



recovery
and inclusiveness



PROJECT ONE: Creating the Vision

“I long to accomplish great and noble tasks, but it is my chief duty to accomplish humble tasks as though they were great and noble. The world is moved along, not only by the mighty shoves of its heroes, but also by the aggregate of the tiny pushes of each honest worker.”

—Helen Keller

Building a Collegiate Recovery Community has the potential to accomplish great and noble things. However, in planning a community, there are no big jobs or small jobs. There are no tasks to be accomplished for the purpose of achieving recognition and no glory to be gained by an individual or a team. There are simply goals to be set, incremental steps to be taken, and a program to be created, one task at a time.

Project One: Creating the Vision

Part A

The Dreamers: Creating a Plan for Your Project

Determining the Need for a Collegiate Recovery Community on Your Campus

How Many Recovering Students Are on Your Campus?	4
How Can a Collegiate Recovery Community Save Money for My Campus?	5
Activities	
7	

Identifying the Project Manager

Characteristics of a Project Manager	8
Functions of the Project Manager	9
Activities	
10	

Assembling the Project Planning Team

Guidelines for Team Building	13
Functions of the Project Planning Team	14
Boundaries of the Project Planning Team	14
Activities	
15	

Developing a Mission Statement

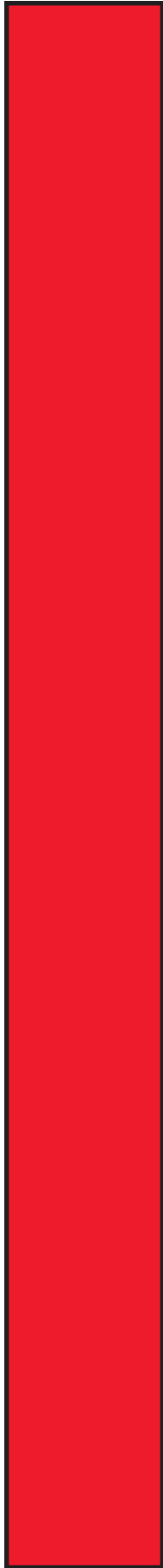
Thinking About Your Mission Statement	16
Why Develop a Mission Statement?	17
Activities	
18	

Identifying Potential Obstacles

Possible Obstacles to Your Collegiate Recovery Community	20
Obstacles from Within the Recovering Community	20
Obstacles from College/University Administration	21
Obstacles from the Community At-Large	21
Activities	
22	

Developing Goals and a Project Timeline

Creating Your Project Planning Goals	24
Creating a Timeline for Your Project	24
Activities	26



Part A

The Dreamers: Creating A Plan for Your Project

Objectives

At the end of Part A, you will be able to:

- Determine the need for a Collegiate Recovery Community on your campus
- Identify a project manager
- Select your Project Planning Team
- Develop a clear and concise mission statement for your project and for the Collegiate Recovery Community that you are creating
- Identify potential obstacles in the path of implementing a recovering community on your campus
- Create a strategic plan which outlines the goals for the development of your project and a timeline by which they can be accomplished

Determining the Need for a Collegiate Recovery Community on Your Campus

Overview: The consequences of alcohol and drug use, abuse, and addiction affect virtually all college and university campuses. Studies have found that 31.6% of college students meet the criteria for a substance abuse disorder, while 6% meet criteria for a diagnosis of alcohol dependence (Knight, Wechseler, Kuo, Seibring, Weitzman, & Schuckit, 2002). In 2002, the annual prevalence rate for any illicit drug use was 37% among college populations (Johnston, O'Malley, & Bachman, 2003). According to the SAMHSA's 2002 National Survey of Drug Use and Health (NHSDA), past month alcohol and illicit drug use among 18-25 year olds is greater than any other age cohort.

How Many Recovering Students Are On Your Campus?

When determining the need for a Collegiate Recovery Community on your campus, it is helpful to consider how many students could potentially benefit from its implementation. A simple way to estimate the prevalence of the problem on your campus is included activity A.1.

It is recommended that you gather information about student substance abuse from offices that currently exist on your campus. This information will help your Project Planning Team assess what services already exist on the campus, as well as gauge the number of students attempting to remain abstinent from alcohol and drugs on your campus. To estimate the number of students who could benefit from a Collegiate Recovery Community, consider approaching individuals who work with addicted and recovering students on your campus. Talk with professionals from this representative list of offices who could assist you in estimating the number of recovering students on your campus:

- Student Judicial Affairs
- Student Health Services
- Dean of Students
- University affiliated Counseling and Therapy Clinics

When talking with these offices, use the following as a guide for your interview:

- Give a brief overview of your project.
- Ask the interviewee to give a brief description of his/her position.
- What do you (the interviewee) see as the direct services that you provide to students on your campus?
- What services do you provide for students who are struggling with substance abuse, addiction, and recovery?
- What services do you offer that are effective in dealing with recovery from substance abuse and addiction on a college/university campus?
- How many students do you see monthly with substance abuse and addiction problems?
- How many of these students are attempting to stop using alcohol and drugs?
- How many of those students are successful in achieving their goal to stop using?
- Based on the numbers from your office, how many students on this campus do you estimate to be attempting to recover from substance abuse/addiction?
- What is their biggest obstacle in attempting to remain free from alcohol and drugs on this campus?

How Can a Collegiate Recovery Community Benefit Your Campus?

Estimates from this age cohort suggest that:

- Only 4% of students with alcohol/drug related problems will seek help (Clements, 1999).
- At best, 50% of these students will remain sober 6 months after seeking help.
- "Substance abuse affects overall student retention rates." Some studies report that more than 40% of student attrition cases involve substance abuse (Sullivan & Risler, 2002).

REMEMBER

Increased awareness, identification, and understanding of the problem has made intervention and treatment more accessible for college students. The college/university environment still does little to address post-treatment concerns of recovering students. Recovering students face the challenges of entering college/university environments where a subculture emphasizes drinking and drug use.


REMEMBER

Students with alcohol/drug problems face a greater risk of drop-out due to personal, financial, family, and legal problems. At Texas Tech University (TTU), the Center for the Study of Addiction and Recovery supports 80 of the estimated 213 addicted students seeking help on the TTU campus. By ensuring their enrollment in the university, the Collegiate Recovery Community estimates retaining \$430,500.00 annually in direct tuition revenue that could potentially be lost due to relapse and subsequent drop-out.

How can your campus retain the 4% of students who seek help? How can your campus increase the number of students remaining sober after seeking help? What would happen for you tuition revenue if your college/university could reduce student attrition rates by 40% through actively addressing addiction and recovery on your campus?

If a supportive environment, such as a Collegiate Recovery Community were available on the campus of a university, it is estimated that at minimum, 50% of students who seek help for their substance abuse/addiction problem could be retained and supported in their recovery. Your campus could potentially retain at least 2% of the tuition revenue that would predictably be lost due to substance abuse/addiction related drop-out in your first year of operation. This number may not seem large initially, but it will continue to increase as your program grows.

The amount that would be saved by your university if these students were retained is important to determine. It will be extremely beneficial when talking to your college/university administration about funding and implementing a Collegiate Recovery Community on your campus.

ACTIVITY A.1

Estimating the Number of Recovering Students on Your Campus

To determine an estimate of the number of students on your campus that could benefit from a Collegiate Recovery Community, use the following formula. Though not a scientific representation, this formula helps you to understand how prevalent substance abuse and addiction is on your campus (see Knight et al., 2002 and Clements, 1999).

A sample university is provided below.

Students Needing a Collegiate Recovery Community at a Sample University

Total number of students = 30,000

Number meeting criteria for substance abuse (31.6%) = 9,480
(30,000 x .316)

Number of students meeting criteria for substance dependency (6%) = 1,800
(30,000 x .06)

Estimated number of students who are seeking help (4%) = 451
(9,480 + 1,800) x (.04)

THERE ARE AN ESTIMATED 451 STUDENTS AT THIS COLLEGE/UNIVERSITY WHO COULD POTENTIALLY BENEFIT FROM A COLLEGIATE RECOVERY COMMUNITY!

Total number of students on your campus = _____

Number of students meeting criteria for substance abuse (31.6%) = _____
(number of students on your campus x .316)

Number of students meeting criteria for substance dependence disorder (6%) = _____
(number of students on you campus x .06)

Estimated number of students who are seeking help for their problem (4%) = _____
(Total from Step Two + total from Step Three) x (.04)

REMEMBER

Your program will not be able to support more than 10-20 students in its inaugural year. It is important to note that the amount of estimated tuition savings is representative of a program that has been in existence for a minimum of three years.

ACTIVITY A.2

How Much Can My Campus Save by Implementing a Collegiate Recovery Community

Use the following formula to estimate the potential savings a Collegiate Recovery Community on your campus could offer the college/university:

Total number of students who are seeking help = _____
(number from initial activity)

Estimated number of students who will remain sober for 6 months after seeking help (50%) = _____
(number from line one x .5)

Estimated savings in direct tuition revenue for your campus over one year = _____
(number from line three x annual cost of tuition on your campus)

Identifying the Project Manager

Overview: A Project Manager is often the first designated member of the Project Planning Team. As your campus begins this project, the realization of a fully functioning Collegiate Recovery Community on your campus may feel like a distant dream. It is important that a campus identify an individual that is committed to making this dream a reality. This person, the Project Manager, often has a vested interest in the project's success. He/she may be interested in becoming the Program Director at a later time. He/she may be a recovering faculty/staff member who can see the difficulties of college life for recovering students. He/she may be an administrator who is tired of negative consequences of alcohol/drug abuse on your campus.

Characteristics of a Project Manager

The Project Manager will become the organizing and motivating force behind the dream of making your Collegiate Recovery Community a reality. When selecting a manager for creating a Collegiate Recovery Community on your campus, look for an individual with the following characteristics:

- Ability to influence and motivate people to support a project
- Knowledge of adolescent and young adult substance abuse and the needs of college/university students in recovery
- Understanding of the college/university structure and functioning
- Ability to organize and move a team through a lengthy project
- Community support and respect in both recovery and non-recovery circles

Functions of the Project Manager

When approaching a potential Project Manager, it is helpful to establish a list of responsibilities that he/she will perform. The following list is representative of the tasks needed to complete the creation phase of a Collegiate Recovery Community. Depending on your individual circumstances, you may need to add/remove responsibilities to this list.

- Identify and appoint Project Planning Team members.
- Direct the Project Planning Team in preparing a Mission Statement for the project.
- Develop formalized strategic plans and policies.
- Establish/maintain a relationship among the Collegiate Recovery Community Project, the university administration, and the local, state, and national communities.
- Acquire financial support for student and programmatic components through fundraising and grant writing.
- Recruit and supervise all staff and faculty associated with the recovery community until a Program Director for the Collegiate Recovery Program is selected.

REMEMBER

It is helpful to find a Project Manager who has experience:

- 1) *Working in higher education, and*
- 2) *Working with addicted and recovering populations.*

ACTIVITY A.3

Identifying Potential Project Managers

When identifying a Project Manager, it is helpful to consider the strengths and talents of these individuals along with their willingness to participate in the project. Below, list three or more individuals who could potentially serve as a Project Manager. This will assist you in deciding who will be the best leader of Project Planning Team.

List of Potential Project Managers

- 1.) _____
- 2.) _____
- 3.) _____
- 4.) _____

Use the following check list to evaluate your list of potential project managers.

Potential Manager #1:

Ability to influence and motivate people to support a project.

____ YES _____ NO

Comments:

■ Knowledge of adolescent and young adult substance abuse and the needs of college/university students in recovery.

____ YES _____ NO

Comments:

■ Understanding of the college/university structure and functioning.

____ YES _____ NO

Comments:

■ Ability to organize and move a team through a lengthy project.

____ YES _____ NO

Comments:

■ Community support and respect in both recovery and non-recovery circles.

____ YES _____ NO

Comments:

REMEMBER

The Project Manager does not always transition to become the Program Director for your Collegiate Recovery Community. It is important to clarify that a Program Director for the functioning Collegiate Recovery Community will be considered and selected as funding permits.

Potential Manager #2:

■ Ability to influence and motivate people to support a project.

____ YES _____ NO

Comments:

■ Knowledge of adolescent and young adult substance abuse and the needs of college/university students in recovery.

____ YES _____ NO

Comments:

■ Understanding of the college/university structure and functioning.

____ YES _____ NO

Comments:

■ Ability to organize and move a team through a lengthy project.

____ YES _____ NO

Comments:

■ Community support and respect in both recovery and non-recovery circles.

____ YES _____ NO

Comments:

Potential Manager #3:

■ Ability to influence and motivate people to support a project.

____ YES _____ NO

Comments:

■ Knowledge of adolescent and young adult substance abuse and the needs of college/university students in recovery.

____ YES _____ NO

Comments:

■ Understanding of the college/university structure and functioning.

____ YES _____ NO

Comments:

■ Ability to organize and move a team through a lengthy project.

____ YES

____ NO

Comments:

■ Community support and respect in both recovery and non-recovery circles.

____ YES

____ NO

Comments:

Potential Manager #4:

■ Ability to influence and motivate people to support a project.

____ YES

____ NO

Comments:

■ Knowledge of adolescent and young adult substance abuse and the needs of college/university students in recovery.

____ YES

____ NO

Comments:

■ Understanding of the college/university structure and functioning.

____ YES

____ NO

Comments:

■ Ability to organize and move a team through a lengthy project.

____ YES

____ NO

Comments:

■ Community support and respect in both recovery and non-recovery circles.

____ YES

____ NO

Comments:

Assembling the Project Planning Team

Overview: Collegiate Recovery Communities possess a unique set of obstacles and challenges. It is important that these difficulties be identified prior to beginning the implementation of a Collegiate Recovery Community program. It is helpful to organize a small group of individuals who can work together to overcome the identified challenges. One of the first steps in creating a Collegiate Recovery Community is to build a team supportive of this goal.

Guidelines for Team Building

Anyone who has previously served on a board or committee understands the value of teamwork and the frustration of working with too many team members. The most important step in project planning is choosing the right team. In 2004, the Addiction Technology Transfer Center, funded by the Substance Abuse and Mental Health Administration, published the second edition of *The Change Book*. This literature is extremely helpful when working with team building. Briefly, *The Change Book* (2004) suggests the following guidelines for team building:

- Choose potential team members who are familiar with the problem (recovering students, administrators, family members, practitioners).
- Inquire as to what potential team members think about the difficulties of recovering students on college campuses. Do they feel that a Collegiate Recovery Community would benefit recovering students and the college/university campus?
- Are the potential members of your team viewed as leaders in their individual communities and professions? Are they capable of convincing other people to support the formation of a recovery community?
- Do potential team members' schedules permit them to participate in the project?
- What is the best method of communication between team members?
- Are there other parties whose expertise is not represented that would benefit the team? How should these individuals be approached and how can the team encourage participation from all members?

REMEMBER

*In 2004, the Addiction Technology Transfer Center, funded by the Substance Abuse and Mental Health Administration, published the second edition of the *The Change Book*. *The Change Book* can be accessed at www.nattc.org/thechangebook. Downloads of the material are free of charge or can be ordered for \$4.00.*

Functions of the Project Planning Team

When approaching potential team members, it is helpful to establish a list of responsibilities that he/she will perform. The following list is representative of the tasks needed to complete the creation phase of a Collegiate Recovery Community. Depending on your individual circumstances, you may need to add/remove responsibilities to this list.

- Develop a Mission Statement.
- Prepare a time table for the creation and implementation of a Collegiate Recovery Community.
- Identify obstacles to a Collegiate Recovery Community on your campus and ways to overcome these obstacles.
- Present information about the Collegiate Recovery Community to the college/university.
- Offer suggestions on the physical location of the Collegiate Recovery Community Program on the college/university campus and make suggestions as to what campus department should house the Collegiate Recovery Community.
- Create a development and fundraising plan and begin to locate funding sources.
- Appoint a Program Director and assist with other program staffing needs.
- Develop a plan to monitor the progress of the project.

Boundaries of the Project Planning Team

The Project Planning Team must have clearly defined boundaries. The boundaries of your team should be set by the Project Manager and Project Planning Team members. Consider the following questions when setting boundaries for your team:

- Will the Project Planning Team serve only in an advisory capacity or will they have authority and responsibility apart from the Project Manager?
- How far into the development of the project will the Team be involved? After a Program Director is hired, what will be the role of the Project Planning Team?
- How can new members be added/removed from the Project Planning Team?

ACTIVITY A.4

Identifying Potential Project Planning Team Members

Individuals who choose to participate in the Project Planning Team become your resources for the creation of a Collegiate Recovery Community on your campus. Initial team members may provide financial resources, student referrals, volunteer services, access to other resources, or professional expertise. In return, a Collegiate Recovery Community might provide them with a source of continuing care when discharging clients, a place for community service, or an opportunity to work with newcomers to the program. To facilitate the selection of your Project Planning Team, consider recruiting members from the following categories of representation (a list which outlines the key responsibilities of these team members is included in the Activities and Forms Workbook):

List of Potential Project Planning Team Members

■ College/University Representatives

Key Administrator _____

Faculty/Staff _____

■ Recovering Students and Their Families

Recovering Student _____

Family members _____

■ Members of Recovery Community

Members of the local recovery community _____

Recovering Faculty/Staff _____

■ Recovery Facilitators

Physicians _____

Practitioners _____

Addiction therapists/counselors _____

Faith-based organizations _____

Treatment facilities _____

REMEMBER

■ *Teams should consist of 3-8 members. Diverse perspectives are important, but too many opinions make it hard to reach consensus.*

■ *Commitment to the project is important. Make sure team members are aware of the time and effort required to implement a Collegiate Recovery Community before they join the project team.*

■ *Know the individual strengths of each team member. Where can each person be of maximum service to the project? Does the member feel that a Collegiate Recovery Community would be of benefit on their campus? Is the member a leader in their community or profession?*

■ *Who has ownership of the project? When the Collegiate Recovery Community is implemented, is anyone on the team expecting to be the director or will this position be filled from outside of the project team?*

■ *Schedule meetings at least two weeks in advance of the designated meeting time. Draft an agenda for each meeting and stay within the allotted meeting time. Determine the best communication methods between members.*

Use the following table to evaluate the strengths of each potential Project Planning Team member. A sample entry is provided.

Name	Familiar with Addiction/ Recovery	Leader in his/her community/ profession	Schedule will permit attendance	Member of a diverse population	Believes that a CRC could be beneficial
1. John Doe	Yes	Former Mayor	Yes/retired	NO	YES
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					

Developing a Mission Statement

Overview: In just a few sentences, a mission statement needs to communicate the essence of your project to your stakeholders and to the public. It is essential to create your mission statement at the initiation of the project's development. An effective mission statement will outline the focus and direction of the project, will keep team members from losing focus in the months of planning leading up to the opening of your Collegiate Recovery Community, and will provide potential supporters with an understanding of the goals and purposes of your Collegiate Recovery Community.

Thinking about Your Mission Statement

When developing a mission statement, it is important to answer the following questions (Alliance for Non-Profit Management, 2004):

- Why does the Project Planning Team exist?
- What change will occur in your college/university community as a result of your project?
- What actions must be taken in order to accomplish this change in your college/university community?
- What are the principles that should guide the development of this project? What is your inspiration?

Why Develop a Mission Statement?

A mission statement is a valuable tool for your project. A mission statement will guide your Collegiate Recovery Community and will be used to:

- Provide guidance for your Project Planning Team when making decisions about the direction of your project
- Create a focus point from which a creative and innovative Collegiate Recovery Community program can be built
- Approach college/university administration about providing resources for your Collegiate Recovery Community
- Inform recovering students and their families about the services your Collegiate Recovery Community will be providing
- Approach potential foundations and individuals for fundraising and development purposes

REMEMBER

Groups are good at many things, but one of them is not writing. Have group discussions about big ideas and concepts and then let one or two individuals draft and redraft the wording before submitting a reworked version to the team. It is important to circulate the draft mission statement a few times to board, staff, and other stakeholders. Some consultants advise organizations to also seek an outside opinion from someone unfamiliar with the organization to see how easily the mission statement can be understood (Alliance for Non-Profit Management, 2004).

REMEMBER

The Alliance for Non-Profit Management offers invaluable assistance in creating your mission statement. To access this website, go to the following link:

www.allianceonline.org/FAQ/strategic_planning/what_s_in_mission_statement.faq

ACTIVITY A.5

Writing Your Mission Statement

Select one or two individuals to be responsible for developing a rough draft of your mission statement. Select team members who have previous experience with developing mission statements and whose schedules can easily allow for time to work together.

The first step in writing the mission statement is to answer the following questions. These questions should be answered by the individuals working on the mission statement after consultation with the Project Planning Team.

■ Why does the Project Planning Team exist? What change will occur in your college/university as a result of your project?

■ What action do you plan to take in order to accomplish this change in your college/university?

■ What are the principles that your Project Planning Team agrees should guide the development of this project? What is your inspiration?

After answering these questions, the designated individuals should be able to begin formulating a rough draft of your mission statement. To use as an example, the mission statement for the Collegiate Recovery Community at Texas Tech University is provided below. In order to understand the process of putting the mission statement together, look at the Texas Tech Collegiate Recovery Community mission statement once it has been broken into its key elements.

EXAMPLE MISSION STATEMENT

The Collegiate Recovery Community at Texas Tech University (name and location of the program) provides a nurturing, affirming environment (action taken to accomplish change) in which students recovering from addictive disorders can successfully pursue academic, personal, and professional goals (change occurring in the collegiate community) for the purpose of enhancing their quality of life and becoming productive members of society (principles and inspiration guiding the project).

Use the following outline to summarize the answers to the questions that you completed at the beginning of this activity.

Name and location of the program

Change occurring in your collegiate community

Action taken to accomplish change

Principles and inspiration guiding the project

To complete this activity, use the phrases listed above to create a one to two sentence statement that will serve as your mission statement. It is recommended that the name of the project and its location be used to begin your mission statement. The remaining elements can be arranged in any order. The mission statement should be reviewed by all members of the Project Planning Team once it is written.

Project Mission Statement

REMEMBER

Awareness and proactive planning can eliminate many of the obstacles that your Project Planning Team will face in creating and implementing a Collegiate Recovery Community on your campus.

REMEMBER

Education about what a Collegiate Recovery Community is and what it does is the best way to address obstacles.

Identifying Potential Obstacles

Overview: Creating, implementing and maintaining a Collegiate Recovery Community is not an easy task. The directors, staff, and students of existing programs have worked over long periods of time to establish recovery communities on their campuses. When identifying barriers to beginning a new Collegiate Recovery Community program, it is important to organize obstacles into categories. Based on information from existing programs, there are three main areas from which you can expect barriers to your project.

Possible Obstacles to Your Collegiate Recovery Community

Three possible barriers to the development of a Collegiate Recovery Community:

- Obstacles from within the recovery community
- Obstacles from college/university administration
- Obstacles from the community at-large

While program obstacles can be difficult to navigate, creating effective strategies to overcome these barriers can enhance and improve the recovery community. It is critical to address obstacles before program implementation begins.

Obstacles from within the recovering community

It is important to realize that recovery from addiction involves many processes and pathways, and a recovery support community may look different to each individual. One of the most difficult tasks in organizing a Collegiate Recovery Community is protecting diversity while maintaining order. It is critical to understand the value systems and ideology of the population with which you are working. Recovering student buy-in is necessary for a successful program. Based on the experiences of existing Collegiate Recovery Communities, consider the following issues when identifying obstacles from within the recovering community:

- Conflict between Twelve-Step philosophy and other approaches to recovery support
- Lack of minority representation in traditional recovering communities (i.e. Alcoholics Anonymous or professional treatment communities)
- Various pathways of entry into recovery (i.e. treatment, incarceration, faith-based intervention, self-selection)

Obstacles from college/university administration

College/university administrators are often hesitant to implement recovery community programs on their campuses. Due to the misunderstanding of addiction and recovery that is still prevalent in society, many administrators frown on recruiting students with known histories of alcohol/substance use. College/university administrative buy-in is necessary for a successful program. Based on the experiences of existing Collegiate Recovery Communities, consider the following issues when identifying obstacles from within the college/university administration:

- Recovering students may be viewed as a liability rather than an asset to the campus.
- Funding and physical space for start-up programs is scarce at many colleges/universities.
- It is often difficult to convince administrators to invest in a program that appears to serve a small minority of students.
- Counseling centers and clinics on the campus of your college/university may view your Collegiate Recovery Community as a threat to their client base or as a source of competition for declining college/university mental health service funding.

Obstacles from the community at-large

Competition for resources, clients, and funding among the addiction treatment community can lead to difficulty in implementing Collegiate Recovery Communities. In the initial stages of program development, it is important that the professional community be educated about the goals and purposes of Collegiate Recovery Communities. Team members should address issues such as duplication of services, collaboration and referral, and recovery methodology. Based on the experiences of existing Collegiate Recovery Communities, consider the following issues when identifying obstacles from within the community at large:

- Out-patient treatment centers, halfway houses, and local Twelve-Step clubs may view a Collegiate Recovery Community as duplication of services that they are providing to the community.
- Innovative programming often results in numerous opinions regarding the status quo. It is often difficult for people to accept a vision that is outside of the box.

ACTIVITY A.6

Addressing Obstacles to Your Collegiate Recovery Community

■ Obstacles in the Recovering Community

It is helpful to identify potential obstacles from within the recovering community. On the list below, address some of the issues that you believe may be relevant to the planning of your project. The list includes obstacles that have been experienced in other Collegiate Recovery Communities.

1. Conflict between Twelve-Step philosophy and other recovery support mechanisms.
2. Lack of minority representation in traditional recovering communities (i.e. Alcoholics Anonymous or professional treatment communities).
3. Various pathways of entry into recovery (i.e. treatment, incarceration, faith-based intervention, self-selection).
4. _____
5. _____
6. _____
7. _____

■ Obstacles in the College/University Administration

It is helpful to identify potential obstacles that your Project Planning Team may encounter when working with college/university administration. It is important to be aware of issues that frequently arise which can impact your project planning. The list below includes some examples that have been experienced in other Collegiate Recovery Communities.

1. Recovering students may be viewed as a liability rather than an asset to the campus.
2. Funding for start-up programs and physical space is scarce at many colleges/universities.
3. It is often difficult to convince administrators to invest in a program that appears to serve a small minority of students.
4. _____
5. _____
6. _____
7. _____

■ Obstacles in the Community At-Large

It is helpful to identify potential obstacles that your Project Planning Team may encounter when introducing the idea of a Collegiate Recovery Community Program to the community at-large. On the list below, address some of the issues that you believe may be relevant to the planning of your project. The list includes some examples that have been experienced in other Collegiate Recovery Communities.

1. Out-patient treatment centers, halfway houses, and local Twelve-Step clubs may view a Collegiate Recovery Community as duplication of services that they are providing to the community.
2. Counseling centers and clinics on the campus of your college/ university may view your Collegiate Recovery Community as a threat to their client base or as a source of competition for declining college/ university mental health service funding.
3. Innovative programming often results in numerous opinions regarding the status quo. It is often difficult for people to accept a vision that is outside of the box.
4. _____
5. _____
6. _____
7. _____

REMEMBER

Discussions at this stage frequently will require additional information or a reevaluation of conclusions reached during the identification of potential obstacles. It is even possible that new insights will emerge which change the thrust of the mission statement. It is important that the Project Planning Team is not afraid to go back to an earlier step in the process and take advantage of available information to create the best possible plan (Alliance for Non-Profit Management, 2004).

REMEMBER

It is extremely difficult to create and implement a Collegiate Recovery Community in under one year. Take your time in planning and developing a quality program.

Developing Goals and a Project Timeline

Overview: The mission statement will serve as a guide for your Project Planning Team when creating project goals. Once your mission statement is completed and potential project obstacles identified, your Project Planning Team must decide how to make the mission become a reality. Project Planning Team goals should directly and indirectly address these issues.

Creating Your Project Planning Goals

Reviewing the responsibilities of the Project Planning Team and considering potential obstacles will serve as a basis for creating your project goals. The mission statement should be the final measure of the accuracy and appropriateness of a Project Planning Team goal. The following suggested goals must be accomplished in the creation and implementation of a Collegiate Recovery Community. This list is not meant to be exhaustive as each Project Planning team will have many goals based on its individual ideas and resources.

- Determine the depth of the need for a Collegiate Recovery Community on your campus.
- Identify potential locations for the Collegiate Recovery Community on your campus.
- Locate funding sources for program creation, implementation, and maintenance.
- Create a plan to present the project to college/university administration.
- Prepare a time table for implementation of a Collegiate Recovery Community.
- Appoint Program Director and Advisory Board for the Collegiate Recovery Community.

Creating a Timeline for Your Project

Through goal setting, the Project Planning Team initiates the creation phase of a Collegiate Recovery Community Program. The most important part of goal setting, however, is outlining a schedule to measure the achievement of designated goals. The time schedule for developing a Collegiate Recovery Community will vary greatly from one campus to another. Do not sacrifice the planning and quality of your program for an early start date. It is estimated that beginning a Collegiate Recovery Community will take, at minimum, one year.

When creating a schedule, remember to include goals that have already been achieved. It is important for the Project Planning Team to recognize how far in the planning process they have come. For example, your project should have accomplished the following goals by the completion of Project One:

- Selection of a Project Manager
- Selection and recruitment of Project Planning Team members
- Determination of the need for a Collegiate Recovery Community on your campus
- Development of a mission statement
- Review of obstacles for project management
- Preparation of goals for the Project Planning team
- Preparation of a time table for creation and implementation of a Collegiate Recovery Community on your campus
- Survey of existing resources for recovering students on your campus
- Determination of a physical location for your Collegiate Recovery Community
- Development of a program budget
- Design of a fundraising and development plan
- Appointment of a Program Director
- Appointment of an Advisory Board for the implementation and maintenance of your Collegiate Recovery Community

ACTIVITY A.7

Developing Your Project Planning Goals

Before creating a timeline for your project, it is important that the Project Planning Team develop a list of goals. These goals will serve as the measures of your success, as well as keep the design and development of your Collegiate Recovery Community moving forward. Begin this activity by creating a list of goals for your project.

- Determine the need for a Collegiate Recovery Community on your campus.
- Select a Project Manager.
- Select and recruit Project Planning Team members.
- Develop a Mission Statement.
- Review potential project obstacles.
- Prepare goals for the Project Planning Team.
- Prepare a time table for creation and implementation of a Collegiate Recovery Community on your campus.
- Survey existing resources for recovering students on your campus.
- Determine a physical location for your Collegiate Recovery Community.
- Develop a program budget.
- Design a fundraising and development plan.
- Appoint a Program Director.
- Appoint an Advisory Board for the implementation and maintenance of your Collegiate Recovery Community.

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ACTIVITY A.8

Creating a Timeline for Your Project Planning Goals

In charting the timeframe for your project, it is important to have input from the majority of the Project Planning Team. Many tasks and goals will need to be assigned to individual members or small groups of the Project Planning Team in order to move the creation of your Collegiate Recovery Community ahead.

Using a dry erase board or a large sheet of paper, make a list of the months of the year starting with the month in which your Project Manager assumed responsibility of the project. Be sure to leave ample space between months to include the goal/s that your team intends to accomplish in that month.

For example:

Month	Project Goals	Responsible Person
January	Appointed Project Manager	Joe Smith
	Appointed Project Planning Team	Jane Doe
February	Created Mission Statement	
	Identified Goals of the Project	
March	Etc.	

Summary

Upon completion of Part A, you will have accomplished or planned the following:

- Determined the need for a Collegiate Recovery Community at your college/university
- Selected a Project Manager
- Selected your Project Planning Team
- Determined functions and goals of the Project Planning Team
- Developed your Mission Statement
- Identified obstacles related to creation and implementation of a Collegiate Recovery Program on your campus
- Prepared a Timeline Schedule for your project

Project One: Creating the Vision

Part B

The Reality: Accomplishing Your Goals

Gaining Administrative Support at Your College/University

Identifying Potential Administrative Contacts.....	30
Benefits to a College/University Administration	31
Activities.....	32

Locating Funding Sources for Your Collegiate Recovery Community

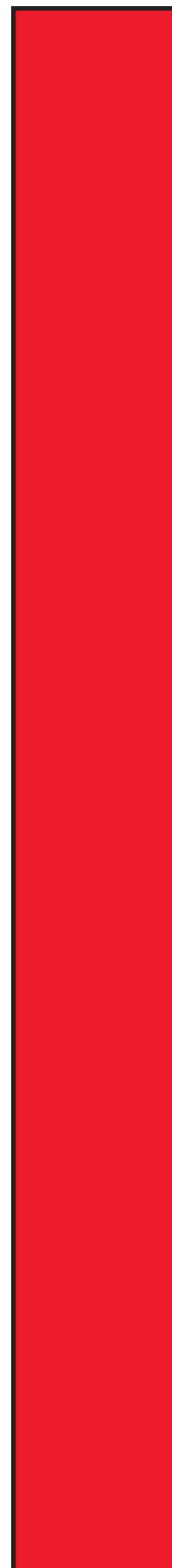
Developing a Budget for Your Collegiate Recovery Community.....	36
Identifying Budget Needs and Potential Funding Sources	37
Personnel and Operating Expenses.....	37
Networking, Marketing, and Consultation.....	38
Student Assistance and Scholarships	38
Activities.....	39

Locations of a Collegiate Recovery Community

Identifying Physical Space Needs	42
Locating Your Program in a College/University Department	43
Activities.....	44

Staffing Needs for a “Starter” Collegiate Recovery Community

Identifying the Staffing Needs of Your Collegiate Recovery Community	45
Outlining Job Descriptions for Your Faculty/Staf	45
Activities.....	48



Part B

The Reality: Accomplishing your Goals

Objectives:

At the end of Part B, you will be able to:

- Create a strategy for obtaining college/university administration support.
- Create a program funding plan.
- Identify potential physical and systemic locations to accommodate your Collegiate Recovery Community.
- Appoint a Program Director and Program Coordinator for your Collegiate Recovery Community.

Gaining Administrative Support at Your University

Overview: A Collegiate Recovery Community on your campus will be impossible to create without the support of your college/university administration. The Project Planning Team must locate at least one higher level administrator who will support the creation and implementation of a Collegiate Recovery Community on your campus. Hopefully, this individual is already a member of the Project Planning Team. He/she will become your best ally in gaining support from the remainder of upper level administrators on your campus.

Identifying Potential Administrative Contacts

Before approaching the administration on your campus, it is helpful to create a list of potential contacts within the administrative system. Discuss with members of the Project Planning Team any existing relationships that they may have with college/university administrators. Allow members with positive existing relationships to take the lead in this section of project planning. Use the following steps to assess who should be approached in your college/university administration:

- Host a meeting of the Project Planning Team.
- Ask members of the Project Planning Team to identify any existing relationships with members of your college/university administration. (If a member of your college/university administration is on the Project Planning Team, ask he/she who should be approached to gain access to campus resources for your project.)

REMEMBER

It is best to follow the organizational structure of your college/university when approaching your administration. Work from the lower levels of administration to the upper levels. It is important to allow your project to gain momentum as it travels up the chain of command.

- Create a master list of all named college/university administrators who have existing relationships with members of the Project Planning Team.
- Next to the administrator's names, list their titles and job responsibilities on the campus.
- Select the administrative positions that have the potential to be helpful to your project. For example: the Office of the Provost, Student Affairs, and the Office of the President/Chancellor.
- Through discussion with the Project Planning Team, identify three college/university administrators to approach for support and resources to create and implement a Collegiate Recovery Community on your campus.
- Select one or two members of the Project Planning Team to make an appointment with the administrator to discuss the creation and implementation of a Collegiate Recovery Community on your campus.

Benefits to a College/University Administration

Before visiting a college/university administrator on your campus, the Project Planning Team must decide what approach to use when asking for administrative support and resources for your project. The approach will outline what benefits a Collegiate Recovery Community will offer your campus.

Each benefit must be well-defined by your team and well supported with documented facts. The following list outlines potential benefits of a Collegiate Recovery Community on your campus. Use this list to create an approach to use when meeting with administrators from your college/university.

- Transformation of the lives of recovering students
- Diversification of the student population
- Innovative programming opportunity for the campus
- Contributions to serving the university and local community

Each cost must be well-defined by your team and well-supported with documented facts. In meeting with your administration, it is helpful to outline what you are asking of the college/university to support a Collegiate Recovery Community. The list below offers suggestions as to what a new Collegiate Recovery Community will need in the way of college/university support:

- Staff Salaries
- Physical office and meeting spaces
- Adequate operating budget

REMEMBER

It may be helpful to use Collegiate Recovery Communities: An Opportunity for Your Campus when meeting with your college/university administration. This tool was developed as a guide to inform administration about the benefits of Collegiate Recovery Communities.

ACTIVITY B.1

Identifying Potential Administrative Contacts

Create a list of administrators who will be helpful in identifying the individuals in your college/university administration that may be supportive of creating and implementing a Collegiate Recovery Community on your campus.

Title _____
Potential Program Resources _____
Project Planning Team Contact Person _____
Appointment Time _____
Name _____

Title _____
Potential Program Resources _____
Project Planning Team Contact Person _____
Appointment Time _____
Name _____

Title _____
Potential Program Resources _____
Project Planning Team Contact Person _____
Appointment Time _____
Name _____

Title _____
Potential Program Resources _____
Project Planning Team Contact Person _____
Appointment Time _____
Name _____

ACTIVITY B.2

Designing Your Approach

Forming a Contact Team

After completing your list and scheduling an appointment time with a college/university administrator, designate a team of 2-3 individuals to determine the approach. This team should be chaired by the Project Planning Team Contact Person listed next to the administrator on your list. In addition, the Team Chair will be the primary spokesperson when meeting with the designated college/university administrator.

Contact Team

- 1) _____ (Team Chair)
- 2) _____
- 3) _____

Defining the “Bottom Line”

The next step in planning your approach is to define the “bottom-line” of the meeting. Why are you there and what do you need from the individual you will be meeting with?

List the reason/s that you have scheduled an appointment with this particular member of your college/university administration regarding your Collegiate Recovery Community Project (sample reasons are provided):

- To inform the college/university administration about Collegiate Recovery Communities
- To ask for financial support from the college/university for your Collegiate Recovery Community
- To gain access to other administrative levels that could provide support for your Collegiate Recovery Community

- _____
- _____

REMEMBER

Meetings with administrators should be brief and direct. Often, an appointment with your college/university administration may be less than 30 minutes. Make sure your approach can be complete in 15 minutes or less.

Designing a Communication Plan

After determining the reason for calling a meeting with a member of your college/university administration, the Contact Team should develop a plan to communicate the benefits of a Collegiate Recovery Community to your campus. It is often helpful to understand what an administrators particular interests are in developing this part of your approach.

Benefits to Your Campus

- 1) Transformation of the Lives of Recovering Students
- 2) Diversification of the Student Population
- 3) Innovative Programming Opportunity for the Campus
- 4) Retention of Students and Direct Tuition Revenue
- 5) Contributions to Serving the University and Local Community
- 6) _____
- 7) _____

Knowing the Cost of Your Collegiate Recovery Community

Before attending the meeting with your college/university administrator, know the operational cost of your Collegiate Recovery Community. A guide for developing your program budget is included directly after this activity.

Writing the Approach

Create your approach to link the information from Steps One-Four together.

Contact Team Members

Reason for Appointment

Benefit to the Campus

Cost to the Campus

An example of a completed approached is included below:

My name is John Doe (TEAM CHAIR) and this is Jane Smith (CONTACT TEAM MEMBER). We appreciate you taking time to meet with us today. We are part of a team that is interested in creating a Collegiate Recovery Community on this campus. A Collegiate Recovery Community provides support for students recovering from addiction while they pursue academic, personal, and professional goals (PURPOSE OF APPOINTMENT: to inform administration about the project). We are planning to host a discussion forum next week to provide more information about the project and would like to invite you to come. In addition, we are hoping that you can encourage other members of the administration to attend. (PURPOSE OF APPOINTMENT: to access other members of administration).

Collegiate Recovery Communities are an effective way to diversify the student population (BENEFIT) and to retain students and their tuition revenue (BENEFIT). I have a projected budget and cost-benefit analysis that I would like for you to see. (COST TO THE CAMPUS). Collegiate Recovery Communities are inexpensive to run and have proven to be helpful to the overall student body at Texas Tech University.

REMEMBER

Before beginning any fundraising for your Collegiate Recovery Community, it is best to consult with your campus/university development office. Many colleges/universities have specific policies concerning foundational awards, grant awards and private donations.

REMEMBER

Collegiate Recovery Communities are operating at a small number of colleges/universities across the country. Based on information gathered from these programs, the average operating budget for a Collegiate Recovery Community is between \$150,000 - \$200,000. Many of these programs serve 50 or more students.

Creating a Program Funding Plan

Overview: Obtaining annual operational funding for your Collegiate Recovery Community will require the full effort of the Project Planning Team and support from your college/university administration. Developing a budget and finding the financial means to support it can possibly be the most difficult task in creating and implementing a Collegiate Recovery Community. Remember to work as a team to accomplish this task.

Developing a Budget for Your Collegiate Recovery Community

The first step in seeking funding for a Collegiate Recovery Community on your campus is to create a budget. From this point, your Project Planning Team will be able to develop a fundraising plan to meet the needs of your project. In developing a Collegiate Recovery Community budget, it is helpful to organize the budget into the following categories:

- Personnel
- Operating Expenses (day-to-day expenses such as telephone and copy service)
- Networking and Consultation (membership in the Association of Recovery Schools, assistance with program marketing)
- Student Assistance and Scholarships (potential scholarship awards for recovering students, recovery literature)*

Under each category, list what the Project Planning Team believes to be necessary to create a Collegiate Recovery Community on your campus. (A worksheet to assist you in this process is contained in the Activity for this section). Begin by listing budget items that would be included in your ideal program. At this point, your Project Planning Team is not working within the constraints of any given dollar amount. Allow some room for your team to dream. These plans may not be feasible at the present time, but they could be beneficial as your Collegiate Recovery Community begins to grow.

**Student Assistance is not a necessary budget item for year one. This category is often maintained separately based on number of students enrolled and the specific needs of your campus' recovering students. As your program begins to recruit students in Project Three, it is suggested that this topic be re-visited. The infrastructure of the program must be secured before you can begin providing services (i.e. scholarships or recovery materials) to students.*

Identifying Budget Needs and Potential Funding Sources

It is helpful to prioritize your funding needs before beginning any fundraising efforts. Through developing a budget, your Project Planning Team has designated the funding needs of your project.

- Personnel
- Operating Expenses
- Networking and Consultation
- Student Assistance and Scholarships

After designating the funding needs of your project, it is helpful to identify the institutions, agencies, and individuals who can be of financial assistance to the creation and implementation of a Collegiate Recovery Community on your campus. Organizing institutions, agencies, and individuals into the following categories can be helpful in developing your funding plan:

- College/University resources
- State/Federal sponsored grants and contracts
- Private foundations that support education or addiction/recovery support programs
- Individual donors
- Course fees or other forms of revenue that your program can access through the college/university system

Personnel and Operating Expenses

The Project Planning Team should first consider personnel and operating expenses. The infrastructure of your Collegiate Recovery Community must be secured before you can begin providing services to recovering students. In an ideal situation, personnel costs and operating expenses will be provided by your college/university administration. However, this may not be possible at your campus. While the administration may provide a certain percentage of these expenses, your Project Planning Team should be prepared to secure other funding for infrastructure needs. Some institutions, agencies, or individuals will fund personnel and operational expenditures more readily than others. It is recommended that you begin seeking funds for personnel and operating expenses in the following order of institutions, agencies, and individuals.

- College/University Administration
- State/Federal government grant support
- Private contributions from foundations that support education or addiction/recovery related organizations
- Course fees or other forms of revenue from within your college/university system
- Private contributions from individual donors

REMEMBER

When fundraising for your Collegiate Recovery Community, it is wise to work with institutions, agencies, and individuals who are familiar with addiction and recovery issues. When working with these individuals and institutions to secure funding for your project, remember the principles of anonymity and discretion. Many private donors who contribute to Collegiate Recovery Communities have been impacted at a personal level by addiction and recovery. It is critical to respect their privacy.

Networking, Marketing, and Consultation

In the initial stages of creating and implementing your Collegiate Recovery Community, it will be critical that your program develop ways to communicate its mission to interested institutions, agencies, and individuals. It will be important that your Collegiate Recovery Community be able to access helpful information, participate in professional organizations which support recovery and education, and travel to training and assistance meetings that enable your Collegiate Recovery Community to grow and flourish. This category of budget needs can possibly be included with operating expenses. If your Project Planning Team opts to create a separate category for Networking, Marketing, and Consultation, it is recommended that you seek funding in the following order of institutions, agencies and individuals:

- Course fees or other forms of revenue from within your college/university system
- College/University administration
- Private contributions from individual donors
- Private contributions from foundations that support education or addiction/recovery related organizations

Student Assistance and Scholarships

Fundraising for this budget category is often the most successful. People want to directly help other people. Giving to a fund to support the education of recovering students is a way to accomplish this. In Project Three, the administration of financial assistance for recovering students is discussed in detail. However, it is helpful at this stage to discuss how your Project Planning Team wishes to set up this budget category. Your university/college system will most likely have a standard policy for scholarship donation accounts. Again, it is strongly suggested that you consult with your college/university development office before accepting donations for your Collegiate Recovery Community. It is recommended that you begin fundraising for student assistance and scholarships in the following order of institutions, agencies, and individuals:

- Private contributions from individual donors
- Private contributions from foundations that support education or addiction/recovery related organizations
- College/University administration
- State/federal financial aid support

ACTIVITY B.3

Creating a Budget for Your Collegiate Recovery Community Program

The following activity is designed to assist you in developing a budget for the first-year of operating your Collegiate Recovery Community.

Personnel

Program Director \$ _____

(This position requires a Ph.D. or M.S., M.A. Use your college/university pay scale to determine salary. Be sure to accommodate for fringe benefits.)

Coordinator \$ _____

(This position requires a B.S. or B.A. Use your college/university pay scale to determine salary. Be sure to accommodate for fringe benefits.)

Student Assistant \$ _____

(This position is optional. Use your college/university pay scale to determine salary. Be sure to accommodate for fringe benefits.)

TOTAL PERSONNEL \$ _____

Operating Expenses

Furniture \$ _____

(Office furniture for Program Director and Coordinator)

Computer Equipment and Services \$ _____

(Computer equipment for Program Director and Coordinator, IT services, internet connection)

Equipment service and rental \$ _____

(fax machine, copy service)

Phone \$ _____

(phone rental, local/long-distance services, repair fees, voice mail service)

Supplies \$ _____

(paper, desk supplies, folders, pens, etc.)

TOTAL OPERATING EXPENSES \$ _____

Networking, Marketing and Consultation

Promotional and educational materials \$ _____
(Design, duplication, postage)

Membership in Association of Recovery Schools \$ _____
(see Helpful References at the end of this section)

Conferences \$ _____

Other Travel \$ _____

Consultants \$ _____

**TOTAL NETWORKING, MARKETING,
AND CONSULTATION** \$ _____

Student Assistance

Community Activities \$ _____
(food, coffee, supplies)

Financial Assistance for Recovery Students \$ _____
(Optional) (amount of scholarship award
x number of students)

Recovery Literature \$ _____
(AA,NA,CODA literature for students new
to recovery)

TOTAL STUDENT ASSISTANCE \$ _____

TOTAL PROGRAM BUDGET \$ _____

ACTIVITY B.4

Creating a Funding Plan for Your Collegiate Recovery Community

When creating a funding plan, it is helpful to design a chart to assist in organizing the Project Planning Team's efforts to begin a start-up Collegiate Recovery Community. Use the template below to do your initial funding plan. Begin by listing potential sources of funding. After creating this written list, it may be helpful to transfer the information into a data base which can automatically keep track of the amount of money that has been raised.

Funding Plan

SOURCES	College/University	State	Federal	Foundation	Private Donors
Personnel					
Operations					
Networking, Marketing, and Consultation					
Student Assistance					

It is recommended that you list several alternatives for each category of budget needs. After an institution, agency, or individual has been approached, choose a way to note the outcome on your funding plan. For example, if a private donor contributes to your student assistance budget, your Project Planning Team might consider bolding his/her name on the funding chart. If he/she does not wish to contribute, the name might be placed in italics. This will assist your Project Planning Team in record keeping and prevent future members of the project from approaching a foundation or an individual who has already declined to contribute.

REMEMBER

Financial support of your Collegiate Recovery Community is not always the most important resource. Be sure to consider all factors when choosing a college/university department to oversee your program.

Locations for a Collegiate Recovery Community

Overview: The overall collegiate environment is often frightening, if not hostile to recovering students. The pervasiveness of alcohol and drug use follows them to every class, every campus-wide social event, every football game, and every dorm and apartment complex. One of the main goals of a Collegiate Recovery Community is to create a physical environment that stands apart from every other environment of the campus. A starter community must create a physical space that is safe from the college/university culture of alcohol and drug use/abuse.

Identifying Physical Space Needs

Students in recovery from alcohol/drug addiction “may have difficulty resisting social pressures toward group conformity in what appears to be an alcohol/[drug] saturated environment” (Perkins, 2002). The physical location of your Collegiate Recovery Community should contradict this perception. This space should appear to be a recovery saturated environment. It should be filled with recovering students and the faculty/staff that support them. Physical space requirements for a beginning Collegiate Recovery Community include:

- Two faculty/staff offices (preferably a small office suite) in close proximity to one another. These offices should accommodate the faculty/staff member along with three or more students comfortably. It is important to remember the confidential and sensitive nature of recovery when planning for this space.
- A space on campus to hold Twelve-Step and other support group meetings. Again, it is important to remember the confidential and sensitive nature of recovery. This space should hold at minimum 25 people. This space may also serve as a central location for students to interact socially or as a study hall for academic support.

Locating Your Program in a College/University Department

When looking for physical space for your Collegiate Recovery Community, you should consider what arena of your college/university will have ownership of the program. Within the college/university system, it is highly unlikely that your Collegiate Recovery Community will become a free-standing entity. The program is likely to be assigned to a specific department or institution within the existing system structure of your campus.

Your Collegiate Recovery Community may be located in a variety of areas in your college/university system. These program areas may include:

- Campus Life Programs
- Student Health Services
- Academic Units (Human Sciences, Psychology, Social Work Departments)
- Student Counseling or Therapy Clinics

While the administration of your college/university will have the final decision as to where your Collegiate Recovery Community will be located, it is important for the Project Planning Team to make an educated recommendation to your administration. When considering a specific department to administer your Collegiate Recovery Community, it is important to evaluate the resources that each entity can provide. Consider the following topics when evaluating departments:

- Financial Resources
- Personnel Resources
- Experience working with Addiction/Recovery
- Educational Resources
- Physical Resources

After completing the resource evaluations for each department, allow the Project Planning Team to discuss which entity would provide the best fit for your Collegiate Recovery Community.

ACTIVITY B.5

Evaluating Resources for Collegiate Recovery Communities in Different College/University Departments

As the Project Planning Team works with the college/university administration to determine a physical and departmental location for a Collegiate Recovery Community, it is helpful to assess the resources of various placements. Use the following as a guide for resource evaluation:

1. What financial resources are available for the Collegiate Recovery Community in this department? (i.e. operating expenses, student assistance funds, etc.)

2. What personnel resources are available for the Collegiate Recovery Community in this department? (Can this department support the Program Director as a faculty member, if appropriate? Are there funds available in this department to support the part/all of staff salary?)

3. What is the experience of the department in working with addicted and recovering students? (Can department administration support the mission of your Collegiate Recovery Community? Will recovering students feel comfortable around the staff and other students within this department?)

4. What educational resources for addicted/recovering students are available in this department? (Does this department offer any coursework specific to addiction/recovery? Would this department be willing to offer course credit for Collegiate Recovery Community program components?)

5. What physical resources are available in this department for a Collegiate Recovery Community? (Is there office space for the Program Director and Program Coordinator? Are these offices in close proximity to one another? Can the department assist the Project Development Team in securing space for on-campus recovery support groups?)

Staffing Needs for a “Starter” Collegiate Recovery Community

Overview: Characteristically, recovery communities and recovery movements do not have appointed leaders or paid staff and administrators. They generally base their interventions and programs on peer support. While peer support for the maintenance of a substance free lifestyle is the goal of a Collegiate Recovery Community, it is essential to provide administrators, counselors, and staff who can facilitate emotional, academic, and social support for recovering students.

Identifying the Staffing Needs of Your Collegiate Recovery Community

Professional leadership is a critical component in the design, development, and maintenance of a Collegiate Recovery Community for two reasons:

- Advocacy for the student within the university setting, and
- Innovative programming which allows the creation of a safe recovery community in which peer support for recovery flourishes.

The resources of your emerging Collegiate Recovery Community may be extremely limited. Thus, hiring a full staff of several members may be a distant dream for your Project Planning Team. It is recommended, however, that two positions be filled before progressing any further in the creation of your Collegiate Recovery Community program: the Program Director and the Program Coordinator. Both of these positions are assumed to have direct student contact and to have direct contact with administrators, faculty, and staff of the university. If your team identifies the need for more staffing and has the resources to hire more individuals, you are encouraged to pursue that goal.

Outlining Job Descriptions for Your Faculty/Staff

In beginning to develop job descriptions for your Collegiate Recovery Community, it is helpful to create broad categories of responsibility that help you to conceptualize actual job tasks for different positions. In examining the staff structure in existing Collegiate Recovery Communities, the following categories are suggested:

- Administrative/structural activities
- Person to person activities
- Evaluation activities
- Educational activities
- Information dissemination activities

Based on the structure and experience of Texas Tech’s Collegiate Recovery Community the following responsibility outlines for Program Director and Program Coordinator have been developed.

REMEMBER

Before moving forward with the planning of your Collegiate Recovery Community, it is strongly suggested that a Program Director and a Program Coordinator be hired.

Based on the structure and experience of Texas Tech's Collegiate Recovery Community the following responsibility outlines for Program Director and Program Coordinator have been developed.

Director

- Develop program strategic plans
- Maintain relationship between recovery program and university administration, and local, state, and national communities
- Raise funds for program development
- Write and apply for grants
- Recruit and supervise all faculty and staff associated w/ the program
- Determine program parameters

- Role of educator, counselor, group facilitator, and mentor to students
- Provide clinical supervision to therapists or practicum students
- Structure and supervise peer to peer activities

- Design and implement program evaluation measures
- Collaborate with faculty on research projects w/ recovering students
- Develop methodology to track recovering students after graduation

- Develop alcohol prevention and AOD abstinence management strategies
- Collaborate w/ programs that provide AOD education
- Instruct courses for recovering students

- Collaborate w/ others on publications pertaining to recovering students
- Generate internal reports
- Host program recruiting seminars
- Market program to potential donors
- Appear in any media which highlights the recovery community
- Create and distribute marketing material

Activities

Administrative / Structural

Person to Person Activities

Evaluation Activities

Educational Activities

Information Dissemination Activities

Coordinator

- Manage all finances including scholarships, operating, and recreational budgets
- Schedule all courses and seminars in the recovery community
- Respond to student inquiries
- Assist students with paperwork
- Monitor student compliance in the program and in the university
- Supervise student workers / volunteers

- Advise recovering students with course scheduling and with securing education funds and substance free housing
- Minimal contact with students in regard to recovery, education, and life issues

- Minimal assistance to director in scheduling data collection
- Assist director in maintaining anonymity of students during research/evaluation activities

- General orientation to the Collegiate Recovery Community.

- Distribute marketing materials
- Respond to all emails, phone, and walk-in correspondence from students, parents, potential donors, and local, state, and national community members
- Create documents that explain requirements to enter into the recovering community and expectations of students once they are accepted

In hiring a Program Director, consider the following:

- He/she must have extensive experience working with recovering populations.
- It is not necessary that the Program Director be in recovery from an addictive disorder, though some individuals serving in this capacity are in recovery themselves.
- It is recommended that a Program Director hold an advanced degree, preferably a terminal degree, in a social sciences or counseling field.
- It is important that he/she hold a counseling license in a field that deals with addiction/recovery in order to provide on-site crisis intervention and management, as well as to supervise other therapeutic interventions within the community.
- The Program Director should have a strong knowledge of or work experience in higher education.

In hiring a Program Coordinator, consider the following:

- The Coordinator must have experience working with recovering populations.
- The Coordinator will be directly involved with the budgeting and financial matters of your Collegiate Recovery Community.
- The Coordinator should be familiar with university systems of money management and accounting.
- The Coordinator should hold at minimum a bachelor's degree with some AOD specific education. This position will have direct contact with recovering students as well as university administrators.

REMEMBER

It is first suggested that the Project Planning Team look at its members for potential staffing of the Collegiate Recovery Community Program. Professional investment in the process of creating a Collegiate Recovery Community is critical to its success in both the formative and maintenance stages. People who are willing to begin a project of this magnitude will be highly likely to want to stay with the project until it is completely functional. Staff/faculty changes in the formative years of a program's development could prove detrimental.

ACTIVITY B.6

Staffing Your Collegiate Recovery Community

Each college/university has a specific policy and procedure for the development of new positions and for the hiring of these positions. It is not likely that the Project Planning Team will be wholly involved in the selection of a Program Director and/or Coordinator unless they are presently employed by the college/university. However, the Project Planning Team can have input by submitting a list of job responsibilities that each staff position will be required to perform.

Use the chart on page 46 to develop a list of job responsibilities for a college/university search committee to use when hiring staff for a Collegiate Recovery Community. (Sample Job Descriptions are in the Activities and Forms workbook).

Summary:

Upon completion of Part B, you will have accomplished or planned the following:

- Created a plan to gain administrative support from your college university
- Developed a budget and a funding plan for your Collegiate Recovery Community
- Identified the ideal location of your Collegiate Recovery Community.
- Created position descriptions for faculty/staff of your program.



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