

Welcome to Today's Webinar!

Strategies To Prevent Hazing on Campus

This event will begin at 2:00 p.m. Eastern Time.

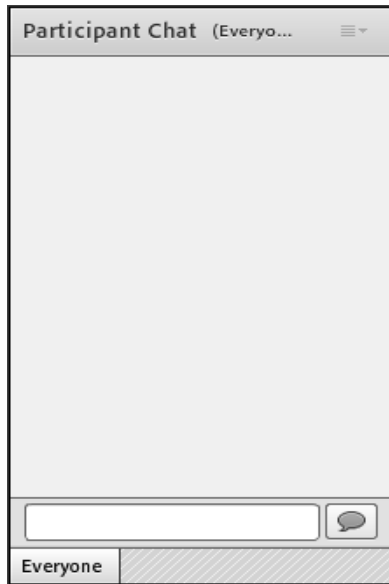
The National Center on Safe Supportive Learning Environments

- Funded by the U.S. Department of Education's Office of Safe and Healthy Students (OSHS).
- Provides training and support to federal grantees, including grantees funded under the Project Prevent Program, as well as other stakeholders working on improving safe, supportive learning environments.
- Goal is to improve the condition for learning in schools through measurement and program implementation, so all students have the opportunity to realize academic success in safe and supportive educational environments.

*The content of this presentation was prepared under a contract from the U.S. Department of Education, Office of Safe and Healthy Students to the American Institutes for Research (AIR). This presentation does not necessarily represent the policy or views of the U.S. Department of Education, nor do they imply endorsement by the U.S. Department of Education.

Webinar Logistics

Chat Pod



If you have a question for the presenters, please type it in the Chat Pod located to the right of the presentation screen, or e-mail ncssle@air.org during the webinar.

Feedback Form

A screenshot of a feedback form with four survey questions. Each question has a title, a 'Prepare' button, a 'View Votes' button, and a 'Close' button. The questions are:
1. 'This Webinar improved my understanding of the covered topics.' with radio buttons for 'Strongly Disagree', 'Somewhat Disagree', 'Somewhat Agree', 'Strongly Agree', and 'No Vote'.
2. 'I will use information from this Webinar.' with the same radio button options.
3. 'Ample time was provided for answering questions.' with the same radio button options.
4. 'Overall, this Webinar was a good use of my time.' with the same radio button options.
Each question also includes a progress bar showing '0%' and '(0)' votes, and a 'Broadcast Results' checkbox.

At the end of the presentation, a series of questions will appear. Please provide feedback on this event so that we can better provide the resources you need. All answers are completely anonymous and are not visible to other participants.

For assistance during the webinar, please contact the National Center on Safe Supportive Learning Environments at ncssle@air.org.

Agenda

1

Context for Prevention & Key Challenges Related to Hazing

2

Key Principles of Prevention Applied to Hazing

3

Emerging Strategies for Hazing Prevention

4

Getting Started and/or Maintaining Momentum for Hazing Prevention: HPC Lessons Learned

5

Resources for Hazing Prevention

Webinar Objectives

1. Define hazing and identify three key components of hazing.
2. Articulate challenges and opportunities related to hazing prevention.
3. Describe how key principles of prevention science inform a comprehensive approach to hazing prevention.
4. Draw upon the ecological model to provide examples of risk and protective factors for hazing on multiple levels.
5. Identify key stakeholder groups to engage in hazing prevention.
6. Describe examples of current hazing prevention initiatives.
7. Delineate what educators can do to initiate and sustain hazing prevention efforts in their college, university, and/or schools.

Polling Question #1

At which level do you work directly with students?

- Higher Education
- High School
- Middle School
- More than one of the above
- None of the above
- Other

Polling Question #2

Which of the following best describes your role? (Check all that apply.)

- Campus/school administrator
- Club/organization/activity advisor
- Instructor/teacher/faculty
- Campus health or prevention coordinator
- Athletic coach/athletic director
- Mental health counselor
- School nurse or health provider
- Conduct officer
- Parent of a current student
- Community leader
- Researcher
- Student
- Other

Polling Question #3

Which of the following best describes the primary reason you chose to participate in this hazing prevention webinar?

- I have a direct responsibility to address incidents of hazing on campus.
- I supervise others who have a responsibility to address hazing on our campus/school.
- I was directly impacted by hazing and interested to learn more about the topic.
- I have a general interest in the issue of hazing and interested to learn more about the topic.
- Other (please type your reason for participating in the Chat Pod to the right of the screen.)

Context for Prevention & Key Challenges Related to Hazing

Dr. Elizabeth Allan, Dr. Timothy Marchell, & Elliot Hopkins



What Is Hazing?

Hazing is any activity expected of someone seeking or maintaining membership in a group that humiliates, degrades, abuses, or endangers them regardless of a person's willingness to participate.

What Is Hazing? Breaking it Down . . .

3 Key Components:

“Hazing is any activity expected of someone:

1. **Seeking or maintaining membership in a group,**
2. **And the activity humiliates, degrades, abuses, or endangers them,**
3. **Regardless of a person’s willingness to participate.”**

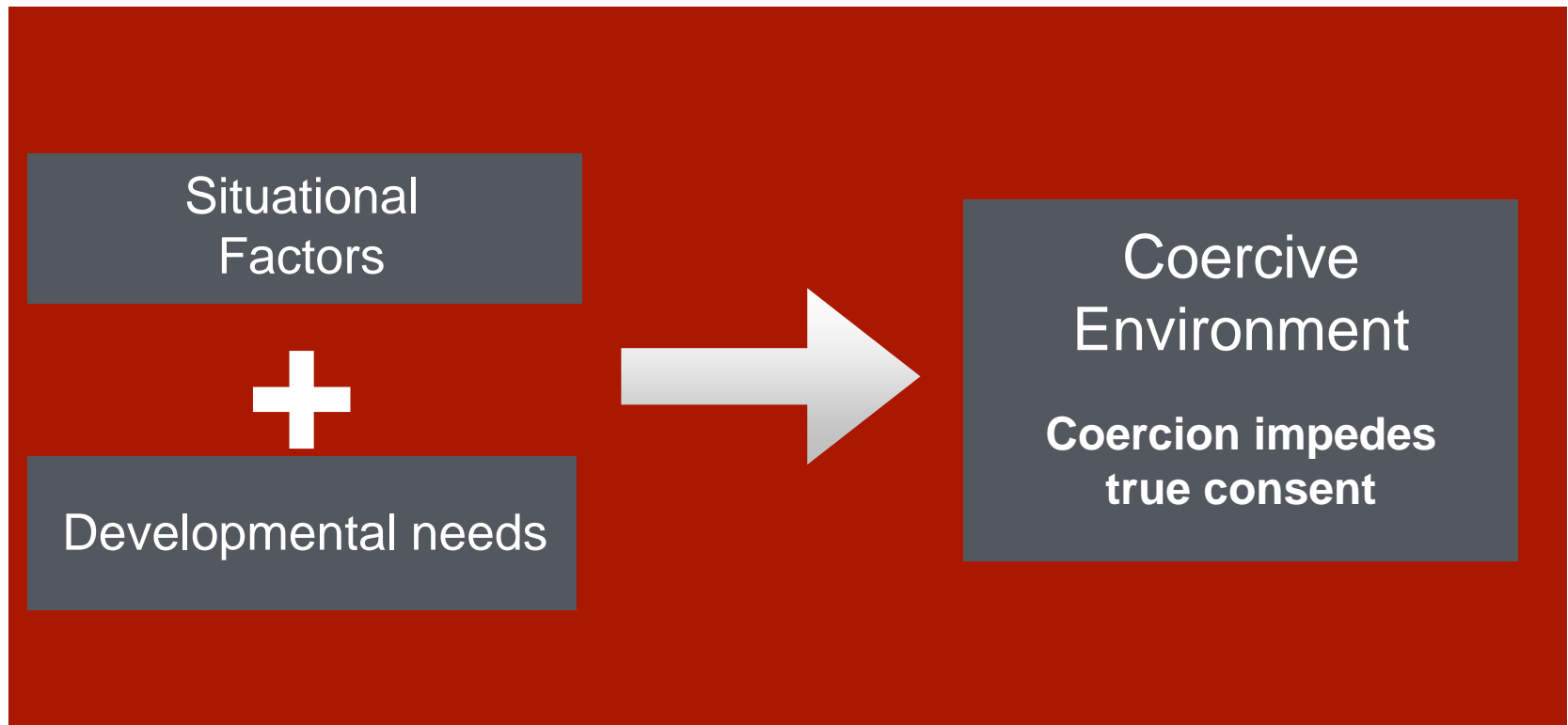
Polling Question #4

I think most students with whom I work . . .

- Easily recognize hazing when it occurs.
- Only recognize hazing if it involves physical force or physical harm.
- Have little to no understanding of what constitutes hazing.
- None of the above.
- Other

What Is Hazing?

“...regardless of a person’s willingness to participate.”



Situational Factors Contributing to Coercion

- **Physical force**
- **Deception**
 - Uninformed consent
- **Illusion of freedom**
 - “No one was forced to drink. You could do shots of Tabasco sauce instead.”
- **Impairment from alcohol**
- **Peer pressure**
 - “What’s the matter? Aren’t you man enough?”
- **Fear of negative consequences**
 - Worse hazing for self or others
 - Social rejection

Developmental Needs Contributing to Risk of Coercion

- **Need for social belonging & acceptance**

“Some brain-scan studies suggest that our brains react to peer exclusion much as they respond to threats to physical health or food supply. At a neural level... we perceive social rejection as a threat to existence.”

- *Teenage Brains, National Geographic 10/20/11*

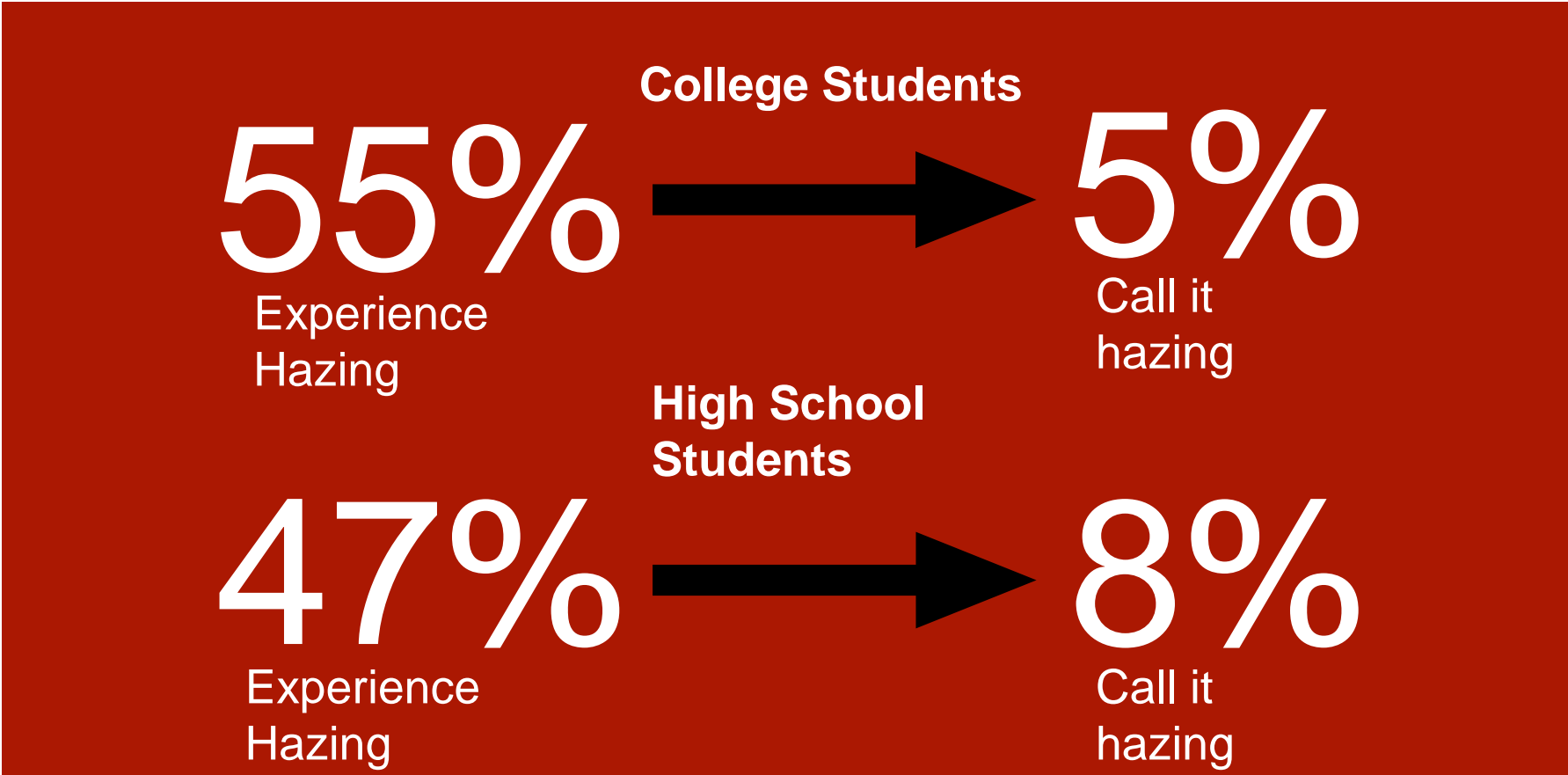
- **Need for accomplishment**

“I didn’t like doing it, but I wanted to prove to myself that I could.”

- *Student who was hazed*

Prevention Challenge: Disconnect

A gap exists between college and high school students' experiences of hazing and their willingness to label it as such.



Prevention Challenge: Normalization

Conditions that can contribute to hazing becoming “normalized” as part of a group’s affiliation process include:

- Hazing is often **minimized** as simply harmless antics or pranks.
- Hazing is **justified** as an important tradition of the group.
- Hazing is **rationalized** as an effective means of group bonding.
- Hazing is often **overlooked** as a rite of passage or initiation.
- Hazing is often **ignored** because it may appear that everyone involved was a willing participant.
- Dangerous hazing **often occurs in private spaces** and is shielded from view of adults.

Prevention Challenge: Perceived Benefits of Hazing

Bonding

Tradition

Building Respect

Accomplishment

Status

Pride

There are other pathways to achieve these goals.

Hazing in Secondary Settings

- 1,500,000 students are hazed annually.
- 200-250 hazing events a week!
- 36% of hazed students do not report being hazed because “There is no one to tell and adults will not handle it correctly.

Hazing in Secondary Settings

Findings from Hoover & Pollard (2000)

- Over 90% of high school students belong to at least one group.
- 48% of the students who belong to groups report that they have been subjected to hazing activities.
- 43% of the students in these groups report that they have been subjected to humiliating activities.

Findings from Allan & Madden (2008).

- 47% of college students reported experiencing hazing in high school.

Hazing Victim's Belief System

- Earn respect/approval, position or “rep” on the team
- Prove toughness - earn team's trust and acceptance
- Avoid breaking tradition
- Participation was not perceived to be voluntary, felt behavior was “typical”
- Felt that non-participation would lead to dismissal
- Avoid anger/rejection/isolation from group
- Get it over with to avoid making the experience worse

More Information About High School Hazing

Hazing is prevalent among American high school students.

48% of students who belong to groups reported being subjected to hazing activities.

All high school students who join groups are at risk of being hazed.

Both female and male students report high levels of hazing, although male students are at highest risk, especially for dangerous hazing.

- The lower a student's GPA the greater their risk of being hazed.
- Even groups usually considered safe haze new members. For example, 24% of students involved in church groups were subjected to hazing activities.

Hazing hurts children, emotionally and physically.

71% of the students subjected to hazing reported negative consequences, such as getting into fights, being injured, fighting with parents, doing poorly in school, hurting other people, having difficulty eating, sleeping, or concentrating, or feeling angry, confused, embarrassed or guilty.

Key Principles of Prevention Applied to Hazing

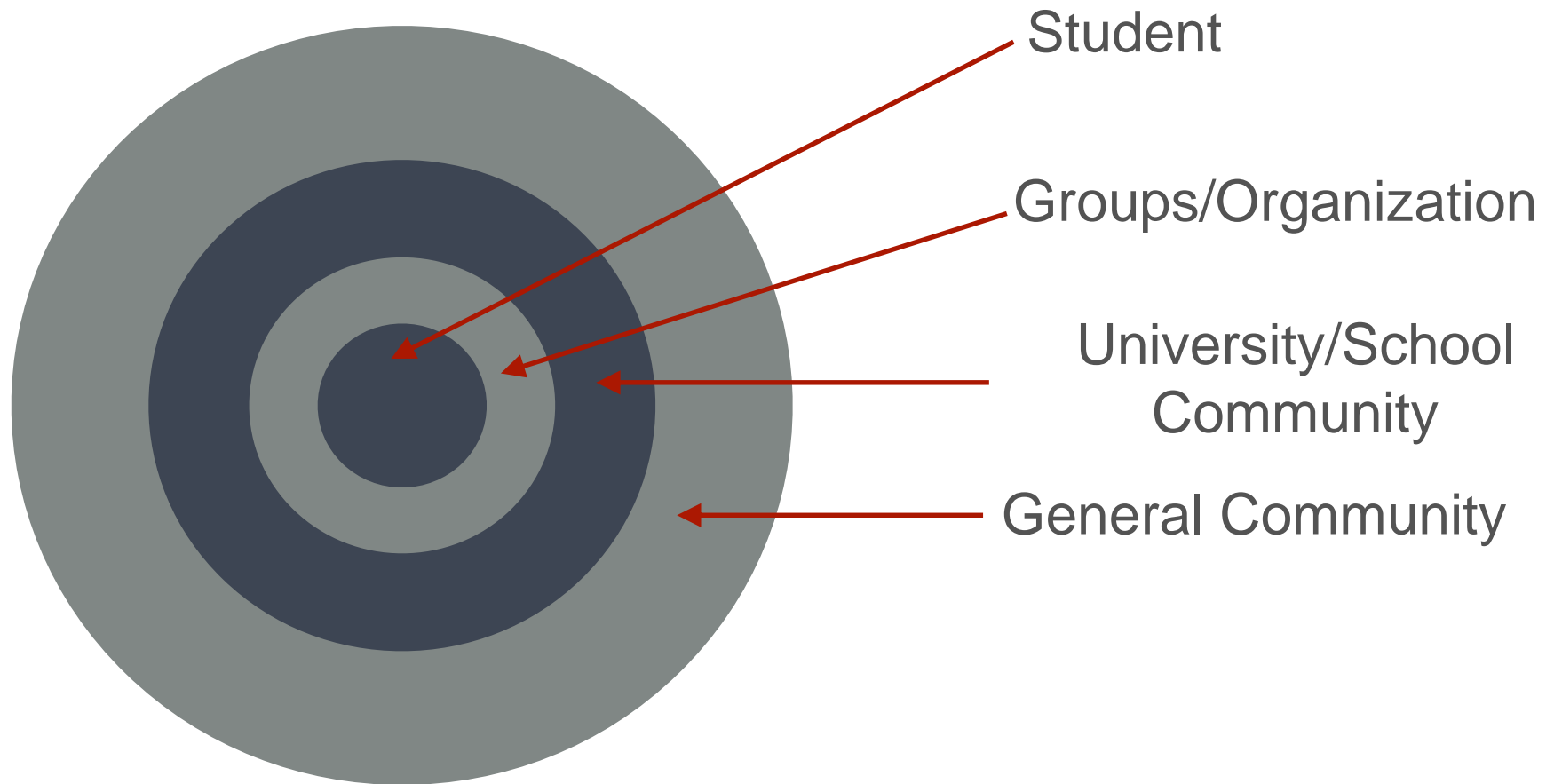
Dr. Anne Reber & Dr. Elizabeth Allan



Prevention Science

- **Coalition-based**
- **Data-driven**
- **Evidence-based**
- **Comprehensive**
- **Attention to context and institutional culture (no “one size fits all”)**
- **Coaching, support, and technical assistance**

Ecological Framework



Connecting The Dots: Hazing as Interpersonal Violence (IPV)

- Implication of intersections of IPV for prevention
- Overlapping and variable causes: Uncharted territory
- Risk & Protective Factors
 - Institution and Groups: Actual and perceived social norms shape non-hazing and hazing climates
 - Individual: Prior experience of violence linked to likelihood of perpetration of hazing and impact of hazing on victims
- Prevention requires collaboration: Across divisions, stakeholder groups, and staff working on issues of violence

Evidence-base for Hazing Prevention

Impact of the National Study

- **Problem:** As awareness about hazing builds, people and organizations want solutions and strategies for prevention

Working to build an evidence base for promising strategies for hazing prevention

Hazing Prevention Consortium (HPC)

- University of Arizona
- University of Central Florida
- Cornell University
- University of Kentucky
- Lehigh University
- University of Maine
- Texas A&M University
- University of Virginia



Strategic Prevention Framework



HPC Design

- Y1: Assessment & Capacity Building
- Y2: Planning, Implementation, and Evaluation
- Y3: Implementation, Evaluation, and Sustainability

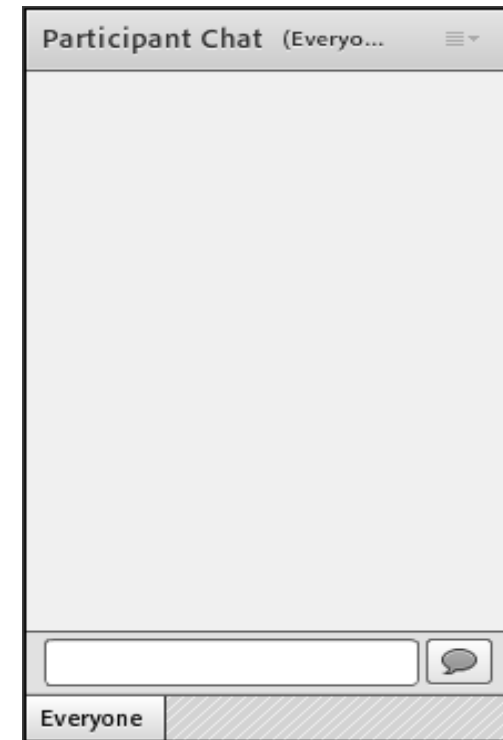
Pioneering an Evidence-base for Hazing Prevention

- Focus on “promising” strategies used in other fields
- Evaluation case studies
- Risk & Protective Factors
- Progress Report of Work:
 - Lessons learned about process, strategies, impact, and HPC as a structure for building comprehensive prevention initiatives

Questions?



Chat Pod



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Polling Question #5

How would you describe the current hazing prevention efforts on your campus?

- Our hazing prevention efforts are not currently evident.
- Our hazing prevention efforts are just getting started.
- Our hazing prevention efforts are modestly established.
- Our hazing prevention efforts are well established.
- Other

Emerging Strategies for Hazing Prevention

Dr. Timothy Marchell, Dr. Germayne Graham, & Dr. Anne Reber



HPC Core Strategies

- Coalition-based approach
- Consideration of campus culture, history, traditions
- Visible leadership messaging
- Ethical leadership development
- Outreach to families and broader community
- Non-hazing group building
- Social norms messaging
- Trainings to strengthen understanding of hazing and inherent power dynamics
- Bystander intervention
- Policy alignment, enforcement/accountability

Emerging Strategies for Hazing Prevention in Postsecondary Settings

Coalition-based approach

- Members/Stakeholders
- Meetings
- Training
- Keeping members engaged
- Projects/tasks
- Support from university leadership

Ethical Leadership Development

- Student leadership development
- Student organizations
- Training and Education
- Curricular and Co-curricular Programs

UCF LEADERSHIP WEEK 2016
GROUP RESPONSIBILITY AND LEADERSHIP TRACK
Students who complete 2 of the following sessions during Leadership Week will receive special recognition from the UCF Hazing Prevention and Education Program


THURSDAY, FEBRUARY 25, 2016 IN STUDENT UNION 220

10am: You Have Values, But What Are They Worth?


2pm: Mentors in Violence Prevention Training

1pm: Traditions in Student Organizations: So, How Is That Working Out For You?

3pm: Recommended But Not Required: A Look Into Organizations



Leading the Charge Against Hazing



LEADERSHIP WEEK 2016
FEBRUARY 22ND-26TH

LEAD TO CHANGE

See event details at fsa.sdoe.ucf.edu/leadershipweek

#UCFLeadToChange #LW2016
@leadscholarsacademy

Emerging Strategies for Hazing Prevention in Postsecondary Settings

- Consideration of campus culture, traditions, campus core values, traditions impacting presence of hazing activity
- Visible leadership messaging
- Outreach to families and community

Non-Hazing Group Building

- Meet underlying needs for cohesion, bonding
- Such efforts are important, though may not be sufficient to fully address issue of hazing



Nazareth College
Women's Soccer



U Illinois Football
(Sports Illustrated Online)



Cornell University
Greek Leadership Academic

Social Norms Strategies

Most students think that the majority of their peers believe that it is sometimes okay to humiliate or intimidate new members.

Misperceptions at:

- Campus level
- Group level

87%
of Cornell students believe:



it's never ok to humiliate or intimidate new members.

... not in a group, team, or organization.
It's never ok.

Find out more: Definitions. Reporting. Help.

www.hazing.cornell.edu

This message is brought to you by the Office of the Dean of Students, the Office of Fraternities, Sororities, and Independent Living, the Department of Athletics and Physical Education, Gannett Health Services, Institutional Research and Planning, Residential and New Student Programs, and the Cornell Police.

This data point,* may be personally surprising, affirming, or disturbing. It is intended to challenge commonly held misperceptions and generate conversation about actual characteristics of the Cornell community.

* Perceptions of Undergraduate Life & Student Experiences (PULSE) Survey, Spring, 2015 (N=4,882; 96% response rate)



Cornell University



Safe Supportive Learning
Engagement | Safety | Environment

Bystander Intervention



Bystander Intervention

When you witness situations of sexual or domestic violence, bullying, gender violence, hazing or any form of violence, what can you do?

- Assess, choose, and take action. Be an Active Bystander!



MVP is part of UCF's initiative in preventing violence and promoting civility, bystander intervention and respect.

Enforcement

- **Enforcement**
 - Prevention through deterrence
 - Response to incidents/perpetrators
 - Acknowledges the needs of those hazed
- **Elements**
 - Detection/reporting (web-based, personal)
 - Consequences [sanctions that are swift, certain, and sufficient (cost-benefit)]
 - Transparency/public accountability

Reporting & Transparent Accountability



Search Cornell

HAZING.CORNELL.EDU

a revealing look at hidden rites

HOME

HAZING INCIDENTS

CONSIDER THE ISSUES

WHAT TO DO

Search Hazing Site:

go

Report Hazing
Confidentially



Hazing in the News:

Follow important [campus, state, and national news](#) related to hazing.

If You Have Been Hazed:

or just want to talk, a [Gannett provider can help](#), confidentially. Call 607

Hazing is a hidden but serious problem . . .

Why this site exists

While being part of a campus group can be one of the most meaningful aspects of student life, hazing is often a hidden but serious problem — one that undermines the value of these experiences and poses the risk of physical and mental harm for many individuals. Although hazing is not unique to Cornell, we believe that it is important to examine these practices explicitly in an attempt to overcome the secrecy that perpetuates them.

Who this site is for

This site is a resource for students, staff, faculty, alumni, parents and others interested in learning about hazing within student groups at Cornell University. Since hazing is a national problem that occurs in high schools, colleges, and other settings, this information may be useful to visitors as well.

What you should know

- ▶ 87% of Cornell students believe "it's never okay to humiliate or intimidate new members."
- ▶ Hazing takes various forms, but typically involves physical

QUICK LINKS

[What do "87% of Cornell students say?"](#)

[Message to First Year Students](#)

[Hazing Incidents](#)

[Contact Us](#)



Polling Question #6

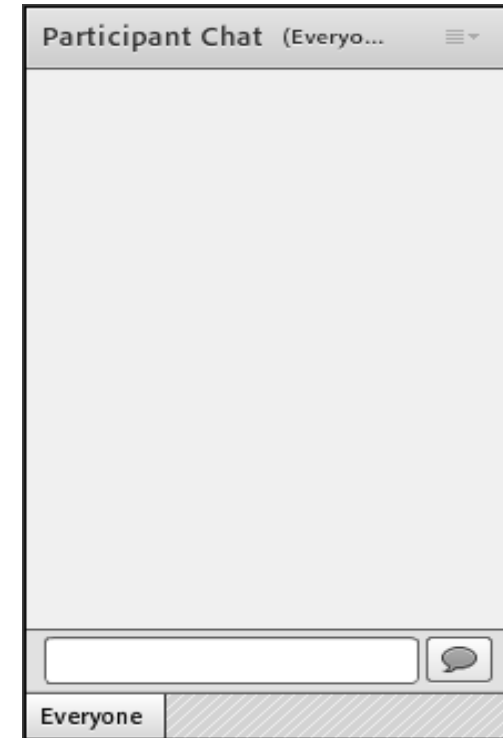
How would you describe the accountability and transparency related to hazing on your campus?

- We have clear policy regarding hazing that is consistently enforced.
- We have clear policy regarding hazing but it is inconsistently enforced.
- We have unclear policy regarding hazing and it is minimal enforcement.
- We do not have policy regarding hazing.
- Other

Questions?



Chat Pod



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Getting Started and/or Maintaining Momentum for Hazing Prevention: HPC Lessons Learned

Dr. Anne Reber, Dr. Germaine Graham, & Elliot Hopkins



Getting Started and/or Maintaining Momentum for Hazing Prevention

- Assessment
- Capacity building
- Planning
- Implementation
- Evaluation
- Sustainability

Assessment & Capacity Building

Assessment

- Environmental scan
- Survey
- Qualitative data/site visit

Capacity building

- Developing a hazing prevention team
- Challenge of prioritizing hazing relative to other prevention efforts
- Maintaining momentum (value of HPC for keeping ball rolling given demands on staff time)

Planning & Implementation

Planning

- Building on assessment data to guide prevention.
- Identification of target audiences. (Focus on high risk vs. broad populations?)
- Role of senior leadership in backing prevention efforts.

Implementation

- Integration with other ongoing programs.
- What have we learned about core strategies?

Evaluation & Sustainability

Evaluation

- Involvement of target audience in formative evaluation for ongoing design and refinement of strategies.
- Evaluation design as part of implementation process.
- Use of control groups.
- Slow steady establishment of an evidence base (doesn't happen overnight).

Sustainability

- Challenge of identifying funding opportunities.
- Creative strategies to engage alumni and other stakeholders to support hazing prevention.

What About High Schools?

Hazing starts young, and continues through high school and college.

- **25 %** of those who reported being hazed were first hazed before the age of 13.
- Dangerous hazing activities are as prevalent among high school students (22%) as among college athletes (21%).
- Substance abuse in hazing is prevalent in high school (23%) and increases in college (51%).

Adults must share the responsibility when hazing occurs.

- **36 %** of the students said that they would not report hazing primarily because “There’s no one to tell,” or “Adults won’t handle it right.”

Students do not distinguish between “fun” and hazing.

- Only **14 %** said they were hazed, yet **48%** said they participated in activities that are defined as hazing, and **29%** said they did things that are potentially illegal in order to join a group.
- Most said they participated in humiliating, dangerous or potentially illegal activities as a part of joining a group because those activities are “fun and exciting.”

Questions?



Chat Pod



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Resources for Hazing Prevention

Elliot Hopkins, Dr. Timothy Marchell, & Dr. Germayne Graham



The screenshot shows the homepage of StopHazing.Org. At the top left is the logo, which consists of a red hexagon with the word "STOP" in white above the word "HAZING" in black. To the right of the logo are social media icons for Facebook and Twitter, with the text "/StopHazing" and "@StopHazing" respectively. Further right is a search bar with a magnifying glass icon and the word "Search". Below the header is a dark navigation bar with white text for "Home", "About Us", "Research", "Resources", "Making A Change", "Blog", and "Contact". The main content area has a red background. At the top of this area, it says "A leading resource for hazing research and prevention" on the left, "Make a secure donation today!" in the middle, and a "Support Us" button with a right-pointing arrow on the right. Below this is the main headline "PREVENTION THROUGH EDUCATION" in large white letters. Underneath the headline is a photograph of six diverse young adults sitting at a table in a library or study area, smiling. A teal banner is overlaid on the bottom of the photo with the text "Educating to Eliminate Hazing". To the right of the photo is a "Did you know?" section with a graduation cap icon. It contains two statistics: "47% of students are hazed before they enter college" and "3 in 5 college students are subjected to hazing". Below these statistics is a paragraph: "Alcohol consumption, humiliation, isolation, sleep deprivation, and sex acts are hazing practices common across student groups". At the bottom of this section is a "Learn more" button with a right-pointing arrow.



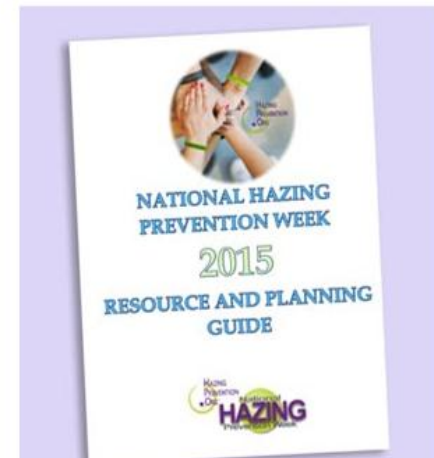
National Hazing Prevention Week™ (NHPW) is **September 19-23, 2016!**

NATIONAL HAZING PREVENTION WEEK



National Hazing Prevention Week™ (NHPW) is September 19 – 23, 2016!

NHPW is an opportunity for campuses, schools, communities, organizations and individuals to raise awareness about the problem of hazing, education others about hazing, and promote the prevention of hazing. HazingPrevention.Org™ is the organizer of National Hazing Prevention Week (NHPW). Be sure to order your Kits from our online store by [clicking here](#).



Clery Center for Security on Campus

We Don't Haze

Thank you for your interest in *We Don't Haze!*



We hope you'll use it as a resource to educate your campus community on the dangers of hazing and how to build campus cultures of respect.

You can download the full film here:

NOTE: You will need to use the password below to access and download the film.

<https://vimeo.com/135892580>

Password: hzwrong#12

Captioned (always on) version - download here:

<https://vimeo.com/144525379>

Password: hzwrong#cc

(We recommend the HD 720p version - 274MB)

The supplemental resources are available for download below:

- [We Don't Haze Discussion Guide for Students](#)
>> The discussion guide for students offers talking points for leading conversations with students about the topics covered in the film.
- [We Don't Haze Discussion Guide for Faculty/Staff](#)
>> The discussion guide for faculty and staff uses the film as the center of a

TRAINING SEMINARS



**Learn more about our
Online Clery Act Training**

Jeanne Clery Act Training Seminar - Boise State University

Boise , Idaho

March 1, 2016 to March 2, 2016

[Register](#)

Webinar: Identifying & Training Campus Security Authorities

Webinar

March 9, 2016

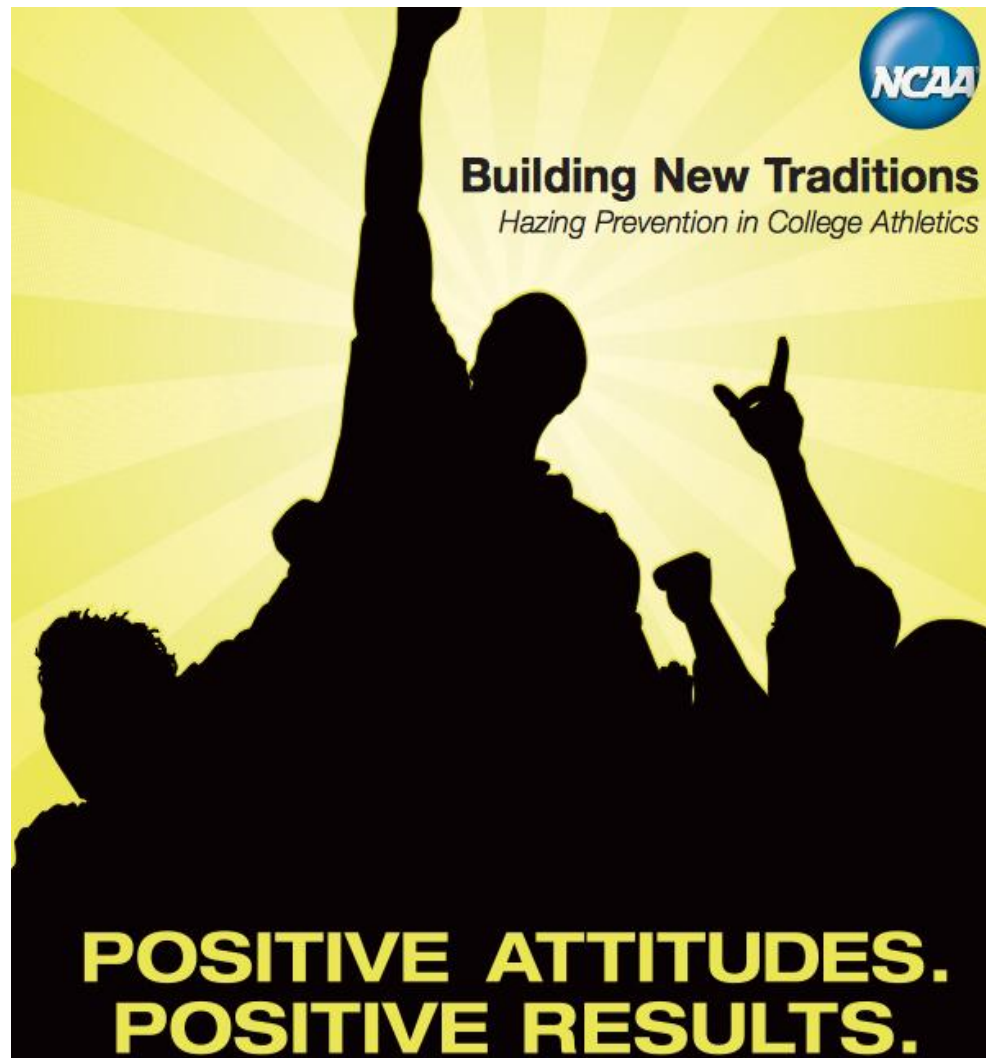
[Register](#)

Jeanne Clery Act Training Seminar - University of South Carolina-Columbia

Columbia , South Carolina

April 5, 2016 to April 6, 2016

NCAA Hazing Prevention Handbook



National Federation of State High School Associations (NFHS)



[NFHS.org](#) [NFHSLearn.com](#) [NFHSNetwork.com](#)

[Sign In](#) [Register](#)

**NATIONAL FEDERATION
OF STATE HIGH SCHOOL
ASSOCIATIONS**

[Activities & Sports](#)

[NFHS For You](#)

[We Are High School™](#)

[Resources](#)



Cyberbullying: Challenging Legal Issues for Schools

[Read More](#)

Resource Gaps & Recommendations

- **Knowledge gaps remain**

- Basic knowledge about hazing (e.g., risk and protective factors at all levels of social ecology).
- Evaluation studies of existing hazing prevention efforts

- **Possible remedies**

- Public and private funding for basic and applied research
- Availability /support for Technical Assistance for hazing prevention
- Coordinated efforts to share research findings
- Support for building structures to support institutionalization of hazing prevention and sustainability of this work.

In Summary

Today we've talked about:

- How hazing is defined.
- Challenges and opportunities related to hazing prevention in secondary and higher education.
- Principles of prevention science and how they can be applied to hazing prevention.
- Examples of strategies for hazing prevention.
- Resources to help support hazing prevention efforts.

Key Takeaways

- **Hazing is a form of IPV and as such, has no place in our schools, colleges, or universities.**
- **Research-informed approaches to hazing prevention are:**
 - Comprehensive
 - Data-driven
 - Tailored to consider context (not “one size fits all”)
 - Targeted to address risk and protective factors at particular levels of the social ecology
 - Planned and evaluated
 - Sustained

Key Takeaways

Some promising strategies for hazing prevention include:

- Coalition-based approach
- Consideration of context -- culture, demographics, history, traditions
- Visible campus leadership statements
- Outreach to families and broader community
- Social norms approach
- Trainings designed to:
 - Enhance understanding hazing and power dynamics involved
 - Build skills for ethical leadership in face of moral dilemmas
 - Build skills for pro-social bystander intervention
 - Policy alignment, enforcement/accountability, and transparency

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PLACEHOLDER FOR EVAL SLIDES