

Creating a tobacco free campus *a policy guide*



Photo by Jim Simandl

"We are witnessing a public health evolution to make smoking history and protect people from tobacco dependence so that they have a fighting chance to enjoy their full potential for health," he said in a statement.

"Implementing this initiative will bring us closer to a world where tobacco-related illness is uncommon and lung cancer — the leading cause of cancer death in the country — is rare."

- Howard Koh, assistant secretary for health at the U.S. department of Health and Human Services after the announcement of the Tobacco-Free College Campus Initiative in September, 2012.

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INTRODUCTION

Why are Campuses Going Smokefree and/or Tobacco-Free?

The number of campuses going smokefree and tobacco-free jumped by leaps and bounds since 2009. The uptick is due in part to the efforts of the American College Health Association (ACHA) which adopted a [Position Statement on Tobacco](#) in September 2009 (updated in November 2011) and the social norm change about when and where people smoke as a result of city- and state-wide smokefree laws. In fact:

- The majority of the U.S. population does not smoke.
- 48.6% of the U.S. population is protected by a 100% smokefree Workplace, Restaurant, AND Bar law.

Most local and state laws do not include college campuses, although some states do include state schools in their smokefree workplace laws. [See ANR Foundation's U.S. Colleges and Universities with Smokefree and Tobacco-Free Policies list.](#)

Therefore, there is a need to protect employees and students from exposure to secondhand smoke on college campuses and create an expectation that this living and working environment be smokefree.

It is also critical to note that the tobacco industry continues to market and advertise its products to young adults in order to maintain its profitability, and the tobacco use and prevalence statistics for young adults demonstrate that the plan is having an effect. One need only look at promotions held in bars across campuses all over the country to realize that 18-24 year olds are important to the tobacco industry. According to the 2012 Surgeon General's Report on Tobacco Use Among Youth and Young Adults:

- In 2010, there were more than 20 million students enrolled in degree-granting institutions. This does not include faculty, staff, and visitors to campuses who are also impacted by a smokefree or tobacco-free campus policy.
- Many risk factors, including tobacco use, peak from 18-25 years of age; college attendance could be a turning point in choosing not to use tobacco
- 24.8% of full-time college students aged 18-22 years old were current smokers in 2010.
- The number of smokers who initiated smoking after age 18 increased from 600,000 in 2002 to 1 million in 2010.
- Progression from occasional to daily smoking almost always occurs by age 26.
- While smoking rates are higher for their peers not enrolled in college, college students and campus policies offer a unique opportunity to create and sustain tobacco-free living.

Curbing tobacco influence on campuses could prevent a new cohort of lifetime smokers.

Using this policy guide

This policy guide is designed for campus advocates and administrators who are interested in creating a tobacco-free or smoke-free college campus. Whether you are a student who is looking to get an initiative started, or an administrator who wants to adopt and implement a policy, this policy guide offers information about the various stages of policy advocacy and policy change.

In this policy guide you will learn:

- how to advocate for policy change;
- about the three phases of policy change;
- about policy initiatives on college campuses;
- how to develop a policy;
- what language should be included in a comprehensive policy;
- what language is used by other campuses;
- and much more!

This policy guide presents recommendations and ideas based on our experiences with other campuses. However, it is important to remember that no path to policy adoption is the same. Some advocates face unique obstacles not necessarily covered by this manual. It may take just a few months or several years for a policy to be formally adopted. Keep in mind that every campus is unique and there is no “right way” of doing this work. What works for another campus may not necessarily work for yours.

This policy guide presents recommendations and ideas based on our experiences with other campuses; however, it is important to remember that no path to policy adoption is the same. The information presented in this policy guide should be used as a guide for your policy journey.

This policy guide is one of tool guides available on this topic – you’ll find more listed in the . *A list of other toolkits can be found in the Resources section of the appendix.* Please visit the Technical Assistance Consortium (TTAC) website for more information:

<http://www.ttac.org/services/college/action/mentoring.html>

This toolkit was adapted with permission from the [Taking Tobacco Out of Higher Education: A Tobacco-Free Policy Toolkit](#) and the [College Advocacy Guide: Campaign Organizing on Campus](#), both developed by the [California Youth Advocacy Network \(CYAN\)](#). CYAN offers a variety of tools and resources for individuals, organizations, and campuses working on tobacco-free policy, education, and cessation. For more information on other available resources, please visit www.cyanonline.org.

Tips from experts

Adapted from the Tobacco Technical Assistance Consortium (TTAC)

The following tips were compiled from interviews with college health services directors from colleges and others who have successfully planned and implemented tobacco prevention programs and policies on campuses nationwide.

In the early stages of policy change

Gather information about what similar campuses are doing. Benchmarking your campus policy against those at comparable schools can be a powerful argument for change.

Know the research literature on college tobacco use. Data and numbers about tobacco use trends, the efficacy of programs and policies, and costs of tobacco use to students, staff, and the school at large is very persuasive.

Know the facts about your own campus. Having data about tobacco use trends at your school, the potential impact of policy and programmatic changes on campus, resources available, and the potential consequences of failing to enact change can be a powerful tool for gaining support for proposed changes from various campus groups.

Look for funding outside of the campus. Outside funding can bolster support for your proposed changes by circumventing the need for the administration to make tough choices about funding tobacco prevention initiatives.

Know your campus' political climate. The political climate on campus shifts regularly, with changing administrations, changing student concerns, and events from the outside world that bring certain issues to the forefront. Determine your campus' readiness to accept tobacco prevention policies and programs before determining what actions to take.

As you draft policies and programs

Know your campus. Natural boundaries, proximity of buildings, and layout of outdoor gathering areas are important to consider when imposing tobacco use restrictions.

Know your campus culture. The process by which decisions are made and action takes place varies from campus to campus. Learning about your campus culture in this way will facilitate change.

Offer services to help tobacco users quit. While changing the campus environment to be less permissive of tobacco use, be sure to also propose to help to those who are already addicted to nicotine. Research shows that 70% of current smokers want to quit – your initiative may give them the push they need, so be sure you have resources available to help them stay tobacco-free.

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Utilize existing resources. While all campuses are different, there is no need to reinvent the wheel. Use existing resources such as those found in this guide to get you started.

As you gather support for proposed initiatives

Don't approach tobacco use as a moral issue. The idea of moralizing or judging tobacco use can create resistance to policy change, especially among students. Presenting the facts as an objective issue of public health is important. Remember that nicotine is an addictive substance and those who currently use it may be defensive when you bring up the issue of tobacco use restrictions.

Solicit student support. Seeking student opinions will reduce backlash to administrative action and ensure a more smooth transition when a new policy is established.

Consider faculty and staff interests when proposing policy change. Faculty and staff spend a lot of their time on campus and are often present for many more years than are students. Creating a supportive environment for the entire campus community will help garner greater support for proposed changes.

Engage in conversations with the campus community throughout the process. Taking the time to gather input from students, faculty, and the public is worthwhile. Increased buy-in and compliance results from inclusion because the final policy statement incorporates input from all campus constituents. Report out on these conversations to those who can't, or don't choose to, attend. Don't assume that just because they didn't participate that they're not interested in the outcome.

Involve faculty, staff, and student governing boards in smoke-free policy initiatives. Soliciting the opinions of all campus stakeholders will increase buy-in from these important campus constituents.

Personal testimonials are powerful. Whether faculty, students, or staff, almost everyone knows someone whose life has been negatively impacted by tobacco. Tapping into those personal connections is a powerful persuasion tool.

Present research and data to all campus constituents. Include results from national research projects as well as information about your own school.

As you solicit presidential and administrative support

Know the language that best speaks to different members of high-level administration. If the dean is an economist, use numbers in your argument. If your president is an English literature expert, use powerful prose to persuade.

Lobby hard at the highest levels of administration. Take the time to lobby those in power on campus to commit to taking a stance on tobacco, be it the president, fundraisers, or administrators to whom (s)he listens most closely.

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Pay attention to the bottom line. Financial matters are important to colleges. Understanding the financial benefit or detriment of tobacco on campus is a critical issue in policy change. But don't assume that your policy will have a negative impact on campus finances. Look for arguments that counter this assumption – maybe a major campus booster would like to see his alma mater go tobacco-free. Or maybe your school missed out on a great basketball recruit because she had to walk through smoke to get to the playing facilities. There are many things that can impact the bottom line – spend some time thinking creatively so you can most accurately represent the issue to decision makers.

Use the media. Using the media to draw attention to campus tobacco issues can put pressure on key stakeholders.

As you design social norms marketing campaigns* (SNMCs)

SNMCs should be part of a comprehensive strategy towards tobacco prevention. SNMCs are most successful when a campus takes a stand to support the norms that are expressed in the campaign through policies and programs that support a smoke-free lifestyle. SNMCs will have limited effect in an environment that does not restrict tobacco use.

Pilot test all of your campaign materials. All aspects of your campaign should be tested with students and staff at various levels. Pilot testing is the best way to ensure that messages and materials are appealing and effective and resonate with your campus students and staff.

Market your campaign. Students are inundated with information from countless sources. Your campaign materials must be noticeable, believable, and creative, but they must also be seen. Use every opportunity to get your message out to students.

Be patient. Don't expect immediate results. Developing an effective campaign takes time—building campaign recognition and seeing changes in behavior takes even longer.

Final thoughts

Persistence is key. Just because a proposal was turned down previously does not mean that it will be turned down the next time

Prepare for a long fight. Prepare to educate and persevere in the face of obstacles.

* ["The social norms approach, or social norms marketing"](#)^[1] is an environmental strategy gaining ground in health campaigns.^[2] While conducting research in the mid 1980s, two researchers, [H.W. Perkins](#) and A.D. Berkowitz,^[3] reported that students at a small U.S. college held exaggerated beliefs about the normal frequency and consumption habits of other students with regard to alcohol. These inflated perceptions have been found in many educational institutions, with varying populations and locations.^[4] Despite the fact that college drinking is at elevated levels, the perceived amount almost always exceeds actual behavior ^[2] The social norms approach has shown signs of countering misperceptions, however research on resulting changes in behavior resulting from changed perceptions varies between mixed to conclusively nonexistent.^[5] - Wikipedia

POLICY OVERVIEW

A tobacco-free campus policy is much more than simply drafting a policy, getting it passed, and implementing it. It's important to raise awareness about the reasons why a campus is going tobacco-free so they also include a large educational component. Policy work should also include cessation services, or services that help interested tobacco users to quit. While the actual tobacco-free campus policy is arguably the most important piece of this work, education and cessation support policy efforts and work to further change the tobacco norms on campus.

This section will provide you with a broad overview of smoke-free/tobacco-free policy initiatives and will introduce to what policy is and what policy options exist.

Three phases of policy

It is important to recognize policies have three phases - adoption, implementation, and enforcement. However it is not uncommon for policy work to end when the proposed policy is passed. Unfortunately, when this happens, the effectiveness of the policy is threatened. Once a policy is adopted, the policy must be implemented and enforced both to ensure compliance and to support community norm change.

THE THREE PHASES

Adoption – getting a new tobacco-free policy formally adopted by the president, chancellor, or other governing body. During this phase, policy advocates and campus stakeholders develop new tobacco-free policy as well as a policy plan. It is critical to remember that what comes out of the adoption phase dictates when and how the policy will be implemented and enforced.

A note about advocacy: sometimes smoke-free/tobacco-free policy initiatives come from the top-down (e.g., there is already administrative support for policy), but many times, an initiative is started by a few passionate individuals who are bothered by tobacco on campus and want to create change. These types of grassroots initiatives typically require a bit of advocacy in order to bring the issue to the attention of administrators and/or decision makers. Advocacy is putting a problem on the agenda, providing a solution to the problem, and building support for the solution and/or action. In this document the policy changes are about tobacco-free campuses, however the lessons can be applied to other areas as well.

Implementation – preparing the campus for the new policy and having the policy start. This phase happens after the policy is formally adopted and is an essential piece in making certain the policy is carried out as written. Without an effective implementation plan, active enforcement is difficult since the campus community may not be informed about the policy change. The implementation phase allows the campus and tobacco-free advocates sufficient time to inform all stakeholders, change signage, remove ashcans, update policy language, and provide education.

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Enforcement – making sure that people comply with the policy. Enforcement is very important because it determines the effectiveness of the policy. An un-enforced policy is not an effective policy. Active enforcement increases the policy’s effectiveness and success. In the case of tobacco prevention and control, a well-enforced policy is likely to decrease tobacco use among the college community, decrease butt litter, and increase the health of the college or university.

Education and Evaluation are two components that should exist **throughout all three policy phases.**

EDUCATION

Throughout the entire policy process, education is essential. By providing the campus community with proper education about what the policy is and why it is happening, you increase the likelihood of greater support during the adoption and implementation phases as well as increase compliance throughout the enforcement phase.

EVALUATION

Create an evaluation plan in the beginning and then continually look at your progress to ensure you are still on track. By evaluating your progress, as well as the change that has taken place, you will learn what steps need to happen next and what changes you need to make.

Types of policies

ADMINISTRATIVE

Administrative policies are established or defined by the operating authority of the college or the college/university governing body. These policies provide local or system-wide governance, procedures, and requirements. Administrative policies are based on internal mandates, laws, and regulations. For example, in 2006, the majority of Washington public colleges updated their smoking policies to “no smoking within 25-ft. of buildings” to reflect RCW 76.160, a voter-approved Washington state law which prohibits smoking within 25-ft. of most public areas and workplaces.

Examples of administrative policies

- Policies adopted by a campus president/chancellor
- Policies adopted by a system governing board

VOLUNTARY

Voluntary policies can be created and adopted by a person, business, or organization. Voluntary policies don't have the legal backing of local or state laws. The policy can only be enforced by those who control the area affected by the policy.

Examples of voluntary policies

- Greek system organizational policies
- Apartment and housing policies

LEGISLATIVE

Legislative policy is developed by a combination of publicly elected legislators, government administrative staff, and independent, external individuals and groups. Legislators introduce, debate, and enact legislation which is then approved or vetoed by an executive leader such as a mayor, governor, or the President.

Examples of legislative policies

- City ordinances
- State laws
- Federal laws

REGULATORY

Regulatory policies are created by the executive branch (e.g., the governor's office) and independent administrative agencies of the government. These policies are developed to carry out broad legislative mandates.

Examples of regulatory bodies

- Environmental Protection Agency
- Department of Education

Policy initiatives

SMOKE-FREE VS. TOBACCO-FREE

Policy terminology can become rather confusing when discussing smoke-free versus tobacco-free. While smoke-free policies and tobacco-free policies share many similarities, they also exhibit a number of differences. In this guide, we use the terminology “tobacco-free” to encompass both type of policies, but you should think about what makes the most sense for your campus.

A **tobacco-free policy** limits or eliminates the use of any tobacco product, including, but not limited to, cigarettes, cigars, cigarillos, mini-cigars, hookah, spit tobacco, snus, and other smokeless products. It also oftentimes includes innovations in smoke or tobacco products, such as electronic cigarettes. The primary concern of a tobacco-free policy is overall health and ethical behavior of the institution. Also, a comprehensive tobacco-free policy may also address tobacco sales, marketing, sponsorship and investments.

A **smoke-free policy** is one that limits or eliminates the use of smoke-producing tobacco, such as cigarettes, cigars, cigarillos, mini-cigars, and hookah. It may include innovations in smoke or tobacco products that emit a smoke-like substance, like e-cigarettes. The primary concern of a smoke-free policy is secondhand smoke.

TOBACCO-FREE POLICY INITIATIVES

There are two types of tobacco-free policies

- 1. Tobacco use policies** - Policies that prohibit the use of all tobacco products including smoke emanating and smokeless products.
- 2. Comprehensive tobacco prevention policies** - Policies that include language on tobacco use, sales, advertising, sponsorship, donations, research, and investments. Each of these initiatives may have a policy written specifically for that issue. For example, an investment policy will most likely be a stand alone policy, whereas tobacco sales policy language can be included in a tobacco use policy.

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Comprehensive tobacco-free policies usually include the following:

Tobacco sales

- Eliminate the sale of tobacco on all campus-owned property.

Tobacco advertising

- Prohibit tobacco product and tobacco industry advertising in campus-produced publications.
- Prohibit tobacco product and tobacco industry advertising at campus events.

Tobacco sponsorship and donations

- Prohibit tobacco sponsorship of campus organizations, athletic teams, and events.
- Prohibit tobacco industry donations and gifts.
- Exclude the tobacco industry from participating in job and career fairs on campus.

Tobacco research

- Deny tobacco industry funding of research through grants and contracts.

Tobacco investments

- Divestment
 - Individual campus
 - System-wide, if appropriate

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SMOKE-FREE POLICY INITIATIVES

A smoke-free policy is written to address tobacco smoking on campus. A comprehensive smoke-free policy should include specific language on where individuals can and/or cannot smoke as well as language on policy implementation, enforcement, and campus or community cessation resources.

Types of smoke-free outdoor air policies

- Smoke-free perimeters - Smoking is prohibited in campus owned buildings and within X-ft. (25-ft., 50-ft., etc.) of
 - Entryways including handicap entrances, and/or
 - Entrances, exits, windows, ventilation systemsHandicap entrances..
- Designated smoking areas - No smoking on campus with the exception of specific designated areas.
- Designated parking lots - No smoking on campus with the exception of designated parking lots.
- 100% smoke-free - No smoking anywhere on campus including all indoor and outdoor locations.

Smoke-free housing policies

- Indoor policies – smoking is prohibited in:
 - All indoor areas including student rooms
 - All common areas and
- Perimeter policies – smoking is prohibited within X-ft. from:
 - Entryways including handicap entrances, and/or
 - Entrances, exits, windows, ventilation systems.

Smoke-free organizations

- Fraternities and sororities
- Housing
- Events
- Campus-sponsored events

POLICY ADVOCACY

Advocacy is putting a problem on the agenda, providing a solution to the problem, and building support for the solution and/or action. Sometimes smoke-free/tobacco-free policy initiatives come from the top-down (e.g. administrative support/direction), but many times, an initiative is started by a few passionate students or staff who are bothered by tobacco on campus and want to create change. These types of grassroots initiatives typically require a bit of advocacy in order to bring the issue to the attention of administrators and/or decision makers.

Advocating for policy change advocacy typically consists of four phases:

1. Assessing and Investigating
2. Strategy and Planning
3. Recruiting
4. Running the Campaign

Assessment and investigation

Goal: to understand the tobacco-related problems on campus, possible solutions to the problem, individuals and groups that can support your efforts, and the processes for creating change.

Begin with a thorough assessment and investigation of your campus community, environment, and political climate.

The purpose of conducting an assessment is not about the quantity of information collected, but the quality of information and the connections you make along the way. This is a great time to introduce yourself to possible partners and allies and educate others about the issues. ([See the Comprehensive Assessment Tool in the Appendix](#))

Throughout the process of collecting information, consider using a variety of methods to document problems and measure knowledge, attitudes, and beliefs. Some of the more commonly used methods of data collection include campus-based surveys, key information interviews, and environmental scans. The next page includes brief descriptions of these tools.

A note about the phrase "campus community:" Even though most advocates frame their efforts around the young adult population on campus, colleges and universities are made up of hundreds to thousands of faculty and staff who spend a great deal of their time on campus. Remember these populations when you are doing your assessment and/or surveys.

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Assess and identify the problem

Consider why you and/or your group decided to work on the issue of tobacco on your campus. What was it that sparked your interest and desire to make change? Smoke drifting into buildings? Cigarette litter? On-campus tobacco sales? Assessments allow you to take this a step further and identify other tobacco-related problems on campus.

The first step towards identifying tobacco-related problems is to gather information about tobacco on your campus – Who uses tobacco? Where do people use tobacco on campus? What are people’s beliefs and perceptions about tobacco use?

Review the methods of assessment to assist you in deciding which type of assessment you will use. The type of assessment you use depends on the information you are interested in collecting. For example, if you want to know how many students on campus use tobacco, you can conduct a key information interview with a representative from the Student Health Center or collect survey data on tobacco use behavior. Or, if you are interested in learning if people are concerned about secondhand smoke exposure, you may want to administer a survey with specific questions about secondhand smoke.

Assessments can be rather simple (e.g., conducting several key informant interviews), or if you are looking to learn as much as possible about the campus the assessment can be more time-consuming. [A comprehensive assessment can be found in the appendix.](#)

Once you complete the desired assessment(s), gather the information in one place. Review your findings and identify the problem(s) most pressing on your campus. As you review your findings, consider which issue has the most impact on your campus. Also consider if any of the problems relate to one another and can be solved with one policy.

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Choose an issue

Once you isolate the problem(s), you need to turn the problem(s) into an issue.

Problem = what you are concerned about

Issue = solution to the problem(s)

Example: The current smoking policy prohibits smoking within 25-ft. of buildings. The problems you have identified through your assessments is that the smoking policy is not effective. No one on campus is aware of the policy, no one complies with the policy, and secondhand smoke regularly enters into buildings through doorways, windows, and vents. The issue, then, is a new smoke-free policy.

To assist you in choosing an issue, consider the following:

Will the issue:

- Result in an improvement in students, faculty and staff health?
- Result in an improvement of the campus community?
- Be worthwhile?
- Be winnable?
- Be widely felt?
- Have a clear target?
- Have a clear time frame that works for our group?
- Be non-divisive?
- Be consistent with our values and vision?

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Know your campus

In addition to knowing what the tobacco-related issues are, it's also important to be familiar with the campus environment, community and political environment. Knowing the "policy change climate" on campus can help you better determine how to solve the tobacco problem(s) on campus. Understanding the campus community and environment in which you are working is essential to successful policy implementation.

Getting to know your campus is also getting to know your surroundings and the environment. What is the layout of campus? While it may not seem like an important question, if you don't know the layout, how would you know if you should advocate for designated smoking area policy or a completely smoke-free policy? At the same time, understanding who makes up the campus community will better prepare you for your efforts. *The comprehensive assessment, which can be found in the appendix, includes questions about the campus community and physical and political environment.*

Identify campus, local, and state resources

A variety of organizations and individuals have been working on college tobacco issues for many years and are a wealth of knowledge. Instead of reinventing the wheel, identify people or groups on campus or within your community who may have worked on tobacco issues.

Aside from tobacco-related resources, do not forget to identify individuals and groups who may have experience in campus organizing and advocacy. These groups may not be able to offer you tobacco-specific knowledge, but they may be able to offer important and useful information on working with your college administration or engaging the campus community.

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On-campus resources

Since tobacco use is a serious public health issue, health-related organizations or campus departments may be doing some sort of tobacco prevention work. Even if these groups are not currently involved in a tobacco prevention activity, they may be familiar with what tobacco-focused work has been done on campus in the past.

The most common campus resources to contact are:

- Campus Health Center
- Wellness Center
- Counseling/Mental Health Center
- And any health-related student organizations such as: peer health educators, health science groups, pre-med/pre-nursing groups, etc.

In addition to the health-related organizations, also consider other groups including those focused on sustainability, environmental resources, social justice, disability services, campus safety, community service, education, social work, economics, political science, public policy, public health, sociology, women's studies, LGBTQ studies, communications, graphic art, business/management, etc.

Off-campus resources

Look for local resources such as your local health department, the American Lung Association, American Cancer Society, or American Heart Association. [*A list of resources can be found in the appendix.*](#)

Strategize and plan

Goal: determine how you will advocate for the desired policy.

Now that you have familiarized yourself with your campus, it is time to design your preliminary campaign strategy. Your campaign strategy is both a plan of action and a way to build relationships with others as you advocate for change.

When developing your strategy, it is important to remember campaigns are not. Therefore, your originally strategy may need to be altered to respond to any changes that occur on campus during your implementation process. Also, remember that by this point, you may not have all the key players on board. Once your group aligns itself with decision makers you may have to alter your original strategy to reflect their needs and ideas.

The most important components to plan are

- Primary focus (why is this important)

- Campaign goals (short-term, intermediate, long-term)

- Organizational strengths and weaknesses

- Allies and Opponents

- Targets

- Tactics

- Timeline

Included in the following pages is a sample of the Midwest Academy Strategy Chart (*a blank one can be found in the appendix*). This chart will provide you with an opportunity to layout your campaign strategy. Please note, the chart does not include a section for your focus or timeline; however, we strongly recommend noting your focus on the chart and creating a separate timeline.

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The Midwest Academy Strategy Chart is an excellent resource for policy-focused campaigns since every college-specific policy must be approved by someone on campus. For example, if you are advocating for a new tobacco-free policy, it is likely that the policy must be adopted by the campus president, chancellor, or other governing body.

The chart is divided into five columns: goals, organizational considerations, allies and opponents, targets and tactics. As you go through each of the five columns, check to ensure the information in each column is supported by information in the other columns. When you change anything in one column, make sure to change corresponding columns. For example, if you add a secondary decision maker, also add new tactics for reach that decision maker.

In order to successfully complete the strategy chart, you must identify a specific issue (e.g., a tobacco-free campus policy) you want to focus on. As you develop your strategy refer back to and use all the information you collected during your assessment.

Goals should reflect the solution to the tobacco-related problem(s) you identified on campus. They are what you want to achieve through your campaign. The goals you identify as long-term, intermediate, and short-term also need to represent the aim of your group. In other words, if your group was developed to solve a specific problem, your long-term goal will be the solution to that problem. If your group is an ongoing tobacco prevention or health promotion coalition, your intermediate goal will serve as the focus of your campaign and your long-term goal is what you eventually hope to win. In both cases, your short-term and intermediate goals should lead to your long-term goals.

Long-term goals: final objectives of your campaign. These are the goals your coalition is continually working towards.

Intermediate goals: smaller, more manageable goals that must be achieved for the long-term goal to be successful.

Short-term goals: reflect movement towards your intermediate and long-term goals.

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ORGANIZATIONAL CONSIDERATIONS are the factors directly connected with your coalition and/or group. This column of the chart is meant to get you thinking about what you have to put into the campaign, what you want out of it, and what organizational problems need to be solved in order for the campaign to be effective. Keep in mind this is a preliminary campaign strategy - you may not have all the key players on board, or have a functioning coalition, but that's okay! Just remember to update the strategy once you do.

When assessing your group's involvement and leadership with this campaign, consider the following:

Resources and strengths

- What resources do we have? (e.g., money, volunteers, reputation, etc.)
- What is our budget for this campaign?

Organizational goals

- What do we want for our group/coalition? (e.g., increase presence on campus, name recognition, organizing experience, larger coalition, become an established club, etc.)
- How can our coalition be strengthened from this campaign?

Needs and weaknesses

- How resources do we need? (e.g., information, relationships, media support, etc.)
- What are our barriers and challenges? (e.g., large campus, other serious issues facing campus administration, students are busy, limited funding, etc.)

CONSTITUENTS, ALLIES AND OPPONENTS are individuals and groups that have an investment in your issue. It is important to be familiar with all the people and groups who you can count on for support as well as those who may come up against you.

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Constituents are people or groups supporting the issue you are working on and those you can call for support. They may not be active members of your coalition, but they are potential members. Your constituents are individuals you can call on to actively support your advocacy efforts.

Allies are individuals or groups who will support your efforts. Unlike constituents, allies are not likely to join your coalition although they are likely to support your movement.

When listing out your constituents and allies, consider the following:

- What are the strengths of our constituents and allies?
- What resources can they bring to our campaign?
- What are the weaknesses of our constituents and allies?

Opponents are individuals or groups that would be negatively affected or upset if your campaign is successful.

When identifying your opponents, consider the following questions

- What are the strengths of our opponents?
- What are the weaknesses of our opponents?
- What are their arguments?
- What will they do to oppose our campaign?

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TARGETS are the individuals or groups you want to reach with your messages in order to create change. There are three different targets – the primary targets (decision makers), the secondary targets (individuals that can influence the decision maker), and the public audience (everyone affected by your campaign).

Primary decision makers include the people or group who has the authority to give you what you want. If your campaign is targeting a governing body (e.g., Board of Trustees) all members of the Board are primary decision makers; however, there may be one individual on the Board who has the power to influence their fellow trustees. Personalize your primary decision maker so there is one individual you can work with to ensure change.

Secondary decision makers are the people or groups who have influence on the issue and on the primary decision maker.

Public audience consists of people and organizations beyond just the decision makers. These people will hear your messages, may support your cause, and can participate in actions potentially influencing secondary and/or primary decision makers.

TACTICS are the actions and activities of your campaign. Throughout your campaign, you should utilize a number of tactics to help you achieve your goals. These tactics are specific actions and activities that your coalition members and constituents can do to further your campaign.

Tactics should....

- Be supported by a plan. Having a strategic plan in place ensures the tactics is successfully carried out. Without a well thought out strategy, the tactic may not amount to anything.
- Be focused on a primary or secondary decision maker.
- Have a purpose. Make sure your tactics align with your campaign and/or your organizational goals.

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- Be do-able. Create tactics that members of your coalition can accomplish.
- Be varied. Having diverse tactics will ensure all new members of your coalition, both new and old, can be involved with the action activities of your campaign.

TIMELINES are essential to creating successful campaigns and important because they provide coalition members with an exact date to accomplish a task. Even if a deadline is flexible, it is important to have. If there is no date set, there is less urgency to accomplish a task. Your timeline will ensure your campaign is moving forward as planned.

When developing the timeline, make sure to include specific responsibilities as well as completion dates matching campaign tactics. Similar to your preliminary campaign strategy chart, your timeline should be adaptable. If something comes up and someone is not able to accomplish a task on the exact date they said they would, it is not the end of the world. Simply adjust the date, and, if needed, come up with a revised plan on how and when to accomplish the tactic. Additionally, be prepared to change things around and add new responsibilities and dates to your timeline as your campaign moves forward.

A specific policy timeline can be created as well. This timeline can include the dates you hope to meet with decision makers, the date you hope the policy will be adopted by (e.g., Fall 2013), and dates for policy implementation and enforcement. More information on this can be found in the "Policy Adoption" and "Policy Implementation" sections of this guide.

Recruitment

Goal: recruit individuals to support, enhance, and advance your campaign.

Campaign organizing is not a one person show. Involving others allows for community members to be involved in the process of creating positive change. Individuals who are involved in the policy change process have more ownership of the issues and ensure the success of the campaign. Campus policy campaigns also allow individuals to gain valuable experiences they may not get from the classroom or even from their current job.

Diversity within a campaign is important. Successful campaigns are run by advocates with a variety of skill sets. When beginning your recruitment, recognize that not everyone you recruit will be a dynamic public speaker or a great writer. Remember to find out the strengths of those interested in getting involved with your campaign, how they want to grow and how you can best utilize each individual's specific skills.

Determine who you are looking for

Your initial goal is to identify people you want to recruit to join the coalition, serve as community partners, or be a voice on your campus taskforce. These individuals may not be involved with the day-to-day work, but they may participate in or support your events, send letters of support, or help you adjust your campaign strategy.

The first step is evaluating your current coalition or taskforce. What representation do you have within the group? Who are you missing? It may be advantageous to invite a representative from the student health center and the environmental health and safety department to join your coalition or at least partner with your coalition.

Use the information you obtained in the assessment phase to help you decide who you should recruit to either join your coalition or support your efforts. Also, don't forget to look at the list of constituents and allies you identified in your strategy chart.

Develop your recruitment plan

To assist you in planning your recruitment, you can use the components of the strategy chart. Of course, this will be an abbreviated plan compared to your campaign strategy chart.

Goals

- How many people do you want to recruit?
- What campus groups do you want to have represented?
- Does your coalition represent the campus community (including students, staff, faculty and administrators)?

Organizational considerations

- Does your coalition have the ability to utilize the media for recruitment?
- Does the coalition have enough person-power to attend campus events to recruit people?
- Does the coalition have a partnership with groups or organizations that may have members interested in joining the coalition?

Constituents and allies

- Who are your constituents that may work to take on a more active role within the coalition?
- In what ways can your allies assist with recruitment? (e.g., send out emails to their constituents, post something on their website, etc.)

Targets

- What departments or programs on campus have students who may want to get involved?

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- Are there any groups currently working on tobacco or tobacco-related issues (e.g., asthma, clean air, etc.)?

Tactics

- How do other groups recruit people on campus?
- How do people get their news and information on campus?
- Why do people get involved with certain issues?

Recruit

Before you hit the pavement, make sure you know why people get involved with an issue. Understanding what appeals to someone's self-interest will help you design your messaging and tactics.

Common reasons people get involved

Personal

- Issue affects them
- Desire to be part of something
- It's fun

Professional

- It fits with their major
- Resume builder
- Develop skills

Power

- Opportunity to be a spokesperson
- Make lasting change

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Moral

- Aligned with their values and vision
- Want to create change
- Community involvement

Now you are ready to implement your recruitment plan! Recruit! Remember, people will not come directly to you unless they know who you are and what you are advocating for. Leave information about your group around campus (e.g., in the Health Center, on bulletin boards, in classrooms) and spread the word about your tobacco-free cause through campus networks.

Celebrate!

Once you have created your coalition, celebrate! Bring together the old and new members to meet one another, share why they are involved, and thank them for getting involved. If you have an active coalition and recently recruited new members, bring them all together to celebrate their shared vision. Also, make sure not to forget about your constituents and allies.

Use your celebration event to launch your campaign. By bringing everyone together, you can utilize the “kick off” celebration as a time to meet, empower, and encourage your coalition members, partners and taskforce representatives.

The policy implementation campaign

All your hard work thus far has focused on planning a successful campaign for policy change. Do not let too much time pass between the creation of your campaign strategy and the implementation of your strategy.

Before you implement your campaign, revisit your strategy chart and timeline with your coalition and make any necessary changes. Consider any changes on campus that will affect your strategy.

Also, do not forget to give new members responsibilities. Since not all members may have been involved in the initial strategy planning, get their feedback and make sure they have a voice in your campaign as well as a sense of ownership.

As you work with your campaign strategy, keep the focus on the short-term goals. The work you do towards your short-term goal will determine what you need to do for your other two goals. It is not uncommon to succeed in your short-term goal and by doing so the intermediate goal has been accomplished, as well.

POLICY ADOPTION

Policy is what institutionalizes ideas and shows the world that this is where you stand on a regulation or an issue. Policy is also used as a mechanism to achieve and maintain certain goals, in this case a healthier college campus.

The next pages document how to get a tobacco policy adopted by your institution. Using these steps will show stakeholders that you are well researched and offer the answers to questions and concerns.

Develop a policy proposal and plan

Policy proposals are important to do as they help define and communicate the policy you recommend adopting and why. The proposal process allows you to investigate the tobacco-related problem(s) on your campus, assess possible policy solution, research policies on other campuses, and make an informed policy recommendation to your campus leadership.

STEP 1 – IDENTIFY THE TOBACCO-RELATED PROBLEM ON CAMPUS

If you haven't already done so, you will need to assess and identify the tobacco problems on campus. Before you write a policy proposal, it is important to understand why you need a new policy.

The majority of college campuses have at least one, but often many, tobacco-related problems on campus. For most of these schools, secondhand smoke continues to be a major issue. For others, the tobacco industry has increased their level of financial support resulting in an unhealthy relationship between the industry and the college/university. Whatever the case may be, a strong and well-enforced policy may decrease or eliminate the dangers of tobacco on campus.

For more information on conducting assessments and surveys, see the section on "Assessments and Investigations" in the Policy Advocacy portion of this toolkit, along with samples provided in the appendix.

After you have conducted your assessment and/or surveys, you should be able to **identify the most pressing tobacco related problem on campus**. When writing your proposed policy you should consider including policy language that will protect your campus from future tobacco related problems. For example, even if your school is not taking money from the tobacco industry, it is in the campus' best interest to adopt a formal policy prohibiting industry money so when the industry approaches your campus a policy will already be in place. Additionally, if your campus already does not accept tobacco advertising or does not sell tobacco but there is no formal policy saying so, it is important to include such language in your campus policy. There are a number of circumstances that could change on campus that would allow for the campus to make a new decision about accepting tobacco money or begin selling tobacco. An official policy would prevent non-written policies from being reversed.

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STEP 2 – IDENTIFY POLICY GOALS

Once you have assessed your campus and have educated yourself on current and future tobacco related issues pertinent to your college, you are ready to identify the campus policy goals.

Policy committee

If you haven't already done so, it is recommended you form a policy committee or task force. A task force is a group of representatives from student, faculty, staff organizations as well as other key players who will be involved with the policy (e.g., local community based organizations). A policy task force can provide a joint recommendation to campus decision makers on behalf of most, if not all, of the campus community.

By forming this committee, you are allowing representatives from the campus community to have a say in the policy thus resulting in a higher likelihood of compliance. Additionally, by including representatives from these groups it is probable you will have less resistance when you try to get the policy adopted.

Recruit individuals from departments, organizations, or groups that will be directly affected by the policy. For example, if you are advocating for a smoke-free policy, it would be beneficial to recruit an individual from the agency responsible for enforcing the policy.

Consider including

- At least one smoker
- Student Leadership
- Campus Health Center/Wellness Center staff
- Environmental Health & Safety
- Campus Safety/Security
- Human Resources
- Facilities/Maintenance/Grounds
- Student Services
- President's Office

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Policy goals outline

Draft an outline of your policy goals. This process can be done before or after you have developed the policy committee. If you have a group that is well-versed on tobacco and aware of the harms of smoking and tobacco industry presence on campus, you may want to include the group in the outline. If group members have minimal knowledge of tobacco-related issues, it is wise to have your policy goals outlined before the first meeting.

Review your assessments and surveys to help develop your goals. If a majority of your campuses would support a smoke-free policy make sure your policy goals reflect this. If you campus does not sell tobacco but has no formal policy, make sure to include this language as well. This is the time to include as much tobacco-free language as possible and let the policy committee and the administration decide what language should be included and what language should be omitted. Remember to incorporate pre-emptive language in your policy. Policy language that addresses issues that do not yet exist on your campus can benefit the campus at a later time. Since campus politics and administrations change and the tobacco industry is always looking for new “partners” it is best to adopt a sponsorship policy before the campus is approached by the industry.

STEP 3 - RESEARCH

Campuses throughout the country have adopted effective tobacco-free policies. Most likely, as the campus was working on their new policy they ran into some roadblocks, weighed the pros and cons of the policy, and learned many lessons that they can share with you. Now is a great time to do some internet research on different policies and then call up the schools to discuss their lessons learned and ask if they have any information or even resources they would be willing to share with you. *The rResources page, found in the appendix, has a link to where you can find lists of campuses that have gone smoke-free and tobacco-free.*

STEP 4 – DRAFT THE POLICY

Once you have identified your policy goals, you are ready to write a draft policy. It is important to include all interested parties in this process. The more inclusive you are with others thoughts and interests the more likely the administration is to pass the policy and the more likely it is the policy will be enforced.

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No two campuses are alike, thus no two policies can be identical. A tobacco-free policy must be written specifically for the campus on which it will be administered. In drafting the policy, make sure to include language specific to your campus. For example, if your campus is predominately attended by 18-24 year olds, include in the Preamble the high smoking rates of the young adult population.

More information about drafting the policy can be found later in this section. Model policy and policy examples can be found in the appendix.

STEP 5 (OPTIONAL) - DRAFT A POLICY REPORT

Depending on the type of campus you are working with, it may be useful to write a report on your findings and recommendations. A report can include all the information you found from your campus assessment, community survey, and any other data collection method you used. Additionally, you can include your research findings and, based on these findings, make a sound policy recommendation to your campus decision makers.

STEP 6 - DRAFT A POLICY PLAN

The policy plan serves as the roadmap for all three phases of the policy – adoption, implementation, and evaluation. The plan should help you and those administering the policy know what to do next. When drafting the plan, make sure to include suggested dates for adopting the policy, implementing the policy, and enforcing the policy. Below, please find a very basic example of a policy plan.

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Example policy plan

August 2013	Finalize proposed policy
December 2013	Policy adopted
January 2014	Announce new policy to campus community
June 2014	Remove all ashcans from entryways and designated areas
July 2014	Begin educating college staff on new smoking policy and available cessation service
August 2014	Update signage
September 2014	Campus opens 100% tobacco-free
September 2014	Launch year-long educational campaign
November 2014	Great American Smokeout event
January 2015	New Years Resolution Cessation campaign
April 2015	Earth Day celebration
September 2015	Begin policy enforcement

Drafting the policy

Before you begin drafting your policy, it's important to understand how policy is written on your campus. Generally, your tobacco-free campus policy should be written in a similar format and style as your other campus policies.

Some campuses typically include the following sections in their policy:

Rationale – why your campus is going tobacco-free

Definitions – typically, defining terms such as “tobacco products”

Tobacco use policy – details of your policy

Implementation - when and how the policy will be implemented as well as who is responsible for implementing the policy

Education – how the campus will be kept informed on the policy change process

Enforcement – who is responsible for enforcement, what enforcement tactics will be used, and who to contact to report policy violations

Complaint and compliance - setting up the complaint process and language, and defining compliance for the campus and campus members

Cessation – what services and programs are available for people interested in quitting tobacco and how to access those services.

Policy language

As mentioned in the “Policy Initiatives” portion of the “Policy overview” section, there are several types of tobacco use policies – 100% tobacco-free, 100% smoke-free, smoke-free with designated smoking areas, etc. Some campuses opt to do a comprehensive tobacco-free policy which, in addition to the 100% tobacco-free grounds, includes elimination of tobacco sales, advertising and sponsorship on campus and also prohibits the college from accepting research grants from tobacco companies and investing in tobacco companies. Below you will find some sample language you can use when drafting your campus policy. *For a model 100% tobacco-free campus policy and sample policies from other campuses, see the appendix.*

TOBACCO USE POLICIES

Tobacco-free policy:

Policy prohibits use of all tobacco on campus in indoor and outdoor areas.

Example language:

“The use of tobacco in any form is not permitted on campus.”

“Smoking and/or the use of any tobacco product is prohibited on all property owned or operated by the college.”

Smoke-free policy:

Policy reads smoking is prohibited in certain areas on campus.

100% Smoke-free policy: Smoking is prohibited on campus property including parking lots.

Example language:

"In the interest of public health [College Name] is a tobacco-free campus effective [Date]. Use of any form of tobacco is prohibited at all times in the following areas:

1. On all grounds and in all buildings of the [College Name] campus;
2. In or on any space, building, or classroom leased or rented by the college;
3. In all vehicles owned or leased by the college."

Perimeter policy: Smoking is prohibited within X feet from buildings.

Example language:

"Smoking is prohibited in outdoor areas within 25-ft. of entrances, exits and any other locations where smoke may be brought into a campus facility.

"Smoking is prohibited within 25-ft. of the perimeter of all campus owned and occupied buildings and all campus leased and occupied buildings."

Designated smoking areas policy: Smoking is prohibited on campus with the exception of designated smoking areas.

Example language:

"Smoking is permitted in the marked designated areas only and all parking lots."

Smoke-free with exception of designated parking lots policy: Smoking is prohibited on campus with the exception of designated parking lots.

Example language:

"Smoking is prohibited on campus with the exception of designated parking lots."

COMPONENTS OF COMPREHENSIVE POLICIES

Tobacco sales policy:

The sale of tobacco is prohibited on campus.

Example language:

“Sale and advertising of tobacco products are prohibited in [College Name] facilities.”

“Tobacco products may not be sold or distributed on campus.”

Advertising and marketing policy:

Tobacco product and Tobacco Company advertising and marketing is prohibited on campus.

Example language:

“Advertising and sponsorship of campus events by tobacco companies will not be permitted.”

“No tobacco-related advertising or sponsorship shall be permitted on campus property.”

“Advertising tobacco products on campus is not permitted.”

Sponsorship policy:

Tobacco Industry sponsorship of campus organizations and events is prohibited on campus.

Example language:

“Sponsorship of any University activity or event by tobacco product manufacturers and/or marketing or advertising of tobacco products on the campus is prohibited.”

“No funding shall be solicited nor accepted from any tobacco manufacturing company for any department, program, or function of [College Name]. Such funding includes but is not limited to academic and athletic scholarships, research grants and sponsorships, and capital improvement funds.”

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Research policy:

The University will not accept any new research or fellowship funding from the tobacco industry including grants, contracts, or gifts.

Example language:

“The School of Medicine prohibits the solicitation or acceptance of funding for research or other purposes from tobacco companies and from those who make or market tobacco.”

“The College...resolves not to accept funding of any kind from organizations known to be directly funded by the tobacco industry.”

“The School of Public Health will not accept any grant or anything else of value from any tobacco manufacturer, distributor, or other tobacco-related company.”

IMPLEMENTATION LANGUAGE

It is important to include implementation or procedural language within the official campus policy. Including such language it holds specific individuals or departments responsible for carrying out implementation procedures. Typically implementation language will identify who is responsible for communicating the policy, posting the policy, etc.

It is not uncommon for campuses to fold implementation language in with enforcement language. While doing such a tactic reduces the length of the policy, it often has little effectiveness in identifying individual responsibilities and required activities, thus, lessening the usefulness of the implementation language. Such language would look like the following: “Members of the campus community, including students, employees, and visitors shall be responsible for observing the smoke-free environment policy and for asking any individuals who are smoking in an unauthorized area to extinguish and properly dispose of smoking materials, and to direct them to permissible outdoor smoking areas.”

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Examples of Procedural / Implementation Language:

#1: "Vice Chancellors, Deans, and Department Heads shall assure that this policy is communicated to everyone within their areas of responsibility; assure that rooms, facilities, or other areas under their jurisdiction are controlled and adequately posted as 'no smoking' areas as needed."

Pros:

Language clearly identifies **who** is responsible for communicating the policy to the campus community.

Identifies responsible parties' "areas of responsibility."

Cons:

Language is very vague.

Policy gives too much responsibility to a small group of very busy people. If the identified people do not actively carry out the implementation process it is unlikely that it will be done by anyone else.

There is no solid implementation plan.

#2: "This policy and campus maps showing designated smoking areas shall be made available to all employees and students through appropriate campus websites and publications. Signage shall be visible at all designated areas and directional signage identifying designated areas shall be posted where needed."

To give people a reasonable amount of time to adjust to the new policy the following implementation schedule will be used:

April 1 - June 30, 2013: Advertise the new policy and post the designated areas

July 1 - Sept 30, 2013: Begin requiring smoking only in designated areas with reminders issued to those in violation of the new policy

October 1, 2013: Full enforcement of the new policy.

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Pros:

Clearly lays out an implementation plan.

Identifies specific dates implementation activities will be carried out.

Identifies date enforcement will begin.

Indicates policy will be included on website and in campus publications.

Cons:

Does not list out who is responsible for policy implementation.

#3: "The University shall provide faculty, staff, students and visitors with notice of this policy through signs, information campaigns and other publications."

Pros:

Identifies how campus community will be made aware of the policy.

Extensive list of means of policy communication.

Cons:

Does not clearly identify who is responsible for carrying out implementation phase - "University" is vague.

No implementation dates are included in language.

Note: If policy does not include specifics within the implementation language (e.g., who is responsible for implementing the policy, posting signage, how the policy will be advertised, etc.) make sure to discuss these specifics with the administration prior to the policy being adopted. Having a clear plan of action for implementation is as important as having a plan of action for the policy adoption phase.

IMPLEMENTATION + EDUCATION LANGUAGE

Example language:

"Smoke-free policy language shall be prominently posted in appropriate public areas across campus."

"The smoke-free policy shall be included in the new/transfer student and employee orientation programs."

"The Vice Chancellor for Student Affairs shall take steps to notify all undergraduate and graduate student of the smoke-free policy."

"The University encourages its students and employees not to smoke by offering educational information and providing information about smoking cessation classes held by health care providers, nonprofit organizations, and other groups."

ENFORCEMENT LANGUAGE

Examples of passive enforcement

- "The success of the policy depends upon the thoughtfulness, consideration, and cooperation of everyone. All share in the responsibility for adhering to and enforcing this policy. Any problems should be brought to the attention of the appropriate supervisor and/or department head. If a problem cannot be resolved in this manner, recourse may be had by contacting the appropriate Dean, Director, or Human Resources Representative. There shall be no reprisal against anyone seeking assistance in enforcing this policy."
- "This policy relies on the consideration and cooperation of smokers and nonsmokers. It is the responsibility of all members of the college community who are smoking in an unauthorized area to extinguish smoking materials and direct them to permissible outdoor smoking areas."

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Examples of active enforcement

- “Faculty, staff, and students violating this policy are subject to appropriate disciplinary action pursuant to the applicable collective bargaining agreement and/or administration policies or procedures. Violations should be reported to the appropriate administrator, Environmental Health and Instructional Safety at ext. 1234 or Risk Management at ext. 5678.”
- “Repeated or continual violations of this policy by employees will be handled through progressive discipline. Student violators will be subject to CSU student disciplinary procedures established pursuant to the California Code of Regulations.”
- “Enforcement procedures. Any student, district employee, or visitor found to be in noncompliance with this policy shall be subject to the following:
 - a. A verbal warning and review of policy (Sept. 1, 2014 – Sept. 1, 2015)
 - b. Administrative or disciplinary action
 - c. Revocable facility use for groups that are noncompliant”

COMPLAINT AND COMPLIANCE LANGUAGE

Examples of complaint language

- “Any problems should be brought to the attention of the appropriate supervisor and/or department head. If a problem cannot be resolved in this manner, recourse may be had by contacting the appropriate Dean, Director, or Human Resources Representative. There shall be no reprisal against anyone seeking assistance in enforcing this policy.”
- “Questions and problems regarding this procedure shall be handled through existing administrative processes.”
- “Policy violations should be reported at (555) 123-4567.”

Examples of compliance language

- “Employees who refuse to extinguish smoking materials in unauthorized areas are accountable to their supervisor. Violations of policy will be subject to disciplinary action in accordance with appropriate personnel policies or union contracts.”

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- “Violations of this policy by employees will be handled through progressive discipline. Student violators will be subject to campus student disciplinary procedures established pursuant to Section 41301, Title 5, of the Washington State Administrative Code.”

CESSATION LANGUAGE

Note: It is important to include cessation language in a smoke-free and a tobacco-free policy. When attempting to remove tobacco from a college campus, it is necessary to give tobacco users a resource to quit tobacco use.

“If you are a student, and would like information on how to quit smoking, please contact the staff at the Student Health Center (555-123-4567). In addition to literature, they also stock nicotine patches and smoking cessation kits. If you are an employee, please contact the Employee Assistance Program at 1-800-555-5555.”

“Individuals desiring further information on smoking cessation assistance should be provided the toll-free number to the Washington State Quitline. The telephone number is 1-800-QUIT-NOW.”

“In addition to instituting the above regulations, the University on an ongoing basis makes available to employees and students information about the effects of smoking and secondhand smoke and about smoking-cessation programs - primarily through the Personnel Office, the Student Health Center, and the Alcohol and Drug Education Program.”

Educational activities

Education is critical throughout all three phases of policy change. During the adoption and advocacy stages, it not only helps to increase awareness about tobacco-related issues and the impact of tobacco on the campus, but also informs campus about your initiative. Education raises awareness and shines light on why this is an important issue on campus.

WHAT TO EDUCATE ABOUT DURING THE ADOPTION PHASE:

- Tobacco issues, in general (to increase overall awareness)
- Results from your assessments
- Information about the policy committee/taskforce (for transparency)
- Available cessation support and services
- How people can get involved in the initiative

WHO TO EDUCATE DURING THE ADOPTION PHASE:

- | | |
|----------------------------------------|--------------------------------------|
| Students | Faculty |
| Staff | Campus Police |
| Associated Students | Facility Management |
| Residential Advisors | Department Heads |
| President/Chancellor | Parents |
| Community Organizations | Health Services Staff |
| Grounds & Facility Staff | Campus Committees |
| Environmental Health & Safety Officers | Governing Boards (system and campus) |

WHERE TO EDUCATE DURING THE ADOPTION PHASE:

- | | |
|-----------------------------------------------------------------------------------------|------------------------------|
| Residential halls | College email accounts |
| Newspaper | Chalkboards / Whiteboards |
| Dining halls | Campus or initiative website |
| Classes/departments (e.g., Women’s Studies, History, Politics) | |
| Campus Events (e.g., corresponding to special dates/months, like Women’s History Month) | |

EDUCATIONAL TACTICS TO USE DURING ADOPTION PHASE:

- | | |
|-----------------------|----------------|
| Movie/Film screenings | Tabling |
| Class curriculum | Art contest |
| Media contest | Presentations |
| Writing contest | Music festival |
| Flyers/Table tents | Chalking |
- Distribute materials (e.g., bookmarks, postcards, rulers, coffee cup holders, napkins)
- Visual projects (e.g., clothes line, tombstone activity, photo / memory wall)
- Events (e.g., [Great American Smokeout](#), Earth Day, Valentines Day) For more information about how to conduct some of these educational activities (e.g., tactics), see the appendix.

POLICY IMPLEMENTATION

By definition, policy implementation refers to the process of carrying out the authoritative decision of a governing body. The implementation process consists of organized activities directed toward the achievement of goals and objectives of the adopted policy. In this case, the implementation process focuses on the carrying out or the execution of a smoke-free or tobacco-free policy on campus.

Although highly overlooked, the implementation process is extremely important in determining the effectiveness of a campus policy. If a policy is adopted and nothing is done with it, it is highly unlikely that policy compliance will be high. In contrast, if a policy is successfully implemented on campus, the odds for compliance are greater. Additionally, a comprehensive implementation plan correlates with effective enforcement.

Policy implementation can take several months up to a couple of years. The length of implementation often depends on when a policy is adopted. For example, if the policy is adopted in the fall and goes into effect on January 1, implementation of the policy may occur from the adoption of the policy through the start of the following academic year (e.g., fall 2013 through summer 2014). Some campuses will allow for implementation to occur throughout one full academic year. For example, the policy is adopted at the end of the academic year. Policy implementation begins as soon as the policy is adopted and continues through the end of the next academic year (e.g., spring 2014 – summer 2015).

A comprehensive plan for implementing a new tobacco-free policy should be part of the policy development plan mentioned in the previous section.

Implementation activities

The implementation period, which typically occurs 8-12 months prior to policy going live, allows college leaders with ample time to prepare the campus for the new policy. The following is a brief checklist of suggested implementation activities.

- Remove ashcans. If adopting designated area policy or parking lots only policy, place ashcans in areas where individuals can smoke
- Update campus signage to reflect new policy
- Post new signage in areas where individuals can and cannot use tobacco
- If adopting 100% smoke-free or tobacco-free policy, place signage at all entrances of campus alerting people that tobacco can no longer be used in the interior of the college
- If adopting designated area policy, place appropriate signage in designated areas
- Update campus maps to show areas where individuals are permitted to smoke
- Update policy language in all campus-produced materials (e.g., schedule of classes, course catalogue, policy manual, etc.)
- Post policy language on the college website to alert the campus community of the new policy
- Develop policy fact sheet or frequently asked questions document
- Educate the entire campus community on the new policy
- Educate the local community on the new policy to ensure visitors are aware of the college's new smoke-free/tobacco-free policy
- Promote campus or community cessation resources available for those interested in quitting tobacco use

For a more detailed list of implementation activities, see the appendix.

Educational activities

Education is critical throughout all three phases of policy change. During the implementation phase, education focuses on informing campus members of the details of the policy and how the campus will be impacted. It is also important to keep educating about the tobacco-related issues and the reasons why the policy change is occurring.

WHAT TO EDUCATE ABOUT DURING THE IMPLEMENTATION PHASE

Policy details – what policy entails, what enforcement will look like, etc.

Implementation timeline

Roles and responsibilities

What cessation support services are available

Tobacco-related issues (why are you adopting a policy?)

WHO TO EDUCATE DURING THE IMPLEMENTATION PHASE

Students

Staff

Associated Students

Residential Advisors

President/Chancellor

Athletic Coaches

Grounds & Facility Staff

Campus Committees

Incoming students

Governing Boards (system and campus)

Faculty

Campus Police

Facility Management

Department Heads

Community Organizations

College Deans

Health Services Staff

Environmental Health & Safety Officers

Parents

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WHERE TO EDUCATE DURING THE IMPLEMENTATION PHASE

Residential halls	Class schedule
College catalogue	Chalkboards/whiteboards
Dining halls	Newspaper
College email accounts	PSAs before movies
Campus website	Library
Laboratories	Bus shelters
Parking lots	Smoking shelters/areas
Campus Events (e.g., Greek events, special dates / months, i.e. Women's History Month)	
Classes (e.g. Women's Studies, Ethnic Studies, History, Politics)	
Computer classes (policy message as screen saver or wallpaper on the computer)	

EDUCATIONAL TACTICS TO USE DURING IMPLEMENTATION PHASE

Movie/Film screenings	Tabling
Class curriculum	Art contest
Media contest	Presentations
Writing contest	Music festival
Flyers	Table tents
Chalking	Emails
Posters	Signage
Distribute materials (e.g., bookmarks, postcards, rulers, coffee cup holders, napkins)	
Visual projects (e.g., clothes line, tombstone activity, photo / memory wall)	
Events (e.g., Great American Smokeout , Earth Day , Valentines Day)	

For more information about how to conduct some of these educational activities (e.g., tactics), see the appendix.

POLICY ENFORCEMENT

Enforcement is the longest and often the most difficult phase of the policy process. During this phase, education plays a very important role. If the students, faculty, staff, and visitors are well educated on the policy, then they will be more likely to comply with it. High compliance consistently leads to a social norm change on campus making it possible to reduce enforcement efforts within a few years of the policy being adopted.

There are a variety of ways to enforce a smoke-free or tobacco-free policy on campus. The type of enforcement will depend on the type of policy. For example, smoke-free outdoor policy enforcement is extremely different than the enforcement of a sponsorship policy. Policies that are controlled by one body, for example the University Foundation which may oversee the campus investments and funding, can be observed and maintained versus actively enforced. Enforcement of outdoor smoke-free policies, however, is much more difficult and must be done actively and consistently.

Enforcement options

Policy enforcement is rather complicated. Often times before a policy is even passed, the campus administration wants to know how the policy will be enforced. Will the policy be enforced by campus security? Does campus security have enough time and people power to enforce the policy? Who will post the signage? Who will pay for the signage? These questions are just a few of the many questions asked and debated during and after the policy making process. Policy can be enforced either passively or actively.

The most common form of enforcement by college campuses is passive enforcement, or “voluntary compliance.” These policies generally include vague language such as: “this policy relies on the consideration and cooperation of smokers and nonsmokers” and rely on signage for all of the communication. While it’s a low-cost, quick option for campuses, it’s generally an unsuccessful strategy.

These days, more and more campuses are investigating active enforcement tactics. These efforts include, but are not limited, to:

- encouraging compliance through positive enforcement
- including smoking or tobacco use in the Student Code of Conduct and Employee Personnel Policies
- including smoking or tobacco use in the State Education Code
- distributing enforcement cards and reminder cards
- fining violators (either monetary or community service)
- creating and posting highly visible signage.

While active enforcement is much more time consuming and often times more costly, the payoff is much greater. The more active the enforcement, the more likely the campus community will comply with the policy. Allow yourself for a moment to think of parking violations. If you know that you will be fined \$200 for parking in a yellow zone, would you continue to park there? Most likely not. The same goes for enforcement of outdoor smoke-free policies or smokeless tobacco policies. If active enforcement exists and tobacco users are made aware of violation consequences, they are less likely to violate the policy.

Creating a tobacco free campus: a policy guide

Education should be included in all of the enforcement options listed above. Take the time to actively educate the campus on the policy. More times than not tobacco users do not follow the policy because they do not know the policy. While signage may be a good start, it is only a start unless you get creative with the signage.

Throughout the following pages, you will find real life examples of enforcement tactics that have been used on a variety of California campuses. With great hope these brief strategy accounts can assist you in coming up with a creative and active enforcement plan for your campus.

For examples of what other campuses have done and enforcement protocol examples, see the appendix.

Enforcement ideas

WHO CAN BE RESPONSIBLE FOR ENFORCEMENT?

Student governments	Advisors	Campus vendors
Presidents/chancellors	Administration	Faculty/staff
Campus police	Deans	Athletic coaches
Human resources	Community members	Department heads
Tobacco users (self)	Ombudsman office	
Student health services	Environmental health & safety (EHS)	
Alcohol, tobacco & other drugs (ATOD) committee		
Facility management (athletic, theater, physical plant, maintenance)		
Residence halls (residential advisors, housing directors, individuals)		
Students (advocacy clubs, special studies, fraternities sororities)		

HOW CAN POLICY BE ENFORCED?

- Language & policy placement in
 - Schedule of classes
 - Signage
 - Student health center boards
 - Student code of conduct
 - Student handbook
 - Public event programs
 - Campus maps
 - Campus publications
 - Campus website (banner)
 - College job announcements
 - Course syllabi
 - School calendars
 - College notebooks

Creating a tobacco free campus: a policy guide

- Distribute citations or tickets
- Written warnings
- Fines
- Community service
- Educate and train staff, faculty, and students
- Educate, support, and work with campus police
- Policy and enforcement report cards
- Complaint hotline
- Police concentrated day of enforcement

POSITIVE ENFORCEMENT

- “Thank you” cards for people following policy (this works better with designated smoking areas)
- Hand out free items to those in compliance with the policy (this works better with designated smoking areas)

Promotional items

Food

Coupons/gift certificates

- Bookstore
 - Free drinks/food
 - Movies
 - Campus eateries
- Media (“person on the street”) with smokers and nonsmokers
 - Host events on campus just for fun
 - Polite reminder of policy/policy education card
 - Incentives to clubs, organizations, etc. with smoke-free events

Creating a tobacco free campus: a policy guide

- Work with Residential Advisors to provide incentives for those in compliance with policy
- Dorm parties for least number of citations, following policy, etc.

SIGNAGE OPTIONS

Portable Signage

A-frame	Lawn flags
Wall posting	Banners
Static window sticker	

Permanent Signage

Ground spray paint

For signage examples, see the appendix

WHERE TO POST SIGNAGE

Campus borders	Posting boards	Bathroom stalls
Benches	Parking lots	Health center
Top of ash cans	Campus maps	Trashcans
Classrooms	Residential halls	Kiosks
Table tents	Sandwich boards	

Buses/public transportation At X ft. line (X ft. from buildings)

Inside buildings next to door (to see when leaving the building)

CESSATION SUPPORT

This section provides information to help leaders, advocates, and counseling or wellness staff in providing quality programs to help other students and faculty quit using tobacco. The availability of cessation programs and services vary from campus to campus. When programs are available, they are typically offered through campus wellness or health services. The cessation services offered depends on your campus. If your campus doesn't have the capacity to implement any or all of the following interventions, you can still promote services and programs that already exist in your community – there are many local, state, and national resources that already offer these services.

Cessation is a critical piece to policy change and must be included in your implementation plan. Tobacco-free policies are not intended to force people to quit or act as punishment. The intention is to provide a safe and healthy learning environment for all and to provide access to quit services. Once you have a program in place, inform and publicize this service to staff, faculty, students, AND parents. There are a variety of avenues to disseminate your information. Many of which you've already learned about in the Policy Implementation section.

Accessing accurate information and the right resources can often mean the difference between success and failure. Procedures should be developed to offer or promote programs and services that include the following evidence-based approaches:

Screening for tobacco use

Brief interventions for cessation were developed by the U.S. Department of Health and Human Services and are proven ways to help someone along the continuum of behavior change and eventually quit. The intervention is based on the **5As** (**A**sk about tobacco use, **A**dvice the user to quit, **A**ssess readiness to quit, **A**ssist in developing a quit plan and identify resources, and **A**rrange for follow-up). There is more information about this model here:

http://www.ahrq.gov/clinic/tobacco/treating_tobacco_use08.pdf

Creating a tobacco free campus: a policy guide

Providing nicotine replacement (e.g. gum, patches, lozenges)

The most effective cessation treatment involves **both** nicotine replacement therapy and counseling. They should not be used in isolation from one another. Nicotine replacement helps curb nicotine withdrawal and counseling helps with the “habit” or behavioral aspects of smoking. There are many FDA-approved medications for treating nicotine addiction. *(See appendix for a list of all nicotine replacement products).*

Counseling

Counseling helps an individual work through the routine and social aspects of smoking and builds coping skills to stay quit. One-on-one and group counseling are both highly effective. The Washington State Quitline – 1-800-QUIT-NOW – offers counseling and nicotine replacement therapy free of charge for eligible residents..

Colleges that have implemented tobacco-free policies indicate that many tobacco users try to quit before and up to the implementation of the policy. Eliminating tobacco use on campus has shown to decrease daily tobacco consumption and also increases the need for tobacco cessation support services, so be prepared for a surge!

Creating a tobacco free campus: a policy guide

Tobacco cessation resources & curriculum

Resources

Many state, local, and national resources are available on line, via hotlines, and/or community organizations in your area. [See appendix for a list of cessation resources.](#)

Learning About Healthy Living (LAHL)

LAHL is a 20-session group treatment approach that was designed for use with smokers suffering from mental illness, but can be adapted for use with other populations with low motivation to quit. LAHL works to increase individual's awareness about the risks of tobacco use, treatment options, enhance motivation to address tobacco, and teaches how to make other healthy life choices.

The LAHL manual provides detailed information about how to run this program and comes complete with facilitator guides, participant handouts and materials, and other pertinent information.

[Click here to download the free LAHL manual.](#)

Clearing the Air: Quit Smoking Today

38-page guide for smokers who have decided to quit or are thinking about quitting. Booklet provides tools and information for smokers through every stage of the quit process.

[Click here to download the free *Clearing the Air: Quit Smoking Today* guide](#)

Smokeless Tobacco: A Guide for Quitting

Geared for young men who have decided to quit using spit tobacco or who are thinking about quitting. Guide includes reasons to quit, addresses myths about spit tobacco, and helps reader develop a quit plan.

[Click here to download the free guide or request up to 20 hard copies.](#)

Online College Support

TobaccoFreeU.org: Preparing to Quit

[click here for the free online support](#)

10 suggestions for maximizing tobacco cessation efforts

- 1. Evaluate your current services.** Who provides them? Are they used? Are they advertised? How effective are they? Do they include smokeless tobacco? Is there any official evaluation of their success? How could they be made more effective? How can you make the point to administrators that money to reduce tobacco use improves the health of students and minimizes time missed from class due to smoking-related illnesses?
- 2. Check the attitude of the program and the personnel.** Tobacco users need to be treated with respect and in a positive way. Client/student centered approach works best. Focus on what they want and what they are ready for, not what **you** want them to do.
- 3. Work smarter, not harder.** Research shows that behavior change related to smoking occurs over a continuum. Evaluate your current program to see if all levels are addressed on the continuum.
- 4. Educate the student health and counseling center about tobacco issues on campus.** If staff is properly trained, they can be an invaluable resource for linking students to cessation services or providing services at the time of contact.
- 5. If feasible, make sure nicotine replacement products are options for your campus.** Whoever provides cessation services should be well informed about prescription medication and all nicotine replacement products.
- 6. Examine how effective groups have been for your students.** Attendance at groups may be low and attrition rates may be high. If groups aren't working for your students consider more one-to-one counseling or more computer support services.

Creating a tobacco free campus: a policy guide

- 7. Internet resources are often underutilized.** Online support services are excellent options for college students and save staff time and student time. Email and listservs are also good ways to provide support to students trying to quit.

- 8. Promote your cessation services.** If no one is aware that cessation services exist, they most likely will not seek services. Include cessation information in your promotions, outreach, media outlets, website, via signage, etc.

- 9. Have resources available and visible.** Display Quitline cards, reading material, posters, and other supportive materials and resources. Have a local resource list handy. Planting seeds helps create positive change.

- 10. Borrow good ideas from others and share yours.**

Source: Hancock, Linda. Virginia Commonwealth University. Office of Health Promotion. 23

Build inexpensive QUIT KITS:

Zip lock bags (½ gallon or quart bags)

Name-badge stickers (used to make labels reading "QUIT KIT")

Card stock (used for receipt information)

Rubber bands (sized to go around wrists)

Small straws, coffee stirrers, toothpicks

Mints, fireballs, cinnamon type candies (i.e., Jolly Rancher Red Hots)

Gum and/or small packages of Sunflower seeds

Small zip lock bags to put mints/straws/etc. in and to label "money bag"

Pencils (can often get free pencils from the American Lung Association, American Cancer Association, etc.)

Anything else that may be useful (i.e., stickers, magnets)

Include educational literature that may be helpful in quitting

Quit and Win Challenge: A Smoking Cessation Program

The Quit and Win Program has been used at several universities both nationally and internationally. New York University (NYU) has a "Quit and Win Challenge" that proved to be successful for NYU students.

Step One: Consultation

Students meet with a social worker at NYU Health Center for a confidential discussion about the Quit and Win Program. If interested in enrolling in the program, the participant will be charged a \$25 fee. The fee includes an initial assessment, a Quit Kit, and three follow-up sessions.

Step Two: Choose Your Quit Method

Participants are given three quit method options: on your own; nicotine replacement; and Zyban.

Step Three: Follow-up

Follow-up services will be provided to help participants stay quit or, if needed, to try again.

Source: New York University, *Quit and Win Smoking Cessation Program*

APPENDIX

- [Tobacco policy trends on campus](#)
- [Why tobacco-free?](#)
- [New challenges on campus](#)
- [ACHA recommendations](#)
- [Resources](#)
- [National list of 100% tobacco-free college campuses](#)
- [National list of 100% smoke-free college campuses](#)

Assessment & investigations:

- [Comprehensive assessment tool](#)
- Example surveys
 - o [Policy attitude survey \(template\)](#)
 - o [Shasta College](#)
 - o [San Jose State University](#)
- [Campus butt clean-up instructions](#)

Strategize and plan

- [Midwest Academy Strategy Chart](#)

Education and communication

- Education Tactics
 - o [How to: Petition](#)
 - o [How to: meet with decision-makers](#)
 - o [How to: use media](#)
 - o [Tobacco quiz](#)
- Communication
 - o [Campaign guidelines](#)
 - o [Key messages/framing the issue](#)
 - o [Sample FAQs](#)

Policy adoption

- [Benefits of a tobacco-free policy vs. smoke-free policy](#)
- [Model policy](#)
- Sample policies: [Clark College](#)

Policy enforcement

- [Enforcement tactics](#)
- [Sample enforcement plans](#)

Cessation

- [Fagerstrom Test](#)
- [NRT chart](#)
- [What happens when you quit?](#)

TOBACCO POLICY TRENDS ON CAMPUS

King County and Washington state

- In King County, seven of the 12 public colleges and universities have written tobacco use policies that are stronger than WA State Law (no smoking within 25 ft. of buildings). Two private universities are 100% tobacco-free.
- Six campuses across the state have 100% tobacco-free campus policies
- Currently, at least 8 campuses across the state are actively working towards adopting a smoke-free/tobacco-free campus policy.

KUDOS to our State's Leaders in Tobacco-Free Campus Policy!

Clark College

Walla Walla University

Lower Columbia College

South Puget Sound Community College

Seattle Pacific University

Northwest University

National Campus Policies

- Over 450 colleges are 100% smoke-free including large universities such as University of California, San Francisco; University of Michigan; and University of Oregon.
- Currently, over 250 colleges are 100% tobacco-free, a sharp increase from 75 colleges in late 2008.
- The majority of higher education institutions with 100% tobacco-free policies are two-year institutions. A mixture of two & four-year institutions have adopted 100% smoke-free policies.

Clark College - tobacco-free since 2005

Clark College, located in Vancouver, WA, was the first in our state to go tobacco-free and fifth in the nation. Here is what they have to say about their experience:

"Since becoming tobacco-free, our **enrollment has increased** and there has been a **strong demand on the community to use our facilities**. Our transition to a tobacco-free campus was a **positive experience**—one that we've been proud to share with other colleges across the country."

Robert K. Knight, President, Clark College

WHY TOBACCO FREE?

Student Success

Tobacco use is linked to lower academic achievement and associated with other risky behaviors including high-risk sexual behavior and use of alcohol and other drugs.

- There is a growing trend of preference for non-smoking employees. Some employers will not hire smokers.

Tobacco-free policies increase academic and professional success by promoting a tobacco-free lifestyle.

Cleaner, Greener Campus

- Cigarette butts are the #1 most littered item; 480 million cigarette butts are littered in our state each year.
- Cigarette butts are not biodegradable, take 15 years to decompose, and leach deadly toxins like cadmium, arsenic, and other poisons into the soil.

Tobacco-free policies eliminate tobacco litter, reduce your impact on the environment and keep your campus beautiful.

Cost Effective

- Tobacco use is the leading cause of worker lost productivity and sick leave.
- Tobacco use increases the risk of fires on campus and may increase fire and property insurance premiums.
- Maintaining smoking areas and cleaning up cigarette butts costs time and money.

Tobacco-free policies save you money.

Healthier Students & Employees

- There are more than 7,000 chemicals found in tobacco smoke, of which at least 70 cause cancer.
- There is no safe level of exposure to tobacco smoke. Even outdoors, a small amount of tobacco smoke can trigger asthma attacks and heart attacks.

Tobacco-free policies protect everyone from exposure to toxic tobacco smoke.

- The college years are when students are at an increased risk for smoking initiation and transition into regular, daily tobacco users.
- 70% of all tobacco users want to quit.

Tobacco use policies prevent initiation of smoking and increase quit rates.

NEW CHALLENGES ON CAMPUS

Alternative tobacco products are a growing trend in King County, particularly among young people. Here are a few products that are creating challenges on campuses nationwide.

New products, new problems



Dissolvable and Smokeless Tobacco (Snus, Orbs, Strips, Sticks)

Ground tobacco products that are designed to be used in smoke-free environments. The problem:

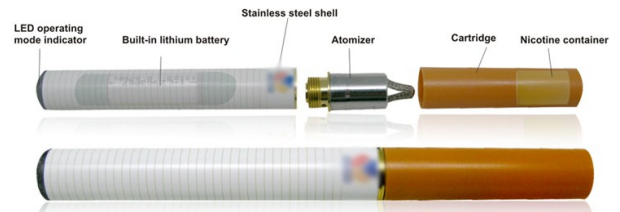
- Use is increasing among youth and young adults
- Easy to conceal while in smoke-free areas; no smoke/spit
- Similar negative health consequences as all other forms of smokeless tobacco products

Electronic Cigarettes

Battery operated devices that deliver a vapor consisting of flavor, nicotine, and other chemicals—but no tobacco.

The problem:

- Marketed as harmless alternative, but not FDA-regulated
- Vapor has been found to have varying levels of nicotine & ingredients known to be toxic to humans
- Can increase nicotine addiction and lead to experimentation with other tobacco products



Re-emergence of old products



Hookah/Shisha

A glass pipe filled with water for smoking tobacco, marijuana and other substances. The problem:

- Growing in popularity, particularly among young adults who do not believe hookah smoke is as harmful and addictive as other forms of tobacco
- A typical 1-hour hookah session has 100-200 times the smoke of a single cigarette
- Carry same health risks as cigarettes and increases risk of contracting communicable diseases like tuberculosis and

Little Cigars and Cigarillos

Similar to cigarettes in size, ingredients and appearance, but with different regulations due to their classification as "cigars." The problem:

- Price point is lower due to single-stick packaging and lower tax rates
- Often viewed as less harmful than cigarettes but carry similar health risks
- Flavors like grape and vanilla make them less harsh to use than cigarettes



ACHA Guidelines

Position Statement on Tobacco on College and University Campuses

The American College Health Association (ACHA) acknowledges and supports the findings of the Surgeon General that tobacco use in any form, active and/or passive, is a significant health hazard. ACHA further recognizes that environmental tobacco smoke has been classified as a Class-A carcinogen and that there is no safe level of exposure to environmental tobacco smoke (ETS), a recognized toxic air contaminant. In light of these health risks, ACHA has adopted a NO TOBACCO USE policy and encourages colleges and universities to be diligent in their efforts to achieve a 100% indoor and outdoor campus-wide tobacco-free environment. *This position statement reflects the viewpoint of ACHA and serves only as a guide** to assist colleges and universities with evaluating progress toward becoming or maintaining tobacco-free living and learning environments that support the achievement of personal and academic goals.

ACHA joins with other professional health associations in promoting tobacco-free environments. According to the ACHA-National College Health Assessment (ACHA-NCHA) conducted in spring 2011, 85% of college students described themselves as non-smokers (never smoked or have not smoked cigarettes in the last 30 days); 92% reported being non-smokers for hookah/water pipes (never used or have not used in the last 30 days); and 96% described themselves as non-users of smokeless tobacco (never used or have not used in the last 30 days). ACHA supports the health goals of the U.S. Department of Health and Human Services' Healthy People 2020 initiative to reduce the proportion of adults who smoke to below 12% by the year 2020 and to positively influence America's college students to help them remain

or become tobacco-free. Additionally, ACHA actively supports the Healthy Campus 2020 goals to reduce cigarette use (within the last 30 days) by college students to below 14% and smokeless tobacco use (within the last 30 days) to below 3% by the year 2020.

Efforts to promote tobacco-free environments have led to substantial reductions in the number of people who smoke, the amount of tobacco products consumed, and the number of people exposed to environmental tobacco hazards. ACHA acknowledges that achieving a tobacco-free environment requires strong leadership and support from all members of the college/university community. Because the improvements to health can be so significant, ACHA recommends the following positions be taken to address policy, prevention, and cessation as it pertains to tobacco issues:

1. Develop a strongly worded tobacco policy that reflects the best practices in tobacco prevention, cessation, and control. These include the following recommendations:
 - a. Tobacco is defined as all tobacco-derived or containing products, including, but not limited to, cigarettes (clove, bidis, kreteks), electronic cigarettes, cigars and cigarillos, hookah-smoked products, and oral tobacco (spit and spitless, smokeless, chew, snuff).
 - b. Tobacco use is prohibited on all college and university grounds, college/university owned or leased properties, and in campus-owned, leased, or rented vehicles.
 - c. All tobacco industry promotions, advertising, marketing, and distribution are prohibited on campus properties.
 - d. The sale of tobacco products and tobacco-related merchandise (including logo

* Compliance with the elements of this position statement is not and cannot be mandated by ACHA; nor is compliance a condition for institutional membership in ACHA.

TOBACCO-FREE COLLEGES AND UNIVERSITIES RESOURCES

General Tobacco Resources

Tobacco Prevention Program, Public Health – Seattle & King County
All of our wonderful resources will be up on our web.

The Centers for Disease Control and Prevention, Office on Smoking and Health –
<http://www.cdc.gov/tobacco/index.htm>
Information on health effects of tobacco use, data/statistics, cessation and health disparities.

Campaign for Tobacco-free Kids- www.tobaccofreekids.org
Factsheets and resources on a variety of topics relating to tobacco and young people.

The Truth.com- <http://www.thetruth.com>
Interactive site that focuses on harmful effects of tobacco use and the tobacco industry. There are games, videos, facts and blogs that give information in a creative way.

Toxic Butts - <http://toxicbutts.com/>
Website dedicated to the environmental impacts of tobacco.

Cessation Resources

BecomeAnEx - http://www.becomeanex.org/#learn_overview
Free online smoking cessation aid.

My Last Dip- <http://mylastdip.com/>
Free online self-help program for users of chewing tobacco.

Nicotine Anonymous- <http://www.nicotine-anonymous.org>
12-step program; site contains information about nicotine anonymous meetings in the area.

Surgeon Generals Tobacco Cessation Information- <http://www.surgeongeneral.gov/tobacco/>
Contains cessation materials for both the clinician and the consumer.

Washington State Quitline- www.quitline.com

University of California, San Francisco. Smoking Cessation Leadership Center-
<http://smokingcessationleadership.ucsf.edu/Resources.htm>

Smoke/Tobacco-free College/University Resources

American Non-Smokers' Rights (ANR)- <http://no-smoke.org/goingsmokefree.php?id=447>

Page is dedicated to smoke-free colleges and universities – has national list of smoke-free campuses, feed of news articles on the topic, and some info.

California Youth Advocacy Network (CYAN) – www.cyanonline.org/college

NEED DESCRIPTION

National Center for Tobacco Policy (NCTP) - <http://www.tobaccofreenow.org/>

you through such topics as model community college tobacco-free policy, enforcement and consequences, definition of “tobacco-free,” cessation and enrollment effects.

SmokeFreeOregon.com - <http://www.smokefreeoregon.com/smokefree-places/community-colleges>

National list of tobacco-free campuses

Tobacco Technical Assistance Consortium (TTAC)- www.ttac.org/services/college/index.html

Through the College Tobacco Prevention Resource (CTPR) website, TTAC provides practical information, ideas and guidance to assistance college leaders with planning, implementing and evaluating effective campus tobacco policies and programs.

Tobacco Free U – <http://www.tobaccofreeu.org/index.asp>

Works on college campuses to prevent starting, promote quitting, prevent exposure to secondhand smoke, and ultimately create tobacco-free campuses across the nation.

Toolkits

Making Your Campus Tobacco Free: A Guide for College Leaders

http://www.smokefreeoregon.com/wp-content/uploads/2010/11/ComColl_bro2011.pdf

California Youth Advocacy Network resources page for colleges

<http://cyanonline.org/college/>

Tobacco-Free Post-Secondary Campus Guide to Implementation

<http://www.health.state.mn.us/healthreform/ship/implementation/school/tobaccofreepostsecondary01092012.pdf>


Signage Templates

For your convenience, the Maine Tobacco-Free College Network provides signage templates for your campus to use to help increase awareness of your tobacco-free policy.

[Download the signage templates.](#)

2 / Position Statement on Tobacco on College and University Campuses

- containing items) is prohibited on all university property and at university-sponsored events, regardless of the operating vendor.
- e. The distribution or sampling of tobacco and associated products is prohibited on all university owned or leased property and at university-sponsored events, regardless of the venue.
 - f. Tobacco industry and related company sponsorship of athletic events and athletes is prohibited.
 - g. The college/university does not permit tobacco companies on campus to conduct student recruitment or employment activities.
 - h. The college/university does not accept any direct or indirect funding from tobacco companies.
 - i. The campus provides and/or promotes cessation services/resources for all members of the college/university community.
2. Inform all members of the campus community by widely distributing the campus tobacco policy on an annual basis. The tobacco policy is clearly posted in employee and student handbooks, on the college/university website, and in other relevant publications. Key components of the policy are also shared with parents, alumni/ae, and visitors. The general policy should be included in prospective student materials in both printed and electronic formats.
 3. Offer and promote prevention and education initiatives that actively support non-use and address the risks of all forms of tobacco use.
 4. Offer and promote programs and services that include practical, evidence- and theory-informed approaches to end tobacco use, including screenings through health and counseling services, free/reduced-cost tobacco-cessation counseling, free/reduced-cost nicotine replacement therapy, and medication options on campus.
 5. Advocate for requiring the inclusion of tobacco use cessation products, medications, and services in student health insurance plans.
6. Provide a comprehensive marketing and signage effort to ensure that all college/university visitors, vendors, guests, and others arriving on property owned or leased by the institution are aware of the tobacco-free policy.
 7. Plan, maintain, and support effective and timely implementation, administration, and consistent enforcement of all college/university tobacco-related policies, rules, regulations, and practices. Provide a well-publicized reporting system for violations.
 8. Collaborate with local, state, and national public health entities and tobacco prevention and control public, private, and national non-profit tobacco-related organizations in support of maintaining a healthy tobacco-free environment.
 9. Develop and maintain a tobacco task force on campus to identify and address needs and concerns related to tobacco policy, compliance, enforcement, and cessation. Key individuals and departments to invite/include:
 - a. Undergraduate and graduate students (particularly from student-elected/representative organizations)
 - b. Health and counseling center professionals
 - c. Faculty (including faculty senate or other faculty governing bodies)
 - d. Residence life/housing
 - e. Judicial affairs
 - f. Campus safety/police
 - g. Human resources
 - h. Neighborhood liaisons
 - i. Facilities
 - j. Other important stakeholders specific to your campus

 American College Health Association
1362 Mellon Road, Suite 180
Hanover, MD 21076
(410) 859-1500
(410) 859-1510 fax
www.acha.org

COLLEGES AND UNIVERSITIES WITH 100% TOBACCO-FREE CAMPUS POLICIES

Updated June 2012

This list includes **281** colleges and universities *prohibiting smoking and all forms of tobacco use everywhere on campus* (e.g. no designated smoking areas). For colleges that have announced but not yet implemented a new policy, a date in parentheses indicates when the campus will be 100% tobacco-free.

ALABAMA	Calhoun Community College
ARIZONA	A.T. Still University - Mesa
ARKANSAS	<i>(The Arkansas Clean Air on Campus Act of 2009 prohibits smoking on all campuses of state-supported institutions of higher education, effective 8/1/10.)</i> National Park Community College ▪ North Arkansas College ▪ Ozarka College Phillips Community College of the University of Arkansas ▪ SAU Tech ▪ University of Arkansas University of Arkansas Community College at Morrilton
CALIFORNIA	Fresno Pacific University ▪ Grossmont-Cuyamaca Community College District ▪ Imperial Valley College Point Loma Nazarene University ▪ Riverside Community College ▪ Santa Rosa Junior College Stanford School of Medicine ▪ University of California San Francisco ▪ UC Davis School of Medicine
COLORADO	Colorado Mountain College Summit Campus ▪ Denver School of Nursing ▪ Colorado Christian University University of Denver
CONNECTICUT	Hartford Community College
DELAWARE	Delaware Technical & Community College ▪ Widener Law
FLORIDA	Edison State College District ▪ Florida Hospital College of Health Sciences ▪ South Florida Community College University of Florida Health Science Center ▪ University of Florida ▪ Warner University
GEORGIA	Altamaha Technical College ▪ Armstrong Atlantic State University ▪ Athens Technical College College of Coastal Georgia ▪ Columbus Technical College ▪ Darton College ▪ DeKalb Technical College East Georgia College ▪ Emory University ▪ Gainesville State College ▪ Georgia Highlands College Georgia Northwestern Technical College ▪ Gwinnett Technical College ▪ Medical College of Georgia Southwest Georgia Technical College
COMMONWEALTH OF GUAM	Guam Community College ▪ University of Guam
ILLINOIS	Rush University ▪ Wheaton College
INDIANA	Bethel College ▪ Crossroads Bible College ▪ Goshen College ▪ Franklin College ▪ Indiana University Indiana University South Bend ▪ Indiana University Southeast ▪ Indiana University-Purdue University Indianapolis Ivy Tech Community College ▪ Purdue University North Central ▪ Taylor University ▪ Valparaiso University University of St. Francis
IOWA	<i>(All Iowa college & university campuses are now required by state law to be smokefree.)</i> AIB College of Business ▪ Allen College ▪ Des Moines Area Community College ▪ Des Moines University Hawkeye Community College ▪ Indian Hills Community College ▪ Iowa Lakes Community College Iowa Valley Community College District ▪ Loras College ▪ Luther College ▪ Mercy College of Health Sciences

Tobacco-Free Campus Resources

American Lung Association: Contact: Catherine.Chandler@lung.org to add any tobacco-free college in the U.S. to this list.

American Lung Association in Oregon: Visit www.tobaccofreecollege.org for resources including a how-to guide "Making Your College Campus Tobacco-Free".

Center of Excellence for Tobacco-Free Campus Policy, Ozarks Technical Community College: Consultations on tobacco-free campus policy for colleges and universities. See <http://www.otc.edu/about/tobaccofree.php> for contact information.

	North Iowa Area Community College ▪ Northwestern College ▪ St. Ambrose University Southeastern Community College ▪ Southwestern Community College ▪ Western Iowa Tech Community College
KANSAS	Kansas Wesleyan University
KENTUCKY	Bellarmine University ▪ Transylvania University ▪ University of Kentucky
LOUISIANA	Louisiana Delta Community College ▪ Louisiana State University Health Sciences Center (March 2012) Nicholls State University ▪ Southern University System
MAINE	Kennebec Valley Community College ▪ University of Maine
MARYLAND	Carroll Community College ▪ Chesapeake College ▪ Garrett College ▪ Harford Community College Howard Community College ▪ Maryland Bible College and Seminary ▪ Montgomery College Washington Adventist University
MASSACHUSETTS	Salem State University
MICHIGAN	Alpena Community College ▪ Delta College ▪ Great Lakes Christian College ▪ Grand Rapids Community College Hope College ▪ Lansing Community College ▪ Montcalm Community College ▪ North Central Michigan College Saginaw Valley State University ▪ University of Michigan Medical School ▪ Washtenaw Community College
MINNESOTA	Bemidji State University ▪ Bethel University ▪ Cook County Higher Education ▪ Dakota County Technical College Itasca Community College ▪ Lake Superior College ▪ Minnesota State University Moorhead Minnesota West Community and Technical College ▪ North Central University ▪ Northwestern College Northwest Technical College ▪ Northwestern Health Sciences University ▪ Rainy River Community College Ridgewater College ▪ Rochester Community and Technical College ▪ South Central College Campuses Southwest Minnesota State University ▪ St. Catherine University ▪ University of Minnesota, Crookston Winona State University
MISSISSIPPI	Blue Mountain College ▪ Delta State University
MISSOURI	Cox College ▪ Kansas City University of Medicine and Biosciences ▪ Northwest Missouri State University Ozarks Technical Community College ▪ St. Charles Community College ▪ St. Louis Community College - Wildwood Washington University in St. Louis
MONTANA	Montana Tech of the University of Montana ▪ University of Montana ▪ University of Montana Western
NEBRASKA	College of St. Mary ▪ Creighton University ▪ Nebraska Methodist College ▪ York College ▪ Mid-Plains Community College University of Nebraska Medical Center
NEW JERSEY	Bergen Community College ▪ Camden County College ▪ Salem Community College
NEW MEXICO	University of New Mexico (<i>transitional designated smoking areas will be phased out</i>)
NEW YORK	Cayuga Community College ▪ Corning Community College ▪ Davis College ▪ Maria College Rensselaer Polytechnic Institute ▪ State University of New York College-Cortland ▪ The College of Saint Rose The Sage Colleges ▪ Union Graduate College
NORTH CAROLINA	A-B Technical Community College ▪ Barber Scotia College ▪ Beaufort County Community College ▪ Bennett College Blue Ridge Community College ▪ Cabarrus College of Health Sciences ▪ Cape Fear Community College Carolinas College of Health Sciences ▪ Catawba Valley Community College ▪ Central Carolina Community College Central Piedmont Community College ▪ Cleveland Community College ▪ College of The Albemarle Davidson County Community College ▪ Durham Technical Community College ▪ ECPI-Greensboro Campus Edgecombe Community College ▪ Gardner-Webb University ▪ Gaston College ▪ Greensboro College Guilford Technical Community College ▪ Halifax Community College ▪ Haywood Community College High Point University ▪ Lees-McRae College ▪ Lenoir Community College ▪ Louisburg College Mayland Community College ▪ Montgomery Community College ▪ Montreat College ▪ Peace College

Tobacco-Free Campus Resources

American Lung Association in Oregon: Visit www.tobaccofreecollege.org for resources including a how-to guide “Making Your College Campus Tobacco-Free”. Contact: Catherine.Chandler@lungusa.org to add any tobacco-free college in the U.S. to this list.

Center of Excellence for Tobacco-Free Campus Policy, Ozarks Technical Community College: Consultations on tobacco-free campus policy for colleges and universities. See <http://www.otc.edu/about/tobaccofree.php> for contact information.

- [Pfeiffer University](#) ▪ [Randolph Community College](#) ▪ [Richmond Community College](#)
[Roanoke Chowan Community College](#) ▪ [Rockingham Community College](#) ▪ [Rowan-Cabarrus Community College](#)
[Southeastern Community College](#) ▪ [Southwestern Community College](#) ▪ [Stanly Community College](#)
[Surry Community College](#) ▪ [Wake Technical College](#) ▪ [Vance-Granville Community College](#) ▪ [Wayne Community College](#)
[Western Piedmont Community College](#) ▪ [Wilkes Community College](#) ▪ [Wingate University](#)
- NORTH DAKOTA** [Bismarck State College](#) ▪ [Jamestown College](#) ▪ [Mayville State University](#) ▪ [Minot State University](#)
[North Dakota State College of Science](#) ▪ [University of North Dakota](#) ▪ [Valley City State University](#)
- OHIO** [Hocking College](#) ▪ [Mount Vernon Nazarene University](#) ▪ [Schar College of Nursing](#)
[University of Toledo Health Science Campus](#)
- OKLAHOMA** [Cameron University](#) ▪ [Oklahoma Baptist University](#) ▪ [Oklahoma Christian University](#) ▪ [Oklahoma City University](#)
[Oklahoma State University \(OSU\) – Oklahoma City](#) ▪ [OSU -Stillwater](#) ▪ [OSU-Tulsa](#)
[Southern Oklahoma Technology Center](#) ▪ [St. Gregory's University](#) ▪ [University of Central Oklahoma](#)
[University of Oklahoma Health Sciences Center](#) ▪ [Western Oklahoma State College](#)
- OREGON** [Corban College](#) ▪ [East West College](#) ▪ [Mt. Hood Community College](#) ▪ [Multnomah University](#)
[Northwest Christian University](#) ▪ [Oregon Coast Community College](#) ▪ [Oregon College of Oriental Medicine](#)
[Oregon Health & Science University](#) ▪ [Tillamook Bay Community College](#) ▪ [University of Oregon](#) (Fall 2012)
[Walla Walla University – Portland](#) ▪ [Warner Pacific College](#)
- PENNSYLVANIA** [Butler County Community College](#) ▪ [Widener University](#)
- SOUTH CAROLINA** [Aiken Technical College](#) ▪ [Charleston Southern University](#) ▪ [Lander University](#) ▪ [Medical University of South Carolina](#)
[Piedmont Technical College](#) ▪ [University of South Carolina Upstate](#)
- SOUTH DAKOTA** [Mount Marty College](#) ▪ [Oglala Lakota College](#)
- TENNESSEE** [East Tennessee State University](#) ▪ [Milligan College](#)
- TEXAS** [Alamo Community Colleges](#) ▪ [Blinn College](#) ▪ [Huston-Tillotson University](#) ▪ [Midwestern State University](#)
- VIRGINIA** [Jefferson College of Health Sciences](#) ▪ [Regent University](#)
- WASHINGTON** [Clark College](#) ▪ [Lower Columbia College](#) ▪ [Northwest University](#) ▪ [Seattle Pacific University](#) ▪ [Walla Walla University](#)
- WEST VIRGINIA** [West Virginia School of Osteopathic Medicine](#)
- WISCONSIN** [Alverno College](#) ▪ [Carroll University](#) ▪ [Chippewa Valley Technical College](#) ▪ [Gateway Technical College](#)
[Madison College](#) ▪ [Marian College](#) ▪ [Medical College of Wisconsin](#) ▪ [Moraine Park Technical College](#) ▪ [Nicolet College](#)
[Western Technical College](#) ▪ [University of Wisconsin-Baraboo/Sauk County](#)
[University of Wisconsin Schools of Medicine & Public Health, Nursing and Pharmacy](#) ▪ [University of Wisconsin-Stout](#)
[Waukesha County Technical College](#) ▪ [Wisconsin Indianhead Technical College - Superior Campus](#)

Note: This list does not include colleges with “smoke-free campus” policies that do not address other forms of tobacco use. Prohibiting only cigarette smoking may lead to the unintended consequence of increased use of “smokeless tobacco” products, which are being heavily marketed by the tobacco industry to young adults and others for use in settings where smoking is not allowed. Because these products are not safe alternatives to smoking, it is important that they be addressed in campus policies and related educational activities. In addition, this list only includes institutions where the policy covers the entire college or university, versus just one of their locations.

Tobacco-Free Campus Resources

American Lung Association: Contact: Catherine.Chandler@lung.org to add any tobacco-free college in the U.S. to this list.

American Lung Association in Oregon: Visit www.tobaccofreecollege.org for resources including a how-to guide “Making Your College Campus Tobacco-Free”.

Center of Excellence for Tobacco-Free Campus Policy, Ozarks Technical Community College: Consultations on tobacco-free campus policy for colleges and universities. See <http://www.otc.edu/about/tobaccofree.php> for contact information.

U.S. Colleges and Universities with Smokefree and Tobacco-Free Policies

October 5, 2012

While it has become relatively common for colleges and universities to have policies requiring that all buildings, including residential housing, be smokefree indoors, this list only includes those colleges and universities with entirely smokefree campuses.

+ = 100% Tobacco-Free campus (no forms of tobacco allowed). Otherwise policy is smokefree only (other forms of tobacco allowed).

There are now at least **825** 100% smokefree campuses with no exemptions. Residential housing facilities are included, where they exist. Of these, **608** have a 100% tobacco-free policy.

Please note, these policies have been enacted but are not necessarily yet in effect. Please contact the school itself to verify the status of its policy.

U.S. States/Territories/Commonwealths Requiring 100% Smokefree College and University Campuses, Indoors and Out (Required 100% Tobacco-Free Campuses Marked +)

Below is a list of states/territories/commonwealths that have adopted laws requiring all college and university grounds within the jurisdiction to be 100% smokefree with no exemptions.

Arkansas (33 campuses)*
Iowa (66 campuses)
Commonwealth of the Northern Mariana Islands (1 campus)*
Oklahoma (29 campuses) +*

**Public institutions only*

Colleges and Universities with Smokefree Policies: Entire Campus, Indoors and Out (100% Tobacco-Free Campuses Marked +)

Below is a list of U.S. colleges and universities that have enacted 100% smokefree campus policies.

<p>Alabama</p> <p>Auburn University Calhoun Community College (2 campuses) + Faulkner University + ITT Technical Institute - Bessemer Troy University (4 campuses) +</p>	<p>Alaska</p> <p>Wayland Baptist University - Anchorage +</p> <p>Arizona</p> <p>A.T. Still University - Mesa +</p>	<p>Wallace State Community College (2 campuses) +</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------

	Maricopa Community College District (10 Colleges) +	Delaware	Delaware Technical & Community College + Widener University +
Arkansas* <i>*all public institutions smokefree by law; listed institutions are private and/or have tobacco-free policies</i>	National Park Community College + North Arkansas College + NorthWest Arkansas Community College + Ozarka College + Phillips Community College + SAU Tech + University of Arkansas + University of Arkansas Community College at Morrilton +	District of Columbia	Georgetown University Medical Center
California	Cuyamaca Community College Fresno Pacific University + Fullerton College Grossmont Community College + Hillsborough Community College (8 campuses) + Imperial Valley College + Laney College Loma Linda University + Mesa College MiraCosta College + Palomar College + Point Loma Nazarene University + San Jose City College Santa Rosa Junior College Simpson University + Solano Community College District (4 campuses) Stanford University Medical School University of California (9 campuses) + Woodland Community College +	Florida	Edison State College + Florida Hospital College of Health Sciences + Florida International University + Florida State College of Jacksonville (5 campuses) + Gulf Coast State College + Miami Dade College (8 campuses) + Nova Southeastern University + South Florida Community College + University of Central Florida University of Florida + University of Florida Health Sciences/Shands + University of Miami Medical Campus University of South Florida Health + Valencia College Warner University +
CNMI* <i>*all institutions smokefree by law; listed institutions have tobacco-free policies</i>	Northern Marianas College +	Georgia	Armstrong Atlantic State University + Altamaha Technical College + Athens Technical College + Chattahoochee Technical College + College of Coastal Georgia + Columbus Technical College + Darton College + Emory University + Gainesville College + Georgia Highlands College + Georgia Piedmeont Technical College (formerly Dekalb) + Gwinnett Technical College + Medical College of Georgia + Mercer University + Oglethorpe University + Piedmont College + Southwest Georgia Technical College + University of Georgia Health Sciences Campus +
Colorado	Colorado Christian University + Colorado Mountain College Summit Campus + Denver School of Nursing + Northeastern Junior College UC-Denver, Anschutz Medical Campus +	Commonwealth of Guam	Guam Community College University of Guam +
Connecticut	Quinnipiac University - North Haven Campus +	Idaho	Brigham Young University–Idaho + College of Southern Idaho Idaho State University

Illinois	Aurora University Blessing-Rieman College of Nursing City Colleges of Chicago (7 colleges) + College of DuPage + Danville Area Community College + Greenville College + Hannibal LaGrange University McHenry County College + Olivet Nazarene University + Rush University + Waubonsee Community College Wheaton College	Southwestern Community College + Western Iowa Tech Community College +	
Indiana	Anderson University Associated Mennonite Biblical Seminary Bethel College + Crossroads Bible College + Franklin College + Goshen College + Grace College + Huntington University Indiana University Southeast + Indiana University – East Indiana University – IUPUI + Indiana University – Kokomo + Indiana University – Northwest + Indiana University – Southeast + Indiana University – South Bend + Indiana Tech + Indiana Wesleyan University Ivy Tech State College System (23 campuses) + Martin University Purdue University - Calumet Purdue University - North Central + Taylor University + University of Indianapolis University of Saint Francis + Valparaiso University +	Kansas	Butler Community College – Andover + Kansas Wesleyan University + University of Kansas Medical Campuses (2 campuses) +
		Kentucky	Ashland Community and Technical College + Bellarmine University + Kentucky Wesleyan College Morehead State University + Owensboro Community and Technical College (3 campuses) + Pikeville College + Spalding University St. Catharine College + Union College + University of Kentucky + University of Louisville
		Louisiana	Louisiana Delta Community College + LSUHSC Shreveport LSUHSC New Orleans + Nicholls State University + Our Lady of the Lake College Southern University (5 campuses) +
		Maine	Kennebec Valley Community College + University of Maine (3 campuses) + University of Southern Maine (3 campuses) +
		Maryland	Carroll Community College + Chesapeake College + Frostburg State University Garrett College + Harford Community College + Howard Community College + Maryland Bible College and Seminary + Montgomery College + Salisbury University Towson University Washington Adventist University (formerly Columbia Union College) +
Iowa* <i>*all institutions smokefree by law; listed institutions have 100% tobacco-free policies</i>	AIB College of Business + Des Moines Area Community College + Des Moines University + Hawkeye Community College + Indian Hills Community College + Iowa Lakes Community College + Iowa Valley Community College District (5 campuses) + Loras College + Luther College + Mercy College of Health Sciences + North Iowa Area Community College + St. Ambrose University + Southeastern Community College +	Massachusetts	Boston University Medical Campus Bridgewater State University + Bristol Community College + Cape Cod Community College Harvard Medical School

[Harvard School of Dental Medicine](#)
[Harvard School of Public Health](#)
[Holyoke Community College](#)
[Massachusetts Maritime Academy](#) +
[North Shore Community College](#)
[Salem State University](#) (3 campuses;
formerly Salem State College) +
[Tufts University – Boston campus](#) +
[University of Massachusetts –
“Amherst](#) +
[University of Massachusetts Medical
School](#) +

Michigan

[Alpena Community College](#) +
[Baker College](#) +
[Bay College](#) +
[Delta College](#) +
[Glen Oaks Community College](#) +
[Grand Rapids Community College](#) +
[Great Lakes Christian College](#) +
[Henry Ford Community College](#) (3
campuses)
[Hope College](#)
[Jackson Community College](#) +
[Lansing Community College](#) +
[Monroe County Community College](#)
[Montcalm Community College](#) +
[Mott Community College](#) (4
campuses) +
[Muskegon Community College](#) +
[North Central Michigan College](#) +
[Northwestern Michigan College](#) +
[Oakland Community College](#) (5
campuses) +
[Spring Arbor University](#) +
[University of Michigan](#)
[University of Michigan Medical School](#)
[Washtenaw Community College](#)

Minnesota

[Argosy University – Twin Cities](#)
[Bemidji State University](#) +
[Bethel University](#) +
[Century College](#) +
[College of St. Scholastica](#) (5
campuses) +
Cook County Higher Education – North
Shore +
[Dakota County Technical College](#) +
[Itasca Community College](#) +
[Lake Superior College](#) +
[Mesabi Range Community & Technical
College](#) (2 campuses) +
[Minnesota State University -
Mankato](#) +
[Minnesota State University -
Moorhead](#) +

[Minnesota West Community and
Technical College](#) +
[North Central University](#) +
[Northwest Technical College](#) +
[Northwestern College](#) +
[Northwestern Health Sciences
University](#) +
[Rainy River Community College](#) +
Rasmussen College - Moorhead
Campus and St. Cloud Campuses
[Ridgewater College](#) +
[Riverland Community College](#) (3
campuses) +
[Rochester Community and Technical
College](#) +
[South Central College](#) (2 campuses) +
[Southwest Minnesota State
University](#) +
[St. Catherine University](#)
(2 Campuses) +
[St. Cloud State University](#) +
[St. Cloud Technical & Community
College](#) +
[University of Minnesota - Crookston](#) +
[University of Minnesota - Duluth](#)
[Winona State University](#) +

Mississippi

[Blue Mountain College](#) +
[Delta State University](#) +
[Itawamba Community College](#) (2
campuses) +
[Mississippi College](#)
[Northeast Mississippi Community
College](#) +
[University of Mississippi - Oxford](#)

Missouri

[A.T. Still University of Health
Sciences](#) +
[Drury University](#) +
[East Central College](#) +
[Evangel University](#) +
[Fontbonne University](#)
[Hannibal-LaGrange University](#) +
[Harris-Stowe State University](#)
[Maryville University](#)
[Missouri Western State University](#) +
[North Central Missouri College](#) +
[Northwest Missouri State University](#)
[Ozarks Technical Community
College](#) +
[St. Charles Community College](#) +
[St. Louis Community College](#) (7
campuses) +
[St. Louis University Medical Center](#)
[University of Missouri - Columbia](#)
[University of Missouri – St. Louis](#) +

	Washington University in St. Louis + Westminster College		University of Rochester School of Medicine & Dentistry + Wells College
Montana	Montana State University (4 campuses) + Montana Tech + University of Montana + University of Montana Western +		Westchester Community College (11 campuses) +
		North Carolina	Asheville-Buncombe Technical Community College + Barber-Scotia College Beaufort County Community College + Bennett College + Blue Ridge Community College + Cabarrus College + Cape Fear Community College + Carolinas College of Health Sciences + Catawba Valley Community College + Central Carolina Community College + Central Piedmont Community College + Cleveland Community College + College of The Albemarle + Davidson County Community College + Durham Technical Community College + ECPI University, Greensboro + Edgecombe Community College + Forsyth Technical Community College Gardner-Webb University + Gaston College + Greensboro College + Guilford Technical Community College + Halifax Community College + Haywood Community College + High Point University + Laurel University (formerly John Wesley College) + Lees-McRae College + Lenoir Community College + Louisburg College + Mayland Community College + Montgomery Community College + Montreat College + Peace College + Pfeiffer University (3 campuses) + Randolph Community College + Richmond Community College + Roanoke-Chowan Community College + Rockingham Community College + Rowan-Cabarrus Community College + Southeastern Community College + Southwestern Community College +
Nebraska	College of St. Mary's + Clarkson College Creighton University + Mid-Plains Community College + Nebraska Methodist College + University of Nebraska Medical Center + York College +		
New Jersey	Bergen Community College Berkeley College + Brookdale Community College + Burlington County College Camden County College + County College of Morris Essex County College (3 campuses) Gloucester County College Middlesex College Middlesex County College Raritan Valley Community College Salem Community College + Sussex County Community College +		
New York	Barnard College Broome Community College Cayuga Community College + Cazenovia College City University of New York (24 campuses) + College of Saint Rose + Cornell Cooperative Extension + Corning Community College + Davis College + D'Youville College Maria College Queens College + Rensselaer Polytechnic Institute + Sage College (2 campuses) + St. Francis College + State University of New York - Buffalo SUNY - Canton + SUNY College of Optometry SUNY Cortland + SUNY Rockland Community College SUNY - Upstate Medical University Stony Brook University Hospital Union Graduate College +		

	Stanly Community College + Surry Community College + Vance-Granville Community College + Wayne Community College + Wake Technical Community College + Western Piedmont Community College + Wilkes Community College + Wingate University +	Multnomah University + National College of Natural Medicine Northwest Christian University + Oregon Coast Community College (3 campuses) + Oregon College of Oriental Medicine + Oregon Health & Science University + Oregon State University – Corvallis Pacific University – Health Professions Campus + Portland Community College, Cascade campus + Portland Community College, Rock Creek campus + Tillamook Bay Community College + University of Oregon + Walla Walla University – Portland Warner Pacific College + Western States Chiropractic College
North Dakota	Bismarck State College + Dakota College + Dickinson State University + Jamestown College + Lake Region State College + Mayville State University + Medcenter One College of Nursing Minot State University + North Dakota State College of Science + North Dakota State University Trinity Bible College + University of Mary + University of North Dakota + Valley City State University +	Pennsylvania
Ohio	Christian Cedarville University + Dwight Schar School of Nursing Ashland University + Hocking College + Malone College + Miami University Mount Carmel School of Nursing Mount Vernon Nazarene University + Northeast Ohio Medical University + Notre Dame College of Ohio Ohio Christian University + Ohio Dominican University (3 campuses) Ohio State University Wexner Medical Center College of Medicine + University of Toledo - Health Science Campus +	Baptist Bible College + Community College of Beaver County + Eastern University + Lackawanna College + Lehigh Carbon Community College Montgomery County Community College + Reading Area Community College + Widener University (4 campuses) +
		South Carolina
		Aiken Technical College + Allen University Charleston Southern University + Clafin University Clinton Junior College Francis Marion University Lander University + Medical University of South Carolina + University of South Carolina - Upstate + Piedmont Technical College System (7 campuses) + York Technical College +
Oklahoma* <i>*all public institutions tobacco-free by law; listed Institutions are private</i>	Oklahoma Baptist University + Oklahoma Christian University + Oklahoma City University + St. Gregory's University + Southern Nazarene University +	South Dakota
Oregon	Chemeketa Community College Corban College + East West College + Mt. Hood Community College +	Dakota State University Dakota Wesleyan University + Mount Marty College + Oglala Lakota College + South Dakota School of Mines and Technology + University of Sioux Falls + University of South Dakota
		Tennessee
		Belmont University + Dyersburg State Community College +

	East Tennessee State University + Freed-Hardeman University + Libscomb University + Milligan College + Tennessee Technological University +		Jefferson College of Health Sciences +
Texas	Alamo Community College District (5 colleges) Angelina College (3 campuses) + Austin Community College (10 campuses) Blinn College (4 campuses) + Collin County Community College (7 campuses) Huston-Tillotson University + Lamar Institute of Technology + Midwestern State University + North Central Texas College (5 campuses) + Paul Quinn College San Jacinto College - South Campus Sul Ross State University (4 campuses) + Tarrant County College + Texas Southmost College + Texas State University - Round Rock + Texas State University - San Marcos + Texas Tech University Health Sciences Center (6 campuses) + Tyler Junior College University of North Texas - Denton University of Texas - Arlington + University of Texas - Brownsville + University of Texas Health Science Center - San Antonio + University of Texas Health Science Center – Houston + Victoria College Weatherford College +	Washington	Everett Community College + Green River Community College + Lower Columbia College + Northwest University + Pacific Lutheran University + Seattle Pacific University Walla Walla University + Washington State University Spokane – Riverpoint campus +
		West Virginia	Marshall University Health Sciences Campus + West Liberty University + West Virginia Northern Community College (3 campuses) + West Virginia School of Osteopathic Medicine + West Virginia University Health Sciences Campus +
		Wisconsin	Alverno College + Carroll University + Bellin College of Nursing (Bellin Health) Chippewa Valley Technical College + Gateway Technical College (10 campuses) + Madison College + Marian University + Medical College of Wisconsin + Moraine Park Technical College + Nicolet Area Technical College + University of Wisconsin - Baraboo/Sauk County + University of Wisconsin - Stout + University of Wisconsin Health Sciences Campus + Waukesha County Technical College + Western Technical College + Wisconsin Indianhead Technical College – Superior Campus +
Utah	Brigham Young University +		
Virginia	Eastern Virginia Medical School + Regent University +		

In creating this document, the American Nonsmokers' Rights Foundation relied on information found on the internet, information in student and campus administration handbooks and news articles, and information obtained from other tobacco prevention agencies. This information is accurate to the best of our knowledge; however, there may be some discrepancies due to incomplete information.

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Comprehensive Assessment Tool

Characteristics of Campus Community

Key Resources:

- Existing campus records such as written policies, results of student surveys, health services department records.
- Key informants, such as personnel from Health Services, Facilities, Residence Life, Risk Manager/Legal Affairs, Admissions, Campus Security, and Student Government.

1. What are your school's demographics (size, age, ethnicity, etc.)? _____

2. What are the tobacco use rates and trends on campus? How do they compare with other campuses?

3. What are the student attitudes and perceptions related to tobacco use? Do students have an exaggerated perception of the number of student who smoke and/or use smokeless tobacco?

4. Does the college/university have specific goals or concerns regarding tobacco-related issues on campus? (e.g., health goals, sustainability or "green" initiatives)

5. Who is interested in tobacco prevention/policy-making on campus? (e.g., student groups, health and wellness groups, sustainability groups, etc.)

Campus Political Environment

Key Resources:

- Key informants, such as personnel from Health Services, Facilities, Residence Life, Risk Manager/Legal Affairs, Student Affairs, Faculty Senate, Campus Security, Communications and Student Government.
- Focus groups with students or faculty/staff/administrators.
- Existing campus records and documents such as written policies and procedures, committee by-laws, archived campus newsletters, etc.

1. What is the procedure for creating new policies on campus? _____

Comprehensive Assessment Tool

2. Who is the final decision-maker on new policies? What is his/her/their stance on tobacco?

3. Has there been any previous efforts to change the tobacco use policy? Who was involved? What was the outcome?

4. Has the campus media covered this issue in the last few years? If so, what was the content of the coverage?

5. Who is likely to support this project? Why? _____

6. Who is likely to oppose this project? Why?

Tobacco Prevention, Education, and Cessation support

Key Resources:

- Existing campus records and documents such as written policies and procedures, insurance coverage documents, staff and student handbooks, etc.
- Key informants, such as personnel from Health Services, Human Resources, Student Affairs, and Benefits.

7. What tobacco prevention programs and services are available on campus? Are they publicized? Are they being utilized? _____

8. What, if any, cessation services are available to faculty and staff? _____

9. Does the health center screen all patients for tobacco use?
 Yes No Not applicable
10. Is smoking cessation medications covered by your student insurance?
 Yes No Not applicable
11. Is smoking cessation medications covered by employee health insurance?
 Yes No Not applicable

Comprehensive Assessment Tool

Characteristics of Current Tobacco Policies

Key Resources:

- Existing campus records such as written policies and procedures.
- Key informants, such as personnel from Health Services, Facilities, Risk Manager/Legal Affairs, and Campus Security.

Tobacco Use Policies

6. Is there a "no smoking" policy for your college campus? Yes No

If so, what does it cover? _____

7. How is the policy enforced and by whom? _____

8. What are the consequences for violation of a policy? _____

9. How often do violations occur? Are violations recorded? Who records them? _____

10. Any problems with enforcement? Where are the problem areas? _____

Other Tobacco-Related Policies

11. Are there any campus tobacco-related policies that prohibits:

a. Tobacco sales on campus?
 Yes No Unsure Comments: _____

b. Accepting funds, gifts or anything of value from tobacco companies?
 Yes No Unsure Comments: _____

c. Tobacco promotions, advertising, and marketing in and on campus property?
 Yes No Unsure Comments: _____

d. Investing in tobacco companies?
 Yes No Unsure Comments: _____

e. Tobacco company sponsorships?
 Yes No Unsure Comments: _____

Comprehensive Assessment Tool

Campus Environmental Scan

Key Resources:

- Personal observations – walk through campus note what you see.
- Key informants, such as personnel from Health Services, Facilities, and Campus Security.

12. Are there “no smoking” or “no tobacco” signs posted around campus?

Comments:

- a. Campus buildings Yes No _____
- b. Dorms Yes No _____
- c. University centers Yes No _____
- d. Campus store Yes No _____
- e. Gymnasium Yes No _____
- f. Library Yes No _____
- g. Bookstore Yes No _____
- h. Eateries Yes No _____
- i. Bars Yes No _____
- j. Athletic fields/arenas? Yes No _____
- k. Other: _____

13. Does the placement of these signs align with your current campus policy?

- Yes No Unsure Comments: _____

14. Have you seen ashcans:

- a. Right outside doors? Yes No _____
- b. 1-5 ft. from doors? Yes No _____

15. Does the placement of ashcans align with your current campus policy?

- Yes No Unsure Comments: _____

16. Where do people smoke on campus when the weather is nice? _____

17. Where do people smoke on campus when the weather is bad? _____

18. Is there litter caused by cigarettes, cartons or wrappers on campus?

- Yes No Unsure

19. Are there particular areas where litter is common? If so, where?

You may also consider conducting a litter butt cleanup to quantify how much litter is produced by cigarette butts on campus.

Comprehensive Assessment Tool

20. What are the costs of removal of butts on campus? _____
(Ask the Maintenance and Landscape personnel or your Environmental Health & Safety Committee)

21. Is tobacco sold anywhere on campus?
 Yes No Unsure Notes: _____

22. Are tobacco products advertised or marketed on campus or in campus publications?
 Yes No Unsure Notes: _____

Tobacco presence on campus

Key Resources:

- Key informants, such as personnel from Health Services, Facilities, Residence Life, Risk Manager/Legal Affairs, Admissions, Campus Security, and Student Government.

23. Are any campus clubs, groups or organizations sponsored by a tobacco company?
 Yes No Unsure Notes: _____

24. Does the campus accept any gifts, donations or funding from tobacco companies?
 Yes No Unsure Notes: _____

25. Does the college have any investments in tobacco companies through their investments or foundations?
 Yes No Unsure Notes: _____

26. Do tobacco companies attend campus career or job fairs?
 Yes No Unsure Notes: _____

1. Has the college received complaints about:
- Tobacco use on campus?
 - Tobacco funding on campus?
 - Tobacco job recruitment on campus?
 - Other tobacco-related things?

Policy Attitude Survey

You are invited to take part in a survey conducted by GROUP or PERSON ADMINSTERING SURVEY. In this survey we hope to learn about students' views on tobacco and secondhand smoke. Your participation in this survey is completely voluntary and confidential. Confidential means that there is no identifier or personal information requested so please remember to not identify yourself on the survey. Reports resulting from this survey will not identify you as a participant so feel free to answer honestly. An overall summary of survey results will be made available and shared with the campus.

Please clearly check the box that represents your answer.

1. You attend: Day classes only Evening classes only Both day & evening
2. You live in: Residence Hall Off campus home or apartment
3. Is secondhand smoke on campus a concern or an annoyance for you?
 Yes, a concern/annoyance Not a concern/annoyance I don't know

Comment:

4. Where do you see smoking occur on campus? (Check all that apply)
- | | |
|--------------------------------------------------------------|---------------------------------------------------------------|
| <input type="checkbox"/> I don't see anyone smoke on campus | <input type="checkbox"/> Near Library Building |
| <input type="checkbox"/> Near Classroom Buildings | <input type="checkbox"/> Sports Fields/Stadiums |
| <input type="checkbox"/> Near Cafeteria and other food areas | <input type="checkbox"/> Parking Lots/garage |
| <input type="checkbox"/> Open, outdoor areas (i.e. quad) | <input type="checkbox"/> Breezeways (areas between buildings) |
| <input type="checkbox"/> Other (identify): | |

5. Do you have any allergy/sensitivity (i.e. asthma, sneezing, watery eyes, etc.) that are triggered by exposure to either indoor and/or outdoor tobacco smoke?
 Yes No

6. How important is it to you that your campus adopt a **smoke-free campus policy**?
- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Very Important | Somewhat Important | No Opinion | Somewhat Unimportant | Very Unimportant |

7. How important is it to you that your campus adopt a minimum "**no smoking with the exception of designated areas**" policy?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very Important	Somewhat Important	No Opinion	Somewhat Unimportant	Very Unimportant

8. How important is it to you that your campus enforce existing **smoking regulations (e.g., no smoking within 20 feet of buildings)**?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very Important	Somewhat Important	No Opinion	Somewhat Unimportant	Very Unimportant

9. How do you feel about the sale of tobacco products in campus stores and on campus property?

- Allow the sale Prohibit the sale No Opinion

10. Should tobacco companies be allowed to sponsor campus events or distribute tobacco products or tobacco-related promotional items on campus?

- Yes No No Opinion

11. Your age? under 18 18-19 20-21 22-25 26-29 30+

Additional Comments:

THANK YOU VERY MUCH FOR YOUR PARTICIPATION IN THIS SURVEY!!



SHASTA COLLEGE Student Senate Tobacco Policy Attitude Survey

You are invited to take part in a survey conducted by the Shasta College Student Senate. In this survey we hope to learn about views on tobacco and secondhand smoke. Your participation in this survey is completely voluntary and confidential. Confidential means that there is no identifier or personal information requested so please remember to not identify yourself on the survey. Reports resulting from this survey will not identify you as a participant so feel free to answer honestly. An overall summary of survey results will be made available and shared with the campus.

Please respond by completely filling in one bubble per statement

Shade Circles Like This--> ●

Not Like This--> ⊗ ⊙

1. Your gender: Female Male
2. Your age: under 18 18 - 19 20 - 24 25 - 29 30 - 39 40 - 49 50 - 59 60 and over
3. Status (primary): Student Staff Faculty Administration
4. On which campus do you spend the majority of your time?
 Redding Main Campus Tehama Trinity Intermountain Downtown Other: _____
5. During the past 30 days, on how many days did you use:

	0 days	1-2	3-5	6-9	10-19	20-29	All 30 days
Cigarettes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cigars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smokeless Tobacco Products (e.g. chew)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pipes (e.g. hookah)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. If you smoke, do you smoke on campus? Yes No
8. If yes, **where** do you usually smoke on campus? (check all that apply)
 Gazebo Lawn area Walkway Parking lot Other: _____
9. If you chew tobacco, do you chew tobacco on campus? Yes No
10. In the past 12 months, have you stopped smoking for 1 day or longer because you were trying to quit?
 Yes No NA
11. If yes, how many times in the past 12 months did you quit smoking? 1 2 3 or more
12. Secondhand smoke is smoke from someone else's cigarette, cigar or pipe that you breathe. Reflecting on the current semester, how often would you say you are exposed to secondhand smoke **on campus**?
 Multiple times a day
 Every day
 A few times a week
 A few times a month
 Never
13. Would you say secondhand smoke on campus typically bothers you a lot, a little, or not at all?
 A lot A little Not at all
14. Have you experienced any immediate health effects from secondhand smoke **on campus**, such as coughing, wheezing, or allergic reaction? Yes No

Please turn over to continue



Do you agree or disagree with the following statements?

- | | Strongly Agree | Somewhat Agree | No Opinion | Somewhat Disagree | Strongly Disagree |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 15. Smoking is hazardous to one's health. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. Secondhand smoke can cause serious health problems. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. Daily exposure to small amounts of secondhand smoke is a serious health risk. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18. It is okay for colleges to prohibit smoking on campus in order to keep secondhand smoke away from other students and staff. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19. For people with certain health conditions (asthma, pregnancy, emphysema, heart disease, cancer, etc.), exposure to secondhand smoke is harmful to their health. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20. Are you aware that Shasta College has a tobacco use policy that restricts smoking to designated smoking areas?
<input type="radio"/> Yes <input type="radio"/> No | | | | | |
| 21. Are you aware that Shasta College has a policy that prohibits the use of smokeless tobacco products (e.g. chew) inside buildings?
<input type="radio"/> Yes <input type="radio"/> No | | | | | |
| 22. Is the current tobacco policy at Shasta College...
<input type="radio"/> Very effective <input type="radio"/> Somewhat effective <input type="radio"/> Not effective/ineffective | | | | | |
| 23. Would you support Shasta College becoming a "100% tobacco/smoke-free campus?"
<input type="radio"/> Support <input type="radio"/> Neutral <input type="radio"/> Not support | | | | | |
| 24. Where does your level of support fall if going completely tobacco/smoke-free includes no smoking allowed in private vehicles with their windows closed?
<input type="radio"/> Support <input type="radio"/> Neutral <input type="radio"/> Not support | | | | | |
| 25. If you smoke, would you be interested in smoking cessation assistance provided on campus?
<input type="radio"/> Yes <input type="radio"/> No | | | | | |
| 26. Additional comments: | | | | | |

Thank you for taking the time to complete this survey!



**San Jose State University
Smoking Policy Survey**

You are invited to take part in a survey to express your views and behavior related to tobacco and secondhand smoke. Your completion of this survey indicates your willingness to participate. Please do not write any information that can identify you.

Upon completion of the survey, SJSU students can elect to enter into a drawing for a Target or Amazon.com gift card by entering your email at the end of this survey. Please note, your email will not be associated with your survey response.

An overall summary of survey results will be made available and shared with the campus in November (see: www.sjsu.edu/wellness). If you have any questions about this survey at any time, please contact coughsjsu@gmail.com. Thank you in advance for your participating in this survey.

Please respond by marking the box of each statement with a ✓ or an X.

Basic Information

1. Status (primary): Student Staff Faculty Administration Visitor
2. Your gender: Female Male _____
3. Your age: Under 18 18-19 20-24 25-29
- 30-39 40-49 50-59 60 and over

Secondhand Smoke

4. Secondhand smoke is smoke from someone else's cigarette, cigar or pipe that you breathe. Reflecting on the current semester, how often would you say you are exposed to secondhand smoke on campus?
- Multiple times a day
- Every day
- A few times a week
- A few times a month
- Never
5. Would you say secondhand smoke on campus typically bothers you a lot, a little, not at all?
- A lot A little Not at all
6. Do you have an allergy/sensitivity (e.g., asthma, sneezing, watery eyes, etc.) that is triggered by exposure to either indoor and/or outdoor tobacco smoke?
- Yes No
7. Are you aware that SJSU has a smoke-free policy that prohibits smoking within 25-ft. of buildings?
- Yes No
8. In your opinion, the current smoke-free policy at SJSU is:
- Very effective Somewhat effective Not effective/ineffective
9. Would you support SJSU becoming a "smoke-free campus with the exception of designated areas?"
- Support Neutral No support
10. Would you support SJSU becoming a "100% smoke-free campus?"
- Support Neutral No support

11. Additional comments (optional):

Tobacco Use

12. During the past 30 days, on how many days did you use:

	0 days	1-2	3-5	6-9	10-19	20-29	All 30 days
Cigarettes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cigars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Smokeless Tobacco (e.g., chew)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pipes (e.g., hookah)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you have not used tobacco in the last 30 days, please skip to question 18

13. If you smoke, do you smoke on campus? Yes No (if no, skip to question 18)

14. If yes, **where** do you usually smoke on campus? (check all that apply)

- Walkways Parking lots/structures Outside buildings Outside on-campus housing
 Other: _____

15. In the past 12 months, have you stopped using tobacco for 1 day or longer because you were trying to quit?

- Yes No

16. If yes, how many times in the past 12 months did you quit using tobacco?

- 1 2 3 or more

17. If you are interested in quitting tobacco, what methods would you be interested in trying?

- Group counseling One-on-one counseling Phone counseling
 Online Quit kits Nicotine replacement therapies (e.g., the patch, gum, etc) Cold turkey
 Other: _____

18. Additional comments (optional):

19. Your time and thoughtful answers are appreciated. If you are an SJSU student and would like to be entered into a drawing for a Target or Amazon.com gift card, please complete the form attached to this survey. Tear off the form and submit it separate from the survey.

Thank you for taking the time to complete this survey!

SJSU students: If you would like help to quit using tobacco, please call [\(408\) 924-6122](tel:408-924-6122) to make a free and confidential appointment at the Student Health Center. **Additional resources for anyone:** 1-800-NO-BUTTS or Breathe CA at [\(408\) 998-5865](tel:408-998-5865).

Campus Clean-Up Butt Clean-Up Instructions

Supplies

- Disposable gloves
- Long-handled litter pick up tools
- Small containers for each volunteer (e.g., garbage bags, clean yogurt or milk containers, jars, etc.)
- 1 “Official Tally Container” – a large container to hold all the butts collected. This should be clear, thick plastic with a secure lid (e.g., 72 oz. peanut butter container, red vines container, etc.)

Optional:

- T-shirts, hats, large buttons, etc. for each participant. Brightly colored gear helps to identify the participants and can bring some attention to the effort.
- Camera to snap pictures of the event; and, if needed, a photo release for volunteers to sign indicating you may use their photo.

1-3 weeks before your event:

- Select your butt clean-up date and time. We expect you'll spend 1-3 hours for this event.
- Gather all your supplies
- Recruit volunteers. You may consider offering an incentive to volunteers – a free T-shirt, snacks, or a raffle ticket for a chance to win a \$10 work well.
- Do a walk-through of the campus if you're not familiar with it to identify high traffic areas and places where there is more litter.

You may choose to:

- Invite campus leaders to the clean-up event
- Contact the school newspapers to tell them you'll be cleaning up the campus. Invite them to cover your event and give them details on the location and time.

Day of event:

- Plan on 1-3 hours for your event
- Split the campus into sections for each volunteer, or team of volunteers.
- Take pictures
- Have each volunteer collect cigarette butts and other tobacco litter in their individual containers, counting as they go along (it may be helpful to have teams of 2 people – one to collect and one to tally the number of butts)
- As volunteers report back, put all butts and tobacco-related litter in the Official Tally Container, using extra garbage bags and containers if needed. Keep track of how many butts were collected from which section of campus. You should also have a final count of how much litter was collected, how much time was spent cleaning up, and how many volunteers participated (see below “findings” worksheet).
- Dispose of gloves and wash your hands well

After your event:

- Keep the Official Tally Container, if possible. This may come in handy if you plan on doing tabling events, presenting to decision-makers, and/or other educational activities related to tobacco.

You may choose to:

- Send photos and testimonial letters to campus administration with your final count, and inform them about tobacco-free campus policies.
- Send out a press release with your findings and information about tobacco-free campuses to your campus newspaper.
- Attend a board of trustees meeting and present your findings and information about tobacco-free colleges.

Some Facts about the Environmental Impact of Tobacco

- Cigarettes contain over 4,000 chemicals, with about 50 of these being carcinogenic.¹ Most of these toxins still remain in the cigarette butt waste.
- Cigarette butts are not bio-degradable and can take on average 25 years to break down (they are photodegradable) all the while leaching toxic chemicals like cadmium, arsenic, and pesticide residues into the soil and waterways².
- Cigarette butts are the #1 item collected in beach, river and city cleanups each year, worldwide³.
- 5.6 *trillion* toxic butts are deposited into the global environment each year⁴.
- Cigarette butts are commonly discarded onto sidewalks, streets, and many other public places where domestic animals, wildlife, and children are at risk of ingestion.
- Many butts are washed into rivers, lakes and into the ocean from city streets, through storm drains. Seabirds, animals and fish eat them by mistake. Ingested cigarette butts can choke an animal or poison it with toxins⁵.
- The whole life cycle of a cigarette butt is harmful to the environment. From the deforestation that happens in order to clear land for tobacco plants and supply the wood for curing (drying) their leaves,⁶ to the millions of pounds of toxic chemicals released every year by tobacco product manufacturing facilities,⁷ to the fires that are caused by cigarette smoking.⁸

¹ U.S. Department of Health and Human Services. The Health Consequences of Smoking: A Report of the Surgeon General. Atlanta, GA, USA: US Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health, 2004.

² Novotny T, Hardin S, Hovda L, Novotny D, McLean MK, Khan S. Tobacco and cigarette butt consumption in humans and animals. Tobacco Control 2011;20(Suppl 1):i17-i20. available online:

http://tobaccocontrol.bmj.com/content/20/Suppl_1/i17.full.pdf+html

³ RW Beck. Final Report: Litter: A Review of Litter Studies, Attitude Surveys and Other Litter-Related Literature. Keep America Beautiful, Inc., 2007. Available online:

http://www.kab.org/site/DocServer/Litter_Literature_Review.pdf?docID=481

⁴ Heaton CG, Cummings KM, O'Connor, RJ, Novotny, TE. Butt really? The Environmental Impact of Cigarettes, Tobacco Control, 2011; 20(Suppl 1). Available online: http://tobaccocontrol.bmj.com/content/20/Suppl_1/i1.full

⁵ Ibid.

⁶ Geist HJ. Global Assessment of Deforestation Related to Tobacco Farming. Tobacco Control, Spring, 1999; 8(1). Available online: <http://tobaccocontrol.bmj.com/content/8/1/18.full>

⁷ The Right to Know Network. Toxic Release Inventory Database 312229: Other Tobacco Product Manufacturing Facilities, 2008. Available online: rtnet.org

⁸ National Fire Protection Association. Fire Analysis and Research Division. U.S. Smoking Material Fire Problem. John R. Hall, Jr. November, 2008. Page 11 of PDF. Available online: <http://www.nfpa.org/assets/files//PDF/OS.Smoking.pdf>

Campus Cigarette Butt Clean-Up Findings

Date of clean-up: _____

Team	Section of campus/ area where butts were collected	# of volunteers on team	# of butts collected	Other Notes
Team 1				
Team 2				
Team 3				
Team 4				
Team 5				
Team 6				
Team 7				
Team 8				
Team 9				
Team 10				

Time spent cleaning up butts: _____

Total number of volunteers: _____

Total number of butts collected: _____

Midwest Academy Strategy Chart

After choosing your issue, fill in this chart as a guide to developing strategy. Be specific. List all the possibilities.

Goals	Organizational Considerations	Constituents, Allies, and Opponents	Targets	Tactics

© Midwest Academy

28 E. Jackson Blvd. #605, Chicago, IL 60604

(312) 427-2304 mvacademy1@aol.com www.midwestacademy.com

Petitions

Petition drives provide you with a way of sharing your message with a larger audience and proving to campus administration that there is support for policy change. When done successfully, your message has the potential to reach thousands of people who may be supportive of your issue.

The standard way of doing a petition is having a statement of your aims printed on a piece of paper and having people sign below it. The advantage to this is that you can show that everyone agrees on exactly your point, and you have their signatures.

Petition drives can be done in-person on campus, and on the internet.

On campus, get creative with where you distribute the petition. Consider tabling to collect signatures and distribute educational materials. Have coalition members volunteer to take the petition to those individuals and groups they have access to in the campus community. For example, if you have any residential advisors (RA) in your coalition, ask them to circulate or post the petition in their dorm. If you have any faculty representatives, ask them to take the petition to the next faculty senate meeting. Staff representatives can take the petition to their next staff union meeting. Not only will you get more signatures from each coalition member taking the petition to their unique communities, but it provides you all with a way of educating a diverse group of individuals on your issue as well as garnering support from them.

On the internet, create a petition that can be easily distributed via email as well as on websites. A good online petition site is www.ThePetitionSite.com. Once the petition is created, generate an email with the link to the petition. Distribute the email to your contacts and ask them to distribute the petition link to their contacts. Also, have coalition members put the petition link on their Myspace, Facebook, or organization homepage (i.e., the homepage for the campus Health Center).

Any way you do it, make sure your petition includes the reasons you want a new tobacco policy and specifically what you're asking for. Make sure the space for signing includes the person's name (printed), their signature, and their address.

You can start collecting signatures for your petition the moment you start your campaign. You will probably want to wait to present your petition until you go to talk to the administration at the end of the campaign, when you have all the signatures. You can, of course, boast about how many you have at any point!

Two formats for petitions follow. You can use these sheets as ideas or use them as they are. If you decide to change them, one suggestion is to alter the first line to include the name of your school, as in "We, the students of XYZ University, care about our health..."

We, the undersigned students, care about our health and the health of those around us.

We are aware of the dangers tobacco poses to each and every one of us whether we are smokers or nonsmokers. We therefore want to make sure that while we are in this learning environment that exposure to tobacco smoke will not have to be one of our concerns.

We are well aware of an individual's right to autonomy and in no way do we want to compromise this right. However, just as any other public health issue, once an individual's action begins to endanger the lives of others it is no longer a matter of individual right or convenience.

We view this educational institution as a place where knowledge is shared, discussed, and integrated into our daily lives—yet the way this campus acts on tobacco issues is at odds with the current scientific knowledge about tobacco.

Therefore, we would like the following components to be included in a tobacco policy for our campus:

1. Prohibit tobacco use on all college property.
2. Prohibit the free distribution of tobacco products on campus, including affiliated fraternities and sororities.
3. Prohibit the sale of tobacco products on campus.
4. Prohibit tobacco advertisements in college-run publications.
5. Promote tobacco treatment services and products through university health services.

We are signing this petition in policy comprised of all of these components. This issue is important to us and we urge you to show your order to show our support for the enactment and implementation of a tobacco concern for the health of all students, staff, and faculty by passing and enforcing these policies.

Name	Signature	Address

MEETING WITH DECISION MAKERS

Meetings with campus and community decision makers can be an effective way of gaining support on your issue. These meetings provide your coalition with a way of personally educating decision makers on the problem and your proposed solution.

You should do this at least twice during your campaign. As part of your initial assessment of the status of your existing campus tobacco policy, meet with the senior administrative official in charge of health and/or residential life. Assess their level of commitment to a strong tobacco policy. If possible, collaborate with them.

If you develop a collaborative relationship, you will most likely meet with the administration several times during your campaign. Remember, even if they agree immediately to use your suggestions for the new policy, you still need to educate the campus about the benefits of implementing the new policy... before it goes into effect.

Tips for Meeting with Decision Makers

- Select only a few people from your coalition to meet with the decision maker. Too many people in one meeting may overwhelm the decision maker. \
- Be professional. Dress neatly. Don't be rude, but be confident and firm about your views. Practice what you're going to say ahead of time with a friend who can ask you questions you're likely to be asked.
- Make sure the individuals attending the meeting are knowledgeable on the issue and able to answer questions. You don't need to rattle off statistics, but you do need to be able to tell them why it's important to have a tobacco-free campus.
- Familiarize yourself with what power the decision maker has. You don't want to ask him/her to do something if they aren't able to do it.
- **Be organized. Have a copy of your proposed tobacco policy (if possible). Know what the existing one is and whether or not it's being enforced.**
- Know exactly what you are asking the decision maker to do. If the person does not agree with what you want from them, have an alternative request so you can leave the meeting with some sort of commitment from the individual (e.g., if they do not offer to be the spokesperson for your policy, ask if they will write a letter of support). You may have only a few minutes with the decision makers.

Media Advocacy: The Basics

To get your point across to your school's administration, you'll use many types of communication. As part of your overall strategy, you may meet with your administrators face-to-face, write them letters, call them, and email them. Media advocacy is simply another form of communication—but this time, it's indirect.

Media advocacy means communicating with your target audience—in this case, your school's administration—through the media. Newspapers, television, radio, and online news services are great ways to get attention for your point of view. Media advocacy also involves gaining public support and gathering more activists for your effort.

Effective media advocacy requires that you know your audience. Each time you pitch a story or write a letter to the editor, think about who will read it and what their concerns would be. Your arguments for the faculty's newsletter will be very different than arguments you would use in a press conference at a sports rally.

Media stories need to grab attention. If you send a press release about secondhand smoke that's merely a written lecture on health consequences, it probably won't get printed. If you send a press release that starts out with a story about an asthmatic at your school who suffered a severe attack because a hall-mate was smoking—and then gives some quick facts and quotes different people on campus—you've got a much better chance of being printed.

Remember, whether it's CNN or your campus newspaper, news is the same all over: make it personal, local, fresh, and timely—and people will listen.

Letter to the Editor

Letters to the editor are short letters to campus or local papers expressing your opinion (or your group's position) on a particular issue. The letter can be in response to an article previously printed in the paper or it can be a letter in response to a current issue on campus. Letters to the editor are a powerful way to communicate with your administrators and school community.

Tips for Writing a Letter:

- Look at the submission requirements for the paper where you want your letter printed (e.g., word count, how to send letters, where to send letters).
- **Include your name, address, phone number and email address in the letter so the paper can contact you if they need to.**
- **Include your title if you have an affiliation with the campus (e.g., UW student, SCCC faculty, etc.)**
- **Be concise – most papers will not accept letters over 200 words.**
- **Include all relevant information about the issue—most importantly, why it's important to you personally.**
- **Papers may print letters to the editor each day or once weekly. Check your paper for its policy.**
- **Letters to the editor may be published right away, can take weeks, or may never appear in print.**

Op-Ed

Short for opinion editorials and opposite editorials (op-eds are literally on the opposite page as the editorials), op-eds are guest opinion columns. Op-eds can serve as powerful tools for getting your message to local and campus media and the community using your wording and covering the exact points you think are important for the public and decision makers to hear.

Tips for Writing an Op-Ed

- Make sure the issue you are covering is newsworthy and relevant. A paper is more likely to print your op-ed if it is timely and it pertains to something happening locally.
- Keep it brief. Suggested length of an op-ed is 650 words or less. Most papers allow pieces that are 500 - 800 words. Check with the paper where the editorial will be submitted to learn their specific requirements.
- Do not get too technical. People reading your op-ed may know nothing about the issue you are covering. Explain your argument as if you were talking to someone who has never heard about your issue.
- Avoid using acronyms.
- If possible, personalize your editorial. People are more likely to read pieces with a human connection.
- Send the op-ed at least a week before you want it printed. Rarely do papers print an op-ed the day after they receive it.
- Coordinate your op-ed with a newsworthy event. If you know your campus will be discussing your issue on Friday, send your op-ed to the paper the week before so it can be published before the meeting takes place. Remember, op-eds can be powerful tools to influence decision makers.
- Do not send your op-ed to multiple papers at the same time. Most papers want to have the exclusive rights to an op-ed. Send in your op-ed and check with the paper to see if it will be printed. If not, it is safe to make any necessary changes and resubmit it to another paper.
- Include all your contact information (name, title, address, phone number, email) and a brief bio (so the paper knows who is writing the op-ed) with your submission.
- Check the paper's website to learn specific requirements for op-ed submission (e.g., how to submit, where to submit, length, etc.).

Press Release

A press release or news release is an easy way to get your story to the media. Your press release should be written as if you are a reporter writing a news story. It is not uncommon for a newspaper to print a press release verbatim. **A press release is used to announce new information, new facts or milestone accomplishments of your program/agenda.**

Tips for Writing a Press Release

- Include an eye-catching headline. **Your headline should be short, catchy and in bold letters. If you use a sub-headline, it should be in upper and lower case and underlined.**
- Use quotes from you, coalition members, or a supporter in the press release to express an opinion.
- At the top of the release include "For Immediate Release" and the date.
- Include the contact person's name, phone number, and email address. If your coalition's media contact person is from an organization, include the name of the organization and their title under their name.
- Begin the article with the location of the story (e.g., Sacramento, CA).
- The first paragraph of your news release should include "who, what, where, and when".
- The body of the release should include any additional information you want readers to know as well as quotes expressing an opinion.
- At the end of the release, include information about the organization or group writing the release.
- Close the press release by placing three number symbols (###) at the bottom middle of the page.
- **After sending/faxing press release, follow up with reporters for coverage.**
- o **Some tips for writing a successful press release:**
 - **Shorter is better. Don't take 5 pages to write a press release. A press release should be no more than 1-1 ½ pages long. Be picky when choosing what is important and what isn't.**
 - **Make it easy to read- Write a few short paragraphs rather than one long paragraph**
 - **Use punchy sentences- Make them memorable: "Help us kick butts!"**
 - **Use active voice- Active voice sounds strong and holds interest. Say, "Cigarettes kill people" (active voice) rather than "People are killed by cigarettes" (passive voice).**

- **Don't use jargon- Use phrases that people understand—your goal is to communicate, not to wow them with your SAT words!**
- **In the first paragraph or two, make sure you state the Five W's: Who, What, Where, When, and Why. People often don't read the entire article, so you need to give them all the information quickly.**

Editorial Board Meeting

Every daily newspaper has an editorial board that meets to discuss what news to cover and what topics to discuss in their opinions page. Editorial board members also make important decisions on what issues their paper wants to publicly take a stand on. Thus, meetings with editorial board members are an important way of influencing a news outlet to take a supportive position on your issue.

Tips for Arranging a Meeting

- Conduct research on the paper's history with your issue. Look to see if the paper has covered the issue you are working on and what coverage they provided. Was it favorable? Impartial? Negative?
- Contact the paper to learn the best way to approach the editorial board (e.g., in person, in writing, etc.)
 - Collect information on your issue to give to the paper. If you have letters of support from influential community members, resolutions from campus groups, or other materials you think would be useful to persuade the editorial board, gather all the information and send it with your letter requesting an appointment with the board.
- Once your request for a meeting is met, be sure to ask how much time you will have to meet

Tips for Meeting with Editorial Boards

- Decide on no more than 4 individuals from your coalition or group to meet with the editorial board.
- Meet ahead of time with the people attending the meeting to discuss everyone's role in the meeting. If you have more than one person attending the meeting, do not let one person do all the talking. Decide on a person to do introductions, one person to provide background information, and one person to give the call to action.
 - Bring support materials, including letters of support, fact sheets, and any favorable media your issue has received.
- **Outline the purpose of the meeting, state the areas you'd like to discuss, provide clear details and clearly state what you'd like to see in the media.**
- Keep it brief. Editorial boards have a schedule to keep. Do not overwhelm them by talking too much about your issue. Get right to the point.
 - Remember everything you say is on record and may be used in print.
- **Thank the board for their time, exchange contact information and shake hands.**
- **Following the meeting, send a thank you card or call the person you met with to thank them for their time and briefly restate your position.**

Media Advisory

A media advisory is an alert to the media to be aware of an upcoming event. It's an urgent invitation to a press conference or special event. It's sent 3 or 4 days prior to the event and must be newsworthy!

- Double space your media advisory and leave ample margins.
- Keep to one page.
- Include contact name/position/telephone number in upper right hand corner.
- Under contact name, put release date.
- If information is sent out in advance and event must be kept confidential, include "Embargoed until (date of event)".
- Use a short, catchy headline, in bold letters. If you use a sub-headline, it should be in upper and lower case and underlined.
- Include who, what, when, where, why.
- Include special photo note at the end for specific photo opportunities.
- Signal the end with three pound signs (###), centered.

How Much Do You *REALLY* Know About Tobacco???

Tobacco Quiz

Secondhand Smoke

1. True or False: Secondhand smoke contains over 7,000 chemicals. About 70 of these cause cancer.
2. Which of the following ingredients are found in tobacco smoke:
 - Formaldehyde
 - Arsenic
 - Butane
 - Lead
 - Chromium
 - Ammonia
3. How long does it take for your body to experience a physiological reaction in response to breathing tobacco smoke?
4. True or False: animals and pets are not affected by secondhand smoke.
5. True or False: children who are exposed to secondhand smoke are at higher risk for developing bronchitis, pneumonia, and ear infections than children who are not exposed to smoke.

Cigarettes & Cigars

6. True or false: "Filtered," "low-tar," or "light" cigarettes are better for your health than regular cigarettes.
7. Name 5 types of cancers that smoking can cause.
8. True or false: Smoking during pregnancy increases the risk of pregnancy complications, premature delivery, low birth weight, still birth, and sudden infant death syndrome (SIDS).
9. Every minute, how many cigarettes are smoked around the world?
10. Methanol is found in cigarettes. Where else is it found?
11. True or false: Cigars, Cigarillos, and little cigars are less addictive and less harmful than cigarettes.

Smokeless Tobacco

12. Every year, there are how many new smokeless tobacco users nationwide?
13. How many carcinogens, or cancer-causing agents, can be found in smokeless tobacco?
14. True or False: Young people who use smokeless tobacco are more likely to become cigarette smokers.
15. Does smokeless tobacco contain more or less nicotine than cigarettes?

Young People and Tobacco

16. True or False: every day, 10 young people under the age of 18 start smoking in Washington State.
17. What percentage of adult smokers started smoking when they were under 18?
18. Of the over 70% of college students who have ever tried smoking, what percentage continue on to become regular smokers?
19. True or false: college students who smoke are more likely to engage in other risky behaviors including high-risk sexual behavior and use of alcohol and illicit drugs.

The Tobacco Industry

20. How much money do tobacco companies spend each year to market their tobacco products in our state? (think millions)
21. Which of the below are actual quotes from tobacco company executives?
 - a. "We feel horrible that our products hurt so many people."
 - b. "Nobody knows what you'd turn to if you didn't smoke. Maybe you'd beat your wife."
 - c. "Unhappiness causes cancer."
22. According to an estimate by The Wall Street Journal, a tobacco company once gave \$125,000 worth of food to a charity. How much money did they spend telling people about it?
23. True or False: Tobacco company executives have compared the addictiveness of their products to M&Ms, gummy bears, coffee, and television.

Quitting Tobacco

24. What is the addictive substance in tobacco products?
25. True or False: nicotine is as addictive as heroine or cocaine.
26. How much money would a pack-a-day smoker save per year if they quit?
27. How many years after someone quits smoking does their risk for dying from lung cancer drop in half?
28. True or False: on average, smokers made 8-11 quit attempts before succeeding.
29. How many years after quitting smoking does it take to reduce your chance of stroke to that of a nonsmoker?
30. Among smokers who quit without any cessation treatment (e.g., patches/gum, counseling, medication, etc.), what percentage will be able to quit smoking long-term?
31. True or False: Quitting using pharmacotherapy (e.g., Chantix, the patch, gum, etc.) doesn't improve the chances of quitting successfully.

Answers:

1. True
2. ALL of these, PLUS many more including ingredients commonly found in pesticides (Geraniol), perfumes (acetanisol), rocket fuel (hydrazine), batteries (cadmium), pee (urea), rat poison (hydrogen cyanide), and hair removal products (sodium hydroxide).
3. Almost immediately, cells that line your body's blood vessels react to the poisons in tobacco smoke. Your heart rate and blood pressure go up. Your blood vessels thicken and grow narrower. Your airways become inflamed and tight. Just brief exposure to smoke can trigger an asthmatic attack or a heart attack.
4. False. Secondhand smoke may cause nasal cancer and lung cancer in dogs. Exposure to smoke has also been linked with lymphoma in cats.
5. True. More than 300,000 children suffer each year from infections caused by tobacco smoke.

6. False. Research has shown that these cigarettes are every bit as addictive and are no safer than other cigarettes. Misleading labels like this are now illegal.
7. Smoking can cause cancer almost anywhere in your body. Specifically, smoking causes cancer of the bladder; bone marrow and blood; cervix; esophagus; kidneys and ureters; larynx; lungs; mouth, nose, and throat; pancreas; stomach; trachea.
8. True.
9. 12 million
10. Methanol is found in antifreeze
11. False. These products contain the same compounds as cigarettes and can be just as harmful and addictive. Just like cigarettes, all types of cigars can cause lung, oral, laryngeal, and esophageal cancers.

12. one million.
13. 28.
14. True.
15. Smokeless tobacco and cigarettes contain about the same amount of nicotine. But because nicotine from smokeless tobacco is absorbed through the mouth, it takes longer to produce an effect than if it were absorbed through the lungs.

16. False – every day, 50 young Washingtonians start smoking.
17. 90%
18. 41.5% of college students who have ever tried smoking become regular smokers.
19. True.

20. Approximately \$146 million dollars is spent each year to market tobacco products in our state – that's \$400,000 every day! They spend \$12.8 billion nationwide (\$35 million a day!).
21. Both b) and c) are actual quotes from tobacco company executives.

22. Over \$22 million was spent on a PR campaign.
23. True.

24. Nicotine. Nicotine is a highly addictive drug that changes the way your brain works and causes you to crave more and more nicotine.
25. True.
26. About \$2000 per year.
27. 10 years.
28. True. Similar to other drug addictions, nicotine dependence is a chronic, relapsing disorder and may require repeated treatment and multiple quit attempts.
29. 2-5 years. And just 1 year after you quit, you drastically reduce your risk for a heart attack.
30. Without cessation treatment, only 3-5% of smokers trying to quit will be successful long-term.
31. False. Pharmacotherapy can double the chances of quitting successfully. People who combine counseling and pharmacotherapy are much more likely to succeed.

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- "Big Tobacco Documents. Now on the Record." Fact Bin. Truth Campaign. <http://www.thetruth.com/facts/> Accessed on 11/10/11.



Tobacco-Free Campuses: Social marketing on college campuses guidelines

Message goal:

Promote a tobacco-free campus environment and/OR tobacco-free living

Successful campaigns will lead viewers to re-think tobacco use on campus, exposure to secondhand smoke or reflect on their own personal tobacco use.

Promote tobacco-free environments

Possible themes and ideas:

- Tobacco smoke is dangerous
- Smokers can be considerate
- Smoke, cigarettes, and litter are gross
- Cigarette litter is toxic
- Be a good role model for others, especially since others might be trying to quit

For smokers: encourage self reflection about their smoking habit

Possible themes and ideas:

- Promote “rethinking” tobacco
- Promote self-reflection – images that lead a viewer to think “why do I smoke?” “What do I like about smoking?”
- Offer information about marketing (tobacco industry spending amounts)
- Personal choice/freedom: is it really?

Keep in mind:

- This is NOT a quit smoking campaign (although it might lead some to quit).
- Making the message relevant to your campus in particular (images of well known areas of campus, students from campus etc) will make your message more relevant and personal.
- Smoking may be the “norm” on campus, but is not the norm elsewhere.
- College smokers are often not ready to think about quitting, but do feel that smoking negatively affects them.
- The college environment offers a more “pro” smoking environment than exists in most public areas; professional work environments, even in factories and shop floors, almost always prohibit smoking on work place campuses.
- The primary audience can be smokers, non-smokers or college students in general.

Themes that seem to work and others have used:

- **You are their (tobacco industries) target** Revealing tobacco industry tactics (advertising, documents that show they see college kids as “tomorrow’s customers” etc)
- **Tobacco execs revealed**

- **Rethink smoking**
- **Harm to others**
- **Harm to the environment** discarded cigarettes butts are not only visually unappealing, but are toxic and harmful to water quality; can tie into a “going green” message
- **Keep our campus healthy** Promoting community wellness/healthy campus; healthy environment = healthy community
- **Supporting others/being a role model**
- **Promoting smoke-free environments without asking/telling people to quit**
- **We are here for you when you are ready to quit.** Not pushing the “you have to quit” angle, but rather a “if you are considering quitting, we are here for you” angle
- **Never quit quitting.** It's giving support to a group of people who need support, who need to hear that just because you quit for the 15th time and it didn't work doesn't mean you shouldn't try a 16th time -- "keep up the good work."

Messages ideas and themes that don't seem to work:

- Information about long term physical harm (unless tied to industry marketing/tactics, human/emotional element or other effective messages)
- Information about long term financial consequences (unless tied to industry marketing/tactics, human/emotional element or other effective messages)
- Graphics that show severe health impacts (cancer, gross photos) – while they are popular, they don't seem to lead to behavior change (unless tied to industry marketing/tactics, human/emotional element or other effective messages)
- Telling people they “should” quit

Visual tips:

- Be cautious if you depict a person smoking. Often a model can be perceived as hip, cool or glamorous even if the intent was to show smoking as gross and negative.
- There's a fine line between promoting and discouraging tobacco use when depicting tobacco products. Focus groups results show that even a photo of a person with lung cancer smoking through a hole in their neck can trigger a desire to smoke among smokers.

The Truth campaign:

The Truth campaign is seen as the most effective anti-smoking effort by many.

“Prior campaigns using overt messages to tell youth not to smoke, or citing health or cost consequences to direct them not to smoke, had not proven effective. The “truth” campaign, however, was designed around the fact that teenagers naturally desire to rebel as part of their differentiation and growing up process. The “truth” campaign wraps the health consequences of smoking around the fact that the tobacco industry purposely tries to manipulate people to become smokers. The campaign utilizes the natural teenage rebellious phase to allow them to rebel against this manipulation.” -*Evaluating Media Campaign Effectiveness: Others Do it, Why Don't We?* Lori Megdal, Megdal & Associates

Success for anti-smoking posters, ads and marketing campaigns has proven extremely difficult. This is due in part to the over 13 billion dollars the tobacco industry spend on marketing, but also to the measure of success. Successful campaigns will lead viewers to re-think tobacco use on campus, exposure to secondhand smoke or reflect on their own personal tobacco use.

These are simply guidelines based on the experiences of others. We invite creativity!

KEY MESSAGES – SMOKE-FREE/TOBACCO-FREE CAMPUS INITIATIVE

General Tobacco Messages

- Research findings show that tobacco use in general, including smoking and breathing secondhand smoke, constitutes a significant health hazard.
- Tobacco use is the single most preventable cause of disease, disability and death in the United States. Exposure to smoke, either first- or secondhand, is responsible for 443,000 deaths each year in this country.
- Cigarette butts are the #1 most littered item – 480 million cigarette butts are littered in our state each year.
- Cigarette butts are not biodegradable, take 15 years to decompose, and leach deadly toxins like cadmium, arsenic, and other poisons into our soils and waterways.

The impact of tobacco use on campus and within the community

- Tobacco use is linked to lower academic achievement and associated with other risky behaviors including high-risk sexual behavior and use of alcohol and other drugs.
- In addition to causing direct health hazards, smoking contributes to college costs in other ways, including potential fire damage, cleaning and maintenance costs, and costs associated with absenteeism, health care, and medical insurance.

General Policy Messages – why policy? What's the purpose?

- Our school is committed to providing a healthy working and learning environment and recognizes the increasing weight of scientific evidence that smoking is harmful not only to the active smoker but also to the "passive" smoker who is exposed to others' smoke.
- The purpose of this policy is to reduce harm from the use of tobacco products and from secondhand smoke, provide an environment that encourages persons to be tobacco-free, establish a campus culture of wellness, and promote a tobacco-free future.
- Our school is invested not only in academic achievement, but also in developing life skills that will promote individual and civic wellness. Higher education prepares students to cope with the reality of living situations. One emerging reality is that fewer and fewer spaces permit smoking and tobacco use. In growing numbers, worksites, restaurants, public buildings, shopping malls, healthcare and transportation facilities are 100% smoke-free.
- Our school has a responsibility to its students and employees to provide a safe and healthful environment.
- A tobacco-free campus promotes the health, well-being and safety of all students, faculty, staff and visitors
- Tobacco-free campus policies are quickly becoming the standard within higher education. Currently, more than 650 colleges and universities across the country have implemented smoke-free campus policies. Over 250 have adopted 100% tobacco-free campus policies.

Easy Answers to Tough Questions

Should we provide designated smoking areas on campus?

- Other colleges are finding that smoking areas are not an effective solution to the secondhand smoke problem. A completely tobacco-free campus policy is the easiest type of policy to communicate, implement and enforce. And it's the only way to eliminate secondhand smoke.
- Providing a place to smoke does not support the campus's goal to create a healthier environment. The majority of smokers self-report a strong desire to quit smoking, but are unsuccessful in their efforts each year. Tobacco-free campus policies work to eliminate the triggers –like designated smoking use areas - that make tobacco cessation difficult.

Will there be an impact on enrollment when a campus goes smoke-free?

- Surveys consistently show that all other things being equal, most students would prefer to attend a tobacco-free college. There is no evidence that enrollment has declined at any of the more than 650 colleges and universities in the U.S. that have gone smoke-free. One early leader, Clark College in Vancouver, Washington, has seen enrollment increase every quarter since going tobacco-free in 2003.

Tobacco is legal. Don't people have the right to smoke on campus?

- Campus alcohol and firearm policies also regulate the use of legal products for the protection of the larger campus community. Smoking not only harms the smoker, it also harms innocent bystanders. Campus tobacco use policies promote the campus as a safe place to live, study and work.
- Just as college students can make their own decisions about tobacco use, colleges have a right to make decisions about tobacco use on their campuses. We also have an obligation to provide a safe environment for students, staff and visitors. This includes curtailing the use of known carcinogens such as secondhand smoke.
- The college owns its buildings and grounds and has the right and responsibility to enact policies to reduce injuries and illness by eliminating hazards and unsafe acts and conditions from its premises.

TOBACCO-FREE CAMPUS INITIATIVE FAQ's

What are the health consequences of tobacco use?

Exposure to secondhand smoke is known to cause death and disease and is the third leading cause of preventable death in this country, killing over 50,000 non-smokers each year. The Surgeon General of the United States has concluded that there is no risk-free level of exposure to secondhand tobacco smoke and any exposure to tobacco smoke – even an occasional cigarette or exposure to secondhand smoke – is harmful. The United States Environmental Protection Agency (EPA) has found secondhand tobacco smoke to be a risk to public health, and has classified secondhand smoke as a group A carcinogen, the most dangerous class of carcinogen.

Why tobacco-free?

Tobacco-free campus policies protect the health and safety of faculty, staff, students and visitors by eliminating secondhand smoke on campus. Everyone will breathe easier, and this will assure equal access for individuals most vulnerable to the effects of secondhand smoke, such as those with asthma and allergies. Additionally, by adoption a 100% tobacco-free policy, campuses will:

- Promote clean air, a healthy environment, and healthy behavior choices;
- Save money and staff time spent cleaning cigarette litter by eliminating butts and other tobacco waste on campus;
- Prepare students for tobacco-free work environments (e.g., hospitals, K-12, Boeing, etc.)
- Prevent students from initiating tobacco use;
- Encourage tobacco users to quit or decrease use; and
- Support those who have quit using tobacco.

What are the benefits/disadvantages of creating or moving designated smoking areas to less populated areas?

Designated areas are sometimes good to have during a transitional period to a 100% tobacco-free campus; however, they are problematic if kept for too long. The benefit of having designated smoking areas, regardless of location, is they allow addicted individuals an area to smoke.

Overall, designated smoking areas have many more disadvantages than benefits. A study from Stanford University found that in outdoor designated areas with multiple smokers, levels of toxic air contaminants from secondhand smoke may be the same or higher than indoors, therefore, creating a hazardous environment to individuals standing in or around these areas. Additionally, secondhand smoke is proven to travel outside of designated areas; distance depends on wind strength and direction. Designated areas have also been found to encourage tobacco use by creating a social environment for daily and non-daily tobacco users. By increasing the number of individuals smoking in one area, students are more likely to believe that more people smoke than actually do. This misperception affects the norm of smoking on campus and may also contribute to increased tobacco use. Finally, designated areas are often heavily littered and smell of toxic tobacco waste.

Unless regularly cleaned and maintained, these areas are unhealthy, smelly, and an eyesore.

Have other colleges experienced success with moving designated smoking areas to less populated areas?

Colleges have experimented with decreasing the number of designated areas, moving them to less populated locations, and allowing smoking only in parking lots, designated parking lots, or designated areas in designated parking lots. The majority of campuses that designate smoking areas later strengthen their policies to 100% smoke-free or 100% tobacco-free. Motivation to do so includes: increased litter in designated areas, excessive secondhand smoke on campus, difficulties understanding where individuals can and cannot smoke, and expenses associated with setting up and maintaining designated areas. To date, over 650 colleges and universities throughout the U.S. have successfully adopted 100% smoke-free policies while more than 250 have adopted 100% tobacco-free campus policies.

How have other colleges addressed student housing in relation to a 100% smoke-free or 100% tobacco-free campus policy?

There are two different ways to address student housing on college campuses with a 100% tobacco-free policy. First, colleges can designate one smoking area near campus housing during the first year or two of the new policy. By doing so, the college is allowing students who live on campus time to quit smoking or change their behavior. The second option is to include dormitories in the 100% tobacco-free campus policy. Prior to the policy taking place, there will be time for all campus members to plan ahead for when smoking is no longer allowed on campus. Some individuals will quit smoking and others will need to make other plans so they do not put themselves in any danger by walking off campus to smoke. Students will know prior to coming to campus that it is tobacco-free and will be encouraged to plan accordingly. If they are daily smokers and choose to live on campus they will either need to use a buddy system, quit smoking, use the patch or gum after dark or choose to live off-campus if none of the above will work.

In order to prepare student housing for the policy change, many colleges train Residential Advisors on the tobacco-free policy and effective strategies for ensuring compliance. Residential Advisors and other housing staff are also provided cessation resources to distribute to students who use tobacco and are considering quitting. Additionally, new signage is placed throughout student housing to ensure student residents are aware of the college's tobacco-free policy.

Will there be an impact on enrollment when a campus goes tobacco-free?

There is no association between the adoption of a 100% smoke-free or tobacco-free campus and a decrease in student enrollment. In fact, many colleges and universities promote a health and smoke-free/tobacco-free campus environment as a way of increasing enrollment.

Tobacco is legal. Don't people have the right to smoke on campus?

Just as college students can make their own decisions about tobacco use, colleges have a right to make decisions about tobacco use on their campuses. Colleges also have an obligation to provide

a safe environment for students, staff and visitors. This includes curtailing the use of known carcinogens such as secondhand smoke.

- Campus alcohol and firearm policies also regulate the use of legal products for the protection of the larger campus community. Smoking not only harms the smoker, it also harms innocent bystanders. Campus tobacco use policies promote the campus as a safe place to live, study and work.
- The college owns its buildings and grounds and has the right and responsibility to enact policies to reduce injuries and illness by eliminating hazards and unsafe acts and conditions from its premises.

Benefits of Tobacco-Free Policy vs. Smoke-Free Policy

Definitions:

A **smoke-free policy** is one that limits or eliminates the use of smoke-producing tobacco. The primary concern of a smoke-free policy is secondhand smoke.

A **tobacco-free policy** limits or eliminates the use of any tobacco product, including, but not limited to, spit tobacco, snus, other “smokeless” products, hookah, etc. The primary concern of a tobacco-free policy is overall health and ethical behavior of the institution. A tobacco-free policy also addresses tobacco sales, marketing, and sponsorship. The acceptance of tobacco industry funding is not allowed. Some tobacco-free policies have also required the college or university to divest all stocks held in tobacco companies.

Benefits:

- “Tobacco free” emphasizes the health of all, including the user. “Smoke free” is primarily about the health of other people (due to secondhand smoke exposure).
- Allowing smokeless/spit tobacco products implies a bystander mentality.
 - e.g. “It is fine if you harm yourself with spit/snus/etc. tobacco. Just don’t smoke.”
- Tobacco-free campuses help change the overall societal social norm about the acceptability of tobacco use.
- Many public K-12 schools are already tobacco free. Students will be accustomed to this policy.
- Eliminating spit tobacco would reduce waste on campuses (used tobacco, tobacco containers, spit containers, spit on sidewalks, etc.).
- “Tobacco free” eliminates loopholes that might be exposed by the tobacco industry.
 - The tobacco industry has begun marketing products that are both smokeless and spitless (e.g. snus, tablets, lozenges, and lotions). They are desperately trying to gain back consumers as more and more communities go smoke free. Many of these products are targeted to young adults, and they would certainly love to descend on the campus to promote the tobacco items.
- A smoking-only ban could inadvertently cause a rise in other tobacco usage. With no smoking on campus, students may become more aware of spit tobacco use, perceiving it as “acceptable” behavior. The message becomes, “Students here can use spit tobacco.” Students should not perceive that any tobacco use is acceptable.
- A recent study in *Cancer Epidemiology Biomarkers and Prevention* shows there is similar exposure to a tobacco-specific carcinogen (cancer-causing agent) in spit tobacco users and cigarette smokers (Hecht, et al—University of Minnesota).
 - Spit tobacco users are susceptible to various cancers and oral health problems. The spit tobacco also contains three to five times the amount of addictive nicotine as cigarettes.
- A tobacco-free policy eliminates any confusion for faculty, staff, students and visitors about what is or is not allowed on campus.
- The university can send a clear message about being a place that promotes health. Tobacco is not a safe product, and it has no place on university campuses.

- If the college/university becomes tobacco free, it could be a regional and national leader and set the standard for other universities.
- Most tobacco control grants and funding streams require that entities not accept Tobacco Industry dollars. If any employee or department accepts Industry funding, the college/university could lose research and tobacco control monies.
- Smoke-free policies may only address cigarettes. A tobacco-free policy can be more comprehensive, prohibiting hookahs, pipes, and other devices for smoking tobacco. Thus further reducing harm from secondhand smoke and lowering fire risk.

As of 2008, only about 1% of U.S. colleges and universities are tobacco free, though this number continues to increase every month. In the next few years, a “tipping point” will be reached, just as it was with smoke-free residence halls, and smoke-free restaurants and bars. Campuses should strive to be a leader in this movement, rather than a follower.

BACCHUS offers resources for campuses working on tobacco issues. Visit www.tobaccofreeU.org for more information and materials.

Comprehensive Tobacco-Free College Campus Model Policy

RATIONALE

[*University/College*] is committed to providing a safe and healthy environment for its employees, students and visitors. [*University/College*] acknowledges and supports the findings of the Surgeon General that tobacco use in any form, active and passive, is a significant health hazard and there is no risk-free level of exposure to environmental tobacco smoke. In addition to causing direct health hazards, tobacco use contributes to institutional costs in other ways, including fire damage, cleaning and maintenance costs, and costs associated with employee absenteeism, health care, and medical insurance.

Therefore, [*University/College*] has set the following 100% tobacco-free campus policy, to be implemented on [*date*].

PURPOSE

The purpose of this policy is, in part, to:

- Provide physical protection from secondhand tobacco smoke and protection from social exposure to tobacco products;
- Provide and promote tobacco cessation support; and
- Prevent smoking and tobacco use initiation, and to promote a tobacco-free lifestyle.

DEFINITIONS

For purposes of this policy, the terms set forth below shall have the following meanings:

- “Tobacco product” means any product containing tobacco in any form, including, but not limited to, cigarettes (clove, bidis, kreteks), cigars and cigarillos, hookah and oral tobacco (spit and spitless, smokeless, chew, snuff).
- “Unapproved nicotine delivery product” means any product containing or delivering nicotine intended or expected for human consumption that has not been approved or otherwise certified for sale by the United States Food and Drug Administration (FDA).

POLICY

TOBACCO-FREE CAMPUS

The use of tobacco and unapproved nicotine delivery products are prohibited on all property under the control of [*University/College*] at all times, including, but not limited to, campus-owned or leased properties, campus vehicles, parking lots, recreational areas, and residence halls. This policy applies to all faculty, staff, students, clients, contractors and guests at all times.

SALE AND DISTRIBUTION OF TOBACCO PRODUCTS

The sale and free distribution of tobacco products, related paraphernalia, or tobacco-related merchandise is prohibited in and on all [*University/College*] owned, rented, leased property and at all campus-sponsored events, regardless of the vendor.

ADVERTISING AND PROMOTION OF TOBACCO PRODUCTS

All tobacco promotion, advertising and marketing are prohibited in and on [*University/College*] property including publications produced by the college and at campus-sponsored events, regardless of the venue.

Comprehensive Tobacco-Free College Campus Model Policy

PARTICIPATION OF TOBACCO COMPANIES IN JOB RECRUITMENT FAIRS

Tobacco companies and related companies are excluded from participating in campus career fairs and other recruitment activities

FINANCIAL RELATIONSHIPS WITH TOBACCO COMPANIES

[*University/College*] prohibits all campus organizations, including sports programs, intramural and club activities, as well as academic programs from accepting any direct or indirect funding, gifts or anything else of value from tobacco companies or from any agencies or foundations in which the tobacco industry has influence, either directly or indirectly.

[*University/College*] will not invest, directly or indirectly, in any tobacco company. Where the [*University/College*] owns tobacco assets, divestment of such assets will take place by [*date*]

COMPLIANCE AND ENFORCEMENT

All members of the [*University/College*] community shall be responsible for compliance with this policy. It is expected that all faculty, staff, students, contractors and visitors will voluntarily comply with the spirit and intent of this policy.

COMMUNICATION OF POLICY

This policy shall be included in the student, staff, and faculty handbooks, new employee and student orientation programs, on the college website, in admissions application materials, and other campus documents where appropriate. [*University/College*] will ensure that appropriate signage and other physical indicators of our policy are provided.

[Enter your campus' enforcement procedure, including who is responsible for enforcement and what the sanctions are for violating the policy]

EDUCATION AND ASSISTANCE

[Enter information about any cessation programs and/or educational materials that will be made available to help people quit using tobacco. Include information about where and how these resources can be accessed.]

TIMELINE FOR IMPLEMENTATION

[as determined for your campus]

This policy was adopted by [*entity*] on [*date*].

Tobacco Free Campus Policy - Clark College Property

In order to provide a healthy working and learning environment, Clark College is proud to be the first 100% tobacco free campus in the state of Washington, and one of the first 100% tobacco free campuses in the nation. This change in policy occurred using a shared governance model, including over two years of data gathering from students, staff and faculty. This policy was approved by the Board of Trustees on November 21, 2005, and was reported on the front page of The Columbian on November 22, 2005.

510.030 SMOKING/TOBACCO PRODUCTS

Clark College acknowledges and supports the findings of the Surgeon General that tobacco use in any form, active and passive, is a significant health hazard. The College further recognizes that environmental tobacco smoke has been classified as a Class-A carcinogen. In light of these health risks, and in support of a safe and healthy learning/working environment, the following restrictions shall be placed:

1. Smoking or other tobacco usage is also not permitted within the perimeter of Clark College property. This includes all College sidewalks, parking lots, landscaped areas, recreational areas and buildings on Clark College Property. Smoking materials must be extinguished and disposed of prior to entering upon Clark College property or exiting your vehicle. Improper disposal includes but is not limited to:
 - Spitting smokeless tobacco product
 - Littering (i.e. discarded cigarette butts, throwing cigarette butts out of windows, leaving spit container)
 - Anything that creates fire hazards
2. The inhaling, exhaling, burning, or carrying of any lighted smoking material, including cigarettes, cigars, or pipes, is prohibited in the interior of all buildings located on the college property and vehicles owned or operated by Clark College. The use of other tobacco products, such as smokeless or chewing tobacco, in College facilities is also prohibited.
3. Smoking may be permitted in a theatrical production when it is required in the script. In these circumstances, there must be an appropriate safe method of extinguishing any resultant fire readily available. Audiences must be notified that there will be smoking on stage.
4. The sale of tobacco products or tobacco related merchandise is prohibited on College property.
5. The free distribution (sampling) of tobacco products and associated products is prohibited on the College properties.
6. Sponsorship of campus events by organizations that promote tobacco use is prohibited.
7. Advertisement of tobacco products at campus events is prohibited regardless of sponsorship.
8. Tobacco use on college property or improper disposal of smoking materials may result in disciplinary action or a \$20.00 fine.

Authority

Pursuant to RCW 28B.50.140(13), the Board is granted authority to establish rules and regulations for tobacco use on property owned, operated, and/or maintained by the College. The enforcement of these rules and regulations is the responsibility of Security/Safety personnel with the assistance of all members of the Clark College community. Assistive acts include providing informational materials on smoking policies and verbal warnings. Members of the Clark College community will notify Security/Safety of repeat offenders and/or of disruptive behavior. Security officers are authorized to issue citations, control, and regulate facilities use as prescribed in these rules and regulations. Any person interfering with a College security officer in the discharge of the provisions of these rules and regulations shall be in violation of RCW 9A.76.020, Obstructing Governmental Operation, and may be subject to arrest by a peace officer.

Policy

The Board, or its designee, shall set and approve fair and uniform fines for violations of these rules and shall provide adequate means for the enforcement and/or collection of such fines. If a violation of these rules and regulations is committed, Security/Safety is authorized to issue a citation as prescribed in these rules. First time violators may be issued a warning citation by Security/Safety personnel. Any violation occurring may result in the violator's transcripts being held until all unpaid citations have been paid. Continued failure by students to abide by these rules and regulations may be considered to be a violation of the Code of Student Conduct, Chapter 132N-120 WAC, as applicable and may be forwarded on to the Dean of Student Development for disciplinary action. Compliance with Clark College rules and regulations is considered a standard part of job performance for all employees. Failure by faculty or staff of the College to abide by these rules and regulations may result in corrective/disciplinary action in accordance with the applicable bargaining agreement. Security/Safety will provide official standardized tobacco use policy materials to members of the Clark College community for distribution.

Payment of Fines

Persons cited for violations of these rules and regulations may respond either by filing a written appeal with the director of security/safety or by paying a fine within fifteen days of receipt of the citation. All fines are payable to Clark College. Fines can be paid by mail or in person at the Cashier's Office, Gaiser Hall. Fines that are mailed must be received within fifteen days of receipt of the citation.

Reduction in Fines

Fines for smoking offenses will be reduced by five dollars if paid in person within forty-eight hours, excluding weekends and holidays. No reduction will be made on mail-in payments.

Appeals

Alleged violators may appeal to the Director of Security/Safety for a brief adjudicative procedure within twenty days of the date of the citation. The director of Security/Safety may dismiss, suspend, impose any lesser fine, and/or grant an extension of time within which to pay the fine. Appeals of the decision of the director of Security/Safety are to be submitted to the Vice President of Administrative Services without posting of fine within twenty-one days. Written notification of the Vice President's decision shall be made within twenty days of the appeal and shall be final.

Environment Health and Safety Committee

The Environment Health and Safety Committee are responsible for advising Security/Safety on smoking policy. Committee functions include, but are not limited to the following: (1) Reviewing smoking regulations and fees and recommending their adoption. (2) Reviewing provisions for security on campus and recommending practices and procedures for the enhancement of security. Subcommittees will be designated as necessary.

Unpaid Fines

If any fine remains unpaid, any or all of the following actions may be taken by Security/Safety: (1) A hold may be placed on student transcripts. (2) Registration for the following quarter may be delayed. (3) The amount due as a result of fines due and payable may be deducted from paychecks of College employees. (4) Outstanding fines may be referred to a collection agency. These procedures will be applicable to all students, faculty, and staff, or other persons utilizing College facilities who receive fines for violations of these rules and regulations.

Examples of Enforcement TACTICs:

ENFORCEMENT AND WARNING CARDS

CITATION WARNING CARDS

Courtesy of Ohlone College

What: Citation warning cards were created to give to smokers as a way to educate them about our designated smoking areas policy. They are given out by tobacco prevention coalition members, Student Health Center staff, and Campus Security staff. On the front of the card is information on the policy and the Educational Code. On the back is cessation information. The College's Dean of Students' signature is included on the warning citations.

Cost: None (in-house printing and padding)

How: Tobacco prevention coalition collaborated with the Dean of Students, Campus Security, and Associated Students (provided endorsement). Coalition representatives met in person with campus security staff to garner their support. Campus security members carried around pads of citation warnings to distribute on campus.

ENFORCEMENT CARDS

Courtesy of Moorpark College

What: Small business-size cards created to hand out to students to educate them about the designated smoking areas policy. Two cards were created, one is a "thank-you" card for those people following the policy, and the other is a "reminder" card that has the campus policy printed on the front. Each card has cessation information provided on the back of the card.

Card Language:

Thank you card:

Front: "To show our appreciation, please enjoy one FREE large soda from the Food Court. Tobacco Peers, ASB and the Wellness Committee"

Back: "If you're ready to QUIT TOBACCO, the Moorpark College Student Health Center is ready to help you! Call (805) 378-1413 or 1-800-NO-BUTTS."

Reminder card:

Front: "This is a friendly reminder that you are in violation of the Moorpark College VCCCD Smoking Policy. Please remember to use our designated smoking areas and ash receptacles in the future. Thank you! Dr. Eva Conrad – President, Moorpark College."

Back: "If you're ready to QUIT TOBACCO, the Moorpark College Student Health Center is ready to help you! Call (805) 378-1413 or 1-800-NO-BUTTS."

Cost: Box of 250 cards costs \$125 double sided. Drink cards cost \$600 for 500 large 32 oz drinks (Food Court gave Student Health Center a 20% discount).

How: Cards are handed out to students by the Administration, Associated Students, Wellness Committee, Student Health Center and Campus Police.

Smoking Observation Survey

Building Name: _____

Entrance Location: _____

Date of Observation: _____

Time Period of Observation: _____ AM or PM

Observer's Name: _____

(Each building should be observed for 30 minutes. Accuracy is important.)

1. Did you observe people smoking within X feet of a building entrance? Yes No
 - 1 a. If YES, how many? _____ (Number of people)
 - 1 b. If YES, approximately how many feet from the entrance were they smoking?

2. Did you observe signs stating the X feet from entrance smoking rule on or near the entrance to the building? Yes No
 - 2 a. If YES, where were the signs observed?

3. Did you observe any ashtrays around the building? Yes No
 - 3 a. If YES, where were the ashtrays observed? X feet or more from the building entrance Less than X feet from the building entrance

Please describe the weather conditions during the observation.

Sunny and hot (above 90 degrees)

Sunny and mild (65 to 90 degrees)

Sunny and cool (45 to 64 degrees)

Sunny and cold (less than 45 degrees)

Cloudy and hot (above 90 degrees)

Cloudy and mild (65 to 90 degrees)

Cloudy and cool (45 to 64 degrees)

Cloudy and cold (less than 45 degrees)

Raining and hot (above 90 degrees)

Raining and mild (65 to 90 degrees)

Raining and cool (45 to 64 degrees)

Raining and cold (less than 45 degrees)

5. Other comments regarding observation:

Smoke-free Colleges & Universities: Sample Enforcement Plans/Procedures

Portland Community College

<http://www.pcc.edu/about/policy/tobacco/rules-procedures.html>

1. The enforcement of these rules and regulations is the responsibility of Public Safety personnel with the voluntary assistance of members of the College community. Assistive acts include providing informational materials on smoking policies and verbal warnings.
2. Continued failure by students to comply with the directions of College Officials to abide by these rules may be reported to the Dean of Student Development as a violation of Section 12.9 of the PCC Code of Student Conduct. Further sanctions may be imposed, including suspension, restitution, or probation. Others in violation of the tobacco policy can be reported to Public Safety.
3. Public Safety officers will use their discretion when enforcing this policy. Based upon the circumstances, Public Safety may issue a verbal warning or citation. Public Safety officers are authorized to issue warnings to first-time violators and control and regulate facilities use as prescribed in these rules and regulations.
4. If a violation of these rules is committed by PCC students or staff members, a citation and \$25 fine may be issued and posted to the offender's student or employee account in the business office. Unless fines are paid within 21 calendar days of receipt of the citation, appropriate steps will be taken, consistent with Board Policy B504 on Past Due Debts, for example, withholding of services, use of collection agencies, and refusal of registration. Officers will use discretion and take into consideration the totality of the circumstances when applying this policy.
5. Compliance with Portland Community College rules and regulations is considered a standard part of job performance for all employees. Repeated failure by faculty or staff of Portland Community College to abide by these rules and procedures may be addressed through informal discussions between the employee and her/his immediate supervisor (e.g., clarifying the PCC tobacco free policy, outlining available resources, and helping the employee to develop a strategy for compliance with the tobacco free policy).

Clark College (WA)

<http://cf.clark.edu/pdf/media/TobaccoUsePolicy.pdf>

The enforcement of these rules and regulations is the responsibility of Security/Safety personnel with the assistance of all members of the Clark College community. Assistive acts include providing informational materials on smoking policies and verbal warnings. Members of the Clark College community will notify Security/Safety of repeat offenders and/or of disruptive behavior. Security officers are authorized to issue citations, control, and regulate facilities use as prescribed in these rules and regulations. Any person interfering with a College security officer in the discharge of the provisions of these rules and regulations shall be in violation of RCW 9A.76.020, Obstructing Governmental Operation, and may be subject to arrest by a peace officer.

Surry Community College

<http://www.surry.edu/CurrentStudents/StudentPoliciesRights/TobaccoFreePolicy.aspx>

Smoke-free Colleges & Universities: Sample Enforcement Plans/Procedures

Compliance for Students

Consequences for students engaging in the prohibited behavior will be provided in accordance with the institution's student behavior management plan. Students who violate the tobacco-use policy will be processed through established disciplinary protocol. Student violators will be provided with access to up-to-date information on the many consequences of tobacco use, offered techniques that students can use to stop tobacco use, and provided referrals to local youth tobacco cessation programs. Parents/guardians of minors will be notified of all violations and actions taken by the institution. Suspension will only be used after a student has three or more prior violations or refused to participate in other outlined measures.

Compliance for Staff and Visitors

Consequences for employees who violate the tobacco use policy will be in accordance with personnel policies of Surry Community College and may include verbal warning, written reprimand or termination. Visitors using tobacco products will be asked to refrain while on Surry Community College property or leave the premises. Surry Community College law enforcement officers may be contacted to escort the person off the premises or cite the person for trespassing if the person refuses to leave the school property.

University of Minnesota, Crookston

http://www3.crk.umn.edu/info/policies/smokefree_policy0804.pdf

Enforcement of this policy will depend upon the cooperation of all faculty, staff and students to not only comply with the policy, but also to encourage others to comply in order to promote a healthy environment in which to work, learn and live. In the case of a violation, the person will be informed of the University Smoking and Tobacco Use Policy. Should an individual continue to violate the policy, the aggrieved party should contact the appropriate office; for University employees, the person's immediate supervisor; for students, the Associate Vice Chancellor for Student Affairs and Enrollment Management; and for visitors, Campus Security.

Mount Hood Community College

<http://www.mhcc.edu/docs/TobaccoFree/TobaccoFreeRules.pdf>

- The enforcement of these rules and regulations is the responsibility of the Office of Safety and Security Management personnel with the voluntary assistance of members of the College community. Assistive acts include providing informational materials on smoking policies and verbal warnings.
- Continued failure by students to comply with the directions of College officials to abide by these rules may be reported to the dean of student services as a violation of the Student Code of Conduct, administrative regulation AR-7040-C. Others in violation of the tobacco policy can be reported to the Office of Safety and Security Management.
- The Office of Safety and Security Management personnel will use their discretion when enforcing this policy. Based upon the circumstances, they may issue a verbal warning or citation. Officers are authorized to issue warnings to first-time violators

Smoke-free Colleges & Universities: Sample Enforcement Plans/Procedures

and control and regulate facilities use as prescribed in these rules and administrative regulations.

- If a violation of these rules is committed by MHCC students or staff members, a citation and \$15 fine may be issued and posted to the offender's student or employee account in the Business Office. All fines are due immediately and are delinquent after 7 days. Unless fines are paid within 21 calendar days of receipt of the citation, appropriate steps will be taken consistent with Board Policy 5042 on Past Due Debts, for example, withholding of services, use of collection agencies and refusal of registration. Officers will use discretion and take into consideration the totality of the circumstances when applying this policy.
- Compliance with MHCC policies and regulations is considered a standard part of job performance for all employees. Repeated failure by employees of the College to abide by these policies and procedures may be addressed through informal discussions between the employee and his or her immediate supervisor (e.g., clarifying the MHCC tobacco free policy, outlining available resources and helping the employee to develop a strategy for compliance with the tobacco free policy).

Ozarks Technical Community College

<http://www.otc.edu/tobaccofree/1105.php>

The first year the Tobacco-Free Policy was in place, voluntary compliance was emphasized. In the event that an individual or group was found using tobacco products, they were given a verbal reminder with a review of the Tobacco-Free Policy and their compliance was requested.

In October 2004 a penalty phase was instituted for those using tobacco on OTC campuses. The penalty consisted of a \$15 fine or two hours of labor (picking up refuse on campus). The penalty was invoked only after an administrator or member of the Safety and Security Department had previously talked with the person about the policy and warned them that future violations could result in the penalty. Since the initiation of the penalty phase 51 citations have been issued with all but one person electing to pay the fine.

We educate our students and employees about the policy then seek their compliance. From the beginning we have sought to treat tobacco users with respect and dignity. In fact our policy is not focused on getting adults to quit their use of tobacco though we offer assistance to those who wish to do so. Rather we emphasize the importance of respecting others. Indeed if all who used tobacco respected the effect of their use on others there would be no need for such a policy. Unfortunately enough tobacco users do not respect the impact of their use on those around them to raise the question of what a higher education institution should do to assure clean air for all.

It is interesting that some students and employees believe it is acceptable for them to be non compliant with a duly promulgated policy of the college. The approach we take with non compliance helps them understand the fallacy of such a notion, not only here but in the world of work generally speaking. Ultimately the tobacco-free policy like all college policies becomes self-enforced. Certainly that has been the case at OTC.

Fagerström Test for Nicotine Dependence

Is smoking “just a habit” or are you addicted? Take this test and find out your level of dependence on nicotine.

- 1) How soon after you wake up do you smoke your first cigarette?
 - After 60 minutes (0)
 - 31-60 minutes (1)
 - 6-30 minutes (2)
 - Within 5 minutes (3)
- 2) Do you find it difficult to refrain from smoking in places where it is forbidden?
 - No (0)
 - Yes (1)
- 3) Which cigarette would you hate most to give up?
 - The first one in the morning (1)
 - Any other (0)
- 4) How many cigarettes do you smoke per day?
 - 10 or less (0)
 - 11-20 (1)
 - 21-30 (2)
 - 31 or more (3)
- 5) Do you smoke more frequently during the first hours after awakening than during the day?
 - No (0)
 - Yes (1)
- 6) Do you smoke even if you are so ill that you are in bed most of the day?
 - No (0)
 - Yes (1)

YOUR SCORE: ____

Your level of dependence on nicotine was is:

0-2 Very low dependence

3-4 Low

5 Medium

6-7 High

8-10 Very High

Score under 5: You should act now before your level of dependence increases.

Score between 5-6: If you don't quit soon, your level of dependence will increase until you may be seriously addicted.

Score over 6: You aren't in control of you smoking. When you make the decision to quit, you may want to talk with your doctor or provider about nicotine replacement therapy or other medications to help you break your addiction.

Source: Heatherton TF, Kozlowski LT, Frecker RC, Fagerström KO. The Fagerström Test for Nicotine Dependence: A revision of the Fagerström Tolerance Questionnaire. *British Journal of Addictions* 1991; 86:1110-27

Quick Guide to Cessation Pharmaceuticals

NRT - Nicotine Replacement Therapy - *This information is not intended to replace product information or a physician's advice.*

Common name	What is it	How to use it	Possible side effects	Where to get it	Notes
Gum	Nicotine "gum" is designed to slowly release nicotine into the mouth when chewed and placed between the cheek and gums. The gum delivers nicotine to the brain quicker than the patch, making it easier to curb an immediate craving.	Chew it a few times to break it down, then park it between your gum and cheek and leave it there. It will taste "peppery," - this is normal. Quit smoking when you start using this medication.*	Slight skin irritation in the mouth, dizziness and upset stomach are possible if you chew too much gum or you chew it instead of placing it between the cheek and gum.	Over the counter	Can be used with other NRT or Zyban/ Bupropion
Inhaler	The nicotine inhaler is a thin, plastic cartridge that contains nicotine. Nicotine vapor is absorbed through the lining of the mouth. The inhaler delivers nicotine to the brain quicker than the patch, making it easier to curb an immediate craving.	Inhale through the inhaler into the back of your throat or puff in short breaths. As you inhale or puff the nicotine vapor is absorbed through the lining of your mouth. Quit smoking when you start using this medication.*	Many people experience mild irritation of the mouth or throat and cough when they first use the Inhaler. Most people get used to these effects in a short time. You may also get an upset stomach.	Prescription	Can be used with other NRT or Zyban/ Bupropion
Lozenge	The lozenge comes in the form of a hard mint or candy, and releases nicotine as it slowly dissolves in the mouth. The lozenge delivers nicotine to the brain quicker than the patch, making it easier to curb an immediate craving.	Place the lozenge in your mouth and let it dissolve, moving it back and forth from time to time. Do not to eat or drink 15 minutes before using the lozenge or while it is in your mouth, do not bite or chew the lozenge. Quit smoking when you start using this medication.*	The most common side effects of lozenge use are soreness of the teeth and gums, indigestion, and irritated throat. NOTE: Phenylketonurics should be aware that the nicotine lozenge contains phenylalanine.	Over the counter	Can be used with other NRT or Zyban/ Bupropion
Nasal Spray	Nicotine nasal spray is nicotine contained in a spray pump. The nicotine vapor is rapidly absorbed by the nasal membranes inside the nose. The spray delivers nicotine to the brain quicker than the patch, making it easier to curb an immediate craving.	One spray to each nostril usually 1-2 times an hour or as prescribed. Use as directed by your doctor, usually for at least 8 weeks. Quit smoking when you start this medication.*	The most common side effects from the nasal spray are irritation of the nose and throat, watering eyes, sneezing and cough.	Prescription	Can be used with other NRT or Zyban/ Bupropion
Patch	The patch contains nicotine and looks like an oversized band-aid. The nicotine in the patch is absorbed slowly through the skin. The patch provides a constant level of nicotine and must be worn all day, and cannot be put on and removed as a substitute for a cigarette.	Apply the patch to a clean, hairless place on your skin. Alternate where you put the patch from one day to the next to decrease any skin irritation. The patch should be worn 16-24 hours a day, over a period of 10-12 weeks. The complete course is a "step down" program, which means over every few weeks you switch to a patch with less nicotine. Follow the instructions for more details. Quit smoking when you start this medication.	The two most common side effects of the patch are a localized skin rash and sleep disturbance.	Over the counter; Quitline - 1.800.QUIT NOW (free); prescription; public health clinics - for locations call 206.296.0400 (free)	Can be used with other NRT or Zyban/ Bupropion

* Dosage varies depending on how much you currently smoke and may vary from brand to brand. Follow all enclosed instructions or physicians advice to determine your correct dosage.

NON-NRT Alternatives - This information is not intended to replace product information or a physician's advice.

Common name	What is it	How to use it	Possible side effects	Where to get it	Notes
Chantix/ Varenicline	Varenicline is a pill taken orally (marketed under the brand name 'Chantix/Champix'). Research indicates that varenicline may offer the best success rates (44%, compared to 17% for placebo). Varenicline is said to operate in two ways. First, it blocks nicotine's connection to receptors in the brain, making smoking less satisfying and/or desirable. At the same time, varenicline mimics the effects of nicotine, reducing the ex-smoker's cravings and withdrawal.	Varenicline is a pill taken orally while you are still smoking, one week prior to the quit date. Consult your doctor for more specific instructions.	Nausea is the most common side effect associated with varenicline. Other side effects include insomnia, vomiting and vivid dreams.	Prescription	Prescription
Zyban/ Bupropion	Zyban/Bupropion is taken orally in the form of a pill and is the generic name for the drug marketed as "Zyban," which is an anti-depressant. Research has not established exactly how bupropion helps people quit smoking, but there is evidence that it helps to alleviate some of the withdrawal symptoms. This medication has been shown to work equally well in people with and without a history of depression, so it does not appear that it works due to its anti-depressant effects.	Zyban/Bupropion is taken orally while you are still smoking, one week prior to the quit date. You can use this medication with NRT. Consult your doctor for more specific instructions.	Insomnia and dry mouth are the most common side effects associated with this medication. There are certain medical conditions which warrant against using bupropion. These conditions include seizures, eating disorders, and current use of certain other medications, such as Wellbutrin.	Prescription	Prescription

What Happens When You Quit?

Many smokers have heard the negative effects of smoking and know that quitting can lower chances of getting related cancers. However, the benefits of quitting begin with the first 20 minutes and can continue as long as one stays quit.

After smoking the last cigarette:

20 Minutes

- Your heart rate drops

12 Hours

- Carbon monoxide levels in blood drop to normal
- Oxygen levels in blood increase to normal

2 Weeks to 3 Months

- Your heart attack risk begins to drop and your lung function begins to improve

1 to 9 Months

- Coughing and shortness of breath decrease

1 Year

- Your added risk of coronary heart disease is half that of a smoker's

5 Years

- Lung cancer death rate decreases by almost half, for average (1 pack a day) former smoker
- Stroke risk reduced to that of a non-smoker

10 Years

- Lung cancer death is similar to that of a non-smoker
- Risk of cancer of mouth, throat, esophagus, bladder, kidney, cervix and pancreas decreases

15 Years

- Risk of coronary heart disease is that of a non-smoker

