

**Alcohol-related harm among New Zealand
university students:
Institutional policies, liquor law enforcement,
and healthcare**

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1.0 Executive Summary

1.1 Introduction

Hazardous drinking is common among university students in New Zealand and internationally. Recent studies of student alcohol consumption have underlined the importance of environmental factors in shaping drinking behaviour.

Various support services are provided to students by universities and students' associations on New Zealand university campuses, including academic guidance, healthcare, and Māori pastoral care. Each university campus falls within a police area, where liquor licensing officers are responsible for administering the Sale of Liquor Act, and a local government area, which has wide ranging responsibilities for shaping the environment in which students live.

The primary purpose of this study was to describe university policies, liquor law enforcement, and healthcare environments that may affect the promotion and availability of alcohol, and therefore levels of alcohol-related harm around New Zealand university campuses.

1.2 Methods

In 2005, five universities (including six campuses) participated in the Tertiary Student Health Project, in which random samples of more than 3,000 undergraduates completed web-based questionnaires concerning alcohol use, diet, physical activity, smoking and mental health. For these six campuses, questionnaires were developed to investigate the institutional policies, liquor law enforcement, and healthcare related to student alcohol consumption. Separate questionnaires were designed for each of the following: (1) directors of student services, (2) Māori support staff, (3) students' associations, (4) Māori students' associations, (5) student health services staff, and (6) liquor licensing officers, at or around each of the six campuses.

1.3 Results

Each of the six campuses invited to participate completed at least three surveys, with one campus completing all six. General students' associations had the poorest response rate (two of six), followed by the Māori students' associations (three of six). For all other groups, representatives from five out of six campus areas responded. Results are presented for each group surveyed.

The five directors of student services that responded agreed that alcohol was an important part of the student culture, and two did not think it had a negative impact on university life. The directors reported that all campuses addressed student alcohol consumption through a variety of initiatives, primarily targeting the availability and visibility of alcohol on campus. Alcohol policies were mostly limited to alcohol consumption on campus and at university-sponsored events, as most directors thought that the university's role should be limited to addressing student alcohol consumption on campus rather than in off-campus settings.

Māori support staff agreed that alcohol use had some negative impact, although some said they had not seen any specific problems among Māori students. In 2005, all of the Māori support staff we surveyed had strategies in place to discourage hazardous drinking among Māori students. Most groups had formal policies, while some relied solely on informal rules.

Māori support staff were dissatisfied with the existing role of the university in preventing alcohol-related problems and uncertain regarding the role of local authorities.

Students' association policies focused on alcohol consumption at events that they organised. Association staff had limited training to assist students with alcohol-related problems, and instead referred them to appropriate services. Neither association that responded felt that the university should have a role in addressing student behaviour off campus. Both associations acknowledged positive and negative aspects of student drinking, and recognised that alcohol played an important role in their university's student culture. Brewery sponsorship was a common funding source for the associations' social events.

The Māori students' associations showed some disapproval of alcohol, particularly heavy drinking, with alcohol advertising around *whare* (buildings or rooms designated for Māori use) and sponsorship of events considered inappropriate. Two of the three associations had a policy against spending student funds on alcohol while the third did not have any policies related to alcohol. There was general dissatisfaction regarding the role the university played in addressing alcohol-related issues. Some associations felt that their role was to address other issues important for Māori students, such as preparing Māori for university, and accordingly allocated fewer resources to reducing student drinking.

Directors of student health centres had seen very little change in student drinking in recent years. In addition to having a negative impact on the university, student health staff also saw negative effects from alcohol on students' physical and emotional health. Most directors of student health centres did not think that the university provided sufficient resources to address student drinking. The student health centres had a wide range of initiatives in place to address prevention, identification, and treatment of alcohol-related problems, but were not certain whether these had had much impact on student drinking.

All surveyed police areas had mechanisms in place to monitor the compliance of licensed premises with the Sale of Liquor Act. Furthermore, most police areas had programmes to reduce problems associated with alcohol consumption, both by students and non-students. Liquor licensing officers worked closely with local councils and regional public health bodies, but coordination with the university was limited.

1.4 Discussion

Respondents perceived the impact from student alcohol consumption variably. Although the majority of service providers agreed that alcohol had a negative impact on students, the extent of the problem was perceived to be more serious by certain groups (e.g., health services) than others (e.g., general students' associations).

Although Māori support services acknowledged the negative effects of alcohol, there was no clear, co-ordinated response to address hazardous alcohol use among Māori students and several respondents did not think alcohol issues were as much of a priority as other issues. This response implied that Māori support services have insufficient resources to address Māori student drinking, while still providing other much needed services.

Some campuses had taken steps to coordinate services to varying degrees between their students, support staff, health services, and local authorities. Strategies and policies could be developed that utilise all available services in a co-ordinated manner in order to minimise

student hazardous drinking that all groups had identified in their communities. Furthermore, if a university intended to make Māori hazardous drinking a priority, additional physical resources and/or staff may be needed.

This report reflects the state of play in six university communities in 2005. It is possible that institutional, police, and local government policies and service provision have changed since then. The data reported here may therefore be seen as providing a baseline against which subsequent activities may be compared.

2.0 Introduction

2.1 General background

2.1.1 Alcohol consumption among tertiary students in NZ

Hazardous drinking is common among university students in New Zealand and in other countries (Karam, Kypri et al. 2007). Large studies in the United States and Canada have found that, of those who had consumed alcohol in the past week, 54% of US students and 42% of Canadian students had consumed alcohol at levels classified as heavy alcohol use ($\geq 5/4$ drinks in a row for males/females) (Kuo, Adlaf et al. 2002). Similarly, a New Zealand survey of 1564 University of Otago students found that, of those students who had consumed alcohol in the previous week, half of all drinking occasions (49% for women, 50% for men) could be defined as binge occasions ($>4/6$ drinks in one occasion for women/men) (Kypri, Langley et al. 2005). This same study found that for students aged 16-19 years, binge occasions were even more prevalent, with 57% and 58% of all drinking occasions defined as binge drinking occasions for females and males, respectively.

Māori (the indigenous population of New Zealand) are significantly under-represented in tertiary education, particularly in university degree courses (New Zealand Vice-Chancellors' Committee 2006). The proportion of Māori students at each NZ university in 2005 is presented in Table 1. Increasing the achievement of Māori students is outlined as a priority for universities in the Tertiary Education Strategy 2007-2012 (Ministry of Education 2006). Most tertiary institutions in New Zealand provide some form of support services specifically for Māori to encourage entrance into tertiary education and maximise academic success.

Table 1. Full-time intramural student enrolments 2005

	Students				
	Total (N)	Ethnicity (%)			Under 25 (%)
		Māori	European	Other	
Auckland University of Technology	13602	6.2	31.6	62.1	71.7
Lincoln University	3166	3.0	41.5	56.4	75.5
Massey University (All)	10590	6.0	47.6	46.4	66.2
Albany	3435	3.5	30.5	66.0	63.1
Palmerston North	4214	7.8	60.8	31.3	64.8
Wellington	2797	6.1	49.8	44.0	75.5
University of Auckland	23817	6.4	37.0	56.6	76.1
University of Canterbury	10912	4.4	59.8	35.7	80.0
University of Otago	15901	6.4	61.6	32.0	84.1
University of Waikato	8621	16.3	43.8	40.0	69.7
Victoria University of Wellington	14014	7.1	56.9	36.0	75.3

Like many other indigenous populations, Māori are over-represented among hazardous drinkers (Brady 2000). Māori patterns of drinking have been shown to differ from non-Māori (predominantly New Zealand Europeans). Māori are more likely to be non-drinkers, particularly in older age groups, and drink on fewer occasions per year than non-Māori (Ministry of Health 2007). However, Māori tend to consume more alcohol per drinking occasion. These patterns of drinking are likely to produce more alcohol-related harm and diminish any alcohol-related health benefits (Kypri 2003). A recent study estimated considerably higher alcohol-related mortality among Māori than among non-Māori (Connor 2005). Reducing hazardous drinking among Māori has been identified as a priority in the New Zealand National Drug Policy (Ministerial Committee on Drug Policy 2007).

Research at US colleges has begun to examine how environmental factors may affect student alcohol consumption and related risk behaviour (Wechsler, Seibring et al. 2004; Mitchell, Toomey et al. 2005; Shaffer, Donato et al. 2005). These studies showed that, while all colleges' policies addressed some aspect of student alcohol use, the approaches varied greatly, from complete prohibition of drinking and alcohol-related advertising on campus, to alcohol education programmes targeting high-risk drinkers. Administrators' perceptions of the harm associated with student alcohol use were found to determine the extent of programmes implemented to address student drinking (Wechsler, Seibring et al. 2004).

A study conducted in 2005 by Kypri and colleagues found that alcohol consumption at New Zealand universities differed significantly by campus, after controlling for differences in demographic composition and high school drinking (unpublished data). The proportion of students who were classified as binge drinkers in the last seven days was 45.9% in the highest-consumption campus, but only 12.6% in the lowest-consumption campus. This suggests that environmental factors, such as availability and promotion of alcohol, may affect students' alcohol consumption.

A review of environmental strategies to reduce university student drinking found that institutional policies and regulations that restricted where alcohol was consumed and increased the price of alcohol were effective in reducing binge drinking prevalence rates (Toomey, Lenk et al. 2007). Another review found that access to and provision of alcohol-related health services such as brief interventions with high risk drinkers reduced the prevalence of hazardous drinking (Babor 2003). Given that all universities in New Zealand have student health centres that provide subsidised healthcare, these centres are potentially appropriate places in which to routinely identify students with hazardous drinking and offer brief intervention.

Campuses are also situated within a broader community, which is shaped by local authority policies and law enforcement. In US studies, university policies were only found to be effective if the surrounding environment was also supportive of initiatives to reduce alcohol-related harm (Toomey, Lenk et al. 2007). Enforcement of alcohol regulations, such as the Sale of Liquor Act and host responsibility, falls within the remit of local liquor licensing officers. Consistent enforcement and monitoring of such laws has been found to be effective in reducing alcohol-related harm (Babor 2003).

2.1.2 University and surrounding services

This section describes the role of each of the service representatives invited to complete questionnaires. The policies and initiatives of each of these services may have an impact on the student drinking environment.

Division of Student Services

Each campus has a Division of Student Services or equivalent, which is responsible for providing academic, recreational, social, health, and support services to students. The director or manager of student services (hereby referred to as 'director') oversees a range of activities, including the student health services (usually contracted providers to a Primary Healthcare Organisation) and Māori support services.

The nature and structure of Māori support services varies between campuses. Most campuses have staff organised support services (hereby referred to as “Māori support staff”), which focus on pastoral care and the support of educational achievement for Māori students. This group, along with the Māori students’ association, may also provide cultural support, such as *Te Reo* (Māori language) classes. In addition, many campuses have one or more Māori counsellors. They may be based in the student health services, or with the Māori support staff and may have a role in passing information between these two services.

By providing a culturally safe and supportive environment, Māori oriented services are also likely to be appropriate settings in which to implement strategies to reduce hazardous drinking among Māori students (Brady 1995). We have been unable to identify any research literature on the role of alcohol-related policies at university support services targeted at New Zealand Māori or indigenous groups in other countries, for example, the USA, Canada, or Australia.

Students’ Associations

Students’ associations are independent organizations that exist to represent the rights and needs of students. They also organize entertainment and social events for students. The president and other members of each students’ association are elected by members and hold office for one year. There is usually also a Māori students’ association that provides a political voice for Māori students, and may provide additional academic or pastoral support.

Liquor Licensing Officers

The campuses are located within specific police areas. Each police area has at least one liquor licensing officer responsible for monitoring compliance and enforcement of the Sale of Liquor Act.

2.2 Aims

The primary purpose of this study was to develop methods for characterizing alcohol policy and for measuring features of the social and physical environment that may affect levels of alcohol-related harm. This research focused specifically on the following variables:

1. *Institutional factors*: institutional policies, availability and promotion of alcohol on campus, student events relevant to alcohol, availability and quality of support services;
2. *Healthcare*: the availability and quality of screening, brief intervention, and treatment services at institutions and in communities; and
3. *Law enforcement*: the extent to which the intoxication provisions of the Sale of Liquor Act are enforced by police and licensing authorities in the community.

In addition to characterising these three important aspects of the environment, this study also aimed to describe the coordination of various services both on- and off-campus (for example, whether law enforcement officers were working with the university to address alcohol-related student behaviour in the wider community).

3.0 Methods

3.1 Setting

All eight of New Zealand's universities were invited to participate in the Tertiary Student Health Project in 2005. The first stage of this project involved a survey in which random samples totalling more than 3,000 undergraduates, completed web-based questionnaires concerning alcohol use, diet, physical activity, smoking, and mental health. The second stage of the project involved studies of alcohol policies and other environmental variables that may affect student drinking. Five universities agreed to participate in stage 1, with one university having two campuses involved, giving a total of six campuses. These six campuses (hereafter labelled anonymously as campuses A-F) were subsequently contacted to participate in the research described in this report.

3.2 Questionnaire development

Information about alcohol policies was collected by conducting a search of university websites. University calendars, regulations, student charters, and student handbooks were obtained online and searched for any mention of alcohol. An additional keyword search for "alcohol policy" on each general university website was also conducted.

Further information, including an assessment of respondents' attitudes toward these policies and toward alcohol-related student behaviour, was obtained by inviting a relevant person from each group to complete a postal questionnaire. The questionnaires were intended to elicit the opinions of the staff or students. They were predominantly qualitative in design, with a mixture of multiple choice and open-ended questions. All questionnaires asked about the 2005 academic year, to correspond with the first stage of the project (the student web-based survey), but were conducted in 2006 or early 2007. In the directors' survey participants were also asked to describe changes since 2005.

The questionnaires included items regarding institutional or group specific policies and their implementation, respondents' perceptions of student alcohol use, initiatives to address alcohol-related problems, and allocation of resources to address alcohol-related issues. All of the questionnaires are presented in appendices 1-7.

3.3 Data collection

Contact information for each university based group was found on the Internet, usually on the university's website. Whenever possible, a person likely to have broad knowledge of policies and practices was identified and initial contact was made with them. It is important to note that, in most cases, only one person answered the questionnaire and this person was not necessarily the person initially contacted.

Directors of Student Services

The questionnaires were completed by the directors of student services (or equivalent) at each campus. Initial contact with the directors was made at a conference and shortly thereafter each director was emailed a questionnaire. This was followed by a telephone call to answer any questions the directors had about how to complete the questionnaire.

Māori Support Staff / General Students' Associations / Māori Students' Associations

Since the structure of the Māori support staff differed at each campus, the position of the person contacted varied. For the general and Māori students' associations the contact person was the president/*Tumuaki*. Initial contact was usually made by email. If no email address was listed, or no response was received to email, attempts were made to contact the group by telephone. Once contact was established, a time was arranged to complete the questionnaire. The three questionnaires were conducted as telephone interviews. This provided an opportunity for the participant to ask questions about the project and allowed for clarification of questions. Notes were taken during the interviews, and provided the basis for the results presented below.

Student Health Services

We contacted the directors of student health services at each campus by telephone to invite them to complete a brief questionnaire about student drinking on their campus. Questionnaires were posted or emailed, depending on each director's preference. Follow-up calls were made after two weeks to answer any questions the directors might have about the questionnaire.

Liquor Licensing Officers

Liquor licensing officers for each campus area were identified with the help of the Dunedin Central Liquor Licensing Officer, who also notified all relevant officers that we would be getting in touch with them. An initial email was sent explaining the Tertiary Student Health Project. The questionnaire was also attached to the email, and officers could request a paper copy of the survey. Follow-up calls were made after two weeks to answer any questions the officers might have about the questionnaire.

4.0 Results

This section presents the overall response rate for the surveys, followed by a description of the results from all campuses for the internet-based search of institutional policies, directors of student services, Māori support staff, general students' associations, Māori students' associations, student health, and liquor licensing officers. Results focus on the magnitude of and problems associated with student drinking and ways in which these are addressed. These are divided into three categories: respondents' perceptions of the problem; policies, enforcement and initiatives; and resource allocation.

4.1 Response rate for each survey

The response rates for each survey are presented in Table 2. The directors of student services (DSS) survey was completed by directors at five of the six campuses. The director at the campus that did not complete the questionnaire reported being unable to find time to participate.

The Māori support staff (MSS) questionnaire was completed by five of the six campuses. The campus that did not complete the questionnaire declined to participate as they felt they did not have the appropriate knowledge to complete it. At some campuses, the person contacted was not necessarily the person who completed the questionnaire, often delegating this task to another staff member. At one campus, the Māori support staff requested that an employee of the general support services complete the questionnaire. As this person also completed the directors of student services survey for that campus, an abridged form of the Māori support staff questionnaire was used in which questions that were identical to the directors' survey were removed.

Two students' association (GSA) interviews were conducted with representatives from campus A and campus D. Of the six Māori students' associations invited to participate, three completed the Māori students' association questionnaire. Of the non-responders: one did not express any interest in the study; one we received no response from by email or phone; and one no longer had a separate Māori students' association at the time we attempted to contact them. In the last case, an attempt was made to contact the Māori students' representative of the general students' association, but no response was received.

Liquor licensing officers from five of the six police areas surrounding the participant campuses returned completed postal questionnaires.

Table 2. Response rates for campus surveys conducted 2006-2007.

Survey	Campus						Total Response (%)
	A	B	C	D	E	F	
Directors of Student Services	✓	-	✓	✓	✓	✓	83.3
Māori Support Services	✓	✓	✓*	✓	-	✓	83.3
Students' Associations	✓	-	-	✓	-	-	33.3
Māori Students' Associations	✓	-	✓	✓	-	-	50.0
Directors of Student Health Services	-	✓	✓	✓	✓	✓	83.3
Liquor Licensing Officers	✓	✓	-	✓	✓	✓	83.3

*abridged version.

4.2 Internet-based search of university policies

A preliminary search of 2005 alcohol-related policies of each university found few institutional policies relating specifically to alcohol consumption by students. All universities had policies that addressed general student behaviour, which held students responsible for their actions both on and off campus. Student misconduct was defined generally as actions that were dishonest (such as cheating) and/or negatively affected the proper functioning or reputation of the university. Only campus E specifically addressed student intoxication within its student charter or code of conduct, by prohibiting “being under the influence of alcohol where this is inappropriate”.

All campuses had policies which addressed alcohol at on-campus functions; these required prior notification of any event where alcohol would be consumed and delegation of responsibility for the event to an individual in a position of authority.

4.3 Directors of Student Services

Perception of the problem

Directors agreed to varying degrees that alcohol was a significant part of their university’s student culture and that the resources allocated to address student behaviour were sufficient. While some directors reported that alcohol played a small role in university culture, one director also said that “our students believe that alcohol is a must at university [.] It impacts their behaviour and attitudes”.

Policies, enforcement, and initiatives

In addition to policies obtained in the internet-based search, directors cited other policies in place at their institution. These included policies relating to alcohol consumption during field classes, prohibiting promotion and advertising of alcohol in halls of residence, controlling drinking in halls of residence, and imposing strict conditions on liquor license holders on campus.

All five campuses had developed specific programmes to address alcohol-related student behaviour. Sponsorship and advertising were prohibited in halls of residence and in certain campus areas (e.g. car parks) at two campuses, and were fully prohibited at a third campus. Availability of alcohol was controlled on one campus by limiting the hours of operation of on-campus licensed premises; another campus controlled availability of alcohol in halls of residence through specific policies that restricted the amount and type of alcoholic beverages brought in, as well as the situation and place in which these were consumed.

Campus E had also developed a *Reduce Harm Project* that aimed to keep students safe, reduce hazardous drinking, and ensure students reached their academic potential. This project included university and students’ association members, as well as representatives from local government and public health bodies. The project aimed to target drinking on campus and off campus.

The majority of prevention and treatment initiatives were administered through the student health centres (i.e. primary healthcare providers), or through the halls of residence. Awareness and education programmes through student health centres and halls of residence were the main forms of prevention programmes to address alcohol-related student behaviour, and

treatment for alcohol-related problems and referrals to external providers were organized by these centres as well. One campus also provided Māori specific counselling via the Māori support staff. Punishment for alcohol-related offences was through the university student discipline committees and relevant managers or proctors, which deal with breaches of university regulations by students. Two directors believed that their initiatives had “some impact” on student behaviour, while two other directors said they did not know whether their programmes had any impact.

Two campuses had initiatives targeting specific groups of students. At one of these, Māori-specific research on alcohol consumption was conducted, and the Māori support staff provided pastoral care in conjunction with a full-time equivalent clinical psychologist specific to Māori students. At the second campus, many initiatives targeted students in halls of residence, as that campus felt that “heavy drinking can cause anti-social behaviour in halls”. The hall initiatives focussed on controlling the supply of alcohol in halls (e.g. limiting the days and hours where alcohol could be consumed in halls), as well as promoting “safe drinking levels” among hall residents.

Resources

When asked whether the universities should have more power to address alcohol-related student behaviour off-campus, three directors disagreed. According to one, “Students are responsible for their own actions, as is true for all NZ adults”. A similar sentiment was also voiced by a director at another campus: “Students are members of the community and should not be subject to additional or separate [sic] treatment for behaviour”. Another director responded that its role should be limited to influencing behaviour through education. Conversely, directors at the two other campuses stressed that universities should be able to address their students’ behaviour, even off-campus.

At three campuses, the directors perceived the effectiveness of local authorities to be ‘variable’ depending on the time of year and the type of establishment. At campus E, where the university worked closely with local authorities to address student drinking, the director agreed that the local authorities were effective in addressing alcohol-related issues. Campus D did not feel that local authorities were effective.

Summary

A summary of the directors of student services survey is presented in Table 3 below.

Table 3. Key results of the directors of student services survey.

	A	B	C	Campus		
				D	E	F
Perception of the problem						
Impact of alcohol on university life	Negative	-	Negative	Negative	Unsure	Unsure
Role of alcohol in student culture	Small but significant	-	Small/Key aspect*	Key aspect	Small/Key aspect*	Small but significant
Policies						
Student behaviour policy	Yes	-	Yes	Yes	Yes	Yes
Policy on student alcohol use	No	-	No	No	Yes	No
On-campus alcohol policy	Yes	-	Yes	Yes	Yes	Yes
Alcohol policy for events	Yes	-	Yes	Yes	Yes	Yes
Off-campus alcohol policy	Yes	-	No	No	No	No
Type of Initiative						
Sponsorship/advertising prohibited	No	-	Yes	No	Yes	Yes
Alcohol availability restricted	No	-	Yes	No	Yes	Yes
Programmes to prevent alcohol-related problems	Yes	-	Yes	Yes	Yes	Yes
Programmes to treat alcohol-related problems	Yes	-	Yes	Yes	Yes	Yes
Punishment of alcohol related offences	No	-	Yes	No	Yes	Yes
Anti-social behaviour prevention (not alcohol-specific)	No	-	Yes	No	Yes	Yes
Other	No	-	Yes	Yes	No	No
Perceived impact of initiatives	Some impact	-	-	Unsure	Unsure	Some impact
Resources						
On-campus resources sufficient	Disagree	-	Agree	Strongly agree**	Agree	Agree
Off-campus resources sufficient	Disagree	-	Agree	Strongly agree**	Agree	Agree
University should have more power off-campus	Agree	-	Disagree	Agree	Disagree	Disagree
Local authorities effective	Variable	-	Variable	Disagree	Agree	Variable

**Small/Key aspect*: Alcohol played a “small but significant role” for some students, but was a “key aspect” for others.

**Since 2007 only, as prior to 2007, fewer resources had been allocated to address alcohol-related student behaviour.

All five of the directors agreed that alcohol was either a significant part or a key aspect of university student culture, and three out of five felt that alcohol had a negative impact on university life. Despite this, only two of the directors thought that the university should have more power to address student behaviour off-campus.

All five campuses addressed student alcohol use with specific initiatives aimed at limiting the availability and visibility of alcohol on campus. At campuses C, D, and F, initiatives targeted sponsorship by liquor industries and breweries, and advertising of alcohol. Alcohol policies were primarily limited to consumption occurring on campus and at university-sponsored events.

4.4 Māori Support Staff

Perception of the problem

Māori support staff at campuses B and D felt that alcohol had no impact on the normal functioning of their university while staff at campuses A and C felt alcohol had a significant negative impact, and F was unsure. Campus B commented that alcohol is generally not “abused” there, and campus F indicated that the campus wanted both the “lively culture” that is associated with alcohol use, but did not want the disruption to class or the negative image in the wider community.

We asked interviewees what place they thought alcohol had in the university’s student culture. Three of the staff groups reported that alcohol plays a significant role in student culture, and two thought it was insignificant. When asked specifically about Māori student culture, campus C changed from significant to unsure, and campus F from significant to insignificant.

When asked about the impact of alcohol on the general wellbeing of Māori students, respondents’ answers were mixed: one respondent indicated that alcohol had a significant negative impact, one that it had a moderate negative impact, two that the impact varies for different students (a small number suffering a lot, but most having no impact), and one was unsure. When questioned specifically about the impact of alcohol on academic performance, answers were similar. Most interviewees were uncertain about the percentage of time spent dealing with alcohol-related issues. Estimates given were 0%, 5% or “low” for both the respondent and other Māori support staff.

When asked if they felt involvement in Māori community/cultural activities reduces harmful alcohol consumption, several respondents seemed uncomfortable with the question and three were unsure of the answer. Campus B indicated that they agreed, as the activities are often alcohol free, so this becomes the norm. Campus F was unsure and commented, “Ideally, yes,” but the events may also bring people together to drink. Campus D suggested that those involved were less likely to have alcohol problems, but the cause-effect relationship was uncertain. Campus A disagreed as they felt sometimes *kapa haka* (traditional Māori song/dance) groups encouraged drinking.

Policies, enforcement, and initiatives

Three of the five Māori support staff interviewed had formal policies regarding alcohol use. These included:

- no alcohol use within the buildings that the Māori support staff operate;
- no alcohol advertising within these buildings;
- no alcohol provision at events organised by the Māori support staff; and
- no sponsorship from liquor companies.

These were not necessarily different to the policies that governed the rest of the university and all groups interviewed indicated that they also followed alcohol-related policies set down by the university. Of the two support staff groups that did not have formal policies regarding alcohol, one indicated that they had informal rules that students were expected to abide by at events they organised and in the rooms they provided. The other group also had expectations regarding alcohol use; however, they did not operate any area designed for Māori use. Informal rules were not necessarily enforced, but the formal policies were strictly enforced via the campuses’ usual systems (such as referral to the Proctor).

No respondent indicated that their group had any initiatives to address alcohol promotion, availability, or consumption. However, campus B mentioned elsewhere in the questionnaire that they promoted a healthy diet and a *whanau* (family) environment, both of which were considered incompatible with high levels of alcohol use. Campus D mentioned that they provided counselling and had a sponsorship and advertising ban; they also kept events alcohol-free, but did not think these measures had much impact on student drinking.

Resources

We asked the interviewees if they felt their university allocated enough resources to address alcohol related issues. There was variation in the response, with one agreeing, two unsure and the other two disagreeing. The staff member from campus D suggested that the university was too focused on enforcement of rules and punishment, and should instead focus on prevention of alcohol-related problems.

When asked about the role the university had in addressing student behaviour off campus, all indicated that it was not appropriate for the university to discipline students for off-campus behaviour unless they were specifically representing the university (for example, on field trips). When asked if the university allocated enough resources to deal with alcohol related issues off campus, two strongly disagreed and two were unsure. Campus D indicated that more should be done to prevent alcohol problems, campus B had not seen any problems, campus F said counsellors often had to work extra hours, and campus A commented that the university allocated nothing to address off-campus issues.

Most staff were unsure whether local authorities effectively monitored alcohol promotion, availability or consumption. Campus D, however, commented that the council had no proactive or positive strategies, and both their monitoring and resource allocation were insufficient to manage off-campus alcohol use by students.

The Māori support staff questionnaire asked whether more should be done to address alcohol-related problems among Māori students. All indicated that they agreed with this. One respondent additionally commented that the problem is not specific to Māori or to youth, another felt that different approaches were needed, and one said that more should be done at campuses where it is a problem, but that other problems were more important at their campus.

Summary

A summary of the results of the Māori support services survey is presented in Table 4 below.

Table 4. Key results of the Māori support services survey.

	A	B	Campus C*	D	E	F
Perception of the problem						
Impact of alcohol on Māori students	Moderate negative	Unsure	None - significant negative	Moderate negative	-	None - significant negative
Place of alcohol in general student culture	Not significant	Not significant	-	Key aspect	-	Key aspect
Place of alcohol in Māori student culture	Not significant	Not significant	Unsure	Key aspect	-	Not significant
Affect of alcohol on the normal functioning of the university	Significant negative	No impact	-	No impact	-	Unsure
Involvement with the Māori community or in cultural activities reduces harmful alcohol consumption	Disagree	Agree	Unsure	Unsure	-	Unsure
Policies						
Policies related to alcohol	No	No	Yes	Yes	-	Yes
Rules restricting alcohol promotion, or use	Yes	Yes	Yes	Yes	-	Yes
Resources						
Time spent dealing with alcohol-related issues - individual	0%	0%	-	5%	-	0%
Time spent dealing with alcohol-related issues – all Māori support staff	Unsure	Low	0%	0%	-	Unsure
University allocates sufficient resources to enforce rules relating to alcohol on-campus	Disagree	Unsure	-	Disagree	-	Unsure
University should have more power to address alcohol-related student behaviour off-campus	Strongly disagree	Disagree	-	Strongly disagree	-	Disagree
University allocates sufficient resources to address alcohol-related student behaviour off-campus	Strongly disagree	Unsure	-	Strongly disagree	-	Unsure
Local authorities effectively monitor alcohol promotion, availability, or consumption by students off-campus	Unsure	Unsure	-	Unsure	-	Strongly disagree
More should be done to address alcohol-related problems among Māori students	Agree	Agree	Agree	Unsure	-	Agree

* abridged version

Most interviewees agreed that alcohol use has some negative impact, although some said they had not seen any specific problems among Māori students. In 2005, all of the Māori support staff we surveyed had strategies in place to discourage hazardous drinking among Māori students. While most groups had formal policies, some relied solely on informal rules. Generally, there was dissatisfaction with the existing role of the university in preventing alcohol-related problems and uncertainty regarding the role of local authorities.

4.5 General Students' Associations

Perception of the problem

According to students' association presidents at campuses A and D, the impact of alcohol on university life was mixed, having negative aspects – injuries and riots caused by 'over-indulgence' – and positive aspects – as long as students 'know what their limits are'. At campus A, the negative impact of alcohol was particularly noticeable in halls of residence.

At campus D, the president felt that alcohol was 'a key aspect to preserve' in the university's student culture. It was felt that students attended that campus in order to 'have a good time, to get it [partying] out of their system so they could leave more mature' and that the students did not want this to change. Campus A also felt that alcohol was an important part of the student culture, as it was present at most events and many students drank to socialise, but that it was not central to student life.

Students' association presidents felt that it was very difficult for students to obtain any information about university alcohol policies. Although this information was available on-line and in the university calendar, it was not easy to find, and students were not adequately directed to these policies.

Policies, enforcement, and initiatives

Students' associations did not have any specific alcohol policies, although one president stated that the primary focus of all events was on entertainment rather than alcohol.

Both of the surveyed associations received sponsorship from breweries. Campus D stated that alcohol was not served at events, and that the sponsorship agreement was for funding, products for events, advertising, and alcohol for volunteers' after-parties only. One association had an exclusive agreement with a brewery, while the other was also willing to accept sponsorship from spirits companies.

Respondents estimated that 90% of events were sponsored by the alcohol industry, and that nearly all events served alcohol. However, there were rarely discounts on alcoholic beverages, and where free drinks were available, they were limited to one per person. Both respondents indicated that alcohol was never consumed at association meetings, nor were meetings ever held in licensed premises¹.

Neither of the surveyed associations held liquor licenses. These were held by the university-managed pubs or hospitality services. At campus D, the students' association made up half of the university-owned pub's board and received half of its profits.

When association events were organised, either on or off campus, the association said they ensured that appropriate bar staff and security were present. There were few records of the association being approached to discuss alcohol-related student behaviour. In any case, neither association felt that it was responsible for the behaviour of its members off campus.

The students' association at campus D felt that its ability to address student drinking was limited, as it had no disciplinary powers. For this reason, it had not taken any steps to address alcohol-related student behaviour and described itself as "powerless". At campus A, the

¹ These questions were included as a review of student publications had found some students' associations encouraged members to attend meetings by offering free alcohol (unpublished data).

students' association executive committee had formed an alcohol advisory group to review the hospitality agreement in 2005. Only one meeting was held that discussed security at events and unsupervised drinking on campus. This advisory group had not met again in 2006.

Resources

Students' associations referred students to alcohol-related support services on campus. Campus A held meetings on general health issues with staff from student health services, and on alcohol-specific topics with managers in halls of residence. Neither president we surveyed knew what alcohol-related information was distributed in student orientation packs at the start of the year.

The associations considered the university's role in addressing student behaviour off campus as "limited", and campus D felt that there were "good reasons" for this, since student conduct could not be linked back to the university. At campus A, only university-organised trips could hold students responsible under the Code of Conduct. Both associations agreed that the university allocated sufficient resources to address alcohol-related student behaviour off campus, and that drinking off campus did not raise any issues at all. Campus A had concerns about drinking in halls of residence located on campus.

Summary

Key results from the students' association survey are presented below in Table 5.

Table 5. Key results of the students' association survey.

	Campus					
	A	B	C	D	E	F
Perception of the problem						
Impact of alcohol related behaviour on university	Variable	-	-	Variable	-	-
Place of alcohol in student culture	Large role	-	-	Key aspect	-	-
Policies						
Policies	No	-	-	Events only	-	-
Sponsorship from breweries	Yes	-	-	Yes	-	-
Meetings ever associated with alcohol	No	-	-	No	-	-
Initiatives	Yes	-	-	No	-	-
Resources						
University allocates sufficient resources to address alcohol-related student behaviour off-campus	Agree	-	-	Agree	-	-

The primary focus of the students' associations regarding alcohol-related student behaviour was surrounding events that they organised. While association staff were trained to assist students, they typically referred them to appropriate services, usually the student health centre.

Neither association felt that the university should have, or did have, a role in addressing student behaviour off campus. The general attitude of the associations was that student behaviour was not the association's or the university's responsibility. At campus A, the main perceived problems with student drinking were in the halls of residence.

Both associations acknowledged positive and negative aspects of student drinking, and recognised that alcohol played an important role in their university's student culture. Brewery sponsorship was an important part of funding for the associations' social events, but agreements were limited and the amount and cost of alcohol were restricted in order to minimise harm.

4.6 Māori Students' Associations

Perception of the problem

The impact of alcohol on university life was described by two Māori students' associations as negative and the other suggested that the impact ranged from negative to positive depending on how much alcohol was consumed. We also asked what place they thought alcohol had in the university's student culture. All three students' associations felt that alcohol played a significant role in student culture. Interviewees listed freedom from home restraints, trying to fit in, and sponsorship that promoted hazardous drinking behaviours as factors that contributed to alcohol-related problems for students. Rules that restricted alcohol use on campus were seen as factors that reduced alcohol-related problems for students (campus C). Counsellors provided support for students with alcohol-related problems (campus C).

The general association attitude towards alcohol was described differently at each campus. At campus A, there was concern that particular students may have a drinking problem and that their behaviour might reflect poorly on all Māori students. At campus C the opinion was events shouldn't focus on alcohol, but since there had never been a problem with alcohol use among Māori students at that campus it was not considered an issue. At campus D alcohol was considered an acceptable part of student life.

Policies, enforcement and initiatives

Two of the three Māori students' associations that responded had a policy of not spending association money (obtained via students' fees) on alcohol. All three indicated that alcohol advertising around *whare* (rooms or buildings designed for Māori use) or sponsorship of events would be unacceptable. They also attempted to discourage drinking around *whare* and at events they organised, although alcohol was not usually banned. All of the Māori students' associations interviewed indicated they never held association meetings at local pubs, did not have alcohol present, nor received alcohol-related sponsorship for these meetings. When asked about initiatives in place to decrease alcohol use, no Māori students' association indicated that they had such initiatives.

Resources

When asked how they would describe the role the university plays in addressing alcohol-related student behaviour, there was general dissatisfaction. The most positive, campus C, said that the university had recently improved with regard to discouraging hazardous drinking, but could still do more to address off-campus behaviour. Campus A indicated that the university's role off campus was minimal; and campus D commented that they had a lot of policies, but little action was taken. Similarly, two answered "no" to whether the university allocated sufficient resources to address alcohol-related behaviour, with campus D adding the comment that they were unsure more resources would help.

Only campus A indicated that they took any action to work with other groups to address alcohol-related student behaviour (they tried to minimise the effects of alcohol and poor behaviour on students). Campuses C and D indicated that they had never had major problems with Māori student drinking, and that alcohol was not the biggest problem for Māori students, respectively.

Summary

The results of the Māori students' association survey are presented in Table 6.

Table 6. Key results of Māori students' association survey.

	Campus					
	A	B	C	D	E	F
Perception of the problem						
Impact of alcohol related behaviour on university	Negative	-	Negative	Variable	-	-
Policies						
Alcohol-related policies	Yes	-	Yes	No	-	-
Alcohol-related rules	Yes	-	Yes	Yes	-	-
Association meetings ever associated with alcohol	No	-	No	No	-	-
Resources						
University allocates sufficient resources to address alcohol-related student behaviour	Disagree	-	Unsure	Disagree	-	-

There was some degree of disapproval of alcohol, particularly heavy drinking, from each of the Māori students' associations, with alcohol advertising around whare and sponsorship of events considered inappropriate; however, overall, there was a range of attitudes. Two of the three associations had a policy against spending student funds on alcohol while the third did not have any policies related to alcohol. There was general dissatisfaction regarding the role the university played in addressing alcohol-related issues. Some associations felt that their role was to address other issues important for Māori students, such as preparing Māori for university, and allocated fewer resources to reducing student drinking.

4.7 Student Health Services

Perception of the problem

The directors of student health services felt that alcohol had a 'direct, but short-lived' impact on students' physical health and well-being, with only one director stating that alcohol also had a long-term impact on the physical health of students. The impact that the directors felt alcohol had on students' emotional health and well-being varied between campuses, from 'very little impact' and 'difficult to know if alcohol is the cause or the symptom', to 'direct, but short-lived as well as long-term'.

Estimates of the proportion of students presenting with problems directly related to alcohol ranged from 5-15% of all students presenting to student health, and from 5-20% for students presenting with problems aggravated by alcohol consumption. Student health service directors stated that problems relating to students' alcohol consumption had not changed in the past few years.

With the exception of campus B, all of the student health service directors believed that alcohol had a negative impact on university life. Most student health services also felt that alcohol was a key aspect of their university's student culture. At campus B, this was only true for some domestic students; for most students, it was felt that alcohol was a small but significant aspect of the student culture. At campus C, the director of student health services also felt that alcohol was a small but significant aspect of the student culture.

Policies, enforcement, and initiatives

Of the five student health centres, four offered health and counselling services and referrals for students with alcohol-related problems. Only campus D was aware of a specific budget for alcohol services; at the other campuses, the budget for alcohol services was either non-existent or unknown.

All student health services had resources available to students about alcohol consumption, as well as identification and treatment of problem drinking. Two student health centres offered e-SBI (electronic screening and brief intervention) in the waiting areas for students to use². Pamphlets were also available in all student health waiting areas, and were distributed in student areas, halls of residence, and at orientation events at some campuses. Three of the five student health centres surveyed also delivered presentations in halls of residence about alcohol consumption. Student health initiatives at campus E targeted students in halls of residence, since they felt they were the most vulnerable group, being the youngest and more likely to be living away from home for the first time. This group was also more accessible to the university services.

Despite the varied initiatives in place, most student health centres did not think initiatives had much impact on reducing alcohol-related harm, or did not know whether they had an impact. Campus B felt that its one-to-one counselling was the only initiative that was successful in reducing alcohol-related harm.

Resources

Two student health centres felt that resources allocated by their universities to address student drinking were sufficient, while the other three centres responded that the resources were insufficient to deal with problems associated with student drinking. Most student health centres provided specific support for Māori students, usually in the form of Māori counselling staff (0.4-1 FTE). At campus D, the Māori counsellor was based with the Māori support staff as opposed to the student health centre. At three health centres, the Māori counsellor was free for Māori students. Most centres also had an established relationship with the campus's Māori support staff or Māori students' association, and undertook consultation with Māori regarding their centres' initiatives.

Summary

A summary of the results from the student health services survey is presented in Table 7.

² More information on e-SBI can be found in Kypri, K., J. B. Saunders, et al. (2004). "Web-based screening and brief intervention for hazardous drinking: a double-blind randomized controlled trial." *Addiction* 99(11): 1410-7.

Table 7. Key results of student health services survey.

	Campus					
	A	B	C	D	E	F
Perception of the problem						
Impact on physical health	-	Direct, short-lived	Direct, short-lived	Direct, short-lived; long-term	Direct, short-lived	Direct, short-lived
Impact on emotional wellbeing	-	Direct, short-lived	Very little impact	Direct, short-lived; long-term	Unsure	Direct, short-lived
%age of students presenting with problems caused by alcohol	-	15	10	10	10-15	5
%age of students presenting with problems aggravated by alcohol	-	20	5	20	10-15	15
Change in student drinking in the recent years	-	No change	No change	No change	No change	No change
Impact of alcohol on university life	-	No impact	Negative	Negative	Negative	Negative
Place of alcohol in student culture	-	Variable	Small but significant	Key aspect	Key aspect	Key aspect
Resources						
Alcohol Health Services	-	Yes	No	Yes	Yes	Yes
Alcohol Health referrals	-	Yes	No	No	Yes	Yes
Alcohol Counselling Services	-	No	No	Yes	Yes	Yes
Alcohol Counselling Referrals	-	Yes	No	No	Yes	Yes
Health services alcohol budget	-	No budget	0	60,000-100,000	Unsure	Not measured
University resources sufficient	-	Disagree	Agree	Disagree	Strongly agree	Disagree

Directors of student health centres had seen very little change in student drinking in recent years. The impact of alcohol on students' physical and emotional health and well-being was viewed as negative, although these effects were considered short-lived for most students. Most directors of student health centres did not think that the university provided sufficient resources to address student drinking.

The student health centres had a wide range of initiatives in place to address prevention, identification, and treatment of alcohol-related problems, but were not certain whether these had much impact on student drinking.

4.8 Liquor Licensing Officers

Perception of the problem

All liquor licensing officers agreed that student drinking had a negative impact on their police areas. In police areas D and E³, this impact was perceived to be significant.

In describing the drinking environment surrounding the campuses, officers in three police areas agreed that there was general cooperation and compliance with the Sale of Liquor Act by both on- and off-licenses operating in the area. In the other two areas, compliance was

³ Police Area labels in this section correspond to the label of the university contained within the police area, i.e. University A is within Police Area A.

often deemed to be insufficient. In police area F, the officer felt that the level of compliance varied by establishment, and that compliance was particularly poor for off-licenses. In police area D, the officer still felt that compliance was only achieved when enforcement efforts were increased, since “non-compliance was always better for business”.

The officers listed some of their biggest challenges as the compliance of licensees and duty managers with the Act and their ability to monitor compliance without effective cooperation from the managers. There was still the impression that licensed premises only complied if they thought they were being watched. Other challenges included: trying to convince students not to wreck things when they got drunk, the cheap alcohol available from off-licenses, and the increasing number of licensed premises in the area.

Of the five officers surveyed, only two reported that the Sale of Liquor Act ‘left little room for ambiguity and was straightforward to enforce’. Even these two, however, qualified their statements, with one saying that the definition of ‘intoxication’ was still a subjective matter, and the other stating that, while the Act was clear for enforcement, the penalties were still variable.

The officers surveyed had different opinions of how alcohol-related student behaviour in their area had changed over the past few years. While the officer in police area A felt the situation had improved, the officer in police area B thought that the confusion over defining ‘intoxication’ had not changed in the past few years and was still a problem. The officer in police area D stated that the situation was getting worse because alcohol was still getting cheaper at off-licenses, which encouraged on-licenses to have more promotions that encouraged risky drinking. The officer in police area E also felt that the situation had worsened since the legal purchase age was lowered to 18 years in 1999.

Policies, enforcement, and initiatives

The primary method of enforcement in the surveyed police areas was ‘controlled purchase operations’ (CPOs) designed to ensure that licensed premises were not supplying alcohol to minors. Team policing, liquor licensing officers, and local authority agents also regularly visited licensed premises, both covertly and overtly, to check for Sale of Liquor Act compliance. In police area A, the officer emphasised that efforts were made to create a good relationship between the police and the licensees.

In four of the five police areas, officers worked closely with local councils and regional public health authorities to develop initiatives in their communities. In police area F, the officer explained that, although there were no initiatives at present, he was in discussion with the Ministry of Health, ACC, and the local council to develop programmes in the area.

Initiatives by police and other local authorities sought to address sponsorship by liquor companies, supply of alcohol to minors and to intoxicated persons, enforcement of liquor bans, prevention of alcohol-fuelled incidents and damage to property, as well as ensuring the safety of party-goers and local residents and preventing general anti-social behaviour. The officer in police area B, for example, had helped organise a designated driver scheme during Orientation Week in 2004, a Host Responsibility Expo in 2005, and an Intoxication Seminar (to help managers identify intoxicated patrons) in 2006.

The initiatives targeted different groups of people in different areas. In police area D, all groups were targeted, as all were considered high-risk. Initiatives in other areas focused

primarily on students and other young people, particularly young women, due to increases in drink-driving incidents among under-20s (police area B) and a rise in sex-related assaults of young women walking home at night (in police area E). The officers believed that their initiatives had had some impact on their police area.

Resources

Three of the five liquor licensing officers surveyed felt that the present level of staffing of liquor licensing officers was insufficient to effectively monitor their police areas. In most areas, there was sufficient coordination with other local authorities and the officers felt that other authorities allocated sufficient resources to address alcohol issues in the community.

Although most officers felt that the university sufficiently addressed student drinking on campus, they felt that the university should have more power to address student behaviour off campus. The officer of police area F was unaware of the university's role on and off campus and therefore did not know whether or not the university should have more power off campus.

Summary

The results of the liquor licensing surveys are presented in Table 8 below.

Table 8. Key results of liquor licensing officer survey.

	Police Area					
	A	B	C	D	E	F
Perception of the problem						
Impact of student drinking on Police Area	Some negative	Some negative	-	Significant negative	Significant negative	Some negative
Student Pubs are cooperative and comply with Sale of Liquor Act	Strongly agree	Agree	-	Disagree	Agree	Variable
Other Pubs are cooperative and comply with Sale of Liquor Act	Variable	Agree	-	Variable	Agree	Variable
Restaurants are cooperative and comply with Sale of Liquor Act	Strongly agree	Agree	-	Unsure	Agree	Variable
Off-licenses are cooperative and comply with Sale of Liquor Act	Agree	Still too many supplying to minors	-	Agree	Agree	Disagree
Sale of Liquor Act clear and straightforward to enforce	Agree	Strongly disagree	-	Disagree	Agree	Strongly disagree
Resources						
Liquor Licensing Officer staffing sufficient	Agree	Strongly agree	-	Strongly disagree	Disagree	Disagree
Other local bodies resources and involvement sufficient	Agree	Unsure	-	Agree	Agree	-
University role sufficient on-campus	Agree	Agree	-	On the right track	Unsure	Unsure
University should have more power off-campus	Strongly agree	Unsure	-	Strongly agree	Agree	Unsure

All surveyed police areas had mechanisms in place to monitor the compliance of licensed premises. Furthermore, most police areas had programmes in place to reduce problems associated with alcohol consumption, both by students and by non-students. The liquor licensing officers worked closely with the local councils and regional public health bodies, but coordination with the university was lacking.

5.0 Discussion

5.1 Discussion of each campus

The results are discussed in this section by campus. General summary tables of all surveys are presented in Appendix 1.

5.1.1 Campus A

The impact of alcohol on university life at campus A was described as primarily negative by all respondents except the general students' association president, who stated that alcohol had both negative and positive effects. The place of alcohol in the student culture was perceived to be different by the various groups, from being insignificant (Māori support staff) to having a key role (general students' association). The liquor licensing officer indicated that student pubs and restaurants followed the law, but other pubs were described as variable in compliance.

There was no policy addressing general student alcohol use at this campus, but there were policies on student behaviour, on-campus alcohol consumption, and university events from the directors of student services. Māori support staff and the general students' association did not have policies, but the Māori support staff had rules relating to alcohol and the Māori students' association had policies and rules. Both the general students' association and the director of student services had initiatives related to alcohol. The students' association had formed an advisory group and the director had programmes to prevent and treat alcohol related problems (the least any director had indicated). While the general students' association never had meetings associated with alcohol, nearly all events received sponsorship from breweries.

There was disagreement over the adequacy of the university's resources and role in student drinking. The director and both Māori support groups indicated resources were insufficient on campus, while the general students' association and the liquor licensing officer agreed that there was sufficient allocation. The director and Māori support staff indicated that insufficient resources were being allocated to off-campus problems. The liquor licensing officer indicated that the university should have more power off campus, while the Māori support staff strongly disagreed with this. The opinion on the role and resourcing of the local authorities was generally positive, although the director said it could be variable and the Māori support staff were unsure.

5.1.2 Campus B

At Campus B there was a poor response from the university's support services and students' associations, with only the Māori support staff responding, making it difficult to ascertain the general campus view. The perceptions of alcohol-related problems were generally on the lower end of the scale, with the Māori support staff unsure, student health indicating no impact on university life and short-lived physical/emotional impacts, and the liquor licensing officer indicating some negative impact. The liquor licensing officer indicated general compliance with liquor laws, except from off-licenses, which were selling alcohol to underage patrons. The estimated percentage of students presenting to student health with alcohol-related problems was the highest of the campuses surveyed. The Māori support staff did not have policies, but did have rules regarding alcohol use/advertising.

There was disagreement over the university's role on campus. The Māori support staff were unsure if resources were sufficient, the liquor licensing officer agreed they were but student health disagreed. Most were unsure about the university's role off campus, with Māori support staff indicating that the university should not have more power off campus. All interviewees either agreed or were unsure of the adequacy of the local authorities' response. Student health provided an alcohol specific health service, but not counselling.

5.1.3 Campus C

At campus C, there was general agreement among all respondents that alcohol had a negative impact on the university and its students. Both the Māori support staff and the director of student services noted, however, that the role of alcohol in the student culture (Māori and general) varied in importance for different students. Student health services at campus C perceived that alcohol, though it was a "small but significant" aspect of the student culture, had only a short-lived effect on the health and well-being of students. Only an estimated 15% of students presenting to student health had problems either directly caused or aggravated by their alcohol consumption, compared to 20-35% at other campuses surveyed. This had not changed in recent years.

Although there was no policy on student alcohol use at campus C, there were policies for alcohol use on campus and at events hosted by the university, as well as a general student behaviour policy. Both the Māori support services and the Māori students' association had alcohol policies, as well as rules regarding alcohol use, promotion, sponsorship, and advertising. The director of student services also cited specific initiatives that prohibited sponsorship and advertising of alcohol around campus and restricted the availability of alcohol in certain areas, as well as programmes to prevent and treat alcohol-related problems.

The director of student services and the director of student health services felt that the university had allocated sufficient resources to address alcohol-related student behaviour both on and off campus. The Māori support staff, however, felt that more could be done to address alcohol-related problems among Māori students.

5.1.4 Campus D

At campus D the impact of alcohol was described as negative by all except the students' associations (who rated the impact from positive to negative), although the Māori support staff did not see an impact on the normal functioning of the university. All interviewees indicated that alcohol was a key aspect of student culture (general and Māori). Student health indicated both short-lived and long-term impact on students' physical and emotional well-being from alcohol. The liquor licensing officer was most positive about off-licenses, with student pubs being problematic in terms of compliance with the law. The percentage of students presenting to student health with alcohol-related problems was among the highest of the campuses we interviewed.

All groups except the Māori students' association had policies relating to alcohol. Student services had policies relating to on-campus alcohol use and university events and the general students' association had policies related to events they hosted. Although not formal policies, the Māori students' association had rules against alcohol use within *whare* and would not accept sponsorship of events by liquor companies. The director indicated that they had

initiatives to prevent and treat alcohol-related problems. They also listed the provision of Māori specific support services, including the Māori support staff and a FTE Māori counsellor as initiatives relating to alcohol, however, the Māori support staff information does not seem to support this role, as they indicated very little of their time (including that of the Māori counsellor) was spent dealing with alcohol-related issues. There were no initiatives from the general students' association at this campus. Although the students' association never associated their meetings with alcohol, they did receive sponsorship from breweries.

There was disagreement over the university's role on-campus. Both Māori support groups and student health indicated resource allocation was insufficient, the liquor licensing officer indicated that it was on the right track, while the director and the general students' association both agreed that resource allocation was sufficient. This may have been due to recent changes in allocation that had been noticed by some groups, but not others, or some groups thinking of 2005 versus 2007. Directors indicated that they allocated sufficient resources off-campus, while Māori support staff disagreed. However, Māori support staff also indicated that the university should not have more power off campus, whereas the liquor licensing officer felt they should. The liquor licensing officer felt their staff numbers were insufficient but that other local authorities' resources/involvement were adequate. The director did not think local authorities were effective. Student health had a defined alcohol budget, providing alcohol health services and counselling.

5.1.5 Campus E

At campus E, the impact of alcohol on the campus, its students, and the local area was perceived to be more negative and harmful by the student health services and the liquor licensing officer than by the director of student services. Where the director of student services was unsure about the impact of alcohol on university life, the student health services felt the impact was negative, and the liquor licensing officer felt the impact on the police area was significantly negative. The liquor licensing officer stated that licensed premises in the area complied well with the Sale of Liquor Act and cooperated with local authorities.

The campus had numerous policies to address student alcohol consumption. These ranged from general student behaviour policies, to policies surrounding alcohol at events and on-campus, and even to policies surrounding student alcohol use. Many initiatives were in place to prohibit sponsorship and advertising, restrict alcohol availability, and implement programmes to prevent and treat alcohol-related problems. Despite this, the student health services did not feel that there had been any change in alcohol-related student behaviour in recent years.

There was disagreement between the university and the liquor licensing officer as to whether the university should have more power to address alcohol-related student behaviour off campus. The liquor licensing officer felt that the university should have more power off campus because "students off campus represent the university and their behaviours could and can affect their future careers". Conversely, the director of student services stated that "[student behaviour off-campus] is not something that the university would want to get involved with apart from trying to modify behaviour through education/awareness raising". The university addressed student behaviour off campus by coordinating the *Reduce Harm Project*. Both the director and the liquor licensing officer felt that the local authorities were effective in addressing student behaviour off campus, although the licensing officer felt staffing to monitor liquor licensing was insufficient.

5.1.6 Campus F

Most respondents at campus F felt that alcohol had a negative impact on the campus and the surrounding area to varying degrees. Both the general student services and the Māori support staff were unsure of the impact of alcohol on university life, while the student health services perceived the impact on university life as negative. The perceived place of alcohol in student culture also varied between groups; Māori support staff and student health services said it was a key aspect of student culture, while the director of student services believed it was a small but significant aspect. Alcohol was seen to be an insignificant aspect of Māori student culture. The impact on the students was viewed as negative by student health services, although this impact was only described as direct and short-lived, not long-term. Māori support staff indicated that the impact on Māori students varied from none to significantly negative, “depending on the individual”.

Both the director and the Māori support staff cited policies or rules in place to address general student behaviour, alcohol consumption on campus and at events, and alcohol promotion and sponsorship. While the Māori support staff had a policy to address student alcohol consumption, the university did not have any policies on general student alcohol use. The director of student services cited a number of programmes to address prevention and treatment of alcohol-related problems, mostly administered through the student health services.

Despite these programmes, the student health services felt that resources allocated by the university were insufficient and had not seen any change in alcohol-related student behaviour in recent years. The liquor licensing officer was unaware of what the university was doing both on and off campus and felt that licensing staff levels were insufficient. The director of student services felt that the effectiveness of local authorities to address alcohol-related issues was variable. Māori support staff strongly disagreed that local authorities effectively monitored alcohol-related issues off campus. Neither the director of student services nor the Māori support staff believed the university should have more power to address student behaviour off campus.

5.2 Strengths and limitations of the study

This study aimed to describe policies and perspectives of a wide variety of groups that address alcohol-related student behaviour. These groups also shape the institutional environment in which student drinking occurs. By surveying both staff and student organisations on campus, diverse perspectives and approaches were elicited. In addition, the survey of liquor licensing officers helped set the university campus in a wider socio-legal environment.

Other studies internationally have focused specifically on institutional policies and heads of universities’ perceptions of student drinking, or have looked at specific programmes in student health centres. In all of these studies, the various policies and perspectives of the groups have been described individually. We could not find any other studies that attempted to provide a larger picture of the institutional environment in which students consume alcohol, or that asked various groups about their perceptions of alcohol-related student behaviour.

It should be noted that only one person from each group was approached to complete the questionnaire. The opinions of these individuals may not be representative of the group as a

whole. We did not ask respondents how long they had been in their positions, which may have affected their perspective on student drinking and their knowledge of policies and initiatives in place to address alcohol-related student behaviour. In addition, when certain questions asked specifically about 2005, recall bias for all respondents may have affected the results.

While the response rates for some groups were quite high (five out of six), the general students' association and Māori students' association had low response rates (two and three out of six, respectively), so it is inaccurate to generalise the responses of these students' associations to other campuses. Furthermore, even where response rates were high, the small sample size and variation between institutional structures limits the generalisability to other New Zealand campuses.

This report reflects the state of play in six university communities in 2005. It is possible that institutional, police, and local government policies and service provision have changed since then. The data reported here may therefore be seen as providing a baseline against which subsequent activities may be compared.

5.3 Conclusions

We have described the design, implementation and results of a series of surveys intended to assess aspects of the environment surrounding university campuses that may influence student drinking. The perceptions of student alcohol consumption varied both between campuses and between different services in each community.

Although the majority of respondents agreed that alcohol had a negative impact on the students, the campus, and the surrounding community, the extent of the problem was perceived to be more serious by some groups than others. Groups more directly involved in dealing with the negative effects of student drinking, such as liquor licensing officers and student health services, perceived the impact of alcohol to be greater than other groups. This disagreement on the severity of the problem at the same campus was typically reflected in disagreement over what should be done and who should take responsibility to address student behaviour.

Research findings show that Māori students have a high prevalence of hazardous drinking, which, although similar to New Zealand European students, is higher than that of other non New Zealand European ethnic groups (Kypri, Langley et al. 2002; Kypri, Langley et al. 2005). Although all Maori support groups interviewed had some rules discouraging alcohol use and all thought more should be done to address alcohol-related problems, there was no co-ordinated response to addressing the problem. In addition, several respondents did not think alcohol issues were as much of a priority as other issues, such as increasing pass rates for Māori students. This response implied that Māori support services had insufficient resources to appropriately deal with student drinking, while still providing other much needed services.

Some campuses had taken steps to coordinate services to varying degrees between their students, support staff, health services, and local authorities. At campus E, where there was a high degree of coordination between the university and external stakeholders, perceptions of the effectiveness of others' roles were high. Strategies and policies should be developed that utilise all available services in order to minimise hazardous drinking that all groups had identified in their communities. Furthermore, if a university intended to make Māori

hazardous drinking a priority, additional physical resources and/or staff may be needed in order for the Māori support services to ensure the well-being and success of Māori students.

Acknowledgements

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Appendix 1: Responses of all surveys conducted – general summary tables

Responses of all surveys conducted are presented in Tables 9-11.

Table 9. Perceptions of Student Drinking

Perception of Problem	Campus					
	A	B	C	D	E	F
Impact of alcohol on university life (DSS)	Negative	-	Negative	Negative	Unsure	Unsure
Effect of alcohol on the normal functioning of the university (MSS)	Significant negative	No impact	-	No impact	-	Unsure
Impact of alcohol related behaviour on university (GSA)	Positive - Negative	-	-	Positive - Negative	-	-
Impact of alcohol related behaviour on university (MSA)	Negative	-	Negative	Positive - Negative	-	-
Impact of alcohol on university life (SHS)	-	No impact	Negative	negative	Negative	Negative
Impact of alcohol on Māori students (MSS)	Moderate negative	Unsure	None - significant negative	Mod. negative	-	None - significant negative
Impact of student drinking on Police Area (LLO)	Some negative	Some negative	-	Significant negative	Significant negative	Some negative
Role of alcohol in student culture (DSS)	Small but significant	-	Small/Key aspect*	Key aspect	Small/Key aspect*	Small but significant
Place of alcohol in general student culture (MSS)	Insignificant part	Insignificant part	-	Key aspect	-	Key aspect
Place of alcohol in Māori student culture (MSS)	Insignificant part	Insignificant part	Unsure	Key aspect	-	Insignificant part
Place of alcohol in student culture (GSA)	Large role	-	-	Key aspect	-	-
Place of alcohol in student culture (SHS)	-	Variable	Small but significant	Key aspect	Key aspect	Key aspect
Involvement with the Māori community or in cultural activities reduces harmful alcohol consumption (MSS)	Disagree	Agree	Unsure	Unsure	-	Unsure
Impact on physical health (SHS)	-	Direct, short-lived	Direct, short-lived	Direct, short-lived; long-term	Direct, short-lived	Direct, short-lived
Impact on emotional wellbeing (SHS)	-	Direct, short-lived	Very little impact	Direct, short-lived; long-term	Unsure	Direct, short-lived

Perception of Problem	Campus					
	A	B	C	D	E	F
%age of students presenting with problems caused by alcohol (SHS)	-	15	10	10	10-15	5
%age of students presenting with problems aggravated by alcohol (SHS)	-	20	5	20	10-15	15
Change in student drinking in the recent years (SHS)	-	No change	No change	No change	No change	No change
Student Pubs are cooperative and comply with Sale of Liquor Act (LLO)	Strongly agree	Agree	-	Disagree	Agree	Variable
Other Pubs are cooperative and comply with Sale of Liquor Act (LLO)	Variable	Agree	-	Variable	Agree	Variable
Restaurants are cooperative and comply with Sale of Liquor Act (LLO)	Strongly agree	Agree	-	Unsure	Agree	Variable
Off-licenses are cooperative and comply with Sale of Liquor Act (LLO)	Agree	Still too many supplying to minors	-	Agree	Agree	Disagree
Sale of Liquor Act clear and straightforward to enforce (LLO)	Agree	Strongly disagree	-	Disagree	Agree	Strongly disagree

Table 10. Policies, Enforcement, and Initiatives

Policies, Enforcement, Initiatives	Campus					
	A	B	C	D	E	F
Types of Policies						
Student Behaviour Policy (general, not alcohol-specific) (DSS)	Yes	-	Yes	Yes	Yes	Yes
Specific Policy on student alcohol use (DSS)	No	-	No	No	Yes	No
Other alcohol-related policy (e.g. on-campus specific, event-specific) (DSS)	Yes	-	Yes	Yes	Yes	Yes
Any alcohol-related policies (MSS)	No	No	Yes	Yes	-	Yes
Rules regarding alcohol use/promotion (MSS)	Yes	Yes	Yes	Yes	-	Yes
Any alcohol-related policies (GSA)	No	-	-	Events only	-	-
Any alcohol-related policies (MSA)	Yes	-	Yes	No	-	-
Rules regarding alcohol use/promotion (MSA)	Yes	-	Yes	Yes	-	-
Sponsorship from breweries (GSA)	Yes	-	-	Yes	-	-
Alcohol sponsorship/advertising prohibited (MSA)	Yes	-	Yes	Yes	-	-
Association meetings ever associated with alcohol (GSA)	No	-	-	No	-	-
Association meetings ever associated with alcohol (MSA)	No	-	No	No	-	-
Initiatives (GSA)	Yes	-	-	No		
Types of Initiatives (DSS)						
<i>Sponsorship/Advertising prohibited</i>	No	-	Yes	No	Yes	Yes
<i>Alcohol Availability restricted</i>	No	-	Yes	No	Yes	Yes
<i>Programmes to prevent alcohol-related problems</i>	Yes	-	Yes	Yes	Yes	Yes
<i>Programmes to treat alcohol-related problems</i>	Yes	-	Yes	Yes	Yes	Yes
<i>Punishment of alcohol related offences</i>	No	-	Yes		Yes	Yes
<i>Other</i>	No	-	Yes	Yes	No	No

Table 11. Resources

Resources	Campus					
	A	B	C	D	E	F
On-campus resources sufficient (DSS)	Disagree	-	Agree	Strongly agree*	Agree	Agree
University allocates sufficient resources to enforce rules relating to alcohol on-campus (MSS)	Disagree	Unsure	-	Disagree	-	Unsure
University allocates sufficient resources to address alcohol-related student behaviour (GSA)	Agree	-	-	Agree	-	-
University allocates sufficient resources to address alcohol-related student behaviour (MSA)	Disagree	-	Unsure	Disagree	-	-
University resources sufficient (SHS)	-	Disagree	Agree	Disagree	Strongly agree	Disagree
University role sufficient on-campus (LLO)	Agree	Agree	-	On the right track	Unsure	Unsure
Off-campus resources sufficient (DSS)	Disagree	-	Agree	Strongly agree*	Agree	Agree
University allocates sufficient resources to address alcohol-related student behaviour off-campus (MSS)	Strongly disagree	Unsure	-	Strongly disagree	-	Unsure
University should have more power off-campus (DSS)	Agree	-	Disagree	Agree	Disagree	Disagree
University should have more power to address alcohol-related student behaviour off-campus (MSS)	Strongly disagree	Disagree	-	Strongly disagree	-	Disagree
University should have more power off-campus (LLO)	Strongly agree	Unsure	-	Strongly agree	Agree	Unsure
Alcohol Health Services (SHS)	-	Yes	No	Yes	Yes	Yes
Alcohol Counselling Services (SHS)	-	No	No	Yes	Yes	Yes
Health services alcohol budget (SHS)	-	No budget	0	60k-100k	Unsure	Not measured
Liquor Licensing Officer staffing sufficient (LLO)	Agree	Strongly agree	-	Strongly disagree	Disagree	Disagree
Other local bodies' resources and involvement sufficient (LLO)	Agree	Unsure	-	Agree	Agree	-
Local authorities effective (DSS)	Variable	-	Variable	Disagree	Agree	Variable
Local authorities effectively monitor alcohol promotion, availability, or consumption by students off-campus (MSS)	Unsure	Unsure	-	Unsure	-	Strongly disagree

**Since 2007 only, as prior to 2007, fewer resources had been allocated to address alcohol-related student behaviour.

Appendix 2: Directors of Student Services Questionnaire

Directors of Student Services Survey

June 2006

Alcohol at on-campus events:

1. Does your university have rules regarding alcohol availability, promotion, and consumption by students/staff at on-campus events?

YES NO

If yes, please describe these rules or attach a copy of them to the survey:

.....
.....
.....
.....

How are these rules enforced?

.....
.....
.....

What are the penalties for students who break these rules, and to whom are they referred?

.....
.....
.....

2. In your opinion, how strictly are the rules enforced?

1 Not at all strictly 2 Somewhat strictly 3 Very strictly I don't know

Please write any comments here:

.....
.....
.....

Alcohol on campus:

3. Does your university have any other rules regarding alcohol promotion, availability, or consumption by students/staff on campus?

YES NO

If yes, please describe these rules or attach a copy of them to the survey:

.....
.....
.....
.....

How are these rules enforced?

.....
.....
.....

What are the penalties for students who break these rules, and to whom are they referred?

.....
.....
.....

4. In your opinion, how strictly are the rules enforced?

1 Not at all strictly 2 Somewhat strictly 3 Very strictly I don't know

Please write any comments here:

.....
.....
.....

5. The university allocates sufficient resources to enforce rules relating to alcohol **on campus.**

1
Strongly disagree

2
Disagree

3
Neither agree
nor disagree

4
Agree

5
Strongly agree

Please write any comments here:

.....
.....
.....

Alcohol off campus:

6. Does your university have any rules regarding alcohol promotion, availability, or consumption by students/staff **off campus**?

YES NO

If yes, please describe these rules or attach a copy of them to the survey:

.....
.....
.....
.....

How are these rules enforced?

.....
.....
.....

What are the penalties for students who break these rules, and to whom are they referred?

.....
.....
.....

7. What role does the university play in addressing student behaviour **off campus**?

.....
.....
.....

8. The university should have more power to address alcohol-related student behaviour **off campus**.

1 Strongly disagree 2 Disagree 3 Neither agree nor disagree 4 Agree 5 Strongly agree

Please write any comments here:

.....
.....
.....

9. The university allocates sufficient resources to address alcohol-related student behaviour **off campus**.

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

Please write any comments here:

.....

.....

.....

10. Local authorities (i.e. police, local council, and licensing authorities) effectively monitor alcohol promotion, availability, or consumption by students **off campus**.

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

Please write any comments here:

.....

.....

.....

11. Local authorities (i.e. police, local council, and licensing authorities) allocate sufficient resources to monitor alcohol promotion, availability, or consumption by students **off campus**.

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

Please write any comments here:

.....

.....

.....

Student Behaviour and Alcohol:

12. Approximately what percentage of **your time** is spent dealing with alcohol-related issues?

%

13. Approximately what percentage of their time do **campus police and proctors** (or their equivalents) spend dealing with alcohol-related issues?

%

14. How does alcohol-related student behaviour affect university life?

- | | | | |
|--|--|--|--------------------------|
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | <input type="checkbox"/> |
| It has a significant negative impact on university life | It has no impact on university life | It has a significant positive impact on university life | I don't know |

Please write any comments here:

.....
.....
.....

15. What place does alcohol have in your university's student culture?

- | | | | |
|--|---|---|--------------------------|
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | <input type="checkbox"/> |
| It is an insignificant part of the student culture | It is a small but significant part of the student culture | It is a key aspect of the student culture | I don't know |

Please write any comments here:

.....
.....
.....

University Initiatives

16. Has your university taken initiatives to address alcohol promotion, availability, or consumption by students and/or staff?

YES NO

If yes, what were these initiatives targeting? Please tick all that apply:

- Sponsorship / Advertising
- Availability of Alcohol
- Prevention of alcohol-related problems
- Treatment of alcohol-related problems
- Punishment of alcohol-related offences
- General anti-social behaviour, of which alcohol may or may not be a factor
- Other (Please list):

Please describe these initiatives, or attach a copy of them to the survey:

.....
.....
.....
.....
.....

17. Please list any groups these initiatives have specifically targeted (i.e. men or women, Maori students, sports teams, international students, etc.):

.....
.....
.....

Why were these specific groups targeted?

.....
.....
.....

18. What has been your involvement with these initiatives?

.....
.....
.....

19. To what extent have these initiatives been successful?

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	<input type="checkbox"/>
They have not had much impact at all	They have had some impact	They have had great impact	I don't know

Please write any comments here:

.....
.....
.....

Initiatives pertaining to Maori student drinking

20. Has your university taken initiatives to address alcohol promotion, availability, or consumption by **Maori students**?

YES NO

If yes, what were these initiatives targeting? Please tick all that apply:

- Sponsorship / Advertising
- Availability of Alcohol
- Prevention of alcohol-related problems
- Treatment of alcohol-related problems
- Punishment of alcohol-related offences
- General anti-social behaviour, of which alcohol may or may not be a factor
- Other (Please list):

Please describe these initiatives, or attach a copy of them to the survey:

.....
.....
.....
.....

21. What has been your involvement with these initiatives?

.....
.....
.....

22. To what extent have these initiatives been successful?

- 1 They have not had much impact at all 2 They have had some impact 3 They have had great impact I don't know

Please write any comments here:

.....
.....
.....

23. What, if anything, has changed since the beginning of 2005?

.....
.....
.....

PLEASE FEEL FREE TO ADD ANY COMMENTS ON THIS SURVEY OR ANY OTHER RELATED ISSUES YOU FEEL IT WOULD BE USEFUL FOR US TO KNOW ABOUT.

.....
.....
.....
.....
.....
.....

THANK YOU AGAIN FOR YOUR PARTICIPATION

Please post your completed survey to:

Kimberly Cousins
Assistant Research Fellow
Injury Prevention Research Unit
Dept of Preventive and Social Medicine
University of Otago
PO Box 913
Dunedin

If you have any questions, please contact Kimberly at:

Email: kimberly.cousins@ipru.otago.ac.nz
Ph: (03) 479 7279

or Dr. Kyp Kypri, at

Email: kypros.kypri@newcastle.edu.au
Ph: +61 2 4927 5957

Appendix 3: Māori Support Services Questionnaire

Maori Student Services Survey

This survey is intended for University staff that organise or run support services for Maori students. The questions are directed at the **2005 Academic Year**. I appreciate you taking the time to read the questions prior to the interview and preparing any necessary documentation.

Maori services – structure and nature:

1. What support services does your campus have for Maori students and who/which group is responsible for each of these services?
2. Are there Maori student mentoring services at your University?
If yes, what relationship does your group have with them?
3. Do you have Maori specific counselling services or Maori counsellors at your University?
If yes, what relationship does your group have with them?

Alcohol issues and Maori:

Alcohol on campus:

4. Are there any policies or rules regarding alcohol promotion, availability, or consumption in or around marae, whare, Maori student recreation areas and other areas designated for use by Maori students?
5. Do you have any policies or rules regarding alcohol promotion, availability, or consumption at events for Maori student that are held **on campus**?
6. How are these rules enforced, what are the penalties for students who break these rules, and to whom are they referred?
7. In your opinion, how strictly are the rules enforced?

Not at all strictly Somewhat strictly Very strictly I don't know

8. The University allocates sufficient resources to enforce rules relating to alcohol **on campus**.

Strongly disagree Disagree Agree Strongly agree

Please explain:

Alcohol off campus:

9. Does your group or your university have any rules regarding alcohol promotion, availability, or consumption by Maori students/staff at events **off campus**?
10. How are these rules enforced, what are the penalties for students who break these rules, and to whom are they referred?

11. What role does the university play in addressing student behaviour **off campus**?

12. The University should have more power to address alcohol-related student behaviour **off campus**.

Strongly disagree Disagree Agree Strongly agree

Please explain:

13. The university allocates sufficient resources to address alcohol-related student behaviour **off campus**.

Strongly disagree Disagree Agree Strongly agree

Please explain:

14. Local authorities (i.e. police, local council, and licensing authorities) effectively monitor alcohol promotion, availability, or consumption by students **off campus**.

Strongly disagree Disagree Agree Strongly agree

Please explain:

15. Local authorities (i.e. police, local council, and licensing authorities) allocate sufficient resources to monitor alcohol promotion, availability, or consumption by students **off campus**.

Strongly disagree Disagree Agree Strongly agree

Please explain:

Maori Student Behaviour and Alcohol:

16. In your opinion, how much does alcohol use impact on the general wellbeing of Maori students attending this institution?

It has a significant negative impact on Maori student wellbeing	It has a moderate negative impact on Maori student wellbeing	It has no impact on Maori student wellbeing	I don't know
--	---	--	--------------

Please explain:

17. In your opinion, how much does alcohol use impact on academic performance of Maori students attending this institution?

It has a significant negative impact on Maori student achievement	It has a moderate negative impact on Maori student achievement	It has no impact on Maori student achievement	I don't know
--	---	--	--------------

Please explain:

18. Approximately what percentage of **your time** is spent dealing with alcohol-related issues?
19. Approximately what percentage of their time do **other Maori support staff** spend dealing with alcohol-related issues?
20. How does alcohol-related student behaviour affect the normal functioning of the university?

It has a significant **negative impact** On university life

It has **no impact** on university life

It has a significant **positive impact** on university life

I don't know

Please explain:

21. What place does alcohol have in your university's student culture?

It is an insignificant part of the student culture

It is a small but significant part of the student culture

It is a key aspect of the student culture

I don't know

Please explain:

22. What place does alcohol have in your university's **Maori** student culture?

It is an insignificant part of the Maori student culture

It is a small but significant part of the Maori student culture

It is a key aspect of the Maori student culture

I don't know

Please explain:

23. For Maori students, involvement with the Maori community or in cultural activities reduces harmful alcohol consumption.

Strongly disagree

Disagree

Agree

Strongly agree

Please explain:

Initiatives pertaining to Maori student drinking

24. Has your group taken initiatives to address alcohol promotion, availability, or consumption by Maori students or staff?

If yes, what were these initiatives targeting?

Sponsorship / Advertising

Availability of Alcohol

Prevention of alcohol-related problems

Treatment of alcohol-related problems

Punishment of alcohol-related offences

General anti-social behaviour, of which alcohol may or may not be a factor

Other:

Please describe these initiatives:

25. What has been your involvement with these initiatives?

26. To what extent have these initiatives been successful?

They have not had
much impact at all

They have had
some impact

They have had
great impact

I don't know

Please explain:

27. More should be done to address alcohol related problems among Maori students.

Strongly disagree

Disagree

Agree

Strongly agree

Please explain:

PLEASE FEEL FREE TO ADD ANY COMMENTS ON THIS SURVEY OR ANY OTHER RELATED ISSUES YOU FEEL IT WOULD BE USEFUL FOR US TO KNOW ABOUT.

THANK YOU AGAIN FOR YOUR TIME AND PARTICIPATION

If you have any further questions, please contact:

Julia Wilson
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Injury Prevention Research Unit
Dept of Preventive and Social Medicine
University of Otago
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Ph: (03) 479 5451

Appendix 4: Students' Association Questionnaire

University Students' Associations Survey September 2006

The questions in this survey are directed at the **2005 Academic Year**. Thank you for taking the time to read the questions prior to your scheduled telephone interview, so that you can track down any necessary policies, meeting minutes, or other documents that may be helpful.

Association Policies

1. Does your students' association have any policies that refer specifically to alcohol, for example, for association events?

If yes, what are these policies?

Where can students obtain information about association and university policies relating to alcohol?

2. Does your students' association have policies regarding sponsorship for events by liquor companies, breweries, or local pubs and off-licences?

If yes, what are these policies?

3. Does your students' association have policies regarding alcohol-related advertising within the student media?

If yes, what are these policies?

Association Events

4. Do events organised by the students' association receive sponsorship from liquor companies, breweries, or local pubs and off-licences?

If yes, approximately what percentage of events receives sponsorship from liquor companies, etc.?

At what percentage of events organised by the students' association do students have access to alcohol?

What is the nature of the alcohol provision (i.e. free beer, pay for what you drink, etc.)?

Association Meetings

5. Do students' association meetings receive sponsorship from liquor companies, breweries, or local pubs or off-licences?

Are students' association meetings ever held in local pubs?

Is alcohol available at students' association meetings?

6. Does the students' association hold a licence to serve or sell alcohol?

If yes, what type of licence is this?

Association Pubs/Cafes

7. Does the students' association run a student pub or licensed cafe?

If yes, is this pub/cafe located on campus?

8. Does the students' association pub/cafe have any specific agreements with a liquor company or brewery (i.e. advertising or exclusivity contracts)?

If yes, what are these agreements?

University Involvement

9. How would you describe the role that the university plays in addressing student behaviour **off campus**?

10. In your opinion, does the university allocate sufficient resources to address alcohol-related student behaviour **on and off campus**? Why or why not?

11. Does your association work well with local authorities to address student behaviour **off campus**? Why or why not?

Association Involvement

12. Does your association work well with the university to address student behaviour **off campus**? Why or why not?

13. Does your association work well with the university to address student behaviour **on campus**? Why or why not?

14. Has the students' association been approached by individuals or community groups to discuss alcohol-related student behaviour?

If yes, what course of action was taken?

15. Has your association taken any steps to address alcohol-related student behaviour, either **on campus or off campus**?

If so, please describe these initiatives.

Have these initiatives targeted any specific groups of students (i.e. first-year students, men or women, Maori students, international students)?

Support Services

16. What alcohol-related support services are available to students?

What involvement does the students' association have with these support services?

What information is available in students' orientation packs regarding support services and policies relating to alcohol?

Where can students obtain information regarding community, university, or association support services relating to alcohol?

17. Does your association run a mentoring programme for specific groups of students?

Which students does your programme cater to?

Are there any rules regarding alcohol-related activities for mentors to follow?

University Life

18. Does alcohol-related student behaviour have a positive impact, a negative impact, or no impact at all on university life? Please explain.

19. What place does alcohol have in your university's student culture?

20. How would you describe the general association attitude towards alcohol-related student behaviour?

Additional Comments

Please feel free to add any other comments about issues you feel it would be useful for us to know about.

Appendix 5: Māori Students' Association Questionnaire

Māori Students' Associations Survey

The questions in this survey are directed at the **2005 Academic Year**. Thank you for taking the time to read the questions prior to your scheduled telephone interview, so that you can find any necessary policies, meeting minutes, or other documents that may be helpful.

Association Organisation

1. What students does your association represent?
2. What is your relationship with Māori student support services?
For example, does your association organise and/or run any specific services, or does your association work closely with staff in the organisation and/or running of any specific services? If yes, what services?

Association Policies

3. Does your association have any policies or rules that refer specifically to alcohol, for example, for association events?

If yes, what are these policies?

Where can students obtain information about association policies relating to alcohol?

4. Does your association have policies regarding sponsorship for events by liquor companies, breweries, or local pubs and off-licences?

If yes, what are these policies?

5. Does your association have policies regarding alcohol-related advertising around your association offices/whare or in any publications your association may make?

If yes, what are these policies?

Association Events

6. At what percentage of events organised by your students' association do students have access to alcohol?

What is the nature of the alcohol provision (i.e. free beer, subsidised drinks etc.)?

7. Do any events organised by your association receive sponsorship from liquor companies, breweries, or local pubs and off-licences?

If yes, approximately what percentage of events receives sponsorship from liquor companies, etc.?

Association Meetings

8. Is alcohol available at students' association meetings?

If yes, what is the nature of the alcohol provision?

9. Are students' association meetings ever held in local pubs?

If yes, what proportion?

10. Do students' association meetings receive sponsorship from liquor companies, breweries, or local pubs or off-licences?

11. Does the students' association hold a licence to serve or sell alcohol?

If yes, what type of licence is this?

Relationship with the University and Community

12. How would you describe the role that the university plays in addressing student behaviour **on and off campus**?

13. In your opinion, does the university allocate sufficient resources to address alcohol-related student behaviour **on and off campus**?

14. Does your association work well with the university and other students' associations to address student behaviour **on and off campus**? Why or why not?

15. Does your association work with any community groups (including local iwi) to address alcohol-related student behaviour?

If yes, what groups do you work with and in which areas?

Support Services

16. What alcohol-related support services are available to students?

What involvement does your students' association have with these support services?

Does your association provide any information to students at orientation regarding support services and policies relating to alcohol?

Where can students obtain information regarding community, university, or association support services relating to alcohol?

17. Does your association run a mentoring programme for students?

If yes, which students does your programme cater to?

Are there any rules regarding alcohol-related activities for mentors to follow?

18. If your association runs any other support services for Māori students, are there any policies or rules regarding alcohol that the students organising or the students using the service must follow?

University Life

19. Does alcohol-related student behaviour have a positive impact, a negative impact, or no impact at all on university life? Please explain.
20. What place does alcohol have in your university's student culture?
21. Are there any particularly influential factors that you believe:
Contribute to alcohol-related problems for students?
Reduce alcohol-related problems for students?
Provide support for students with alcohol-related problems?
22. How would you describe the general association attitude towards alcohol-related student behaviour?
23. Has your association taken any steps to address alcohol-related student behaviour, either **on campus or off campus**?

If so, please describe these initiatives.

Additional Comments

Please feel free to add any other comments you feel it would be useful for us to know about.

If you have any further questions, please contact:

Julia Wilson
Assistant Research Fellow
Injury Prevention Research Unit
Dept of Preventive and Social Medicine
University of Otago
Email: Julia.Wilson@ipru.otago.ac.nz
Ph: (03) 479 5451

This is a list you may like to refer to when thinking of initiatives that your association taken to address alcohol-related student behaviour:

Sponsorship / Advertising

Availability of Alcohol

Prevention of alcohol-related problems

Treatment of alcohol-related problems

Punishment of alcohol-related offences

General anti-social behaviour, of which alcohol may or may not be a factor

Appendix 6: Student Health Services Questionnaire

Directors of Student Health Services Survey
June 2007

Designation:

Date:

Part 1. Health Centre - Human Resources:

1. How many medical and counselling staff are currently working in your health centre?

a. Counselling staff:	<input type="text"/>	total	<input type="text"/>	FTE
b. GPs/specialists:	<input type="text"/>	total	<input type="text"/>	FTE
c. Nursing staff:	<input type="text"/>	total	<input type="text"/>	FTE
d. Other staff:	<input type="text"/>	total	<input type="text"/>	FTE

Part 2. Impact of alcohol on students and the university:

2. How does alcohol affect the physical health and well-being of university students?

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	<input type="checkbox"/>
It has very little impact on their physical health	It has a direct but short-lived impact on their physical health	It has a long-term impact on their physical health	I don't know

Please write any comments here:

.....

.....

.....

3. How does alcohol affect the emotional health and well-being of university students?

- | | | | |
|---|--|---|--------------------------|
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | <input type="checkbox"/> |
| It has very little impact on their emotional health | It has a direct but short-lived impact on their emotional health | It has a long-term impact on their emotional health | I don't know |

Please write any comments here:

.....

.....

.....

4. Approximately what proportion of students presenting to student health are treated for problems directly caused by their alcohol consumption?

Please give an estimate by circling the closest percentage along the scale.

0% 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100%

5. In your opinion, what proportion of students presenting to student health are treated for problems aggravated by their alcohol consumption?

Please give an estimate by circling the closest percentage along the scale.

0% 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100%

6. What place does alcohol have in your university's student culture?

- | | | | |
|--|---|---|--------------------------|
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | <input type="checkbox"/> |
| It is an insignificant part of the student culture | It is a small but significant part of the student culture | It is a key aspect of the student culture | I don't know |

Please write any comments here:

.....

.....

.....

7. How does alcohol-related student behaviour affect university life?

- 1 It has a significant **negative impact** on university life
- 2 It has **no impact** on university life
- 3 It has a significant **positive impact** on university life
- I don't know

Please write any comments here:

.....

.....

.....

8. In your opinion, in the past few years, problems related to students' alcohol consumption have:

- 1 Decreased
- 2 Stayed the same
- 3 Increased
- I don't know

Please write any comments here:

.....

.....

.....

9. The university allocates sufficient resources to address alcohol-related student behaviour.

- 1 Strongly disagree
- 2 Disagree
- 3 Neither agree nor disagree
- 4 Agree
- 5 Strongly agree

Please write any comments here:

.....

.....

.....

Part 3. Health Centre Resources and Initiatives:

10. Does your Student Health and Counselling Centre provide specific **health services** to students with alcohol-related problems?

- 1 Yes, services are provided by our health centre
- 2 Yes, by referring students to local services
- 3 No

If yes, please describe these services or list local services used:

.....

.....

.....

.....

11. Does your Student Health and Counselling Centre provide specific **counselling services** to students with alcohol-related problems?

- 1 Yes, services are provided by our health centre
- 2 Yes, by referring students to local services
- 3 No

If yes, please describe these services or list local services used:

.....

.....

.....

.....

12. **Please attach copies of any initiatives that your student health centre has implemented to address student alcohol consumption, or describe these below:**

.....

.....

.....

.....

13. What is the approximate cost of providing alcohol-related health and counselling services?

- a. cost of alcohol-related services and programmes
- b. % of total cost of health and counselling service provision

Part 4. Dissemination of information:

14. What type of information do you disseminate to students, and how is this done?
Please tick appropriate boxes.

Types of Information	Prevention*	Identification*	Treatment*	General*
Pamphlets and other information in orientation packs				
Pamphlets in halls				
Pamphlet drops in student areas				
Presentations in halls from health service staff				
Other presentations from health service staff - Please Describe:				
Pamphlets available at students' association offices				
Pamphlets available in student health centre waiting areas				
Information provided to attending students by health service staff				
Information available via website – Please describe or provide a web address:				
Information available elsewhere on campus – Please describe:				
Information available elsewhere off campus – Please describe:				

* **General:** any other alcohol information that does not fit specifically in Prevention/ Identification/Treatment.

Prevention: educational material intended to prevent alcohol-related problems (includes both primary problems, such as vomiting from drinking too much, and secondary effects, such as financial difficulty from spending too much money on alcohol).

Identification: educational material that aids an individual to identify whether they, or a friend, has alcohol-related problems, and encourages them to seek help.

Treatment: educational material that indicates what treatments are available for individuals with alcohol-related problems, and/or how to access these treatments.

15. Please attach any informational materials that you provide to the general student population about alcohol consumption, support services, or treatment services, or provide links if they are available online:

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.....
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16. To what extent have Student Health and Counselling Centre initiatives been successful in reducing alcohol-related harm?

- 1 They have not had much impact at all 2 They have had some impact 3 They have had great impact I don't know

Please write any comments here:

.....
.....
.....

17. How has this impact been measured? *Please tick any that apply.*

- Questionnaires at the end of a session/programme
- Feedback from hall staff
- Feedback from university proctor or other staff
- Feedback from students
- Increase in students seeking help for alcohol-related problems
- Decrease in students seeking help for alcohol-related problems
- General impression from Health Centre activity
- Other:

18. Please list any groups that health centre initiatives have specifically targeted (i.e. men or women, Maori students, sports teams, international students, etc.):

.....
.....
.....

Why were these specific groups targeted?

.....
.....
.....

Part 5. Initiatives, Information and dissemination for Māori students:

19. Please indicate how the information you provide is targeted at Māori students by placing one or more of the following letters in the relevant boxes:

- A** - Translated into Te Reo Māori
- B** - Placed in Māori study areas, or other areas designed for use by Māori students
- C** - Designed for Māori, by people with knowledge of Māori culture
- D** - Designed with consultation with local Māori
- E** - Other (please describe)

Types of Information	Prevention	Identification	Treatment	General
Pamphlets and other information in orientation packs				
Pamphlets in halls				
Pamphlet drops in student areas				
Presentations in halls from health service staff				
Other presentations from health service staff - Please Describe:				
Pamphlets available at students' association offices				
Pamphlets available in student health centre waiting areas				
Information provided to attending students by health service staff				
Information available via website – Please describe or provide a web address:				
Information available elsewhere on campus – Please describe:				
Information available elsewhere off campus – Please describe:				

20. Does your health centre provide specific support for Maori students?

YES NO

a. If yes, which of the following does your centre provide?

- Maori counselling staff (indicate FTE)
- Maori medical staff (indicate FTE for doctors and nurses)
- Maori translator
- Written Information designed specifically for Maori students
- Free counselling service for Maori
- Reduced fees for counselling service for Maori
- Effective relationship with separate Maori support centre or students' association
- Consultation with Maori regarding health and counselling centre initiatives
- Other:.....

Part 6. Additional Comments

PLEASE FEEL FREE TO ADD ANY COMMENTS ON THIS SURVEY OR ANY OTHER RELATED ISSUES YOU FEEL IT WOULD BE USEFUL FOR US TO KNOW ABOUT.

.....
.....
.....
.....
.....

THANK YOU AGAIN FOR YOUR PARTICIPATION

Please post your completed survey to:

Kimberly Cousins
Assistant Research Fellow
Injury Prevention Research Unit
Dept of Preventive and Social Medicine
University of Otago, PO Box 913
Dunedin 9054

If you have any questions, please contact Kimberly at:

Email: kimberly.cousins@ipru.otago.ac.nz
Ph: (03) 479 7279

Appendix 7: Liquor Licensing Officer Questionnaire

Liquor Licensing and Control Survey

June 2007

Designation:

Date:

Part 1. Police Resources:

1. How many hours per week of your time are allocated specifically to liquor licensing and monitoring?

hours per week

2. Including yourself, how many officers have hours specifically allocated to liquor licensing and monitoring?

officers

total hours per week for all officers

3. The staff and hours allocated specifically to liquor licensing are sufficient to address liquor licensing issues in this police area.

1
Strongly disagree

2
Disagree

3
Neither agree
nor disagree

4
Agree

5
Strongly agree

Please write any comments here:

.....
.....
.....

Part 2. Institutional cooperation:

4. What role should the university play in addressing student behaviour off campus?

.....
.....
.....

5. The university should have more power to address alcohol-related student behaviour **off campus**.

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

Please write any comments here:

.....
.....
.....

6. The university does enough to address alcohol-related student behaviour **off campus**.

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

Please write any comments here:

.....
.....
.....

7. The university adequately enforces rules relating to alcohol **on campus**.

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

Please write any comments here:

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.....
.....

8. The university has an effective relationship with police and other local authorities to address student behaviour **off campus**.

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

Please write any comments here:

.....

.....

.....

9. Other local authorities (e.g. local council and licensing trusts/authorities) do enough to monitor alcohol promotion, availability, or consumption by students **off campus**.

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

Please write any comments here:

.....

.....

.....

Part 3. Student offenders and victims:

10. In 2005, approximately what percentage of **offenders** in this police area were university students?

%

11. In 2005, approximately what percentage of **student offenders** in this police area were affected by alcohol?

%

Please write any comments here:

.....

.....

.....

.....

12. In 2005, approximately what percentage of **victims** in this police area were university students?

%

13. In 2005, approximately what percentage of **student victims** in this police area were affected by alcohol?

%

Please write any comments here:

.....
.....
.....
.....

Part 4. Impact of alcohol-related student behaviour:

14. How does alcohol-related student behaviour affect **your police area**?

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>
It has a	It has	It has	It has	It has a	I don't
significant	some	no impact	some	significant	know
negative impact	negative impact	on university life	positive impact	positive impact	
on university life	on university life		on university life	on university life	

Why?

.....
.....
.....

Part 5. Cooperation of licensed premises

Please indicate your level of agreement/disagreement with the following statements:

15. **“Student pubs, bars, and nightclubs in the area cooperate well with police and other local authorities.”**

- 1 Strongly disagree 2 Disagree 3 Neither agree nor disagree 4 Agree 5 Strongly agree

Please describe any specific issues:

.....
.....
.....

16. **“Student pubs, bars, and nightclubs comply well with the Sale of Liquor Act.”**

- 1 Strongly disagree 2 Disagree 3 Neither agree nor disagree 4 Agree 5 Strongly agree

Please describe any specific issues:

.....
.....
.....

17. **“Other pubs, bars, and nightclubs in the area cooperate well with police and other local authorities.”**

- 1 Strongly disagree 2 Disagree 3 Neither agree nor disagree 4 Agree 5 Strongly agree

Please describe any specific issues:

.....
.....
.....

18. **“Other pubs, bars, and nightclubs** comply well with the Sale of Liquor Act.”

- 1 Strongly disagree 2 Disagree 3 Neither agree nor disagree 4 Agree 5 Strongly agree

Please describe any specific issues:

.....
.....
.....

19. **“Restaurants and cafés** in the area cooperate well with police and other local authorities.”

- 1 Strongly disagree 2 Disagree 3 Neither agree nor disagree 4 Agree 5 Strongly agree

Please describe any specific issues:

.....
.....
.....

20. **“Restaurants and cafés** comply well with the Sale of Liquor Act.”

- 1 Strongly disagree 2 Disagree 3 Neither agree nor disagree 4 Agree 5 Strongly agree

Please describe any specific issues:

.....
.....
.....

21. **“Off-licenses** in the area cooperate well with police and other local authorities.”

- 1 Strongly disagree 2 Disagree 3 Neither agree nor disagree 4 Agree 5 Strongly agree

Please describe any specific issues:

.....
.....
.....

22. **“Off-licenses** comply well with the Sale of Liquor Act.”

1 Strongly disagree
 2 Disagree
 3 Neither agree nor disagree
 4 Agree
 5 Strongly agree

Please describe any specific issues:

.....

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.....

23. "The Sale of Liquor Act leaves little room for ambiguity and is straightforward to enforce."

1 Strongly disagree
 2 Disagree
 3 Neither agree nor disagree
 4 Agree
 5 Strongly agree

Why or why not?

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Part 6. Initiatives

24. Please describe any methods/initiatives in your area to monitor compliance of the Sale of Liquor Act by licensed premises (e.g. "adopting" a hotel, random checks of premises, etc.)

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25. Please describe any methods/initiatives in your area to monitor alcohol consumption and/or student behaviour.

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26. What were these initiatives targeting? Please tick all that apply:

- Sponsorship / Advertising
- Availability of alcohol to minors
- Serving to intoxicated persons
- Enforcement of liquor bans
- Prevention of alcohol-fuelled incidents
- Prevention of damage to personal and private property
- Safety of revellers and/or local residents
- General anti-social behaviour, of which alcohol may or may not be a factor
- Other (Please list):

27. Were any specific groups targeted in these initiatives (e.g. minors, secondary students, university students, women, etc.)?

.....

.....

.....

Why were these specific groups targeted?

.....

.....

.....

28. What has been your involvement with these initiatives?

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.....

.....

29. What other local bodies and stakeholders have contributed to/participated in these initiatives (e.g. council, public health officers, university)?

.....

.....

.....

30. To what extent have these initiatives been successful?

1
They have not had
much impact at all

2
They have had
some impact

3
They have had
great impact

I don't know

Please write any comments here:

.....
.....
.....

Part 7. Challenges and solutions

31. In your opinion, who/what poses the greatest challenge to monitoring alcohol-related student behaviour in your area?

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.....
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.....
.....

32. What solutions would you propose to address alcohol-related student behaviour in your area?

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.....
.....
.....
.....

33. What, if anything, has changed since the beginning of 2005?

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.....
.....

PLEASE FEEL FREE TO ADD ANY COMMENTS ON THIS SURVEY OR ANY OTHER RELATED ISSUES YOU FEEL IT WOULD BE USEFUL FOR US TO KNOW ABOUT.

.....
.....
.....
.....
.....
.....

THANK YOU AGAIN FOR YOUR PARTICIPATION

Please post your completed survey to:

Kimberly Cousins
Assistant Research Fellow
Injury Prevention Research Unit
Dept of Preventive and Social Medicine
University of Otago
PO Box 913
Dunedin

If you have any questions, please contact Kimberly at:

Email: kimberly.cousins@ipru.otago.ac.nz
Ph: (03) 479 7279

or Dr. Kyp Kypri, at

Email: kypros.kypri@newcastle.edu.au
Ph: +61 2 4927 5957