

“WE DON’T HAZE”

A COMPANION PREVENTION BRIEF FOR COLLEGE & UNIVERSITY PROFESSIONALS

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Introduction & purpose of this document

We Don't Haze is intended to help viewers gain a better understanding of hazing, its harmful consequences, and how groups and teams can build bonds and traditions without hazing. Hazing is a complex phenomenon and while there is no simple solution to its prevention, **there is much we can do** to prevent hazing and the many negative consequences associated with it. We hope that *We Don't Haze* will be used as one tool among many needed to broaden understanding of hazing and propel widespread hazing prevention.

Why should you care about hazing?

As portrayed in *We Don't Haze* and underscored by countless news reports, hazing can have far-reaching and negative consequences for individuals, their families, student organizations, teams, schools, colleges, universities, the military, and even the surrounding community. Ultimately, hazing is a community issue with ripple effects beyond the walls of the school or grounds of a college or university campus, or military unit. **It is critical that more young people and adults recognize hazing as a form of interpersonal violence – a type of abuse – that undermines the educational climates we need for all children and young adults to thrive.**

We all have a responsibility to make a difference by being informed about hazing and committing to hazing prevention.

The co-curricular activities in which hazing occur -- e.g., sports, performing arts, social clubs, honor societies -- are living-learning laboratories for leadership development, shaping what young people think about membership in groups. When students experience hazing in these settings, what are they learning about leadership? It can be argued that hazing hinders the ability of budding community leaders to develop safe and healthy practices for engaging with and inspiring their peers and others--whether during their time in college or later in their adult lives.

Hazing prevention is about working toward the kind of world in which we want to live – with the kinds of leaders we want to guide our future: strong leaders who have the skills to build cohesive groups with members who are engaged, feel empowered, and challenged to be the best they can be without having to subject peers to abuse in the name of “tradition” or “bonding.”

As a community issue with far-reaching effects, **we all have a responsibility to make a difference by being informed about hazing and committing to hazing prevention.**

As a prevention tool, *We Don't Haze* is intended as a springboard for vital discussion among students, parents, and educators about hazing and its prevention. This companion guide is a resource for campus professionals—including administrative leaders, staff across all institutional divisions, and members of the faculty – who seek to understand and communicate effectively about hazing and to develop strategies to prevent hazing. Campus professionals are vital to the prevention of hazing. As a product of institutional culture, hazing both reflects and is shaped by the educational contexts in which it occurs. As such, college and university professionals have a unique opportunity to help transform a hazing culture.

Toward that end, this resource guide provides a research-based overview of hazing and an in-depth look at promising approaches to hazing prevention. It describes the importance of a comprehensive approach that addresses the problem at multiple levels and in multiple ways, and how this approach can be applied to hazing prevention in the context of higher education. This guide is intended to aid campus professionals in their efforts to understand hazing in their own institutional contexts, to draw attention to the problem among professional peers and students, and to work toward promoting effective, comprehensive approaches to prevention that are research-based and sustainable.

Getting started

Acknowledging that hazing occurs and that it can cause harm is an important first step for hazing prevention. All too often, hazing is misunderstood or minimized as simply pranks and antics. The tragic stories of loss shared by the DeVercelly family, Pamela and Robert Champion and Marie Andre remind us that hazing can indeed be lethal. The personal accounts provided in the film illustrate humiliating, degrading, and abusive aspects of hazing. While *We Don't Haze* aims to improve viewers' understanding of hazing, its ultimate goal is to be a resource for hazing prevention. Accounts provided by college students highlight how positive non-hazing traditions and healthy group norms are possible. As one student, Chelsea, says in the film, *"It's on us to make a difference in the generation we are and to not think that hazing is a good tradition to keep going."*

A critical next step in prevention is recognizing hazing when it occurs. To accomplish this, it is important to have a clear understanding of what hazing is--and isn't. The following section defines hazing and provides an in-depth discussion about factors that contribute to hazing and non-hazing environments.

What is hazing?

While hazing is reported in the news, media headlines rarely tell the full story and often provide only a limited view of who was involved and the chain of events that led to the often tragic outcomes. Limited and distorted views of hazing impede effective communication and prevention. Educators have an important role to play in helping colleagues, students, and their families gain a clear and comprehensive understanding of what constitutes hazing and why.

“Hazing is any activity expected of someone joining or participating in a group that humiliates, degrades, abuses, or endangers them regardless of a person’s willingness to participate.”

(Allan & Madden, 2008).

When does an activity cross the line into hazing? The following **three components** are key to understanding hazing:

- **Group context:** Associated with the process for joining and maintaining membership in a group.
- **Abusive behavior:** Activities that are potentially humiliating and degrading, with potential to cause physical, psychological and/or emotional harm.
- **Regardless of an individual’s willingness to participate:** The “choice” to participate may be offset by the peer pressure and coercive/power dynamics that often exist in the context of gaining membership in a group.

While most individuals tend to associate hazing with a group context (1st component) and particular kinds of behaviors associated with being part of a peer group (2nd component), students often rationalize a particular behavior or fail to see it as hazing by explaining that “we gave people a choice of whether or not to do it.” The issue of consent (3rd component) may thus require more explanation.

Relational power via peer pressure is a driving variable in all forms of hazing, whether it involves explicitly abusive or physically harmful behavior, or seemingly moderate or low

risk forms of hazing that appear to be a practical aspect of initiating new members or to focus on harmless fun, humor, or pranks. The power of peer pressure coupled with a student's strong desire to belong to a group can create a coercive environment -- and coercion limits free consent. Thus, while it may seem as though a person went along with an activity "willingly," appearances can be deceiving when students perceive the activity as a "tradition" or "bonding" event connected to their ability to gain membership or maintain social standing in the group. So let's be clear: ***Circumstances in which pressure or coercion exist impede true consent.***

The degree of potential harm from hazing may be measured relative to particular behaviors and coercive elements, but relates just as importantly to the "hidden harm" of hazing (Apgar, 2013). Each individual comes to an incident of hazing with pre-existing personal experiences and varied capacities for dealing with stress. With reportedly 1 out of 5 young people dealing with some form of mental illness (e.g., depression, anxiety, substance abuse, eating disorders, suicidal tendencies), a significant number of students arrive at college with a history of trauma, interpersonal violence, substance use, and other mental health issues (Langford, 2009). Whether apparent on the surface or known by others involved, these prior experiences influence the impact of hazing as well as the inclination to haze. How one person copes with and manages hazing or being hazed may be very different than for another person. And while physical harm may be observable to others, the emotional and psychological impact of hazing is often hidden or at least not readily observable.

What do we know from research about the nature & extent of hazing?

What comes to mind when you think of hazing?

When asked this question, people often cite prominent examples of hazing from popular culture or the media. Many refer to the 1978 movie *Animal House* and associate hazing with specific types of organizations such as fraternities, sororities, and athletic teams. Or they consider hazing to be exceptional and, referring to high profile accounts portrayed in headlines, conclude that hazing is not an issue within their community. We know from research, however, that these depictions don't tell the full story.

NATIONAL STUDY OF STUDENT HAZING

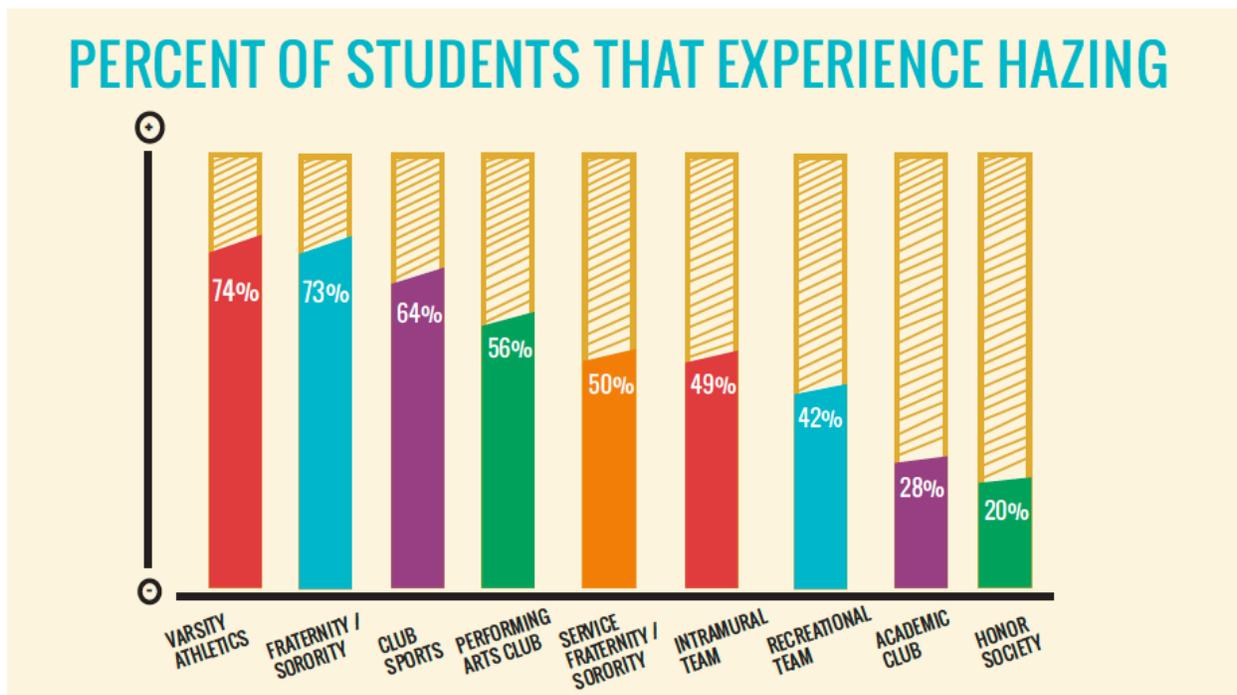
11,000+ survey responses

Survey responses from **53** college campuses nationwide.

300+ interviews with students, faculty, & staff

Interviews conducted at **20+** colleges and universities in all regions of the United States

In actuality, hazing attitudes and behavior are not exceptional in the least, but are rather a part of campus culture that extends across many types of student organizations—not just those associated with Greek Life and athletics. And experiences and cultural norms around hazing do not begin when students enter college. With **47% of students reporting experiencing hazing in high school**, many college students arrive on their campuses with predispositions towards hazing and/or pre-existing challenges coping with being hazed. This conditioning sets the stage for what takes place during college (Allan & Madden, 2008).



Allan & Madden, 2008

Consider these key findings from the National Study on Student Hazing (Allan & Madden, 2012; 2008):

- Approximately half of students in high school (47%) and college (55%) involved in clubs, teams, and organizations report experiencing hazing or activities that meet the definition of hazing.
- Men (61%) and women (52%) experience hazing on campus.
- Hazing cuts across racial identities, meaning all students on campus are at risk.
- Hazing occurs across student groups.

- Varsity athletic teams (74%) and fraternities and sororities (73%) haze at the highest rates, but they are far from the only domains on campus where hazing is common.
- Groups such as club sports (64%), performing arts organizations (56%), service organizations (50%), intramural teams (49%), and recreation clubs (42%) all commonly engage in hazing behaviors.

Instances of hazing are often far from innocuous and research suggests that students are participating in high-risk and potentially illegal behaviors to belong to student groups or teams. Troublingly, alcohol use, sexual harassment and assault are commonly used in hazing practices on campuses. And while the physical harm entailed in these forms of hazing is highly visible and problematic, hazing also involves forms of psychological and emotional harm that are not necessarily apparent on the surface and that can be exceptionally complex to treat.

Across many types of student groups, the most frequently reported hazing behaviors include:

- Participating in a drinking game (26%)
- Singing or chanting by yourself or with select members of groups in public in a situation that is not a related event, game, or practice (17%)
- Associating with specific people and not others (12%)
- Drinking large amounts of alcohol to the point of getting sick or passing out (12%)
- Depriving yourself of sleep (11%)
- Being screamed, yelled, or cursed at by other members (10%)
- Drinking large amounts of a non-alcoholic beverage (10%)
- Being awakened during the night by other members (9%)
- Attending a skit or roast where other members of the group are humiliated (6%)
- Enduring harsh weather conditions without appropriate clothing (6%)
- Performing sex acts with the opposite gender (6%)
- Wearing clothing that is embarrassing and not part of a uniform (6%)

Hazing: A community issue

Given the severe nature of many hazing activities, the physical, psychological, and emotional harm they can cause, and their prevalence throughout a wide-range of organizations, higher education communities would be well served by committing to efforts to prevent hazing. Hazing does not align with institutional missions and can result in outcomes such as death, damaged relationships, anger, resentment, and mistrust that can undermine the transformational benefits of participating in a group, team, or organization, as well as an educational community. From a practical standpoint, hazing can also consume a significant portion of staff time and resources and stretch already thin budgets.

Often, despite a willingness to address the issue of hazing, community members and educational practitioners believe that hazing occurs in areas shrouded in secrecy and isolation and they are unsure of how and where to begin addressing the problem. Hazing, however, is not nearly as underground as many might think. Students talk to their friends (48%), other group members (41%), and family members (26%) about participating in hazing behaviors (Allan & Madden, 2012; 2008). Twenty-five percent of students surveyed perceived their coach or advisor to be aware of hazing, with some indicating that their coach or advisor was present and participated in the hazing activity. Twenty-five percent of students also report that alumni were present during their hazing experiences and 36% indicate that some hazing behaviors occurred in a public space.

Taken together, these statistics indicate environments where students are seeing, expecting, and normalizing hazing behavior. Those who wish to speak out against and/or report hazing might lack the skills to do so, be unsure of where to go, or face considerable barriers such as retribution from their peers and becoming an outsider, amongst other negative consequences. Therefore it is important that educational practitioners implement prevention initiatives that provide students, advisors, coaches, alumni, and general community members with the necessary knowledge and skills to recognize hazing and intervene.

Key challenges

The individuals profiled in *We Don't Haze*--including students, parents, family members and hazing prevention scholars--present a depth of painfully attained understanding and recognition of the complex elements at play in hazing. The clarity of their testimonies is a counterpoint to prevailing misconceptions that impede efforts by those who wish to decisively address and prevent hazing.

While prevention specialists know that the first step to preventing a problem like hazing is to recognize the behavior, doing so is especially difficult for hazing. There is strong evidence that a gap exists between students' experiences of hazing and their willingness to label it as such. Of students belonging to clubs, organizations and teams, 55% experience hazing, yet only 5% say they were hazed (Allan & Madden, 2012; 2008). In other words, when asked directly, approximately 9 out of 10 students who experienced hazing do not consider themselves to have been hazed. This disconnect reflects a number of challenges related to hazing, including:

- Individuals may be more likely to recognize an activity as hazing if it involves physical harm.
- Emotional and psychological harm that can result from hazing is often hidden, minimized or overlooked entirely.
- Hazing is commonly perceived as a positive part of group bonding rather than as a form of interpersonal violence.
- Students tend to overlook the problematic aspects of hazing if they perceive that the activity had a positive intent or outcome for themselves or the group.
- Hazing is often normalized as an inherent part of organizational culture that is accepted by the majority as related to tradition, initiation, rites of passage, group bonding, and youthful antics, pranks and stunts.
- There is a lack of clarity around consent and factors that create a coercive environment, including the common perception that if an individual "goes along with" an activity it is not hazing.
- Students are challenged to reconcile the cognitive dissonance between their positive notions of group participation--e.g., cohesion, unity and belonging mean that "My group wouldn't do anything to harm me"--and the negative concept that "hazing is harmful." If hazing is the group norm, how can it be harmful?

The normalization of hazing as part of “positive” group bonding experiences and the difficulty many people have with recognizing when such experiences cross the line into hazing combine to make the problem of hazing particularly difficult to address. Hazing is not only a complex problem that is embedded in campus culture, but it is also extremely resistant to change.

Strategic Planning Process: The most effective violence prevention programs result from systematic planning efforts that involve multiple campus and community partners working together in a task force or coalition. Initial planning steps include assessing local assets, problems, and existing programs; reviewing national research; and collecting local data. The planning group then uses this information to guide the development of a strategic plan that is tailored to the needs and assets of the local campus community. Because a comprehensive plan will include multiple components, it is helpful to specify both immediate and longer-term goals to guide program implementation. In addition, it is important to build in a plan for evaluating program success. Finally, a key task of the strategic planning process is ensuring that all of the programs, policies, and services in the plan are coordinated and mutually reinforcing.

(Langford, 2008).

What does a comprehensive approach to hazing prevention look like?

Given these challenges, the work of hazing prevention requires systemic thinking and creative solutions that both draw from and expand established frameworks in order to address the specific characteristics of hazing as a form of interpersonal violence.

As a relatively new area of research and practice, hazing prevention builds off of other fields that address prevention of sexual assault, violence and substance abuse, among other phenomena, as a public health issue. The public health approach informs a “science of prevention” in which strategies to intervene and prevent behaviors are grounded in theory and research, including rigorous assessment and evaluation. This approach supports efforts to expand understanding and recognition of hazing based on accurate information and analysis.

Another foundational principle from the science of prevention is that effective and significant changes are generated by comprehensive prevention efforts that address the issue at multiple levels and through diverse strategies. The complexity of public health issues like hazing warrant the development of “prevention frameworks” that provide a guiding structure and scaffold of activities to inform comprehensive prevention.

Development of a framework for hazing prevention is underway, as there are currently no surefire, research-tested strategies to prevent hazing. Our present efforts build on prevention science and research findings, and focus on design and testing of varied prevention strategies and use of rigorous evaluation to measure what works most effectively for particular target audiences and institutional settings. The following section describes principles that guide this work.

Comprehensive prevention is a multi-step process. Hazing prevention efforts must unfold through a combination of interrelated and integrated activities outlined in what is known as the *Strategic Prevention Framework* (SPF). No one element in the SPF is more important than another. Rather, each builds upon, supports, and enhances the others (SAMHSA, 2014). Each element of the SPF entails rigorous knowledge, practice and resources in staff time and effort, often requiring additional and ongoing training to build capacity among key stakeholders so that they have the necessary understanding and skills to work on hazing prevention.

Some campuses hire professionals to conduct surveys to assess campus hazing climate, assist with managing a hazing prevention coalition, and going through a planning process to design customized hazing prevention strategies. Campus staff often oversee implementation of prevention activities, though some bring in outside organizations to provide trainings and programs. Evaluation is a critical part of designing prevention efforts and measuring

THE STRATEGIC PREVENTION FRAMEWORK

Assessment: Collection and analysis of data on hazing climate, activities and the groups and organizations involved in order to identify prevention needs, priorities and target audiences

Capacity: Build knowledge and capacity in hazing prevention among campus stakeholders through formation of hazing prevention coalitions, stakeholder training and ongoing technical assistance on hazing prevention

Planning: Evidence-based strategic planning for campus hazing prevention strategies using assessment data and coalition engagement to outline campus-specific action plans

Implementation: Implementation of multiple hazing prevention programs and activities targeted to specific audiences and desired outcomes

Evaluation: Evaluation of hazing prevention strategies to inform design and improvement and to measure impact

Cultural Competence: Efforts to ensure that hazing prevention initiatives factor in and are responsive to differentials of race, ethnicity, gender, socioeconomic status and other cultural variables that inform the attitudes, beliefs, behaviors and impact of hazing in specific institutional settings

Sustainability: Generation of financial, staff and programmatic resources to sustain hazing prevention initiatives

their impact, and institutions may utilize members of their faculty and staff or receive help from outside evaluation experts to develop and conduct rigorous evaluations. Cultural competency in hazing relates not only to understanding of campus culture, but also to the ways in which race, ethnicity, gender and other socioeconomic indicators shape the culture, values and expectations of individuals, groups and institutions. Finally, focused attention to strategies to ensure that prevention efforts are sustainable becomes essential with regard to allocation of staff time and resources and the financial aspects of maintaining comprehensive prevention programs.

Each element of the SPF is a building block for effective prevention. And given the complexity of each element in terms of knowledge, time and resources, the SPF process is a long-term endeavor. Hazing prevention is multi-layered, multi-dimensional and necessarily unfolds differently from one organization to another.

Hazing reflects an institutional culture. Efforts to prevent hazing that engage and resonate with institutional culture will be most effective. And since contributing factors that feed into hazing vary from one institution to another, there is no one-size fits all solution. Collection of data to assess campus climate and culture is critical. The culture of an institution can both reinforce and protect against hazing – meaning that some aspects of institutional culture are assets to build upon for prevention, while others present barriers to achieving a hazing-free campus.

Key characteristics of effective prevention identified for other public health issues likely apply to hazing as well, including:

- Varied teaching methods using multiple formats, content, and curricula
- Multiple and sustained dosage of prevention efforts over time (e.g. reliance on one-time programs is insufficient)
- Theory driven programs that build on tested principles
- Emphasis on positive relationships and outcomes (instead of negative focus)
- Programs that are matched to characteristics of a target population
- Appropriately timed interventions have maximal impact
- Socioculturally relevant to cultural characteristics of institution and target populations
- Outcome evaluation used to measure impact and improve
- Well-trained staff with knowledge and skill to address and prevent hazing

(Nation et al., 2003)

For instance, students on one campus may value a high level of participation and leadership in student-led organizations, or on another, students may valorize maintenance of long-held campus traditions. Effective hazing prevention efforts should recognize and build off of these cultural assets. Participation in anti-hazing activities can be incentivized as a unique opportunity for student leadership or a chance to establish and uphold healthy campus traditions.

Often however, institutional assets may also feed into a climate that supports hazing. For example, in the examples above, emphasis on student-led organizations may lead to less involvement by campus professionals, increasing the likelihood that hazing may take place. Emphasis on tradition may incline campus stakeholders to more readily normalize hazing as “part of tradition.” Prevention efforts must therefore also engage these aspects of the culture. For instance, staff presence might be boosted for some student organizations or more focus could be placed on professional mentoring and trainings to promote ethical leadership skills for student leaders of organizations. Institutional messaging could explicitly reframe the meanings of tradition in ways that protect against hazing by emphasizing traditions of ethical decision-making, positive group bonding, and student engagement in campus safety. Prevention strategies that build off of rigorous assessments of campus climate and respond in nuanced ways to the complex cultural values and perceptions at play in any community work best.

It takes multiple stakeholders to establish effective hazing prevention initiatives. No one person, agency or division can single handedly change a community or institutional culture. Lessons learned through efforts to prevent violence and high-risk behaviors such as substance abuse have shown that in order to be relevant, effective,

WHO IS INCLUDED ON THE CAMPUS HAZING PREVENTION TEAM?

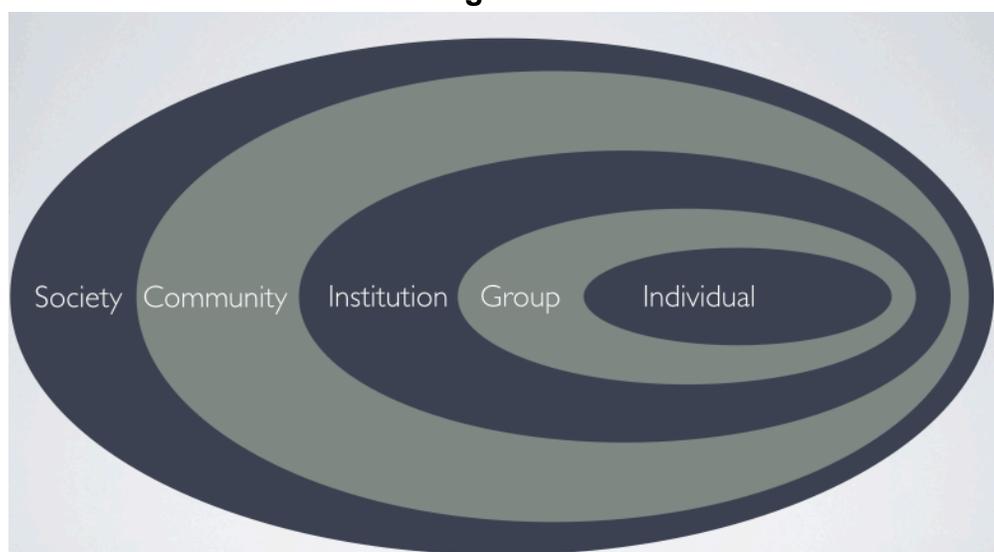
We recommend inclusion of representatives (staff, students, and others) from the following stakeholder groups:

- Athletics
- Fraternities/Sororities
- Performing Arts groups
- Student Activities
- Recreation Sports & Intramurals
- Residence Life
- ROTC
- Counseling Centers
- Health & Student Wellness
- Student Conduct Office
- Faculty (especially those who may have research or content expertise e.g., sociology, psychology, organizational behavior)
- Parents
- Alumni
- Local community
- Campus & community law enforcement

and comprehensive, prevention must involve multiple stakeholders. Engagement by broad sectors of an educational community — including campus professionals from varied departments, as well as students, parents, and alumni – ensures that efforts reach across multiple organizational levels and divisions in the institution. Inclusion of these stakeholders in hazing prevention coalitions means that people with diverse roles and insights have a central part in developing and implementing hazing prevention. Widespread participation increases the likelihood that efforts to address hazing utilize a combination of strategies and target a range of audiences and aspects of the problem. Engagement by stakeholders who are targeted in prevention efforts--especially students--is a critical step in ensuring the relevance of tone, format, content, and delivery used in prevention efforts.

Engage stakeholders in problem analysis. Comprehensive prevention requires a systematic analysis of the problem of hazing and a rigorous method of defining intervention responses. Prevention practitioners use a “social ecological model” to guide planning of prevention activities targeted to the multiple levels at which hazing occurs--from the individual level, to the group, the wider institution, the community surrounding the institution, and the larger society of which the institution is a part. Institutions commonly focus efforts on one level only, for instance by establishing anti-hazing policies for student *groups* but not providing educational resources to *individual* members or communicating clearly or getting buy-in from alumni and parents in the broader *community*. By contrast, in a comprehensive approach, hazing is understood and prevention strategies are targeted at all levels after conducting a “problem analysis.”

Ecological Model



(Dahlburg & Krug, 2002)

A problem analysis involves mining available assessment data for each level of the social ecological model to identify the contributing “**risk factors**” that *increase* the likelihood of hazing and the “**protective factors**” that *reduce* the likelihood of hazing. Prevention efforts focus on intervening in the chain of events that lead to hazing, with the aim of reducing risk factors and increasing protective factors at each level of the model. Hazing is most likely to occur in settings where a convergence of factors is at play—for example, where there is a combination of high alcohol use, attitudes that tolerate hierarchies among students, and student organizations with minimal contact with professional staff, and inconsistent or lax procedures for addressing hazing incidents. With a clear understanding of the interplay among risk and protective factors, practitioners can more readily design strategies that address the multiple contributing factors for hazing.

Examples of Hazing Risk and Protective Factors		
Social ecological level	Protective Factors	Risk Factors
Individual Attitudes, beliefs, prior experiences, & behaviors among individuals within the institution (e.g., students, staff, faculty, alumni, parents)	<ul style="list-style-type: none"> - Belief that hazing is abusive & unnecessary for group bonding - Belief that you should treat others as you wish to be treated 	<ul style="list-style-type: none"> - Belief that hazing is a positive way to create group bonding - Belief that, “If I’ve been hazed, then I get to haze others.”
Group Perceived norms, structures, & activities that establish group bonding	<ul style="list-style-type: none"> - Perception that most group members disapprove of hazing - Group emphasis on safe socializing without alcohol 	<ul style="list-style-type: none"> - Perception that most group members approve of hazing - Group emphasis & valorization of socializing with high-risk drinking
Institutional Campus systems, climate, leadership, programs, policies, resources, & infrastructure	<ul style="list-style-type: none"> - Clear communication & consistent enforcement of hazing policies - Strong staff mentoring & oversight of student groups 	<ul style="list-style-type: none"> - Disjointed communication & inconsistent enforcement of hazing policies - Minimal or inconsistent professional mentoring & oversight of student groups
Community Structures and norms in larger institutional community, including alumni, parents, & local community institutions	<ul style="list-style-type: none"> - Prominent alumni & community members speak out against hazing - Parent engagement in & awareness of campus-based anti-hazing activities 	<ul style="list-style-type: none"> - Prominent alumni & community members condone hazing - Lack of parent participation & awareness of campus-based anti-hazing activities
Society Laws and policies at larger societal level that govern social structures & norms	<ul style="list-style-type: none"> - Strong state hazing law & enforcement - Federally mandated assessment, policy, & enforcement of campus hazing 	<ul style="list-style-type: none"> - Absence of state hazing laws & enforcement - Lack of federal mandates & attention on campus hazing

(see also Langford, 2009; Marchell, 2015)

By reaching across varied levels of an institution in a systematic way, this approach promotes hazing prevention initiatives that are integrated and synergistic - where interventions in one area reinforce and are reinforced by those in another. For instance, educating students about healthy, non-hazing ways to build group cohesion (individual level) helps to reinforce institutional policies prohibiting hazing in student organizations (group level) and echoes leadership statements and protocols to address hazing incidents and enforce anti-hazing policies (institutional level).

Gathering data and facilitating a problem analysis process with your hazing prevention coalition. Not everyone in campus stakeholder groups or hazing prevention coalitions will be knowledgeable about hazing so it is important to provide them with accurate information about the nature and extent of hazing among students and a general foundation in prevention science (see resource list at the end of the document). Once group members have a clear understanding of what hazing is and why it needs to be prevented, it is important to gather and examine available local data about hazing in the context of an institution.

While it is increasingly common for colleges and universities to use surveys and interviews to gather information about student hazing experiences, these kinds of data are not always available at the outset and coalition groups may need to rely on other sources initially. Institutions can begin by gathering information about the number of formal and informal reports of hazing; talking with Student Conduct staff about characteristics of recent incidents; and brainstorming with coalition members about aspects of the campus culture that may be connected to hazing. We know from research in other fields that certain kinds of campus environments are associated with increased likelihood of violence or high-risk alcohol use, so we can hypothesize that certain types of campus environments are more prone to hazing as well. A key question then is, *how do we change the environments that promote and support hazing?*

A key question is, “How do we change the environments that promote and support hazing?”

As stakeholder groups engage in the problem analysis process, it is vital for members to **envision the chain of events that likely leads to hazing** at their institution. There may be multiple pathways depending on the type of groups involved in hazing, however, articulating the chain of events will help maintain a focus on primary prevention (changing the underlying conditions that lead to hazing) rather than simply intervention

and response. The latter are important, but because they take place when hazing has or may have already occurred, they are not truly prevention-focused (Langford, 2009).

While most campus hazing prevention efforts have been activity-based (e.g., bringing a speaker to campus or having a program) rather than strategic and targeted, to be more effective, we need to help stakeholder groups begin by asking, “**What are we trying to change?**” rather than “**What are we going to do?**” (Langford, 2009). The latter question will be best answered when there is enhanced understanding of the chain of events, including the risk and protective factors, that are likely involved in hazing. In summary, it is vital to engage a stakeholder group in the following preliminary tasks:

- Review available campus data related to hazing
- Conduct an environmental scan by discussing local problems and resources related to hazing and its prevention and identify changes needed.
- Analyze chain of events that likely leads to hazing
- Identify risk and protective factors at multiple levels (individual, group, institutional, community, society)

As institutions commit to moving forward, hazing prevention efforts gain greater momentum when rigorous assessments of campus climate for hazing take place. Surveys on student experiences and perceptions of hazing and hazing norms allow for precise and targeted problem analysis. Interviews and focus groups with students, staff and faculty provide nuanced insight into institutional values and culture associated with hazing.

There are multiple creative ways for campuses to approach the assessment of their hazing culture, whether with minimal or extensive resources. However some form of targeted assessment is essential if campuses are committed to addressing the underlying causes of hazing.

Emerging strategies for hazing prevention

In an effort to contribute to building an evidence base for hazing prevention, beginning in 2013 StopHazing partnered with eight universities (Cornell University, Lehigh University, Texas A&M University, University of Arizona, University of Central Florida, University of Kentucky, University of Maine, and the University of Virginia), to form the Hazing Prevention Consortium (HPC). In the HPC, university staff receive technical assistance to develop comprehensive hazing prevention initiatives tailored to their unique campus culture. The HPC serves as a testing ground for design and evaluation

of effective prevention strategies to inform the development of a hazing prevention framework. Members receive training in all aspects of the SPF and use the social ecological model to develop integrated initiatives using a combination of core prevention strategies that have been tested in other prevention fields, including:

Visible campus leadership anti-hazing statement: Development and widespread dissemination of statements from leadership regarding anti-hazing position and positive institutional values and mission that supports a safe campus climate.

Example: *President of the college or university provides public statement to make it clear that hazing is not an acceptable practice and not in alignment with the mission of the institution. The statement is presented as part of new student orientation and included on campus hazing website along with hazing policies and procedures for reporting and enforcement.*

Coalition-building: Establishment of a hazing prevention coalition or team with stakeholders from across multiple divisions and levels of the organization (including students), with a mandate to lead institutional efforts in hazing prevention, including oversight of campus climate assessments, stages of planning, design, implementation and evaluation of prevention strategies, and sustainability of prevention efforts.

Example: *A campus hazing prevention coalition is established, with members appointed by the institution's President or executive level leadership, with meetings on a monthly basis of entire group, as well as monthly meetings for subgroups focused on Assessment and Evaluation; Coalition Capacity Building; Policy and Procedures Review; Educational Program Design and Implementation; and Sustainability.*

Policy and protocol reviews: Regular review and refinement of institutional policies on hazing and procedures for addressing hazing incidents, with emphasis on widespread dissemination and accessibility, confidential reporting, consistent response protocols, referral systems, professional staff roles and transparency.

Example: *Based on a review of hazing incidents and interviews with Student Conduct staff and a search of other campus resources, campus stakeholders collaborate on revising a hazing policy handbook and website to include a clear definition, statement of policy, resources on prevention, information on reporting, protocols for enforcement, response, and accountability, and a list of staff contacts for referrals and questions.*

Hazing Prevention Trainings: Programs, presentations, and activities to educate and engage stakeholders in building knowledge and awareness of hazing and skills to prevent it.

Example: *A campus with a strong student leadership tradition includes trainings on ethical leadership and hazing for all incoming students, with regular update trainings for students in group leadership positions that emphasize strategies and skills for identifying group values, developing positive group bonding activities, and bystander intervention.*

Social norms messaging: Dissemination of research-based information regarding institutional or campus hazing norms, addressing misperceptions regarding prevalence of values, beliefs and engagement related to hazing, with focus on positive norms that counteract and are alternatives to hazing.

Example: *Based on survey data, a campus stakeholder group that includes students develops a social norms poster campaign reporting on the percentage of students who believe it is not cool to use coercion or abusive behavior to initiate new members, with posters placed in residence halls, on computer screens, in cafeteria table settings, and on bookstore bookmarks, and complementary discussions and/or workshops run jointly by staff and student leaders about positive group norms.*

Bystander Intervention: Education, training programs and social norms messaging supporting students, staff, parents, and others to develop skills to intervene as bystanders to prevent hazing.

Example: *As part of student organization and athletic team orientation activities, student leaders are trained to facilitate discussion on the **five stages of bystander intervention**--1) Notice behavior; 2) Interpret behavior as a problem;*

What key ingredients should inform campus public statements & social messaging on hazing?

Here are 10 principles of effective messaging:

1. Reflect the language of the target audience
2. Speak to the audience's core values
3. State facts and statistics
4. Use a positive message
5. Be action oriented and offer solutions
6. Tell a story
7. Promote positive social norms
8. Highlight power dynamics and abuse of power hazing
9. Present hazing as a community problem, not an individual problem
10. Don't underestimate the power of social media

Adapted from National Sexual Violence Resource Center, 2015

3) *Recognize one's responsibility to intervene;* 4) *Develop skills needed to intervene safely;* and 5) *Take action – and engage group members in role-play exercises and follow-up discussions about their roles as bystanders (Berkowitz, 2009).*

Communication to broader campus community: Development and dissemination of information on hazing and hazing prevention efforts to stakeholders outside of immediate institution, including online resources, newsletters, trainings and other programs targeted to alumni, family and parents, and other people and organizations in local community.

Example: *Drawing upon available campus resources and data, student affairs staff and senior administrators host and circulate a bi-monthly online newsletter to parents regarding hazing and hazing prevention activities, including the definition of hazing, explanation of hazing policies and reporting procedures, information on how to be a parent bystander, and ways to be involved in campus prevention efforts.*

Members of the HPC continue to identify countless **lessons learned** through the prevention efforts in progress on their campuses. A preliminary selection includes:

- **Role of senior administrators.** Having high level support and engagement from administrative leaders is essential to generating institutional will, momentum, legitimacy and sustainability of hazing prevention initiatives.
- **Prevention staff positions.** Campuses that create permanent staff positions to oversee hazing prevention efforts have greater capacity to leverage momentum and make progress. Staff on campuses where hazing is folded into other “wellness” initiatives and prevention efforts (such as those for sexual assault and substance use) typically don’t have sufficient time to address hazing in a comprehensive way because of competing demands on their time.
- **Building a hazing prevention coalition takes time.** Creating an effective coalition and generating buy-in from key stakeholders takes time, extensive and continual relationship building, clear incentives and a strong mandate from leadership. Effective coalitions establish regular, frequent and sustained meeting schedules and typically create subcommittees to lead various aspects of a comprehensive approach. Irregular schedules, infrequent attendance of members at meetings, and changes in personnel slow momentum and focus.

- **Relationship building and collaboration.** Staff leading hazing prevention efforts who build strong relations with executive leaders as well as to directors of departments where hazing often takes place – e.g. residential life divisions, Greek Life, athletics, etc. – have greater success getting buy-in and collaborating with key staff leaders to communicate clearly and regularly with students about hazing. Strong joint engagement among leaders conveys institutional commitment and deepens messaging and potential impact of hazing prevention efforts, while also elevating visibility of staff who can be resources for students when incidents of hazing occur.
- **Widespread and diversified staff engagement.** Maintaining momentum on hazing is challenging when campus stakeholders who need to be involved are already devoting time and energy to other pressing demands and health issues (e.g., sexual violence, alcohol, and mental health). Synergy among campus prevention efforts and careful planning around staff responsibilities is essential to maintaining strong, consistent and well-rounded representation across stakeholder groups.
- **Development of hazing evaluation is on-going and takes time to test.** Establishing a rigorously conducted evidence base is a long-term process. Most evaluation approaches--such as surveys, focus group protocols, and use of experimental and control groups to assess impact--take multiple iterations to test and refine. Evaluation may thus best be thought of as an ongoing process to inform continual improvement and impact assessment. Incremental growth of knowledge about hazing and hazing prevention efforts on a campus is an instrumental part of capturing high-level buy-in and support for comprehensive prevention.
- **Focus on proactive trainings that are skill-based.** Engaging students in evaluating their culture, traditions, and practices in a low pressure environment (e.g., one separate from intensive efforts to react to hazing incidents) is best for helping them think about and generate buy-in for reducing risk factors and boosting protective factors in their organizations, groups, and teams. It is vital to create space and provide support for students to lead the development of healthy traditions and non-hazing alternatives to building group cohesion. It is also essential for professional staff to work with students to ensure they acquire and practice new skills that will help them to be change-agents.

- **Balance of focus on both high and low risk student groups.** Hazing prevention focused on high-risk groups such as athletics and Greek Life is necessary and strategic initially, but is insufficient for building sustained and comprehensive prevention. Building on data about where hazing occurs, initiatives should expand to target a broader spectrum of groups as well as the general population of students.
- **Documentation of the hazing prevention process.** Because hazing prevention is a long-term commitment, documentation of the process is essential to learning and improvement—including identification of lessons learned, establishment of best practices and measurement of impact. Engaging key stakeholders in reflecting on accomplishments and how the process has progressed is essential for identifying next steps and assessing how goals are being met in order to sustain momentum.
- **The starting point is wherever you are.** Every institution has to assess where they can best begin and who should best be involved to initiate concerted efforts to address hazing. And just as hazing is a reflection of campus culture, the hazing prevention process will likewise be a reflection of institutional assets as well as barriers. Real movement forward requires solid grounding in the realities and character of each campus.
- **Clearly defined milestones, structures, and timeframes help institutions stay on track and move forward.** Because it is easy for staff who oversee hazing prevention efforts to get side tracked by other demands on their time, being responsible to complete and report out on a progression of pre-defined tasks helps them maintain focus and a steadier pace than might otherwise be possible. Some campuses generate their own plans, while others work with outside organizations to get assistance defining and meeting milestones. Whichever approach an institution chooses to take, the importance of establishing a plan of hazing prevention activities and timeframes for delivery, evaluation, and reporting cannot be underestimated. In addition to defining a trajectory for moving forward, clearly defined plans allow those involved to measure how and when they are reaching stated goals, to be clear about when goals need to shift, and to mark hard-won accomplishments.
- **The prevention process is not linear.** Comprehensive hazing prevention is a necessarily iterative and synergistic process, one that is neither linear nor predictable. A prevention strategy may be piloted and, based on evaluation data,

revised, but then reformulated again based on a change in staffing or organizational structure. Evaluation tools may be tested and go through numerous refinements before they seem to work effectively. And by then, new data may call for new tools. With so many variables at play, the process of tracking lessons learned and maintaining flexibility to adapt to changes of circumstance, staffing, and climate is essential.

- **Comprehensive prevention is the goal but emergent prevention is the norm.** Despite the many guidelines presented here for broadly based and far reaching hazing prevention, in reality, most campuses move forward on multiple fronts, but do so unevenly and with constant awareness that there is more that could and should be done. None of the campuses in the HPC are moving forward with *all* core strategies, or evaluating *every* prevention strategy, or working across *all* levels of their social ecology. Rather, each deals with complex contingencies, establishes priorities that necessitate holding off on addressing certain domains, and moves forward as best they can. So while a synergistic, integrated and systematic approach on all levels of the social ecology, utilizing all elements of the SPF is an ideal, in practice, campus professionals are working with limited resources to move hazing prevention forward as effectively as possible while tracking lessons learned along the way.

Next steps for *We Don't Haze*

The objective of this prevention brief is to provide educators with a basic background in hazing and hazing prevention that will deepen their understanding of *We Don't Haze*. How can you use the film and the information we have provided to help students and other stakeholders on your campus to understand and address hazing?

A number of complementary resources are available to help campus professionals use the film as a starting point to meaningful dialogue and reflection about hazing, including the ***We Don't Haze Discussion Guide for Students***, the ***We Don't Haze Discussion Guide for Faculty/Staff***, and the ***We Don't Haze Activity Guide for Staff/Students***.

Finding ways to help student groups--especially those at risk for hazing--engage in ongoing conversations about the themes from the film is essential. Working with established student leadership and governance groups is an obvious place to begin. While each campus has its own unique culture, some of these groups include: captains of athletic teams and other athlete leadership groups, presidents of fraternities and

sororities and other governance councils associated with Greek Life and ROTC, and presidents and leaders of honoraries and performing arts groups. At the same time, student groups who have some training as peer facilitators (e.g., RAs, orientation leaders, peer educators) can be vital in assisting or leading these conversations with peers. In addition to learning about hazing, these conversations can provide an opportunity to explore individual and group motivations for participating in and maintaining hazing traditions. Establishing trust and a non-judgmental atmosphere are paramount for honest conversations about hazing.

As students gain more clarity about their own motivations to participate in hazing, and how they believe hazing helps to achieve particular goals, facilitators can help them to reflect on the extent to which hazing aligns with their own values, the values and purpose of their group, and the mission of their college or university. Once the motivations and goals for hazing are drawn out, facilitators can guide students in brainstorming non-hazing strategies for achieving the same goals. In the process, the group can discuss the relative merits of each proposed strategy and rank order them in terms of their feasibility. If there is positive energy around one or more strategies, the facilitator can guide the group in discussing an action plan for testing the new activity.

Similar activities can be developed for use with campus staff and faculty who interface regularly with students in environments where hazing might occur. For these constituents, discussion of the film might focus on definitions of hazing and possible contributing factors for hazing on your campus. But the film might also be used as a platform for conversation about incidents of hazing on your campus as well as the policies and procedures that are in place to address incidents of hazing.

The creation of living and learning environments free of hazing and other forms of interpersonal violence is the ultimate goal. This vision requires a cultural shift that moves beyond intervention and towards shaping communities where healthy group bonding and traditions are the norm and where civility, honor, respect, and nonviolence are cornerstones of student decision-making, participation and leadership as members of teams, clubs, organizations, and other groups.

Wrapping up & moving forward

Hazing is an emerging field of research and prevention practice. Those of us invested in this field still have a great deal to learn about the nature of hazing, challenges in hazing prevention, alternatives to hazing and promising strategies for substantial

transformation away from a culture of hazing. We've underscored here how important it is to counter prevalent misunderstanding of hazing with clear communication and discussion about the definition and power dynamics of hazing. We've provided information about the prevalence of hazing on college campuses and suggested that as a phenomenon that affects entire campus communities, hazing is a community issue and we all have a role to play in preventing it. Knowledge gained from ongoing research-to-practice efforts in the HPC point to numerous overarching principles and models for prevention, including the SPF and the social ecological model, which provide guidelines and structures for how to proceed. The lessons learned are offered as resources for others wishing to engage in a committed approach to hazing prevention, with the knowledge that each institution will inevitably find their own lessons along the way.

The urgency to address hazing, so powerfully captured by parents, siblings, students, and scholars presented in *We Don't Haze*, means that wherever an institution is in the process of establishing awareness and response to the issue, the time is NOW to begin the essential work of ensuring that our children and students can participate in educational environments that are free of hazing.

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Additional Resources

Hazing Information:

StopHazing:

<http://www.stophazing.org>

Hazing in View: Quick Facts:

<http://www.stophazing.org/hazing-in-view-quick-facts/>

HazingPrevention.Org:

<http://hazingprevention.org>

Hank Nuwer's Hazing Blog:

<http://www.hanknuwer.com/hazing-blog/>

Research and Assessment:

StopHazing Research and Prevention Consulting Services:

<http://www.stophazing.org/about/services/>

Hazing In View: College Students at Risk:

http://www.stophazing.org/wp-content/uploads/2014/06/hazing_in_view_web1.pdf

Prevention:

Strategic Prevention Framework (SPF):

<http://www.samhsa.gov/spf>

Connecting The Dots: An Overview of the Links Among Multiple Forms of Violence:

http://www.cdc.gov/violenceprevention/pdf/connecting_the_dots-a.pdf

What Works in Prevention: Principles of Effective Prevention Programs:

http://www.gannett.cornell.edu/cms/pdf/hazing/upload/AmPsy_WhatWorksInPrevention_6-7-2003.pdf

Strategic Planning for Prevention Professionals on Campus:

<https://safesupportivelearning.ed.gov/sites/default/files/hec/product/strategic-planning.pdf>

Prevention Innovations Research Center:

<http://cola.unh.edu/prevention-innovations-research-center>

Bystander Intervention / Social Norms:

Alan Berkowitz-Response Ability:

<http://www.raproject.org>

Alan Berkowitz-Fostering Healthy Norms to Prevent Violence and Abuse:

<http://www.alanberkowitz.com/articles/Preventing%20Sexual%20Violence%20Chapter%20-%20Revision.pdf>

A Grassroots' Guide to Fostering Healthy Norms to Reduce Violence in our Communities:

http://www.alanberkowitz.com/Social_Norms_Violence_Prevention_Toolkit.pdf

National Sexual Violence Resource Center-Bystander Intervention Resources:

<http://www.nsvrc.org/projects/engaging-bystanders-sexual-violence-prevention/bystander-intervention-resources>

Lessons Learned from Bystander Intervention Prevention in Ending Sexual and Relationship Violence and Stalking: Translations For Hazing Prevention:

<http://www.stophazing.org/lessons-learned-from-bystander-intervention-prevention/>

