

**PROMISING
PRACTICES:**

**CAMPUS
ALCOHOL
STRATEGIES**

GUIDE

**TASK FORCE
PLANNER**

David S. Anderson, Ph.D.
George Mason University

Gail Gleason Milgram, Ed.D.
Rutgers University

PROMISING PRACTICES:

CAMPUS
ALCOHOL
STRATEGIES

PROJECT CO-DIRECTORS:

David S. Anderson, Ph.D.
Associate Professor

Center for the Advancement of Public Health
George Mason University
Fairfax, VA 22030-4444
(703) 993-3697

Gail Gleason Milgram, Ed.D.
Professor

Director of Education and Training
Center of Alcohol Studies
Rutgers University
Piscataway, NJ 08855-0969
(732) 445-4317

ADVISORY PANEL:

Allan Cohen, Ph.D.
Director

Pacific Institute

Bruce Donovan, Ph.D.
Associate Dean for Chemical Dependency
Brown University

Drew Hunter, M.A.
Executive Director
BACCHUS/GAMMA Peer Education Network

Alan Marlatt, Ph.D.
Professor of Psychology
University of Washington

Carole Middlebrooks, M.S.
Coordinator of Alcohol and Other Drug Education
University of Georgia

Project Staff:

Noel Goldberg, M.S.
Program Manager

For more information about Promising Practices: Campus Alcohol Strategies, please contact George Mason University's Center for the Advancement of Public Health at (703) 993-3697 or visit our web site at www.promprac.gmu.edu.

©1998 George Mason University, Fairfax, Virginia

Funded by a grant from The Century Council

TASK FORCE PLANNER

GUIDE

This Guide, integral to the **Promising Practices: Campus Alcohol Strategies** Sourcebook project, is designed to make connections between the Sourcebook and the **Task Force Planner**. Since the publication of the Sourcebook in 1996 and its update in 1997, colleges and universities have recognized the value of sharing helpful approaches and building on each other's quality efforts. In addition, the Sourcebook has stimulated campus leaders to address issues and problems associated with alcohol abuse as well as to develop comprehensive prevention and education programs.

The Task Force Planner is designed to assist campuses orchestrate their efforts.

While the primary goal of the **Promising Practices: Campus Alcohol Strategies** initiative is to "increase effective options to better accomplish alcohol abuse prevention, hopefully to replicate practices deemed promising for their campuses," campus personnel report the need for additional resources. They cite the importance of shared responsibilities and a united effort for implementing a comprehensive campus effort; reducing problems related to alcohol on campus requires the sustained effort of all groups on and off campus.

The **Task Force Planner** identifies ways in which various campus groups and individuals can be involved in relevant strategies for addressing campus alcohol problems.

OVERVIEW OF THE TASK FORCE PLANNER GUIDE

When first looking at the **Task Force Planner's** 80 cells and 311 strategies, a common response is to think that the task of planning a comprehensive alcohol problem prevention program is overwhelming. While the contents of this resource represent an "ideal" program in which every key campus and community group is involved and working together across all program components, the reality is that each campus needs to determine where significant efforts should be invested. The examples included in this Guide link to the strategies identified in the **Task Force Planner**. The format found in this Guide is as follows:

STRATEGY FROM **TASK FORCE PLANNER** - **Name of Institution:**
Example from Institution (Sourcebook Page Number)

The Task Force Planner identifies ways in which various campus groups and individuals can be involved in relevant strategies for addressing campus alcohol problems.

Selected from among the promising college and university programs detailed in the **Promising Practices: Campus Alcohol Strategies** Sourcebook, only a single example is identified for the strategies. Through the entire process of identifying collegiate examples of the strategies, every attempt was made to represent the range and diversity of institutions found in the

Sourcebook. Although the cited examples relate to the bulleted strategy in the **Task Force Planner**, they may not represent a complete implementation of that strategy.

The **Task Force Planner** illustrates two dimensions of a comprehensive campus-based initiative:

1. The groups and individuals that need to be involved.
2. The necessary program components.

At the intersection of these two dimensions, specific ways in which each of these groups can be involved are identified.

GROUPS

- CAMPUS LEADERSHIP
- COORDINATOR
- HEALTH AND COUNSELING
- STUDENT LIFE
- POLICE AND SECURITY
- FACULTY
- RESIDENCE LIFE
- STUDENT GOVERNMENT
- STUDENT GROUPS
- COMMUNITY

COMPONENTS

- POLICIES AND IMPLEMENTATION
- CURRICULUM
- AWARENESS AND INFORMATION
- SUPPORT AND INTERVENTION
- ENFORCEMENT
- ASSESSMENT AND EVALUATION
- TRAINING
- STAFFING AND RESOURCES

Developed by the project Co-Directors and Advisory Panel, each section of the **Task Force Planner** includes relevant and reasonable strategies for addressing campus alcohol abuse issues and problems. In its entirety, the Planner identifies the essential strategies for a truly comprehensive campus initiative.

THE PURPOSE OF THE TASK FORCE PLANNER AND ITS ACCOMPANYING GUIDE

The **Task Force Planner** assists campuses as they implement their efforts. In preparing to use these resources, campus personnel are encouraged to undertake a systematic and thorough planning process.

STEP 1: Convene a review group or advisory group to undertake a thorough assessment of the campus efforts. The strategies listed in each of the 80 grid boxes of the **Task Force Planner** can serve as a checklist upon which an assessment can be made regarding the existence of the strategy on the campus. It would be beneficial for the review group to identify supplemental approaches that may be helpful for the campus to undertake.

STEP2: Identify primary gaps. This can be done simultaneously with questions of the campus needs and the potential directions for the future. Gaps may be noted by implementation group or by program component.

Overall, the purpose of the **Task Force Planner** is to identify ways in which various individuals and groups can address alcohol issues and problems on the campus. The **Task Force Planner** and the Guide can serve as catalysts for proactive planning, assist in identifying gaps in services and programs, and help to determine inefficient use of resources and duplicatable programming. They can be used to improve efforts to assess programs, plan strategies, build partnerships, and monitor and review strategies.

1. PROGRAM ASSESSMENT: WHERE ARE WE?

The **Task Force Planner** can be used to determine both the nature and scope of campus efforts. Since the Planner identifies key groups that provide leadership for campus efforts, an assessment process can examine the extent to

With this resource, campus personnel are encouraged to view the campus effort in a comprehensive manner and to assess the status of their current campus programs.

which each of these groups is involved in addressing campus-based alcohol issues and problems. Further, subgroups exist within many groups; for example, in Student Life, potential roles exist for orientation programs, judicial services, student activities, international student services, off campus student affairs, adult learning, Greek Life, and related campus ser-

VICES. The program assessment process can identify responsibilities that are appropriate for each of the groups (and their respective subgroups) and the extent to which they are currently involved in alcohol problem prevention.

A variety of program components are necessary for a comprehensive campus program. Program assessment will be useful in determining where leadership exists in certain areas. For example, though it may be expected that leadership for enforcement efforts emanates primarily from the campus police and security office, this may not be the case on individual campuses, where other groups also may be involved.

2. STRATEGIC PLANNING: WHAT SHOULD WE PRIORITIZE NOW?

Another aim of the **Task Force Planner** is to assist in the strategic planning process. Once the review and assessment of current efforts has occurred, campus leadership should undertake a planning initiative that ideally begins with the establishment of research-based short-term and long-range goals for the campus. Although a campus may not have the resources to develop a comprehensive campus program that addresses each of the **Task Force Planner's** cells, this should not be considered a deterrent to initiating the planning process. The challenge is to identify ways in which each of the ten groups can be meaningfully involved in a wide range of the specific strategies that support each program component. It is a matter of setting priorities for the ways individuals and groups may become involved in the current academic year as well as following years.

What is important in the strategic planning process is to help individuals and groups identify various ways to address alcohol problems and fold them into their existing responsibilities. Thus the task which initially appeared to be overwhelming for all, and is often overwhelming for the coordinator alone, becomes more manageable with a team effort. An additional resource to help organize the planning process--the Action Planner--is found at the end of this Guide.

3. BUILDING PARTNERSHIPS: WHO NEEDS TO JOIN US?

The importance of collaboration to implement long term and meaningful change cannot be overstated. Many campuses appear to rely on the leadership and expertise of a campus coordinator to conduct the many aspects of campus efforts. While the expertise and commitment of these individuals is clear, these professionals do more than "coordinate." They are actively involved in a wide variety of efforts and often report that they are "doing it alone." Partnerships can be built with parents, community leaders, faculty members, and others who traditionally may not have been involved in addressing this issue. Through use of the **Task Force Planner**, key campus-based and related groups can be given meaningful roles in short- and long-range efforts.

4. MONITORING AND REVIEW: HOW ARE WE DOING?

The final use of the **Task Force Planner** involves building in check points to monitor and review different aspects of the program. Monitoring and review processes provide the opportunity to identify the actual involvement of campus and community constituencies. Further, the range of programmatic options implemented can be assessed. In addition to reviewing outcome measures at this time, process measures regarding the program's implementation should be also included. These processes help identify obstacles to program implementation and establish new and appropriate approaches for the future. Again, the Guide's Action Planner can be helpful.

IN CLOSING

The overall goal of helping campuses share and implement strategies can be enhanced through the use of the **Task Force Planner**. With this resource, campus personnel are encouraged to view the campus effort in a comprehensive manner and to assess the status of their current campus programs. Further, their use of this resource assists in enhancing their visions of the future.

The Guide helps identify ways that a particular strategy can be implemented. More information and insight will be gained by contacting the individu-

als listed in the Sourcebook either through telephone, writing, e-mail, or through the Web site.

Ultimately, the renewed and collaborative institutional approach will result in a healthier and safer campus for college students.

The philosophy underlying the **Promising Practices: Campus Alcohol Strategies** project is that meaningful, comprehensive programs for addressing alcohol abuse can be planned and implemented. With the project's resources, participants' roles in

prevention efforts become clarified and creative approaches to alcohol-related problems on campus become incorporated into a new institutional fabric. Ultimately, the renewed and collaborative institutional approach will result in a healthier and safer campus for college students.

POLICIES AND IMPLEMENTATION

- ENGAGE GROUPS ON AND OFF CAMPUS IN POLICY DEVELOPMENT - **Rhodes College**: Panel discussion with administrators and student leaders (3.8.7)
- DEVELOP A POLICY INCLUSIVE OF PREVENTION, PROBLEM IDENTIFICATION, ENFORCEMENT, REFERRAL, SUPPORT, AND SERVICES - **Pennsylvania State University**: Task force policy on definition of offenses, sanctions, and referral options (3.8.5)
- ENSURE THAT ALL POLICIES SUPPORT THE INSTITUTION'S MISSION STATEMENT AND ARE CONSISTENT WITH STATE AND LOCAL LAWS - **Milwaukee Institute of Art and Design**: Referral to civil authorities for violation of institution's policies (3.8.4)
- PROMOTE UNDERSTANDING OF CAMPUS POLICIES - **Binghamton University**: Letter from President in campus-wide brochure (3.8.16)
- REVIEW POLICIES REGULARLY TO ENSURE THEY ADDRESS CURRENT NEEDS AND ARE CONSISTENT WITH GENERALLY ACCEPTED PRACTICES - **Emerson College**: Task force review and update of policy and its implementation (3.8.2)

CURRICULUM

- PROVIDE ACADEMIC COURSES AND PROGRAMS OF STUDY ON ALCOHOL AND RELATED ISSUES - **Northern Illinois University**: Course to prepare students for potential alcohol issues in counseling, education, and law enforcement careers (3.3.4)
- ENCOURAGE INTEGRATION OF ALCOHOL TOPICS INTO EXISTING ACADEMIC COURSES - **Baylor College of Dentistry**: Alcohol information in existing pharmacology course (3.3.2)
- OFFER PEER-TRAINING COURSES FOR ACADEMIC CREDIT - **St. Louis College of Pharmacy**: Student training as peer mentors, educators, and counselors (3.3.9)
- ASSURE THAT COURSE TIME SCHEDULES HAVE NOT BEEN DETERMINED BY CAMPUS PARTY TRADITIONS

AWARENESS AND INFORMATION

- UNDERSTAND THAT THE CAMPUS IS A COMMUNITY AND DEAL WITH THE ALCOHOL ISSUES PRESENTED BY EACH SEGMENT - **Inter American University of Puerto Rico, San German Campus**: Peer support group, faculty support and advisory team, and community-based committee (2.7)
- ENSURE A THEORETICALLY GROUNDED, WELL-DEFINED, AND CLEARLY ARTICULATED APPROACH WITHIN THE CONTEXT OF A HEALTHY CAMPUS - **State University of New York at New Paltz**: Social influence and environmental change models to promote low-risk choices (2.12)
- WORK WITH MULTIPLE AUDIENCES ON CAMPUS AND IN THE SURROUNDING COMMUNITY - **Western Washington University**: Campus-community alliance to reduce alcohol misuse in community establishments (2.13)
- COMMUNICATE CAMPUS PRIORITY ABOUT ALCOHOL ISSUES TO FACULTY, STAFF, STUDENTS, AND PARENTS - **Binghamton University**: Philosophy about alcohol, policy, resources, and state laws in campus-wide committee document (3.8.16)
- PROMOTE ACCURATE PERCEPTIONS OF CAMPUS NORMS - **Boston College**: Dean of Students' presentation of normative assessment data to incoming students (3.10.10)

SUPPORT AND INTERVENTION

- IDENTIFY STUDENTS, FACULTY, AND STAFF WHO ARE AT RISK OF ALCOHOL PROBLEMS - **University of Nebraska Medical Center**: Referral of faculty and students with alcohol-related problems to appropriate assistance program (3.8.8)
- ESTABLISH SUPPORTIVE PROTOCOL FOR PROBLEM IDENTIFICATION, INTERVENTION, AND FOLLOW-THROUGH - **Northern State University**: Educational program and ongoing counseling for policy violators (3.6.14)
- ENSURE ACCESS TO NECESSARY SERVICES ON AND OFF CAMPUS - **Sindair Community College**: Support groups on campus and in community agencies, hospitals, and treatment centers (2.39)
- PROVIDE FUNDING FOR SUPPORT AND INTERVENTION SERVICES - **University of Connecticut**: Assessment, intervention, referral, counseling, and educational programs on campus (2.11)

Campus Leadership includes the institution's governing board, president, chief administrative officers, and task forces.

ASSESSMENT AND EVALUATION

- ENCOURAGE ONGOING MONITORING OF PROGRAMS FOR CONSISTENCY AND EFFECTIVENESS - **University of Washington:** Biennial survey of students' behaviors and ratings of programs (2.31)
- ENCOURAGE USE OF DIVERSE EVALUATION METHODOLOGIES - **Inter American University of Puerto Rico, San German Campus:** External reviewer for assessments and evaluations (2.7)
- ESTABLISH MECHANISMS THAT EVALUATE PROGRAM IMPLEMENTATION AND EFFECTIVENESS - **Villanova University:** Referral evaluation, staff self-assessment, and outreach office feedback (3.10.9)
- ENSURE RESOURCE ALLOCATION - **Montana State University – Bozeman:** Research Specialist position from student fees fund (3.7.9)
- INVOLVE ACADEMIC EXPERTISE - **Eastern Connecticut State University:** Program evaluation oversight by appropriate faculty members (3.9.16)
- MONITOR THE NEEDS OF GROUPS AT INCREASED RISK OF ALCOHOL PROBLEMS (E.G., FIRST YEAR STUDENTS) - **Mansfield University:** Action plan by President's Council to decrease Greek alcohol misuse (3.10.15)

TRAINING

- IDENTIFY EXTERNAL RESOURCES AND TRAINING OPPORTUNITIES - **Rowan University:** Curriculum infusion training at regional and statewide meetings (3.3.19)
- SPONSOR TRAINING FOR CAMPUS GROUPS - **University of Scranton:** Training for peer educators and servers of alcohol (2.8)
- PARTICIPATE IN COMMUNITY GROUP SESSIONS - **Western Washington University:** Campus-community collaboration to implement prevention program (2.14)
- ENSURE FACULTY AND STAFF RECEIVE ONGOING TRAINING THROUGH PROFESSIONAL DEVELOPMENT - **Hampden-Sydney College:** Training for administrators and faculty to disseminate uniform alcohol information across campus (3.7.11)

STAFFING AND RESOURCES

- PROVIDE LEADERSHIP AND SUPPORT FOR COMPREHENSIVE, CAMPUS-WIDE EFFORTS - **Pennsylvania State University:** President's Commission review of policies, practices, and publications (3.8.15)
- ALLOCATE RESOURCES AND HIGH VISIBILITY SPACE - **Bentley College:** Centrally-located campus resource center for materials and training efforts (2.25)
- ENSURE THAT QUALIFIED PERSONNEL ARE DESIGNATED TO IMPLEMENT CAMPUS EFFORTS - **Montana State University – Bozeman:** Full-time Research/Evaluation Specialist on health promotion staff (3.7.4)
- IDENTIFY EXTERNAL RESOURCES TO SUPPORT CAMPUS EFFORTS - **Villanova University:** Campus Center funded by university alumnus and former board of trustees member (3.7.3)
- ESTABLISH A TASK FORCE WITH A CLEAR MANDATE - **North Central College:** Vice Provost's task force to reduce alcohol misuse on campus (3.7.8)

ENFORCEMENT

- PROMOTE AWARENESS OF ENFORCEMENT PRACTICES AND CONSEQUENCES - **Bryant College:** Mock car crash during fire drill (3.1.20)
- COORDINATE ENFORCEMENT EFFORTS WITH LOCAL COMMUNITY AND STATE PERSONNEL - **Ball State University:** State-wide referral program for students arrested for alcohol offenses (3.9.17)
- MONITOR EXTENT AND CONSISTENCY OF ENFORCEMENT EFFORTS
- REVIEW ENFORCEMENT EFFORTS FOR UNANTICIPATED CONSEQUENCES

POLICIES AND IMPLEMENTATION

- CREATE A TASK FORCE COMPOSED OF A BROAD RANGE OF CAMPUS AND COMMUNITY LEADERS - **Berkshire Community College:** Advisory committee of community experts and campus-based task force (2.35)
- SCHEDULE REGULAR TASK FORCE MEETINGS TO REVIEW POLICY - **College of William & Mary:** Annual review of faculty and student policy (2.28)
- REVISE POLICIES TO COMPLY WITH EMERGING LEGISLATION, LEGAL LIABILITY ISSUES, AND GOVERNMENT INITIATIVES - **Texas Christian University:** Task force annual review of alcohol policies (2.22)

CURRICULUM

- TEACH A CLASS FOR PEER EDUCATORS - **University of Scranton:** Class on crisis intervention, referral skills, intervention, and treatment (2.8)
- PROVIDE AN EDUCATIONAL PROGRAM FOR ALCOHOL POLICY VIOLATORS - **Richard Stockton College:** Intensive alcohol/drug education course as an alternative sanction (3.3.22)
- DISTRIBUTE INFORMATION TO FACULTY FOR INCORPORATION INTO THEIR COURSES - **Southern Maine Technical College:** Menu of activities for courses (3.1.3)
- ENCOURAGE INCLUSION OF PRACTICAL AND APPLIED COURSES AND WORKSHOPS - **University of Oregon:** Educational courses, training opportunities, and practicum placement (3.3.23)
- DEVELOP FACULTY NETWORKS FOR SUPPORT AND EXCHANGE OF PREVENTION INFORMATION - **Shenandoah University:** Faculty presentation at faculty retreat on successful infusion of alcohol topics into courses (3.3.6)

AWARENESS AND INFORMATION

- PROVIDE UP-TO-DATE INFORMATION, RELEVANT RESOURCES, AND QUALITY PROGRAMS - **Kansas State University:** Bi-monthly newsletter for faculty on current facts, statistics, and resource information (3.1.14)
- SUPPORT EVENTS THAT ENCOURAGE AWARENESS, HEALTHY CHOICES, AND ALCOHOL-FREE ACTIVITIES - **Georgia Southern University:** Information tables, sports contests, and alcohol-free parties for students (3.1.23)
- ENSURE DISTRIBUTION OF MATERIALS AND RESOURCES TO TARGETED AUDIENCES - **Eastern Michigan University:** Interactive program on alcohol issues for first-year students (3.1.16)
- INITIATE MEDIA CAMPAIGNS TO PROMOTE TIMELY MESSAGES AND TO COUNTERACT MISINFORMATION - **University of Arizona:** Newspaper inserts about realities of drinking behavior on campus (3.1.22)
- COORDINATE SPECIAL EVENTS AND CAMPAIGNS WITH NATIONAL, STATE, AND LOCAL EFFORTS AS WELL AS WITH CAMPUS GROUPS - **Iowa State University:** Statewide media campaign contest (3.3.7)
- WORK WITH OTHERS TO DISTRIBUTE INFORMATION REGARDING POLICY AND CAMPUS SERVICES - **The College of Saint Rose:** Information at Campus Ministry, Computer Services, and Career Services activities (3.1.8)

SUPPORT AND INTERVENTION

- ASSURE THE EXISTENCE OF DIVERSE SELF-HELP/SUPPORT GROUPS - **Brown University:** Twelve-step meetings and early morning sobriety groups (3.6.17)
- DEVELOP ASSESSMENT, SCREENING AND REFERRAL GUIDELINES, AND SERVICES - **University of Notre Dame:** Detailed assessment process with behavioral contract (3.6.2)
- LINK WITH THE LOCAL COURT, COMMUNITY SERVICES, TREATMENT, AND AFTERCARE RESOURCES - **University of Texas at Austin:** Community referral services for treatment and recovery for chemical dependency (2.4)
- PROVIDE ASSISTANCE TO INTERMEDIARIES SUCH AS ROOMMATES AND SUPPORTS SUCH AS FACULTY, STAFF, PEERS, PARENTS, AND COACHES - **Gustavus Adolphus College:** Adult mentors and peer educators (3.6.11)

The **Coordinator** is the individual with the designated responsibility to orchestrate campus efforts.

ASSESSMENT AND EVALUATION

- DEVELOP A SYSTEM FOR ASSESSING THE CAMPUS ENVIRONMENT - **Montana State University – Bozeman:** Research model with seven components for guidance on programs and training (3.10.8)
- MONITOR POLICY AND PROGRAM IMPLEMENTATION AND EFFECTIVENESS - **Cuyahoga Community College:** Event evaluations and long- and short-term monitoring of project objectives (3.10.4)
- COORDINATE STUDENT ASSESSMENT, EVALUATION, DATA COLLECTION, AND BIENNIAL REVIEW - **Villanova University:** Student referral questionnaires and staff self-assessments (3.10.9)
- COLLABORATE WITH COLLEAGUES ON- AND OFF-CAMPUS - **The College of Saint Rose:** Committee assessment of campus climate (3.10.5)
- MAINTAIN RECORDS ON ALCOHOL-RELATED PROBLEMS ON CAMPUS - **Mansfield University:** Record of residence life violations, campus police arrests, and counseling/health center referrals (3.10.16)
- PRESENT DATA SUMMARIES/FINDINGS TO CAMPUS LEADERSHIP IN A TIMELY MANNER - **Dartmouth College:** Report of assessments identifying role of alcohol on campus (3.10.6)

TRAINING

- COORDINATE TRAINING AND IN-SERVICE EDUCATION FOR STUDENTS, FACULTY, AND STAFF - **Northwestern University:** Training for faculty and staff on alcohol misuse, intervention, and related skills (3.5.4)
- IDENTIFY AND UTILIZE PROFESSIONAL DEVELOPMENT AND TRAINING OPPORTUNITIES ON THE LOCAL, STATE, AND NATIONAL LEVELS - **Ashland University:** Conference on athletic prevention programs and leadership education (3.5.6)
- DEVELOP TRAINING MODULES IN RELEVANT AREAS (E.G., INTERVENTION, SEXUAL ASSAULT) FOR TARGET POPULATIONS - **University of Utah:** Identification, intervention, and referral training for faculty (3.5.3)
- PROVIDE TRAINING OPPORTUNITIES FOR COMMUNITY LEADERS - **University of Georgia:** Training on policy issues, identification, intervention, and referral skills (2.42)

STAFFING AND RESOURCES

- CREATE PRACTICUM, INTERNSHIP, EMPLOYMENT, AND RELATED OPPORTUNITIES FOR STUDENTS AND VOLUNTEERS - **University of Connecticut:** Practicum requirements for graduate students, including supervision and training of undergraduate interns (3.7.10)
- MENTOR AND ADVISE STUDENT ORGANIZATIONS - **Bucknell University:** Student-sponsored, on and off campus alcohol-free activities (3.2.4)
- PREPARE RESOURCE INFORMATION ON INTERVENTION AND REFERRAL FOR FACULTY AND STAFF - **University of Missouri – Columbia:** Resource guide on problem identification, intervention, signs of violent relationships, and contact information (3.7.11)
- ORGANIZE A COOPERATIVE EFFORT LINKING STUDENTS, FACULTY, ADMINISTRATORS, ALUMNI, COMMUNITY AGENCIES, AND OTHER ALLIES - **Northeastern Illinois University:** Campus-community partnership to help students make informed decisions (3.7.5)
- ESTABLISH A CENTRALIZED RESOURCE LIBRARY - **La Salle University:** Alcohol computer networks, web page, bulletin boards, databases, brochures, and other printed materials (2.24)

ENFORCEMENT

- COORDINATE WITH CAMPUS AND LOCAL POLICE ON PROBLEMS RELATED TO HIGH-RISK GROUPS AND ENFORCEMENT STRATEGIES - **Gettysburg College:** Community court referral of arrested students to campus policy violation program (3.9.8)
- WORK WITH CAMPUS GROUPS TO ORGANIZE A CONSISTENT PROCESS FOR ALCOHOL POLICY VIOLATIONS - **Villanova University:** Referral to campus judicial coordinator, intake interview at alcohol education center, and participation in alcohol education course for policy violators (3.9.8)
- ESTABLISH PROGRAMS FOR CAMPUS- AND COURT-REFERRED ALCOHOL POLICY VIOLATORS - **Castleton State College:** Program of self-assessment, monetary fines, community service, and counseling sessions (3.9.2)
- WORK WITH CAMPUS OFFICES, ESPECIALLY JUDICIAL AFFAIRS, TO PROVIDE ASSESSMENT AND EDUCATION FOR REFERRED INDIVIDUALS - **Valparaiso University:** Individual assessments and educational sessions for policy violators (3.9.13)
- CONDUCT EDUCATIONAL PROGRAMS FOR SEGMENTS (E.G., ATHLETES) OF THE GENERAL STUDENT BODY - **Buffalo State College:** Two sessions for athletes on alcohol topics, violation consequences, and resource information (3.2.14)

POLICIES AND IMPLEMENTATION

- PARTICIPATE IN CAMPUS-WIDE OVERSIGHT AND REVIEW COMMITTEE FOR POLICIES AND PROGRAMS - **Hood College:** Review and revision of policy and sanctions by committee of students, faculty, and administrators (3.8.3)
- PROVIDE EDUCATION AND COUNSELING GROUPS FOR AT-RISK STUDENTS AND THOSE UNDERGOING DISCIPLINARY PROCEEDINGS - **King's College:** Weekend activities for students to examine their alcohol misuse from a variety of perspectives (3.1.10)
- SPONSOR PUBLIC MEETINGS TO DISCUSS ALCOHOL PROBLEMS, POLICIES, AND ENFORCEMENT ISSUES - **University of Colorado at Boulder:** Discussion of responsible behavior, current policies, and consequences of violations by Greek leaders (3.2.5)

CURRICULUM

- DEVELOP AND TEACH COURSES ON ALCOHOL, ALCOHOLISM, AND RELATED ISSUES - **Elizabethtown College:** Lecture, video, experiential learning, and class discussion in alcohol/addictions course (3.3.14)
- DISSEMINATE INFORMATION TO FACULTY ON WAYS THEY CAN INTEGRATE ALCOHOL PREVENTION ISSUES INTO THEIR COURSES - **Eastern Michigan University:** Bi-monthly curriculum infusion newsletter (3.3.5)
- SERVE AS A GUEST SPEAKER IN COURSES - **University of Missouri – Columbia:** Replacement class lecturers available to prevent cancellation of class (3.3.11)
- PARTICIPATE IN CURRICULUM REVIEW - **University of Northern Iowa:** Revision of wellness course to include alcohol-related topics (3.3.3)
- PROVIDE INTERNSHIPS AND PRACTICAL EXPERIENTIAL OPPORTUNITIES - **Fort Hays State University:** Practicum opportunities in assessment, education, and counseling for students in psychology courses (3.6.4)
- PROMOTE ACADEMIC OPPORTUNITIES THAT HELP STUDENTS ADOPT HEALTHY LIFESTYLES - **Illinois State University:** Modules to help students make appropriate decisions for a healthy lifestyle (3.3.21)
- SUPPORT A FIELD OF STUDY OR ACADEMIC CONCENTRATION IN SUBSTANCE ABUSE - **Troy State University at Montgomery:** Concentration in substance abuse and addiction issues (3.3.18)

AWARENESS AND INFORMATION

- PREPARE AND DISSEMINATE ACCURATE AND UP-TO-DATE INFORMATIONAL MATERIALS ON ALCOHOL AND RELATED ISSUES - **McHenry County College:** Tips related to health, alcohol, and campus programs on computer screens (3.1.37)
- DEVELOP MESSAGES ON DECISION-MAKING AND HEALTH ISSUES FOR CAMPUS MEDIA AND SPECIAL INTEREST GROUPS - **Augsburg College:** Letter to parents on discussion of alcohol use with son/daughter prior to his/her departure for college (3.1.17)
- REINFORCE PUBLIC AWARENESS CAMPAIGNS, MESSAGES, AND ACTIVITIES CONDUCTED BY OTHER GROUPS ON CAMPUS - **College of St. Benedict:** Week of events with games, sports contests, trivia, and educational discussions on alcohol issues (3.1.30)
- OFFER PRESENTATIONS AND WORKSHOPS FOR STUDENT ORGANIZATIONS, TARGETED POPULATIONS, FACULTY, AND STAFF - **University of Alaska Anchorage:** Residence hall discussion on impact of alcohol on decision-making ability (3.2.9)

SUPPORT AND INTERVENTION

- PROVIDE CONSULTATION SERVICES TO STUDENTS, FACULTY, AND STAFF - **Langston University:** Referral of students for individual counseling (3.6.5)
- COORDINATE WITH CAMPUS AND COMMUNITY GROUPS TO ENSURE AVAILABILITY OF SERVICES - **Valdosta State University:** Counseling through alcohol education office, counseling center, and community agencies (2.23)
- OFFER PERSONAL COUNSELING AND SUPPORT GROUPS FOR INDIVIDUALS CONCERNED ABOUT THEIR OR OTHERS' DRINKING - **Tufts University:** Individual counseling, support groups, professional assessments, and other related services in Student Assistance Program (3.6.16)
- LINK INCOMING STUDENTS WHO ARE RECOVERING TO SUPPORT NETWORKS AND INDIVIDUALS - **Brown University:** Bi-monthly lunch sessions for individuals in recovery (3.6.17)
- MAINTAIN A 24-HOUR INFORMATION AND REFERRAL HOTLINE
- INCLUDE SCREENING QUESTIONS IN ALL STUDENT CONTACTS WITH HEALTH CARE PROVIDERS - **Stephens College:** Alcohol problem screening in students' physical exams (3.2.23)

Health and Counseling includes health services and counseling personnel on campus.

ASSESSMENT AND EVALUATION

- MAINTAIN RECORDS ON ALCOHOL INVOLVEMENT IN CAMPUS PROBLEMS - **University of Wisconsin – Whitewater:** Survey-based correlation between alcohol use and violence (2.30)
- COLLECT QUANTITATIVE AND QUALITATIVE INFORMATION - **The University of Michigan:** Pre-test, post-test, and follow-up on drinking behavior, health status, and life satisfaction (3.6.7)
- MONITOR DATA FOR TRENDS AND PATTERNS - **The College of Saint Rose:** Needs assessment identification of students' perceptions of the educational, social, and safety environment of the campus (3.10.5)
- IDENTIFY AND USE APPROPRIATE ASSESSMENT METHODS AND APPROACHES - **Marshall University:** Telephone survey to determine students' personal use and perception of others' drinking behavior (3.1.17)
- REVIEW RECORDS AND DATA TO IDENTIFY AND ASSIST HIGH-RISK STUDENTS OR GROUPS - **Oakland University:** Needs assessment identification of at-risk students for referral to appropriate support services (3.2.26)
- PROMOTE AND PARTICIPATE IN INTERDEPARTMENTAL DATA COLLECTION ACTIVITIES - **University of Pennsylvania:** Health Services, Counseling, Residence Life, Judicial Affairs, and Public Safety participation in data collection efforts (3.10.4)

TRAINING

- ENSURE THAT STAFF RECEIVES ONGOING EDUCATION AND TRAINING
- TRAIN SPECIFIC CAMPUS AND COMMUNITY GROUPS AND ORGANIZATIONS IN IDENTIFIED AREAS OF NEED - **University of Washington:** Alcohol skills training for Greek houses (3.5.2)
- COLLABORATE WITH OTHER CAMPUS UNITS, STUDENT GROUPS, FACULTY, AND POLICE TO OFFER TRAINING - **University of Connecticut:** Training of students in intoxication issues to assist night nurses at health facility (2.11)
- PROVIDE TRAINING AND EDUCATIONAL PROGRAMMING FOR STUDENT STAFF AND VOLUNTEERS - **Langston University:** Training of peer educators to give presentations in conjunction with local professionals (3.4.13)

STAFFING AND RESOURCES

- HIRE STAFF WITH PERTINENT KNOWLEDGE, SKILLS, AND EXPERIENCE - **Montana State University – Bozeman:** Assessment of student needs and evaluation of existing programs by research/evaluation specialist (3.7.4)
- ASSURE AVAILABLE SERVICES AT RELEVANT TIMES AND IN ACCESSIBLE LOCATIONS - **Sinclair Community College:** Year-round resource center services (2.39)
- PARTICIPATE IN CAMPUS COMMITTEES - **The University of Maryland:** Umbrella organization of campus departments, student groups, and individuals committed to alcohol prevention activities on campus (3.7.12)
- INVOLVE STUDENTS FROM ACADEMIC COURSES, SERVICE EDUCATION, AND JUDICIAL REFERRALS IN PROGRAM DELIVERY - **University of Connecticut:** Policy violators assist students hospitalized for alcohol-related illness or injury (3.9.15)
- PROVIDE INTERNSHIP OPPORTUNITIES - **Oakland University:** Internships for Master's and Doctoral level students at counseling center (3.7.15)

ENFORCEMENT

- PROVIDE INFORMATION SESSIONS ON LOW-RISK BEHAVIORS, HEALTH, AND SAFETY TO VARIOUS SEGMENTS OF THE CAMPUS COMMUNITY - **Indiana University – Bloomington:** Interactive computerized alcohol education program for policy violators (3.9.4)
- CONVENE GROUP SESSIONS WITH POLICY VIOLATORS AND HIGH-RISK GROUPS - **Fordham University:** Class for policy violators on assessment of attitudes and behaviors and promotion of low-risk choices (3.6.12)

POLICIES AND IMPLEMENTATION

- PROVIDE LEADERSHIP FOR CAMPUS POLICY ON PREVENTION AND INTERVENTION EFFORTS - **Syracuse University:** Quality Improvement Team to develop umbrella policy for drugs and alcohol, problem identification, and judicial interventions (3.8.12)
- COLLABORATE IN THE ONGOING POLICY REVIEW PROCESS - **Plymouth State College:** Monthly meeting to review policies and procedures (2.33)
- ESTABLISH AND IMPLEMENT POLICY-BASED STANDARDS FOR ORGANIZATIONS HOSTING SOCIAL EVENTS - **University of Washington:** Agreement with organizations about registration of parties with the university, license requirements, and maintenance and regulation of access (3.8.9)

CURRICULUM

- OFFER PEER EDUCATION AND LEADERSHIP DEVELOPMENT COURSES - **University of California – Irvine:** Academic course for peer educators with lecture, discussion, and public speaking (3.4.7)
- SERVE AS A GUEST SPEAKER IN CLASSES

AWARENESS AND INFORMATION

- DISSEMINATE INFORMATION ON POLICIES AND PROGRAMS USING CREATIVE APPROACHES - **The College of Saint Rose:** Computer mousepads with prevention, policy, and program information in all computer labs (3.1.8)
- PROVIDE DEMONSTRATION ACTIVITIES AND INTERACTIVE EVENTS - **CHI Institute RETS Campus:** Monthly campaigns to demonstrate how alcohol misuse can affect career paths (3.1.28)
- PREPARE MEDIA-BASED EDUCATIONAL RESOURCES - **Colorado State University:** Videotape of students who are not alcohol users (3.2.20)
- ENGAGE A VARIETY OF CAMPUS OFFICES IN EDUCATIONAL EFFORTS - **Middlesex Community College:** Vignettes about alcohol misuse by theatre group (3.4.21)
- OFFER A RANGE OF STUDENT-ORIENTED ACTIVITIES ON AND OFF CAMPUS - **Syracuse University:** Access to a variety of artistic and cultural events in community (3.2.3)
- TARGET GROUPS AT INCREASED RISK SUCH AS INCOMING STUDENTS - **University of Notre Dame:** Videotape of university life, pressures, and alcohol misuse (3.1.15)
- DISTRIBUTE EDUCATIONAL INFORMATION TO SUPPORT PERSONS SUCH AS PARENTS - **Canisius College:** Discussion on alcohol-related topics for parents of incoming students (2.16)

SUPPORT AND INTERVENTION

- PROMOTE CARING/HELPING ATMOSPHERE ON CAMPUS - **Western Washington University:** Opportunities for students to develop commitment to healthy communities and person-to-person involvement (2.13)
- DISSEMINATE INFORMATION ON SCREENING AND REFERRAL PROCEDURES - **Nebraska Wesleyan University:** Bookmarks with alcohol information, resources, and crisis contacts in each book at campus bookstore (3.1.7)
- ASSURE RELEVANT EMERGENCY SERVICES - **University of Portland:** Community facility for seriously intoxicated students (3.6.6)

Student Life includes representatives of judicial offices, student activities, dean of students, orientation, fraternity and sorority affairs, incoming and transfer students, and international students.

ASSESSMENT AND EVALUATION

- ESTABLISH MONITORING, RECORD-KEEPING, AND TRACKING PROTOCOLS
- USE QUANTITATIVE AND QUALITATIVE MEASUREMENTS - **Southwest Texas State University:** Student evaluation of courses, processes, and presentations (3.10.4)
- CONDUCT INDIVIDUAL AND ENVIRONMENTAL ASSESSMENTS IN A VARIETY OF LOCATIONS (E.G., RESIDENCE HALLS AND CLASSROOMS) - **Dartmouth College:** Assessments in Greek chapters, after educational programs, and in alcohol-free residence halls (3.10.6)
- COLLECT DATA ON RELATED ISSUES, SUCH AS STUDENT ATTITUDES AND PERCEPTIONS OF THE CAMPUS ENVIRONMENT - **Longwood College:** Survey of student use, perceptions, knowledge, and behaviors (3.10.5)
- COLLABORATE WITH OTHER CAMPUS DEPARTMENTS

TRAINING

- PROMOTE STAFF AWARENESS OF ALCOHOL-RELATED ISSUES, IMAGES, AND PERCEPTIONS
- PROVIDE STAFF DEVELOPMENT AND EDUCATIONAL OPPORTUNITIES - **The University of Michigan:** Staff training in identification, referral, and appropriate response to alcohol emergencies (2.32)
- TRAIN STAFF IN RISK MANAGEMENT/LIABILITY PROCEDURES - **University of Scranton:** Training in intervention procedures by servers of alcohol (2.8)

STAFFING AND RESOURCES

- IDENTIFY PARTNERSHIP ROLES FOR STUDENT LIFE AND OTHER CAMPUS DEPARTMENTS - **Bentley College:** Program involvement by residence life, counseling services, health center, police, and athletic department (2.25)
- COORDINATE ACTIVITIES WITH OTHER DEPARTMENTS - **Stetson University:** Workshop on policies, procedures, and related issues for organizations serving alcohol (3.8.14)
- ASSIST ORGANIZATION ADVISORS IN PREVENTION ACTIVITIES - **State University of New York at New Paltz:** Co-sponsorship of educational events promoting low-risk decisions (2.12)
- ASSURE STAFFING AND RESOURCE ALLOCATION - **Southern Illinois University at Carbondale:** Wellness center with three outreach offices (2.15)

ENFORCEMENT

- ENSURE CONSISTENT ENFORCEMENT OF POLICIES
- INVOLVE VARIOUS CAMPUS OFFICES (E.G., HEALTH CENTER) IN THE DISCIPLINARY SANCTION PROCESS - **Alfred University:** Community service contracts with choice of on- or off-campus service for policy violators (3.9.10)
- OVERSEE STUDENT JUDICIAL PROCESS INVOLVING ALCOHOL-RELATED INCIDENTS - **University of Virginia:** Investigation and adjudication of policy violators by student judiciary committee (2.5)
- DEVELOP MULTI-LEVEL EDUCATIONAL SANCTIONS - **Colgate University:** Policy inclusive of warning, education, evaluation, out-patient counseling, medical leave, and return (3.9.12)

POLICIES AND IMPLEMENTATION

- PARTICIPATE IN CAMPUS-WIDE POLICY DEVELOPMENT AND REVIEW PROCESS - **North Central College:** Task force review of policies and programs (2.3)
- ASSIST WITH POLICY IMPLEMENTATION - **Washington College:** Citations for residence hall policy violations (3.9.9)
- PROVIDE LEADERSHIP TO IDENTIFY SOLUTIONS WHEN PROBLEMS SURFACE ON CAMPUS - **Central Michigan University:** Monthly meeting of campus-wide group sharing diverse approaches to alcohol issues (2.2)

CURRICULUM

- ENROLL IN EDUCATIONAL PROGRAMS TO EXPAND KNOWLEDGE BASE AND ENHANCE SKILLS
- SUPPORT COURSES AND PROGRAMS OF STUDY ON ALCOHOL AND RELATED ISSUES
- SERVE AS GUEST SPEAKERS FOR CLASSES - **Plymouth State College:** Discussions about alcohol and related crime issues (2.33)

AWARENESS AND INFORMATION

- PROVIDE PREVENTION/EDUCATION DEMONSTRATIONS AND PROGRAMS - **Duke University:** Interactive demonstration regarding alcohol laws and impairment (3.2.13)
- USE CURRENT STATISTICS AND RESOURCES IN EDUCATIONAL EFFORTS - **Ashland University:** Discussion by highway patrolmen of current drunk driving laws and implications (3.1.6)
- SHARE INFORMATION ON POLICY VIOLATIONS WITH APPROPRIATE COMMITTEES AND DEPARTMENTS - **Mansfield University:** Reports of arrests to Alcohol Education Office (3.10.16)

SUPPORT AND INTERVENTION

- IDENTIFY AVAILABLE SUPPORT AND SERVICES ON CAMPUS AND IN THE COMMUNITY
- ESTABLISH PROTOCOLS FOR RESPONDING TO ALCOHOL POLICY VIOLATORS
- REFER STUDENTS TO HEALTH AND COUNSELING CENTERS - **University of South Alabama:** Referral of students with DUI charges to prevention program on campus (3.8.17)
- ASSIST IN EDUCATIONAL PROGRAMS CONDUCTED FOR ALCOHOL POLICY VIOLATORS

Police and Security includes campus law enforcement personnel.

ASSESSMENT AND EVALUATION

- MAINTAIN CURRENT AND ACCURATE RECORDS OF POLICY VIOLATIONS INVOLVING ALCOHOL
- SYNTHESIZE CAMPUS DATA TO IDENTIFY TRENDS AND EMERGING PROBLEMS
- REPORT AND DISSEMINATE CURRENT DATA AND TRENDS TO APPROPRIATE OFFICES

TRAINING

- ENROLL IN LOCAL, STATE, AND NATIONAL TRAINING ACTIVITIES AND COURSES- **Colorado State University:** Alcohol summit for planning and enforcement services (2.6)
- OBTAIN TRAINING IN EMERGENCY SERVICES (E.G., SCREENING AND REFERRAL) - **University of Portland:** Training of security officers on how to handle an intoxicated student (3.6.6)
- LEARN APPLICATIONS FOR USE OF NEW DEVICES (E.G., VISION GOGGLES THAT DEMONSTRATE INTOXICATION)
- PROVIDE TRAINING FOR STUDENTS, FACULTY, AND STAFF ON PROBLEM IDENTIFICATION, REFERRAL, ENFORCEMENT, AND RELATED TOPICS

STAFFING AND RESOURCES

- PARTICIPATE IN CAMPUS AND COMMUNITY TASK FORCES - **Troy State University at Dothan:** Dissemination of information and promotion of campus alcohol programs by campus-wide committee (3.8.16)
- PROVIDE IN-KIND SUPPORT FOR STAFFING AND SERVICES
- MAKE INTERNSHIP OPPORTUNITIES AVAILABLE TO STUDENTS
- IDENTIFY AND INVOLVE STATE AND LOCAL ENFORCEMENT PERSONNEL IN EDUCATION/PREVENTION EFFORTS - **Aims Community College:** Simulated drunk driving crash with police, paramedics, and fire department (3.1.20)

ENFORCEMENT

- ENFORCE CAMPUS-WIDE POLICIES CONSISTENTLY - **University of Colorado at Boulder:** Court summons and ejection from stadium for violators of policy at football games (3.8.7)
- COORDINATE ENFORCEMENT EFFORTS WITH LOCAL POLICE AND COMMUNITY LEADERS - **University of Northern Colorado:** Tickets for minors in possession of alcohol by joint campus and community police patrols (3.9.8)
- IMPLEMENT SANCTIONS FOR ALCOHOL POLICY VIOLATORS - **University of Rhode Island:** Mandatory fines and workshops for alcohol violations (3.9.5)
- REFER POLICY VIOLATORS TO APPROPRIATE DEPARTMENT OR COMMUNITY AGENCY - **University of Portland:** Referral of seriously intoxicated students to local hospital or detoxification facility (3.6.6)

POLICIES AND IMPLEMENTATION

- BE INFORMED ABOUT CAMPUS POLICIES AND PROCEDURES
- ESTABLISH AND COMMUNICATE STANDARDS RELATING ALCOHOL USE AND MISUSE TO CLASSROOM RESPONSIBILITIES - **Parks College of Saint Louis University:** Classroom discussion on personal responsibility and negative consequences of alcohol misuse (3.3.8)

CURRICULUM

- INTEGRATE INFORMATION ON ALCOHOL AND ITS EFFECTS IN COURSES - **University of California at Santa Barbara:** Design, production, and distribution of media campaign by communications students (3.3.13)
- INVOLVE PRACTITIONERS AND OTHER GUEST SPEAKERS IN THE CLASSROOM - **University of Portland:** Guest speaker on alcohol issues for absent professor (3.3.11)
- DEVELOP SPECIAL COURSES FOR THE CURRICULUM - **Plymouth State College:** Book by English course students on life histories of individuals who do not drink or misuse alcohol (3.3.15)
- SHARE TECHNICAL KNOWLEDGE WITH OTHER CAMPUS AND COMMUNITY GROUPS - **Casper College:** Seminars on various problems associated with alcohol in society (3.1.32)
- PROMOTE PRACTICAL APPLICATIONS AND COMMUNITY SERVICE - **Northern Illinois University:** Inclusion of personal action plan, field observation, and debate on alcohol advertising in course (3.3.4)

AWARENESS AND INFORMATION

- INCORPORATE INFORMATION ABOUT THE CAMPUS ALCOHOL POLICY AND PHILOSOPHY INTO CLASSROOM DISCUSSIONS - **Eastern Illinois University:** Information on Employee Assistance Programs, corporate policies, and effects of alcohol use on insurance rates in business course (3.3.12)
- PROMOTE LOW-RISK BEHAVIORS AND RESPONSIBLE CHOICES - **Muhlenberg College:** Pledge by faculty members to remain alcohol free for a weekend (3.1.18)
- DISCUSS CAMPUS ACTIVITIES AND CURRENT EVENTS DURING CLASS TIME - **California State University – Long Beach:** Classroom discussion of campus alcohol use perceptions and behaviors (3.1.21)
- PARTICIPATE IN CAMPUS-WIDE EDUCATIONAL EFFORTS - **The College of Saint Rose:** Monthly committee meeting on campus environment, programs, and activities (3.2.8)

SUPPORT AND INTERVENTION

- OBTAIN SKILLS IN PROBLEM IDENTIFICATION AND REFERRAL FOR FAMILY, COLLEAGUES, AND STUDENTS - **Northwestern University:** Training on addiction issues, intervention, resources, and referral skills for faculty (3.5.4)
- RECOGNIZE AND RESPOND TO PROBLEM BEHAVIORS - **Eastern Connecticut State University:** Identification and referral of students with alcohol problems (3.9.16)
- BE AVAILABLE TO GUIDE STUDENTS WITH ALCOHOL-RELATED PROBLEMS - **Western Washington University:** Information, resources, and referrals for students experiencing problems (2.13)
- KNOW CAMPUS AND COMMUNITY REFERRAL OPTIONS - **University of Utah:** Training on identification, intervention, resources, and referral options (3.5.3)

Faculty includes tenured, non-tenured and adjunct faculty members.

ASSESSMENT AND EVALUATION

- ASSIST WITH DEVELOPMENT, ANALYSIS, AND INTERPRETATION OF NEEDS ASSESSMENTS AND EVALUATIONS - **Shenandoah University:** Evaluation of curriculum infusion effort by test questions, class projects, and pre- and post-testing (3.3.6)
- PROVIDE OPPORTUNITIES FOR STUDENT INVOLVEMENT IN IMPLEMENTATION OF EVALUATION ACTIVITIES - **Marshall University:** Poll of students by peer educator class members about knowledge of drinking laws (3.3.9)
- SUPPORT USE OF CLASS TIME FOR CAMPUS DATA COLLECTION - **Northeastern Illinois University:** Survey of students in course infused with alcohol-related topics (3.3.10)
- SHARE INFORMAL OBSERVATIONS WITH CAMPUS COORDINATOR

TRAINING

- PARTICIPATE IN TRAINING ON PROBLEM IDENTIFICATION, REFERRAL STRATEGIES, AND RESOURCES - **University of Cincinnati:** Training in referral, listening skills, and risks and liabilities of engaging students (3.5.3)
- SUPPORT TRAINING ACTIVITIES FOR ALL RELEVANT CAMPUS GROUPS - **Southern Illinois University at Carbondale:** Training on handling students with personal and alcohol misuse issues (2.15)
- SERVE AS TRAINER FOR OTHER FACULTY AND STAFF - **Northeastern Illinois University:** Training of faculty in curriculum infusion efforts (3.3.10)

STAFFING AND RESOURCES

- SHARE WILLINGLY OF TIME AND TALENTS - **Berkshire Community College:** Faculty contribution of time, space, and materials for campus programs (2.35)
- PARTICIPATE IN CAMPUS COMMITTEES ON ALCOHOL ISSUES (E.G., POLICY, CURRICULUM, AND PROGRAMS) - **Luther College:** Caring rather than punitive committee-developed campus policy (3.8.5)
- OFFER INTERNSHIP OPPORTUNITIES - **University of Rhode Island:** Academic internships with substance abuse staff (3.4.20)
- SERVE AS A MENTOR TO A STUDENT ORGANIZATION
- PROVIDE INFORMATION MATERIALS TO CAMPUS AND COMMUNITY LIBRARIES
- IDENTIFY RESOURCES VIA INTERNET FOR STUDENTS - **Bethel College:** Web site with alcohol information and related links (3.1.25)

ENFORCEMENT

- BE AWARE OF CAMPUS AND COMMUNITY ENFORCEMENT PROCEDURES
- ASSIST WITH PROGRAMS FOR POLICY VIOLATORS - **King's College:** Examination of alcohol misuse from a family, personal, and environmental perspective (3.1.10)
- OFFER EXPERTISE TO ASSIST CAMPUS ENFORCEMENT EFFORTS

POLICIES AND IMPLEMENTATION

- PROMOTE A POSITIVE LIVING AND LEARNING ENVIRONMENT CONSISTENT WITH CAMPUS POLICY - **University of Wisconsin – Madison:** Integration of academic and social activities and promotion of community development in residence halls (3.2.6)
- PARTICIPATE IN THE DEVELOPMENT AND REVISION OF CAMPUS AND HOUSING POLICIES - **Syracuse University:** Discussion of residential living options and proposed alcohol policy (3.8.12)
- SERVE ON COMMITTEES INVOLVED WITH THE CAMPUS CLIMATE AND QUALITY OF LIFE ISSUES - **The University of Maryland:** Coalition to change social norms by educating campus on alcohol misuse problems (3.7.12)
- SUPPORT SUBSTANCE-FREE AND RECOVERY HOUSING - **George Mason University:** Designation of special halls as recovery housing (2.9)
- ASSIST IN THE IMPLEMENTATION OF THE ALCOHOL POLICY - **Yakima Valley Community College:** Residents' contract statement of understanding of alcohol policy (3.2.7)

CURRICULUM

- SCHEDULE EDUCATIONAL DISCUSSIONS AND CLASS SESSIONS IN RESIDENCE HALLS ON A REGULAR BASIS - **University of Alaska Anchorage:** Presentation of information, skills, and resources to promote educated choices (3.2.9)
- INVITE MEMBERS OF CAMPUS GROUPS TO PRESENT THEIR PROGRAMS IN THE RESIDENCE HALLS - **Washington College:** Discussion of policy, enforcement, and safety issues by public safety officer (3.9.9)

AWARENESS AND INFORMATION

- SPONSOR AND CREATE EDUCATION PROGRAMS
- DISSEMINATE EDUCATIONAL INFORMATION USING CREATIVE APPROACHES - **University of Missouri – Columbia:** Educational television program on alcohol between scheduled movies (3.4.2)
- DEVELOP SPECIAL EVENT CAMPAIGNS, POSTER CONTESTS, AND OTHER ACTIVITIES TO DISCOURAGE HIGH-RISK BEHAVIOR - **Marshall University:** Incentives for involvement in community service activities (3.2.24)
- POST ALCOHOL EMERGENCY INFORMATION AND CONTACT NUMBERS FOR REFERRAL SERVICES IN VISIBLE LOCATIONS - **Virginia Polytechnic Institute and State University:** Residence hall door hangers with information on recognition and response to alcohol emergencies (3.1.33)
- PUBLICIZE POLICY INFORMATION AND CONSEQUENCES

SUPPORT AND INTERVENTION

- PUBLICIZE INFORMATION ON AVAILABLE SERVICES AND REFERRAL RESOURCES - **La Salle University:** Refrigerator magnets with alcohol information and campus phone numbers in every bathroom stall (2.24)
- RECOGNIZE, IDENTIFY, AND REFER PROBLEMATIC BEHAVIOR - **Boston College:** Referral of policy violators to individual education program (3.6.8)
- FACILITATE INDIVIDUAL AND GROUP INTERVENTIONS - **Central Michigan University:** Helpful approach for identification and intervention of alcohol problems (2.2)
- PROVIDE INFORMAL COUNSELING AND MENTOR PROGRAMS - **Saint Michael's College:** Pairing of new students in alcohol-free housing with returning students as mentors (3.2.2)
- ENCOURAGE REDIRECTION OF INDIVIDUAL AND GROUP BEHAVIOR - **Ohio University:** Student workshop on acceptance of responsibility for behavior resulting in sanction (3.9.3)

Residence Life includes professionals and paraprofessionals who work with students residing on campus or living in university-owned or university-affiliated housing.

ASSESSMENT AND EVALUATION

- CONDUCT STUDENT SURVEYS IN COOPERATION WITH OTHER UNITS (E.G., TASK FORCE) - **Brown University:** Survey of student reaction to alcohol and sexual assault program (3.2.11)
- EVALUATE PROGRAMS AND MAKE CHANGES ACCORDINGLY - **University of Iowa:** Pre- and post-test to determine media campaign effectiveness at changing misperceptions (3.1.21)
- PROVIDE INPUT ABOUT THE QUALITY OF THE LIVING ENVIRONMENT - **Saint Michael's College:** Discussion on how to improve alcohol-free housing and environment on campus (3.2.2)
- TRACK AND REPORT INFORMATION ON STUDENT CONCERNS AND PERCEPTIONS OF STUDENT LIFE - **University of Wisconsin – Madison:** Comparison of residence and non-residence hall students regarding experience of living in specialized dormitory (3.2.6)

TRAINING

- PARTICIPATE IN TRAINING AND EDUCATIONAL ACTIVITIES - **University of Wisconsin – Whitewater:** Training on signs and symptoms, crisis intervention, referral methods, and resources (2.30)
- MOTIVATE STUDENTS TO ATTEND TRAINING EVENTS - **University of Missouri – Columbia:** Incentive point system to bolster attendance at awareness and training events (3.1.3)
- PROVIDE TRAINING AND SUPPORT TO STUDENT STAFF TO MANAGE ALCOHOL-RELATED ISSUES AND PROBLEMS - **Villanova University:** Resident Assistant training on alcohol issues with an emphasis on personal attitudes and behavior (3.5.7)

STAFFING AND RESOURCES

- DISCUSS PROGRAM OPTIONS WITH THE STUDENTS
- ENCOURAGE STUDENTS TO CREATE AND IMPLEMENT LOW-RISK EVENTS - **Oberlin College:** Residence hall sponsorship of alcohol-free ballroom dance (3.1.9)
- DEVELOP A RESOURCE ROOM/AREA THAT PROVIDES SUPPORT AND MATERIALS FOR PROGRAMMING EFFORTS - **Luther College:** Resource room for alcohol and health promotion information (3.7.6)

ENFORCEMENT

- INVITE POLICE AND JUDICIAL REPRESENTATIVES TO EXPLAIN THE POLICY AND CONSEQUENCES OF VIOLATIONS - **University of Alaska Anchorage:** Police officers' presentation of consequences of alcohol misuse (3.2.9)
- ENFORCE HOUSING POLICY INFRACTIONS - **Indiana State University:** Intervention program for first offenders (3.9.11)
- ASSIST IN REVIEW OF POLICY ENFORCEMENT TO ENSURE CONSISTENCY - **University of Rhode Island:** Staff citation of every violation (3.9.5)

POLICIES AND IMPLEMENTATION

- PARTICIPATE IN CAMPUS-WIDE TASK FORCE ON ALCOHOL POLICY - **Capital University**: Review of board-recommended changes to alcohol policy (2.36)
- ENCOURAGE IMPLEMENTATION OF STRATEGIES CONSISTENT WITH THE INSTITUTIONAL MISSION
- CREATE POLICY GUIDELINES FOR SOCIAL EVENTS - **Webster University**: Designation of members by student organizations for alcohol/drug in-service program (3.8.10)
- SPONSOR CAMPUS PUBLIC MEETINGS TO DISCUSS THE ALCOHOL POLICY AND ITS ENFORCEMENT - **Rhodes College**: Panel discussion on alcohol policy, enforcement, and available resources (3.8.7)

CURRICULUM

- COLLABORATE WITH FACULTY WHO ESPOUSE PREVENTION/EDUCATION MESSAGES
- SUPPORT EFFORTS THAT PROMOTE INTEGRATING ALCOHOL-RELATED CONTENT INTO THE CURRICULUM

AWARENESS AND INFORMATION

- PROVIDE LEADERSHIP FOR CAMPUS ALCOHOL ISSUES - **Wake Forest University**: Conference on alcohol misuse, campus problems, and potential solutions (3.1.27)
- SUPPORT, PROMOTE, AND PARTICIPATE IN CAMPUS-WIDE ACTIVITIES - **San Bernardino Valley College**: Coupons for free weekend entertainment for alcohol-free students (3.1.3)
- CREATE AND PROVIDE PREVENTION/EDUCATION PROGRAMMING
- ORGANIZE AND SUPPORT ALCOHOL-FREE SOCIAL ACTIVITIES - **State University of New York College at Brockport**: Free Friday midnight movies at local movie theatre (3.2.14)

SUPPORT AND INTERVENTION

- OFFER INSIGHTS ABOUT STUDENT NEEDS AND SERVICE GAPS
- PUBLICIZE THE AVAILABILITY OF EXISTING STUDENT SUPPORT SERVICES - **Boston College**: Student guide with available activities, descriptions, and contact information (3.1.35)

Student Government includes students elected to leadership positions in campus governance.

ASSESSMENT AND EVALUATION

- PROVIDE OBSERVATIONS AND DATA ABOUT STUDENT ISSUES AND PROBLEMS - **Allegheny College:** Student discussion of alcohol's effect on the community (3.4.14)
- SUPPORT CAMPUS-WIDE DATA COLLECTION EFFORTS

TRAINING

- SUPPORT TRAINING FOR STUDENT ORGANIZATION LEADERS
- PARTICIPATE AS A RESOURCE IN PROGRAMS FOR FACULTY AND STAFF

STAFFING AND RESOURCES

- SUPPORT PREVENTION/EDUCATION AND LOW-RISK ACTIVITIES - **Maryville University of St. Louis:** Monthly coffeehouse with music, entertainment, and games (3.7.14)
- PROVIDE LEADERSHIP FOR A PEER-BASED COALITION - **Montana State University – Bozeman:** Synergy of resources by wellness coalition of health-oriented peer groups (3.7.13)
- USE STUDENT GOVERNMENT RESOURCES TO PRINT AND/OR PURCHASE INFORMATION MATERIALS - **Baldwin-Wallace College:** Placement of advertisements to promote healthy choices next to ads for upcoming events at area bars (2.43)
- STRESS THE NEED FOR SUPPORT PERSONNEL

ENFORCEMENT

- PUBLICIZE THE CAMPUS POLICIES AND THE CONSEQUENCES OF VIOLATIONS
- ASSIST IN REVIEW OF POLICY ENFORCEMENT TO ENSURE CONSISTENCY
- ENCOURAGE ENFORCEMENT OF POLICY BY STUDENT ORGANIZATIONS AT SOCIAL EVENTS

POLICIES AND IMPLEMENTATION

- PARTICIPATE IN DEVELOPMENT AND REVIEW OF CAMPUS POLICY - **Southeastern Louisiana University:** New policies for theme parties by Greek representatives (3.8.18)
- UNDERSTAND AND PROMOTE ACCURATE INTERPRETATION OF POLICIES AND RELATED ISSUES AMONG THE GROUP MEMBERSHIP - **United States Military Academy:** Signed certificate by cadets to indicate understanding of alcohol-related issues (2.40)
- COLLABORATE WITH CAMPUS AND COMMUNITY ON CONCERNS AND POLICY ISSUES - **Eastern Kentucky University:** Committee review and update of alcohol policies (2.41)

CURRICULUM

- PROMOTE THE INCLUSION OF ALCOHOL-RELATED ISSUES IN COURSES AND PROGRAMS OF STUDY - **Iowa State University:** Media campaign contest in classes for peer educators (3.3.7)
- PROVIDE PEER-LED PRESENTATIONS IN ACADEMIC COURSES - **San Francisco State University:** Slide presentation on alcohol advertising (3.2.21)
- ENCOURAGE INTEGRATION OF PRACTICAL EXPERIENCE INTO ACADEMIC CURRICULUM - **Clemson University:** Peer educator training course for academic credit (3.5.5)

AWARENESS AND INFORMATION

- DISCUSS WITH MEMBERSHIP PERSONAL AND GROUP RESPONSIBILITY, ROLE MODELING, SOCIAL EVENT HOSTING, AND REFUSAL SKILLS - **Luther College:** Athletic team discussions on group expectations and behavioral standards (3.4.10)
- PARTICIPATE IN AWARENESS CAMPAIGNS AND PLAN ALCOHOL EDUCATION EVENTS - **Dickinson College:** Carnival event with human challenge games (3.1.31)
- SPONSOR PEER-LED ACTIVITIES THAT EMPHASIZE HEALTHY LIFESTYLES AND LOW-RISK BEHAVIORS - **Mississippi State University:** Quiz show during halftime of basketball games (3.1.13)
- DISTRIBUTE PEER-DEVELOPED INFORMATION MATERIALS - **San Diego State University:** Multimedia materials such as banners, TV/radio announcements, and handbooks (3.4.18)

SUPPORT AND INTERVENTION

- INTERVENE AND REFER STUDENTS AS APPROPRIATE - **Villanova University:** Referral by trained Greek representatives of individuals experiencing alcohol problems (3.4.9)
- PROVIDE SUPPORT TO STUDENTS EXPERIENCING PROBLEMS - **Jefferson Community College:** Support group for students in recovery (3.4.5)
- VOLUNTEER IN CAMPUS AND COMMUNITY SERVICE ACTIVITIES - **Louisiana State University:** Alcohol-free events and volunteer activities by network of student organizations (3.4.3)

Student Groups includes students involved in peer education, athletics, fraternities and sororities, intramural activities, clubs, and student organizations.

ASSESSMENT AND EVALUATION

- MONITOR THE CAMPUS ENVIRONMENT FOR CURRENT STUDENT NEEDS - **University of Missouri – Columbia:** Survey to measure a student's state of change (3.10.12)
- SUPPORT AND PARTICIPATE IN CAMPUS-WIDE EFFORTS TO GATHER DATA - **Washington State University:** Questionnaire for students regarding alcohol usage beliefs and behaviors (3.2.17)
- PARTICIPATE IN FOCUS GROUP ACTIVITIES - **Mansfield University:** Needs assessment for campus Greek organizations (3.10.15)
- CONDUCT PERIODIC REVIEW OF PROGRAMS, PROCEDURES, ATTITUDES, AND BEHAVIORS OF MEMBERSHIP - **St. John's University:** Survey of athletes regarding quantity and frequency of drinking behavior (3.10.13)

TRAINING

- ENHANCE SKILLS OF GROUP MEMBERS ON PROBLEM IDENTIFICATION, REFERRAL, AND RELATED TOPICS - **Longwood College:** Identification and response to crisis situations by trained wellness advocates (3.5.8)
- TRAIN SELECT MEMBERS OF GROUPS TO SERVE AS GROUP RESOURCES - **Ashland University:** Training for members of athletic teams in health-related areas (3.5.6)
- ENCOURAGE PEER-FACILITATED TRAINING FOR OTHER STUDENTS - **University of Houston:** Training of students by peer educators in implementation of prevention programs and workshops (3.5.10)
- PROVIDE TRAINING FOR STUDENTS TO ACT AS OUTREACH WORKERS TO LOCAL SCHOOLS AND COMMUNITY GROUPS - **Texas Christian University:** Athlete presentation of prevention programs in local schools (2.22)

STAFFING AND RESOURCES

- DEVELOP EDUCATIONAL PROGRAMS FOR CAMPUS AND COMMUNITY GROUPS - **Louisiana State University:** Programs in awareness, community action, education, and support (3.4.16)
- ASSIST CAMPUS ORGANIZATIONS IN EVENT PLANNING AND IMPLEMENTATION - **University of Redlands:** Student monitoring of events serving alcohol (3.7.15)
- SUPPORT PEER EDUCATORS/HELPERS BY PROMOTING TRAINING AND PARTICIPATING IN PROGRAMS - **University of Pennsylvania:** Participation by Greek pledges in workshop on alcohol misuse and sexual violence (3.2.21)
- ENCOURAGE ALLOCATION OF SUFFICIENT PROFESSIONAL PERSONNEL
- PARTICIPATE IN TASK FORCE ACTIVITIES SUCH AS DISTRIBUTING EDUCATIONAL MATERIALS - **Creighton University:** Presentations by student peer educators to any group (3.4.18)

ENFORCEMENT

- PUBLICIZE CONSEQUENCES OF POLICY INFRACTIONS
- SUPPORT CONSISTENT ENFORCEMENT OF POLICIES - **University of Virginia:** Student-monitoring system for fraternity-hosted parties (2.5)
- PARTICIPATE IN STUDENT JUDICIAL PROCESSES - **Doane College:** Peer judicial board sanctions for policy violations (3.9.21)

POLICIES AND IMPLEMENTATION

- PARTICIPATE IN CAMPUS-WIDE TASK FORCES - **North Central College:** Committee review of policies, programs, and information dissemination (2.3)
- ENSURE CONSISTENCY BETWEEN CAMPUS POLICIES AND TOWN ORDINANCES - **Central Michigan University:** Police enforcement of zero tolerance policy, underage drinking laws, and city ordinance (2.2)
- SUPPORT RESPONSIBLE ADVERTISING, SALE, HOSTING, AND SERVICE OF ALCOHOL - **University of Vermont:** Series of meetings regarding alcohol marketing on campus (3.8.13)
- RECOGNIZE COMMUNITY LEADERS AND BUSINESSES THAT EXEMPLIFY POSITIVE PREVENTION PRACTICES - **University of Nebraska – Lincoln:** Decal for acknowledgment of licensees who practice responsible beverage service (3.9.22)
- CLARIFY WITH CAMPUS PERSONNEL THE PROFESSIONALS RESPONSIBLE FOR ENFORCING LOCAL LAWS

CURRICULUM

- SERVE AS GUEST LECTURERS OR PANELISTS IN ACADEMIC CLASSES - **Baylor College of Dentistry:** Discussion of alcohol's impact on their lives by dentists in recovery (3.3.7)
- PARTICIPATE IN CAMPUS EDUCATIONAL PROGRAMS - **Middlesex Community College:** Presentations on alcohol misuse by professionals (2.27)
- RECOGNIZE FACULTY INVOLVED IN PREVENTION AS OUTSTANDING CITIZENS OF THE COMMUNITY

AWARENESS AND INFORMATION

- MARKET COMMUNITY ACTIVITIES THAT EMPHASIZE HEALTHY LIFESTYLES AND LOW-RISK BEHAVIORS
- PROVIDE RELEVANT PREVENTION PROGRAMMING - **Mountain Empire Community College:** Halloween mini-drama on consequences of alcohol misuse (3.1.36)
- NOTIFY CAMPUS OFFICIALS ABOUT MAJOR COMMUNITY EVENTS
- INCLUDE PREVENTION, INTERVENTION, AND REFERRAL INFORMATION ON WRITTEN AND ELECTRONIC LISTINGS - **Tidewater Community College:** Stickers with drinking and driving information on commercial pizza delivery boxes (3.1.7)

SUPPORT AND INTERVENTION

- CONFER WITH KEY CAMPUS PERSONNEL TO IDENTIFY UNMET CAMPUS SERVICE NEEDS
- PROVIDE NEEDS-BASED SERVICES FOR STUDENTS AND EMPLOYEES - **University of Texas at Austin:** Free taxi cab rides home for intoxicated students (2.4)
- PROMOTE ACCEPTANCE OF CAMPUS POPULATION INTO COMMUNITY SUPPORT SERVICES
- PARTICIPATE IN PROVISION OF PREVENTION, INTERVENTION, AND TREATMENT ACTIVITIES FOR STUDENTS - **Mount Olive College:** Staged drunk driving arrest and subsequent trial by local police and attorneys (3.1.4)

Community includes local police, media, businesses, religious affairs, self-help groups, parents, and alumni.

ASSESSMENT AND EVALUATION

- DISCUSS AREAS OF CONCERN AND DEVELOP CONSENSUS ON POSSIBLE SOLUTIONS WITH CAMPUS REPRESENTATIVES - **Saint Louis University:** Campus-community discussions on problems related to student drinking and potential solutions (3.2.26)
- INFORM CAMPUS/COMMUNITY TASK FORCE ON STUDENT BEHAVIORS IN THE COMMUNITY - **University of Nebraska – Lincoln:** Community forum on alcohol-related issues (3.9.22)
- ASSIST IN DATA COLLECTION EFFORTS - **University of Missouri – Columbia:** Survey of employers on handling of alcohol issues in the workplace (3.10.14)

TRAINING

- ENSURE THAT STAFF IS TRAINED IN RESPONSIBLE HOSTING, PROBLEM IDENTIFICATION, AND EMERGENCY SERVICES - **Wheeling Jesuit University:** Bartender training in safe and responsible hosting and service (3.2.10)
- PROVIDE TRAINING ON CURRENT CAMPUS ISSUES AND STUDENT NEEDS TO RELEVANT GROUPS IN THE COMMUNITY - **Iowa State University:** Training for teens on leadership roles regarding alcohol-related issues (3.7.3)

STAFFING AND RESOURCES

- PARTICIPATE IN CAMPUS/COMMUNITY TASK FORCE - **The University of Alabama:** Task force review of prevention program's effectiveness (2.21)
- PROVIDE SUPPORT, RESOURCES, AND SPONSORSHIP FOR PREVENTION AND EDUCATION ACTIVITIES - **Middlesex Community College:** Participation in workshops, mediation activities, weekend social events, and health fairs (3.7.14)
- OFFER INTERNSHIPS AND SHORT-TERM WORK-STUDY OPPORTUNITIES FOR STUDENTS - **University of Connecticut:** Funding of graduate assistant position by local alcoholic beverage distributor (2.10)

ENFORCEMENT

- FORM ONGOING LIAISON WITH CAMPUS ENFORCEMENT PERSONNEL - **Eastern Oregon State College:** Quality working relationship between college and community leaders (3.8.6)
- HOLD STUDENTS AND OTHER MEMBERS OF THE CAMPUS COMMUNITY ACCOUNTABLE TO LOCAL STANDARDS AND LAWS - **Ball State University:** Campus educational program for students with misdemeanor alcohol offenses (3.9.17)
- ENFORCE EXISTING LAWS, NORMS, AND STANDARDS IN THE COMMUNITY - **Central Michigan University:** Prevention of underage purchase of alcohol by police officers in stores (2.44)

ACTION PLANNER

Component / Group _____

STRATEGY

PERSONS RESPONSIBLE

TIMELINE

ACTION STEPS
1
2
3
4

1

ACTION STEPS
1
2
3
4

2

ACTION STEPS
1
2
3
4

3

ACTION STEPS
1
2
3
4

4

THE CENTURY COUNCIL

The Century Council, founded in May 1991, is a national, not-for-profit organization. It is dedicated to promoting responsible decision-making about drinking or non-drinking of beverage alcohol as well as combatting all forms of irresponsible drinking. Funded by America's leading distillers, the Council primarily focuses on drunk driving and underage drinking problems – two of the public's top safety concerns.

Headquartered in Los Angeles, The Century Council is chaired by John C. Lawn, former administrator of the Drug Enforcement Administration (DEA). An independent Advisory Board composed of leaders in the fields of business, government, academia, medicine and other relevant disciplines provides guidance on all programs and policies.

The Century Council is based on the philosophy that collective action can have a greater impact than many individual efforts. Using its resources as a catalyst for action, the Council involves all sectors of the beverage alcohol industry – producers, wholesalers and retailers – with law enforcement, public officials, educators, insurers, health care professionals and private citizen organizations in programs to combat alcohol abuse.

For additional information on The Century Council and its programs, please call or write:

550 South Hope Street, Suite 1950
Los Angeles, California 90071
Phone: (213) 624-9898
Fax: (213) 624-9012
Website: www.centurycouncil.org

