

recovery
and inclusiveness



PROJECT THREE: Putting the Program to Work

The person who tries to live alone will not succeed as a human being. His heart withers if it does not answer another heart. His mind shrinks away if he hears only the echoes of his own thoughts and finds no other inspiration.

—*Pearl S. Buck*

After putting together a team and a program, it may seem that all is done that needs to be done. The most important piece of the development of your Collegiate Recovery is yet to be completed. You must facilitate links between pieces of your program. Students must be linked to each other, to the faculty/staff of your program, and to your program. Faculty/staff must be linked together and to the students. You must continue the journey by creating a pathway that joins people together one connection at a time.

Project Three: Putting the Program to Work

Part A

Formalizing the Bonds: Documenting the Structure of Your Program

Designing a Strategic Plan for Your Collegiate Recovery Community

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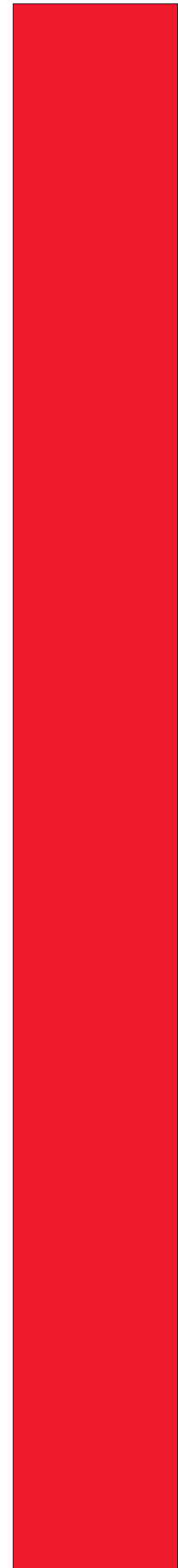
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Part A

Formalizing the Bonds: Documenting the Structure of Your Program

Objectives

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

- Design a strategic plan to guide the growth and to measure the success of your Collegiate Recovery Community.
- Develop a policies and procedures manual to formalize the interactions between students, faculty/staff, volunteers, and advisory board members.
- Identify and appoint members of an advisory board for your Collegiate Recovery Community.
- Design and develop additional positions of employment within your Collegiate Recovery Community to facilitate the growth of your program.

Designing a Strategic Plan for Your Collegiate Recovery Community

Overview: In Project One, your Project Planning Team created a mission statement for your Collegiate Recovery Community. As time has progressed in your creation of a Collegiate Recovery Community, it is likely that your mission has changed from the initial writing. After you have accomplished the tasks outlined in Project One and Project Two, it may become apparent that you need to revisit your mission statement and elaborate on its content and definition. A comprehensive strategic plan will allow you to revisit your hopes and dreams for your Collegiate Recovery Community.

Revisiting Your Mission Statement

At this point in the creation of your Collegiate Recovery Community, the structure of the Project Planning Team has likely changed. Some members may no longer be involved in your Project Planning Team and some other members may have been added. In fact, the Project Planning Team may have completely disbanded.

The Program Director, Program Coordinator, and any other staff are now responsible for organizing and carrying out designated tasks. The questions that were initially used (Project One) to write your mission statement have changed. Your mission statement has probably changed as well. In reviewing your mission statement, consider the following questions (Alliance for Non-Profit Management, 2004):

- Why does the Collegiate Recovery Community exist?
- What change will occur on your campus/university as a result of the implementation of your Collegiate Recovery Community?

REMEMBER

Strategic planning should be a team effort. While all members of the faculty/staff may not be directly involved in the actual writing of the strategic plan, each member should have a voice when brainstorming the ideas contained in the strategic plan for your Collegiate Recovery Community.

- What action do you plan to take in order to facilitate the growth and maintenance of a Collegiate Recovery Community on this campus?
- What are the principles that the faculty/staff of your Collegiate Recovery Community agree should guide the program?

Developing a Vision for Your Collegiate Recovery Community

After creating a revised mission statement for your Collegiate Recovery Community, it is important to develop a vision for your program. A program's vision should outline the distant goals of your program. It is often helpful to think of vision statements as a "wish list" for your program or as a manifestation of your "ideal Collegiate Recovery Community". Depending on how often you plan on revising your strategic plan, vision statements should be goals that you hope your Collegiate Recovery Community will have accomplished in 5-10 years. When developing a vision for your program, consider the following questions:

- What resources does this Collegiate Recovery Community hope to be providing for recovering students?
- What contributions to the campus, local, state, and national community does this program hope to have made?
- How many recovering students will this Collegiate Recovering Community have served?
- What will this program have contributed to the field of addiction and recovery studies?
- What difference will this Collegiate Recovery Community have made in the world?

Setting Goals for Your Collegiate Recovery Community

It is recommended that a strategic plan be revised every 3-5 years. The growth of your program may necessitate revisions more often. However, when beginning to develop goals for your Collegiate Recovery Community, it is recommended that you outline goals that can be reached within 3-5 years. The direction and depth of your goals will change as your Collegiate Recovery Community changes and grows. Make sure that the goals set for your program do not restrict its growth. The following categories may be useful when brainstorming goals for your Collegiate Recovery Community:

- Student Support and Recruitment
- Academic Excellence
- Collaborations and Outreach to the Community
- Fundraising and Development
- Research

REMEMBER

There are no right or wrong answers to these questions. Vision statements should allow your Collegiate Recovery Community to dream. They should set high standards for the future of your program.

REMEMBER

Collegiate Recovery Communities are multi-faceted programs. Be sure to include goals for each area of your program. The facets of a program must grow together to maintain balance.


REMEMBER

The Alliance for Non-Profit Management is a valuable tool when creating a strategic plan for your Collegiate Recovery Community. This resource can be accessed online at: www.allianceonline.org.

Critical Success Factors for Measuring Your Program Goals

After setting goals, it is important that you outline what will constitute success in achieving these goals. Developing small markers of success for each stated goal will assist you in monitoring the progress of your program. Critical success factors will also help you to determine when a strategic plan needs to be revised. After deciding on the goals for your Collegiate Recovery Community, state a minimum of five factors that will serve as measurements of your progress toward a given goal. When developing your critical success factors, consider the following:

- Critical success factors should be objective, not subjective. Make sure that success factor measurements are tangible products or quantifiable outcomes.
- Critical success factors should measure different parts of a goal. Make sure that your goal statements are not so specific that they cannot be broken down into smaller increments of measurement.
- Make critical success factors attainable. It is important that your faculty/staff be able to recognize the accomplishments of your program.

ACTIVITY A.1

Writing a New Mission Statement

Using the same steps outlined in Project One, develop a new mission statement for your Collegiate Recovery Community. The first step in writing the Mission Statement is to answer the following questions. These questions should be answered through a consensus of the faculty/staff of your Collegiate Recovery Community.

■ Why does the Collegiate Recovery Community exist? What changes will occur in your college/university community as a result of the implementation of this program?


■ What action do you plan to take in order to facilitate the maintenance and growth of a Collegiate Recovery Community on this campus?

■ What are the principles that the faculty/staff of this Collegiate Recovery Community agree should guide the program?

After answering these questions, the Program Director should be able to begin formulating a rough draft of your Mission Statement. The Mission Statement for the Collegiate Recovery Community at Texas Tech University is provided below. In order to understand the process of putting your Mission Statement together, the Texas Tech Collegiate Recovery Community Mission Statement 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 facilitate maintenance and growth) in which students recovering from addictive disorders can successfully pursue academic, personal, and professional goals (change occurring in the college/university 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

Changes occurring in your college/university community

Actions taken to facilitate maintenance and growth

Principles and inspiration guiding the Collegiate Recovery Community

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 faculty/staff of your Collegiate Recovery Community once it is written.

Project Mission Statement

ACTIVITY A.2

Creating a Vision for Your Collegiate Recovery Community

Begin to design vision statements for your Collegiate Recovery Community by answering each of the following questions. Brainstorm with the faculty/staff of your Collegiate Recovery Community for additional questions.

■ What resources does this Collegiate Recovery Community hope to be providing for recovering students?

■ What contributions to the campus, local, state, and national community does this program hope to have made?

■ How many recovering students will this Collegiate Recovering Community have served?

■ What will this program have contributed to the field of addiction and recovery studies?

■ What difference will this Collegiate Recovery Community have made in the world?

After answering each of these questions, use the answers to develop one sentence per question that encompasses the entirety of each answer.


1) _____

2) _____

3) _____

4) _____

5) _____



To complete the writing of your vision, use the following structure to combine the above sentences into an active vision statement.

The (name of your program) will:

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

An example of the vision statements for the Collegiate Recovery Community at Texas Tech is included below.

The CRC at TTU will:

- Provide recovering students with all of the available resources to ensure academic success
- Conduct research that contributes to the improvement of prevention, intervention, and treatment strategies that are involved in the study of addictive disorders
- Contribute to social and community development through service projects
- Empower students to use education as a means of improving self-confidence, decision-making skills, and interpersonal relationships
- Be recognized in higher education for its unique Collegiate Recovery Community

ACTIVITY A.3

Developing Goals for the First 3-5 Years of Your Collegiate Recovery Community

To begin the process of writing goals for your Collegiate Recovery Community, it is helpful to create a list of potential areas that your program could encompass. Some examples of these areas are provided:

- Student Support and Recruitment
- Academic Excellence
- Collaboration and Outreach to the Community
- Fundraising and Development
- Research Community

- _____
- _____
- _____

Write a broad goal that your program hopes to accomplish within the next 3-5 years.

- Student Support and Recruitment

Goal: _____

Example: Provide financial, academic, and personal support to recovering persons who are currently enrolled in Texas Tech University or who are interested in becoming Tech students.

- Academic Excellence

Goal: _____

Example: Maximize academic support services to achieve 100% passing rate of all students associated with the CRC.

- Collaboration and Outreach to the Community

Goal: _____

- Fundraising and Development

Goal: _____

- Research

Goal: _____

Address any additional areas of impact that you have identified

- _____

Goal: _____

- _____

Goal: _____

ACTIVITY A.4

Developing Critical Success Factors for Program Goals

After the goals of your Collegiate Recovery Community have been developed, it is important that your faculty/staff design a method to monitor progress toward achieving its goals. Remember to design critical success factors according to the guidelines addressed earlier in the text.

Use the following example to guide you in developing critical success factors to measure your program goals.

ACADEMIC EXCELLENCE.

Maximize academic support services to achieve 100% passing rate of all students associated with the CRC at TTU.

Critical Success Factors (measures of the degree of success over the next 5 years):

- Implement an academic mentoring program that will utilize the academic strengths of students to help their peers achieve academic success.
- Increase student awareness of University academic assistance programs such as the Writing Center, the Missouri Club, the Techniques Center, and Computing Services.
- Assess each student's academic progress using a Midsemester Grade Report to accurately provide them with opportunities to improve performance in the classroom.
- Maintain a database to track students' academic progress.
- Raise the average G.P.A. of scholarship recipients from 3.0 to 3.4.

Category of goal: _____

Goal Statement: _____

Critical Success Factors:

1. _____

2. _____

3. _____

4. _____

5. _____



Category of goal: _____

Goal Statement:

Critical Success Factors:

1. _____
2. _____
3. _____
4. _____
5. _____

Category of goal: _____

Goal Statement:

Critical Success Factors:

1. _____
2. _____
3. _____
4. _____
5. _____

Category of goal: _____

Goal Statement:

Critical Success Factors:

1. _____
2. _____
3. _____
4. _____
5. _____

Creating a Policies and Procedures Manual for Your Collegiate Recovery Community

Overview: The goal of a policies and procedures manual is to provide an overview of your Collegiate Recovery Community's mission, structure, functions, and policies. A clearly defined policies and procedures manual allows your Collegiate Recovery Community to operate more efficiently and effectively. Standardizing the policies and practices will help the development and growth of your program to progress in a smooth, cooperative, and effective manner. In addition, a policies and procedures manual will assure that faculty/staff and students are all operating under the same set of rules.

Determining the Content of Your Policies and Procedures Manual

A policies and procedures manual should address many facets of your Collegiate Recovery Community program. This document should serve as a "how-to-handle any situation" manual for your faculty/staff. Additionally, it should allow your administration an opportunity to view how your program functions. When determining the content of your policies and procedures manual, it is better to go overboard with detail than to leave out a potential situation or detail. When preparing a content list for your policies and procedures manual, be sure to document the following areas:

- Staffing information (detailed job descriptions, areas of responsibility within the program, orientation procedures)
- Student admission procedures (application evaluation process, levels of eligibility, scholarship award policy (if applicable), behavioral guidelines)
- Advisory Board information (structure, function, process of appointing members)
- Enrolled student procedures (requirements for participation, addressing relapse, monitoring academic progress)
- Implementation/omission of program components (written curriculum requirements, student interest assessments)
- Evaluation procedures (confidentiality of information, process for implementing suggested changes)

REMEMBER

It can be helpful to view a portion of your college/university policies and procedures manual for ideas on content and formatting.

Writing Your Policies and Procedures Manual

After developing a comprehensive content list for your policies and procedures manual, it is helpful to determine a format for writing each entry. Each policy and procedure entered into your manual should be formatted in the same manner and referenced in a table of contents. It is helpful if one member of your faculty/staff can assume the responsibility of writing the entire document. Consistent voice will contribute to the overall efficacy of the document. Consider the following content areas as formatting categories for your policies and procedures manual:

- Title of your program
- Subject of the entry (student admission, staff orientation)
- Date policy is issued and/or revised
- Stated policy
- Stated purpose of the policy
- Procedures to implement and maintain the policy
- Page number/reference number of policy
- Signature of Program Director

REMEMBER

The goal of a policies and procedures manual is to provide easy access to information that guides your Collegiate Recovery Community. Copies of your policies and procedures manual should be kept in areas that are accessible to your students, faculty/staff, and administration.

ACTIVITY A.5

Brainstorming Content Areas for Your Policies and Procedures Manual

In identifying potential content areas in your policies and procedures manual, be exhaustive in the brainstorming process. List each general content area with all subcategories that will be included as individual policies in your document. The following guide will assist your faculty/staff in organizing their thoughts.

CONTENT AREA: STAFFING

- detailed job descriptions
- areas of responsibility within the program
- orientation procedures

- _____
- _____
- _____
- _____

CONTENT AREA: ADMISSION PROCEDURES

- application evaluation process
- scholarship award policy (if applicable)
- requirements for eligibility

- _____
- _____
- _____
- _____

CONTENT AREA: ENROLLED STUDENTS

- requirements for participation
- addressing relapse
- monitoring academic progress

- _____
- _____
- _____
- _____

CONTENT AREA: IMPLEMENTATION/OMISSION OF PROGRAM COMPONENTS

- written curriculum requirements
- student interest assessments
- evaluation of faculty/staff time
- _____
- _____
- _____
- _____

CONTENT AREA: ADVISORY BOARD

- structure
- function
- process of appointing members
- _____
- _____
- _____
- _____

CONTENT AREA: EVALUATION

- confidentiality of information
- process for implementing suggested changes
- guidelines for reporting information
- _____
- _____
- _____
- _____

CONTENT AREA: _____

- _____
- _____
- _____
- _____

CONTENT AREA: _____

- _____
- _____
- _____
- _____

ACTIVITY A.6

Formatting Your Policies and Procedures Manual

It is best to create a template form to organize the writing of your policies and procedures manual. A sample template form is provided below. An example page from the policies and procedures manual of the Collegiate Recovery Community at Texas Tech University is provided in the Activities and Forms Booklet.

CENTER FOR THE STUDY
of ADDICTION & RECOVERY

POLICY & PROCEDURE

ISSUED ____ REVISED ____ NO. ____

SUBJECT:

APPROVED:

POLICY _____

PURPOSE _____

PROCEDURE _____

Page ____ of ____

Planning for Additional Staffing Needs

Overview: The current staffing structure of your Collegiate Recovery Community should support your program in the first 1-2 years of operation. However, as the program grows more faculty/staff will be needed to maintain a constant level of recovering student support. Additionally, the responsibilities of the Program Director and Program Coordinator will increase as more resources and administrative commitments are needed to support your Collegiate Recovery Community. It is important to plan for additional staffing.

Creating a System to Identify When More Faculty/Staff are Needed for Your Collegiate Recovery Community

In planning for the future of your Collegiate Recovery Community, your Program Director should create a system to identify when more resources are needed for your program. Many different areas must be considered when adopting a plan for accomplishing this. Much like the system your college/university uses to monitor the work load of faculty, it is helpful to monitor the work load and work areas of the faculty/staff providing support to your Collegiate Recovery Community. As a load exceeds what is outlined for program faculty/staff, your Program Director should consider adding a new position. When designing a policy to monitor the staffing needs of your program, consider the following categories of work:

- Administrative/Structural Duties
- Direct Contact Hours with Students/Other Stakeholders
- Responsibilities for Conducting Evaluation Activities
- Education Related Activities
- Information Dissemination Activities

Future Faculty/Staff Positions

It is difficult to predict what areas of growth your program will experience and at what rate growth will happen. It is important to have a conception of faculty/staff positions that can address the multi-faceted needs of your Collegiate Recovery Community. Based on positions that exist at functioning Collegiate Recovery Communities across the country, the following positions have been identified. Detailed descriptions of these positions can be found in the Activities and Forms Workbook.

- Research Associate
- Coordinator of External Relations
- Associate/Assistant Directors
- Therapists/Counselors
- Program Evaluator

REMEMBER

It is important to grow your faculty/staff along with your student population. If you do not have the resources to provide the needed number of faculty/staff, then you do not have the resources to increase your enrollment.

ACTIVITY A.8

Creating Job Descriptions for Future Positions

Use the following format to create job descriptions.

POSITION TITLE: _____

Level of Effort: _____

1.) Description of Duties/Responsibilities:

Administrative/Structural Duties

- _____
- _____
- _____

Person-to-Person Activities

- _____
- _____
- _____

Evaluation Activities

- _____
- _____
- _____

Educational Activities

- _____
- _____
- _____

Information Dissemination Activities

- _____
- _____
- _____

2.) Qualifications:

- _____
- _____
- _____

3.) Skills and Knowledge Required:

- _____
- _____
- _____

4.) Experience Required:

- _____
- _____
- _____

5.) Salary Range: _____

6.) Hours Per Week:

An average of 40 hours per week is expected, although, there may be additional hours required to complete any duties.

Appointing an Advisory Board for Your Collegiate Recovery Community

REMEMBER

Your advisory board will assist the faculty/staff of your Collegiate Recovery Community in maintaining the functioning of your program. Diverse backgrounds and opinions will allow for creative problem-solving.

Overview: Though your Collegiate Recovery Community will have non-profit status through your college/university, it is often helpful to mirror some of the checks and balances of corporate non-profits when designing your program. Like corporate non-profits, the creation of an advisory board is a structure that can benefit your Collegiate Recovery Community. Just as the Project Planning Team was beneficial in the planning of your Collegiate Recovery Community, an advisory board will help in the implementation and maintenance of your program.

Guidelines for selecting Advisory Board members

After appointing the initial advisory board for your Collegiate Recovery Community, members will be elected or appointed through a process designed by the Program Director and/or the advisory board. The first advisory board should be appointed by your Program Director and selected faculty/staff. When identifying the members of your first advisory board, revisit the guidelines outlined in Project One for team planning. Use the following as a guide for choosing advisory board members:

- Choose potential advisory board members who are affected by or are familiar with addiction and recovery.
- Are potential advisory board members viewed as leaders in their respective communities and professions? Are they capable of convincing other people to support your Collegiate Recovery Community?
- Do potential advisory board members' schedules permit them to attend meetings?
- Is there diverse (racial/ethnic, gender, socioeconomic status and sexual orientation) representation on your advisory board? Does the composition of this board reflect the composition of your Collegiate Recovery Community?
- Do potential team members have prior experience serving on boards? (It is not necessary that all members have prior board experience, but it is helpful to appoint some members with experience).

Functions of the Advisory Board

The functions of your board will differ in nature from advisory board functions of other Collegiate Recovery Community programs. The functions of your advisory board will grow and change along with your program. Initially, members may want to focus on fundraising for your Collegiate Recovery Community. Five years into your program, they may focus on marketing and student recruitment. It is important to determine the functions of your advisory board in the present moment. Potential members will want to know what responsibilities they are committing to when they accept your invitation to serve. The following are suggested functions for a Collegiate Recovery Community advisory board:

- Serve as a source of fiscal and/or programmatic accountability for your Collegiate Recovery Community and the faculty/staff who work in your program.
- Work with the Collegiate Recovery Community faculty/staff to expand the knowledge of your program at local, state, and national levels.
- Assist the Program Director in fundraising and development to facilitate growth of the program.

Parameters of Your Advisory Board

When developing the structure and membership of your advisory board, outline the procedures and policies that will govern its function prior to its installation. Potential members will inquire as to the length of their service, the process for appointment or resignation, and what members of the faculty/staff will be present in advisory board meetings. When setting the parameters of your advisory board, be sure that the following questions are answered:

- How many active members will be serving on your advisory board at any given time?
- What is the length of one term of service? Are members allowed to serve multiple and/or consecutive terms of service?
- When do terms of service begin? When do they end?
- What is the process for appointing new members?
- What members of the faculty/staff of your Collegiate Recovery Community will be present at advisory board meetings?
- Are any members granted ex-officio status? If so, how are these members appointed?
- Are there any elected positions on the advisory board (president, president-elect)? If so, how are these positions elected?

REMEMBER

For an advisory board to be of service to your Collegiate Recovery Community, clearly identified roles and responsibilities must be outlined. Be sure that each member of your advisory board is aware of the boundaries of his/her position.

REMEMBER

The structure of your advisory board should be created by your Program Director and program faculty/staff. Changes can be made to facilitate growth and change at later times.

ACTIVITY A.9

Selecting Advisory Board Members

Individuals who are appointed to serve as members of your advisory board will become important allies and resources in the implementation and maintenance of your Collegiate Recovery Community. Use the following chart to create a list of potential advisory board members. An example is provided in italics.

<i>Name</i>	<i>Familiar with Addiction/ Recovery</i>	<i>Leader in community/ profession</i>	<i>Schedule will permit attendance</i>	<i>Member of a diverse population</i>	<i>Prior Board Experience</i>
1) John Doe	Yes	Former Mayor	Yes/retired	No	Former member of school board
2)					
3)					
4)					
5)					
6)					
7)					
8)					
9)					
10)					
11)					
12)					
13)					
14)					
15)					
16)					
17)					
18)					
19)					
20)					

ACTIVITY A.10

Identifying the Functions of Your Advisory Board

Before approaching potential members to serve on your advisory board, it is important that your Program Director outline his/her thoughts on the functions of the board. This will affect the appointment of new members and dictate their decisions on their willingness to serve. Create a list of the functions that your Program Director has identified for your advisory board (some suggestions are provided):

- Serve as a source of fiscal and/or programmatic accountability for your Collegiate Recovery Community and the faculty/staff of your program.
- Work with the Collegiate Recovery Community faculty/staff to expand the knowledge of your program at local, state, and national levels.
- Assist the Program Director in fundraising and development to facilitate growth of the program.

- _____
- _____
- _____
- _____
- _____
- _____

ACTIVITY A.11

Setting the Parameters of Your Advisory Board

Outline the parameters of service on your advisory board before approaching potential members. The following activity will assist you in structuring the parameters of service on your advisory board. These statements will also assist you in writing your Policies and Procedures Workbook.

- How many active members will be serving on your advisory board at any given time?

Membership on the advisory board for _____ (program name) shall not exceed _____ individuals and shall never be less than _____ individuals.

- What is the length of one term of service? Are members allowed to serve multiple and/or consecutive terms of service?

Members will serve _____ year terms with no member serving more than _____ consecutive terms.

- When do terms of service begin? When do they end?

Terms shall begin _____ and end _____.

- What is the process for appointing new members?

Members will be appointed by _____ based on appropriateness, availability, and interest in the _____ (program name) and its programs.

- What members of the faculty/staff of your Collegiate Recovery Community will be present at advisory board meetings?

The following members of the faculty staff of _____ (program name) _____ will be required to attend all Advisory Board meetings:

1. Program Director

2. _____

3. _____

■ Are any members granted ex-officio status? If so, how are these members appointed?

The Advisory Board will include _____ ex-officio members:

1. _____
2. _____
3. _____

■ Are there any elected positions on the advisory board?
(i.e., president, president-elect)

The advisory board will elect the following positions for one year terms:

1. _____
2. _____
3. _____

■ What is the process for electing positions of the advisory board?

Summary

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

- Developed a strategic plan for the next 3-5 years of your Collegiate Recovery Community
- Written a policies and procedures manual for your Collegiate Recovery Community
- Outlined job descriptions for additional faculty/staff in your Collegiate Recovery Community and developed a process to determine when they are needed
- Appointed an Advisory Board for your Collegiate Recovery Community

Project Three: Putting the Program to Work

Part B

Opening the Door: Recruitment and Admission of Recovering Students

Creating a Referral System Within Your College/University

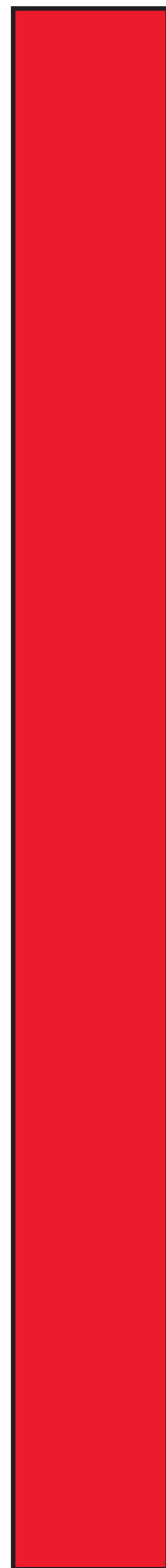
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Creating a Referral System Outside of Your College/University

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Admitting Recovering Students to Your Program

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Evaluating Applications for Admission to Your Collegiate Recovery Community	41
Activities	42



Part B

Opening the Door: Recruitment and Admission of Recovering Students

Objectives:

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

- Develop a student recruitment strategy within your college/university.
- Develop a student recruitment strategy outside of your college/university.
- Outline the requirements for admission to your Collegiate Recovery Community and create the appropriate forms to facilitate this process.

Creating a Referral System Within Your College/University System

Overview: Your Collegiate Recovery Community is being built within the walls of an existing college/university system. Considering that a significant percentage of projected enrollment for your program could ultimately come from current students at your college/university, it would be an oversight to focus all of your student recruitment and marketing efforts off-campus. It is recommended that recruitment plans be developed to include specific strategies and procedures for reaching out to and informing the larger college/university community about your program.

Identifying Referral Sources Within Your College/University System

When recruiting students to your Collegiate Recovery Community, it is important to identify key programs, departments, organizations, and services that work with addicted and recovering students on your campus. These programs, departments, organizations, and services could ultimately serve as strong referral sources for your Collegiate Recovery Community. In Project One, your Project Planning Team met with offices on your campus to discuss the need for a Collegiate Recovery Community. After your program is developed, it is recommended that you meet with these programs, departments, organizations, and services again to introduce your Collegiate Recovery Community and to provide them with referral information about your program.

The following list provides some key programs, departments, organizations, and services that may be a part of your campus that you will want to include in your internal marketing efforts. The primary emphasis is on identifying campus members (students, faculty, and/or staff) that could serve as a valuable referral source to potential students, administrators, and/or donors.

- On-Campus Mental Health Services
- On-Campus Health Services
- On-Campus Ministers/Chaplains
- Student Government
- Social Clubs/Organizations
- On-Campus Student Housing

Creating relationships with identified referral sources

In order to educate your college/university campus about your Collegiate Recovery Community, attention must be given to creating partnerships with identified programs, departments, organizations, and services. The following recommendations can assist your Collegiate Recovery Community in developing partnerships:

- Work with other campus organizations to address needs within the larger college/university community.
- Develop effective outreach efforts for academic departments.
- Provide training and consultation in helping recovering students.
- Collect and examine data about students so that you can tell the story of who they are, what they are doing, and what they are learning and achieving as a result of their experience within the Collegiate Recovery Community.
- Develop periodic informational materials for targeted internal systems to keep them up to date on the structure, activities and outcomes of your community.

REMEMBER

A critical piece of effective student recruitment is the development and maintenance of positive relationships with other offices on your campus.

REMEMBER

University administrators are a part of your community. Maintaining a friendly alliance with university administrators is essential to ensuring the long life of your Collegiate Recovery Community. Check with administrative assistants to learn the preferred method of briefing administrators and develop personal relationships with those administrators most directly influencing your program.

ACTIVITY B.1

Identifying Referral Sources Within Your College/University

Create a list that identifies key programs, departments, organizations, and services on your campus. The primary emphasis is on identifying individuals (students, faculty, and/or staff) on your campus that would be willing to meet with your Program Director to talk about potential partnerships and recovering student referral.

On-campus mental health services

Office	Contact Person	Scheduled Appointment Time

Student health services

Office	Contact Person	Scheduled Appointment Time

On-campus ministers/chaplains

Office	Contact Person	Scheduled Appointment Time


Student Government

Office	Contact Person	Scheduled Appointment Time

Social clubs/organizations

Office	Contact Person	Scheduled Appointment Time

On-campus housing services

Office	Contact Person	Scheduled Appointment Time

ACTIVITY B.2

Brainstorming Ideas for Developing Partnerships on Your Campus

In order to educate your campus about your Collegiate Recovery Community, attention must be given to creating partnerships with identified referral sources. Using the recommendations given earlier, develop a list of potential partnerships for your program.

1. Develop programs to address needs within the larger university community.

Idea #1:

Idea #2:

2. Develop effective outreach efforts for academic departments.

Idea #1:

Idea #2:

3. Provide training and consultation in helping recovering students.

Idea #1:

Idea #2:

4. Collect and examine data about students so that you can tell the story of who they are, what they are doing, and what they are learning and achieving as a result of their experience with the Collegiate Recovery Community.

Idea #1:

Idea #2:

5. Develop periodic informational materials for targeted internal systems to keep them up to date on the structure, activities, and outcomes of your community.

Idea #1:

Idea #2:

REMEMBER

Having an attractive and informative web page will provide potential students a window into your community. The following is a list of possible considerations for content on your website: the name of your community; your mission statement; information on how to contact your program; instructions on the admissions process; profiles of both current and prospective students.

REMEMBER

Your visit with potential referral sources should be educational in nature. Do not attempt to promote your Collegiate Recovery Community.

Creating a Referral System Outside of Your College/University System

Overview: While many of the recovering students who enroll in your Collegiate Recovery Community may come from within your college/university system, it is important to target some of your efforts on securing referrals from outside of your college/university.

Identifying Referral Sources Outside of Your College/University System

There are many services and organizations that work with addicted/recovering individuals in the United States. The population of recovering individuals interested in attending a college/university is a considerably smaller number. The challenge of creating a referral system outside of your college/university is identifying what services and organizations serve this reduced recovering population. Based on the experiences of existing Collegiate Recovery Communities, the following services and organizations can be beneficial to your program's referral base:

- Adolescent/young adult treatment centers
- Adolescent/young adult counseling professionals in your local area
- Halfway houses that serve adolescents and young adults
- Probation offices
- The Association of Recovery Schools (www.recoveryschools.org)
- Educational consultants (high schools counselors, etc.)

Initiating Contact with Referral Sources Outside of Your Campus Community

Introducing your Collegiate Recovery Community to referral sources outside of your college/university system is often easier to accomplish than talking with individuals and organization on campus. In off-campus settings, your program will be approaching individuals with a working knowledge of addiction and recovery. Acknowledge their areas of expertise in the field and educate them about your Collegiate Recovery Community. Before meeting with potential referral sources, develop the following materials:

- Brochure that states the mission and goals of your program
- Brief overview of the programs that are offered to recovering students enrolled in your Collegiate Recovery Community
- Form for interested students that outlines the requirements for containing all of the information listed above
- Business cards with program contact information for your Program Director

ACTIVITY B.3

Identifying Referral Sources Outside of Your College/University

Create a list that identifies key programs, departments, organizations, and services outside of your college/university system that may serve as a potential referral source for your Collegiate Recovery Community. The primary emphasis is on identifying individuals (students, faculty, and/or staff) within organizations that would be willing to meet with your Program Director to talk about your Collegiate Recovery Community and recovering student referral.

Adolescent/young adult treatment centers

Office	Contact Person	Scheduled Appointment Time

Adolescent/young adult counseling professionals in your area

Office	Contact Person	Scheduled Appointment Time

Halfway Houses that serve adolescent/young adults

Office	Contact Person	Scheduled Appointment Time



Probation offices

Office	Contact Person	Scheduled Appointment Time

Educational consultants

Office	Contact Person	Scheduled Appointment Time

The Association of Recovery Schools (www.recoveryschools.org)

Office	Contact Person	Scheduled Appointment Time

ACTIVITY B.4

Creating the Resources to Initiate Contact with Off-Campus Referral Sources

It is recommended that you work with your college/university marketing and printing companies to create these documents.

Sample documents from the Collegiate Recovery Community at Texas Tech University can be found in the Activity and Forms Workbook.

Admitting Recovering Students to Your Program

Overview: Admitting recovering students to your program is the climax of the creation of your Collegiate Recovery Community. Admitting the first student to your recovery support network will make the long hours of hard work worth it. Ensuring the eligibility and appropriate fit of each applicant is important in maintaining the structure and reputation of your newly formed Collegiate Recovery Community. Before promising admission to any recovering student, it is important to complete the following.

Outlining the Requirements for Admission to Your Collegiate Recovery Community

Before opening the doors of your Collegiate Recovery Community, it is important to set parameters for the population that your program will be serving. While your Collegiate Recovery Community should strive to be inclusive, there are limits to who will be admitted. In designing the requirements for admission to your Collegiate Recovery Community, remember that the best interest of the recovering student should be foremost in the minds of your faculty/staff. When outlining a list of requirements for your program, address the following issues:

- Length of time in recovery from addiction (A campus is not always the safest place for a student who is newly sober.)
- Ability to be admitted to your college/university (Some Collegiate Recovery Communities have developed working relationships with their Admissions Offices in order to better facilitate this opportunity for students.)
- Requirement for enrollment in college/university credit hours
- Evidence of recovery as provided by letters of recommendation from Twelve-Step or other support group meeting attendance
- Willingness to participate in program requirements once accepted to the Collegiate Recovery Community

REMEMBER

Recovery will look different for each individual. Be sure to consider different pathways to recovery when creating the requirements for admission to your Collegiate Recovery Community.

Application for Admission to Your Collegiate Recovery Community

When deciding to admit a recovering student to your program, the application for admission to your Collegiate Recovery Community will often serve as the most comprehensive source of information for your admissions team. The application should gather as much information as possible about potential members of your community. Include demographic information and recovery and academic data. An application should provide an applicant with an opportunity to address his/her past history, the lessons that he/she learned from that, and provide a forum in which to express his/her goals and dreams for the future. An application should offer an applicant the chance to ask others to support him/her in enrolling in a Collegiate Recovery Community. When organizing your application, gather information in the following categories:

- Date that application is due
- Requirements for participation if accepted
- Demographic information
- Personal history
- Recovery history
- Educational history
- Employment history
- Financial history (to establish financial need)
- Letters of recommendation

Evaluating Applications for Admission to Your Collegiate Recovery Community

This process is likely to be one of the most difficult tasks that your faculty/staff will face each year. In the beginning of your program, it is important to allocate your resources wisely. This may mean that not all individuals that apply to your Collegiate Recovery Community can be supported. It is recommended that you explore every possibility to ensure that applicants who are eligible are offered space in your program. When evaluating applicants, use the following guidelines to ensure a fair process:

- Select a team of evaluators to review applications. It is recommended that a minimum of three individuals score each application.
- Create a point system to score applications. A sample evaluation tool is included in the Activities and Forms Workbook.
- Allow for discussion time for each application. Different members of your evaluation team will have different perceptions of each application.
- Try to schedule an interview with each applicant. Interviews can be conducted over the phone or in person. One or more of the evaluation team can meet with interested students.

REMEMBER

It may be helpful in the application evaluation process to have applicants provide a brief essay outlining their story of recovery and what goals they hope to achieve while participating in your Collegiate Recovery Community.

REMEMBER

The review process is extremely important. A Collegiate Recovery Community may be the best chance for some applicants to remain sober.

ACTIVITY B.5

Outlining the Requirements for Admission to Your Collegiate Recovery Community

Programs cannot operate without set boundaries. Your Collegiate Recovery Community must put some limits on the characteristics of the population that it will serve. Limitations and boundaries should not be based on individual bias or preference for one population over another. Rather, a Collegiate Recovery Community should set parameters that protect the best interest of the recovering student while assuring that no applicant is discriminated against based on age, gender, race/ethnicity, socioeconomic status, or sexual orientation. When outlining a list of requirements for your program, be sure to address the following issues:

- Length of time in recovery from addiction (A campus is not always the safest place for a student who is newly sober).

Length of time in recovery required for admission:

Length of time in recovery required for scholarship award:

(if different than requirement for admission)

- Ability to be admitted to your college/university (Some Collegiate Recovery Communities have developed working relationships with their Admissions Offices in order to better facilitate this opportunity for students.)

Has your Collegiate Recovery Community met with admission officials to educate them about your program?

____ Yes

____ No

- Requirement for enrollment in college/university credit hours
Full-time enrollment (12 hours or more):

____ Yes

____ No

Part-time enrollment (less than 12 hours)

____ Yes

____ No

■ Evidence of recovery as provided by letters of recommendation from Twelve-Step or other support group meeting attendance
Is evidence of recovery required?

_____Yes

_____No

If yes, what type of evidence:

■ Willingness to participate in program requirements once accepted to the Collegiate Recovery Community

Requirements of participation once admitted:

1. _____
2. _____
3. _____
4. _____

ACTIVITY B.6

Designing an Application for Admission to Your Collegiate Recovery Community

When designing an application for your Collegiate Recovery Community, be sure to gather as much information as possible from applicants. Outline what you feel is important in an application before formatting a document to obtain this information.

■ Date that application is due

Fall semester _____ Spring Semester _____

■ Requirements for participation if accepted

1. _____
2. _____
3. _____
4. _____

■ Demographic information – List categories of information

■ Personal history – List categories of information

■ Recovery history – List categories of information

■ Educational history– List categories of information

■ Employment history– List categories of information

■ Financial history (to establish financial need) –
List categories of information

■ Letters of recommendation

How many letters will be required/accepted: _____

Information needed – List categories of information

REMEMBER

An example application for admission is included in the Activities and Forms Workbook.

ACTIVITY B.7

Evaluating Applications

Individuals who apply to your Collegiate Recovery Community deserve to have a fair and unbiased review. While it is impossible to control for all influences on the evaluation processes, it is possible to create a system that minimizes bias. The following steps will help you to evaluate the applicants to your Collegiate Recovery Community:

■ Select a team of evaluators to review applications. It is recommended that a minimum of three individuals score each application.

Evaluator #1:

Evaluator #2:

Evaluator #3:

■ Create a point system to score applications. A sample evaluation tool is included in the Activities and Forms Workbook.

■ Allow for discussion time for each application. Different members of your evaluation team will have different perceptions of each application.

Evaluation meeting #1:

Evaluation meeting #2:

Evaluation meeting #3:

■ Try to schedule an interview with each applicant. Interviews can be conducted over the phone or in person. One or more of the evaluation team can meet with interested students.



In the interview:

- Ask the student any follow up questions about the information on his/her application.
- Verify that the program can fulfill the individual needs of the student.
- Include questions about recovery, previous academic experiences, and current academic and personal goals.
- Educate the student about the program and explain any requirements or responsibilities that may be expected of the student.
- Evaluate the student's willingness and capability to meet the requirements of your Collegiate Recovery Community.
- Ask the applicant to outline specific goals that he/she would like to achieve while in the program.
- Identify any concerns that the applicant may have about attending your program.
- Identify any special learning challenges that may influence the applicant's performance in order to better serve his/her needs upon arrival.

Summary

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

- Determined the requirements for admission and participation in your Collegiate Recovery Community
- Designed a comprehensive application for admission to your Collegiate Recovery Community
- Created a system for evaluating applications to your Collegiate Recovery Community


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