

REPORT OF THE CAMPUS CULTURE WORKING GROUP

INTRODUCTION

Alcohol use and the problems arising from abusive drinking are the most pervasive and vexing student life issues facing higher education today. The consequences of irresponsible and dangerous drinking by college students range from diminished academic experiences (e.g., failing to prepare for or attend classes, underperforming on tests and papers, and earning low grades), to legal and disciplinary problems, to serious injuries and death. At Colby the central role alcohol plays in student social life has been a source of great concern for decades. The College has attempted numerous policy and enforcement approaches to confront the systemic abuse of alcohol in student social life and change the campus culture of excessive student drinking. Despite these repeated efforts dangerous, high-risk drinking remains a staple of student life at Colby.

In May 2008 the problem of dangerous and excessive drinking came to a head on the last day of classes during the annual senior celebration known as "Champagne Steps." Fourteen students were hospitalized for alcohol poisoning, nearly overwhelming the local emergency room, while several other students required treatment at the Garrison-Foster Health Center for intoxication and a variety of alcohol-related injuries. In response, President William D. Adams and senior administrators recommended, and the Board of Trustees unanimously adopted, the following resolution:

Resolved: That the College shall terminate the "Champagne Steps" celebration and take any and all measures to eliminate the excessive drinking that has come to characterize the way in which Colby seniors celebrate the end of their four years of study at the College. Further, the board charges the administration of the College to address comprehensively the broader issue of excessive drinking as a feature of Colby student life.

In August 2008 President Adams formed the Champagne Steps Working Group and the Campus Culture Working Group to carry out the board's resolution. The Steps group was charged with overseeing the elimination of the Champagne Steps celebration. The Campus Culture Working Group (CCWG) was charged with identifying and proposing "the means by which the College can address the more systemic abuse of alcohol in student social life at the College and how Colby students, trustees, faculty, and staff can assist the College administration in addressing the issue of excessive drinking at Colby." Specifically, the CCWG was asked to develop and recommend a plan for combating abusive drinking and the negative consequences associated with it at Colby.

CCWG MEMBERSHIP

Campus culture as it relates to alcohol transcends all aspects of college life. As such, the makeup of the CCWG was intentionally crafted to include representatives of all of the major constituencies of the Colby community, including students, faculty (academic and athletic), administrative staff, the Board of Trustees, alumni, parents and families, and the Waterville community. The members of the CCWG are:

James Terhune, *Chair*
Mavrick Afonso '11
Martha Arterberry
Sally Baker
Roger Bel '10
Barbara Davidson P '10
Dekkers Davidson P '10
Cary Finnegan '09
Jacob Fischer '10*

Barbara Moore, *Staff*
Jason Long
Margaret McFadden
Alex Pan '11
Jane Powers '86
Alex Richards '09
Charles Rumsey IV
Jordan Schoonover '10
Paul Spillane '79, P '08

Jennifer Holsten '90
Emma James '04
D. Whitney King

Douglas Terp '84
James Tortorella
Richard Uchida '79

**Jacob Fischer '10 was added to the CCWG in May 2009 following his election as SGA president for the 2009-2010 academic year.*

CCWG PURPOSE, GOAL, AND OBJECTIVE

As noted in President Adams' charge to the group, the purpose of the CCWG was narrowly drawn to focus on identifying and recommending an action plan to limit excessive drinking at Colby and mitigate the problems that result from it. To achieve this end, the CCWG adopted one goal and one objective:

CCWG Goal:

Eliminate high risk/dangerous drinking as a staple of student social life at Colby.

CCWG Objective:

Identify and recommend concrete, readily implementable action steps to limit high risk/dangerous drinking at Colby.

From the first meeting of the CCWG on, the group was in full agreement that its focus would be on combating excessive and dangerous drinking. The CCWG recognizes and understands that concerns about college student drinking also include problems associated with underage drinking. However, the ongoing problems regarding student drinking that are of gravest concern at Colby are associated with high risk/dangerous drinking behaviors that effect students both under and over the legal drinking age. It should be noted, though, that the legal drinking age, like all applicable local, state, and federal laws, was understood as a clear parameter that would have to be observed in any recommendations offered by the group.

MEETING SCHEDULE AND PROCESS

The CCWG began meeting in September 2008. The full group met eight times between September 26, 2008 and May 19, 2009, including three extended meetings in conjunction with the October, January, and April meetings of the Board of Trustees. The process adopted by the CCWG to complete its work was divided into three phases:

1. Collecting and reporting on relevant background Information.
2. Articulating objectives for campus culture at Colby.
3. Recommending steps the College should take to address high-risk/dangerous drinking.

To complete phase one the CCWG divided into four subcommittees (National Data and Literature Review, Colby Data Review, Colby Student information, Colby Faculty/Staff/Local Perspective Review). The background review subcommittees conducted their work between September 26, 2008 and October 23, 2008 and reported on their findings to the full group at its meeting on October 23, 2008. Minutes from CCWG meetings and detailed information from the subcommittee reports can be viewed on the CCWG's Web site at http://www.colby.edu/administration_cs/studentaffairs/cwgrp.cfm. Additionally, the full group unanimously agreed with the recommendation of the group gathering information from current Colby students that the CCWG conduct a survey of students. A survey of current students was designed and administered early in the 2009 spring term.

The process of identifying and articulating objectives for achieving the ideal campus culture at Colby involved three steps. First, at the CCWG's October meeting, the full group engaged in a brainstorming exercise to list the qualities that would characterize the ideal campus culture. The list of qualities was

then divided into four themed categories: Community, Culture of Learning, Safe and Caring Environment, and Enhanced Social Climate.

The CCWG again divided into four subgroups and conducted S.W.O.T. (strengths, weaknesses, opportunities, and threats) assessments of each of the four categories. The S.W.O.T. exercises were completed during November 2008 and the subgroups reported the results at the December meeting of the full CCWG.

The final phase of the CCWG process took place over five months and involved several steps. First, each member of the CCWG was asked to develop and share three to four possible action steps the College could take to address the problem of excessive drinking. The full CCWG reviewed the recommendations offered by individual members at its January meeting. The recommendations that garnered the most support from the group were then divided into five categories (Statement of Expectations, Academic Issues, Social Programming, Policy, and Integrated Center for Alcohol Awareness, Treatment, and Education) and new subgroups were formed. The subgroups met separately to further develop and refine the recommendations under each category. The full set of recommendations was presented and preliminarily adopted at the CCWG's April meeting.

The CCWG's original timetable called for a full and open discussion on campus of the group's likely recommendations during April and early May 2009. However, because of the impact of the events of April 12, 2009, on the campus community, the CCWG and President Adams agreed to table the discussion until the beginning of the 2009 fall term.

BACKGROUND

From the outset, the CCWG established two key principles to guide its work:

Transparency: *The work of the group would not be cloaked in secrecy and conducted out of sight of the broader campus community. To ensure transparency and encourage participation in the process from others in the community the CCWG established a dedicated email address to which anyone could send questions, comments, or suggestions. Regular updates on the work and progress of the CCWG were provided to the College Affairs Committee (CAC), at Student Governments Association Meetings, to the Student Affairs Committee of the Board of Trustees, and to the editors of the Colby Echo.*

Reliance on Objective Data: *The work of the group would be, to the fullest extent possible, driven by objective data as opposed to unsubstantiated anecdotal evidence.*

The information provided by the background review subcommittees in October played a critical role in building a foundation for the rest of the work of the CCWG. The work of the National Data and Literature Review Subcommittee provided a broader context regarding college student drinking to facilitate understanding drinking at Colby.

National Data

The national statistics regarding college student drinking and its consequences are alarming. The National Institute on Alcohol Abuse and Alcoholism of the National Institutes of Health estimates that each year:

- Excessive drinking and its consequences result in 1,700 deaths of U.S. college students between the ages of 18 and 24.
- 599,000 college students are unintentionally injured while under the influence of alcohol.
- More than 696,000 college students between the ages of 18 and 24 are assaulted by another student under the influence of alcohol.
- More than 97,000 college students between the ages of 18 and 24 are victims of sexual assault or date rape that is alcohol-related.

- 25 percent of all college students report adverse academic consequences of drinking alcohol.

From 1993 to 2001 more than 50,000 students from 120 colleges participated in the Harvard School of Public Health College Alcohol Survey (CAS) directed by Dr. Henry Wechsler. The CAS examined “binge drinking” (defined as five or more drinks in a row for males, and four or more drinks in a row for females, on a single occasion in the past two weeks) and found:

- As corroborated by other national surveys, 40 to 44 percent of American college students binge drink.
- 48 percent of reported drinkers drink to get drunk.
- Levels of binge drinking remain stable at individual colleges over time.
- Binge drinking is more common in college environments that have strong drinking cultures and fewer alcohol control policies.
- Binge drinking is less prevalent on college campuses with greater racial and ethnic diversity.
- Easy access to alcohol leads to increased instances of binge drinking.

Colby Data

The CCWG also considered information from past surveys on Colby student drinking as well as statistical information regarding disciplinary action and hospitalizations related to alcohol.

AlcoholEdu data collected from incoming Colby students from 2005 to 2007 indicate:

- Approximately 65 to 70 percent self reported as drinkers in the summer before they start college.
- 69 percent of drinkers “pre-partied.”
- 70 to 80 percent of drinkers played drinking games.
- 70 percent of drinkers did shots of hard alcohol.
- 55 to 65 percent of drinkers “chugged” alcohol.
- 35 percent of drinkers had an alcohol induced “blackout.”

In 2005 the Office of Institutional Research conducted a survey on alcohol and student social life at Colby. Findings of note regarding student alcohol use include:

- The rate of binge drinking and the amount of alcohol that students consume at Colby (and other NESCAC schools) is high by national standards.
- The strongest predictors of binge drinking at Colby are (in rank order): 1. Gender (men more than women); 2. Financial aid status (no need and low need more than high need); 3. Athletic status (athletes more than non-athletes); 4. Ethnicity (white students more than American students of color and international students).
- The so-called “college effect” (i.e., increase in drinking behavior after starting college) is pronounced at Colby, suggesting a strong drinking culture.

The CCWG also considered statistical information regarding alcohol-related incidents documented by Campus Security and Health Center data on alcohol-related health matters. Key examples include:

- Over the past several years the number of alcohol incidents documented by Security peak in September and decline through the remainder of the fall. They peak again in January but remain relatively high throughout the spring term.
- Security violations from 1999 to 2007 indicate that alcohol is the largest security issue on campus. The overwhelming majority of serious violations (including assaults, sexual assaults, and vandalism) also involve alcohol.
- On average, 46 students each year have required treatment for alcohol poisoning at the emergency room over the past five.

- Hard alcohol abuse was the precipitating factor in 100 percent of student visits to the emergency room for alcohol poisoning.

Information regarding the weekly academic class schedule and programs listed on the College Calendar of Events also featured prominently in CCWG discussions. Items of note include:

- The lack of regular classes that take place on Fridays in general and Friday afternoon in particular.
- How few academic/intellectually oriented programs (guest lectures, symposia, etc.) take place on Thursdays, Fridays, and Saturdays.
- Concerns about Jan Plan including: the lack of continuing faculty who teach courses, the lack of academically/intellectually oriented programs on campus, and the decrease in student organization activities and student-driven social alternatives.

Colby Student Data

The national and historical Colby-specific data provided the CCWG with an important contextual framework for understanding the breadth and scope of issues related to high-risk drinking. However, the group understood that information gathered directly from current students would be most crucial to completing its work successfully. As such, the input and active participation of the student members of the CCWG was central to the group's decision making and the data (both quantitative and qualitative) culled from the CCWG Student Alcohol Survey administered during the 2009 spring term proved to be the most valuable and influential information to the process.

To model the kind of student leadership we hope to enlist coming out of the CCWG process, and to lend credibility to the process, the student members of the CCWG partnered with Professor McFadden to develop the survey instrument and assumed responsibility for presenting the survey to the student body and asking them to participate. Their efforts proved successful with more than 400 current Colby students participating in the survey. (The CCWG Student Alcohol Survey and results can be viewed at [https://www.surveymonkey.com/sr.aspx?sm= 2bOPDnewAw7SrAP9_2foW7WdbizuK_2bFTqMKjbTAm_2f72Jw_3d](https://www.surveymonkey.com/sr.aspx?sm=2bOPDnewAw7SrAP9_2foW7WdbizuK_2bFTqMKjbTAm_2f72Jw_3d).)

Some notable quantitative data from the CCWG Student Alcohol Survey include:

- 84 percent of respondents were drinkers.
- 61 percent of drinkers said they drink two to three days per week.
- 65 percent of drinkers usually consume three to seven drinks per day when they drink; 13 percent consume eight or more drinks per day when they drink.
- 63 percent of drinkers drink to get drunk two to three times per week.
- 63 percent of drinkers "pre-party."
- 58 percent of drinkers play drinking games one to two per week.
- 63 percent of drinkers said that their drinking behavior has changed since they came to Colby.
- 70 percent of respondents said that alcohol plays too much of a role on campus (22 percent) or sometimes plays too much of a role on campus (48 percent).

The CCWG Student Alcohol Survey also included several qualitative questions calling for short-answer responses from students. Students provided over 3,000 short-answer responses to the open-ended questions on the CCWG Student Alcohol Survey. Students' comments cover the full spectrum of opinions about, and possible answers to, the questions on the survey. A small sampling of student responses to short-answer questions on the CCWG Student Alcohol Survey is provided below:

- "...younger kids in particular pre-game a lot because they are not sure if they will be able to obtain alcohol later, and then get excessively drunk. since turning 21 i have found that my drinking has actually been a lot more controlled."

- *“...if a bunch of my friends are drinking and partying, I'm very likely to party with them. Obviously, friends influence behavior, because if no one were drinking, one person wouldn't go out and get drunk by himself/herself.”*
- *“...I play on a sports team and like many things that I do with my teammates, drinking is one of them. I am good friends with my teammates so I feel comfortable resisting pressures, but I will often just go along with everyone else.”*
- *“...I think that the [drinking] culture is a problem to the extent that it crowds out other things. I think that some Colby students are interested in drinking, sports maybe, and their schoolwork, and this is a bad thing for an intellectual community.”*
- *“I don't think [Colby] has a higher percentage of drinkers than any other typical college campus. I just think that people drink more in quantity, and the social scene is far more obvious.”*
- *“I think there are many people who are responsible, and that there is a group of students who make the rest of campus look bad.”*
- *“I think one important and often-overlooked factor is admissions. A lot of people at Colby come from wealthy New England schools where this sort of behavior is already the norm. I think if admissions pushed for a different sort of culture, we might gradually start to see it.”*
- *“It's [drinking is] a competition - We don't drink, for the most part, socially. We drink to get drunk, we drink to outdrink someone else, or we drink to beat someone else in a game.”*
- *“It [drinking] gives us all a way to wind down from the stresses at school and somehow makes us all find a way to bond.”*
- *“It [drinking] is the lubricant and the focus of most of the students' social lives.”*
- *“At Colby drinking to get drunk is the only way to drink or be social.”*
- *“...when I'm at home, I drive to parties, and everyone at the party/bar drove to that party/bar and therefore has to be responsible for staying sober enough to drive home safely. At a place as campus-oriented as Colby, that isn't really a consideration.”*
- *“i did not drink in high school, but i drink at school- because alcohol is more accessible, acceptable, and I can get away with drinking underage (in high school if you drank it was at large house parties that cops busted and everyone would get in trouble... i am yet to get in any trouble at colby) it is part of the social scene.”*
- *“I drink to fit in socially.”*
- *“[Colby should have] bigger parties. Less alcohol to go around the more people you have in a room.”*
- *“I would outlaw hard alcohol, relax rules on beer and have more campus wide activities like concerts where alcohol and activities are combined.”*
- *“Use big spaces (lounges) more efficiently! Those big lounges on Frat row are wasted to study space on weekends. Kids want big parties, and we have big spaces, so let's use them!”*
- *“Policing student drinking (from the administration) would not be as effective as having it come from older student leaders down to their student mentees.”*
- *“I think you guys are probably wasting your time and won't actually be able to make a difference.”*
- *“Colby has excellent and varied cultural opportunities (theatre, concerts, lectures, etc...), but many students don't take advantage of many of these. I'm not sure how much the administration/college can change this, I think it has to be the students who have to decide to bypass the parties and go to the other events that do exist.”*
- *“I did the alcohol working group, and did the talks with first-years when they came to campus. I had a really positive experience with my group of kids, and they were great at wanting to organize more dorm community and events to foster more community that didn't rely on a party scenario to work. I thought it was really encouraging to see that.”*

Parents/Employees/Community

Information gathered and reported on regarding perceptions and opinions of non-student adult members of the Colby community revealed a broad range of views on student drinking. Specific comments of note include:

- Acknowledgement that excessive drinking is a problem throughout American higher education.
- Range of opinions about the 21-year-old drinking age.
- A member of the Health Center staff believes that peer pressure plays a significant role in excessive drinking behavior.
- A faculty member reported a decrease in students' willingness to take Jan Plan coursework seriously. The same faculty member stated that several upper-class students report finding off-campus Jan Plan opportunities to avoid the Jan Plan drinking scene on campus. And some mid-year first-year students report being "shocked" by the drinking on campus during Jan Plan.
- Another faculty member reported knowing of several strong high school students who did not apply to Colby because of the drinking culture.
- A counselor stated that over half the students s/he has seen over the past decade make unsolicited, negative comments about drinking at Colby.
- One administrator reported on positive situations involving the appropriate use of alcohol by students. The same administrator sees opportunities to model responsible drinking behavior with of-age students on campus.
- One coach expressed concern about the extent to which social life revolves around alcohol.
- Another coach does not think that drinking adversely impacts performance by Colby athletes on the field.
- Another coach commented on mixed messages about alcohol in society and on campus.

The background review subcommittees' reports and links to several sources on college student drinking can be found on the CCWG's website at:

http://www.colby.edu/administration_cs/studentaffairs/cwgrp.cfm.

DISCUSSION

Concerns about the role and impact of alcohol as a feature of student life are longstanding and by no means exclusive to Colby. For more than half a century the College, like most of its peers, has tried to cope with the problem of excessive drinking by students with a full panoply of possible approaches including:

- Policy and rules enforcement
- Increasing support for alternative social programming
- "Social norming" campaigns
- Providing access to alcohol/substance abuse counseling and treatment programs
- A variety of educational and orientation programs, including, most recently, AlcoholEdu

While some if not all of these efforts have produced positive results, problems related to student alcohol use persist. Indeed, by most objective measures (reported drinking habits, incident reports, and alcohol-related hospitalizations) the problem appears to have worsened in recent years.

The CCWG entered into its work with the knowledge that most obvious approaches to solving the problem of college student drinking have been tried and have failed. Those facts notwithstanding, the CCWG believed that steps could be taken to change for the better the campus culture at Colby regarding excessive drinking. To that end, the CCWG determined from the outset that student buy-in and ownership must be an essential feature of any successful approach to addressing the high risk/dangerous drinking problem. Moreover, the CCWG agreed that a successful strategy to diminish the role of excessive drinking at Colby must be centered on the articulation of a clear and comprehensive vision for a campus culture that advances the College's educational mission. As such, the CCWG decided that any recommended

changes to the alcohol policy (i.e., new rules and sanctions) would be supportive of and subordinate to the vision for campus culture.

Understanding Campus Culture

The CCWG identified four defining qualities necessary to achieve the ideal campus culture:

Community: A vibrant academic community of engaged citizens who value difference, respect others, and take ownership of and responsibility for the home in which they live and learn.

Culture of Integrated Learning: A community comprised of individuals who have a healthy respect for themselves and others and who contribute actively to the academic and social environment.

Safe and Caring Environment: A healthy environment that is conducive to learning; one where students respect authority and rules, look out for each other, and take a long-term view of their experience at Colby and beyond.

Enhanced Social Climate: A campus climate in which the social and intellectual components of student life are fully integrated and support the mission of the College. A community in which the social culture is dominated by respect and values traditions not centered on drinking; an environment that encourages and rewards intellectual engagement and positive community relations.

Certainly Colby's campus culture already embraces and reflects these qualities in significant ways. Colby students are bright, capable, and talented learners who achieve in and out of the classroom. Colby faculty are leading scholars and dedicated teachers. Colby staff are skilled professionals dedicated to enhancing and supporting the student experience. The curricular review process currently underway by the faculty and the adoption of the Colby 360 plan for student life reflect the College's commitment to providing students with a rich experience in the liberal arts in which the academic program, co-curricular offerings, and residential living are fully integrated and complementary.

However, the adverse effects of excessive alcohol consumption are at odds with the College's core values and detract from the overall climate on campus. Binge drinking poses a serious health and safety threat to the wellbeing of Colby students. The academic and intellectual climate on campus suffers when drinking causes students to underperform in the classroom and/or not participate fully in out-of-class programs such as guest lectures, films, theatrical productions and symposia. The so-called second hand effects of drinking (e.g., noise, property damage, and acts of physical violence) diminish the quality of residential life and damage the sense of community on campus. And, as previously noted, virtually all non-academic disciplinary violations involve, or are directly related to, excessive drinking.

Additionally, the CCWG noted significant concern among all campus constituencies that the highest-profile and most revered student events and traditions have come to be primarily centered on large-scale drinking. There are, of course, many cherished traditions at Colby that do not involve alcohol such as the Lovejoy Convocation and the ringing of the Revere bell following football victories. But the events most commonly cited by students as important Colby traditions are Loudness, the Fall Ball, Doghead, and until its termination in 2008 Champagne Steps.

Shaping Campus Culture

After completing the first two phases of its work (reviewing background information and exploring both the ideal and the reality of Colby's campus culture with respect to alcohol), the CCWG shifted its focus to trying to identify a course of action to address the issue of excessive drinking at Colby. A number of

themes emerged, and the group reached consensus on the key components to the plan it would eventually put forward.

First, because the notion of campus culture encompasses all aspects of student life at Colby, addressing the problem of high-risk drinking as a feature of campus culture requires a comprehensive approach. Specifically, the way in which Colby engages prospective students, how new students (and their families) are welcomed and introduced to life on campus, academic expectations and requirements, cocurricular opportunities, the nature of student social life, the role of alumni and families, and the relationship between Colby and the Waterville community all have an impact on campus culture.

Second, the process of changing the campus alcohol culture must be a shared responsibility of students, faculty, and the administration. Virtually all previous approaches to managing the alcohol problem at Colby and most other colleges have been primarily top-down in nature. Laws have been handed down by federal, state, and local governments. College administrators have enacted policies and alcohol education programs and funded non-alcoholic alternative social events; all of which have failed to produce fundamental changes with respect to the problem of excessive drinking by college students. The CCWG readily acknowledges that even with significant student buy-in there are no easy answers to the problem. However, without significant student buy-in there will be no answers at all.

Finally, coping with the alcohol issue will best be accomplished by taking the long view and adopting an ongoing approach to managing it. Concerns about alcohol on American college campuses date back to 17th Century at Harvard and have been an issue in one form or another throughout Colby's history, and there is no reason to believe that they will disappear any time in the near future. Moreover, the nature of student drinking over the past decade is quite different from the way it played out in the 1980s, which was different from the 1950s, the 1920s, or the 1890s. It stands to reason, then, that dimensions of the alcohol issue at Colby will continue to change in the coming years and we will be faced with new and different problems associated with it.

Accordingly, the CCWG offers collectively the following suite of recommendations as concrete measures the Colby community should implement to address the issue of excessive drinking at the College.

RECOMMENDATIONS

1. The College should adopt the following Statement of Community Expectations.

The purpose of the Statement of Community Expectations is to delineate clearly Colby's expectations of all members of the campus community (students, faculty, staff, families, alumni, and friends of the College) with respect to intellectual engagement, civility, and social conduct. The statement is not an honor code or an enumeration of specific policies subject to enforcement through disciplinary procedures. Rather, it is intended as a declaration and affirmation of the College's principles and values.

Statement of Community Expectations

Preamble

The members of the Colby community declare their intention to live and work on a campus where social behavior befits the extraordinary intelligence and camaraderie of the student body, where employees focus on tasks designed to undergird the achievement of teaching and learning, and where scholarship and personal excellence have the opportunity to thrive.

We affirm this intention by adhering to the following community expectations:

- We, the students, faculty, staff, trustees, alumni, and families of Colby College, affirm the fundamental values of our community, including respect for ourselves, respect for others, and respect for our physical environment.

- We expect all members of the Colby community to strive for excellence in our primary roles at the College.
- We expect the opportunity to thrive and grow at Colby in an atmosphere of rigorous intellectual pursuit. We affirm our intention to integrate our academic, intellectual, and social lives and to challenge, in ourselves and in our community, behaviors that impede the ability to achieve that integration.
- We recognize the contributions and sacrifices, from students and families, alumni and friends, employees and Waterville neighbors that form the foundation of Colby's position as one of the finest liberal arts colleges in the world. We affirm our intention to honor those contributions and sacrifices by living as responsible, respectful members of the community, and by taking full advantage of the opportunities afforded by Colby.

In light of these expectations, with specific reference to alcohol use and abuse:

- We affirm the legal right of some in our community to consume alcohol but insist that it be consumed in a manner that promotes a climate essential to the freedom to study, to think, to speak, to work, and to learn.
- We expect our leaders to stand for a community in which alcohol abuse and the many negative behaviors associated with it are confronted and condemned.
- We expect to be afforded opportunities to be educated, and to engage in open, thoughtful dialogue about alcohol use and abuse.
- We affirm that abuse of alcohol is disrespectful to ourselves and dishonorable in light of the sacrifices made by others.
- We expect our friends and colleagues to confront us when we behave irresponsibly, disrespectfully, or dangerously in our use of alcohol. We affirm our intention to intervene when we encounter such behavior.

2. The CCWG recommends that the Statement of Community Expectations be a featured component of orientation for new students (and their families), new faculty, and new staff.

The Statement of Community Expectations provides a valuable tool for engaging new members of the Colby community in meaningful conversation about our values as an institution and our expectations for individual conduct. The CCWG believes that such conversations with new students and their families, specifically with respect to social conduct and the role of alcohol in student social life, should be promoted by the College as part of the orientation process. Specific details as to the timing and manner in which the Statement of Community Expectations is presented to new students, faculty, and staff should be determined by a representative group of the campus community and approved by the president.

3. The College should take steps to extend the academic and intellectual focus of campus life throughout the week.

The CCWG believes the College should continue to strive to heighten the intellectual atmosphere on campus, lessen the appeal and decrease the prevalence of binge drinking on Thursday, Friday, and Saturday nights, and convey to students a clearer sense of the important connections among their intellectual, athletic, cultural, spiritual, and social lives.

Specific examples of steps the College should consider include:

- Faculty should be encouraged to offer more courses on Fridays and to make assignments due on Fridays, even if classes do not meet on that day.
- The College should explore the possibility of creating new scheduling blocks that would allow some 75-minute courses to be taught on Wednesdays and Fridays.

- Faculty should be encouraged to shift some academic programming (speakers, seminars, colloquia, concerts, etc.) to Friday evenings and weekends.
- Faculty should be encouraged to consider: a) requiring students to attend course-related events; or, b) offering extra credit to promote and support more intellectually focused programming.
- Community members who are responsible for producing and scheduling popular student-led annual events (e.g., opening of the Student Art Show, student musical recitals, etc.) should be encouraged to consider moving them to the weekend, as was done with the screening of American Dreams documentaries last spring.
- The College should explore ways to expand the Colby Undergraduate Research Symposium (CURS), and integrate it more fully into campus life and culture. Specifically, serious consideration should be given to the possibility of cancelling classes for a day or moving the CURS to a weekend and requiring all students to attend all or part of it.
- The College should consider the possibility of selecting an organizing topical theme for a semester, January term, or academic year, that interested faculty and student groups could be invited to teach and program around. (The example of the “Metamorphoses” project initiated by the Theater and Dance Department for 2009-2010 might be a good model.)
- The College should encourage all constituencies to program more events that combine the academic and the social and/or entertaining. Arts and culturally related events do this quite naturally, and numerous plays, concerts, films, cultural celebrations, and other performances are offered in the course of every semester. The International Extravaganza is a great example of a widely attended event that combines food, entertainment, student participation, and education; it’s also entirely student organized and run.
- Increased efforts should be made to promote the wealth of educational programming that exists on campus and to encourage students to attend.
- The College should explore ways to expand its support of programs and organizations that engage students in active exploration of the natural beauty and cultural richness of Maine as a way to support student interest in wellness and fitness and the environment.

4. The College should take steps to enhance and enrich student life on campus during Jan Plan.

To enrich the intellectual climate during Jan Plan, the faculty and administration should take steps to increase the presence of Colby faculty and the number of faculty-led courses and programs. Requiring a more consistent level of student engagement in January courses, regardless of topic or type, would ensure that high academic standards are being maintained through January and would maintain a more consistent level of engagement required of students throughout the year. Specifically:

- Special attention should be focused on increasing the presence of key student leaders (e.g., SGA officers, hall staff, SPB and PCB members) during Jan Plan to ensure that meaningful student-initiated co-curricular opportunities exist.
- Recent efforts to increase social and cultural programming during January should be supported and enhanced.
- Diverse programming that is consistent with offerings during the fall and spring semesters should be available.
- The possibility of adding more fun, practical workshops on life skills like time management, cooking, or financial literacy should be explored.
- Faculty who are teaching courses in January should be encouraged and enabled to add relevant extracurricular academic events to their courses. Where possible, such events should be open to the campus community and supported by programming organizations on campus.

5. The College should conduct a comprehensive review of the current systems for providing programming for students. Specifically, the following sub-recommendations should be considered and explored:

- A. Reinvent the way that programming is delivered on campus. Increasing the number of programs, both social and academic, on the weekends (Thursday through Sunday). Consider eliminating the mandate that SPB put on big events every weekend, to allow more scope for planning and organization of different kinds of events.
- Review the viability of creating a programming advisory board of students, faculty, and administrators.
 - Support and enhance the collaborative work that has begun between PCB and SPB. Find ways to bring together the many groups that operate separately to produce programming, including the Goldfarb Center, hall staff, the Career Center, athletics, and academic departments and programs. Consider transforming the existing Student Leadership Collaborative Committee into a group that oversees the broad range of extracurricular programs. Explore ways to create incentives for cross-programming with other groups.
 - Increase the role of faculty-in-residence and seek ways to bring faculty into residential and social life in more informal ways.
 - Significantly increase alternative programming and academic expectations on specific dates and around events historically known to involve binge drinking, such as Loudness and Doghead.
 - Consider developing more events that students would be less likely to attend when intoxicated, such as trivia contests, casino nights, etc.
 - Encourage and create incentives to promote the development more events that cross the perceived boundary between students' social and academic lives.
- B. Review the use of existing space for student programming and socializing.
- Consider multi-purpose uses for residence halls and campus spaces to bring larger groups of students together for social and combined social/intellectual offerings. Find ways to use underutilized spaces for events that draw more faculty and staff members into dorms for events held there.
 - Explore ways to plan and publicize dorm events well in advance, to allow students to socialize with neighbors in underutilized spaces.
- C. Amplify, revive, and create Colby traditions that are not centered on alcohol.
- Build community through a shared sense of history and core values. The alcohol traditions have replaced traditions that instilled spirit and connection to the academic and core values of the institution. Research older traditions that have been lost and educate students about them. Consider support for traditions like an annual winter carnival, ice-skating and hot chocolate on Johnson Pond, sledding on Chapel Hill, etc. Consider the possibility of an early fall "no work" weekend that brings the campus together as a community for fun events and community building.
 - Develop a stronger culture of attending sporting events and supporting Colby athletics.
 - Develop start-of-year and end-of-year celebrations to bring the whole campus community together.
- D. Review the role the dining halls can play in weekend social and educational programming.

- Review weekend usage and menus to ensure that menu offerings are as attractive on weekend nights as they are during the week.
 - Explore development of educationally oriented beer and wine tastings and the possibility of connecting such programs to events like Family Weekend or as a prelude to social events on campus, such as concerts or films.
 - Explore the possibility of a faculty-student dinner on Thursday or Friday nights, perhaps with a special or themed meal to share, or other ways to bring students and faculty together informally.
- E. Develop a single Web page or gateway to provide the community with a clean and concise place for information on all campus and community programs.
- F. Explore possible uses of the athletic center as a social space.
- Consider creating a space in the athletic center to bridge the gap between athletics and the rest of campus. The space could be used to provide all members of the community with non-athletic related activities in an alcohol-free environment. For example:
 - Consider using the existing space outside the trophy room to create a casual meeting place for all members of the Colby community.
 - Explore using the concessions area to provide healthy snacks.
 - Consider inviting clubs and other organizations to use athletic center spaces for meetings and events that would otherwise be held elsewhere on campus.

6. The College should abolish the alcohol points system and charge the Dean of Students Office in conjunction with the College Affairs Committee to develop a clearer and more transparent disciplinary program concerning alcohol use.

The alcohol points system adopted and implemented in 2005 has since its inception been viewed as overly complicated and ineffective as a means of supporting the College's alcohol policy through the disciplinary process. The CCWG believes Colby will be better served by a simplified approach to discipline for alcohol-related offenses. The College's disciplinary response to common alcohol violations should be clear, transparent, and well-publicized to the campus community. The Dean of Students Office and the College Affairs Committee should be charged with developing and implementing the new program. To facilitate this process, the CCWG developed a matrix (see Appendix A) that provides an example of a system that meets these criteria.

7. The College should adopt a new policy with regard to the use of hard alcohol on campus. Specifically:

- A. Students who are 21 or older should be permitted to possess and consume beer and wine on campus (i.e. in residence halls and at approved events).
- B. The use and possession of hard alcohol on campus during the academic year should be limited to the Pub and licensed catered events.

The Dean of Students Office, in conjunction with the College Affairs Committee, should be charged with reviewing and making appropriate changes to existing College policies. Additionally, the Dean of Students Office and the College Affairs Committee should explore ways to make it easier for students to organize and host private parties on campus at which beer and wine can be served in an appropriate manner.

8. The College should establish an Integrated Alcohol Education, Awareness, and Treatment Center.

The CCWG believes that the creation of a mechanism to keep issues of alcohol use and abuse at the forefront of conversations about student life is essential to achieving long-term success in minimizing the role and impact of dangerous drinking at Colby. Envisioned as a partnership among students, faculty and administration, the center would coordinate a variety of programs, methods, and resources for educating students about alcohol use and abuse. Additionally, the center would serve as a clearinghouse for providing students with information about and access to a range of health and treatment services regarding alcohol and alcohol-related problems.

The President and the Dean of Students should empanel an Alcohol, Education, Awareness, and Treatment Advisory Group charged with developing a mission statement, a strategic vision, and an implementation plan for the center by the end of the 2009-2010 academic year. The advisory group should have representatives of all major constituencies in the Colby community and should remain as an oversight committee after the center is realized and begins operations.

9. A representative coalition of student leaders should be formed and tasked with developing and implementing a student-led strategic approach to reduce high risk/dangerous drinking at Colby.

The CCWG unanimously agrees that meaningful student leadership is an essential element to successfully reducing the amount and prevalence of high risk/dangerous drinking at Colby. The student members of the CCWG have been invaluable to this process in large part because they are broadly representative of the student body on campus. To that end, we believe that representative students from across campus (e.g., students involved in SGA, hall staff, athletics, COOT, PCB, SPB, theater and art, CVC, Goldfarb Center, etc.) should form a student alcohol safety task force to develop and implement a plan to reduce dangerous drinking on campus.

10. The College should adopt a clear implementation plan and timeline regarding the execution of the CCWG's recommendations. Additionally specific benchmarks should be established to measure the success and assess the impact of the steps the College takes to change the campus culture relative to high risk/dangerous drinking.

The CCWG is acutely aware of the numerous efforts by the College to address concerns about the role of alcohol at Colby over the past several decades. But, while there is a lot of information detailing past efforts to affect the alcohol culture at Colby through policy, programming, education, and treatment, there is very little data measuring the impact of these efforts. Accordingly, the CCWG believes it is imperative that the College set clear deadlines for implementing the recommendations put forth in this report and specific assessment mechanisms to measure the impact of the changes be established and put into effect. To facilitate this process, the CCWG has developed an implementation and assessment matrix (see Appendix B) that articulates a timeframe for implementing each recommendation and lists specific measurements for assessing them.

Sources

The Campus Culture Working Group reviewed and considered numerous sources related to college student alcohol use. Specific data cited in this report are drawn from the following sources.

- Campus Culture Working Group Student Alcohol Survey 2009 ([https://www.surveymonkey.com/sr.aspx?sm= 2bOPDnewAw7SrAP9_2foW7WdbizuK_2bFTqMKjbTAm_2f_2f72Jw_3d](https://www.surveymonkey.com/sr.aspx?sm=2bOPDnewAw7SrAP9_2foW7WdbizuK_2bFTqMKjbTAm_2f_2f72Jw_3d)).
- Colby College – AlcoholEdu Survey Data collected 2005 – 2007 (Colby College Student Health Services).
- Colby College Campus Security Reported Alcohol Incident Summaries 1999 -2007 (Colby College Department of Campus Security).
- Colby College Student Health Services tracking data: Alcohol-related health incidents 2004 – 2008 (Colby College Student Health Services).
- Colby Student Social Life Survey 2005 (Colby College Office of Institutional Research)
- The Harvard School of Public Health College Alcohol Study website at: <http://www.hsph.harvard.edu/cas>.
- National Institute on Alcohol Abuse and Alcoholism of the National Institutes of Health website at <http://www.niaaa.nih.gov/AboutNIAAA/NIAAASponsoredPrograms/StatisticalSnapshotCollegeDrinking.htm>