



Tobacco Free Campus Policy: Implementation Guide

This guide is designed to assist college students in adopting and implementing a 100% comprehensive smoke, tobacco, and ENDS-free campus policy.



**TOBACCO RESEARCH
& EVALUATION TEAM**
THE UNIVERSITY OF TEXAS AT AUSTIN

Contents

Introduction	1
Policy Process	2
Phase One: Before Adopting the Policy	
Step 1: Know Your Campus	
Step 2: Build a Taskforce	
Step 3: Strategize & Create an Action Plan	
Step 4: Develop the Policy	
Phase Two: Policy Adoption	
Step 5: Secure Policy Approval	
Step 6: Educate Your Campus	
Step 7: Develop an Implementation Timeline	
Phase Three: Policy Implementation & Maintenance	
Step 8: Policy Implementation	
Step 9: Compliance & Sustainability	
Step 10: Evaluate the Impact	
Evaluation Tools	
Appendices	27
- Tobacco Facts for College Students	
- Why is a Tobacco free Campus Policy Beneficial?	
- Recommended Methods to Know Your Campus	
- 100% Comprehensive Policy Template	
References	37
Online Resources	39
Acknowledgements	40
Funding	40

This guide was created by **Peers Against Tobacco** staff, a statewide initiative funded by the **Texas Department of State Health Services (DSHS)**, as part of a comprehensive effort where college students lead tobacco prevention and control activities on their campuses. Use of this guide, as well as the subsequent process of policy implementation, may vary across campuses. Students may follow the contents listed here step-by-step, move back and forth between steps, or work on several steps simultaneously.

“Tobacco” as used in this guide encompasses all tobacco-derived and nicotine-derived products.



Introduction

Tobacco is the leading cause of preventable disease, disability, and death in the U.S. Each year an estimated 480,000 people nationwide die prematurely from smoking or from exposure to secondhand smoke.¹ In Texas, about 28,000 adults die annually from tobacco-related diseases.²

Almost all lifelong users of tobacco and nicotine products start prior to the age of 26,³ and college-aged young adults (ages 18-25) have the highest rates of tobacco and nicotine use among all age groups.⁴⁻⁵ In 2023, approximately 16.8% of young adults (ages 18-24) reported current use of a tobacco or nicotine product, including cigarettes, cigars, chewing tobacco, snuff, and pipe tobacco. Further, within this population, 1.2% of young adults reported using cigarettes, 1.0% cigars, 0.30% smokeless tobacco, e-cigarettes 10.3%, and 0.10% pipe tobacco⁶ (see Appendix 1 for more information about tobacco use among college students).

Although cigarette consumption in the U.S. has declined over the past two decades, other non-cigarette tobacco products, many of which contain only nicotine, have increased in popularity (e.g., e-cigarettes, nicotine pouches, non-combusted cigarettes/heat-not-burn products, etc.) have been introduced, making this group vulnerable to tobacco and nicotine product use.³ The implementation and enforcement of a 100% tobacco free policies among college campuses could curb the influence of tobacco marketing on students and may prevent a new cohort of young adults from becoming lifetime tobacco users. Peers Against Tobacco defines a 100% tobacco free campus policy as one that prohibits the use of all tobacco and nicotine products which restricts the use of all tobacco and nicotine products on school grounds, rates of use and initiation of tobacco among college and university students can be reduced. College students are the key to creating new and strengthening existing campus tobacco policies. Student-driven policy change ensures that change is initiated and supported by students. The campus setting offers a unique opportunity for students to build and sustain a tobacco free environment.³ Although creating an effective tobacco free campus policy or changing an existing policy may seem daunting, both are achievable. The number of 100% tobacco free colleges has increased in the past few years. In Texas, 78 colleges or universities are 100% tobacco free. Experiences from various states indicate that systematic implementation of tobacco free policies is important in supporting statewide tobacco free prevention programs and sustaining the momentum of tobacco control.⁷⁻⁸ Resources exist to guide individuals in the process of implementing a tobacco free policy. ~~The University of Texas MD Anderson Cancer Center (UT MD Anderson) has created the Tobacco Free Policy Toolkit for Institutions of Higher Education⁹ to assist college and university leaders in adopting, implementing, and enforcing a 100% tobacco free campus policy. In conjunction with the UT MD Anderson toolkit, the purpose of this Policy Implementation Guide is to provide step-by-step guidance to college students as they work to adopt tobacco free policies on campus (see figure 1). The ultimate goal of this guide is to promote a student-led effort to implement tobacco free campus policies to improve the health, well-being, and safety of all students, faculty, staff, and visitors in Texas colleges and universities.~~

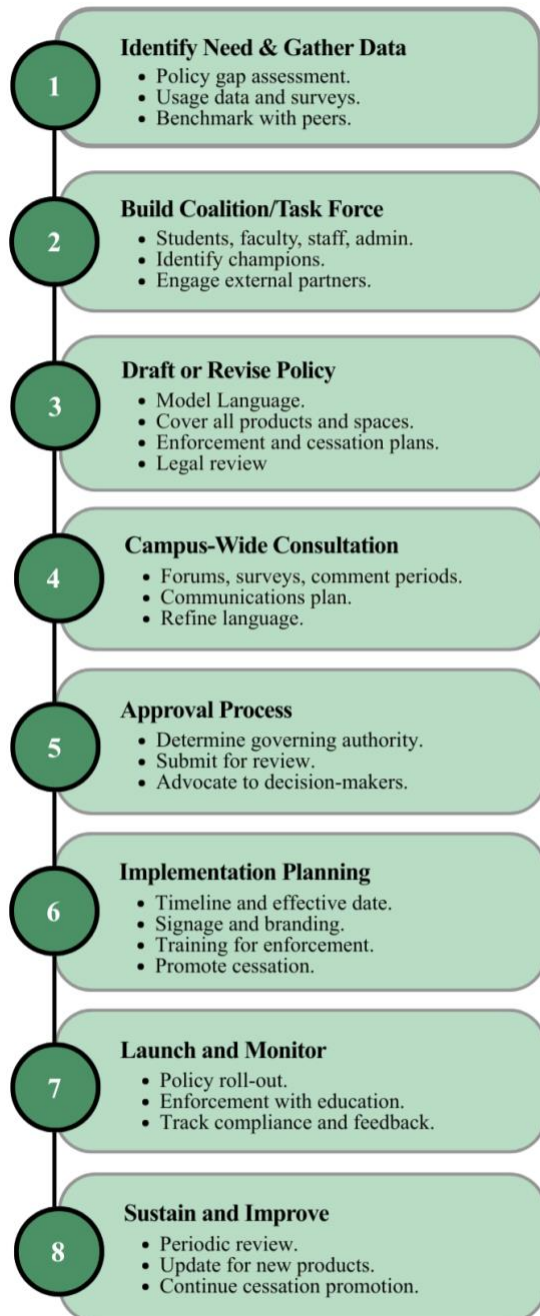


Figure 1. Overview of Policy Implementation Guide Phases

Phase One

Before Adopting the Policy

Highlights

In Phase One, campus readiness to adopt a tobacco free campus policy will be assessed, a taskforce will be formed, a feasible action strategy will be planned out, and the policy will be drafted. Phase One is also a good time to start building relationships with possible partners within the campus community, as well as to gauge the campus environment and campus readiness.



STEP 1: KNOW YOUR CAMPUS

The goal of this step is to understand conditions of tobacco and nicotine product use on your campus and to discuss factors that contribute to the current campus tobacco landscape.

Before implementing any new tobacco free campus policies or making changes to existing ones, it is necessary to assess your current campus tobacco and nicotine landscape and identify possible solutions to observed problems. Knowing the community and tobacco-related issues in which you are working is essential to successful policy development and implementation. It is also a great time to introduce yourself to possible partners. When assessing your current campus tobacco environment, you will:

1. Identify and evaluate the current campus tobacco free campus policy (if available).

Each tobacco free campus policy can be found in the Texas College/University Tobacco Policy Database (txpolicydatabase.org). The database provides a copy of each campus policy and clearly communicates the strengths and weaknesses of each policy. The database allows for comparisons of up to four institutions.

2. Identify any gaps that might exist in the current policy.

For example, your campus may be *smoke-free* but not necessarily 100% *tobacco free*. Another example is a policy that allows individuals to still smoke in certain areas of campus, rather than banning smoking on all school grounds entirely.

3. Identify environmental markers that may hinder your efforts to create a tobacco free campus.

For example, tobacco advertisements on or near your campus may support the use of tobacco products. Furthermore, promotional campaigns posted around your school for products like e-cigarettes and vape pens can encourage tobacco use, affecting your efforts in reducing tobacco use on your campus.

4. Identify available cessation services for those who may be trying to quit tobacco or nicotine products (e.g., vapes, electronic cigarettes, hookah, etc.)

Examples of Useful Data to Gather

1. Rates of Tobacco Use:

- % of current and daily tobacco users among college students, faculty, and staff.
- % of students exposed to tobacco use on campus.

2. Main Tobacco Issues on Campus:

- How and where is the tobacco used.
- Conduct environmental scans to identify tobacco use hotspots.

3. Consequences of Tobacco Use.

4. Community Settings and Environments:

- Where do students buy tobacco products?

5. Tobacco Norms on Campus.

6. Past Efforts of Tobacco Use Prevention:

- The level of support and opposition to a tobacco free campus policy.

If your college/university does not offer cessation services on campus, state cessation services are available. For example, the Texas Tobacco Quitline offers free and confidential cessation services to Texas residents ages 13 and older, including quit coaching and nicotine replacement therapy. Texas Tobacco Quitline services can be accessed at [YesQuit.org](https://www.yesquit.org) or by calling 1-877-YES-QUIT (1-877-937-7848).

5. Identify decision makers who will be responsible for adopting and supporting a new policy on campus.

The campus decision makers are often members of the governing body for college/university systems (e.g., board of trustees). Have a clear understanding of the college/university's approval process for a new policy or for policy updates. Identify any school-specific barriers.

6. Enlist potential local partners for support in your efforts.

Before adopting a policy, it is important to reach out to individuals or organizations who have already participated in tobacco prevention and control initiatives, and who can provide you with support and assistance.



STEP 2: BUILD A TASKFORCE

The goal of this step is to cultivate support for a **100% tobacco free** campus policy through the creation of a campus taskforce.

A campus taskforce is a group of students and administrators who share a common interest in eliminating tobacco use on campus, whether it be in a certain building or in all buildings on school grounds.

CREATING A TASKFORCE

Before creating a student taskforce, you should check with your Student Activities Coordinator to make sure that you are following appropriate campus regulations for forming student groups. You can recruit individuals to be on your school's taskforce by inviting friends and classmates to participate, especially those who you think may share a common interest in helping to eliminate tobacco use on campus. You can also reach out to existing student groups that may share a common interest in this work as well. Another way to recruit your peers is to hold an information session about the taskforce. Creating and posting flyers on campus or making use of social media channels are some great ways to invite students to join.

A taskforce may be small or large, as long as each member is aware of the responsibilities that come with changing policies and creating a tobacco free environment on campus.

I HAVE A TASKFORCE, NOW WHAT?

Step A: Assess the tobacco environment on your campus. A good start would be to find the most current tobacco free campus policy for your campus (see **Step 1: Know Your Campus**).

Step B: As a taskforce, consider your current tobacco free campus policy and create goals and objectives for the mission of your taskforce. For example, your goal could either be to create new or enhance existing tobacco free campus policies across your campus or to better enforce current tobacco free campus policies (see **table for SMART goals**).

Step C: Act on your goals. By creating community alliances (e.g. partnerships with faculty, administrators, student health clinics, etc.) you can better achieve your goals. Additionally, maintain momentum for your initiative by creating a timeline for when you would like to achieve your goals (see **Phase Two, Step 7: Develop an Implementation Timeline**). Keep taskforce members continually involved by holding meetings, sending updates via newsletters, or creating a taskforce group page online.

SMART Goal Setting:

SMART goals are defined as:

1. **Specific:** Target a specific area for improvement.
2. **Measurable:** How will you measure the progress of your goals?
3. **Achievable:** Who will be responsible for each task?
4. **Realistic:** Goals should be attainable given the resources available.
5. **Time-bound:** When will the results be



STEP 3: STRATAGIZE AND CREATE AN ACTION PLAN

The goal of this step is to develop an action plan and to provide guidance for your taskforce **to carry out a tobacco free campus policy**.

After you establish a taskforce, it is time to design your strategy and define the required steps for policy adoption and implementation. Your strategy is both a plan of action and a way to ensure members of your taskforce work together effectively. By the end of this step, you should have developed a strategy for the implementation and enforcement of a 100% tobacco free campus policy, as well as identified the actions needed to execute your plan (see table on this page for major components of an action plan).

BUILD A MEETING SCHEDULE

Before building an action plan, it is very helpful to develop a meeting schedule for your taskforce. Meeting with your taskforce at least twice a month for the first six months would be ideal in order to create momentum and keep all taskforce members engaged.

USE A STRATEGY MODEL

You may use an existing model for health promotion strategy to help keep you organized, such as the [PRECEDE-PROCEED model](#). Be aware that some models have many phases and components, however, and could become overly complex or time-consuming to follow.

CREATE A TIMELINE

You can create a brief timeframe for your policy change process at this point. A detailed timeline for policy adoption and implementation can be developed later after you meet with the decision makers (see **Phase Two, Step 7: Develop an Implementation Timeline**).

Major Components of an Action Plan

1. Goals and Objectives

- Created during previous steps.

2. Implementation Plan

- Communicate the policy adoption.
- Make changes on campus: remove signage promoting tobacco product use and set up tobacco free signs.
- Work with cessation services.
- Work with other prevention programs, such as Peers Against Tobacco.

3. Enforcement Plan

- Identify responsible parties for monitoring compliance.
- Define violations and citations in the event that your campus administration is willing to take these enforcement steps.

4. Evaluation Plans

- A process evaluation plan will help evaluate the quality of the implementation process (see Step 10: Policy Evaluation).
- An outcome evaluation plan will help evaluate the impact of the policy.

5. Budget

- Identify monetary expenses that might arise from the implementation, enforcement, and evaluation of the new tobacco free policy (i.e. costs related to signage and other materials needed to promote a tobacco free environment).



STEP 4: DEVELOP THE POLICY

The goal of this step is to develop a tobacco free campus policy that can readily be adopted

Depending on the policy your campus has, you may make changes to your existing policy or draft a new policy.

Make sure the revised policy or new draft includes specific language regarding a 100% tobacco free campus policy which encompasses the following points:

- Prohibits *all* forms of tobacco and nicotine use (other than U.S. Food and Drug Administration (FDA) approved cessation aids), including but not limited to cigarettes, cigars, e-cigarettes, smokeless tobacco, hookahs, pipes, snus, snuff, synthetic nicotine products, oral nicotine products;
- Applies to *all* buildings owned by the college/university, campus grounds (including parking lots, theaters, athletic facilities, residential halls) and *all* campus properties (including campus-owned vehicles);
- Prohibits sales or free distribution of tobacco products on campus;
- Applies 7 days a week and 24 hours a day; and
- Applies to *all* students, faculty, staff and visitors of your campus.

The American College Health Association (ACHA) suggests that a tobacco free campus policy should also:

- Prohibit any tobacco advertisements and sponsorship from the tobacco industry on campus at college/university events;
- Offer and promote tobacco prevention and education programming on campus; and
- Provide a comprehensive effort to increase awareness among the community of the tobacco free policy.¹⁰

In order to make sure all the key components of a 100% tobacco free campus policy are included, start with making a policy outline. Refer to the Policy Outline box on this page, the Policy Template in Addendum D, as well as the [Tobacco Free Policy Toolkit by UT MD Anderson](#) (page 14 in the toolkit), for assistance with drafting the ideal campus tobacco policy.⁸

Policy Outline

1. **Introduction:** Purpose
 - a) Tobacco free and well-being.
2. **Rationale:** Why your campus is going tobacco free.
 - a) Tobacco use among college students.
 - b) Health consequences.
 - c) History / background of tobacco use policy.
3. **Definitions:** Complete definition for tobacco/nicotine products.
4. **Tobacco Use Policy:**
 - i) Scope and audience.
 - ii) Responsibilities.
 - iii) Exceptions.
5. **Implementation:** When and how the policy will be implemented / who is responsible for implementing the policy.
6. **Education:** How the campus will be kept informed on the policy change process.
7. **Enforcement:** Who is responsible for enforcement / what enforcement tactics will be used / who to contact to report policy violations.
8. **Complaint and Compliance:** Setting up the complaint process and language and defining compliance for the campus and campus members.
9. **Cessation Assistance:** What services and programs are available for people interested in quitting tobacco and how to access those services.

Phase Two

Policy Adoption

Highlights

In Phase Two, the taskforce will take steps to get the proposed tobacco free campus policy adopted. It is important to maintain momentum among group members and campus networks in this stage. Reaching out to campus/community media sources is crucial in promoting the need for a tobacco free campus and urging campus leaders to take action.



STEP 5: POLICY ADVOCACY

The goal of this step is to secure policy approval from key decision makers and student leadership groups.

Each campus has its own procedure for the approval of a new policy. More than likely, the following steps should be taken before creating a new policy or changing an existing policy:

1. Seek endorsements from your student government, faculty senate and staff council, or employee's union.
 2. Present the policy to decision makers.
 3. Mobilize support for the policy.
 4. Make changes according to discussion.
-
- a. Identify the proper procedure for the approval of a new policy for your campus.
 - b. Assign taskforce members to work with the aforementioned campus groups to answer questions and explain the policy.
 - c. Work with the student government on campus by involving the student body president, supporting committees, and attending student body meetings. There may be opportunities to publicly speak on tobacco free campus policy issues during student body meetings. You may also gain support or get advice from other organizations or the student body president on how to get policies approved and implemented college-/university-wide.
 - d. Compile pertinent information and present to key decision makers (e.g., board of trustees). To prepare, talk to groups that have passed policies to see how they presented their cases. When you meet with a decision maker, remain professional and familiarize yourself beforehand with how the decision maker will be involved in policy change.

Helpful Hints

While networking with the student body, university president, and school staff and faculty, keep in mind that you might face opposition. Do not let it discourage you from continuing your efforts to implement and enforce a tobacco free campus policy on your campus. To better prepare your taskforce for potential challenges, it may be helpful to know the main issues and concerns by conducting a large survey across the student body.

Sometimes campus administrators are afraid that a tobacco free campus policy may infringe on individual rights. It is important to pick compelling reasons to adopt/strengthen a policy that will resonate with campus administrators. For example, highlight the environmental benefits, such as less tobacco-related litter, decreased risk of damage caused by combustible tobacco products, such as cigarettes, hookah, and little cigars, or decreased exposure to secondhand smoke for employees, students, and visitors.

Once the policy is approved by senior administration, it will be ready for consideration by your college or university governing board. There are several online sources that will help you prepare materials to explain why tobacco free campus policies are important to you and your campus (see [3 Benefits of Tobacco Free Policies at Colleges and Universities](#)).



STEP 6: EDUCATE YOUR CAMPUS

The goal of this step is to inform the community about the policy and to gather support for policy adoption and implementation.

Depending on the resources available to your taskforce, several marketing strategies can be used to raise awareness of an upcoming policy change. For example, social media platforms are free marketing tools that you can use to spread the word about your new tobacco free campus policy initiative. Announcements of the new policy through campus email listservs are also good communication methods.

SOCIAL MEDIA

Managing social media sites to benefit your policy endeavors can be time-consuming. It may be helpful to assign one or two people to manage policy-related social media or other media messages as their primary task.

Once you have any number of people following your social media pages or webpages, you want to make sure that any information on those pages is not outdated. Keep information as current as possible by posting updates frequently. This will keep your audience engaged with your progress.

MARKETING

The [Tobacco Prevention and Control Program \(TPCP\) webpage](#) on the [Texas Department of State Health Services \(DSHS\) website](#) provides information on communication and media resources that you can either use directly or use for inspiration to create your own media strategies. The DSHS TPCP also has a [vaping webpage](#) that provides links to its established media campaigns, such as the Vapes Down campaign, which provides collateral materials that you may tailor to your campus community. The DSHS TPCP-funded Peers Against Tobacco is also a great resource, distributing branded outreach materials to participating schools and also promoting [free media assets](#).

Before implementation (and ideally with your taskforce), discuss types of signage that might be absent from your campus that would aid in increasing awareness of the tobacco free campus policy you are implementing. For example, your campus may be lacking in adequate “Tobacco Free Campus” signage. These signs should be placed within all boundaries of your tobacco free campus area in order to ensure individuals are aware of the policy.

Additional resources for signage suggestions can be found within the [UT MD-Anderson Signage Toolkit](#), as well as the [Peers Against Tobacco website](#), which includes electronic media materials.

Take Home Points to Educate Your Campus

1. Know your campus (see Appendix 3)
2. Know your community
3. Use nearby tobacco bans to support your tobacco free campus policy
4. Assess your student body in a relatively quick way via an online survey



STEP 7: DEVELOP AN IMPLEMENTATION TIMELINE

The goal of this step is to have an appropriate timeline for the implementation of your tobacco free campus policy.

Before this step, you should already have an assessment of your campus tobacco landscape, gotten your policy approved by key decision makers, and identified educational activities that will assist with increasing policy awareness. Creating a timeline that supports the goals and objectives created in earlier steps (see **Phase One, Steps 2: Creating a Taskforce and 3: Strategy and Action Plan**) will help you keep your taskforce on track in achieving your goals as quickly as possible.

During taskforce meetings, you should decide on an ideal date for the tobacco free campus policy to be implemented. It may be helpful to align your tobacco free campus policy implementation with other tobacco initiatives, such as the Great American Smokeout event each November. When you begin to discuss your idea of a tobacco free campus policy with campus administration, remember to ask if there are dates that you should consider when creating your own timeline. For example, voting on new policies may only occur at a particular time of year, and it would be wise for your taskforce to plan around such dates.

Remember that timelines must be followed as closely as possible; therefore, keeping members on track with their individual tasks should be the duty of one of your taskforce members. If your taskforce is made up of many members, include checkpoints in your timeline to evaluate whether delegated tasks are being completed on time.

When creating timelines, consult your school's academic calendar to factor in times such as holidays and vacation periods. This will help avoid scheduling conflicts with regards to policy planning and implementation.

While you should aim to stick to your timeline as closely as possible, remember that scheduling can change and some deadlines may not be met. Factor in some extra time to compensate for deadlines that may have to be pushed back or for projects that may take longer than expected to complete.

How Long Will Implementation Take?

Remember that policy change takes time and will depend on the rules and regulations your college/university administration has regarding policy changes. It may be possible to implement policy changes within one year, but every college/university is different. Each college/university, and sometimes each campus, has its own formal process that exists with regards to changing and implementing a policy.

Phase Three:

Policy Implementation and Maintenance

Highlights

In Phase Three, the formally adopted policy will be carried out as written and will be evaluated. The focus of this phase pertains to enforcement of the policy, and continued efforts to educate the campus and promote policy compliance. In this phase, you should also assess how well the policy is working and whether any change needs to be made.



STEP 8: POLICY IMPLEMENTATION

The goal of this step is to implement your tobacco free campus policy according to pre-established plans and timelines.

Recommendations for Implementing and Enforcing Tobacco Free Policies

Enforcement During the implementation phase, it is essential to decide how enforcement will be handled.	- Identify roles and responsibilities. - Decide who enforces policy.
Implement Consequences If there is no reprimand for violating the policy then faculty, students, and staff will be more prone to ignore it. Keep in mind that exclusion from school or termination of employment are extreme measures and not encouraged.	- At some schools, violators are required to attend cessation counseling at the campus health center. - Some campuses have used community service and campus clean up as a penalty. - Campuses have issued fines to people that have violated policy utilizing campus police as the enforcement entity. You will need to discuss this tactic with campus police prior to including this language in your policy.
Post Signage Students, visitors, staff, and faculty need to see reminders around campus to reinforce the tobacco free campus policy.	- Use the sample poster included in this kit to hang in your classroom buildings, student unions, workout facilities, dorms, and all other appropriate buildings. - It is also recommended to install or update permanent outdoor signage across campus.
Offer Cessation Resources A tobacco cessation program and nicotine replacement therapy medications should be promoted with the tobacco free campus policy alongside a tobacco free policy implementation.	- You can start association programs on your campus or publicize existing community or statewide programs, such as the Texas Tobacco Quitline at 1-877-YES-QUIT or YesQuit.org. - Staff should be educated on the negative health effects of secondhand smoke and identifying, referring, and treating those who use tobacco.
Be Supportive Remember that people who use tobacco may experience nicotine dependence.	In your communication with those who use tobacco, be non-threatening, caring and sympathetic but also firm about abiding by the school's policy.
Celebrate Successes Share successful cessation stories and lessons learned with your campus and community.	Utilize campus communication strategies to spread the word of your campus progress (i.e., campus newsletter, website, Listserv, local paper).

Source: [Adapted from UT MD Anderson Toolkit](#)



STEP 9: COMPLIANCE AND SUSTAINABILITY

The goal of this step is to learn how to enforce your policy the best way possible and to sustain the effects of the new policy.

At this point, your tobacco free campus policy should now be implemented. Although it is ideal for people to voluntarily comply with the new policy, other measures might need to be taken to increase compliance, such as additional signage or public enforcement.

Effective tobacco free campus policy enforcement often requires a combination of social norms and formal regulations. Emphasizing both peer influence and administrative measures can drive compliance.

COMMUNICATION AND AWARENESS STRATEGIES

Notify the campus population that they are responsible for self-enforcement of the new tobacco free campus policy. This individual responsibility can simply involve a reminder to those who are using tobacco products on campus that they are out of compliance. Discuss with your campus administrators if violations to the policy can be handled similarly to other substance use policies.

Additionally, have the college president or leadership team publicly endorse the tobacco free campus policy through press releases, campus-wide emails, and involvement in tobacco awareness events to emphasize its importance. Clear communication of tobacco free campus policies is vital. This includes easy access to policy

FAQ's Pertaining to Tobacco Free Campus Policy

1. What is the implementation and effective date for the policy?

Include the official implementation and effective date for the tobacco free campus policy.

2. What does the policy entail?

Briefly describe what the policy covers and what this means for the campus as a whole (i.e., all tobacco products are prohibited within campus boundaries and individuals are expected to comply with this when on school grounds).

3. Who does the policy apply to?

Clarify who will be affected by the policy. The tobacco free campus policy should pertain to anyone within your campus boundaries, such as administrators, faculty, staff, students, visitors, grantees, and contractors.

4. What products are prohibited by the policy?

Clearly delineate which products your policy prohibits within campus boundaries, including conventional cigarettes, cigars, smokeless tobacco, hookah, and/or e-cigarettes and other personal vaping devices.

5. What types of cessation services are available?

Some individuals may want to quit using tobacco products if they are no longer allowed to use them on campus. Provide information on cessation services either offered through your college/university or through outside organizations, such as **the Texas Tobacco Quitline at 1-877-YES-QUIT and YesQuit.org**.

6. Who can I contact?

Provide contact information for either a member of the taskforce or the college/university staff person who is responsible for policy oversight and can answer any

details and the consequences of violations, which helps set expectations for behavior. However, it is important to consider the potential barriers surrounding policy compliance.

ADDRESSING CHALLENGES AND BARRIERS

Lack of information about the tobacco free campus policy among the campus population can pose a challenge to compliance. Your taskforce can develop or advocate for a dedicated section on the college/university website that includes the full text of the policy, FAQs, resources for quitting, and information about enforcement to ensure easy access for all community members. See examples on **page 15** of FAQ's pertaining to tobacco free campus policy, as well as insights on how to best address these questions.



STEP 10: POLICY EVALUATION

The goal of this step is to collect data to evaluate the implementation processes and outcomes of the tobacco free campus policy.

Once the policy is implemented, it is important to conduct evaluations to assess its effectiveness and make data-driven decisions for continuous improvement. Creating an evaluation plan should be guided by an evidence-based framework, such as the [Centers for Disease Control and Prevention \(CDC\) Program Evaluation Framework](#)¹¹. In this instance, the “program” is your tobacco free campus policy effort. CDC’s Evaluation Framework consists of three cross-cutting actions, five evaluation standards, and six evaluation steps.

THREE CROSS-CUTTING ACTIONS

The CDC states that cross-cutting actions are foundational, and evaluation plans that consider these components throughout the plan will provide a more rigorous evaluation¹¹.

1. Engage Collaboratively

Evaluators should build close relationships with stakeholders throughout all phases of the evaluation process (e.g., planning and implementation). Continuous stakeholder engagement can not only enhance the validity of the evaluation process but also increase stakeholders' willingness to act on recommendations derived from evaluation results.

2. Promote Fair and Just Evaluation Practices and Outcomes

Evaluators should consider a community-based approach when designing and implementing the evaluation process. By working collaboratively with individuals (e.g., administrators, departments, students), the policy ensures fair evaluation practices and is tailored to the population of interest.

3. Learn From and Use Insights

Evaluators should be active learners throughout the evaluation process to provide organizations with data-driven insights that help continuously improve the implementation of their policy. Evaluators using this active approach emphasize trust with stakeholders.

EVALUATION STANDARDS

Next, the CDC framework emphasizes that high-quality standards should also be embedded throughout the evaluation process to ensure credibility¹¹. These standards are:

1. Relevance and Utility

Evaluations should be based on information that is both important to the stakeholder and aligned with the policy's goals. Further, the information included should focus on key performance indicators that enable timely, actionable changes.

2. Rigor

Evaluators should also strive to ensure their evaluations are of high quality. High-quality evaluation can be achieved by integrating both research methods and practical decision-making at every stage of the evaluation process. By incorporating evidence-based practices into your

evaluation process, stakeholders can have confidence in the fidelity of the policy and in any actionable changes suggested.

3. Independence and Objectivity

Evaluations should also be conducted without outside influence to ensure the findings are accepted.

4. Transparency

At each stage of the evaluation process, transparency should be ensured to make certain findings are genuine and trustworthy. Transparency is pivotal to maintaining accountability by documenting all decisions made during the evaluation process, design, and methods.

5. Ethics

Also, high ethical standards should be integrated into evaluations to ensure that the process and results are trusted. Additionally, evaluations should be fair to all individuals and consider various contextual factors and how they can impact findings.

SIX EVALUATION STEPS

1. Assess Context

Understanding the context in which your tobacco free campus policy is being implemented and the interest of stakeholders is essential to overall success¹¹. According to the CDC, context includes location, environment, population, community, social factors, and more. Given the various factors mentioned, it is important to collect baseline information to determine whether a policy is ready for evaluation ([see Step 1 of CDC Program Evaluation Framework](#)).

2. Describe the Program

It is critical to clearly describe your policy, including its goals and the outcomes, as this will lay the foundation for the rest of your evaluation process¹¹. Two components can help describe your policy: 1) designing a logic model ([see Evaluation Tools: Logic Model Example; page 24](#)) to visually identify policy components and outcomes, as well as 2) creating a narrative description to state why the policy is needed explicitly, expected outcomes, contextual factors, and more ([see Step 2 of CDC Evaluation Framework](#)).

3. Focus the Evaluation Questions and Design

Information you gather from steps 1 and 2 will guide you in identifying important components within your evaluation process and develop important evaluation questions.¹¹ Additionally, within this step you can determine what kind of evaluation you want to carry out ([see Step 3 of CDC Evaluation Framework](#)). There are two critical purposes of policy evaluation: (1) to assess and improve the quality of the implementation process and (2) to determine policy effectiveness.

Evaluation must be planned in Phase One (see **Phase One, Step 3: Strategize and Create an Action Plan**). Ongoing evaluation of tobacco free campus policy effectiveness is vital. Regular assessments can identify areas needing improvement and help adapt strategies to fit the evolving campus culture. Process evaluation assesses how and whether a program was implemented and operates as intended. In this instance, the “program” is your tobacco free campus policy effort. Process evaluation runs through all three phases. From the results, you can identify successes, challenges, and adjustments that may be needed to ensure continual adherence to the policy (see **Process Evaluation Questions Example**; page 25).

Outcome evaluation assesses the extent to which a program, such as your tobacco free campus policy implementation, has achieved its intended outcomes. Outcome evaluation data need to be collected pre- and post-policy implementation. Results of the outcome evaluation reflect changes that have occurred compared to baseline data (i.e., the initial status before policy implementation). See table for key outcomes to assess (see **Outcome Evaluation Questions Example**, page 26).

Key Outcome to Assess

1. Compare surveys of tobacco use, beliefs, and perceptions before and after policy implementation.
2. Assess the areas where tobacco litter, cigarette butts, and e-cigarette waste are known to be located, and compare amounts before and after policy implementation.
3. Evaluate the utilization level of cessation services.
4. Conduct post-implementation surveys to determine the levels of awareness of the new policy and education outreach efforts.
5. Conduct an annual review of tobacco free campus policy compliance rates and public perceptions through surveys and focus groups and use the findings to make necessary adjustments to the policies or enforcement strategies.

4. Gather Credible Evidence

This step helps evaluators design a data collection process and understand which information and measures are needed to assess the questions posed in Step 3¹¹. During this step, evaluators are encouraged to work with stakeholders to discuss realistic, achievable expectations. Both quantitative and qualitative data collection methods are commonly used for assessing evaluation outcomes. However, other methods (e.g., focus groups, case study, etc.) can also be used. It is important to note that the questions asked in Step 3 influence which data strategy to use. Also, in this step, it is important to identify performance indicators throughout the process to obtain information that will help evaluators identify areas that need improvement and those that are successful ([see Step 4 of CDC Program Evaluation Framework](#)).

5. Generate and Support Conclusions

Step 5 focuses on transforming the data collected into conclusions to answer the pre-stated evaluation questions in Step 3¹¹. The CDC Program Evaluation Framework recommends that evaluators revisit expectations with stakeholders to determine which indicators from the collected data will be used to assess the prespecified evaluation questions and which indicators are the highest priority. Other components of the data planning phase include discussions of what data collection methods are most appropriate, how often indicators should be assessed, and what materials (e.g., statistical programs, types of analysis) are needed. Lastly, the CDC's framework outlines how anticipated findings can be supported through relevant theories and evidence-based practices ([see Step 5 of CDC Program Evaluation Framework](#)).

6. Act on Findings

The final step in your evaluation process is to plan, prepare, and facilitate the generation of data-driven insights¹¹. To understand a policy's outcome, it is important to consider early in the planning stages how you will use your results to generate actionable insights. Evaluators should consider who and how the pre-stated evaluation question will be used and anticipate how to implement those findings ahead of time. This includes evaluators making sense of the results and sharing those insights with all parties involved (e.g., stakeholders, communities, participants) and serving as a safeguard against misinterpretation of the results. Additionally, evaluators should talk with stakeholders about the dissemination of these results, including reports, panels, conferences, and more ([see Step 6 of CDC Evaluation Framework](#)).

Logic Model Example

Inputs	Activities	Outputs	Short-term Outcomes	Intermediate-term Outcomes	Long-term Outcomes
Funding and resources from health organizations.	Conducting research and surveys to assess tobacco use.	Published research report on tobacco usage statistics.	Increased awareness of the harms of tobacco use.	Noticeable decline in tobacco use statistics on campus.	Long-term adherence to the tobacco free campus policy.
Support from college administration.	Developing a comprehensive tobacco free campus policy.	Developed and documented tobacco free campus policy.	Initial reduction in tobacco usage on campus.	Establishment of a supportive environment for people who do not smoke.	Sustained decline in tobacco-related health issues.
Expertise from health professionals and policymakers.	Organizing workshops and seminars for awareness.	Number of workshops and seminars conducted.	Raised support levels for a tobacco free campus policy among stakeholders.	Improved health and well-being among students and staff.	Enhanced reputation of the college as a health-conscious institution.
Educational materials and tools.	Implementing educational campaigns targeting students and staff.	Educational materials distributed (e.g., pamphlets, flyers).	Greater engagement of student groups in health initiatives.	Strengthened partnerships with local health organizations.	Contribution to broader public health outcomes and reduced tobacco prevalence.
Time and effort from student and faculty volunteers.	Training staff and volunteers to advocate and enforce the policy.	Training sessions held for enforcers.			
	Collaborating with local health agencies for support and resources.				

Process Evaluation Questions Example

Evaluation Questions	Indicators	Indicator Benchmark	Data Collection Sources	Data Collection Methods	Data Collection Timing	Data Analysis
What strategies were used to develop and promote the tobacco free campus policy? How were stakeholders engaged in the policy development process? What communication channels were utilized to inform students and staff?	Number and type of strategies implemented. Level of stakeholder engagement and participation. Variety and reach of communication channels used.	Achieving specific milestones in the policy development timeline. Engagement of key stakeholders, including administration, students, and health professionals. Effective dissemination of information across all major campus communication channels.	Policy development meeting records. Surveys and feedback from stakeholders. Campus communication logs and announcements.	Review of meeting minutes and policy drafts. Surveys and interviews with stakeholders. Analysis of communication materials and feedback.	Quarterly throughout policy development and implementation. After major communication efforts. Following key stakeholder meetings and discussions.	Document review. Quantitative analysis using statistical software for survey data. Qualitative analysis of feedback and meeting minutes.

Outcome Evaluation Questions Example

Evaluation Questions	Indicators	Indicator Benchmark	Data Collection Sources	Data Collection Methods	Data Collection Timing	Data Analysis
To what extent did the implementation of the tobacco free campus policy reduce tobacco usage on campus? How did the policy affect student and staff attitudes toward tobacco use? What outcomes have been observed since policy implementation?	Reduction in the number of students and staff using tobacco products. Changes in attitudes and perceptions about tobacco use. Improvement in reported health outcomes related to tobacco use.	Achieving a specific percentage reduction in tobacco usage. Positive shifts in attitudes as measured by survey scores. Documented improvements in health statistics, such as respiratory health channels.	Campus health surveys. Health center visitation records. Focus groups with students and staff. Official health statistics.	Surveys and questionnaires distributed to the campus community. Analysis of health center records. Conducting focus groups for qualitative insights.	Annually, with interim assessments biannually. Before and after major milestones in policy implementation.	Using statistical software for quantitative survey analysis. Thematic analysis for qualitative feedback from focus groups. Comparative analysis of health data pre- and post-implementation.



APPENDIX 1: TOBACCO FACTS FOR COLLEGE STUDENTS

TOBACCO USE AMONG COLLEGE STUDENTS

Approximately 76% of college students in the U.S. used a tobacco product in the past 3 months.¹ Surveys from Fall 2024 have concluded that the tobacco product most used by college students in the U.S. was e-cigarette and vape products.¹ With this in mind, it was found that 76% of college students who reported any tobacco use within 3 months were also using e-cigarettes or other vape products as well.¹

With college students being the most vulnerable demographic for tobacco use, it is important to ensure that college-aged students are protected on campus from secondhand smoke through a tobacco free campus.^[5,2] It was shown that campuses with a tobacco free campus policy in place were more likely to have less tobacco use reported by their students than those who did not have any policy implemented at all.² Over 70% of college-aged young adults reported seeing advertisements for e-cigarette marketing.³ The vulnerability to tobacco use in college students is being taken advantage of through appealing marketing tactics directed towards them about bold flavors and eye-catching designs.³

Further, stress is linked to increased tobacco product use. One survey from a college study reported that the majority of students who used tobacco products mostly used them when they were bored or when they were feeling strong emotions like anxiety, anger,

or stress.⁷ These findings are supported by other studies, which found that 41.6% of college students felt overwhelming anxiety in the past year and 81% of people aged 15 to 24, in a survey of 1,000 people, reported that they started vaping to decrease stress, anxiety, or depression after first using tobacco.^[9,8]

From an experiment conducted by the University of Wisconsin-Madison, college students actually vaped nine times more than they realized when trying to recall how much they used their e-cigarette.¹⁰ Another study cited that college students perceived vaping as the “norm” in college, with an assumption that at least 50% of their peers vaped.¹² This was because students who started vaping in high school saw an increase in their vape use when exposed to different college environments, such as parties and other social events, where they were more frequently exposed to these e-cigarettes being used by their peers.¹² Based on this underestimation of their vape use and the overwhelming assumption that vaping is normal in college, college students continue to accept tobacco use as the social norm on campus, contributing to increased initiation or continued use of tobacco and e-cigarette products.

HEALTH CONSEQUENCES OF TOBACCO USE

More than 1 in 4 college students report tobacco use, and in a study done with 418 students, 35% of those college students thought e-cigarettes were a safer alternative than smoking cigarettes.^[2,13] However, there is no risk-free level of tobacco smoke or secondhand smoke—any e-cigarette or tobacco product, even if used once, is still

associated with cardiovascular and pulmonary diseases.^[14,15] Even smoking one cigarette can cause adverse effects to the body due to the thousands of chemicals and cancer-causing additives it contains.¹⁷ Tobacco and nicotine products (e.g., vapes, electronic cigarettes, hookah, etc.) have been marketed as lower health risk products and as a supporting strategy for quit attempts. However, these products are still harmful, and none have been approved by the U.S. Food and Drug Administration (FDA) for tobacco cessation. Some tobacco and nicotine products are known to contribute to significant health problems. For example, the use of smokeless tobacco has been linked to heart and gum diseases, as well as cancer.¹⁶ With 15%, and rising, of college students resorting to new versions of smokeless tobacco like nicotine pouches (e.g., Zyn) because these products are perceived as safer alternatives to smoking, students are becoming more susceptible to addiction. As other tobacco products continue to be advertised as safer alternatives to smoking and vaping despite the high volume of

nicotine in the products causing serious physical and mental damage.^[19,20,21] College students often perceive newer tobacco products such as e-cigarettes, and nicotine pouches as less harmful than conventional cigarette smoking, which contributes to continued use and low cessation attempts. The study found substantial use of other tobacco products and low self-efficacy for quitting despite minimal engagement with cessation resources.^[21,22]

Even though the 2009 Family Smoking Prevention and Tobacco Control Act banned the addition of flavors to conventional cigarettes (except menthol), other tobacco products, including e-cigarettes, hookah, snuff, and cigars, are available in a variety of flavors that are particularly appealing to young adults. This is also true for all new and emerging tobacco products, such as nicotine pouches. Aside from causing tobacco initiation and addiction, flavorings in tobacco products may pose a threat to the respiratory health of college student users.¹



APPENDIX 2: WHY IS A TOBACCO FREE CAMPUS POLICY BENEFICIAL?

SMOKEFREE VS. TOBACCO FREE POLICIES

A smokefree policy is one that restricts the use of any tobacco or other plant product intended for inhalation in any manner. It restricts cigarettes, cigars, pipes, e-cigarettes and vapes, or any other lighted or heated tobacco product.

A tobacco free policy is one that restricts the use of all forms of tobacco products containing tobacco or nicotine (this does not include FDA-approved tobacco cessation aids). This includes, but is not limited to, the following: cigarettes, cigars, pipes, snuff, chewing tobacco, dip tobacco, bidis, snus, dissolvable tobacco products, e-cigarettes and vapes, nicotine pouches, and other personal vaping devices.

While smokefree policies and tobacco free policies share many similarities, they also exhibit differences. Smokefree policies limit the use of smoke-producing tobacco products, such as cigarettes, cigars, and e-cigarettes. The primary concern of a smokefree policy is to reduce incidences of secondhand smoke exposure. On the other hand, tobacco free policies restrict the use of any tobacco product including, but are not limited to, both smoke-producing and smokeless tobacco products. The primary concerns of a tobacco free policy are to target new and emerging tobacco products and to improve the overall health of the campus population. Including all forms of tobacco products in a campus policy will send a clear message that the campus does not tolerate any form of tobacco use and will ideally

impact the overall campus tobacco landscape.

Peers Against Tobacco defines a 100% tobacco free campus policy as one that restricts the use of any tobacco product containing tobacco or nicotine (this does not include FDA-approved cessation aids) anywhere on the campus grounds, on all campus property and vehicles. To obtain a 100% comprehensive tobacco free campus policy, the policy must also prohibit sales, sponsorships, advertising, or promotional activities of tobacco on campus property.

A TOBACCO FREE CAMPUS POLICY IS MORE BENEFICIAL

Faced with a decline in cigarette smoking and lost revenue, the tobacco industry has introduced new non-cigarette tobacco products, such as e-cigarettes and nicotine pouches, as well as innovative marketing campaigns and strategies that appeal to young adults, such as promoting nicotine use for wellness and cognitive focus. Campus tobacco policies should address relationships between college campuses and tobacco companies and include restrictions for industry marketing, promotion, and sales. A 100% tobacco free policy better meets the challenge from the tobacco industry in combatting tobacco use on campus.

Some major national or state research grants, such as funding from the Cancer Prevention & Research Institute of Texas (CPRIT), require the recipient institute to be tobacco free. Many college/university campuses have already expanded their smokefree policy into a 100% tobacco free policy to preserve research funding from multiple sources.

Peers Against Tobacco's 100% Comprehensive Tobacco Free Campus Policy Criteria

Policy Item (Excludes Housing)	Criteria %
Smoking	30%
Prohibit cigarette smoking in all indoor areas of any campus building.	10%
Prohibit cigarette smoking on all campus outdoor grounds.	10%
Prohibit cigarette smoking in campus-owned vehicles.	10%
Other Tobacco	30%
Prohibit other tobacco in all indoor areas of any campus building.	10%
Prohibit other tobacco on all campus outdoor grounds.	10%
Prohibit other tobacco in campus-owned vehicles.	10%
Electronic Nicotine Delivery Systems (ENDS)	30%
Prohibit ENDS in all indoor areas of any campus building.	10%
Prohibit ENDS on all campus outdoor grounds.	10%
Prohibit ENDS in campus-owned vehicles.	10%
Tobacco Advertisement and Promotion	10%
Prohibit sales, sponsorship, advertising, or promotional activities of tobacco on campus property.	10%

Note. “Excludes Housing” denotes the policy items listed above are not applicable to on-campus housing policies as they are assessed separately and may differ.



APPENDIX 3: DATA COLLECTION RECOMMENDED METHODS TO KNOW YOUR CAMPUS

SURVEYS

Surveys can help determine trends regarding the usage of tobacco products on campus, such as which subgroups of students use them, what kind of products they use, and where those products are often used on campus. Surveys can also help to assess people's beliefs and perceptions around tobacco use on campus, as well as their awareness of an implemented tobacco free campus policy. Other surveys can assess individuals' tobacco-related attitudes, knowledge, and level of exposure to secondhand smoke. Online surveys can be set up also to allow community members to remain anonymous while sharing their experiences regarding tobacco use on campus and provide feedback on enforcement efforts.

ENVIRONMENTAL SCANS

An environmental scan is a visible assessment of your campus environment to determine where tobacco is present on campus, where it is used on campus, and where it is disposed of on campus. This will help when developing an action plan and determining the locations where tobacco free signage may be needed. You can contact the University of Texas at Austin [Tobacco Research & Evaluation Team](#) for information on tools to perform an environmental scan.

KEY INFORMANT INTERVIEWS

Conduct interviews with influential individuals on campus who can provide important insights on the best methods of implementing and enforcing the new tobacco free campus policy.

CAMPUS HEALTH CLINIC DATA

Collect tobacco-related data from the campus health clinic to determine current levels of campus tobacco use and tobacco-related visits/conditions.

“BUTTS PICK UP” DAY

Schedule a day to pick-up cigarette butts and other tobacco-related litter around campus. Be sure to note where litter is located in order to determine where signage and enforcement efforts should be focused. Invite other organizations to assist in the pick-up day to increase awareness of the issue and support for the new tobacco free campus policy.

FOCUS GROUP

Conduct focus groups to obtain direct feedback and to facilitate understanding of beliefs, perceptions, and behaviors related to tobacco use on campus. This feedback may also provide information about possible incentives to encourage compliance with the new tobacco free campus policy. Use the findings to make necessary adjustments to the policies or enforcement strategies.

READINESS ASSESSMENT

Explore the current state of campus readiness towards the impending a tobacco free campus policy. Explore the values (written and non-written) of your institution that relate to tobacco use. Also assess any previous campus tobacco prevention efforts and their resulting successes, challenges/barriers, and outcomes.

PUBLIC DATA

Look to outside organizations for existing tobacco use data. Resources found below:

1. Behavioral Risk Factor Surveillance System (BRFSS)
2. National Survey on Drug Use and Health (NSDUH)
3. Monitoring the Future (MTF)
4. National Health Interview Survey (NHIS).

CAMPUS HEALTH CLINIC DATA

1. National College Health Association Survey (ACHA-NCHA)



Effective Date: INSERT DATE

I. Policy Statement:

("ORGANIZATION") prohibits smoking and the use of all forms of tobacco products on ("ORGANIZATION") property. ("ORGANIZATION") prohibits any advertising or sale, or free sampling of tobacco products on ("ORGANIZATION") property. Littering on ("ORGANIZATION") property with the remains of tobacco products or any other related waste product is prohibited.

II. Reason for Policy:

("ORGANIZATION") recognizes its social responsibility to promote the health, well-being, and safety of ("ORGANIZATION") students, faculty, staff, and visitors. Research suggests that tobacco prevention programs are most effective when supplemented by strong tobacco free policies, and when they are incorporated into a broader community effort to reduce tobacco use. In light of this information, it is ("ORGANIZATION'S") intent to prohibit tobacco use on all ("ORGANIZATION'S") property.

III. Scope and Audience:

This policy applies to all ("ORGANIZATION") students, faculty, staff, affiliates, vendors, contractors, grantees, and visitors, and is applicable twenty-four (24) hours a day, seven (7) days a week.

Organizers and attendees at public events, such as conferences, meetings, public lectures, social events, cultural events, and sporting events using university facilities will be required to abide by the Tobacco Free Campus Policy. Organizers of such events are responsible for communicating the policy to attendees.

IV. Definitions:

A. Tobacco Products:

i. "Tobacco Product" means all forms of tobacco including cigarettes, electronic cigarettes, cigars, hookah, chewing tobacco, dip tobacco, roll-your-own tobacco, pipe tobacco, bidis, snuff, snus, nicotine pouches, and any other tobacco- or nicotine-based product or matter intended to be introduced into the human body by inhalation, ingestion, or absorption, excluding cessation products approved by the U.S. Food and Drug Administration²² for use in treating tobacco or nicotine dependence.

B. ("ORGANIZATION") Community:

i. Applies to all ("ORGANIZATION") students, faculty, staff, affiliates, vendors, contractors, grantees, and visitors.

C. (“ORGANIZATION”) Property:

- i. Property that is owned, operated, leased, occupied, or controlled by (“ORGANIZATION”). This includes but is not limited to all buildings and structures, sidewalks, parking lots, walkways, and attached parking structures owned or controlled by (“ORGANIZATION”) and all (“ORGANIZATION”)-owned vehicles.

D. Building Manager:

- i. A person designated by the (“ORGANIZATION”) to coordinate and monitor the physical, environmental, fire and life safety, and security conditions in a building. This individual is also responsible for assessing the adequacy of signage on the building and adjacent University property. A list of Building Managers may be found at (INSERT WEBSITE).

V. Website (for policy)

A. [INSERT WEBSITE URL]

- i. It is recommended that the tobacco free campus policy be a stand-alone policy and easily accessible on college/university website.

VI. Contacts

A. [INSERT CONTACT(S) INFORMATION]

- i. This includes phone numbers and email contacts for building managers, Human Resources dept, Student Affairs, etc.

VII. Responsibilities & Procedures

A. Responsibilities

- i. Adherence to this policy is the responsibility of all members of the (“ORGANIZATION”) community. It is expected that (“ORGANIZATION”) students, faculty, staff, affiliates, vendors, contractors, grantees, and visitors will comply with this policy. Members of the (“ORGANIZATION”) community are empowered to respectfully inform others about the policy in an ongoing effort to enhance awareness of and encourage compliance with this policy.

B. Enforcement of Policy

- i. Effective implementation of this policy relies on the courtesy, respect, and cooperation of all members of the (“ORGANIZATION”) community. It is the responsibility of all members of the (“ORGANIZATION”) community, including visitors, to observe the tobacco free campus policy. Those violating this policy should be reminded of this policy and asked to comply.
- ii. If someone is seen using tobacco products on (“ORGANIZATION”) property, an individual may inform the tobacco user of this policy and request that they comply. If the individual does not comply, details of the policy violation may be

referred to the (“**ORGANIZATION ENFORCER OF POLICY**”) for appropriate resolution.

C. Exceptions to Policy (OPTIONAL)

i. Tobacco use may be permitted under the following circumstances:

ia. Sponsored research involving tobacco or tobacco products, provided the university employee obtains the prior approval of the Vice President for Research and a waiver is requested and granted in accordance with sponsored research requirements, if any. Smoke, like any other laboratory air contaminant, shall be controlled.

ib. By artists or actors who participate in (“**ORGANIZATION**”) authorized performances that require smoking as part of the artistic production.

ic. Educational or clinical purposes with prior approval of the dean or director responsible for the facility or the Vice President for Research, and in the case of smoking, the (“**ORGANIZATION**”) Fire Marshal.

id. On the grounds of off-campus graduate housing facilities and, in the case where (“**ORGANIZATION**”) employees are required to live in off-campus university-provided housing as a condition of their employment and off-campus university-provided lodging.

D. Awareness and Education

i. The implementation of this policy is augmented by an awareness and education campaign that includes but is not limited to:

ia. Notification of our Tobacco Free Campus Policy to current and prospective students and employees through communication available on university websites;

ib. Notification during the admission, enrollment, and orientation process for students and during new hire orientation for faculty and staff, as applicable;

ic. Informational meetings, postings, and electronic notifications;

id. Tobacco cessation programming for students and employees;

ie. Notices bearing the message “Tobacco Free Campus” or the international “No Tobacco” symbol or similar signage will be posted at major vehicular crossways, pedestrian crosswalks, and building entrances. However, the Tobacco Free Campus Policy applies to all university property whether or not notices are posted unless specified as an approved exception in Section Exceptions to Policy above.

E. Tobacco Cessation Assistance

i. (“**ORGANIZATION**”) is committed to supporting all students and employees who wish to stop using tobacco products and assistance is available.

ii. For a full listing of tobacco cessation resources please visit: (**INSERT WEBSITE**)

iii. (Colleges/universities can also connect individuals to the Texas Tobacco Quitline at YesQuit.org or 1-877-YES-QUIT (1-877-937-7848) for free tobacco cessation services.)

VIII. History

A. Last review date: **INSERT DATE**

B. Next scheduled review date: **INSERT DATE**

C. Effective: **INSERT DATE**

1. Statista. Percentage of U.S. College Students Reporting Tobacco Use as of Fall 2024, by Product. Conor Stewart; 2025.
2. Ickes MJ, Wiggins AT, Rayens MK, Hahn EJ. *Student tobacco use behaviors on college campuses by strength of tobacco campus policies*. American Journal of Health Promotion. 2020;34(7):747-753. doi:10.1177/0890117120904015
3. American College Health Association. *Addressing E-cigarette Use and Vaping on College and University Campuses.*; 2021.
https://www.acha.org/documents/resources/guidelines/ACHA_Addressing_E-cigarette_Use_and_Vaping_on_Campuses_January2021.pdf.
4. North C, Grossberg LA, Loukas A. *Tobacco use behaviors on college campuses in Texas: What, where, and who*. Journal of American College Health. 2023;73(1):51-54. doi:10.1080/07448481.2023.2214245
5. Maheta BJ, Khan A, Skinner S, Dove MS. *Initial impacts of the COVID-19 pandemic on tobacco use among college students in California*. Journal of American College Health. 2023;73(2):658-663. doi:10.1080/07448481.2023.2232458
6. Arrazola, R. A., Husten, C. G., Cornelius, M. E., & Armour, B. S. (2025). Notes from the Field: Tobacco Product Use Among Adults - United States, 2017-2023. MMWR. Morbidity and mortality weekly report, 74(7), 118–121. <https://doi.org/10.15585/mmwr.mm7407a3>
7. Pignataro R, Daramola C. *Becoming a tobacco free campus: A survey of student attitudes, opinions, and behaviors*. Tobacco Prevention & Cessation. 2020;6(September):1-5. doi:10.18332/tpc/125915
8. Kesherim R. Alarming college student stress statistics.
<https://www.totalcareaba.com/statistics/student-stress-statistics>. Published March 19, 2025.
9. Truth Initiative. *Colliding crises: Youth mental health and nicotine use.*; 2021.
<https://truthinitiative.org/research-resources/emerging-tobacco-products/colliding-crises-youth-mental-health-and-nicotine-use>.
10. Yang JJ, Ou T-S, Lin H-C, Nam JK, Piper ME, Buu A. (2023) *Retrospective and real-time measures of the quantity of e-cigarette use: An ecological momentary assessment study*. Nicotine & Tobacco Research.
11. Kidder DP, Fierro LA, Luna E, et al. *CDC Program Evaluation Framework, 2024*. MMWR Recomm Rep 2024;73(No. RR-6):1–37. DOI: <http://dx.doi.org/10.15585/mmwr.rr7306a1>

11. Kava CM, Soule EK, Seegmiller L, et al. *“Taking up a new problem”: Context and determinants of Pod-Mod electronic cigarette use among college students*. Qualitative Health Research. 2020;31(4):703-712. doi:10.1177/1049732320971236
12. Vilcassim MJR, Stowe S, Zierold KM. *Perception of health risks of electronic cigarette use among college students: Examining the roles of sex, field of study, vaping device type, and their associations*. Journal of Community Health. 2024;50(1):23-30. doi:10.1007/s10900-024-01393-y
13. Centers for Disease Control and Prevention (CDC). *Health effects of cigarettes: cardiovascular disease*. Smoking and Tobacco Use. <https://www.cdc.gov/tobacco/about/cigarettes-and-cardiovascular-disease.html>. Published September 17, 2024.
14. Espinoza-Derout J, Shao XM, Lao CJ, et al. *Electronic cigarette use and the risk of cardiovascular diseases*. Frontiers in Cardiovascular Medicine. 2022;9:879726. doi:10.3389/fcvm.2022.879726
15. Centers for Disease Control and Prevention (CDC). *How Tobacco Smoke Causes Disease: The Biology and Behavioral Basis for Smoking-Attributable Disease*. NCBI Bookshelf. <https://www.ncbi.nlm.nih.gov/books/NBK53017/>. Published 2010.
16. American Cancer Society. *Health risks of smokeless tobacco*. <https://www.cancer.org/cancer/risk-prevention/tobacco/smokeless-tobacco.html>.
17. American Medical Association. *Flavored e-cigarettes pose dire threat to youth and public health*. American Medical Association. <https://www.ama-assn.org/about/leadership/flavored-e-cigarettes-pose-dire-threat-youth-and-public-health>. Published January 29, 2025.
18. Bushinsky, N. Sustainability. *Nicotine pouches on campus: A hidden threat to health & sustainability*. Sustainability. November 2025. <https://www.unh.edu/sustainability/blog/2025/09/nicotine-pouches-campus-hidden-threat-health-sustainability>.
19. Crane, M. *Nicotine pouches popular among college students, especially in fraternities*. College of Public Health. <https://cph.osu.edu/news/nicotine-pouches-popular-among-college-students-especially-fraternities>. Published October 21, 2025.
20. American Lung Association. Nicotine. <https://www.lung.org/quit-smoking/smoking-facts/health-effects/nicotine>.
21. Dang YH. *Attitudes and perceptions of tobacco-related products in college students*. Innovations in Pharmacy. 2020;11(3):21. doi:10.24926/iip.v11i3.3215.
22. FDA deems certain tobacco products subject to FDA authority, sales and. (n.d.-b). <https://www.fda.gov/media/143049/download>



ONLINE RESOURCES

[Americans for Nonsmokers' Rights Foundation \(ANRF\)](#)

[American Lung Association](#)

[Campaign for Tobacco Free Kids](#)

[CDC Program Evaluation Framework](#)

[UT MD Anderson's Eliminate Tobacco Use Initiative](#)

[Peers Against Tobacco](#)

[PRECEDE-PROCEED Model](#)

[Public Health Law Center](#)

[Texas Department of State Health Services' Tobacco Prevention and Control Program](#)

[Tobacco Free College Campus Initiative \(TFCCI\).](#)

[University of Texas at Austin Tobacco Policy Database](#)

[University of Texas at Austin Tobacco Research & Evaluation Team](#)



ACKNOWLEDGEMENTS



TEXAS
Health and Human
Services

Texas Department of State
Health Services



HEALTH AND HUMAN SERVICES
& VETERANS SERVICE



FUNDED BY



TEXAS
Health and Human
Services

Texas Department of State
Health Services