

**RIDER UNIVERSITY**

**REPORT OF THE  
PRESIDENTIAL TASK FORCE**

**ON**

**ALCOHOL, PERSONAL RESPONSIBILITY AND STUDENT LIFE**

**June 19, 2007**

## INTRODUCTION

High risk drinking among college students is a national challenge. According to a recent report by The National Center on Addiction and Substance Abuse at Columbia University<sup>1</sup>, 49% of full-time college students binge drink and/or abuse prescription and illegal drugs. In 2001, 1,717 deaths resulted from unintentional alcohol-related injuries, up 6% from 1998. Between 1993 and 2001, there was a 38% increase in the proportion of students injured as a result of their own drinking. New Jersey, too, has suffered a number of alcohol related deaths at colleges and universities over the last decade.

High risk drinking has been of concern at Rider University particularly following the tragic death of freshman Gary DeVercelly in March 2007. While not unique to Rider, this issue demands our full attention – students, faculty, staff, parents, alumni, Trustees, and the surrounding community – if we are to effect meaningful change among our students and uphold the responsibility we share to educate our students and protect the health and safety of our University community.

In April 2007, President Rozanski established and charged the Presidential Task Force on Alcohol, Personal Responsibility, and Student Life to assess Rider’s alcohol policies, enforcement activities, and education and outreach programs as they pertain to all aspects of student life in the context of national best practices. The task force was asked to make recommendations on policies, programs, and actions that will help protect the health and safety of the University community in so far as it is affected by the use and misuse of alcohol. A subcommittee of the task force was also charged to review and assess the role of Greek social organizations and the need for individual and shared responsibility as it relates to the quality of the student life experience.

### *Task Force Membership*

The task force was led by Donald Steven, Provost and Vice President for Academic Affairs, with Debbie Stasolla, Associate Vice President for Planning, serving as vice-chair. The task force was comprised of faculty, staff and students as follows:

Zachary Aguanno	Resident Assistant
Nicholas Bice	President, InterFraternity Council
Richard Burgh	Chair, Department of Philosophy
Anthony Campbell	Associate Vice President for Student Affairs
Pat Chmel	Chair, Department of Fine Arts
John Farrell	Interim Assistant Dean, College of Business Administration

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<sup>1</sup> Wasting the Best and the Brightest: Substance Abuse at America’s Colleges and Universities. Report by the National Center on Addiction and Substance Abuse. Columbia University. March 2007.

Stephanie Golski	Department of Psychology
Jeffrey Halpern	Department of Sociology
Jonathan Husch	Chair, Department of Geological, Environmental, and Marine Sciences
Steven Klemchalk	President, Lawrenceville Student Government Association
Anne Law	Chair, Department of Psychology
James Manahan	President, Alumni Association
Jonathan Millen	Chair, Department of Communication and Journalism
Miriam Mills	Department of Fine Arts
Marshall Onofrio	Associate Dean, Westminster Choir College
Gary Pajer	Department of Chemistry, Biochemistry, and Physics
Anthony Rajkumar	President, Intercultural Greek Council
Alyssa Ruggiero	President, Panhellenic Council
Elaine Scorpio	Department of Psychology
Christian Stück	President, Westminster Student Government Association
Gary Taylor	Head Coach, Wrestling
Marc Wallace	Director, Leadership Development Program

In addition to serving as regular task force members, the following individuals constituted the Student Affairs support team, assisting the task force's various working groups:

Ada Badgley	Director of Greek Life
Jan Friedman-Krupnick	Assistant Vice President for Student Affairs
Larry Johnson	Associate Dean of Students, Westminster Choir College
Cindy Threatt	Director of Residence Life
Vickie Weaver	Director of Public Safety
Corinne Zupko	Counselor, Counseling Services

The task force was also assisted by a leading consulting firm in higher education and maintained a liaison with the Student Affairs Committee of the Board of Trustees. Informing the task force's work were a variety of reports and information regarding best practices from several institutions across the country, among them, Bowling Green University, Chico State University, Colgate University, Dartmouth College, Gonzaga University, Lafayette University, Monmouth University, and Princeton University.

In addition, the task force chair and vice-chair reached out to many other members of the Rider community including the Lawrenceville Student Senate, the Greek community at large, students of Poyda residence hall, Princeton campus students, and sorority leaders. These meetings were helpful in engaging a variety of students in the task force's efforts. Students spoke very candidly about their personal experiences, concerns and suggestions for improvement. In addition, President Rozanski invited members of the Rider community to contribute to the process through a special email address established

specifically for this purpose: [taskforce@rider.edu](mailto:taskforce@rider.edu). We received several dozen emails from concerned students, faculty, parents, alumni and friends as a result and incorporated that feedback as part of task force discussions.

### *Process*

In his opening remarks to the task force, Provost Steven underscored the need for the task force recommendations to:

- Promote self-responsibility in the use of alcohol;
- Discourage high-risk alcohol related practices through appropriate policies and procedures in the areas of prevention (policy and education), intervention, and discipline;
- Respect the position of, and protect, those who are non-drinkers or underage;
- Support the law in providing access to and serving alcohol on Rider's campuses.

He indicated that the task force's job was to examine the issues revolving around the use and misuse of alcohol on college campuses in general, and at Rider in particular, and develop a set of recommendations that will help make Rider a safer and more secure place for our students.

In order to address all the issues in depth, the task force established three working groups listed below, in addition to a subcommittee specifically regarding Greek life. The four groups reviewed University policy, enforcement, education and outreach, and student life, and, at key points, shared their understanding and preliminary recommendations with others, including Student Affairs staff and the task force as a whole.

### Policy Working Group

The Policy working group was charged to review and assess Rider's alcohol policies in the context of national best practices. It was chaired by Richard Burgh, Chair, Department of Philosophy, and its membership was:

Steven Klemchalk	President, Lawrenceville Student Government Association
James Manahan	President, Alumni Association
Elaine Scorpio	Department of Psychology
Christian Stück	President, Westminster Student Government Association
Cindy Threatt	Director of Residence Life

### Enforcement Working Group

The Enforcement working group was charged to review and assess Rider's alcohol enforcement policies and procedures, in the context of national best practices. It was chaired by Mr. John Farrell, Interim Assistant Dean, College of Business Administration, and its membership was:

Zachary Aguanno	Resident Assistant
Jeffrey Halpern	Department of Sociology
Jonathan Husch	Chair, Department of Geological, Environmental, and Marine Sciences
Larry Johnson	Associate Dean of Students, Westminster Choir College
Gary Pajer	Department of Chemistry, Biochemistry, and Physics

### Education and Outreach Working Group

The Education and Outreach working group was charged to review and assess Rider's alcohol education and outreach programs and activities, in the context of national best practices. It was chaired by Anthony Campbell, Associate Vice President for Student Affairs and Dean of Students, and its membership was:

Anne Law	Chair, Department of Psychology
Miriam Mills	Department of Fine Arts
Marc Wallace	Director, Leadership Development Program
Vickie Weaver	Director of Public Safety
Corinne Zupko	Counselor, Counseling Services

### Subcommittee on Greek Life

The Subcommittee on Greek Life was charged to review and assess the role of Greek social organizations at Rider and the need for individual and shared responsibility as it relates to the quality of the student residence life experience. It was chaired by Debbie Stasolla, Associate Vice President for Planning, and its membership was:

Ada Badgley	Director of Greek Life
Nicholas Bice	President, InterFraternity Council
Pat Chmel	Chair, Department of Fine Arts
Stephanie Golski	Department of Psychology
Jan Friedman-Krupnick	Assistant Vice President for Student Affairs
Jonathan Millen	Chair, Department of Communication and Journalism
Marshall Onofrio	Associate Dean, Westminster Choir College
Anthony Rajkumar	President, Intercultural Greek Council
Alyssa Ruggiero	President, Panhellenic Council
Gary Taylor	Head Coach, Wrestling

## Schedule

The task force worked according to the following schedule.

Thursday, April 12	Initial Plenary and working group and subcommittee breakouts
April 13 – May 2	Working groups and subcommittee hold discussions and produce a concise summary of the issues, an assessment of the situation at Rider, and initial draft recommendations for discussion
April 19	Second Plenary
April 27	Third Plenary
Thursday, May 3	Fourth Plenary. Reports of working groups and subcommittee, and discussion
May 4 – May 13	Working groups and subcommittee integrate the plenary discussion and produce their report and recommendations
Monday, May 14	Working groups continue discussions and integration of ideas
Wednesday, May 16	Chair compiles first draft report and shares with task force for discussion at plenary
Friday, May 18	Fifth plenary. Discussion of major recommendations. The Chair and Vice Chair revise draft report and share with task force, with responses and revisions due by Tuesday, May 29. Drafting continues through June 8.
June 18	Final report to the President

## **DISCUSSION AND RECOMMENDATIONS**

### ***Philosophy***

It is not the intent of the task force to ban totally the consumption of alcohol on our campuses. While the task force explored this option, it concluded that this is an unrealistic approach that would be almost impossible to enforce and that would contribute to more off-campus or hidden forms of dangerous drinking with potentially tragic consequences.

The task force seeks instead to reduce the incidence of high risk drinking and related dangerous behaviors among our students. To do so, we must promote more responsible alcohol consumption through reinforcement of state law and our community values and through a clear and unambiguous set of policies that are consistently, equally and uniformly enforced. We must provide ongoing prevention based education and outreach programs that focus not only on substance abuse awareness but also support students' cognitive, affective and social development. And we must establish a shared system of governance and accountability within the Greek community in support of our chapters' unique missions and founding values of leadership, citizenship, scholarship, and community service.

Most importantly, we must recognize the responsibility we share as members of a University community to contribute in meaningful ways to the education and development of the whole student. The University experience should be a holistic one that promotes intellectual growth, personal and social development, individual and shared responsibility, critical thinking and decision-making, self-awareness, and a commitment to community. As outlined in Rider's mission, values, and Strategic Plan, it is our responsibility, as faculty and staff in partnership with students and parents, to work together to sustain a rigorous academic and vibrant student life environment – one that supports student success through an emphasis on high expectations and standards, the integration of curricular and co-curricular experiences, opportunities for experiential and collaborative learning, and meaningful student-faculty engagement.

### ***Recommendations***

The task force makes the following set of recommendations which, together, support an integrated approach to reducing high risk drinking and related dangerous behaviors on our campuses. This long-term approach requires the commitment of leadership, staffing and resources toward the enrichment of our living and learning community and the continuing transformation of our campus culture. It also involves personal and shared responsibility.

#### Implementation and Assessment

The task force recommends that implementation and assessment of these recommendations be overseen by an implementation group that will work closely with the Student Affairs division beginning in summer 2007 in order to help implement priority recommendations for fall 2007, and continue working throughout the 2007-08 academic year to implement longer term recommendations. The implementation group should consist of the Provost and Vice President for Academic Affairs, Associate Vice President for Student Affairs and Dean of Students, the Associate Vice President for Planning, as well as several other members of the task force.

Implementation progress should be assessed annually according to institution specific and national measures, and a report provided annually to the President and senior staff. In addition, a more in-depth review should be conducted every three to five years.

#### Policy and Enforcement

Rider's alcohol policy should be student-centered, focusing on providing a safe and healthy environment in which students and all members of our University community flourish intellectually, socially, and physically. It should explicitly promote the responsible use of alcohol, discourage high risk drinking, respect and support non-drinkers, and promote adherence to the law. Rules governing the use of alcohol should be clear, concise and unambiguous and widely and overtly promulgated.

Enforcement of the alcohol policy should be grounded in the principles of equality, consistency, simplicity, and individual and shared responsibility. Enforcement must be equally, consistently and uniformly applied and structured in ways that have a substantial effect on students with a specific focus on high risk drinking and related dangerous behaviors. It must be transparent, with information and procedures clearly communicated and reported in ways that facilitate implementation and assessment of policies and education and outreach efforts.

All members of our University community must work together in partnership with parents, local authorities, and the surrounding community if we are to effect real change among our students toward the reduction of high risk alcohol consumption. Administrative, faculty and student leadership is particularly important in this regard as are collaborative efforts within the Student Affairs division and between Academic Affairs and Student Affairs.

**1. Establish a University-wide social event policy that prohibits social events with alcohol in residence halls and Greek houses.**

The policy should include appropriate procedures, staffing, and other parameters for registered social events with alcohol in non-residential facilities only. These events may be sponsored by Greek and other student organizations under the direct supervision of Student Affairs and Public Safety staff. Alcohol must be served in accordance with all applicable laws and University policies and procedures.

The success of this recommendation is also dependent in part on providing a greater number and variety of on-campus venues and facilities where students, faculty, and staff can congregate regularly, host or attend events with or without alcohol, and participate in educational, social and recreational programming. Essentially, the task force is suggesting that Rider embark on a social renaissance which will contribute to a vibrant and engaging campus culture.

**2. Amend the alcohol policy to emphasize its primary purpose of contributing to a safe and healthy learning environment for all students. Ensure that the policy and related sanctions are clearly understood and communicated by consolidating its publication in *The Source* and amending the preamble. More explicitly emphasize, through appropriately developed sanctions, that coercion to drink, intoxication, and engagement in dangerous drinking games and other behaviors designed for rapid and/or excessive alcohol consumption are not tolerated.**

- 3. Strengthen sanctions and require parental notification for all alcohol policy violations. Require, as appropriate, stronger fines, administrative or academic holds, community restitution, and/or temporary or permanent loss of parking or housing privileges. Also require educational intervention and/or alcohol assessment for all offenders and ensure their completion.**

Sanctions must have a substantial impact on students in order to promote deterrence and to support a safe environment for all. They should increase appropriately in severity, based on the frequency of violations and the degree to which they contribute to an unsafe environment. When assessed penalties or educational activities are not completed, students should not be allowed to register for classes, participate in the housing lottery, or request transcripts. Parental notification is particularly important if we are to engage parents as partners in the education and development of students as discussed in greater detail in the education and outreach section of this report.

- 4. Remove sanctions for those who are knowingly in the presence of alcohol but not consuming alcohol dangerously or illegally so as not to penalize non-drinkers.**

Removing such sanctions supports an emphasis on reducing high risk drinking rather than prohibiting students from doing something that may otherwise be legal, depending on their age, and has nothing to do with their health and safety. It may encourage students to be more respectful of the policy and it supports students who choose not to drink.

- 5. Establish a University Good Samaritan policy that encourages students “to seek help first” for medically compromised students who are under the influence of alcohol or drugs without fear of campus repercussions.**

The policy should clearly and unambiguously state that students have an obligation as members of our University community to contact Public Safety when they believe an impaired student needs medical assistance. It should also explicitly state that whenever a student seeks medical aid for himself/herself or another, he/she will not be subject to University disciplinary action. In order for this policy to be effective, the intoxicated student(s) or those calling for assistance must agree to timely completion of recommended alcohol education activities, assessment and/or treatment. Repeated incidents will require alcohol assessment and may necessitate the imposition of involuntary medical withdrawal from the institution.

**6. Hire additional Public Safety staff to ensure consistent and rigorous enforcement of the alcohol policy and to strengthen Rider's community policing program.**

Rider's community policing program was first established in 2004 in order to strengthen communication and relationships with students by Public Safety officers and more effectively prevent crimes and other campus violations. Public Safety officers are assigned as "resource buddies" to residence halls and Greek houses to identify security risks, develop relationships with residents, and provide risk prevention programming. Bike patrols, student security patrols, and a student security escort service are also important components of this program. In addition, a contract was established with the Lawrence Township Police for officers to patrol the campus on weekends.

Community policing supports the concept of shared responsibility, promotes a supportive living and learning environment, and emphasizes the importance of partnerships between Public Safety and Student Affairs staff, Lawrence and Princeton police, and students toward more effective enforcement and prevention.

**7. Review the structure and reporting lines of key offices involved in the enforcement of the alcohol policy in order to ensure its consistent and rigorous enforcement and to ensure regular, consistent and transparent reporting of all violations and sanctions as a means of determining their effectiveness.**

Greek Life

Fraternities and sororities have been in existence at Rider University since 1922. The Lawrenceville campus is currently home to four National Panhellenic sororities, five North American Interfraternity Conference fraternities and six multicultural Greek social organizations. Of these, five fraternities and five sororities reside in Greek housing on the western half of the Lawrenceville campus. Combined, the Greek community is the largest student group on the Lawrenceville campus with nearly six hundred fraternity and sorority members, representing almost 15 percent of the undergraduate student body.

While no Greek social organizations are officially recognized on the Princeton campus, there is interest to establish or reactivate certain chapters there sometime in the near to mid-term future.

Greek social organizations have played and continue to play an important role in the life of the University. Fraternities and sororities provide a social network for students through which life-long friendships and connections are developed and sustained. Equally important are the values upon which these organizations are founded – leadership, citizenship, scholarship and community service. These are consonant with Rider's mission, institutional values and strategic directions.

In order to more fully support our chapters' unique missions and values and ensure their adherence to University policies, it is important that we move from a Greek self-governance model to a shared system of governance, one in which the University works together with the Greek community in support of the governance of their chapters and houses. It can also contribute very positively to an academically challenging and engaging learning environment that supports students' intellectual, personal, and social development. The recommendations that follow support such a system of governance.

**8. Establish residence-based directors in all Greek houses. Strengthen the role, expectations, and compensation of Greek house managers. In partnership with the chapters, encourage greater involvement of faculty, staff, and alumni in the life of our Greek community.**

Greek house directors should oversee the education and enforcement of alcohol and other University policies within the Greek houses and supervise house managers, comparable to our other residences. They should work closely with chapter leadership as they support the work of our chapters in fulfilling their unique missions and goals. This can include advising and mentoring, leadership development and co-curricular programming in partnership with national organizations, chapter alumni, and Rider faculty and staff.

**9. Establish a rigorous set of expectations of Greek chapters and individual members that support chapters' missions and values. Annually assess chapters and members according to this set of standards and implement and enforce appropriate action plans when annual expectations are not met. Establish a Greek life advisory committee, comprised of faculty and staff, to provide oversight for this annual assessment process and to serve as a resource to the Office of Greek Life.**

**10. Ensure the consistent enforcement of the Student Social Code of Conduct throughout the Greek community.**

Violations of the Code by individual members of the Greek community should be adjudicated by the Office of Community Standards. Violations by the Greek chapters should continue to be adjudicated by the Office of Community Standards in collaboration with the Office of Greek Life. Greek chapters, with oversight by the Greek house directors, should retain responsibility for adjudicating violations of policies specific to their houses and *not otherwise covered* by the Student Social Code of Conduct. Also ensure that data regarding violations and sanctions are compiled and reviewed annually by Student Affairs staff and the Greek life advisory committee.

- 11. Strengthen leadership development within the Greek community by offering classes, workshops, or other types of training specific to house managers, chapter presidents, new member educators and other Greek student leaders.**
- 12. Establish that new member recruitment for Greek organizations can begin no earlier than a student's second semester, whether that student is a freshman or transfer student. Currently, this applies to freshmen but not also to transfer students.**
- 13. Establish a regular schedule of deferred maintenance in the Greek houses.**

This will ensure more uniform conditions across residences and living units, promote greater pride within the Greek community regarding their living space, and provide greater flexibility, when needed, to assign new or different Greek chapters to particular living units.

#### Education and Outreach

Prevention focused education and outreach, regarding alcohol and other substance abuse, must reflect the core values we share as a University community. These are student-centeredness, academic excellence, creativity and innovation, and collaboration and partnerships. Prevention focused education and outreach must support the core mission of the institution – the education and development of the whole student – and provide multiple and overlapping opportunities for students to grow intellectually, increase self-awareness, strengthen interpersonal skills and decision-making, and adopt a sense of personal and community responsibility. There are age-appropriate goals for development in each of these areas, and greater awareness of development among youth and young adults would facilitate the incorporation of these goals by faculty and staff in their teaching and interactions with students.

Academic communities where student success is incorporated as a central community value are better aligned to sustain such development among their students, and, as a result, reduce the likelihood of abusive and high risk drinking. Institutional values and practices that support student success include high expectations and standards, the integration of curricular and co-curricular experiences, opportunities for experiential and collaborative learning, and meaningful student-faculty engagement. Rather than focusing narrowly on alcohol or substance abuse alone, prevention focused education and outreach should support these values and practices, providing opportunities to promote intellectual growth; healthy cognitive, affective and social development; effective decision-making; and responsibility, interdependence and self-awareness.

Prevention focused education and outreach should be embedded in multiple new and existing programs and activities that build synergies, beginning in the first year and continuing throughout students' time at Rider. This integrated approach should engage

students, faculty, staff, and parents in partnership with one another to support positive student development and promote greater engagement both in and outside the classroom.

Finally, education and outreach efforts should explicitly emphasize the concern we have as a University community for the health and safety of our students and the responsibility we share for one another. They should include detailed explanations of policy, violations, and sanctions and provide, on an ongoing basis, information and training so that students understand and recognize the indicators of alcohol intoxication and abuse.

#### **14. Embed in a comprehensive first-year experience curricular and co-curricular programs that address substance abuse and support the transition from high school to college.**

The time between entering college and the sixth week of the fall semester is a critical transition for students. National data indicate that the frequency of abusive drinking increases dramatically from the summer between high school and college to the middle of the first semester. It is important to recognize that abusive patterns of drinking are embedded in social and cultural norms to which students become acculturated in their first few weeks in college. Educational interventions that reduce the likelihood that students will adopt these cultural norms and patterns of behavior must occur early and often.

Work is under way in the Academic Affairs division toward the development of a comprehensive first-year experience. This is in support of the Strategic Plan, specifically Strategic Direction 1: Strengthening student-centeredness.

The task force recommends that the following components be included in a comprehensive first-year experience:

- More effective coordination of key transition-oriented events and programming including pre-registration, summer orientation, fall opening, freshman seminar and early fall semester activities.
- Development of a curriculum during the first six weeks of the fall semester that emphasizes personal development, individual and shared responsibility, and health and wellness.
- Utilization of AlcoholEdu during summer orientation and as a requirement for spring course selection later in the fall semester. AlcoholEdu is an on-line alcohol education program that provides students feedback regarding their drinking behaviors in comparison with fellow Rider students and students nationwide.
- Incorporation of the “Cali Pledge” as part of summer orientation and as a condition of securing on-campus housing. The pledge, named after Gary DeVercelley who was fondly known by many as Cali, encourages students to serve as each other’s keeper and seek help for themselves or others when

needed, to refrain from abusing alcohol and participating in harmful drinking games, and to insure that neither they nor their friends drive under the influence.

- 15. Create developmentally appropriate educational programs that engage students during each of their four years, addressing interpersonal awareness, individual and social responsibility, leadership development, health and wellness, physical fitness, and awareness of high risk behaviors (binge drinking, substance abuse, sexual assault, vandalism, etc). Integrate theater and psychology as a component of this programming, embedding health psychology education and high risk prevention messages. Where leadership development programs already exist for specific groups of students, ensure the inclusion of substance abuse prevention and other developmentally related material.**
- 16. Hire a substance abuse prevention and education coordinator who would be responsible for developing and implementing prevention based education and outreach efforts on both campuses. Establish an advisory committee, comprised of faculty and staff, to work with the coordinator in the development, implementation, and assessment of new and existing programs.**
- 17. Engage parents more fully and effectively in the academic success of their students. Work in partnership with parents toward the reduction of high risk drinking and other dangerous behaviors on our campuses.**

Education and outreach efforts directed specifically to parents must begin as early as summer orientation and continue throughout their students' time at Rider. The newly reconstituted Parents' Council can be very helpful in this regard. Partnering with parents requires that we provide ongoing opportunities to inform them of University expectations and policies, important academic calendar dates and other related items of note, student development related needs and issues, and appropriate response strategies.

- 18. Establish partnerships with Lawrence and Princeton Townships, neighbors in the surrounding community, and local bars and liquor stores to reduce opportunities for high risk drinking and related behaviors.**
- 19. Continue to support a living and learning environment that engages students, faculty, staff, and parents in the education and development of the whole student.**

This recommendation supports Rider's mission and Strategic Plan, specifically Strategic Direction 1: Strengthening student-centeredness. It recognizes that learning occurs not only in the classroom but also through a variety of life, work and other experiences, including scholarship, all of which build on and enhance classroom instruction and contribute meaningful to students' overall development. It also

recognizes that active and engaged learning requires a collaborative effort involving the entire University community.

A number of these key components are already in existence in support of this recommendation. The task force emphasizes their continued importance:

- Continue to strengthen the integration of curricular and co-curricular experiences and other types of collaborative learning including internships, community service, etc.
- Encourage and provide resources for continued faculty and staff participation in curricular and co-curricular programming and events. Ensure that support staff, particularly those who interact with students regularly, are apprised of our efforts in this area and provided opportunities to participate.
- Further strengthen advising and mentoring programs
- Continue to provide ongoing faculty development workshops that support faculty and athletic coaches in identifying and enhancing student-centered approaches to teaching and learning

## CONCLUSION

Rider University is a caring, nurturing and resilient learning community – one that values the dignity and worth of each of its members. The task force is confident that, through the implementation of these recommendations, Rider will emerge a far stronger, safer and healthier community.

## SUMMARY OF RECOMMENDATIONS

### Policy and Enforcement

1. Establish a University-wide social event policy that prohibits social events with alcohol in residence halls and Greek houses.
2. Amend the alcohol policy to emphasize its primary purpose of contributing to a safe and secure learning environment for all students. Ensure that the policy and related sanctions are clearly understood and communicated by consolidating its publication in *The Source* and amending the preamble. More explicitly emphasize, through appropriately developed sanctions, that coercion to drink, intoxication, and engagement in dangerous drinking games and other behaviors designed for rapid and/or excessive alcohol consumption are not tolerated.
3. Strengthen sanctions and require parental notification for all alcohol policy violations. Require, as appropriate, stronger fines, administrative or academic holds, community restitution, and/or temporary or permanent loss of parking or housing privileges.

Also require educational intervention and/or alcohol assessment for all offenders and ensure their completion.

4. Remove sanctions for those who are knowingly in the presence of alcohol but not consuming alcohol dangerously or illegally so as not to penalize non-drinkers.
5. Establish a University Good Samaritan policy that encourages students “to seek help first” for medically compromised students who are under the influence of alcohol or drugs without fear of campus repercussions.
6. Hire additional Public Safety staff to ensure consistent and rigorous enforcement of the alcohol policy and to strengthen Rider’s community policing program.
7. Review the structure and reporting lines of key offices involved in the enforcement of the alcohol policy in order to ensure its consistent and rigorous enforcement and to ensure regular, consistent and transparent reporting of all violations and sanctions as a means of determining their effectiveness.

### **Greek Life**

8. Establish residence-based directors in all Greek houses. Strengthen the role, expectations, and compensation of Greek house managers. In partnership with the chapters, encourage greater involvement of faculty, staff, and alumni in the life of our Greek community.
9. Establish a rigorous set of expectations of Greek chapters and individual members that support chapters’ missions and values. Annually assess chapters and members according to this set of standards and implement and enforce appropriate action plans when annual expectations are not met. Establish a Greek life advisory committee, comprised of faculty and staff, to provide oversight for this annual assessment process and to serve as a resource to the Office of Greek Life.
10. Ensure the consistent enforcement of the Student Social Code of Conduct throughout the Greek community.
11. Strengthen leadership development within the Greek community by offering classes, workshops, or other types of training specific to house managers, chapter presidents, new member educators and other Greek student leaders.
12. Establish that new member recruitment for Greek organizations can begin no earlier than a student’s second semester, whether that student is a freshman or transfer student. Currently, this applies to freshmen but not also to transfer students.
13. Establish a regular schedule of deferred maintenance in the Greek houses.

## **Education and Outreach**

14. Embed in a comprehensive first-year experience curricular and co-curricular programs that address substance abuse and support the transition from high school to college.
15. Create developmentally appropriate educational programs that engage students during each of their four years, addressing interpersonal awareness, individual and social responsibility, leadership development, health and wellness, physical fitness, and awareness of high risk behaviors (binge drinking, substance abuse, sexual assault, vandalism, etc). Integrate theater and psychology as a component of this programming, embedding health psychology education and high risk prevention messages. Where leadership development programs already exist for specific groups of students, ensure the inclusion of substance abuse prevention and other developmentally related material.
16. Hire a substance abuse prevention and education coordinator who would be responsible for developing and implementing prevention based education and outreach efforts on both campuses. Establish an advisory committee, comprised of faculty and staff, to work with the coordinator in the development, implementation, and assessment of new and existing programs.
17. Engage parents more fully and effectively in the academic success of their students. Work in partnership with parents toward the reduction of high risk drinking and other dangerous behaviors on our campuses.
18. Establish partnerships with Lawrence and Princeton Townships, neighbors in the surrounding community, and local bars and liquor stores to reduce opportunities for high risk drinking and related behaviors.
19. Continue to support a living and learning environment that engages students, faculty, staff, and parents in the education and development of the whole student.

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OJJPD U.S. Department of Justice, “Environmental Strategies to Prevent Alcohol Problems on College Campuses”

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*Helpful Alcohol Awareness links*

About: Alcoholism and Substance Abuse

<http://alcoholism.about.com/cs/college/a/aa990922.htm>

Alcohol Facts <http://www.utexas.edu/research/asrec/alcoholfacts.html>

College Drinking Prevention <http://www.collegedrinkingprevention.gov>

Changing the Culture: Alcohol and the Campus Environment <http://web.mit.edu/newsoffice/alcoholnews.html>

Grief and Loss <http://death-response.chance.berkeley.edu/griefandloss.html>

Just The Facts <http://justthefacts.wustl.edu/>