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.

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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.

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CAMPUS COMMITMENT TO
HAZING PREVENTION: ACTION GUIDE

Action Guide Overview

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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.

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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

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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

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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

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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

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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

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Get the full *Campus Commitment to Hazing Prevention: Action Guide*!

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.

You can download the rest of the Action Guide a la carte or as a whole at clerycenter.org/hazing or stophazing.org/action-guide.

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

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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.

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