

# STUDY CIRCLES ON THE IMPACT OF ALCOHOL ON OUR COMMUNITY

University of New Hampshire

October - November, 2003

## Background

In the fall 2002 a planning group conceived of a series of study circles on the topic, "University or Polyversity? The Promise of Conflict in the UNH Community." One of the outcomes was recognition of the need for sustained, focused conversation regarding alcohol use in this community. Additionally, in September 2003 the University of New Hampshire was host to a *Student Summit: Promoting Responsible Celebrations*. The summit was the first student organized national conference of its kind that was initiated by students following the April 12, 2003 disturbance. The Summit was designed to be part of a greater process of understanding student behavior.

Everything we know so far about student disturbances shows that a multi-faceted approach is needed to move to solution. This is equally true of high-risk alcohol use. There are no quick and easy fixes for sustainable prevention and intervention. An effective, lasting response to prevention must be strategic, multi-faceted, and student-oriented and orchestrated, sustained over multiple years, and focused on the broadest issues of independence, health and positive engagement. (*Ohio Report, 2003, pp. 7, 10*) What will most likely stop the rioting will be a combination of peer pressure, more creative programming, more strict enforcement of laws, and stiffer penalties for offenders – including expulsion and criminal charges. (*Chronicle of Higher Education, Dec. 13, 2002*). The work at the summit aligned well with the Study Circle regarding alcohol and behavior.

## Current Efforts

In order to provide a context for the recommendations from the alcohol study circles, the following is information on what the University currently has in place to address alcohol issues.

The University addresses high-risk use of alcohol and supports low-risk use of alcohol through a comprehensive approach that includes educational efforts, environmental management, counseling and support services. None of these efforts alone can address the complex issue of high-risk use of alcohol and its impact on this campus community. It is the combined efforts that account for our progress. It is nationally accepted best practice to use multiple prevention strategies to impact the alcohol issues within the campus community.

### *Educational Efforts*

This strategy seeks to reduce high-risk alcohol use by educating students about the psychological and physiological effects of alcohol as well as potential negative consequences for self and the community related to its use.

- Outreach Programming: The University of New Hampshire offers a number of educational programs on wellness issues including alcohol, tobacco and other drugs. Educational efforts are based on social norms approach and the harm reduction model. These are presented by professional staff and by students involved in peer education. Students in residence halls, fraternities, and sororities, as well as faculty and staff, request these programs.
- First year Orientation
- Life Skills Programs for Athletes
- Prevention Programming in the Fraternities and Sororities
- Curriculum Infusion Project
- Information and Training for Faculty and Staff
- Passive Education

#### *Environmental Management*

This strategy attempts to alter the culture surrounding high-risk alcohol use by placing external influence on high-risk users and supporting low-risk use.

- Social Norms Strategy-Reality Check Campaign: The use of the social norms approach to education is based on the theory and research that shows that students misperceive their peers' attitudes and behaviors regarding alcohol, and that students tend to drink according to these misperceptions. The social norms approach provides information on these misperceptions by challenging the perception that high-risk use is the norm and by supporting lower-risk use of alcohol. It is believed that by informing students of the accurate norms about alcohol use on campus that students will change their drinking behaviors to be consistent with the true campus norms. This campaign is used as part of the University's comprehensive effort to address high-risk use of alcohol, knowing that this approach supports low-risk users and encourages more low-risk behavior and can impact the high-risk use of alcohol by students.
- Policies and Enforcement
- Caring for Intoxicated Students
- Increase Police Presence and Weekend Walkers Program
- Follow-Up to Violations
- Individual Contact with First-Year Students
- Parental Notification
- Mandatory Alcohol and Other Drug Assessment and Education

- Alcohol-Free Activities
- Students Electing to Live Free (S.E.L.F.) - Engelhardt Hall – Alcohol-Free Living Option
- Involvement in the Campus and Community Alcohol, Tobacco, and Other Drug Coalition
- Involvement in the New Hampshire Higher Education Alcohol, and Other Drug Committee

#### *Counseling and Support Services*

This strategy employs group and individual interventions to address alcohol use issues with individuals who have been identified to be high-risk users.

- Short-term alcohol and/or other drug counseling offered on campus
- Support groups offered on campus and referrals made to off-campus support groups.

#### *Assessment*

The University has been collecting data on alcohol, tobacco and other drug use patterns and outcomes since 1986. Most recently the University has participated in the New Hampshire Higher Education Alcohol, Tobacco, and Other Drug statewide survey co-developed by the members of the New Hampshire Higher Education Alcohol, Tobacco, and Other Drug Committee with support from the UNH Student and Academic Services Research and Assessment Center. The information gleaned from this survey is used to evaluate the effectiveness of high-risk alcohol reduction strategies on campus, track trends in use and attitudes, and provide data for the social norms marketing campaign.

### **Study Circle Planning**

Beginning in the fall, 2003, an *ad hoc* group of faculty, students and staff discussed ways to foster increased dialogue on the impact of alcohol in our community<sup>1</sup>. Our goal was to gather a diverse group of community members to share perspectives and ultimately to move forward in solutions building. We believed that this form of intensive, sustained dialogue would be an appropriate tool for confronting the serious issues we face regarding alcohol.<sup>2</sup> Our framing question was:

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<sup>1</sup> The *ad hoc* group included Michele Holt-Shannon, Bruce Mallory, Kathleen Grace-Bishop, Steve Pappajohn, Chris Kean, Mary Faucher, Mary Taylor, Sheila McNamee, Mark Wrighton, Denny Burns, and Ruth Abelmann.

<sup>2</sup> Information on the study circle model of dialogue can be found at [www.studycircles.org](http://www.studycircles.org).

## *What is the impact of alcohol on our community? A conversation for everyone about education and expectations*

### **Participants**

From the beginning of the semester, we recruited participants from the general community. We made special efforts to attract students through contact with faculty and to attract Durham residents, in addition to sending letters to faculty, staff, administrators, and students. In the end, we recruited about 80 participants representing students, current and retired faculty, student affairs staff, PAT and operating staff, town councilors and other residents. We constituted seven groups, each of which met for two hours weekly over a four-week period. The groups were facilitated by UNH staff volunteers (including one student co-facilitator team). The facilitators went through a brief training process led by Michele Holt-Shannon (many had been through a more intensive training the previous semester with Bruce Mallory).

### **Themes**

At the conclusion of the four weeks, an “action forum” was held (on December 10, 2003) for all participants and facilitators. Each group gave a brief summary of its discussions, listing the main themes that were addressed, examples of significant issues, and recommendations for action.

The common themes that emerged in the discussion across all five groups included:

- Creating Community
- Changing Campus Culture
- An Amalgamated Approach
- Proliferation of the Positive, Negation of the Negative

### **Recommendations**

Each of the seven groups identified specific recommendations for action related to the themes and examples they discussed. Recommendations ranged from highly specific changes in practice or policy to calls for broad cultural changes. The most frequently expressed recommendations and the context for those recommendations are included below.

#### *CREATING COMMUNITY*

Some of the problems seem to stem from a lack of community here at UNH. Students, faculty, and staff are connected to their own corner of their world, such as their department, but lack a bigger connection to other constituent groups and to the

institution. This can lead to a sense of alienation, anonymity, and lack of responsibility to/for the institutional community. A collaborative sense of community and shared responsibility will not only foster a sense of belonging for UNH community members, but it will also empower people to become a part of the solution rather than placing the responsibility on a small set of offices. Creating community is clearly a foundational contributing factor for these other themes and to many of our issues with high-risk use of alcohol.

#### Foster Connection with Others

- We should institute a required class for all freshmen (a more in-depth Freshman Orientation). This helps acculturate students to the values of the university community. Through small classes students will be able to build connections with other students as well as the faculty and staff they interact with through the course. This was the cornerstone of recommendations by virtually every group demonstrating the strong desire and appreciated value for this type of experience which is a staple of many institutions of higher education. While there is no research to suggest that a freshman seminar itself reduces alcohol use, it seems that the experience could help create the sense of belonging and community that can foster responsible behavior and healthier choices. It also provides opportunities for discussion around the topics directly related to student behavior and high-risk alcohol use.
- We should implement changes for first year students in addition to a required course that can foster community.
  - At the course level: have a small class size for new students so that students can get to know each other. Course could also be designed on a learning community model so that the course is intentionally designed to foster community (e.g., increase discussion and group work and decrease lecture)
  - At the faculty/student level: have a bi-weekly conference between student and faculty member to improve professor/student connection. This could create opportunity to have conversation about attendance and alcohol use.
  - At the residence hall level: sponsor dorm and weekly meetings to help foster community involvement early on. Students will be responsible for putting on a project.
- We should foster positive feedback as a community value. Promote simply saying thank you. Simple things can foster community. We should remember those “Everything I needed to know I learned in Kindergarten” books. Saying “please,” “thank-you,” promptly returning emails and phone calls, saying “good morning” or “hi” as we pass people on campus or in Durham can help foster a sense of community and a feeling of “belongingness.”

### Foster relationship with Durham Community and Beyond

- Dorms and Greeks should sponsor a Community Appreciation Day (a little effort goes a long way). This will help build ties between the institution and the Durham Community.
- We should create an Adopt-a-Freshman program whereby students are “adopted” by local community members during their first year (e.g., forge links with community, etc.). This will help build connections between students and Durham but also help students understand that they are part of a community bigger than UNH.
- We should require community service for graduation which could be on its own or incorporated into a Freshman Seminar class in order to facilitate that relationship during students’ first semester on campus. This will also build connections with the greater community and helps students understand that they are part of a community bigger than UNH.

### *CHANGING CAMPUS CULTURE*

While the majority of students do not use alcohol in high-risk ways, there is a campus culture that isn’t aware of this and enables high-risk alcohol use. This culture includes the reactive approach to addressing the issue, the “hard-lined” messages espoused by campus administrators, the perceptions of faculty, staff, and students regarding alcohol use norms, real or perceived social alternatives available to students, and expectations regarding academic and civic engagement for students.

### Retool the UNH Message

- We should identify the institutional philosophy regarding student development/behavior in a positive way, but also addressing the use of alcohol. This philosophy does not seem to be communicated clearly.
- Related to the previous point, UNH should communicate a consistent message concerning what UNH is all about, what it means to be a UNH student, and what students can expect to learn from their experience. For this to be successful it must become an integrated approach that every facet of campus is responsible for upholding. We need to teach students what it is to be part of this community – what we expect of them and what they can expect from us and their education.
- We should spend time focusing on the positive – why do students make the “right” choices around alcohol use? We need to send the message that this is a positive place, albeit with problems to resolve. Positive messages will hopefully encourage more positive choices and actions reinforcing them as the norm.
- We should expand our commitment to a social norms approach to reducing high-risk alcohol use on campus – counteracting cultural norms while reinforcing “real” norms.

- We should send the message supporting low-risk choices: designate a driver, myths and facts regarding alcohol use, ways to reward oneself without alcohol, etc. Positive reinforcement will help us promote healthy behaviors in students.
- We should send the message that all residence halls are alcohol-free. Another mixed message that students receive is that there is only one designated “alcohol free dorm” on campus. It clearly suggests that it must be ok to drink alcohol in the majority of residential areas since there is only one dorm that is “labeled” as alcohol-free. Send the message that “all” dorms are alcohol-free in the same way as they are “all” tobacco-free, or remove the “label” from the “only one” alcohol dorm so it is not viewed as the only location where being alcohol-free is viewed as the norm.

### Focus on First-Year Students

- We should place our focus on 1<sup>st</sup> year students in order to “break the cycle”. Reducing high-risk alcohol use is a complex problem. Focusing on 1<sup>st</sup> year students may seem more “doable”. Hopefully, we can then alter the culture in a way that first year students carry their values and behavior throughout their college career and beyond. This can be done by challenging the assumptions and perceived norms of the incoming students, by providing opportunities to rebel/explore since this is part of the developmental process, and by promoting engagement of these students in this community.
- We should create an “Intro to College” course - acculturation to a college environment. This will not only help foster community as discussed above but will also instill the expectations regarding academics and civic engagement. This course could also provide the tools for students to exceed those standards. As stated before this type of course was listed by many study circle groups. The course could include a variety of topics. If a course isn’t possible, a 1-day mandatory seminar each semester could serve the same goal but in a limited time-frame (similar to January Jump).
- We should try to create more pride in being a UNH student. This is related to the feeling of belongingness to a community. Institutional identity fosters community and all of the positive things that go with that.

### Re-Structuring of UNH Approaches

- We should revisit the guidelines about UNH as a dry campus - university not providing alcohol to campus; however, students could have access to alcohol at the New England Center.
- We should create a different way of teaching high-risk alcohol users about the consequences of their behaviors. This could involve community restitution or

reflection upon the impact they had on the community. This will hopefully help them learn that they do not act in a vacuum.

- We should bring back “How to drink in low risk ways” or risk reduction programming. It may be beneficial to provide students with the knowledge and skills in order to make informed choices regarding alcohol use.
- We should change the campus culture. Changing the culture is related to academic rigor as mentioned elsewhere in this document. If more time is devoted to academics, students can get more out of their educational experience and will have less time or be less bored to make unhealthy choices. Our culture allows students to take it easy and makes the end of the week available for “party time”.
- We should do more to foster civic engagement to promote responsible actions and teach students that they are part of a larger community. This could include pre-school/orientation programs like the UNH PROVES program, discussion in residence halls or courses, and/or 1-2 day retreats at the Browne Center that are fun but also educational. This would be a great way to team up with the education department and outdoor education program.
- We should address the real/perceived need for more non-alcoholic social opportunities for students. While there are many social opportunities for students provided by UNH, there is a perceived need for more. We need to try to understand this perception. What is it based on? The social opportunities aren’t late enough, there isn’t a place in Durham for students to hangout, we don’t provide transportation to local areas that do have late night opportunities, students don’t know about these opportunities, etc.
- We should consider eliminating pledging Greek social organizations during a student’s first year at UNH. It may be useful to allow students to become acclimated to UNH and develop so that they can make informed, mature decisions about how they want their Greek experience to be.
- We should invest in a multi-year research project on alcohol-related incidents and arrests within our campus community. Does perception match reality? We should look for connections, reoccurrences, etc. in the data for further study.

#### *AN AMALGAMATED APPROACH*

Even with a community approach to issue resolution, effecting change will not occur with a “cafeteria style” or “flavor of the month” type of approach. Isolated attempts at fostering alcohol reduction and civic engagement need to be part of a planned, intentionally integrated approach. It must involve all constituencies including parents/caregivers, faculty/staff, students, student groups, administrators, and the community in Durham and beyond. While daunting, this approach will create a synergistic method that is greater than the sum of its parts.

### Involve Parents/Caregivers

- We should remind parents/caregivers that UNH is trying to give their student the best education possible. While many people view themselves as consumers and education as a product, education is an investment, a process – a process whereby we all need to be actively involved. In order to optimize both the educational process and the product, low-risk alcohol use and responsible behavior must be promoted.
- We need to educate parents without furthering mixed messages as to UNH's expectations of students. The message should be positive stating that we have great students who do remarkable things but still acknowledging that there are issues to be resolved. We should avoid a “consequences” or “issue” focus which tends to highlight the negative and gives the impression that negative behavior is the predominant behavior.
- We need to remind parents that students are adults. Parents are different today than they were even a few years ago. Many want and expect to be involved in their students' lives while they are here at college. And they should be – to a degree. We know that people learn as they gain independence and make decisions on their own facing the consequences good or bad, of their actions and decisions. We need to remind parents that students are adults, that while parents should be involved, it is more educational for the student to have a level of independence where they are forced to make their own decisions and be accountable for their actions.
- We should utilize the Parents Association as a voice of parents. This group can be a valuable resource for perspective as well as a liaison with the parents of traditional-aged UNH students.

### Involve Faculty

- We need to understand what faculty see their role is in this issue and either educate or provide support for them to be actively involved in fostering low-risk alcohol use and responsible behavior.
  - Faculty may lack the skills to intervene. We should educate them as to how to be a catalyst either in the classroom setting or with individual students
  - We should discuss with faculty how academic rigor and expectations are related to this issue.
    - Is an attendance policy helpful or harmful? While it may treat students like children, it may also provide some structure that they need, especially during the first semester when they are navigating this new found freedom.

- We should create a values statement, standard, or a code vis-à-vis class expectations (e.g., you'll have to work hard to get good grades, etc.) so that students clearly understand what is expected of them in regard to behavior, their input, and the outcomes.
- We should have more classes on Friday. If we are trying to prepare students for the real world, most will have to work Monday-Friday.
- We should consider making courses more challenging either in rigor of the work or amount of the work. Students have more free time than many people think. Students are typically in class 16 hours a week. Residence hall students, on average study 13 hours a week and work 6 hours a week. Their academic career is like a part-time job when it should be their full-time job. Their out-of-class experience, which includes socializing, is important because they are learning in these experiences. But, students can be challenged more in a more structured manner. Currently, they receive 4 credits for 3 credit hours worth of class time. Where did that extra hour go? Also, do students really need two reading days before finals? Do they use these to study? By increasing academic rigor we can raise the bar on outcomes and make this education more valuable to students.
- We should encourage more professors to utilize the Browne Center or at least the facilitators in the classrooms in their classes to make UNH feel smaller, get students more connected, engage them in the educational experience, and break down barriers between groups.
- We should create a faculty committee or group to develop ideas or methods for increased faculty/student interactions which could include dinners, lunches, and small group discussions.
- We need to develop faculty incentives to get them involved in addressing this issue. While awareness and skills for faculty in this area are an issue, another issue is reward. Faculties are expected to do a great deal of work, especially if they are not tenured. High priority is placed on research and publication. This is important to the reputation and the financial stability of UNH especially in this state political climate. But, students are our lifeblood. We are here for them, first and foremost. They should be our top priority and we must reward interactions that further their development, both academically and psycho-socially. Students are just not academic beings for the time they are with us. We have an incredible opportunity to shape individuals to be intelligent, productive citizens and leaders. All involvement, be they sitting on a committee that examines the student experience or individual interactions with students, must be rewarded. For faculty, this is more pertinent in the promotion and tenure process.

- We should capitalize on the tie to academics. The issues relevant to this discussion touch on health, psychology, sociology, anthropology, business, and many more subjects. By bringing the issue to light in these contexts, faculty and students not only can learn more about the particular subject area (i.e., “party” mentality, physiological effects of alcohol) but students can learn more about the content. Pedagogically we know that problem-based education is most effective in learning. So why not use these issues as the ones to be examined?

### Involve Students

- We should provide incentives to promote student involvement. It has been difficult to get students involved in addressing this issue although students state that students should be involved. Some exploration is needed to determine what type of incentives would be effective.
- We should find the “silent” student leaders. Many students don’t have the confidence or the skills to confront their peers when they see something happening that they don’t agree with, be it high risk alcohol use or rioting. While they believe that they are in the minority, in reality they are the majority. We need to help them see that and empower them to be catalysts in the student community. By identifying and supporting these individuals, hopefully they will become partners in resolving this issue at the individual, organizational, or institutional level.
- Related to the previous recommendation, we need to do more to develop all of our students into leaders. We should increase our commitment to leadership education, training, and development. Peers are our greatest resource and they could help counteract the negativity surrounding current student leadership throughout campus.
- We should get student organizations and other groups on campus to take a stand vis-à-vis alcohol use. The student voice can be more powerful when it is backed by an organization. It would say a lot if Greeks, the hockey team, and other respected student groups and organizations were to publicly say “we don’t support high-risk alcohol use or rioting and this is what we are going to do about it.” This would be a public support of the majority of students who make positive choices.
  - This could include sponsoring a student initiated public forum that tries to involve all university community constituencies.
  - Actions could include the Greek organizations reviewing the social policy and consider adopting policies from either that seem to promote healthy alcohol use (e.g., no alcohol on premises at sororities, requiring sponsorship of a non-alcoholic event during the semester)

- A campus dialogue could begin regarding the culture of high-risk drinking in some organizational settings (not just Greeks and athletes) in a more conversational and interactive format.

### Involve Administrators

- We should create a working committee of policy makers (including representation of all constituents – UNH faculty, students, staff, the town, the state, legislators, etc.). This group should then review the big picture with everyone’s perspective and make recommendations or changes based on this. This group is important because as decision-makers they have the power to make changes. This group can also facilitate coordination behind the issue and communication regarding it.
- We should create a presidential task force to look at the high-risk alcohol issue. While there seem to be many past and current task forces that address the high-risk alcohol use issue, it is not the primary issue of these task forces. A task force on high-risk alcohol use can be used to develop a university community-based, integrated approach to addressing this issue.
- We should assign resources (including staff and money) to addressing this issue. UNH needs to walk the walk. We talk a lot about addressing high-risk alcohol use on campus, but we are not providing the resources (fiscal and personnel) to support this talk. This could include providing training and support (financial and otherwise) for grant writing to supplement limited institutional fiscal resources as well as release time for colleagues to spend time addressing this issue.
- We need to ensure that UNH administrators are on the same page about how they will respond publicly (around alcohol, a death, sexual assault). There seem to be different messages being put forth. Mixed-messages do not further resolution.
  - A summit for university public speakers might be helpful so that they can :
    - a. Talk about and relay the fact that they are concerned about the issue.
    - b. Come to conclusions about when NOT to give something attention (giving attention may actually provoke activity).
    - c. Create a policy on who should speak for the university (many names in the paper).
    - d. Understand that bad things will happen and how could the university respond appropriately.
    - e. And how to recognize the university when things are going well. Find ways to market the positive!

- f. Find a way to be proactive rather than seemingly always reacting.
- o A consultant could be hired to help administrators mold a common effective message.

#### Involve Outside Resources

- The university should look at submitting grant proposals to request funding for educational purposes from possible outside sources such as the alcohol beverage industry, state and federal grants, and private foundations.
- We should consider the possibility of UNH partnering with the State Liquor Commission (e.g., bring both together – forge an alliance). This organization could be a powerful partner that shares our goal for reducing high-risk alcohol use. We could work with them to co-sponsor events/programming with various constituencies to cover issues such as carding issues, underage drinking, or buying for underage drinking (of-age buying in quantities)
- We should consider supporting a discussion with the legislature about lowering the drinking age. With recent proposed riot legislation, state representatives are becoming powerful partners in dealing with student issues. It may be helpful to begin dialogue with this partner to discuss the use of policy at the state level as a way to address the high-risk alcohol use issue.

#### *PROLIFERATION OF THE POSITIVE, NEGATION OF THE NEGATIVE*

It is common when struggling with an issue such as high-risk use of alcohol to focus on the negative. In our culture and on campus throughout the United States for many decades we have seen this issue as a problem, as negative and this makes sense with the fact that high-risk use of alcohol can cause a variety of problems for individuals and the community. But as a result, the negative has received all of the attention. Campuses have in many cases neglected to see that not all students drink in high-risk ways, though problems may occur, the minority of students experience these or cause them, and most of our students are committed to learning in addition to other values espoused in this community. By focusing on the negative we do not give attention to the true picture. We tend to put students in a negative light which is not fair and has other implications. We need to make a shift in our thinking and speak to what is positive about students' choices and our efforts to address it in our community.

#### Focus on the Positive

- We should discuss what is being done and what is being done well, not solely focusing on how bad the problem is. We should then state that there is room to improve how we are addressing this issue (even avoiding the word problem can help us make this perspective shift).

- We should work with the media (internal and external) to promote a positive perspective of students since the positive students are the majority. Our students do remarkable things! The media shapes how we and others see UNH. They can really influence how we frame and subsequently address the issue.
- As stated previously we all need to be on the same page. The message presented by administrators should be clear and consistent.

## **Evaluation**

In order to evaluate this experience a short web-based survey was developed. We received 26 responses total. Thirteen respondents were from staff, 7 from students, 4 from community members, and 2 from faculty. Two quantitative questions were asked; “what is your overall satisfaction with your study circle,” and “how worth your time was attending the study circle.” Respondents were asked to give a rating of 1-10 with 10 being the highest. The mean for overall satisfaction was 8.45. The mean for worthiness was 8.83.

Three qualitative questions were asked. These were “what did you learn as a result of your study circle participation,” “what did you like about your study circle, and “how could your study circle be improved.” The themes that emerged are listed below with a short list of supporting comments.

### **What did you learn as a result of your study circle participation?**

- New perspectives through sharing
- Greater understanding of the issues at hand (in general, not specifically attributed to perspective sharing)
- The need and value for community
- This type of process can be valuable

### **What did you like about your study circle?**

- The diversity of participants
- People sharing openly and honestly
- Connecting with others
- Good facilitation/Group worked well together

### **How could your study circle be improved?**

- More people involved in general and by people in addition to staff
- Consistent participation each week
- Ambiguity about the process and outcomes
- More time on outcomes/recommendations, less time on process (especially third session)
- Same room each week

- Great experience

Based on the evaluation people were very satisfied with their study circle and learned some interesting things.

### Next Steps

In most cases, the groups did not prescribe specific ways to achieve the recommendations listed above. Different leaders and organizations will need to take responsibility for these various recommendations, consistent with their authority, mission, and resources. To that end, this summary report from the 2003 UNH Study Circles will be distributed to:

- President's Cabinet and Extended Staff
- Faculty Senate Student Affairs Committee
- Student Senate
- Durham Town Council
- Citizenship and Community Leadership Council
- Provost's Staff and Deans Council
- Vice President for Academic and Student Services
- Campus media (an article in CJ)
- The ATOD Community Coalition
- OS and PAT Councils
- Greek Chapter leadership
- Academic Standards Committee
- Department Chairs
- Student and Academic Services "Directors"/Staff
- The New Hampshire

We hope that each of these groups will give careful consideration to the report and determine what steps they can take to achieve the overall goal of improved communication through participatory dialogue.

In summary, the 2003 Study Circles on the Impact of Alcohol in Our Community were a successful albeit small scale initiative that involved a diverse set of participants who were able to examine issues at a broad level. Participants generated strong enthusiasm for more constructive approaches to alcohol related problems we face as well as strong interest in extending this kind of dialogue in the future, focused on more specific challenges and incorporating more community members, especially students.