



Drug-Free Schools and Communities Act

2020 Biennial Review

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EXECUTIVE SUMMARY

The University of Texas at Austin is committed to the well-being, growth and knowledge of its students and staff through ensuring a campus free of illicit and abusive use of alcohol and other drugs (AOD). UT Austin endeavors to provide the necessary resources for the fair enforcement of all relevant rules and regulations, education about the effects of alcohol and other drugs, and recovery and support for all those negatively affected by alcohol and other drugs. In compliance with the Drug-Free Schools and Communities Act, UT Austin publishes information regarding the university's educational programs related to drug and alcohol abuse prevention; sanctions for violations of federal, state, and local laws and university policy; a description of health risks associated with alcohol and other drug use; and a description of available treatment programs for UT Austin students and employees. Campus notification of the Drug-Free Schools and Communities Act Biennial Review Notice is sent via e-mail from the Vice President for Student Affairs to students and from Human Resources to faculty and staff.

The 2020 Biennial Review is a summary of programs, policies and services for the 2018-2019 and 2019-2020 academic years. Documentation in the report was achieved by compiling self-reported efforts from a variety of university agencies. University agencies were asked to review previous Biennial Reviews to provide updates, describe new policies and programs since the previous review, and make recommendations for future development of programming and services. The participating units were selected on the basis of their roles within the university community as they relate to interactions with the university staff and student populations for the purposes of the Biennial Review.

Significant findings of the 2020 Biennial Review are summarized below:

1. During the 2018-2019 academic year, there were a total of 170 alcohol and 101 drug violations. During the 2019-2020 academic year, there were a total of 131 alcohol and 66 drug violations.
2. Nearly 80% of UT Austin AOD programs conduct assessments using a variety of assessment methods, including quantitative, qualitative and mixed methods. Only 19% of AOD program assessments were unspecified.
3. 95% of programs were reported as either very effective or somewhat effective. Fewer than 5% described their programs as neither effective nor ineffective.
4. Only 22% of respondents felt that their programs should continue unchanged, while 70% of respondents indicated that their programs could be increased or improved.
5. Respondents indicated the top two areas of program excellence were: aligning efforts and collaborating across the university, and developing AOD goals and objectives.
6. Respondents indicated that two areas most in need of growth were: need for a centralized data mechanism and establishment of a consistent way of assessing the effect of AOD programs.

In line with the 2020 Biennial Review and Drug-Free Schools and Campuses Regulations and feedback from the 2020 Biennial Review Advisory Group, the recommendations were:

1. Create a task force charged with developing a strategic plan that results in centralizing data, effectively aligning efforts, maintaining accountability, and overseeing the implementation and assessment of crucial programming. The task force was given eight specific tasks and responsibilities in conducting the 2022 Biennial Review.
2. Enhance efforts to demonstrate consistency with the use of sanctions across the campus and student populations by showing enforcement either through a holistic, equitable approach or a standard system, including historical data from previous reports for comparison of violations, and improving understanding of the infrastructure surrounding violations and the sanctions that may come with them.

3. Develop a comprehensive and universal approach to AOD-related programming that meets the needs of the university's diverse populations of students, faculty and staff, and promotes diversity, equity and inclusion.
4. Create an online data collection, analysis and reporting mechanism to track and report status and progress of AOD-related programming and services, and to communicate efforts and progress to campus and off-campus stakeholders.

INTRODUCTION TO THE UNIVERSITY OF TEXAS AT AUSTIN

The University of Texas at Austin ranks among the 40 best universities in the world and is one of the largest public research universities in the United States, serving as the flagship school of The University of Texas System, a system that includes nine academic universities and six health institutions statewide. And, as Texas' leading research university, The University of Texas attracts more than \$650 million annually for discovery and development.

The university was founded in 1883 and is now a 431-acre main campus with over 170 buildings. Its satellite campuses include the J.J. Pickle Research Campus, Center for Global Innovation and Entrepreneurship, Lady Bird Johnson Wildflower Center, Marine Science Institute, McDonald Observatory and Brackenridge Field.

The university serves a diverse population of more than 51,000 students from across the United States and over 100 countries, and has over 24,000 faculty and staff. The university has more than 1,100 student organizations, including educational, sports, cultural and health-related interests.

Through its rich tradition and dedication to academic excellence, the university community performs groundbreaking research and cutting-edge teaching and learning. The institution provides students a foundation to affect and improve the future and make global contributions. The university is consistently one of the top 20 public universities, according to U.S. News & World Report, with more than 15 undergraduate programs and 40 graduate programs nationally-ranked in the Top 10.

The university's faculty and staff are committed to the well-being of all campus community members. They offer services and programs to optimize health and safety throughout the campus. Faculty and staff work collaboratively across academic disciplines and administrative programs on well-being resources and programming, including drug and alcohol abuse education and prevention, to help the campus community achieve a productive and successful university experience and minimize substance misuse. Departments, including academic, nonacademic, research, administrative, athletic and student affairs, are engaged in and dedicated to this endeavor. Activities include alcohol and drug research, programs, policy, regulations, prevention, intervention, treatment and recovery.

The City of Austin, known for its creative and entrepreneurial spirit, further contributes to the university's influence, providing many paths for student growth and myriad opportunities to make a difference.

CORE PURPOSE AND MISSION: INSTITUTIONAL

Mission

The mission of The University of Texas at Austin is to achieve excellence in the interrelated areas of undergraduate education, graduate education, research and public service. The university provides superior and comprehensive educational opportunities at the baccalaureate through doctoral and special professional educational levels.

The university is committed to the well-being, growth and knowledge of its students and staff through ensuring a campus free of illicit and abusive use of alcohol and other drugs. UT Austin endeavors to provide the necessary resources for the fair enforcement of all relevant rules and regulations, education about the effects of alcohol and other drugs, and recovery and support for all those negatively affected by alcohol and other drugs.

Core Purpose

To transform lives for the benefit of society.

Core Values

- Learning – A caring community, all of us students, helping one another grow.
- Discovery – Expanding knowledge and human understanding.
- Freedom – To seek the truth and express it.
- Leadership – The will to excel with integrity and the spirit that nothing is impossible.
- Individual Opportunity – Many options, diverse people and ideas, one university.
- Responsibility – To serve as a catalyst for positive change in Texas and beyond.

Student Honor Code

“As a student of The University of Texas at Austin, I shall abide by the core values of the university and uphold academic integrity.”

University Code of Conduct

“The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness and respect toward peers and community.”

University Diversity Statement

As The University of Texas at Austin strives to meet its mission of unlocking potential and preparing future leaders of the state, it embraces diversity in many forms. The university is dedicated to attracting highly-qualified students, faculty and staff with a wide range of backgrounds, ideas and viewpoints. This includes those from all races and ethnicities; first-generation college students; women; and others who have been historically underrepresented on campus. As a university with a past history of denying equitable access to qualified students, UT recognizes the profound benefits of creating an inclusive environment in which students can learn from one another. All students are better prepared to succeed in an increasingly diverse state and interconnected society when they receive the educational benefits of learning on a diverse campus.

CORE PURPOSE AND MISSION: DEPARTMENTAL

Each department within the university has as its mission the provision of services that will facilitate the fulfillment of the university's mission and core purpose. Certain departments, units and agencies focus their services on issues related to this report, particularly the following:

Center for Students in Recovery provides a supportive community where students in recovery and in hope of recovery can achieve academic success while enjoying a genuine college experience free from alcohol and other drugs. The department offers ongoing support, a community of peers in recovery, and a safe space for students in recovery or seeking recovery. Participation in this inclusive community is free and completely voluntary. The department provides ongoing programs that support recovery, such as sober social activities, 12-step meetings, service and volunteer opportunities on campus and in the community, scholarships, peer and professional support, and academic advocacy.

Counseling and Mental Health Center helps students with their personal concerns so that they may better meet the daily challenges of student life. The department provides a range of mental health services and offers short-term individual and group counseling for a wide range of issues, including alcohol and other forms of substance abuse. It does not provide formal substance abuse treatment or medically-supervised detoxification services. However, the department offers resource information for outpatient and residential treatment and provides formal substance abuse assessments with a licensed counselor. Education and guidance are also available to parents, faculty and staff.

Employee Assistance Program supports the mental, emotional and physical well-being of faculty and staff and promotes the university's organizational health and effectiveness. The program provides free short-term, confidential counseling consultations and referral services, with an experienced staff of licensed psychologists and social workers for benefits-eligible employees, retirees and dependents. Counselors assess needs and develop a plan with the individual for addressing those needs, either within the program, through a community provider, or through other UT Austin resources. The program includes educational programs focused on health and well-being which provide assistance in reducing high-risk behaviors and creating alternative healthy habits.

Longhorn Wellness Center is a unit within the Counseling and Mental Health Center and University Health Services that supports UT students' well-being by addressing priority campus health issues through an evidence-based, public health approach. One of its functions is to provide accurate and effective alcohol and drug prevention and education. The unit provides comprehensive programs and initiatives to help UT Austin students make informed choices that can help reduce the harm and manage the risks of alcohol and drug use. Staff also collaborates with campus and community partners to implement strategies to reduce high-risk drinking, prescription drug misuse, and other drug education.

New Student Services spearheads orientation for thousands of freshmen and transfer students each year, ensuring they successfully transition to campus and register for classes. The department also leads programs to promote student engagement, academic success and student leadership opportunities throughout the year.

Office of the Dean of Students provides opportunities and experiences that support student learning and personal development. The department has several units that provide educational programming designed to bring awareness to alcohol- and drug-related issues:

Sorority and Fraternity Life cultivates educational and leadership development, in collaboration with individuals and organizations, to foster a culturally-conscious, safe and responsible community. This unit serves as the university liaison to the Interfraternity Council, Multicultural Greek Council, Latino Pan-Hellenic Council, National Pan-Hellenic Council, Texas Asian Pan-Hellenic Council, University Panhellenic Council and Affiliate Group Member Organizations.

Student Activities promotes student organization development, leadership opportunities, community service, co-curricular programming and risk management education.

Student Conduct and Academic Integrity promotes appropriate standards of conduct for the university community. This unit is responsible for investigating alleged violations of institutional rules and for implementing the discipline process.

Student Emergency Services offers support and assistance to students experiencing difficult and unexpected situations and urgent matters. The unit provides support through absence notifications due to emergencies, the student emergency fund due to financial emergencies, victim resources due to violence and crimes, and referrals for on-campus and community agencies.

Student Veteran Services is dedicated to providing veterans, military personnel and their family members with the support needed to make the most of their educational experience. The unit aims to equip student veterans with the tools they need to achieve their highest personal and academic potential. It also works closely with other departments on campus and various community partners.

SHIFT is a new initiative at The University of Texas at Austin that aims to ‘shift’ the culture from one of default misuse to one centered on holistic well-being by enlisting the entire community to make a difference; creating a culture of healthy community, connections and coping skills; and ultimately reducing substance misuse and its harms. Leveraging existing programs while further innovating ways to promote health and wellness are at the core of SHIFT's mission to cultivate a culture of care at UT. SHIFT engages students, faculty, staff, and the entire UT community in meaningful dialogue to create a new narrative about college life. SHIFT hopes to cultivate a more mindful student as it relates to their decisions around substance use, and create an environment that is more inclusive to all students, whether they use alcohol and/or other drugs or choose to abstain. SHIFT is comprised of six pilot initiatives that integrate multi-dimensional approaches to engage our entire UT community, including students, faculty, staff and alumni.

Texas Athletics is committed to aligning its vision, core purpose and values with those of the university, as stated in the university’s Intercollegiate Athletics Strategic Plan “Winning with Integrity.” Specifically, the core purpose of Texas Athletics is “to prepare students to win with integrity—in academics, in athletics and in life.”

University Health Services, a fully accredited ambulatory healthcare facility, supports students in achieving their academic and personal potential by providing a broad scope of primary care and preventive medical services and public health leadership.

University Housing and Dining cultivates inclusive learning communities that foster student engagement, growth and success at the university. The department conducts alcohol- and drug-related educational programming within residence halls to raise awareness of the resident population. Programming for all residence hall activities is designed to reinforce the belief that effective social interaction can occur without the presence of alcohol and drugs, and to educate students regarding the effects of alcohol and drug use.

University of Texas Police Department employs more than 178 dedicated individuals interested in making a positive difference on campus. In keeping with its community-oriented policing philosophy, the department regularly partners with faculty members, staff members and students on crime prevention and law enforcement programs. Founded in 1968, the department is accredited through the Commission on Accreditation for Law Enforcement Agencies.

UT Wellness Network is a campus-wide coalition committed to assessing and addressing the health and wellness needs of students, faculty and staff. It brings together advocates for health and wellness from across the university to share information, strategies and resources. Its Substance Use Safety Committee works to reduce high-risk drinking through research, campus and community partnerships, and recommending strategies and policy changes.

OBJECTIVES OF THE BIENNIAL REVIEW

The University of Texas at Austin is required to establish a drug and alcohol prevention program for its students and employees. The Drug-Free Schools and Communities Act requires that an institution of higher education adopt and implement a program to prevent the unlawful possession, use or distribution of illicit drugs and alcohol for students and employees on school premises and as a part of its activities. The objective of this report is to document the university's alcohol and other drug efforts toward compliance with the Drug-Free Schools and Communities Act.

Documentation in the report was achieved by compiling self-reported efforts from a variety of university agencies. University agencies were asked to review previous Biennial Reviews to provide updates, describe new policies and programs since the previous review, and make recommendations for future development of programming and services. The participating units were selected on the basis of their roles within the university community as they relate to interactions with the university staff and student populations for the purposes of the Biennial Review. The finalized report with compiled results of the self-studies will be provided to those units for their reference. Appropriate departments and agencies within the institution will review these recommendations, with particular attention given by the Vice President for Student Affairs.

The 2020 Biennial Review is a summary of programs, policies and services for the 2018-2019 and 2019-2020 academic years. This Biennial Review includes the following:

1. Documentation of all alcohol and drug cases adjudicated at the institution and the accompanying sanctions issued for these violations.
2. Identification of methods in place to educate members of the university community about policies related to alcohol and drugs, and sanctions in place to enforce these policies.
3. Identification of alcohol and drug programming that occurs on the university campus.
4. Identification of resources and intervention assistance available to individuals.
5. Review of the university's alcohol- and drug-related policies, procedures, programming and intervention methods.
6. Presentation of reported programming effectiveness and plans for improvement.
7. Recommendations for improving alcohol- and drug- related policies, procedures, programs and overall coordination.

COLLEGE STUDENTS: ALCOHOL AND DRUGS USE AND MISUSE

Widespread drinking patterns and other drug misuse endemic to college students are well documented (SAMSHA, 2009). The National Institute on Alcohol Abuse and Alcoholism (NIAAA, 2013) reported that four of five college students drink alcohol. According to the 2018 National Survey on Drug Use and Health (NSDUH), 54.9% of full-time college students ages 18-22 drank alcohol in the past month, and of those students, 10% engaged in heavy alcohol use (binge drinking five or more times in the past month) (NIAAA, 2018). Specifically, 32.4% of college students reported they had binge drunk in the past two weeks. In addition, 40.8% of college students reported they had been intoxicated in the past month.

It is not uncommon for college students to experiment with different substances during their days in college. However, substance misuse and abuse can lead to addiction and also have other consequences if students are not aware of the risks and dangers of such behaviors.

The National Institute on Drug Abuse (2016) surveyed college students about their drug use and found that 4.9% of college students used marijuana/cannabis daily, compared to 2.8% in 1996. Besides marijuana/cannabis use, many other drugs are at the forefront of college student drug use and misuse. For example, college students' substance misuse shows that the use of stimulants is high.

The National Center for Health Research (2016) reports that of the tens of thousands of students prescribed stimulants, over half of them are pressured to share their pills with peers. Adderall and Ritalin, for example, have become well-known stimulants for college students; 9.9% of college students reported use of Adderall, compared to 6.2% of their non-college peers. Adderall addiction is now a common concern among college students. In one study of 1,300 college students, 25% admitted to using stimulants to help them study, yet only 9% of them were prescribed stimulants by a physician or psychiatrist. Many students admitted getting or buying the drugs from another student. Also, these drugs are not always used for studying. Because they are amphetamines, some students use them to lose weight or to have more energy. Some mix them with alcohol and other drugs for more of a "high." Students surveyed reported that 16% of college-age students had used pain pills that were not prescribed to them. This percentage increased to 23% among college athletes. One-third of those surveyed stated that prescription pain pills were "easy" to find; 49.5% reported that they could get prescription pain pills that they had not been prescribed within 24 hours.

College is a time for increased risk for substance abuse and the consequences are glaring. Consequences of substance use, abuse and addiction among college students include alcohol-related deaths/injuries, arrests, unplanned sex, sexual violence, fights, poorer health and academic problems. The 2018 NSDUH revealed the following: 1,825 college students between the ages of 18 and 24 died from alcohol-related unintentional injuries, including motor-vehicle crashes; 696,000 were assaulted by another student who had been drinking; 97,000 students reported experiencing alcohol-related sexual assault or date rape. Approximately 20% of college students meet the criteria for Alcohol Use Disorder (AUD). About 1 in 4 college students report academic consequences from drinking and substance use, including missing class, falling behind in class, doing poorly on exams and papers, and receiving lower grades overall (NSDUH, NIAAA 2018).

Alcohol and drug prevention programs, as well as collegiate recovery programs, are being established on university campuses to increase awareness and to help college students overcome substance use and misuse, abuse problems and continue their studies. Many college students, however, fail to seek help because of social stigma. Only 6% of college students meeting alcohol and other drugs disorder criteria seek help compared to 10% in general populations (Bell et al., 2009). Alcohol and other drug programming and intervention methods may reduce alcohol and drug use, misuse and subsequent abuse among college students, and improve their academic outcomes and success.

Sources: The National Institute on Alcohol Abuse and Alcoholism (2018), National Center for Health Research (2016), National Institute on Drug Abuse (2016), National Survey on Drug Use and Health (2018), Substance Abuse and Mental Health Services Administration (2009, 2020)

HEALTH RISKS OF DRUGS AND ALCOHOL

Alcohol's Effects on the Body

Drinking too much – on a single occasion or over time – can take a serious toll on a person's health. Below is information about how alcohol can affect the human mind and body.

Brain

Alcohol interferes with the brain's communication pathways, and can affect the way the brain looks and works. These disruptions can change mood and behavior, and make it harder to think clearly and move with coordination.

Heart

Drinking a lot over a long time or too much on a single occasion can damage the heart, causing problems including:

- Cardiomyopathy – stretching and drooping of heart muscle
- Arrhythmias – irregular heart beat
- Stroke
- High blood pressure

Immune System

Drinking too much can weaken your immune system, making your body a much easier target for disease. Chronic drinkers are more liable to contract diseases like pneumonia and tuberculosis than people who do not drink too much. Drinking a lot on a single occasion slows your body's ability to ward off infections – even up to 24 hours after getting drunk.

Liver

Heavy drinking takes a toll on the liver, and can lead to a variety of problems and liver inflammations including:

- Steatosis or fatty liver
- Alcoholic hepatitis
- Fibrosis
- Cirrhosis

Pancreas

Alcohol causes the pancreas to produce toxic substances that can eventually lead to pancreatitis, a dangerous inflammation and swelling of the blood vessels in the pancreas that prevents proper digestion.

Cancer

Based on extensive reviews of research studies, there is a strong scientific consensus of an association between alcohol drinking and several types of cancer. In its Report on Carcinogens, the National Toxicology Program of the US Department of Health and Human Services lists consumption of alcoholic beverages as a known human carcinogen. The research evidence indicates that the more alcohol a person drinks—particularly the more alcohol a person drinks regularly over time—the higher his or her risk of developing an alcohol-associated cancer. Based on data from 2009, an estimated 3.5% of all cancer deaths in the United States (about 19,500 deaths) were alcohol-related. Clear patterns have emerged between alcohol consumption and the development of the following types of cancer:

- **Head and neck cancer.** Moderate to heavy alcohol consumption is associated with higher risks of certain head and neck cancers. Moderate drinkers have 1.8-fold higher risks of oral cavity (excluding the lips) and pharynx (throat) cancers and 1.4-fold higher risks of larynx (voice box) cancers than non-drinkers, and heavy drinkers have 5-fold higher risks of oral cavity and pharynx cancers and 2.6-fold higher risks of larynx cancers. Moreover, the risks of these cancers are substantially higher among persons who consume this amount of alcohol and also use tobacco.

- **Esophageal cancer.** Alcohol consumption at any level is associated with an increased risk of a type of esophageal cancer called esophageal squamous cell carcinoma. The risks, compared with no alcohol consumption, range from 1.3-fold higher for light drinking to nearly 5-fold higher for heavy drinking. In addition, people who inherit a deficiency in an enzyme that metabolizes alcohol have been found to have substantially increased risks of esophageal squamous cell carcinoma if they consume alcohol.
- **Liver cancer.** Heavy alcohol consumption is associated with approximately 2-fold increased risks of two types of liver cancer (hepatocellular carcinoma and intrahepatic cholangiocarcinoma).
- **Breast cancer.** Epidemiologic studies have consistently found an increased risk of breast cancer with increasing alcohol intake. Pooled data from 118 individual studies indicates that light drinkers have a slightly increased (1.04-fold higher) risk of breast cancer, compared with nondrinkers. The risk increase is greater in moderate drinkers (1.23-fold higher) and heavy drinkers (1.6-fold higher). An analysis of prospective data for 88,000 women participating in two US cohort studies concluded that for women who have never smoked, light to moderate drinking was associated with a 1.13-fold increased risk of alcohol-related cancers (mostly breast cancer).
- **Colorectal cancer.** Moderate to heavy alcohol consumption is associated with 1.2- to 1.5-fold increased risks of cancers of the colon and rectum compared with no alcohol consumption.

Sources: *The National Institute on Alcohol Abuse and Alcoholism, National Cancer Institute*

Drugs' Effects on the Body

All controlled substances have abuse potential or are immediate precursors to substances with abuse potential. Below is information about how drugs can affect the human mind and body.

Narcotics (Fentanyl, Heroin, Hydromorphone, Methadone, Morphine, Opium, Oxycodone)

- **Effects on the Mind**
Besides their medical use, narcotics/opioids produce a general sense of well-being by reducing tension, anxiety, and aggression. These effects are helpful in a therapeutic setting but contribute to the drugs' abuse. Narcotic/opioid use comes with a variety of unwanted effects, including drowsiness, inability to concentrate and apathy.
- **Effects on the Body**
Narcotics/opioids are prescribed by doctors to treat pain, suppress cough, cure diarrhea and put people to sleep. Effects depend heavily on the dose, how it is taken, and previous exposure to the drug. Negative effects include slowed physical activity, constriction of the pupils, flushing of the face and neck, constipation, nausea, vomiting and slowed breathing. As the dose is increased, both the pain relief and the harmful effects become more pronounced. Some of these preparations are so potent that a single dose can be lethal to an inexperienced user. However, except in cases of extreme intoxication, there is no loss of motor coordination or slurred speech.

Stimulants (Amphetamines, Cocaine, Khat, Methamphetamine)

- **Effects on the Mind**
When used as drugs of abuse and not under a doctor's supervision, stimulants are frequently taken to produce a sense of exhilaration, enhance self-esteem, improve mental and physical performance, increase activity, reduce appetite, extend wakefulness for prolonged period, and "get high." Chronic, high-dose use is frequently associated with agitation, hostility, panic, aggression and suicidal or homicidal tendencies. Paranoia, sometimes accompanied by both auditory and visual hallucinations, may also occur. Tolerance, in which more and more drug is needed to produce the usual effects, can develop rapidly, and psychological dependence occurs. In fact, the strongest psychological dependence observed occurs with the more potent stimulants, such as amphetamine, methylphenidate, methamphetamine, cocaine and methcathinone. Abrupt cessation is commonly followed by depression, anxiety, drug craving and extreme fatigue, known as a "crash."

- **Effects on the Body**

Stimulants are sometimes referred to as uppers and reverse the effects of fatigue on both mental and physical tasks. Therapeutic levels of stimulants can produce exhilaration, extended wakefulness, and loss of appetite. These effects are greatly intensified when large doses of stimulants are taken. Taking too large a dose at one time or taking large doses over an extended period of time may cause such physical side effects as dizziness, tremors, headache, flushed skin, chest pain with palpitations, excessive sweating, vomiting and abdominal cramps.

Depressants (Barbiturates, Benzodiazepines, GHB, Rohypnol)

- **Effects on the Mind**

Depressants used therapeutically do what they are prescribed for: induce sleep, relieve anxiety and muscle spasms and prevent seizures. They also cause amnesia, leaving no memory of events that occur while under the influence, reduce reaction time, impair mental functioning and judgment, and cause confusion. Long-term use of depressants produces psychological dependence and tolerance.

- **Effects on the Body**

Some depressants can relax the muscles. Unwanted physical effects include slurred speech, loss of motor coordination, weakness, headache, lightheadedness, blurred vision, dizziness, nausea, vomiting, low blood pressure and slowed breathing. Prolonged use of depressants can lead to physical dependence, even at doses recommended for medical treatment. Unlike barbiturates, large doses of benzodiazepines are rarely fatal unless combined with other drugs or alcohol. But unlike the withdrawal syndrome seen with most other drugs of abuse, withdrawal from depressants can be life-threatening.

Hallucinogens (Ecstasy/MDMA, Ketamine, LSD, Peyote & Mescaline, Psilocybin)

- **Effects on the Mind**

Sensory effects include perceptual distortions that vary with dose, setting and mood. Psychic effects include distortions of thought associated with time and space. Time may appear to stand still, and forms and colors seem to change and take on new significance. Weeks or even months after some hallucinogens have been taken, the user may experience flashbacks — fragmentary recurrences of certain aspects of the drug experience in the absence of actually taking the drug. The occurrence of a flashback is unpredictable, but is more likely to occur during times of stress and seems to occur more frequently in younger individuals. With time, these episodes diminish and become less intense.

- **Effects on the Body**

Physiological effects include elevated heart rate, increased blood pressure, and dilated pupils.

Marijuana/Cannabis

- **Effects on the Mind**

When marijuana is smoked, the tetrahydrocannabinol (THC) passes from the lungs and into the bloodstream, which carries the chemical to the organs throughout the body, including the brain. In the brain, THC connects to specific sites called cannabinoid receptors on nerve cells and influences the activity of those cells. Many of these receptors are found in the parts of the brain that influence pleasure, memory, thought, concentration, sensory and time perception, and coordinated movement. The short-term effects of marijuana include problems with memory and learning, distorted perception, difficulty in thinking and problem-solving, and loss of coordination.

The effect of marijuana on perception and coordination is responsible for serious impairments in learning, associative processes, and psychomotor behavior (driving abilities). Long-term, regular use can lead to physical dependence and withdrawal following discontinuation, as well as psychic addiction or dependence. Clinical studies show that the physiological, psychological and behavioral effects of marijuana vary among individuals and present a list of common responses to cannabinoids, as described in the scientific literature:

- Dizziness, nausea, tachycardia, facial flushing, dry mouth and tremor initially
- Merriment, happiness and even exhilaration at high doses
- Disinhibition, relaxation, increased sociability and talkativeness

- Enhanced sensory perception, giving rise to increased appreciation of music, art and touch
 - Heightened imagination, leading to a subjective sense of increased creativity
 - Time distortions
 - Illusions, delusions and hallucinations are rare except at high doses
 - Impaired judgment, reduced coordination and ataxia, which can impede driving ability or lead to an increase in risk-taking behavior
 - Emotional lability, incongruity of affect, dysphoria, disorganized thinking, inability to converse logically, agitation, paranoia, confusion, restlessness, anxiety, drowsiness and panic attacks may occur, especially in inexperienced users or in those who have taken a large dose
 - Increased appetite and short-term memory impairment are common
- **Effects on the Body**
Short-term physical effects from marijuana use may include sedation, bloodshot eyes, increased heart rate, coughing from lung irritation, increased appetite and decreased blood pressure. Marijuana smokers experience serious health problems such as bronchitis, emphysema and bronchial asthma. Extended use may cause suppression of the immune system. Withdrawal from chronic use of high doses of marijuana causes physical signs including headache, shakiness, sweating, stomach pains and nausea. Withdrawal symptoms also include behavioral signs such as restlessness, irritability, sleep difficulties and decreased appetite.

Steroids

- **Effects on the Mind**
Case studies and scientific research indicate that high doses of anabolic steroids may cause mood and behavioral effects. In some individuals, steroid use can cause dramatic mood swings, increased feelings of hostility, impaired judgment and increased levels of aggression (often referred to as “roid rage”). When users stop taking steroids, they may experience depression that may be severe enough to lead one to commit suicide. Anabolic steroid use may also cause psychological dependence and addiction.
- **Effects on the Body**
A wide range of adverse effects is associated with the use or abuse of anabolic steroids. These effects depend on several factors, including age, sex, the anabolic steroid used, amount used and duration of use. In adolescents, anabolic steroid use can stunt the ultimate height that an individual achieves. In boys, steroid use can cause early sexual development, acne and stunted growth. In adolescent girls and women, anabolic steroid use can induce permanent physical changes, such as deepening of the voice, increased facial and body hair growth, menstrual irregularities, male pattern baldness and lengthening of the clitoris. In men, anabolic steroid use can cause shrinkage of the testicles, reduced sperm count, enlargement of the male breast tissue, sterility and an increased risk of prostate cancer. In both men and women, anabolic steroid use can cause high cholesterol levels, which may increase the risk of coronary artery disease, strokes and heart attacks. Anabolic steroid use can also cause acne and fluid retention. Oral preparations of anabolic steroids, in particular, can damage the liver.

Users who inject steroids run the risk of contracting various infections due to non-sterile injection techniques, sharing of contaminated needles, and the use of steroid preparations manufactured in non-sterile environments. All these factors put users at risk for contracting viral infections such as HIV/AIDS or hepatitis B or C, and bacterial infections at the sight of injection. Users may also develop endocarditis, a bacterial infection that causes a potentially fatal inflammation of the heart lining.

Inhalants

- **Effects on the Mind**
Inhalant abuse can cause damage to the parts of the brain that control thinking, moving, seeing and hearing. Cognitive abnormalities can range from mild impairment to severe dementia.

- **Effects on the Body**

Inhaled chemicals are rapidly absorbed through the lungs into the bloodstream and quickly distributed to the brain and other organs. Nearly all inhalants produce effects similar to anesthetics, which slow down the body's function. Depending on the degree of abuse, the user can experience slight stimulation, feeling of less inhibition, or loss of consciousness.

Within minutes of inhalation, the user experiences intoxication along with other effects similar to those produced by alcohol. These effects may include slurred speech, an inability to coordinate movements, euphoria and dizziness. After heavy use of inhalants, users may feel drowsy for several hours and experience a lingering headache.

Additional symptoms exhibited by long-term inhalant users include:

- Weight loss, muscle weakness, disorientation, inattentiveness, lack of coordination, irritability, depression and damage to the nervous system and other organs.
- Some of the damaging effects to the body may be at least partially reversible when inhalant abuse is stopped; however, many of the effects from prolonged abuse are irreversible.
- Prolonged sniffing of the highly concentrated chemicals solvents or aerosol sprays can induce irregular and rapid heart rhythms and lead to heart failure and death within minutes. There is a common link between inhalant use and problems in school: failing grades, chronic absences and general apathy.
- Paint or stains on body or clothing; spots or sores around the mouth; red or runny eyes or nose; chemical breath odor; drunk, dazed or dizzy appearance; nausea; loss of appetite; anxiety; excitability; irritability.

Source: Drugs of Abuse, US Department of Justice Drug Enforcement Administration Resource Guide, 2017 Edition

PROGRAM INVENTORY: PREVENTION AND EDUCATION

Following is an inventory of the university's varied alcohol- and other drug-related actions and activities, including policies, regulations, prevention, intervention, treatment, recovery and research.

The university places considerable emphasis on prevention programs, teaching basic behavioral skills, increasing awareness of the dangers of high-risk behavior, and aiming to shift social norms and correct misperceptions about what substance safety risk behaviors students are actually engaging in. Following is a listing of relevant prevention and education initiatives.

Academic Course EDP 354L: Leadership in New Student Transitions

New Student Services

Orientation advisors must complete Educational Psychology course EDP 354L Leadership in New Student Transitions, a three-credit-hour, upper-division elective course that teaches core competencies around campus safety, alcohol use and abuse, and interpersonal violence, among other topics. The course also provides facilitation training for peer-to-peer discussions with incoming students on alcohol awareness and the associated risks, campus and community resources, and university policies.

Academic Course EDP 369K Sorority and Fraternity Leadership Issues

Sorority and Fraternity Life in the Office of the Dean of Students

Members of organizations affiliated with Sorority and Fraternity Life are eligible to take a three-credit-hour course, Sorority and Fraternity Leadership Issues. This upper-division class is designed to facilitate the development of leaders within university sororities and fraternities. Through discussion and the shared experiences of class members, particular attention is given to the leadership challenges that exist in the university sorority and fraternity community.

In addition to covering the broad concepts of leadership, the class focuses on skill development in some of the following areas: community building, risk prevention and management, and community service.

Alcohol and Other Drug Counseling Program

Counseling and Mental Health Center

The Alcohol and Other Drug Counseling Program provides individual and group clinical services. This is a program for students who have questions about their own or someone else's substance use. This counseling program is a multidisciplinary team of professionals who are dedicated to supporting students' physical and emotional well-being. Team members meet with students who are just beginning to explore making changes in their use, who are ready to start making changes, or who are wanting to continue with changes they have already made. A primary purpose of the program is to provide a comprehensive assessment and give students open and honest feedback on their use. Students speak privately and confidentially with a licensed counselor specializing in substance abuse about their own or someone else's use of alcohol, tobacco and/or other drugs. Sessions are conducted in a caring, non-judgmental atmosphere. No referral is required, and follow-up sessions are available.

The Alcohol and Other Drug Counseling Program Coordinator has served in a leadership role in the UT Austin Wellness Network as a chair of the High-Risk Drinking Prevention Committee, which focuses on campus-wide primary prevention efforts. The program coordinator has also served in a leadership role in the UT Austin tobacco-free campus council as the individual who facilitates the university's cessation program for students.

Campus Safety Program

New Student Services

All new students at freshman and transfer orientation are required to participate in a campus safety program that addresses alcohol use and abuse among college students. The program is a collaborative effort with New Student Services, Voices Against Violence in the Counseling and Mental Health Center, Longhorn Wellness Center and the UT Austin Police Department. The program is presented in a play format. Immediately following the program, orientation advisors facilitate a group discussion concerning the program's content. These sessions provide students with the most updated statistical information regarding alcohol use among college students, address common myths and misconceptions regarding alcohol consumption, and review laws and university policies regarding alcohol and other drugs, as well as the dangers of high-risk behavior. New students are encouraged to ask questions and express their views on use of alcohol and other drugs.

Prior to and at the conclusion of orientation, students can view web-based and mobile guide app resources with campus, community and nation-wide contact information: <https://orientation.utexas.edu/campus-safety>.

Eating and Entertainment Bus (E-Bus)

Parking and Transportation Services

The E-Bus is a service provided by Capital Metro in conjunction with Parking and Transportation Services and the Austin Police Department. The E-Bus provides free shuttle rides to and from the university, the East Riverside area, and the downtown Austin entertainment district. The E-Bus operates every Thursday, Friday and Saturday nights during the long semesters while classes are in session. This program is supported by UTPD, PTS, MADD, APD, and the 6th Street District bar and restaurant owners.

Family and Advisor Training Initiatives

Sorority and Fraternity Life in the Office of the Dean of Students

The in-person training initiatives for families and advisors within the sorority and fraternity community address issues of alcohol, hazing and reporting of incidents. The training allows staff to discuss policy, practices and resources to create a healthier and safer sorority and fraternity community.

Safety Education Program

Office of the Dean of Students

In order to continue to create a safer UT Austin community, and in accordance with Texas Education Code, Section 51.9361, the Office of the Dean of Students provides the Safety Education Program for more than 1,100 student organizations. Safety Education connects student organizations to risk management, prevention and emergency resources. To complete the program, the organization's president or primary contact attends an in-person leadership workshop, and then provides an educational presentation to their entire organizational membership. Information regarding alcohol and other drugs is covered in both the leadership workshop and organization training, specifically covering campus statistics and referral information. Registered and sponsored student organizations are required to complete Safety Education annually. However, every UT Austin community member is encouraged to use the resources and attend the workshop. All training materials and procedures have been developed and are annually updated by Program Safety Education Services staff.

Safe Social Events

Safe Social Events educate Sorority and Fraternity Life (SFL) chapter and council leadership on the basics of risk management and facilitate a conversation regarding planning safe social events, addressing safety issues, developing prevention plans for minimizing risk, and discussing how to foster a safer SFL community. Social events and risk management policies and procedures are addressed

specifically through both in-person Ladder of Risk training and ongoing individualized chapter coaching with chapter presidents throughout the year.

Sorority and Fraternity Life in the Office of the Dean of Students

Staff members are frequently asked to speak with organizations about party procedures and often discuss risk management and the Ladder of Risk procedures that the majority of Greek-letter organizations follow.

Horns Against Hazing

Horns Against Hazing (HAH) was created to educate a broad audience of student organization leaders who do not have access to anti-hazing programming about the effects of psychological and physical hazing. This event explores the long-lasting effects of hazing and encourages students to cultivate healthier organizational practices. Through an engaging presentation, students are equipped with short-term and long-term solutions that members can implement to break the cycles that exist and address the invisible side of hazing.

Sorority and Fraternity New Member Programming

Sorority and Fraternity Life in the Office of the Dean of Students

Each fall, Sorority and Fraternity Life requires all new members of Greek-letter organizations affiliated with Sorority and Fraternity Life to attend New Member Orientation. This program challenges them to accept the responsibilities of sorority and fraternity membership, with special attention given to alcohol, drug, hazing, sexual assault issues and cultural consciousness.

Parent and Family Outreach: Houston Outreach Project

The Parent and Family Outreach Initiative provides support and education to families, incoming students, alumni, and community members in the greater Houston Community. Educational events focus on raising awareness around hazing and shifting the culture of hazing in sororities and fraternities. This pilot program is made possible by generous donor funding. The Charge is to 1) return focus on the positive attributes offered by the UT Austin sorority and fraternity experience; 2) support the cultural shift occurring nationwide and locally for all organization behavior; and 3) create a community that supports this shift. The majority of the attendees note they were more informed about the challenges that existed in the sorority and fraternity community and their sources and support on campus by our presentation.

AlcoholEdu

Longhorn Wellness Center

AlcoholEdu® is a 2.5-hour online module all incoming UT Austin students are required to complete. The program incorporates the latest evidence-based prevention methods to create a highly-engaging user experience that inspires students to reflect on and consider changing their drinking habits, in addition to providing strategies for staying safe while in college. The university transitioned to this module when The University of Texas System entered into a system-wide contract to offer a comprehensive array of online educational modules to UT System schools.

Brief Alcohol Screening and Intervention for College Students (BASICS) Program

Longhorn Wellness Center

Listed on the United States Substance Abuse and Mental Health Services Administration's National Registry of Evidence-based Programs and Policies, the BASICS program is an opportunity for students to examine their drinking behavior and learn individualized strategies to reduce alcohol-related consequences that can negatively affect their personal and academic success at UT Austin. As a harm reduction program, the student is encouraged to self-select goals that focus on reducing risky behaviors

and negative outcomes if the student chooses to drink. BASICS is designed as a non-judgmental, non-labeling and non-confrontational safe space for reflection, discussion and education.

BASICS consists of two sessions that each last an hour. The first session is conducted in a small group of five or fewer students, and includes alcohol education and a discussion on perceptions and beliefs regarding alcohol use and motivations for drinking. After finishing the first session, each student completes a brief survey that asks questions about drinking behaviors, perceptions of alcohol use on campus, negative effects as a result of alcohol use, and strategies they currently use to reduce risk of alcohol-related harm.

The second session is a private meeting with just the student and facilitator where they discuss the student's personalized feedback report. During this time, the student learns how their drinking compares with others on campus and examines their relationship with alcohol. The facilitator also guides a conversation around protective strategies that the student feels comfortable enacting if they choose to use alcohol. In both sessions, the facilitator uses motivational interviewing techniques to meet the student where they are in their personal stage of change.

Bruce the Bat

Longhorn Wellness Center

Bruce the Bat (formerly the "Know Your Line" campaign) is an evidence-based prevention program that aims to reduce high-risk drinking among the UT Austin student population using social norms theory. Bruce the Bat, the mascot for the program, dispels myths about how often and how much UT Austin students drink, provides tips on how students who choose to drink can reduce their risk of negative consequences while doing so, and offers information to students on non-drinking activities and events in Austin.

Cannabis Screening & Intervention for College Students (CASICS) Program

Longhorn Wellness Center

CASICS is conducted with the same grounding framework as BASICS, but with the focus on a student's cannabis use. As a harm reduction program, the student is encouraged to self-select goals that focus on reducing high-risk behaviors and negative outcomes if the student chooses to use cannabis. The program is designed as a non-judgmental, non-labeling and non-confrontational safe space for reflection, discussion and education. It consists of two sessions that each last an hour. The first session is conducted in a small group of five or fewer students, and includes education and a discussion on perceptions and beliefs regarding marijuana use and motivations for use. After finishing the first session, each student completes a brief survey that asks questions about drinking and cannabis behaviors, perceptions of marijuana use on campus, negative impacts as a result of alcohol and drug use, and strategies they currently use to reduce risk of alcohol- and drug-related harm.

The second session is a private meeting with just the student and facilitator where they discuss the student's personalized feedback report. During this time, the student learns how their cannabis and and/or alcohol use compares with others on campus and examines their relationship with marijuana. The facilitator also guides a conversation around protective strategies that the student feels comfortable enacting if they choose to use alcohol and/or cannabis. In both sessions, the facilitator uses motivational interviewing techniques to meet the student where they are in their personal stage of change. CASICS is replacing Marijuana 101 as a more effective intervention program, and was piloted virtually in late Spring 2020. It will continue to be piloted in Fall 2020.

Healthyhorns Peer Educator Program

Longhorn Wellness Center

Peer educators help their peers learn to make responsible choices about their health, including the use of alcohol and other drugs. Peer educators in the program can gain up to five hours of upper-division elective academic credit and complete at least 70 community service hours over three semesters. The program is

open to all students, and students must commit to three academic semesters. Peer educators receive training about basic knowledge, bystander intervention strategies and campus policies and resources as they pertain to alcohol and other drugs. They also contribute to the development of campus-wide prevention initiatives.

Residence halls, First-year Interest Groups (FIGs), academic classes, Greek organizations, or any other student group or organization can request and receive free peer educator-led workshops on various topics related to the use of alcohol and other drugs.

Healthyhorns Prescription Stimulant Misuse Prevention Initiative

Longhorn Wellness Center

The misuse of prescription stimulants or “study drugs” has increased among students at UT Austin in the last decade. Research indicates that students believe these drugs to be safe and often do not consider the behavior of buying, selling or sharing these prescription medications to be illegal or “wrong.” The Longhorn Wellness Center (LWC) has partnered with third-year pharmacy students who are enrolled in a population health immersion class in school years 2018-19 and 2019-20. Each group worked with a staff member to analyze research on UT students’ usage and misuse of prescription drugs broadly, as well as focusing on stimulants. The student groups developed recommendations for health promotion programming and worked to update our health communications campaign and identify comprehensive educational tools that raise awareness about the effects of misusing prescription stimulants. The LWC will engage with a pharmacy student group in the 2020-21 school year to finalize and launch the new health communications campaign, as well as support the launch of the “Prescription Drug Abuse Prevention” online educational module with 200+ FIG mentors in Fall 2020. This pilot will inform a larger roll-out to more student groups across campus. Finally, in 2019 LWC staff updated the “Protect Your Prescription” campaign in partnership with the Forty Acres Pharmacy. The campaign educates patients who receive prescriptions for stimulants about how to protect their prescription and what to say if they are approached by other students to share their pills. Additionally, “Protect Your Prescription” posters are hung in the Forty Acres Pharmacy’s consultation bays and waiting room areas.

Prescription Drug Takeback Day

UT Wellness Network Substance Use Safety Committee (formerly Committee on Substance Safety and Overdose Prevention)

Center for Students in Recovery

Operation Naloxone

BeVocal

UT Prescription Drug Take Back Day is open to anyone from the UT Austin and the Greater Austin community. The event is a free, anonymous way for members of the community to safely get rid of potentially dangerous, expired, unused and unwanted prescription and nonprescription drugs, and to learn more about substance safety.

Roundup Recharge

Longhorn Wellness Center

Sorority and Fraternity Life in the Office of the Dean of Students

Interfraternity Council (IFC)

SHIFT

RoundUp is a weekend when many parties and concerts are held off campus. The Longhorn Wellness Center, SHIFT, Sorority and Fraternity Life, and leadership on the Interfraternity Council partner to reinforce protective strategies important to group outings and extended periods where alcohol may be present. One protective strategy identified is providing water and small snacks to promote hydration and eating as risk reduction strategies.

Safer Tailgate Initiative

UT Wellness Network Substance Use Safety Committee

The UT Wellness Network Substance Use Safety Committee works with the Longhorn Wellness Center to provide a safer tailgate experience during one to two football games each year. As a primary prevention technique, they provide non-alcoholic drinks in order to stay hydrated and decelerate the pace of alcohol consumption.

Substance Misuse Prevention for Student Groups

Longhorn Wellness Center

The Substance Misuse Prevention presentation takes a harm reduction approach to helping groups reduce the negative consequences or outcomes if they choose to use substances, rather than talking solely about abstaining from substance use all together. The presentation recognizes that not all groups use substance; however, if they choose to use collectively or individually, we talk about strategies to do so in a safe way.

The Substance Misuse Prevention presentation includes education and interactive group reflection around substance use. It is built as time for the collective to examine current group practices and past scenarios that included substance use, challenge misconceptions or assumptions around substance, and explore ways to become stronger as a group moving forward.

Trainings by Health Promotion Professionals and Prevention Specialists

Longhorn Wellness Center

Health promotion professionals are available to provide free lectures, workshops and trainings related to the use of alcohol and other drugs to academic classes, professional colleagues and student groups. They also provide workshops on topics such as mental health, violence prevention, bystander Intervention and other topics that intersect closely with AOD topics.

Athletics Exit Interviews

Texas Athletics

Texas Athletics administration conducts exit interviews of student-athletes. The exit interviews pertain to athletics, academics and social experiences at UT Austin. Information gathered allows Texas Athletics staff to remain current with alcohol and substance abuse issues and trends, and to develop educational programs and interventions as needed.

Athletics Risk Management and Compliance Services

Texas Athletics

Texas Athletics Risk Management and Compliance Services staff conduct regular educational meetings with all student-athletes regarding institutional, Big 12 and National Collegiate Athletic Association drug testing policies and procedures, as well as the implications for positive tests. Other methods of timely education (e.g., student-athlete newsletters) are also provided throughout the year, which include example cases and current events involving student-athletes at other institutions.

Athletics Sports Medicine

Texas Athletics

Texas Athletics Sports Medicine staff members conduct regular educational meetings with all student-athletes regarding alcohol and substance abuse. These sessions include reviews of institutional, Big 12 and National Collegiate Athletic Association drug testing policies and procedures, as well as the implications for positive tests. Other methods of timely education (e.g., pamphlets in common areas, video public service announcements, social media campaigns, etc.) are also provided throughout the year. Additionally, Texas Athletics has established and supports the Substance Use Prevention Program, a student-athlete peer-led initiative focused on providing education on harm reduction and substance use prevention. Departmental sports medicine personnel and nutritionists reinforce the need to check with staff on nutritional supplementation and food products before use.

Residence Life Educational Programming

University Housing and Dining

Through a residential curriculum, the Residence Life staff helps students learn a variety of life skills, such as “make responsible decisions.” Through this learning outcome, Residence Life staff host programs and supply the residents with information to raise awareness of the effects of drug and alcohol use, as well as conduct large-scale, alternative programming for the entire campus.

BeVocal: The Bystander Intervention Initiative of The University of Texas at Austin

UT Wellness Network

Longhorn Wellness Center

BeVocal: The Bystander Intervention initiative of UT Austin is a university-wide initiative to promote the idea that individual Longhorns have the power to prevent high-risk behavior and harm. BeVocal aims to shift the culture of campus to one in which all community members recognize potential harm, overcome barriers, find motivation to choose to respond and, finally, take a situation-appropriate form of action.

PROGRAM INVENTORY: INTERVENTION

Strong, efficacious interventions are included in the university's comprehensive approach to drugs and alcohol. These programs and services facilitate early detection and reduction of potential harm from alcohol and drug misuse and abuse. Following is a listing of intervention services:

Behavior Concerns Advice Line (BCAL)

Office of the Dean of Students

Counseling and Mental Health Center

Employee Assistance Program

UT Austin Police Department

BCAL is a resource, available 24 hours a day, seven days a week. The purpose of BCAL is to provide support, advice, and referrals to students, faculty and staff with concerns regarding another campus member's behavior. As a preventive measure, BCAL has been used to intervene during student, faculty and staff critical incidents. An individual can either call the line or report their concerns using the online submission form. These concerns can be addressed through information, consultation, resources and, if needed, intervention.

BCCAL

In response to COVID-19, BCAL has expanded to serve the university

The Behavior Concerns and COVID-19 Advice Line is a service that provides The University of Texas at Austin's faculty, students and staff an opportunity to discuss their concerns about another individual's behavior. Starting in August 2020, BCAL is now BCCAL to also answer your questions about COVID-19.

Center for Students in Recovery

The Center for Students in Recovery aims to enrich students' recovery from substance use disorder through peer support, sober social activities that cultivate a sense of belonging, and leadership and service opportunities. Students who are in recovery, as well as those interested in experiencing, exploring or understanding recovery, are welcome. While the Center does not offer clinical services, students can be connected to recovery-related resources, including sober living, additional community support groups and inpatient or outpatient treatment. Participation in Center events, workshops, groups and events is free and available to students at any point in their academic and recovery journey.

For over 15 years, the Center for Students in Recovery has served as a national model for collegiate recovery and continues to collaborate across the alcohol and other drug continuum of care on our campus, to serve as a leader in shifting the campus culture to one that embraces, respects and cultivates recovery as a model of wellness.

Counseling and Mental Health Center Crisis Line

The Counseling and Mental Health Center Crisis Line is a confidential service of the Center that offers an opportunity for UT Austin students to talk with trained counselors about urgent concerns. A counselor is available every day of the year, including holidays. Students can call the Crisis Line when they want, at their convenience. Telephone counselors will spend time addressing their immediate concerns and give specific training for responding to crisis situations.

HealthPoint Employee Assistance Program

UT Austin Human Resources

The Employee Assistance Program at UT Austin serves to support the mental, emotional and physical well-being of faculty and staff, and to promote the organizational health and effectiveness of the university community. The program provides free short-term, confidential counseling consultations and referral services, with an experienced staff of licensed psychologist and social workers, to benefits-eligible individuals. In these sessions, counselors assess needs and develop a plan with the individual for addressing those needs. Staff provide educational programs focused on health and well-being, which provide assistance in reducing high-risk behaviors and creating alternative healthy habits. Staff also provide manager consultations and training that provide guidance to managers dealing with employees who may be distressed or disruptive in the workplace. This training focuses on teaching managers how to communicate about resources to distressed employees and set limits with employees whose behaviors are disruptive.

Veterans Integration to Academic Leadership (VITAL)

Student Veteran Services in the Office of the Dean of Students

VITAL is a veteran-centered, results-oriented collaboration between the university, Central Texas Veteran Health Care System and other institutions of higher education in Central Texas.

For student veterans:

- Counseling for adjustment, stress, anger, depression, sleep problems, anxiety, post-traumatic stress disorder and alcohol and drug dependence issues
- Referral to US Department of Veteran Affairs, university and community mental health and recovery services
- Referral to and working with university disability services to request academic accommodations
- Support with university processes regarding academic actions and/or conduct issues
- Assistance with enrollment and care at local US Department of Veteran Affairs health care facilities
- Assistance obtaining resources from the US Department of Veteran Affairs and its affiliates

For faculty and staff:

- Education about veteran- and military-specific issues
- Training in military and veteran culture
- Consultation on veteran-specific issues that impact performance and retention

PROGRAM INVENTORY: TREATMENT AND RECOVERY

UT Austin offers robust services to support treatment and recovery from drug and alcohol abuse. Programs and services at the university have received state and national recognition and serve as a model for other institutions. Following is a listing of treatment and recovery services.

Center for Students in Recovery

The Center for Students in Recovery is recovery-focused only and aims to strengthen and enrich students' recovery from addiction to alcohol and/or other drugs through peer support, sober social activities, and service and volunteer opportunities. Students who are in recovery as well as those interested in experiencing, exploring and understanding recovery are welcome. The Center is not a treatment facility and does not offer clinical services. Students can be connected to recovery-related resources including safe and sober living, additional community support groups and inpatient or outpatient treatment. Participation in Center events and recovery supportive activities is free and available to students at any point in their recovery journey.

Counseling and Mental Health Center Walk-In Crisis Services

Often issues related to high levels of alcohol use result in the need for mental health care that is timely and available without a prior appointment. Each day the center is open, a team of clinicians is available for students who require crisis and same-day appointments. All care is coordinated with both inpatient and outpatient treatment recommendations.

Student Emergency Fund

Student Emergency Services in the Office of the Dean of Students

Student Emergency Services facilitates the Student Emergency Fund. It is a means to help students facing financial emergencies that may include medical costs (e.g., treatment, therapy, health care, etc.) or other necessary, basic needs.

PROGRAM INVENTORY: RESEARCH

Research into the chemical and genetic causes of alcoholism and addiction is shifting the view of alcohol and drug dependence away from a strictly moral or social problem. With its strength in neuroscience and recent initiatives in molecular biology, UT Austin has become a national leader in this field through a wide range of academic approaches.

Addiction Research Institute

The Addiction Research Institute in the Steve Hicks School of Social Work focuses on issues related to substance use disorder prevalence, treatment and long-term healthy functioning free from addictions, particularly among under-served populations. The Institute's projects are based on a social work perspective, emphasizing factors at individual, family, organizational, societal and cultural levels that influence resilience and recovery.

Addiction Science Research and Education Center

The Addiction Science Research and Education Center (ASREC) within the College of Pharmacy attempts to present the latest findings in addiction science to health professionals and the general public in easily-understandable language. The Center maintains a website with such information based upon the latest science, and offers to exchange links to other nonprofit organizations that meet the Center's requirements for scientifically-accurate information on alcohol and other addicting drugs and treatment in their websites.

Operation Naloxone

Operation Naloxone is an interprofessional opioid overdose prevention service learning program developed by faculty and students in the College of Pharmacy, in collaboration with the Steve Hicks School of Social Work and the Texas Overdose Naloxone Initiative. Through this program, PharmD and MSW students are trained to lead peer outreach events and distribute naloxone for opioid overdose reversal. Since its inception in 2016, Operation Naloxone has been notified of five lives saved with medication distributed during live trainings for UT Austin students, faculty and staff. This program is also proud to support the Forty Acres Pharmacy in making naloxone freely available without a prescription, and to support Residence Life in ensuring every resident advisor receives overdose response training and can access naloxone in an emergency.

In January 2019, a manuscript describing the Operation Naloxone model of campus overdose preparedness was published in the Journal of American College Health (<https://pubmed.ncbi.nlm.nih.gov/30615573/>). In November 2019, Operation Naloxone Director Dr. Lucas Hill served as an invited panelist at the U.S. Office of National Drug Control Policy White House Roundtable on Preventing Overdoses on College Campuses.

Evaluation of Recovery Support Services

The Texas Department of State Health Services funds community organizations that help participants with substance-use disorders through provision of Recovery Support Services. The state agency has partnered with the Addiction Research Institute to create an automated reporting and evaluation system, and to provide technical assistance and training for community programs and recovery coaches.

Health Behavior Research and Training Institute

The Health Behavior Research and Training Institute in the Steve Hicks School of Social Work specializes in the development and implementation of interventions addressing behavior change using the Transtheoretical Model and Motivational Interviewing. Intervention research has targeted the human

immunodeficiency virus and safer sexual practices; behavior affecting prenatal health; use of alcohol, cocaine and tobacco; sexually-transmitted infection testing; and fetal alcohol spectrum disorder. The Institute has a history of providing training on the Transtheoretical Model, Motivational Interviewing and evidence-based intervention and prevention approaches, with recent emphasis on teaching health care providers to use brief motivational interventions in medical settings.

American College Health Association National College Health Assessment

The ACHA-National College Health Assessment (NCHA) is a nationally-recognized research survey that can assist you in collecting precise data about your students' health habits, behaviors and perceptions. The ACHA-NCHA covers topics relevant to college student health, including alcohol and other drugs. UT Austin utilizes this instrument; the last time the survey was implemented was Fall 2019.

National Social Norms Center- UCelebrate! Survey

The National Social Norms Center at Michigan State University provides guidance and support for program development, and also administers the annual UCelebrate! survey, which is distributed to a random sample of 4,000 UT Austin undergraduates every spring. Data from the UCelebrate! survey provides the foundation for the Bruce the Bat campaign, and also informs other substance misuse prevention efforts on campus.

The Ohio State University's College Prescription Drug Study

The College Prescription Drug Study (CPDS) is a multi-institutional survey of undergraduate, graduate and professional students. The CPDS examines the non-medical use of prescription drugs, including the reasons for and consequences of use, access to prescription drugs, and perceptions of use among students. The purpose of the CPDS is to gain a more thorough understanding of the non-medical use of prescription drugs among college students. UT Austin participates in this study; the next implementation will be in 2021-2022.

South Southwest Addiction Technology Transfer Center

Affiliated with Addiction Research Institute, the South Southwest Addiction Technology Transfer Center provides workforce development and training services through subcontractors in a five-state service area: Texas, Louisiana, New Mexico, Oklahoma and Arkansas. The main objectives of the Center are to develop and maintain state and regional consortia across and among state agencies, educational institutions, and providers and consumers. UT Austin students are a small segment of the service population. The Center is located in the Steve Hicks School of Social Work.

The Texas Institute for Excellence in Mental Health

The Texas Institute for Excellence in Mental Health in the Steve Hicks School of Social Work is a multidisciplinary collaboration focused on improving the social, emotional and behavioral health of Texans. The scope of the Institute's effort includes evidence-based practice implementation, workforce training and technical assistance, research and evaluation, policy and program development, and information dissemination.

Waggoner Center for Alcohol and Addiction Research

The Waggoner Center aims to provide a better understanding of alcoholism and substance abuse, leading ultimately to effective early warning and treatment. At the Waggoner Center, university scientists are identifying interacting genes and the roles they play in alcohol and other chemical dependencies. Their interdisciplinary collaborations allow the development of new tools and research approaches not possible in any one laboratory. This work is complemented by research in related aspects of alcohol and other addictions in the Colleges of Natural Sciences, Liberal Arts, Pharmacy and the Dell Medical School.

In the past two years, Waggoner Center investigators have published over 100 publications in prestigious scientific journals.

In February of 2017, the National Institutes of Health awarded the Integrative Neuroscience Initiative on Alcoholism-Neuroimmune (INIA-N) a five-year grant totaling \$29 million. The administrative headquarters and several of the projects in this international consortium are at The Waggoner Center, which receives approximately \$8.5 million of the total award. The goal of INIA-N is to identify the molecular, cellular and behavioral neuroadaptations that occur in specific brain neurocircuitries that result in excessive alcohol consumption. The consortium links labs and scientists from across the US and Canada to combine novel genomic and systems-level analyses (e.g., live brain imaging and human laboratory studies) to identify better pharmaceutical treatments for alcohol use disorders.

Progress in alcohol and addiction research requires better education and focused training of future scientists. Members of the Waggoner Center are committed to this endeavor, developing up-to-date courses in addiction biology for undergraduate and graduate students. Additionally, the university has designated endowment funds to train graduate students in this research field. Finally, the Dell Medical School and the Waggoner Center have initiated plans to create a center of excellence in addiction neuroscience and clinical service that includes training physicians in addiction psychiatry.

POLICY INVENTORY AND ENFORCEMENT PROCEDURES

Federal and state laws and The Rules and Regulations of the Board of Regents of The University of Texas System require UT Austin to develop policies and enforce sanctions related to the abuse of alcohol and other drugs. These policies and sanctions are only one aspect of the university's initiative to develop a campus community in which alcohol and drugs do not impede the educational mission of the institution.

UT Austin consistently enforces disciplinary sanctions for violations of standards of conduct related to alcohol and drug use. Following is a listing of relevant regulatory programs and program policies:

Policy Inventory

Big 12 Conference and National Collegiate Athletic Association (NCAA) Rules

Texas Athletics

In addition to any criminal penalties that may be involved, emphasis on punitive aspects of problems in this area comes from university regulations and NCAA and Big 12 Conference rules. The university and the Big 12 Conference perform mandatory random drug tests on university student-athletes. The NCAA and various other athletic federations also are involved in this type of testing. Student-athletes who test positive for banned substances in a university-administered test are subject to counseling and other university-imposed sanctions. Student-athletes who test positive for banned substances (other than marijuana) on an NCAA- or Big 12-administered test are suspended from intercollegiate sports for one year. Positive first tests for marijuana on NCAA tests result in a suspension for 50% of a season, with a subsequent positive test resulting in a full calendar-year suspension. Student-athletes are required to acknowledge and consent to Big 12 and NCAA drug testing policies and procedures annually as a requirement of participation in intercollegiate athletics.

Dry Recruitment Policy

Sorority and Fraternity Life in the Office of the Dean of Students

The Interfraternity Council adopted a "dry recruitment policy" for all fraternities at the university. This means that no alcohol is to be used or present during any recruitment function, whether it is one-on-one or in a large group. Likewise, the University Panhellenic Council adheres to the National Panhellenic Council Unanimous Agreement that prohibits alcohol involvement with any sorority recruitment function.

Institutional Drug Testing, Student-Athlete Manual

Texas Athletics – Intercollegiate Men's Athletics/Intercollegiate Women's Athletics

Student-athletes are required to acknowledge and consent to institutional drug testing policies and procedures annually as a requirement of participation in intercollegiate athletics. Texas Athletics conducts a required orientation for all incoming student-athletes annually, during which the Student-Athlete Manual is reviewed and distributed. The manual includes content regarding drug education, the drug-testing program, banned substances lists, and implications for positive tests. The manual is also referenced in required annual forms acknowledging various student-athlete policies (e.g., code of conduct). Texas Athletics ensures compliance with policy enforcement via a separation of duties and various checks and balances in monitoring and enforcement. Texas Athletics will continue to evaluate and clarify the current policies regarding consistent enforcement of sanctions.

Residence Hall Institutional Rules on Student Services and Activities

Office of the Dean of Students, University Housing and Dining

The Office of the Dean of Students delegates disposition of residence hall violations to University Housing and Dining under Section 11-201, Appendix C, Institutional Rules on Student Services and Activities. All departmental and university regulations concerning residence hall living are within the jurisdiction of housing staff members. Residence hall policies are outlined for students in the Residence Hall Manual, which they acknowledge when signing their housing contract. All other violations, including residence hall violations by students who live off-campus, are referred to the Office of the Dean of Students.

Residence Hall Student Discipline – Drug-related Cases

Office of the Dean of Students, University Housing and Dining

While student discipline is handled internally in University Housing and Dining, there are several types of cases that are automatically referred to the Office of the Dean of Students. These case types include all drug-related cases, as outlined in the Institutional Rules, and any activities that endanger the health and safety of residents. University Housing and Dining staff members assist in gathering information for these cases, where appropriate. Discipline in University Housing and Dining is based on a model of educational responsibility. Policies are written in the interest of basic standards of conduct in the community, and on resident safety and student development. Educational sanctions are applied to violations of policy to assist students in their development and recognition of their behavior's impact on the community, and to help them understand the policies and why they exist. It is not a system designed to punish residents.

Student Amnesty for Alcohol and Other Drug Emergencies

Student Conduct and Academic Integrity in the Office of the Dean of Students, University Health Services

Student Amnesty for Alcohol and Other Drug Emergencies applies to current UT Austin students and allows them to avoid formal university disciplinary action or the creation of a formal disciplinary record when they call 911 for help with an alcohol medical emergency. Student Amnesty for Alcohol Emergencies applies in the case of the following: possession of alcohol by a minor, unauthorized possession or use of alcohol on campus, consumption of alcohol by a minor, and intoxication as a result of using alcohol. Amnesty may be granted to the UT Austin student(s) calling for help, as well as the student who is experiencing the medical emergency. Student Conduct and Academic Integrity deems students appropriate for amnesty when they are referred for alcohol-related incidents. There are limitations to this program and inclusion in the program is not automatic.

Student Conduct Process

Student Conduct and Academic Integrity in the Office of the Dean of Students

Student Conduct and Academic Integrity routinely receives reports of alleged violations of university rules from campus offices (e.g., UT Austin Police Department, University Housing and Dining, Parking and Transportation Services, Information Technology Services, etc.), as well as individual faculty members and students. In response to such a report, the unit generally schedules a meeting with the student to discuss the suspected violation(s). Assessed sanctions vary with the circumstances, including the nature of the violation(s). Sanctions can include, but are not limited to, the following: written warning, disciplinary probation, alcohol and other drug education programs, suspension of rights/privileges, restitution, community service, counseling, grade-related sanctions (only in cases of academic dishonesty), bar against readmission, deferred suspension, suspension or expulsion.

The Student Organization Event Planning Guide and Event Planning Consultation Protocol

Student Activities in the Office of the Dean of Students

The Student Organization Event Planning Guide serves as a tool for Student Activities staff, enabling them to more effectively advise student organizations regarding risk management and university policies.

While event pre-planning is required only for events on campus, student organizations are also encouraged to utilize these resources for off-campus events, where the potential for high-risk behavior may be greater. The Student Organization Event Planning Guide prompts conversation on a number of safety topics, including fire, alcohol and food safety, and provides references for further explanation of these topics.

University Panhellenic Council Bylaws

Sorority and Fraternity Life in the Office of the Dean of Students

The University Panhellenic Council approved and updated its bylaws regarding the Council's Social Affairs Guidelines, which include Community Alcohol Education Standards and Rules Regarding Events.

University Unions Social Events

University Unions requires that university police be present for all parties or social events held in the Texas Union or Student Activity Center at which alcohol is served. After reviewing a reservation request, University Unions has the right to require additional security officers for any event. The Security Request Form (available online) includes an item to indicate whether alcohol is being served at the event. Registered Student Organizations may not serve alcohol at their events.

Campus Safety Show

During Summer 2020, in relation to program adjustments due to COVID-19, the Campus Safety show was pre-recorded and added to the UT Safety Module on Canvas.

All new students at freshman and transfer orientation are required to complete modules surrounding university information, services and resources. One section of these modules, entitled "Safety at UT," covers various topics around alcohol and substance abuse. The original Campus Safety play was converted into a pre-recorded video as a part of the required modules. These modules also included an introduction to University Health Services, Counseling and Mental Health Center, Center for Students in Recovery, Title IX, BeVocal, and the Behavioral Concerns and COVID-19 Advice Line (BCCAL), among other safety resources.

During orientation, students also participate in a group discussion around the notion that "Longhorns Take Care of Each Other," focusing on Bystander Intervention. New students are encouraged to discuss and ask questions.

Enforcement Procedures

University Standards of Conduct

Series 50101, Section 2.1 of the Rules and Regulations of the Board of Regents of the University of Texas System provides that all students are expected and required to obey federal, state, and local laws; to comply with the Regents' Rules and Regulations, with The University of Texas System ("UT System") and institutional rules and regulations, and directives issued by administrative officials of UT System or UT System institution in the course of their authorized duties; and to observe standards of conduct appropriate for an academic institution. A student's failure to do so may result in disciplinary action instituted against the student, regardless of whether such conduct occurs on- or off-campus, or whether civil or criminal penalties are also imposed for such conduct.

Series 50101, Section 2.2 of the Rules and Regulations of the Board of Regents of the University of Texas System provides that each institution shall adopt rules and regulations concerning student conduct and discipline. Such rules shall be in accordance with a model policy developed by the Office of General Counsel that complies with state and federal law, Regents' Rules, and UT System policies. Institutional rules shall become effective upon review and approval by the Executive Vice Chancellor for Academic

Affairs, as appropriate, and by the Vice Chancellor and General Counsel. Each student is deemed to have notice of the provisions of the Regents' Rules and Regulations and institutional policies.

Chapter 11. Student Discipline and Conduct of the Institutional Rules indicates that the Dean of Students may initiate disciplinary proceedings under *subchapter 11-404* against a student who, among other items, (1) engages in conduct that violates any provision of federal, state or local law, whether or not the violation occurs on university property or in connection with any university-oriented activity; (2) engages in unauthorized use or possession of alcoholic beverages in a University classroom building, laboratory, auditorium, library, museum, faculty or administrative office, intercollegiate or intramural athletic facility, residence hall, or any other campus area (see *Regents' Rules and Regulations. Rule 80102* for more information); or engages in the improper use, possession, sale or consumption of alcoholic beverages, including but not limited to underage possession of alcohol, underage consumption of alcohol, providing alcohol to a minor, public intoxication, minor driving under the influence of alcohol, driving while intoxicated; or (3) engages in illegal use, possession, or sale of a drug or narcotic or possession of drug paraphernalia. The UT Austin Police Department enforces both Texas underage drinking laws as well as both state and federal drug laws.

In the case of university employees, bringing intoxicants or drugs onto university premises, using intoxicants or drugs, having intoxicants or drugs in one's possession or being under the influence of intoxicants or drugs at any time while on university premises constitutes misconduct under Section 5-2420 of the University's Handbook of Operating Procedures. The unlawful use, possession or distribution of drugs or alcohol by an employee is prohibited by the *University of Texas System's Drug and Alcohol Policy*. In addition, employees of UT Austin are subject to *Section 8-1030* of the Handbook of Operating Procedures.

Handbook of Operating Procedures Policy 5-1140 requires all employees to report any arrests and criminal convictions to the university within five business days. This includes being convicted of a criminal drug statute that occurred in the workplace. If a drug violation occurs in the workplace, the appropriate federal agency will be notified.

Sanctions under University Rules and Regulations

Students

Students caught or suspected of possessing, using and/or distributing drugs prohibited by state, federal or local law will be subject to university discipline, including imposition of a written warning, disciplinary probation, suspension, financial responsibility for damage to or misappropriation of university property, educational sanctions including permanent expulsion, and such other sanctions deemed appropriate.

Employees

The unlawful use, possession and/or distribution of drugs or alcohol, or engaging in conduct prohibited by university policy regarding the manufacture, sale, possession, distribution or use of alcohol or illegal drugs will result in disciplinary probation, demotion, suspension without pay, or termination.

Employees' Institutional Rules on Student Services and Activities, Chapter 6; Student Organization Manual (p.28)

Subchapter 6–400. Prohibited Conduct of Student Organizations

7. Alcohol Misconduct - engages in unauthorized use or possession of alcoholic beverages in a University classroom building, laboratory, auditorium, library building, museum, faculty or administrative office, intercollegiate or intramural athletic facility, residence hall, or any other campus area (see Regents' Rules and Regulations, Rule 80102 for more information); or engages in the improper use, possession or consumption of alcoholic beverages, including but not limited to underage possession of alcohol, underage consumption of alcohol, providing alcohol to a minor, public intoxication, minor driving under the influence of alcohol, driving while intoxicated.

8. Illegal Drug Use and/or Possession - engages in the use, possession or sale of an illegal drug or narcotic, or possession of drug paraphernalia.

Sec. 6–502. Investigation

e. 2. Any student or student organization who reports allegations of sex discrimination, sexual harassment, sexual assault, sexual misconduct, interpersonal violence (including domestic violence and dating violence), stalking or other Title IX related allegations, either as a complainant or a third party witness, will not be subject to disciplinary action by the dean of students for using and/or consuming alcohol or drugs at or near the time of the alleged incident, provided that any such alcohol or drug use did not, and do not, place the health or safety of any person at risk.

Penalties under State of Texas Law

Manufacture of Delivery of Controlled Substances (Drugs). The minimum penalty is confinement in jail for a term of not more than two years or less than 180 days, and a fine not to exceed \$10,000. The maximum penalty is confinement in Texas Department of Corrections (“TDC”) for life or for a term of not more than 99 years nor less than fifteen years, and a fine not to exceed \$250,000.

Possession of Controlled Substances (Drugs). The minimum penalty is confinement in jail for a term of not more than two years or less than 180 days, and a fine not to exceed \$10,000. The maximum penalty is confinement in TDC for life or for a term of not more than 99 years nor less than fifteen years, and a fine not to exceed \$250,000.

Delivery of Marijuana. The minimum penalty is confinement in jail for a term of not more than 180 days, a fine not to exceed \$2,000, or both. The maximum penalty is imprisonment for life or for a term of not more than 99 nor less than ten years, and a fine not to exceed \$100,000.

Possession of Marijuana. The minimum penalty is confinement in jail for a term of not more than 180 days, a fine not to exceed \$2,000, or both. The maximum penalty is confinement in TDC for life or for a term of not more than 99 nor less than five years, and a fine not to exceed \$250,000.

Driving While Intoxicated (includes intoxication from alcohol, drugs, or both). The minimum penalty is confinement in jail for a term of not more than 180 days nor less than 72 hours, and a fine of not more than \$2,000. The maximum penalty is imprisonment for a term of not more than ten years nor less than two years, and a fine not to exceed \$10,000.

Public Intoxication. The minimum penalty is a fine not to exceed \$500. The maximum penalty varies with age and number of offenses.

Purchase of Alcohol by a Minor. The minimum penalty is a fine not to exceed \$500. The maximum penalty varies with age and number of offenses.

Consumption or Possession of Alcohol by a Minor. The minimum penalty is a fine not to exceed \$500. The maximum penalty varies with number of offenses.

Purchasing for or Furnishing of Alcohol to a Minor. The minimum penalty is a fine not to exceed \$4,000 or confinement in jail for a term not to exceed one year, or both. The maximum penalty is a fine not to exceed \$4,000 or confinement in jail for a term not to exceed one year, or both.

The penalties described above are based on applicable State of Texas statutes and are subject to change at any time by the Texas Legislature and the Governor of Texas. Please refer to the applicable State of Texas statute for additional information.

Penalties under Federal Law

Manufacture, Distribution, or Dispensing of Drugs (including marijuana). The minimum penalty is a term of imprisonment for up to three years and a fine of \$250,000, or both. The maximum penalty is a term of life imprisonment without release (no eligibility for parole) and a fine not to exceed \$8,000,000 for an individual or \$20,000,000 (if other than an individual).

Possession of Drugs (including marijuana). The minimum penalty is imprisonment for up to one year and a fine of not less than \$1,000, or both. The maximum penalty is imprisonment for not more than 20 years nor less than five years and a fine of not less than \$5,000, plus costs of investigation & prosecution.

Distribution of Drugs to a Person Under 21 Years of Age. The minimum penalty is double the federal penalty for distribution of drugs. The maximum penalty is triple the federal penalty for distribution of drugs.

The federal penalties described above are based on applicable federal statutes and are subject to change at any time by the US Congress and the President of the United States. There are additional factors in the federal sentencing guidelines, including various enhancement provisions for prior offenses. *Title 21 U.S.C. Section 860* provides that the federal statutory penalties double (and in some cases triple) when a controlled substance is distributed (or even possessed with intent to distribute) within 1,000 feet of a school or a public university. Please refer to the applicable federal statute for additional information.

Other Reference Information

Texas State Government Code

- Alcoholic Beverage Code: Title 4. Regulatory and Penal Provisions – Chapter 101. General Criminal Provisions
- Alcoholic Beverage Code: Title 4. Regulatory and Penal Provisions – Chapter 106. Provisions Relating to Age
- Government Code – Title 10. General Government – Subtitle C. State Accounting, Fiscal Management, and Productivity – Chapter 2113. Use of Appropriated Money – Subchapter A. General Provisions
- Health & Safety Code: Title 2. Health – Subtitle H. Public Health Provisions – Chapter 161. Public Health Provisions
- Health & Safety Code: Title 6. Food, Drugs, Alcohol, and Hazardous Substances – Subtitle C. Substance Abuse Regulation and Crimes – Chapter 481. Texas Controlled Substances Act

The Rules and Regulations of The University of Texas System Board of Regents

- Series 30601 – Discipline and Dismissal of Classified Employees
- Series 50101 – Student Conduct and Discipline
- Series 80102 – Alcoholic Beverages Series 80111 – Smoke Free or Tobacco Free Policies
- UTS102 – Drugs and Alcohol Policy

UT Austin Handbook of Operating Procedures

- Section 5-2420 – Policies and Procedures for Discipline and Dismissal and Grievances of Employees
- Section 8-1030 – Manufacture, Sale, Possession, Distribution, or Use of Alcohol and Illegal Drugs

Institutional Rules on Student Services and Activities, General Information Catalog, Chapter 11. Student Discipline and Conduct

University Housing and Dining Policies

- 2018-2019 Residence Hall Manual
- UHD Residential Education Model (STEER) - Strategies That Engage and Educate Residents

34 Code of Federal Regulations (CFR) – Part 86 – Drug and Alcohol Abuse Prevention

- Federal Regulations
- Compliance Checklist

2018-19 NCAA Division I Manual

- Article 10 – Ethical Conduct
- Article 11 – Conduct and Employment of Athletics Personnel
- Article 12 – Amateurism and Athletics Eligibility (Bylaw 12.7.3 – Drug-Testing Consent Form)
- Article 18 – Championships and Postseason Football (Bylaw 18.4.1.4 – Ineligibility for Use of Banned Drugs)
- Article 31 – Executive Regulations (Bylaw 31.2.3 – Ineligibility for Use of Banned Drugs)

ALCOHOL AND DRUG SANCTION REPORTING

As amended in the Higher Education Opportunities Act of 2008, the 2020 Biennial Review contains a list of all documented alcohol and drug cases adjudicated at the institution. Student Conduct and Academic Integrity is a unit within the Office of the Dean of Students and administers the university's student disciplinary process. The office adopts a "risk management strategy" in dealing with alcohol and drug violations. Students found in violation of the university's rules pertaining to alcohol and drugs may be assessed a variety of sanctions and are often referred to the Longhorn Wellness Center and the Counseling and Mental Health Center as part of the disciplinary referral process.

During the 2018-2019 academic year, there were a total of 170 alcohol and 101 drug violations. During the 2019-2020 academic year, there were a total of 131 alcohol and 66 drug violations. The following tables illustrate the totals for alcohol and drug violations and the sanctions that were assessed. Please note that some students may have been found responsible for both alcohol and drug violations in the same incident, which would be reflected in both tables for the respective academic year.

2018-2019 ALCOHOL VIOLATIONS = 111	
Sanction	Total Assessed
Written Warning	2
Disciplinary Probation	67
Deferred Suspension	7
Suspension	2
Expulsion	0
Alcohol & Drug Education or Counseling	111
Community Service	0
Develop & Implement Educational Activity	0
Meeting with University Staff Member	0
Psychological Counseling or Assessment	0
Reflection Paper	24
Restitution	1
Suspension of Privileges	0
Other	0

2019-2020 ALCOHOL VIOLATIONS = 96

Sanction	Total Assessed
Written Warning	0
Disciplinary Probation	59
Deferred Suspension	5
Suspension	1
Expulsion	0
Alcohol & Drug Education or Counseling	85
Community Service	0
Develop & Implement Educational Activity	0
Meeting with University Staff Member	1
Psychological Counseling or Assessment	2
Reflection Paper	19
Restitution	2
Suspension of Privileges	1
Other	0

2018-2019 DRUG VIOLATIONS = 72

Sanction	Total Assessed
Written Warning	0
Disciplinary Probation	2
Deferred Suspension	64
Suspension	6
Expulsion	0
Alcohol & Drug Education or Counseling	86
Community Service	0
Develop & Implement Educational Activity	0
Meeting with University Staff Member	0
Psychological Counseling or Assessment	0
Reflection Paper	19
Restitution	0
Suspension of Privileges	0
Other	0

2019-2020 DRUG VIOLATIONS = 30	
Sanction	Total Assessed
Written Warning	0
Disciplinary Probation	0
Deferred Suspension	25
Suspension	1
Expulsion	0
Alcohol & Drug Education or Counseling	32
Community Service	0
Develop & Implement Educational Activity	0
Meeting with University Staff Member	0
Psychological Counseling or Assessment	0
Reflection Paper	0
Restitution	0
Suspension of Privileges	2
Other	0

Note: For both the 2018-2019 and 2019-2020 academic years, some students had concurrent alcohol and drug violations or multiple alcohol and drug violations in a short period of time that were resolved together. Additionally, some students may receive a combination of sanctions (i.e., a period of suspension followed by a period of disciplinary probation). Therefore, the totals for sanctions may not match the total number of violations.

PROCEDURES FOR WRITTEN ALCOHOL AND OTHER DRUG INFORMATION AND POLICIES DISTRIBUTED TO STUDENTS AND EMPLOYEES

A DRUG-FREE UNIVERSITY

In compliance with the Drug-Free Schools and Communities Act, UT Austin publishes information regarding: the university's educational programs related to drug and alcohol abuse prevention; sanctions for violations of federal, state and local laws and university policy; a description of health risks associated with alcohol and other drug use; and a description of available treatment programs for UT Austin students and employees.

The university provides information for students and employees each fall regarding illicit drug and alcohol use, including standards of conduct, health risks, state and federal penalties, and available drug or alcohol counseling and rehabilitation services. Campus notification of the Drug-Free Schools and Communities Act, 2020 Biennial Review Notice, will be sent via e-mail from the Vice President for Student Affairs to students, and from Human Resources to faculty and staff.

The notification statement is as follows:

To further its commitment to the well-being of all campus community members, The University of Texas at Austin is providing all students, faculty and staff with the annual notice of the Drug-Free Schools and Communities Act, 2020 Biennial Review.

In the review you will find:

- *A description of health risks associated with alcohol and drug abuse.*
- *Descriptions of available support, intervention and treatment programs.*
- *Standards of conduct and policies related to alcohol and drug abuse.*
- *Penalties for violation of federal, state and local laws, and campus policy.*

Faculty and staff work collaboratively across academic disciplines and administrative programs on well-being resources and programming, including drug and alcohol abuse education and prevention, to help the campus community achieve productive and successful experiences and minimize substance misuse. Departments, including academic, nonacademic, research, administrative, athletic and student affairs, are all engaged in and dedicated to this endeavor.

Please take a moment to review the information for your own education and well-being.

PROGRAMMING EFFECTIVENESS

A major objective of the DFSCA Biennial Review is to gather and analyze data on the effectiveness of current programs, program gaps and needed improvements. Determining program effectiveness across the campus can lead to data-informed, continuous improvements and recommendations for future programmatic efforts.

In response to the 2018 Biennial Review recommendations to take steps to strengthen and centralize assessment efforts of program effectiveness and programming, the 2020 Biennial Review Survey was modified to gather information about UT Austin’s AOD programs and their effectiveness. A total of 47 AOD programs was reported. The description of the survey results is organized as follows: how programs were assessed (Table 1); reported program effectiveness (how unit directors view program excellence) (Table 2); and data highlights and planned improvements reported by survey respondents (Tables 3 and 4).

HOW AOD PROGRAMS WERE ASSESSED

The AOD program effectiveness is assessed using a variety of methods. Survey respondents reported using quantitative methods (34%), including numeric and cumulative data collection and pre/post survey; qualitative methods (8%), such as interview or anecdotal data assessment; mixed methods (32%); and unspecified methods (19%). See Table 1.

Table 1: Types of Assessments

Assessments Used	Percentage
Quantitative Methods	34
Qualitative Methods	8
Mixed Methods	32
Methods Unspecified	19

HOW EFFECTIVE AOD PROGRAMS ARE

As shown in Table 2, of the AOD programs that were assessed for effectiveness, 95% of them were reported as either very effective or somewhat effective. Only 5% of the programs were reported as neither effective nor ineffective.

Table 2: Reported Program Effectiveness

Effectiveness	Percentage
Very effective	63
Somewhat effective	32
Neither effective nor ineffective	5
Somewhat ineffective	0
Very ineffective	0

ARE AOD PROGRAM IMPROVEMENTS NEEDED?

Table 3 provides the respondents' views about the need for AOD program improvements or changes. While 70% indicated that their program could be increased or expanded, 22% felt that their program should be continued or maintained unchanged. 8% were either unsure about the need for change or did not specify plans for change. Improvement plans with specific descriptions were reported in the survey and are found in Table 4.

Table 3: Program Improvement Plan (n=40)

Plans	Percentage
Continue or maintain unchanged	22
Increase and expand	70
Other (Uncertainty, unspecified)	8

The effectiveness of the university's various AOD programs are supported by the data reported in the survey. Table 4 provides the contents of AOD programs highlights, the data-supported effectiveness and their indicated plans for continuation and/or program improvement.

Table 4: Highlights of Program Effectiveness and Recommended Improvements from the 2020 Biennial Review Survey

Program	Program Highlights	Recommended Improvements
CMHC AOD Counseling Program	75% of the 169 unique clients returned to CMHC for AOD-related counseling at least one additional appointment. When evaluated in light of the barriers these students must overcome in order to seek ongoing treatment, CMHC AOD counseling services are very effective.	Continue the emphasis on education and prevention, including harm reduction.
Academic Course ELP 354L Leadership in New Student Transitions	96% of the participants rated the effectiveness of the virtual interactive discussion pieces as "somewhat effective" or "effective," and 93% of participants said either "slightly likely" or "very likely" to refer the class. 96% reported either "good" or "excellent" when asked for an overall evaluation.	Train more clinicians to be able to assist in the assessment and treatment of students with AOD-related concerns. Ensure quality AOD services continue to be provided in our new telehealth formats.
ELP 395K – Leadership for New Student Transition	During 2019 and 2020, surveys reported on average 4.4- 4.7 out of 5 for class assessment.	Provide more authentic, feasible methods of assessment to determine effectiveness.
Bruce the Bat	93% of students who drink make arrangements to get home safely most of the time or always, and 68% of UT students drank 0-3 drinks the last time they partied or socialized. The mean number of drinks students consumed the last time they partied or socialized was 2.64 drinks.	Increase student recognition of the Bruce campaign on campus. Expand partnerships on campus.
HealthPoint Employee Assistance Program	The numbers of staff, faculty and students who received services were those whose specific	Develop new programs in order to meet the changing

	<p>assessed problem was identified as coping with their own or someone else's substance abuse problem. We served a total of 932 clients in 2018 and 953 in 2019, many of whom were provided support or coping mechanisms that potentially served as an alternative to alcohol or drug use or abuse and would be considered prevention.</p> <p>The majority of satisfaction survey agreed or strongly agreed that their ability to do their job has been enhanced.</p>	<p>needs of staff, particularly during times of crisis and challenges (e.g., COVID-19 pandemic and the pandemic of racism).</p>
Houston Outreach Program	<p>The majority of the attendees were more informed about the challenges that existed in the sorority and fraternity community and their sources and support on campus by our presentation.</p>	<p>Determine how to reach more people and customize to specific audiences, using both in person and webinar options for future programs.</p>
Horns Against Hazing	<p>Many learned that hazing is more than just physical abuse and harm, but also includes mental abuse, and that hazing does not have a place in student organizations.</p>	<p>Tailor program content for targeted audiences.</p> <p>Consider alternative event methods to reach students in an impactful way that may be something different from a keynote speaker event.</p> <p>Horns Against Hazing should be dynamic and constantly evolving.</p>
Safety Education Program	<p>Results showed students have an increased readiness after attending the workshop to discuss the topical areas addressed with their student organization members.</p>	<p>Track and audit administrative processes of all student organizations.</p> <p>Work with campus partners to ensure that all content is updated and in a virtual format to be responsive to the needs of challenges (e.g., in response to COVID-19).</p>
Academic Course EDP 369K/ELP 395K Sorority and Fraternity Leadership Issues	<p>The participants reported having positive experiences while in the class as well as having learned new information in our topic areas such as risk management, leadership development and chapter operations.</p>	<p>Review the class syllabus each semester, taking into account student feedback, for improvement on content flow and assignments.</p>
Student Conduct and Academic Integrity	<p>Students reported their habits and behavior were changed.</p>	<p>Use CASICS, an on-campus, free alternative to a drug education program.</p>
SHIFT	<p>Qualitative data gathered in our first pilot (faculty training) shows that students who participated in a Signature Course whose professor was trained by SHIFT in substance misuse prevention and utilizing protective factors to enhance an environment to support well-being, reported positive connections to the university and the faculty member. Since all</p>	<p>Extend program impact and reach.</p> <p>Take into account the environmental, cultural and media components of AOD programs to enhance the impact and reach of</p>

	<p>other pilots are in different stages of evaluation, there will be more data to share in the next biennium.</p>	<p>diverse, targeted audiences (Pilot 1 & 2).</p> <p>Launch and evaluate all pilots efficiently.</p> <p>Focus on assessment development to integrate programs into the campus environment.</p> <p>Expand faculty and peer academic leader trainings.</p> <p>Form a community coalition with Austin community partners and increase the number of effective campus partnerships to drive forward the mission of SHIFT in changing campus culture.</p> <p>Develop, launch and assess the technology pilot to enhance expansion and reach.</p> <p>Award recipients to reach more faculty, staff and students and to grow the reach of shifting culture.</p>
Waggoner Center for Alcohol and Addiction Research	<p>We publish approximately 60 addiction-related research papers per year in peer-reviewed journals. Cumulatively, faculty members associated with the Waggoner Center receive, on average, over \$8M in yearly funding. Approximately 90 individuals, including faculty, staff and students, participate in the annual Waggoner Center Advance.</p>	<p>Recruit the first fellow next year.</p> <p>Submit renewal of the Integrative Neuroscience Initiative on Alcoholism (INIA)-Neuroimmune consortium grant for 2021.</p>
AlcoholEdu	<p>Nine out of 10 UT students reported that AlcoholEdu prepared them to help someone who may have alcohol poisoning, establish a plan ahead of time to make responsible decisions about drinking, and prepare them to prevent an alcohol overdose.</p> <p>In the U.S., student alcohol use generally rises the summer before entering college and then increases substantially after arriving on campus. Through evidence-based education and prevention efforts like AlcoholEdu, UT mitigates this increase.</p>	<p>Continue to engage campus partners and experts who work in substance misuse prevention to build out the resources and information shared within the module.</p> <p>Consistently give feedback to Everfi (developers of AlcoholEdu) to ensure the information is current and up-to-date.</p> <p>Starting in Fall 2020, new information around vaping</p>

		<p>and poly-substance use has been added to the module. We also have increased capacity to create customized pages with content specific to UT Austin.</p> <p>Work with our partners across campus, specifically New Student Services, University Housing and Dining, First-Year Experience Office, Dean of Students, University Health Services and the Counseling and Mental Health Center to promote the modules with incoming students.</p>
VITAL	Reduced substance use, reduced symptom measures, referrals to SUD Treatment programs.	Innovate outreach through digital platforms due to COVID-19 restrictions, including education to normalize use of telehealth services.
Center for Students in Recovery	Recovery Ally Training showed a positive increase in self-efficacy and knowledge of resources related to addiction and recovery support on campus. Qualitative data from students in recovery who participate in Center recovery-supportive programming indicates direct benefit to their academic and recovery lived experience.	<p>Expand outreach on campus to faculty and staff.</p> <p>Cultivate existing and new high-impact practices for student engagement and retention.</p> <p>Provide expanded opportunities for student feedback and staff professional development.</p> <p>Develop a strategic plan to proactively center inclusion and equity in our practice.</p> <p>Leverage the support and interest of the growing number of trained Recovery Allies on campus by creating more opportunities for involvement in Center activities.</p> <p>Launch the Center for Students in Recovery Ambassador Program in the spring of 2021 - a network of Center alumni</p>

		and Center advocate support for current students that acts as a bridge for students in recovery transitioning to life beyond graduation.
Behavior Concerns Advice Line	Students have received needed interventions and resources due to third parties outreaching to BCAL due to concerns.	Continue to train the team on how to address concerns and provide resources to community members. Continue to evaluate the after-hours service that supports BCAL calls.
Operation Naloxone	Five successful overdose reversals reported to Operation Naloxone personnel by trainees.	Consider alternative mechanisms to increase overdose awareness and naloxone access given substantial limitations to live trainings due to COVID-19.
Eating and Entertainment Bus	Consistent ridership over the years despite a growth in other transportation options such as Uber and Lyft.	Continue to market the program to incoming students as a safe and free option to travel to and from downtown Austin.
Residence Life Educational Programming	Unspecified	Conduct comprehensive data collection on specific student attendance and learning objectives, as opposed to the currently-collected data on how many students to which the program is available.
Alcohol and Other Drugs Program	Unspecified	Explore creative ways to engage members of student groups in the conversation (virtually and in person) around substances and group dynamics. Continue to build out the content of the presentation to include hazing prevention and bystander intervention and the reciprocal effect of substance use on both. Take a primary prevention approach to student group safety and substance use by aligning with SHIFT's mission of elevating the campus conversation

		around substances by reaching student groups before they are sanctioned to take Substance Misuse Prevention.
Institutional Rules on Student Services and Activities, Chapter 6: Student Organization Manual (p. 28)	Not applicable The Student Activities team meets, and a DoS team meets annually to review the policy to ensure the policy is in compliance and meets the needs of the UT community.	Unspecified
Addiction Science Research and Education Program	Unspecified	Update the website in the following ways: remove outdated material and replace it, when necessary, with new material of a similar nature; add some links to the "links" section, from those nonprofit organizations that have requested links, with the proviso that they will reciprocally list ASREC in their links page; add a section on how to differentiate the quality of "effective" addiction treatment centers from the lack of quality in "bogus" treatment centers; and how to identify treatment centers that are operating under evidence-based principles, including a list of evidence-based treatment methods. Add two sections on updates of "research breakthroughs" and "treatment news."
Substance Use Prevention Program	Unspecified	Unsure of future of program, for a number of reasons.
Drug Education and Testing Program	Program includes medical drug screening as part of pre-participation physical exam, safe harbor program, and concerned intervention testing -- all aspects that assist in early identification of substance abuse without punitive ramifications.	Continue to assess effectiveness of random drug testing as a deterrent.
Safer Tailgate	Unspecified	Uncertainty due to COVID-19.
Campus Safety Show	During 2019-2020, 93-96% of respondents (out of 4.1k-5.1k) reported the Campus Safety show helped them think about personal safety on campus, be aware of the resources available to protect students, think about personal safety	Collaboration with the safety stakeholders to determine how best to educate incoming students about campus safety via a live show, a pre-recorded

	on campus, and made them aware of the resources available to protect students.	video on the Canvas module, or both.
Healthyhorns Peer Education Program	The HHPEs offer 8 workshops, of which 3 directly address AOD topics: Alcohol Feud, College Drug Jeopardy, and What Would You Do. The reach numbers provided were for ALL HHPE workshops. During 2019-2020: the total attendees to the workshops was 1,555 people, with an average of 25.5 people per workshop. Facilitator approval is high, with 93% of students saying facilitators were knowledgeable about the topic and 91% believing the facilitators delivered the information effectively. The majority of students also agreed that the contents of the workshops were beneficial to them. Overall, there was 54.06% increase in knowledge from before to after participation in a workshop, across all workshops.	In 2020-2021 we will be launching a new peer education program, the Longhorn Wellness Peer Educators, which will combine the HHPE and Mental Health Peer Educations programs, that is more conversational and aiming at behavior change about situations students find themselves in, including around alcohol and drugs, for the safety and support of others.
UTORC (UT Opioid Response Consortium)	Unspecified	Continued presence and interest of the faculty, researchers and community members involved in the multidisciplinary projects and efforts at UT by continued sharing of information, resources, grant opportunities, and impact.
Family and Advisor Training Initiatives	Evaluations of the advisor training we host illustrate satisfaction with the agenda items covered as well as reflect on the logistics of the event. We also gather future topics to consider for ongoing training.	An effort to poll the attendees in advance for the most relevant topics and requests will enhance our outcomes.
Safe Social Event Training	For the past two years we have required attendees to complete a post-survey on site in order to claim a free t-shirt, which has really improved the take-aways we have gathered from this event.	Continue to provide both our in-person training and our one-on-one meetings with chapter leadership to continue to educate about the FIPG policy and best practices for safer events.
Brief Alcohol Screening and Intervention for College Students (BASICS) Program	Percent change of the consequences risk score from baseline to 6th month follow-up. In the Fall, 2018 cohorts decreased by 48%, and by roughly 64% in the Fall 2019 cohort.	Revise current marketing materials to reflect more pro-social language, in hopes of positioning BASICS as an easy first step for students to sign themselves up to examine their own alcohol use. Craft awareness materials that highlight the difference between BASICS and other alcohol resources on campus to position BASICS as, again, a first step for

		<p>students who want to examine their alcohol use.</p> <p>Utilize a new online platform for collecting participant data to compose process and outcome evaluation data that is easily understood by different campus partners.</p>
The Student Organization Event Planning Guide and Event Planning Consultation Protocol (p. 25)	Unspecified	<p>A new events logic form will be used to schedule events and provide more information up front.</p> <p>A Qualtrics survey will be used to gather feedback starting in Fall 2020.</p>
Student Emergency Fund	Students are able to access medication or treatment due to receiving funds from the emergency fund.	Unspecified
Evaluation of Recovery Support Services	Unspecified	More awareness of the emergency fund when they are dealing with substance concerns.
Addiction Research Institute (ARI)	Unspecified	Unspecified
Roundup Recharge	Hindered by COVID-19.	Continuation and going beyond water distribution.
Healthyhorns Prescription Stimulant Misuse Prevention Initiative	We are engaging third-year pharmacy students to help us develop new messaging around prescription drug misuse, as well as roll out new educational modules to the campus.	Developing new messaging around prescription drug misuse
SHEAAC (Steve Hicks Endowment Addictions Advisory Committee)	SHEAAC will be designing the grad student educational component to continue substance use and related training and specialized internships beyond the IBHS program.	Designing the grad student educational component to continue substance use.
Sorority and Fraternity New Member Programming	In the coming year, we will continue to partner with speakers that are high-caliber and have strong reputations of delivering strong messages to this specific audience, in addition to continuing to gather input from and collaboration with our student leaders.	Continue to partner with speakers.
Cannabis Assessment and Screening and Intervention for College Students (CASICS) Program	As the pilot was in the Spring, and only 3 students completed the first round of sessions.	Increase in program awareness among campus partners and students alike by positioning CASICS alongside a well-established program like BASICS.

		Increase participants by continuing to work with referral sources.
South Southwest Addiction Technology Transfer Center	Unspecified	

HOW AOD UNIT DIRECTORS VIEW PROGRAM EXCELLENCE AND GROWTH NEED

In response to the survey question regarding their view on program excellence, the following data were reported in the survey and are found in Tables 5.1 and 5.2.

Table 5.1 Directors' View of Program Excellence

Domains	Percentage
Aligning efforts and collaborating across university colleges, schools and units	27
Developing alcohol and other drug-related goals and objectives	21.6
Monitoring campus-wide efforts	16.2
Documenting the overall success of the university in meeting its goals	13.5
Establishing a consistent way of assessing the effect of alcohol and other drug-related programs	13.5
Other (written in responses)	5.4
Creating a mechanism for centralized data	2.7

Aligning efforts and collaborating across university colleges, schools and units (27%), developing alcohol and other drug-related goals and objectives (21.6%), monitoring campus-wide efforts (16.2%), documenting the overall success of the university in meeting its goals (13.5%), establishing a consistent way of assessing the effect of alcohol and other drug-related programs (13.5%), and creating a mechanism for centralized data (2.7%) were the areas viewed as Excellent. Other areas (5.4%) they reported as Excellent were prevention efforts that are strong, but these efforts could be more centralized. Informing the public about new addiction research by university scientists and their colleagues around the world was viewed as another Excellent area.

Table 5.2 Directors' View of Program Growth Need

Domains	Percentage
Creating a mechanism for centralized data	24.3
Establishing a consistent way of assessing the effect of alcohol and other drug-related programs	16.2
Monitoring campus-wide efforts	16.2
Aligning efforts and collaborating across colleges, schools and units	13.5
Documenting the overall success of the university in meeting its goals	10.8
Maintaining accountability for implementation	8.1
Developing alcohol and other drug-related goals and objectives	5.5

Other	5.4
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By contrast, Table 5.2 shows that AOD program directors indicated that areas that need improvement are centralized data mechanism (24.3%), reported as the highest priority for improvement, followed by establishing a consistent way of assessing the effect of alcohol and other drug-related programs (16.2%), monitoring campus-wide efforts (16.2%), aligning efforts and collaborating across university colleges, schools and units (13.5%), documenting the overall success of the university in meeting its goals (10.8%), maintaining accountability for implementation (8.1%), and developing alcohol and other drug-related goals and objectives (5.5%). Developing campus-wide goals and shifting policies and protocols on campus that have been shown to be most effective at reducing high-risk drinking was suggested (5.4%).

CONCLUSIONS

A foundational goal of The University of Texas at Austin (UT Austin) is to provide programs, facilities and services that foster a culture of health, wellness and safety within the campus community. This goal clearly aligns with the central purpose of the Drug-Free Schools and Campuses Regulations.

At the time of the 2020 Biennial Review, a need remains for a unified or central agency that directs or oversees the successes of the university in meeting its AOD goals. To support the efforts of the 2020 Biennial Review, we established an Advisory Group that advised and provided feedback on review process and final report. The nine-member advisory group consisted of UT Austin faculty, staff and undergraduate and graduate student leaders. We found in the 2020 Biennial Review campus-wide efforts to provide university students, staff and faculty with data-supported, effective AOD programs and services utilizing various assessment strategies and methods.

The 2020 Biennial Review confirms findings reported in the 2018 Biennial Review and corresponding recommendations. For example, the 2018 Biennial Review found that UT Austin is actively engaged in meeting the procedural and substantive requirements set forth in the DFSCA regulations, as evidenced by outstanding AOD program and policy inventories, research, and reporting and enforcing AOD violations and sanctions. Yet the 2018 biennial review failed to describe program effectiveness and how AOD programs impact the overall health and safety of the campus community. Therefore, we expanded the Biennial Review Survey to collect data on program effectiveness, program improvement, and views of program excellence and need for growth. A total of 47 AOD programs were reviewed and analyzed.

Significant findings are summarized below:

1. During the 2018-2019 academic year, there were a total of 170 alcohol and 101 drug violations. During the 2019-2020 academic year, there were a total of 131 alcohol and 66 drug violations.
2. Nearly 80% of UT Austin AOD programs conduct assessments, using a variety of assessment methods, including quantitative, qualitative and mixed methods. Only 19% of AOD program assessments were unspecified.
3. 95% of programs were reported as either very effective or somewhat effective. Fewer than 5% described their programs as neither effective nor ineffective.
4. Only 22% of respondents felt that their programs should continue unchanged, while 70% of respondents indicated that their programs could be increased or improved.
5. Respondents indicated the top two areas of program excellence were: aligning efforts and collaborating across the university, and developing AOD goals and objectives.
6. Respondents indicated that two areas most in need of growth were: need for a centralized data mechanism and establishment of a consistent way of assessing the effect of AOD programs.

RECOMMENDATIONS

In line with the 2020 Biennial Review and Drug-Free Schools and Communities Act (DFSCA) Regulations, following are our recommendations:

1. Create a task force charged with developing a strategic plan that results in centralizing data, effectively aligning efforts, maintaining accountability, and overseeing the implementation and assessment of crucial programming. The task force should consider the following tasks and responsibilities in conducting the 2022 Biennial Review:
 - a. Develop clear, distinctive and specific campus-wide, collaborative AOD-related goals and objectives.
 - b. Develop and conduct a campus-wide, collaborative Biennial Review Online Survey.
 - c. Monitor campus-wide efforts to continuously improve and document the overall success of the university in meeting its goals.
 - d. Strengthen the university's ability to assess AOD programming, such as developing a strategic assessment plan, assessment cycle and timeline.
 - e. Support units in the development of assessment plans that complement their programming goals, activities, programming and outcomes.
 - f. Expand the AOD policies inventory to include regulations around alcohol and events (e.g., the Law School or graduate programs) that are specific to schools, colleges and other academic units on the campus.
 - g. Identify campus programs that align with national best practices set forth by the DEA and SAMHSA in the Strategic Prevention Framework (SPF) and the College AIM, amongst other evidenced-based practices that may be relevant.
 - h. Identify gaps in programming, access and effectiveness. The current review suggested that units employ data generation and gathering of both qualitative and quantitative data, conduct trends and thematic analyses, and other research methods, to determine effectiveness.
2. Work with Student Conduct staff to enhance efforts to demonstrate consistency with the use of sanctions across the campus and student populations. Suggestions include: explaining differences among sanctions (e.g., deferred suspension and suspension) and types of actions; showing enforcement either through a holistic, equitable approach or a standard system; improving understanding of the infrastructure that is put into place for determining a resolution; including historical data from previous reports for comparison (for example, violations in past years correlated with the past two years of the current biennial review); and contextualizing and outlining the infrastructure surrounding violations and the sanctions that may come with them.
3. Develop a comprehensive and universal approach to AOD-related programming that meets the needs of the university's diverse populations of students, faculty and staff, and promotes diversity, equity and inclusion.
4. Create an online data collection, analysis and reporting mechanism to track and report status and progress of AOD-related programming and services, and to communicate efforts and progress to campus and off-campus stakeholders.