

VALUE CONFLICT RESOLUTION

Value conflict resolution approaches are proactive in nature. Numerous strategies and implementation vehicles are initiated to accommodate a range of perspectives to promote a healthy campus environment. The emphasis is to establish standards, networks, and sets of guiding principles that will sustain the alcohol abuse prevention efforts by promoting healthy living and learning environments. In this context, some campuses identify the need for culture change, whereas others specify the desire for a healthy community.

Value conflict resolution approaches create a shared mission and vision among the participants. These approaches also acknowledge the presence of a wide range of viewpoints and perspectives. Further, a philosophy of self-governance, with active engagement of individuals and key players, promotes progress toward the desired

outcome. The processes involved in the activities include an emphasis upon personal choices, heightened awareness, and thinking clearly about desired outcomes. Occasionally found is an emphasis upon values and ethics.

Resulting from these processes is greater collaboration among the range of involved constituencies, which include students, faculty, staff members, police, and, on occasion, individuals from state agencies and community groups. Also found is increased buy-in and ownership regarding the action plans which articulate directions for the future. Even temporary policies, such as not having alcohol on the campus, has been identified as a vehicle towards the endpoint of a shared sense of values.

Campus Alcohol Issues Forum

Purdue University

Contact:

Purdue University
Enrollment: 37,762
Public, Four-Year Institution

Tammy Loew, M.A.
Alcohol Risk Reduction Coordinator
Student Wellness Office

Objectives:

- To assemble a broad-based campus group to deliberate the issues of high-risk and underage drinking
- To enable participants to take ownership in developing University-wide solutions to the issues

Description:

The University's Student Wellness Office collaborated with professors from the Department of Organizational Leadership and Supervision to sponsor a program during Alcohol Awareness Week. The program, "Be A Voice, Campus Alcohol Issues Forum," focused on ways that the University could address underage and excessive drinking.

Participants deliberated the following previously agreed upon problem statement: "Underage drinking and the positive perception and the motivation of excessive drinking and its aftereffects should not be acceptable in the Purdue community." Students offered the University direction

on how to deal with the problem and implement solutions.

Participants included students, faculty, and staff. Students were drawn from the Greek system, the Residence Hall Council, the Student Health Advisory Board, and the general student population. A representative from the Governor's Commission on Impaired and Dangerous Driving also participated. Other participants included police officers, faculty, staff, and community members. Two University professors served as facilitators for the program. The Kettering Foundation's National Issues Forum Model, which is designed to bring together communities to discuss, social and political issues, was used as the framework for the program. The deliberative process, where each voice is heard and people are dissuaded from monopolizing conversations, maximizes audience input and allows many voices to be heard without threats of negative repercussions.

The group's deliberations led them to suggest the following actions. First, more alternative activities for students were suggested, including a bar-like alcohol-free social club in the student union. Second, participants identified the importance of educating students about personal responsibility and accountability for their behavior.

Third, participants recommended that prevention programs be available for students on campus. Finally, the importance of having consistent enforcement and strong consequences for violating the University and community's alcohol policies and laws was stressed.

Resulting from the Issues Forum, an issues booklet was developed. In addition, the Kettering Foundation agreed to develop a Campus Alcohol Issues booklet for national release. Further, most of the 50 people participating expressed the desire to continue the discussion in future forums and several agreed to become involved with committees.

The Issues Forum appeared to be widely successful. It was the first time that the campus community was given the opportunity to provide suggestions on addressing alcohol issues. Specific monitoring of the identified actions and outcomes will help determine the project's success in the next phase. This will include a review of student involvement in planning activities, an increase in alternative activities, a focusing of educational messages on personal responsibility and accountability, an assessment of types of programming available, and consistency of consequences of policy violations.

Center for Service and Citizenship

Massachusetts College of Liberal Arts

Value Conflict
Resolution

Contact:

Massachusetts College of
Liberal Arts
Enrollment: 1,520
Public, Four-Year Institution
Charlotte F. Degen
Associate Dean of Students

Objectives:

- To promote community service and volunteer work
- To reduce the prevalent use of alcohol and associated negative environments

Description:

The Center for Service and Citizenship was established to build upon the earlier success of the campus Volunteer Center as well as to elevate the value of service to a higher status on campus. Furthermore, it promotes leadership and other out-of-class learning opportunities. As stated in the Center's mission statement, "Service encompasses generous acts of giving time, expertise, work and resources aimed toward the good of the community." Since the college embraces "the importance of service as integral to maintaining a democracy," the Center for Service and Citizenship complements this priority by encouraging student involvement in curricular and co-curricular activities.

The Center also serves to heighten the awareness of the connection between college life and community service. With this focus, students learn club principles in the context of the community. They also gain an understanding that positive change and justice can be gained through service experiences.

A range of programs is offered by the Center for Service and Citizenship. These include a youth mentoring program, consultation with faculty, alternative breaks during the fall and spring, community clean-up programs, collaborative programs with other campus offices, support of service clubs, and participation in a state-wide collaboration promoting service. Specific target groups identified for the Center's activities include fraternities and sororities, athletes and athletic teams, residence hall students, student government, resident assistants, students in leadership development efforts, and students in courses that use service learning.

A full-time coordinator is responsible for the administration and donation of resources used to carry out service activities such as community cleanup and the children's book collection. Additional funding is received through grants received

from the Massachusetts Campus Compact and an after school literacy grant.

Publicity for the Center is maintained through preparation of a brochure widely distributed on the campus and in the community. Media releases further enhance the public awareness. In addition, the city mayor publicly recognizes students who have worked on a city service project. The Center also offers meetings each academic term to process service experiences with students and celebrate their achievements. Students who participate share their experiences publicly through articles published in local newspapers, hometown papers, and the alumni magazine. Sharing is also done by the broadcast of a color video package, developed by a student, broadcast on the campus television.

The success of the Center is demonstrated by the increase in the number of students who provide service (from 300 to 475 in one year), the increase in service hours (from 700 to over 2,100 hours per year), and documentation of students' personal expression of caring and commitment. The 475 volunteers represent 32 percent of the total college enrollment. Additionally, students have assumed leadership responsibility for several service programs offered through the Center.

Community Health Initiative

Oregon State University

Contact:

Oregon State University
Enrollment: 16,061
Public, Four-Year Institution
Susan Longerbeam
Administrative Director

Objectives:

- To design and implement a comprehensive strategy to reduce the impact of alcohol abuse on the health of the community
- To provide leadership with the creation and maintenance of a vital, healthy community

Description:

The University's Division of Student Affairs developed a Community Health Initiative (CHI), which arose from the Campus Compact, a document created by student affairs professionals as a statement of vision, values, and commitments. The Campus Compact uses principles adapted from the Carnegie Foundation's six principles for building community. These principles state that a community should be purposeful, open, just, disciplined, caring, and celebrative. As part of its mission, the Division of Student Affairs calls for "leadership for the development of a positive sense of community" at the University. The Compact itself is the Division's pledge that they will "move beyond lofty ideals and engage in focused behavior." The Compact states the Division's belief that the vision will be achieved only as "the result of intentional actions on the part of campus community members."

Initiated in 1996, a range of initiatives is being pursued to achieve the aspirations of the Campus Compact. One of the five initiatives for 1998-2000 is enhancement of community health. The Community Health Initiative provides support for issues that influence student success, addresses safety and well-being, and promotes healthy lifestyles and responsible choices. Its overall goal is to examine and respond to what is needed to create and maintain a vital, healthy community at the University. CHI is open to all University community members and provides a vehicle to focus on the range of issues associated with a healthy community. On-going conversations with the full CHI membership occur every other week in an informal open environment. The Campus Compact principles serve as guidelines for how CHI approaches its work.

Subgroups of CHI deal with specific issues and create the necessary infrastructure to make CHI work. These include grant writing, social programming, focus groups, Web calendaring, and social norms marketing. A high level of participation in CHI is broadly represented from faculty, staff and students. In addition to the range of departments in the Division of Student Affairs, other departments and agencies involved include the Athletic Department, the Department of Public Health, other campus and community departments, first-year experience programs, members from the local county, and the state liquor control commission.

The CHI has prepared a document entitled "Dimensions of Healthy Community," which contains 12 characteristics found in a healthy community. Among these are "the capacity to take responsibility for the well being and respectfulness of self and others," "the presence of support mechanisms in place for resolving challenging issues," and "reflectivity - members have the ability to express feelings, thoughts and experiences in words."

A related initiative of the Campus Compact is a set of Rights and Responsibilities. Within the broad emphasis of comprehensive professional development, a series of rights and responsibilities have been established within five broad areas: environment, communication, resources, professional development and learning, and technology. As stated in the document, the approach is "rooted in care – how we would like to be cared for, how we will care for our colleagues, and how we will show our care for the University and its mission." To implement the set of Rights and Responsibilities, each work group is asked to review this document during at least one meeting each term and define how the concepts are translated into day-to-day behavior.

The formative and continuously evolving nature of the process, both with the Campus Compact and the Community Health Initiative, suggests an extensive buy-in by staff members in the Division of Student Affairs.

Decisions Program

Saint Michael's College

Value Conflict
Resolution

Contact:

Saint Michael's College
Enrollment: 2,700
Private, Four-Year Institution

Aaron Kuntz
Assistant Registrar

Objectives:

- To promote education and dialogue among students, faculty and staff
- To maintain continuous conversations surrounding alcohol and drug use
- To offer students the opportunity to enjoy healthy, new experiences together
- To promote the development of personal and institutional character
- To provide inter-connected resources to help students make positive decisions surrounding alcohol and drug use

Description:

The College's attention to alcohol and drug issues is part of a comprehensive approach to help change the campus culture. A key aspect of the campus program is the Decisions Program, which began in 1995 to provide information to student athletes and to reinforce healthy behaviors. The program promotes character development both with students who have a history of positive decision-making as well as those who have made unhealthy decisions in the past.

The Decisions Program is a three-tiered process. It first outlines the behavioral

expectations of student athletes. Secondly, participants are asked to actively engage in out-of-classroom education. Third, the program educates students regarding decisions related to alcohol and drug use. The program provides students with the tools to be better role models and student leaders on campus.

The Decisions Program mandates that athletic teams attend a lecture on a variety of topics. Each team then invites at least two people to the team's practice to facilitate a discussion. Out of this dialogue, teams shape their social contract, which is mandated for each athletic team at the college. This social contract serves as a way for teams to articulate their dedication to making conscious social decisions. It is also designed to provide a vehicle to stimulate open discussion on several important topics within the team. The final document helps to create an environment in which coaches, staff, and athletes can participate in a safe and healthy arena while conducting themselves in accordance with the mission, goals, expectations, and policies of the College.

Coupled with the Decisions Program is an evaluation program conducted by Health Services. The athletes complete a questionnaire, which helps them evaluate their choices. This gives student athletes the opportunity to evaluate their

decision-making, question the social and personal consequences of the decisions they make, and ultimately articulate their understanding of their civic responsibility to a larger community.

The Wilderness Program is also related to the Decisions Program and is within the auspices of the Athletic Department. This allows all students to assess their responsibility to a larger social group, while at the same time committing themselves to healthy physical experiences without drug or alcohol use. Activities stemming from the Wilderness Program are led by over 35 certified student leaders who motivate close interaction among faculty, staff, and students outside the classroom. Positive healthy choices, which lead to rewarding experiences and relationships, are emphasized. The new experiences encountered through the Wilderness Program are designed to enhance personal development and inspire an active pursuit of knowledge over one's lifetime. Critical thinking and assessment skills, student leadership, physical activities, self-realization, environmental stewardship, and expansion of comfort zones are developed. Most of these programs occur in small groups that encourage group identity, participation, critical thinking, individual leadership, group decision-making, and minimal environmental impact.

Greek Summit

Indiana University of Pennsylvania

Contact:

Indiana University of Pennsylvania
Enrollment: 13,442
Public, Four-Year Institution

Tammy Patterson Manko
Associate Director of Student Activities and
Organizations/Service Leadership

Objectives:

- To affect a culture change in the Greek community
- To assist fraternity and sorority leaders to define and further their leadership responsibilities with respect to social programming with alcohol
- To minimize the role of alcohol and the potential risk and negative consequences

Description:

The University's Greek Summit was designed and implemented to affect a culture change in the Greek community. Fraternity and sorority leaders were asked to examine their leadership responsibilities with respect to social programming with alcohol. These leaders included the chapter president of each fraternity and sorority and the executive officers from the Inter-Fraternity Council and the Panhellenic Association. In addition, chapter presidents were asked to identify one additional chapter member and a chapter alumnus or advisor to attend.

This approach was selected because the Greek community is viewed as

self-governing. Chapter leaders and members are expected to accept full responsibility for chapter decisions, activities and events, and legal affairs. In exchange for each chapter's commitment to contribute in positive ways to the mission of the University and to abide by all relevant laws and policies, the University grants recognition to each chapter. Interdependence between the University and the Greek community are evidenced by the University depending on the Greek community to further its mission and the Greek community depending upon the University for limited resources, general support, and broad direction.

Prior to the Greek Summit, a Greek Community Needs Assessment was distributed to all Greek Summit participants and tallied. Responses were presented to the participants as a Greek Summit discussion starting point. Participation in the Greek Summit was encouraged at all appropriate meetings in advance of the Summit. Emphasis was placed on the opportunity being afforded Greek leaders to maintain their self-governing role and an interdependent, rather than dependent, relationship with the University. Undergraduate student leaders were selected for the Greek Summit action planning group and subsequently were identified to serve as task force team leaders.

The Greek Summit was a collaborative effort between Greek leaders, chapter advisors, and student affairs administrators. The aim was to identify a direction for social programming within the Greek community. Six specific areas of focus were identified by the Greek Summit: enforcement, environment, prevention, academic, education, and student services/treatment/community resources.

During the 5-hour duration of the Greek Summit, participants conducted needs assessments, explored problem areas, and identified an action plan with respect to the six topic areas.

Participants were then subdivided into task forces and group leaders were chosen. Greek Summit discussions specific to problem exploration and action plan identification took place and plans for follow-up discussed.

The feedback immediately following the Greek Summit was very favorable. The achievement of the specific outcome is measured by the degree to which individual task forces are able to accomplish identified action plans within each specific area. These action plans are designed to generate initiatives and activities that both minimize the role of alcohol within the Greek community and maximize the management of risk and liability in situations that include the legal use of alcohol.

Holistic Health Model

College of Saint Benedict
Saint John's University

Contact:

College of Saint Benedict
Enrollment: 1,952
Private, Four-Year Institution

Saint John's University
Enrollment: 18,478
Public, Four-Year Institution

Sigrid Hedman-Dennis, R.N., M.S.N.
Health Educator

Objectives:

- To provide students with an opportunity to speak about their value systems, personal choices, and potential risks associated with their choices
- To provide various settings in which students can gain knowledge about a range of alcohol-related subjects
- To empower students to make informed decisions about their health in relation to their own personal value system

Description:

The Holistic Health Model is used to deal with drug and alcohol issues by two adjacent campuses. The model demonstrates the interrelationship of six components on the health wheel: occupational, physical, social, intellectual, spiritual, and emotional. Through programmatic efforts, students are shown that choices they make regarding drugs and alcohol can and will impact their choices and performance in other areas of their lives. The model also provides an opportunity for students to develop critical thinking skills that will positively impact their health now and in the future.

Under the leadership of the Health and Wellness Committee, the Holistic Health

Model allows professional staff and faculty to promote health as it relates to each student's personal value system. The committee believes that, to change the alcohol culture on campus, it is important to deal with the underlying issues of why students are making choices that can be harmful to them now as well as in the future. Utilizing the Holistic Health Model, the committee helps empower students through information, mentoring, and peer/staff support. This empowerment enables students to continue to develop personal insights and skills that will assist them in making choices based on accurate information rooted in their personal belief system.

Collaboration to implement the Holistic Health Model is happening at multiple levels. Administrative support is found from the Presidents, Vice Presidents, and Deans of Students. A range of offices including Health Education, Residential Life, Counseling, and Student Activities support the program. The faculty of Nursing and Nutrition are also involved. Further, the involvement of the City Administrator, the City Council, and the Mayor demonstrates collaboration and involvement with the Town and Gown Committee. Funding is provided by a strategic initiative grant to continue educational programming directed at facilitating informed decision making and educational opportunities.

A Health and Wellness Learning Community has been established to provide an environment for students wishing

to make healthy life choices. Residential floors foster an individual's initial choices, which are consistent with a personal belief system. An established support system helps maintain this chosen standard of living. The residential environment supports and explores the health and wellness of the student's mind, body, and soul. While this currently focuses on first-year students, the program is being expanded to upper-class students.

Educational opportunities are also provided in informal settings where drugs, alcohol, exercise, mental health and related issues are discussed. Coursework is also a part of the model. For example, "Lifestyle and Fitness" is a core course for all first-year women, and "Sexuality and Spirituality: The Sacred Connection" focuses on personal values and belief systems. It also emphasizes the necessity for individuals to make informed choices about all aspects of their lives, including drugs and alcohol. Other aspects of the Holistic Health Model include a program called, "Athlete to Athlete" which encourages team discussion about rules for alcohol use while in season. The Health Advocate Program (for women) and the Health Initiative Program (for men) foster peer education regarding health issues.

The Holistic Health Model appears to be successful based upon the range of educational opportunities, courses, approaches, and student participation in the planning and implementing, and participating in the range of these efforts.

Multiple Voices Make Good Choices

Simpson College

Contact:

Simpson College
Enrollment: 1,877
Private, Two-Year Institution

Becky Moser
Coordinator of Campus Security

Objectives:

- To help students understand that the majority of their peers make responsible decisions regarding alcohol use
- To encourage students to act as role models for others

Description:

The Multiple Voices Make Good Choices initiative is based on two major campus-wide activities which were founded to help students recognize the fact that the majority of their fellow students make responsible choices regarding their use or non-use of alcohol. The specific approaches were designed to increase the visibility of the initiatives on the campus.

The first activity is the prize patrol. Buttons with the theme "The Survey Says . . . Multiple Voices Make Good Choices," are distributed widely on campus every time

sponsors have a chance to do so. The prize patrol wanders the campus and if a student is spotted wearing the button on their person or backpack, they are given a prize. Prizes include magic 8-balls, puzzles, nerf basketballs, nerf footballs, Frisbees, card games, Hungry Hippo games, and more.

The second activity is offered at the Student Activities Fair. T-shirts are given to anyone willing to sign a commitment card. The statement on the commitment card is "I recognize the value of abstaining from alcohol or acting responsibly if I choose to consume alcohol. I choose to be a part of the majority of students who understand that being a responsible adult is the popular and sensible thing to do. By signing this pledge, I promise to be a positive role model and to use alcohol responsibly or not at all." Interestingly, most students take the time to read the cards completely. Along with the commitment cards, posters hang on the table and elsewhere on campus with nationwide statistics that a majority of students make responsible choices.

As part of the commitment card activity, all the commitment cards are posted on a wall in the middle of the student center and are intermixed with buttons from the prize patrol. An e-mail to all students, faculty, and staff explains the purpose of the display and encourages them to visit the site. Survey results indicated that two-thirds of the students knew about the prize patrol, had seen the T-shirts and believed that the activities had an impact on their decisions regarding alcohol use.

Future plans call for continuing these popular activities on an ongoing basis with the same theme being used for recognition. In addition, ways of expanding the positive public image are being considered, such as the establishment of an alcohol-free parking lot for tailgating before football games. Overall, the theme of "most students make responsible choices regarding alcohol use" appears to have been readily accepted by students.

Reintroducing Responsible Alcohol Use

Logan College of Chiropractic

Value Conflict
Resolution

Contact:

Logan College of Chiropractic
Enrollment: 954
Private, Professional Institution

Dr. E. Daniel Kapraun
Dean of Student Services

Objectives:

- To develop an alcohol use policy which reintroduces the responsible use of alcohol on campus
- To foster a partnership/team effort among students, faculty, and the administration
- To initiate an alcohol education program that fosters increased commitment to responsible behavior

Description:

As a result of student alcohol abuse, the college discontinued the use of alcohol for more than one year. The task of proposing a new alcohol use policy was given to the Dean of Student Services, who conferred

with a student task force. The student task force report was used as the foundation or “building block” of the new alcohol use policy. In addition, alcohol use policies and procedures from other colleges and universities were reviewed. This was done to identify key concepts and practices which could be incorporated into the proposed alcohol use policy to ensure responsible drinking. Further, the aim was to accommodate the range of philosophical positions and values evident among students, faculty and the administration. The Dean also conferred with student leaders, faculty members and key administrators to obtain their insights regarding concepts and practices to be included in the proposed policy.

The final draft policy document, which includes 21 procedures and regulations, was submitted to the President’s Cabinet for review and approval. The policy was implemented on a trial basis for one

academic year during which time no alcohol abuse problems occurred. An important bi-product of the new alcohol policy implementation has been the establishment of a stronger linkage with the local police department. The agency provides security guards as needed for college events that involve the use of alcohol. In addition, the police department supplies the equipment needed to conduct breathalyzer tests.

Future efforts focus on the introduction of a comprehensive alcohol education program to be required of all students. A review of existing alcohol education programs is currently underway. The goal of this effort is to identify those practices to be incorporated into a “personalized” alcohol education program that will address the training needs of students, faculty, and staff in a cost effective manner.

Stop and Think Campaign

University of North Carolina –
Wilmington

Contact:

University of North Carolina –
Wilmington

Enrollment: 9,757

Public, Four-Year Institution

Suzanne M. Shover, M.S.

Director of Judicial Programs
Coordinator, Substance Abuse Prevention
and Education

Objectives:

- To encourage students to focus on their personal choices and decisions
- To acquaint students with the experiences of their peers regarding alcohol and drugs
- To directly challenge students to think about their decisions and related consequences

Description:

The Stop and Think Campaign is sponsored by the Crossroads Substance Abuse Prevention and Education at the University. It encourages students to focus on their personal choices regarding the use of alcohol and drugs.

The Stop and Think Campaign is conducted throughout the academic year as a means of increasing awareness of all campus populations regarding the consequences of substance abuse. The first event is the Wall, which solicits anonymous comments from students on how alcohol, tobacco and other drugs have affected their lives. The best of these comments, which are

kept in an unedited condition, are then used on flyers which are posted on the “wall,” which is an 8-foot, 2-sided partition which is moved to various settings throughout the campus during the year. The most poignant of these unedited comments are then used on the Stop and Think flyers, which are posted throughout campus, but always in bathroom stalls. Many of the students’ comments are powerful statements about the negative consequences that they have experienced from heavy drinking or drug use. In addition, many comments describe the positive experiences of those who have chosen to refrain from using substances.

The Stop and Think Campaign is highly visible to all students, faculty, staff, and campus visitors. In addition to being posted on the “wall,” the statements included on the flyers are posted in residence halls, academic buildings, administrative offices, student services departments, gymnasiums, dining halls, and snack bars.

Student peer leaders conduct the Wall activity one time each semester. There has been significant campus participation at the Wall events for soliciting drug or alcohol experiences. For those students who choose not to give their input, many still stop at the Wall and read the comments made by their fellow classmates.

The activity has also been used during freshman orientation sessions, with comments provided from incoming students as well as parents. This resulted in an interesting mix of comments from the students who did not have college experience, as well as from parents who were forthcoming about the effects of alcohol or drug use on their lives. The range of comments indicated that attention was focused on many issues surrounding substance use by this activity.

Flyers posted throughout the campus are prepared using bright red and fluorescent yellow paper, reinforcing Crossroads’ colors and adding to the eye-catching quality of the campaign. All flyers include a large stop sign image with the word “THINK” written inside. As students become familiar with this image, they immediately recognize these flyers as a statement on drugs or alcohol made by a fellow classmate. During many of Crossroads’ programs and classes, students are asked if they are familiar with its services. Many state that they know the name because of the “Stop and Think” signs that they have seen on campus. In focus groups designed to gain feedback, 100 percent of on-campus students report that they pay attention to the media messages in their residence halls, and that the most memorable location of the signs is the bathroom stalls.

Your PATH at Ohio

Ohio University

Value Conflict
Resolution

Contact:

Ohio University
Enrollment: 27,913
Public, Four-Year Institution

Terrence J. Hogan, Ph.D.
Dean of Students

Objectives:

- To imbue students with an understanding of three community values which influence their individual decision-making
- To reduce high-risk drinking through greater understanding of community expectations and values

Description:

The University's environmental change strategy, which was designed to reduce the incidents of high-risk drinking, incorporates a variety of approaches. One of the vehicles is PATH, which stands for Personal Accountability, Trust and Honor. "Your PATH at Ohio" has been developed as a communications campaign about community expectations and values. It is supplemented by a series of ethics seminars to be used from freshmen orientation through commencement. As described to the students by the University's President, their time at college can be compared to a journey that

begins with personal accountability. Each member of the University community exercises good judgment and takes responsibility for his/her own behavior. With this responsibility, trust is established among those on and off the campus.

Three values are emphasized with students, beginning at their orientation program. First, diversity means, "that we treasure the opportunity to learn from the differences among us." Second, respect means, "treating others as you wish to be treated, fostering good relations with faculty, staff, students, and community members." Third, civility means "respecting others' points of view and agreeing, at times, to disagree . . . knowing that our common bonds are greater than any individual differences."

"Your PATH at Ohio" also serves as a jumping off point for explaining to prospective students and parents what the University expects from members of its community, for orienting new first-year and transfer students to the University community, for initiating discussions in judicial settings about the effect of individual behavior on

community, and for engaging in dialogue with student leaders on campus issues. Seminars that build upon the "Your PATH at Ohio" framework are designed to help all members of the campus community to resolve problems collegially and to imbue a sense of shared mission and vision. Topics included in the ethics seminar series are "Composing Your Ethics Code," "Ethics and Civic Virtues," "Ethics of Social Marketing," and "Fairness at the Work Place."

Staff time and energy were devoted to the initial creation of the concept. There has been minimal on-going expense involved in communicating the concept and much of the communication since then has been accomplished through existing programs. There has been a positive reaction to the efforts on the part of faculty, staff, parents, trustees, and student leaders. The student reaction in general has been positive, with student leaders proposing ways of further incorporating the strategy into the fabric of institutional life. Though modest declines in heavy drinking are found through the bi-annual Core Survey data, there is no specific evidence that definitively links this program to the changed student behavior.

