Creating and Sustaining an Campus-Community Coalition for Environmental Change

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BCM
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Goals for the Workshop

• Explore effective approaches to community organizing
  – Developing Effective Partnerships
  – Using Data Effectively

• Improve success at developing coalition agreement

• Increase effectiveness in developing and sustaining coalition momentum
Toward a Broader Environmental Framework for Student Health & Safety

ENVIROMENTAL INFLUENCES

- Community Norms, Beliefs & Values
- Community Standards
- Community-wide Policy Knowledge
- Community Recognition and Reporting
- Quality of Enforcement & Adjudication Systems

INDIVIDUAL INFLUENCES

- Background
- Mental State
- Genetics
- Attitudes & Values

- Promotion & Marketing of High-Risk Activities
- Traditions & Celebrations
- Group Rituals
- Community Activities
- Spaces & Places
- Opportunity & Access for Behaviors
So, let’s talk . . .

• On a scale of 1 – 10, where would you rate your current task force/coalition in addressing the AOD environment in your campus community?

• What’s limiting success? What’s moving you closer?
How Does Social Change Happen?

• **EPIPHANY**: We collectively realize our condition & the need for action

• **DELIBERATION**: We collectively make choices about ways to change conditions

• **ACTION**: We begin acting/doing in a specific (and strategic) way

• **MAINTENANCE**: We remain aware of the need to engage in new behaviors to sustain the new environment.
# Reducing Social Problems as PROGRAMS or a PROCESS

## Change through PROGRAMS
- **FOCUS OF ATTENTION**: Creating Change through the THINGS WE DO
- **MAJOR ACTIVITIES**: Finding “Best Practices” that change behaviors; implementing them; selling, assessing and evaluating
- **ISSUES**: Getting others to DO what we DO; VALUE what we DO; PAY for what we DO

## Change through a PROCESS
- **FOCUS OF ATTENTION**: Creating Change through the WAY WE DO THINGS
- **MAJOR ACTIVITIES**: Collectively rethinking our beliefs, values, and systems; envisioning, understanding, negotiating, planning
- **ISSUES**: Building awareness, developing community consensus, enabling collaboration, engaging in safe dialogue
Employing Quinn’s Perspectives to Create a Model of Community Organizing for AODV Environmental Change

The transcending frame enables coalition leaders and members to think broadly about collaborating between interests, recognizing the needs and concerns of others, and operating from a vision of abundant opportunity.

All three Strategy choices are viable when appropriate to the situation and objective.
Approaches to Community Organizing

- Advocates define problem & solutions
- Advocates persuade stakeholders and define opponents
- Action is mandated and enforced

- Community defines problem
- Stakeholder perspectives are considered and integrated
- Common interests lead to collaborative solutions
- CONSENSUS leads to action
The Benefits of the Round Table

• Shared understanding of the problem and issues across the community
• Collective agreement and action is itself a tool for cultural change
  – Message consistency
  – Community standards are visible and reinforced across stakeholders
• Shared resources
• Actions matched to member strengths (versus individual super-change agent)
The Stakeholder Model

Environments are made up of STAKEHOLDERS who

• EXPERIENCE the environment

• Play a role in CREATING or SUSTAINING the environment

• Play a role in CHANGING or IMPROVING the environment
Implications of the Stakeholder Model

• How environments REALLY change.
• Who HAS to be at the table when we create change.
• Why we seem to take one step forward and two steps back.
• How we approach creating change.
So, Why Don’t We Use Our Stakeholders More?

- Our institutions don’t reward it enough
- It takes much, much longer to get to action
- It often takes us out of our comfort zone or trained competencies
- We’ve been trained to “push against” rather than “work with”
Two Initial Questions About Our Stakeholders

• Do each of these Stakeholders understand the impact of alcohol and other drug abuse on their goals and interests? Which ones need more help understanding in my campus-community?

• In what ways are the current alcohol/other drug consumption practices helping these stakeholders accomplish their goals and interests?
Guess what? You’re doing Stakeholder Analysis!

- Stakeholder interests and needs
- Listing related job duties
- Creating a plan for involvement
  - Challenges
    - Philosophical differences
    - Conflicts of interest
    - Political risks and rewards
  - Opportunities
    - Teachable moments
    - Job-relevant assistance
Key Issues in Stakeholder Involvement

- What is the attention-getter?
- What are the interest bridges?
- What level of involvement is appropriate?
INTEREST BRIDGING

• Your interests may NOT be the same as mine – can the action satisfy both?

EXAMPLE: HIGH-RISK DRINK SPECIALS AND PRACTICES

MY INTEREST:
Reduction in patron intoxication, service to minors, and intoxication-related problems

YOUR INTEREST:
Profit, sustained patronage, make-up for slow nights

Higher prices, careful service, and diversified products ensure safety and can increase profitability.
<table>
<thead>
<tr>
<th>Name/Title</th>
<th>Primary Interests</th>
<th>Related Job Duties</th>
<th>Challenges/Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Greek Affairs</td>
<td>Greek membership; chapter success; reduced liability When a chapter has a problem, this person gets all the grief from university AND corporations</td>
<td>Sets policies for recruitment but works FOR chapters as well as administration; has no judicial power; advocates for Greek students in most settings</td>
<td>Conflict of interest: Can’t be seen as opposed to Greek students; must be pro-Greek and advocate. Personal view: Students party, it’s a part of being Greek</td>
</tr>
<tr>
<td>Campus Police Chief Smith</td>
<td>Campus safety and security – really interested in threat assessment and crime issues, less interested in dealing with drunk students</td>
<td>Sets the agenda and tone for campus police officers; sets budget; advises President</td>
<td>Phil. Difference: Thinks threat assess is higher priority; Has budget restrictions and feels alcohol is extra burden.</td>
</tr>
<tr>
<td>Fred Jones, President Tavern Association</td>
<td>Free enterprise; profitability; sustainability; mood and feel of recreation downtown</td>
<td>Establishes agenda for all other bar owners; sets barriers for additional regulation; advocates for bar owners with city</td>
<td>Phil, Difference: HATES regulation, police – feels it is anti-business; Conflict: gets paid by bars and is liked most by least responsible bars.</td>
</tr>
<tr>
<td>Susan Blue President, North Neighborhood Association</td>
<td>Investment in property; quality of life; safety; social engagement</td>
<td>Organizing neighbors; communicating with university and city;</td>
<td>Likes to argue, complain; has real frustrations and gets earful from neighbors</td>
</tr>
</tbody>
</table>
Steps to an Effective Coalition: Creating “Fluid” Coalition Membership

– “Core” members
  • Individuals that are regularly involved in/responsible for the environment

– “Ad Hoc” members
  • Represent specialized constituencies that are more interested in/able to assist with certain issues or strategic items

– “Will Call” members
  • Represent individuals who have a specific interest or ability, often unrelated to AOD
1. Get beyond the stakeholder’s affiliation and position and focus more on the stakeholder’s values and interests.

2. Talk about perspectives and experiences rather than positions and agendas.

3. Your goal is NOT to convert them to your motivation about the issue or action; your goal is to find out what motivates the individual stakeholder and work from that motivation.

4. Data settles differences in the perceptions of reality. But data must be made meaningful for every stakeholder.
5. You do NOT have to be friends with every stakeholder for them to know that you are committed to protecting their interests.

6. Keep connecting on areas of agreement, even when there is disagreement on other matters or issues.

7. You may not be the appropriate person to make a connection with every stakeholder. So find and connect with those who are.
Using the Power of Data

• Data from a variety of sources helps you to:
  – Create a clear picture of the community and areas of improvement
  – Communicate the impact of environmental elements
  – Track progress and measure the impact of actions and strategies
  – Evaluate efforts for funding opportunities
Data: 3 Key Issues

• What is most valuable for us to know?

• How do we get this information?

• When, where, and how should the information be communicated?
Creating Your Data Plan

- How data is used
- Form of collection
- Critical partners
- Challenges
- Opportunities
What is most valuable for us to know?

1. **Prevalence of consumption**
   a. How many
   b. How much
   c. How often

2. **Impacts of excessive consumption on drinker and surrounding community** (Primary and Secondary Harms)

3. **Location of consumption / Location of excessive consumption**
   a. Time/day prevalence per location
   b. Contextual factors of location (party, pre-game, event, group gathering, study session)

4. **Sources of substance access**
   a. Source of illegal access
   b. Source of legal access
   c. Perception of ease of access/Perception of risk

5. **Perceptions of use/Attitudinal perceptions**
Attitudinal Norms Data

• In addition to asking perception of use questions for norms campaigns
• Asks students a series of attitudinal questions about policies, environment, safety, etc. then asks perceptions of attitudes for rest of campus
• Used to show misperceptions of fellow student support, or percentage of total student support
The BNCCC Environmental Survey

• Asks specific questions about when, where drinking occurs.
• Looks at trends across campus populations for shared locations.
• Data is analyzed by number of drinks per sitting response to determine the locations of excessive use.
How do we get this information?

- Student Self-Report Data (Surveys)
- Police Reports/GIS Maps
- Neighborhood Complaints
- Focus Groups
- Market Trends
- Student Retention Data
- Last Drink Data
- Anecdotes and Stories
UNL Students: Academic Impacts Caused By Drinking
comparison to National Average (Wechsler et. al, 2002)

- Drinking caused me to miss class
- Drinking caused me to get behind on schoolwork

National Average
(Wechsler, 2002)

PERCENT OF UNL STUDENTS REPORTING

1997 1999 2001 2002 2003 2005 2006

30%
22%
46 39 33 32 28 27 17
National Comparison of Bloomington-Normal College Students Reporting Drinking 5+ Per Sitting in Past Two Weeks

Data Source: CORE Institute Survey
National N= 33,384  Bloomington-Normal N=2104
UNL Binge Drinking Rate
UNL Omnibus Study (2003 - 2006)

Percentage of UNL students reporting binge drinking (4x measure)

- 1997: 62%
- 1999: 57%
- 2001: 56%
- 2002: 50%
- 2003: 50%
- 2004: 47%
- 2005: 46%
- 2006: 42%, 43%
Disorderly House Citations by Address

LPD Data

2004

- 171 - 1 ticket
- 31 - 2 tickets
- 3 - 3 tickets

2005

- 68 - 1 ticket
- 18 - 2 tickets
- 5 - 3 tickets
- 1 - 4 tickets
Reported Location of Alcohol Consumption

Reported Location of Alcohol Consumption, UNL Students
Comparison of 2002 & 2006 Data
Data Source: UNL Omnibus Study
Alcohol-Related Problems by Time of Day

1:00 AM
Density of Party Complaints Near Campus

North Bottoms Neighborhood
# Last Drink Data

<table>
<thead>
<tr>
<th>Bar</th>
<th>Number of Admissions</th>
<th>Percent of Total</th>
<th>Average BAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bar A</td>
<td>93</td>
<td>16%</td>
<td>.169</td>
</tr>
<tr>
<td>Bar B</td>
<td>49</td>
<td>9%</td>
<td>.183</td>
</tr>
<tr>
<td>Bar C</td>
<td>43</td>
<td>8%</td>
<td>.160</td>
</tr>
<tr>
<td>Bar D</td>
<td>43</td>
<td>8%</td>
<td>.160</td>
</tr>
<tr>
<td>Bar E</td>
<td>33</td>
<td>6%</td>
<td>.159</td>
</tr>
<tr>
<td>Bar F</td>
<td>32</td>
<td>6%</td>
<td>.169</td>
</tr>
<tr>
<td>Bar G</td>
<td>31</td>
<td>5%</td>
<td>.181</td>
</tr>
<tr>
<td>Bar H</td>
<td>23</td>
<td>4%</td>
<td>.165</td>
</tr>
<tr>
<td>Bar J</td>
<td>22</td>
<td>4%</td>
<td>.163</td>
</tr>
<tr>
<td>Bar K</td>
<td>19</td>
<td>3%</td>
<td>.179</td>
</tr>
<tr>
<td>Total (403)</td>
<td>388/569</td>
<td>69%</td>
<td>.169</td>
</tr>
</tbody>
</table>
Data Collection: Lessons Learned

• Look for multiple uses for data so that costs and efforts can be shared.

• Students are becoming surveyed to death: time to head back to the classroom or online.

• Connect to faculty with research agendas and publication interests.

• Data USE sells cooperation for data collection.
Four Aspects of Environmental Influence

**POLICY**

- What are the codified standards for behavior in the community?

**EDUCATION**

- Are people aware of and able to live within community standards?

**DESIGN**

- Are there negative consequences for not complying? Are there positive reinforcement for compliance?

**ENFORCEMENT**

- Do the created spaces, rituals, and practices we’ve designed support the desired behavior?
STRATEGIC PLANNING

GOALS are large accomplishments that we believe will accomplish the vision of an improved community.

Example: Decrease procurement to minors among social hosts.

OBJECTIVES are intermediate outcomes that contribute to the accomplishment of the broader goal

Example: Increase the risk of negative consequences for procurement to minors among social hosts.

ACTIVITIES are specific coordinated actions that contribute to the accomplishment of the objective.

Example:
1. Conduct a “party patrol” that responds to neighbor complaints of wild parties that provides citations to hosts serving minors.
2. Increase media coverage of citations given to social hosts who procure to minors.
Sustaining Coalition Involvement:

Start with Winnable Issues

• What issues have existing consensus across all stakeholders?
• What activities require buy-in from one or two key stakeholders rather than the entire coalition?
• What activities are public vehicles to communicate the mission and goals of the coalition or develop new partnerships?
SUSTAINING MOMENTUM: CARPE DIEM

• Follow the same inclusive process, but. . .
• Make the most of opportunities that come your way
• Frame your actions so that they propel the mission and goals of the coalition
• USE the situation to build momentum for other issues
SUSTAINING MOMENTUM:
CELEBRATE EVERY SUCCESS

• Communicate every success to the entire community

• REWARD those who took responsibility with public acknowledgement, praise, and opportunity

• Celebrate the fruits of collaboration rather than the accomplishments of individuals
Sustaining Coalition Involvement:

KEEP SCANNING THE ENVIRONMENT

• What trends are we seeing now in behavior?
• What new factors have influenced the environment?
• What changes in stakeholders have occurred?
Sustaining Coalition Involvement:  
PUT SUBSTANCES IN PERSPECTIVE

• Talk about alcohol and drugs gets old quickly
• Seek barriers to improvement and allow alcohol/substances to emerge in analysis
• Focus on the positive OUTCOME of abstinence or moderate use rather than the use itself
Sustaining Coalition Involvement: 
**INFUSE INTO STAKEHOLDER DAILY PRACTICE**

- Increase general awareness and mindfulness of substance use issues for stakeholders
- Encourage stakeholder infusion into daily practice rather than special focus/action
- Build habits of good daily practice and “ways of doing business.”
Resources

• NIAAA Task Force Report – “A Call to Action: Changing the Culture of Drinking at U.S. Colleges”
• Harvard School of Public Health – College Alcohol Study and “A Matter of Degree” Program http://www.hsph.harvard.edu/cas/
• U.S. Department of Education’s Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention http://www.higheredcenter.org/
• NU Directions Campus/Community Coalition www.nudirections.org