BUILDING CAPACITY AND ENGAGEMENT FOR EVIDENCE-BASED CAMPUS HAZING PREVENTION

NASPA Strategies Pre-Conference Institute
January 15, 2020
INTRODUCTIONS

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- Jessica Mertz, Clery Center
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- Kayla Goodwin, University of Maine
- Dave Kerschner, University of Maine
Participant Introductions
**LEARNING OBJECTIVES**

- Describe the need for leadership commitment to building capacity for a campus-wide approach to hazing prevention.
- Describe how hazing intersects with other campus concerns including sexual violence, alcohol and other drug misuse, bullying, and student mental health.
- Explain how the Hazing Prevention Framework (HPF) can be used in guiding efforts to mitigate hazing while promoting a more inclusive and safe campus climate.
- Explain several evidence-informed implementation strategies for campus hazing prevention including evaluated workshops and trainings, a social norms marketing campaign, organizational transparency, and ethical leadership statements and development.
Research Highlights and Prevention Science
“Hazing is any activity expected of someone seeking membership in a group that humiliates, degrades, abuses, or endangers them regardless of a person’s willingness to participate”

(Hoover, 1999)
WHAT IS HAZING?

“...regardless of a person’s willingness to participate”

Peer Pressure + Desire To Belong → Coercive Environment

Coercion impedes true consent

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HOW COMMON IS HAZING?

More than half of college students involved in clubs, teams, and organizations experienced hazing

55%

(Allan & Madden, 2008)

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WHO IS HAZING?

Hazing occurs across a range of student groups

- Varsity Athletics: 74%
- Greek Life: 73%
- Club Sport: 64%
- Performing Arts: 56%
- Service Org: 50%
- Intramural Team: 49%
- Rec Club: 42%
- Academic Club: 28%
- Honor Society: 20%

(Allan & Madden, 2008)

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EXPLAINING THE GAP:

A gap exists between student experiences of hazing and their willingness to label it as such.

55% → 5%

Experience Hazing   Identify they were hazed

(Allan & Madden, 2008)
EXPLAINING THE GAP:

Narrow definition of hazing:

- Emphasis on physical harm
- Minimization of emotional harm
- Emphasis on physical force
- Rationalization based on perceived purpose of hazing
- Denial, minimization, and normalization

(Allan & Madden, 2008)
HAZING IS...

• Complex problem
• Embedded in culture
• Resistant to change

THEREFORE

• No “one size fits all” solution
• Collective action needed
Prevention Science
Hazing Prevention Framework (HPF)
Hazing Prevention Toolkit and Rubric
Principles of Effective Prevention Programs:

• Comprehensive
• Varied teaching methods
• Sufficient dosage
• Theory driven
• Positive relationships
• Appropriately timed
• Socioculturally relevant
• Outcome evaluation
• Well-trained staff

(Nation et al., 2003)
ECOLOGICAL FRAMEWORK

Student
(Individual Skill Building)

Groups/Organization
(Advisor training; opportunities for group dialogue)

University Community
(Bystander education, policy)

General Community
(State laws)

(Dahlburg & Krug, 2002)
STRATEGIC PREVENTION FRAMEWORK

(SAMHSA, 2018)
HPC BACKGROUND

Hazing Prevention Consortium (HPC): First Cohort (2013-2016)

- Cornell University
- Lehigh University
- Texas A&M
- University of Arizona
- University of Central Florida
- University of Kentucky
- University of Maine
- University of Virginia
**HPC BACKGROUND**

<table>
<thead>
<tr>
<th>HPC 2nd Cohort (2017-2020)</th>
<th>HPC 3rd Cohort (2019-2022)</th>
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</thead>
<tbody>
<tr>
<td>• Dartmouth College</td>
<td>• Brown University</td>
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<tr>
<td>• MIT</td>
<td>• Duke University</td>
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<td>• Tufts University</td>
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<td>• University of North Carolina</td>
<td>• University of Missouri</td>
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<td>• University of Texas at Austin</td>
<td>• University of Pennsylvania</td>
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<td>• Washington &amp; Lee University</td>
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HPC BACKGROUND

Research to practice:
- 3-year partnership
- Comprehensive approach
- Tailored to campus culture
- Building an evidence base for prevention
- Developing a data-driven framework for hazing prevention

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DEVELOPING THE HPF

Data Gathering

- Campus Hazing Survey ©
- Campus culture and hazing climate assessments
- Interviews and focus groups with students and staff
- Hazing Prevention Rubric ©
- Evaluation case studies of prevention strategies
HAZING PREVENTION FRAMEWORK (HPF)

Hazing Prevention Framework

Commitment
Capacity
Assessment
Planning
Evaluation
Cultural Competence
Sustainability
Implementation
CLERY CENTER PARTNERSHIP

Clery Center - "We Don't Haze" Document

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We Don’t Haze, companion materials, and evaluation

- Prevention briefs (college & university professionals; general audiences)
- Activity guide for students, faculty, and staff
- Bystander intervention handout
- Discussion guides (students; faculty & staff)
CLERY CENTER PARTNERSHIP

• *Transforming the Culture of Hazing: A Research-based Hazing Prevention Framework* (Allan, Payne, & Kerschner, 2018, JSARP)

• Hazing Prevention Toolkit for Campus Professionals ©
Investment of human, financial, and structural resources and public endorsement of actions to foster a campus climate that is inhospitable to hazing.

*Commitment is about leadership and credibility.*
Development of human and structural resources needed to effectively implement comprehensive, campus-wide hazing prevention in a college or university setting.

*Capacity is about structures to create knowledge and skills.*
Use of multiple methods and sources to measure and characterize campus hazing within a given context.

Assessment is about evidence-based prevention in context.
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.

Planning is about data-driven goals and accountability.
EVALUATION

Formal documentation of the process and impact of prevention strategies as a means to measure and promote strategies with evidence of efficacy.

*Evaluation is about efficacy and sustainability.*
Understanding sociopolitical and other identity-based characteristics of students and student organizations, groups, and teams, and of the institutions and societal contexts in which they are situated.

*Cultural competence is about inclusivity and relevance.*
A process of maintaining commitment and momentum through persistent cultivation of programs, relationships, resources, and communication.

*Sustainability is about presence and persistence.*
Use of specific strategies and approaches considered particularly promising for hazing prevention.

*Implementation is about a positive, proactive learning environment.*
TOOLKIT OVERVIEW

Hazing Prevention Toolkit for Campus Professionals©:

• Sections on each HPF component
  • Component definition
  • Component characteristics
  • Why the component is important
  • Action steps indicative of campus engagement in that component
• Sample scenarios
• Glossary of terms
Commitment
COMMITMENT

Investment of human, financial, and structural resources and public endorsement of actions to foster a campus climate that is inhospitable to hazing.

Commitment is about leadership and credibility.
Commitment Includes:

- Clear expectations and accountability for inclusive and safe student groups
- Senior level administrators play active and public role endorsing hazing prevention
- Engagement across campus stakeholder groups
- Incentivize alternatives to hazing
- Widespread, consistent, and transparent communication about enforcement of hazing policies
CORNELL’S HAZING WEBSITE
TRANSPARENCY REGARDING VIOLATIONS

Hazing at Cornell

Definitions
Prevention
Reporting
Violations
Resources

Violations

Hazing practices are carefully guarded secrets within organizations. To overcome secrecy and to help prospective members know about a group’s history of hazing, the university has created the list below of violations by campus organizations and teams.

Additionally, any matter adjudicated under the Campus Code of Conduct by a University Hearing Board, University Review Board, or final level of appeal (if applicable), will produce a redacted public record available for review through the Office of the Judicial Administrator.

A list of the organizations involved in hazing (from Fall 2014 through present) is provided below. Details of the campus hazing violations broken down by academic year in the navigation to the left.

Fall 2019
- Alpha Gamma Rho, Interfraternity Council chapter
- Cornell Mock Trial, a University Registered Organization
- Lambda Theta Alpha Latin Sorority, Inc.
- Phi Sigma Kappa, Interfraternity Council chapter

Spring 2019
- Delta Chi, Interfraternity Council chapter
- Lambda Chi Alpha, Interfraternity Council chapter
- Sigma Phi Epsilon, Interfraternity Council chapter

Fall 2018
- Sigma Chi, Interfraternity Council chapter
- Lambda Chi Alpha, Interfraternity Council chapter
- Sigma Phi Epsilon, Interfraternity Council chapter

"We recognize that this organization has a deep history at Cornell, and I can assure you this step was not taken lightly."
- Senior Director of Media Relations, John Carberry

The above statement was made in the Cornell Daily Sun when hazing violations resulted in the permanent dismissal of a longstanding student organization at Cornell University.

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Senior Leader Statements

“We must end the current system of pledging, often perpetuated through traditions handed down over generations, because it fosters hazing and other activities based on humiliation or risky behavior that often pose psychological harm and immediate physical danger to those involved.”

- David Skorton, MD
President, Cornell University
Dustin Liu, Student-Elected Representative to Cornell Board of Trustees

“I have been hazed during my time at Cornell in an effort to gain acceptance and respect from my peers, but upon reflection I have realized how the justification for hazing — an act that is supposed to promote unity and respect — is built upon false principles.”

- Trustee Viewpoint: Hey, I Was Hazed Too, Cornell Daily Sun, 1/22/18
An important health and safety message from Vice President Lombardi

Jan 23, 2013

Dear Campus Community,

The health and safety of Cornell students is fundamental to the educational mission of our university. I write to ask for your help in addressing a recognized serious risk to our students' health, safety and well-being: hazing.

This past year, the nation was jarred by the hazing deaths of four young men who were joining fraternities on other campuses. These new members were subjected to lethal amounts of alcohol or physical abuse. Cornell is not immune in 2011, one of our students died from alcohol poisoning in a fraternity hazing incident.

Hazing is not just a fraternity and sorority problem; it also occurs in athletic teams, pre-professional organizations, performing arts groups, and other types of clubs and organizations.

Hazing is not an innocent rite of passage, nor is it necessary to perpetuate "legacy" behavior that may have been done in the past. Traditions, rituals and initiations that involve alcohol, verbal abuse, sleep deprivation or degrading activities are harmful, dangerous and violate our hazing policy. Furthermore, they are unnecessary in order to effectively build community or professional development.

Secrecy perpetuates hazing, and shining a light on it is critical to prevention. Among Cornell’s many efforts to combat hazing, I would point specifically to our hazing prevention website, hazing.cornell.edu. To enhance public awareness and accountability, this site displays all hazing violations and also includes our policy and an online mechanism for submitting...
President Pollack announces reforms for Greek life at Cornell

Dec. 26, 2019

Dear Ithaca Campus Community,

More than seven weeks have passed since the tragic death of Antonio Tisakos. Unfortunately, we still do not have a full accounting of the circumstances that led to his passing. We do know that he was last seen at an unregistered fraternity party at Phi Kappa Psi on the evening of Thursday, October 24, and that his body was found in the Fall Creek Gorge two days later. Despite an intensive and ongoing investigation, Cornell University Police, working with state and local law enforcement and the Tompkins County District Attorney, have not yet been able to determine what happened to Antonio between the time he was last seen at the party and when his body was discovered. We remain in close contact with Antonio’s parents, and they deserve the closure of knowing what happened to their son. I implore anyone with information to please contact the police at 607-255-1111 or cpdps@cornell.edu.

As I noted in my November 19 community message, the unregistered fraternity party, during which freshmen were served alcohol and participated in drinking games, violated a number of Cornell’s Greek life policies. I find it particularly disturbing that Phi Kappa Psi had just attended a judicial hearing the day before for additional misconduct. The chapter has been placed on interim suspension pending a full review by the Greek judicial system.

Regrettably, this is not an isolated incident. We have on this campus, as do many of our peers on their campuses, a persistent culture of misconduct in the Greek system, a pattern that dates back years, if not decades, and one that I have witnessed during my two-and-a-half years as Cornell’s president. Indeed, a series of troubling hazing episodes in the
COMMITMENT — UT AUSTIN

- Dedicated campus website
- Allocation of funds and staff dedicated to hazing prevention
  - Two full-time staff
  - Prevention and Risk Management Coordinator
  - SFL Parent and Family Outreach Coordinator

Hazing Prevention and Response

The University of Texas at Austin is committed to providing a safe educational environment for everyone and does not tolerate hazing by any group or individual affiliated with the University.

UT students should expect all student organizations to treat them with respect and dignity. Hazing has no place in the Longhorn experience or student organization culture.
What does commitment to hazing prevention look like on your campus?
Campus Commitment to Hazing Prevention
Self-assessment activity
What are the opportunities and challenges for hazing prevention commitment on your campus?
Capacity
Development of human and structural resources needed to effectively implement comprehensive, campus-wide hazing prevention in a college or university setting.

*Capacity is about structures to create knowledge and skills.*
Capacity Includes:

- Human resources that support prevention, including staff expertise and skills acquired through professional development, outsourced trainings and speakers, attendance at conferences, and networking with peer institutions, along with the motivation and willingness to be involved in prevention.

- Structural resources that support prevention, including campus infrastructure such as staff, time allocation, and hazing prevention coalitions charged with leading prevention efforts.
ELEMENTS OF CAPACITY

- Creating buy-in
- Engaging individual participants
- Disseminating knowledge / information
- Expertise and leadership

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CAPACITY BUILDING METHODS

- Organizational assessment
- Trainings/workshops
- Consulting
- Coaching
- Peer Mentoring
- Peer Exchange
- Referral of Resources
• **Capacity Building**: Develop resources, knowledge, and skills among hazing prevention stakeholders

• **Coalition Building**: Broad engagement, leadership, and structure
CORNELL’S STRUCTURES FOR CAPACITY

Lead departments
• Skorton Center for Health Initiatives @ Cornell Health
• Office of Sorority & Fraternity Life
• Office of Judicial Administrator
• Athletics

Structures
• Past: Council on Hazing Prevention
• Current: Coalition on Mental Health
• Past: Hazing assessment and response team
• Current: Full-time Sorority & Fraternity Life Investigator (hazing, AOD)
CAPACITY — UT AUSTIN

• SFL New Member Educator training
• Creating Space for Change workshop
• NHPW
• Parent webinar and ambassador training
• Staff trainings
Hazing 101

Hosted by the Hazing Prevention & Education Committee:

HAZING 101

Join us for the Spring workshop to learn about hazing behaviors and prevention strategies!

You will gain leadership values and skills to help prevent hazing at UCF!

Tuesday, March 6, 2018
12:00 PM - 1:00 PM
CAPACITY BUILDING

Power and Conflict
Dynamics in Student Organizations
Dr. Gernayne Graham
Kaitlyn Baker

Does Toxic Leadership stem from lack of types of power or over-reliance on others? Or both?

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2012 Hazing Campus Assessment

In an effort to gauge hazing behaviors on campus and identify where prevention and education needed to focus, a hazing climate assessment was performed. As a result of the hazing assessment, we hoped that the university community would be able to:

- Understand community-wide awareness of the university definition of hazing
- Understand university-specific environments that normalize and promote hazing
- Identify specific community hazing practices utilized and normalized at Lehigh
- Identify specific community sub-populations that promote and engage in hazing activities
- Identify specific resources to combat and report hazing in the Lehigh community

1,554 Respondents

THE MOST COMMON HAZING ACTIVITIES BELIEVED TO BE HAPPENING AT LEHIGH ARE:

- Forced consumption of alcohol and/or other drugs... 39.4%
- Forced attendance at social events... 21.2%
- Mandatory study halls/study hours... 14.7%
- Cleaning up after others... 14.2%
- Other embarrassing, painful or dangerous activities... 10.8%

Yes, I believe hazing is an issue at Lehigh

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate students</td>
<td>40.3%</td>
</tr>
<tr>
<td>Upperclassmen</td>
<td>30.5%</td>
</tr>
<tr>
<td>First-year students</td>
<td>18.1%</td>
</tr>
</tbody>
</table>
Campus Capacity for Hazing Prevention
Self-assessment activity
What are the opportunities and challenges for hazing prevention capacity on your campus?
Lunch
Assessment, Planning, Evaluation, Cultural Competence, and Sustainability
Use of multiple methods and sources to measure and characterize campus hazing within a given context.

Assessment is about evidence-based prevention in context.
ASSESSMENT

- Environmental Scan
  - Formal reports
  - Informal reports
  - Organizational histories (campus news stories, etc.)
  - Institutional policies
  - Availability and transparency of reporting pathways
- Campus Hazing Survey™
- Campus Hazing Culture Site Visit™ (qualitative data)
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.

*Planning is about data-driven goals and accountability.*
Key Steps in Strategic Planning:

1. Conduct a problem analysis
2. Establish long-term goals and objectives
3. Consult research, program experience, and theory to identify potential strategies
4. Create a strategic plan
5. Evaluate and use the results for improvement

(Langford & DeJong, 2008)
Formal documentation of the process and impact of prevention strategies as a means to measure and promote strategies with evidence of efficacy.

_Evaluation is about efficacy and sustainability._
• Evaluation Case Studies from HPC - rigorous design
• Partner with campus professionals (IR) and faculty who may share an interest.
• To be discussed further during focus on implementation.
Understanding sociopolitical and other identity-based characteristics of students and student organizations, groups, and teams, and of the institutions and societal contexts in which they are situated.

Cultural competence is about inclusivity and relevance.

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Investing in PD relative to socio-cultural identity-
Build relationships with students before an intervention is needed.

Participate in cultural competence professional development.

Cultivate opportunities to have meaningful conversations about identity and culture.

Dig deeper into the intersectionality of hazing, culture, and larger socio-political power dynamics (e.g., racism).

Engage in assessment of your own personal identity development.
A process of maintaining commitment and momentum through persistent cultivation of programs, relationships, resources, and communication.

*Sustainability is about presence and persistence.*
UT AUSTIN EXAMPLES

- **Assessment:** Integration of HP questions into already existing campus surveys
- **Sustainability:** Committee membership and training
- **Planning and Implementation:** Multiple strategies to increase the dosage of education for students, staff/faculty, and stakeholders
Self-assessment activity
What are the opportunities and challenges for your campus when considering these HPF components: assessment, planning, evaluation, cultural competence, sustainability?
Questions?
Intersections
CONNECTING THE DOTS

• Common core dynamics create scaffolding of support for culture where hazing, bullying, and sexual violence are more likely to occur (simultaneously and separately)
• Mutually reinforce/reinscribe (and amplify risk factors)

Current reality is that most campuses take a siloed approach to these issues.
CONNECTING THE DOTS

**Material links/connections:**
- Safety, culture, & climate
- Sexual violence and hazing often occur simultaneously
- Bystanders

**Conceptual links/connections:**
- Power & Control
- Consent
- Rigid gender norms/masculinity
- Normalization of maltreatment
- Community norms support silence of victimization
SPECTRUM OF SEXUALIZED VIOLENCE

Recognition

Low

High

Visual

Verbal

Physical

Frequency

High

Low

- Suggestive looks
- Winks
- Invading body space
- Pornography
- Posters
- Drawings
- Cartoons

- Obscene Phone Calls
- Harassment
- Sexist Remarks
- Sexual Remarks
- Catcalls
- Jokes

- Murder / Sexual Assault
- Aggravated Sexual Assault
- Sexual Assault
- Brushing Against Body
- Grabbing / Touching
- Exposure
- Peeping

Adapted from Bringing in the Bystander, Prevention Innovations

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## Spectrum of Hazing

<table>
<thead>
<tr>
<th>Recognition</th>
<th>Intimidation</th>
<th>Harassment</th>
<th>Violence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>• Deception</td>
<td>• Verbal abuse</td>
<td>• Forced consumption of alcohol or drugs</td>
</tr>
<tr>
<td></td>
<td>• Assigning demerits</td>
<td>• Threats or implied threats</td>
<td>• Beating, paddling, or other forms of assault</td>
</tr>
<tr>
<td></td>
<td>• Silence periods with implied threats for violation</td>
<td>• Asking new members to wear embarrassing attire</td>
<td>• Branding</td>
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<tr>
<td></td>
<td>• Socially isolating new members</td>
<td>• Skit nights with degrading or humiliating acts</td>
<td>• Forced ingestion of vile substances</td>
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<tr>
<td></td>
<td>• Demeaning names</td>
<td>• Sleep deprivation</td>
<td>• Water intoxication</td>
</tr>
<tr>
<td></td>
<td>• Expecting certain items to always be in one’s possession</td>
<td>• Sexual simulations</td>
<td>• Abduction / kidnaps</td>
</tr>
<tr>
<td>High</td>
<td></td>
<td></td>
<td>• Sexual assault</td>
</tr>
</tbody>
</table>

Frequency

Allan, 2015 - adapted from Bringing in the Bystander; Prevention Innovations

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HAZING & BULLYING

HAZING

- To gain membership in a group
- Sometimes aggressive behavior
- Not always intended or perceived to cause harm
- Not always repeated over time

BULLYING

- Not tied to gaining membership in a group
- Unwanted aggressive behavior
- Intended or perceived to cause harm
- Repeated over time

Forms of violence
- Power imbalance
- Physical
- Verbal
- Social

(Olweus, 1999)

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INTERSECTIONS

(Potter & Stapleton, 2011; Stapleton & Allan, 2014)

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KEY THEMES

- Power
  - Interpersonal
  - Systems-level
- Consent
- Status hierarchies
- Safety, culture, & climate
• If we focus work in only one area of interpersonal violence, we are likely to dilute effectiveness of all.

• Breaking down silos will strengthen prevention efforts to achieve goal of safe, healthy, and productive environments.
How might “connecting the dots” influence our approach to capacity building for campus hazing prevention?
Report out
Evidence-informed hazing prevention implementation strategies
Use of specific strategies and approaches considered particularly promising for hazing prevention.

Implementation is about a positive, proactive learning environment.
Implementation Includes:

- Coordinated activities related to hazing prevention commitment, assessment, capacity, cultural competence, planning, evaluation, sustainability, and implementation.

- Training and sharing of consistent information on hazing and hazing prevention with all campus stakeholders to reinforce policy, anti-hazing, messaging, and comprehensive, campus-wide orientation.

- Activities that build hazing prevention knowledge and skill in a progressive way that avoids repetition and instead builds and deepens over time and experience in a campus setting.

- Promotion of positive, non-hazing behaviors and attitudes that align with institutional missions to develop ethical leaders and bystanders actively engaging in positive social norms.
A MODEL FOR HAZING PREVENTION IMPLEMENTATION

Hazing Prevention Model
Cornell University

- Transparency regarding violations
- Leadership & culture change strategies
- Policy initiatives
- Educational initiatives
- Positive team-building
- Reporting options
- Enforcement
- Support for those who are hazed
We don't haze

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The trainings can be an effective tool for helping students:
- Identify hazing
- Intervene
- Build knowledge about hazing
- Strengthening bystander intervention for hazing.
- Data gathered in assessments can be used to support a social norms approach to hazing prevention.
### CORNELL’S SOCIAL NORMS CAMPAIGN

#### 2013

<table>
<thead>
<tr>
<th>Norm Type</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Actual Norm (&quot;I believe&quot;)</td>
<td>82%</td>
</tr>
<tr>
<td>Perceived Norm (&quot;Most believe&quot;)</td>
<td>41%</td>
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</tbody>
</table>
CORNELL’S SOCIAL NORMS CAMPAIGN

82% of Cornell students believe:

it's never ok to humiliate or intimidate new members.

... not in a group, team, or organization.
It's never ok.


www.hazing.cornell.edu

This message is brought to you by the Office of the Dean of Students, the Office of Fraternity and Sorority Affairs and Independent Living, the Department of Athletics and Physical Education, Cornell Health Services, Institutional Research and Planning, Residential Programs, and the Cornell Police.

The data point may be personally satisfying, encouraging, or disturbing. It is intended to challenge commonly held perceptions and generate conversation about actual characteristics of the Cornell community.

* Perceptions of Hazing at Cornell: Student Experiences (PHASES) Survey, Spring 2017 (n=1,249, 69% responses)

Cornell University
### CORNELL'S SOCIAL NORMS CAMPAIGN

<table>
<thead>
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<th>2013</th>
<th>2018</th>
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<tbody>
<tr>
<td>Actual Norm (&quot;I believe&quot;)</td>
<td>82%</td>
<td>90%</td>
</tr>
<tr>
<td>Perceived Norm (&quot;Most believe&quot;)</td>
<td>41%</td>
<td>50%</td>
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CORNELL’S SOCIAL NORMS CAMPAIGN

90% of Cornell students believe it's NEVER OK to humiliate or intimidate new members.

Humiliating or intimidating activities may look like:
- eating gross stuff
- isolation from a group
- sleep deprivation
- acts of exertion
- acts of servitude
- pressure to drink alcohol

hazing.cornell.edu

*NASQCC Survey, Spring, 2019 P=2940 response rate=31%*
INCREASING Bystander Behavior

Intervene

Topics Explored

Cornell's Intervene addresses bystander interventions in these seven situations:

- emotional distress
- hazing
- intimate partner violence
- racial bias
- alcohol emergency
- sexual harassment
- sexual assault

http://www.cornell.edu/video/intervene

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LEADERSHIP DEVELOPMENT

- Upstream approach
- Increasing the capacity of students to...
  - serve as ethical leaders
  - build student organization experiences without hazing
  - intervene or change organizational culture if hazing is occurring

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CREATING SPACE FOR CHANGE

• 90 minute workshop

• **Goals:**
  
  • Increase student recognition of behaviors that create an unwelcoming or unhealthy student organization experience.
  
  • Increase student capacity and confidence to change or stop behaviors that create an unwelcoming or unhealthy student organization experience.
  
  • Increase student recognition of behaviors that build meaningful and healthy relationships amongst members.
  
  • Increase student capacity and confidence to implement behaviors, processes, or practices that build meaningful relationships amongst members.
Creating Space for Change

- **Audience(s):** student leaders from various organizations OR the membership/leaders of a single student organization
- **Program Design:**
  - TRIZ/adverse environment activity
  - Debrief
  - Direct hazing prevention education (*as applicable*)
  - Positive practices activity
52% of students strongly agree that they feel confident identifying behaviors that negatively influence their peers’ wellbeing in organizations (n=27).

85% of students strongly agree that they understand the impact of hazing on mental health (n=20).

“I wish I would have taken this workshop before assuming my role of a leader on campus”

“I loved the presentation even though I’m super sleepy”

“They were super knowledgeable about the topics and made me feel comfortable sharing my ideas”
LEADERSHIP DEVELOPMENT

Additional Examples:

• University of Central Florida
• Dartmouth
• New Member Educator Training
  • UT Austin
  • Tufts University
FAMILY AND ALUMNI OUTREACH

- Socio-Ecological Model
- Education needed at all levels to make the greatest impact
- Data supports the influence of alumni and communication with family members
FAMILY AND ALUMNI OUTREACH

UT Austin Parent and Family Outreach Coordinator

- Full-time staff member in SFL
- Donor funded
- Focus on Houston, TX
  - Build relationships
  - Education and inform
  - Leverage and connect
FAMILY AND ALUMNI OUTREACH

- Began November 2018
- Initiatives launched:
  - Admitted freshmen programs
  - High school director lunch & learn
  - Parents and PTAs
  - Relationship building
FAMILY AND ALUMNI OUTREACH

UT Austin Parent and Family Outreach Coordinator

- Future Plans
  - 2nd annual admitted freshman program
  - Trainings provided for youth leaders and camp counselors
  - Texas Exes Send-Off’s
  - Expanding the number of high schools
  - Streamlining data collection
Additional Examples:

- Institute of Spirituality and Health (ISH) ethnographic study
- Texas Parents webinar during NHPW
- Texas Parents ambassador training
- Coalition engagement
- University of Arizona parent newsletter
Campus Website Assessment

• Grad Intern Project
• Goal: to learn more about common features of campus HP websites.
• Identify common themes
• Drawing from HPF, identify exemplary aspects
• Develop a checklist or rubric to help campus professionals assess content and strengthen websites to support HP
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Beginning</th>
<th>Developing</th>
<th>Advanced</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Navigation</strong></td>
<td>• Website exists</td>
<td>• Website is easily located through a web search</td>
<td>• Site is easily located through institution site</td>
<td>• Site has multiple navigational layers or menu items</td>
</tr>
<tr>
<td></td>
<td>• Website is available to the public</td>
<td>• Website is user friendly and visually clear</td>
<td></td>
<td>• Site is housed in an appropriate location and is not relegated to one specific functional area</td>
</tr>
<tr>
<td><strong>Education</strong></td>
<td>• Hazing is clearly defined</td>
<td>• Hazing definition aligns with Stop Hazing Research Lab Definition</td>
<td>• Definition of hazing includes 3 main tenets of research:</td>
<td>• Information for multiple different stakeholders, allies, and/or affected community members is available (Students, faculty, staff, alumni, community partners)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1) Group context</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2) Harm or potential harm</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>3) Regardless of consent</td>
<td></td>
</tr>
<tr>
<td><strong>Transparency</strong></td>
<td>• Currently implemented prevention measures are described</td>
<td>• The institution's position on hazing is clearly stated</td>
<td>• The existence of hazing on campus is acknowledged</td>
<td>• Groups found guilty of hazing are listed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• There is a hazing prevention mission statement or clear commitment to hazing prevention</td>
<td>• Future plans for continuing hazing prevention work is described</td>
<td>• Updates about groups under investigation are available</td>
</tr>
<tr>
<td><strong>Policy</strong></td>
<td>• Institution policy against hazing exists</td>
<td>• State policy against hazing exists</td>
<td>• Consequences for organizations found guilty of hazing can be found</td>
<td>• Site includes entire official state and institutional policies as well as a paraphrased description and examples of violations</td>
</tr>
<tr>
<td></td>
<td>• Institution policy against hazing can be found on site</td>
<td>• State policy can be found on site</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Administrative Support</strong></td>
<td>• At least one senior office or senior leader is referenced somewhere on site</td>
<td>• Contact information for senior leadership is available somewhere on site</td>
<td>• A message from an administrative office or leader is included on site</td>
<td>• A note, letter, message, or specific quote from a well respected senior leader such as a President or VPSA is included</td>
</tr>
<tr>
<td><strong>Reporting/ Victim Support</strong></td>
<td>• A phone number or email to contact is listed</td>
<td>• Information for how to report is clearly available on site</td>
<td>• Support services for victims/survivors are clearly listed and available</td>
<td>• An entire subsection or page is devoted to reporting and support</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• There are confidential and non-confidential reporting options available and they are clearly noted</td>
</tr>
</tbody>
</table>
### Institutions

- Cornell University
- University of Arizona
- University of Central Florida
- University of Maine
- Lehigh University
- Texas A&M University
- Dartmouth College
- Massachusetts Institute of Technology
- Tufts University
- University of North Carolina Chapel Hill
- University of Texas - Austin
- Stanford University
- University of Missouri
- University of Pennsylvania
- Washington and Lee University
- Florida State University
- Emory University
- University of Southern California
- Louisiana State University
- Pennsylvania State
**FINDINGS & TAKEAWAYS**

- Most institutions have some sort of online page/information about hazing
- Most common location for site is Student Life or Fraternity & Sorority Life
- More transparency is needed (very few institutions included a full list of organizations under investigation or found responsible)
- Most institutions define hazing, however few include more detailed information about consent and power dynamics.
Research Methods

• Examined the prevalence of hazing during two overlapping four-year periods, 2009-2013 and 2011-2015.

• At the end of each period, cross-sectional surveys assessed students’ hazing-related attitudes, perceptions, and self-reported hazing and non-hazing experiences since arriving on campus.
CORNELL’S CAMPUS LEVEL EVALUATION

Results
Cornell University saw a decrease in the prevalence of hazing according to self-report, anonymous survey data.

<table>
<thead>
<tr>
<th>Percent of Cornell undergraduates reporting experiences of hazing</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
</tr>
<tr>
<td>2013</td>
</tr>
<tr>
<td>2015</td>
</tr>
</tbody>
</table>

*Ex. Performing arts groups, professional fraternities, service organizations
Questions?
Break
What Next?
PROVISIONAL “ROAD MAP”

- Invest in building a team (broad-based coalition)
- Ask for and help cultivate visible leadership commitment
- Gather available data and assess
  - Use data for strategic planning / prioritization
  - Build capacity with trainings and other approaches
  - Strengthen transparency
  - Comprehensive approach-use the HPF as a guide
What will you do next?
THINK, PAIR, SHARE

Report out