SUMMARY

SMU President R. Gerald Turner appointed faculty, staff and student members to a newly formed Task Force on Substance Abuse Prevention on June 11, 2007 to examine efforts in the areas of education, prevention, enforcement and assistance. At that time Turner stated, “The considerable benefits of an SMU education and the entire collegiate experience should be enjoyed without the destructive influence of illegal and dangerous lifestyle habits. Prevention requires a partnership involving the institution, parents, and students themselves, as well as external law enforcement agencies and community leadership. All of us must do more, and more often, to make an impact.”

President Turner’s charge to the Task Force at the time included: review the University’s alcohol and drug abuse prevention programs and services to determine if modifications or additions are needed to strengthen SMU’s efforts; examine University policies and practices that may have an impact on student behavior outside of class, such as academic scheduling, attendance policies, and regulations governing campus and Greek housing; and consider the broader context of external forces to the University that can influence student behavior, such as habits developed pre-college, social norms, the surrounding environs and national trends in substance abuse.

The Task Force delivered its first set of recommendations to President Turner in January 2008, including the recommendation that an ongoing Presidential Commission on Substance Abuse Prevention be established. Since 2009 the Commission, chaired by Provost, Dr. Paul Ludden, and Vice President for Student Affairs, Dr. Lori S. White, has met regularly and annually issues a report on the Commission’s activities.

During the 2012-2013 academic year, an evaluation of SMU’s substance abuse prevention efforts as part of SMU’s participation in the National College Health Improvement Project (NCHIP) encouraged SMU to focus its substance abuse prevention efforts in the following areas: assessment and evaluation; more collaboration and cohesion from various campus offices around a clear vision for substance abuse prevention; continuing to engage student leadership in our efforts; and enhancing outreach to student athletes. Additional recommendations from the Commission’s 2012-2013 annual report included: engaging in a deeper assessment of drug use on campus; strengthening bystander intervention on campus; developing off-campus prevention strategies; and coordinating the Task Force recommendations with those of the President’s 2013-14 Task Force on Sexual Misconduct Policies and Procedures. Consequently, through the creation of a number of sub-groups, the Commission organized its work for the 2013-2014 academic year to focus on these aforementioned areas and others the Commission deemed important to its work. Additionally, the Commission continues to monitor the initiatives implemented as a result of the 2007 Substance Abuse Prevention Task Force.

This 2013-2014 annual report includes an executive summary; a summary of sub-group areas of focus and initiatives; a summary of continuing initiatives supported and funded by the Commission; responses to recommendations made for the 2013-2014 academic year and recommendations for the 2014-2015 academic year.
2013-2014 COMMISSION SUB-GROUP REPORTS

ASSESSMENT AND EVALUATION

Sub-Group Focus: To develop and oversee the assessment of current Commission initiatives to determine program effectiveness including:

- Working on the Dartmouth Collaborative PDSA (Plan Do Study Act) process.
- Assisting with data mining with respect to the variety of ways in which we have attempted to assess and impact student behavior related to substance abuse prevention and identify strategies for reporting the data.
- Targeting areas for improvement and suggesting which relevant other Commission sub-groups might consider developing strategic initiatives in response to the data analysis.

The Commission has faced the ongoing challenge of trying to determine the collective impact of the many recommendations implemented as a result of the 2007 President’s Task Force on Substance Abuse Prevention. Thus, the Assessment and Evaluation Sub-Group is conducting an audit of data collected annually related to alcohol and substance abuse from both the CORE Survey and the American College Health Association (ACHA) National College Health Assessment (NCHA) Survey. The CORE Survey is administered by the CORE Institute at the University of Southern Illinois-Carbondale each year and has established the largest national database on college students’ alcohol and drug use. The NCHA Survey “is a national research survey organized by the American College Health Association (ACHA) to assist college health service providers, health educators, counselors, and administrators in collecting data about their students' habits, behaviors, and perceptions on the most prevalent health topics.” SMU-related data will be examined chronologically over the past 5 years (since the establishment of the Commission) and overlaid with SMU Police statistics and specific Commission initiatives. The audit of survey data, police statistics and commission initiatives will be completed during the 2014-2015 academic year.

BRANDING AND MESSAGING

Sub-Group Focus: To work with members of the campus community to identify a high level and core value for SMU and propose and implement strategies for communicating this message widely (though various communication channels) and consistently.

The work of the Branding and Messaging Subcommittee has largely been operationalized through staff members of the SMU News and Communications Department. This has consisted of continued delivery of important information related to drug and alcohol use on the LiveResponsibly website (smu.edu/dea/liveresponsibly). This website

1 http://www.acha-ncha.org/docs/ACHA-NCHA-II_ReferenceGroup_ExecutiveSummary_Fall2013.pdf
contains health and safety information and resources for both alcohol and substance abuse and sexual misconduct policies and procedures.

Students developed the following values statement: "I, as a citizen of the SMU Community, commit myself to upholding the values of intellectual integrity, academic honesty, personal responsibility and sincere regard and respect for all SMU students, faculty and staff." This values statement is recited during new student Convocation and Commencement, and before each Student Senate meeting. The values statement appears in the preamble to the Student Code of Conduct, and there are plans to have the values statement prominently displayed in each of the 11 residential commons.

Given the institutionalization of SMU's communication related to LiveResponsibly and the adoption of a student values statement, the Commission will continue to evaluate the charge and necessity of this particular sub-group.

EDUCATION/TRAINING AND STUDENT ENGAGEMENT

Sub-Group Focus: To review and evaluate current education and training programs regarding the way in which students are encouraged to make good decisions and/or support their peers in making good decisions (whether this is regarding substance abuse, sexual misconduct or other behaviors that do not align with SMU values and/or prevent students from being successful at SMU). A particular focus should be on making sure training is focused on groups that should be targeted either because of the role a group plays on campus or because the group is in one of the high-risk categories — these groups include RAs (a group specifically mentioned in the NCHIP evaluation report); student-athletes, Greeks, first-year students, upper-class students; students in recovery. In addition to reviewing current training programs this group should also explore bystander intervention programs, peer education programs and other strategies for engaging students and encouraging students to talk to other students about these issues.

Staff members within the Division of Student Affairs spent much of the 2013-2014 academic year in preparation to launch the new SMU Residential Commons. This consisted of the development of several new leadership positions important to the President’s Commission and also noted as best practices by NCHIP. As we prepare for the new Residential Commons we will have many opportunities to assess programs and leadership positions that have been put in place by different departments on campus in conjunction with Residence Life and Student Housing. In the upcoming academic year 2014-2015, Residence Life and Student Housing has partnered with the SMU Student Health Center, Multicultural Student Affairs, Learning Enhancement Center and the Academic Advising Center to bring student leadership positions into the commons. The following positions will be assessed as they relate to the President’s Commission:

- Peer Dialogue Leaders (Multicultural Student Affairs Office): Student leaders help facilitate programs and discussion around diversity and social justice topics.
• Peers for Academic Enhancements (Learning Enhancement Center): Student leaders share academic resource information, while helping with basic tutoring.
• Peer Academic Leaders (Academic Advising): Student leaders share advising resources, educate communities about advising terms such as DPR, release hold, etc., and assist students in better navigating the university curriculum.
• Peer Health Educators (Health Center): Student leaders educate residents about health-related issues through group dialogue as well as active and passive programs.

ADVISOR ENGAGEMENT

Sub-Group Focus: The focus of this group is two-fold:

• Focus Area One: Identify all faculty and staff who regularly work with groups in which alcohol is a regular accepted part of the culture in which these groups function and propose measures for raising awareness and eliciting support from these advisors to identify at-risk students and to mentor students with strategies and practices for appropriate behavior in situations where alcohol is part of the function.
• Focus Area Two: Identify and work with those faculty and staff who regularly interact with students in mentoring, coaching, and advising relationships (formal and informal) to develop strategies for equipping these individuals to support students in making positive decisions with respect to alcohol and to provide them with the tools and information to identify and refer students who may be at-risk.

Members of the Advisor Engagement Sub-Group met during the 2013-2014 school year to review the charges of the group and begin working on the charges. There were a few common themes that emerged during the sub-group meetings:

• Advisors should be equipped to balance open communication and responsibility to teach students that it is okay to talk openly about their lives while understanding consequences for poor decision-making.
• There should be a centralized location for data about critical incidents on and off campus that would allow for readily accessible information for assessment purposes. This would be available through campus crime statistics, Caring Community Connections (CCC) and Call for Help reports.
• An exhaustive list of faculty and staff engaged in mentoring, advising and coaching students may be difficult to achieve, so any training offered, such as Confident, Aware, Responsible, and Effective (CARE) training and Training for Intervention Procedures (TIPS) needs to be readily accessible.
• Any messaging and tools given to advisors to assist students must include information about how to handle peer pressure regarding alcohol.

As a result of meetings during the academic year and the above-mentioned themes, the sub-group formulated several recommendations including:
1. Continue to research what other similar schools are doing to see if any particular program is significantly more effective at curtailing risky behavior than others.
2. Develop a virtual “clearinghouse” of training programs on campus so that advisors are made aware of and have access to what other departments may be doing in order to avoid redundancy of effort.

OFF-CAMPUS ISSUES

Sub-Group Focus: To look at alcohol-related issues off-campus, with a particular focus on known areas where students live, and bars and other known social establishments students frequent. This group will develop more formal tracking measures and data collection regarding students’ off-campus social activities including residential areas where students live and the off-campus establishments students frequent. The group will propose measures to increase accountability for students and off-campus establishments and to improve relationships in the neighborhoods where our students are living.

SMU Police Chief and Co-Chair of the Off-Campus Issues Sub-Group Rick Shafer met as a member of the University Crossing Public Improvement District (PID). University Crossing is located on the East Campus. The area is defined by the south side (Mockingbird Lane) north side (Lovers Lane), east side (Greenville Avenue) and west side (75 Central Access Road). The objective of the PID is Public Safety, Capital Improvements and Promotion. Chief Shafer is also a member of the Public Safety group, which also includes the Dallas Police Department. The PID will fund additional patrol officers during the 2014-2015 academic year. Added patrols will be primarily Dallas Police Department (DPD) bike officers who will patrol the area in addition to the normal DPD and SMU patrol that covers the area currently. During the most recent PID meeting in June 2014, the DPD briefed the group on crime stats for the area and action they are taking to reduce crime. Chief Shafer also met with the DPD, University Park Police Department and Highland Park Department of Public Safety leaders to discuss issues involving SMU students who live and are in those cities. Also discussed were actions to take that involve SMU students, parties at houses, parties at clubs and other issues that may cause concern to community members. When an area comes to a member’s attention, the proper Police Department takes added police action to help resolve the issue.

The off-campus sub-group will continue to monitor off-campus concerns involving students and also continue to communicate to our students living off-campus the importance of being good neighbors.

HEALTH ASSESSMENT

Sub-Group Focus: To identify a strategy (which could include using the PDSA model to determine the most effective strategy) for implementing a brief alcohol screening assessment in the health center.
The Health Assessment Sub-Group instituted an online survey system to be conducted at the time of patient check-in. Students were voluntarily asked a set of questions that included:

1. How often do you have a drink containing alcohol?
2. How many standard drinks do you have containing alcohol on a typical day?
3. How often do you have six or more drinks on one occasion?

A total of 402 (256 females and 146 males) students provided responses to the above questions. A summative review of these question found that 30.8% of females and 40.4% of males who responded were at risk of active alcohol use disorder. 69.2% of females and 59.6% of males were found not to be at risk of active alcohol use disorder. Data collected through the above-mentioned process is currently under review. As the Student Health Center is in temporary quarters during the 2014-2015 academic year, this practice will be suspended due to technology constraints. As an alternative, paper surveys will be collected. Electronic data collection will be resumed once the new Dr. Bob Smith Health Center opens during the 2015-2016 academic year.

**DRUG ABUSE ASSESSMENT**

Sub-Group Focus: To look specifically at prescription and non-prescription drug use on campus — in particular collecting and analyzing student drug use data on this issue and recommending and implementing more targeted drug prevention strategies.

The Drug Abuse Assessment Sub-Group identified current prescription and non-prescription data collection among various departments on campus, such as Athletics, SMU Police and Student Health Center (which includes the CORE survey, SMU Pharmacy and Center for Alcohol and Drug Abuse Prevention). Sub-group members presented data specific to their respective departments so that a needs assessment regarding future data collection could be conducted. Discussions centered on identification of other areas for data collection and the results of the recent CORE survey. A shorter follow-up survey to the CORE survey may be needed to address specific prescription and non-prescription use patterns. Coinciding with the legalization of marijuana in several states, SMU is experiencing an increase in marijuana violations/sanctions. Targeted drug prevention strategies that will be considered as part of the sub-group’s work for 2014-15 include:

- Refusal strategies for students with prescribed medications
- Risk information for students with a family member with a drug problem
- Student-to-student messaging about drug use and the involvement of students in crafting the messages
- Surveying students anonymously to determine the use of prescription and non-prescription drugs
- Compiling a license penalty sheet showing education and licenses (accountant, lawyer, teacher…) and the associated penalties and consequences of a drug misdemeanor or felony conviction
• Use of social networks via peer education to discourage non-medical use of drugs and normalize medical use of appropriate drugs
• Parental involvement in discussion of harm and illegality of non-medical use of prescribed controlled substances

STUDENT PROGRAMMING

Sub-Group Focus: This group has two focus areas:

• Focus Area One: Programs/activities that do not involve alcohol which receive final financial support from the Commission. These programs include “The First Six Weeks” program, EPIC programming, the Sober Tailgate. This group will develop and execute (in collaboration with the assessment team) a process for regularly evaluating these programs for their impact in terms of student interest and participation and their role in enhancing non-alcohol focused social programming on campus. The group may also recommend and initiate additional activities in support of alternatives to alcohol programming on campus.
• Focus Area Two: Programs/activities that involve alcohol. This group will also ensure those programs/activities that may emerge that allow students to socialize with alcohol are done responsibly and in accordance with SMU policies and procedures. These kinds of programs/activities could include student parties on campus and the service of alcohol in athletic venues.

As a result of meetings of the Student Programming Sub-Group, several recommendations and action items were developed to be implemented during the 2014-2015 academic year. These include:

1. The Program Council (PC) will form a standing committee (PC Welcome Weeks) to take over the duties of the First Six Weeks Committee. PC Welcome Weeks will be chaired by the PC President; PC officers will make up the membership; the PC advisor will provide hands-on assistance; and an advisory board made up of University stakeholders will offer supervision and guidance. Reasons for this action item included:
   • Program Council has hosted some of the most successful First Six Weeks programs, and the officers are skilled program planners
     o Block Party on the Boulevard just celebrated its third year with a record 1,200 students in attendance – the second most attended First Six Weeks event, after A Night at the Club
     o Second to A Night at the Club, Block Party and Park N’ Party were the most enjoyed 2013 First Six Weeks events, according to a survey
   • A student perspective is essential for successful programs
   • A student-led process allows for Program Council members to grow and develop as leaders
2. PC Welcome Weeks will ensure that:
   - There are at least two programs per week
     - Rather than fill each Thursday, Friday, and Saturday with a program, the subcommittee recommends that we focus on quality over quantity. A few First Six Weeks events in 2012 and 2013 were poorly attended, and that funding would have been better used to supplement an existing program to make it more attractive to students.
   - Programs occur only on Thursday, Friday, or Saturday
   - No more than one program per day
   - Late-night programs are encouraged/preference may be given to late-night programs

PC Welcome Weeks will also provide consulting services to participating organizations, to ensure that programs are well-planned and well-executed. Program Council members and advisor will share their specialized skills in:
   - Creative marketing and publicity
   - Contract negotiation
   - Vendor selection
   - Logistics
   - Campus policies and procedures
   - Delegating and volunteer scheduling

3. Assuming that the annual budget continues to be around $80,000:
   - $45,000 will be allocated to PC Welcome Weeks to produce Block Party, Park N’ Party, and one additional large-scale program (in 2013, Block Party and Park N’ Party cost a total of $41,000 combined)
   - The remaining $30,000 will be available for other student organizations to plan programs to fill the remainder of the calendar; organizations apply for funding and their requests are granted or denied by the Program Council Committee
   - If necessary, PC Welcome Weeks will use leftover funds to plan additional events to fill the calendar

4. The subcommittee recommends that First Six Weeks funds are available via the Students’ Association Comptroller’s office. By contrast, when securing payment through Accounts Payable:
   - Students often receive reimbursement checks weeks or months after their purchase
   - Contracts must be received and processed over the summer, when many students are not available
   - In 2013, students reported that administrative troubles related to Accounts Payable were the biggest drawback to working with the First Six Weeks Committee. We should remove obstacles whenever possible to encourage as many organizations as possible to apply and to ensure the highest quality of programs on the final calendar.
During the spring semester discussion occurred about the assessment of programs that have received final financial support from the Commission on whether or not the programs are meeting the goals and expectations of the Commission. Ashley Tull, Director of Assessment and Strategic Initiatives for Student Affairs, has agreed to assist in this endeavor and will continue working on this during the 2014-2015 academic year.

SUMMARY OF PROGRESS ON CONTINUING INITIATIVES

The following sections report progress on continuing initiatives of the President’s Commission on Substance Abuse Prevention. Each has been reported on in successive years and each includes specific data related to the 2013-2014 academic year.

THE NATIONAL COLLEGE HEALTH IMPROVEMENT PROJECT (NCHIP) LEARNING COLLABORATIVE ON HIGH-RISK DRINKING

SMU became one of the charter members of NCHIP in June 2011. Headed by Dartmouth College, NCHIP is a collaborative of 32 colleges and universities that have committed to work together toward the goals of reducing the rate and negative consequences of high-risk drinking on participant campuses. NCHIP participants have committed to meet regularly and to share data and strategies related to the aforementioned goals.

SMU signed up to participate in ‘Wave 2’ of the NCHIP (National College Health Improvement Project) Learning Collaborative on High-Risk Drinking beginning Fall 2013, expecting something similar to our experiences with ‘Wave 1’ – an 18-month initiative followed by an 18-month measurement/follow-up period. We also expected some in-person Learning Sessions similar to those we attended during ‘Wave 1’, but there were no in-person Learning Sessions provided for universities participating in Wave 2. SMU’s NCHIP team met monthly and participated in monthly webinars presented by NCHIP during the 2013-2014 academic year. Topics included evidence-based strategies with student athletes; off campus and environmental interventions; policy enforcement strategies; social norming; Drug Free Schools Act; and prevention and intervention at an individual level. Unfortunately, The NCHIP Learning Collaborative on High-Risk Drinking unexpectedly ceased operation in May 2014. Their communications explained that their funding ran out in June 2014, but that they would maintain their website through August 2014.

While we were disappointed that “Wave 2” of the NCHIP project ended abruptly, as one of the 32 members of the initial NCHIP Collaborative we gained valuable insight regarding strategies to track students’ use of alcohol during various times of the semester and numerous opportunities to exchange information with colleges and universities across the country engaged in focused substance abuse prevention work. We also appreciated the focused NCHIP evaluation on SMU’s Commission on Substance Abuse Prevention, which

2 The definition of high-risk drinking is consuming five or more drinks in a three-hour period.
has served as the framework for much of the work of the Commission’s sub-groups.

THE CARING COMMUNITY CONNECTIONS (CCC) AND CALL FOR HELP PROGRAMS

The 2013-2014 academic year marks the sixth year of the CCC program at SMU. Similar to previous years, the Dean of Student Life staff presented at a number of faculty and staff meetings to provide updated information about the program and encourage continued use. This academic year, the CCC program also moved its case management to Maxient, an online system that the Student Conduct and Community Standards office uses to manage student conduct cases. Maxient has allowed for better coordination and case management between both areas, as there is sometimes overlap between student concerns and student conduct. As a result of increased efficiency in case management tracking, the CCC program data for the 2013-2014 academic year saw an increase in the number of referrals submitted. These numbers are a better reflection of the number of concerns received because they are indicative of concerns gathered through walk-ins, parent phone calls, and police referrals, amongst other sources. The CCC program continues to be an important and integral support mechanism for students at SMU. In the 2014-15 academic year the Office of the Dean of Student Life will increase outreach to students to encourage them to submit to CCC, continuing with the recommendation of previous Commission reports. The Office responsible for the management of the CCC Program will also track case resolutions and be able to, in the future, provide data on outcomes on concerns received.

CCC Referrals

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<th>Faculty Referrals</th>
<th>Other Referrals</th>
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<tr>
<td>2009-10</td>
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<td>111</td>
<td>146</td>
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<tr>
<td>2010-11</td>
<td>331</td>
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<td>2013-14</td>
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<td>469</td>
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Call for Help Utilization

<table>
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<th>Student Utilization</th>
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<td>2008-09</td>
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<tr>
<td>2010-11</td>
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</tr>
<tr>
<td>2011-12</td>
<td>38</td>
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<td>2012-13</td>
<td>40</td>
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<td>2013-14</td>
<td>32</td>
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</table>
The number of students utilizing the Call for Help program in 2013-14 is consistent with previous years, other than 2009-10 where there was a significant increase in the number of students utilizing the program for reasons that we were not able to determine. The majority of students who Call for Help continue to be first-year students. Students "call for help" when they or a peer are in need of medical assistance and are granted amnesty from the conduct process after completing an application, meeting with a staff member in the Office of the Dean of Student Life, and being assessed by a staff member in the Center for Alcohol and Drug Abuse Prevention. The Call for Help program plays a vital role in ensuring that a student concerned about “getting into trouble” does not impact a student’s decision regarding whether to obtain medical help for themselves or for another student in need.

LATE NIGHT PROGRAMS

EVENING PROGRAM INITIATIVES AND CONTRIBUTIONS (EPIC)

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<th>Academic Year</th>
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<th>Total Spent</th>
<th>Total Student Participants</th>
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<td>2013-14</td>
<td>49</td>
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EPIC is an acronym for Evening Program Initiatives and Contributions. The EPIC program was formed to serve as a funding source and body to distribute resources to students or student groups to conduct substance-free programming. EPIC helped fund 49 programs in 2013-14 utilizing more than $80,000 of its funds. Six proposed events were not able to be funded after all funds were distributed for the academic year. EPIC-sponsored events were diverse and varied from dance and music shows to educational events. These programs drew a large number of students and provided an entertaining alcohol-free environment for them. Several events that EPIC has helped fund have grown into annual activities, including Fall Concert, Latin Night, Relay for Life, Bhangra Blitz, Block Party, Pig Skin Revue, Park N Party, Open Mic Night, Masquerade Ball, and Movie on the Lawn.

In 2013-14 the EPIC Committee planned nine of its own late night events. These events ranged from music concerts and disco/dance parties to study jams. The idea is to have the EPIC Committee involved in late night programming when no other late night events are taking place in the Hughes Trigg Student Center. The themes for these programs were varied and unique, drawing a niche audience. These EPIC Committee programs have provided a platform for students to showcase their talents through events such as live
music karaoke. Students have received the concept of late night programs positively with turnout averaging 85 students for each event sponsored by the EPIC Committee.

To continue to improve programs funded and sponsored by the EPIC Committee, surveys were conducted after each evening program to evaluate the program's success. The results indicate that there is a need to have evening programs that provide an alternative to off-campus activities and activities involving alcohol: 64.04% of students have rated EPIC programs as excellent and 28.51% as good. Students found these programs to be entertaining, fun, and educational, and felt these programs brought them closer to the campus community. Students also said that they enjoyed EPIC events for the following reasons: 1) the events were free, engaging, and diverse 2) the events allowed them to enjoy the company of their friends and provided an opportunity to make new friends. Three hundred and fourteen students surveyed also provided suggestions about the kind of events they would like to see happen in the Student Center. Responses included dance parties, live music concerts, movie nights, game nights, slam poetry nights, open mic nights, multicultural events, concerts, comedians, dance lessons, events with free food and no alcohol, and interactive events. The Student Center and EPIC Committee are using these responses for developing their programming calendar for the 2014-2015 academic year.

The goal of EPIC over the next few years is to collaborate with several campus organizations and departments to increase diversity in its programming.

With the increasing demand for evening programs and also considering its past success, the Committee would also like to identify additional programming funds. The EPIC Committee would also like to encourage more student organizations to host programs that cater to our students' various social, educational, recreational, and relational needs while providing them with an alcohol-free environment. EPIC will allocate its funds equally (50/50) for the fall and spring terms. Out of the EPIC budget, 20% of EPIC funds will be allocated to events hosted by the SMU Program Council and advised by the Coordinator of Late Night Programs.

RESIDENT COMMUNITY CHAPLAIN (RCC) PROGRAM

In 2013-14, nine graduate seminary/ministry students applied and were appointed to nine residence halls to serve as Resident Community Chaplains. RCCs are charged with being a pastoral presence in the residential community to which they are assigned and serve as mentors, educators and spiritual guides for students. The RCCs also serve as a support resource for the residence hall staff, collaborate on hall programming and participate in small group conversations related to supporting students living in the halls. The Commission funds the RCC program as another strategy to support students making healthy and responsible choices.

The RCC program has become an important partner with the Residence Life and Student Housing staff in helping to create positive living-learning communities for students. RCCs engage students in ongoing dialogue, are available to students who need someone to speak with about a range of issues, give guidance and direction in particular to
first-year students during times of transition and help mediate differences as students engage in the process of forming a community.

According to data gathered in the 2013-14 academic year by the Office of the Chaplain regarding the RCC program, Residence Life and Student Housing staff report the presence of an RCC in the community is a valuable resource, especially for first-year students during the critical time of their transition to college. Reports also indicated that RCCs provided guidance and support to resident assistants and to residential community directors (RCDs). According to student encounter forms submitted by the RCC, over 100 students received a personal touch and for some, had the opportunity to form a relationship that enabled at-risk students in particular to achieve success and confidence as university students.

For the 2014-15 academic year, 11 RCCs have been appointed to work within SMU’s 11 Residential Commons. Also, for the first time 2 RCCs have been appointed from outside of the Perkins School of Theology. These two RCCs are from the Dallas Theological Seminary and both have had previous experience within the SMU community through the Chaplain’s Office.

SOCIAL EVENT REGISTRATION

The Social Event Registration Committee (SERC) continues to utilize a point system to encourage student participation in the mandatory social event registration process. A student organization that has earned a certain number of points is allowed to have social events during the week or an “away” weekend in the spring. During 2013-14, 158 social events were registered, which is down 29% from the 2012-13 year. Seventy-two of these events were alcohol-free, down by 37.5% from the 2012-13 academic year. While the exact reason numbers were down is not known, this could be directly related to two IFC chapters being on probation, among other factors. The groups that register social events hosted an average of seven events during the year with alcohol and six events during the year without alcohol. The social event registration process is a good risk management practice for students planning off-campus events, particularly because alcohol is present at many of these events under the strict guidelines outlined as part of the social event registration process.

MUSTANGS WHO CARE (MWC) PROGRAM

A former SMU student body president created and implemented the Mustangs Who Care (MWC) program in 2009-10. Students who volunteer for the program receive training in recognizing the signs of substance abuse-related medical distress and agree to intervene as necessary. Students involved with MWC are working toward an institutionalized program that not only serves as a volunteer bystander intervention model, but is also available to student groups hosting parties as a risk reduction method.

In fall 2013 Mustangs Who Care was re-launched as a holistic health student group. Mustangs Who Care currently has over 20 members, many of whom are Peer Health Educators in the new Residential Commons. The primary focus of Mustangs Who Care is to bring awareness to important health topics for SMU, including the topics of alcohol, drugs,
sexual assault and sexually transmitted infections. During fall 2014 Mustangs Who Care will play a vital role in the Residential Commons and the campus community.

TRAINING FOR INTERVENTION PROCEDURES (TIPS)

Regular and ongoing Training for Intervention Procedures (TIPS) programs continued during 2013-14. The Inter-fraternity Council (IFC) has made TIPS mandatory for its members, as has Panhellenic (a governing body for Panhellenic sororities). SMU-in-Moscow, SMU-in-Paris and SMU-in-Taos have also made TIPS mandatory. Volunteer staff and faculty TIPS trainers certified 343 students during 2013-14.

TIPS for the University builds on the concerns students feel for the safety of their peers. The program helps students learn decision-making skills that help them weigh the consequences of their actions and those of their peers, and moderate their behavior to avoid problems with alcohol. The experiential activities contained in the TIPS course give students the confidence to intervene to prevent alcohol-related incidents on and off-campus, including incidents involving property damage, injury, underage drinking and drunk driving. The course builds on students’ interpersonal skills and allows them to practice intervening in difficult alcohol-related situations. To achieve TIPS certification, students must attend a 2-hour session taught by a certified TIPS trainer and successfully complete a certification exam. The student certification is valid for a period of three years.

The National Registry of Evidence-based Programs and Practices (NREPP), a project of the Substance Abuse and Mental Health Services Administration (SAMHSA), has determined that the TIPS for the University program meets requirements for designation as a model program.

Additionally, Health Communications, Inc., the providers of the TIPS program, awarded SMU the 2012 TIPS Award of Excellence. SMU was chosen by an internal committee based on both volume of students certified and feedback from TIPS trainers and student participants.

COMMUNICATION AND PARENT PARTNERSHIPS

The Office of Public Affairs uses multiple media tools to communicate with parents and the SMU community about substance abuse education and prevention efforts. A primary tool is SMU’s Health and Safety website, smu.edu/LiveResponsibly, which is prominently featured on the SMU home page and SMU Parents website, smu.edu/Parents. The site includes updated information about campus and community support services for students, SMU alcohol and drug policies, the Call for Help program, Caring Community Connections, the National College Health Improvement Project and the Commission on Substance Abuse Prevention. Faculty can find information about recognizing students in distress, and parents are provided important campus contacts. The Live Responsibly website also includes information about sexual misconduct policies, procedures and prevention.

Parents receive much of this information in the Family Handbook, which is distributed to incoming parents at Academic Advising Registration and Orientation.
(AARO), SMU’s orientation program, and is published, online on the Parents website. In fall 2014, all undergraduates also will receive this information in a printed Live Responsibly booklet.

Additional parents’ communications that feature these topics include an emergency contacts wallet card distributed at AARO; a printed calendar that is mailed to 1,400 incoming parents in August and posted online; and an informational letter and emergency contacts card mailed to first-year parents in November.

Other tools available for communications, including in cases of emergency, are SMU Update emails (which consistently have high “open” rates by parents), SMU Twitter (nearly 20,000 followers), SMU Facebook (43,000 followers), the Parents website (3,000 monthly visits) and SMU home page (nearly 300,000 monthly visits).

In addition, Public Affairs provides information on SMU’s preventive and educational efforts when contacted by external media about this topic.

THE INFORMAL RESOLUTION PROCESS

The Office of the Dean of Student Life first implemented an informal resolution process in response to the Commission’s 2009-10 recommendations. The informal resolution policy states, “A student found responsible for their first violation of the alcohol policy (where there are no other factors involved, such as but not limited to, noise, failure to comply, possession of a fictitious identification card, etc.) will have their violation handled in an informal meeting with a conduct officer. The student will be given an informal warning, parents will be notified and the student will be asked to follow up with their conduct officer. Informal resolutions are kept on file in the Dean of Student Life office. They are not reported to outside agencies such as graduate schools or employers. The informal resolution is defined as follows: “A written notice indicating a violation of the student code of conduct that is not considered part of a student’s formal disciplinary record.” The majority of students participating in the informal resolution process are first-year (FY) students.

Data for the past three years of the informal resolution process are provided below. In the 2013-14 academic year there was a decrease from 2012-13 in the number of students going through the Conduct Review Process who received an informal resolution. These data suggest fewer students received an alcohol violation that would warrant participation in the informal resolution process. One concern is that of the students who participated in the informal resolution process, there was an increase in the recidivism rate over the past 3 years (see the table below).
However, the overwhelming majority of students who go through the process do not commit another alcohol policy violation. It is our belief that the informal resolution process assists students in understanding the University’s expectations of their behavior as members of the SMU community. We recommend continuation of this program. We will also continue to monitor the recidivism rate and make changes as necessary to the program.

EXPLORATION OF THE COLLEGIATE RECOVERY MODEL

The Collegiate Recovery model is a comprehensive program to support college students who are in recovery for substance abuse. SMU is continuing its exploration of developing a Collegiate Recovery program at the University by providing regular substance abuse recovery support meetings on-campus for students who are struggling with drug and alcohol addiction. Substance abuse recovery support meetings for students are held each Wednesday in the Dedman Center for Lifetime Sports. This SMU recovery group is open to any student in recovery from or struggling with addiction, substance abuse and related issues.

SMU is now beyond the exploration stage of developing a Collegiate Recovery program. During the 2013-14 academic year more activities and get-togethers were held and attended by students working recovery programs. Two identified areas for consideration in the future are a dedicated location for the Collegiate Recovery Community (CRC) and additional staffing support. The growth of the program is contingent on having an on-campus, dedicated location for group meetings, drop-ins, networking and activities. A “place to be” that is open, accessible and facilitates identity is a key asset in identifying and attracting students in recovery to participate. One of the CRC students wrote a proposal to the University for consideration of the provision of space for students in recovery. To date, the only monies requested, outside of regular program budgets, were for the Sober Tailgate tent and food for the start of school and end of school dinner get-togethers. SMU may want to consider either funding, or fundraising for this important programming that is rapidly becoming a standard at private and public universities nationally.

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<tr>
<td># of Students</td>
<td>258</td>
<td>198</td>
<td>139</td>
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<tr>
<td>#/% of FY Students</td>
<td>197 (76%)</td>
<td>166 (84%)</td>
<td>100 (72%)</td>
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<tr>
<td>Rate of Recidivism</td>
<td>17.8%</td>
<td>21.7%</td>
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<td>n= 46</td>
<td>n=43</td>
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During the 2013-14 school year, the Collegiate Recovery activities included:

**Wednesday Collegiate Recovery Community (CRC)**

Every Wednesday night, from 6 p.m. until 7:30 p.m., a confidential, informal support meeting was held in the Dedman Center for Lifetime Sports. This group was open to students in recovery and those struggling with substance use problems. CRC provided the opportunity to meet others in recovery through networking and group discussions/activities. Those struggling with their substance use were also welcome and found the information and needed supports to make changes in their lives.

**Welcome Back! Dog and Suds Get-Together (Hot Dogs and Root Beer)**

A welcome back get-together dinner for returning students in recovery took place in August 2013 at Burleson Park on University Drive. SMU friends of Collegiate Recovery Community (CRC) and CRC alums were invited to attend and bring their spouse, significant other or a friend of Bill W (an expression used to denote another member of AA – Bill W. was one of the original founders of Alcoholics Anonymous).

**Women’s Recovery group**

A ‘women in recovery’ group was started and met weekly during spring 2014. This group was chaired by an SMU graduate student in the CRC. The group continues to meet, but the location has moved to the Highland Park Methodist Church.

**“Open” Alcoholics Anonymous Meeting – Sober Mustangs**

Thursday evening “open” Alcoholics Anonymous meetings began at the start fall 2013 and ran through the end of the school year. Meetings started at 6 p.m. at Highland Park Methodist Church, 3400 Mockingbird Lane, Room 384. The Sober Mustangs group offered on-site, open and inclusive 12-step support for SMU students and the surrounding community.

**Sober Tailgate on the Boulevard**

A Sober Tailgate tent was provided for all home game tailgate activities on the Boulevard. The Sober Tailgate tent provided an alcohol-free presence in front of McFarlin Auditorium and offered free food and pre-game fun before every home game. SMU partnered with 12th Step Ministries of the Lovers Lane Methodist Church and rotating treatment sponsors for each game. Underage students, alumni and parents took advantage of a Boulevard location that provided respite from usual tailgate activities.

**Mathewson Foundation**

SMU applied for and was awarded a $2,500 Stacie Mathewson grant in May 2014. The grant is designated to provide supports in four areas: to identify and attract additional students in recovery to participate in the CRC, prioritize and develop mechanisms to acquire dedicated space and additional staffing support for the CRC, enhance the visibility of the CRC through established and new methods of outreach, and to create a CRC Advisory Board.
**Student Recovery Fund**

A fund for donations was established to support recovery programming at SMU. A total of $5,000 has been made and/or pledged (Mathewson grant) to this fund.

**Shatterproof! Rappel event**

Recovery students (Team SMU had 7 participants) participated in the Shatterproof! Rappel event. Students rappelled off a 15-story building in Las Colinas for an end of semester outing. This event was sponsored by Shatterproof, which underwrote the cost for us to participate as a reward for students working recovery programs. After the event, the group and 4 other individuals went to Fireside Pies for dinner and to celebrate the rappel event.

**IMPLEMENTATION OF NEW ONLINE ALCOHOL PREVENTION COURSE FOR FIRST-YEAR STUDENTS**

In order to expand the online education program for first-year students beyond alcohol-related topics to include information on sexual assault prevention, relationships, consent and communication, as recommended by the President’s Task Force on Sexual Misconduct Policies and Procedures, several online courses that incorporated these topics were reviewed. The review committee chose *Campus Clarity – Think About It*, and launched this online class in summer 2013 for incoming students. The goal is for 100% of first-year students to complete the course and for more than 80% of the students to rate the course as providing them with valuable information.

SMU received positive feedback from students on the new online course for first-year students called Campus Clarity – Think About It. Campus Clarity focuses on reducing risky behaviors and the prevention of sexual assault. It meets the requirements of a best practice under Title IX of the Education Amendments of 1972 and the Campus SaVE (Sexual Violence Elimination) Act as an educational program that combines sexual assault and substance abuse prevention in a comprehensive online training program. Some of the main areas of focus for Campus Clarity include but are not limited to sex in college, sexual violence, partying smart and healthy relationships. During the 2013-2014 academic year SMU sent out 1,509 surveys to incoming students and 1,308 students completed Campus Clarity. Our goal is to raise the completion rate for the 2014-15 academic year.

**NEW INITIATIVES FOR 2013-2014**

**MUSTANG WELCOME WEEKS**

Mustang Welcome Weeks: Formerly known as the First Six Weeks Committee, the Mustang Welcome Weeks program funds at least two alcohol-free events each weekend during the first six weeks of the fall semester. Events are planned by students from Program Council, Student Foundation, Nineteen11, campus ministries, and several other cultural and special interest student organizations. A total budget of $55,000 funded 14 separate events.
TIPS IN FIRST-YEAR RESIDENCE HALLS

SMU students traditionally have received Training for Intervention Procedures (TIPS) during their second year on campus, often after pledging a sorority or fraternity. However, it is often the first year of college that is associated with higher rates of high-risk drinking. Therefore, we are providing TIPS in first-year residence halls, so that students learn the skills to manage high-risk situations earlier. In the 2014-2015 academic year each Residential Commons will have a Peer Health Educator who will be a certified TIPS Trainer. The peer health educators will provide training to their Residential Commons at least twice a semester, which will increase the overall numbers of students who are TIPS trained. This level of increased training by our peer educators should improve awareness to first- and second-year students.

SOBER TAILGATE

A partnership between the SMU Center for Alcohol and Drug Abuse Prevention and the Twelfth Step Ministries will initiate a Sober Tailgate tent on the Boulevard for all home football games beginning fall 2013. For each home game, the tent will be sponsored by a different treatment program, which will provide food and beverages, as well as materials and information about addiction, treatment and recovery. The Commission is also providing financial support for the Sober Tailgate. Additional funding will be sought to pay for rental of needed equipment and supplies for the tent, as well as to support recovery on campus. Students representing the SMU Student Recovery Community will also be present to provide information to faculty, staff, students and parents about recovery and support available.

For the 2014-2015 academic year the Center for Alcohol and Drug Abuse Prevention sponsors of the Sober Tailgate will again be bringing the Sober Tent to the Boulevard for all home football games. The Sober Tent is founded on principles established by Recovery First:

We are a group of people that come together to celebrate fun events, free from mood altering chemicals. What brings us together is Recovery First!! We celebrate any and all types of events through a tailgate party. It doesn’t matter the competition or for whom you may root, you are welcome to attend. The only requirement for attendance is a willingness to attend our events abstinent of mood altering chemicals and respect our recovery. We gather in the spirit of Recovery First!!

2013-2014 RECOMMENDATION RESPONSES

Two specific recommendations were made at the end of the 2012-2013 academic year to be worked on during the 2013-2014 academic year. Recommendations and progress toward each are explicated below.

1. Implement recommendations from the Realist Evaluation Report: As mentioned in the introduction to this report, the NCHIP Realist Evaluation served as the framework for the Commission’s work in 2013-14 as outlined most specifically in each of the Commission sub-group reports.
2. Coordinate the work of the Commission with the President’s Task Force on Sexual Misconduct Policies and Procedures: Both the work of the Commission and the President’s Task Force are focused on the theme of “Live Responsibly.” Several worth noting include the new values statement: “I as a citizen of the SMU Community, commit myself to upholding the values of intellectual integrity, academic honesty, personal responsibility, and since regard and respect for all SMU students, faculty and staff.” The values statement is included in the preamble to the Student Code of Conduct, displayed prominently in the Residential Commons; integrated into new student orientation programs, recited by students during Convocation; at the start of every Student Senate meeting; and whenever students gather for important occasions.

In addition, new educational initiatives such as CARE (Confident, Aware, Responsible, Effective) provide new students with required comprehensive online training in substance abuse and sexual assault prevention. The new CARE program will be launched in fall 2014 in conjunction with Wellness courses, required of all students at SMU.

A new publication was created in fall 2014 titled “Live Responsibly: What Students Should Know About Sexual Misconduct and Substance Abuse.” Printed copies of this publication were distributed to all students, with the online version available to parents, faculty, staff and others who are part of the SMU community. This resource serves as a regular and updated place for posting new information.

RECOMMENDATIONS FOR 2014-2015

Several recommendations follow for the coming academic year (2014-2015) for each subgroup. In many cases these are first presented as part of sub-group reports above. Each of these will be reported on at the conclusion of the 2014-2015 academic year.

ASSESSMENT AND EVALUATION

1. The Assessment and Evaluation Sub-Group will conduct an audit of survey data, SMU Police statistics and commission initiatives during the 2014-2015 academic year. This review will cover data from the past 5 academic years (since the creation of the President’s Task Force, now President’s Commission on Substance Abuse Prevention).

2. The Assessment and Evaluation Sub-Group will, as a result of its audit outlined above, identify areas for improvement and suggest which relevant other Commission sub-groups might consider developing strategic initiatives in response to the data analysis.

BRANDING AND MESSAGING

1. The Branding and Messaging Sub-Group will work with members of the campus community to identify a high level and core value for SMU and propose and
implement strategies for communicating this message widely (though various communication channels) and consistently.

2. The Branding and Messaging Sub-Group will report at the end of the 2014-2015 academic year all new communication formats and audiences they have reached through their efforts.

EDUCATION/TRAINING AND STUDENT ENGAGEMENT

1. The Education/Training and Student Engagement Sub-Group will review and evaluate current education and training programs regarding the way in which students are encouraged to make good decisions and/or support their peers in making good decisions regarding substance abuse. A particular focus should be on making sure training is focused on groups that should be targeted either because of the role a group plays on campus or because the group is in one of the high-risk categories — these groups include RAs (a group specifically mentioned in the NCHIP evaluation report); student-athletes, Greeks, first-year students, upper-class students; students in recovery.

2. The Education/Training and Student Engagement Sub-Group will identify areas for improvement and suggest new methods and/or audiences that Commission sub-groups and others might consider developing in response to current and future educational training initiatives related to the Commission’s work.

ADVISOR ENGAGEMENT

1. The Advisor Engagement Sub-Group will continue to research what other peer and aspirant schools are doing to engage student organization advisors, to see if any particular program is significantly more effective at curtailing risky behavior than others.

2. The Advisor Engagement Sub-Group will develop a virtual “clearinghouse” of training programs on campus so that advisors are made aware of and have access to what some other department may be doing in order to avoid redundancy of effort. This could be posted to the current LiveResponsibly website.

OFF-CAMPUS ISSUES

1. The Off-Campus Issues Sub-Group, along with the PID, DPD, UPPD and UPDPS, will conduct formal tracking measures regarding off-campus social activities including residential areas where students live and the off-campus establishments students frequent.

2. The Off-Campus Issues Sub-Group will propose measures, based on the results of tracking measures, to improve relationships in neighborhoods and other locations students are living.
HEALTH ASSESSMENT

1. The Health Assessment Sub-Group will identify alternative methods for implementing a brief alcohol screening assessment in the health center, as they occupy temporary quarters during the 2014-2015 and 2015-2016 academic years.

2. The Health Assessment Sub-Group will report its data collected from the above-described assessments at the end of the 2014-2015 and 2015-2016 academic years.

DRUG ABUSE ASSESSMENT

1. The Drug Abuse Assessment Sub-Group will work on the following strategies with regard to prescribed medications: 1) refusal strategies for students with prescribed medications; 2) surveying students anonymously to determine the use of prescription and non-prescription drugs; 3) use of social networks via peer education to discourage non-medical use of drugs and normalize medical use of appropriate drugs; and 4) parental involvement in discussion of harm and illegality of non-medical use of prescribed controlled substances.

2. The Drug Abuse Assessment Sub-Group will work on the following strategies with regard to communication about drugs: 1) distribute risk information for students with a family member with a drug problem; 2) student-to-student messaging about drug use and the involvement of students in crafting the messages; and 3) compiling a license penalty sheet showing education and licenses (accountant, lawyer, teacher, ...) and the associated penalties and consequences of a drug misdemeanor or felony conviction.

STUDENT PROGRAMMING

1. The Student Programming Sub-Group will ensure that the appropriate formation and reporting of the Program Council (PC) Welcome Weeks Committee occurs; and that the programs and finances are monitored and reported on accordingly.

2. The Student Programming Sub-Group will provide a report to the Commission developed from data gathered during PC Welcome Weeks events held during fall 2014. The Student Programming Sub-Group will also provide recommendations for programming based on data gathered to inform programming planning during the 2015-2016 academic year.
## APPENDIX A

**Membership of the President’s Commission on Substance Abuse Prevention**

Co-Chairs:

Dr. Paul Ludden, Provost and Vice President for Academic Affairs  
Dr. Lori S. White, SMU Vice President for Student Affairs

Members:

**Assessment and Evaluation**

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Health Assessment
Diane Melcher, Co-Chair, Staff  Charlotte Rohr, Staff
Dr. Arthi Krishnan, Staff  John Sanger, Staff
Cindy Heath, Staff  Latrice White, Staff
Emily Howley, Staff

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Elizabeth Rader, Staff

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Mona Alluri, Staff  Kevin Sabberre, Staff
Lauren Chapman, Staff  John Sanger, Staff
Jacob Conway, Student  Dr. Dennis Simon, Faculty

Task Force Staff Support
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