

SCAPE Meeting Minutes  
Wednesday, February 17, 2010

Present: Ryan Mills, Andrea Golden, Morgan Levy, Laurel Contomanolis, Mike Kemp-Schneider, Linda Dudman, Melissa Kelley, Alena Johnson

*Housekeeping Item*

- Minutes are passed out from last meeting for approval by the committee
- Previous meeting minutes are on the ODOS website for the anyone to see

Agenda is distributed to committee members

**Morgan:** 1<sup>st</sup> thing to discuss is our committee membership. We've had some changes and today some people were not able to be here that normally would be (Dean Burns, Monica Smalls, Melissia Schmidt). Some members can't attend this semester (Alissa Brill) so Monica is reaching out to the Panhellenic Association for another representative. Bhargav will be joining us but is not able to be here today. We don't have a student representative from athletics or an RA but we have an RA in mind and just need to invite him. Laurel will go back and get the name for Morgan. Andrea is asked if she knows of a student from athletics (she does) to sit on this committee and share their perspective. We have student representative from different organizations (FPC, SA, Panhellenic Association) and we want to make sure we have everyone represented.

**Morgan:** Andrea Golden, whom everyone except Ryan knows, is replacing George VanderZwaag from athletics. Also our general student, John Milks, won't be coming back this semester either and we'll need to find another general student representative. John came up because he had expressed interest in the committee. Not sure how we'll go about finding a new person unless the members now of someone who might be interested. Mike might know someone who would be interested in this committee- he'll look and send the name to Morgan. The rest of the group can send names to Morgan.

**Ryan:** And this isn't something we want to advertise, it's something we want to select?

**Morgan:** I don't what would it look like if we were to advertise it? What does the committee think?

**Ryan:** I get the feeling there would be a lot of applications if we were to advertise it and that's not the priority of this committee.

**Morgan to students:** If you know someone who would be useful, you can put that name as well.

**Ryan:** The people I was coming up with were in Greek life, the SA or his own social circle, but if someone comes to mind I'll send you the name.

**Morgan:** hopefully we can get the student, the sooner the better so people should send names so we can have the general representative on the committee

### *Meeting Schedule For spring 2010*

**Morgan:** Last semester meeting every week and at the end of last semester we broke up into smaller sub-committee groups to work on our projects so it might make sense to meet every other week and then have small sub-committee groups meet on the off weeks rather than having us try to cram in sub-committee group and the SCAPE meeting. Does that work everyone to meet every other week? *Yes it he consensus.*

### *Outstanding projects*

**Morgan:** Next up is to go through where we are with our outstanding projects. It's been a while since we last met and some of the smaller groups have been meeting so it would be helpful to go through one after the other (outstanding projects) and give updates.

- **Social host training:** Melissa is working on this and thinks there will be the changes for next semester (fall 2010). During summer Melissa will make changes and be adding to it a little and get ready to start it in the fall. There won't be drastic changes to it. After talking with the students, it was determined that they wanted a little more alcohol information and how to keep yourself safe so a little of that information will be added to the program.
- **Drug Free Schools Act:** Linda, Melissa & Morgan are working on that and it's almost done. At the last (SCAPE) meeting Morgan, Melissa & Linda were discussing that the document is so large that it doesn't make sense to go around to the whole committee. The document is pretty much done and Morgan has to write the introduction.
  - **Morgan:** Question for the group is where do we go with the information next? Linda created a chart of the different areas with the goal of the program, strengths, opportunities for improvement and recommendations for moving forward. This chart may be useful to send back out to all the different areas once a year and ask the areas to update them (i.e. this is what you said you wanted to improve, did you? Are there other goals in your program now?) This is how this document can be a living/ useful document for us but we (Morgan, Linda, Melissa) wanted to bring it back to the group for their perspective. The following years should be easier now that there is a document. It was tougher this year since this has not been done in years. Hopefully now it will be a good reminder for the areas on what they wanted to do.
  - **Linda:** this document may be something we want to send out to everybody thought. It would be good for the group to look at this to see if there are any holes in the document and if so how best to address them and also the strengths and weaknesses of the document as another way of looking at things.

- **Morgan:** group had talked about this before. Linda had at this document which showed things like the environmental approach to responding to alcohol issues which looked at all the different aspects of environment. Linda thought that at one of the SCAPE meetings we could go through this document and highlight where we fall within those categories. Is that a good idea? *Yes is the consensus, maybe doing it at the next SCAPE meeting.*

**Ryan:** Is this a comparison to other schools?

**Morgan:** It's not a comparison to other schools.

**Linda:** It's a best practices idea using environmental approach. It's not just one area that is being looked at. It was created a few years ago at the U of R using a model that existed then. Some were already in the chart from before. It's nice to look at so that we're not focusing all our attention in just one area. This is also so we don't forget that there are other areas such as the counseling side or the educational side. The main thing is trying to put all the items listed in a context.

**Morgan:** Next SCAPE meeting Linda & Melissa can walk us through the chart and we can see where the holes might be. By that time the introduction will hopefully be done.

**Mike:** Is familiar with the environmental approach. Both he & Nancy Reynolds worked on this. Nancy pulled a lot of information from NIHH.

**Morgan:** You can't just look at how are responding with the disciplinary process. You have to look at other areas as well.

**Morgan:** Did the on the street questions for "what are the harms done" and that was not very helpful for us. Focus groups were talked about with students and Morgan is unsure if that makes sense at this point. Morgan wanted to bring it back to the committee to see what everyone else thinks. Thinks it would be helpful to have more information and the sub-committee are working on different ways we can gather information about our culture here and once we have that it would be helpful to ask the students about the information.

**Ryan:** Thinks focus groups would be helpful. But this is still in reference to the alcohol policy.

**Morgan:** We wanted to see what the harms were on our campus as it related to alcohol. We (administration) thinks we know what the harms are but it would be helpful students also perceive the same harms or if there are different harms out there. That's what we were talking about when we thought of the focus groups but based on the on the street questioning I don't know how helpful asking students in a focus group the same questions would be for us in figuring out what the harms are.

**Ryan:** I know that when we were administering the survey we would walk up to random people and have the big packet of surveys and they would ask questions. Based on that, students wouldn't take them seriously. Not all students were going to respond in a helpful manner. But if you do select certain students there are going to be those. If we do advertise the focus group the people that care are going to show up. Those that do care and are willing to treat it seriously are going to show up.

**Morgan:** Interest in finding out what the harms are? Understands what Ryan is saying and thinks that there would be students who were interested and would answer seriously. But we need to make sure we are asking the most helpful questions about it. Just asking how students perceive the harm might not get the most information that gives us in terms of how we improve our practices and move forward.

**Melissa:** Focus groups would be helpful for some of the other agenda items that we haven't worked on yet. Look at #3 (impact of the policy) to help look at students perspectives on things. That way we'll still be addressing the harms such as pre-gaming. Having a focus group of students who engage in that behavior might prove to be more useful for us rather than just the on the street questioning.

**Morgan:** Likes that idea and thinks it would be great if we could talk to students about pre-gaming and their choices around alcohol.

**Melissa:** And their decisions related to the alcohol policy and how it's affecting what they are doing and if it's creating more of that type of behavior. That would be more useful information than the regular focus group. Focus groups are a great way to go.

**Morgan:** Do we want to hold off on focus groups until we get to that part of the agenda?

**Ryan:** Are we addressing the agenda in order?

**Morgan:** We have projects that we are currently working on so we should focus on what we're doing now. We should finish those before we start adding more projects because we have a lot of outstanding projects as it is. We should get some of those crossed off before adding additional items.

### *Communicating alcohol policy*

**Morgan:** Linda, Melissa and Bhargav were working on this. Talked about sending out harm reduction messages in the Weekly Buzz.

**Melissa:** Have not met w/ Bhargav since last semester. Drafted a few things but finding it difficult to come up w/ a message that was educational enough yet interesting enough to still be read that still had elements of policy and what the expectations are. It was very difficult to write because we want students to read them. Feedback from the Weekly Buzz is that if it's not in the first couple of bullets students don't read it and if it's not interesting after the first few words students won't read it.

**Linda:** The line between the educational wing and the disciplinary stuff is unclear. The questions were starting where they were asking is this more discipline or alcohol policy. They have looked at a few things such as social host training and planning an event w/ alcohol...do you have social hosts. Contact the Health Promotions Office to arrange training. This tells a little about social hosts and would also have a link to a site that discusses social hosts more (this is one idea they were trying out). Another idea was about serving alcohol and planning to serve alcohol at the registered event 'do you know the maximum number of drinks you can serve a guest who is 21 or over during the event'.

**Morgan:** Originally thinking that we'd have a blurb about why things like drinking games are prohibited and not just that drinking games are prohibited but that drinking games are dangerous because there is rapid consumption of alcohol. There could be links in there as well.

**Melissa:** One idea was discussing jello shots and how they are fast and easy ways to become intoxicated much quicker than you anticipate. But it was then relating it closely enough to policy. They would click on the link and go to the policy but not learn about why jello shots can get you drunk quicker. Having issues with making sure the message wasn't too misleading by taking you to the policy.

**Morgan:** Could you do both though? Could you have this is where you go to learn more about rapid consumption and this is where you go to learn about our alcohol policy. This is what the idea was originally. It was supposed to be an alcohol education message and you could also say here is more information.

**Linda:** Could look at their website to look at what's there and also look at the UCC site to see what's there. There could be more than one link. One could go to the alcohol policy and one could go to more information about what you're discussing for the week.

**Mike:** Have we looked at other colleges to see if they have any information or what they've done? They might have some good stuff we could use. We're trying to work so hard and maybe it's already out there.

**Linda:** We weren't looking at changing the website. We were trying to link people to our website. At some point we might want to look at the website too. In the future maybe having some students look at different sites and asking them what sites do they like.

**Andrea:** Thinks if students knew they had that task and they were trying to be exposed to information, they could scan a website. Having students spend a certain number of hours looking at websites is something that could be gradual.

**Linda:** We could also have 5 schools for each student to look at and they could spend an hour on each school.

**Andrea:** Could we find a few representatives that would sit on this committee and this is what they would do for this committee. Tell them that we need to have that information.

**Morgan:** This gets into redoing a website

**Linda:** This would be a new project but it is related.

**Andrea:** Wants to build on the fact that that there are students out there that would be willing to do these types of things. It would also help build good data on this topic.

**Linda:** We should keep that as a new project. The shorter term project is linking a page or two about the topic to the website for now. In the longer term (summer) we could look at re-doing the website. We may also want to have more student input.

**Morgan:** For the website idea it sounds like having another student or 2 on with Linda. Ryan will join them.

**Ryan:** Seems like we are trying to address a lot of different information in this document we want to send out. A lot more students may want to read it if you zoned in on a certain area and the most important areas may not be the ones that students concentrate on the most but it's the most interesting ones they will concentrate on. Ryan gets a lot of stuff from the school and a lot goes into the trash bin.

**Melissa:** This is only going to be in the Weekly Buzz. This would be addressed weekly.

**Ryan:** Want to ensure that it doesn't become white noise and that students don't skip over it.

**Linda:** In the past Nancy Reynolds used data from their survey for weekly facts and the idea was that students make healthy choices. This was in the Weekly Buzz. Some of the topics could come from the survey and then link to other areas.

#### *Surveying faculty, staff & parents*

**Morgan:** Linda, Laurel, Mike, Dawn and Morgan have been working on this. The group has pretty much completed the parental survey but still working on faculty and staff survey. There may be minor changes that still have to be made to it. Idea is that this will go out to parents of current students and it would go out through Dawn Bruner's office, who is the Director of Parent Relations. The hope is that we'll get good information about how parents are talking to their students about alcohol before they come to college and once they are already here. We are also going to get test responses of staff members who are also parents of students here before we send it out to the larger group.

- *Survey is distributed to committee*

**Ryan:** When will it go out?

**Morgan:** Unsure, but sub-committee will meet next week and then pass it by Dean Feldman so that he is aware that it's happening and then it will go out after it's approved by everyone that needs to approve it; before the end of the semester. This will be going to all parents and not just freshman parents.

**Ryan:** Seems that his parents had this conversation with him a long time ago and they may not know how to answer some of the questions.

**Morgan:** They could just write the response as I don't remember.

**Mike:** There is something about on-going questions about alcohol on the survey (question 5).

**Linda:** We could include an "I don't know response" in the survey.

**Ryan:** If you did get I don't know responses or it's been a while then it might lead to another school e-mail from the parents

**Linda:** Sorting it out by senior or junior, we might see a difference by class

**Morgan:** Might make sense to have a question about have you had a conversation with your son or daughter about alcohol since they've been here

**Melissa:** Agrees, there is no question asking if you frequently speak with your child about alcohol or if you've spoken to your child about alcohol since arriving

**Mike:** Conversation now would be different than when the student first got here

**Ryan:** Scratch #5 and just ask them if they've had a conversation upon entering college about alcohol and based on that data give the schools opinion on whether or not they should continue to talk with them about it

**Linda:** Question 5 gives the idea that on-going conversations about alcohol are a good idea. The question serves a double purpose.

**Morgan:** We could ask have you have had conversations about alcohol with your son or daughter since they've come to college and the next question could be do you believe that would be helpful because some people might say no they haven't had that conversation and I don't believe that would be impactful and we know that it is impactful so that would be a good way for us to reach out to parents and let them know it will help

**Laurel:** Good to keep the dialogue going

**Mike:** Some many parents say no it wouldn't be helpful

**Laurel:** Those aren't the ones that will take the time to fill out the survey. Only a certain set of people are going to do this.

**Mike:** If they do say yes it would be helpful and they haven't had the conversation then they are likely to do it

**Ryan:** Also add a box asking if the student is 21

**Morgan:** By asking their class year we'll get a general idea of their age

**Mike:** This is more like a harm reduction model than an abstinence model. Shouldn't get caught up in are you 18 or 19 is it legal or not legal but are you safe.

**Morgan:** Any more suggestions should be sent to Morgan via e-mail

**Morgan:** Faculty and staff survey has to be revised still (3/4 completed) and then do a test response in the ODOS and then get appropriate approval to send it out to the larger staff. We're going to focusing on those staff members who work directly with undergraduates students.

#### *Collecting Event Data Group*

**Morgan:** This will be collecting a bunch of pieces that different offices gather and have them in one place. The group met without Dean Burns and came up with a large list of possible data points. Challenge will be that the data is in a bunch of different formats and getting it to all be one will be the challenge.

**Linda:** On the parents survey, could we try to do it before spring break because some students go home for spring break and the parents would have just done it and having the students home would give the parents an opportunity. Some students are going away for spring break and parents might think that since they are going away, lets think about this and the things you might do and ways to be safe. The idea is to have the conversation quicker.

**Morgan:** Good idea. Morgan has to give it to Matt Burns and it has to be agreed upon. The parents survey will be e-mailed to Matt Burns to take a look at.

**Morgan:** All projects are on the way. Next meeting should have more people here, including those that are normally here but couldn't be here and those that will be new to the group.

**Morgan:** Send out biannual review document to group as well as the meeting minutes

Next meeting: Wednesday, March 03, 2010. Andrea will try and get the student from athletics to come to that meeting.