

# Mutual Interests Involving Faculty in Campus Prevention Work

by William DeJong

“Have you been able to enlist members of the faculty to participate in your campus’s alcohol and other drug abuse prevention efforts?”

Ask alcohol and other drug abuse prevention coordinators this question and many will sigh in exasperation or simply laugh. Sure, they’ve tried to find faculty members who might be willing to devote time and energy to this issue but often with limited success. Faculty members are very focused on their own work, and many simply don’t see it as part of their job.

And then there are the faculty members who may unwittingly undermine the college’s prevention efforts by joking about alcohol and other drug use, avoiding Monday exams and project due dates after big weekends, or decrying increased efforts to enforce the minimum drinking age laws.

Some faculty, however, actively participate as leaders in their college’s prevention efforts, playing a variety of critical roles:

- Participating on a task force that reviews and updates campus alcohol and other drug policies and develops new prevention programming.
- Completing a problem analysis or needs assessment.
- Conducting formative research to inform the development and revision of program and policy interventions.
- Designing, implementing, and analyzing program evaluations.
- Developing new courses or individual classes that provide key alcohol- and other drug-related information (known as “curriculum infusion”).

Why do these faculty members get involved in prevention, when so many others do not? Consider the stories of three professors.

## John Clapp, San Diego State University (SDSU)

John Clapp, Ph.D., became involved in 1998 with prevention on campus when he was an assistant professor at SDSU. His department was home to a peer education program, Student-to-Student, which needed funding. He wrote a proposal resulting in a U.S. Department of Education grant to help support that effort, which also gave him access to data for his new research program. “That early work jump-started my career as a researcher,” Clapp explains. Years later, he is nationally known for his use of



John Clapp

field studies to develop and test environmental prevention theory.

Of greatest significance, according to Clapp, is a study that he and his colleagues did to test the efficacy of an environmental prevention campaign to reduce driving under the influence (DUI) among college students (*Addiction*, Vol. 100, No. 3, March 2005). Two universities participated. Students attending one institution were exposed to a social marketing campaign, a media advocacy campaign, and increased law enforcement, including DUI checkpoints and roving DUI patrols. The second institution served as a control site. Telephone interviews with randomly selected students showed that self-reported

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## Mutual Interests: Involving Faculty in Campus Prevention Work

### Leadership From the Top

William Modzeleski, associate assistant deputy secretary in the U.S. Department of Education's Office of Safe and Drug-Free Schools, rightly points out that motivating faculty to take responsibility for prevention requires campus leadership, whether it be from presidents, chancellors, or deans.

"For me, that's the key. It has to start at the top. If the university doesn't view faculty involvement in prevention as important, faculty members won't see it as important," says Modzeleski. ■

DUI dropped significantly at the intervention institution, while rates at the comparison institution remained stable. The three-year study was funded with grants from the National Institute on Alcohol Abuse and Alcoholism, the Center for Substance Abuse Prevention, and the U.S. Department of Education's Office of Safe and Drug-Free Schools.

Clapp continues to find satisfaction in conducting this type of field research. "The work is conceptually interesting from a social science perspective, methodologically challenging, and has real-world public health implications," he explains. Next on Clapp's docket are experimental tests of environmental interventions to promote responsible party hosting and the use of designated drivers in college bars.

### Mark Wood, University of Rhode Island (URI)

Mark Wood, Ph.D., a social psychologist, is a professor in URI's Department of Psychology. He views his prevention work as an example of "full cycle social psychology," which has three steps: observing a phenomenon, such as alcohol abuse; studying it under controlled conditions; and then applying what was learned back in the "real world" by collaborating with practitioners, in this case university administrators. Working on applied problems, Wood notes, is a rewarding way to integrate his passions for teaching, research, and community service.

When attending graduate school at the University of Missouri—Columbia, Wood did a second-year assistantship under the direction of Kim Dude, who directs the university's prevention efforts. Wood now collaborates with Fran Cohen, URI's dean of students, on a project called Common Ground, which is examining the feasibility of employing a campus and community coalition to implement environmental management strategies for decreasing underage access to alcohol, combating drunken driving, and increasing health protective behaviors. Wood also directs Transitions, a study of brief individualized feedback and a handbook for parents in reducing heavy drinking and alcohol-related negative consequences among incoming freshmen.

Wood explains that working with dedicated administrators who are committed to using research-based approaches has taught him a great deal about both the substantive area and practical issues associated with applied research. Equally rewarding, he adds, is the opportunity to work with both undergraduate and graduate students, going beyond the typical classroom experience. "We've learned a lot," he states, "but there's a long way to go

in extending knowledge about what works and building more comprehensive preventive interventions."

### Mark Woodford, The College of New Jersey (TCNJ)

"It is gratifying to see an impact from my scholarly and service activities on campus," says Mark Woodford, Ph.D., who chairs the Department of Counselor Education at TCNJ. "My hope is that this work will help create a cultural sea change that will make college communities safe and healthy places for this and the next generation of students."

With collaborator George Parks, Woodford has written extensively about CHOICES, a brief motivational intervention program designed to serve the needs of students who are at risk for alcohol-related problems but are not yet showing signs or symptoms of alcohol abuse. The program uses "interactive journaling," a guided writing process that encourages students to reflect on what they are learning and what it means for the personal lifestyle choices they make.

Most important, Woodford says, is the opportunity he had in 2007 to chair TCNJ's Commission on the Prevention of Alcohol

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### A Message to Faculty



"Jump in. The water's warm. There are lots of opportunities to do good work and make important applied and theoretical contributions, right in your own backyard."

—Mark Wood, University of Rhode Island

"Use your scholarly interests and talents to have an impact on your local campus community. This work can be very challenging, stimulating, and personally rewarding. It can also provide a setting and a population from which to collect data and to publish research that is immediately relevant to your students."

—Mark Woodford, The College of New Jersey



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## Mutual Interests: Involving Faculty in Campus Prevention Work

### Getting Faculty Involved

For additional information on how faculty can be involved in alcohol and other drug abuse prevention, see *Making the Link: Faculty and Prevention*, which is available through the U.S. Department of Education's Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention.

This guide includes sections on helping students experiencing problems; motivating faculty interest in prevention; identifying academic departments that can support prevention; providing active learning opportunities; and using academics to generate student involvement. ■

Abuse. Through a variety of forums, the commission got input from students and other members of the campus community and reviewed the literature to identify best practices. This work culminated in a report to administration with recommendations for programs and policies to address underage and high-risk drinking. Moving on, Woodford expects to be involved in implementing and evaluating the new prevention strategies that the college adopts in the coming year.

### Finding Areas of Mutual Interest

Faculty are devoted to their research and writing, but most choose employment at a college or university because they enjoy teaching and mentoring students. It is not uncommon for faculty to say that they are responsible for what goes on in the classroom, while student affairs administrators are responsible for dealing with student social problems such as alcohol and other drug use.

Faculty members' success as teachers depends on having students who are focused on their academic mission rather than the next social event. However, appealing to faculty

on such grounds, given the press of their academic-related duties, is unlikely to move very many to get involved. Other incentives might be influential—for example, summer salary or a reduction in teaching load, but by themselves, such inducements are not guaranteed to entice faculty who will truly devote themselves to this work.

The stories of Clapp, Wood, and Woodford are illustrative. The key is to find faculty members whose intellectual and professional interests can be engaged by alcohol and other drug abuse prevention work, with opportunities to write articles for publication, present their work at scholarly meetings, and develop student projects for course work, practicums, or research.

Faculty partners can be found on any campus, but prevention coordinators should expect to knock on a few doors to seek them out and then spend time exploring areas of mutual interest. Do this, and they will come and participate.

*William DeJong, Ph.D., is a professor of social and behavioral sciences at the Boston University School of Public Health and a senior adviser to the Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention. ■*

### A Role for All Faculty Members

At a minimum, all faculty members should support healthy norms on campus by communicating a firm expectation that students will focus on their academic purpose. With training, faculty can take some responsibility for identifying students who are showing signs of distress and referring them for intervention and possible treatment. ■

## Message From Deborah Price, OSDFS Assistant Deputy Secretary

All those working at colleges and universities have some responsibility for the health and safety of members of the campus community when it comes to alcohol and other drug



abuse and violence. Faculty members have considerable contact with students and a vested interest in their academic success. They are in a unique position to have an effect on their lives. According to the Network for the Dissemination of Curriculum Infusion, “[F]aculty are well positioned to influence the learning and social environment of their institutions to one that is less tolerant of drug abuse and violence; they are invested in promoting an atmosphere that is conducive to learning.”

This issue of *Catalyst* examines the various ways that faculty members have become engaged in prevention efforts on their campuses and have made contributions to the prevention field in general. Ranging from curriculum infusion to research and evaluation to support prevention efforts, faculty members at colleges and universities across the nation are focusing their intellectual and professional interests on alcohol and other drug abuse prevention work.

The articles in this *Catalyst* issue underscore the important and diverse contributions that faculty members can make to prevention efforts—from being attentive to their own language in their classrooms regarding alcohol to conducting seminal research about program effectiveness. For prevention staff at many universities, recruiting faculty to engage in prevention efforts works best when faculty are presented with opportunities that are consistent with their interests. Efforts to involve faculty can result in meaningful partnerships to advance alcohol and other drug abuse and violence prevention. ■

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# Faculty Involvement With Prevention Data Collection

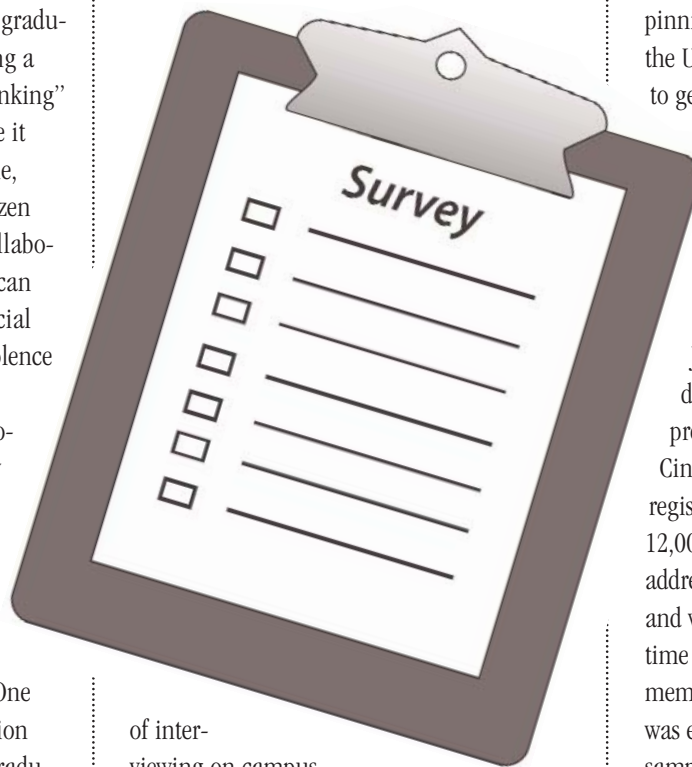
The *Safe and Drug-Free Schools and Communities Act* as amended in 2001 requires that prevention activities be based on objective data about drug use and violence problems on a campus. Prevention planners may find that help in gathering and using such data is closer than they think. It can come from faculty and students.

At the University of Iowa recently two graduate students played a key role in assessing a campus campaign against “extreme drinking” and helped revise the campaign to make it more effective. At the University of Maine, Orono, faculty members from half a dozen departments have formed a research collaborative to identify areas of research that can help mold policies that will spur beneficial social change, especially in terms of violence against women.

Shelly Campo, Ph.D., an assistant professor in the Department of Community and Behavioral Health at the University of Iowa, found that two graduate students were intrigued by the techniques used in a campus campaign to reduce heavy drinking. There had been no evaluation of the campaign. “One was a graduate student in communication studies, the other was a public health graduate student,” says Campo. “The two of them teamed up to work with me and Student Health Services to provide some evaluation data on the campaign.”

Campo points out that this kind of student participation not only fills a need for the university but also can enhance the academic careers of the students. “They were able to submit conference presentations and articles from their work. I think an important message is that service education and research don’t have to be at odds. They can work together.”

Campo formerly taught at Cornell University, New York, and developed a similar mode of student participation in an effort there to reduce hazing at Cornell. “I was teaching a course in public opinion when the hazing issue came up. A group of my students wanted to explore people’s experience and attitudes toward hazing at Cornell. They did quite a lot



of interviewing on campus, including some in-depth interviews with people who had experienced hazing.”

One student became so involved in the research that it served as the subject of a senior honors thesis, and the university hired her to work on anti-hazing initiatives. One result was that Cornell was the first university to create a Web site dedicated to hazing prevention.

The effort to find out more about hazing and its consequences and to mount a prevention effort became a catalyst for greater faculty

participation in a campus program, Campo says. “We drew in some faculty members from our Department of Education faculty who had never been involved in this way. Eventually we created quite a coalition.”

The increasing technical advances of the Internet have opened new avenues for the kind of data collection needed as the underpinning for prevention. One example is how the University of Cincinnati (UC) used e-mail to get a handle on student attitudes toward the kind of Cinco de Mayo celebrations that created serious disturbances in an off-campus neighborhood in 2002 and 2003.

Bonnie Fisher, Ph.D., an associate professor in the Division of Criminal Justice at UC, explains how a survey conducted via the Internet has helped design prevention efforts aimed at toning down Cinco de Mayo celebrations. The university registrar’s office provided addresses of some 12,000 undergraduates who listed an e-mail address, were between 18 and 26 years old, and were currently enrolled as full- or part-time students. Fisher and two other faculty members designed a survey instrument that was e-mailed on March 10, 2004, to a random sample of those on the address list. The message promised anonymity and asked that the completed questionnaire be returned by March 30. The questions ranged from whether the student planned to attend a Cinco de Mayo party to what steps the student would suggest to avert the kind of disturbances seen in the past.

Although the survey and a follow-up survey taken after the 2004 Cinco de Mayo parties had a disappointing return rate, they still provided valuable insight into student attitudes toward celebratory events, says Fisher. She

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## Faculty Involvement With Prevention Data Collection

describes the Web-based surveys as “a collaborative effort on the part of administrators and faculty.”

Fisher sees a future for using e-mail as a survey tool. “These surveys are great for college students because they’re familiar with the Internet and using e-mail as a means to communicate. Typically those who get such a survey either complete it right away or ignore it, so the turnaround time is shorter than with telephone surveys. Because you can send out lots of questionnaires at once, it really cuts down on administrative time and eliminates interviewers.”

But Fisher acknowledges there is a downside to e-mail surveys, including “mischievous responses.” In addition, students get lots of

junk mail, “so grabbing their attention is challenging, as is getting through their spam filters. But even with such challenges I think Web-based surveys are worth it for the student population.”

Tapping into the background and experience of faculty members as a strategy for planning research and data collection is the inspiration behind the University of Maine’s Research Collaborative on Violence Against Women.

Renate Klein, Ph.D., associate professor of human development and family studies at the university, says the collabora-

tive is an informal group with an interest in linking research with policy and social change. The collaborative lists 27 members who come from six university departments—Public Administration, Sociology, Social Work,

Nursing, Psychology, and Education. “We’ve been getting together on and off to exchange research and collaborate on projects,” says Klein.

One collaboration was the organization of a 2005 Conference on Sexual Assault and Domestic Violence Against Women that drew hundreds of participants to the university. “We had researchers and policymakers and practitioners talking together about this issue and the research agenda it calls for,” Klein says.

“On our campus we’re seeing a growing coordination and integration of research and practice.”

Another outgrowth of that coordination was a 2007 program on the University of Maine campus to train all university employees—including faculty—in how to deal with relationship abuse in the workplace.

Such faculty involvement contributes valuable resources to campus prevention efforts, especially when it comes to developing and evaluating programs and initiatives aimed at reducing problems related to alcohol and other drug abuse and violence. ■

***“Because you can send out lots of questionnaires at once, it really cut down on administrative time and eliminates interviewers.”***

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For more information and updates, go to <http://www.higheredcenter.org/natl/2008>

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# Q&A With Linda Costigan Lederman

Linda Costigan Lederman, Ph.D., is dean of social sciences and professor of health and human communication at Arizona State University. She is also professor emerita in the Department of Communication and the Center of Alcohol Studies at Rutgers University where she was the founding director of the Center for Communication and Health Issues. Her most recent book, *Changing the Culture of College Drinking* (Hampton Press, 2004) (with Lea Stewart) is the first scholarly book to examine the role of communication in the prevention of dangerous drinking on the college campus.



**Q:** Should faculty be involved in alcohol and other drug abuse and violence prevention? If so, how can faculty be involved and what are ways to get faculty involved? How important is this for prevention at colleges and universities?

**A:** Faculty members should be involved in prevention, but we need to find ways that support their interests. I have been working on a curriculum infusion program that gives faculty members working examples of alcohol or other drug issues that relate to the subject matter of their classes. If a faculty member uses in a class a game that I developed on decisions about drinking, for example, on persuasion, students have to come up with a way to persuade people to make a healthy decision. It is easy to use because in some classes not only is the content important, so is the process. Materials that can be used in a course is a way to involve faculty members because they don't have to do anything—they get

some new course material that they themselves do not have to develop.

Faculty members get a way to engage students that makes them more active in the class. The professor has more material to illustrate the point that he or she wants to make, whether it is about social influence, peer pressure, communication, or sociological concepts. But ultimately it all comes down to figuring out what the benefits are for faculty members to get engaged in prevention and make it more likely for them to do something.

The first consideration when thinking about engaging faculty in prevention is the nature of the institution of higher education. Is it an institution in which publication and research and getting grants are of major importance? Because if it is one in which teaching is a very small part of what faculty members do, the motivation to engage with students may not be very high. They may not even know their students very well. Prevention is more likely to engage faculty who are either at smaller institutions or teaching institutions in which faculty teach four or five courses a semester, many of which are undergraduate courses in which they get to know their students pretty well. Student engagement is central to what they do.

***Faculty members should be involved in prevention, but we need to find ways that support their interests.***

**Q:** Universities and especially the top-tier research universities have students who are taking classes in statistics and survey development. How can we get faculty members in those institutions to focus on their own campuses in terms of prevention research and evaluation?

**A:** As a faculty member who has conducted research on prevention issues at Rutgers and now at Arizona State University, I have been told by those on campus working in prevention that I am a “find” because they rarely find faculty members who want to work with them. Often faculty members who conduct research have their own research agenda—they are not just methodologists. By this I mean that they are interested in some line of questions and then use survey research to examine

those questions rather than develop surveys to respond to someone else's research questions.

That said, some more applied researchers really want to do something to make the world a better place and care about the topic of alcohol and other drug abuse prevention. They understand that this research—especially evaluation research—is needed.

**Q:** Is it worth it to put energy and effort into trying to engage faculty members in prevention or is this something that is so outside their regular role that it is better just to forget about it?

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## Q&A With Linda Costigan Lederman

**A:** It depends on the institution. At teaching institutions, it is worth it because the faculty are usually there because they want to affect students' lives—they want to teach rather than conduct research. In addition, in my own research

I have found that faculty members can have an influence on students' drinking or at least their perceptions of how drinking occurs by the way they talk about alcohol

use in their classes. So, one way to engage faculty is to come up with creative ways of letting them know that what they say or don't say about alcohol in class—even in an off-handed manner—can affect how students perceive drinking norms and expectations.

For example—and I used to do this myself—faculty members often make jokes about drinking, such as “It's Friday morning and since you probably were partying last night you're not ready for this test.” Why would faculty members do that? It is because they are trying to build rapport with their students by trying to show them that they are not so different—they have been there and done that. But that is not how students hear such quips. They hear their professors encouraging drinking and promulgating the idea that everybody does it. When I first saw that in some of the data we were collecting, I stopped making jokes about alcohol and drinking. Although by making jokes my intent was to be funny and make contact, it meant something very different to my students than what I thought.

Faculty members certainly can be made to understand the problems related to college

drinking and that just making different choices in how they talk about alcohol and drinking and the examples they use in class can have an effect on their students. That is a relatively easy way to be sure that faculty members are informed and aware of what is occurring on campus.

***One way to engage faculty is to come up with creative ways of letting them know that what they say or don't say about alcohol in class . . . can affect how students perceive drinking norms and expectations.***

**Q:** What incentives are there for faculty members to listen to these suggestions?

**A:** For faculty members who are teachers, the incentive is their need to change lives. They want to make students' lives better. That is why they teach. They believe that they are engaging in a service. If faculty members

understand more about the complex set of decisions that students must make as they make their way through the early years of college life—choices about drinking and smoking and eating and dating and all those things that are such a big part of how they learn and grow up—then faculty can find ways not to create an atmosphere in their classrooms that says drinking a lot is okay. ■

### Office of Safe and Drug-Free Schools

If you would like more information about the Office of Safe and Drug-Free Schools (OSDFS), please visit the office's Web site at <http://www.ed.gov/OSDFS>. For more information about the office's higher education initiatives, please contact:

Richard Lucey, Jr., Education Program Specialist,  
**[Richard.Lucey@ed.gov](mailto:Richard.Lucey@ed.gov)**; 202-205-5471

## 2007 Model Program Grantee—Michigan State University

Since 1999 the U.S. Department of Education's Office of Safe and Drug-Free Schools (OSDFS) has used its Alcohol and Other Drug Prevention Models on College Campuses Grants initiative to identify and promote effective campus-based prevention programs. At the Department's 21st Annual National Meeting on Alcohol and Other Drug Abuse and Violence Prevention in Higher Education in Omaha, Neb., Michigan State University (MSU) was honored as the 2007 Model Program grantee.

Called *Disseminating Proven Models for Challenging the Environment of High-Risk Drinking*, the project is enhancing and disseminating the innovative strategies and significant results of MSU's social norms efforts. The project directors are Dennis Martell, Ph.D., and Sandi Smith, Ph.D.

MSU's social norms marketing campaigns attained substantial success by designing messages that feature descriptive, injunctive, and protective norms based on the drinking behavior and attitudes of students around celebratory events. From 2000 to 2006, the MSU model has been proven to promote positive norms, reduce misperceptions, increase protective behaviors, and reduce the rates of alcohol consumption. The theory-based, student-informed campaign and environmental management strategies have gradually changed the culture of drinking at MSU.

National dissemination of this program is occurring through development of a Web site to provide interactive instructions for researchers and practitioners who want to replicate the program; creation of a handbook on the development and implementation of a social norms marketing campaign; provision of services as consultants to other institutions of higher education via hosting teleconferences; and presentation of workshop sessions at meetings and conferences. ■

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# Curriculum Infusion

## Bringing Prevention Into the Classroom

Most of the risky behavior of college students doesn't take place in the classroom. It's the rowdy behavior at fraternity houses, at football tailgating, and at late-night parties that puts students' extracurricular use of alcohol and other drugs in full view. In response, many prevention efforts are geared to the world outside of the classroom as well, including offering alternative social activities and working with local communities and law enforcement.

What about what happens inside the classroom? After all, academics lie at the heart of the college experience, even if students, at times, pay greater attention to their social lives. More and more, those responsible for campus prevention initiatives are realizing the potential benefits of moving inside the classroom. Curriculum infusion is a prevention approach that weaves prevention messages into courses across the curriculum, affecting students' knowledge and perceptions about alcohol and other drug use and shifting social norms. Through engaging key members of the campus community and devising innovative ways to connect with students, curriculum infusion can be an important part of a comprehensive, environmental management approach to alcohol and other drug abuse prevention.

Perhaps most important, curriculum infusion recruits faculty into prevention efforts. Faculty greatly influence students' lives on campus, opening them up to new ways of thinking, new fields of study, and new opportunities. According to the Network for the Dissemination of Curriculum Infusion, because of their role on campus, "[F]aculty are well positioned to influence the learning and social environment of their institutions to one that is less tolerant of drug abuse and



While the money provides some motivation, in the end faculty continue to participate in curriculum infusion because they find it rewarding for themselves and for their students.

At universities with successful curriculum infusion initiatives, faculty have integrated prevention messages into courses across a wide range of disciplines. From psychology, business, and special education to biology, statistics, English, philosophy, and media com-

munications, faculty members have developed innovative ways to weave prevention topics and themes seamlessly into their courses. For example, a statistics class may have students run analyses contrasting data on student perceptions of alcohol and other drug use and abuse with actual rates. Biology classes can

examine the physiological effects of alcohol and other drug use. And, in media or graphic design classes students can design social norms marketing tools such as posters and brochures. In this instance, curriculum infusion facilitates other pre-

vention efforts on campus as well, achieving two objectives at once.

A business professor who participated in curriculum infusion at Marywood University described his experience incorporating material on the effect of alcohol and other drug abuse on business performance. "I think the whole issue of vicarious liability is a wake-up call for many students. Perhaps for the first time, they realize that they can be held responsible for personal conduct and the conduct of others as managers and leaders."

violence; they are invested in promoting an atmosphere that is conducive to learning." By bringing faculty on board through curriculum infusion, prevention efforts can reach students through their intellectual and academic interests, while also changing the social norms of the school.

For prevention staff at many universities, recruiting faculty to join curriculum infusion efforts has proven surprisingly easy. Jacklyn Leitzel, Ph.D., the director of counseling and student development at Marywood University in Pennsylvania, said, "Faculty and students seem very interested in this . . .

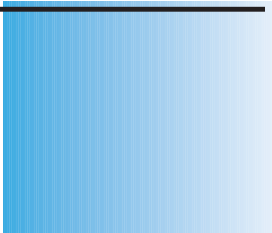
It's really not a difficult program to get started."

Take Marywood's program. As a first incentive, the prevention staff offer a small stipend to faculty for attending an initial training on curriculum infusion and for submitting a proposal for a course that will incorporate prevention content. But, faculty only receive this perk the first year that they participate. According to Leitzel, faculty members have continued incorporating prevention topics in their courses. "They are very responsive and interested."

***"Faculty and students seem very interested in this . . . It's really not a difficult program to get started."***

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# Faculty Involvement at Sacramento State

When new faculty members arrive at California State University (CSU), Sacramento, in the fall, they have a lot to learn about the campus. The 28,000-student campus, a Network member since 2002, offers a wide array of programs and opportunities, academic services, and extracurricular activities. So it's easy to envision a scenario in which faculty awareness of programs to prevent student

abuse of alcohol is "lost in the shuffle." But the staff at the on-campus Health Education Department's alcohol education program work toward a different scenario. Making their presence felt at the new faculty orientation, they distribute their *Faculty Resource Guide*, a document that summarizes their program and gives facts about alcohol use among college students. At the same time, they establish a relationship with the 30 to 50 new faculty members arriving on campus every year by speaking with them one-on-one. The hope is that interaction during the first week on campus will translate into ongoing faculty interest in alcohol and other drug abuse and violence prevention.

"My experience is that faculty become extremely busy and overwhelmed once school starts," says Cyndra Krogen, health educator with the alcohol education program. "Being able to connect with them when they first arrive allows us to make a more memorable impression."

The *Faculty Resource Guide* helps make that impression. It is a two-page handout, easy to read and full of information. In addition to giving contact information and a mission statement for the alcohol education program, the guide advertises available prevention services.

One of the most innovative is called Don't Cancel That Class, a program that has grown in popularity since its inception about three years ago. To use Don't Cancel That Class,

a faculty member invites alcohol education staff to come to a regularly scheduled class and give a presentation about alcohol use and college life. Although this often occurs when faculty members need to miss a class and would otherwise have to cancel, sometimes they remain in class. Faculty members can choose from a menu of subjects, such as alcohol and the media, women and alcohol, and alcohol poisoning. Or, they can request presentations tailored to fit their specific curricular needs. A team of students, trained as peer educators by the alcohol education staff, presents the selected program.

Of all the presentations offered, the most requested is "Alcohol Jeopardy." "Alcohol Jeopardy" is a highly interactive team game modeled on the "Jeopardy" television show. It teaches basic information about alcohol and covers facts about drinking and driving, alcohol and sex, the physiology of alcohol use, and social norms.

Kim Bancroft, Ph.D., assistant professor in the Teacher Education Department, has used Don't Cancel That Class with her freshman seminar class. She plans to use it again.

"I hate canceling class," she says. "With Don't Cancel That Class, the students are still getting an education when I can't be there. With topics like alcohol and sex, they are awake and listening."

Bancroft says the students enjoy "Alcohol Jeopardy." In addition, since the game uses statistical information about alcohol use at CSU-Sacramento, it serves as a "relevant" conversation starter. Bancroft believes it is beneficial for her freshman students to interact with over age 21 peer educators who use alcohol responsibly.

Because Bancroft and her colleagues are happy with Don't Cancel That Class, they spread the word to others. This, according to Bancroft, has increased the visibility of alcohol abuse prevention programs and made the faculty more cognizant of



Personal attention from dedicated professors



what they can do to support the students.

During the last academic year, peer educators from Don't Cancel That Class were called on for class presentations between 30 and 40 times. Assessment of its effectiveness shows that students do learn from the program. For "Alcohol Jeopardy" presentations in fall 2006, an average of 87 percent of the students correctly answered questions about alcohol in a

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## Faculty Involvement at Sacramento State

posttest, compared with 47 percent who answered correctly in a pretest. Krogen hopes to enhance assessment in the future by posttesting two weeks after the presentation, rather than immediately afterward. With increased assessment, she predicts an increase in faculty support.

In addition to promoting programs such as Don't Cancel That Class, the *Faculty Resource Guide* distributed at the new faculty orientation presents facts about the detrimental effects of high-risk drinking. According to a 2005 Core Survey cited in the guide, "[A]bout 28 percent of Sacramento State students report academic consequences of their drinking." And the guide notes that even students who are not drinkers often experience one or more secondary effects of another person's drinking. These can include assault, unwanted sexual advances, and having sleep or study interrupted. To help faculty members recognize those students who might have a problem, the handout lists specific behaviors to watch for, behaviors such as decreased quality of a student's work, mood swings, lack of participation in class discussion, and frequently missing class.

What, if anything, can faculty members do to help? The guide identifies university professors as being in a "unique position" to observe students on a daily basis. Thus professors can be the "catalysts" that prompt students to seek assistance.

"The decision to approach a student is yours," reads the handout. However, should a professor choose to intervene, the guide provides a general outline of what to say and how to say it. It notes that a professor should be ready with campus and community resources that can assist students. And to this end, it provides a current list.

Although educating faculty about high-risk drinking and about available prevention programs is an important outcome of her work, Krogen says that the most important outcome

of all is making faculty aware of the influence they exert on students.

"Faculty sometimes don't realize how much they are looked up to by students," she says. "Sometimes they assume that what happens in the classroom is isolated, that only the academic exchange is important. But we broaden their perspective and tell them that they do have an influence. Comments made [about alcohol] as a joke often sink in with students. Faculty are role models in so many ways."

Understanding the critical role they can

play in the lives of their students has led faculty members—particularly the younger ones, according to Krogen—to become interested in campuswide programs to prevent the abuse of alcohol and other drugs and prevent violence. Faculty members have stepped into active roles on the CSU-Sacramento's Alcohol Advisory Council. This council, established in 2001 at each of the 23 campuses of the California State University system, annually reviews and develops alcohol abuse prevention goals, assesses campus programs, and makes recommendations to the president of the university. Another way that faculty are involved with prevention efforts is in training peer educators for the alcohol education program. When Krogen asked for help with the training program over the summer, she got volunteers who taught classes in alcohol advertising and public speaking. Not surprisingly, the work to educate new faculty about alcohol abuse prevention has led to an increased comfort level with the programs and services provided.

"A few more faculty members have an easier time picking up the phone and calling me," says Krogen. "Now that they have a program and a face they feel a little more empowered to refer a student."

***The most important outcome of all is making faculty aware of the influence they exert on students.***

## Join the Network!

### Welcome New Network Members

Developed in 1987 by the U.S. Department of Education, the Network Addressing Collegiate Alcohol and Other Drug Issues (Network) is a voluntary membership organization whose member institutions agree to work toward a set of standards aimed at reducing alcohol and other drug (AOD) problems at colleges and universities.

The Network welcomes new members from across the nation, representing all types of institutions of higher education, from community colleges to universities. A list of new members who have joined since the last *Catalyst* issue was published is available [here](#).

The Network develops collaborative AOD prevention efforts among colleges and universities through electronic information exchange, printed materials, and sponsorship of national, regional, and state activities and conferences. Each Network member has a campus contact who, as part of the constituency of the region, helps determine activities of the Network.

As of March 2008, Network membership stood at 1,607 postsecondary institutions.

To learn more about the Network and how your campus can become a member, visit the Network's [Web site](#). ■

Krogen is committed to continuing her interaction with faculty, educating them about the alcohol education program's prevention work and helping them understand the importance of their status as role models.

"Engaging with faculty will always be a priority," she says. "It's worth our efforts."

And importantly, it begins when new faculty members arrive in the fall of each year. ■

(Continued from page 8)

## Curriculum Infusion: Bringing Prevention Into the Classroom

Other professors found that adding alcohol and other drug content into their courses provided rich material for both achieving prevention goals and for expanding students' understanding of the subject matter more broadly. A biology professor at the same university said, "I have infused a short unit about the effects of alcohol on respiration in my general biology class for freshmen. I am impressed to convey that they pay more attention and have more interest in this unit than almost any other topic covered during the entire semester."

Because the content becomes part of the course content, students do not feel preached to or bombarded with information. By truly infusing the material, greater understanding of alcohol and other drug use and abuse flows naturally from students' intellectual engagement. In evaluation surveys, many of the faculty at Marywood mentioned students' reactions to the topics and themes addressing alcohol and other drugs. One professor of special education courses said, "The students were outraged that a birth defect [fetal alcohol syndrome] that is completely preventable was so common." She then channeled their outrage into a teaching moment about the consequences of substance abuse.

Not only do students engage with and respond to material presented through curriculum infusion but they also take away important prevention messages. Marywood University recently conducted a pre/posttest study to examine the effects of their curriculum infusion initiative. Data indicate that after taking a course incorporating curriculum infusion, students have increased knowledge about the dangers of alcohol abuse and a more negative attitude

toward alcohol abuse and abusers. While the study's findings were not statistically significant, they revealed a strong positive trend and provide a promising basis for further study. Marywood's positive experience suggests that curriculum infusion can form an important component of an environmental management

approach to alcohol and other drug abuse prevention.

According to CASE at the University of Virginia, curriculum infusion has proven to be a particularly effective way for prevention messages to reach commuter students. Many prevention efforts don't reach these students

because they live at home, often hold down a job off campus, and do not engage in many extracurricular activities. Without time to get involved with campus after-class activities, commuter students interact with the institution mainly through their classes, making curriculum infusion an ideal way to reach them.

After having initial success with curriculum infusion, some universities have expanded it to address specific consequences of alcohol and other drug abuse, such as alcohol- and other drug-related violence and sexual assault. An example of such a class project comes from Ivy Tech State College in Gary, Ind. The professional nursing issues class project involved planning and implementing a half-day campus forum addressing the risks of alcohol and other drug abuse and sexual assault. These types of projects not only educate students about severe implications of abuse but also work to shift the culture around these other key concerns.

While incorporating curriculum infusion into a campus prevention strategy may seem

challenging, assistance is readily at hand. As curriculum infusion moved into the consciousness of prevention experts in the 1990s, systems emerged to connect interested colleges and universities with experienced staff and faculty. Northeastern Illinois University, which integrated curriculum infusion into a successful institutionwide prevention program in the late 1980s, developed the Network for the Dissemination of Curriculum Infusion (NDCI), which it continues to house. The network offers a range of services, including local, regional, and national training and conferences; resource materials, such as a national newsletter; and consultation on curriculum infusion. The network emphasizes the integration of curriculum infusion into a comprehensive prevention strategy and has facilitated its growth.

With technical assistance from NDCI and others, such as the U.S. Department of Education's Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention, colleges and universities can quickly gain the skills and information they need to recruit faculty and implement curriculum infusion. Additionally, funding from a state liquor control board or other source can help facilitate the program's expansion by funding trainings and enabling staff to offer stipends to faculty. Even without such funding, other campuses have attracted faculty participation simply by inviting them to the table. As Jacklyn Leitzel at Marywood University noted, "It doesn't require a lot of effort to get going on anyone's part."

For more information about curriculum infusion, visit the Center for Alcohol and Substance Education at the University of Virginia at <http://www.virginia.edu/case/faculty/curriculum.html> and the Network for the Dissemination of Curriculum Infusion at <http://www.neiu.edu/~cinfusi>. ■

***Not only do students engage with and respond to material presented through curriculum infusion but they also take away important prevention messages.***



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## Our Mission

The mission of the U.S. Department of Education's Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention is to assist institutions of higher education in developing, implementing, and evaluating alcohol and other drug abuse and violence prevention policies and programs that will foster students' academic and social development and promote campus and community safety.

## Get in Touch

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## How We Can Help

- Training and professional development activities
- Resources, referrals, and consultations
- Publication and dissemination of prevention materials
- Support for the Network Addressing Collegiate Alcohol and Other Drug Issues
- Assessment, evaluation, and analysis activities

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## Resources

For resources of interest to faculty, click on the following publications from the Higher Education Center's publications collection:

### Faculty-Specific Resources

[Faculty Involvement in AOD Prevention](#)

[Faculty Leadership in Preventing Alcohol and Other Drug Problems in Higher](#)

[Education: Proceedings Report of the](#)

[Symposium Held at the University of](#)

[Massachusetts at Boston, July 17-19, 1997](#)

[Making the Link: Faculty and Prevention](#)

### Additional Resources for Faculty

[Alcohol and Other Drugs on Campus—The Scope of the Problem](#)

[Catalyst \(Spring 2007\), Vol. 8 No. 3](#)

[College Alcohol Risk Assessment Guide:](#)

[Environmental Approaches to Prevention](#)

[Environmental Management: An Approach to Alcohol and Other Drug Prevention](#)

[Evaluating Environmental Management](#)

[Approaches to Alcohol and Other Drug](#)

[Abuse Prevention](#)

[Experiences in Effective Prevention: The U.S.](#)

[Department of Education's Alcohol and](#)

[Other Drug Prevention Models on College](#)

[Campuses Grants](#)

[Preventing Violence and Promoting Safety in](#)

[Higher Education Settings: Overview of a](#)

[Comprehensive Approach](#)

[Safe Lanes on Campus: A Guide for](#)

[Preventing Impaired Driving and](#)

[Underage Drinking](#)

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