

Evaluating Stanford Campus Alcohol Program and Policy Options

April 11, 2019

PRACTICUM 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)

INSTRUCTORS:

Paul BREST

Professor of Law, Emeritus (Active); Faculty Director, Law and Policy Lab

Keith HUMPHREYS

Esther Ting Memorial Professor, School of Medicine

Luciana HERMAN

Lecturer; Law and Policy Lab Program Director

**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.

TABLE OF CONTENTS

Executive Summary	1
I. Hard Alcohol Restrictions	2
II. Social Spaces and a Culture of Wellness	3
III. Collegiate Recovery Program	4
Next Steps and Conclusion	4
I. Introduction	6
II. Methodology	6
Part I: Alcohol Restrictions	8
1.1 Problem Statement	8
1.2 Literature Review	11
1.2.1 Prevalence, Causes, and Consequences of Alcohol Misuse on College Campuses	11
1.2.2 Prevalence of Alcohol Misuse in College	11
1.2.3 Causes of Binge Drinking on College Campuses	12
1.2.3 Consequences of Drinking Excessively in College	13
1.3 Methodology	14
1.4 Findings	15
1.4.1 Other Institutions	15
1.4.1.1 General thoughts on hard alcohol restrictions	15
1.4.1.2 Enforcement	16
1.4.1.2.1 RAs and Campus Security Officers	17
1.4.1.2.2 Consistency	17
1.4.1.2.3 Carrots and Sticks	18
1.4.1.3 Framing and Messaging	18
1.4.1.4 Data	19
1.4.1.5 Alcohol-Related Education	20
1.4.2 At Stanford	20
1.4.2.1 The Stanford Community Responds to Hard Alcohol Restrictions	20
1.4.2.1.1 Students	20
1.4.2.1.2 Residential Education: Administrators and RAs	21
1.4.2.2 Enforcement	23
1.4.2.3 Frosh Life	23

1.4.2.4 Greek Life	25
1.4.2.5 Framing and Messaging and the Importance of Student Input	27
1.4.3 Legal Obligation to Protect Students from Foreseeable Harm	27
1.4.4 Next Steps: Longitudinal data; student input; and a logic model	28
1.4.4.1 Develop longitudinal data	28
1.4.4.2 Integrate student participation in developing solutions	29
1.4.4.3 A systems map and logic model	29
1.4.4.1 Inputs	30
1.4.4.2 Activities and Outputs	30
1.4.4.3 Outcomes	30
Part II: Social Spaces and a Culture of Wellness	31
2.1 Background	31
2.2 Problem Statement	32
2.3 Methodology	34
2.3.1 Policy Context	34
2.4 Findings	35
2.4.1 Social Spaces	35
2.4.2 Residential Life	36
2.5 Implementation and Next Steps	37
Part III: Collegiate Recovery Program	39
3.1 Background	39
3.2 Problem Statement	40
3.3 Methodology	40
3.4 Findings	41
3.4.1 Stakeholder Support	41
3.4.2 Researching CRP Models	42
3.4.2.1 University of Houston CRP	42
3.4.2.2 Augsburg University, Minneapolis	43
3.4.2.3 UC Santa Barbara	43
3.4.2.4 Brown University	43
3.4.3 Funding Models	44
3.5 Next Steps	44
Part IV: Conclusion and Priorities	46

Appendix A: Interviews and Focus Groups	48
Appendix B: Systems Map and Logic Model	49
Appendix C: Resident Fellows Alcohol Conversation Notes (November 27, 2018)	56
Appendix D: Collegiate Recovery Program Next Steps	58
D.1 Assets Critical to Starting a Collegiate Recovery Effort	58
D.2 Collegiate Recovery Monitor Views	60
D.3 Archetypes for Collegiate Recovery Programs	60
D.4 Collegiate Recovery Practices	62

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.¹ 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.²

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.³ Stanford students report binge drinking slightly more in their junior and senior years than in their first two years on campus.⁴ Still, 57% of all alcohol-related transport services were performed on frosh in 2015.⁵ 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.⁶

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.

¹ 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>

² *Id.*

³ Stanford University, *Alcohol Use Trends, 2012-2018*,

https://studentaffairs.stanford.edu/sites/g/files/sbiybj10396/f/alcohol_trends_report_coreoape_2012-2018.pdf, at 3.

⁴ *Id.*, at 4.

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

⁶ 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:⁷ administrators, both at Stanford and at other colleges;⁸ 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

⁷ 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.

⁸ 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.⁹ 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

⁹ 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.¹⁰ 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.¹¹ 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.”¹² 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

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

¹¹ 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/>.

¹² 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.

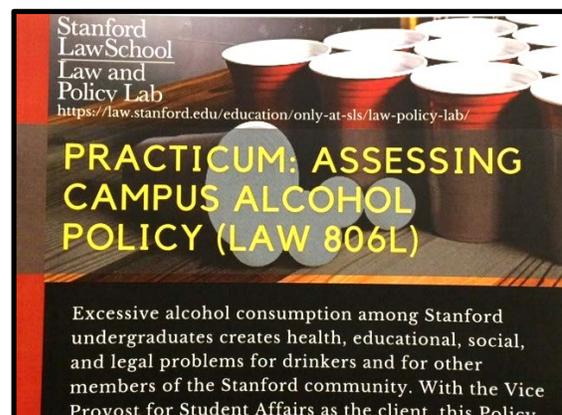
Finally, the study finds a general need to survey students for a Stanford collegiate recovery program. Such a program would serve students in recovery from substance-use and heighten campus awareness of the benefits of substance-free lifestyles.

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.¹³ 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,¹⁴ 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

¹³ 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>.

¹⁴ 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 RAs 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 Mirrielees 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).¹⁵ Although Stanford students report binge drinking slightly more in their junior and senior years than in their first two years on campus,¹⁶ 57% of all alcohol-related transport services were performed on frosh in 2015.¹⁷

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.

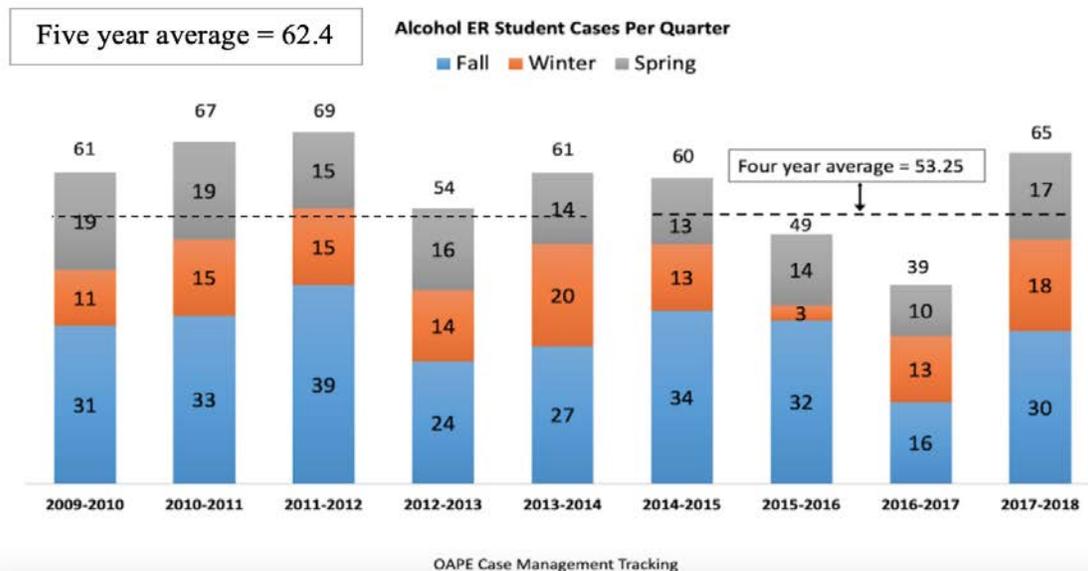


Chart extracted and edited from OAPE (2017-2018)

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-

¹⁵ Stanford University, *supra* note 3.

¹⁶ *Id.*, at 4.

¹⁷ 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.¹⁸ 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 bingeing on liquor, and (3) the drinks of choice by class.

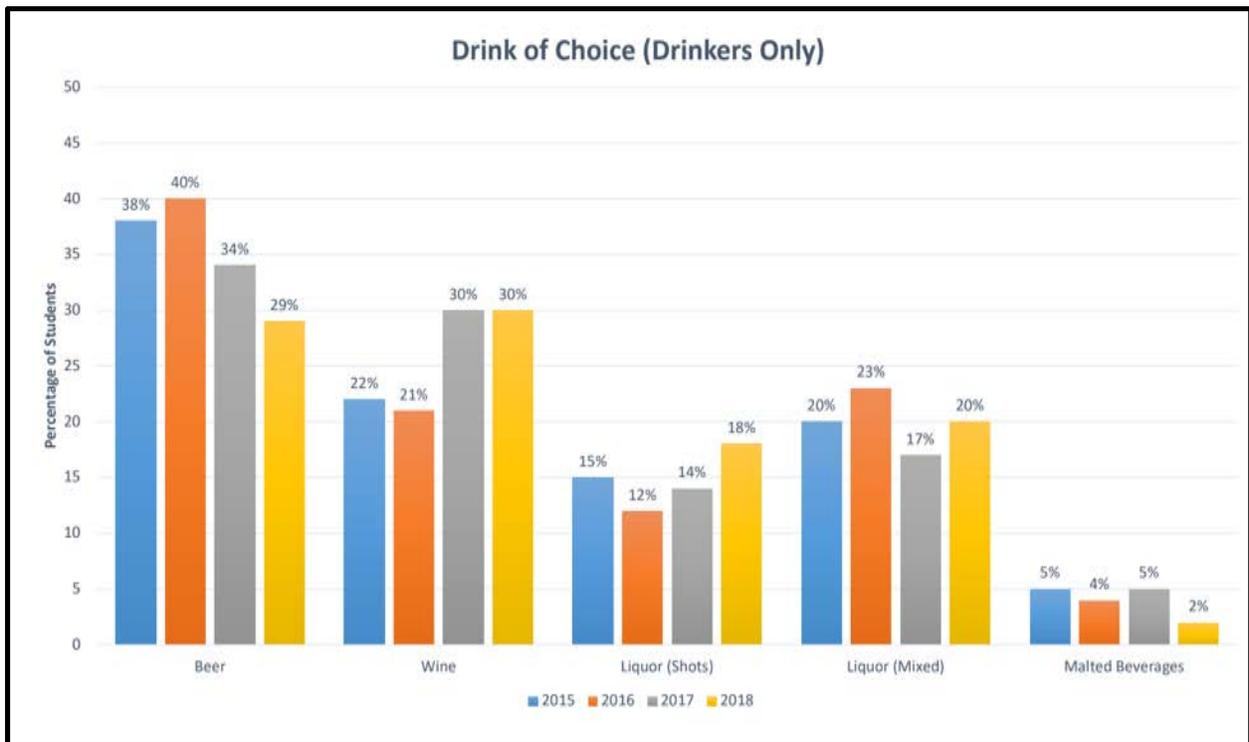


Chart extracted and edited from OAPE (2017-2018)

Overall, liquor is less popular than beer and wine.

¹⁸ 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/>.

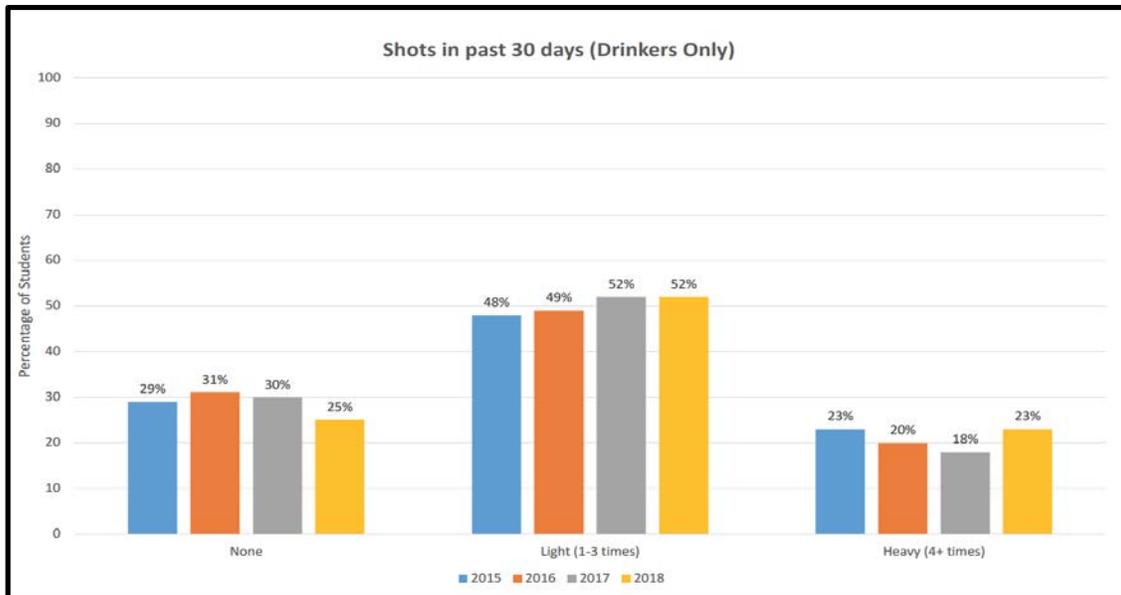


Chart extracted and edited from OAPE (2017-2018)
Overall, among drinkers, around 20% have binged on liquor in the past 30 days.

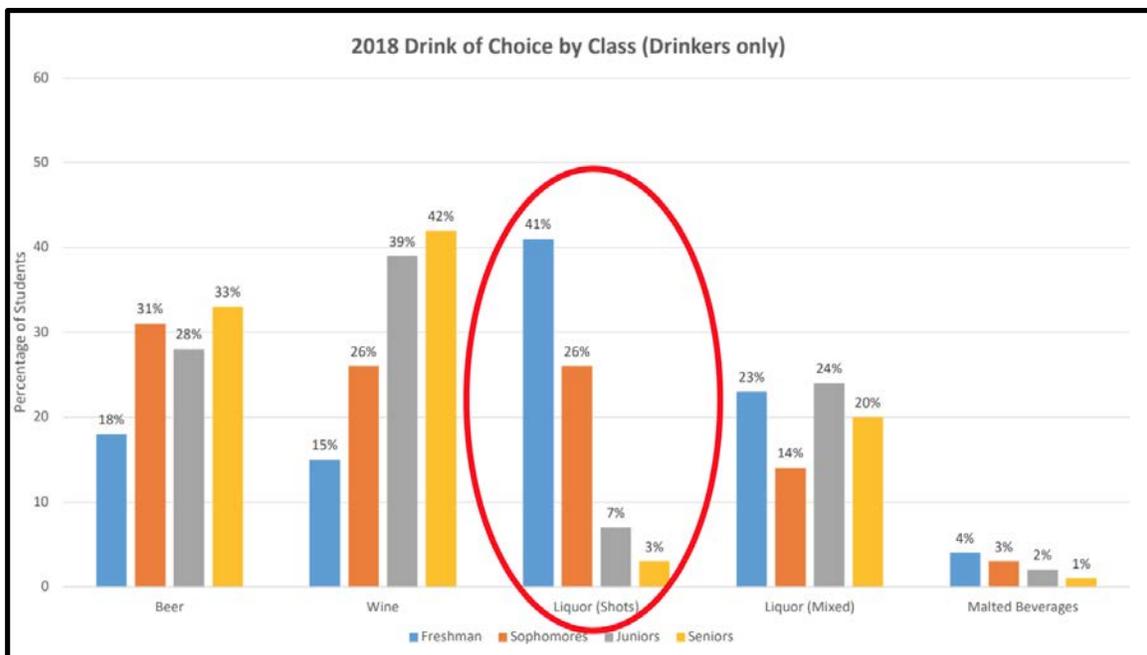


Chart extracted and edited from OAPE (2017-2018)
The plurality of frosh drinkers prefer liquor to other kinds of alcoholic drinks.¹⁹

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

¹⁹ 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.²⁰ 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.²¹ 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.²² 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).²³

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.²⁴ 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 1988.²⁵ Racial

²⁰ 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).

²¹ *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.)).

²² *Id.*, at 202, 213.

²³ 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).

²⁴ White and Hingson, *supra* note 10, at 205.

²⁵ 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.²⁶

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.²⁷

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.”²⁸

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.²⁹

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.³⁰ Additionally, social influences may increase the risk of binge drinking among college students, such as having alcoholic parents or friends who drink.³¹

²⁶ *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%).

²⁷ 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”).

²⁸ 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).

²⁹ White and Hingson, *supra* note 10, at 201, 204.

³⁰ Krieger et al., *supra* note 13.

³¹ *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.”³² 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.³³ 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.³⁴ Binge-drinking students are also at a much greater risk of having alcohol use disorders and of becoming dependent on alcohol.³⁵ 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.³⁶

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.³⁷ In fact, one study suggests that extreme excessive drinking can negatively alter the brain permanently.³⁸ 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.³⁹

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

³² *Id.*

³³ 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.”)

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

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

³⁶ White and Hingson, *supra* note 10, at 204.

³⁷ *Id.* at 208.

³⁸ Krieger et al., *supra* note 13.

³⁹ *Id.*

⁴⁰ White and Hingson, *supra* note 10, at 204.

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

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,⁴³ 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.

⁴¹ *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)”).

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

⁴³ *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.⁴⁴ 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.⁴⁵

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.

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

⁴⁵ 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.⁴⁶ 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.⁴⁷

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

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

⁴⁷ 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.⁴⁸

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.

⁴⁸ 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.⁴⁹

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

⁴⁹ *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.”⁵⁰

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.⁵¹

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.”

⁵⁰ Letter to the Stanford Faculty Senate from Steve Stedman, April 14, 2016.

⁵¹ 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 RAs 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 RAs 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 RAs 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.⁵² Ten of Stanford’s 11 fraternities belong to this conference and are tasked with implementing the rule by September 1, 2019.⁵³ 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.

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

⁵³ 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"> ● Fewer transports and less abusive drinking; better recognition of dangerous drinking habits ● More accountability for organizations ● Less access to alcohol at parties ● Registration procedures are enforced ● Heightened sense of responsibility for hosts ● Better monitoring of Row ● Closer working relationship with administration 	<ul style="list-style-type: none"> ● Abusive drinking still exists in houses ● High costs to enforcing registration procedures ● Alcohol still widely available in rooms ● Question of oversight for non-Greek orgs ● High responsibility may overpower student host capacity ● High burden on Row social spaces ● Missed opportunity with IFC

34

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.”⁵⁴ Although courts have concluded that universities have no duty to *prevent*

⁵⁴ 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.⁵⁵

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?

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

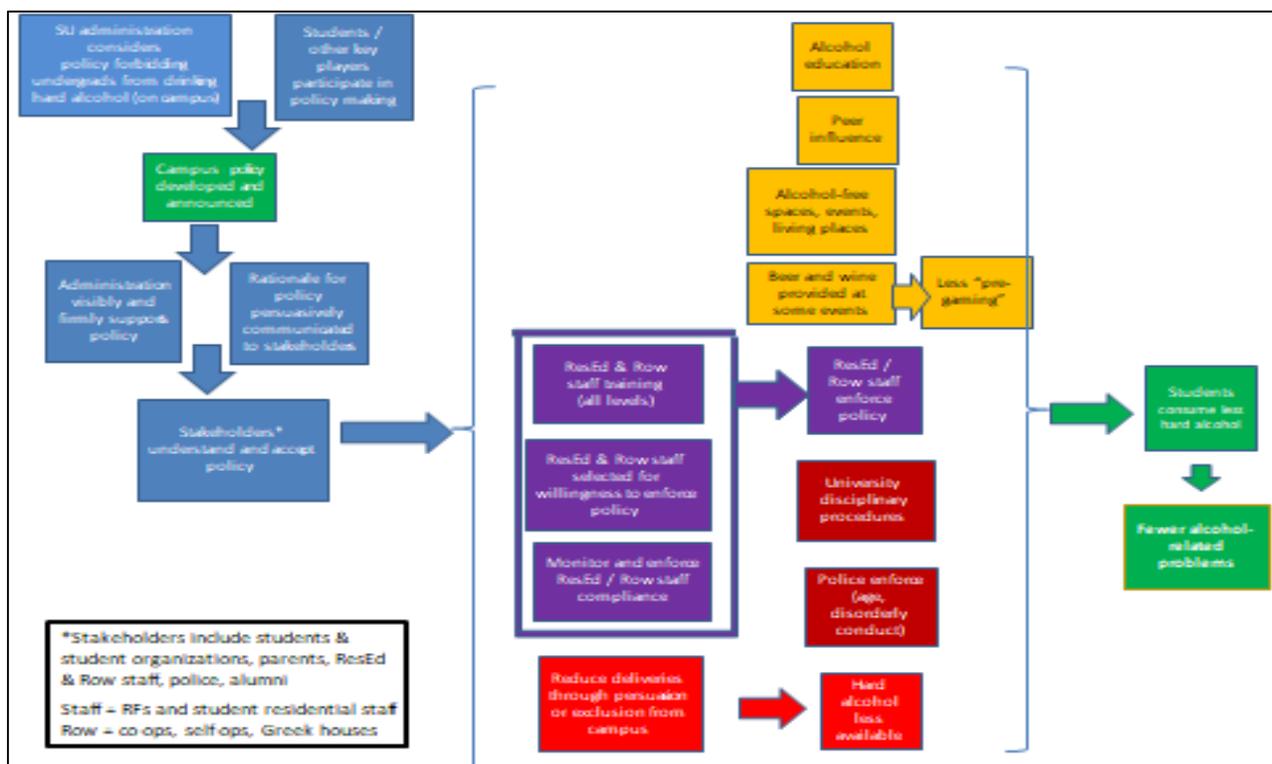
1.4.4.2 Integrate student participation in developing solutions

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.⁵⁶ Additionally, ten percent of adults aged 18 and over self-identify as being in recovery,⁵⁷ 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

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

⁵⁷ *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.

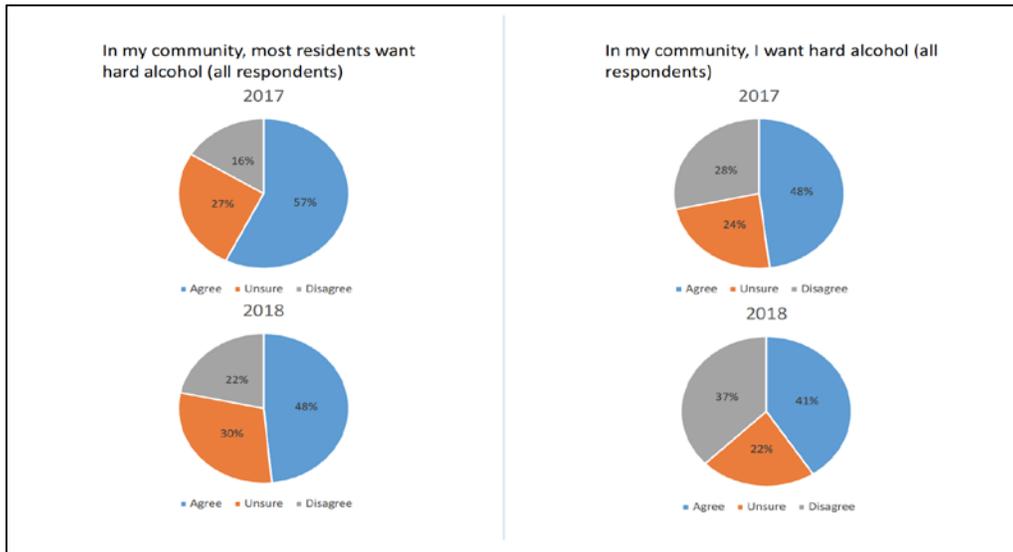


Chart extracted and edited from OAPE (2017-2018).

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.

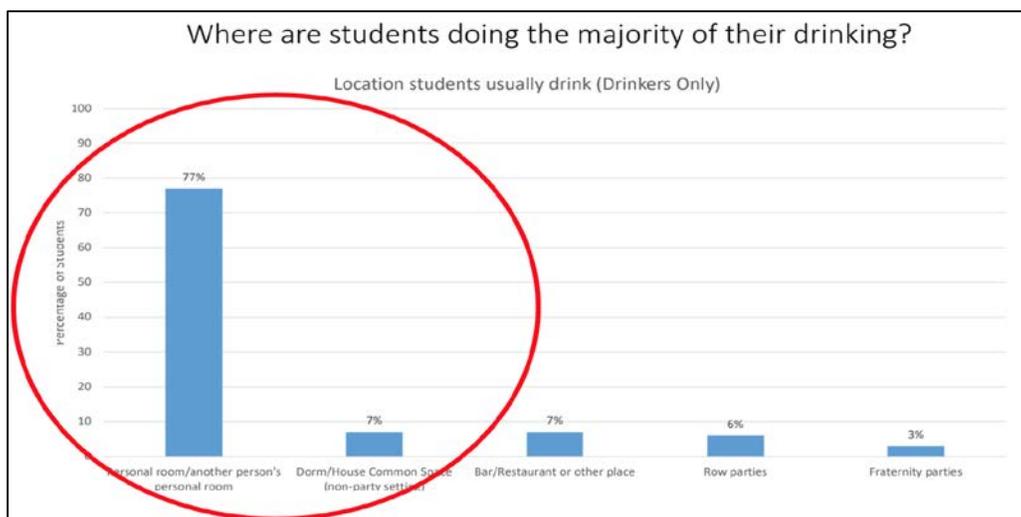


Chart extracted from OAPE (2017-2018) and edited

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.⁵⁸ 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.⁵⁹ 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.⁶⁰ 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.⁶¹ A student in recovery, for instance, could risk relapsing by participating in Greek life.⁶² 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.”⁶³

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.⁶⁴ Today, over 90 of these programs exist in colleges across the country.⁶⁵ The following standards describe the CRP model⁶⁶:

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

⁵⁸ 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.

⁵⁹ 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.”).

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

⁶¹ *Id.*, at 2.

⁶² *Id.*

⁶³ *Id.*

⁶⁴ 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.”)

⁶⁵ Association of Recovery in Higher Education, *supra* note 12.

⁶⁶ 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.⁶⁷ 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.⁶⁸

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

⁶⁷ 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.

⁶⁸ 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.⁶⁹ 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

⁶⁹ 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:

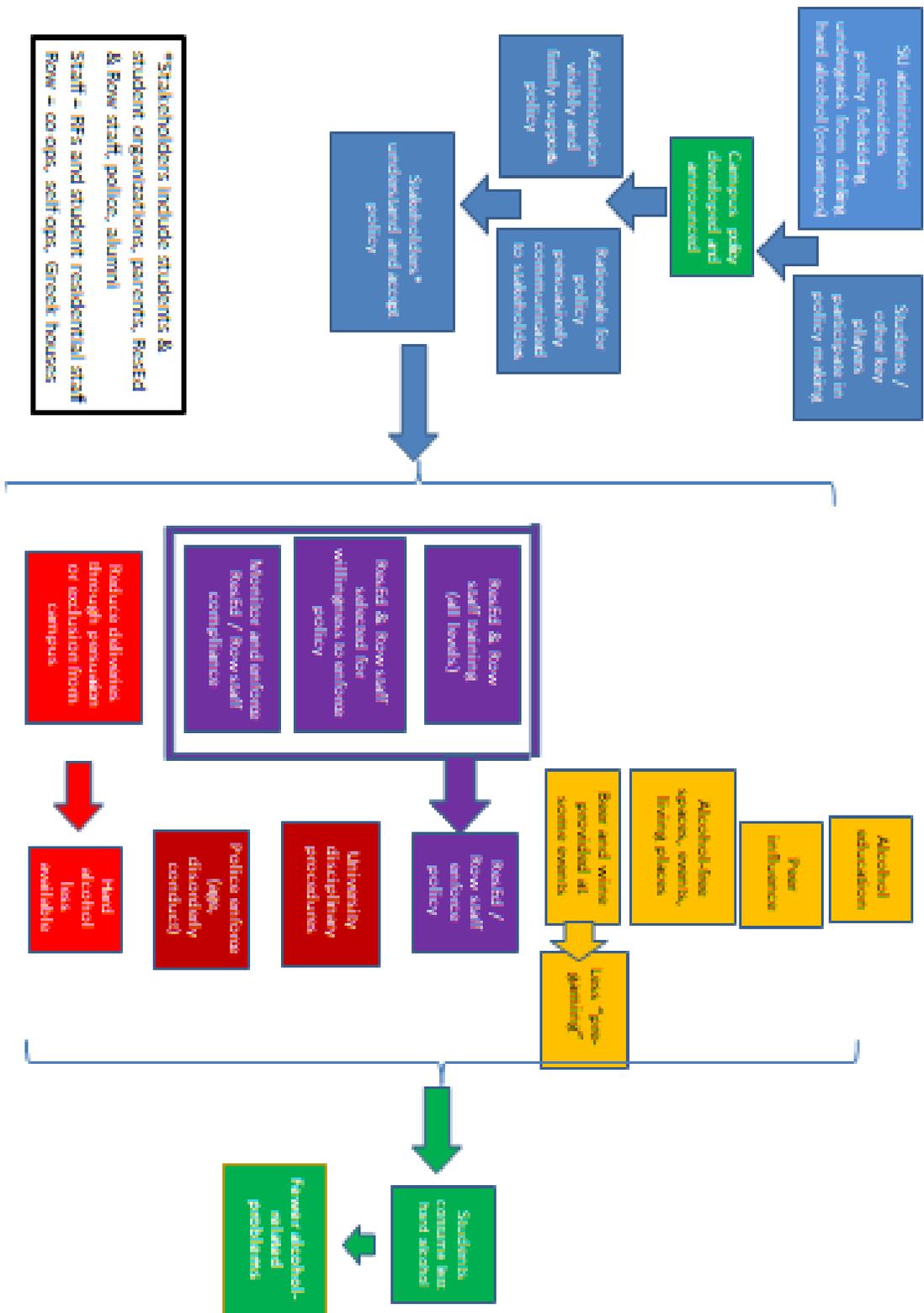
- ❖ Design a study to better and more empirically assess the magnitude of the binge-drinking problem at Stanford, particularly the consumption of hard alcohol.
- ❖ Consider how substance free housing and sober social spaces might positively and negatively impact students in recovery.
- ❖ Explore Row 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. 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,⁷⁰ the online resources and annual conferences of the Association of Recovery in Higher Education,⁷¹ and the recommended advisory committee of CRP professionals.

Another valuable resource is the Collegiate Recovery Asset Survey published by Transforming Youth Recovery (TYR) in 2015.⁷² 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.”⁷³ 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

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

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

⁷² TYR Collegiate Recovery Asset Survey, 2015 Report (2015).

⁷³ *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.⁷⁴

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

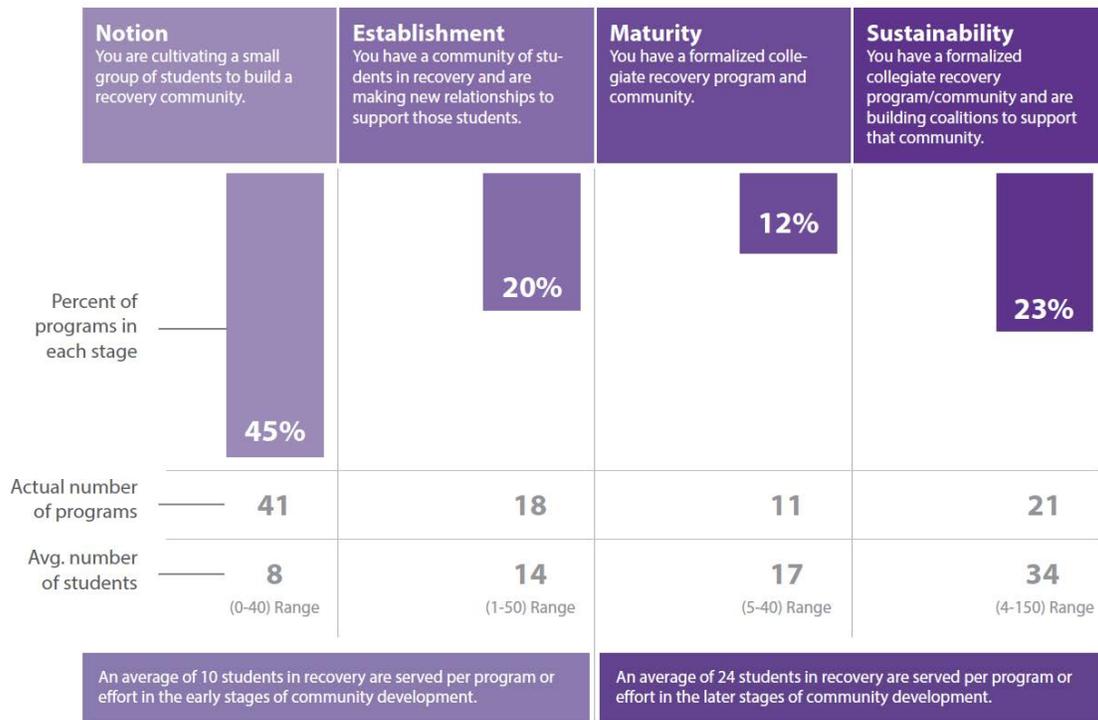
⁷⁴ TYR Collegiate Recovery Asset Survey, 2015 Report 14 t. 2 (2015).

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:⁷⁵

Q Which of the following best describes your collegiate recovery program/effort?



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

⁷⁵ *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:⁷⁶

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)

⁷⁶ *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)