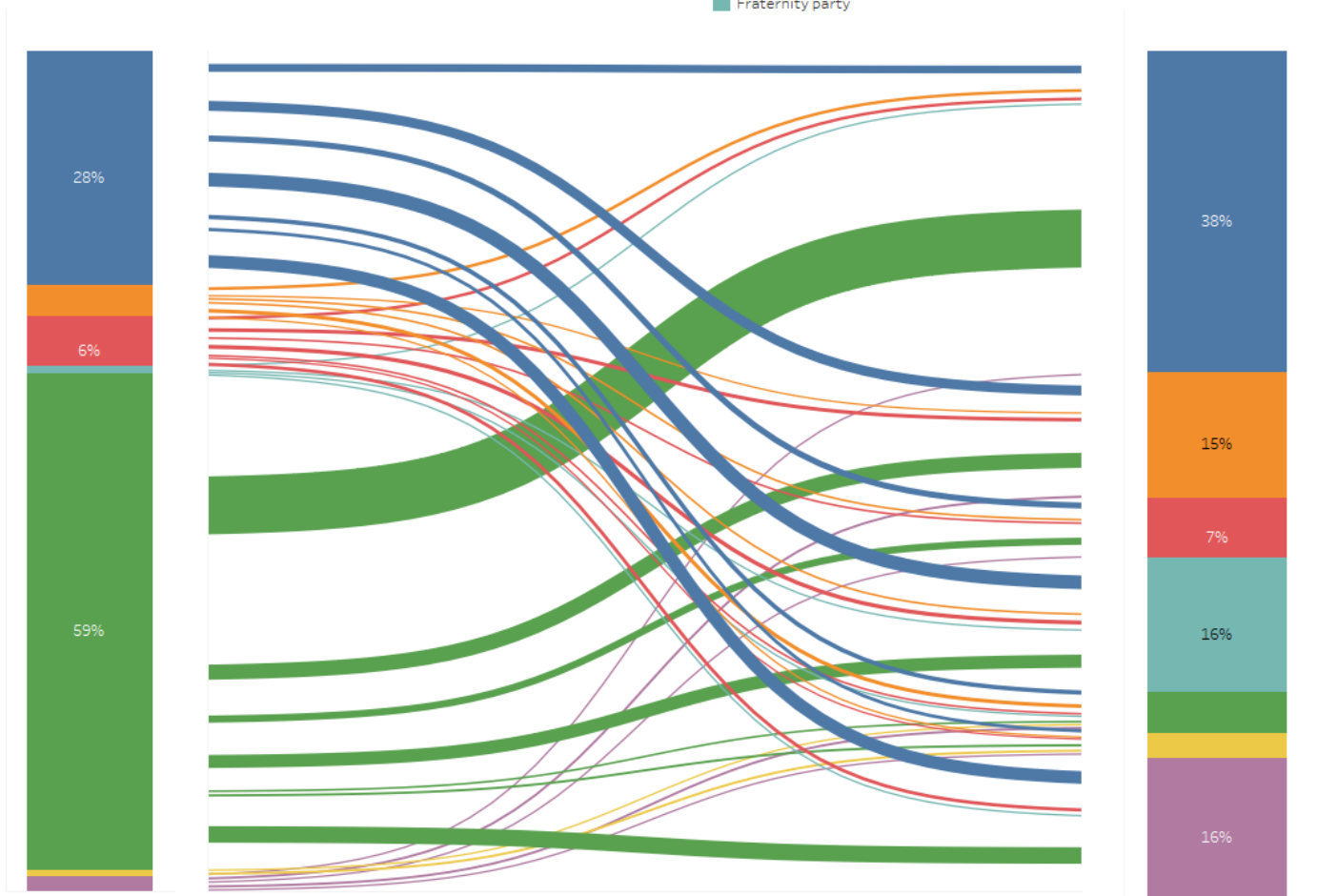
Of those who drink in a single location, the following chart shows that the majority (82%) do so in their personal room or another person’s personal room.



Of the 51% who typically drink at multiple locations, the majority start in their personal room (59%). The plurality of those students then go to another person’s private dorm room or house room (38%) to drink at their second location.

I typically drink alcohol at more than one location:  
(Movement from First location to Second Location)

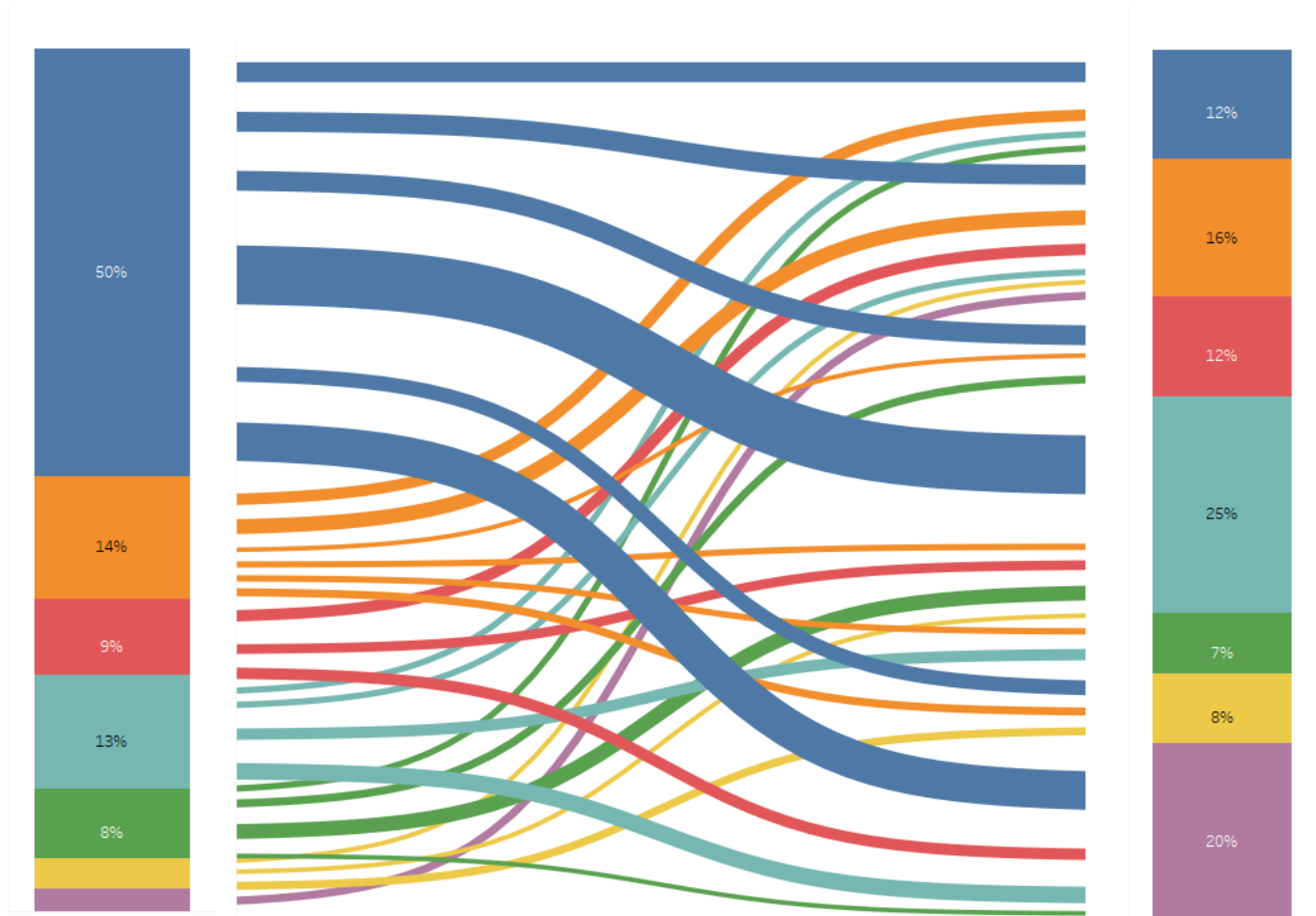
- Another person's private dorm/house room
- Bar/restaurant
- Dorm/house common space (non-party setting)
- Fraternity party
- My private dorm/house room
- Other place
- Row house party



For those who continue on to a third location (8% of the total sample), most move on to a row house (20%) or a fraternity house (25%).

I typically drink alcohol at more than one location:  
(Movement from Second location to Third Location)

■ Another person's private dorm/house room    ■ My private dorm/house room  
 ■ Bar/restaurant    ■ Other place  
 ■ Dorm/house common space (non-party setting)    ■ Row house party  
 ■ Fraternity party



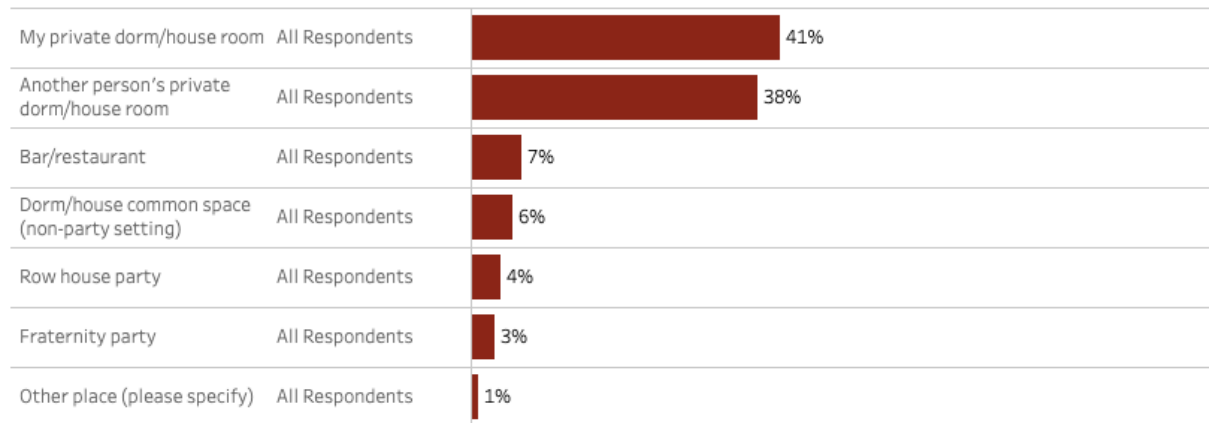


When asked where they drink the most, students indicated the following, suggesting that they drink the most amount of alcohol in private rooms, either their own, or someone else's:

I typically drink the most at:

Select Comparison Group

All Respondents



Percent

## Section 5: Substance Free Community

There are data suggesting that the demand for substance free housing exceeds the supply. When asked in AlcoholEdu surveys, a total of 375 first year students over the past two years have reported that they would choose to live in substance free housing if it was provided for frosh. An additional 830 first year students over the past two years reported that they would consider substance free housing if it was available. In total, just over 1000 students from the classes of 2021 and 2022 have expressed interest in substance free housing.

Given that the substance free community makes up approximately a quarter of the undergraduate population each year, any policy and programmatic recommendations should include these voices. We currently do not have an estimate of the number of students in recovery, which presents a gap in our ability to adequately serve this community.

## Limitations

All data presented above are self-report data with the exception of transport numbers obtained through police reports. Because these are mostly self-report data, they may be subject to social desirability bias, which would likely skew data towards underestimating behaviors and consequences.

Case reports rely heavily on students' memory of incidents. By nature, these incidents occur while students are impaired due to alcohol intoxication; and may be even further subject to recall bias. To account for potential variation due to recall bias, conservative methodology was used to describe case report data and only descriptive data are presented.

Sections 2-4 of this document utilize data from a sample that underrepresents Greeks and men. Based on the body of literature, Greeks tend to drink more heavily than their non-Greek counterparts and men tend to drink more than women. Greeks represent between 20-25% of the undergraduate population, therefore these data are likely skewed towards underestimating behaviors and consequences.

# Data Overview

ASG Data Analytics Team

April 19, 2019



# Methodology

- 3 Data Sources:
  - AlcoholEdu Survey – Frosh only, distributed to all frosh, 60-80% response rate, past 3 years aggregated
  - OAPE Annual Survey – All classes, distributed winter week 8, 40-50% response rate, past 4 years aggregated
  - Case Report Data and Police Reports – Details alcohol and drug related incidents that come through OAPE including transports, police citations, and behavioral referrals
- Narrative report details scaling of questions
- Limitations

# First Year Students

AlcoholEdu data, OAPE Annual Data and Police Reports



Binge drinking  
Not keeping track of # of drinks  
Chugging alcohol  
Pregaming  
Trying to keep up with others drinking  
Not alternating alcoholic and non alcoholic beverages  
Choosing a drink with more alcohol  
Taking shots



All significant  
at  $p < 0.05$



Blacking out due to drinking  
Injury due to drinking  
Felt sick due to drinking  
Performed poorly on assignment due to drinking  
Passed out due to drinking  
Hangover



Binge Drinking

Not keeping track of drinks

Chugging Alcohol

Pregaming

Trying to keep up with others  
drinking

Not alternating with non-  
alcoholic beverages

Choosing a drink with more  
alcohol in it

Taking shots

Drinker Category (peak drink  
count in single sitting in pst 2 wk)

Blacked out due to drinking

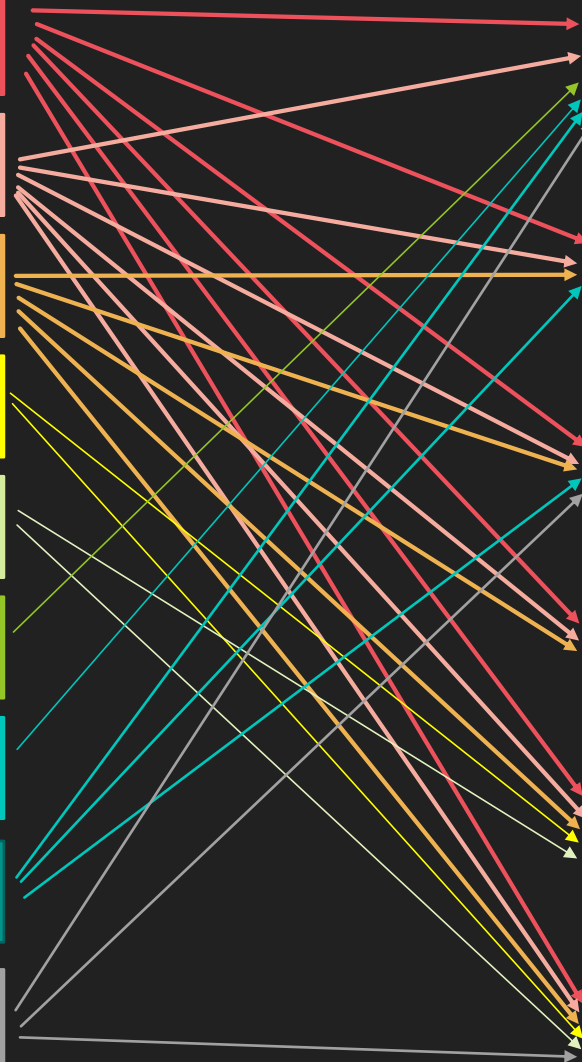
Injury due to drinking

Felt sick due to drinking

Performed poorly on assignment  
due to drinking

Passed out due to drinking

Hangovers



## Principal Component Model



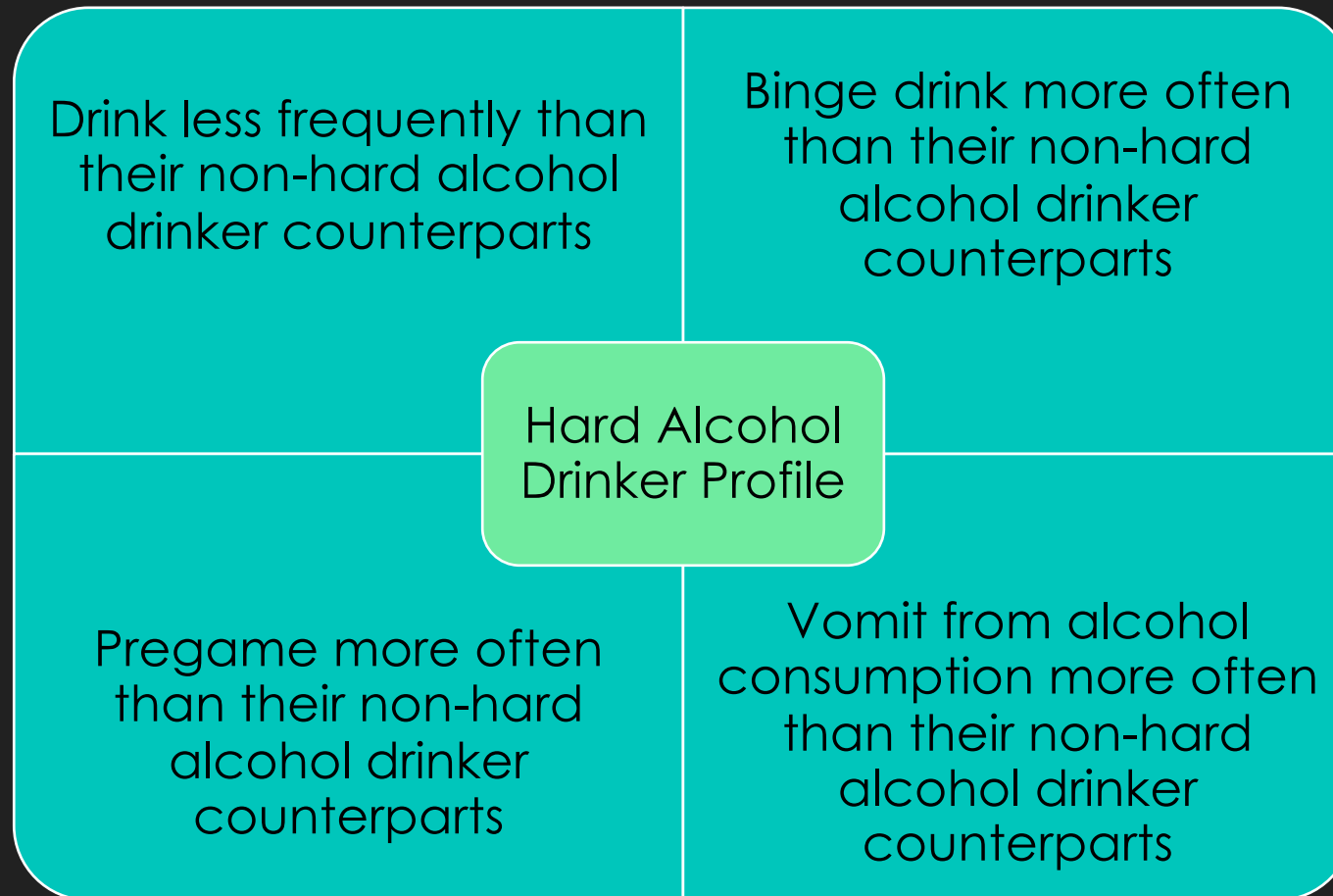


## Transports by Class

Class	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
Frosh	29	26	30	25	28	24	36	22
Soph	17	9	20	12	9	6	11	12
Juniors	6	5	4	6	4	4	7	2
Seniors	12	9	5	8	5	4	3	4
Grads/ Co-terms	5	5	2	9	3	1	8	0
<b>Total transports</b>	<b>69</b>	<b>54</b>	<b>61</b>	<b>60</b>	<b>49</b>	<b>39</b>	<b>65</b>	<b>38 to date</b>

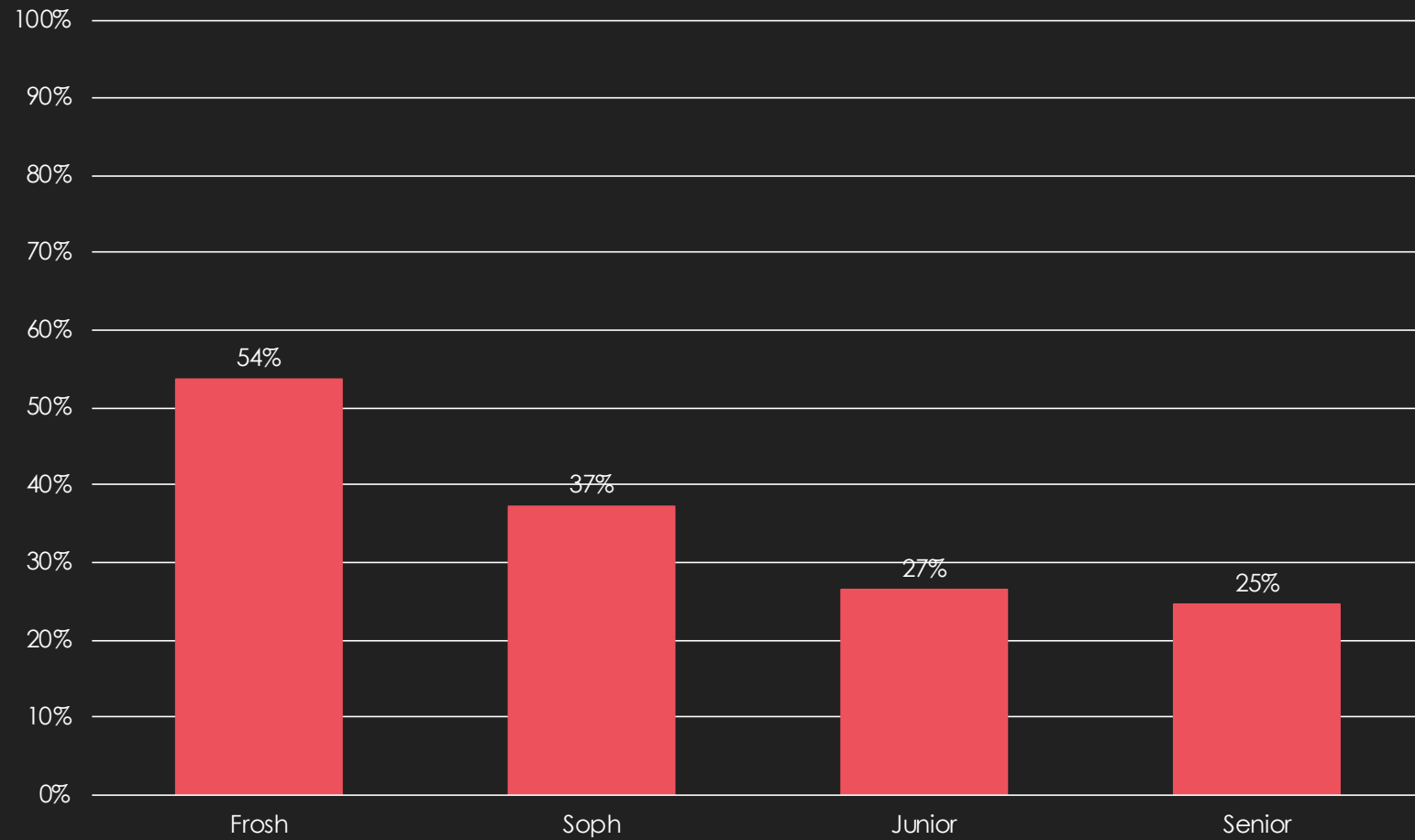
# Hard Alcohol Highlights

OAPE Annual Survey and Case Reports



All significant  
at  $p < 0.05$

### Percentage of drinkers who choose hard alcohol as their typical drink



Year	Total # of Transports	Total # Medical Calls	Hard alcohol implicated in transport (%)	Beer, Wine or 'other' implicated in transport (%)	Student unable to identify alc type (%)	Avg number of shots/drinks
18-19 (to date)	38 to date	66	95	3	2	Shots: 7 Drinks: 8
17-18	65	90	78	9	13	Shots: 8 Drinks: 8
16-17	39	52	85	5	10	Shots: 8 Drinks: 8
15-16	49	58	71	10	19	-
14-15	60	71	Did not track with consistency	-	-	-
13-14	61	83	Did not track with consistency	-	-	-
12-13	54	66	91	0	9	-
11-12	69	83	77	4	19	-
10-11	67	74	77	3	20	-
09-10	61	76	98	2	0	-

### Attitudes about Hard Alcohol Policy

56% of respondents agree that access to large amounts of hard alcohol typically leads to riskier drinking among students

60% of respondents agree that hard alcohol/shots put them at greater risk for unintended negative consequences of drinking (e.g. blackout, hangover, transport)

34% of respondents agree that if they follow the hard alcohol policy they will experience fewer unintended consequences of drinking (e.g. blackout, hangover, transport)

## Misperceptions

56% of respondents said they follow the hard alcohol policy always or usually.

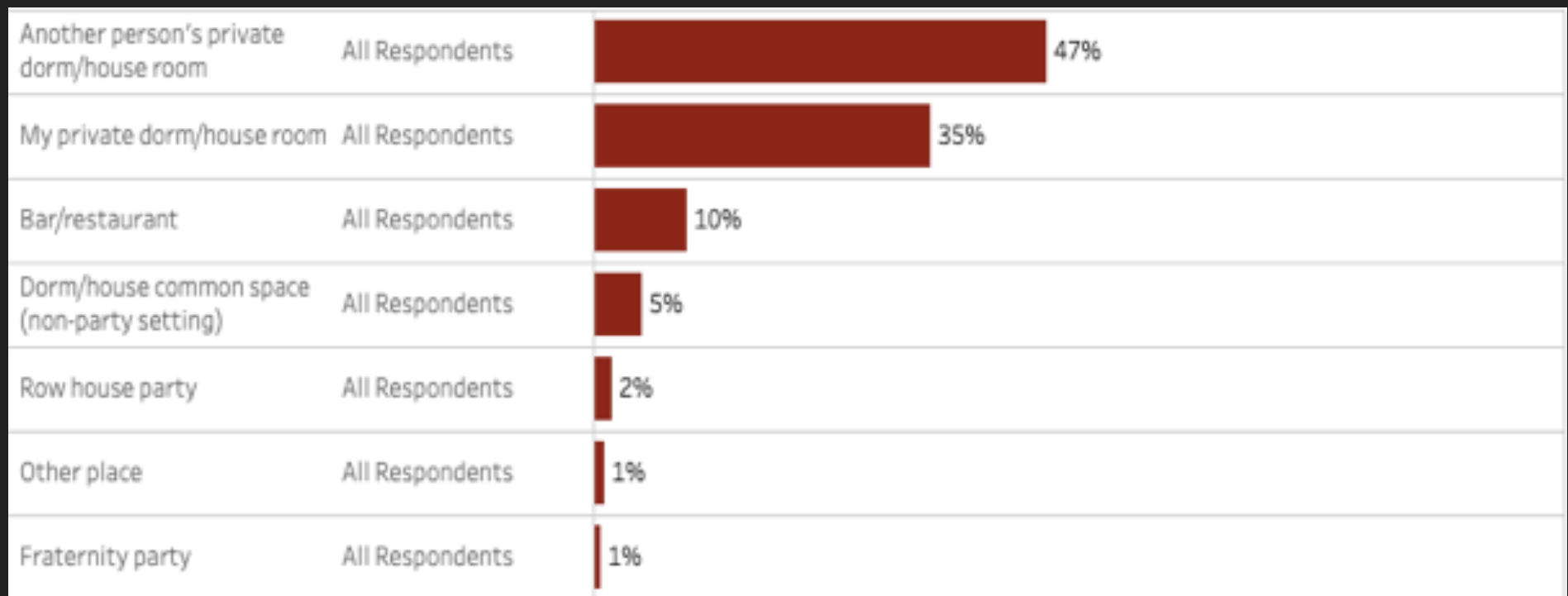
12% of respondents said that others follow the hard alcohol policy always or usually.

# Drinking Location

OAPE Annual Survey

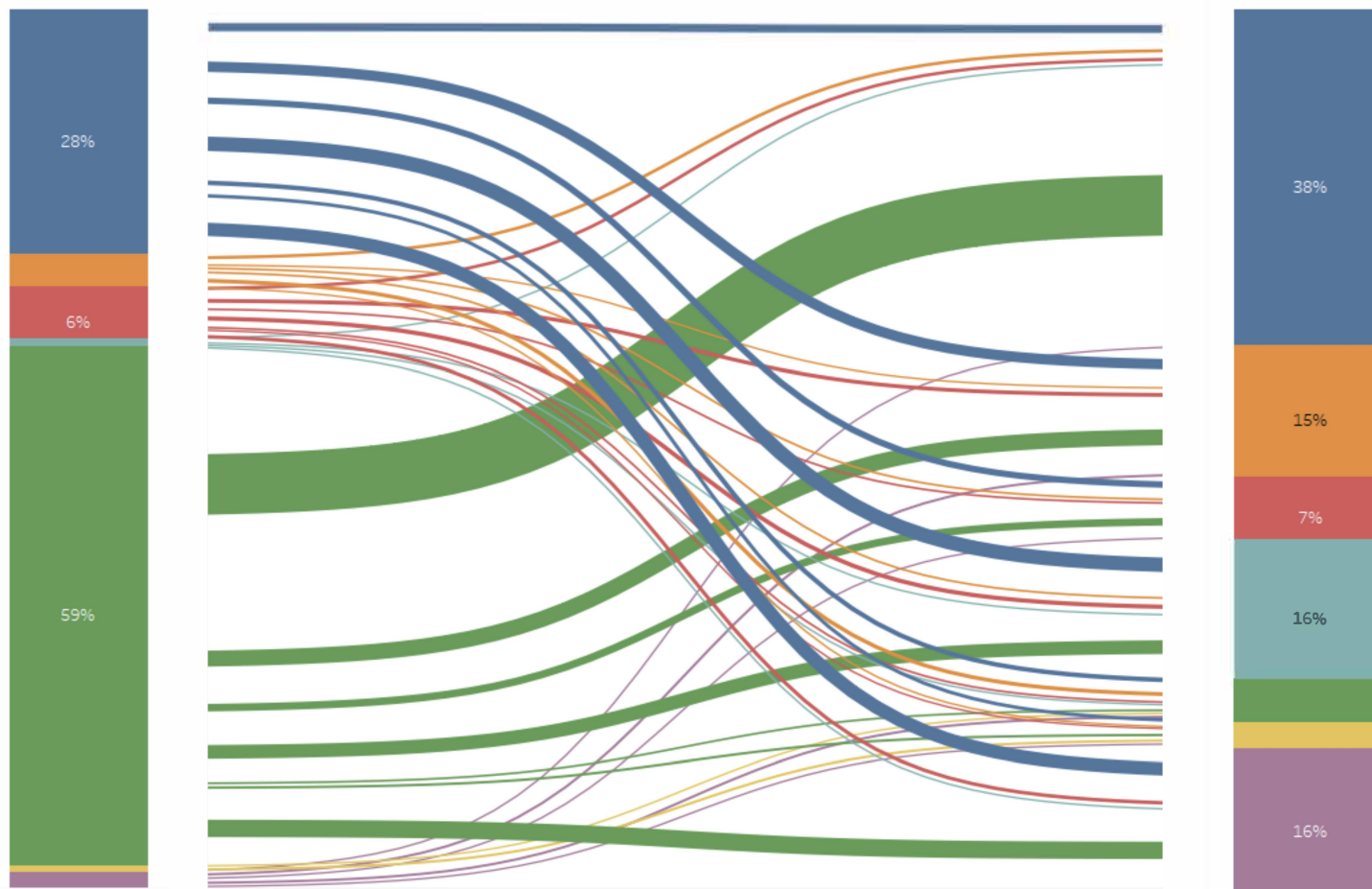


## Typical location that students consume alcohol (for those that indicated they typically drink at one location)

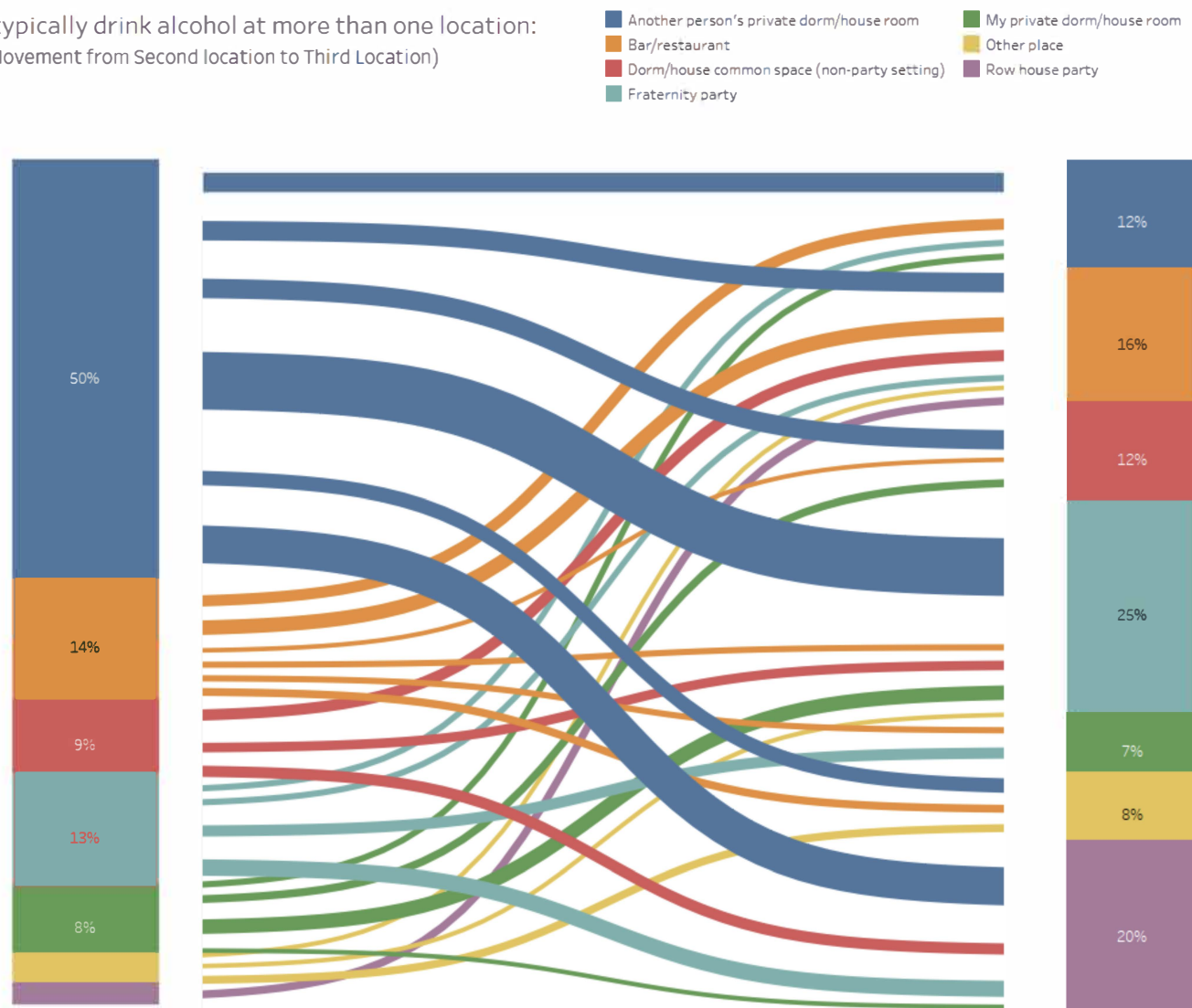


I typically drink alcohol at more than one location:  
(Movement from First location to Second Location)

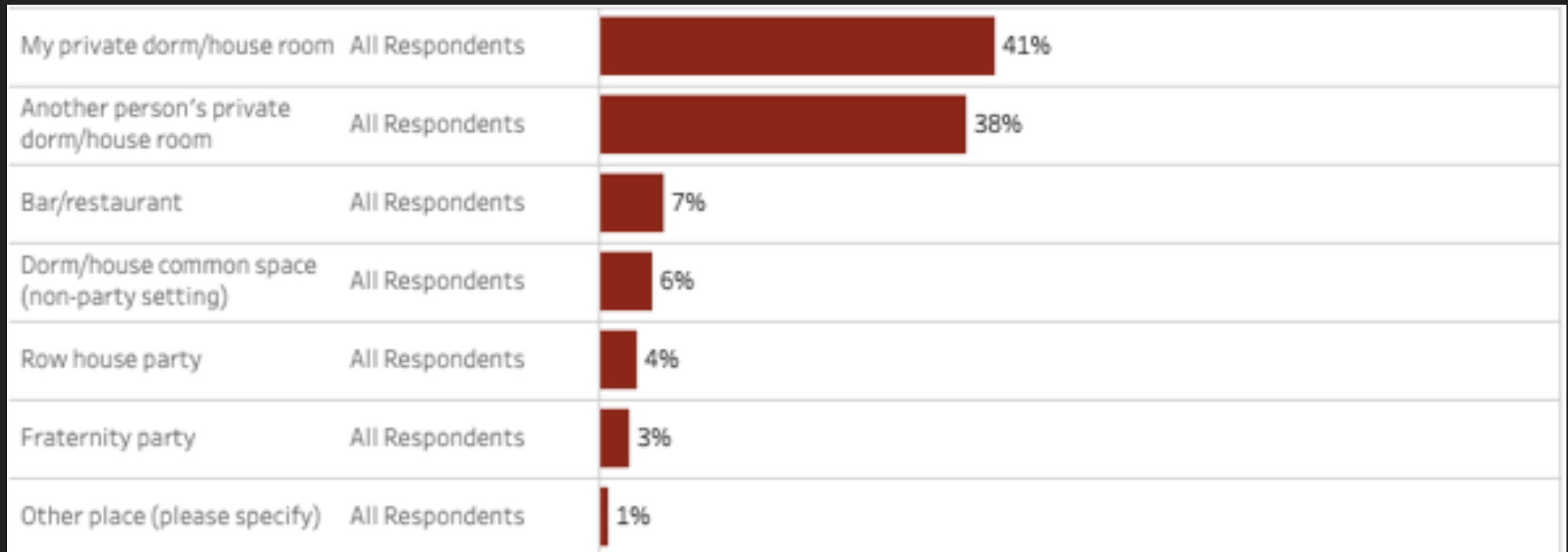
Another person's private dorm/house room  
Bar/restaurant  
Dorm/house common space (non-party setting)  
Fraternity party  
My private dorm/house room  
Other place  
Row house party



I typically drink alcohol at more than one location:  
(Movement from Second Location to Third Location)

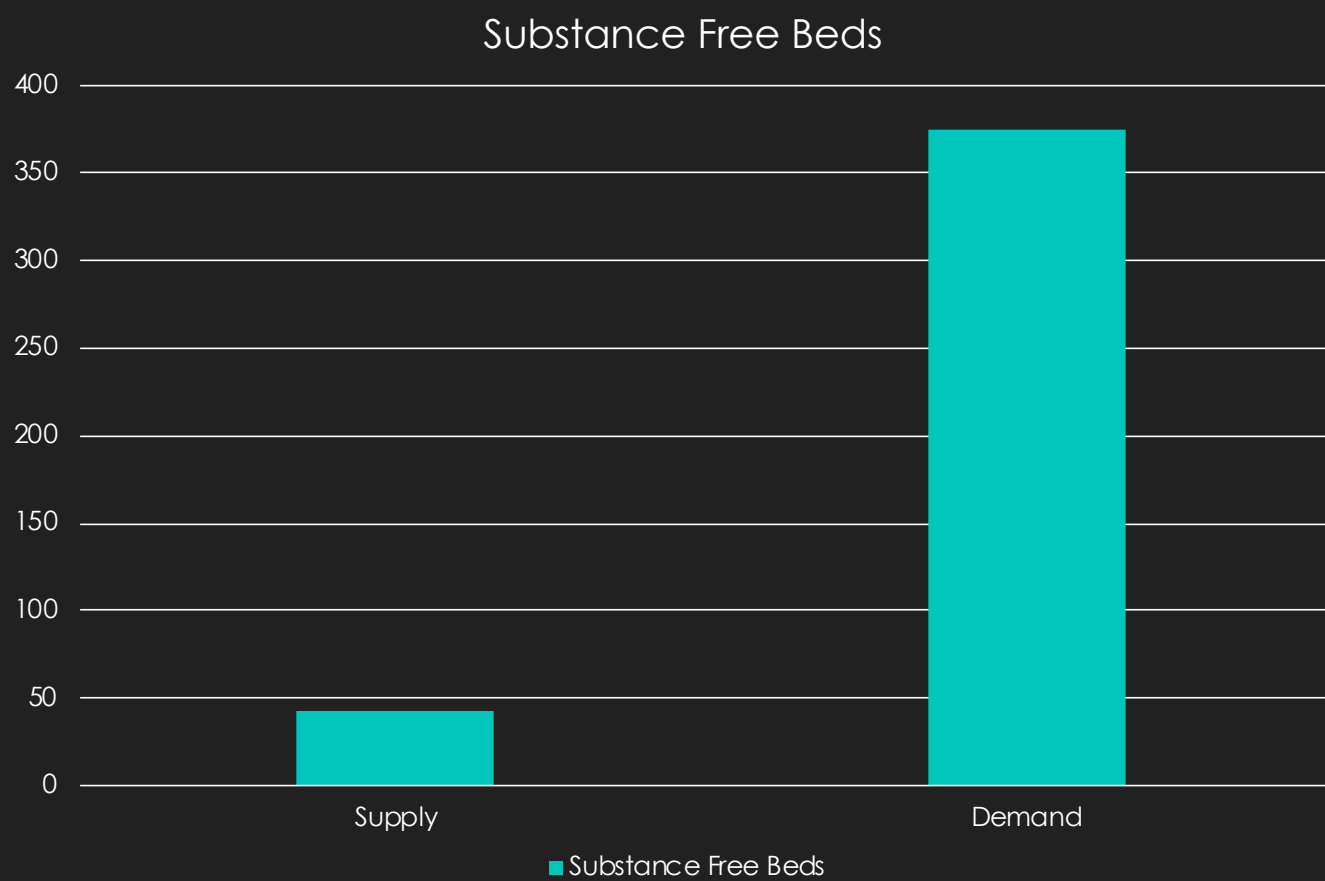


## Typical location that students consume the most amount of alcohol



# Substance Free Community

AlcoholEdu Data



# Limitations

- Social Desirability Bias likely skewing results towards underestimating behaviors and negative outcomes
- Recall Bias (particularly for case report data)
- OAPE survey respondents underrepresent Greeks and men, likely skewing results towards underestimating behaviors and negative outcomes



# Implications for Policy and Programs

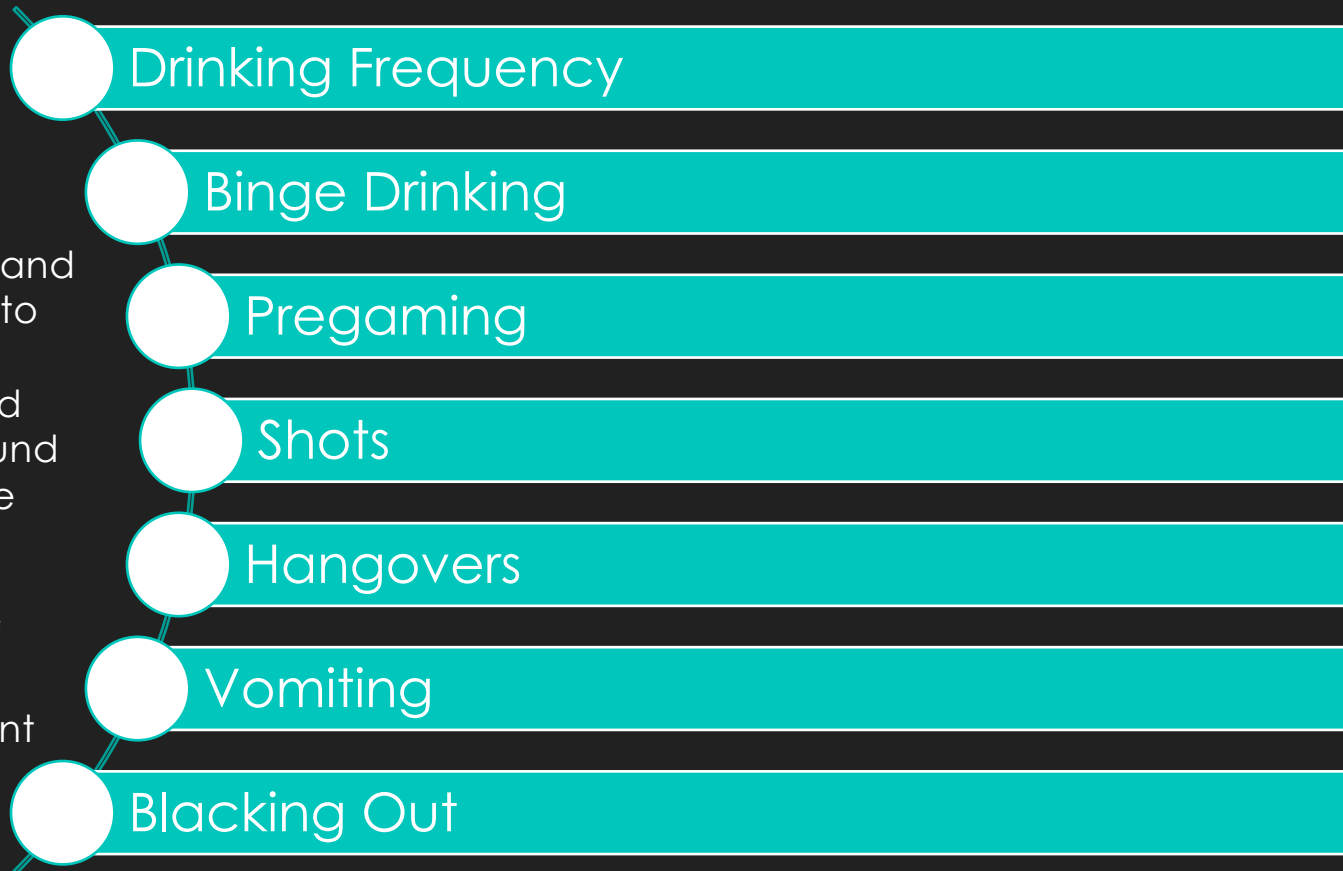
- Reduce the amount that students are drinking in a single sitting, specifically utilizing the clear definition of binge drinking as a threshold for high risk drinking
- Encourage the use of risk reduction strategies
- Address the misuse of hard alcohol and pregameing
- Provide more support for substance free community and those with a desire for substance free living
- Provide guidance to ResX task force on neighborhood concepts and development

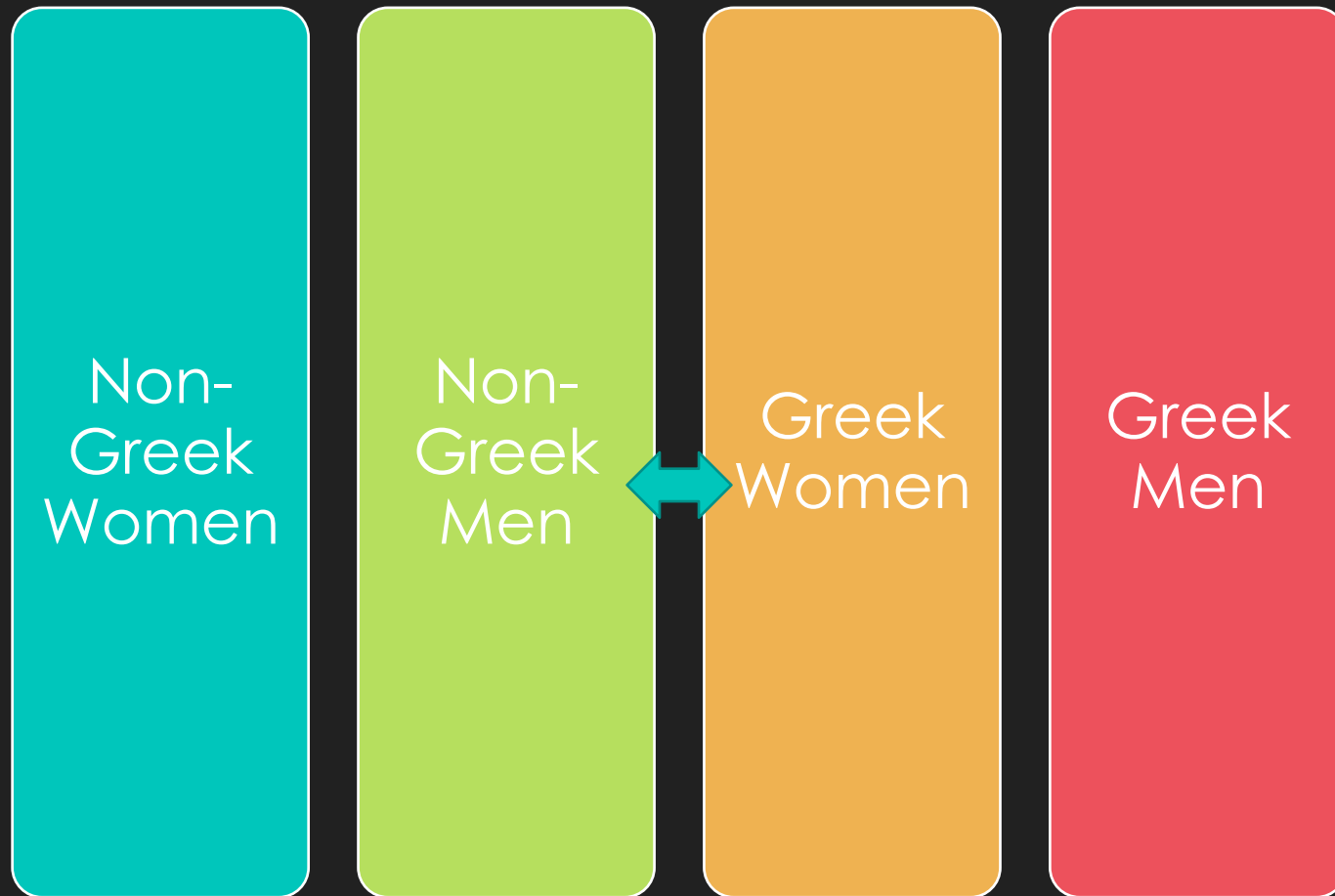


# Greeks

OAPE Annual Survey

We conducted independent t-tests and chi square analyses to analyze differences between Greeks and Non-Greeks and found that Greeks outpace their non-Greek counterparts in self-reporting of each of these categories (statistically significant with  $p < 0.05$ )





StanfordLawSchool  
Law and Policy Lab

Policy Practicum: Assessing Campus Alcohol Use (Law 806L)

# Evaluating Stanford Campus Alcohol Program and Policy Options

April 11, 2019

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**SPRING  
2018-19**

# **Evaluating Stanford Campus Alcohol Program and Policy Options**

Instructors: Professors Paul Brest and Keith Humphreys, Luciana Herman

Policy Practicum: Assessing Alcohol Use Among Stanford Undergraduates (LAW 806L)

2018-2019

April 11, 2019

Research Team: Parker Cragg (JD '19), Tee Hoatson (BA '20), Nathan Lee (BA '20), Avery Rogers (BA '21), Eric Rodriguez (JD '20), Joseph (Joe) Zabel (JD '20), Ben Zuercher (BA '21)

## **Acknowledgements**

“The Provost charges the Alcohol Solutions Group to recommend key actions to advance an evidence-based public health approach to alcohol on Stanford’s campus.”

--Provost Persis Drell, Jan. 7, 2019

This research report advises the Provost’s Alcohol Study Group on findings gathered through our six-month review of Stanford campus policy and practices relating to managing high-risk alcohol behaviors among Stanford undergraduates. The research describes findings for a variety of campus communities and the effects of current methods and practices intended to help restrict alcohol misuse. The study examines as well the need for alcohol-free social spaces and sober housing options and concludes that there is need for a Stanford collegiate recovery program. The Alcohol Study Group is then tasked with using these findings to make recommendations to the Provost on possible changes to current policy and practices.

Over the 2018-19 academic terms, Professors Paul Brest and Keith Humphreys, joined by Lecturer Luciana Herman, led a Stanford Law School Policy Lab team comprised of three graduate law students and four Stanford undergraduates in consultation with the Vice Provost of Student Affairs (VPSA) and the Office of Alcohol Policy and Education (OAPE). The student teams interviewed over 100 stakeholders—administrators from other institutions, as well as Stanford administrators, residential staff, and students. Respondents were invariably gracious and generous with their time, and we thank them for candidly sharing their experiences and challenges with campus policy and practices and offering their practical solutions. This report is our humble effort to distill their rich contributions into a coherent exposition of current policy.

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# Executive Summary

Alcohol misuse is a persistent problem on college campuses. Each month, roughly four in ten U.S. college students binge drink, generally meaning they consume four-to-five or more drinks in one sitting.<sup>1</sup> The consequences are severe and wide-ranging: annually, nearly 2,000 college students die of alcohol-related causes; 700,000 are assaulted by an intoxicated student; 20% meet criteria for alcohol use disorder; and 25% report negative academic consequences from drinking.<sup>2</sup>

Stanford is not immune from this unfortunate reality, as nearly 40% of surveyed Stanford students from 2015 to 2018 reported binge drinking in the past two weeks, with disproportionately higher percentages among Greek fraternities.<sup>3</sup> Stanford students report binge drinking slightly more in their junior and senior years than in their first two years on campus.<sup>4</sup> Still, 57% of all alcohol-related transport services were performed on frosh in 2015.<sup>5</sup> Fortunately, data for the Stanford campus do not show that ER student cases or “transports” are becoming more frequent (though transports per se are imperfect measures of alcohol misuse). Yet campus data do show that the plurality of these incidents occur in the first quarter of students’ first year.<sup>6</sup>

This report addresses Stanford’s campus alcohol programs and policies as tools to help students manage and prevent alcohol misuse, alcohol use disorders, and associated harms to communities, property, and physical and mental health. The report reflects qualitative research undertaken in Fall 2018 and Winter 2019 as part of a Stanford Law School policy practicum, “Alcohol Use Among Stanford Undergraduates,” led by professors Paul Brest and Keith Humphreys. Student researchers analyzed three potential avenues that Stanford’s Vice Provost of Student Affairs can take to try to help students reduce the frequency and consequences of harmful alcohol use:

- (1) Restrictions on hard alcohol;
- (2) Expanded alcohol-free social spaces and programs and substance-free housing; and
- (3) A Stanford recovery support program.

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<sup>1</sup> The National Institute of Alcohol Abuse and Alcoholism “defines binge drinking as a pattern of drinking that brings blood alcohol concentration (BAC) levels to 0.08 g/dL. This typically occurs after 4 drinks for women and 5 drinks for men—in about 2 hours.” See *Alcohol Facts and Statistics* (Aug. 2018). <https://www.niaaa.nih.gov/alcohol-health/overview-alcohol-consumption/moderate-binge-drinking>

<sup>2</sup> *Id.*

<sup>3</sup> Stanford University, *Alcohol Use Trends, 2012-2018*, [https://studentaffairs.stanford.edu/sites/g/files/sbiybj10396/f/alcohol\\_trends\\_report\\_coreoape\\_2012-2018.pdf](https://studentaffairs.stanford.edu/sites/g/files/sbiybj10396/f/alcohol_trends_report_coreoape_2012-2018.pdf), at 3.

<sup>4</sup> *Id.*, at 4.

<sup>5</sup> Memorandum from the TRACER Comm. to Stanford’s Long-Range Planning Comm. (Summer 2017).

<sup>6</sup> See generally Stanford Office of Alcohol Policy and Education: 2017-18 End of Year Report & Drug Free Schools and Communities Act Biennial Report.

The research methodology consisted of over 100 qualitative interviews with stakeholders—from students to administrators—at Stanford and other institutions. (See Appendix A.) The research included a literature review of social science studies on alcohol use and misuse patterns on college campuses, including prevalence, causes, and consequences. This report summarizes our research findings relevant to each of the three alcohol-related initiatives, and it sets up next steps in the research protocol to examine their feasibility.

## **I. Hard Alcohol Restrictions**

The first avenue we explore is hard alcohol restrictions. We consider both a complete prohibition on hard alcohol and a partial restriction (i.e., restricting hard alcohol only in certain contexts, such as at registered parties). Colleges that have instituted a partial or complete restriction include but are not limited to Amherst, Bates, Bowdoin, Colby, Colgate, Dartmouth, Notre Dame, Rice, Swarthmore, Washington University in St. Louis, and Williams. Stanford’s policy currently restricts hard alcohol only modestly, banning liquor in containers larger than 750ml (“handles”).

The results of the restrictions at these colleges have been mixed and mostly inconclusive. Additionally, some of these colleges have not had enough time to collect and evaluate data on the effects of their policies.

At Stanford, a restriction could be instituted campus-wide or, possibly, in all-frosh dorms. Through focus groups and semi-structured interviews, we met with over stakeholders at Stanford and other institutions:<sup>7</sup> administrators, both at Stanford and at other colleges;<sup>8</sup> and Stanford students, RAs, RFs and administrators—and concluded:

- ❖ Although many administrators (and some students) at the other schools believe that a hard alcohol restriction has been a net positive for their campuses and has reduced alcohol-related incidents, there is a widespread lack of data to support or refute such a notion. Further, where some data exist, the changes in statistics used to evaluate the efficacy of alcohol restrictions (e.g., transports) are small and could be attributed to normal statistical variance, changes in the consistency of enforcement and reporting, other policy changes, or changes in the student body (e.g., one school noted that it has become much more selective over time). Although other institutions’ confidence in their programs is

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<sup>7</sup> Interviewees (students and administrators) were selected from institutions with some kind of a hard alcohol ban. Additionally, student interviewees from Stanford were selected from multiple class years and with a diversity of backgrounds and living situations. Specific Stanford faculty and administrators were interviewed based on their involvement in promulgating and implementing alcohol policies.

<sup>8</sup> Other schools are: Amherst, Bates, Bowdoin, Brown, Colby, Colgate, Dartmouth, Harvard, Notre Dame, Rice, Swarthmore, Washington University in St. Louis, Williams, and Yale. The schools have varying policies about restrictions on access to alcohol ranging from none to a complete ban on alcohol. All schools institute support structures to guarantee students’ safety and diminish harmful alcohol-related behaviors and misuse.

encouraging, we could not quantitatively ascertain the success of those programs with a high degree of confidence. Where additional data do exist, we need more time to access and evaluate it.

- ❖ Stanford students, residential staff, and student affairs administrators were all concerned with retaining a strong trust relationship between students and residential staff. Students and student residential staff, as well as some Resident Fellows, were generally opposed to a complete liquor restriction.<sup>9</sup> The most common reasons cited were (in order of frequency):
  - The prospective impact that a complete restriction may have on the RA-resident relationship, where RAs would have to behave in a more enforcement-like manner.
  - The lack of student input in developing and implementing a policy that affects students.
  - The feeling among students that Stanford would be adopting the policy out of liability concerns and not concerns for student health and happiness.
- ❖ We think this potential policy initiative presents Stanford with an opportunity to conduct a large-scale epidemiological study of current alcohol habits on campus by year, location, gender, etc. This sort of study would be especially helpful in tailoring an alcohol policy and implementation practices to the critical problem areas identified in this report.

## **II. Social Spaces and a Culture of Wellness**

The second avenue we explore is increased sober social spaces and substance-free housing. Focus groups of students expressed interest in expanding opportunities for student-created social programming and host spaces. We consider possibilities for supporting students who wish to host sober events, including the creation of a student-led, peer advising committee to advise and provide grant funding to student groups seeking to host such events. Across focus groups, students and administrators voiced their wishes for enhanced spaces in which to host events, citing barriers ranging from limited selection to high rental and insurance costs. Additionally, some students in each of the focus groups voiced their interest in expanded access to substance-free housing, especially when focused on wellness. Currently, the university offers one substance-free living option to upperclassmen via a subsection of Mirrielees, the apartment-style living complex on East Campus. But there are no substance-free Row houses or traditional dormitories, and, for frosh, no substance-free options. While many students lead substance free lifestyles for a variety of reasons, we consider the possibility of creating a substance-free house that could demonstrate a university-wide commitment to wellness. We identify the benefits and costs of creating such living spaces at

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<sup>9</sup> A couple of individuals said they would possibly support the policy, but most of these individuals agreed that the majority of their classmates would not.

Stanford, drawing on insights from other college administrations and from Stanford's own Residential Education office.

### III. Collegiate Recovery Program

The third avenue we explore is the implementation of a collegiate recovery program (CRP), which would support students in recovery from substance use disorders, including but *not* limited to alcohol use disorder. A 2012 study found that nearly 23% of college students met the criteria for a substance use disorder, yet only 34 out of 4,500 colleges had “known support services” for them.<sup>10</sup> As there is inevitably overlap between the pool of students engaging in risky alcohol use and the pool of students who meet the DSM-V criteria for a substance use disorder, we frame a CRP as a targeted measure to intervene in a certain kind of alcohol (and potentially other drug) misuse within a specific subsection of Stanford's population. Colleges can meaningfully support these students by establishing CRPs and many have already so; after an explosion of growth, over 110 CRPs exist today at institutions across the country.<sup>11</sup> CRPs conform to national and research-based standards set by the Association of Recovery in Higher Education, the sole organization “exclusively” devoted to “support[ing] those in recovery [from substance use disorders] who seek to excel in higher education.”<sup>12</sup> We explore potential demand for a CRP on the Stanford campus, existing models of CRP function, and funding avenues for such a program.

### Next Steps and Conclusion

This study provides an overview of the implementation practices for current Stanford campus alcohol policy to highlight tradeoffs that attach to a shift to a policy that restricts undergraduate access to liquor. Among the findings are the existence of disparate practices across residential student houses in implementing current policy and the lack of consistent, detailed data documenting student use patterns over time and the success of current practices. This study offers a first step towards a longitudinal study of student use patterns by highlighting some of the successes and areas for improvement across existing university programs and practices with these central themes to build on in the near term:

- Attain buy-in across groups
- Align and communicate successful practices across groups
- Consistently implement policy and practices and improve training

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<sup>10</sup> Recovery in Higher Education, *Transforming Youth Recovery*, <https://www.transformingyouthrecovery.org/areas-of-focus/recovery-in-higher-education/>.

<sup>11</sup> Transforming Youth Recovery, *Findings from Transforming Youth Recovery's 2017 Collegiate Recovery Census*, <https://www.transformingyouthrecovery.org/research/association-of-recovery-in-higher-education-arhe-conference-presentation-findings-from-transforming-youth-recovery-s-2017-collegiate-recovery-census-2018/>.

<sup>12</sup> Association of Recovery in Higher Education, *Introduction to the Association of Recovery in Higher Education*, <https://collegiaterecovery.org/who-we-are/>.

- Improve messaging of current policy and practices
- Clarify for residential staff the distinction between intervention and enforcement

The study further concludes that undergraduates desire more opportunities and spaces to host student-driven events. By lowering barriers for costs - rent, security, food and drink - and expanding access to spaces, student groups could serve as partners in developing more robust, alcohol-free campus programming.

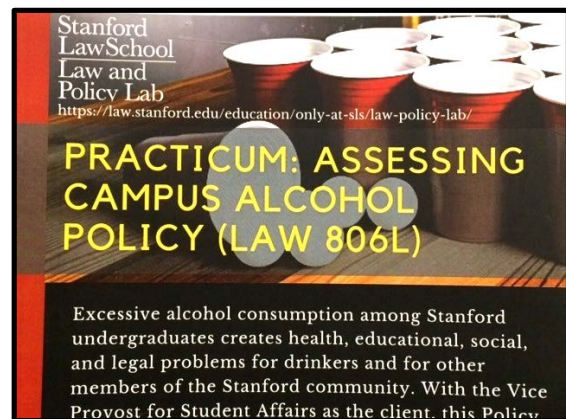
Finally, the study finds a general need to survey students for a Stanford collegiate recovery program. Such a program would serve students in recovery from substance-use and heighten campus awareness of the benefits of substance-free lifestyles.

Despite the complex systems involved in managing alcohol misuse among students, the university continues to lay solid groundwork in shifting campus culture around alcohol. Students are becoming increasingly aware of university efforts to inform and educate them about the dangers of abusive drinking and are interested in engaging in a campus-wide dialogue that yields sustainable practices.

# I. Introduction

The project originated in response to concerns by the Provost and the Vice Provost for Student Affairs about alcohol use among Stanford undergraduates.<sup>13</sup> Under the aegis of a Stanford Law and Policy Lab practicum, “Assessing Campus Alcohol Use among Stanford Undergraduates” (Law 806L), faculty advisers Paul Brest (Law) and Keith Humphreys (Medicine), joined by Luciana Herman (Policy Lab Program Director and former Resident Fellow), led a research team comprised of students from law, sociology, public policy, and other disciplines, and representing diverse residential and social communities. Some of the students had residential staff experience and others were involved in the Association of Collegiate Recovery Programs. Students worked in small teams of two or three to research three areas of concern: (1) Restrictions on access to alcohol, (2) sober social and living spaces, and (3) a Stanford collegiate recovery program. The research advises the Provost’s Alcohol Study Group with findings related to student experiences related to high-risk drinking.

Although Stanford campus administrators and student groups have dedicated considerable attention to norms and practices concerning alcohol use, efforts to shift practices have been sporadic with longer-term effects not fully assessed. This research scopes programs and practices across campus that demonstrate positive effects on campus norms and practices and locates areas where further research is warranted. Part I lays out tradeoffs for policies that restrict undergraduate access to hard alcohol and explores suggestions from students and administrators that may help mitigate social practices related to alcohol consumption. Part II explores options to expand student access to social and living spaces, as well as student-led programming. Part III offers a roadmap for a Stanford collegiate recovery program.



## II. Methodology

Following a review of social science studies,<sup>14</sup> we interviewed experts and professional stakeholders both at Stanford and at other institutions. We then conducted ethnographic interviews with students from a wide variety of student communities, student staff, residential education deans

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<sup>13</sup> See “Alcohol Policy: A New Approach,” an open letter to the Stanford Community from Provost Persis Drell and Vice Provost for Student Affairs Susie Brubaker-Cole, Jan. 7, 2019, <https://studentaffairs.stanford.edu/news/alcohol-policy-new-approach>.

<sup>14</sup> See “1.2 Literature Review” for overview of studies.

and staff, and other campus stakeholders. In all we conducted interviews or focus groups with over 100 individuals (see Appendix A). Throughout the fall and winter terms, our team discussed our findings and iterated our approach under the guidance of Professors Paul Brest and Keith Humphreys. Luciana Herman provided insight on the infrastructure of the Residential Education system and helped us make connections with stakeholders both at Stanford and other institutions. She also helped the undergraduate research team conduct many focus groups and interviews.

Academic studies that suggest the importance of interventions for frosh communities led us to examine alcohol culture in Stanford's frosh dorms. To better understand drinking culture and programming practices, we conducted several focus groups with dorm government student leaders for the classes of 2021 and 2022 (i.e., last year's and current frosh), current frosh whom we selected to represent different kinds of frosh communities, and also with current frosh RAs. We also interviewed a variety of RFs and residential education staff who serve with frosh and 4-class communities. (See Appendix A.)

To learn about substance-free housing and its current and potential roles at Stanford, we conducted in-depth qualitative interviewing. Specifically, we spoke to Brown University Associate Dean Shannon O'Neill and to Stanford University Assistant Dean Zac Sargeant, both of whom oversee residential life at their respective schools. We also interviewed residential education staff and RAs who work with Mirrieles and two student staff members who oversee wellness programming in Muwekma House. Finally, we conducted a focus group of students who live in Row houses where substance use is more common to learn about how they cope with misuse in their communities and their thinking about the possible addition of a substance-free house on the Row.

For our research on recovery support programs, we surveyed academic scholarship, online resources, and conducted qualitative interviews with multiple directors of collegiate recovery programs.

Please see **Appendix A** for the complete list of interviews and focus groups.



# Part I: Alcohol Restrictions

## 1.1 Problem Statement

Nearly 40% of surveyed Stanford students from 2015 to 2018 engaged in binge drinking (consuming 5 or more drinks in one sitting for men, and 4 or more for women, within the past two weeks).<sup>15</sup> Although Stanford students report binge drinking slightly more in their junior and senior years than in their first two years on campus,<sup>16</sup> 57% of all alcohol-related transport services were performed on frosh in 2015.<sup>17</sup>

Fortunately, data do not show that emergency room student cases or “transports” appear to be occurring more frequently (of course, transports by themselves are imperfect measures of student alcohol misuse). Still, it appears that the plurality of these incidents are occurring in the first quarter of students’ first year. The chart below highlights trends in transports by year and quarter.

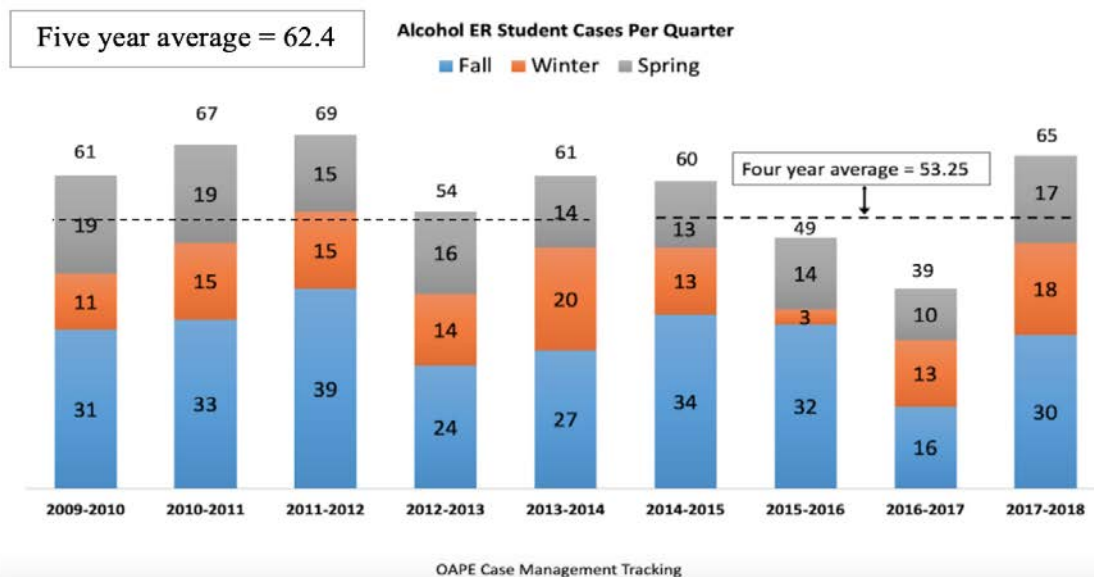


Chart extracted and edited from OAPE (2017-2018)

Although 2017-2018 had a six-year high of 65 transports, the latest four-year average of 53.25 is lower than the previous five-year average of 62.4.

High consumption of hard alcohol, especially among frosh, is responsible for most transports at colleges across the nation and for most instances of alcohol misuse. At Stanford, the nationwide trend also appears to hold. Hard alcohol, in particular, appears responsible for most of the alcohol-

<sup>15</sup> Stanford University, *supra* note 3.

<sup>16</sup> *Id.*, at 4.

<sup>17</sup> Memorandum from the TRACER Comm. to Stanford’s Long-Range Planning Comm. (Summer 2017).

related incidents—from transports to assaults—and therefore draws administrators’ attention and concern.

At Stanford, and likely nationally, hard alcohol is the biggest risk factor for alcohol-related transports.<sup>18</sup> Stanford drinkers overall do not appear to favor liquor over other alcoholic beverages, but the trend may be moving toward drinking more liquor (as seen in the chart below). Frosh who drink, however, prefer liquor to other types of alcohol, with frosh in our focus groups calling vodka shots the “cheap and efficient” drink of choice. The OAPE charts below show Stanford trends for: (1) consumption of different types of alcohol by year, (2) the percentage of drinkers binging on liquor, and (3) the drinks of choice by class.

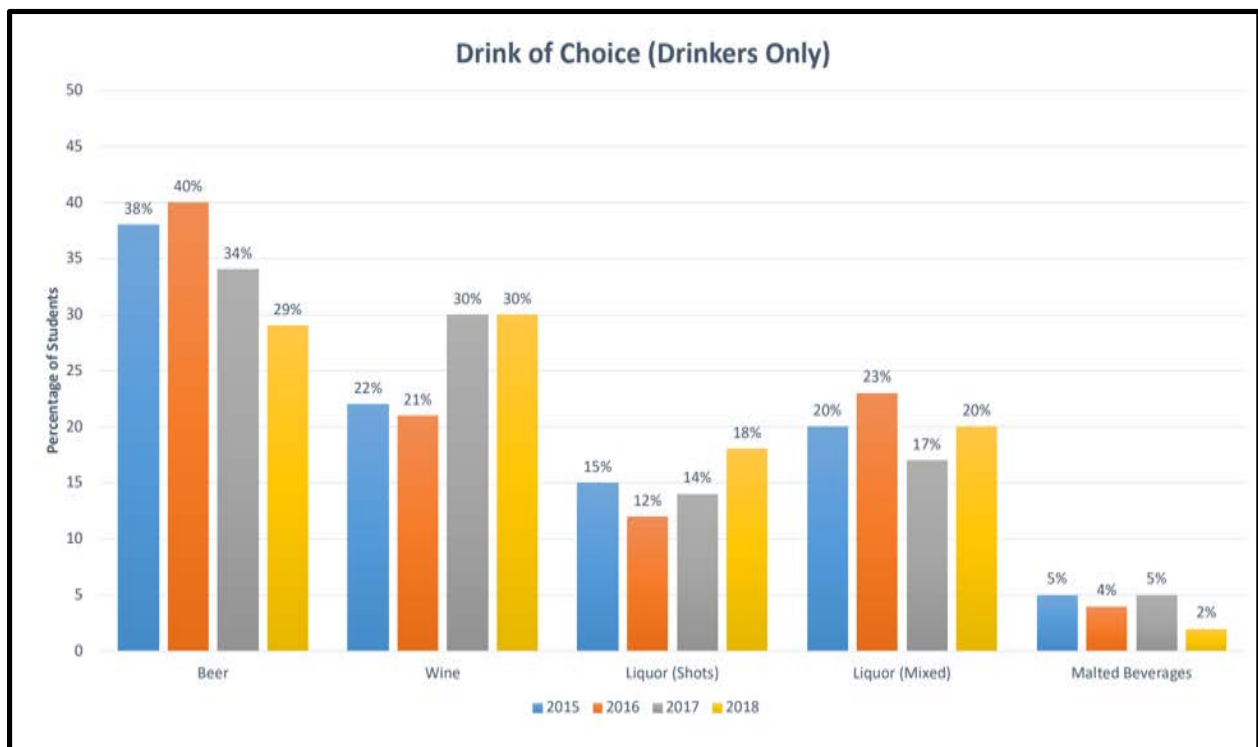


Chart extracted and edited from OAPE (2017-2018)

*Overall, liquor is less popular than beer and wine.*

<sup>18</sup> Marshall Watkins, *Alcohol transports on the rise*, The Stanford Daily (December 7, 2011), <https://www.stanforddaily.com/2011/12/07/alcohol-transports-on-the-rise/>.

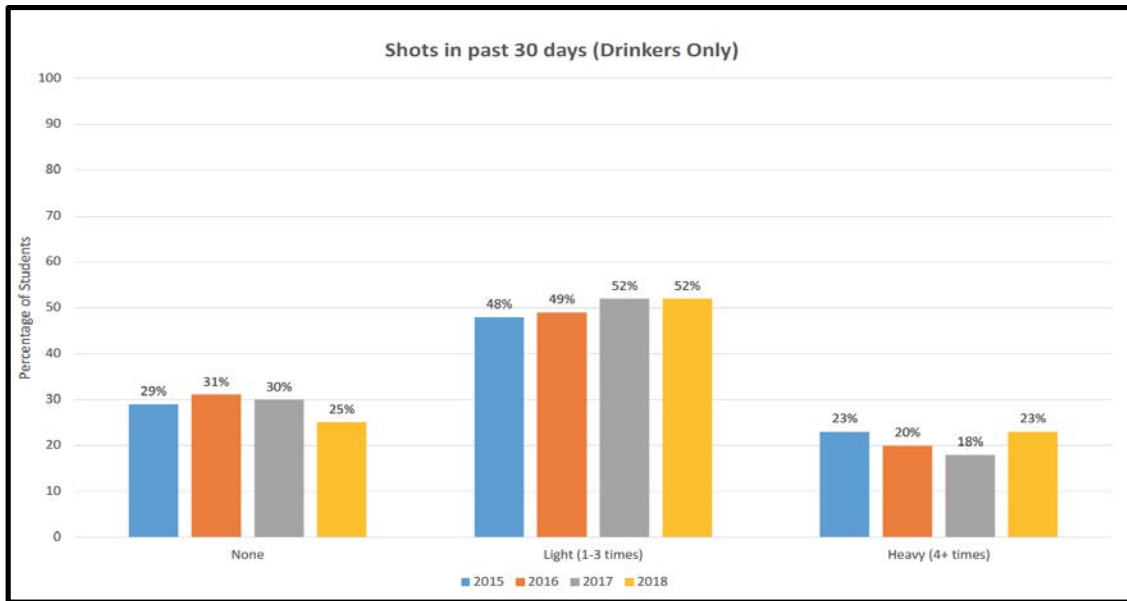


Chart extracted and edited from OAPE (2017-2018)

*Overall, among drinkers, around 20% have binged on liquor in the past 30 days.*

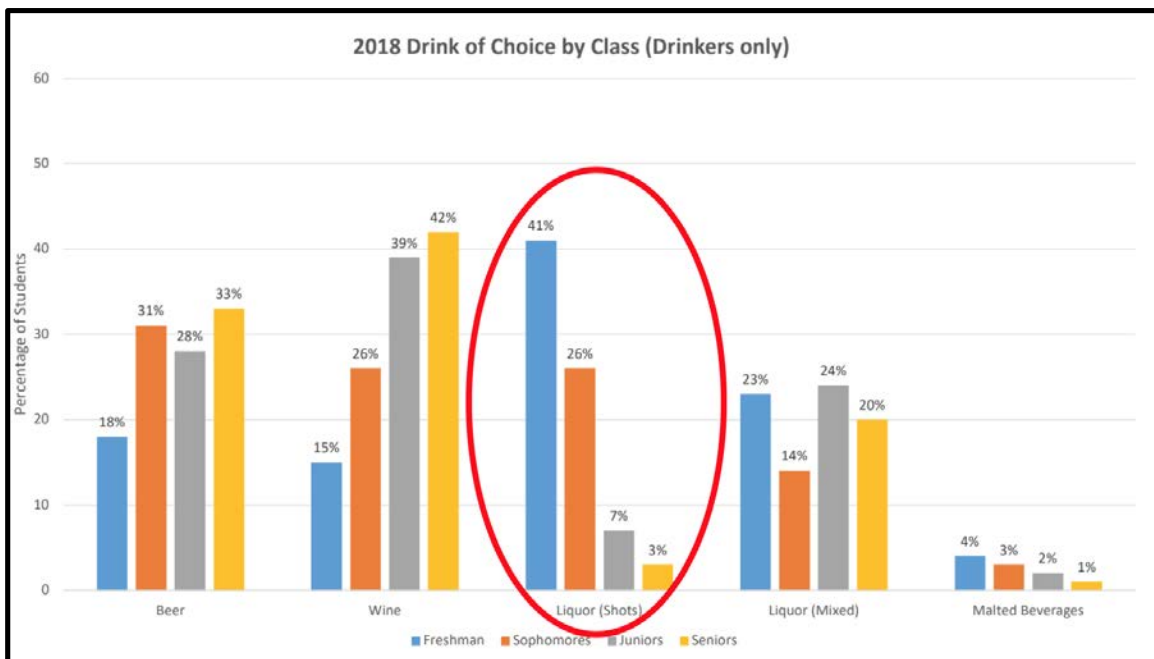


Chart extracted and edited from OAPE (2017-2018)

*The plurality of frosh drinkers prefer liquor to other kinds of alcoholic drinks.<sup>19</sup>*

That frosh (the most vulnerable group in terms of transport data) are drinking hard alcohol (the most dangerous alcohol) more than any other kind of alcoholic beverage is particularly troubling, given both the difficulties inherent in transitioning from high school to college and the consequences hard alcohol could have for Stanford students trying to make this transition. That

<sup>19</sup> When mixed liquor drinks are considered, nearly  $\frac{2}{3}$  of drinkers prefer liquor in their drinks.

many of these frosh are *binge* drinking hard alcohol helps to explain higher transport numbers among frosh communities.

## 1.2 Literature Review

### 1.2.1 Prevalence, Causes, and Consequences of Alcohol Misuse on College Campuses

Alcohol misuse is prevalent on college campuses, with roughly 40% of students drinking excessively at least once in the month they were surveyed.<sup>20</sup> Numerous demographic, developmental, and social factors—from genetics to social circles to motivations—influence this high rate of misuse. And the consequences are striking.

### 1.2.2 Prevalence of Alcohol Misuse in College

Public health professionals typically define “binge” drinking as consuming five drinks in one sitting for men, and four for women.<sup>21</sup> Over the last 30 years, drinking levels on college campuses have remained fairly stable, with roughly 65% of students drinking some alcohol in any given month.<sup>22</sup> Conflicting data from the Monitoring the Future (MTF) survey, however, suggest that the percentage of binge-drinking college students has considerably declined (from 44% in 1980 to 35% in 2014) while *extreme* binge drinking has greatly increased (from 14% in 2005 to 20% in 2014).<sup>23</sup>

Students who drink excessively appear regularly to go far beyond the binge threshold. One study, for example, found that one-third to one-half of freshman who drank excessively did so at levels at least two times the binge threshold.<sup>24</sup> Particularly, more males binge drink than females, though the gender gap is closing. In 2014, for instance, one survey found that 43% of male and 26% of female college students binge drank, compared to 52% and 31%, respectively, in 1988.<sup>25</sup> Racial

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<sup>20</sup> Aaron White, Ph.D, and Ralph Hingson, Sc.D., “The Burden of Alcohol Use: Excessive Alcohol Consumption and Related Consequences Among College Students,” *Alcohol Research: Current Reviews*, at 202 (noting also that survey data show that in 2011, 43% of male students binge drank in a 2-week period compared to 32% of female college students).

<sup>21</sup> *Id.*, at 202 (binge drinking has been defined as four or more drinks in an evening for females and five or more for males, but for many other studies, binge drinking is defined as consuming five or more drinks regardless of sex, and the time frames may vary considerably (once or more in the past month for NSDUH, past 2 weeks for MTF, etc.)).

<sup>22</sup> *Id.*, at 202, 213.

<sup>23</sup> Heather Krieger, Chelsie M. Young, Amber M. Anthenien, and Clayton Neighbors, “The Epidemiology of Binge Drinking Among College-Age Individuals in the United States,” *Alcohol Research: Current Reviews* (pointing out that while research on binge drinking in college-age samples suggests that binge drinking rates have decreased over time, rates still remain high, with 30% to 40% of young adults reporting binge drinking at least once in the previous month).

<sup>24</sup> White and Hingson, *supra* note 10, at 205.

<sup>25</sup> Krieger et al., *supra* note 13.

differences also exist in binge-drinking rates, as more White college students report engaging in excessive drinking than do Hispanic and African American students.<sup>26</sup>

### 1.2.3 Causes of Binge Drinking on College Campuses

Numerous demographic, developmental, and social factors influence the likelihood of binge drinking on college campuses: “males, Caucasians, members of Greek organizations, students on campuses with lower percentages of minority and older students, athletes, students coping with psychological distress, those on campuses near a high density of alcohol outlets, students with access to cheap alcohol, a willingness to endure the consequences of alcohol misuse, and drinking at off-campus parties and bars” all contribute to binge drinking.<sup>27</sup>

Other consistent risk factors for drinking excessively include “having low self-efficacy, scoring high on disinhibition, scoring high on neuroticism-anxiety (for women), being impulsive and sensation-seeking (especially for men), having higher scores on antisocial personality disorder measures, using alcohol to cope or fit in with others, . . . drinking to get drunk, exhibiting problem behavior, scoring low on depression, and engaging in other substance use.”<sup>28</sup>

Additional risk factors include genetic susceptibility to the effects of alcohol, alcohol use during high school, campus norms regarding drinking, expectations concerning the effects of drinking, mistaken beliefs about the prevalence of excessive drinking, punishments for underage drinking, and parental attitudes regarding drinking during college.<sup>29</sup>

Events and other social contexts that promote excessive drinking also contribute to binge drinking in college, such as holidays like Halloween and St. Patrick’s Day, athletic events, 21st birthdays, spring break, football tailgating, pregame partying, drinking games, weekends, and the beginning of a semester.<sup>30</sup> Additionally, social influences may increase the risk of binge drinking among college students, such as having alcoholic parents or friends who drink.<sup>31</sup>

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<sup>26</sup> *Id.*; Results from the 2014 National Survey on Drug Use and Health: Detailed Tables, <https://www.samhsa.gov/data/sites/default/files/NSDUH-DetTabs2014/NSDUH-DetTabs2014.htm#tab6-89b> (The rates of different racial and ethnic groups are somewhat less studied, but from 2013 and 2014, the AMHSA Center for Behavioral Health Statistics and Quality National Survey on Drug Use and Health studied the rate at which college students that belong to different racial and ethnic groups binge drank. The study found that in 2013 and 2014, Caucasian full-time college students binge drank the most, at a rate of 45.8% in 2013 and 44.4% in 2014, followed by Hispanics (35.7% and 33.9%), African Americans (25.5% and 26.6%), and Asians (18.2% and 22.9%).

<sup>27</sup> White and Hingson, *supra* note 10, at 204 (noting further that “students living off campus and/or in Greek housing, those who drink to try to fit in, students with inflated beliefs about the proportion of other students who binge drink, and those with positive expectations about the results of drinking are more likely to drink excessively”).

<sup>28</sup> Krieger et al., *supra* note 13 (noting that students who had difficulty transitioning to adulthood were far more likely to be chronic alcohol drinkers, especially when coupled with concrete life changes, such as moving out of a parent’s home and subsequent decreased parental oversight).

<sup>29</sup> White and Hingson, *supra* note 10, at 201, 204.

<sup>30</sup> Krieger et al., *supra* note 13.

<sup>31</sup> *Id.*

### 1.213 Consequences of Drinking Excessively in College

Binge drinking—especially frequent binge drinking—increases a student’s risk of experiencing negative alcohol-related consequences, including “physical, legal, emotional, social, and cognitive consequences.”<sup>32</sup> Overall, nearly 2,000 students die annually of alcohol-related causes; over 700,000 are injured where alcohol is a contributing factor; and nearly 100,000 are victims of alcohol-influenced sexual assaults.<sup>33</sup> Physical and legal consequences for binge-drinking college students include an increased risk of experiencing memory blackouts, being hospitalized, doing something while drinking that one regrets later, driving after drinking, damaging property, getting in trouble with the police, experiencing more sick days, having poorer physical and mental health, and experiencing sleep problems.<sup>34</sup> Binge-drinking students are also at a much greater risk of having alcohol use disorders and of becoming dependent on alcohol.<sup>35</sup> Meanwhile, sex-related consequences include being more likely to be taken advantage of sexually, having unplanned sex, and failing to use birth control during sex.<sup>36</sup>

Drinking also impairs cognitive abilities (possibly long-term), including “decision making and impulse control, and impairments in motor skills, such as balance and hand-eye coordination,” thus increasing the risk of injury.<sup>37</sup> In fact, one study suggests that extreme excessive drinking can negatively alter the brain permanently.<sup>38</sup> Emotionally and socially, binge drinkers “tend to score higher on measures of depression and anxiety, report lower positive mood than nondrinkers,” and are more likely to have suicidal thoughts and, years later, depression.<sup>39</sup>

Academically, students who drink excessively are three times more likely than non-binge drinkers to lag behind in school work;<sup>40</sup> for example, roughly 25% of college students generally—and a higher percentage of college students who drink excessively—describe missing (and falling behind

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<sup>32</sup> *Id.*

<sup>33</sup> Beth McMurtrie, “Why Colleges Haven’t Stopped Binge Drinking,” *The New York Times* (Dec. 14, 2014) (Robert Saltz, a senior research scientist at the Prevention Research Center, argues that “institutions of higher education are still really committed to the idea that if we just provide the right information or the right message, that will do the trick, despite 30 or 40 years of research that shows that’s not true . . . the message isn’t what changes behavior. Enforcement changes behavior.”

<sup>34</sup> Krieger et al., *supra* note 13; White and Hingson, *supra* note 10, at 204.

<sup>35</sup> Krieger et al., *supra* note 13 (noting that binge drinking “also increases an individual’s likelihood of driving after drinking”).

<sup>36</sup> White and Hingson, *supra* note 10, at 204.

<sup>37</sup> *Id.* at 208.

<sup>38</sup> Krieger et al., *supra* note 13.

<sup>39</sup> *Id.*

<sup>40</sup> White and Hingson, *supra* note 10, at 204.

in) class, performing poorly on exams, and receiving lower grades overall due to excessive drinking.<sup>41</sup> Binge-drinking college students also are more likely to drop out of college.<sup>42</sup>

The effects of binge drinking are not limited to the user: alcohol misuse results in negative consequences to third-parties and non-users by disrupting their sleep or studying, increasing their likelihood of being targeted by a sexual assailant and having their property damaged,<sup>43</sup> pressuring them to consume alcohol, and socially isolating non-users, among other consequences.

The risk of these negative outcomes is greater the more often a student drinks excessively; frequent binge drinking, for instance, is associated with a greater likelihood of drinking alcohol at twice binge drinking levels, likely increasing the risk of suffering negative alcohol-related consequences.

### 1.3 Methodology

For our research on hard alcohol restrictions, we spoke to 75 Stanford undergraduates, student residential staff, RFs, and administrators. At universities with targeted or complete hard alcohol restrictions, we spoke to 15 administrators and a handful of students, including RAs. These universities range from small liberal arts schools to peer institutions. In total, we spoke to over 100 individuals, in direct interviews and/or small focus groups, about their thinking on hard alcohol restrictions.

We made a strong effort to draw our subjects from different communities to share a broad range of experiences. We paid particular attention, however, to four high stakes social groups: (1) Greek fraternities, where we interviewed all but one current fraternity president and conducted a focus group with members of a fraternity that is currently on probation for alcohol-related incidents; (2) frosh residences - both frosh and 4-class - where we conducted focus groups with dorm government leaders, residents, student staff members, RFs, and residential education staff who work with frosh communities; (3) upper-class Row residents who engage regularly in substance use; and (4) students who are non-drinkers for religious, personal, or health reasons, or who are in recovery.

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<sup>41</sup> *Id.* at 209 (“in a national survey of college students, those who engaged in binge drinking and drank at least three times per week were 5.9 times more likely than those who drank but never binged to perform poorly on a test or project as a result of drinking (40.2 vs. 6.8 percent), 5.4 times more likely to have missed a class (64.4 vs. 11.9 percent), and 4.2 times more likely to have had memory loss (64.2 vs. 15.3 percent)”).

<sup>42</sup> *Id.* (noting that twice as many studies link binge drinking to poorer academic performance than those that do not link the two).

<sup>43</sup> *Id.* at 204.

## 1.4 Findings

### 1.4.1 Other Institutions

#### 1.4.1.1 General thoughts on hard alcohol restrictions

To supplement state laws, some schools restrict all undergraduates from possessing and consuming hard liquor on campus, while others restrict hard alcohol only in specific contexts (e.g., at registered parties). Most of these schools have adopted relatively laissez-faire attitudes towards student consumption of beer, wine, and other beverages that have relatively low alcohol content (15% or less).

Interviews with administrators at these institutions indicate that the impact of bans has been mixed and mostly inconclusive, though many believe that banning hard alcohol has been a net positive for their campuses and has reduced alcohol-related incidents. However, we spoke with only a handful of students at these schools, and administrators noted a general lack of reliable data. The universities most confident in the effectiveness of their policies to mitigate harms related to alcohol abuse all banned hard alcohol campus-wide, consistently enforced their policies, provided clear and uniform expectations to RAs and students, and campus security officers were important to enforcing policies and deterring alcohol abuse at parties. (These campus officers were sometimes private security guards stationed on campuses in or near residences and sometimes part of university security forces such as the Harvard University Police Department.) We must caution that most of these universities are not analogous to Stanford for reasons ranging from the structure of their residential programs and staff expectations to the existence of campus security officers. Many of the liberal arts institutions we spoke to also have student bodies much smaller than Stanford's. Across institutions, however, most administrators were *not* overly concerned about student backlash towards their policies, deteriorating RA-resident relations, or about hard alcohol drinking shifting to unmonitored spaces.

Colleges with targeted hard alcohol restrictions have not instituted complete restrictions primarily because they are less concerned with the much more moderate drinking levels of upperclassmen. Regardless, administrators stressed patience, opining that it takes about four years for any new policy to become a cultural norm. If a campus community—from RAs to RFs to RDs—cannot commit to supporting and enforcing additional alcohol restrictions for at least several years, such policies are likely to fail. To maximize success in implementing restrictions, one administrator advised us to focus not only on the policy's rollout, but also on creating a long-term educational, monitoring, and evaluation plan (e.g., 4 to 5 years out) that consistently tracks and assesses certain data points.



These universities generally refrained from instituting a hard alcohol policy with different rules for frosh because of inevitable equity cries and enforcement problems (e.g., determining whether a student is a *frosh* violating the frosh-specific policy and should thus be approached by an RA).

Further, these schools stressed that hard alcohol restrictions were not silver bullets in reducing high-risk drinking. Such policies are regularly combined with other risk-reduction measures. One university, for example, requires its largest student-organization-led parties to include (1) a third-party student bartender who is over 21 and trained by the school and (2) third-party security.<sup>44</sup> At another, campus security conducts regular walk-throughs of registered parties to ensure no hard alcohol is present. Yet another school offers beer to of-age students at certain campus-wide social events in an attempt to reduce pregameing and the consumption of hard alcohol. Indeed, a recent editorial in the Harvard Crimson, revealed first-hand the concerns of Harvard deans we spoke to, describing restrictive changes to the annual campus-wide spring Yardfest music concert.<sup>45</sup>

#### 1.4.1.2 Enforcement

RAs at some colleges with hard alcohol restrictions operate much like RAs at Stanford: they do not want to be nor are they expected to be police-like. Instead, they focus on building community and trust, and administrators do not want to upend this dynamic. Schools that have required RAs to take on additional enforcement responsibilities note initial growing pains and RA pushback. But these administrators saw no significant declines in RA applications nor breakdowns of RA-student relationships—though those observations come solely from administrators. Additionally, it is important to consider whether and how increasing RAs' enforcement responsibilities would attract a *different* kind of RA applicant pool, one that is less empathetic and dedicated to cultivating respect and trust with residents.

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<sup>44</sup> The school and organization split these costs, and student organizations are increasingly using these practices, even on voluntary basis.

<sup>45</sup> Restrictions designed to reduce students use of alcohol included shifting the day of the event to Sunday evening, changes to the guest policy, and limitations on leaving and returning to the event. See <https://www.thecrimson.com/article/2019/4/1/editorials-dangerous-changes-yardfest/>

#### 1.4.1.2.1 RAs and Campus Security Officers

RAs at other schools generally do not have more authority than do RAs at Stanford, but they are much more willing to involve campus security, who are a bigger presence at those institutions.<sup>46</sup> Many administrators noted that the very minimal role that sworn officers play in enforcement (in contrast to Stanford) was extremely helpful for encouraging reporting and discouraging drinking behind closed doors.

One administrator, who previously researched other peer institutions' alcohol policies, highlighted the uniqueness of Stanford's involvement of sworn officers in place of campus security. He implied that such reliance could make implementing hard alcohol restrictions difficult, as campus security can offer a more flexible and pragmatic approach to enforcing campus alcohol policies without citing or arresting students. Some institutions with campus security also described the respectful familiarity that students develop with their local officers whom they interact with daily. Such relationships can help de-escalate conflict around abusive drinking practices at parties, for example, when that officer checks in on the event. Another administrator mentioned their successful use of 'wellness checks,' where campus security not only checks in on parties but is trained to monitor highly intoxicated students and request an EMT if necessary.<sup>47</sup>

#### 1.4.1.2.2 Consistency

Schools that do not consistently enforce their policies characterize those policies as failures. As such, administrators emphasized that alcohol policies need *consistent* enforcement to be effective, as the degree to which students have lived under a policy and have seen it consistently enforced shapes student compliance. These schools do not ask RAs to go on 'fishing expeditions' or impose on student privacy to enforce alcohol policies, but they do require that RAs ask students to dispose of hard alcohol whenever RAs see students violating the rules. One administrator did note that setting these types of enforcement expectations through undergraduate RAs, as opposed to graduate student RAs or residential life staff, is harder.

Administrators we interviewed also emphasized that consistent enforcement includes ensuring that those who help craft the policy also commit to uphold it. Some respondents, for example, described disciplinary hearing officers at their schools as "getting cold feet" when meting out discipline for violators. Administrators also agreed on the importance of educating enforcers -- be they student staff, campus officers, faculty in residence, deans, etc., -- so that they understand

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<sup>46</sup> One school noted that campus police (i.e., non-sworn officers) account for approximately half of the documented cases of alcohol policy enforcement.

<sup>47</sup> In practice, wellness checks involve an on-duty residential life staff member contacting campus security, who assesses the intoxicated student. Campus security then asks a roommate or staff member to periodically check in on the student. Later, the security officer returns to determine whether requesting an EMT is necessary.

exactly what they are to uphold. The message must be sent that *we as a community* are committed to the policy.

#### 1.4.1.2.3 Carrots and Sticks

Another administrator—whose school has a conduct points system to provide more transparency for student infractions and accompanying disciplinary outcomes—noted that her university is trying to identify which meaningful sanctions and rewards may nudge students’ drinking behavior. For instance, students there care deeply about both their position in the housing lottery and about securing permission to live off campus. Thus, the school could consider allowing better-behaving students (according to their points system) to have early housing options, while preventing those who reach a certain points threshold from living off campus.

#### 1.4.1.3 Framing and Messaging

Nearly every administrator we spoke with noted that it is important that students be involved in the crafting of new policies and that students be apprised of the rationales for policy decisions. Other schools have reported anecdotal success with framing prohibitions as public health/safety measures—with a larger focus on the connection between hard alcohol and sexual assault, physical assault, and general criminal activity.

However, one administrator cautioned that their attempts at framing their hard alcohol restrictions as a response to the dangers of alcohol was not resonating. At that school, a former drug counselor’s campaign highlighting the 83% of students who did not engage in high-risk drinking led some drinkers to proudly counter, “We are the 17%!”

Importantly, any measure must be framed as a policy that puts students first as a form of harm reduction for the student, not liability reduction for the University. Dartmouth’s hard alcohol ban, for instance, was part of a broader policy package aimed at addressing high-risk behaviors and increasing inclusivity.

Telling a story that sets a tone of safety first can resonate with students. One school, for instance, told students that one night every ambulance in the town was dispatched to their campus. The administrator who recalls this story was a student at the time and says that this kind of story-telling mechanism was very effective in gaining student buy-in.

Administrators from schools with alcohol restrictions were not overly concerned about negative student reactions. While growing pains exist and concerns cannot be ignored, administrators said that students’ general displeasure with new rules subsides over time as the community adjusts to such changes, which may become embedded in the campus culture. Administrators, RAs, and

students voice their displeasure both privately and publicly at such changes (e.g., through negative op-eds and other mild forms of protest), but these reactions rarely create an untenable situation. In fact, perceptions may improve over time. For example, as part of an annual review, one university's Student Conduct Committee (partly composed of student representatives) recently endorsed continuing its campus-wide hard alcohol ban.<sup>48</sup>

Regardless, administrators emphasized that securing buy-in from key stakeholders is essential to the policy's long-term effectiveness. For instance, Dartmouth—as part of a major policy initiative addressing more than just its alcohol policy—spent months conducting dozens of focus groups with student and alumni groups, consulted outside experts, and collected community suggestions via email.

Additionally, schools stressed the importance in communicating a clear medical amnesty policy to students, as universities worry that students who violate their hard alcohol policy will hesitate to seek emergency help for themselves or a friend. Those situations would defeat the restrictions' risk-reduction goal.

#### 1.4.1.4 Data

Administrators generally think (albeit with frustratingly inadequate data) that their schools' hard alcohol restrictions have reduced or would reduce hard alcohol use, even if only because drinking hard alcohol becomes far less convenient. Administrators at other schools acknowledge that levels of hard alcohol drinking remain high on their campuses.

Most schools lack reliable data on their policies and rely mostly on transport data as an indicator of success. Some schools lack data from before they introduced alcohol restrictions; others say that not enough time has passed since implementing their alcohol prohibitions; while still others explain that shifts in enforcement, reporting, and tracking produce inconsistent data.

At the same time, a majority has noted slight and gradual declines in transport frequency. One administrator noted that student recidivism rates and, where available, blood alcohol content levels are important indicators for her office. That school noticed that BAC levels of women in transports have risen since 2015, reaching the BAC levels of transported men. In contrast, another university has seen a decline of nearly 10% in its student binge drinking rate after completely prohibiting hard alcohol; but the university stressed that it cannot attribute the drop solely to its ban, as it simultaneously implemented other major reforms.

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<sup>48</sup> This experience mirrors that of Soto House at Stanford where the RF's have cultivated a tradition of a dry snow trip. Soto staff come in knowing about the tradition and support it enthusiastically with residents.

To manage its data, one school has a case management system in which security officers and administrators note the date, age, race, gender of the individual involved as well as which event(s) the student attended to help track epidemiological trends. To better capture the frequency of student consumption of hard alcohol, one university asks RAs and security officers to document whether hard alcohol is present at parties they must break up due to excessive drinking or other abusive behaviors.

#### 1.4.1.5 Alcohol-Related Education

For alcohol-related education, nearly all interviewed administrators said they used a form of AlcoholEdu, an online alcohol education program. One college's preventive education program during orientation includes a physician discussing the neurological effects of drinking (though the presentation's success is unclear because of poor feedback collection). Another school has a first-year experience course that includes education on cultural competency, healthy behaviors, and bystander intervention. Yet another college is introducing an Alcohol Education Week in the run up to Greek formal season (when high-risk drinking is most problematic).

#### 1.4.2 At Stanford

##### 1.4.2.1 The Stanford Community Responds to Hard Alcohol Restrictions

Throughout our conversations in focus groups and interviews, the Stanford community viewed restrictions on hard alcohol as vexed. Among students, there was an unsurprising split between those who did not regularly drink alcohol being more open to the idea of alcohol restrictions than were students who described themselves as drinking regularly at parties and social events. Across class years, students' primary concern focused on the importance of trust between residents and residential staff, which was echoed by administrators and RAs. Many respondents worried that a complete restriction on hard alcohol would lead to RAs having to police students' activities and thereby erode community trust between RAs and residents or between RAs / RDs and RAs. Many students believed that a high level of trust is essential to students turning to RAs for help in times of personal need. RAs believe that such trust also helps them to monitor for potentially dangerous situations and were concerned that stringent restrictions for hard alcohol use would lead to changes in protocols for their interactions with students. Namely, RAs were concerned that they would be tasked with a reporting role to deans and other authorities.

##### 1.4.2.1.1 Students

In each focus group and interview, we asked respondents to describe Stanford's alcohol policy. About half of the students said that they did not know the policy. When we described the policy to them, they answered that the policy is not enforced and many offered personal stories as evidence

of loose enforcement. Students, including frosh, also could not recall lessons from AlcoholEdu other than the broad theme to beware of drinking “too much.” From what they communicated to us, AlcoholEdu seems ineffective in changing behaviors except perhaps when it is paired with other ongoing education efforts that help reinforce its lessons.<sup>49</sup>

Students all credited Stanford’s ethos in encouraging them to learn through experience and not patrolling students in a heavy-handed manner. Across classes and cohorts, students were concerned that a complete restriction on hard alcohol use would have limited success because students would instead drink hard alcohol behind closed doors and gravitate to socializing in spaces and houses where there is less staff oversight. One participant in a focus group comprised of residents in co-ops shrugged at the idea of oversight and said, “I’m going to do what I’m going to do. The good news now is that I can count on my RA if I need help.”

Interestingly, the handful of students we spoke to from other schools who have lived under a complete prohibition on hard alcohol for several years thought the policy to be positive or at least neutral in effect; they described a ban on hard alcohol as legitimate for both legal and health reasons. In contrast, Stanford students interviewed expressed dissatisfaction with further restrictions on current alcohol policy and practices.

Stanford students said they are generally satisfied with current safety practices around alcohol and did not perceive the need to restrict access. Many RAs and students described alcohol misuse as an issue for freshmen, saying that freshmen tend to “test their limits” in their frosh dorms where there are cultures of pregame. Sophomores, on the other hand, “understand their limits” and “don’t need to pregame as much as they did when they were freshmen.” These respondents said that upper-class students have easier access to alcohol which, in their view, eases the urgency to pregame. This perception, however, is not supported by OAPE data that indicates relatively high levels of binge drinking among upper-class students.

#### 1.4.2.1.2 Residential Education: Administrators and RFs

Interviews with administrators who are involved with residential education programs - deans, RFs, and program staff - demonstrated their complex understanding of the community norms that gird Stanford’s educational model, which privileges the community’s freedom in scholarly pursuits. One RF described a ban on hard alcohol as “another potential tool to help manage student

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<sup>49</sup> But see Chris Addy, Maya Chorenge, Mariah Collins & Michael Etzel “Calculating the Value of Impact Investing” *Harvard Business Review* (Jan. 2019) (“for AlcoholEdu we drew on a 2010 randomized controlled trial demonstrating that students who had been exposed to the program experienced an 11% reduction in “alcohol-related incidents” such as engaging in risky behaviors, doing or saying embarrassing things, or feeling bad about themselves because of their drinking”). More research into Alcohol EDU at Stanford is necessary to determine its effectiveness conclusively.

behaviors around alcohol” but then voiced concern about enforcement methods, asking how RDs would handle cases: “What would the RDs do with the students who violate the policy? Would there be some kind of three strikes rule? Is that ‘Stanford’?”

Indeed, many RFs and some residential education staff voiced concerns that mirrored those of students and student staff: How would heightened restrictions on hard alcohol use affect students’ behaviors, especially in the context of the bonds of trust between residents and residential student staff? In a public letter to the Faculty Senate (April 14, 2016), Crothers RF Steve Stedman described that relationship and issued a caution: “Stanford’s residential education system, which relies on RAs whose authority derives from trust and leadership, yields important positive results for the emotional and mental needs of undergraduates. If you change that system, for example, and undermine trust between residents and RAs, you may be able to enforce a hard-alcohol ban. But don’t be surprised if that lack of trust then impairs the ability of RAs to address the mental and emotional health of our undergrads.”<sup>50</sup>

In a focused set of conversations at their monthly dinner gathering (November 27, 2018), RFs across Stanford came together to discuss their vision for practices in managing alcohol use with the goal of keeping their communities safe and emotionally healthy. RFs spoke of the successes in community norms that they communicate daily to their residents even as they committed themselves to investigating and improving those practices. Notes from that conversation resulted in this collective message:

This is a cultural issue. As we know with cultural issues, when you pull on one thread of the culture, you will have impact on other parts of the culture. It is critical that we create a comprehensive plan that maintains the parts of our culture [where we - Stanford] have currently leveled out while other institutions are increasing, that has kept our student death at “0” and that has decreased our transport rate. Maintain the safety net. That said, we are thrilled to have the opportunity to continue to develop strategies to keep our community healthy and safe.<sup>51</sup>

At that set of conversations, RFs generated a list of suggested improvements to managing and supporting their communities around Standards of Excellence; they advised extending such standards to Row houses, co-ops, and self-ops that have traditionally been less attentive to students’ alcohol use practices. See Appendix C for a fuller accounting of these ideas. RFs’ stated goal for these improvements was “to center policy responses on behavior, not a substance or substances.”

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<sup>50</sup> Letter to the Stanford Faculty Senate from Steve Stedman, April 14, 2016.

<sup>51</sup> Notes from “Alcohol Conversation.” Resident Fellow dinner, November 27, 2018. See Appendix C.

These stakeholders were all alert to the tension between Stanford's educational tradition that privileges students' independent decision making and a policy that demands consistent community-based oversight and implementation.

#### 1.4.2.2 Enforcement

Stanford RAs were most worried about having to enforce a complete restriction and believed it would be difficult to do so without having to behave in a police-like manner. Currently, RAs have little enforcement authority: they can ask people to do things (e.g., get rid of a handle) but have no confiscatory authority. Most RAs and residents expressed that RAs' lack of enforcement power was a good thing because residents trust them more when they do not police them; the several RFs we spoke to echoed this belief. At the same time, RAs felt like the directives given to them during RA training in Fall 2018 were vague and confusing because: (1) they were given conflicting information from RFs and administrators about what to do and (2) more generally, they felt that their training provided no practices through which to enforce rules, and, in instances where enforcement was encouraged, they found penalties so severe such that they did not feel like they could, in good conscience, enforce policy.

#### 1.4.2.3 Frosh Life

Like their upper-class counterparts, some frosh did not know the terms of campus alcohol policy and agreed that implementation of not consistent across frosh dorms. We conducted focus groups with frosh dorm government leaders (2017-18, now sophomores; and 2018-19), with frosh selected to represent different kinds of social communities, and with frosh RAs. We also met individually with frosh RFs across houses. In those conversations, three main points emerged: (1) frosh life on East Campus - Wilbur and Stern - includes a strong social culture of pregameing; (2) the absence of social events outside dorm life - especially on weekends - may generate stronger drinking cultures in frosh residences; and (3) frosh perceive that they - even more than their upper-class counterparts - use alcohol as a means of alleviating social and emotional anxieties.

Students in one focus group described the role of alcohol in defining social groups in their dorm. Drinkers gather in one set of rooms where hosts have set up different drinking "stations" with particular drinking games. These same students - who are part of this social group - emphasized that there is a "culture of care" among hosts and residents who drink: "We take care of each other and we look out for people who don't know how to drink." These students perceived RAs on call as there to help them manage residents who over-imbibed. They said that they always pregame before going to the Row "to have a good time" at social events where there is no alcohol served. One student indicated that she pre-games to alleviate her social discomfort at All Campus social events. When asked about how this culture may affect non-drinkers in the house, these students insisted that those students were free to form their own social spaces. The reality, however, about



the geography of Wilbur dorms is that sound carries and it can be difficult for non-drinkers to escape the revelry of drinking subgroups.

Students in another focus group revealed that they, as non-drinkers, had formed their own “substance-free” floor, gravitating around an RA who practiced sobriety and who enjoyed hosting games and conversations in his room even when he was not on call. This conversation suggested the power of an RA to set the tone of dorm culture but also revealed the burden that can fall to student staff in frosh communities where there are relatively few social outlets, especially in the Fall and Winter terms before students have fully formed their social groups.

In one focus group with students who collectively represented many different social groups with different orientations to drinking, conversation gravitated to the role of alcohol as a tool to mitigate social anxiety. One student recounted a public conversation on a bus to a Cardinal Nights event where riders loudly described the number of shots they had had before coming. “One person - who I am pretty sure hardly drinks at all - said he had had eight shots before getting on the bus.” The student describing this story used that example to demonstrate the role that alcohol plays in frosh imposter syndrome. Where some students may drink to ease their sense of social anxiety, this student - whom the teller described as a bit of “social misfit” - perceived the use of alcohol as a way of showing how he fit into what he perceived as “cool kidz” culture. The teller’s take on the story was the student himself likely had not engaged in high-risk drinking at all. She concluded by saying that she would appreciate a ban on hard alcohol in frosh dorms as a way of helping students navigate social pressures around drinking culture. That said, several others in the group pointed to individuals in their dorms who, they believed, would simply hide the alcohol and continue to host behind closed doors or in hidden spaces away from the dorm and RA oversight. The question that emerges is the degree to which this is true and whether strong messaging by RAs, together with lively social programming, might not help to counter aberrant behaviors.

Frosh houses:

- More transports
- Testing boundaries & experimenting
- Pregaming before events; imposter syndrome
- Open doors where staff can keep an eye out

Upper-class / 4-class:

- Fewer transports
- Upperclass students know limits (mostly)
- Access to alcohol balanced by respectful attitudes towards frosh
- Closed doors: harder to track dangerous drinking

#### 1.4.2.4 Greek Life

The use of hard alcohol in the Stanford Greek Life community is layered. In the private spaces of students' rooms, fraternity members report that hard alcohol is easily available and widely shared. In invitation-only events, which policy limits to beer and wine, Row administrators work with party hosts to develop practices that will help the hosts manage guests' consumption of beer and caution them about guests' access to hard alcohol in private rooms. In campus-wide parties, where no alcohol of any kind can be served, Row deans monitor access through the party registration system and instruct hosts on how to manage crowds. For both types of parties, the Greek organization must develop plans for security, serving protocols, and guest entry, with feedback on their plans from Row deans. This system not only forces organizations to plan parties well before they happen, it also allows the university a formal means to hold organizations accountable for events they host.

For fraternities, the repercussions of serving hard alcohol at a registered event are clear and strictly enforced, especially for large campus-wide parties where hosts do not know all of the guests. However, outside party settings, these policies appear not to have affected fraternity alcohol consumption habits. Interviews and focus groups revealed that spontaneous, unregistered activities involving hard alcohol are regular features in fraternity life despite party hosting policies. A case study of one fraternity also revealed that members stock hard alcohol in their rooms and may serve it privately to friends and acquaintances even during all-campus events.

These party hosting rules place significant responsibility on fraternities to host events safely. We interviewed all the presidents of campus fraternities and learned that they and their fellow officers experience a strong sense of responsibility to ensure that parties are safe. Most of the presidents say that they typically join the designated sober monitors in observing guests' behavior. Presidents and social chairs commented on liability issues that limit their organizations' willingness to host campus-wide parties. They also complained that their organizations do not always have the capacity to prevent uninvited guests from crashing their parties or damaging house property. One president pointed out the configuration of his fraternity house, with multiple entrances, that make it difficult to track all entries. An officer for another fraternity said that some guests go to almost any length to crash restricted events, with one inebriated freshman trying to climb a tree to jump to an upper deck and then enter through a member's room. The presidents uniformly pointed out that the dearth of campus-wide social events and spaces placed what they called an "unfair burden" on Greek life to host campus social events. They perceived their organizations as the default social locus for undergraduate life with little support from the university. They suggested the university could help make parties safer by employing paid professional security guards for campus-wide events. In one focus group conversation, a member suggested that fraternities could hire non-members as sober monitors, but the point was quickly

countered when a president said that such non-members “invade our privacy” in a way that professional security would not.

In September, 2018, the North-American Interfraternity Conference (NIC) banned hard alcohol at all NIC national fraternity chapters and events, unless licensed third-party professional vendors are present to serve the alcohol.<sup>52</sup> Ten of Stanford’s 11 fraternities belong to this conference and are tasked with implementing the rule by September 1, 2019.<sup>53</sup> Whether Stanford chapters follow NIC rules, however, is an open question. All of the Stanford fraternity presidents described their relationship to national chapters as “very loose,” with one president saying that because Stanford owns their house, they do not feel like they need to follow NIC or their national chapter’s policies. Although, Stanford administrators say they expect chapters to abide by national policies, they have not laid out oversight rules. Moreover, national representatives typically visit their Stanford chapters only once a year and, when they do, fraternity members said that the national adviser is usually more interested in ensuring that the organization’s “traditions” are in place than that the campus chapter adheres to NIC rules. That lack of oversight leaves unclear whether the NIC can enforce its ban here.

The answer to whether Stanford fraternities will enforce the NIC ban lies with the Stanford Inter-Fraternity Council, which is comprised of all fraternity presidents and a student board and advised by Residential Education Program Manager Chris Carter. Fraternity presidents agreed that they found the IFC helpful in advising them on Rush and said that they would appreciate the IFC taking a more active role in working with them to develop other program opportunities. The IFC has a special role to play by guiding Stanford fraternities on adhering to national NIC policies. Cooperation between the IFC and Stanford administrators could be helpful in creating a unified and clear response to the NIC hard alcohol ban with an enforcement and accountability plan.

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<sup>52</sup> NIC Fraternities Ban Hard Alcohol, 9-4-18, <https://nicfraternity.org/nic-fraternities-vote-to-ban-hard-alcohol/>

<sup>53</sup> Stanford Daily, *North American Interfraternity Conference bans hard alcohol in fraternities, Stanford policy changes to be discussed*, <https://www.stanforddaily.com/2018/09/12/north-american-interfraternity-conference-bans-hard-alcohol-in-fraternities-stanford-policy-changes-to-be-discussed/>

Successes	Shortcomings
<ul style="list-style-type: none"> <li>• Fewer transports and less abusive drinking; better recognition of dangerous drinking habits</li> <li>• More accountability for organizations</li> <li>• Less access to alcohol at parties</li> <li>• Registration procedures are enforced</li> <li>• Heightened sense of responsibility for hosts</li> <li>• Better monitoring of Row</li> <li>• Closer working relationship with administration</li> </ul>	<ul style="list-style-type: none"> <li>• Abusive drinking still exists in houses</li> <li>• High costs to enforcing registration procedures</li> <li>• Alcohol still widely available in rooms</li> <li>• Question of oversight for non-Greek orgs</li> <li>• High responsibility may overpower student host capacity</li> <li>• High burden on Row social spaces</li> <li>• Missed opportunity with IFC</li> </ul>

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#### 1.4.2.5 Framing and Messaging and the Importance of Student Input

Across cohorts, students we interviewed uniformly emphasized the importance of student participation in creating any new campus policy. Many RAs we spoke to—with experience in freshman, self-op, and four-class dorms—noted significant student backlash would likely follow if students did not feel well represented. This is critical, as RAs would be responsible for much of the daily enforcement of any alcohol policy. Additionally, Stanford students seemed unaware of the scale of the drinking problem on campus and had not necessarily internalized the consequences of binge drinking. This anecdotal evidence suggests that any messaging campaign will be need to overcome students’ sense that excessive drinking is not a problem, let alone an urgent one.

#### 1.4.3 Legal Obligation to Protect Students from Foreseeable Harm

Last year, the California Supreme Court held that universities have a legal obligation to protect their students from harm. The court noted that the college-student relationship “fits within the paradigm of a special relationship,” in which students are “comparatively vulnerable and dependent on their colleges for a safe environment” and in which colleges have a “superior ability to provide that safety.”<sup>54</sup> Although courts have concluded that universities have no duty to *prevent*

<sup>54</sup> Regents of Univ. of Cal. v. Superior Court, 230 Cal. Rptr. 3d 415, 413 P.3d 656 (2018).

on-campus drinking, a university does have a duty to protect its students where foreseeable harm exist.<sup>55</sup>

#### 1.4.4 Next Steps: Longitudinal data; student input; and a logic model

##### 1.4.4.1 Develop longitudinal data

A central finding from our interviews with administrators at both peer institutions and at Stanford was that little longitudinal data exist. Where studies do exist, they are inconsistent or relatively superficial, perhaps in part because the policies themselves are inconsistently implemented.

We think Stanford could serve as a peer leader for a study of alcohol policies and practices that are consistently implemented over time. Perhaps the university should consider conducting epidemiological studies to supplement existing OAPE and other campus survey data? Doing so could identify specific problem areas, including inconsistent implementation of policy, and thus help tailor policy solutions going forward. Such a study could also inspire other institutions to conduct their own longitudinal studies to help surface effective practices that can be adapted and shared.

Questions to explore further include:

- ❖ Is more granular information about transports available? Where did these happen? What did they drink? Why was there no intervention earlier? Are there any particular observable patterns? We understand that OAPE may collect such information.
- ❖ Can VPSA commission a longitudinal study to better assess the magnitude of alcohol use among Stanford undergraduates? Similarly, can VPSA commission a study of the effectiveness of a campus CRP across student communities?
- ❖ Can VPSA develop means to better monitor the implementation of policies and practices across communities?
- ❖ Can hard alcohol restrictions be effectively implemented if sworn officers, and not campus security (non-sworn officers), serve as major enforcers?
- ❖ What effect would consistently enforced hard alcohol restrictions have on the “open door” practice in most frosh and 4-class dorms? Would students be more inclined to drink behind closed doors or take their drinking off site to spaces where there is no staff safety net?

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<sup>55</sup> Baldwin v. Zoradi, 176 Cal. Rptr. 809 (Ct. App. 1981); see also Regents 413 P.3d at 626.

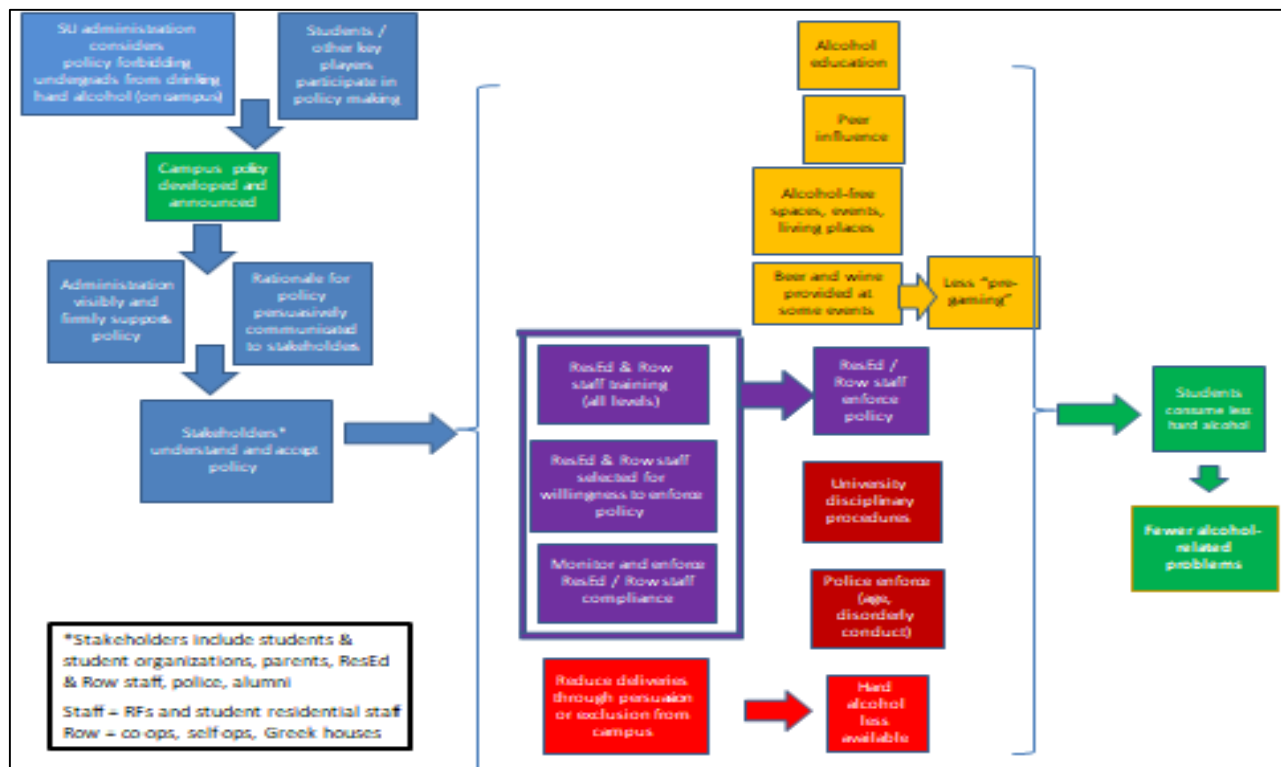
#### 1.4.4.2 Integrate student participation in developing solutions

Further, we recommend integrating more student input in considering policies for managing hard liquor. Based on our discussions with students, we recommend a robust, year-long listening program led by students from a diverse range of backgrounds, campus communities, and housing situations, including frosh, seniors, athletes, cultural houses, fraternity houses, sorority houses, etc. The goal of the program would help to drive ground-up, student-driven solutions and implementation practices. It would also help to educate our students more broadly about the impact of alcohol abuse on their social, emotional, and academic lives. A campus-wide discussion could take place through town halls, dorm communities, Frosh 101, the ASSU, student club trainings, Greek life trainings and existing oversight programs, etc.

#### 1.4.4.3 A systems map and logic model

As this systems map indicates, the implementation of policy and practices is complex, involving participants and stakeholders across campus communities. The map is intended not to promote a change in policy but to chart at a high level the systems involved in making and implementing any policy, current or prospective. There are three central areas: (1) Inputs, (2) Activities and Outputs, and (3) Outcomes.

Systems Map and Logic Model - illustration also attached in larger format in Appendix B



#### 1.4.4.1 Inputs

Central to developing an effective policy that restricts undergraduates' access to hard alcohol is student participation in the process. We highlight this feature because students say that they currently feel left out of the decision-making process. Also necessary to the decision-making process are such other important players, including RFs and other residential staff, Greek oversight programs such as the IFC, coaches, and advisers to organizations that may practice abusive drinking, among others.

#### 1.4.4.2 Activities and Outputs

To implement policy effectively, VPSA should be attentive to selection of staff and officers of the university to ensure that they understand and are willing to engage the policy and practices for implementation. Further, VPSA should consider the role that entities outside the university may play in enhancing students' access to hard alcohol. Each of these activities results in outputs that lessen students' access to hard alcohol.

#### 1.4.4.3 Outcomes

The goal of any policy and set of practices is to reduce students' consumption of hard alcohol, thereby lessening associated harms including behaviors and the effects that excessive consumption of alcohol can have on the personal, emotional, social, and academic development of young adults.

Missing from this logic model is an accounting of possible unintended consequences including, for example, negative changes in how students might engage with hard alcohol and whether they might turn to other substitute substances, each with its own set of harms and consequences.

## Part II: Social Spaces and a Culture of Wellness

### 2.1 Background

Student alcohol use powerfully impacts the undergraduate body's general wellness. We sought to explore how Stanford might be able to improve student wellness through the use of university spaces, including residential spaces. These spaces have the potential to shift university culture, by encouraging students to feel engaged with their broader community, regardless of whether they choose to drink or not. We consider how Stanford might better use existing spaces to serve as alternatives to a campus culture often perceived as one centered around alcohol.

In our research, we sought to determine the importance of student-created social spaces (eg., dorm formals or extending gym hours), and whether such spaces are significantly more desirable to the general student body than existing options. We also studied peer institutions that have created student-run committees to support and fund alcohol-free events. Further, our group considered Stanford's significant lack of substance-free housing options and evaluated whether and how filling that void could encourage a campus culture that is less centered around alcohol.

Substance-free housing arrangements are important for many undergraduate student populations, especially undergraduates in recovery from substance abuse. Unfortunately, the number of undergraduates in active recovery is unknown; but according to the Center for Behavioral Statistics and Quality, 21.5 million adolescents experienced a substance use disorder in 2014—a portion of these students likely matriculated at four-year universities while in recovery.<sup>56</sup> Additionally, ten percent of adults aged 18 and over self-identify as being in recovery,<sup>57</sup> and it is reasonable to assume that a similar fraction of undergraduate students are in a similar position, given that most people with substance use disorders began using substances in adolescence. For undergraduates in recovery, being in substance-using environments can put undue social and environmental pressure on them to re-engage in abusive behaviors and lose their progress in recovery.

Substance-free housing benefits not only those in recovery, but also students who decline substance use for other reasons. Some students come from homes with substance-abusing family members, for instance, and may prefer to live away from substances to avoid memories of past trauma. Religious students may also benefit from substance-free housing, as many religious traditions prohibit the use of substances. Other students, particularly those interested in healthy

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<sup>56</sup> Melanie Iarussi, "The Experience of College Students In Recovery from Substance Use Disorders." *Journal of Addictions and Offender Counseling*, no. 39 (April 2018).

<sup>57</sup> *Id.*



lifestyles, may enjoy strictly substance-free housing to create a healthier and safer social space. Substance-free housing is therefore valuable to many distinct demographics on college campuses, and should be a main focus of Residential Life policy.

## **2.2 Problem Statement**

Across social groups, students consistently describe a lack of accessible off-campus social options and a dearth of attractive on-campus, substance-free events and social spaces. While appreciative of Cardinal Nights, focus group members characterized the program as “limited,” expressing a desire for student-created events and spaces. Meanwhile, Residential Fellows explained that informal social groups eventually form for non-drinkers, but the burden of finding like-minded people falls upon students.

Students who view alcohol as an essential part of their social experiences noted that the fraternities and dorm rooms serve as major centers of social activity, particularly on weekend nights. Because fraternities do not provide alcohol at All-Campus parties, drinkers who plan to attend a fraternity party typically pre-game in their dorms, rapidly consuming hard alcohol over a short time to maintain a “buzz” throughout the night. This high-risk drinking can endanger the individuals themselves and cause problems for fellow residents and staff tasked with ensuring dorm safety.

There are many individual students who are uninterested in alcohol, find it to be a disturbance, or (worse) harmful to their well-being. Stanford has accommodated these students to a limited degree with substance-free housing arrangements. Currently, the university offers one substance-free living option to upperclassmen in Mirrielees, the apartment-style living complex on East Campus. However, there are no substance-free houses or traditional dormitories, and no substance-free options for frosh. Furthermore, no house on campus is completely substance-free. Mirrielees is an especially isolated and non-social living situation, and it is not conducive to hosting all-campus alcohol-free events.

Social club leaders also noted barriers to hosting social events not centered around alcohol (e.g., cultural nights). Some student groups described the cost of hosting events as “exorbitant” in the context of their overall budgets: the cost of renting a space is high and access to appropriate venues is limited. Groups also struggle with costs for required security, sound systems, and insurance. Lowering these barriers may give student groups more freedom to host events that serve as alternatives to Greek life or parties in residences. One university we spoke to, for example, splits the cost of third-party security with the hosting student group (at sufficiently large events).

The chart below suggests that a significant number of Stanford students do not want hard alcohol in their “community” and that many students also acknowledge that a significant number of residents in their community do not want it. We know of no data that show whether this attitude

also exists towards alcohol in general, but the popularity of Mirrielees suggests that some undergraduates desire to live in substance-free housing.

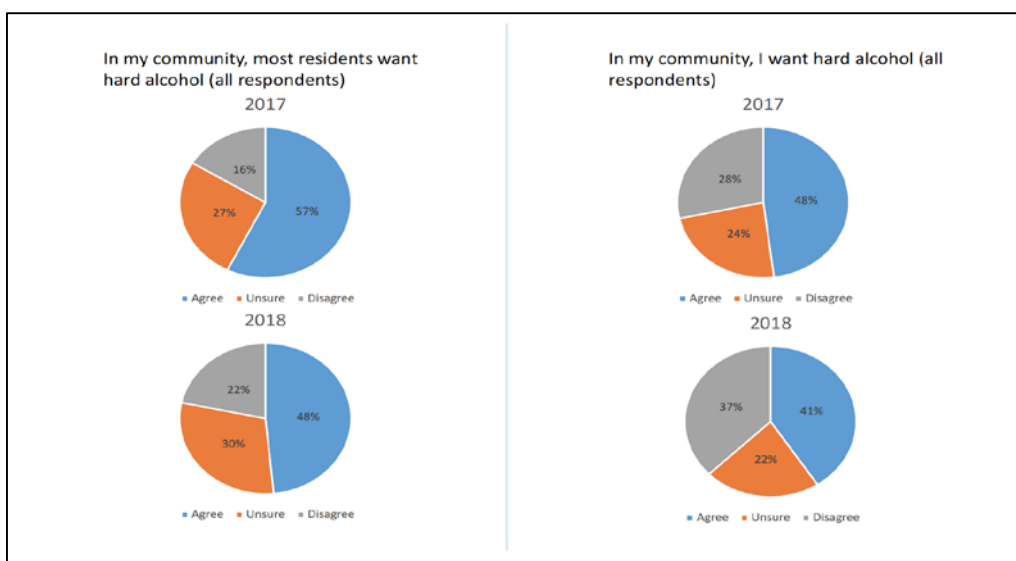


Chart extracted and edited from OAPE (2017-2018).

*More than 1/3 of survey respondents did not want hard alcohol in their community.*

The chart below demonstrates that most drinking occurs in students' rooms. That most drinking occurs in these residences themselves intensifies the problem demonstrated in the previous chart because students may have trouble avoiding encounters with alcohol if they do not live in substance-free housing.

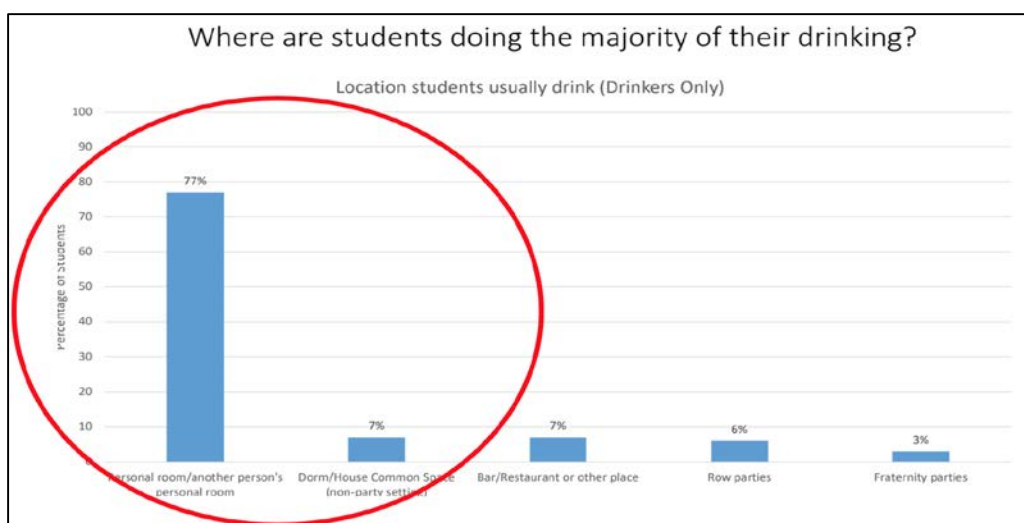


Chart extracted from OAPE (2017-2018) and edited

*84% of drinking occurs in the dorm.*

In regards to substance-free housing, we saw similar trends. Across focus groups, we heard students identify a need and desire for spaces dedicated to physical, mental, and spiritual wellbeing. Students may choose not to drink for many reasons: general wellness and good health, rules imposed by athletic coaches, cultural or religious practices, physical or biological restrictions, experiences growing up in alcoholic families, or recovery from alcohol/substance-abuse. Students in each of these groups voiced their interest in sober residential environments in central campus locations. Without existing options, students will occasionally form alcohol-free floors of their own volition within residences. Unfortunately, the impetus for this initiative is often a sense of social exclusion, something that Stanford should decrease in order to alleviate the burden of forming such communities unassisted.

Students in recovery from alcohol/substance abuse face an especially stark set of housing options. Currently, the only substance-free residential house is Mirrielees, located on the East side of campus and far from academic and social venues. Mirrielees is an especially isolated and non-social living situation, and is not conducive to hosting all-campus alcohol-free events. While this ethos suits some students seeking substance free living, it severely disconnects others from campus life. Our interviews also revealed that some students in Mirrielees may be gaming the system to obtain apartment-style housing where they have somewhat more independence in their lifestyle choices. Designated sober housing in Mirrielees, some students said, is not always alcohol free. We thus explored the possibility of expanding substance-free living at Stanford, particularly into spaces that are more social and that could provide alcohol-free social events for the entire campus.

## **2.3 Methodology**

To learn about a culture of wellness, we used in-depth qualitative interviewing. We conducted interviews across a wide swathe of Stanford culture. Along with club leaders and several residential fellows, we spoke with RAs from freshman, four-class, three-class, co-op, and self-op dorms. Regarding wellness, these interviews provided a great deal of insight regarding student-led social spaces, improvements upon current alcohol programming, and ideas for a substance-free house. We also spoke to Dean Shannon O'Neill of Brown University and Zac Sargeant of Stanford University, both of whom oversee residential life at their respective schools.

### **2.3.1 Policy Context**

Even though many students at Stanford choose not to drink for personal, religious, and/or practical reasons, the University offers little in the way of substance-free housing or social spaces. For students who would feel more comfortable in substance-free spaces—particularly those in recovery or those who have experienced past substance-related trauma—Stanford may not offer sufficient living accommodations. Several students confided in interviews their discomfort living

in spaces with party cultures where there is relatively easy access to liquor - East Campus frosh dorms being named most often.

To understand possible policy adjustments, it is important to consider Stanford's current policies regarding social spaces and residences. Stanford currently allows students to request spaces for events, but these spaces are often limited. Individual students have a very restricted set of options, most of which are contained within venues such as Old Union. Clubs and other groups have a larger set of choices regarding venue, but (as previously mentioned) many noted an extensive and often costly process to secure these venues.

Stanford offers a highly heterogeneous residential experience for its undergraduates. For frosh, Stanford offers a mix of all-frosh and four-class housing with students who prefer not to drink preferring such 4-class communities as Fro-So-Co or Ujamaa. For upperclassmen, Stanford offers three-class, four-class, and apartment-style dormitories, as well as self-operative and cooperative houses that privilege autonomy and unique house cultures. The dormitories typically house 100-400 students, while the self-operative and cooperative houses generally house between 30 and 60 students with themes around social justice, academic fields, languages, and culture. There is no substance-free housing on the Row or in central campus.

## **2.4 Findings**

### **2.4.1 Social Spaces**

To encourage more alcohol-free social spaces, VPSA might work with R&DE and Lands, Buildings, and Grounds to open campus spaces to student use for social events. Interviews with administrators reveal that many existing spaces could, with oversight, be made available to student organizations, such as art and cultural groups, for alcohol-free events.

VPSA might also create a peer advising program to advise and fund student groups seeking to host substance-free social events. Harvard and Princeton, for example, offer student-run advising programs that educate peers about alcohol safety and award grants for student social events that do not promote alcohol. At Princeton, a student-run committee awards grants for such weekend-night events as dorm theme nights, semi-formals, and extending hours for the campus climbing walls. A similar peer advising program at Stanford would encourage student participation in creating a social culture that does not center on alcohol. A peer-advising program is relatively low cost, as it could rely on student volunteers overseen by existing OAPE staff. The only additional expense would be a pool of funds, such as small grants that could be distributed and monitored by the student peer advisers.

Stanford RAs consistently expressed a desire to share their accumulated knowledge on successful alcohol-free programming, emphasizing the importance of student empowerment as key to the success of sober events. They advocated for expanded dialogue between RAs and programs that support alcohol-free events, including Cardinal Nights as fundamental to building a culture of sobriety across campus.

#### 2.4.2 Residential Life

As one component of enhanced sober spaces in residential life, a Wellness House—could serve students who seek a substance-free community and an environment more broadly supporting health-related activities and programming. Stanford could repurpose certain existing residential spaces to promote programming for sobriety, including houses on the Row.

Wellness House programming would prioritize substance-free living and could include physical health classes, mental health resources, and facilities for substance-free programming open to all students. Staffing requirements could include Bridge Peer Counseling certification to help ensure support for mental health needs. A Row location would provide proximity to campus health resources, which students have highlighted as especially valuable. A substance-free house might also offer a space to host events for students to engage more easily in social life without alcohol. While such a house does not solve the problem of excessive alcohol consumption, it is a positive step that demonstrates the University's strong commitment to students who may feel marginalized by campus social culture. Also of note, our conversations with some alumni indicate their willingness to contribute to a development project for a wellness theme house and related alcohol-free programming.

Brown University's Donovan House may serve as a useful example. It is entirely substance-free and houses seventeen students. The house was recently converted from a regular dormitory into substance-free living. It serves students in recovery, religious students, and those with histories of substance-related trauma. Members of the house are selected through a rigorous interview process conducted by a dean and the house RAs. House members agree not to drink inside or outside of the house, and intoxication within the house is prohibited. Thus far, the house has been successful in creating a safe and welcoming environment for substance-free students. They cultivate community through weekly dinners and related events. The Donovan House is also associated with a campus group called SoBear, which hosts alcohol-free events (similar to Cardinal Nights). This residential model might be adopted for Stanford students, creating an opportunity for students with different motivations for substance-free living to agree upon common wellness goals.

At the same time, converting a Row house into a substance-free dorm poses several issues. For example, a pre-existing house would have to be re-themed and thus lose its original theme or

character, a process which may upset current students who want to continue living there. In addition, house staff would have to come up with a way to select members that is not nepotistic and that properly filters for substance-free students.

Of course, creating a house centered around wellness will not solve alcohol misuse across campus. However, a Wellness House could visibly reaffirm Stanford's commitment to creating an inclusive social life that is not reliant on alcohol.

## **2.5 Implementation and Next Steps**

Near-term next steps to evaluate options to enhance social spaces and develop a substance-free house are as follows:

- ❖ Explore ways to expand student access to existing spaces and resources:
  - Facilitate conversations between student leaders and R&DE and Lands, Buildings, and Grounds to discuss how spaces can be made available to students for social purposes; consider means to lower barriers of cost – rental, security, insurance – for student organizations seeking to host events.
- ❖ To develop student-led social spaces:
  - Create a coalition of RAs and Cardinal Nights staff to create a database of successful sober social events.
  - Estimate the costs of providing small grants to student groups seeking to host events on weekend nights.
  - Create a peer-advising committee that works with existing residential education staff to advise student groups on party planning, safe hosting practices, provides some oversight for student events, and awards small grants.
- ❖ Explore student interest in a substance-free Row house:
  - Consider how a substance-free house would interact and fit with Row culture.
  - Evaluate interest in substance-free living through a gateway question on the RD&E student housing surveys sent to continuing students in the first week of April and to incoming frosh in early summer. This question might ask whether students would elect to live in a substance-free Row house if one were offered, and ask what else they would look for in this community.

- ❖ To create a positive environment for students who are interested in substance-free housing, it is crucial to discover what they would want in such a space. It would be wasteful to provide housing that students would reject entirely in favor of better housing.
  - Survey existing residents in the substance-free wings of Mirrielees to learn the benefits and drawbacks of current living arrangements there.
  - Host a town hall for students to express what they would like to see in a substance-free house, especially regarding programming.
- ❖ Explore further with Residential Education Row deans and staff the process to re-theme a house.

While the topics of recovery, sobriety, and overall wellness may overlap, residents seeking one of these may be indifferent to others. How might we create a vibrant Wellness House despite different motivations? This question will guide an overall effort to instill a culture of wellness across campus communities and social cohorts.

## Part III: Collegiate Recovery Program

### 3.1 Background

Even with the focus that many universities have on combating alcohol and drug problems on campuses, they generally do not provide sufficient resources and support to students in recovery from substance abuse.<sup>58</sup> Although the exact number of students in recovery is unknown, a 2012 study found that nearly 23% of college students met the criteria for a substance use disorder, yet only 34 out of 4,500 colleges had “known support services” for them.<sup>59</sup> Students with substance use disorders would perhaps enter recovery if these support services were more evident.

A student in recovery is generally considered one who “has a history of substance misuse that resulted in significant consequences in at least one life domain,” has committed to a sober lifestyle, and is participating in activities promoting sobriety.<sup>60</sup> Any student in recovery is always at some risk of relapse. In college, these students face the challenges of (1) an environment offering frequent and convenient access to drugs and alcohol and (2) a culture that promotes misusing substances.<sup>61</sup> A student in recovery, for instance, could risk relapsing by participating in Greek life.<sup>62</sup> The stigma around substance use disorders also presents difficulties “for students who want to be open about their recovery efforts, a necessary condition to build a supportive network of peers and access support services.”<sup>63</sup>

A college can meaningfully support these students by establishing a Collegiate Recovery Program (CRP)—a model that has served students in recovery from substance use disorder for decades.<sup>64</sup> Today, over 90 of these programs exist in colleges across the country.<sup>65</sup> The following standards describe the CRP model<sup>66</sup>:

❖ CRPs embrace abstinence-based recovery as the standard of our field.

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<sup>58</sup> Ivana D. Grahovac et al., *Supporting Students in Recovery on College Campuses: Opportunities for Student Affairs Professionals*, *Journal of Student Affairs Research and Practice* (2011) (48)1, 1.

<sup>59</sup> Recovery in Higher Education, *supra* note 10 (noting that after 2012, after “recognizing a critically important need, Transforming Youth Recovery developed a higher education initiative to focus on the creation and expansion of on-campus collegiate recovery programs. To date, TYR has provided 124 grants to universities and colleges across the U.S. to establish collegiate recovery programs.”).

<sup>60</sup> Grahovac et al., *supra* note 58, at 1 (noting, however, that no single, universal definition exists).

<sup>61</sup> *Id.*, at 2.

<sup>62</sup> *Id.*

<sup>63</sup> *Id.*

<sup>64</sup> Association of Recovery in Higher Education, *Standards and Recommendations*, <https://collegiaterecovery.org/standards-and-recomendations/> (“A collegiate recovery program (CRP) is a College or University-provided, supportive environment within the campus culture that reinforces the decision to engage in a lifestyle of recovery from substance use. It is designed to provide an educational opportunity alongside recovery support to ensure that students do not have to sacrifice one for the other.”)

<sup>65</sup> Association of Recovery in Higher Education, *supra* note 12.

<sup>66</sup> Association of Recovery in Higher Education, *supra* note 12 (standards taken verbatim).



- ❖ CRPs are housed within an Institution of Higher Education.
- ❖ CRPs are non-profit entities.
- ❖ CRPs have paid qualified, trained, ethical, and dedicated professionals who support students in recovery.
- ❖ CRPs provide a variety of recovery support services to assist students in maintaining and protecting their recovery.
- ❖ CRPs have within them a collegiate recovery community with students in recovery from their alcoholism and/or drug addiction as the primary focus.
- ❖ CRPs do best with a dedicated physical space for students in recovery to gather and offer peer support to one another.

### **3.2 Problem Statement**

Although Stanford's Office of Alcohol Policy and Education provides a degree of substance misuse intervention and facilitates a generally successful alcohol-free programming initiative, Stanford does not provide adequate long-term support for students in recovery or students who otherwise seek to stop using drugs or stop drinking problematically. A CRP can provide this support and bridge the current gap of services for this vulnerable population.

### **3.3 Methodology**

We conducted research via qualitative interviewing and by surveying academic scholarship and online resources from the two main authorities on CRPs in the U.S.: The Association of Recovery in Higher Education and Transforming Youth Recovery. Our interview subjects included key stakeholders in the Stanford community; founders, leaders, and staff members of CRPs at peer institutions; and various recovery researchers affiliated with both individual CRPs and the Association of Recovery in Higher Education. We also obtained input and perspective on the actual need for a Stanford CRP from existing focus group participants.

Stigma, cultural context, and denial make obtaining quantitative data on the exact need for recovery resources at Stanford quite difficult. With the current data available, we cannot provide an estimate of (1) how many students at Stanford fit the criteria for an alcohol or substance use disorder, or (2) how many students would actively participate in a CRP. However, the alcohol statistics at schools nationally and at Stanford and the fieldwork conducted as part of this practicum both indicate the persistent presence of clinically problematic alcohol use on campus. As part of any formal changes to the alcohol policy, Stanford should serve afflicted students and grant them the opportunity to recover while in college.

### 3.4 Findings

After meeting with several Stanford stakeholders and researching several other CRPs, we confidently and strongly recommend that Stanford develop a CRP for its students. The particular model of this CRP, and the timeline of its implementation, should reflect Stanford's needs and resources. This report establishes the broad contours of these decision points; more-granular elements would best be addressed via a steering committee. Our two primary areas of focus, each explored below, have been:

- (1) advocating for a CRP to key stakeholders, and
- (2) researching CRP models to determine key decision points for a Stanford CRP.

#### 3.4.1 Stakeholder Support

Stanford faculty members, students, and alumni articulated the need for a greater degree of integrated support services for students in recovery via submissions to Stanford's Long-Range Planning Committee in the summer of 2017. The main proposal, "TRACER" (Treatment and Recovery for Addiction with Campus Engagement and Revitalization), presented a compelling case for—among other institutional reforms—a collegiate recovery program while not using that particular moniker.<sup>67</sup> Separately, a Stanford Law student submitted a brief proposal for a CRP that referred the Long-Range Planning Committee to the Association of Recovery in Higher Education (ARHE) for further information. Upon learning about the TRACER proposal, the same law student wrote an appendix to the proposal incorporating narrative elements and specifically connecting TRACER's proposed reforms to the CRP movement.<sup>68</sup>

As evidenced above, a critical element at play when building support for a Stanford CRP is the growing but still relatively low profile of the broader CRP movement. It is not at all unusual for professionals in addiction/recovery spheres to be unaware of the history of CRPs or the available resources for schools that wish to develop their own programs. The support-building process, therefore, is more focused on education and increasing awareness than it is on countering active resistance to a known entity. This tends to remain the case even after the initial education and awareness objectives are met, likely because developing a CRP adds value to the life and work of a university at a reasonable cost (that can be further defrayed through private donations).

As researchers we remained open to the possibility that Stanford stakeholders would stray from this norm and resist the concept of a Stanford CRP upon learning about the CRP model and

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<sup>67</sup> Memorandum from the TRACER Comm. to Stanford's Long-Range Planning Comm. (Summer 2017) (on file with author). The proposal was primarily authored by Dr. Anna Lembke and was cosigned by Nancy Haug, PhD, Chinyere Ogbonna, MD, Keith Humphreys, PhD., Ralph Castro, PhD, and Stanford alum David S. Hobler, JD, LLM, LADC.

<sup>68</sup> Parker Cragg, Allocation of Opportunity – Final Paper (Spring 2018) (on file with author).

movement more generally. But we met no such resistance during our conversations with students, faculty members, and alumni. Indeed, several students anonymously affirmed the potential value-add of such a program on both an individual and campus-wide level. In their view, a Stanford CRP could decrease stigma, making it easier for students to ask for help. It could also play an important role in educating students about the nature of substance use disorders (and, of particular importance to Stanford students, how externalized consequences such as academic probation or health complications need not always be present for a student to benefit from supportive services). Some students also expressed concern that further restrictions on alcohol at Stanford could result in an increase of more-harmful substance use, which could correspondingly increase the need for a Stanford CRP.

Whereas most of the students with whom we spoke were receptive but new to the concepts of CRPs and to the push for greater supportive services for Stanford students with substance use issues more broadly, the faculty members and alumni with whom we spoke had nearly all been advocating for such services for quite some time and were understandably thrilled to learn of the CRP movement. Several offered their immediate personal support. In short, if Stanford were to move forward with developing a CRP of its own, we are confident that developing a first-class steering committee and garnering support from students, faculty, and alumni would not be difficult.

### 3.4.2 Researching CRP Models

As will be explored in more detail in Appendix D, individuals seeking to create a Stanford CRP will face multiple decisions regarding capacity, needs, and service models. Our preliminary analysis of likely areas of focus was informed on a macro level by Transforming Youth Recovery's Asset Survey and further clarified by exploring a handful of programs of varying size: those serving the University of Houston, Texas Tech University, UC Santa Barbara, Augsburg University, and Brown University. The Asset Survey is the most comprehensive and current analysis of cross-institution CRP services, while these particular peer institutions reflect two broad profiles of universities: those with similar status and attendance to Stanford with blossoming CRP services, and those quite different from Stanford but which have exemplary CRPs.

#### 3.4.2.1 University of Houston CRP

The CRP at the University of Houston—Cougars in Recovery (CIR)—has seen a great deal of success in its five years at U of H. Its director, John Shiflet, has additionally helpful insight insofar as he is a graduate of the oldest (and one of the largest) CRPs in the country: the program at Texas Tech University.

CIR currently serves 60 students and has two paid staff members—a licensed counselor and a counselor intern. They host one recovery meeting per week, primarily because Houston’s young adult recovery community is so strong and because CIR students have hundreds of meetings a week from which to choose. By comparison, Texas Tech’s program hosts 20 meetings a week for its 125 students, mainly because Lubbock, Texas, does not have much of a young adult recovery community. Texas Tech’s program may provide an excellent long-term template for Stanford’s CRP because Lubbock and Palo Alto similarly lack student recovery support programs.

#### 3.4.2.2 Augsburg University, Minneapolis

We also spoke with Patrice Salmeri, the founder and director of the unique CRP at Augsburg University in Minneapolis. StepUp is distinct in its long period of continuous sobriety required upon entry (six months) and its deeply communal living arrangement (with all first-year students sharing a common living space and kitchen area, with private or shared rooms). StepUp also provides free weekly individual counseling sessions to all program participants. Patrice estimated that over 90% of StepUp’s students entered Augsburg through the CRP (as opposed to being existing Augsburg students who joined the CRP after enrollment). A similar type of high expectations/intensive service model is likely not ideal for Stanford, but StepUp’s long history and proven track record of student and financial success makes it a valuable model for further study.

#### 3.4.2.3 UC Santa Barbara

Angie Bryan is the Program Manager at Gauchos for Recovery, the CRP at UC Santa Barbara; she is also the West Coast representative for the Association of Recovery in Higher Education. Angie is particularly enthusiastic about the possibility of Stanford developing a CRP and has offered to provide her perspective and support. Gauchos in Recovery is a successful program that relies far more heavily on student interns than the other programs we studied; paid graduate students are primarily responsible for developing the CRP’s programming.

#### 3.4.2.4 Brown University

Finally, we connected with Shannon O’Neill, the Dean for Recovery and Substance-Free Initiatives at Brown University. Brown’s program will be of particular interest to Stanford insofar as Brown most-closely reflects Stanford’s admissions rate and the unique challenges that accompany serving generally “high functioning” students. Brown’s program was endowed upon the retirement of a professor who himself was in long-term recovery and advocated for substance-involved students throughout his career. Half of the program’s funding is derived from the endowment; correspondingly, half of Dean O’Neill’s job responsibilities are program-focused (the rest of her portfolio consists of unrelated university functions). Brown’s “early sobriety” group, which meets weekly and participates in regular social functions, serves between 6-12 students at

any given time. The program also hosts faculty lunches and outside speakers with the goal of educating the broader campus about substance use disorders and recovery.

### 3.4.3 Funding Models

Many CRPs operate with some degree of support from their host university and choose to supplement their program offerings with the support of private donors. For a sample CRP budget that reflects such an arrangement, see Appendix D.

CRPs can also receive funding support from public or private grants. The recently-enacted SUPPORT Act—specifically its Youth Prevention and Recovery Grant Program—authorizes \$10 million in grant funding annually for five years for research and treatment programs for young people. CRPs fall under the law’s “eligible entities,” and once federal funding is appropriated for the grant program, Stanford could apply for startup funding for its CRP. Whether doing so would be a well-advised move for Stanford is unclear, given Stanford’s likely access to sufficient startup resources within its alumni network and, possibly, its budget; but it is a possibility that deserves further exploration.

Further, Transforming Youth Recovery provides dozens of seed grants to emerging CRPs annually. These financial awards are combined with “three years of technical assistance and mentorship to assist with early stage growth and student recruitment” to produce a sustainable and robust CRP.<sup>69</sup> Given Stanford’s profile and the demonstrated support for a CRP among influential stakeholders, Stanford would be at a relative advantage if it sought to secure grant funding for a CRP.

## 3.5 Next Steps

We strongly recommend that Stanford develop a CRP that aligns with the best practices articulated by the Association of Recovery in Higher Education. To best ensure that such a program would have the support of the University and would also best reflect Stanford’s profile and needs, we recommend the following steps:

- ❖ The University make a formal commitment to financially support a CRP (perhaps contingent upon a certain percentage or amount of outside funding) starting no later than the 2020-21 academic year.
- ❖ A steering committee consisting of faculty members, University staff, students, and alumni be promptly formed to determine and address the particular needs of the Stanford community, including:
  - The institutional and physical location of the CRP

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<sup>69</sup> Recovery in Higher Education, *supra* note 10.

- Short- and longer-term resource needs
  - The specific services it would offer to students
  - Its role in the life and work of the university community
  - A “roll-out” strategy that maximizes the program’s initial impact
- ❖ A separate advisory committee consisting primarily of CRP professionals be formed with the objective of providing a variety of informed advice to the steering committee (and, once started, the Stanford CRP itself).

Appendix D provides further guidance for the steering committee’s decision making process.

## Part IV: Conclusion and Priorities

Undergraduate institutions, including Stanford, have long grappled with the problem of excessive alcohol use and its related consequences. These consequences run the gamut from inconvenient to severe to life-threatening. Stanford must thus continuously evaluate the extent and trajectory of alcohol misuse by its undergraduates.

We analyzed three potential avenues that Stanford's Vice Provost of Student Affairs can take to try to help these individuals reduce the frequency and consequences of high-risk alcohol use: (1) restrictions on hard alcohol—either for frosh only or campus-wide, (2) additional substance-free housing, and (3) a Stanford recovery support program. We found the following:

- ❖ **Hard alcohol restrictions:** This policy would face strong though not universal student opposition at Stanford. Administrators at other schools with hard alcohol restrictions generally believe the policy has a neutral to net positive effect. Current restrictions, like those at other schools, have not presented significant conflict between students and administrators, though Stanford students are often not fully aware of current policy. A ban on hard alcohol for frosh in 4-class houses could be challenging to implement. To develop effective policy and practices, the university should conduct student town halls, extensive student and alumni focus groups, consult outside experts, and welcome community input via surveys and email. Students and residential education staff are especially eager to be part of the policy-making process.
- ❖ **Substance-free housing:** With limited access to substance-free housing (two wings of Mirrielees) and no house that is completely substance-free, Stanford may not offer sufficient living accommodations for students seeking to live in a substance-free space. To assess student demand for substance-free housing, VPSA might consider surveying students--both incoming and existing--as part of this year's housing match surveys. As a possible model for a house that is completely substance-free, VPSA should learn more about Brown University's successful substance-free Donovan House.
- ❖ **Addiction Recovery Support Program:** Although Stanford provides a degree of intervention for substance misuse and facilitates a generally successful alcohol-free programming initiative, the university does not provide adequate long-term support for students in recovery or students who otherwise seek to stop using drugs or stop drinking problematically. Adopting the Collegiate Recovery Program (CRP) model will help Stanford improve successful interventions for students seeking recovery.

In the meantime, the following are the most critical next steps Stanford should take to progress on the issues addressed here:

- ❖ Design a study to better and more empirically assess the magnitude of the binge-drinking problem at Stanford, particularly the consumption of hard alcohol.
- ❖ Consider how substance free housing and sober social spaces might positively and negatively impact students in recovery.
- ❖ Explore Row culture and how Row houses create theme identities; learn more about life in Mirrielees' substance-free housing; and survey student interest in joining a substance-free Row house.
- ❖ Create a steering committee consisting of faculty members, University staff, students, and alumni charged with determining the particular needs of the Stanford community in the context of CRP programming and crafting a strategic blueprint for the implementation of a Stanford CRP.
- ❖ Make a formal commitment to allocating funding for a Stanford CRP no later than the 2020-2021 academic year.

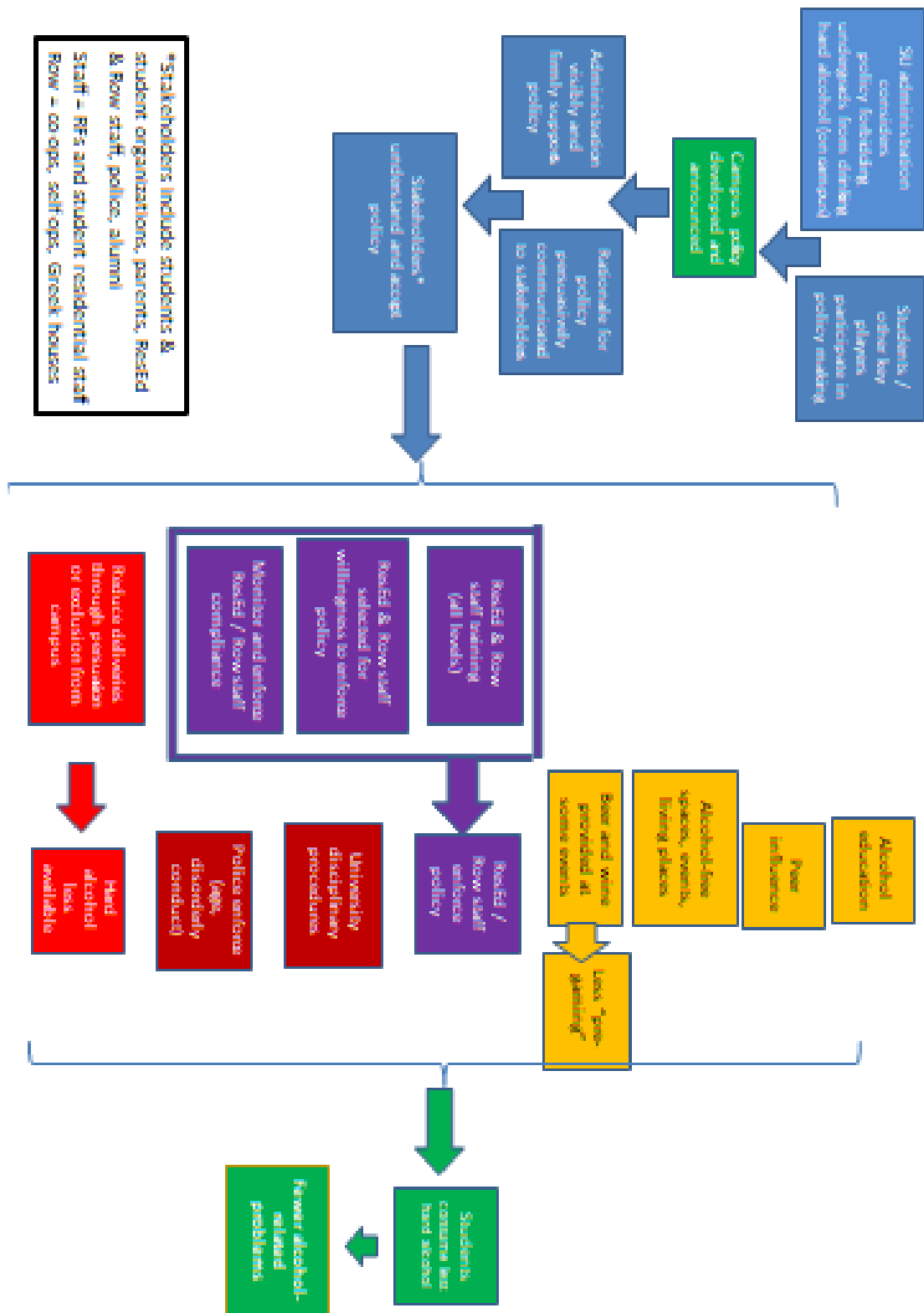
Despite the complex systems involved in managing alcohol misuse among students, the university continues to lay solid groundwork in shifting campus culture around alcohol. Students are becoming increasingly aware of university efforts to inform and educate them about the dangers of abusive drinking and are interested in engaging in a campus-wide dialogue that yields sustainable practices.



## **Appendix A: Interviews and Focus Groups**

The complete list of people interviewed and focus groups conducted for this report is available upon request to Luciana Herman, Policy Lab Program Director, [lherman@stanford.edu](mailto:lherman@stanford.edu). We conducted 46 interviews with individuals and/or small groups and 15 focus groups. We met with students, residential education administrators, residence deans, residential staff, and resident fellows, relevant alumni, and also with representatives from peer institutions, and experts in the field of alcohol education and policy.

## Appendix B: Systems Map and Logic Model



# Appendix C: Resident Fellows Alcohol Conversation Notes (November 27, 2018)

**Central Issue:** This is a cultural issue. As we know with cultural issues, when you pull on one thread of the culture, you will have impact on other parts of the culture. It is critical that we create a comprehensive plan that maintains the parts of our culture that for us have currently leveled out while other institutions are increasing, that has kept our student death at “0” and that has decreased our transport rate. Maintain the safety net. That said, we are thrilled to have the opportunity to continue to develop strategies to keep our community healthy and safe.

**Goal:** Decrease high-risk drinking and associated high-risk behaviors

**Policy:** We want to center our policy response on behavior, not a substance or substances. As a current challenge, there is not a commonly understood or shared set of policies and practices around high-risk drinking.

## Proposed practices

1. No alcohol in common spaces (for houses with frosh)
2. No irresponsible use and/or distribution.
3. Concerning behavior requires follow up (vomiting, blacking out, individual/group behavior). Follow-up includes: (1) RA follow up, (2) RF follow-up (where applicable, (3) RD follow-up, and (4) repeated RD follow-up could indicate that the student should not continue in housing.
4. Party hosts will advance more quickly through these steps as their behaviors have a significant impact on others.

## Accountability/Follow-up

1. Expand Standards of Excellence to all Row houses.
2. Annual Specific Plans:
  - a. RFs meet with Associate Dean annually to review strategies for alcohol management & sexual violence prevention.
  - b. House leadership on Row meets with Assistant Dean annually to review strategies for alcohol management and & sexual violence prevention.
  - c. Develop a Row supplemental housing agreement defining expectations for residents and staff

## Education

### FROSH

1. CLASS: For Houses with Frosh: Required class - eg., Frosh 101 - in the dorm taught by staff (or others -- perhaps a team of upper-class facilitators) on C/NC basis for 1 unit. Not ABOUT alcohol, but about being in community together, to include Alcohol, Consent, Sexual Identity, Forming Relationships. (Could add on additional intervention/education for houses where there are particular struggles.)

2. House Education: FACES type story telling of the impact of alcohol in college for Frosh.

#### **EVERYONE**

1. Create a peer-advising program modeled on DAPA. Upper-class peer educators for frosh & upper-class peer advisors for upper-class dorms, including bystander training.
2. Staff Training: All student staff BASICS trained. All student staff receive experiential training about how to talk with peers about alcohol use. Train student staff on how to set norms and community values.
3. Training Options: Create a suite of options for upper-class houses to be able to engage their houses in these conversations. Localized, specific, individual education should be easy.

#### **Environmental**

1. Increase Faculty Presence: Place faculty presence on the row
2. Increase Staff Experience: Allow for hiring of 5th year seniors as staff members
3. High Risk Area Changes: Could make fraternities coed; develop strategies to diminish high-risk behaviors at such events as snow trip, Full Moon on the Quad, Secret Snowflake, etc.
4. Target environments where our safety net is compromised and invest resources. (Suites and Mirrielees)
5. Limit Exposure: Create multiple opportunities on weekends to reduce rate and duration of exposure to alcohol. Large campus events like concerts, dances, but not advertised as alcohol free.
6. Social Anxiety: Social anxiety was found to be a major driver in student's alcohol choices. Find ways to impact opportunities for social engagement. Improve residential facilities to amplify social interactions.
7. Messaging: Messaging in welcome letter. Reset norms around alcohol. Consent is sexy messaging. Don't be a jerk messaging. Yes, we will have conversations with you and follow up with you, make these part of learning.

#### **Programmatic**

1. Limit Exposure: Create multiple opportunities on weekends to reduce rate and duration of exposure to alcohol. Large campus events like concerts, dances, discos, but not advertised as alcohol free. More funding for in dorm events.
2. Established Practices: In house event that's widespread to set up norms. Every house comes up a creed and a visual representation of those expectations to be visible throughout the year.

## Appendix D: Collegiate Recovery Program Next Steps

Individuals seeking to develop a Stanford CRP have available to them a wealth of resources and partners in mission. Stanford stakeholders should rely on this collected wisdom to allocate their efforts more efficiently and effectively. Examples of resources that would be of great value to a Stanford CRP steering committee include the comprehensive suite of CRP replication curriculum available from the program at Texas Tech University,<sup>70</sup> the online resources and annual conferences of the Association of Recovery in Higher Education,<sup>71</sup> and the recommended advisory committee of CRP professionals.

Another valuable resource is the Collegiate Recovery Asset Survey published by Transforming Youth Recovery (TYR) in 2015.<sup>72</sup> While the data was accumulated four years ago and does not reflect the intervening growth in the CRP movement, the 72-page report (which disaggregates survey responses from 91 CRPs across the nation) provides an excellent starting point for individuals wanting to learn more about the critical components of successful CRPs.

For the purposes of this Appendix, we have gleaned some of the most-significant findings from the report to provide a broad overview of the decisions a Stanford CRP steering committee will face.

### D.1 Assets Critical to Starting a Collegiate Recovery Effort

TYR identified 38 distinct community-based assets that serve as the “basis for building collegiate recovery capacity across the nation.”<sup>73</sup> The 91 CRPs that responded to TYR’s survey then assigned values to each asset based upon whether it was:

- ❖ “critical to start serving and essential to continue serving college students in recovery on an ongoing basis” (rating of 1.0);
- ❖ “essential to continue serving college students in recovery on an ongoing basis but not critical to start serving students in recovery” (rating of 2.0); or

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<sup>70</sup> The Center for Collegiate Recovery Communities at Texas Tech University, <http://www.depts.ttu.edu/hs/csa/replication.php>.

<sup>71</sup> The Association of Recovery in Higher Education, <https://collegiaterecovery.org/recovery-resources/>.

<sup>72</sup> TYR Collegiate Recovery Asset Survey, 2015 Report (2015).

<sup>73</sup> *Id.*, at 12.

- ❖ “neither critical to start serving nor essential to continue serving college students in recovery” (rating of 3.0).

Nine assets in particular were identified by over 60% of CRPs in the early stages of development as being “critical” to the formation of their CRP. These assets, and their comparative rankings between the 2014 and 2015 asset surveys, are provided below.<sup>74</sup>

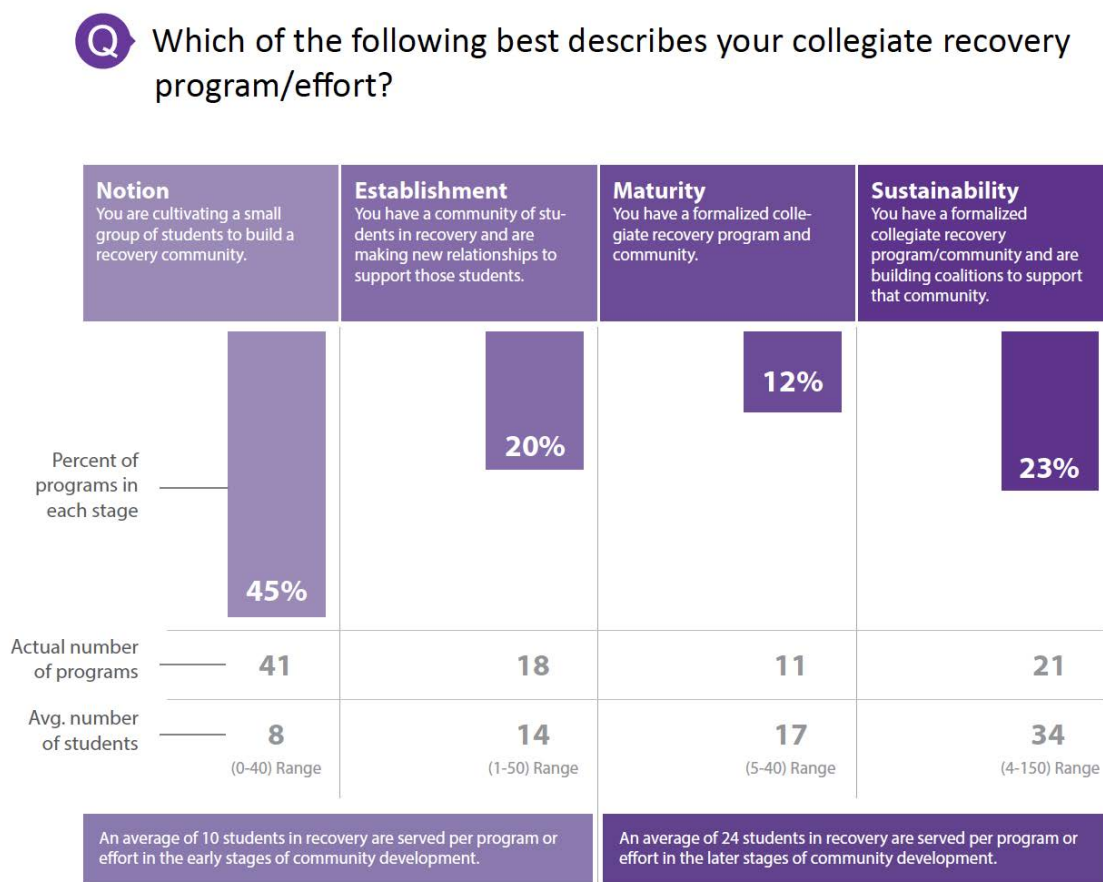
Assets that are viewed as critical to starting any collegiate recovery effort.		2014 Survey Pop. (N=41)	2014 Early Stage Pop. (N=27)	2015 Survey Pop. (N=91)	2015 Early Stage Pop. (N=59)	
		% ranked Critical to start	% ranked Critical to start	% ranked Critical to start	% ranked Critical to start	
Students in recovery who are interested in growing the recovery community on campus.		95%	96%	91%	97%	
Individuals who are dedicated staff for a collegiate recovery program (faculty, staff, students; full or part-time).		80%	74%	80%	75%	Moved up 1 position from last year
Mutual aid support groups near or on campus for students in recovery (i.e. AA, NA, GA and other 12-Step meetings in addition to groups such as Celebrate Recovery, SMART Recovery, eating disorder recovery, Teen Challenge, etc.).		85%	81%	75%	69%	Moved down 1 position from last year
Individuals who are influential within the University and/or in the broader community and are interested in advocating for students in recovery.		61%	63%	74%	69%	Moved up 3 positions from last year
Physical space for students to get together socially, soberly and safely (organized meals, dances, bowling or other age-appropriate activities).		76%	78%	71%	69%	Moved down 1 position from last year
Physical space that is dedicated for students in recovery to gather and meet.		66%	70%	67%	68%	Moved down 1 position from last year
Moved to critical to start this year.	Organizations, departments and services that can refer students to a collegiate recovery program (judicial affairs, academic counselors, mental health counselors, treatment centers, etc.).	54%	59%	64%	69%	
Moved to critical to start this year.	Individuals available for 1:1 recovery support (coaching, guiding, supporting, mentoring).	56%	48%	62%	58%	
	Organizations, departments and services that a collegiate recovery program can refer students to if they need outside services (treatment centers, mental health professionals, counselors, psychologists, etc.).	66%	70%	56%	61%	Moved down 3 positions from last year

<sup>74</sup> TYR Collegiate Recovery Asset Survey, 2015 Report 14 t. 2 (2015).

## D.2 Collegiate Recovery Monitor Views

The Report also offered an overview of its respondents' development stages and the corresponding average student membership. While, again, this data does not reflect the continued growth in the CRP movement over the last four years, it provides a helpful perspective on the state of the broader CRP community and the average size of programs.

The Monitor View data from TYR's report is as follows:<sup>75</sup>



## D.3 Archetypes for Collegiate Recovery Programs

While the CRP movement has identified best practices that broadly apply to all programs, CRPs vary in the scope and nature of the services they provide to students. TYR uses the term “archetype” to delineate between CRPs with different ethos and service objectives. This subject matter will almost certainly present the most important (and challenging) decision points for a

<sup>75</sup> *Id.*, at 6.

Stanford CRP steering committee. Fortunately, TYR’s report provides a helpful frame of reference within which Stanford stakeholders can operate.

The core elements shared among all CRP archetypes are peer support, counseling, and a focus on social activities. The manner in which CRPs emphasize these elements distinguishes them as one archetype or another. Obviously, these are not entirely exclusive elements, and a high degree of subjectivity exists in the following assessments; that is a feature rather than a bug in this particular inquiry. The Report drafters placed significant value in how students and staff *perceived* the identity of their CRP.

The four CRP archetypes described in the Report are as follows:<sup>76</sup>

### Peer-based

#### *with Counseling Emphasis*

Peer-based recovery support with an emphasis on extending continuing care for substance use disorders in a campus-based recovery friendly setting.

**32%** (29 programs/efforts)

Avg. Number of Engaged Students: **11**

Early Stages: **69%** (20)

Later Stages: **31%** (9)

### Counseling-based

#### *with Peer Support Emphasis*

Clinical recovery support with an emphasis on continuing care through peer support in a campus-based recovery friendly setting.

**8%** (7 programs/efforts)

Avg. Number of Engaged Students: **16**

Early Stages: **71%** (5)

Later Stages: **29%** (2)

### Peer-based

#### *with Social Emphasis*

Peer-based recovery support with an emphasis on a campus-based recovery friendly setting and supportive social community.

**44%** (40 programs/efforts)

Avg. Number of Engaged Students: **20**

Early Stages: **55%** (22)

Later Stages: **45%** (18)

### Socially-focused

#### *with Peer Support Emphasis*

Recovery community focused on safe space for social activities with an emphasis on peer support in a campus-based setting.

**16%** (15 program/effort)

Avg. Number of Engaged Students: **9**

Early Stages: **80%** (12)

Later Stages: **20%** (3)

<sup>76</sup> *Id.*, at 15.



## D.4 Collegiate Recovery Practices

The Report concludes with a survey of CRP services and practices. This is not an exhaustive list, but it provides a broad overview of the various ways CRPs can impact student and campus life. The list, in order of perceived significance to the respondent CRPs, is as follows:

Are a registered student organization or club
Advocacy efforts undertaken by professional staff for student needs
Host on-campus 12-step or other mutual aid support groups
Encourage use of dedicated space to study or socialize
Coordinate events to raise awareness on campus
Provide professional counseling
Engage in outreach and marketing (e.g. website, social media, newsletter, brochure)
Keep consistent drop-in hours
Facilitate regular contact with newcomers via phone and email, by both staff and students
Schedule group meetings other than formal/clinical support group meetings
Have formal requirements or application process for potential members
Have no membership requirements or criteria
Maintain a referral network
Have advocacy, advisory board and coalition meetings
Facilitate life skills workshops

Organize large-scale sober social events for the recovery community and beyond
Arrange for seminars, classes or academic advising for students
Set recurring recovery group events (e.g. sober birthday celebrations, weekly dinners etc.)
Partner with allies (e.g. peer educators not in recovery)
Give presentations on recovery resources in the community
Student-led outings off-campus
Staff and students attend conferences
Pursue fundraising events/development projects
Arrange for access to gyms, sports facilities or intramural activities
Set-up opportunities for peer mentoring
Offer relapse training to staff and students
Promote community service and other volunteer opportunities
Staff outreach to potential members and families
Connect to job-placement, internship and career-day programs
Staff-led outings off-campus
Plan activities with students' families (e.g. parents' weekend)