

# Where do we go from here?

## **Discussions during Dig Deeper: Summit Stats**

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## **HSB vs CAS Drinking Rates**

### **University: What can the University do?**

- Reconsider academic scheduling including move in weekend in the fall and spring, spring break and Friday class offerings
- Host required seminars for undecided business majors covering holistic health information including alcohol education and resources for support
- Offer professional development for staff and faculty on cognitive behavioral training techniques and how to teach these to students

### **Faculty: What can faculty do?**

- Facilitate the alcohol orientation session to incoming freshmen which is an opportunity open to any staff member at SJU
- Encourage students to get more involved on campus in activities or groups
- Utilize influence over students to discuss alcohol, health, and resources both in and out of class

### **Staff: What can staff do?**

- Include school affiliation in questions on Think About It online survey or other surveys
- Offer programming regarding self-medicating and positive coping strategies (cognitive behavior therapy techniques) targeted at men

### **Suggestions for Continued Research:**

- Conduct a multi-variant analysis with gender and school
- Determine level of coping strategies or self-medicating by gender

- Determine if specific locations are more risky for alcohol consumption (on campus vs off campus) to discover how to address those specific types of risk
- Determine if there is a difference between students who are on Co-Op or student teaching versus students who are taking regular classes
- Determine if there is a difference between students who are unaffiliated by school
- Determine if there is a difference between undecided students and decided students in both schools
- Conduct qualitative study of students who change their major from one school to another
- Create personality testing for incoming freshmen such as Myers-Briggs

## **Freshman Pre-gaming and Social Anxiety**

### **University: What can the University do?**

- Continue to utilize harm reduction as the educational model: “drink smarter, not harder.”
- Work with parents as partners in the education of their students; encourage open and often discussions about alcohol and share/research on how parents can influence their students
- Spread awareness of ISN to all faculty/staff and encourage submissions with a wide criteria to include missing class but also anxiety levels
- Consider a centralized location of CAPS to benefit anxious freshmen/advertise drop-in center more often and/or move main location to main campus
- Require service learning classes for all undecided majors
- Provide resources to promote the student ambassador organizations (Active Minds, Peer Educators, Flock, etc) whose mission is to address these issues

### **Faculty: What can faculty do?**

- Utilize the Cura Personalis mission to discuss holistic experience at SJU with students
- Invite in student speakers to classroom to share story
- As an advisor, encourage service learning courses for undecided majors specifically

### **Staff: What can staff do?**

- Create social norming campaign to help the perceptions match reality around high risk drinking rates, impact of alcohol use on academics and rates of those seeking emotional support through CAPS
- Continue to promote bystander intervention and peer to peer education

### **Suggestions for Continued Research:**

- CAPS is seeing more students with higher levels of anxiety; combine data collected through Healthy Minds survey and other alcohol surveys to gain bigger picture of student body
- Career Development Center is conducting a screening survey of clients; if responses show anxiety, refer to CAPS. Also, combine the data collected with other surveys to gain a bigger picture of student body
- Determine level of self-medicating taking place among freshmen

## **Alcohol and Sexual Assault**

### **University: What can the University do?**

- Require faculty to undergo training on how to recognize harassment in the classroom
- Invite a student and require faculty from each school (HSB and CAS) to serve on the Sexual Misconduct committee and/or Commission on the Status of Women
- Provide more resources and a full-time advisor for REPP
- Offer a student certificate on their transcript called Current Issues in Higher Education which covers many areas (alcohol, drugs, diversity, sexual misconduct) – connect to classes that touch on these topics and once a student goes through a certain number of classes and a certain number of qualified workshops outside the classroom, they get a certificate

### **Faculty: What can faculty do?**

- Serve on the Sexual Misconduct Committee, the Commission on the Status of Women, and the Advisory Council on Alcohol, Drugs and Student Health
- Allow students to receive extra credit for attending certain events outside the classroom or include it as credit required within the syllabus
- Create a Freshmen Passport program that require students to attend a certain number of events outside the classroom that relate to their FYS class or major to ensure a well-balanced education – do this for each class year, not just freshmen

### **Staff: What can staff do?**

- Provide faculty earlier contact/outreach on awareness weeks/months and events
- Have RAs conduct more rounds on high risk drinking nights to prevent pre-gaming and blacking out which could lead to sexual assault
- Provide CAPS support groups that include life skills trainings
- Help make introductions of students who experience social anxiety
- Create a program where students can self-identify as anxiety prone and we can assign them a mentor within this Buddy System, similar to a Big in a sorority, who has also experienced anxiety
- Provide more promotion, training and support for REPP
- Focus on male culture through White Ribbon campaign or Men Can Stop Rape group

### **Suggestions for Continued Research:**

- Gather all the data points from various surveys that ask questions about sexual misconduct to gain a better understanding of current trends and concerns

## **Addiction and Recovery on Campus**

### **University: What can the University do?**

- Offer recovery housing or wellness housing options for all students
- Market recovery support options available to incoming students through the Office of Admissions
- Create an advertised option of the ISN for friends to report concerns
- Mandatory training for faculty/staff on recognizing signs of distress and addiction and the resources provided at SJU

### **Faculty: What can faculty do?**

- Utilize the personal story-telling of people in recovery in the classroom
- Provide more exposure to recovery by requiring attendance at an open AA meeting for class

### **Staff: What can staff do?**

- Link additional websites to the recovery support options webpage via WADE
- Promote the resources available more often and in more ways
- Include more information about recovery options at Orientation
- Link to a National Hotline via the WADE website
- Provide an anonymous option for Q/A or support via the WADE website

### **Suggestions for Continued Research:**

- Conduct a campus climate survey of faculty/staff, alumni and students to identify the numbers of those dealing with addiction or those in recovery, the known resources available, and what else is needed to support this population