Creating and Sustaining a Campus-Community Coalition for Environmental Change

A Workshop for the Illinois Higher Education Center

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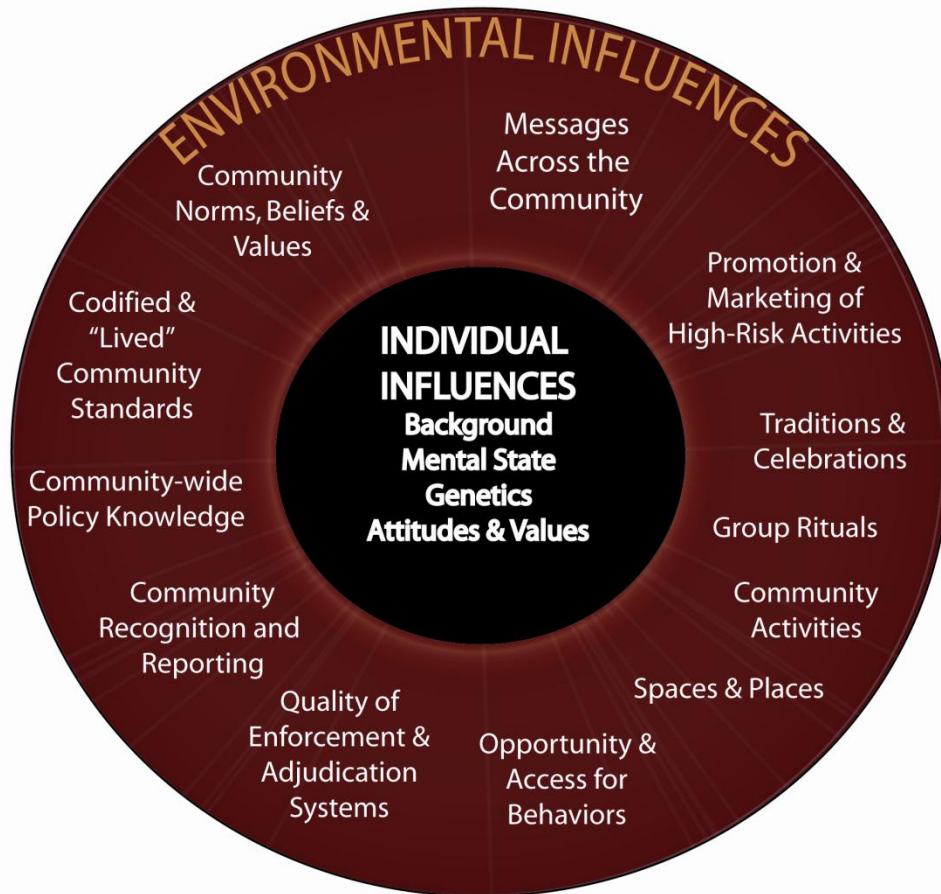Assistant Director, Center for Collaborative and Interactive Technologies, BCM

The U.S. Department of Education's
HIGHER EDUCATION CENTER | for Alcohol, Drug Abuse, and Violence Prevention

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Handouts and Worksheets

Toward a Broader Environmental Framework for Student Health & Safety

ON OUR CAMPUS . . .

How many of our current activities, programs, or strategies focus on INDIVIDUAL INFLUENCES?

How many of our current activities, programs, or strategies focus on ENVIRONMENTAL INFLUENCES?

Reducing Social Problems as PROGRAMS or a PROCESS

APPROACH TO CHANGE	FOCUS OF ATTENTION	MAJOR ACTIVITIES	ISSUES
Change through PROGRAMS	Creating Change through the THINGS WE DO	Finding "Best Practices" that change behaviors; implementing them; selling, assessing and evaluating	Getting others to DO what we DO; VALUE what we DO; PAY for what we DO
Change through a PROCESS	Creating Change through the WAY WE DO THINGS	Collectively rethinking our beliefs, values, and systems; envisioning, understanding, negotiating, planning	Building awareness, developing community consensus, enabling collaboration, engaging in safe dialogue

Thoughts from Robert Quinn on the Process of Change

The Participating Strategy

The Forcing Strategy

The Telling Strategy

TRANSCENDING FRAME

Dr. Robert E. Quinn, a management expert at the University of Michigan, has established a framework for organizational change. He suggests that there are a number of strategies that produce change, including TELLING, FORCING, AND PARTICIPATING. However, in his books, he makes a critical point that all change is first and foremost dependent on the ways in which the LEADER or CHANGE AGENT thinks about change. The most important step to change, in his mind, is the TRANSCENDING Strategy, where the leader leads others to think differently about the problem so that new structures can be developed. This model has been adapted by Major & Workman (2008) to better fit the approaches taken for successful coalition work.
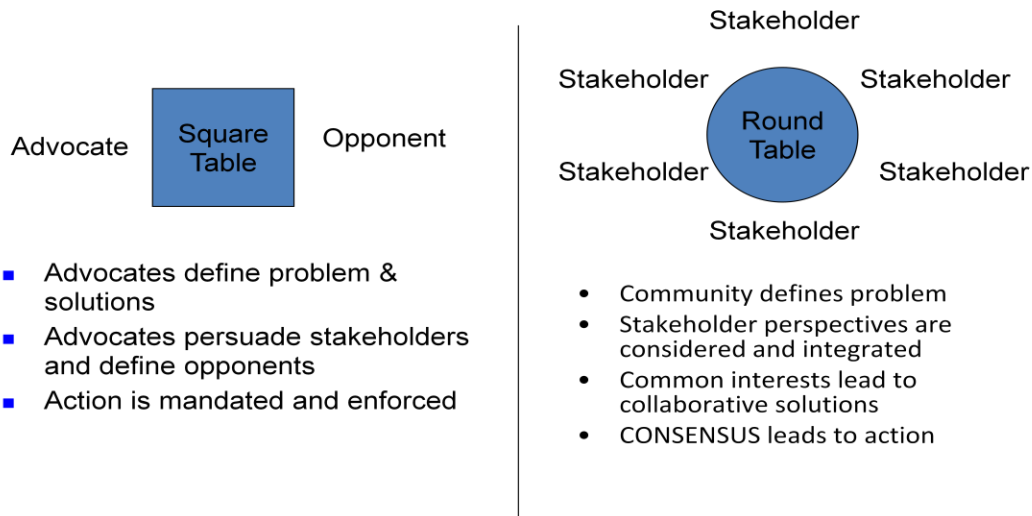
Quinn, R.E. (2004). *Building the Bridge as You Walk On It: A Guide for Leading Change*. San Francisco: Jossey-Bass
Quinn, R.E. (2000). *Change The World: How Ordinary People Can Accomplish Extraordinary Results*. San Francisco: Jossey-Bass
Quinn, R.E. (1996). *Deep Change*, San Francisco: Jossey-Bass
Workman, T.A. and Major, L. (*in review*) Applying New Models to Alcohol Prevention.

Approaches to Community Organizing

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Advocate   **Square Table**   Opponent

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

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Stakeholder

Stakeholder   **Round Table**   Stakeholder

Stakeholder   Stakeholder

Stakeholder

- Community defines problem
- Stakeholder perspectives are considered and integrated
- Common interests lead to collaborative solutions
- CONSENSUS leads to action

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What are the benefits of the Square Table?

- Change happens quickly (as long as force is present)
- Sides are clearly defined and evident
- Opposition can incite passion and involvement (common enemies)

What are the disadvantages of the Square Table?

- Change is rarely sustained without ongoing power sources
- Power is fickle; the group can find itself on the "unpopular" side of the table

What are 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)

What are the disadvantages of the Round Table?

- Takes more time
- Requires more effort to clarify intentions and build trust

ESTABLISHING OUR CORE PHILOSOPHY FOR COMMUNITY ORGANIZING

Who will be involved?

What will be the primary focus of our work?

What kind of process will I use to make decisions and create change?

What constitutes success?

What biases will I need to control?

Who can I rely on for support?

UNDERSTANDING 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 this model:

1. Environments can only change when those involved in the creation or experience of the environment become actively AWARE of the impact of the environment and INVOLVED in changing the environment.

2. Every Stakeholder is entitled to a place at the table when changes in the shared environment are deliberated.

3. Every Stakeholder has an interest in the creation and maintenance of the environment that may differ from or conflict with the interests of others.

4. NOT ALL STAKEHOLDERS are conscious of their interests, the relationship between their interests and the shaping or forming the environment, or the direct or indirect outcome of those interests on other Stakeholders.

5. There are two approaches to resolving conflicts between Stakeholders: FORCE change on others and demand compliance to one set of interests, or COLLABORATE on creating an environment that best meets the majority of interests

EXAMPLES IN COLLEGIATE SUBSTANCE ABUSE/VIOLENCE PREVENTION:

- The interests of profiting from the desires of students to consume alcohol and the interests of keeping students healthy and safe from harm.
- The interests of successfully promoting of a campus, Greek organization, or athletic program donor with the interest in creating messages that focus on responsibility, civility, academic success or rigor, and community service.
- The interests of developing social success and personal esteem/popularity with the interests of avoiding high-risk behavior or consumption.

Other interest conflicts common on my campus?

Below are some of the common Stakeholders who have a shared relationship with alcohol and other substance use and abuse in most campus communities. Understanding that relationship – how AOD issues impact each area – truly matters when developing stakeholder relationships/
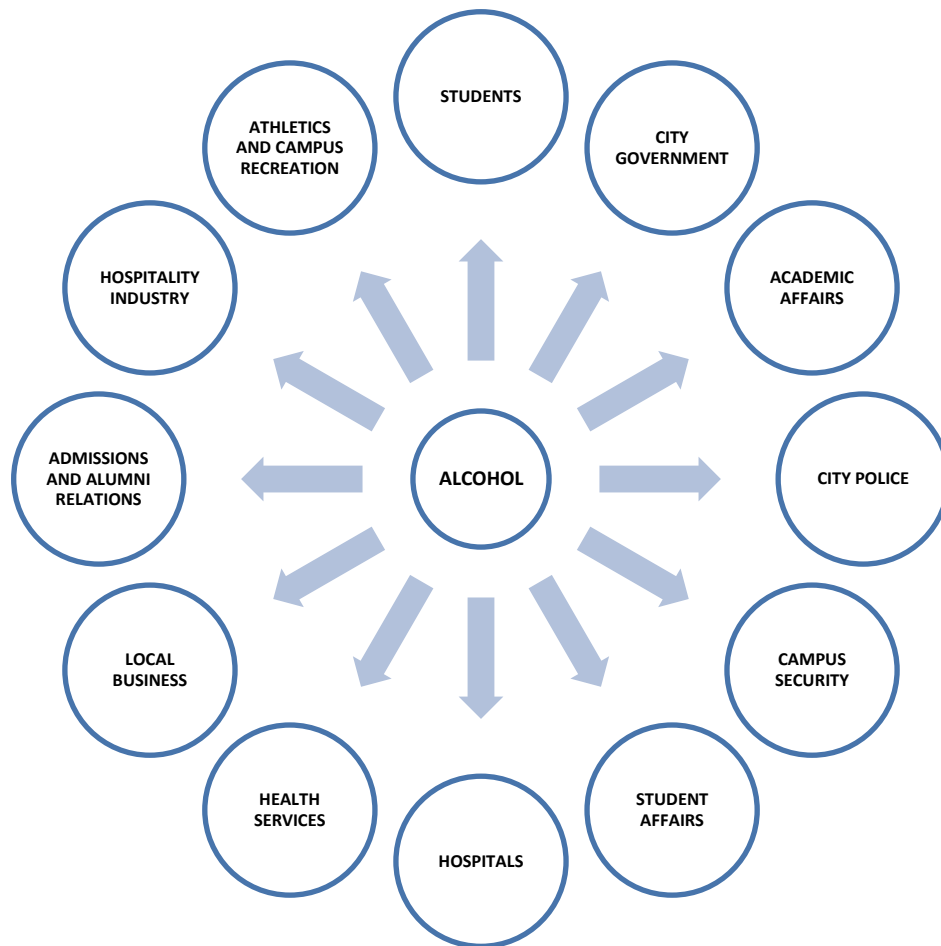
1. Do each of these Stakeholders understand the impact of alcohol and other drug abuse on their goals and interests? Which ones need more help understanding in my campus-community?

2. In what ways are the current alcohol/other drug consumption practices helping these stakeholders accomplish their goals and interests?

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

With this Stakeholder:

- What is the **attention-getter?**

- What are the **interest bridges?**

- What **level of involvement** is appropriate?

"Community organizing involves 1000 cups of coffee."
Pat Fabiano, Western Washington University

Work with stakeholders is RELATIONAL. It takes time together to build trust, understanding, and a sense of collaboration. Our best stakeholder analysis is no replacement for building solid relationships through ongoing conversations, including those that have nothing to do with either of our objectives but that just allow us to relate to one another as human beings.

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

Higher prices, careful service, and diverified products ensure safety and can increase profitability.

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

Key areas of diverse interests in my community:

MY INTEREST	THEIR INTEREST	POSSIBLE OVERLAP

Stakeholder Analysis Worksheet

Stakeholder	
Position	
Relevant Job Duties	
Key Interests	
Challenges	
Upcoming Opportunities	
Involvement Plan	

ESTABLISHING AND MAINTAINING EFFECTIVE RELATIONSHIPS
WITH CAMPUS-COMMUNITY STAKEHOLDERS

1. Get beyond the stakeholder's affiliation and position and focus more on the stakeholder's <u>values</u> and <u>interests</u>.

2. Talk about <u>perspectives</u> and <u>experiences</u> 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 <u>work from that motivation</u>.

4. Data settles differences in the perceptions of reality. But <u>data must be made meaningful</u> 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 <u>agreement</u>, 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.

11

Lessons Learned: Mobilizing Your Partners for Prevention

1. **Keep 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

2. **Infuse prevention into the stakeholder's daily practices.**
   - 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."

3. **Seize every opportunity.**
   - Make the most of teachable moments where the environment manifests an example of why change is needed.
   - Look for relevant ways to connect current events and needs to the stakeholder.
   - Small opportunities can have big rewards.

4. **Have a support system in place**
   - If you're exhausted, you're doing too much of this on your own!
   - Create and develop supportive relationships above and parallel to you.
   - Tend to your own biases, buttons, and issues.

12

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

Three key issues to address in your coalition/task force:

5. **What is most valuable for us to know?**

    - Prevalence of consumption
        - How many
        - How much
        - How often

    > Goal: A clear sense of the environment and its influence on student drinking behavior

    - Impacts of excessive consumption on drinker and surrounding community (Primary and Secondary Harms)

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

    - Sources of substance access
        - Source of illegal access
        - Source per location and event
        - Perception of ease of access/Perception of risk

    - Perceptions of use by peers/others

    - Attitudes and Attitudinal perceptions

How do we get this information?
- Student Self-Report Data (Surveys)
    - CORE
    - ACHA
    - State or Institutional survey
- Police Reports/GIS Maps
    - Police data must be coded for alcohol-related crime
    - Data is recreated as geographic map by type of alcohol-related crime
    - Same can be done for liquor violations of licensed establishments
- Neighborhood/Campus Housing Complaints
    - Complaints to police (calls for service) must be tracked
    - Complaints to University should be formally recorded and tracked
    - Data can be recreated as geographic map to identify problem areas
- Focus Groups
- Market Trends
    - Alcohol sales figures per license code
    - On-sale and off-sale trends
- Student Retention Data
- Last Drink Data
    - Single question of location for last drink to intoxicated individual
    - Captured at point of arrest/processing or at detoxification unit or hospital
- Anecdotes and Stories
    - Several campuses collect "drinking stories" as a way of developing a clearer picture of practices and trends.
    - Netnography: Lurking online to get a clearer sense of practices, sources, trends.

Data collection is a collaborative effort!

Creativity and collaboration have proven to be successful tools for many campuses to collect data on student high-risk behavior. A few of the 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.

HOW should the information be communicated?
- Visualize the meaning of the numbers with graphics
    - Bar charts
    - GIS maps
    - Pie charts
    - Appropriate icon use
- Data alone is meaningless: It is the conclusions drawn that matter. Are the conclusions obvious?
    - You often need to show the comparison data or baseline in order for the "point" of the data to be seen
- We really do respond to color, size of text, and other aesthetic issues.
    - Make sure the differences are obvious.
- Make sure the data available in multiple formats.
    - Digitize charts into easy to load .bmp and .gif

WHEN AND WHERE should the information be communicated?
- Three primary uses of data:

    - As evidence of the need to act/become involved (the alarm bell).

    - As a tool to increase understanding of the issue/problem for strategic planning

    - As a tool to show progress/accomplishment/ change

Key issue: Make sure everyone agrees on the conclusions and the purpose for presentation before data goes "public."
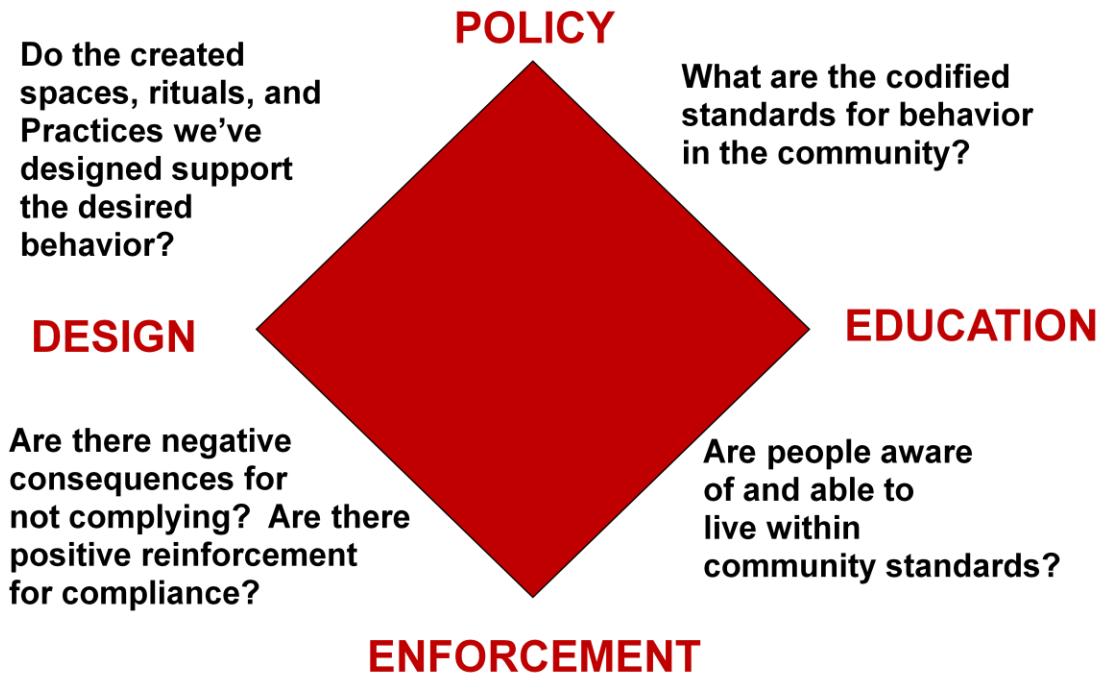

Creating Your Data Plan

- How data is used

- Form of collection

- Critical partners

- Challenges

- Opportunities

Data Plan Worksheet

DATA NEEDED	FORM OF COLLECTION	CRITICAL PARTNERS	CHALLENGES	OPPORTUNITIES

Four Aspects of Environmental Influence

POLICY

Do the created spaces, rituals, and Practices we've designed support the desired behavior?

What are the codified standards for behavior in the community?

DESIGN

EDUCATION

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

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

ENFORCEMENT

Which of these elements is most challenging for our community? Why?

What might we do to better balance these four elements in our strategies to change our environment?

Sustaining Coalition Interest and 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?

CARPE DIEM: SEIZE EVERY OPPORTUNITY
- 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

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

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?

PUT ALCOHOL AND OTHER SUBSTANCES IN PERSPECTIVE TO BROADER GOALS
- 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

INFUSE THE SUBSTANCE CONVERSATION INTO EVERYDAY STAKEHOLDER PRACTICES
- 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

Publications
- NIAAA Task Force Report – "A Call to Action: Changing the Culture of Drinking at U.S. Colleges"
  http://www.collegedrinkingprevention.gov/NIAAACollegeMaterials/TaskForce/TaskForce_TOC.aspx
- American Medical Association/Robert Wood Johnson Foundation "A Matter of Degree" Initiative to Reduce Binge Drinking at Colleges and Universities: Lessons Learned"
  http://www.rwjf.org/pr/product.jsp?id=29791
- "Experiences in Effective Prevention: The U.S. Department of Education's Alcohol and Other Drug Prevention Models on College Campuses Grants"
  http://www.higheredcenter.org/pubs/effective-prevention.pdf
- Institute of Medicine Report – "Reducing Underage Drinking: A Collective Responsibility"
  http://www.iom.edu/Reports/2003/Reducing-Underage-Drinking-A-Collective-Responsibility.aspx
- CADCA Handbook for Community Anti-Drug Coalitions
  http://www.cadca.org/resources/detail/handbook-community-anti-drug-coalitions

Websites
- U.S. Department of Education's Higher Education Center for Alcohol, Drug and Violence Prevention http://www.higheredcenter.org/
- NU Directions Campus/Community Coalition www.nudirections.org
- CADCA's Connected Communities – a Social Network of coalitions
  http://www.cadca.org/connected-communities
- Harvard School of Public Health – College Alcohol Study and "A Matter of Degree" Program http://www.hsph.harvard.edu/cas/

Books

Quinn, R.E., *Building the bridge as you walk on it: A guide for leading change*. 2004, San Francisco, CA: Jossey-Bass.

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