

contents

Purpose of This Toolkit	4
What is TFCCI?	5
The Problem of Tobacco	6
Tobacco's Impact	
Ending the Tobacco Epidemic	
What's the Difference Between a Smoke-Free and Tobacco-Free Policy?	
What Does a Smoke-Free or Tobacco-Free Campus Policy Entail?	
How Are Policies Made?	
Creating Change	
Form a Campus Tobacco Taskforce	
Assess Tobacco-Related Issues on Campus	
Educate Campus Members	
Draft a Smoke- or Tobacco-Free Policy	
Establish and Promote Tobacco Cessation Resources on Campus	
Direct-Action Organizing	
Strategizing	
Recruiting	
Running the campaign	
Key Messages	
Public Health	
Social Justice	
Environment	
Economic	35
Appendix	
Additional Resources	
TFCCI and Its Partners	37
TFCCI Challenge	
Tobacco Information	
Resources for Tobacco-Free Campuses and/or Tobacco Activism	
Resources/Training for Youth/Student Activism	
Comprehensive Assessment Worksheet	39
Sample Student Survey	
Activities List	53
Health Observance Days	
Sample Timeline	
Additional Tobacco Facts	
Spark Sample Introduction Letter	
Citations	61



figures >

Image 1: Strides in Tobacco Control	8
Image 2: Differences between Smoke- and Tobacco-Free Policies	
Image 3: Form a Campus Tobacco Taskforce	
Image 4: The 5A's	23
Diagram A: How are Policies Made?	12
Diagram B: Campus Engagement & Activity Chart	
Diagram C: What can a Direct Action Campaign do?	25
Diagram D: Midwest Academy Strategy Chart	
= 1.2. g = 1 ·	

View the adapted digital version at www.tobaccofreecampus.org/toolkit

PURPOSE OF THIS TOOLKIT

Speak up, take action, and help your campus become a part of the tobacco-free movement! Public health leaders and university faculty, staff, and administrators across the country are working with students to create healthy campus environments. We believe that students are the greatest stakeholders in this issue, so the student voice, *your* voice, needs to be heard even louder. Your leadership can inspire your peers to action and also influence those decision-makers hesitant to implement policy changes. **Who better to tell the campus community what you need than you?**

The Tobacco-Free College Campus Initiative (TFCCI) needs the activism and support of students like you to help end the tobacco epidemic. The goal of this toolkit is to provide you with the resources and tools to help you institute a successful tobacco- or smoke-free campus policy; in other words, to make the changes you want to see on your campus. Check out http://www.tobaccofreecampus.org/toolkit to view an adapted, online version of this toolkit!





About 99% of all smokers start smoking before the age 26, and most become daily smokers in the first years after high school, so colleges and universities are a critical target for tobacco prevention!





Tobacco companies spend nearly \$1 million an hour on marketing.

They use many methods — from offering product discounts to advertising in digital media — to convince young people that using tobacco is not just OK, but cool. Until Congress banned it, Big Tobacco used cartoons to appeal to kids. Today, they rely on flavoring, attractive packaging, easy sales (like vending machines and websites), and more to recruit young people as replacement smokers.²

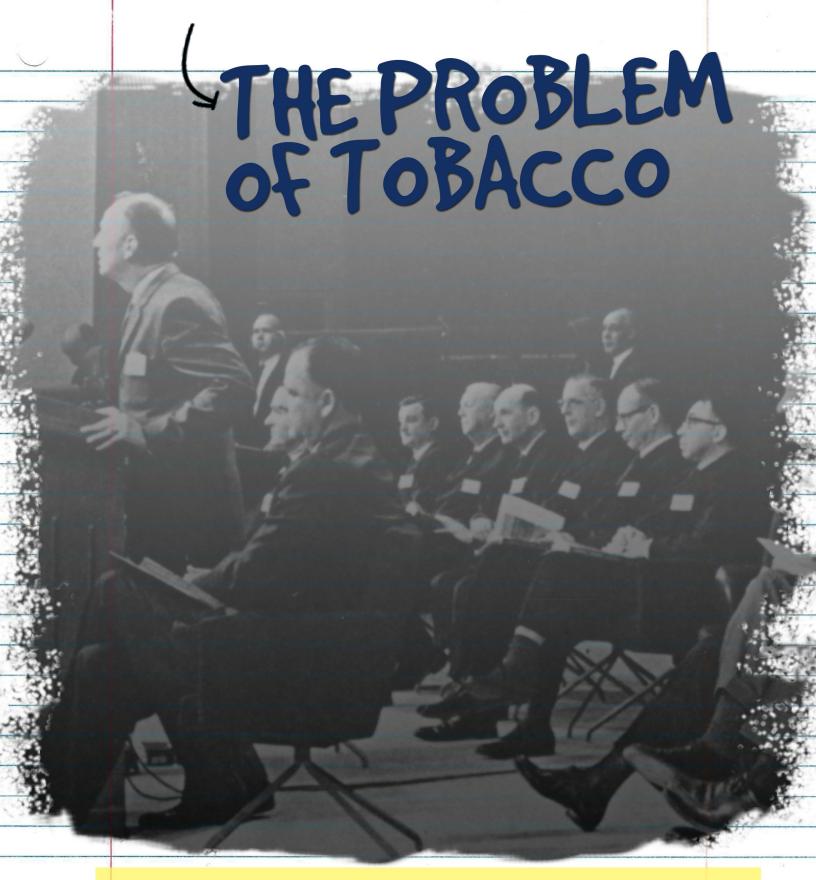
WHAT IS TFCCI?

MISSION STATEMENT: The Tobacco-Free College Campus Initiative is dedicated to the promotion of the adoption and implementation of comprehensive tobacco-free campus policies at institutions of higher learning across the nation. TFCCI encourages and supports the use of policy as a means of changing social norms on campuses for the purpose of preventing, reducing and discouraging tobacco use by faculty, staff, students and visitors, and protecting innocent bystanders against involuntary exposure to harmful secondhand smoke.



In an effort to protect our communities, especially youth and young adults, from the tobacco epidemic, the U.S. Department of Health and Human Services (HHS) launched the Tobacco-Free College Campus Initiative (TFCCI) in September 2012 to accelerate the elimination of tobacco use on college campuses everywhere. TFCCI is a partnership of HHS, the American College Health Association, and the University of Michigan, with lead sponsorship from the American Legacy Foundation. TFCCI collaborates closely with academic leaders, public health advocates, students, researchers, and other concerned citizens across the U.S. Through the TFCCI Challenge, TFCCI provides recognition and technical assistance to campuses working on comprehensive policies (check it out here:

http://www.tobaccofreecampus.org/tfcci-challenge),



pictured: Surgeon General Luther Terry presenting the first report on Smoking and Health in 1964.

source: NIH National Library of Medicine

THE PROBLEM OF TOBACCO

Tobacco's Impact

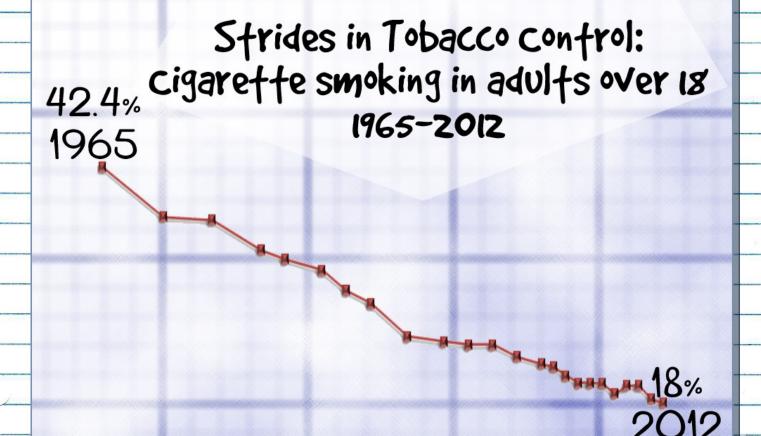
Tobacco is not just a health issue of generations past, but is also a social justice, environmental, and economic issue for our communities today. As the leading cause of preventable death in the United States, **tobacco use takes more than 480,000 lives every year.** For each of the more than 1,200 people in this country who die due to smoking every day, at least two young people become regular smokers. Smoking is known to cause at least 15 different cancers and negatively affect the autoimmune, reproductive, pulmonary, and respiratory systems, to name a few.¹

The burden of tobacco production and its use disproportionately falls on the health of our most marginalized groups — children, people of color, the lesbian/gay/transgender community, and low-income communities. Smoking not only harms smokers, but also causes poor health conditions such as coronary heart disease, stroke, and lung cancer in nonsmokers due to exposure to secondhand smoke. Tobacco field workers are at particular risk, being exposed to numerous tobacco-related toxins that can lead to problems such as acute poisoning, cancer, nervous system damage and birth defects.

Tobacco use also has serious negative consequences for the environment and the economy. Planting tobacco requires the use of multiple pesticides, fungicides and herbicides and leads to deforestation. Besides adding to air pollution, **cigarettes**, **which are not biodegradable**, **notably contribute to litter and toxins in the water and soil as well.**¹⁰ The cost of cleaning up this damage is just a portion of the annual economic costs attributable to tobacco. **Tobacco use in the United States is estimated to cost more than \$289 billion each year**, including at least \$133 billion for direct medical care of adults and more than \$156 billion in lost productivity. In 2006, lost productivity due to exposure to secondhand smoke cost approximately \$5.6 billion.¹

For more information and how to talk about it, visit http://www.tobaccofreecampus.org/tobaccofacts and this toolkit's Key Messages (Page 31) section.





50 years after the Surgeon General first warned Americans about the hazards of cigarettes. 8 million lives have been saved by laws, taxes, and incentives (aka tobacco control!)

WWW.TOBACCOFREECAMPUS.ORG

Image 1: Strides in Tobacco Control

Ending the Tobacco Epidemic

The good news is that the fight against tobacco is winnable. In fact, tobacco control efforts on the national, state, and local levels over the last fifty years have saved approximately 8 million lives. These efforts include counter-advertising mass-media campaigns; increasing the cost of tobacco products through higher excise taxes; reducing tobacco advertising, promotions, and commercial availability of tobacco products; implementing smoke and tobacco-free policies; and instituting programs, policies and interventions that create tobacco-free social norms. The best part is that students can and have been leaders in many of these efforts. To learn more about tobacco control efforts across the country, check out: http://www.cdc.gov/tobacco/tobacco-control-programs/ntcp/index.htm.

The TFCCI encourages campuses to implement 100% smoke- or tobacco-free policies. These policies:

- 1. Protect nonsmokers from secondhand smoke and other tobacco byproducts.
- 2. Make it easier for tobacco users to quit, particularly when policies are coupled with cessation support programs.
- 3. De-normalize tobacco use and prevent initiation. Studies show that the less common tobacco use is, the less likely people are to think it's acceptable to start using/use tobacco.

The bonus: These policies help the environment. The data suggest that the stronger a campus policy is, the lower their cigarette litter will be.

To date, more than 1,500 campuses across the country have become smoke- or tobacco-free. To see which schools have policies, visit: http://tobaccofreecampus.org/campus-list-progress.



It's important to recognize that just adopting these policies is not the only needed action towards ending the tobacco epidemic. Campuses need education and prevention programs, as well as cessation resources, to make the greatest impact. Tobacco-free policies are not intended to force people to quit or act as punishment, but rather to provide a safe and healthy learning environment for all.

The good news is that many campuses already have education and cessation services so once you have a policy in place, you just need to inform and publicize these services to staff, faculty, students, and parents.

Image 2:
Differences
between
Smoke- and
Tobacco-Free
Policies





WHAT IS VAPE-FREE?

includes electronic smoking devices such as e-cigarettes, personal vaporizers, or electronic nicotine delivery systems



WWW.TOBACCOFREECAMPUS.ORG

What's the Difference Between a Smoke-Free and Tobacco-Free Policy?

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

A tobacco-free policy limits or eliminates the use of *any* tobacco product, including, but not limited to, cigarettes, cigars, cigarillos, mini-cigars, hookah, spit tobacco, snus, and other smokeless products. It also oftentimes includes new products, such as electronic cigarettes. The primary concern of a tobacco-free policy is the overall health and well-being of all members of the campus community.

Both policy types may also be considered "vape-free," which means it limits or eliminates electronic smoking devices (e.g. e-cigarettes). FDA-approved cessation aids, such as nicotine patches and gum, are generally excluded from smoke- and tobacco-free policies; in other words, their on-campus use is permitted.

What Does a Smoke-Free or Tobacco-Free Campus Policy Entail?

A 100% smoke- or tobacco-free policy prohibits the use of any smoke emitting and/or tobacco product, anywhere on campus property, at all times. Policies typically include:

- The descriptions of smoking and tobacco products (e.g. smokeless products, hookah, e-cigarettes)
- Where smoking and tobacco use is prohibited (e.g. student housing, parking lots, campus vehicles)
- Who the policy applies to (e.g. students, faculty, staff, visitors)

Some policies also prohibit the sale and promotion of tobacco products. While every campus must decide what policy is best for its community, TFCCI encourages campuses to adopt 100% tobacco-free policies with few or no exempted locations or products. For more on model policies, see these samples from the Americans for Nonsmokers' Rights Foundation: http://tobaccofreecampus.org/resources#mod

How Are Policies Made? 17,18

Policy development generally has three phases:

- Adoption: advocating for and getting a smoke- or tobacco-free policy drafted and approved. This can take a few months to a few years, depending on the campus, and can also be considered the "advocacy" stage as it usually includes raising awareness of the need for a policy, getting it drafted, and then convincing decision-makers to adopt one.
- Implementation: preparing the campus for the new policy after it's been approved. Although the timeline varies, typically, campuses give themselves one year before the policy is enacted to 1) provide education about what the policy is and why it's happening [i.e. the impact of tobacco use], and 2) promote cessation programs that will support members of the campus community who use tobacco products. This process is often led by an implementation committee that is appointed by campus administration and comprised of key campus stakeholders.
- **Enforcement**: ensuring people comply with the policy once it is in place. This is an ongoing process that will ideally get easier over the years as social norms around smoking on campus change. Nevertheless, a mechanism such as a student ambassadors program or a warning/fine system will need to be in place to ensure continuing success for the policy. The implementation committee is typically responsible for developing the enforcement protocol.

→Continued on Page 13

HOW ARE POLICIES MADE?

ADOPTION

(advocating for and getting a smoke- or tobacco-free policy approved)

IMPLEMENTATION

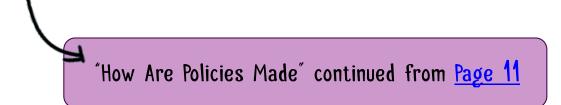
(preparing the campus for the new policy after it's been approvaed and when the policy starts)

ENFORCEMENT

(ensuring people comply with the policy once it is in place, so that it is effective)

WWW.TOBACCOFREECAMPUS.ORG

Diagram A: How Are Policies Made?



There is, however, no one-size-fits-all method for creating a tobacco-free campus. Campus policies may come from different sources, described in more detail below. Most often, tobacco and smoke-free policies on campuses are mandated by the administration. In some cases, like in Arkansas, Iowa, Illinois, Louisiana and Oklahoma, the state government requires public institutions to be smoke-free (Iowa also extends this policy to private college campuses). Many students have found their student government to be a great vehicle for this work.

- **Administrative policies** are established or defined by the college/university governing body or operating authority. *Examples of administrative policies*: Policies adopted by a campus president/chancellor; Policies adopted by a student governing board.
- Voluntary policies can be created and adopted by a person, business, or organization
 and don't have the legal backing of local or state laws.

 Examples of voluntary policies: Greek system organizational policies; Apartment and housing policies.
- **Legislative policies** are developed by a combination of publicly elected legislators, government administrative staff, and independent, external individuals and groups advocating for their needs. *Examples of legislative policies*: City ordinances; State laws; Federal laws.
- **Regulatory policies** are created by the executive branch (e.g. the state governor's office) and independent administrative agencies of the government. These policies are developed to carry out broad legislative mandates. *Examples of regulatory bodies*: Environmental Protection Agency; Department of Education.

For more details on the steps to enacting a tobacco-free campus policy, check out the policy implementation guide from Texas-based Peers Against Tobacco: http://peersagainsttobacco.org/



CREATING CHANGE!



pictured: Student groups from University of Washington and Klamath Community College.

CREATING CHANGE

To have an effective campaign for a tobacco-free campus policy, you will typically need to:

- 1. Form a Campus Tobacco Taskforce
- 2. Assess Tobacco-Related Issues on Campus
- 3. Educate Campus Members
- 4. Draft a Smoke- or Tobacco-Free Policy
- 5. Establish and Promote Tobacco Cessation Resources on Campus

The challenging parts: These steps are not necessarily in chronological order and you may have to revisit steps throughout the policy process -- for example, while most of these steps are critical in advocating for policy adoption, you'll likely need to do #3 and #5 during the adoption, implementation and enforcement phases of your policy (remember, the work is not done just because your policy is approved!). The time and effort required for these will depend on the campus, so it might take a few months to a few years.

The upside: Developing a smoke- or tobacco-free policy is very do-able, and numerous campuses across the country are doing this work alongside you.

Also, you can get help from the TFCCI Challenge, which provides technical assistance and national recognition to campuses at various stages of working on comprehensive policies. Learn more about it here: http://tobaccofreecampus.org/tfcci-challenge.

The Tfccl challenge!

Colleges and universities can join the TFCCI Challenge to earn recognition and receive technical assistance. Campuses with policies receive one of the following designations based on their policy:



- Gold (Comprehensively Smoke-Free)
- Gold Plus (Comprehensively Smoke-Free & Vape-Free)
- Platinum (Comprehensively Tobacco-Free)
- Platinum Plus (Comprehensively Tobacco-Free & Vape-Free
- Graduate (100% Tobacco-Free and Vape-Free)

1. Form a Campus Tobacco Taskforce

To get started, you should check to see if your campus already has a taskforce for developing a smoke-/tobacco-free policy and whether students are represented; in other words, you don't need to reinvent the wheel, but you want to make sure that your voice is heard. Based on what you find, you can create a student group to either support an existing task force or encourage the formation of one on campus.

While these may change based on the assessment you do (See <u>Assess Tobacco-Related Issues</u> on <u>Campus</u>, <u>Page 18</u>), here are a couple of things to consider when creating your group:

- What is the purpose of the group? What do you want to accomplish?
- Who do you want as members and why? (E.g. students only, any campus community member?)

Answering these questions will help you to not only ensure progress towards your goals, but also focus your recruitment efforts. A clear purpose and message will better attract and retain the members you seek. Keep in mind, people have a variety of reasons for working on a particular issue. It may be personal as they may have been affected by tobacco use or just find the topic interesting. It may help them professionally as a way to build their resume or develop skills. Or they may be inspired by the opportunity to make lasting change. In recruiting new members, try to appeal to the reasons that would motivate them to get and stay involved. See Recruiting (Page 27) for more info.

Additional tips for creating and recruiting for a group:

- **Find a supportive advisor**. Make sure that you have at least one faculty or staff member on campus who is invested in your cause and passionate about moving it forward (i.e. someone who will help future students, when current students graduate or otherwise leave the group, ensure continuity and sustainability). If you're looking for an advisor, a good place to start may be faculty in a health/social science program (public health, medicine, social work, pharmacy, etc.) or staff in the university health center who focus on tobacco, environmental health or cancer. Remember though, people from all over the campus community may be personally interested in this issue, so don't limit yourself.
- Create opportunities for new members to get involved. Assign a simple task -- participating in a movie night, attending a student government meeting, doing a cigarette but count or clean-up, etc. -- that new members can do as soon as they join so they feel invested and included in the group. Just make sure it's not too time-consuming or difficult (e.g. don't require them to organize a music festival on day one). For more recruitment tips, check out Recruiting (Page 27).

- Remember the academic calendar when you are making a timeline for your activities. Planning and preparing activities can take time, but waiting until the very end of a term to put on your big event may mean lower attendance as students and faculty are less likely to participate during exams and breaks. On the flip side, college staff may have more availability during the summer months since fewer students are in session. There's an adaptable sample timeline (Page 57) in the Additional Resources section.
- **Design and explore opportunities for exchange and collaboration**. Reach out to your friends, professors, student government, local community organizations, and health department for help -- you never know what resources they can offer. If you have created a student group, keep in mind that there may be other members of the campus community (faculty, staff, university contractors, etc.) who could promote your work. Invite them to public group events and, likewise, support their work on this issue (e.g. sign a letter of support).
- Make a transition plan, especially if you're going to be graduating or otherwise leaving campus for an extended period of time. This ensures a way for the work to continue in your absence.

Image 3: Forming a Campus Tobacco Taskforce



FORMING A CAMPUS TOBACCO TASKFORCE

WHAT: A TASKFORCE TO CREATE CHANGE! WHAT CHANGE DO YOU WANT TO SEE?
WHO: STUDENTS, POTENTIALLY OTHER CAMPUS MEMBERS (FACULTY, STAFF, ETC.)
WHEN WILL YOU MEET TO HELP YOU GET YOUR GOALS?
WHERE: PICK AN ACCESSIBLE PLACE ON CAMPUS FOR TASKFORCE MEMBERS.
HOW WILL YOU GET YOUR TASKFORCE MEMBERS INVOLVED?

WWW.TOBACCOFREECAMPUS.ORG

2. Assess Tobacco-Related Issues on Campus

Cheers to being passionate about reducing tobacco use on your campus. Knowing the environment and culture of tobacco use on your campus will help you channel your passion strategically, so that you can be the most effective at creating change. You wouldn't want to advocate for a policy that isn't relevant to your campus, or miss out on resources that can help you with your cause. Conducting an assessment will help you figure out the:

- amount and type of tobacco use on campus
- challenges and obstacles (opposing attitudes, bureaucracy, etc.)
- aids and resources (individual, campus, local, or state-wide e.g. local health department)
- process by which you need to create change (e.g. student bills, persuade campus administrators, etc.—in other words, who the decision-maker on this issue is).

While doing a campus assessment may seem tedious, the bonus is that it provides a great opportunity to introduce yourself to possible partners and allies, and educate others about the issues, giving you a head start on the other policy development phases.

A campus assessment can take many forms. Majority of advocates will survey stakeholders and do key interviews on campus. You can also walk through campus and talk to passersby to figure out where tobacco use happens most, and observe its impact on people and nearby places. Remember, it's not about the quantity of the information you get, but the quality—you want to make educated decisions about your strategy.

Check out the <u>Tobacco-Free College Campus Problem Analysis Worksheet (Page 39)</u> and <u>Student Survey (Page 50)</u> for sample tools to help you complete a comprehensive assessment and learn more about your campus community.



3. Educate Campus Members

Whether you are trying to adopt a new tobacco-free policy on your campus or implement and enforce an existing one, you won't get far unless other campus members are aware of the need for and benefits of a smoke- or tobacco-free campus. That means students, faculty, and staff should know why your initiative is important (i.e. the impact of tobacco use) and be aware of the campus policy (if it's been adopted), so that they are more likely to support it. Education is critical for adoption, implementation and enforcement.

The chart to the right lists some ideas for how to educate your campus, and at what point of the policy phase you may want to consider them; more ideas and details are included in the appendix (Page 36). We encourage you, however, to come up with your own ideas and let us know at tobaccofreecampuses@gmail.com what you plan to do!

Activity**	Adoption	Implementation	Enforcement
Host a campus <u>cigarette butts cleanup</u>	Х	Х	Х
Create a display of cigarette butts collected during a cleanup.	х		
Build and distribute Quit Kits to help people go tobacco-free	Х	Х	Х
Contribute to campus media- newspaper op-ed, radio announcement, social media posts, etc.	Х	Х	
Host a tobacco control expert as a speaker or panel	Х	X	Х
Table at a health fair, career event, concert, sporting event, etc.	Х	Х	Х
Host a movie night + discussion	х	X	Х
Do passive programming (chalking, flyers, website, etc.)	Х	Х	Х
Host a stakeholder meeting (with reps from all campus groups)	Х		
Create a memory wall of individuals lost because of tobacco-related causes; provide space for campus members to contribute their memories.	Х	Х	Х
Host a flash-mob	X		
Gather endorsements and/or signatures in support of policy	Х		
Start a student ambassador program	Х	X	X
Host a 1Day Stand	х	X	X

Diagram B: Campus Engagement & Activities Chart

^{**}Note these activities are mostly for education purposes. For more action-oriented activities, check out Direct Action Organizing (Page 24), and visit <u>Public Health - Seattle & King County toolkit</u> for step-by-step tips on persuading decision-makers through campaigns that include writing letters, presenting to administrators, or proposing a student ballot.

Plan these activities for a time that makes sense for your group and your campus, but keep in mind related health observances (see Health Observance Days for suggestions) which can further help your campaign. For example, 1DayStand (http://www.1DayStand.org) is held twice a year in collaboration with the Great American Smokeout (http://www.cancer.org/healthy/stayawayfromtobacco/greatamericansmokeout/) and Kick Butts Day (http://www.tabay.org/). It's a great opportunity to do multiple activities on one day, collaborate with other people and schools, and make a statement nationally about this issue. Depending on the date of your event, campuses taking a 1Day Stand will get recognition from TFCCI and potentially Campaign for Tobacco-Free Kids (http://www.tobaccofreekids.org/), boosting attention to your efforts.

A note about communication: Effective education doesn't really depend on how big or flashy an event is, but rather how understandable and accessible the information is, so check out Key Messages (Page 31) for tips on how to talk about this issue. You may also want to leverage modern technologies, like posting tobacco-free policy updates on a website, so that folks have an easy go-to place for more information. If you plan to use social media, connect with TFCCI — facebook.com/tfcci, @tfcci on Twitter and Instagram, tfcci.tumblr.com — so we can support

follow us, Like us, & Be our friend!

your message.





WWW.TWITTER.COM/TFCCI



WWW.INSTAGRAM.COM/TFCCI



WWW.TFCCI.TUMBLR.COM



4. Draft a Smoke- or Tobacco-Free Policy

TFCCI aims to promote and support the adoption and implementation of tobacco-free policies, so unsurprisingly, we'll encourage you to create a smoke- or tobacco-free policy on your campus. Since drafting a policy can be a challenging, time-intensive process, we suggest you first develop a vision statement for what changes on campus your group wants to see; i.e. the changes you want to be included in the policy. Use information from your assessment to define/describe smoking and tobacco products, where tobacco use should be prohibited and to whom the policy applies. For example, are you trying to get all tobacco products (including e-cigarettes) off all campus properties, or are you more concerned about certain products and/or locations? Consider the points in What does a smoke- or tobacco-free campus policy entail? (Page 11) to help guide your process.

Having a well-defined statement will help you better advocate for what you want as well as garner support, even if there is no drafted policy up for a vote. You can capitalize on any positive responses you receive while you're raising awareness about tobacco issues by asking other organizations or individuals to endorse your campaign (see the sample letter sent by a student group affiliated with SPARK, Page 60). These endorsers may also be helpful in drafting a policy in the future, and if not, at least they will have already demonstrated support whenever a policy vote does happen.

A comprehensive smoke- or tobacco-free policy is one of the best ways for a campus to truly take a stand against the tobacco epidemic. If a campus doesn't have a policy, or only has a limited policy, and you want to help draft a comprehensive policy, take a look back at How are policies made? (Page 11) Figure out who on your campus might be passing the policy, and work with them to draft it in a way that makes sense for that governing body (i.e. student government bills may look different from administrative decisions).

For examples of model policies, visit Americans for Nonsmokers' Rights Foundation: http://no-smoke.org/pdf/SmokefreeandTobacco-FreeCollegesandUniversities.pdf. For more tips on drafting your policy, check out the policy implementation guide from Peers Against Tobacco: http://www.peersagainsttobacco.org.



5. Establish and Promote Tobacco Cessation Resources on Campus

To effectively curb tobacco use on campus, tobacco cessation services should also be offered and promoted alongside a policy. Check to see if your health center or other campus resources offer help and support to those campus members (students, faculty, staff, etc.) who use tobacco products and want to quit. Your campus may need to train existing staff or hire trained counselors to provide tobacco cessation services at low or no-cost. By doing so, your institution will prove that it's committed to supporting its campus community throughout the process of becoming smoke- or tobacco-free, and not making this the "Cold Turkey Initiative."

If your campus doesn't offer any or sufficient resources, contact your state and local health departments for information on community resources for cessation. There are many federal tobacco resources as well: betobaccofree.gov, smokefree.gov, and the Quit Line: 1-800-QUIT-NOW (1-800-784-8669). You can also advocate for more services to be made available on your own campus.

Whatever the resources, be sure to let campus members know that help exists and that they don't have to be alone in their quitting process. Tobacco-free policies are not intended to force people to quit or act as punishment. They exist to provide a safe and healthy learning environment for all. Campus community members, especially tobacco users, will be more supportive of your work if they know that you're trying to help, not punish.

What if these steps aren't enough?

Every campus will have a different experience in working towards a tobacco-free policy. Many campus community members are supportive, but in cases where those making the final decision (e.g. university president/chancellor, board of directors, student government, etc.) are resistant to such policies, you may need to be more strategic and take stronger action than what's listed in these five steps to persuade them. For these cases, the next section on Direct Action Organizing will help you develop a strategic plan that can further empower your group and build that momentum for lasting change.

Tobacco cessation: 5 Major Steps to Intervention

"The 5 A's"

The 5 A's method for brief interventions has substantial research support for its utility in helping tobacco users across a variety of settings and can be incorporated with motivational strategies in a step-by-step process by healthcare providers.

Every doctor, nurse, health plan, purchaser, and medical school in America should make treating tobacco dependence a top priority."

-David Satcher, MD, Ph.D. Former U.S. Surgeon General

1. ASK

Identify and document the tobacco use status for every patient

ADVISE

In a clear, strong, personalized manner, urge every tobacco user to quit

3. ASSESS

Is the tobacco user willing to make a quit attempt at this time?

4. ASSIST

For the patient willing to make a quit, use counseling and pharmacotherapy to help him or her quit.

5. ARRANGE

Follow up with the patient, preferably within the first week after the quit date

Adapted from the Agency for Healthcare Research and Quality

WWW TOBACCOFREECAMPUS ORG

Direct Action organizing

"Organizing is the process of building power as a group and using this power to create positive change in our lives."

~Advocates for Youth

DIRECT-ACTION ORGANIZING

Organizing is the process of building power as a group and using this power to create positive change in our lives. ~ <u>Advocates for Youth</u>

Transforming the way individuals, communities, and institutions view a topic or idea like tobacco use can be challenging and at times may include targeted opposition. In these situations, you may need to go one step further in your advocacy and concretely organize. Direct-action organizing challenges the existing system and empowers the people most affected by the issue so they are heard and listened to by decision-makers. For example, students at Michigan State University (MSU) organized a campaign in favor of a tobacco-free policy that included a petition with over 1,600 signatures, leading to the creation of a tobacco-free policy taskforce. Within six months of that, in June 2015, the MSU administration approved a tobacco-free policy.

Even though the tactics and results may vary among campaigns, creating this long-lasting structural change requires great strategic planning and organization. This section is designed

What can a Direct Action Campaign do??

highlight a topic

like: how tobacco use on college campuses is still a relevant and far-toocommon health problem.

delegitimize organizations, institutions and programs why are universities enabling tobacco use? take away the power of big tobacco on college campuses!

spotlight social costs

plenty of examples to choose from! The social costs of smoking include the secondhand smoke that non-smokers experience & their health consequences, the health of smokers, the labor concerns of the tobacco industry.

strengthen voices

when groups of people mobilize around a topic, and show leadership that they won't tolerate it anymore, institutions are more likely to listen to the 'respectable' voices within. develop & choose leadership with a strong, consistent & coherent voice!

build a movement

provide opportunities for the greater campus and community population to engage in action, experience solidarity & support, and help deepen commitment. holding events on campus to educate and inform your fellow students, professors, staff, administration and others can help create a cohesive movement!

Adapted from Organizing for Power

WWW.TOBACCOFREECAMPUS.ORG

to help you do that, furthering the planning and actions you may take while following the Creating Change (Page 14) section. We highly recommend reaching out to your local health department, student government, and/or other related community organization for help in creating your strategy as well as recruiting for and running your campaign. The guidance of experienced organizers can vastly amplify the potential for your success.

Diagram C: What Can A Direct Action Campaign Do?

Strategizing

To organize effectively on tobacco, you'll need to isolate the main problem(s) from your assessment, then 1) turn the problem(s) into an issue and 2) determine how you will advocate for it in order to create change.

What's Your Issue?

Decision-makers need to know more than what the problem is; they need to know *how* to act. That's why it's important that you find solutions to the problems you identified during your assessment so that you're advocating for an issue, rather than against a problem. For instance, poverty is a problem we all want to resolve, but there won't be systematic change unless we're advocating for issues – different economic policies, social welfare programs, education systems, or whatever issue you think is the best solution to that problem.

	Problem = what you are concerned about	Issue = solution to the problem(s)
Exa	Smoke entering student residences	Banning smoking within 25ft of buildings
kamp	People using tobacco at sporting events	Prohibiting sales of tobacco at events
ples	Current smoke-free policy is ineffective	A new campus-wide tobacco-free policy

Keep in mind, the same problem could result in different issues, and the same issue might resolve multiple problems. Be strategic about picking an issue that would best meet your goals and be within your reach (remember your resources). When choosing, think about whether the issue will:

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

If the answers are yes, then you've found your issue!



What's Your Strategy?

Let's say your campus currently has no policies about tobacco use, and your assessment finds there to be a lot of cigarette, e-cigarette, and smokeless tobacco use, which is creating litter, health hazards, and an unpleasant learning environment. You then decide your issue is to get a campus-wide tobacco-free policy. Now comes the tough part of figuring out *how* you will advocate for the desired policy.

Since every college-specific policy must be approved by someone on campus, one great resource for laying out your campaign strategy is the <u>Midwest Academy Strategy Chart (Page 28)</u>. Pay attention to all of the columns—while it can be exciting to think about your tactics, you need to make sure it aligns with the other parts of your strategy.

A tip about targets: In many cases, the primary decision-maker on campus is the university president or board; however, your student government can be a very useful vehicle for change and influence. If the student governing body is not already on your side, consider what role they may play in making your campus tobacco-free—whether that's helping to pass your policy, or convincing administration to do it.

Recruiting

Campaign organizing is not a one person show. Successful campaigns are run by numerous advocates with a variety of skill sets, so recruit diverse individuals within a campaign. Plus, getting other people involved in the policy change process allows them to have more ownership of the issues, and you a better chance at passing a policy and getting compliance once it's passed.

When beginning your recruitment, recognize that not everyone you recruit will be a dynamic public speaker or a great writer. Remember to find out the strengths of those interested in getting involved with your campaign, how they want to grow, and how you can best utilize each individual's specific skills. Give new members responsibilities. Since not all members may have been involved in the initial strategy planning, get their feedback and make sure they have a voice and sense of ownership in your campaign.

Use the information you obtained in the assessment phase, and the list of constituents and allies you identified in your strategy chart, to help you decide who you should recruit to either join or support your organization. To help plan your recruitment, you can use the components of the strategy chart.

Continued on Page 29

	widw	Midwest Academy Strategy Chart	t		
After choosing	After choosing your issue, fill in this chart as a guide to developing strategy. Be specific. List all the possibilities.	a guide to developing strate	egy. Be specific. List all the	possibilities.	
Goals	Organizational	Constituents, Allies, and	Targets	Tactics	
What you want to achieve	These are the factors	These folks/groups	These are the individuals	The specific actions/	
through your campaign and	directly connected with	have an investment in	or groups you want to	activities that help you	
a reflection of the solution	your group. Think about	your issue.	reach with your messag-	achieve your goals. These	
to the tobacco-related	your:	Constituents are the	es in order to create	must either be focused	
problem(s) you identified	Resources and	people that care about	change. There are three	on a primary or second-	
on campus. Your long-term	strengths- what you have	the issue and will join	different targets:	ary decision maker, or	
goals are the final objec-	to put into the campaign.	your campaign.	Primary targets- the	help you grow your	
tives, such as passing a to-	Organizational goals-	Allies are individuals	decision makers	group. Whether it's sign-	
bacco-free policy, with the	what you want out of it-	that support the cam-	Secondary targets-	ing petitions or creating	
intermediate and short-	e.g. establish a new club	paign, but who are not	individuals that can influ-	displays, there must be a	
term goals reflecting what	on campus.	directly affected (e.g.	ence the decision maker	purpose, like persuading	
needs to happen for the	Needs and weakness-	people in your city not	Public Audience -	your target to make the	
long-term goal to be suc-	what organizational	affiliated with the cam-	everyone affected by	decision you seek and/or	
cessful.	problems need to be	pus) or who cannot	your campaign	raising awareness of your	
	solved in order for the	join your organization	Remember, the primary	issue and building mem-	
	campaign to be effective.	(e.g. university staff	target is always a person	bership of your group.	
		can't join student	(s), such as the campus	Regardless, be sure that	
		groups).	president, chancellor,	tactics align with your	
		Opponents are those	Board of Regents, etc.	goals (campaign and/or	
Tips for completing the chart: Use all the information you	Use all the information you	who will actively or-	That person(s) has the	organization) and are ac-	
) - -		The second second	and the same of the same of	and the same of the same of the same	_

© Midwest Academy

maker, you need to make sure to change corresponding columns, like adding new tactics to reach that secondary

decision-maker.

tivities members of your group can accomplish.

power to give you your

ganize against you.

collected during your assessment. Also check to ensure

the information in each column is supported by that in the other columns. That means that if you change anything in one column, like adding a secondary decision-

goal.

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

(312) 427-2304 mwacademy1@aol.com www.midwestacademy.com *Please note: This is an adapted version of the Midwest Academy Strategy Chart.

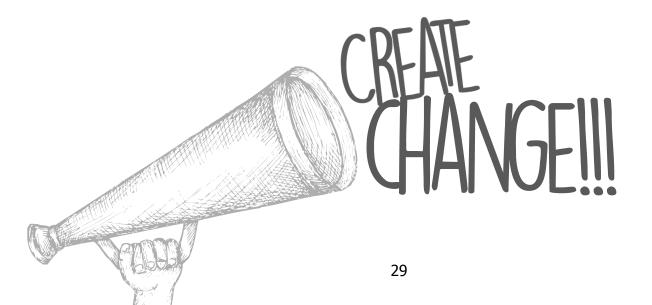
Column explanations are based off the CYAN toolkit.

Diagram D: Midwest Academy

Strategy Chart

"Recruiting" continued from Page 27

- Goals How many people do you want to recruit? What campus groups do you want to have represented? Does your organization represent the campus community (students, staff, faculty and administrators)?
- Organizational considerations Does your organization have the ability to utilize the media for recruitment? Does it have enough person-power to attend campus events to recruit people? Does it have a partnership with groups or organizations that may have members interested in joining the coalition?
- Constituents and allies Who are your constituents that may work to take on a more active role within the organization? In what ways can your allies assist with recruitment (e.g., send out emails to their constituents, post something on their website, etc.)?
- *Targets* What departments or programs on campus have students who may want to get involved? Are there any groups currently working on tobacco/tobacco-related issues (e.g., asthma, clean air)?
- Tactics How do other groups recruit people on campus? How do people get their news
 and information on campus? Why do people get involved with certain issues? (People
 have a variety of reasons for getting involved in issues. In recruiting new members, try
 to appeal to the reasons that would motivate them to get involved. You can reference
 Form a Campus Tobacco Taskforce [Page 16] and Key Messages [Page 31] for more
 information).



Running the Campaign

All your hard work thus far has focused on planning a successful campaign for policy change. A few tips to help ensure your success as you begin running the campaign:

- Don't let too much time pass between the creation of your campaign strategy and its implementation, or you'll lose momentum.
- Remember to continually revisit your strategy chart and timeline with your group and make any necessary changes. Consider any changes on campus that will affect your strategy, and provide space for new members to give feedback on what you're doing.

As you work with your campaign strategy, keep the focus on the short-term goals. It's not uncommon to succeed in your short-term and intermediate goals simultaneously, and if not, the work you do towards your short-term goal will determine what you need to do in the longerterm.

For more tips on Direct Action Organizing and tobacco-free policies, check out the <u>Public Health - Seattle & King County toolkit</u> and <u>California Youth Action Network.</u> You may also want to look into organizations that specialize in student direct-action organizing, such as the <u>United States Student Association</u>.



Our appendix has specific details on how to do many of these activities and actions, and also includes links to other organizations, resources, and tools to help you move along in your campaign.

key Messages

ACTION Rally Control Cigarette Cigarette Control Cigarette Cigarette Cigarette Control Cigarette Cig

KEY MESSAGES

Communicating your message accurately, captivatingly and memorably is critical to engaging others in your vision. You might have heard advice about having a 30-second speech you could give to someone in an elevator to introduce yourself for effective networking. Similarly, you should be able to give a short "elevator pitch" to engage someone in your campaign, whether that's to recruit new members, persuade decision-makers, or simply educate community members about the policy. You may have opportunities to talk longer, such as when making a presentation, but it's always good to be prepared to give a succinct description of your goals and purpose.

You may want to consider writing specific scripts to use to explain the campaign in different situations. Having scripted messages will help ensure that everyone in your campaign is communicating the same messages effectively, and that your audience can recognize the campaign when they see it (*Think: company branding*). Keep in mind, that in addition to tailoring your message to different situations, you'll want to tailor it to different audience members as well. Although a tobacco-free campus policy would affect everyone on your campus, students may be more interested in the social justice and environmental benefits of having a campus policy, while administrators may be more interested in the cost-savings and positive campus image created. Use information gathered in your assessment about what people care about to determine what messages will be most effective, for whom, and in what situations.

Check out http://tobaccofreecampus.org/tobaccofacts for additional talking points, or this tip-sheet from the BACCHUS Network on how to respond to counter-arguments (like "the right to smoke"): http://www.tobaccofreeu.org/your_state/documents/ReframeArguments.pdf



on the toolkit site:

Visit http://www.tobaccofreecampus.org/toolkit to find downloadable handouts for these key messages, and additional facts & messages for your use!

Public Health

- Tobacco use is not an individual issue; it's a community issue. Everyone deserves good health—to live, learn, and work in an environment that promotes health, not exposure to a deadly product. Our schools have a responsibility to create environments of wellness for students and staff.
- Tobacco use is the leading cause of preventable death in the country. Smoking kills more Americans than alcohol, car crashes, AIDS-related causes, fires, heroin, cocaine, homicide, and suicide *combined*.
- College is when young people are more likely to start smoking and become regular, not just occasional, tobacco users; 99% of all regular smokers start by the age of 26.1
- Tobacco-free policies work. Research shows tobacco-free policies make it easier for tobacco users to quit, protect nonsmokers from secondhand smoke and other tobacco byproducts, and de-normalize tobacco use (i.e. the less common tobacco use is, the less likely people are to think it's socially acceptable). Smoke-free college campus policies specifically decrease positive attitudes toward tobacco use and decrease smoking rates.⁷
- When tobacco use is permitted in public spaces, it becomes normalized. The more
 common tobacco use is the more likely people are to think it's acceptable. Even limiting it
 to designated smoking areas has been found to encourage tobacco use by creating a social environment for daily and non-daily tobacco users. By increasing the number of individuals smoking in one area, students are more likely to believe that more people smoke
 than actually do. This misperception may contribute to increased tobacco use.
- There is no safe level of exposure to secondhand smoke. Secondhand smoke has been proven to travel outside of designated smoking areas.

Need more public health facts?

The Surgeon General's report has been the leading source for tobacco, smoking and health, as well as other key topic areas in public health. Check out http://www.surgeongeneral.gov/library/reports/ to learn more!





(Tip: Craft these messages using your school's mission statement.)

- The tobacco industry has historically targeted disadvantaged communities youth, low-income people, people of color and LGBT people through advertising, discounts, and store placement. It's no surprise then that these populations disproportionately bear the burden of tobacco use and are more likely to suffer from tobacco-related diseases. Why is the tobacco industry trying to create more disparities? For more info, check out: http://www.surgeongeneral.gov/videos/2014/09/unequal-opportunity-killer.html
- For each of the more than 1,200 people in this country who die due to smoking, at least two youth or young adults become regular smokers each day. Almost 90% of those replacement smokers smoke their first cigarette by age 18; about 99% smoke by age 26.² In other words, Big Tobacco knows that they need to recruit youth now so they don't go out of business, and they are actively trying to do so.
- Tobacco companies spend nearly \$1 million an hour on marketing, and even used cartoons to appeal to young kids (before Congress banned it). Today, they rely on flavoring, attractive packaging, easy sales (like vending machines and websites), social media, and more to recruit young people as replacement smokers.
- Everyone has a right to breathe clean air where they live, work, study, and play. Colleges
 and universities have a responsibility to provide a safe environment for students, staff,
 and visitors—and a right to regulate any activity on campus that affects the health and
 safety of the community.
- Many states and localities have passed laws protecting employees and community members from hazardous secondhand smoke where they live and work. Shouldn't students and university employees be given the same opportunity for a healthy environment?
- Colleges should prepare their students for the working world where most employers have tobacco-free policies—and they should encourage students to quit while cessation and support services are readily available to them.
- A smoke- or tobacco-free policy does not prohibit people from using tobacco products—it simply prohibits their use on campus, where they can affect others' health and enjoyment of community property.



Environment

- Curbing the tobacco epidemic will not only save lives, but also the planet.
- Cigarette butts are the #1 most littered item and are not biodegradable.⁵
- Without smoke-free policies, cigarette butts and other tobacco byproducts are likely to be found everywhere. Designated smoking areas are often heavily littered and smell of toxic tobacco waste. Unless regularly cleaned and maintained, these areas are unhealthy, smelly, and an eyesore.
- Each year, tobacco production as a whole is responsible for 20-50 million trees being cut down globally, and 27 million pounds of pesticides being used (just in the US). Reducing tobacco use on campus will help reduce the need for tobacco production.¹⁰
- If cigarettes were to disappear from the United States, the carbon benefit would be equivalent to taking more than 3.5 million cars off the road. ¹⁰
- Tobacco smoke pollutes the air, releasing at least 172 toxic substances. ¹¹

Economic

- Tobacco-free policies do not negatively impact enrollment. A survey conducted in Oregon
 in 2007 showed that two-thirds of students preferred to attend a smoke-free college and
 three-quarters—including a majority of smokers—said that it is OK for colleges to
 prohibit smoking on campus.
- Numerous studies demonstrate that employees who smoke tobacco have higher levels of absenteeism and healthcare costs in comparison to employees that don't smoke. It's estimated that it costs an extra \$5,816 annually to employ a smoker. ²⁰
- Tobacco-free policies reduce the costs for grounds and building maintenance. The cost of cleaning up cigarette litter is not borne by the tobacco companies or their consumers, but rather by the institutions and communities they inhabit. One study found 77% fewer cigarette butts on college campuses with 100% smoke-free campus-wide policies.⁸
- Tobacco-free policies reduce fire risk to buildings and grounds.
- Creating smoke- and tobacco-free policies makes tobacco use less common, thereby
 reducing the costs of tobacco use. The presence of tobacco use on campus encourages
 and facilitates people using tobacco, and undermines all the effort and money spent on
 tobacco prevention.



APPENDIX



ADDITIONAL RESOURCES

TFCCI and Its Partners

http://tobaccofreecampus.org/

TFCCI Challenge

Learn more about the challenges and how to get your school involved: http://tobaccofreecampus.org/tfcci-challenge. Colleges and universities can join the TFCCI Challenge to earn recognition and receive technical assistance. Campuses with policies receive one of the following designations based on their policy:

- Gold (Comprehensively Smoke-Free)
- Gold Plus (Comprehensively Smoke-Free & Vape-Free)
- Platinum (Comprehensively Tobacco-Free)
- Platinum Plus (Comprehensively Tobacco-Free & Vape-Free
- Graduate (100% Tobacco-Free and Vape-Free)

Tobacco Information

- http://tobaccofreecampus.org/tobaccofacts
- http://betobaccofree.hhs.gov/
- http://smokefree.gov/
- http://www.cdc.gov/tobacco/
- http://www.surgeongeneral.gov/initiatives/tobacco/index.html
- National counter-tobacco marketing campaigns
 - The Real Cost: http://therealcost.betobaccofree.hhs.gov/
 - Tips from Former Smokers: http://www.cdc.gov/tobacco/campaign/tips/
 - Truth Campaign: http://www.thetruth.com/

Organizations

Please Note: This is not a comprehensive list, nor is it an endorsement of these organizations.

- American Legacy Foundation: http://www.legacyforhealth.org/
- Campaign for Tobacco-Free Kids: http://www.tobaccofreekids.org/
- NASPA/The Bacchus Network: TobaccoFreeU.org
- Peers Against Tobacco: http://peersagainsttobacco.org/
- United States Student Association GrassRoots Organizing Weekend Trainings: http://www.usstudents.org/trainings/grow/
- Young People For Fellowship: http://youngpeoplefor.org/the-fellowship/

Toolkits and Training Materials

Please Note: These are just a few of the resources. Additional resources such as model policies, related organizations & other toolkits can be found on the TFCCI page: http://tobaccofreecampus.org/ resources

- Legacy Youth Activism Toolkit (pg. 87-99 for tips on college-based activism): http://legacyforhealth.org/content/download/2554/33803/file/LEG-YA%20Toolkit%20Web-Single%20Pages-3.27.13.pdf. Other opportunities also available: http://legacyforhealth.org/get-involved/youth-activism
- Creating a Tobacco-Free Campus: A Policy Guide (Public Health Seattle & King County)
 - Appendix includes: survey templates; tips for how to: petition, meet with decision-makers, use media (op-ed, letter to editors, press release, media advisory, etc.); key messages; and more about policy adoption, implementation and enforcement. http://tobaccofreecampus.org/sites/default/files/resources/Sea-King_CollegesToolkit_112912.pdf
- Peers Against Tobacco Policy Implementation Guide: http://peersagainsttobacco.org/
- SPARK/Tobacco-Free Colleges and Universities: A Wisconsin Guide (American Lung Association in Wisconsin). Check out the links on TFCCI's resource page.
- Community Tool Box (General toolkits): http://ctb.dept.ku.edu/en/toolkits

COMPREHENSIVE ASSESSMENT WORKSHEET

Characteristics of the Campus Property

Key Resources:

- Existing campus records such as campus maps, building directory, etc.
- Key informant interviews with personnel from Maintenance/Facilities, Administrative Services, Campus Planning and Real Estate

1.	Is there on-campus housing? □ Yes □ No				
	Date collected: Source:				
2.	Are there satellite or community campuses? ☐ Yes ☐ No				
	If "yes", please list all campuses				
	Date collected: Source:				
	a. Do the satellite or community campuses adhere to the policies implemented on the campus? ☐ Yes ☐ No	main			
	Date collected: Source:	_			
	Does the college/university own property where retail outlets are operated? ☐ Yes ☐ No <i>Notes:</i>				
	Date collected: Source:				
	Does the college/university own property that is leased out to non-university organizations/businesses? Yes No Notes:	,			
	Date collected: Source:				

5.	Does the college/university rent out facilities on campus to the public? Yes No Notes:				
	Date collected: Source:				
6.	Are there unique buildings, shared spaces or aspects of the college/university property (e.g., stadium, golf course, community center, museum, etc.) that should be considered?				
	☐ Yes ☐ No Notes:				
	Date collected: Source:				
C	haracteristics of Campus Community				
	Key Resources:				
	 Existing campus records such as written policies, results of student surveys, health services department records. 				
	 Key informant interviews with personnel from Health Services, Facilities, Residence Life, Risk Manager/Legal Affairs, Admissions, Campus Security, and Student Government. 				
7.	What are your school's demographics for both the student & faculty/staff populations (size, age, international students, full/part-time, % of students enrolled in distance learning only programs, number of students who reside on campus in dorms, etc.)?				
	Date collected: Source:				
8.	What are the tobacco use rates and trends on campus? How do they compare with other campuses?				
	Date collected: Source:				
9.	What are the student attitudes and perceptions related to tobacco use? Do students have an exaggerated perception of the number of students who smoke and/or use smokeless tobacco?				
	Date collected: Source:				

—— Date	collected:		
	=	ity's mission statement, vision and values? Goals/objective	es to meet the
 Date	collected:	Source:	
		o prevention/policy-making on campus? (e.g., student gr nability groups, social justice/health equity groups, etc.)	oups, health
—— Date	collected:	Source:	
—— Date	collected:	Source:	
Cam		al Environment	
Cam	pus Politica Resources: Key informant interv Risk Manager/Legal		idence Life,
Cam	PUS Politica Resources: Key informant interv Risk Manager/Legal tions and Student G	al Environment views with personnel from Health Services, Facilities, Res Affairs, Student Affairs, Faculty Senate, Campus Security,	idence Life,
Cam	Resources: Key informant interventions and Student G Focus groups with s Existing campus rec	al Environment views with personnel from Health Services, Facilities, Res Affairs, Student Affairs, Faculty Senate, Campus Security, overnment, Environmental Health & Safety Committee	idence Life, . Communica-
Cam Key •	Resources: Key informant intervents Risk Manager/Legal tions and Student General Focus groups with sexisting campus received by-laws, archived care	views with personnel from Health Services, Facilities, Res Affairs, Student Affairs, Faculty Senate, Campus Security, overnment, Environmental Health & Safety Committee tudents or faculty/staff/administrators ords and documents such as written policies and procedu	idence Life, . Communica- res, committe
Key • 3. What	Resources: Key informant intervents in the result of the procedure for control of the procedure for co	views with personnel from Health Services, Facilities, Res Affairs, Student Affairs, Faculty Senate, Campus Security, overnment, Environmental Health & Safety Committee tudents or faculty/staff/administrators ords and documents such as written policies and procedulampus newsletters, etc.	idence Life, . Communica- res, committe

15.	Where does student government stand on this issue?				
	Date collected:				
16.	Has there been any previous efforts was the outcome?	s to change the tobacco use policy? Who was involved? What			
	Date collected:				
17.	•	s issue in the last few years? If so, what was the content of	the		
	Date collected:				
18.	Who is likely to support this project	t? Why?			
	Date collected:				
19.	Who is likely to oppose this project?	? Why?			
	Date collected:				
T	obacco Cessation	Support & Programs			
	Key Resources:				
	 Existing campus records and coverage documents, staff a 	d documents such as written policies and procedures, insurar and student handbooks, etc.	ıce		
	 Key informants, such as per and Benefits. 	rsonnel from Health Services, Human Resources, Student Affa	airs,		
20.		and services are available on campus? Are they publicized? A	re —		
	Date collected:				

21	1. Does the college/university promote the state tobacco Quitline on campus? ☐ Yes ☐ No Notes:				
	Date collected:	Source:			
22	What, if any, cessation services are ava	ilable to faculty and staff?			
		Source:			
23	Is smoking cessation medications cover ☐ Yes ☐ No ☐ Not applicable	red by employee health insurance? Notes:			
	Date collected:	Source:			
24	Is there a student health center on cam Notes:	npus? 🗖 Yes 🗖 No			
	Date collected:	Source:			
25	Does the health center screen all patier	nts for tobacco use? □ Yes □ No □ N/A			
	Date collected:	Source:			
26	Is smoking cessation medications cover Notes:	red by student insurance?			
	Date collected:	Source:			

Tobacco Presence on Campus

Key Resources:

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

13 tobacco	Solu allyw	here on campus	o:
☐ Yes	□ No	Notes:	
Date collec	cted:		Source:
Are tobaco	o products	advertised or n	narketed on campus or in campus publications?
☐ Yes	□ No	Notes:	
Date collec	cted:		Source:
Arc 201/ 62	طرياء مريمس		anizations analysed by a tabassa sampany?
•	•		. , , ,
			Source:
Does the	amnus acc	cent any differ de	onations or funding from tobacco companies?
	-		
u ies	u No	140tes	
Date collec	cted:		Source:
		e any investmer	nts in tobacco companies through their investments /
☐ Yes	□ No	Notes:	
Date collec	cted:		Source:
Do tobacco	o companie	·	•
☐ Yes	□ No	Notes:	
	Date collect Are tobacco Yes Date collect Are any ca Yes Date collect Does the collect Does the collect Date collect Date collect Date collect Does the collect D	Date collected: Are tobacco products □ Yes □ No Date collected: Are any campus club □ Yes □ No Date collected: Does the campus acc □ Yes □ No Date collected: Does the college hav foundations? □ Yes □ No Date collected:	Are tobacco products advertised or n Yes No Notes: Date collected: Are any campus clubs, groups or org Yes No Notes: Date collected: Does the campus accept any gifts, de Yes No Notes: Date collected: Does the college have any investment foundations? Yes No Notes: Date collected: Does the college have any investment foundations? One of the collected: Date collected: Date collected:

33. Has th	ne college/university received complaints	about:			
a. Tobacco use on campus? □ Yes □ No					
	Notes:				
	Date collected:	Source:			
b.	Tobacco funding on campus? ☐ Yes	□ No			
	Notes:				
		Source:			
C.	Tobacco job recruitment on campus?	☐ Yes ☐ No			
	Notes:				
	Date collected:	Source:			
Char	acteristics of Curren	t Tobacco Use Policies			
Kev F	Resources:				
•		n policies and procedures (E.g., student conduct			
	code, campus housing rental agreemen				
•	•	el from Health Services, Facilities, Risk Manager/Legal			
	Affairs, and Campus Security, the Caree	er Center, University Foundation.			
Tobacco	Use Policies				
34. Is the	re a written smoking or tobacco use polic	y for your college campus? □ Yes □ No			
Have	you received a copy? ☐ Yes ☐ No				
If so,	please summarize the policy and attach a	copy (e.g., no smoking in buildings, designated			
-	ng areas, etc.)				
Data	collected				
Date	collected: Source	"			
a.	Does the policy currently include e-cigar	rettes or other vaporized nicotine products?			
	☐ Yes ☐ No Comments:	· · · · · · · · · · · · · · · · · · ·			
		Source:			
b.	Does the policy cover other forms of tob	pacco products that are not smoked (chew, snus,			
	snuff, etc.)?				
	☐ Yes ☐ No Comments:				
	Date collected:	Source:			

35. How is t	the policy enforced	d and by who	om?	_
Date co	llected:		Source:	_
	•		on of a policy?	
Date co	llected:		Source:	
37. How oft			plations recorded? Who records them?	_
Date co	llected:		Source:	
38. Any pro 	blems with enforc	ement? Whe	ere are the problem areas?	
Date co	llected:		Source:	
Other	Tobacco	-Relat	ted Policies	
39. Are ther	e any written cam	npus policies t	that <u>prohibit</u> :	
a. Tob	acco sales on cam	pus?		
			Comments:	
•	Date collected:		Source:	
b. Acce	epting research fu	nds, gifts, gra	ants, or anything of value from tobacco companies?	
	☐ Yes ☐ No	☐ Unsure	Comments:	
	Date collected:		Source:	
	acco promotions, cluding magazines		and marketing in campus publications and on campu	ıs proper
	☐ Yes ☐ No	☐ Unsure	Comments:	_
	Date collected:		Source:	

..........

d.	Investing in tobacco	companies?	
	☐ Yes ☐ No	☐ Unsure	Comments:
	Date collected:		Source:
e.	Tobacco company sp	onsorships of	events?
	☐ Yes ☐ No	☐ Unsure	Comments:
	Date collected:		Source:
f.	Tobacco company pa	rticipation in c	campus career fairs & other recruitment activities?
			Comments:
	Date collected		<i>Source.</i>
Cai	mpus Envir	onmen	ital Scan
	ey Resources:		
	•	ions—walk the	rough campus and note what you see.
	Key informants in	terviews with	personnel from Health Services, Facilities, & Campus Security.
40. Aı	re there "no smoking"	or "no tobacco	o" signs posted around campus?
			Comments:
	a. Campus buildings	☐ Yes ☐ No	o
	b. Dorms	☐ Yes ☐ No	0
	c. University centers	; □ Yes □ No	o
	d. Campus store	☐ Yes ☐ No	o
	e. Gymnasium	☐ Yes ☐ No	o
	f. Library	☐ Yes ☐ No	0
	g. Bookstore	☐ Yes ☐ No	0
	h. Eateries		0
	i. Bars	☐ Yes ☐ No	0
	j. Athletic fields/are		□ No
	k. Other:		
41. D	oes the placement of t	hese signs aliç	gn with your current campus policy?
	☐ Yes ☐ No Comm	nents:	

42. Have you seen ashcans:	
a. Right outside doors? □ Yes □ No	
b. 1-5 ft. from doors?	
43. Does the placement of ashcans align with your current campus policy?	
☐ Yes ☐ No Comments:	
44. Are there designated smoking shelters on campus? If so, how many and where are they located (proximity to buildings).	
☐ Yes ☐ No Locations:	
45. Is there litter caused by cigarettes, cartons or wrappers on campus?	
☐ Yes ☐ No	
46. What are the costs of removal of butts on campus?	
(Ask the Maintenance and Landscape personnel or your Environmental Health & Safety Committee)	
Date collected: Source:	
Experts recommend completing questions 46-48 multiple times, on different days of the week, times day and year, as the results can vary. Responses from three separate observations can be noted belattach additional pages as necessary.	
47. Where do people smoke on campus when the weather is nice?	
Observation #1 Date:	
Notes:	
Observation #2 Date:	
Notes:	
Observation #3 Date:	
Notes:	

..........

48.	Where do people smoke on campus when the weather is bad?						
	Observation #1 Date:						
	Notes:						
	Observation #2 Date:						
	Notes:						
	Observation #3 Date:						
	Notes:						
49.	Are there particular areas where litter is common? Where?						
	Observation #1 Date:						
	Notes:						
	Observation #2 Date:						
	Notes:						
	Observation #3 Date:						
	Notes:						

You may also consider conducting a litter butt cleanup to quantify how much litter is produced by cigarette butts on campus. See the "Campus Cigarette Butt Clean-up Guide" for more details on how to plan and implement a clean-up event on your campus.

Please plan to share the results of this problem analysis worksheet with your local campus task force.

Sample Student Survey

You are invited to take part in a survey conducted by (*insert survey sponsors*). In this survey we hope to learn about views on tobacco and secondhand smoke. Your participation in this survey is completely voluntary and confidential. No personal information will be collected or reported so feel free to answer honestly. Your participation will help shape college policy on smoking and tobacco.

1.	YO	ur gender:	ш маіе	□ remale	
2.	Sta	atus (primary):	☐ Student	☐ Staff	□ Faculty
3.	Со	llege Level:			
		Freshman	☐ Sen	ior	
		Sophomore	☐ Gra	duate	
		Junior	□ Not	applicable (en	nployee)
4.					se's cigarette, cigar, or pipe that you breathe. How dhand smoke on campus?
		A few times a	day		
		Every day			
		A few times a	week		
		A few times a	month		
		Less than that	or never		
5.	Wo	ould you say se A lot	condhand smo	ke on campus	typically bothers you a lot, a little, or not at all?
		A little			
		Not at all			
6.		ughing, wheezii	-		ffects from secondhand smoke on campus, such as reaction?
		Yes			
		No			

on campus if that is necessary to keep secondhand smoke away from other studer						
		Strongly agree				
		Somewhat agree				
		Somewhat disagree				
		Strongly disagree				
8. Would you support or oppose (Insert campus nata are promoted?				<i>me)</i> becoming to	bacco-free if qui	it smoking services
		Strongly support				
		Somewhat support				
		Somewhat oppose				
		Strongly oppose				
9.		you agree or disagree with the fol moke-free" college over a college the Strongly agree Somewhat agree Somewhat disagree Strongly disagree	_			, I would choose a
10. During the past 30 days, how often did you use:						
			Not at all	Hardly ever	Some Days	Every day
	ā	a. Cigarettes				
	Ł	o. Other smoking products				
		(e.g., hookah, cigars, pipes)				
	C	c. Smokeless Tobacco (e.g., chew)				
	C	d. Vaporized nicotine products (e.g., e-cigarettes)				

	If you currently smoke cigarettes, use smokeless tobacco products or use vaporized nicotine products, do you use on campus?
	□ Yes
ı	□ No
	If you currently smoke cigarettes, use smokeless tobacco products, or use vaporized nicotine products, would you like to quit?
	□ Yes
	□ No
ا	□ Maybe
ı	Have you heard of the <i>(Insert State Name)</i> Tobacco Quit Line (1-800-QUIT-NOW)? □ Yes □ No
	Please share any additional comments you have regarding secondhand smoke or becoming a tobacco-free campus:
	How do you like to receive information and/or updates about campus initiatives (check all that apply)? ☐ Facebook
	□ Twitter
	□ Email list-serves
	☐ Text message
	□ Other:

with (insert campus name)'s tobacco-free campus initiative, please contact (insert contact infor-

mation) for more information.

ACTIVITIES LIST

While these activities could be done at any time, they are also found in the <u>1DayStand toolkit</u>:

- **Quit Kit**: Create kits to help people get through a day smoke-free. The kit could include items like breath mints, gum, lollipops, cologne/perfume samples, nicotine replacement patches or gum, lotion, soap, and coupons to restaurants offering 1Day Stand deals.
- Contribute to Media: The Public Health Seattle & King County has additional information and tips: http://tobaccofreecampus.org/sites/default/files/resources/Sea-King_CollegesToolkit_112912.pdf. Below are tips to help you specifically for a 1Day Stand event:
 - Finalize and submit campus newspaper article: A template <u>newspaper article</u> is available, but needs to be tailored to your specific campus, including gathering quotes from spokespeople. Be sure to contact the student newspaper to ask about article submission deadlines in advance.
 - Share radio PSA: The <u>radio PSA</u> can be broadcasted on the campus radio station leading up
 to the event. Simply share it with your campus radio station and ask if they will read it. You
 might also consider reaching out to local community radio stations to see if they have any on
 air time dedicated to PSAs.
 - Share social media content: Sample tweets and Facebook posts are available, but consider tailoring to your campus's unique needs. Also consider developing a unique hashtag, Twitter handle, or Facebook page to promote the event. All outreach activities should be promoted through social media, including giveaways and announcements, and students should be encouraged to share information with their networks.
- Movie Night: You could show popular movies and have people count or guess the number of tobacco-related instances in the movie. The movie could be followed up with a discussion about the impact of tobacco. Check out http://smokefreemovies.ucsf.edu/problem/now_showing.html for how current movies and DVDs are doing in terms of tobacco portrayal.
- **Rally or Booth**: Host a mock march, protest, or post a booth in your campus's main square to raise awareness and build momentum for the day and a long-term tobacco-free policy.
- **Teacher Announcements**: Request that all teachers make an announcement in their classrooms about the events going on and the available cessation services the campus provides. Provide each teacher with a short script or talking points to help guide their announcement.
- **Business Partnerships**: Reach out to local businesses to donate items for a contest for students who turn in a pack of cigarettes. Items students could win include a free dentist teeth cleaning, gym memberships, manicure or pedicure from local nail salon, gift certificates at clothing or convenience stores, moisturizers, new bedding, etc. Also ask local businesses to hang posters in their windows.
- **T-shirts**: A 1Day Stand color and black & white t-shirt design has been provided. Download the design and print t-shirts for both campus organizers and students to wear on the event day. T-shirts could be handed out on a first come, first serve basis, or given away through a contest or smokefree pledge.

- **Breath of Fresh Air Bar**: Set up a bar in the student union that offers a wide array of mints, beverages, and assorted sprays that make your breath and body smell oh-so-fresh. Student advocates could act as "breathologists" who help students select the perfect replacement for the smoker stank.
- **Breathing Competition**: Purchase balloons and host a competition in your campus's main square to see who can blow up a balloon the fastest until it pops. The winner could receive gift cards to campus stores or a t-shirt.
- **Dance Parties**: Sponsor a dance party on campus to raise awareness for your tobacco-free policy. Anyone who turns in a pack of cigarettes could receive a free price of admission.
- **Mystery Swag**: Create a mystery item a minor give-away like gift-wrapped packs of breath mints and hide them on campus. Encourage students to find them and use them to gain entry to a special event. Example mystery swag items could be branded chachkies, breath mints, t-shirts, a small campus branded item from the bookstore, etc.
- **Break Areas**: In areas outside campus buildings where smokers congregate, set up weird or practical activities they can do to pass the time. For example, instead of smoking you could sponsor a slacklining competition.
- **1Day Stand 1Day Bands**: Host a battle of the bands on campus with prizes. The only requirement for entry is that bands play an original song about fresh air or going tobacco-free. The audience will determine the winner and they will be given a chance to play for the student body at an upcoming event.
- **Flashmob:** Gather your folks at a main area, like the student union (make sure you have permission, if needed, to do this). You could do a surprise dance, but the national campaign, Forget Tobacco, had

Campus Cigarette Butt Clean-up Guide

A campus cigarette clean-up event is a great advocacy activity and can help to educate your campus community about the environmental impact of cigarette butts on your campus. This guide provides some recommendations for how to conduct a clean-up event on campus.

Supplies

	Disposable gloves
	Small containers for each volunteer (e.g. plastic bags, clean yogurt or milk containers, jars, etc.)
	1 "Official Tally Container" – a large container to hold all the butts collected. This should be clear thick plastic with a secure lid (e.g., 72 oz. peanut butter container, red vines container, etc.)
	Hand sanitizer
Opti	onal:
	Long-handled litter pick up tools
	T-shirts, hats, large buttons, etc. for each participant. Brightly colored gear helps to identify the participants and can bring some attention to the effort.
	Camera to snap pictures of the event; and, if needed, a photo release for volunteers to sign indicating you may use their photo.

1-3 v	weeks before your event:		
	Select your butt clean-up date and time. We expect you'll spend 1-3 hours for this event.		
	Gather all your supplies		
	Recruit volunteers. You may consider offering an incentive to volunteers – a free T-shirt, snacks, or a raffle ticket for a chance to win a \$10 gift certificate work well.		
	Do a walk-through of the campus if you're not familiar with it to identify high traffic areas and places where there is more litter.		
☐ Ask campus maintenance/groundskeeping to refrain from picking up cigarette butts days leading up to the clean-up event.			
_	You may choose to:		
	Invite campus leaders to the clean-up event		
П	Contact the school newspapers to tell them you'll be cleaning up the campus. Invite them to cover your event and give them details on the location and time.		
Day	of event:		
	Plan on 1-3 hours for your event		
	Split the campus into sections for each volunteer, or team of volunteers.		
	Take pictures		
	☐ Have each volunteer collect cigarette butts and other tobacco litter in their individual contain ers, counting as they go along (it may be helpful to have teams of 2 people — one to collect and one to tally the number of butts)		
	As volunteers report back, put all butts and tobacco-related litter in the Official Tally Container, using extra garbage bags and containers if needed. Keep track of how many butts were collected from which section of campus. You should also have a final count of how much litter was collected, how much time was spent cleaning up, and how many volunteers participated (see below "tally" worksheet).		
	Dispose of gloves and wash your hands well		
Afte	r your event:		
	Keep the Official Tally Container, if possible. This may come in handy if you plan on doing tabling events, presenting to decision-makers, and/or other educational activities related to tobacco.		
Yo	u may choose to:		
	Send photos and testimonial letters to campus administration with your final count and inform them about tobacco-free campus policies.		
	Send out a press release with your findings and information about tobacco-free campuses to your campus newspaper.		
	Attend a board of trustees meeting and present your findings and information about tobacco-free policies.		

HEALTH OBSERVANCE DAYS

These come from Georgia Tobacco-Free Colleges & Universities Tool Kit, available at: https://dph.georgia.gov/sites/dph.georgia.gov/files/related_files/site_page/Tobacco%20Free%
20Colleges%20and%20Universities%20Tool%20kit%20June%202014.pdf

October (typically third week) –

• Red Ribbon Week is an alcohol, tobacco and other drug and violence prevention awareness campaign held in honor of Drug Enforcement Agency agent Enrique "KiKi" Camarena who was murdered as a result of his efforts towards stopping illegal drugs.

November**

• (3rd Thursday) Great American Smoke Out (GASO) – Every year, smokers across the nation can use GASO as a day to make a plan to quit, or plan in advance and then quit smoking that day. The event challenges people to stop using tobacco and helps people know about the many tools they can use to quit and stay quit (see Activities List [Page 53] for activity ideas).

March**

• (3rd Wednesday) - Kick Butts Day (KBD) is a national day of activism that empowers teachers, youth leaders, public health advocates, and other community leaders to organize events designed to get youth to stand out, speak up and seize control against Big Tobacco.

May 31st

 World No Tobacco Day – An initiative run by the World Health Organization (WHO) to inform the public about the dangers of using tobacco and make them aware of tobacco business practices

You may also want to consider other observances, such as World Mental Health Day, Clean Air Month and more, as opportunities to share a counter-tobacco message. Check out a more comprehensive list of health observances at: http://www.healthfinder.gov/NHO/ http://www.healthfinder.gov/NHO/ http://www.healthfinder.gov/NHO/

^{**}In celebration of GASO and KBD, TFCCI encourages campuses to take a <u>1Day Stand</u>.

TIMELINE (Sample for active student group)

Summer

Register student group

September

- Weekly: Club meetings; recruit members
- Prep for campus surveys, informant interviews – develop tools, get appropriate approval, etc.
- Movie night

October

- Weekly: Club meetings; recruit members; plan/advertise 1 Day Stand/Great American Smokeout
- Prep for campus surveys, informant interviews
- Cigarette butts clean up event

November

- Weekly: Club meetings; recruit members; plan/advertise 1 Day Stand/Great American Smokeout
- 1 Day Stand/Great American Smokeout
 - Breathe of Fresh Air Bar
 - Create/distribute quit kits

December

 Weekly: Club meetings; recruit members; plan for next term and campus assessment

January

- Weekly: Club meetings; recruit members; plan/advertise 1 Day Stand/Kick Butts Day
- Conduct campus surveys, informant interviews

February

- Weekly: Club meetings; recruit members; plan/advertise 1 Day Stand/Kick Butts Day
- Conduct campus surveys, informant interviews

March

- Weekly: Club meetings; recruit members; plan/advertise 1 Day Stand/Kick Butts Day
- 1 Day Stand/Kick Butts Day
 - 1DayStand booth or table, releasing campus assessment results
 - Cigarette butts clean-up event
 - Campus media share campaign endorsements

April

- Weekly: Club meetings; recruit members
- Draft group stance/tobacco-free policy draft
- Recruit campaign endorsements and/or signatures
- Earth Day education on environmental impacts of tobacco use; display cigarette butts

May

- Weekly: Club meetings; recruit members
- Recruit campaign endorsements and/or signatures
- Make a transition plan and timeline for next year

ADDITIONAL TOBACCO FACTS

Public Health Stats:¹

- There are more than 480,000 deaths each year in the US caused by cigarette use and exposure to secondhand smoke
- If current rates don't change, 1 in 13 children, or 5.6 million Americans younger than 18 alive today, will die early from smoking-related disease.
- More than 16 million Americans suffer from a disease caused by smoking.
- Tobacco use and secondhand smoke cause illnesses such as lung cancer, coronary heart disease, stroke, and respiratory problems.
- One of every three cancer deaths is caused by smoking.
- Smoking also causes 79% of all cases of chronic obstructive pulmonary disease (COPD) and 32% of coronary heart disease deaths.
- Young adults and children who are exposed to secondhand smoke, such as those whose
 parents smoke, are more likely get sick more often with illnesses like bronchitis and pneumonia. Chronic conditions such as asthma are more common as well.
- It's estimated that tobacco will contribute to 1 billion deaths worldwide during the 21st century.

Environmental Stats:

- Of the 172+ toxic substances tobacco smoke contains, 3 are regulated outdoor air pollutants, 33 are hazardous air pollutants, 47 are chemicals restricted as hazardous waste and 67 are known human or animal carcinogens.¹²
- In 2006 California became the first state to declare secondhand smoke a toxic air pollutant, putting it in the same category as diesel exhaust, arsenic and benzene.
- Because tobacco is sensitive plant to grow, is requires the use of multiple pesticides, fungicides and herbicides.⁵ Many of these pesticides are known to harm small animals and cause soil depletion, while a few, like methyl bromide, cause ozone depletion.¹⁰
- Tobacco field workers are exposed to toxic chemicals, leading to a myriad of problems like acute poisoning, cancer, nervous system damage and birth defects. The US National Institute for Occupational Safety and Health (NIOSH) estimated in a study of migrant workers that as many as 41% get "Green Tobacco Sickness," which is caused by the absorption of nicotine from wet tobacco leaves, at least once during harvest season.³
- Deforestation: Trees are cleared to provide land to grow tobacco, as well as to provide fuel in the curing process of tobacco leaves. Tobacco is grown in more than100 countries, including 80 developing countries, on a total of 5.3 million hectares of arable land.¹⁰
 Worldwide, approximately 20,000 hectares of forests are cleared to cure tobacco, with approximately 1000-2500 trees per hectare, equaling 20-50 million tress cut down each

- year, depending on type of tree.¹⁰ Deforestation leads to approximately 30% of the green-house gases released into the atmosphere each year, not only increasing atmospheric carbon dioxide, but inhibiting water recycling, triggering severe flooding, aquifer depletion, soil degradation and plant and animal extinction.
- Pollution: The \$47 Billion tobacco industry in the United States was responsible for generation about 16 million metric tons of carbon dioxide equivalents.¹¹ A typical passenger vehicle in the United States emits about 4.7 metric tons of carbon dioxide per year, which means that if cigarettes were to disappear from the United States, the country would see a carbon benefit equivalent to taking over 3.5 million cars off the road. There are also other environmental pollutants created in the cigarette production process. Over the past century, ten trillion packs of cigarettes have been smoked. If each empty pack weighs about five grams, that adds up to about 100 billion pounds of packing waste that are taking up space in land-fills or discarded across the planet.¹⁰
- Cigarette butt waste: Cigarettes made up of cellulose acetate, as well as a host of poisons such as benzene, nicotine, cadmium, and more are a serious litter disposal problem as they are not biodegradable, eventually causing them to be absorbed into water and soil. Researchers have found that one used cigarette butt placed into a liter of water will kill half of all exposed freshwater fish or marine fish. Additionally, even un-smoked butts are deadly; sixteen un-smoked filters placed into a liter of water contain enough toxins to kill fish. And not just fish are affected by the toxicity; both young children and pets can become ill or potentially die from ingesting cigarette butts. In 2008, the American Association of Poison Control Centers received 7,310 reports of potentially toxic exposures to tobacco products among children younger than six years old in the U.S. In the United States, eliminating cigarettes would yield carbon savings equivalent to raising the fuel efficiency of all cars and trucks by several miles per gallon-or to converting the entire electrical grid of a state like Massachusetts to solar power. 10

Economic Stats:

- The economic costs of smoking and exposure to tobacco smoke are more than \$289 billion annually, including at least \$133 billion for direct medical care of adults and more than \$156 billion in lost productivity.¹
- Data from 2006 indicates exposure to secondhand smoke costs about \$5.6 billion annually in lost productivity.¹
- A 10% increase in price has been estimated to reduce overall cigarette consumption by 3–5%. Research on cigarette consumption suggests that both youth and young adults are two to three times more responsive to changes in price than adults.²

SPARK SAMPLE STUDENT ORGANIZATIONAL LETTER

(School XYZ) Spark

Lead Student Contact Name

Phone #

E-mail

Or check us out on Facebook: (URL)



Dear (Organization ABC),

(School XYZ) Spark is a campus organization that hopes to create a healthier environment for our student body by implementing a tobacco-free policy here at (<u>School XYZ</u>). We recognize the unique role that your organization plays at (<u>School XYZ</u>) and feel your support on this important issue is integral to our efforts.

Tobacco-free campuses have proven to reduce smoking rates among students and create a supportive environment for those who are hoping to quit. Cigarette smoke is a Class A Carcinogen (like asbestos and radon), with no safe level of exposure and smokeless tobacco products are certainly not a safe alternative. (School XYZ) deserves to have the healthiest and safest atmosphere that it can for its students, staff/faculty, and visitors.

We are asking for support from key student organizations before taking this policy to vote with the required campus government bodies and request that you endorse our efforts. Your support will show that your organization cares about the health of our campus community and wants to join the 600+ schools around the country that have passed policies to protect their campus from cigarettes and/or other tobacco products.

If you choose to support this important initiative, please sign the slip we have attached at the bottom of this letter and mail it to: (Address)

If you would like more information on (School Y's) tobacco-free campus initiative or more of the activities that (School Y) Spark is a part of, please contact me at (e-mail or phone number) and we will arrange for members of our group to speak with your organization and answer any questions you may have.

Thank you for your consideration.

Sincerely,

	(School XYZ) Spark				
On behalf of		, we support a tobacco-free campus initiative at (School			
	Y). Our organization endorses a healthy future for the campus that we call home.				
	[Name of Student Organization Leader]	[E-mail address]			
	[Stud	ent Organization Address]			



http://tobaccofreecampus.org/sites/default/files/resources/Spark%20Sample%20Student%20Organization%20Introduction%20Letter.docx

CITATIONS

- U.S. Department of Health and Human Services. <u>The Health Consequences of Smoking—50 Years of Progress: A Report of the Surgeon General</u>. Atlanta: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health, 2014
- 2. U.S. Department of Health and Human Services. <u>Preventing Tobacco Use Among Youth and Young Adults: A Report of the Surgeon General</u>. Atlanta: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, Office on Smoking and Health, 2012.
- 3. Lavery, S. H., Smith, M. L., Esparza, A. A., Hrushow, A., Moore, M., & Reed, D. F. (2005). The community action model: a community-driven model designed to address disparities in health. *American Journal of Public Health*, *95*(4), 611.
- 4. McDonough, S. (2009, Feb 11) Potent pesticides used on tobacco. Accessed online at: http://www.cbsnews.com/2100-205 162-550925.html
- 5. Action on Smoking and Health (ASH). (2009) ASH fact sheet: Tobacco and the environment. Accessed online at: http://www.ash.org.uk/files/documents/ASH_127.pdf
- 6. Seo, D. C., Macy, J. T., Torabi, M. R., & Middlestadt, S. E. (2011). The effect of a smoke-free campus policy on college students' smoking behaviors and attitudes. Preventive medicine, 53(4), 347-352.
- 7. Lee, Ranney and Goldstein (2011 December). Cigarette butts near building entrances: what is the impact of smoke-free college campus policies? British Medical Journal, accessed online at: http://tobaccofreecampus.org/sites/default/files/resources/Tob Control-2013-Lee-22-107-libre.pdf
- 8. Seo, D. C., Macy, J. T., Torabi, M. R., & Middlestadt, S. E. (2011). The effect of a smoke-free campus policy on college students' smoking behaviors and attitudes. Preventive medicine, 53(4), 347-352.
- 9. Campaign for Tobacco Free Kids (CTFK). (2001, Nov.) Golden leaf, barren harvest: The costs of tobacco farming. Accessed online at: http://www.bvsde.paho.org/bvsacd/cd51/golden.pdf
- 10. Proctor, RN. (2011) Golden holocaust: Origins of the cigarette catastrophe and the case for abolition, Los Angeles and Berkeley, CA: University of California Press, pages 492-518.
- 11. Repace, JL. (No date) Fact sheet: Outdoor pollution from secondhand smoke. Accessed online at: http://www.repace.com/pdf/OTS_FACT_SHEET.pdf
- 12. Berman, M., Crane, R., Seiber, E., & Munur, M. (2013). Estimating the cost of a smoking employee. *Tobacco control*, tobaccocontrol-2012.
- 13. Matthews, C. (2006, Sept. 4) Deforestation causes global warming. Accessed online at: http://www.fao.org/newsroom/en/news/2006/1000385/index.html
- 14. US Environmental Protection Agency (2014). Greenhouse Gas Emissions from a Typical Passenger Vehicle. Accessed online at: http://www.epa.gov/otag/climate/documents/420f14040.pdf
- 15. Novotny, TE, et al. (2011 May) Tobacco and cigarette butt consumption in humans and animals. Tobacco Control. Accessed online at: http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3088460/
- 16. Legacy Foundation. (2010 April) The environmental impact of tobacco. Accessed online at: http://www.no-smoke.org/pdf/Environmental Impact of Tobacco.pdf
- 17. Public Health Seattle & King County. *Creating a Tobacco-Free campus: A Policy Guide.* (2012). Accessed online at: http://tobaccofreecampus.org/sites/default/files/resources/Sea-King CollegesToolkit 112912.pdf
- 18. California Youth Action Network (CYAN) "College Advocacy Guide: Campaign Organizing on Campus."
- 19. Berman, M, et al. (2013) Estimating the Cost of a smoking employee. Tobacco Control. Access online at: http://ucanr.edu/sites/tobaccofree/files/175136.pdf

Special thanks to the California Youth Action Network (CYAN) and the Public Health – Seattle & King County, who created great resources for advocates on this issue.

