

The Faculty Perspective on Collegiate Recovery Programs

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The growing field of Collegiate Recovery Programs (CRPs) has called for an expansion in their research to investigate the effectiveness, and in turn promote their usage. A descriptive data base has been curated, where 140 articles are categorized and highlighted for their contribution to research on CRPs. The growing body of knowledge has created niche areas of focus in CRPs over time, but this brief will specifically expand on the staff and faculty perspective of CRPs. This brief is meant to highlight the opinions of administrators, the effectiveness tests of CRPs directly ran by staff and faculty, and university staff and faculties experience with addiction.

Administrative Perspective

Vest (2024) sought a particular perspective that isn't common in the descriptive data base, where several CRP directors were surveyed instead of students participating in CRPs. Vest surveyed around 70 CRP directors to gather data on their **program structures, funding, and internal opinions** on their respective programs. The survey identified that funding, or lack thereof, was a common concern amongst CRP directors finding that better funding lead to more sustainable programs. Another common theme amongst the participants was praise for **mutual-help meetings** and how the system has proven successful in their programs. This survey grants a different, more internal perspective, that otherwise can't be seen with just student interviews and surveys. Additionally, Burns (2021) interviewed 10 deans and 6 mental health professionals on faculty disclosure of addiction and **thematic analysis** was used to develop themes amongst the interviews. The common themes that were developed consisted of **addiction disclosure amongst faculty being rare**, the drinking-centered culture at universities further hindering their disclosure, and that disclosure from more senior faculty in recovery aids in the disclosure of younger faculty. Burns calls for a peer-support system to be brought about to aid those in academia that are silently suffering from addiction. This article adds a unique perspective to the database in fact that it addresses the opinions of administrators, but even more uniquely, in the regard of addiction and recovery of their staff.

Staff-run Recovery Seminars

Casiraghi (2010) chose to study the effectiveness of a staff-run lecture/seminar as part of a CRP in Texas Tech University. A common theme in the data base amongst student interviews is more acknowledgement from university staff, and this article addresses that particular gap in the literature. The study evaluated the efficiency of weekly, one-hour seminars that covered topics like **recovery in the view of life skills and academic challenges**. The seminar was meant to promote open discussions about recovery and its struggles to foster peer relationships. The evaluation found that the seminar acted as a source of **emotional support and a connection hub** to other students in recovery. Staff-run seminars were a unique addition to the database, and their effectiveness calls for more programs to instal a model of staff relationships with the students in recovery.

The Personal Staff Experience

The descriptive database runs an intense focus on student recovery experiences and how CRPs help recovery for these students. However, there is a population that is often forgotten about, the people that work at these higher education institutions. Burns (2021) details her own experience with alcohol addiction and recovery in hopes to shed light on a **broader recovery advocacy plan** that also covers professors. This offers a unique perspective to the database since most studies focus on student recovery and this article highlights a staff recovery experience and it is unique in that sense.



Citations

Casiraghi, A. M., & Mulsow, M. (2010). Building support for recovery into an academic curriculum: Student reflections on the value of staff run seminars. *Substance abuse recovery in college: Community supported abstinence*, 113-143.

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