

MAKE OUR CAMPUS
SMOKE-
FREE



Ontario's Tobacco
Control Area Networks

A Guide to Action



Adapted with permission from Tobacco-Free College Campus Initiative's Create Change: A Student Toolkit

Acknowledgements

The Make Our Campus Smoke Free: A Guide to Action (Guidebook) was adapted by the Central East Tobacco Control Area Network (TCAN) and Leave The Pack Behind with permission from the Tobacco-Free College Campus Initiative's Create Change: A Student Toolkit in March 2017 and most recently updated in August 2018.

A special thank you goes to the Central East TCAN students who played a lead role in developing the Guidebook.

Many individuals have also been essential to the development and review of this Guidebook, including the Provincial Smoke-Free Campus Working Group which is comprised of the following:

- ✿ Leave The Pack Behind (LTPB)
- ✿ Central East Tobacco Control Area Network (TCAN)
- ✿ East TCAN
- ✿ Central West TCAN
- ✿ South West TCAN
- ✿ North West TCAN
- ✿ Toronto TCAN
- ✿ Peel Public Health
- ✿ Peterborough Public Health
- ✿ Niagara Region Public Health
- ✿ Wellington Dufferin Guelph Public Health
- ✿ Kingston, Frontenac and Lennox & Addington Public Health
- ✿ City of Ottawa Public Health
- ✿ Hamilton Public Health
- ✿ Cancer Care Ontario, Aboriginal Tobacco Program
- ✿ Ontario Tobacco Research Unit (OTRU)
- ✿ Program Training and Consultation Centre (PTCC)
- ✿ Smoking and Health Action Foundation (SHAF)

For more information, please contact LTPBOffice@brocku.ca



Table of Contents



A Guide to Action.....	1
This is for you.....	1
Why College and University Campuses?	1
The Problem of Commercial Tobacco.....	2
Commercial & Sacred Tobacco: What is the Difference?.....	2
Commercial Tobacco’s Impact.....	2
Commercial Tobacco Facts	2
Ending the Commercial Tobacco Epidemic	3
What Does a Smoke-Free Campus Policy Entail?.....	3
Benefits of a Comprehensive Policy	4
Key Messages.....	5
1. Social Justice	6
2. Health and Wellness.....	7
3. Environmental Impact.....	8
4. Economic Implications	8
Taking Action.....	9
Organize.....	9
Develop	10
Educate	11
Promote Cessation.....	11
Resources	13
Online	13
Print/PDF.....	13
Appendix A: Elevator Pitch.....	14
Appendix B: Campus Assessment Worksheet.....	15
Characteristics of the Campus Property	15
References.....	27

A Guide to Action

This is for you!

This guide was developed for you – whether you are a post-secondary student, faculty, or staff member, public health unit staff, or other community group interested in supporting smoke-free policies on post-secondary campuses!

We designed this guide so that you can use all of it or parts of it to help make your campus smoke-free!

Why College and University Campuses?

Although the smoking rates have steadily decreased in Canada, they still remain highest among young adults compared to other age groups: 18% of 20-to-24 year-olds smoke versus 10% of 15-to-19 year-olds and 13% of individuals 25 years and up.¹ Young adult males have even higher rates of smoking (22%) compared to females (14%).¹ Up to 1-in-4 current smokers initiate smoking after the age of 18² and almost 40% of young adults report smoking more after coming to campus.³ Therefore, post-secondary campuses offer a unique opportunity to intervene and support large numbers of young adults to not start – or quit – smoking, and to protect them, as well as staff, faculty, and visitors, from exposure to secondhand smoke through a smoke-free campus policy.

Speak up, take action, and help your campus become a part of the smoke-free movement!



The Problem of Commercial Tobacco

Commercial & Sacred Tobacco: What is the Difference?

Commercial tobacco refers to tobacco that is commercially produced for use in cigarettes, smokeless tobacco, pipe tobacco, cigars, hookah, and other products.⁴ Commercial tobacco is different from traditional/sacred tobacco that is used and kept sacred by Indigenous Communities.⁴ For the purposes of this document, all references to tobacco apply to commercial tobacco only, as traditional or sacred tobacco is typically exempted from smoke/tobacco-free policies.

Commercial Tobacco's Impact

Tobacco use is not just a health issue of generations past, but is also a health, social justice, environmental, and economic issue for communities today. Post-secondary students are the youngest legal targets of commercial tobacco marketing, and commercial tobacco of all forms remains the most widely used lethal substance on campus, affecting both smokers and non-smokers.

Commercial Tobacco Facts

Adapted from the "*Tobacco-free campus guide*" published by Non-Smokers' Rights Association & the Smoking and Health Action foundation.

1. Cigarettes are lethal consumer products that when used exactly as intended kill up to two-thirds of all long-term users prematurely.⁵⁻⁷
2. An estimated 45,000 Canadians die each year from commercial tobacco products.⁸
3. Smoking is known to cause at least 15 different cancers and negatively affect the autoimmune, reproductive, pulmonary, and respiratory systems, to name a few.⁹
4. At least 800 non-smokers die each year from lung cancers and heart diseases.¹⁰
5. In crowded conditions such as on patios and in doorways, air quality (measured by fine particulate matter) can be comparable to indoor levels during active smoking.¹¹
6. There is no known safe level of exposure to secondhand smoke.¹⁰
7. Students are less likely to smoke if they attend a school that prohibits smoking as part of a comprehensive smoke-free policy, and if they perceive smoking policies to be well enforced.¹²
8. The commercial tobacco industry has a long history of misleading and deceiving governments, scientific communities, and the public at great cost to human life. Today, Big Tobacco seeks legitimacy through associations with universities and colleges.¹³
9. Some provinces and territories have legislation that bans the sale of commercial tobacco at post-secondary schools (Ontario, British Columbia, Alberta, Quebec, PEI, Newfoundland and Labrador), requires smoke-free buffer zones around doorways on campuses (Quebec 9 m, Alberta 5 m, British Columbia, Saskatchewan, Northwest Territories, and Nunavut all 3 m), or requires 100% smoke-free campuses (Nova Scotia, Newfoundland and Labrador, Prince Edward Island, Manitoba, British Columbia, Alberta, and Yukon). However, individual institutions can and should go beyond these minimal requirements to further protect the health and well-being of students, staff, and visitors.¹⁴

Ending the Commercial Tobacco Epidemic

The aim of this Guidebook is to provide important information and increase support for the creation of smoke-free policies at post-secondary campuses across Ontario. It also summarizes four key messages about commercial tobacco use on campus to support and encourage students and other stakeholders to become leaders in these efforts.

What Does a Smoke-Free Campus Policy Entail?

*Adapted from Leave The Pack Behind's Tobacco and Smoking Policy Outline

A 100% smoke-free policy prohibits the use of any commercial tobacco, smoke or smoke-producing product, anywhere on campus property, at all times (i.e. no designated smoking areas).

Policies typically include:

- ✿ The descriptions of commercial tobacco products and other smoked or vaped products you want to include in your policy (e.g. cigarettes, shisha, e-cigarettes, cannabis).
- ✿ Where smoking or vaping is prohibited (e.g. student housing, parking lots).
- ✿ Who the policy applies to (e.g. students, faculty, staff, and visitors).
- ✿ Prohibiting tobacco industry participation in campus events and any contracts with tobacco companies.
- ✿ How the school will support smoking cessation.
- ✿ How the policy will be promoted and enforced on campus.

While every campus must decide what policy is best for its community, we encourage campuses to adopt a comprehensive policy that covers the entire campus grounds and includes all commercial tobacco, smoke, and smoke-producing products (e.g. cigarettes, cigars, cigarillos, mini-cigars, waterpipes, hookah, shisha, cannabis, electronic cigarettes, vapourizers, heat-not-burn products, spit tobacco, and snus/snuff).

Note: Recognizing some traditional Indigenous events or ceremonies involve the use of smudge sticks or other materials as provided under the Smoke-Free Ontario Act 2006, permission may be granted to use tobacco at such events/ceremonies.

Benefits of a Comprehensive Policy

A comprehensive smoke-free policy provides benefits for everyone on campus including students, faculty, staff, and visitors.¹⁴ Some of the benefits include:

- ✿ A cleaner and healthier environment for everyone;
- ✿ A safer environment with reduced risk of fire indoors and out;
- ✿ Reduced risk of exposure to secondhand smoke, and a reduced risk of legal action over involuntary exposure; and
- ✿ An enhanced institutional profile as a socially responsible community leader.

These are just a few of the many reasons having a smoke-free campus might be important to students, staff and administration at your post-secondary campus. The next section is designed to assist you when speaking to this issue by providing you with in-depth information on the importance of smoke-free campuses from different perspectives.

For a sample smoke-free campus policy, visit: <https://leavethepackbehind.org/wp-content/uploads/2018/09/Sample-Tobacco-Smoking-Policy.pdf>



Key Messages:

Social Justice

Students are targeted by the tobacco industry whose products kill up to **two-thirds** of long-term users.

Health and Wellness

Everyone deserves to breathe clean air where they live, work, study, and play.

Environmental Impact

Addressing the commercial tobacco epidemic will not only save lives, but also the planet.

Economic Implication

Smoke-free policies decrease costs for schools without impacting enrollment.

Speak up, take action, and help make our campus smoke-free!

Key Messages

The ability to deliver an “elevator pitch” that explains the importance of an issue in less than 2 minutes is an important tool when working towards any policy change. (See Appendix A for the format of an elevator pitch). It is important to tailor your “pitch” to your audience’s interests and your goal. You may have opportunities to talk longer, but it is always good to be prepared to give a succinct description of the issue and your goals. This section highlights the facts and evidence to support smoke-free campuses from different perspectives.

1. Social Justice

Students are targeted by the tobacco industry whose products kill up to two-thirds of long-term users. Speak up, take action, and help make our campus smoke-free!

- ✿ Commercial tobacco is the only legal product in Ontario that, when used as intended, kills up to two-thirds of its long-term users prematurely.⁵⁻⁷
- ✿ Each year in Canada there are more than 45,000 deaths caused by cigarette use and exposure to second-hand smoke. This is more than motor vehicle, accidental injury and assault combined.⁸
- ✿ The tobacco industry has historically targeted their marketing at disadvantaged communities – youth and young adults, low-income people, and LGBTQ2S+* communities. The industry relies on attractive packaging, social media and more to recruit replacement smokers.
- ✿ At least 18% 20-to-24 year-olds in Canada currently smoke. More young adult males (22%) compared to females (14%) smoke.¹
- ✿ Colleges and universities have a responsibility to provide a safe environment for students, staff, faculty, and visitors – and a right to regulate any activity on campus that affects the health and safety of the community.
- ✿ Many organizations and businesses have implemented smoke-free policies protecting employees and community members from hazardous secondhand smoke where they live and work. Students and university employees deserve the same opportunity for a healthy environment.
- ✿ Post-secondary schools have an opportunity to encourage students to quit at a time when cessation and support services are readily available to them.
- ✿ A smoke-free policy does not prohibit possession of anything smoked or vaped on campus – it simply prohibits their use on campus, where they can affect others’ health.

* We use the term LGBTQ2S+ with the intention of being inclusive of all sexual and gender minorities.

2. Health and Wellness

Everyone deserves to breathe clean air where they live, work, study, and play. Speak up, take action, and help make our campus smoke-free!

- ✿ People deserve to live, learn, and work in an environment that promotes health, not exposure to deadly commercial tobacco products.
- ✿ At least 800 non-smokers die each year from lung cancers and heart diseases.¹⁰
- ✿ Smoking outdoors in crowded conditions such as on patios and in doorways can negatively affect air quality.¹¹
- ✿ There is no safe level of exposure to secondhand smoke.¹⁰
- ✿ When individuals inhale tobacco smoke, either directly or secondhand, they are inhaling more than 4,000 chemicals.¹⁰ Over 70 of these chemical are cancer-causing in either laboratory animals or humans.¹⁵
- ✿ Up to 1-in-4 current smokers begin smoking after the age of 18² and almost 40% report increasing the amount they smoke after coming to campus.³
- ✿ The transition to daily smoking in Ontario is likely established by the age of 21.¹⁶
- ✿ Smoke-free policies work. Research shows smoke-free policies make it easier for commercial tobacco users to quit, protect non-smokers from secondhand smoke and other commercial tobacco by-products, and de-normalize commercial tobacco use (i.e. it becomes less socially acceptable). Smoke-free policies specifically decrease positive attitudes toward tobacco use and decrease smoking.¹⁷
- ✿ When smoking is permitted in public spaces, it becomes normalized. The more common smoking is the more likely people are to think it's acceptable.

Speak up, take action, and help make our campus
smoke-free!

3. Environmental Impact

Addressing the commercial tobacco epidemic will not only save lives, but also the planet. Speak up, take action, and help make our campus smoke-free!

- ✿ Cigarette butts are the #1 most littered item and are not biodegradable.¹⁴
- ✿ Cigarette smoke pollutes the air, releasing at least 172 toxic substances.¹⁴
- ✿ The improper disposal of cigarettes fill campus grounds with litter, and over 6 trillion cigarette butts discarded globally have major environmental consequences.
- ✿ Not only do cigarette butts destroy the beauty of urban and rural environments, they also contain over 4,000 chemicals¹⁰, 70 of which are known carcinogens.¹⁵
- ✿ Cigarette smoke also has a negative impact on climate change as cigarette smoke contains carbon dioxide and methane gases.¹⁴
- ✿ Without smoke-free policies, cigarette butts and other commercial tobacco byproducts are likely to be found everywhere.¹⁸
- ✿ Each year, commercial tobacco production as a whole is responsible for 20-50 million trees being cut down globally.¹⁹ Reducing commercial tobacco use on campus will help reduce the need for commercial tobacco production.



4. Economic Implications

Smoke-free policies decrease costs for schools without impacting enrollment. Speak up, take action, and help make our campus smoke-free!

- ✿ Smoke-free policies do not negatively affect student enrollment at post-secondary institutions;²⁰ in fact, adoption of smoke-free policies have even been shown to increase appeal of the institution by prospective campus members.²¹
- ✿ The economic cost of smoking and exposure to commercial tobacco smoke are more than \$16.2 billion annually, including more than \$6.5 billion for direct medical care, \$9.5 billion in indirect costs (short-term and long-term disability, loss of productivity), \$74.4 million in fire damage and over \$130 million in tobacco control and research.⁸
- ✿ The presence of smoking/vaping on campus encourages and facilitates further commercial tobacco use, undermining commercial tobacco prevention and cessation efforts.
- ✿ Smoke-free policies reduce fire risk to buildings and grounds.
- ✿ Smoke-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.²²

Taking Action

Depending on your school's current position on the use of commercial tobacco, smoke and smoke-producing products and how receptive students, faculty, and administrators are to change, the timeline for making your campus smoke-free may vary. The approach needed may also vary. However, developing a smoke-free policy is very do-able, and numerous campuses across the country are doing this work alongside you. There are also many supports already in place to help you do this. (See Resources on pg. 17). **The following are steps to further help you prepare to speak up, take action and help to make your campus smoke-free!**

Organize

Get started, assess and raise awareness. Check to see if your campus already has a smoking policy. When was it last reviewed? Is it adequately communicated and enforced on-campus? What could be done to improve it? If no policy exists, is there a committee currently working on developing a smoke-free policy? Is there already a commercial tobacco control policy on campus? Who oversees the policy? Is there a Leave The Pack Behind student group on your campus?

In other words, you don't need to reinvent the wheel, but you want to make sure that the voices of students are heard. Students can create a student group to support an existing committee or encourage the formation of a committee with student representation to raise awareness of the issues affecting your campus.

Find a supportive campus stakeholder. It is ideal to have at least one administrator, faculty or staff member who is supportive of making your campus smoke-free and passionate about helping to move it forward. If your committee is looking for a key stakeholder, 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 centre. That said, people from all over the campus community may be personally interested in this issue, so don't limit yourself. Other potential supporters could include:

- ✿ Administration
- ✿ Campus Marketing
- ✿ Faculty/Staff
- ✿ Grounds and Facility
- ✿ Management
- ✿ Health and Safety
- ✿ Health Services
- ✿ Human Resources
- ✿ Legal Department
- ✿ Residence Dons
- ✿ Security
- ✿ Student Council
- ✿ Student Services
- ✿ Students
- ✿ Unions

Assess commercial tobacco-related issues on campus. Knowing the attitudes, culture, and policies about use of commercial tobacco, smoke and smoke-producing products on your campus will help you gauge where to start working towards a smoke-free campus. In order to move your smoke-free policy forward, conducting a needs assessment on your campus will help to:

- ✿ Identify how and where students on your campus are using commercial tobacco;
- ✿ Clarify the challenges and obstacles in working towards a smoke-free campus;
- ✿ Determine the policy making process at your campus and the ways students, staff and administration can influence the process;
- ✿ Provide you with an understanding of what tools and resources are available; and
- ✿ Identify who the relevant decision makers are on your campus.

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

See Appendix B for a campus assessment tool, and the [SmokeFreeCampus.ca](https://www.smokefreecampus.ca) Dropbox for a campus attitudes towards a 100% Smoke-Free Policy survey tool.

Develop

Develop a vision statement. Since drafting a policy can be a challenging and time-intensive process, we suggest you first develop a vision statement that describes the changes you want to see on your campus. Use information from your needs assessment to define/describe smoking on campus, where smoking should be prohibited and to whom the policy applies. For example, are you trying to get all commercial tobacco products and e-cigarette use off all campus properties, or are you more concerned about certain products and/or locations?

Having a well-defined vision statement will help you advocate and garner support, even if there is no drafted policy up for a vote. You can capitalize on any positive responses you receive while you are raising awareness about commercial tobacco issues by asking other organizations or individuals to endorse making your campus smoke-free. These endorsers may also be helpful in drafting a policy in the future, and if not, they will demonstrate support whenever a policy vote does happen.

Test your ideas. After working with your committee to develop a vision statement and ideas, you should test to see if your plan resonates with others on your campus. Check in with students, faculty, and staff to see if they agree with your policy and awareness raising ideas.

Draft the policy. A comprehensive smoke-free policy is one of the best ways for a campus to take a stand against the commercial tobacco epidemic. If your campus is working towards this goal, figure out who on your campus might be passing the policy, and ensure you are working with them on the committee to draft the policy in a way that makes sense (is relevant and enforceable) for your school. Every smoke-free campus policy is going to look a little different, depending on the school.

For a sample smoke-free campus policy visit: <https://leavethepackbehind.org/wp-content/uploads/2018/09/Sample-Tobacco-Smoking-Policy.pdf>

Educate

Speak out and educate campus members on the policy. Once the committee has a vision statement developed, it is time to let the students, faculty, and staff know why your initiative is important (i.e. the key messages that are relevant to them), and what the policy includes so they are more likely to support it. Education is critical for the successful adoption, implementation, and enforcement of any policy. A 1DayStand is a great platform for educating your campus community about a smoke-free campus policy. Regardless of the stage of policy change your campus is at, the 1DayStand can be adapted to meet you where you're at and can speak to the issue in ways that are most relevant to your campus. For more information and tips for hosting a 1DayStand, refer to the SmokeFreeCampus.ca Dropbox.

Note: Effective education doesn't really depend on how big or flashy an event is, but rather how understandable and relevant the information is. Choosing to focus on key messages that are likely to be most meaningful to your audience will help get people to listen and take an interest in supporting the policy. You may also want to leverage technology and social media, like posting smoke-free policy updates on a website, so that people have an easy go-to place for more information.

Promote Cessation

Establish and promote tobacco cessation resources on campus. To effectively reduce smoking on campus, tobacco cessation services should be offered to all students, staff, and faculty and should be promoted alongside the policy.

For Students. All students can get smoking cessation assistance through Student Health Services and through Leave The Pack Behind (www.leavethepackbehind.org/quitting/). Smoking cessation medications (prescribed and over-the-counter) may be covered under student health plans.

For Faculty, Staff and Administration. Smoking cessation support may be provided for University/College employees in the form of counselling through the Employee Assistance Program and smoking cessation medication coverage within employee health plans.

Your campus may also need to train existing staff or hire trained counsellors 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-free.

If your campus doesn't offer any or sufficient resources to help your campus community quit smoking, contact your local public health unit (contact information available at: <http://www.health.gov.on.ca/en/common/system/services/phu/locations.aspx> or in the SmokeFreeCampus.ca Dropbox.

Smokers' Helpline is a free, confidential service operated by the Canadian Cancer Society offering support and information about quitting smoking and tobacco use. Bilingual services are offered by phone and online at 1 877 513-5333 and smokershelpline.ca. Text messaging (text iQUIT to 123456) and interpreter services for over 100 languages are also available.

Resources

Online

- ❖ Leave The Pack Behind – Free quit resources and smoke-free campus policy resources <https://www.leavethepackbehind.org>
- ❖ Smokers' Helpline – personalized support (phone, online and text): www.smokershelpline.ca
- ❖ Crush the Crave- a mobile app to support quitting - <https://play.google.com/store/apps/details?id=com.techahead.ctc.main>
- ❖ Don't Quit Quitting – <http://dontquitquitting.ca/>
- ❖ Break It Off - <http://breakitoff.ca/>
- ❖ Ontario Health Unit websites – Find the one nearest you <http://www.health.gov.on.ca/en/common/system/services/phu/locations.aspx>

Print/PDF

- ❖ A Sample Smoke-Free Campus Policy <https://www.leavethepackbehind.org/wp/wp-content/uploads/2018/02/A-Complete-Sample-Policy-Final-English.pdf>
- ❖ Create Change: A student toolkit from the Tobacco-Free College Campus Initiative. <https://static1.squarespace.com/static/596e235d3e00be9597af0d65/t/597e2a2a03596eab18aa5c90/1501440581584/tfcci-student-toolkit1.pdf>
- ❖ Book – Nichter, M. (2015). *Lighting Up: The rise of social smoking on college campuses*. New York and London: New York University Press.
- ❖ Smokers' Helpline Quit Connection Form: <https://www.smokershelpline.ca/static/about-smokers-helpline>
- ❖ Smokers' Helpline Fact Sheet: <https://www.smokershelpline.ca/quit-plan-public/reading-article?ActivityCode=VOL4-ACT004&IsPublic=true>



Appendix A: Elevator Pitch

The name "elevator pitch" reflects the idea that it should be possible to deliver the summary in the time span of an elevator ride, or approximately thirty seconds to two minutes. The term itself comes from a scenario of an accidental meeting with someone important in the elevator. If the conversation inside the elevator in those few seconds is interesting and value adding, the conversation will continue after the elevator ride or end in exchange of business card or a scheduled meeting.²³

Adapted with permission from Peterborough Public Health.

Who are you?

What is the issue you are trying to solve?

Three key messages/points about why the issue is important:

- 1)
- 2)
- 3)

How the person you are talking to can help? (Call(s) to action).

Put it all together. Is your speech less than 90 seconds?

Appendix B: Campus Assessment Worksheet

Adapted with Permission from Tobacco-Free College Campus Initiative's Create Change: A Student Tool Kit

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 main campus? Yes No

Date collected: _____ Source: _____

3. Does the college/university own property where retail outlets are operated? Yes No

If yes, do these retail outlets sell commercial tobacco products?

Date collected: _____ Source: _____

4. Does the college/university own property that is leased out to non-university organizations/businesses? Yes No

Date collected: _____ Source: _____

5. Does the college/university rent out facilities on campus to the public? Yes No

Date collected: _____ Source: _____

6. Are there unique buildings, shared spaces or aspects of the college/university property (e.g., stadium, golf course, community centre, museum, sporting areas, playgrounds, daycares, hospitals, etc.) that should be considered? Yes No

Date collected: _____ Source: _____

Characteristics 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 commercial 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 commercial tobacco product use? Do students have an exaggerated perception of the number of students who smoke and/or use smokeless tobacco?

Date collected: _____ Source: _____

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

Date collected: _____ Source: _____

11. What is the college/university's mission statement, vision and values? Goals/objectives to meet the mission?

Date collected: _____ Source: _____

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

Date collected: _____ Source: _____

Campus Political Environment

Key Resources:

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

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

Date collected: _____ Source: _____

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

Date collected: _____ Source: _____

15. Where does student government stand on this issue?

Date collected: _____ Source: _____

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

Date collected: _____ Source: _____

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

Date collected: _____ Source: _____

18. Who is likely to support this project? Why?

Date collected: _____ Source: _____

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

Date collected: _____ Source: _____

Tobacco Cessation Support & Programs

Key Resources:

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

20. What tobacco cessation programs and services are available on campus? Are they publicized? Are they being utilized?

Date collected: _____ Source: _____

21. Does the college/university promote Leave The Pack Behind and Smokers' Helpline (smokershelpline.ca) on campus? Yes No

Date collected: _____ Source: _____

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

Date collected: _____ Source: _____

23. Are smoking cessation medications covered by employee health insurance?

Yes No N/A

Date collected: _____ Source: _____

24. Is there a student health centre on campus? Yes No

Date collected: _____ Source: _____

25. Does the health centre screen all patients for smoking? Yes No N/A

Date collected: _____ Source: _____

26. Are smoking cessation medications covered by student health insurance?

Yes No N/A

Date collected: _____ Source: _____

Commercial 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.

27. Are commercial tobacco products sold anywhere on campus (even though it is now illegal to do so)?

Date collected: _____ Source: _____

28. Are commercial tobacco products advertised or marketed on campus or in campus publications (even though it is now illegal to do so)?

Date collected: _____ Source: _____

29. Are any campus clubs, groups or organizations sponsored by a commercial tobacco company?

Date collected: _____ Source: _____

30. Does the campus accept any gifts, donations or funding from commercial tobacco companies?

Date collected: _____ Source: _____

31. Do commercial tobacco companies attend campus career or job fairs? Yes No

Date collected: _____ Source: _____

32. Has the college/university received complaints about:

- a. Commercial tobacco use on campus? Yes No
- b. Commercial tobacco funding on campus? Yes No
- c. Commercial tobacco job recruitment on campus? Yes No
- d. Commercial tobacco sales on campus (both contraband and legal)? Yes No

Characteristics of Current Commercial Tobacco Use Policies

Key Resources:

- Existing campus records such as written policies and procedures (e.g., student conduct code, campus housing rental agreements, and student/employee handbooks).
- Key informant interviews with personnel from Health Services, Facilities, Risk Manager/Legal Affairs, and Campus Security, the Career Centre, University Foundation.

33. Is there a written smoking or commercial tobacco use policy 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 smoking areas, etc.)

Date collected: _____ Source: _____

a. Does the policy currently include e-cigarettes or other vaporized nicotine products?
 Yes No

b. Does the policy cover other forms of commercial tobacco products that are not smoked (chew, snus, snuff, etc.)? Yes No

34. How is the policy enforced and by whom?

Date collected: _____ Source: _____

35. What are the consequences for violation of a policy?

Date collected: _____ Source: _____

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

Date collected: _____ Source: _____

37. Any problems with enforcement? Where are the problem areas?

Date collected: _____ Source: _____

Other Tobacco-Related Policies

38. Are there any written campus policies that prohibit:

- a. Commercial tobacco sales on campus? Yes No Unsure
- b. Accepting research funds, gifts, grants, or anything of value from commercial tobacco companies? Yes No Unsure
- c. Commercial tobacco promotions, advertising, and marketing in campus publications and on campus property (excluding magazines in the library).
 Yes No Unsure
- d. Investing in commercial tobacco companies? Yes No Unsure
- e. Commercial tobacco company sponsorships of events? Yes No Unsure
- f. Commercial tobacco company participation in campus career fairs & other recruitment activities? Yes No Unsure

Date collected: _____ Source: _____

Campus Environmental Scan

Key Resources:

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

39. Are there no smoking or no tobacco signs posted around campus?

- | | |
|---|--|
| a. Campus buildings | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| b. Dorms | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| c. University centres | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| d. Campus store | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| e. Gymnasium | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| f. Library | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| g. Bookstore | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| h. Eateries | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| i. Bars | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| j. Patios where food and beverages service occurs | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| k. Athletic fields/arenas? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| l. Other: _____ | |

Date collected: _____ Source: _____

40. Does the placement of these signs align with your current campus policy? Yes No

Date collected: _____ Source: _____

41. Have you seen butt disposal containers? Yes No

If yes, where are they located?

Date collected: _____ Source: _____

42. Does the placement of butt disposal containers align with your current campus policy?

Yes No

Date collected: _____ Source: _____

43. Are there designated smoking/vaping shelters on campus? Yes No

If yes, how many and where are they located (proximity to buildings)?

Date collected: _____ Source: _____

44. Are there patios on campus where food and/or beverages are served? Yes No

Date collected: _____ Source: _____

45. Is there litter caused by cigarettes, cartons or wrappers on campus? Yes No

Date collected: _____ Source: _____

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 these questions multiple times, on different days of the week, and at different times of day and year, as the results can vary. Responses from three separate observations can be noted below. Attach additional pages as necessary.

47. Where do people smoke/vape on campus when the weather is nice?

Observation #1 Date: _____

Notes: _____

Observation #2 Date: _____

Notes: _____

Observation #3 Date: _____

Notes: _____

48. Where do people smoke/vape 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 cigarette litter is common? Where?

Observation #1 Date: _____

Notes: _____

Observation #2 Date: _____

Notes: _____

Observation #3 Date: _____

Notes: _____

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

Please plan to share the results of this Campus Assessment Worksheet with your local campus committee.

References

- ¹ Health Canada (2015). *Canadian Tobacco, Alcohol, and Drugs (CTADS): 2015 summary*. Retrieved August 2nd 2017 from <https://www.canada.ca/en/health-canada/services/canadian-tobacco-alcohol-drugs-survey/2015-summary.html>
- ² Hammond, D. (2005). Smoking behaviour among young adults: beyond youth prevention. *Tobacco Control, 14*, 181-185
- ³ Harris, J. B., Schwartz, S. M., & Thompson, B. (2008). Characteristics associated with selfidentification as a regular smoker and desire to quit among college students who smoke cigarettes. *Nicotine & Tobacco Research, 10* (1), 69-76.
- ⁴ Keep It Sacred National Native Network. (2015). Commercial Tobacco. Retrieved online from <https://keepitsacred.itcni.org/tobacco-and-tradition/commercial-tobacco/>.
- ⁵ Doll, R., Peto, R., & Boreham, J. (2004). Mortality in relation to smoking: 50 years' observations on male British doctors. *BMJ, 328*, 1519. <https://doi.org/10.1136/bmj.38142.554479.AE>
- ⁶ Pirie, K., Peto, R., Reeves, G. K., Green, J. & Beral, V. (2013). The 21st century hazards of smoking and benefits of stopping: A prospective study of one million women in the UK. *Lancet, 381* (9861), 133-141. Retrieved online from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3547248/>
- ⁷ Banks, E., Joshy, G., Weber, M. F. et al. (2015). Tobacco smoking and all-cause mortality in a large Australian cohort study: Findings from a mature epidemic with current low smoking prevalence. *BMC Medicine, 13* (38). Retrieved online from <https://bmcmmedicine.biomedcentral.com/track/pdf/10.1186/s12916-015-0281-z>.
- ⁸ Alexandru, D., Bhandari, A., Sutherland, G., & Dinh, T. (2017). *The Costs of Tobacco Use in Canada, 2012*. The Conference Board of Canada. Retrieved online from <https://www.canada.ca/content/dam/hc-sc/documents/services/publications/healthy-living/costs-tobacco-use-canada-2012/Costs-of-Tobacco-Use-in-Canada-2012-en>.
- ⁹ U.S. Department of Health and Human Services. *The Health Consequences of Smoking – 50 Years of Progress: A Report of the Surgeon General*. 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.
- ¹⁰ Government of Canada. (2015, May 6). *Dangers of second-hand smoke*. Retrieved online from <https://www.canada.ca/en/health-canada/services/smoking-tobacco/avoid-second-hand-smoke/second-hand-smoke/dangers-second-hand-smoke.html>

- ¹¹ Klepeis, N.E., Ott, W.R. & Switzer, P. (2007). Real-time measurement of outdoor tobacco smoke particles. *Journal of the Air & Waste Management Association*, 57, 522-534.
- ¹² Smoke-Free Ontario - Scientific Advisory Committee. Evidence to Guide Action: Comprehensive Tobacco Control in Ontario. Toronto, ON: Ontario Agency for Health Protection and Promotion, 2010. Retrieved online from <https://www.publichealthontario.ca/en/eRepository/Evidence%20to%20Guide%20Action%20-%20CTC%20in%20Ontario%20SFO-SAC%202010E.PDF>.
- ¹³ Cohen, J. E., Ashley, M. J., Ferrence, R. & Brewster, J. M. (1999). Institutional addiction to tobacco. *Tobacco Control*, 8, 70-74.
- ¹⁴ Non-Smokers' Rights Association & the Smoking and Health Action Foundation. (2011). *Tobacco-free campus guide*. Retrieved online from https://leavethepackbehind.org/wp-content/uploads/2014/08/Tobacco_Free_Campus_Guide_web_final.pdf.
- ¹⁵ International Agency for Research on Cancer. IARC Monographs on the Evaluation of Carcinogenic Risks to Humans: Volume 100#E Personal Habits and Indoor Combustions; A review of Human Carcinogens. 2012. Retrieved online from <http://monographs.iarc.fr/ENG/Monographs/vol100E/mono100E.pdf>.
- ¹⁶ O'Connor, S. (2016, February). *Personal Communication*. Presentation to the Young Adult Tobacco Use Prevention Advisory Group (Ministry of Health and Long-Term Care). Toronto, ON.
- ¹⁷ Lee, J., Ranney, L. & Goldstein, A. (2013). Cigarette butts near building entrances: what is the impact of smoke-free college campus policies? *Tobacco Control*, 22, 107-112.
- ¹⁸ Non-Smokers' Rights Association. (2010, June). The Tobacco Industry's Negative Impact on the Environment. Retrieved online from <https://nsra-adnf.ca/wp-content/uploads/2016/08/factsheet.pdf>.
- ¹⁹ Proctor, R. N. (2011). *Golden holocaust. Origins of the cigarette catastrophe and the case for abolition*, Los Angeles and Berkeley, CA: University of California Press, page 492.
- ²⁰ Kimberly, D., Miller, M. S., Yu, D., Lee, J. G., Ranney, L. M., Simons, D. J. & Goldstein, A. O. (2015). Impact of the Adoption of Tobacco-Free Campus Policies on Student Enrollment at Colleges and Universities, North Carolina, 2001–2010. *Journal of American College Health*, 63 (4), 230-236.
- ²¹ Dalsey, E., & Park, H. S. (2009). Implication of organizational health policy on organizational attraction. *Health Communication*, 24, 71-81.
- ²² 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.
- ²³ Wikipedia. (2018, August 26). Elevator Pitch. Retrieved online from https://en.wikipedia.org/wiki/Elevator_pitch.

