



IMPACT REPORT

2022

collegiaterecovery.org



Mission & Vision

Our mission is to champion, develop, and sustain excellence in collegiate recovery. Our vision is a collegiate culture that embraces recovery.

Purpose Statement: With recovering students at the heart of what we do, ARHE fosters the growth of collegiate recovery through the provision of institutional standards, support, and professional development.

ARHE Responsibilities

- Support and advocate for the continued growth, expansion and accessibility of collegiate recovery.
- Act as the accrediting body for collegiate recovery.
- Provide professional community and development opportunities for collegiate recovery leadership and staff.



Letter from the Executive Director



Dear ARHE Members,

We are excited to update you on the progress of our work in 2022. The last couple of years have been a time of major transition for ARHE and I am excited about the achievements we experienced as well as the projects we are continuing to work on throughout 2023.

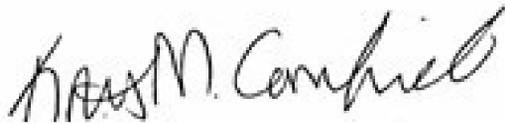
Achievements and Updates from 2022:

- I am grateful to the Board of Directors for naming me full-time Executive Director during our Annual Conference in Richmond, VA in June 2022. I hope I can continue to serve and grow this organization for many years to come.
- We were also able to hire Caroline Beidler as the new Membership & Outreach Manager in October 2022, filling out our current full-time positions at ARHE.
- Since she began, Caroline has created a Membership Growth Strategy for 2022-2023, established a strategic communications plan, and worked to enhance the value of ARHE membership through professional development and networking opportunities.
- We continued work on advancing our goal toward Accreditation, which is part of our Strategic Plan and has been a focus of ARHE for several years. The committee has worked hard to develop a plan toward Accreditation and our current plan is to soft launch and test the tool and handbook developed by this committee sometime in the Fall of 2023.
- I am so proud of the work that we have been doing to create intentional spaces for conversation surrounding the Standards & Recommendations from ARHE. We hosted open discussion forums in November and December of 2022 and we were able to develop a proposal for updates to the Standards & Recommendations based on these discussions as well as the open sessions held at the 2022 Annual Conference. This report includes the revised Standards & Recommendations approved by the ARHE Board of Directors by majority vote in April 2023.
- We have continued our work with the Independence Blue Cross Foundation in Southeastern Pennsylvania, and as of the publishing of this report, this grant program has helped to start 14 new collegiate recovery programs with an estimated 4 new institutions applying for funding in April 2023. Our goal is to have at least 20 institutions involved in this grant program by the end of 2023. We are also in the process of an outcomes study being overseen by Dr. Jason Whitney at Penn State. This study will culminate in a report to demonstrate the successes and growth areas of this project with plans to replicate the model of technical assistance.
- Advocacy has played a major role in our work in 2022. With the publication of The President's National Drug Control Strategy in early 2022, ARHE has spent numerous hours advocating for the support and growth of collegiate recovery across the US. We have also been working on developing deeper relationships in Canada and the UK in order to support the amazing work being done by collegiate recovery staff in those countries to grow programs there. I am committed to continuing this advocacy work so we can work to increase access to collegiate recovery programs.

- The ARHE Board and Staff have been working to develop policies and procedures in order to increase internal structure and accountability within the organization itself. In 2022 we developed hiring policies and procedures, began work on an official Employee Handbook (with a goal to complete this in 2023), drafted confidentiality policies, and began reviewing older policies such as our Financial Policy.
- In late 2022, the ARHE Board of Directors voted to approve ARHE's Ethical Considerations for collegiate recovery staff as part of our strategic goals. You can find this document published as part of this report and it will be available on ARHE's website. This document was the culmination of many hours of work by dedicated collegiate recovery professionals. It was written by collegiate recovery professionals for collegiate recovery professionals.

If you have any questions or feedback, please never hesitate to reach out to me at kristina.canfield@collegiaterecovery.org.

Sincerely,



Kristina M. Canfield, M.Ed.
Executive Director

National Recovery Summit at The White House September 2022



ARHE's Ethical Considerations

The Association of Recovery in Higher Education (ARHE) is an organization whose members strive to champion, develop, and sustain excellence and inclusion within collegiate recovery. These efforts are supported by principles of equity, integrity, and responsibility. Collegiate recovery staff have a duty to ensure that a collegiate recovery community can form, can be sustained, and can be a healthy and supportive environment for the students involved. Endorsed by the ARHE Board Members and the ARHE Advisory Council, these ethical considerations are an agreed upon set of guidelines for ARHE Professional Affiliate Members. We hope that our members and all staff working within collegiate recovery programs will use these guidelines in their decision making as they continue their work.

As a growing field, we recognize that, like many fields before us, it is time to assemble and construct ethical considerations as our unique occupational identity grows. These ethics are not a set of standards for any program, but designed instead for staff serving each collegiate recovery program. Collegiate recovery programs (CRPs) are also not purely peer support programs or registered student organizations in a higher education institution. It is also important to note that staff and student makeup of these programs varies across institutions. Dedicated staff will provide the environment necessary to sustain and advocate for a CRP. In light of these differences, these guidelines strive to support developmental considerations and recovery processes that warrant guidance and scaffolding to ensure appropriate resources are given to each student and the community as needed support from CRP staff.

CRPs have experienced unprecedented growth across the country as people in recovery are increasingly recognized as a vital, but underserved population. Looking at the ethical considerations established by Recovery Community Organizations and recovery support services can inform the creation of a set of ethical considerations for CRP staff. The purpose of this document represents an initial effort to create ethical considerations specific to the unique needs of CRP staff.

An Ethical Instruction Manual: How To Use This Document

The principal purpose of this document is to prioritize the physical and emotional well being of students that utilize collegiate recovery programs associated with ARHE. It will do this by increasing the ability of staff to make ethical decisions that align with the values of our organization. The definition of staff used in this document includes clinical, non-clinical, and interns involved in coordinating and executing the functions of a collegiate recovery program. We recognize that some collegiate recovery staff may be bound to other ethical guidelines. In the circumstance that a staff member is bound by multiple ethical codes, the staff member should follow the most restrictive ethical considerations. Self-regulation is the preferred means of maintaining ethical considerations. If behavior contrary to the ethical considerations is observed in a colleague, there are options in the appendix B for further guidance in resolving conflict. We also understand that decisions around ethics are not always simple or direct. For that purpose, decision making model information is included in the appendix as well as guidance from other ARHE members. This code of ethics does not outline or govern the programming expectations of a collegiate recovery program. Collegiate recovery program recommendations can be found through the ARHE website.

Collegiate Recovery Ethical Principles

1. Non-Maleficance and Beneficence

As ARHE Members, Collegiate Recovery Staff will:

a) Focus their efforts on the development of the student. Staff are ethically responsible for establishing their personal wellness support outside of their collegiate recovery program. While there may be some personal benefit from doing this work, staff should be committed to doing their own work apart from the recovery program.

b) Prioritize the well-being and the best interest of the student(s) with whom they are working when there is an ethical dilemma. When multiple students may have conflicting interests, the staff should seek consultation to remain as impartial as possible.

c) Recognize the inherent power differential in their relationship with students in their care and make every effort to avoid exploitation or abuse in any fashion.

d) Be aware that their choices have an impact on those with whom they work. There is potential for inadvertent harm,

especially to those from underrepresented populations. Utilize professional consultation or supervision to maintain awareness of perceived or potential injury. Ethical consultation can be obtained by visiting the website www.collegiaterecovery.org/services

e) Be mindful to not enter into a physical/ romantic relationship with current and/or former students involved in their collegiate recovery program. Seek professional supervision to process any feelings of attraction to make sure they are not hindering work with students.

f) Advocate for the highest standards of their field and seek to serve the greater good of the collegiate recovery field.

g) Monitor personal and professional functioning and effectiveness. Providers shall continuously monitor themselves for signs of physical, psychological, social, and emotional impairment and seek professional assistance when necessary.

2. Autonomy

As ARHE Members, Collegiate Recovery Staff will:

a) Respect the right of self-determination for all people, and empower each individual and group they work with to make choices for themselves.

b) Recognize the ability of individuals to define recovery for themselves. Recovery pathways and recovery definitions vary. Practical expectations for the CRP community may be set in order to provide a safe, stable, and recovery-supportive

environment for all who participate, however they do not dictate individual choices. Staff will help students explore which pathway is best for them without personal bias.

c) Remain aware of the needs of the campus community and create a CRP based on those needs. In the recognition that campuses vary in many ways, CRPs will also vary based on need.

Collegiate Recovery Ethical Principles

3. Competence

As ARHE Members, Collegiate Recovery Staff will:

a) Maintain relevant continuing education to inform best practices in this evolving field. Continuing education can include ethics workshops, cultural humility/competency training, motivational interviewing, or other relevant work that enhances your professional work.

b) Have training and education to support the development and sustainability of their program. While lived experience can be a helpful framework for providing support to students participating in CRPs, it is recommended that they also have

some understanding of Human Development, Counseling Theory, and/or Higher Education experience. They must have an understanding of substance use disorders and recovery that supplements life experience.

c) Operate within their scope of competence and recognize their limitations and provide appropriate referrals when needed. This may become increasingly necessary in CRPs that welcome students who have behavioral addictions other than substance use disorders.

4. Honesty and Integrity

As ARHE Members, Collegiate Recovery Staff will:

a) Develop policies and procedures to guide the operations of their programs based on the size and need of their program. Policies and procedures should be made available to everyone involved in a CRP community for the purpose of transparency.

b) Be honest in their interactions with students. If it is thought that doing so would cause more harm, consultation should be sought.

c) Model appropriate relationship boundaries for students. Be mindful of relationships with students outside of the CRP as much as possible. This also enables CRP staff to remain neutral and supportive when outside conflicts occur. Certain settings and sizes of CRPs (rural, community/small college, etc.) may find this challenging. Sponsoring a student from your CRP in a mutual aid meeting would be an ethical violation.

d) Be mindful of participation in actions that could jeopardize relationships or exploit students. For example, purchasing gifts for students or accepting gifts from students may have a negative impact.

e) If social media is a part of the CRP, it is a suggested practice that a professional account for the CRP is established that would engage with students to maintain ethical boundaries. Be mindful to avoid engaging with students from staff personal social media accounts.

f) Establish their own system of healthy and professional boundaries, in consultation with their supervisors to ensure the sanctity of the relationship between CRP staff and students.

g) Be honest in fundraising and spending, and maintain an awareness of and disclose potential conflicts of interest.

h) Maintain integrity and inclusivity in any data collection/evaluation process and reporting.

i) Uphold all CRP related ethical responsibilities with their own institution's policies, as well as any applicable licensing boards and/or professional organizations to which they may belong.

Collegiate Recovery Ethical Principles

5. Justice and Equity

As ARHE Members, Collegiate Recovery Staff will:

a) Work toward eliminating barriers (financial, racial, cultural, etc.) so that all students can access and benefit from collegiate recovery programs. It is recommended that CRPs partner with other cultural and community organizations on and off-campus to reduce barriers that exist within recovery communities.

b) Operate from a student-centered philosophy so that students have a voice in governance, leadership, and activities.

c) Recognize the worth, dignity, potential and uniqueness of every person within their social and cultural contexts.

d) Advocate for accommodations so all students can be fully included in meetings, activities, or outings. This includes communication, physical, emotional, or cultural accommodations (e.g. language barriers, ADA, sign-language, etc.).

6. Fidelity and Responsibility

As ARHE Members, Collegiate Recovery Staff will:

a) Take responsibility for their own actions and hold themselves and their colleagues accountable for maintaining ethical conduct.

b) Balance the interests of their students, employer, ARHE and legal entities. Follow all legal responsibilities. When these conflict, seek supervision.

c) Maintain confidentiality of student identities when required and/or appropriate.

Follow all confidentiality laws that apply to them (i.e. FERPA, HIPAA, 42 CFR Part 2).

d) Maintain sensitivity to the privacy rights and confidentiality of their students' names and identifying information. Even if confidentiality is not required legally, CRP staff should always use discretion when discussing individuals due to the nature of the population they work with. Student privacy should be prioritized at all times. This includes any photos or social media posts.

Collegiate Recovery Ethical Principles

Appendix A: Ethical Decision Making Models

Many ethical decision making models exist. They range in type from Rational, Virtue Ethics, Social Constructivism, Collaborative, and Integrative. When faced with an ethical dilemma, we encourage you to utilize a framework that will guide your decision making process and we encourage you to seek consultation throughout the process. At times, ethical dilemmas may occur due to cultural differences. We encourage you to view differences utilizing an intercultural perspective and taking various racial identities, ethnicities, gender identities, orientations and faith backgrounds into perspective. We all have biases and blind spots and this is an opportunity to grow professionally.

We do not want to limit you to one decision making model. Seeking a framework around the different types of models will assist you in your decision making progress. For your consideration, we have included the basic outline below. All ethical decision making models seem to include these 4 steps. More detailed models are available for reference.

Awareness

Awareness that an ethical dilemma exists and outlining the specifics of the dilemma. Increase awareness of personal biases and worldviews that may be in opposition to the ethical considerations. Identify involvement of legal repercussions that may be present.

Grounding

When faced with an ethical concern, look to the ethical considerations, legal standards, and institutional policies for guidance.

Support

Seek consultation from external resources. This can include professional colleagues, supervisors, and/or professional organizations that you are a member of. This may include legal counsel at times.

Implementation

Identify possible solutions to the ethical concern and evaluate repercussions (positive and negative) of all pathways. Select pathway based on information generated and document decision making progress as appropriate.

Appendix B: Suggestions for Resolving Conflict

Initiate a private conversation

Unethical conduct often is due to a lack of awareness or understanding of ethical considerations as described in the preceding document.

A private conversation with the individual being inappropriate is an important initial line of action because of this. This conference, if pursued in a spirit of collegiality and sincerity, often may resolve the ethical concern and promote future ethical conduct.

Pursue institutional resources

If a private conversation occurs and this does not resolve the problem, institutional resources may be pursued. It is recommended individuals work with mentors, supervisors, faculty, colleagues, or peers to research campus based resources.

A Very Special Thanks

This document was the culmination of many hours of work by dedicated collegiate recovery professionals. It was later reviewed and vetted by the ARHE Board of Directors and Advisory Council.

The field owes an enormous amount of gratitude to:

Angie Bryan

Jessica Estok

Joshua Redding

Lilly Ettinger

for their years of dedication to the development and publication of this document.

Another special thanks goes to Sierra Castedo de Martell for her early work on the project as well.

ARHE Standards & Recommendations

Revised April 2023

In 2020, ARHE released a statement committing to the following:

ARHE will be an active participant in a recovery movement that speaks up, educates, and, most importantly, listens and questions injustice. We must recognize the racism that is deeply embedded in the American soul and continues to embed itself within every area of society: not just with policing and the justice systems, but throughout government, in our institutions, and within our Collegiate Recovery Programs. We must see that racism is inextricably tied to stigma, unprecedented rates of incarceration and overdose, and inequitable access to healthcare that dehumanize people who use substances. We also recognize that the larger recovery community often reinforces and fails to stand against those inequities

One of the actionable items from this statement included the following:

We will add a standard to our Standards and Recommendations focused on Equity and Justice.

In 2022 we updated our membership that we were in the process of revising the Standards and Recommendations through an equity and justice lens. The addition of a new Standard and Recommendation focused on Equity and Justice was discussed, especially as we continue to work on the development of accreditation standards for CRPs. Ultimately, it was decided that simply adding a new Standard and Recommendation for the sake of adding one would not be in line with the work we are committed to doing. We then also committed to a goal to take a look at ALL of the current Standards and Recommendations through an Equity and Justice lens to ensure that the next iteration of those Standards and Recommendations center Equity, Justice, & Inclusion throughout.

While there is still work to be done, we are proud to release a revision to the ARHE Standards & Recommendations based on the important work that has been done since the last Impact Report.

In June 2022, the Collegiate Recovery Town Hall at the Annual Conference was structured in order to allow space for conversations regarding the current ARHE Standards & Recommendations. Discussions around the abstinence-based standard in the collegiate recovery space have been prevalent for several years, especially as the field has grown and programs have developed in efforts to best serve their unique student populations. In an effort to gather input, participants at that Town Hall were asked to discuss the varying definitions of recovery, what a revision to the current abstinence-based standard could look like, and what a new standard addressing diversity, equity, and inclusion could address. Participants were divided into multiple small groups and instructed to utilize a Restorative Justice approach to the conversation by allowing each person to have time to speak and to be heard. Each group was also instructed to take notes that were turned in to the Executive Director in order to synthesize the information from each group.

After review of those materials, the Executive Director drafted a proposed update to the current standard as well as a proposed new standard addressing diversity, equity, justice, and inclusion. The ARHE Membership was invited to participate in five scheduled open forums in order to review and discuss the proposed updates to the Standards & Recommendations. Information about the forums was disseminated via the ARHE listserv multiple times in order to make all interested members aware of the opportunity for input. A confidential form was also disseminated to the listserv in order to allow those who were not able to attend a scheduled forum to also offer input and feedback. After the forums were complete, a straw poll that included the proposed updates was sent to the ARHE listserv in order to gather additional feedback and to gauge how the membership felt about potential updates. The Executive Director presented a proposal to update the Standards & Recommendations to the ARHE Board of Directors in late December 2022 and discussions around this proposal began at the Board meeting in early 2023. The revised Standards & Recommendations were passed by vote of the Board of Directors in April 2023 and represent the culmination of the work described above.

ARHE Standards & Recommendations

Revised April 2023

CRPs embrace that recovery from substance use disorder is an individualized, intentional, dynamic, and relational process involving sustained efforts to improve wellness.*

Collegiate Recovery Programs support recovering students within a socio-ecological system along a continuum of care. They are as varied and unique as the institutions they represent. ARHE recognizes that recovery exists along a continuum and the needs of each community will vary based on institutional culture and access to resources. It is vital for each CRP to assess the needs of its peer-based community and to create strategic programming and support to meet the needs of students.

Students in or seeking abstinence-based recovery are particularly vulnerable and their needs should be addressed by the CRP. The definition provided here also creates space for each CRP to respond to the specific needs of its recovery community. There are many pathways to recovery and ARHE recognizes that the broader recovery field and the field of collegiate recovery exist in an evolving landscape. As new research and program models continue to emerge, ARHE strongly encourages each institution to assess the needs of its recovering students and to design a CRP that directly addresses those needs.

*Robert D. Ashford, Austin Brown, Tiffany Brown, Jason Callis, H. Harrington Cleveland, Emily Eisenhart, Hillary Groover, Nicholas Hayes, Teresa Johnston, Thomas Kimball, Brigitte Manteuffel, Jessica McDaniel, Lindsay Montgomery, Shane Phillips, Michael Polacek, Matt Statman & Jason Whitney (2019) Defining and operationalizing the phenomena of recovery: a working definition from the recovery science research collaborative, *Addiction Research & Theory*, 27:3, 179-188, DOI: [10.1080/16066359.2018.1515352](https://doi.org/10.1080/16066359.2018.1515352)

CRPs have dedicated physical space for students in recovery to gather and support one another.

Dedicated space is vital to the mission of supporting students in recovery. Students need safe spaces to gather, meet, support each other and find respite from the dominant narrative around drinking and drug use found on college campuses. Dedicated space communicates pride and belief in the value of the recovery identity. Most underserved identities on college campuses have such spaces and accommodations and ARHE embraces the community building power of dedicated space for students in recovery.

CRPs have within them a collegiate recovery community (CRC) with students who offer each other peer support.

It is essential for CRPs to have a community of students to provide peer support to one another. Peer support provides a sense of belonging, community, fun, accountability, and leadership opportunities while pursuing higher education.

CRPs provide a variety of recovery support programmatic elements to assist students in maintaining and protecting their recovery.

In general, programmatic elements must account for a full range of recovery stages and pathways (e.g., 12-Step; Medication Assisted Recovery; Faith Based approaches, etc.). Stages range from early recovery (i.e., requiring greater levels of structure and support) to sustained recovery (i.e., allowing greater autonomy, but still able to benefit from CRP resources and supports). ARHE offers the following points in developing these programmatic elements.

CRPs provide a variety of recovery support services to assist students in maintaining and protecting their recovery. Such services may include but are not limited to:

- Seminars related to recovery or relapse prevention.
- Skills training (e.g., coping skills, time management, financial management).
- Easily accessible mutual aid meetings (on or off campus).
- Clinical and/or Case management for recovery support.
- Academic support (i.e., formal or informal advising).
- Team and community building activities.
- Admission assistance/support to navigate the admissions process and entry into the institution.
- Financial assistance (e.g., scholarships).
- Recovery-based housing support.

Policies:

- CRPs maintain clearly understood requirements for continued student participation.
- CRPs include a pre-planned response for student return to use, including referral to treatment services as needed and a continuation of education as appropriate.
- CRPs recognize the prevalence of co-occurring disorders as well as behavioral addictions or problems (e.g., eating disorders, gambling, gaming, sex, self-harm). CRPs are encouraged to develop appropriate programming and referral resources for students who face these challenges.
- CRPs may offer recovery housing. Where possible, CRPs offer dedicated recovery housing on campus (different from substance free housing) or provide access to recovery-oriented housing options off-campus.

Program Development:

- CRPs may advertise their services across the campus (e.g., signage, web presence, and social media).
- CRPs may publicize the program to incoming students and parents (e.g., orientation/convocation for general student population and/or for incoming CRP students and their families).

Case Management:

- CRPs often assist non-participating students who reach out for support by facilitating referrals and offering support in the transition into recovery and where necessary, back into school.
- CRPs serve as a liaison by providing referral services to other campus resources as needed (e.g., career services, counseling services, disability services, identity-based services, academic support services, financial aid services).
- CRPs serve as liaison by providing referral services to off campus resources (e.g., individual therapy, medication management, family therapy, and recovery community organizations).

CRPs have paid, qualified, trained, ethical, and dedicated professionals who support students in recovery.

The primary mission of professionals in the collegiate recovery field is to support students who are in recovery in higher education settings. This mission is best accomplished by having at least one paid qualified, trained and dedicated professional employed by the college/university who can assess the needs of the community and each individual student to ensure appropriate levels of structure and support are provided. Such staff may come from a broad range of educational backgrounds and experience. Staff oversight and guidance helps maintain the health of the community as a whole and promotes recovery and the holistic development of each student. As a CRP grows to include more students, appropriate staff to student ratios should be considered.

CRPs are non-profit entities.

A non-profit organization status promotes the ability to keep the mission and structure above the personal interests of individuals and other for-profit motives. Thus, students should not be charged for standard supports (e.g., recovery coaching, not-for credit seminars, use of recovery space). Students may be charged for additional supports (e.g., trips, on-campus housing, study abroad, and for-credit course work) at usual university rates. When students are charged for these additional supports and activities, every effort should be made to ensure access for all students regardless of financial status.

CRPs are housed within Institutions of Higher Education that confer degrees (e.g., associates, bachelors, masters, and/or doctorate degrees).

Both students who are in recovery and the campus culture benefit the most when academic institutions take ownership of recovery supports on their campuses. Therefore, CRPs should be institutionalized within the structure of the college or university and should not be provided by an outside entity.

CRPs often identify and collaborate with on and off campus partners and stakeholders.

CRPs may collaborate with stakeholders to assist with financial development, referral sources, additional programmatic and student support services, recruitment, outreach and education opportunities.

CRPs may partner with campus entities that support alcohol and other drugs (AOD) prevention efforts and recovery (e.g., student health infrastructures, naloxone distribution and training with first responders and residential life). Strengthening these partnerships may also assist in increasing supports to students with needs along the substance use continuum (e.g. those who may benefit from a harm reduction or moderation approach).

CRPs may engage in outreach to the larger student body to create awareness of substance use, misuse, and addiction in order to educate and promote recovery.

CRPs actively cultivate an environment of belonging which honors the whole student.

Collegiate Recovery Programs support students in recovery – this is the foundation and core of the work. Honoring full student identity and experiences is essential in all program development, programming, and student support.

This work requires staff (particularly staff with mostly dominant identities) to invest in education and training that explores and unpacks power, privilege and dominance; that programs develop collaborative relationships with other entities on and off campus that support marginalized identities (race, ethnicity, gender, gender identity, sexual orientation, ability status, justice-involvement, veteran status, religious status, undocumented, etc.).

1. Staff - Acknowledge and understand the social, cultural, political, and economic disparities that influence the wellbeing of students. Collegiate recovery program staff engage in regular training specific to dismantling systems of oppression, and self-work to identify socialization, messages and bias that influence/reinforce systems of oppression.
2. Space - Collegiate recovery programs create space (both physical and virtual) that invites and reflects engagement from identities across all spectrums: race, ethnicity, gender, gender identity, sexual orientation, ability status, justice-involvement, veteran status, religious status, undocumented, etc.
3. Programming - Collegiate recovery programs provide programming (academic, social, spiritual, etc.) that considers and invites students from all identities across all spectrums of race, ethnicity, gender, gender identity, sexual orientation, ability status, justice-involvement, veteran status, religious status, undocumented, etc.
4. Relationships - Collegiate recovery programs develop relationships and collaborations with other identity support centers on and off campus to pave paths for students as well as infuse CRP with additional support systems.

CORE VALUES



In support of our mission and responsibilities, the ARHE will model the following values:

Integrity: As individuals and as an Association, we are honest, trustworthy, transparent and responsible. We adhere to the highest professional standards, and we advance the values and ethical obligations associated with our work with students.

Inclusion: As individuals and as an Association, we value diversity and the worth of all people, respecting individual differences that bring richness to the students and constituents we serve.

Student-Centered: As individuals and as an Association, we recognize our role in supporting student success and strive to act in the best interests of the students we serve in all decisions.

Service Excellence: As individuals and as an Association, we utilize our knowledge and skills to improve our programs, services, facilities and activities in ways that demonstrate our commitment to student success.



Goals

Goal 1: Growth and Expansion of Collegiate Recovery Objectives:

- Advocate for the creation of new collegiate recovery programs.
- Cultivate material and intellectual assets to facilitate start-ups.
- Create a resource toolkit to provide to start up programs.
- Provide educational and development opportunities for all stakeholders.

Goal 2: Develop Accreditation Standards and Process Objectives:

- Establish universal accreditation standards for CRP's.
- Develop and outline the model of accreditation.
- Establish the process by which ARHE evaluates and determines accreditation requirements are met.

Goal 3: Development of Professional Collegiate Recovery Workforce Objectives:

- Establish roles and competencies pertinent to collegiate recovery work.
- Provide continuing education opportunities based on established competencies.
- Provide opportunities for collaboration and the sharing of best practices.

Goal 4: Assemble and Disseminate Best Practices and Relevant Recovery Research Objectives:

- Publish ARHE best practice recommendations.
- Collaborate with key stakeholders regarding advancing, housing and disseminating recovery research.

Goal 5: Develop funding sources and policies that create organizational sustainability Objectives:

- Develop sustainable and diverse revenue streams from ethical sources that support the guiding principles of our membership.
- Improve financial systems and develop policies that support sustainability.
- Improve operational systems and develop procedures and policy manual.
- Mitigate organizational challenges through the recruitment of board members, amendment of by-laws, and addressing liabilities.

Goal 6: Coordinate Membership and Stakeholder Engagement and Outreach Objectives:

- Create a consistent brand and communications platform.
- Regularly collect membership feedback, solicit input and needs.
- Expand membership participation through unique and engaging programs and services.
- Ensure the conference contains relevant, timely and dynamic learning opportunities.

Board of Directors

Senior Co-Chair: Jarmichael Harris

Junior Co-Chair: Ahmed Hosni

Secretary: Waltrina Defrantz-Dufor/Dominique "CJ" Clemmons-James

Treasurer: Alexander Ronzino

Members at Large: Jessica Boynton

Regional Rep, Northeast: Lindsay Garcia

Regional Rep, Mid-Atlantic: Jillian Grant

Regional Rep, Southeast: Annette Newton-Baldwin

Regional Rep, Midwest: Jonathan Lofgren

Regional Rep, Southwest: Valerie Barela

Regional Rep, Mountain: Jessica Medovich

Regional Rep, Pacific: Jorge Bru

Board Member Spotlight

Ahmed Hosni Co-Chair



Ahmed Hosni is the Assistant Director of the Student Life Student Wellness Center at The Ohio State University and Director of Recovery at the Higher Education Center for Alcohol and Drug Misuse Prevention and Recovery. As a person in long-term recovery since 2007, he knows firsthand the destructive nature of addiction and the restorative power of recovery. His passion is creating programs and pathways that serve people in or seeking recovery, people with problematic substance use behaviors, and their families. He has spent the last 12 years advocating for the implementation of equitable and just frameworks that allow all people access to the necessary resources to garner sustainable and enriching long-term recovery. Ahmed received a B.S. in Community, Family, and Addiction Sciences from Texas Tech University where he was a member of the Collegiate Recovery Program and president of the Association of Students About Service and received his MSW from The Ohio State University. Ahmed is grateful for the opportunity to serve as a board member of the Association of Recovery Schools and as a past board member for the Association of Recovery in Higher Education.

2022 Advisory Council

Co-Chair: Kristine De Jesus

Co-Chair: Jessica Estok

Secretary: Bret Frazier

Southwest Delegate: Lilly Ettinger

Southeast Delegate: Allison Smith

Mid-Atlantic Delegate: Vacant

Midwest Delegate: Mackenzie Hogan

Pacific Delegate: Stephanie Lake

Mountain Delegate: Rob Shearon

Canadian Delegate: Sara Fudjack

UK Delegate: Dot Smith

Members At Large:

Anna L. Treviño

Fidencio Mercado

Sazha Ramos

Angie Bryan

Susie Mullens

Willie Thompson

Students:

John Alao

Advisory Council Spotlight

Anna Trevino



Pronouns: she/her/hers

Title: Assistant Director of the Center for Collegiate Recovery Communities

Institution: Texas Tech University

Anna L. Treviño is the Assistant Director of Texas Tech's Center for Collegiate Recovery Communities (CCRC) since April 2015. She is also an alumni of the program. She received her Master's degree in Clinical Mental Health Counseling from Texas Tech University in Dec. 2014. She is a woman in long-term recovery and has been a strong pillar in the Lubbock recovery community for over fifteen years. Anna also has a private practice as a Licensed Professional Counselor Licensed Chemical Dependency Counselor specializing in addiction/recovery, Cognitive Behavioral Therapy and Solution Focused Therapy. Anna also has a child named, Zachary who is the love of her life.

2022 Interns & Fellows

Mack Park



Maysa Mohmoud



Caleb Knight



Sonali Kuber



2022 Events & Highlights

Grants

In 2020, the Independence Blue Cross Foundation and the Association of Recovery in Higher Education (ARHE) partnered to expand CRPs in Southeast Pennsylvania. Part of this partnership led to a new best practices guide, *Getting Started: What You Need to Know About Building a Collegiate Recovery Program*. The guide is intended to help higher education professionals to get started on the planning process for building a CRP. The first cohort of schools received their grant monies in 2021 and these schools are now receiving their third round of funding. By the end of 2022, ARHE was providing technical assistance to 14 institutions in Southeastern Pennsylvania with a goal to have at least 20 schools in the grant program by the end of 2023. Each institution may apply for up to \$50,000 in grant monies for the first round of funding in order to develop or grow a CRP on their campus.

Professional Development Projects

The addition of Caroline Beidler to the ARHE team allowed us to expand our Professional Development offerings within the field including:

- Faces and Voices of Recovery's Advocacy 101: Understanding and Navigating Today's Legislative Landscape, Bold North's Recovery Coaching and Ethical Considerations, AWARE CARES Webinar Series, and CCAR's Recovery Coaching Academy for Young People with Meghann Perry
- Regularly scheduled weekly Tuesday Staff Chats, with an emphasis on student engagement strategies and special guest Dr. Kristine De Jesus in November to talk about offerings with Students Recover and equity in the collegiate recovery space
- ARHE offerings with TPN Health: The Importance of Cultural Elements in Building Recovery Communities with Angelo Lagares in Nov 2022

ARHE recommitted to our partnership with TPN Health in order to offer more and consistent CE opportunities for ARHE Members.

Annual Conference

ARHE hosted the 13th annual collegiate recovery conference in conjunction with the Association of Recovery Schools and the Association of Alternative Peer Groups. Delivered in a hybrid format for the first time ever, the conference attracted nearly 600 attendees from the US, the UK, and Canada including 35 US states, and 4 Canadian Provinces. 75+ Sessions were delivered via in-person and Zoom over the course of three days. This was the first time since 2019 that the conference held an in-person component!

2022 Events & Highlights

Blogs

January:

Perspective: Justice & Equity During Uncertain Times
 Leading Collegiate Recovery, and Their Families:
 Insight from Moms in CRCs

February:

Pathways and Benefits to ARHE Membership

March:

ARHE Board of Directors Nominations

April:

Collegiate Recovery Advocacy Panel Webinar
 Creative Recovery Spotlight

May:

ARHE Conference 2022: A Richmond Activity Guide

June:

Susan Packard Talks Recovery, Writing, and "The
 Little Book of College Sobriety"
 ARHE Announces Kristina Canfield as Newly
 Appointed Executive Director
 2022 Annual Conference Day 1 & 2 Recap

October:

ARHE Welcomes Caroline Beidler as the
 Membership & Outreach Manager
 How to Prioritize Student & Staff Mental Health

December:

Recognition of California's AB 1887 Travel
 Prohibition



2022 Events & Highlights

Webinars

Practical Ways to Support Students with Co-Occurring Addiction & Trauma

Clinical vs. Non-Clinical Support in Collegiate Recovery

Peer Recovery Support in Collegiate Recovery

AWARE Care Webinar Series

Faces and Voices of Recovery's Advocacy 101: Understanding and Navigating Today's Legislative Landscape

Bold North's Recovery Coaching and Ethical Considerations

CCAR's Recovery Coaching Academy for Young People

Equity and Justice Series Webinars

The Importance of Cultural Elements in Building Recovery Communities

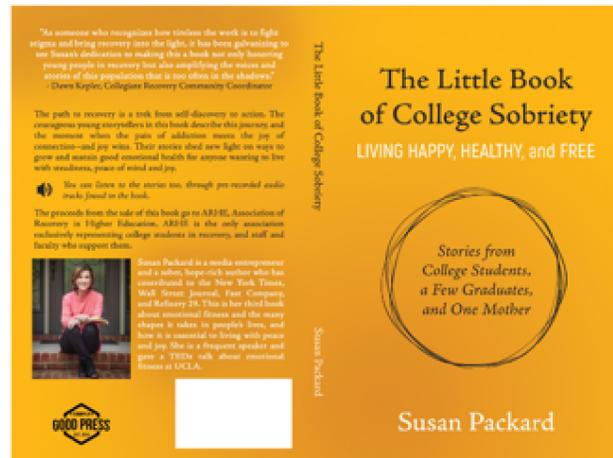
Equity in the Collegiate Recovery Space

National Collegiate Recovery Forum with the Independence Blue Cross Foundation September 2022



The Little Book of College Sobriety

The Little Book of College Sobriety



The path to recovery is a trek from self-discovery to action. The courageous young storytellers in this book describe this journey, and the moment when the pain of addiction meets the joy of connection--and joy wins. Their stories shed new light on ways to grow and sustain good emotional health for anyone wanting to live with steadiness, peace of mind and joy.

You can listen to the stories too, through pre-recorded audio tracks found in the book.

The proceeds from the sale of this book go to ARHE, Association of Recovery in Higher Education.



About the Author

Susan Packard is a media entrepreneur and a sober, hope-rich author who has contributed to the New York Times, Wall Street Journal, Fast Company, and Refinery 29. This is her third book about emotional fitness and the many shapes it takes in people's lives, and how it is essential to living with peace and joy. She is a frequent speaker and gave a TEDx talk about emotional fitness at UCLA.

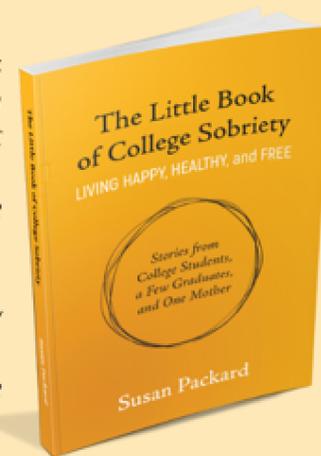
Your Trek to Recovery:

As I listened to each of the storytellers, a shape came together for this book. Their words show the trek that we all take as we journey from actively using into recovery. The stories here, including my own, lay out three parts to our recovery trek:

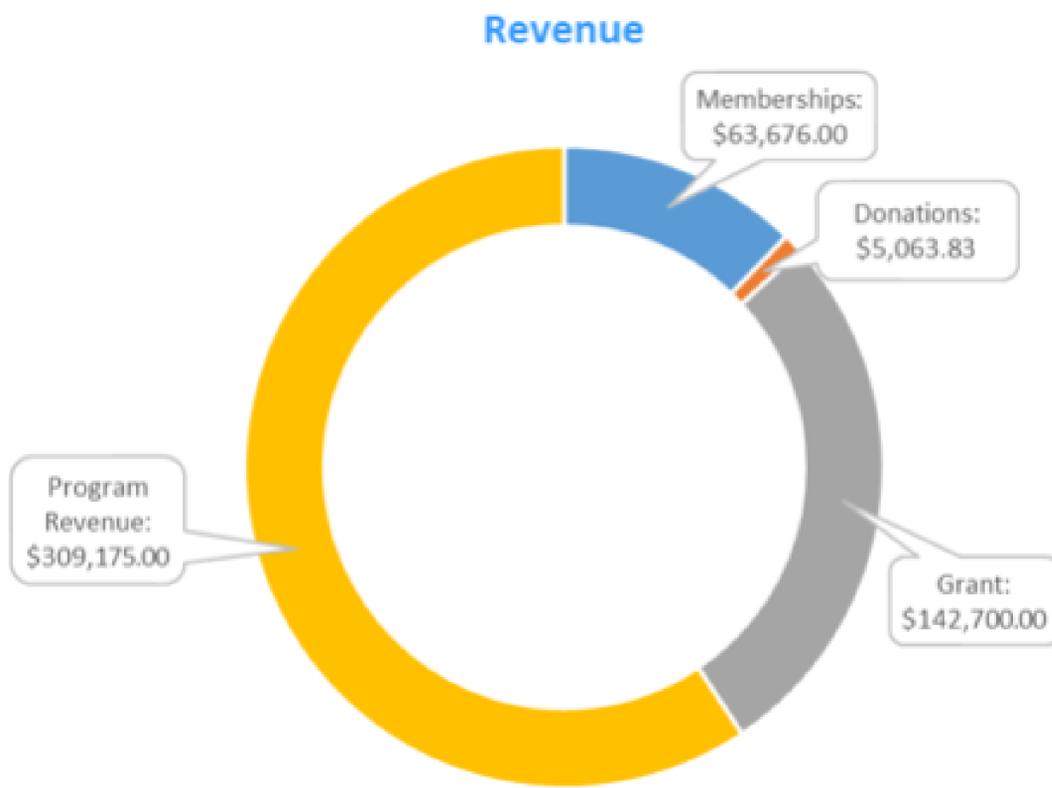
First, recognizing how we're made, and how our growing-up years have formed us.

Second, offering tools to gain and grow your sobriety - like sober friends, honesty, openness to spirituality, and starting and ending each day believing in yourself.

Third, living your recovery as you stride out into the world, so that you're ready to embrace life, fully alert to its gifts—waiting just for you.



Our Financials



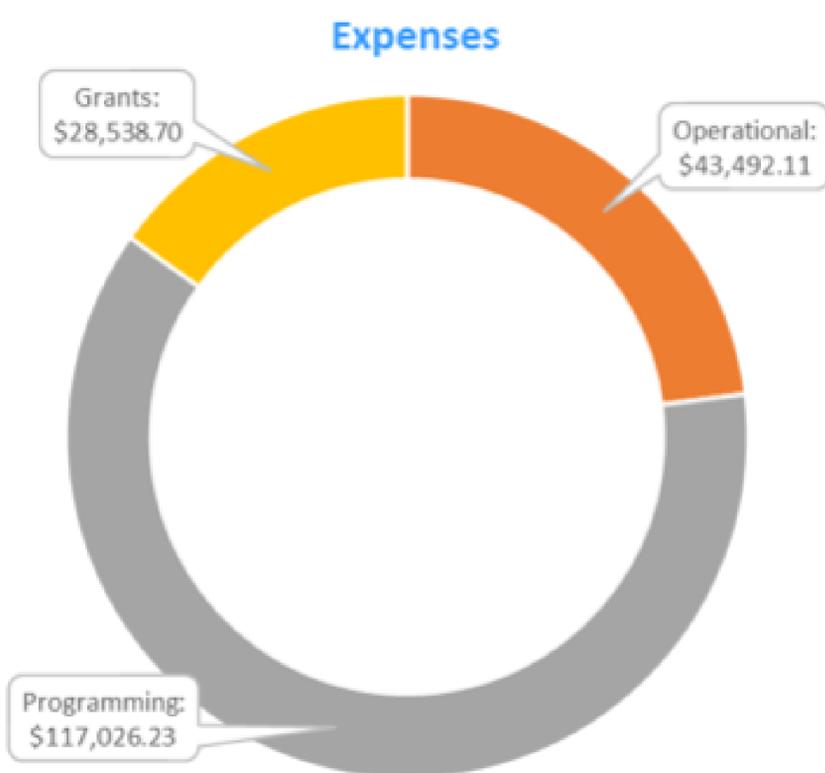
Revenue

Membership:
\$63,670.00

Donations:
\$5,063.83

Grants:
\$142,700.00

Programming:
\$309,175.00



Expenses

Operational:
\$43,492.11

Programming:
\$117,026.23

Grants:
\$28,538.70

Building Collegiate Recovery

Membership Numbers



Year	Accumulated Memberships	New Member joined
2012	3	
2013	52	49
2014	97	62
2015	112	54
2016	162	77
2017	251	135
2018	276	95
2019	298	117
2020	266	64
2021	287	96
2022	295	81

It is important to note that since the hiring of Caroline, Membership increased by 10% between October and December 2022. Since her onboarding, Caroline has developed a Strategic Membership Growth Plan that we began implementing immediately. We look forward to growth in 2023!

Institutional Members

Allen University
 Appalachian State University
 Arizona State University
 Baylor University
 Berkshire Community College
 Bingham University
 Boston College
 Boston University
 BridgeValley Community & Technical College
 Brown University
 Cabrini University
 California University of Pennsylvania
 Cape Cod Community College
 Central Michigan University
 Cheyney University of Pennsylvania
 Coastal Carolina University
 College of Charleston
 College of the Holy Cross
 Community College of Philadelphia
 Concord University
 DePaul University - HPW
 East Carolina University
 Eastern Washington University
 Elon University
 Emory University
 Fairfield University
 Fayetteville State University
 Ferris State University
 Florida Atlantic University
 Florida International University
 Georgia Institute of Technology
 Georgia Southern University
 Gonzaga University
 Green River College
 Hazelden Betty Ford Graduate School of
 Addiction Studies
 Holy Family University
 Illinois State University
 Indiana University - Bloomington
 Indiana University-Purdue University
 Indianapolis
 Iowa State University

Kennesaw State University
 Kent State University
 Longwood University
 Louisiana State University
 Loyola Marymount University
 Metropolitan State University
 Michigan State University
 Minneapolis Community and Technical College
 Mississippi State University
 Monmouth University
 Montclair State University
 Montgomery County Community College - Power
 Program
 North Carolina A&T State University
 North Carolina Central University
 North Carolina State University
 Northampton Community College
 Norwalk Community College
 Ocean County College
 Ohio University
 Oregon State University
 Penn State University
 Pratt Institute

Corporate & Non-Profit Members

Akua Behavioral Health	Louisiana Board of Regents
All Sober	Miami Recovery Project
PursueCare	Pavillon
Sober at Home, Inc.	Prevention Network
Stages of Recovery, Inc.	Safe Project
Jamie Daniels Foundation	

Institutional Members

Radford University
 Ramapo College of New Jersey
 Renton Technical College
 Rowan University
 Rutgers University - New Brunswick
 Rutgers University - Newark
 Saint Joseph's University
 Santa Clara University
 Skagit Valley College
 Southeastern Louisiana University
 Southern Methodist University
 Southern Oregon University
 Southwest Minnesota State University
 Stanford University
 Syracuse University
 Temple University
 Texas A&M University
 Texas Christian University
 Texas Tech University
 The College of New Jersey
 The Ohio State University
 The University of Alabama
 The University of Iowa
 The University of Texas at Austin
 The University of Texas at San Antonio
 The University of Texas Permian Basin
 Thomas Jefferson University
 Tompkins Cortland Community College
 Towson University
 Tufts University
 University at Albany at SUNY
 University of Akron
 University of Alabama at Birmingham
 University of Arkansas
 University of Birmingham
 University of California - Berkeley
 University of California at San Diego
 University of California at Santa Barbara
 University of Central Florida
 University of Colorado at Boulder
 University of Colorado at Denver
 University of Connecticut
 University of Delaware
 University of Denver - Health & Counseling Center
 University of Georgia
 University of Houston
 University of Mary Washington
 University of Michigan - Univ Hlth Srvc Wolverine
 Wellness
 University of Minnesota - ROC
 University of Mississippi
 University of Nebraska at Omaha
 University of Nevada at Reno
 University of New Mexico
 University of North Carolina at Charlotte
 University of North Carolina at Greensboro
 University of North Carolina at Wilmington
 University of North Texas
 University of North Texas at Dallas
 University of Oregon
 University of Richmond
 University of South Carolina
 University of Southern Maine
 University of Tampa
 University of Tennessee - Knoxville
 University of Tennessee at Chattanooga
 University of Texas at El Paso
 University of Texas Rio Grande Valley
 University of the Science
 University of Utah - College of Social Work
 University of Vermont
 University of Virginia
 University of Windsor
 University of Wisconsin at Madison
 Ursinus College
 Vanderbilt University
 Villanova University
 Virginia Commonwealth University Wellness
 Resource Center
 Virginia Tech
 Washington and Lee University
 Washington County Community College
 Washington State University
 West Virginia State University
 West Virginia University
 Wytheville Community College



IMPACT REPORT

2022

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