

Building Capacity for Campus-Wide Hazing Prevention:

Strategies, Roles, and Resources



Who We Are



Hazing Prevention Research Lab

In partnership with StopHazing and HazingInfo.org, researchers at the University of Maine work to develop evidence-based approaches to reducing the prevalence and harms of hazing. Currently the lab is relaunching [the landmark National Study of Student Hazing](#) to update the original study conducted in 2008 by Principal Investigator, Dr. Elizabeth Allan, StopHazing's Principal and Director of the Hazing Prevention Research Lab.



StopHazing

StopHazing is a national leader in hazing prevention research and education. Our mission is to promote safe and inclusive school, campus, and organizational environments through research, resource-sharing, and the development of data-driven strategies for hazing prevention and for promoting positive and inclusive group climates.

Overview

Hazing poses serious risks to student well-being and campus safety, undermining the core mission and values of higher education. It is especially concerning as a form of interpersonal violence because it happens in the context of groups – like clubs, student organizations, and athletic teams – that are meant to foster belonging, leadership, and personal growth (Quigg et al., 2020).

Drawing from tenets of public health research, we know that effective hazing prevention requires a comprehensive, tailored approach. For this, building capacity is essential. Capacity is one of eight components of the **Hazing Prevention Framework™ (HPF)**, the only research-based framework for campus hazing prevention (Allan et al., 2018).

This brief is designed to help institutions better understand capacity for hazing prevention and to provide specific examples of how to build campus-wide capacity for comprehensive hazing prevention. This brief:

- 1** Defines capacity as a component of the Hazing Prevention Framework (HPF);
- 2** Describes how capacity is a cornerstone of comprehensive hazing prevention;
- 3** Outlines practical strategies to assess campus capacity for hazing prevention;
- 4** Highlights capacity building strategies for hazing prevention; and
- 5** Underscores how Stop Campus Hazing Act compliance can be leveraged to build campus capacity for hazing prevention.

Background

In 2018, StopHazing developed and published the only **research-based framework** for campus hazing prevention: the Hazing Prevention Framework™ (HPF). Later, in collaboration with Clery Center, the **Hazing Prevention Toolkit for Campus Professionals™**, was released as a practitioner guide for research-based hazing prevention. The Toolkit and HPF build on key principles of prevention science, a public health-based approach, and data collected from a research-to-practice initiative, the **Hazing Prevention Consortium (HPC)**.



Allan et al., 2018

The graphic above depicts the eight components of the HPF—including Commitment, Capacity, Assessment, Planning, Evaluation, Cultural Competence, Sustainability, and Implementation—and their fluid, mutually reinforcing interplay, creating a campus environment where hazing is less likely to occur.

What is Capacity?

Researchers define capacity for hazing prevention as the **development of human and structural resources** needed to effectively implement comprehensive, campus-wide hazing prevention in a college or university setting (Allan et al., 2018).

Building capacity in practice can look like:

- Creating buy-in
- Engaging colleagues in the work
- Disseminating knowledge/information
- Demonstrating expertise and leadership

It includes human resources and professional development that support prevention, including:

- Staff expertise and skills acquired through training
- Dedicated staff time
- Outsourced trainings and conference attendance
- Networking with peer institutions

It also includes motivation and willingness to be involved in prevention, as well as structural resources such as staff, time allocation, and hazing-prevention coalitions charged with leading campus efforts.

In short, capacity involves building stakeholders' resources, knowledge, and skills for hazing prevention including through coalition development.



Do you have the resources you need to prevent hazing? Is your institution ready for a comprehensive prevention strategy?

An important first step is to ***assess capacity readiness***.

Swan and Allan (2022) identified factors that connect capacity and readiness for comprehensive campus hazing prevention, including fully functioning coalitions with campus-wide representation and training for their members, financial support, and clear anti-hazing policies and prevention processes.

Assessing capacity readiness means examining how prepared your campus or organization is to take action.

Capacity includes tangible resources – such as time, funding, staffing, infrastructure, and access to training. It also includes symbolic resources, such as establishing a clear mission, garnering visible leadership support, and institutional prioritization. Readiness to use these resources effectively, cultivated through strong relationships and shared ownership, is another consideration.

What are some indicators of “readiness”?

- Partners understand why hazing is a problem that needs to be addressed
- Partners express/articulate willingness to help
- Partners have something to contribute (e.g., time and energy, decision-making power, fiscal resources, expertise)
- Leadership signals that hazing prevention is a priority through messaging, funding, and accountability structures

Gathering additional information, such as partners' priorities, past collaboration experiences, and levels of buy-in, can further clarify overall capacity and inform next steps.

→ **Key questions to ask to assess capacity:**

- Do campus professionals across functional units dedicate time to and/or are they accountable for campus hazing prevention?
- Is hazing prevention represented in job descriptions or portfolios?
- Does a hazing prevention coalition exist to guide and support comprehensive, campus-wide hazing prevention?
 - Is it formalized?
 - Are roles and responsibilities clearly defined?
 - Are there onboarding materials or manuals to support the education of new members?
- Do campus professionals receive training on hazing prevention? Is hazing prevention incorporated into staff orientations or regular trainings?
- Do the individuals leading hazing prevention have access to ongoing training, technical assistance, and professional development?

Capacity Building in Action

Capacity building can take many forms, from developing coalitions and formalizing roles to providing ongoing training and resources for campus professionals. **It helps ensure the institution has the infrastructure needed to continually strengthen hazing prevention.** Once you've assessed campus capacity for hazing prevention, the next step is to identify strategies that build on its strengths and address its needs.

To create buy-in and engage stakeholders in the work, it's important to consider that stakeholders may approach hazing prevention with different motivations, but these motivations often converge around shared values and responsibilities. Common drivers include protecting student health and safety; addressing hazing's links to mental health, substance use, and interpersonal violence; advancing broader prevention efforts; reducing legal and reputational risk; fostering a positive campus climate; and ensuring responsible use of institutional resources and complying with federal and state requirements.

Below are examples of what building and sustaining hazing prevention infrastructure can entail:

Developing a Coalition for Hazing Prevention

Institutions can leverage recent changes, like the implementation of Stop Campus Hazing Act requirements, to advocate for a hazing coalition on campus. **A hazing prevention coalition can bring together key roles to share information, coordinate services and resources, and provide community education and advocacy.** Research in public health, particularly community health, has demonstrated that coalition development is effective but also a skillful practice; it requires adequate training and development to succeed. Framing this work around shared institutional priorities, such as promoting student well-being and strengthening the campus reporting climate, can also engage partners who may not traditionally view hazing prevention as part of their role.

A hazing prevention coalition inherently builds capacity by engaging a diverse group of campus stakeholders and, in turn, reaching broader constituencies with hazing prevention efforts. Coalitions can work to develop and operationalize strategic plans for campus hazing prevention, helping ensure you have realistic, achievable goals with an array of responsible parties supporting implementation.

Hazing Prevention Coalition responsibilities may include:



- **Strategic Planning:** Developing, refining, and operationalizing a hazing prevention strategic plan with clear goals, timelines, and designated responsibilities.



- **Assessment & Evaluation:** Reviewing campus climate data, hazing reports, conduct trends, and survey results to identify risk areas and inform prevention priorities, while also monitoring progress toward goals, evaluating the effectiveness of initiatives, and refining strategies based on findings.



- **Policy Review & Alignment:** Evaluating hazing policies and procedures to ensure clarity, consistency, and alignment with federal and state requirements, campus policies, and institutional accountability processes.



- **Training, Education, and Implementation:** Identifying training needs and delivering research-informed and research-based education while also embedding hazing prevention into institutional systems and structures (e.g., orientation, leadership programs, athletics, student organizations, academic courses, accountability processes) to ensure sustained impact beyond one-time learning experiences.



- **Stakeholder Engagement:** Identifying, convening, and actively involving key campus partners, such as students, faculty, staff, student groups and teams, senior leadership, alumni, and community members, to build buy-in, clarify shared responsibility, and sustain coordinated hazing prevention efforts across functional areas.



- **Response & Communication:** Strengthening communication between offices to ensure coordinated responses to hazing incidents, education, and policies, and appropriate follow-up support. Ensuring regular, visible, and transparent communication from leadership and staff about hazing prevention on campus.

As with other types of coalitions, make sure to:

- **Define the overarching purpose of your coalition.** Be clear about your mission, goals, and why specific people are at the table.
- **Establish leadership roles and structure for the coalition.** Will there be one chair or a co-chair model? Will you use working groups or subcommittees? How will meetings be structured? Who is responsible for creating and contributing to agendas? What are the membership onboarding and turnover plans?

Consider how to generate buy-in by communicating how hazing prevention intersects with the interests or goals of others on campus who may not traditionally see hazing prevention as part of their work.

Engaging Faculty as Allies for Hazing Prevention

Because faculty already have influence within the campus community, they are important allies in prevention, messaging, and campus response to hazing. Faculty are expected to engage in service to their academic departments and to the college or university community. To engage them, it can be helpful to frame hazing prevention as a form of campus service and to explain how it intersects with their priorities as faculty.

For example, emphasize that hazing prevention is a form of leadership development that contributes to group and team environments where students are included and are less likely to be harmed; it promotes student learning and healthy mentorship. Additionally, since hazing is a barrier to learning, safety, and belonging, it is vital that faculty have the tools to recognize hazing, know where to report suspected hazing, and know how to effectively engage with students who may be experiencing or perpetrating hazing.

Examples of faculty engagement could be:



- Participating in a campus hazing prevention training or engaging in faculty-specific **training opportunities**.
- **Completing training on Campus Security Authority (CSA) reporting requirements** if the faculty member also has other significant responsibility for student and campus activities outside of the classroom, clarifying reporting obligations under the Clery Act and institutional protocols for reporting hazing-related incidents.
- **Integrating hazing prevention content into leadership development** opportunities for students, particularly for faculty who advise or work with student groups.
- Including hazing prevention and reporting information in course syllabi, and maintaining awareness of high-risk periods (e.g., student organization recruitment or joining cycles) to **reinforce messaging at key times**.
- **Sharing communications** from Student Life or related offices that highlight hazing red flags, reporting options, and prevention messaging **during key points in the academic year**.
- **Contributing to the assessment and evaluation initiatives** for campus hazing prevention.

When faculty are equipped and supported as allies, hazing prevention becomes embedded in the everyday academic culture rather than siloed as a student conduct issue, creating more sustainable and effective prevention.

Strengthening Structural and Human Resources for Hazing Prevention



College and university leaders can bolster hazing prevention by strategically building both structural and human resources. On the structural side, this can include dedicating staff roles specifically to hazing prevention, allocating designated time for coalition members or relevant staff to engage in prevention efforts, and providing incentives, such as professional recognition, stipends, and professional development opportunities to encourage participation. Hazing prevention can also be explicitly embedded in position expectations for roles across Health Promotion and Prevention, Fraternity and Sorority Life, Athletics, Campus Activities, and Student Leadership rather than treated as an auxiliary duty.

Expanding human resources complements these structural investments. Professional development, including outsourced trainings, conference attendance, and networking with peer institutions, can enhance staff expertise and skills. Incorporating hazing education into employee hiring, orientations, and ongoing trainings helps staff understand prevention, compliance, campus policies, reporting, and response protocols. Training builds capacity by increasing awareness of hazing behaviors, early warning signs, and intervention strategies, ensuring that prevention isn't reliant on a small number of experts or offices but is reinforced as a campus-wide responsibility.

Consistent with the Stop Campus Hazing Act requirement to implement research-informed, campus-wide prevention and awareness programs, staff training supports both education about institutional policy and delivery of primary prevention strategies. This includes skill-building in bystander intervention, ethical leadership, and fostering group cohesion without hazing. By intentionally combining structural supports with human capacity-building, institutions can embed prevention into everyday professional practice and strengthen long-term, comprehensive hazing prevention that goes well beyond compliance.

Leveraging Compliance Requirements to Build Hazing Prevention Capacity



Another pathway to expanding capacity is through the implementation of Clery Act (Stop Campus Hazing Act) and state-law requirements. Policy compliance serves as an opportunity to renew commitment for hazing prevention and can be leveraged as a compelling argument for increased resources to the issue.

While compliance can be a powerful catalyst for initiating conversations, formalizing structures, and expanding infrastructure, hazing prevention doesn't stop there – rather it should be viewed as the floor or minimum for campus hazing prevention. Institutions that move beyond minimum requirements and invest in comprehensive, research-informed strategies are better positioned to create meaningful culture change, prevent harm, and promote well-being.

In this context of leveraging compliance, reporting, transparency, and education are not just requirements; they can serve as key components of a broader, proactive hazing prevention strategy:

- **Annual Security Reports create additional visibility about reporting statistics.** When institutions emphasize reporting and increase education about hazing, the number of reports often rises. A coordinated, proactive approach helps institutions prepare to receive more reports and capitalize on opportunities to educate the community about what the report statistics mean, why reporting is important, how to better understand the impact of hazing, and how to recognize and prevent it. To do so, campuses must ensure there is clear ownership of who is responsible for collecting, analyzing, and publishing this data, and that campus security authorities are trained to understand new reporting expectations and can accurately recognize and report hazing – this demands and also cultivates more capacity for hazing prevention.

- **Campus Hazing Transparency Reports offer campuses the opportunity to strengthen accountability and build sustainable operational capacity by creating a clear structure for documenting and communicating hazing incidents.** As reporting increases, institutions must have the capacity to respond by conducting investigations, communicating appropriately and transparently about them, addressing questions, supporting those impacted, and ensuring prevention and follow-up resources are in place. These requirements surface important operational questions that are fundamental to capacity: who is responsible for compiling and regularly updating these reports? Who maintains and updates the website where the reports are posted? Which campus partners need to be involved to ensure accuracy, timeliness, and coordination? External accountability efforts, such as **HazingInfo's** database, reinforce this work by tracking policies, reporting options, and transparency reports, encouraging institutions to clarify roles, strengthen coordination, and sustain the infrastructure needed to meet these expectations – and communicate effectively about campus hazing and hazing prevention.
- **The Clery Act requires research-informed hazing prevention education, expanding responsibility.** Rather than treating hazing prevention as a one-time initiative, such as National Hazing Awareness Week, or siloing it within a single office (e.g., fraternity and sorority life), institutions should embed it across functional areas and existing programs to build capacity and sustain a campus-wide approach. Building capacity to deliver prevention education includes developing a clear, sustainable plan to reach campus-wide stakeholders, identifying personnel and partners to carry it out (e.g., who will deliver and coordinate this education? How will it be implemented across different student and employee populations?) as well as processes to evaluate and continuously improve these efforts over time (e.g., how will you track participation and evaluate the effectiveness?).

- **Clery Act violations can result in significant fines.** Meeting expanded expectations around reporting, transparency, and education requires thoughtful planning, clear roles, and sustained capacity across the institution. Failure to meet these requirements can also result in violations of the law and fines – both of which can cause legal and reputational risk, financial risk, and importantly, student well-being risk. This should serve as a catalyst to align hazing prevention efforts, clarify responsibilities, and make the case for targeted investments in staffing, training, and infrastructure – all key components of building capacity.

By proactively building capacity for hazing prevention, **institutions can turn compliance requirements into a *strategic advantage*** – strengthening the infrastructure, relationships, and knowledge needed to support students, reduce harm, and respond effectively to incidents. This approach not only ensures adherence to Clery Act obligations but also reinforces a campus culture that values safety, well-being, and shared responsibility for prevention.

Resources to Support Capacity Building

To put capacity-building strategies into practice, campus leaders can draw on a range of research-informed tools, trainings, and guidance to strengthen their prevention efforts. The following resources provide practical support for developing coalitions, engaging faculty and staff, implementing training, assessing capacity, and embedding hazing prevention into campus culture:

- **[StopHazing’s blog, Driving Culture Change](#)**, provides examples of capacity building from seven institutions within the Hazing Prevention Consortium.



Coalition Building Toolkit

Coalitions are a necessary part of prevention in higher education.

The health and well-being concerns of students are broad and diverse, and one individual (or one entity on campus) cannot deal with these problems alone. This toolkit developed by Partners in Prevention is meant to be a helpful guide as you work to build and maintain a coalition. You can do these steps in or out of the order listed, and some steps will occur simultaneously. Use each step as a guide when you need it rather than as a checklist that must be done one after the other.

[Click here to download How to Use](#)

Mobilizing Your Coordinated Community Response (CCR) Team to Support Clery Act Implementation



CAMPUS COMMITMENT TO HAZING PREVENTION: Action Guide

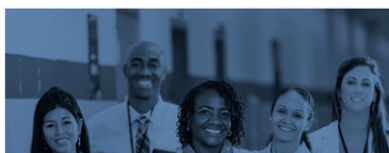
Hazing is a threat to student and campus safety and undermines the missions of postsecondary institutions. As a form of interpersonal violence, hazing is particularly troubling because it occurs in group contexts—such as clubs, campus organizations, and athletic teams—that are considered living-learning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

StandUp to Hazing™: Faculty and Staff

The StandUp to Hazing™: Faculty and Staff course is designed specifically for higher education professionals.

As a trusted presence in students' lives, faculty and staff often witness early warning signs of hazing, but may not feel equipped to respond. The StandUp Hazing™: Faculty and Staff course is designed specifically for higher education professionals. In just 30 minutes, they'll get clear, actionable guidance to help them identify hazing, intervene effectively, and support students through prevention and reporting.



- This **Coalition Building Toolkit** from Missouri Partners in Prevention is a helpful guide for building and maintaining coalitions. It breaks coalition-building into a 10-step process, and includes formal coalition letter invites, sample structures, and tips for strategic planning, sharing assessment data, and recognizing the hard work of coalition members.
- If your institution doesn't yet have the support to develop a hazing prevention coalition, consider leveraging an existing team or committee for hazing prevention (e.g., CARE Team, AOD Prevention Committee, Clery Act Committee, Student Life Committee, Student Safety and Wellness Team). You can find more information on strategies for leveraging existing committees in this guide from the National Organization for Victim Advocacy (NOVA) and Clery Center: **Mobilizing Your Coordinated Community Response (CCR) Team to Support Clery Act Implementation.**
- StopHazing's **Campus Commitment to Hazing Prevention: Action Guide**™ provides practical tools to catalyze and sustain institutional commitment to hazing prevention.
- StopHazing's **StandUp to Hazing™: Faculty/Staff** course goes beyond policy compliance to focus on how hazing actually shows up on campuses and what employees can realistically do within their roles to recognize warning signs, engage in supportive conversations, and take prevention-oriented action. Grounded in real-world scenarios and informed by research and campus practice, it emphasizes early intervention, bystander skill-building, and culture change that prioritizes student safety, wellbeing, and belonging.

By leveraging these tools and examples, institutions can continue to strengthen their capacity for comprehensive, campus-wide hazing prevention. Building and sustaining infrastructure, training, and collaborative coalitions/committees helps ensure that hazing prevention is proactive, coordinated, and integrated across the institution, ultimately fostering safer, more inclusive environments where students can thrive.

Additional Support from StopHazing

StopHazing offers the largest suite of **research-informed and research-based tools** for hazing prevention designed for real-world application across campus audiences:

Featured Programs & Resources

- **StandUp to Hazing™ (Online Course Suite)**: Our fee-based comprehensive hazing prevention course suite empowers entire campus communities—students, faculty, staff, and groups—with the knowledge, skills, and confidence to recognize, prevent, and respond to hazing. Through a blend of foundational, research-backed learning, role-specific training, and timely refreshers, the suite helps institutions build safer, more inclusive environments where all students can thrive.
- **We Don't Haze (Film & Guide)**: No-cost research-based documentary with companion tools for workshops and discussion.
- **Workshops & Trainings**: Topics include leadership, belonging, bystander action, and healthy group culture. No cost and fee-based options available.
- **Hazing Prevention Framework™ & Toolkit** – The only research-based framework for hazing prevention and a comprehensive guide with eight components informed by prevention science to support effective hazing prevention.
- **The Spectrum of Hazing™** – A research-based resource and tool developed, tested, and refined by StopHazing researchers. It describes hazing behaviors on a continuum from low to high frequency.
- **Infographics & Educational Materials** – Covering topics such as hazing warning signs, the differences between hazing and bullying, and more.



Premium Strategic Support & Services

- **Hazing Prevention Consortium[®]™ (HPC):** A premium program, guided by the Hazing Prevention Framework, this multi-year initiative leads the country in comprehensive campus hazing prevention, building the evidence-base, and providing expert guidance and support.
- **Annual Membership & Policy Packages:** Ongoing access to expert guidance, training, and Hazing Prevention Academy seats.
- **Campus Hazing Survey™:** Provides a snapshot of the nature and extent of student hazing, knowledge, and perceptions at a given institution to inform prevention initiatives.



Our Approach

StopHazing's work is guided by three core values:

- **Research to practice:** Purposeful and rigorous inquiry to develop an evidence base that expands knowledge and informs practice.
- **Collaboration:** Mutually beneficial engagement with organizational partners and individuals to achieve common goals.
- **Leadership:** Taking action for healthy, inclusive, and equitable group and organizational environments.

We draw on multiple types of evidence:

- Hazing Research: Patterns, causes, and impacts of hazing.
- Prevention Science: Effective strategies for preventing harmful behaviors.
- Campus Culture and Leadership Research: How norms and leadership shape behavior.
- Social Norms and Bystander Research: Understanding peer influence and encouraging intervention.

The work is grounded in more than two decades of research that has shaped how institutions, organizations, and communities understand and prevent hazing. Drawing from large-scale national studies, campus-based assessments, and ongoing researcher-practitioner partnerships, StopHazing and the HPRL use research and evidence to drive prevention strategies that work.

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Acknowledgements

This brief was made in partnership with colleagues at the Hazing Prevention Research Lab & StopHazing.

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The conceptual design, interpretation, and drafting of this project were led by StopHazing team members Lauren Griffin, M.Ed., Program and Prevention Coordinator, and Abby Boyer, M.S., Policy and Prevention Coordinator.

Acknowledgments

Thank you to Elizabeth J. Allan, Ph.D., Principal of StopHazing and Director of the Hazing Prevention Research Lab, for ongoing leadership and expertise and to Meredith Stewart, M.Ed. who contributed content expertise and extensive feedback. Additionally, Jenny Desmond, M.A., David Kerschner, Ph.D., and Devin Franklin, M.Ed., thank you for providing feedback. Thank you to Sierra Medina for resource design and creation.