

WESLEYAN  
UNIVERSITY

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# **Biennial Review of the Alcohol and Other Drug Prevention Program of Wesleyan University**

For the period of  
September 1, 2000 to August 31, 2002

As required by the  
Drug-Free Schools and Campuses Act of 1989

Compiled by  
WesWELL, the Office of Health Education  
Wesleyan University  
Middletown, CT 06459

## **Introduction**

On August 16, 1990, the Department of Education published final regulations that implemented the Amendments to the Drug-Free Schools and Campuses Act of 1989. This Act requires all higher education institutions that receive federal funds to certify to the Department of Education that they have adopted and implemented a program to prevent the illicit use of drugs and the abuse of alcohol by students and employees. At a minimum, such a program must include the annual distribution of the following to each student and employee of an institution:

1. Standards of conduct that clearly prohibit, at a minimum, the unlawful possession, use, or distribution of drugs and alcohol by students and employees on your institution's property or as any part of your institution's activities.
2. A description of the applicable legal sanctions under local, State, and Federal law for unlawful possession, use or distribution of illicit drugs and alcohol.
3. A description of the health risks associated with the use of illicit drugs and the abuse of alcohol.
4. A description of any drug and alcohol counseling, treatment, or rehabilitation programs that is available to students and employees.
5. A clear statement that your institution will impose sanctions on students and employees (consistent with local, State, and Federal law) and a description of these sanctions up to and including expulsion or termination of employment and referral for prosecution for violations of the standards of conduct.

This Act also requires that an institution of higher education conduct a biennial review of its program to provide:

1. descriptions of the AOD program contents
2. a statement of the AOD program goals and a discussion of goal achievement
3. summaries of the AOD program strengths and weaknesses
4. procedures for distributing AOD policy to students and employees
5. copies of the policies distributed to students and employees and
6. recommendations for revising the AOD program.

This report is Wesleyan University's sixth documentation of its compliance with the Drug-Free Schools and Campuses Act. This report covers the period from September 2000 to September 2002. Information for this biennial review was collected by the Office of Health Education with assistance from various Student Services offices and will be on file there and available to anyone interested. Additional procedures for facilitating and improving the seventh biennial review in 2004 are discussed at the conclusion of this report.

## **Review of the Alcohol and other Drug Prevention Program**

This report will cover the six areas, listed above, which are required elements of the Biennial Review.

### **Section 1: Description of AOD program elements**

In March 2001, President Douglas Bennet called for the formation of an Alcohol and Other Drugs Task Force. This group, under the direction of Dean of the College Freddy Hill, reviewed the current elements of the alcohol and other drug program on campus and made a series of recommendations for its improvement. Given the limited time frame the Task Force had to prepare their report and their inability to complete an extensive environmental assessment, the recommendations are relatively comprehensive in scope. This report can be found in Appendix A.

Prior to the formation of the Task Force, Wesleyan University had, to its credit, many alcohol and other drug prevention program elements in place. A challenge existed, however, as these elements are not been coordinated in any particular fashion or housed under an umbrella committee. After the Task Force concluded in May 2001, primary responsibility for oversight of student life issues, including alcohol and other drug issues, shifted to the newly formed Student Life Committee.

What follows are descriptions of the various components of the Alcohol and other Drugs prevention program at Wesleyan University. These components have been grouped into six categories: environmental strategies, educational strategies, policy and enforcement strategies, early intervention strategies, assessment and campus-community coalitions.

### **A. Environmental Strategies**

The environmental strategies profiled in this section include Residential living options and extracurricular/recreational options.

#### **Residential living options**

##### **• WellBeing House and Substance Free Floor**

Residential options at Wesleyan include a WellBeing program house and a Substance Free Floor, located in the Hewitt residential hall. Any upper class student may apply to reside in the WellBeing house; the Substance Free Floor is open to all students.

These residential options provide a substance-free living space for all students who choose to live in a substance-free area. The programming of these areas focuses on wellness, and also provides a viable housing option for students in recovery from alcohol or other drug addictions.

#### **Extracurricular/recreational options**

##### **• Student-driven programming and social options**

One of the strengths of Wesleyan's student body is the interest and ability to create a wide variety of social programming in spite of insufficient space and monetary resources. Students collaborate with various offices to produce many events, including alcohol free events. In addition, events are strengthened through collaboration with

AOD prevention and educational programs, the Good Clean Fund, Host Training, and the availability of trained student event staff.

In order to ensure that students have greater funding resources, the office of the Dean of the College sought out additional funding for student-planned social alternatives during the 2001 budget cycle. These funds will be available starting with the 2002 – 2003 academic year.

• **Good Clean Fund**

The Good Clean Fund provides students with “mini-grants” of up to \$100 to defray the costs associated with providing alcohol-free social events to the campus. Much of this funding comes directly from the Health Education budget; a small portion is derived from fines levied on students found in violation of the University’s alcohol and drug policies.

Funds distributed:

|                      |           |                             |
|----------------------|-----------|-----------------------------|
| 2000 – 2001: \$1,501 | 15 events | 1350 students in attendance |
| 2001 – 2002: \$1,700 | 18 events | Undetermined attendance.    |

• **Extended Hours in Campus Facilities**

Beginning March 29, 1999, the Davenport Campus Center remained open until 2:00 am, rather than closing at midnight, Sunday through Thursday. These extended hours were established in response to student demand for additional late night studying and social space on campus.

Also, starting in Spring 2000, the Freeman Athletic Center hours were extended on Thursday, Friday and Saturday nights. These hours allowed students to access fitness facilities at late night hours not previously available.

• **“10:10 Series”**

In an effort to offer more late-night alternatives to the traditional party scene, the Campus Center Coordinator worked with the Director of Student Activities to offer the “10:10 Series.” This series began in the 2000 – 2001 academic year, and continued through 2001 – 2002. Events were usually held on a Thursday or Friday night and featured live entertainment from student a capella groups, comedy troupes, and bands. Twelve events occurred the first year and eight in the second year of the series.

• **Stress Free Zone**

In collaboration with several Deans and Directors in Student Services, the Campus Center hosted two late night “Stress Free Zone” programs, one during each final exam period in May 2001, December 2001, and May 2002. Students were invited to the Campus Center during late night hours to participate in crafts, play board games, watch movies, receive a chair massage, and enjoy refreshments served by members of the Student Services staff. This brief “stress relief” break helped students manage their stress levels during exam week.

- **Oasis, an alcohol-free bar service**

Oasis, an alcohol-free cocktail bar service, was revived in March 2002 at the request of students. Financial support was given to the students by the Health Education office to support Oasis, as providing alcohol-free drink alternatives at social events is a positive prevention activity. Additional funds were received from an alumna, seeking ways to support alcohol prevention efforts; her unsolicited donation will help Oasis grow in the Fall 2002 semester.

## **B. Educational Strategies**

The educational strategies profiled in this section include awareness and information training, social norming, peer education, and student leader training.

### **Awareness and information training**

- **New Student Orientation**

New student orientation for incoming first-year and new transfer, exchange and visiting students includes alcohol and drug education as part of its programming. In 2000, orientation included a presentation from Jim Matthews, an outside speaker, entitled "Beer, Booze and Books." An interactive program called "Wesquares," modeled after the Hollywood Squares game show, was offered by the Office of Health Education and the Campus Center Coordinator to reinforce student knowledge about AOD use and social life at Wesleyan.

With the revision of the orientation program in 2001, changes were made to the alcohol and drug education programming. Mike Green, a professional speaker, presented his "Four Stages of Drinking" program to new students. His program was so popular with new students that his presentation in 2002, held on a Friday evening, was attended by more than 600 students. Follow-up discussions on alcohol and drug issues were held in the residence halls. Alcohol and drug issues were also presented to new students through a public safety presentation during orientation and a residential-based educational program called "First Year Matters," held during the first six weeks of the Fall 2002 semester.

- **Host Training**

Host training was developed during the 1997-1998 academic year to provide students with a stronger understanding of their responsibilities and requirements as the host of social events on campus. Students are now required to attend a 90-minute training session if they plan to host a registered social event on campus. Topics covered in training include campus AOD policy, liability concerns, available support resources, and the event registration process.

- **Residence Life Staff training**

During the initial student staff training each August, alcohol and other drugs are discussed in several sessions. These include presentations about policy and enforcement practices by Public Safety and the Dean of Student Services office; the health risks associated with severe intoxication; and social norming opportunities presented by the health education staff. Student staff are also given emergency procedures in the event of an alcohol overdose.

- **Residentially based programs**

Residence Life utilizes a wellness-based programming model which includes a health education component. Requests for programming on health topics come primarily from resident assistants in first year living areas; requests for alcohol and other drug programs continue to be significantly fewer than programs on other health topics.

Residential Life policy dictates that all programs being sponsored by Residential Life, including any staff, be alcohol free. This has encouraged the development of substance-free social alternatives by staff and residents which contribute to a healthier culture on campus.

### **Social Norming**

- **Governor's Prevention Partnership Grant**

As a result of the 2001 Alcohol and Other Drug Task Force and an existing relationship with the Governor's Prevention Partnership, the Director of Health Education applied for and received a \$23,225 grant to address high risk drinking on campus. Wesleyan was one of four campuses in the state to receive a grant from the Governor's Prevention Partnership; their funding source for the grant was the Department of Education.

The grant, awarded in October 2001, has been designated to implement a social norms marketing campaign. The grant proposal indicated data collection would occur in October 2001 with the social norming campaign to begin in January 2002. Due to unexpected and unavoidable delays in data collection and analysis, the campaign will not be implemented until Fall 2002. However, given the delays, the grant term was extended an additional year, allowing the intervention to continue through the 2003 - 2004 academic year.

Funds from the grant provided support for the Director of Health Education, Director of Student Activities & Leadership Development, Associate Director of Residence Life, Associate Dean of Student Services, and several students to attend a Team Training program presented by the Higher Education Center for Alcohol and other Drug Prevention in December 2001. The training was instructive because of the thorough overview of environmental management and strategic planning for alcohol and other drug prevention.

As stipulated by the terms of the grant, the Director of Health Education, who coordinates the grant, was required to attend the Department of Education's Annual Meeting on Alcohol, Other Drug and Violence Prevention in Washington, D.C. in November 2001. This meeting provided participants with information about how other colleges and universities are addressing alcohol and drug issues on campus.

Grant funds also supported the hire of seven student peer health advocates, to assist with the Governor's Prevention Partnership grant activities. The activities and responsibilities of these students are discussed below in the Peer Education section of this report.

- **Environmental Management/Social Norming Workshops**

The Director of Health Education co-facilitated two presentations on environmental management and social norming with the Associate Dean of Student Services, one for Student Services staff members in January 2002 and another for the Natural Science and Mathematics graduate faculty in February 2002. In addition, the Director assisted the Senior Program Coordinator for the Governor's Prevention Partnership in presenting a session in April 2002 for staff and faculty on the theory of social norming, in support of the GPP grant activities.

The Governor's Prevention Partnership sponsored a Connecticut Campus Showcase in April 2002, a conference on alcohol, other drug and violence prevention that was hosted by Fairfield University. The Director of Health Education and student Kristen Suzda, a Peer Health Advocate, presented a breakout session entitled "Social Norming in Action" which detailed the planned activities for the GPP grant. The session was very well received by the participants as it offered many ideas for implementing a social norming campaign.

- **NCAA Pilot Program Grant**

As a direct result of the 2001 Alcohol and other Drug Task Force, the Athletics Department applied for and was awarded grant monies from a NCAA pilot program to implement social norming activities with athletes. The Director of Health Education assisted with writing the grant proposal, and participated in the implementation phases of the grant.

### **Peer education**

- **AOD peer education group**

A group of students interested in forming a peer education group on alcohol and other drugs briefly formed during the 2001 – 2002 academic year. An initial training was completed by the Director of Health Education for the six students involved. However, one of the leaders of the group went abroad during the Spring semester, which halted the group's progress. It is yet to be determined if this group will come together again in the future.

- **Peer Health Advocates**

As noted in the discussion of the Governor's Prevention Partnership grant above, seven students were hired to serve as Peer Health Advocates for the Health Education office. These students assisted in the development of the social norming efforts the grant was designed to support. They also disseminated information on a variety of health topics, including alcohol abuse, through newsletters, chalking and other passive methods and staffed the health education office throughout the year. It is intended that these students will continue to work for the Health Education office even after the grant term concludes.

### **Student leader training**

- **Event Staff**

A trained student event staff was created to assist social event hosts with maintaining order at their events and intervening should problems arise. Paid by the Dean's Office, event staff are available at no charge to event hosts. Event staff are now trained with

“TIPS for the University,” which provides them with intervention skill training and the opportunity to role-play potential situations they might encounter.

### **C. Policy & Enforcement Strategies**

#### **• Code of Non-Academic Conduct**

During the 2000 – 2001 academic year, some of the policies and procedures governing the Code of Non-Academic Conduct were significantly revised to ensure they were in compliance with Connecticut state laws. In addition, many practices were codified in the student handbook, thus providing students with a better understanding of procedures and their rights and responsibilities under the Code of Non-Academic Conduct.

The Student Judicial Board annually releases data and summary reports; the reports for the 2000 – 2001 and 2001 – 2002 academic years are available at [www.wesleyan.edu/deans/sjb0102.html](http://www.wesleyan.edu/deans/sjb0102.html). During this reporting period, there has been an increase in the number of cases and charges both of which can be attributed to a greater focus on policy and enforcement. Public Safety continues to hold primary responsibility for enforcement and also publishes crime statistics on its website at [www.wesleyan.edu/publicsafety/](http://www.wesleyan.edu/publicsafety/).

### **D. Early Intervention Strategies**

The early intervention strategies profiled in this section include residence hall staff, student and employee assistance programs, and counseling and support groups.

#### **• Residence Hall Staff**

Residence hall student staff members are often the initial contact person to address problems. They are appropriately trained and expected to report negative or inappropriate conduct and behavior in internal Communication Reports, which are reviewed by members of the Office of Residential Life staff. These reports may be acted upon if the situation warrants attention by the central staff or consultation with others.

#### **• Student and employee assistance programs**

Health Services, the Office of Behavioral Health, the Office of Health Education, and Human Resources each provide referrals for students or employees to sources of assistance on alcohol and other drug issues.

#### **• Counseling and support groups**

The Office of Behavioral Health offers support groups for students each semester, as demand suggests a need for such groups. The topics vary each semester and periodically include alcohol and other drug issues.

Also, a student-led chapter of Alcoholics Anonymous existed on campus in recent years. When their meeting space was closed due to renovations, the group discontinued. Other AA meetings are available in the community and in locations adjacent to campus, though the frequency with which students access these meetings is unknown.



## **E. Assessment**

### **• Core Survey Administrations**

A member of the Psychology Department faculty has administered the Core Survey on Alcohol and other Drugs every four years since 1990. Although his retirement is pending, these surveys will continue on a periodic basis with the assistance of the Office of Institutional Research and the Office of the Dean of the College. The next survey is scheduled for Fall 2002.

While a full campus survey has not been conducted since 1998, the Office of Health Education administered a Core Survey to the freshman class in Fall 2001 as part of the Governor's Prevention Partnership grant. This data will provide a starting point for the implementation of the grant-supported social norming campaign.

## **F. Campus-Community Coalition**

### **• AWARE**

In 1999 – 2000, a group of concerned Middletown residents, faculty, and staff, living in areas adjacent to campus, began meeting with representatives of the University. The group came to be known as AWARE (Association of Wesleyan Area Residents) and meets regularly to discuss concerns held by both groups in relation to community standards, transient noise, neighborhood appearance, etc.

Through the efforts of this group and University staff, many of the problems experienced by community members have been reduced, including those fueled by student alcohol consumption. Just as importantly, the relationship between the University and residents of Middletown has improved as a result of these meetings.

### **Section 2: Statement of AOD program goals and discussion of goal achievement**

The current alcohol and other drug (AOD) program does not possess a clearly defined set of goals and objectives due to its decentralized structure. Many different offices are responsible for implementing a variety of activities that ultimately contribute to AOD prevention, but they are not part of a coordinated effort. All should be considered valuable parts of an effective prevention program but are typically created without any specific AOD-related goals or outcomes in mind. Survey data is regularly collected, but could be used more effectively to inform the campus community about alcohol and other drug issues and the success of preventative measures.

Beginning in the 2001 – 2002 academic year, the Student Life Committee was charged by the President with the oversight of a program to reduce high risk drinking through education and improved social life. It is expected that an Alcohol and Other Drug Sub-Committee will be formed in Fall 2002 to monitor progress towards reducing high risk drinking and drug abuse as well as make recommendations to educate and provide healthy social activities for students.

### **Section 3: Summaries of AOD program strengths and weaknesses**

#### **Strengths**

- Many social and educational options exist**

Wesleyan University offers numerous substance-free social and educational events for students. Many of these events are student-led and assist greatly in expanding students' educational experiences while at Wesleyan. These also assist in developing a stronger campus community and understanding of a variety of cultural and social issues.

- **Policy is current**

Due to recent revisions to the student Code of Non-Academic Conduct, the policy as it pertains to alcohol and other drugs is current. This assisted greatly in creating greater understanding of student responsibilities and expectations for behavior. It also prompted positive dialogue about the impact the policy would have on the campus culture.

- **Students are highly involved in decision-making**

Due to the commitment of the University to involving students in all aspects of their education, students participate in a variety of committees, program planning groups and other activities along side faculty and staff on campus. This includes committees that address alcohol and other drug issues, such as the Student Life Committee.

### ***Weaknesses***

- **AOD program needs greater coordination**

The efforts of the various university departments and officials that are, or should be, concerned with AOD issues could be better coordinated in order to improve strategies to reduce high risk drinking and illegal drug use. The Student Life Committee is positioned to follow-up on the work of the Alcohol and Other Drug Task Force of 2001. It is expected that an Alcohol and Other Drug Subcommittee will be formed in Fall 2002 to monitor progress towards reducing high risk drinking and drug abuse as well as make recommendations to educate and provide healthy social activities for students.

This committee would be a place for representatives from various University departments to share information regarding AOD programs, policy and incidents. This committee could also be responsible for reviewing the University's AOD policy, for planning upcoming biennial reviews, and for putting a task force together to produce the review. Past biennial reviews and year-end reports from the Office of Health Education have strongly recommended such a committee

- **AOD program evaluation could be improved**

Although we currently collect useful data regarding drug and alcohol use, our programs would benefit from better analysis and use of this data. Violations and sanctions are tallied annually and surveys on student consumption are conducted regularly, providing quantitative data on the current state of affairs. By systematically reviewing this data, however, and identifying new sources of data, a campus-wide committee would be better equipped to recommend and implement changes to policy and practice.

- **Biennial Review should be completed by committee**

Historically, the task of compiling this report has fallen almost exclusively to the staff of the Health Education Office, with assistance from various other members of the Student Services staff. While the Health Education office is certainly highly involved in the

review process, it should not be the sole body responsible for it. The review process requires input from such disparate areas of campus that it may not be possible for one or two people to collect such extensive information.

#### **Section 4: Procedures for distributing AOD policy to students and employees**

The Student Handbook is distributed to new students during orientation and is available to all students in an electronic format on the university's website. All returning students, faculty and staff are notified when the updated Student Handbook is available online via email. Information about AOD policy is also distributed to new employees at Wesleyan through a packet of information distributed by Human Resources.

This handbook, and the documents distributed to new employees, meets the Federal Act's guidelines for the annual distribution of the following information to each student, faculty, and staff member as it includes:

1. The University's standards of conduct concerning drugs and alcohol.
2. A description of all applicable local, State, and Federal laws concerning drugs and alcohol.
3. A description of the health risks associated with the use of drugs and alcohol.
4. A description of the drug and alcohol counseling, treatment and rehabilitation programs available at Wesleyan University.
5. A clear statement of the University's sanctions up to and including expulsion or termination of employment for violations of the standards of conduct.

All policies that pertain to students and employees are always accessible online through the Wesleyan University website at [www.wesleyan.edu](http://www.wesleyan.edu). Students can find the handbook and information about codes of academic and non-academic conduct, including AOD policies, on the Dean of the College's website. The Human Resources office maintains an extensive site on policies, procedures, benefits and resources for employees.

#### **Section 5: Copies of the policies distributed to students and employees**

See Appendices B and C for copies of AOD policies distributed to students and employees.

#### **Section 6: Recommendations for revising AOD programs**

While Wesleyan University's educational and substance-free programming continues to be a strong presence on campus, and while policies and sanctions are moving away from being simply restrictive and/or punitive toward being educational, proactive, and aimed at community responsibility, there is still much to accomplish regarding AOD policy and programming at Wesleyan. In order to improve such policy and programming, this report gives the following recommendations:

- **Convene a standing AOD standing committee**

It is recommended that a standing AOD committee, either independent or as a subcommittee of the Student Life Committee, be convened to complete a

comprehensive review of the current AOD program and the campus environment on an ongoing basis to determine if sound prevention procedures are in place. Areas to review should include policy and enforcement, educational strategies, environmental strategies and intervention services and procedures.

Ideally, the membership of this committee would include representatives from the following departments: Academic Affairs, Dean's Office, Health Education, Human Resources, Office of the President, Office of Behavioral Health, Physical Education, Public Safety, Residential Life, Student Health Center, Student Judicial Board, University Counsel, and societies and living communities, as well as the Middletown community. This recommendation is based on guidelines from the Higher Education Center for Alcohol and other Drug Prevention for conducting AOD policy/program reviews at any institution of higher education.

- **AOD Committee could compile future Biennial Reviews and revise policy**

It is recommended that the standing AOD committee could complete future Biennial Reviews. The compilation of this report is an arduous task for one person or office to complete and should be carried out in committee. The standing committee could also be responsible for overseeing the update and revision of the campus alcohol policy, in order to ensure we continue to be in compliance with state and federal laws.

- **Develop an AOD communication link**

It is recommended that effective communication links among departments involved in AOD policy and programming be developed. As the entire committee may not meet on a regular basis, it should establish a listserv, newsletter, or some other such communication device that would enable committee members to keep each other informed about incidents, events, projects, concerns, etc. This would serve to tie all the departments involved in AOD policy and programming together into a network better able to educate, better able to prevent incidents, better able to respond to incidents when they do occur, and better able to make informed decisions. In the big picture, the entire Wesleyan community would reap the benefits of such a network.

### **Appendices**

A: Alcohol and other Drug Task Force of 2001 Final Report

B: Alcohol Policy from student handbook

C: Alcohol Policy distributed to employees