CAMPUS COMMITMENT TO HAZING PREVENTION:

Action Guide

Hazing is a threat to student and campus safety and undercuts the missions of postsecondary institutions. As a form of interpersonal violence, hazing is particularly troubling because it occurs in group contexts—such as clubs, campus organizations, and athletic teams—that are considered living-learning laboratories for student belonging and leadership development.

Hazing prevention efforts must be a tailored approach that includes **Commitment**, one of eight components of the Hazing Prevention Framework. This Action Guide provides evidence-informed resources for those seeking to develop comprehensive prevention and response efforts, build leadership commitment for those efforts, and strengthen student belonging and safety.

CLERY CENTER

STOP HAZING

HAZING PREVENTION CONSORTIUM

© 2021 All Rights Reserved.

Background and Context

In 2018, StopHazing and Clery Center released the Hazing Prevention Toolkit for Campus Professionals, which describes a data-driven Hazing Prevention Framework (HPF)© based on key principles of prevention science and findings from a research-to-practice project, the Hazing Prevention Consortium (HPC) led by StopHazing™ and researchers at the University of Maine.

The graphic above depicts the eight components of the HPF—including Commitment, Capacity, Assessment, Planning, Evaluation, Cultural Competence, Sustainability, and Implementation—to be carried out in conjunction with one another to create a campus environment where hazing is less likely to occur.

The *Campus Commitment to Hazing Prevention: Action Guide* (Action Guide) provides practical resources focused on one of the eight HPF components — **commitment** — to engage campus leaders and the broader campus community in transforming campus hazing culture and ultimately, building group environments that support healthy belonging and well-being for all students.

© StopHazing & Clery Center 2021. All Rights Reserved.

CAMPUS COMMITMENT TO
HAZING PREVENTION: ACTION GUIDE

Strategies for Engaging Students in Hazing Prevention

CLERY CENTER

STOP HAZING

HAZING PREVENTION CONSORTIUM

Strategies for Engaging Students in Hazing Prevention

Build Trust With Students

In order for students to meaningfully participate in efforts to prevent hazing, they need to believe that institutional efforts are intended to help them. The most genuine way to build trust with students is by listening to them. Create opportunities for students to provide input and feedback on things like policies, procedures, and educational programs. This helps to build trust and a greater sense of connection to the campus community. Be inclusive; show your support for students and communities when they need it, not just when you need them. Attend their big game or event, send them a note of encouragement before a performance, offer advice before a big interview, and in general, make it clear that you care about them.

Sample activities:	
Provide ongoing hazing prevention programming: Develop a calendar of hazing prevention programs offered to students throughout the year. (See the **Campus Commitment Planning Resource** for more information on planning hazing prevention initiatives, programs, and activities.) Connect programming to other themes or topics at the institution, such as Sexual Assault Awareness Month, National Hazing Prevention Week, or National Campus Safety Awareness Month. Partner with specific student organizations to make programming available, integrate varied programmatic methods and offerings, and tailor programs to the culture of your institution or specific organizations within your institution.	**Seek student input on policy/website/resource/ workshop development:** Incorporate structures for gathering and incorporating student feedback when developing policies, websites, workshops, or other campus resources. This might include focus groups, student content reviewers, surveys, or other feedback mechanisms. Make sure that feedback is not only requested, but that time is allotted to incorporate necessary feedback before getting policy or product approvals, if applicable, or releasing the information to the community.

Tailor Outreach Efforts

While we know hazing practices are not unique to any particular student group, barriers to seeking help and the impact of it may be. Because of the long standing perception that hazing primarily affects FSL and athletics, students outside of those communities may not see themselves reflected in prevention efforts. This is especially true for students with historically marginalized identities such as BIPOC, immigrants, and members of the LGBTQIA+ community. Consult with campus partners as needed to ensure that messaging is inclusive of all students.

To strengthen engagement, offer prevention initiatives early in the student experience (e.g., beginning no later than at new student orientation but preferably earlier through high school outreach efforts) and at regular intervals throughout their enrollment.

© StopHazing & Clery Center 2021. All Rights Reserved.

Sample activities:	
Create inclusive and culturally informed prevention programs designed to engage marginalized and historically underserved communities on campus. Analyze whether content used in programs (hazing incident examples, case studies, terminology, etc.) is representative of the identities within your community. Engage a diverse representation of students in program development and implementation. Gather specific feedback from campus affinity groups and from student organizations such as student-athlete, multicultural, and wellness groups, as well as campus groups that focus on social justice, violence prevention, healthy relationships, mental health, and equity and inclusion.	**Develop a peer education program or engage peer educators to create or facilitate hazing prevention programs:** Develop training programs that can help prepare peer educators to facilitate difficult conversations, navigate challenging audience members, address possible disclosures from individuals who have experienced hazing, and take care of themselves and set boundaries where needed. Review existing research on peer education programs and seek input from other institutions that have successfully implemented such programs.

Cultivate Student Leaders

The efforts of student leaders to address hazing within their own communities can play an important role in creating change. Help students understand the harm hazing can have on individuals and communities (mentally, emotionally, and physically) and to develop sustainable approaches to stopping it.

Sample activities:	
Garner student leader participation in campus coalitions to prevent hazing: Ensure student voices inform hazing prevention efforts on campus. Invite students to participate in hazing prevention and response coalitions and make sure they are able to meaningfully participate in conversations and activities. Address power structures that may limit a student's ability to honestly speak about their experiences or those of other students in coalition spaces and incorporate a variety of methods for gathering and sharing feedback from students and other coalition members.	**Conduct leadership development trainings and workshops for students:** In addition to helping students identify hazing, incorporate leadership development training that supports students in building skills for ethical leadership, bystander intervention, and other ways to promote healthy social norms. Provide workshops on topics like fostering belonging, inclusivity and well-being in student organizations, and how to practice their values on a daily basis. These programs help students not only prevent and respond to hazing, but contribute to their communities and society in positive ways.

© StopHazing & Clery Center 2021. All Rights Reserved.

Highlight Intersections

You can draw many clear lines between hazing and other issues of concern on campus. For example, sexual assault is a common form of hazing. Both hazing and sexual assault involve an abuse of power that include a continuum of behaviors that range from being perceived as normal and harmless to unacceptable and traumatizing. Reach out to existing student groups and peer educators to educate them about the intersection of these behaviors and see how they could incorporate some anti-hazing messaging into their existing initiatives.

Sample activities:	
Offer social media campaigns about how to identify or prevent hazing: Whether it's during National Hazing Prevention Week or throughout the year, social media posts can be a tool to teach new information or reinforce information learned in other programs. Create infographics, memes, or other engaging visuals to provide examples of hazing, offer bystander intervention strategies, or direct members of the community on where they can go to report. Connect this information to other campus education on sexual violence or other power-based violence.	**Use hazing prevention resources that speak to these intersections:** For example, the film We Don't Haze includes examples of how hazing intersects with other forms of violence. More information about the intersections of hazing and other health and well-being concerns can be found at StopHazing.org/issue/intersections.

Be Transparent

The more informed your campus community is about the prevalence of hazing and your efforts to address and prevent it, the more invested they will be in supporting you. Develop a process for how you are going to track and communicate about hazing incidents when they occur. Make sure policies and procedures are easy to find and understand.

Sample activities:	
Use campus or national data to provide social norms campaigns about hazing: People often overestimate risk behaviors and underestimate protective behaviors, so a social norms campaign could include data on actual and perceived norms among students or specific student groups to counter misperceptions within the campus community. For example, students often overestimate the extent to which their peers are engaging in hazing and underestimate the extent to which their peers disagree with hazing - thus a social norms campaign to correct that misperception can be a helpful tool for prevention. Campaigns should be tailored to your campus data, reflective of student perceptions, and culturally competent and inclusive.	**Develop or update a campus hazing prevention website:** A hazing prevention website should be in an easily accessible location to all, not just certain student populations such as fraternity or sorority members or athletes, and should centralize information about campus incidents, allegations, sanctions, hazing policies, and ongoing prevention initiatives, campus hazing data and how to report. Link to additional educational resources. Ask that other campus pages be linked to the hazing prevention webpages. Keeping this site up-to-date with accurate information allows students to be informed and make informed decisions related to their own behavior as well as being a supportive bystander or reporter.

© StopHazing & Clery Center 2021. All Rights Reserved.

These strategies highlight examples for engaging students in hazing prevention efforts. Engaging through evidence-informed and intentional implementation strategies is a necessary component of effective hazing prevention. As you plan and develop your engagement strategies, ensure you collect evaluation data to inform and sustain your practice. Use the **Campus Commitment Planning Resource** to help you plan these engagement strategies.

If you have any questions about this resource, reach out to Clery Center at info@clerycenter.org or StopHazing at info@stophazing.org.

Use of Materials

Use in part or whole is permitted with attribution to StopHazing and Clery Center as follows:
StopHazing & Clery Center. (2021). Strategies for engaging students in hazing prevention. In *Campus commitment to hazing prevention: Action guide*.