Creating and Sustaining an Campus-Community Coalition for Environmental Change

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

Tom Workman, PhD
Baylor College of Medicine

BCM®
Baylor College of Medicine

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

ENVIRONMENTAL INFLUENCES

INDIVIDUAL INFLUENCES
Background
Mental State
Genetics
Attitudes & Values

Community Norms, Beliefs & Values

Messages Across the Community

Codified & "Lived" Community Standards

Promotion & Marketing of High-Risk Activities

Community-wide Policy Knowledge

Traditions & Celebrations

Group Rituals

Community Recognition and Reporting

Community Activities

Quality of Enforcement & Adjudication Systems

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

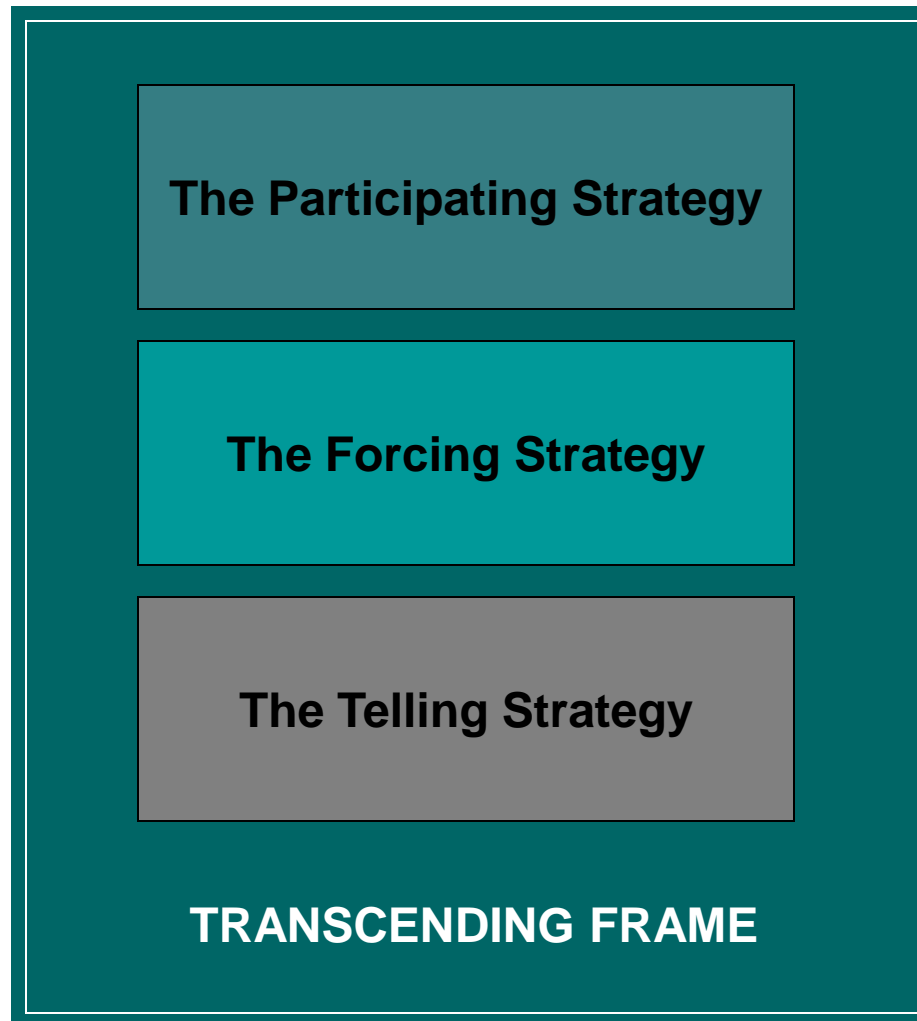- MAINTENANCE: We remain aware of the need to engage in new behaviors to sustain the new environment.

Reducing Social Problems as PROGRAMS or a PROCESS

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

Employing Quinn's Perspectives to Create a Model of Community Organizing for AODV Environmental Change
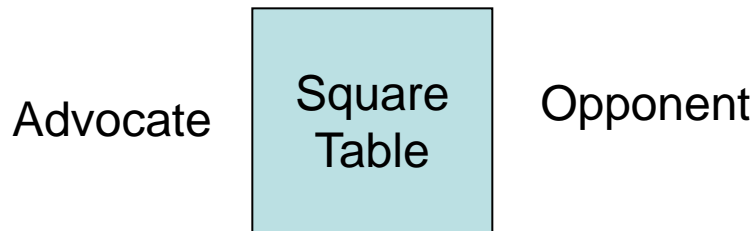
The transcending frame enables coalition leaders and members to think broadly about collaborating between interests, recognizing the needs and concerns of others, and operating from a vision of abundant opportunity
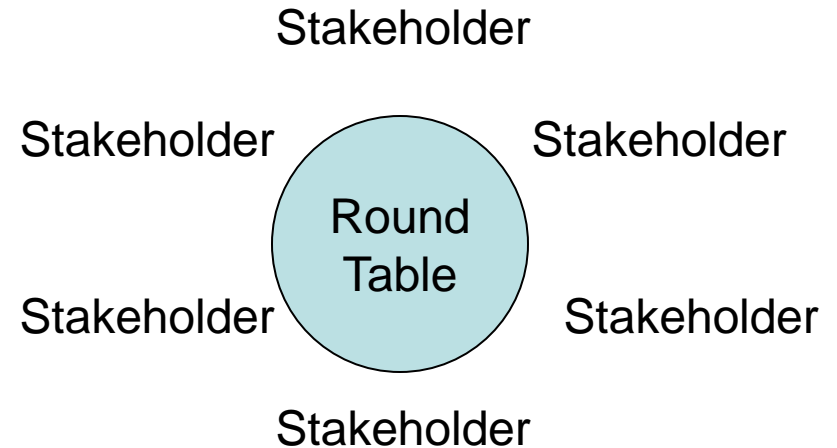
The Participating Strategy

The Forcing Strategy

The Telling Strategy

TRANSCENDING FRAME

All three Strategy choices are viable when appropriate to the situation and objective

Approaches to Community Organizing

Stakeholder

Stakeholder   Stakeholder

Advocate   **Square Table**   Opponent

Round Table

Stakeholder   Stakeholder

Stakeholder

- 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 <u>their</u> 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

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

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

My Stakeholder List

Name/Title	Primary Interests	Related Job Duties	Challenges/Issues
Director of Greek Affairs	Greek membership; chapter success; reduced liability. When a chapter has a problem, this person gets all the grief from university AND corporations	Sets policies for recruitment but works FOR chapters as well as administration; has no judicial power; advocates for Greek students in most settings	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
Campus Police Chief Smith	Campus safety and security – really interested in threat assessment and crime issues, less interested in dealing with drunk students	Sets the agenda and tone for campus police officers; sets budget; advises President	Phil. Difference: Thinks threat assess is higher priority; Has budget restrictions and feels alcohol is extra burden.
Fred Jones, President Tavern Association	Free enterprise; profitability; sustainability; mood and feel of recreation downtown	Establishes agenda for all other bar owners; sets barriers for additional regulation; advocates for bar owners with city	Phil, Difference: HATES regulation, police – feels it is anti-business; Conflict: gets paid by bars and is liked most by least responsible bars.
Susan Blue President, North Neighborhood Association	Investment in property; quality of life; safety; social engagement	Organizing neighbors; communicating with university and city;	Likes to argue, complain; has real frustrations and gets earful from neighbors

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

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.

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.
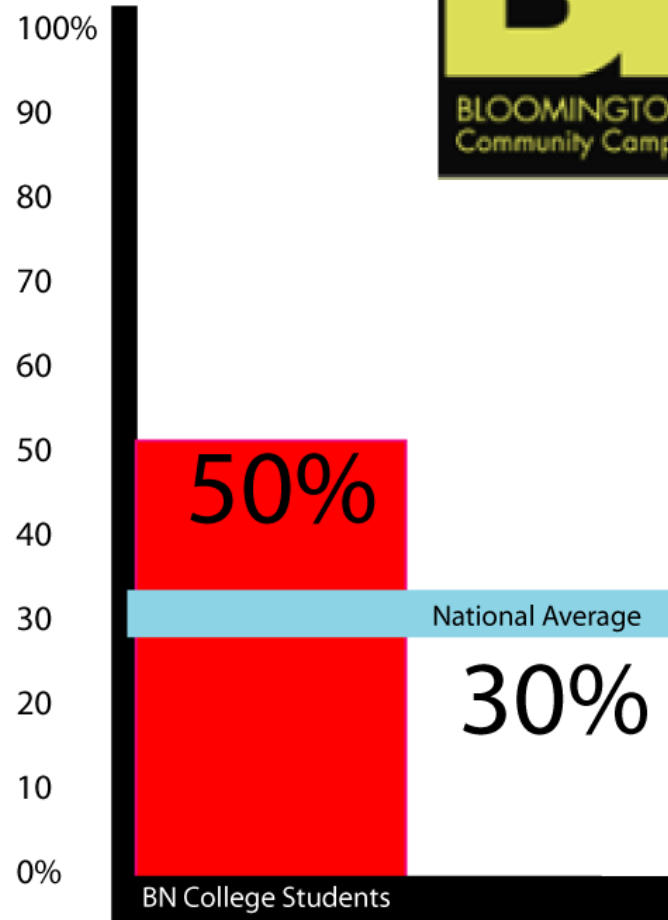
How do we get this information?

- 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
1997 - 2003 Harvard College Alcohol Study, 2005 -2006 UNL Omnibus Study
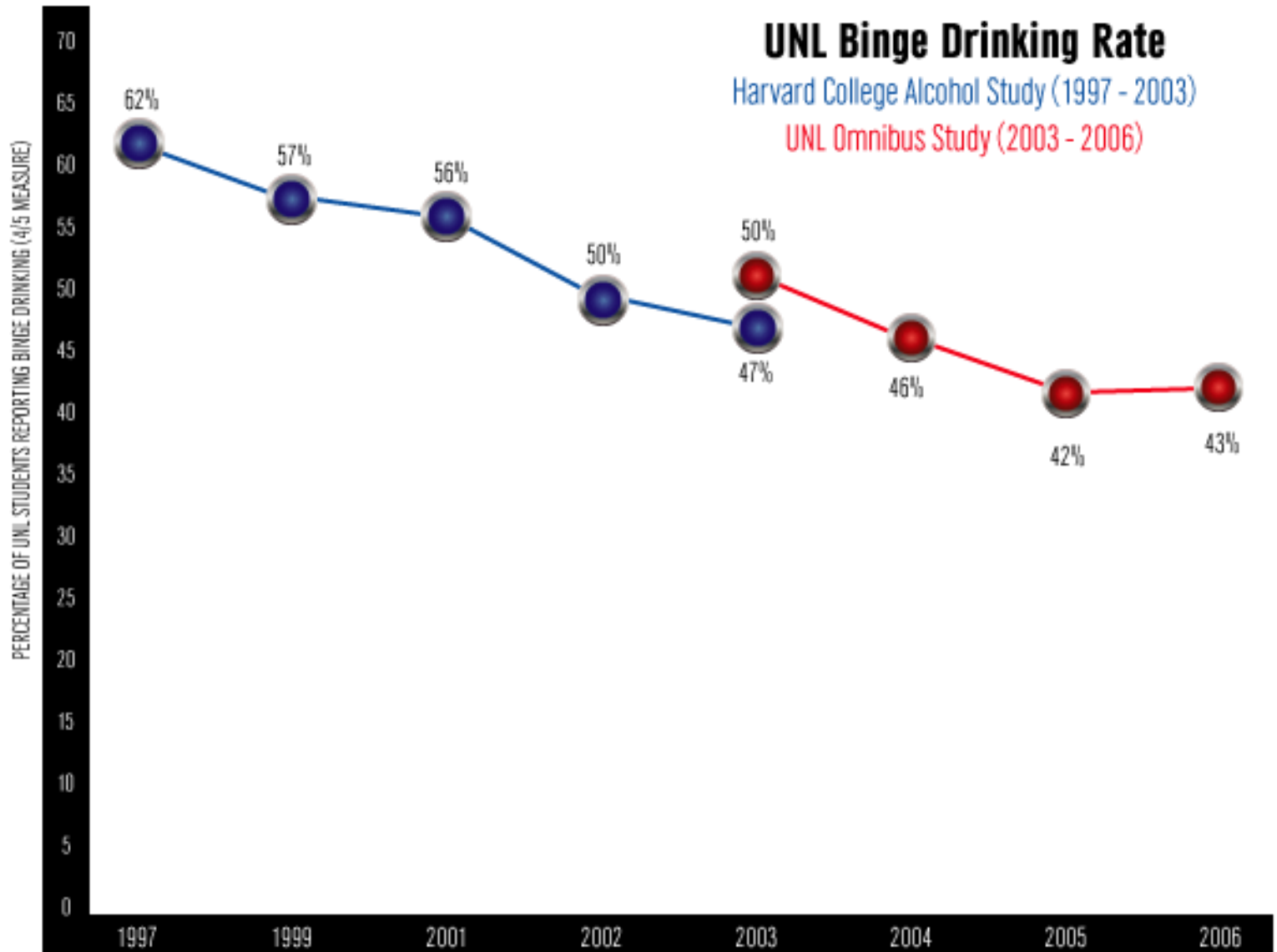comparison to National Average (Wechsler et. al, 2002)

National Comparison of Bloomington-Normal College Students Reporting Drinking 5+ Per Sitting in Past Two Weeks

Data Source: CORE Institute Survey
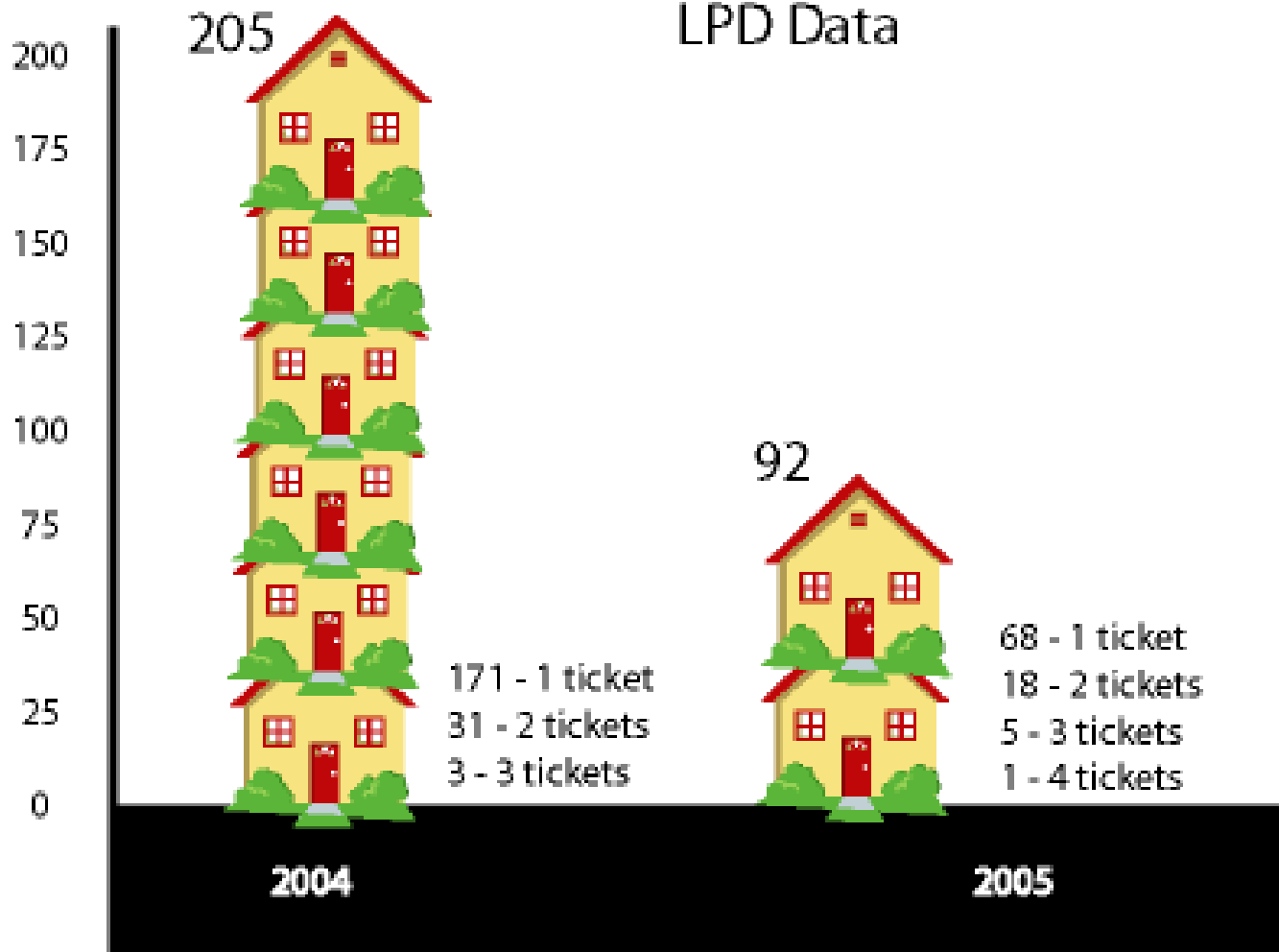National N= 33,384   Bloomington-Normal N=2104

UNL Binge Drinking Rate

Harvard College Alcohol Study (1997 - 2003)
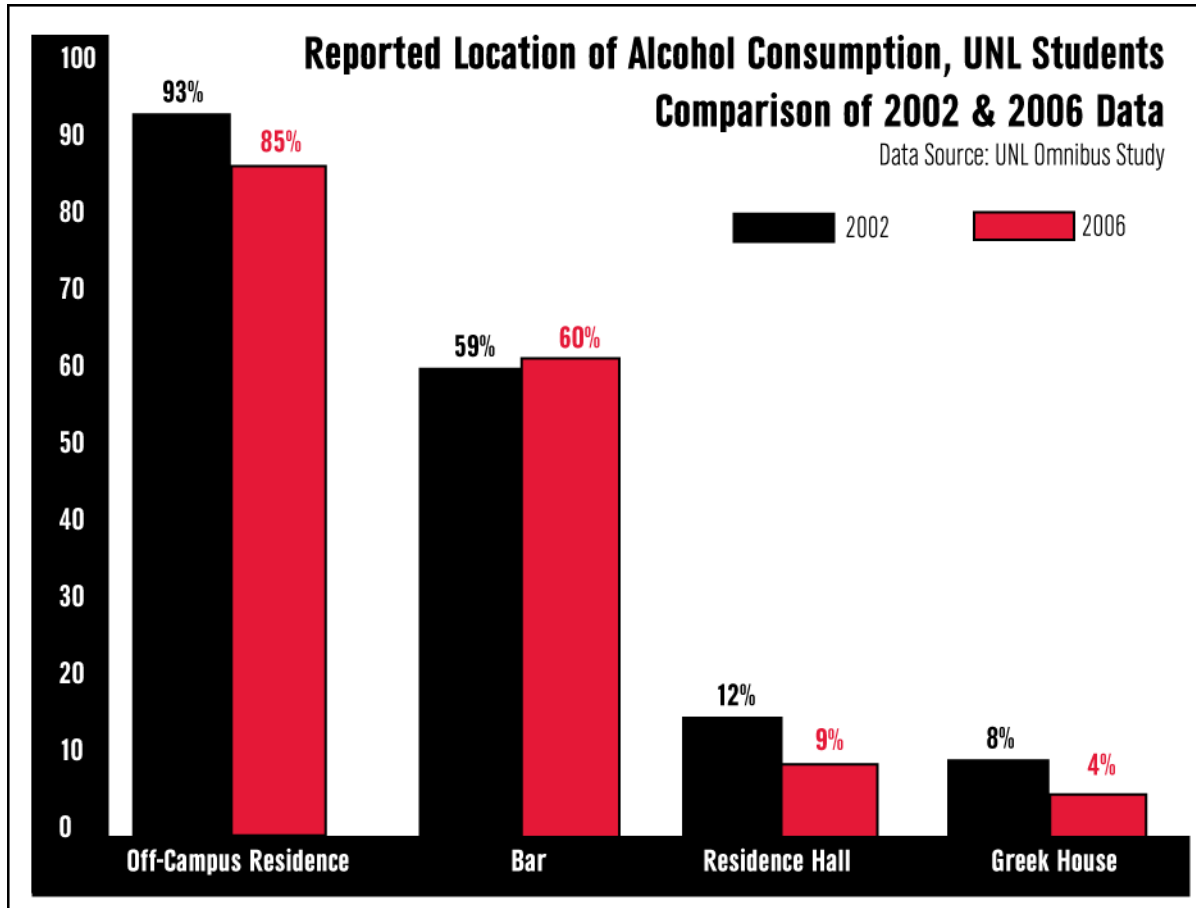UNL Omnibus Study (2003 - 2006)

PERCENTAGE OF UNL STUDENTS REPORTING BINGE DRINKING (4/5 MEASURE)

62%
57%
56%
50%
47%
50%
46%
42%
43%

70
65
60
55
50
45
40
35
30
25
20
15
10
5
0

1997 1999 2001 2002 2003 2004 2005 2006

Disorderly House Citations by Address
LPD Data

205

92

2004

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

2005
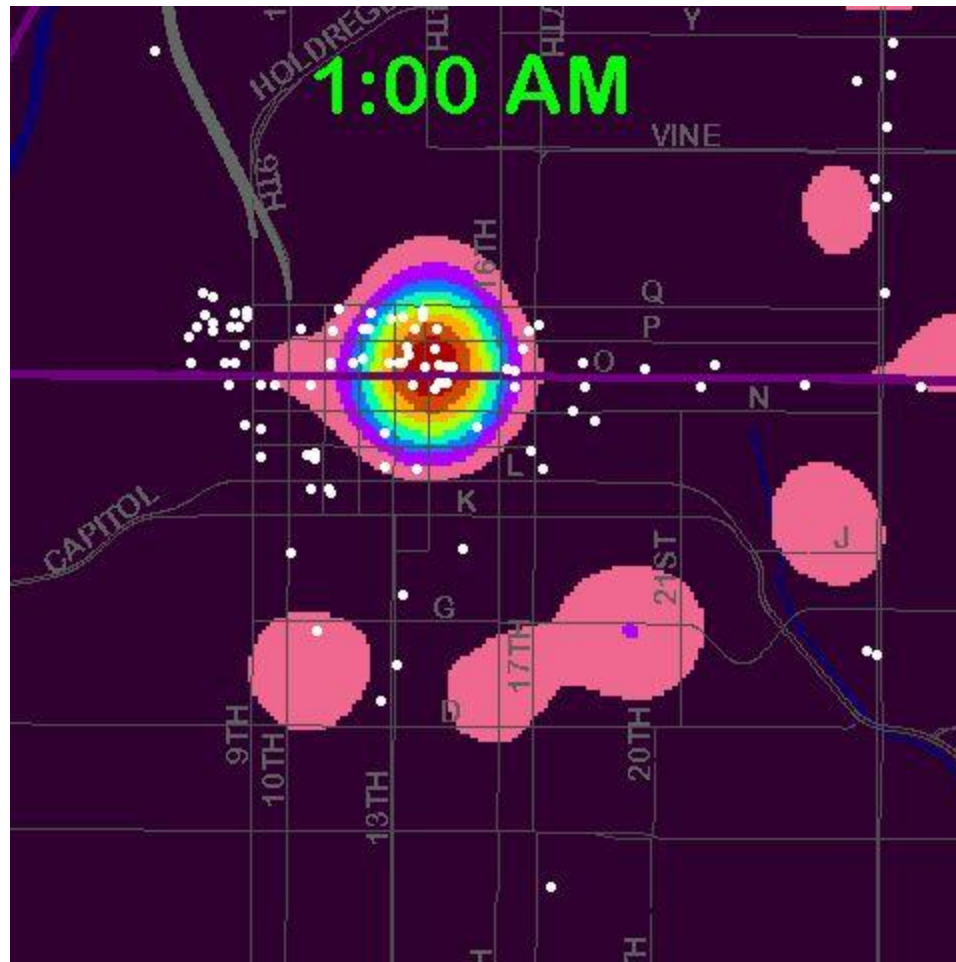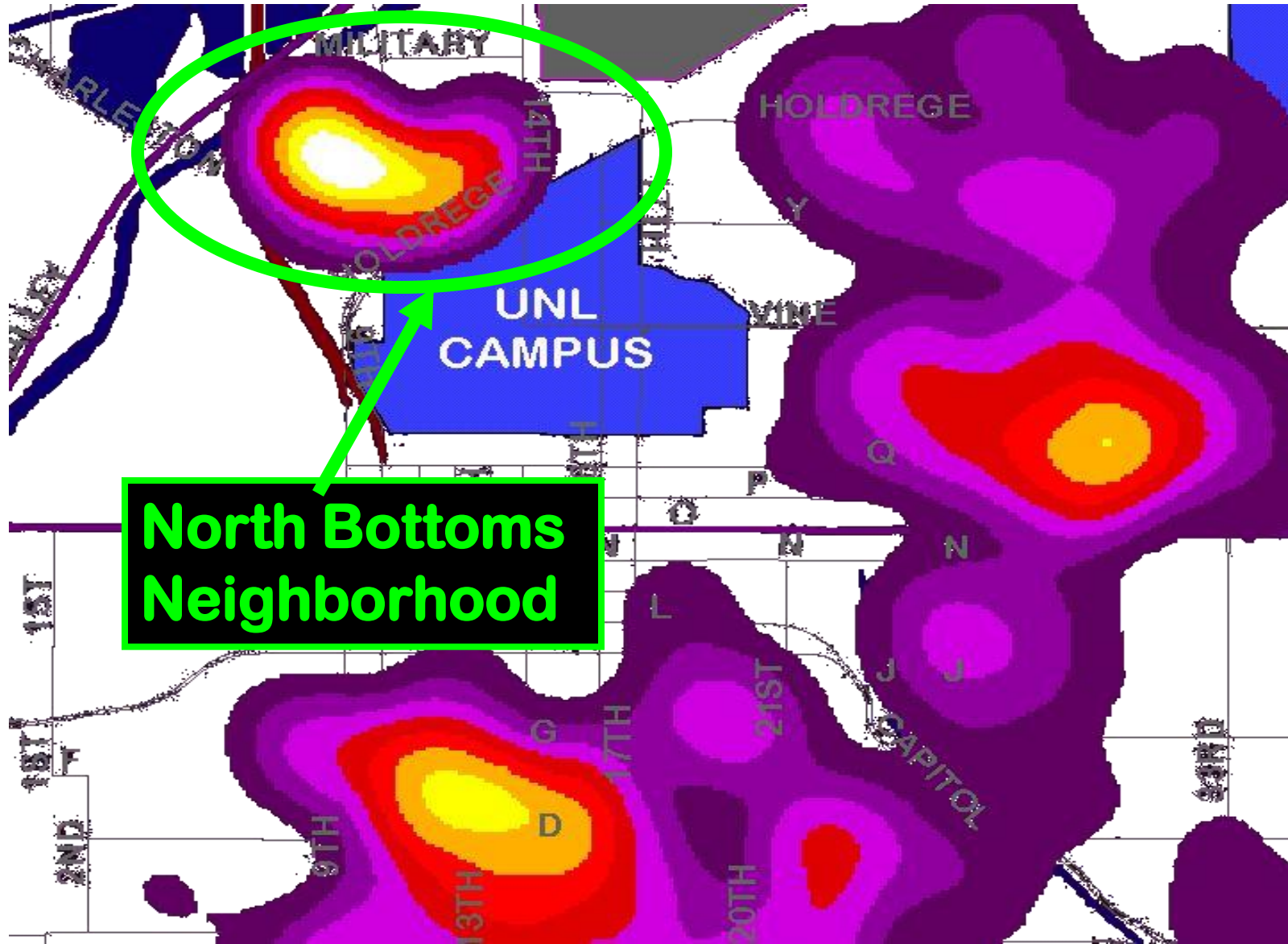
68 - 1 ticket
18 - 2 tickets
5 - 3 tickets
1 - 4 tickets

Reported Location of Alcohol Consumption

Alcohol-Related Problems by Time of Day

Density of Party Complaints Near Campus

Last Drink Data

	Number of Admissions	Percent of Total	Average BAC
Bar A	93	16%	.169
Bar B	49	9%	.183
Bar C	43	8%	.160
Bar D	43	8%	.160
Bar E	33	6%	.159
Bar F	32	6%	.169
Bar G	31	5%	.181
Bar H	23	4%	.165
Bar J	22	4%	.163
Bar K	19	3%	.179
Total (403)	388/569	69%	.169

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

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

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"
- http://www.collegedrinkingprevention.gov/NIAAACollegeMaterials/TaskForce/TaskForce_TOC.aspx
- Harvard School of Public Health – College Alcohol Study and "A Matter of Degree" Program http://www.hsph.harvard.edu/cas/
- 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
- 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