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.

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.

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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.

CAMPUS COMMITMENT TO HAZING PREVENTION:
Action Guide

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Action Guide Overview

ACTION GUIDE OVERVIEW

In this Campus Commitment Action Guide, you will find:

- **Campus Commitment Information-Gathering Tool:** Determine what existing practices signal campus-wide commitment to hazing prevention and recommended actions to take in the future.

- **PowerPoint Template: Making the Case for Hazing Prevention Support:** Adapt this PowerPoint template to garner support for future hazing prevention needs or efforts.

- **Campus Commitment Planning Resource:** Learn how to intentionally engage the campus community in hazing prevention over time.

- **Strategies for Engaging Students and their Families:** Utilize some of these strategies to engage students and their family support systems in hazing prevention.

- **Sample Letter from Campus Leadership:** This sample letter shows how a broadly disseminated message from key leaders can model commitment to hazing prevention.

> ## "According to our data, hazing prevention is a leadership issue."
>
> HPC Campus Professional

AUDIENCE

The primary audience for this Action Guide is campus professionals and postsecondary leaders who can engage students, colleagues, and community members for effective hazing prevention. These resources share a common framework and provide research-informed guidance that can be applied in a range of settings. However, given the diversity of college and university types, as well as their distinct histories and campus cultures, we recommend tailoring these resources to meet the needs of specific stakeholders.

For instance, your terminology may change when working with, or referring to, particular groups and communities. If you are working with student-athletes or coaches, terms like: "veteran players," "teammates," and "rookies" might be used to describe group dynamics whereas, a similar discussion relative to Fraternity and Sorority Life (FSL), would use terms like "new member," "initiates," "neophytes," "brother," or "sister," and when communicating with a general audience, "student," "student-leader," and "student organization members" might be more appropriate.

The following Background provides insight as to how these sample activities can fit into a larger framework of campus commitment to hazing prevention.

BACKGROUND

Hazing, a type of abusive and sometimes violent behavior, is at odds with the missions of colleges and universities. Generally defined as *any activity expected of someone participating in a group that humiliates, degrades, abuses, or endangers them, regardless of their willingness to participate* (Hoover, 1999), hazing can undermine student well-being and campus climates that are inclusive, safe, and supportive of students' holistic development. Core values embedded in college and university missions can serve as an anchor for responding to hazing and finding viable strategies for its prevention. This connection places the issue of hazing squarely in the realm of senior leaders responsible for stewarding the institution's mission. Unit-level leaders and others also play a role in campus commitment to hazing prevention, from decision-making about resource allocation, to participating in a campus coalition, or intervening as bystanders.

While campus commitment is vital for the prevention of hazing, there is a lack of research describing what that commitment entails. Meanwhile, campus leaders and staff need access to data-informed strategies to effectively respond to sometimes devastating incidents of hazing and to proactively foster campus environments conducive to positive peer group membership. In light of this need, StopHazing researchers drew upon organizational theory and institutional change models to analyze data about commitment to hazing prevention.

In particular, Bolman and Deal's (2017) "four frame" approach to understanding organizations can be useful for considering campus commitment to hazing prevention within the categories of **structural, human resource, political,** and **symbolic**.

References

Hoover, N. (1999). *National survey: Initiation rites and athletics for NCAA sports teams.*

Bolman, L. G. & Deal, T. E. (2017). *Reframing organizations: Artistry, choice, and leadership* (6th ed.). Jossey-Bass.

> ## "It takes a village. Hazing's not just in Greek Life, it's a whole campus issue."
>
> HPC Campus Professional

STRUCTURAL

From a structural lens, financial resources, designated staffing, systems, data-driven decisions, and strategic planning are key elements of campus commitment to hazing prevention. Some examples of commitment to campus hazing prevention within a structural frame are delineated below.

Financial Support

- Identifying sources of funding (e.g., budget lines, grants, donations, partnerships)
- Obtaining funding and then sustaining funding for hazing prevention
- Generating new funding ideas for hazing prevention (e.g., Graduate Assistants dedicated to supporting hazing prevention; pay raises or stipends for staff who add hazing prevention to their duties)

Staffing

- Allocating staffing time for hazing prevention
- Including hazing prevention work in job descriptions across multiple functional and divisional units
- Ensuring staff associated with hazing prevention are easily identifiable to campus stakeholders

Data-Driven Decisions and Strategic Planning

- Allocating funds for hazing prevention assessment and evaluation
- Collecting data about the campus hazing climate
- Allocating time to review data and make decisions to strengthen hazing prevention

Systems

- Ensuring visible, consistent, coordinated, and well-timed messaging from leaders about group behavior expectations and hazing prevention
- Communicating campus-wide and to more specific stakeholder groups
- Integrating hazing prevention planning and implementation throughout campus units
- Coordinating and tracking hazing prevention training to include sufficient dosage for students, staff, and faculty
- Disseminating updated and consistent hazing response protocols to key staff
- Maintaining hazing prevention knowledge and skills amidst staff turnover through established plans and training
- Utilizing technology to track campus hazing concerns, formal reports, and prevention initiatives

Human Resource

From a human resource lens, visible leadership, staffing, and training/capacity are necessary elements for hazing prevention. Below are examples of human resource actions that are important aspects of commitment to campus hazing prevention.

Visible Campus Leadership

- Having a strong presence of campus leaders at student, campus professional, faculty, and administrative levels at hazing prevention activities

- Conveying a firm commitment to promoting a safe and healthy campus where hazing is not welcome or tolerated

Trained Staff/Capacity

- Establishing relationships, sharing prevention information, ensuring regular communication, and working collaboratively with campus units and diverse stakeholders to support hazing prevention

- Providing supplemental training to support knowledge and build expertise for hazing prevention

- Integrating varied teaching methods and opportunities for learning about hazing prevention

Campus-wide Orientation

- Developing and maintaining a campus-wide hazing prevention coalition with members from students, staff, faculty, and alumni populations

- Upholding campus hazing policy consistently for all stakeholder groups

- Creating a campus website to provide information about hazing reporting, accountability, and prevention

Political

A political frame highlights the importance of coalition building/shared responsibility across stakeholder groups, senior leader endorsement, advocacy, and transparency, as demonstrated below.

Senior Leader Public Endorsement & Advocacy

- Investing and actively engaging in hazing prevention
- Establishing, refining, and clearly communicating hazing policies and protocols for incident response
- Allocating human and financial resources for effective response and prevention
- Supporting staff and other stakeholders with implementing consistent investigations and accountability for hazing violations
- Designating shared language that articulates the link between institutional mission and hazing prevention

Broad-based & Shared Responsibility

- Building and maintaining a hazing prevention coalition with representation from a range of campus stakeholders
- Establishing and centralizing a hazing prevention website as a platform for widespread, easily accessible, and consistent public messaging and resources about hazing and its prevention
- Cultivating allies and strategic partnerships for campus hazing prevention to include a range of functional units and stakeholder groups
- Utilizing a shared data management system across functional units to share notes about informal and formal campus hazing reports

Institutional Transparency

- Publicly acknowledging hazing incidents when they occur
- Sharing information relative to campus incidents with campus prevention staff to inform prevention efforts
- Informing the campus and broader community of hazing incident accountability

Symbolic

The symbolic lens of viewing organizations illuminates how the interplay between communication and interpretation of meaning are key elements of campus commitment to hazing prevention. Below are some examples of important hazing prevention actions characteristic of a symbolic frame.

Visible Leadership

- Connecting hazing prevention messaging with symbolic aspects of campus culture (e.g., via campus mascot) and at major campus traditions and events (e.g., Convocation, sporting events, and performing arts events)

- Providing opportunities for formal and informal conversations with campus leaders to articulate concern for students and commitment to campus hazing prevention

- Creating and sharing hazing prevention images and messaging featuring senior leaders and student leaders (e.g., poster campaigns, social media messaging, op-eds in campus news outlets)

Student Perceptions

- Providing transparency in relation to hazing incidents with senior leader commentary about the ways in which hazing undermines the educational and developmental missions of the college/university

- Sharing personal narratives about the ways in which hazing can harm and how to achieve goals of tradition, group unity, and respect without hazing (e.g., share Clery Center and StopHazing's film, *We Don't Haze* (read more about *We Don't Haze* on the following page); talks by family members who have lost children in hazing incidents, hazing alternative resources)

- Producing and sharing imagery of campus commitment to hazing prevention via social norms campaigns, social marketing, and other communications

The *Campus Commitment to Hazing Prevention: Action Guide* is designed to give you some practical examples of these Commitment activities:

- **Campus Commitment Information-Gathering Tool:** Assess what actions you're already taking within this framework.

- **PowerPoint Template: Making the Case for Hazing Prevention Support:** Make the case to campus leaders for strengthening structural support for hazing prevention.

- **Planning Resource:** Build combined, integrated processes for procedural planning, enhancing structural efforts on campus.

- **Strategies for Engaging Students and their Families:** Address student and family perceptions and their roles in hazing and its prevention as described in the symbolic frame.

- **Sample Letter from Campus Leadership:** Endorse hazing prevention initiatives and institutional transparency relative to hazing accountability, noted within the political frame.

If you have any questions about the resources in the Campus Commitment Action Guide, please reach out to **Clery Center** at **info@clerycenter.org** or **StopHazing** at **info@stophazing.org**.

We Don't Haze

We Don't Haze is a short documentary film created by Clery Center and StopHazing, which helps identify hazing behaviors and offers organization leaders alternative traditions that promote a safer, more positive team-building experience. Learn more about the film and get the supplemental resources at clerycenter.org/initiatives/hazing-project.

Contributing Authors

Conceptual design, interpretation, and drafting of this project was completed by Abigail Boyer, M.S., Associate Executive Director for Clery Center and Meredith Stewart, M.Ed., Program & Outreach Coordinator for StopHazing; critical revision and adaptation of the project were completed by Elizabeth J. Allan, Ph.D., Professor of Higher Education at the University of Maine and Principal of StopHazing. All authors contributed to the final revisions.

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Use of Materials

StopHazing and Clery Center strive to make many of its resources free of cost and available to the public. If you would like to use or share any of these resources, please use the citations to properly credit our work and please read Clery Center's Usage Guidelines.

To cite the entire Campus Commitment to Hazing Prevention: Action Guide, use the following: StopHazing & Clery Center. (2021). *Campus commitment to hazing prevention: Action guide.*

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Campus Commitment Information- Gathering Tool

Campus Commitment Information-Gathering Tool

Use this Campus Commitment Information-Gathering Tool to assess the state of campus commitment for hazing prevention, current funding, trainings, activities, policies, and institution communications and to document potential action steps moving forward. This is a helpful first step to better understand what's already in place and to assist in crafting a realistic strategic plan for preventing hazing on campus. After you complete the Tool, utilize other resources in the Action Guide such as the Campus Commitment Planning Resource or the Adaptable Slidedeck to set measurable goals, action steps for hazing prevention, or make an 'ask' for specific support for and commitment to hazing prevention efforts on campus, to move hazing prevention forward.

Funding

Do you allocate dedicated funds to hazing prevention?

☐ Yes   ☐ No   ☐ I don't know

If so, how much per year?

What amount was dedicated to hazing prevention last year?

Are the funds allocated to certain departments or across different divisions?

Do they cover all students and other stakeholders?

What amount is or should be dedicated to hazing prevention within the next 5 years? Consider existing budgets and hazing prevention goals. Consider creating a spreadsheet of anticipated costs related to staffing, educational tools or programs, technology, and other necessary resources.

Which funding sources currently support hazing prevention efforts? What other funding sources or opportunities are available within or external to the institution (e.g., internal "special projects" grants or budget allocations to support campus climate and student success; creating funding partnerships across units and divisions; alumni donations; sponsorship from community organizations and businesses)?

Campus Data Collection and Assessment

Is there funding allocated for assessing the campus hazing climate?

Is that data shared with the community? How?

Staffing

Do you have a staff member or members for which hazing prevention is explicitly written into their title(s) and/or job description(s)?

☐ Yes ☐ No

If so, what percentage of their time is dedicated to hazing prevention specifically?

Trainings & Participation

Do campus leaders have a presence (attending or presenting) in hazing prevention programming and trainings?

☐ Yes ☐ No

If so, what programming or training do they attend? Are there other programs or trainings that could use leadership support?

List of Programs/Trainings	Campus Leader Involvement

Do senior administrators speak out about hazing when it occurs?

☐ Yes   ☐ No   ☐ Sometimes:

Do senior administrators talk about hazing independent of when there is a specific incident or national attention?

☐ Yes   ☐ No   ☐ Sometimes:

Is hazing prevention training required or provided for a range of campus stakeholder groups?

☐ Yes ☐ No

If yes, which groups?

☐ Students   ☐ Staff   ☐ Faculty   ☐ Senior administrators   ☐ Other:

Campus Coalitions

Is there a campus coalition (task force or committee) assembled to guide or coordinate campus hazing prevention?

☐ Yes ☐ No

If yes, does the group meet at least 2x/semester?

☐ Yes ☐ No

If yes, list the campus units and stakeholders represented in the coalition.

☐ Students   ☐ Faculty   ☐ Alumni   ☐ Family and/or Mentors who provide student support

Staff: ☐ Student Life   ☐ Campus Safety   ☐ Student Activities   ☐ Athletics   ☐ Rec/Club Team Staff

   ☐ Residence Life   ☐ Conduct   ☐ Other:

☐ Other:

Does the group include sub-groups or working groups to focus on implementing coalition priorities?

☐ Yes ☐ No

Campus Hazing Policy/Policies

List any campus policies that address hazing prevention or response.

How recently was this policy or policies updated?

If applicable, do your policies or policies align with any state-specific anti-hazing laws?

Do hazing policies include language applying to all stakeholders (students, staff, faculty, alumni) and all student organizations?

☐ Yes ☐ No

List the stakeholders addressed within hazing policy/policies.

☐ Students ☐ Student groups ☐ Staff ☐ Faculty ☐ Alumni

☐ Other:

Are hazing policies consistent across student organizations?

☐ Yes ☐ No

If no, what differences do you see across policies?

Communications & Messaging: Campus Hazing Policy/Policies

Do senior administrators play a role in talking about or educating about the policy?

☐ Yes ☐ No

If yes, how do they communicate about campus hazing policy?

If no, in what existing programs or communications could senior administrators address hazing policies?

Does the institution have a dedicated webpage for disseminating or centralizing campus-wide information about hazing and hazing prevention?

☐ Yes ☐ No

Communications & Messaging: Hazing Incidents

Does the institution have an established protocol for responding to reports of hazing?

☐ Yes ☐ No

If yes, what is that protocol?

Do senior leaders publicly address incidents of hazing?

☐ Yes ☐ No

If yes, in what ways do senior leaders publicly address incidents of hazing?

Is non-identifiable information relative to campus incidents shared with campus prevention staff to inform prevention efforts?

☐ Yes ☐ No

Is there information posted on the campus website and/or mailings sent to stakeholders informing the community of hazing investigations?

☐ Yes ☐ No

How transparent is the institution in media response to a high-profile hazing incident?

If a high-profile incident has not occurred, is there a plan or protocol in place for response if such an incident were to occur?

Next Steps

Reviewing the information from the assessment, draft ideas and notes for action steps campus staff and senior administrators may take to enhance campus commitment to hazing prevention. Compiling accurate information about the current state of hazing and hazing prevention on campus can help to inform the strategic planning processes for hazing prevention, making an informed 'ask' for support for any of the topics highlighted in this tool, and other steps leaders can take for effective, campus-wide hazing prevention.

Topic	Notes, Ideas, and Action Steps
Funding for Hazing Prevention	
Collecting and Analyzing Data	
Training about Hazing and Hazing Prevention for Campus Leaders	
Participation of Campus Leaders in Hazing Prevention Programs or Training	

Topic	Notes, Ideas, and Action Steps
Campus Coalition Engagement	
Updates to Campus Hazing Policy	
Communication & Messaging Re: Campus Hazing Policy/Policies	
Communication & Messaging Re: Hazing Incidents	

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

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Hazing Prevention: Making the Case for Leadership Support

Hazing Prevention: Making the Case for Leadership Support Adaptable Slide Deck Directions

Individuals responsible for prevention of, and response to, hazing on campus need to effectively communicate their efforts and frequently make the case for additional support. The *Hazing Prevention: Making the Case for Leadership Support* adaptable slide deck is designed for users to provide tailored information about their institution's current hazing prevention efforts and make a specific request for support. The slides and notes provide information on where to add tailored content, institution-specific data, and how to make a request for hazing prevention support.

While the slides are designed for a formal presentation, the information included could also be used to organize talking points for a conversation with leaders, encourage you to think about how to best represent the need for this work (the impact of hazing on campus), reflect on the work you've done so far (what data exists to show what you've accomplished?), and to articulate what kind of support is necessary for the institution to demonstrate a commitment to hazing prevention and response.

The slide deck content:
- Provides information about hazing and how to effectively work to prevent it,
- Communicates the significance of commitment to hazing prevention,
- Provides a clear pathway for strengthening evidence-based hazing prevention, and
- Indicates how to make a request for support in alignment with campus needs.

Possible requests for support can include:
- **More data:** resources for surveys, rubrics, interviews, focus groups.
- **Visible messaging from senior leaders:** communicating support for hazing prevention in alignment with commitment to campus safety and student well-being.
- **A campus-wide mandate for a hazing prevention coalition:** a senior leader-endorsed mandate calling for an operational hazing prevention coalition with diverse stakeholders.
- **Policy alignment and enforcement:** the creation/endorsement of a policy that is enforced campus-wide and in alignment with supporting structures for proactive response processes.
- **Resources:** designated funding, staffing, and other financial support.
- **A dedicated campus website:** centralized information about hazing, hazing prevention, and transparency about hazing on campus, including previous incidents.
- **Sustainable efforts:** a shift from one-time events or trainings that don't bolster sustainable commitment for hazing prevention to intentional and ongoing strategies that provide regular hazing prevention dosage.
- **Coalition-based efforts:** expanding from a single-person or office approach to a coalition-based strategy that engages stakeholders campus-wide.
- **StopHazing services:** consulting directly with StopHazing for tailored and research-based prevention approaches to meet specific campus community needs, including those outlined above. More info at StopHazing.org.

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). Hazing prevention: Making the case for leadership support [adaptable slide deck]. In *Campus commitment to hazing prevention: Action guide*.

Campus Commitment Planning Resource

Campus Commitment Planning Resource

What is a Strategic Plan for Campus Hazing Prevention?

A strategic plan for campus hazing prevention serves as a tangible guide detailing a shared vision for hazing prevention in a particular campus context. Strategic planning is an interactive and inclusive process by which stakeholder groups come together to articulate goals, define strategy or direction, and make decisions on how resources should be allocated to pursue the strategy.

How can it help?

The strategic planning process can engage stakeholders, including students, in campus hazing prevention. An established and intentional plan helps to guide hazing prevention work with goal setting and identifying steps needed to reach desired outcomes. A strategic planning process is data-driven and includes benchmarking components to track and measure progress in achieving hazing prevention goals and reassessing or prioritizing as steps are implemented.

Who are the stakeholders?

There are multiple audiences to consider when planning for hazing prevention. The following are examples of various audiences to engage: institutional leaders and administrators, faculty and staff, students, hazing prevention coalition members, as well as families, student support networks, and alumni. When engaging different audiences, varying approaches and delivery methods should be utilized in conjunction with the identified strategic planning goals.

Hazing prevention includes stakeholders who plan and implement hazing prevention efforts through trainings, workshops, and other initiatives, as well as campus professionals who encourage buy-in for the work and help to spread the message and information about hazing prevention efforts and events.

How do we begin the process?

There are many ways to engage in strategic planning but knowing where to begin and who to involve in the process are not always intuitive. In strategic planning for campus hazing prevention, a shared vision and understanding of available campus data should guide the planning process and diverse stakeholders campus-wide can drive the process forward to meeting the established goals.

Given the following definition of planning for hazing prevention, a breakdown of strategic planning components and examples is provided below.

"Planning: the use of assessment data to develop data-driven, intentional, and measurable prevention goals, including the development of prevention strategies tailored to specific populations in a given context," (Allan et al., 2018, p. 6).

Possible Stakeholders

- **Institutional leaders:** to provide support, endorsement, and/or a charge to participate and be involved in hazing prevention. They demonstrate engagement through their visible support for hazing prevention efforts.

- **Faculty and staff:** to receive and provide training and education to build awareness and be in tune with warning signs as they interact with students. New employees should also receive hazing prevention education through onboarding procedures.

- **Students:** to receive hazing prevention training and education, especially those involved with groups such as athletic teams and clubs, fraternities and sororities, traditions and honors societies, as well as student employees working in high-traffic environments such as residence life.

- **Coalition members:** to receive regular hazing prevention training especially as there are new additions to the coalition membership.

- **Families and supports:** to receive hazing prevention information through outreach, new student orientation avenues, fraternity and sorority family information sessions, and athletics information sessions.

- **Alumni:** to receive hazing prevention information through outreach, including alumni magazines and events.

Breakdown of Strategic Planning Components

There are multiple steps in developing a strategic plan. Here is a breakdown of the steps necessary to develop and carry out an effective strategic plan.

1. **Gather data.** Examples of data collection can include institutional data such as campus climate, campus culture, hazing incidents, hazing perceptions and awareness, other high-risk area data (e.g. alcohol and other drug use), as well as qualitative data from environmental scans. Gathering existing data about campus hazing and group attitudes and culture provides a snapshot of the institution's current status. These data can help to support a rationale for commitment to hazing prevention and can be used to identify and prioritize next steps to address the gaps and identify the overarching goals of the strategic plan for hazing prevention.

2. **Complete a problem analysis.** Complete the analysis process using a multilevel framework such as the Social-Ecological Model (SEM) to analyze risk and protective factors at the individual, group, institution, and broader community and societal levels of the environment (Dahlberg & Krug, 2002). Identify and analyze risk and protective factors of students and their environments. This is an important part of the planning process because implemented strategies need to mitigate the risk factors to promote the protective factors.

   Tip: Think about what is happening at each level of the SEM that may contribute to healthy group environments and protect from or decrease the likelihood of hazing (protective factors). Then, at each level of the SEM, consider what may increase the likelihood of hazing (risk factors).
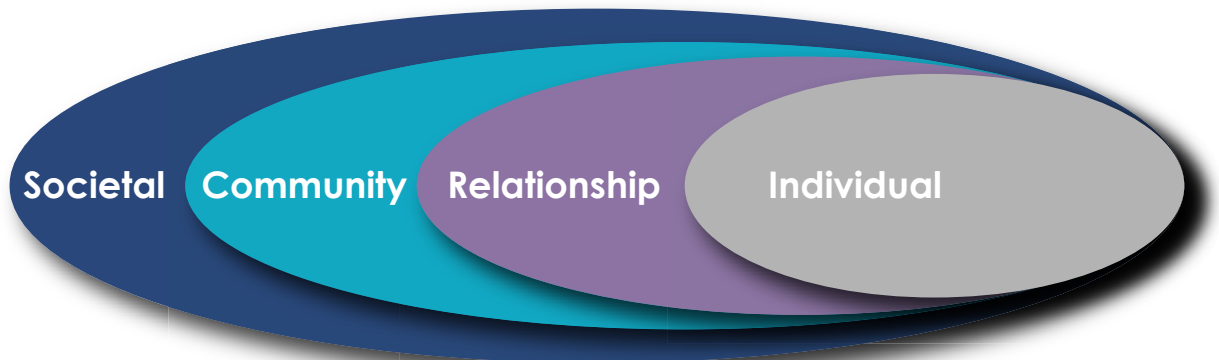

Image: The Social-Ecological Model (CDC, 2021)

3. **Identify focus areas and goals for hazing prevention.** Identify core areas to focus hazing prevention efforts by compiling and analyzing data and the problem analysis outcomes together. This process allows for the strategic plan to work in conjunction with the larger themes on campus and to set intentional and measurable goals for hazing prevention.

   • Identify goals for each area. When identifying goals, planners can ask the following questions:
     » What is the desired outcome?
     » Who is the target audience?

- Identify steps to reach each goal by considering the following:

  » Each focus area may have multiple goals and require multiple initiatives, phases, or steps to reach the goals.

  » Timelines vary and should be developed. Some steps may take a few months and others may be longer-term steps to carry out over multiple years.

  » Steps could be iterative. Depending on the goal, some steps may be repeated multiple times whereas others may be single-step actions. Identifying the dosage of a step is key since comprehensive and effective prevention cannot occur with one-off initiatives or programs.

- Identify stakeholders. The stakeholders for hazing prevention include multiple types of people and institutional personnel across campus. There are audience stakeholders to consider as well as support personnel to consider. Planners should ask themselves:

  » Who is participating in the hazing prevention efforts (audience)?

  » Who needs to be involved in carrying out the hazing prevention work (support personnel)?

4. **Develop evaluation and documentation plans.** As prevention efforts are carried out, planners need to ensure there is an adequate system in place to track progress and document efforts. Planners should develop plans to evaluate and track the following:

- The progress of carrying out the strategic plan by clearly identifying accomplishments, next steps, and plans to stay on track (see Example A).

- The effectiveness of each hazing prevention action step carried out (see Example B).

5. **Revisit strategic planning documents regularly.** Revisiting the planning documents regularly is an important step in strategic planning to keep the momentum going and to stay on track with meeting hazing prevention goals. Revisiting the plan also allows opportunity for reflection and reprioritization given shifting institutional contexts.

Sample Documents for Strategic Planning for Hazing Prevention

Example A: Strategic Planning Document

Repeat the following to address each identified focus area comprehensively. Note: the focus areas often require more than one goal to effectively address it.

Identified Focus Area(s)	Goal/Target Audience
Ex. Promoting (1) anti-hazing policy awareness, (2) identifying hazing, and (3) visible campus leadership.	Ex. By April 2022, the institution will develop a public website with a senior leadership statement and centralized information on hazing, hazing prevention, information about hazing on campus/previous incidents, hazing policies, and how to report hazing.

Steps	Objective/Desired Outcomes	Timelines	Responsible Parties	Evaluation & Documentation
List out each step necessary to reach the goal. Each step should be listed individually with its own objectives, timelines, responsible parties, and evaluation and documentation plans.	Identify the objective of each step. What is the desired outcome of carrying out the step? This could be a smaller outcome that is working toward achieving the larger identified goal.	Specify the timeline for each step.	List the responsible parties for each step. Some responsible parties may be involved in each step. Others may only be necessary for some actions. Consider the audience and the support personnel.	Identify and prepare evaluation methods and documents necessary for each step.
Additional step				
Additional step				
Cont'd...				

Possible Focus Areas to Incorporate
- Anti-hazing policy awareness
- Identifying hazing
- Ethical leadership development
- Promoting positive group culture
- Visible campus leadership
- Coalition building and strengthening
- Continuous data collection strategies

Possible Implementation Strategies to Reach Focus Area Goals
- Online trainings
- Workshops for staff, students, leaders
- Social norms campaigns
- Training for students (at orientation)
- Training and education for student groups
- Leadership development workshops
- Bystander intervention trainings
- Faculty, staff, and advisor trainings

Example B: Prevention Calendar

Utilize an organizational tool such as a calendar to document and plan the programs and initiatives that will reach the goals and focus areas of the strategic plan. Spreadsheets are helpful for this process and can be organized by month or semester.

Note: This is a snippet of items to include in the calendar; account for the purpose and goal of each item on the calendar in alignment with the strategic plan (what focus area or goal the program addresses), and include an assessment or evaluation component for tracking program effectiveness.

January 2022						
Program Name	**Program Leads**	**Dates/Location or Platform**	**Description**	**Target Audience**	**Outreach Plan**	**Evaluation Plan**
List the title of the program.	List who is responsible for planning and facilitating the program. If there are multiple people involved (for example, if someone is responsible for the logistics of the program and another is the facilitator), list that information.	List the dates of the program and how it will be made available. For example, if it's a virtual program, provide information on the platform and whether it's available at a certain date and time or an ongoing basis. If it's an in-person event, provide information on the dates, time, and location.	Provide a brief description of the program.	Provide information on the target audience for the program. (Students? Staff? Faculty? All of the above? Alumni? Is it targeted towards a specific student group?) Provide information about how the efforts are culturally competent and inclusive.	Provide information on how the institution will market the program to the intended audience. Are there any audiences required to attend? What contacts are you working with to ensure the program is reaching the intended audience? Who are the supporting personnel that should be invited?	Identify the evaluation method for tracking program use and measuring program effectiveness.

The strategic planning process is a way to implement a coordinated, intentional approach to hazing prevention, and in doing so, garner additional buy-in and support from critical stakeholders. This planning process provides for the comprehensive nature of prevention work to be documented, to stay on track, and measured to assess progress over time.

The **Information-Gathering Tool** is a helpful companion resource to reference prior to beginning the planning process.

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

References

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Use of Materials

CAMPUS COMMITMENT TO
HAZING PREVENTION: ACTION GUIDE

Strategies for Engaging Families in Hazing Prevention

Strategies for Engaging Families* in Hazing Prevention

In this document we use the term families expansively; we recognize that family may be defined differently by each student and that not all students may come from healthy or safe backgrounds. As indicated, these strategies can also be used with mentors or other important individuals to students.

Families have an important role to play in supporting campus hazing prevention. In addition to their campus peers, students often look to their families for guidance when they encounter behaviors that do not align with their values. Hazing can be confusing for students who receive an invitation to participate in an organization that holds the potential for friendship, camaraderie, support, and networking, but may include joining activities that are humiliating, degrading, unsafe, and even violent.

When viewed through the Bolman & Deal (2017) framework, student perceptions of hazing can be understood as a symbolic yet powerful element of campus commitment to hazing prevention. Families can help students make meaning of the complexities and potential dangers of hazing while also supporting them in navigating healthy choices relative to group membership.

Build Knowledge Through Hazing Prevention Education

Providing opportunities to learn and build a knowledge base about hazing and hazing prevention is a fundamental way to engage students' families and/or mentors. There are many ways to build knowledge and gain access to resources related to hazing prevention. However, a committed institution will provide opportunities to foster that knowledge development and share resources, updates on hazing prevention initiatives and goals on campus, as well as the state of the campus climate and hazing culture. Providing education opportunities for families to better understand hazing, the pervasiveness of it, and how it can impact their students, is a primary prevention strategy. Education for families should be offered regularly and be easily accessible; this education should begin early, such as at new student orientation.

Sample activities:

Host a workshop or training: Provide education about hazing and its prevention through workshops or other types of trainings. A workshop format is engaging and useful in sharing information as well as discussing and providing key prevention resources and strategies. For example: Invite families to a viewing and facilitated discussion of the film *We Don't Haze* to provide hazing prevention education and discuss warning signs of hazing, how to intervene, and how to have discussions with their students about bystander intervention, reporting hazing, and how to seek help.

Include representation on campus hazing prevention coalition: Provide education and prevention opportunities for family members and/or mentors by engaging them to participate in the campus hazing prevention coalition. Additionally, this representation can help provide more perspectives and input for planning hazing prevention work and the ability to spread hazing prevention messaging to a broader family and mentor audience.

Host a webinar: Share information with families about hazing and make it available on the campus website afterwards. There is a lot of content a hazing prevention webinar could cover; a few examples might include:

- Information about the campus' hazing prevention coalition, their core prevention strategies, and information on how to report hazing and access resources.
- The nature and extent of hazing, with specific data points on campus climate and hazing culture, past and present hazing prevention initiatives, and how to recognize warning signs of hazing.

Demonstrate Transparency about Campus Hazing and Prevention

Institutions committed to hazing prevention are transparent about the history of campus hazing as well as the prevention efforts in place. Demonstrating transparency about campus climate and a culture of hazing, past incidents, allegations, and sanctions publicly is an important part of hazing prevention. Families, students, the campus community, and external stakeholders have a right to know the potential risks of joining or being a part of a campus club, organization, or team. By demonstrating transparency, families and mentors are able to gather information and be informed about their students' potential experiences, be knowledgeable about hazing trends, as well as current initiatives and processes for educating about and reporting hazing.

Sample activities:	
Use your campus hazing prevention website: A campus website is a powerful tool for sharing information and providing updates about campus hazing and its prevention. Be sure the website is easy for families and the general public to find using a basic keyword search and that it includes information about campus hazing prevention efforts, as well as past hazing incidents, allegations, and sanctions. Having access to accurate information allows the opportunity to gather information and thus help their students make informed decisions.	**Send a message from leadership:** Institutional leaders can send a clear statement about campus commitment to hazing prevention and reiterate a stance that makes it clear hazing is not welcome in student clubs, organizations, and teams. The message can provide information about the prevention efforts in place, and repercussions of engaging in hazing. This statement can be shared with all students and families and be easily accessed on the campus website. When leaders provide transparent and clear communication about hazing and its prevention, their visible leadership can help families and/or mentors stay informed and ask their students the necessary questions to help keep them safe.

Highlight Common Intersections

Hazing commonly overlaps with other health and well-being concerns such as mental health, high-risk substance use, sexual harassment and assault, bullying, systems of oppression, and even leadership development. While some of these intersections may be more visible than others, it is important to take the time to educate and highlight how hazing behaviors and other unhealthy behaviors can overlap and serve as warning signs of even more pervasive issues. Partnering with other departments and offices reflective of the intersecting health and well-being concerns to include hazing prevention information in their ongoing work and communications can be an effective way to garner more engagement.

For more information about the intersections of hazing, visit StopHazing.org/intersections.

Sample activities:

Provide presentations: Look for opportunities to engage the families and mentors of students participating in student organizations and partner with offices across campus to send a more tailored message. This might include audiences such as fraternity and sorority life (FSL) recruitment information sessions, sessions for families and mentors of student athletes, or new student orientation. For example: A presentation may be delivered by staff from FSL, the counseling center, and the wellness office to share about specific Greek life experiences, processes, potential for risky behaviors, hazing, how to notice warning signs of hazing, education about alcohol, campus traditions, and how to help students access mental health supports.

Collaborate to incorporate hazing prevention: Collaborate with other offices and staff members, such as wellness, violence prevention, conduct, counseling center, multicultural center, student leadership, etc., to plan communications and social media campaigns for families and/or mentors and incorporate hazing prevention information. For example: Work with the Title IX coordinator on an email that includes information about sexual harassment, relationship violence, stalking, and how the power, control, and consent dynamics are common in hazing as well. Be sure to include resources, prevention, and reporting information as well.

Tailor Outreach Efforts

Tailoring messaging, modes of communication, and recipients of outreach efforts can seem daunting at first; however, planning and strategically identifying ways to successfully reach and engage families about hazing prevention is essential. We know hazing occurs beyond FSL and athletics, but not all families and students know the nature and extent of hazing. Thus, some outreach efforts may be focused on specific populations, such as to families of students participating in FSL or athletics, or perhaps other popular student groups. Other efforts, however, can be dispersed to engage all families regarding hazing in many types of student groups, campus communities, and beyond.

Sample activities:

Create and share infographics: Infographics can help provide information about campus-specific and national data on hazing, what constitutes hazing, how to report, and how to intervene. Distribute them via email communications at the beginning of a semester as well as on social media.

Incorporate hazing prevention in special events: As themed weekends and special events are planned, incorporate hazing prevention information into pre-existing programs such as parent and family orientation or friends and family weekends. The audience will already be on campus and engaging in programs or events, thus working with campus partners to incorporate hazing prevention information and resources into such events increases the likelihood messaging is shared.

Develop a newsletter campaign: Newsletters can share information about hazing to increase likelihood of recognition, intervention, and reporting. Information can help to catalyze conversations with family and/or others. A post-assessment can provide feedback from readers to help improve the next newsletter.

Sample Newsletter Content Breakdown for a Fall Semester

August:
- Campus statement about hazing
- How to recognize hazing/what hazing behaviors are/may look like
- Statistics about the nature and extent of hazing
- How to report hazing

September:
- Common language or descriptions of behaviors/activities that are warning signs of hazing
- Encourage families to ask these questions:
  - » What is the purpose of the group or organization my student may engage with?
  - » What type of activities do they do?
  - » What are the perceived outcomes of student organizations my student is affiliated with?
- Tips for identifying risky behaviors, activities, and group dynamics
- How to learn about campus hazing incidents and accountability

October
- Healthy group activities
- Reasons why hazing is frequently underreported
- Reasons to promote reporting, how to report, and what to include in a report
- Information about how and when to intervene in a situation

Develop Clear Communication Channels

While many of the previous strategies help to engage and provide information and education about hazing and its prevention, committed institutions can provide resources for families and mentors to easily access and build their knowledge about campus hazing. Institutions can provide clear information and set up open communication channels for families to engage when they need it. Often, family members don't know what questions to ask, who to ask, or even where to find information about to whom or how to ask questions.

Sample activities:

Engage parent and family associations on campus: Family may be defined differently by each student; however, if there are associations specific to parents and families on campus, work with them to coordinate the distribution of newsletters, infographics, webinars, and other resources.	**Utilize your website:** Include a "for families and mentors" section on your institution's hazing website or webpage. This section can provide more specific resources as well as reiterate warning signs of hazing and what questions to ask their students, and options for reporting hazing. Also include a visible and accessible contact person for family members or mentors to engage with if they have questions, concerns, or want to report hazing. In general, this website should be on a main page of the campus' website, easy to find and navigate, and not buried or siloed within the page of one department or office.

Other Considerations

Like students, some families or mentors are reluctant to report suspected or known hazing activities to campus staff because they fear their student may be ostracized from the group or experience some kind of retribution. To overcome this potential barrier to reporting, some campuses have implemented amnesty policies.

The strategies in this resource highlight examples for engaging students and families and/or mentors 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 intentionally.

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

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Strategies for Engaging Students in Hazing Prevention

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.

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.

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.

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.

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.

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Sample Letter from Campus Leadership

Sample Letter from Campus Leadership

Campus communication about hazing response and prevention can influence student, employee, and external stakeholder perceptions of hazing. This includes institutional messaging in relation to campus hazing incidents and how the institution promotes hazing policies and educational efforts on an ongoing basis. Regular and consistent communication from campus leaders demonstrating knowledge and concern about campus hazing, with an emphasis on institutional resources for prevention, reporting, and campus response, indicates that institutional leaders prioritize the safety and well-being of students and employees and recognize the significant impact of hazing.

Below is a sample communication that may be shared at the start of a new semester. While campus communications should be tailored based on the needs and culture of your own institution, we share it as a model of a hazing-specific campus communication. We encourage you to connect these themes with your own institution's values, policies, and programs.

Dear Campus Community,

The start of a new semester is an opportunity to reflect on our shared values. As a part of this community, each one of us has the opportunity to work towards the kind of world in which we want to live.

As I walk around our campus, I see the ways we support one another - in the classroom, on the field, in small and big ways every single day. Those everyday actions are what create our campus climate; they are what set our campus apart.

Over the past months and years, there has been a national conversation about campus hazing and its impact on individuals, families, members of organizations, and people in the surrounding community. Hazing is a community issue with ripple effects beyond the immediate groups or setting where it occurs. Hazing is a type of abuse that can interfere with the ability of community members to thrive as learners and as leaders, whether they are part of a campus community, or in a workplace, in the military, or a part of any other type of group or organization.

As a community issue with far-reaching effects, each of us has a responsibility to make a difference by being informed about hazing and committing to hazing prevention. Hazing is not isolated to a certain student organization - national studies of hazing show that hazing can occur across student organizations, such as athletics, Fraternity and Sorority Life, club sports, performing arts, and academic clubs, to name a few. And a national study about hazing found that 47% of students reported experiencing hazing in high school, so many individuals enter our communities having already experienced or participated in hazing.

Too often, individuals excuse hazing in the name of "tradition" or "bonding", whereas hazing behaviors do not build positive relationships, group unity, belonging, or trust, but rather undermine our institutional mission and can lead to outcomes including damaged relationships, anger, resentment, mistrust, physical harm, and even death.

With that in mind, here are some steps we all can take to prevent and address hazing within our own campus community:

- **Visit our hazing prevention website to learn more about hazing, hazing prevention, and our institution's hazing policies.** Our policies prohibit hazing, defined as "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." Our campus hazing website provides you with campus policies related to hazing, examples of hazing, and resources to prevent it, as well on information on hazing violations that have occurred within our community. Organizations and individuals found responsible for hazing will be held accountable under these policies.

- **Participate in upcoming campus programs.** We offer programs and trainings throughout the year to help our students and employees better understand hazing, learn how to successfully intervene if they witness hazing or become aware of its occurrence, and implement effective healthy group bonding and cohesion strategies without hazing. Please join us for one of our upcoming programs! [Insert list of programs here.] Interested in facilitating a hazing prevention conversation yourself? You can access Clery Center's award-winning documentary We Don't Haze and companion discussion guides here.

- **Report incidents of hazing on campus.** If you know or suspect that hazing has occurred, you can report to the institution using this reporting form [link to reporting form] or by contacting: [Insert list of reporting contacts.]. Please note you can report anonymously if you prefer. It is important to us that we can offer individuals who may be victims of hazing, resources and options to address the physical, emotional, or psychological impact(s) hazing can have. Holding individuals and groups responsible for hazing behaviors and its consequences may also help to prevent future instances of harm.

- **Be a leader.** Inclusive, healthy, and strong groups and teams are vital to our community. Cultivating positive environments in our groups is a shared responsibility. Leadership is not simply a title or role but a practice of demonstrating care for peers and colleagues while moving toward a shared vision. The [insert name of office/leadership programs] offers workshops, trainings, and resources about group dynamics and leadership. You can also find specific suggestions here.

Thank you for all you do to keep our institution a safe and welcoming place to live, learn, and work.

Sincerely,

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

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