



Welcome to Today's Webinar!

Preventing Hazing on Campus

This event will begin at 2:00 p.m. Eastern Time.

The National Center on Safe Supportive Learning Environments



- Is funded by the U.S. Department of Education's Office of Safe and Healthy Students (OSHS).
- Provides training and support to federal grantees, including 22 grantees funded under the Project Prevent Program, as well as other stakeholders working on improving safe, supportive learning environments.
- Goal is to improve schools' conditions for learning through measurement and program implementation, so that all students have the opportunity to realize academic success in safe and supportive environments.

*The content of this presentation was prepared under a contract from the U.S. Department of Education, Office of Safe and Healthy Students to the American Institutes for Research (AIR). This presentation does not necessarily represent the policy or views of the U.S. Department of Education, nor do they imply endorsement by the U.S. Department of Education.



Chat Pod

If you have a question for the presenters, please type it in the Chat Pod located to the right of the presentation screen, or e-mail ncssle@air.org during the webinar.

Feedback Form

At the end of the presentation, a series of questions will appear. Please provide feedback on this event so that we can better provide the resources you need. All answers are completely anonymous and are not visible to other participants.

For assistance during the webinar, please contact the National Center on Safe Supportive Learning Environments at ncssle@air.org.

Webinar Welcome: Secretary of Education Arnie Duncan





1

Building a Foundation: What Is Hazing and Why Is It a Problem?

2

Taking a Closer Look: Research-based Insights About Hazing

Webinar Objectives



- 1 Define hazing.
- 2 Identify three key components of hazing.
- 3 Consider where hazing falls within the spectrum of interpersonal violence.
- 4 Describe salient research findings about the nature and extent of hazing and the underlying motivations for hazing.
- 5 Articulate challenges and opportunities in hazing prevention.
- 6 Provide examples of current hazing prevention initiatives.
- 7 Describe the role educators and community members play in hazing prevention.



At which level do you work directly with students?

- Higher Education
- High School
- Middle School
- More than one of the above
- None of the above
- Other

Polling Question #2



Which of the following best describes your role? (Check all that apply.)

- Campus administrator
- Club/organization/activity advisor
- Instructor/teacher
- Campus health or prevention coordinator
- Athletic coach
- Parent of a current student
- Community member
- Researcher
- Student
- Other

Polling Question #3



Which of the following best describes the primary reason you chose to participate in this hazing prevention webinar?

- I have a direct responsibility to address incidents of hazing on campus.
- I supervise others who have a responsibility to address hazing on our campus.
- I was impacted by hazing directly and I am participating to learn more about the topic.
- I have a general interest in the issue of hazing and I am participating to learn more about the topic.
- Other (please type your reason for participating in the Chat Pod to the right of the screen.)

Building a Foundation: What Is Hazing & Why Is It a Problem?

Dr. Elizabeth Allan, Rasheed Ali Cromwell, Esq., Diana Haney



Examples of Hazing



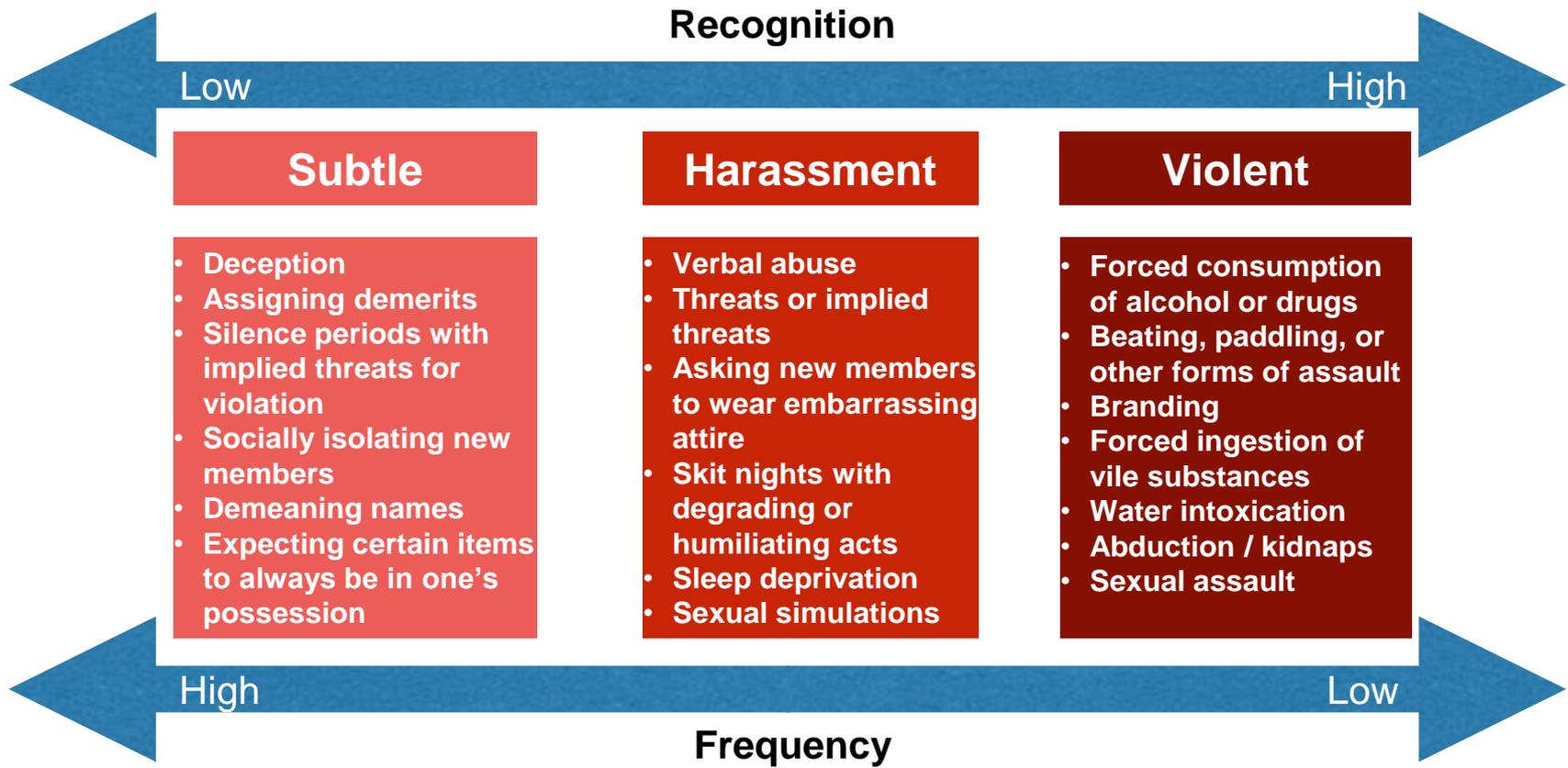
- **Sleep-deprivation**
- **Substance abuse**
- **Sex acts**
- **Sexual simulations**
- **Paddling**
- **Whipping**
- **Isolation**
- **Demeaning skits**
- **“Swirlies”**
- **Embarrassing attire**
- **Other humiliation**
- **Scavenger hunts**
- **Ingestion of vile substances**
- **“Drop-offs”**
- **“Lock-ups”/confinement**
- **Personal servitude**
- **“Line-ups”**
- **Rookie duties**
- **Water intoxication**
- **Defacement of property**
- **Stealing, other illegal activities**
- **Forced swimming**

Continuum of Hazing Behavior



Behaviors: Humiliating, degrading, abusive, endangering

Environments: Disrespectful, offensive, intimidating, and hostile





Conditions that can contribute to hazing becoming “normalized” as part of a group’s affiliation process include:

- Hazing is often **minimized** as simply harmless antics or pranks.
- Hazing is **justified** as an important tradition of the group.
- Hazing is **rationalized** as an effective means of group bonding.
- Hazing is often **overlooked** as a rite of passage or initiation.
- Hazing is often **ignored** because it may appear that everyone involved was a willing participant.

Why is Hazing a Problem?



Consequences

Hazing can result in outcomes that run counter to the goals of campus/school leaders and undermine the benefits of education and student success such as:

Death

Physical Harm

Emotional Harm

Psychological Harm

Damaged Relationships

Anger and Resentment

Mistrust

Abusive Culture



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.



3 Key Components:

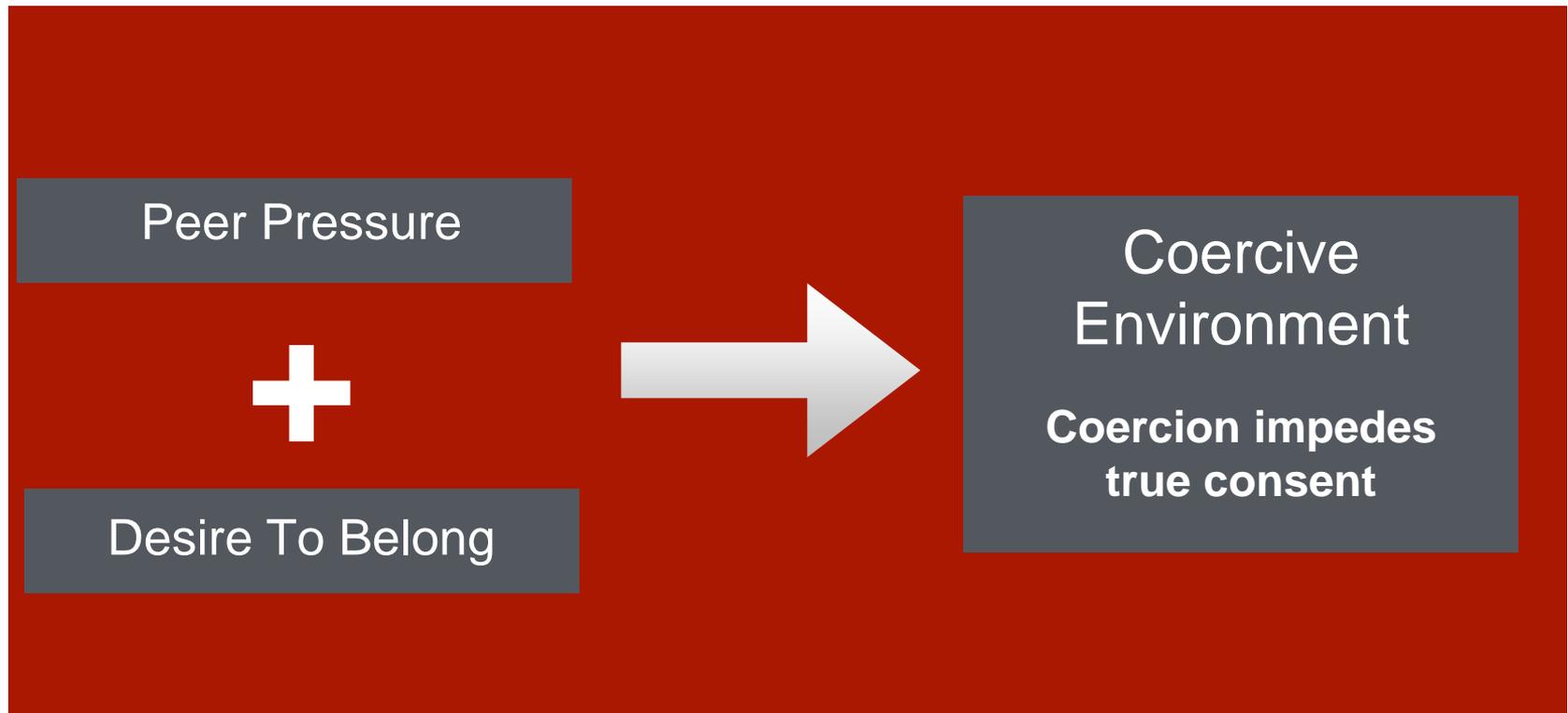
“Hazing is any activity expected of someone:

1. Seeking membership in a group,
2. And the activity humiliates, degrades, abuses, or endangers them,
3. Regardless of a person’s willingness to participate.”

What Is Hazing?



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





Layers of culture related to hazing

- **Individual** (socio-cultural identities -- e.g., gender, race)
- **Group** (e.g., athletics vs. honor society, Culturally-based Fraternal Organizations (CBFO) & North-American Interfraternity Conference [NIC])
- **Institutional** (small private liberal arts college, large public research, Prominently White Institutions (PWI), Historically Black Colleges and Universities (HBCU); high schools (private and public).



HAZING

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

Forms of youth violence

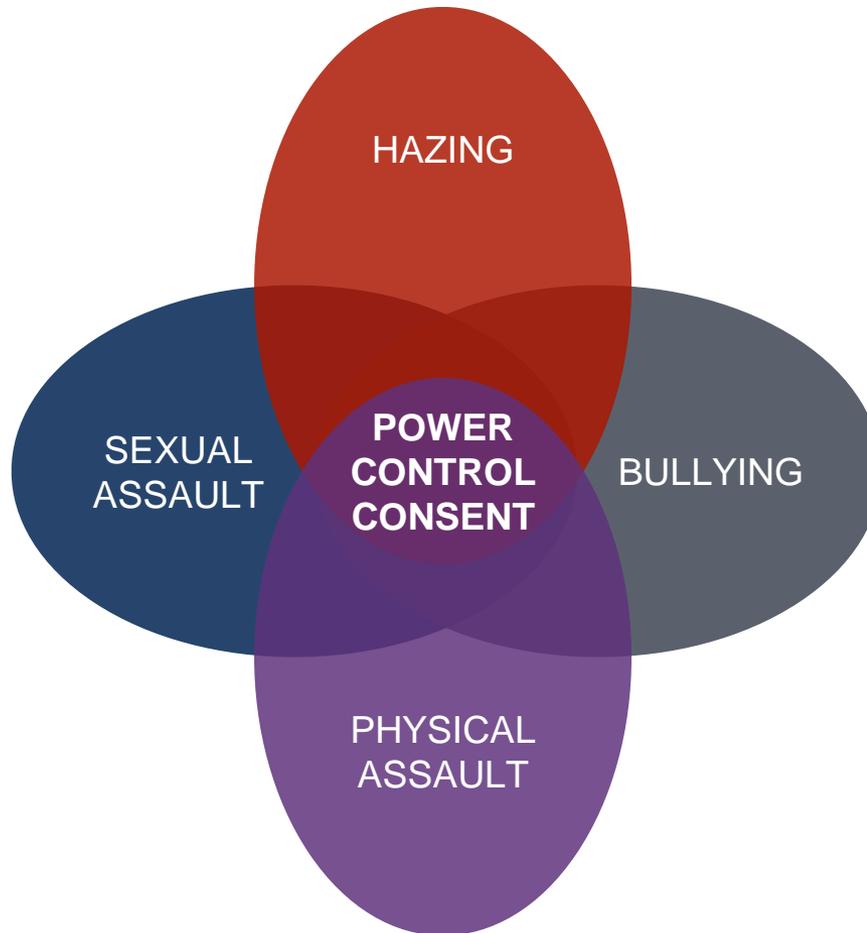
Power Imbalance

Physical
Verbal
Social

BULLYING

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

Interpersonal Violence Intersections



Questions?



Chat Pod



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Taking a Closer Look: Research-based Insights About Hazing

Dr. Elizabeth Allan, Lauri Sidelko, Rasheed Ali Cromwell, Esq.





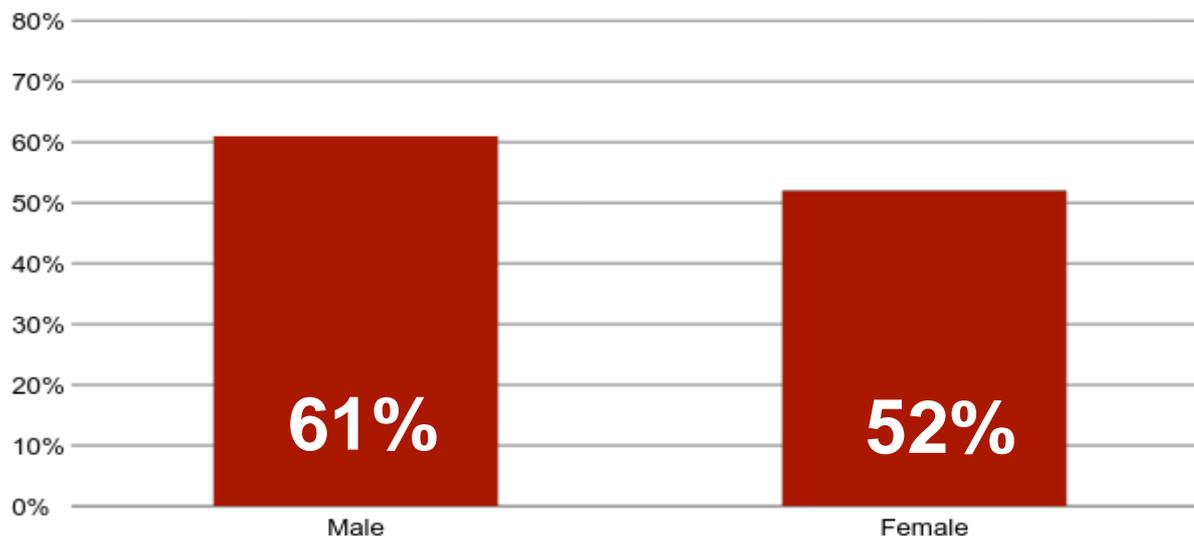
National Study of Student Hazing

- **Over 11,000** survey responses
- Survey responses from **53** college campuses nationwide
- **Over 300** personal interviews
- Interviews conducted at over **20** colleges and universities in five regions of the United States

Nature and Extent of Hazing



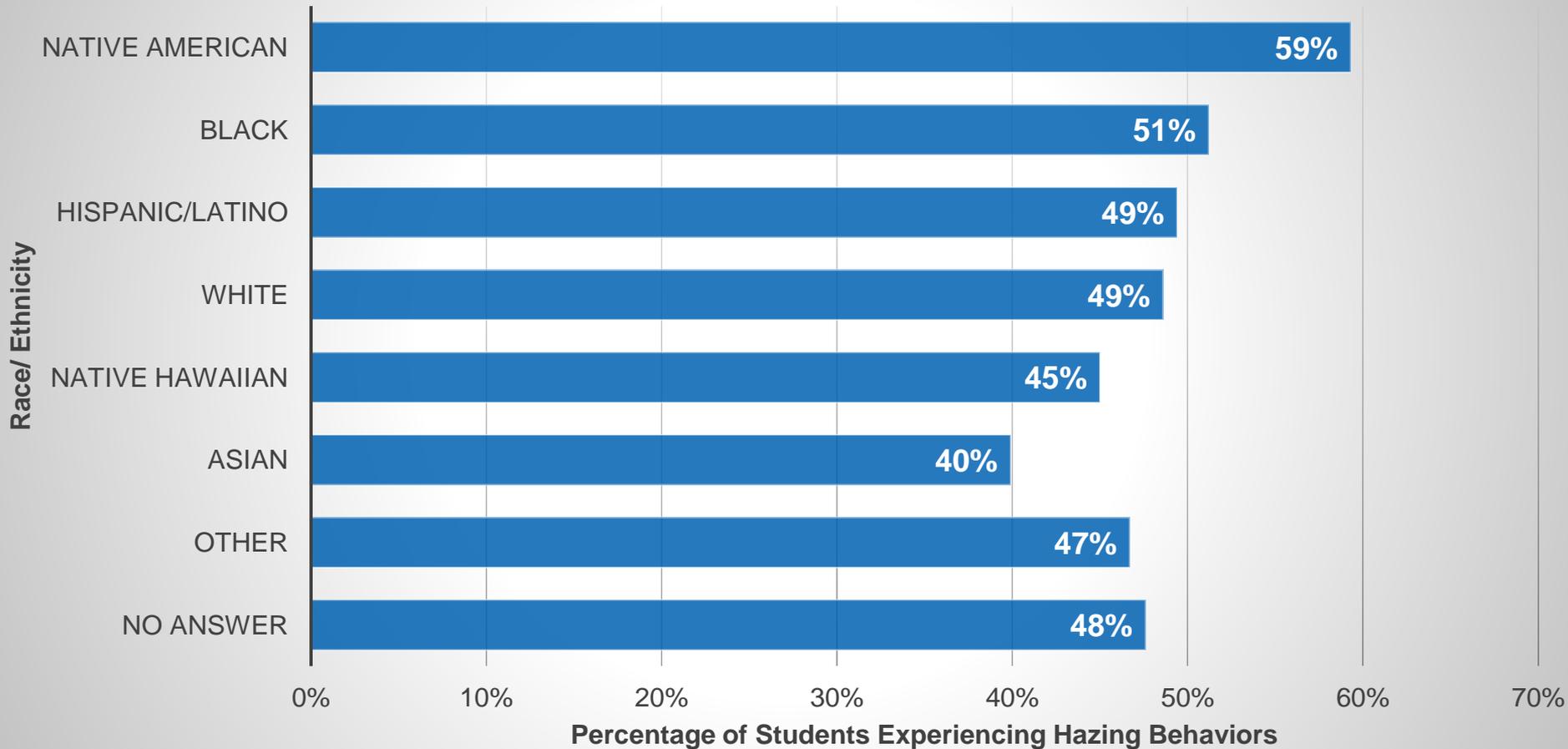
- More than half (55%) of college students involved in clubs, teams, and organizations experienced hazing.
- Both male (61%) and female students (52%) reported engaging in hazing activities.



Nature and Extent of Hazing: By Race



How Common is Hazing? (as reported by Race)



Nature and Extent of Hazing: Awareness by Coach or Advisor



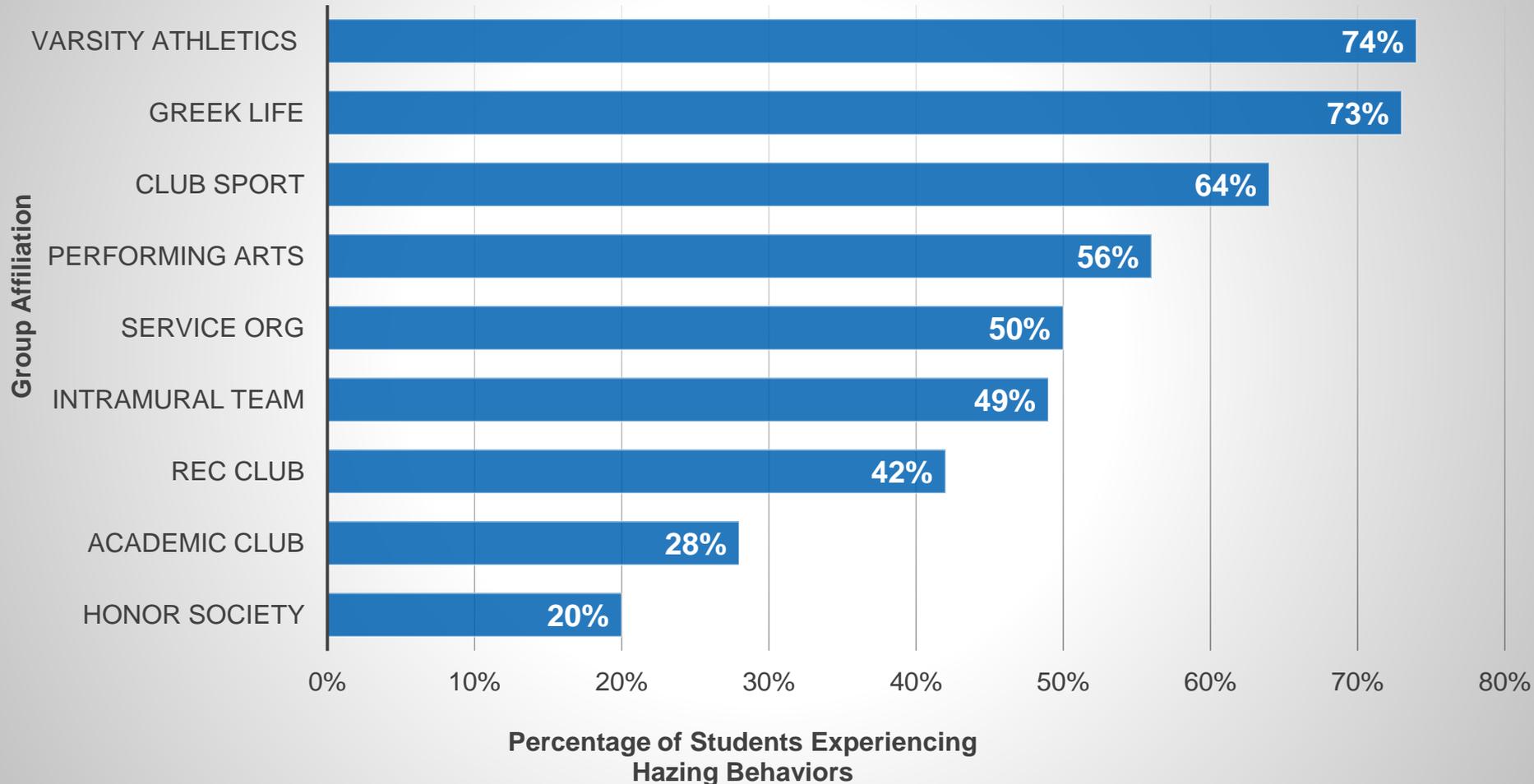
25% of students perceive that their coach / advisor is aware of hazing behaviors

25%

Nature and Extent of Hazing: By Activity



Hazing Occurs Across a Range of Student Groups

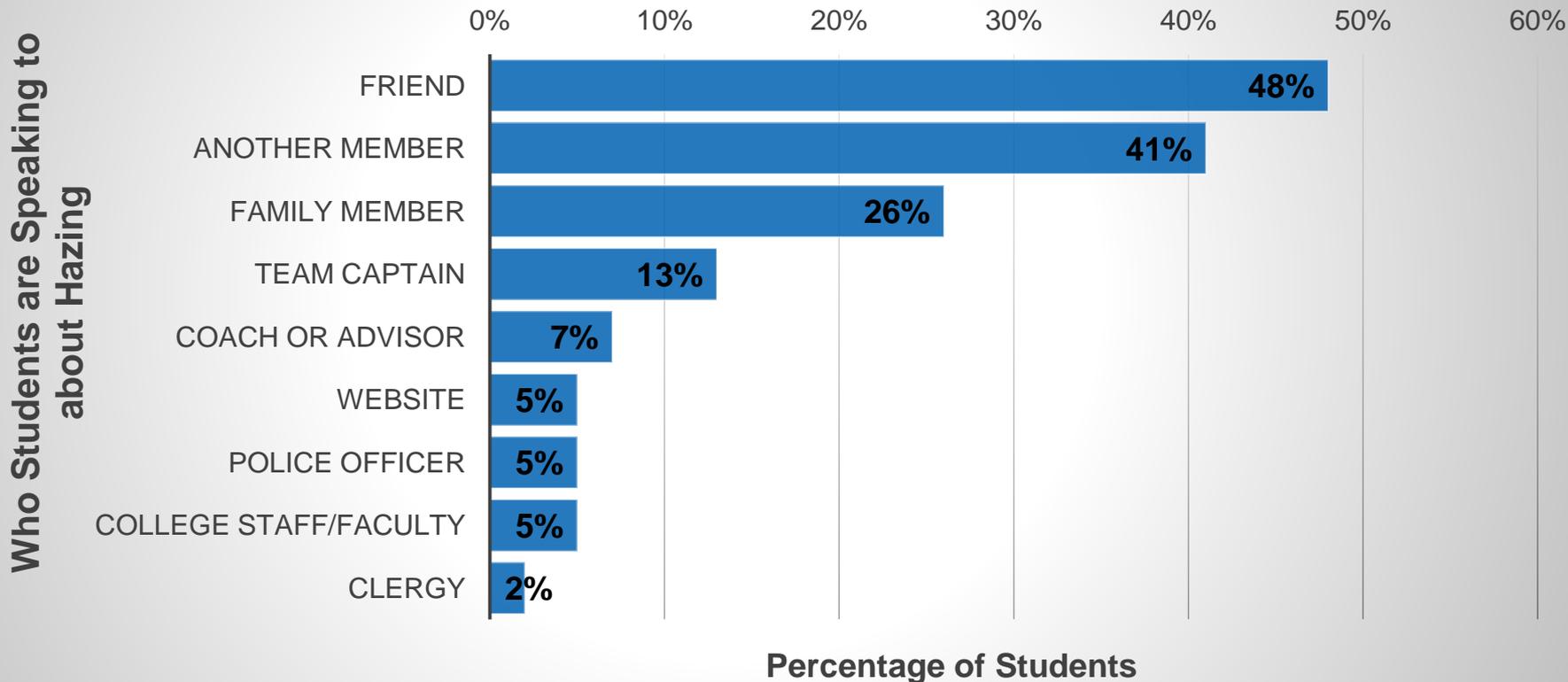


Nature and Extent of Hazing: Who Knows?



Students are more likely to speak to friends (48%) or other members of the group (41%) about hazing than college staff / faculty (5%):

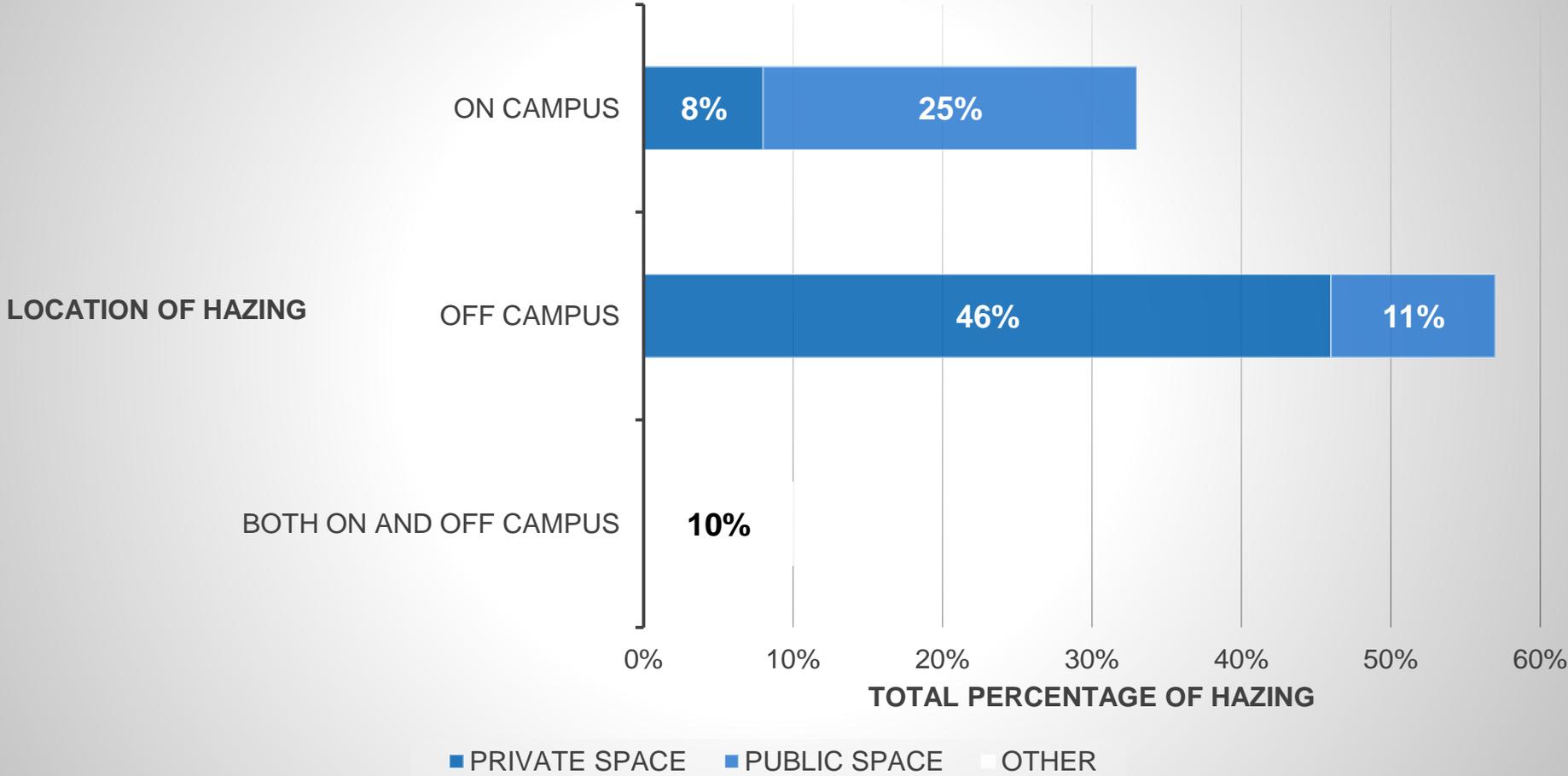
Students Are More Likely to Speak to...?



Nature and Extent of Hazing: By Location



Location of Hazing Activities



Nature and Extent of Hazing: Prevalence at High School Level



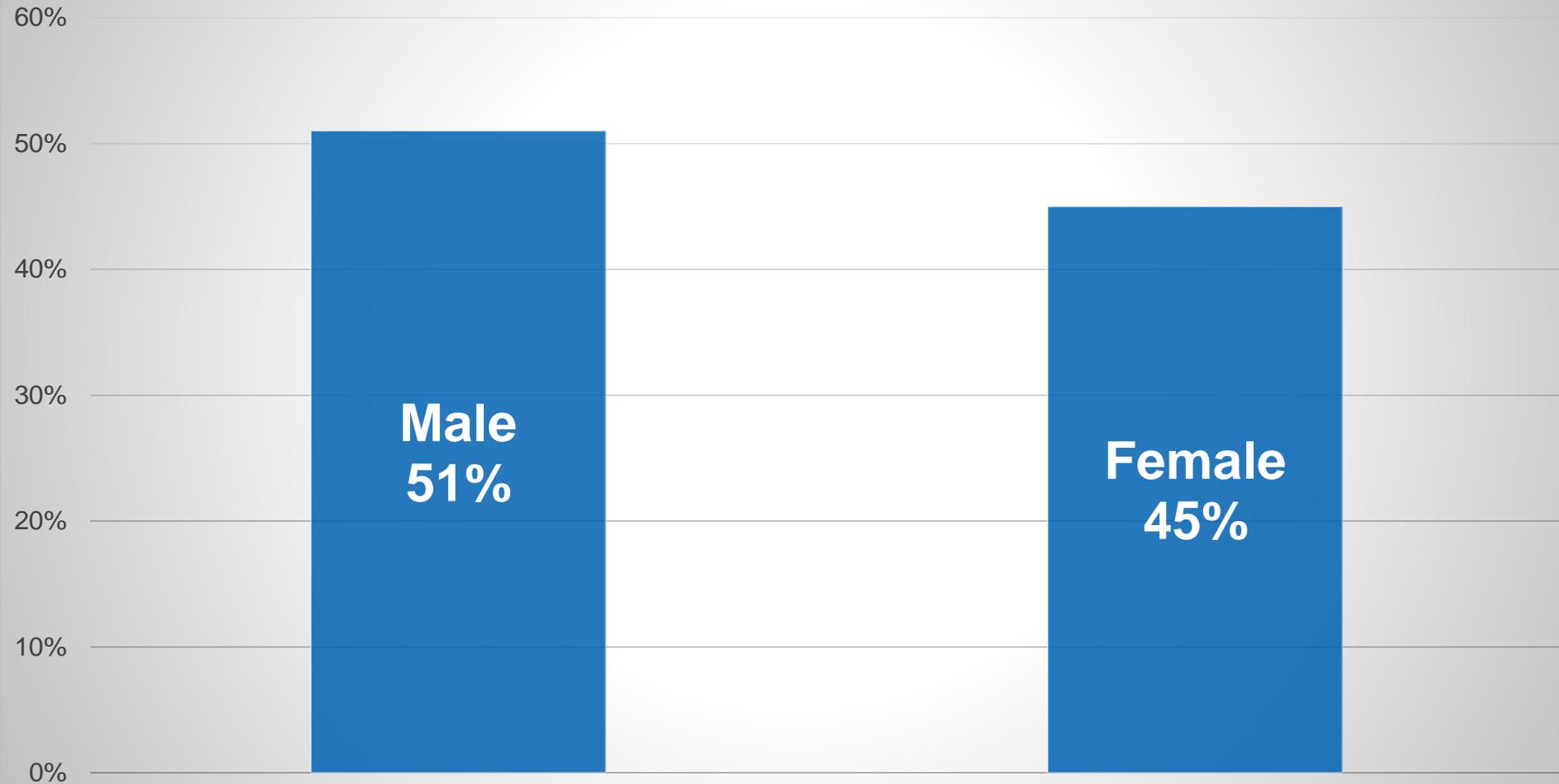
47% of students report experiencing hazing behaviors in high school.

47%

Nature and Extent of Hazing: Prevalence at High School Level



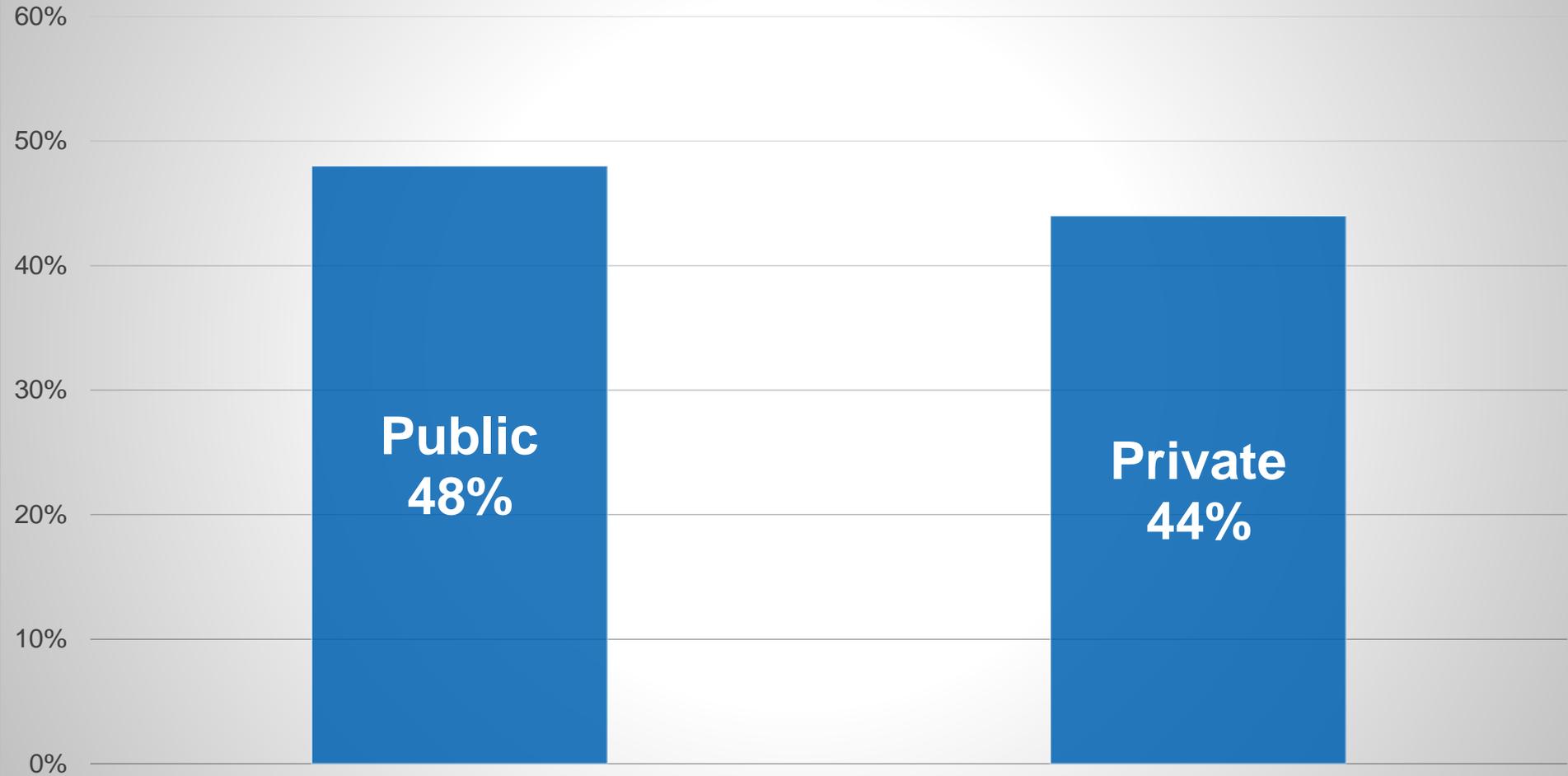
Experienced High School Hazing



Nature and Extent of Hazing: Prevalence at High School Level



Experienced High School Hazing



Challenges



Challenges faced by schools/campuses as they attempt to address hazing include:

- Low rate of reporting
- Gap/disconnect
- Normalization, minimization
- High motivation for hazing
- Coming to college with prior hazing experiences
- Failure to see potential for harm
- Power dynamics and prestige

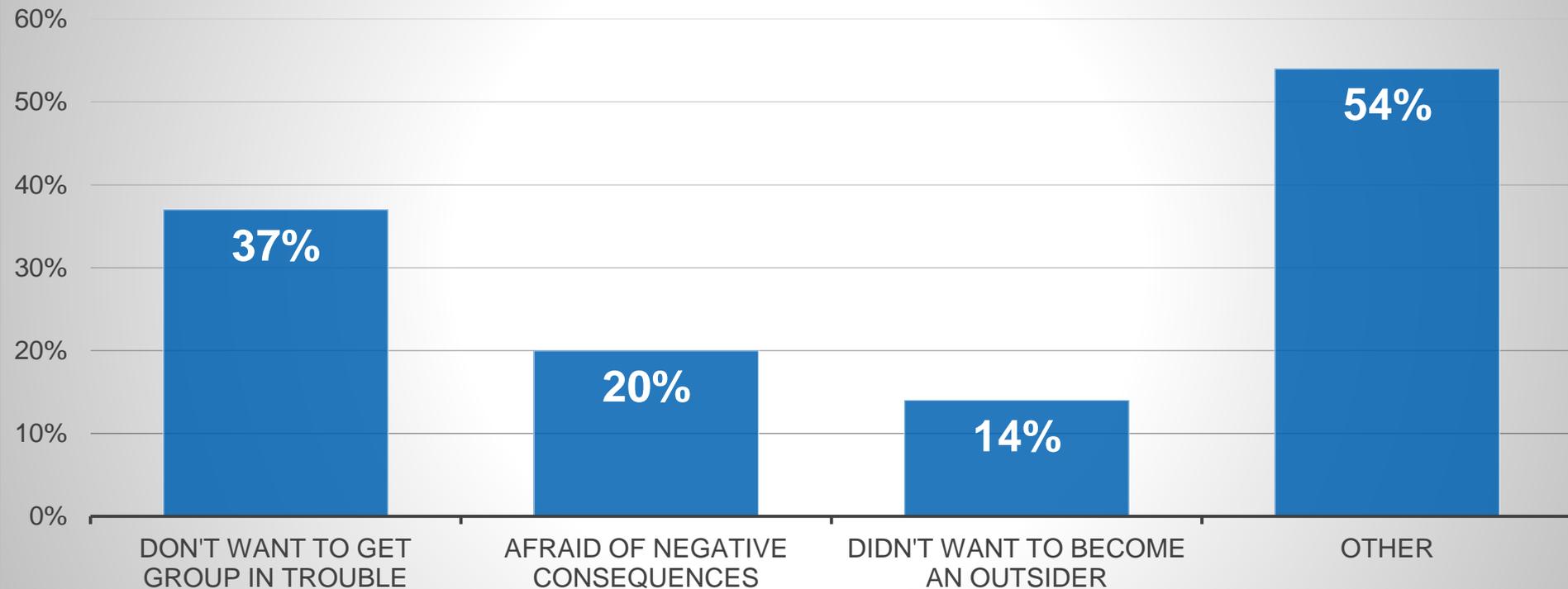
Nature and Extent of Hazing: Reasons for Not Reporting Hazing Incidents



Reporting Hazing

- Students are not likely to report hazing to campus officials. 95% of those who label their experience as hazing did not report the events.

Why Hazing is Not Reported



Nature and Extent of Hazing: Reasons for Not Reporting Hazing Incidents



Other reasons for not reporting hazing:

- **Minimization of hazing**
 - *“It was no big deal”*
- **Being hazed is a choice**
 - *“I had a choice to participate or not”*
- **Rationalization**
 - *“It made me a better man”*
- **Normalization**
 - *“It was tradition, so I didn’t mind”*
- **Lack of Awareness**
 - *“I didn’t understand it was hazing until much later”*



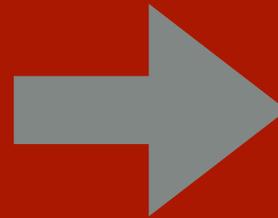
Explaining the Gap



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

55%

Experience
Hazing



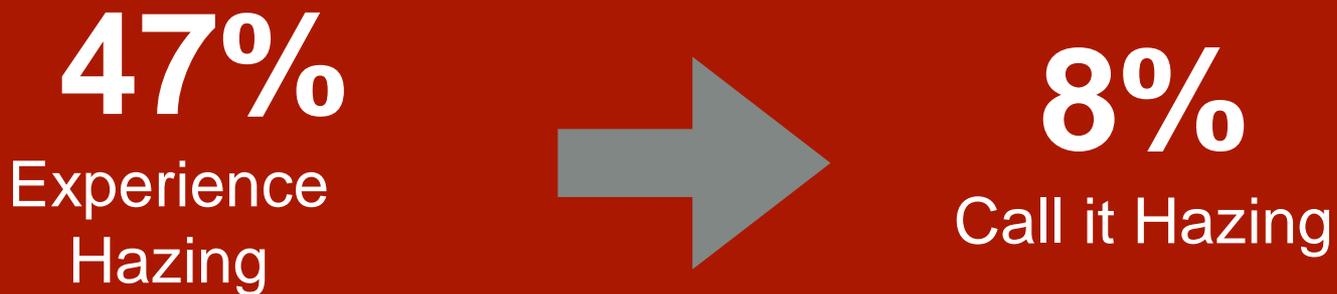
5%

Identify They Were
Hazed



Explaining the Gap

A gap exists between high school students' experience of hazing and their willingness to label it as such.



Explaining the Gap



Narrow definition of hazing:

- Emphasis on physical harm
- Minimization of emotional harm
- Emphasis on physical force

Perceived Benefits of Hazing



Bonding

Tradition

Building Respect

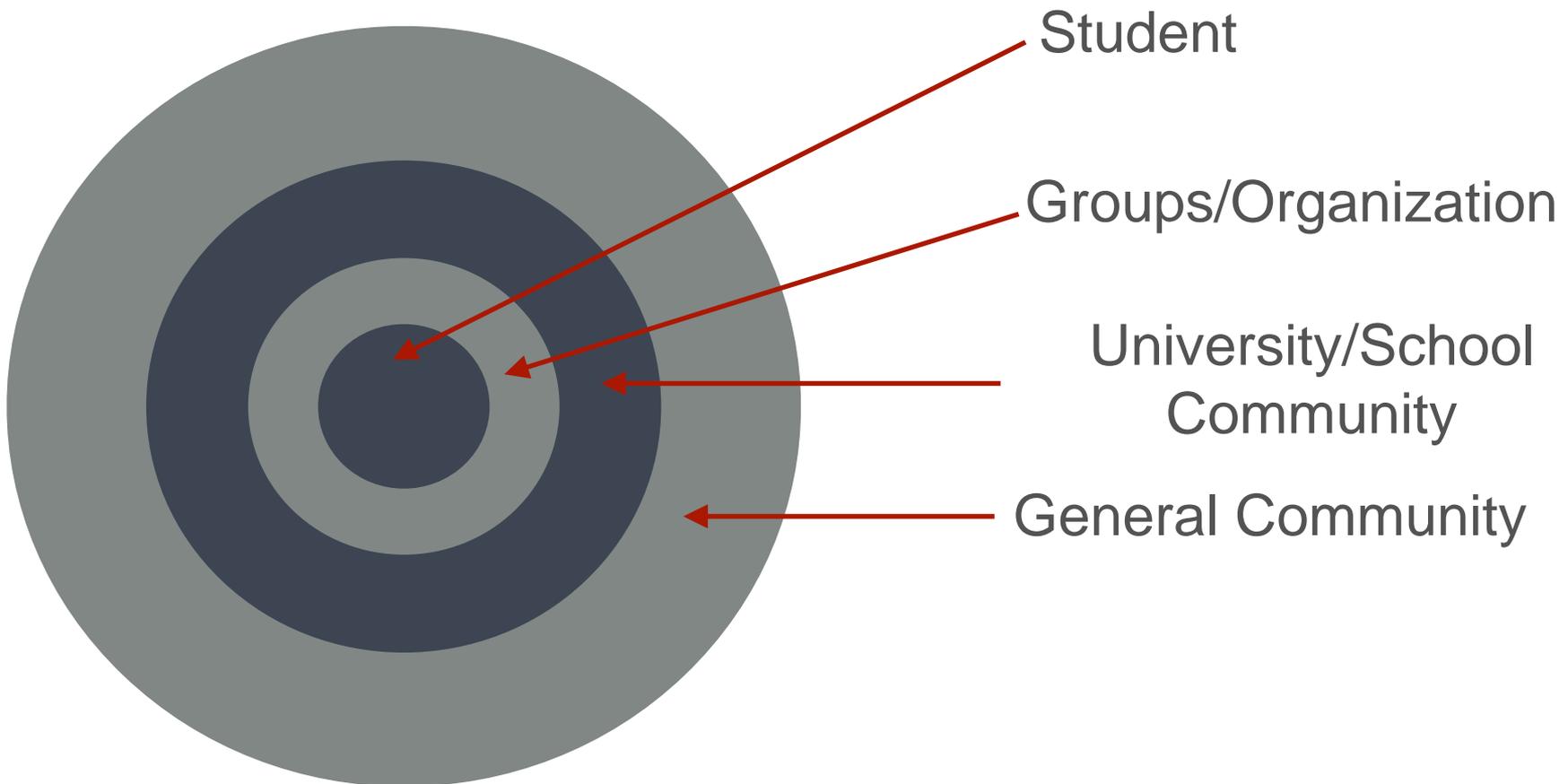
Accomplishment

Status

Pride

There are other pathways to achieve these admirable goals.

What Can You Do to Prevent Hazing?





Primary Prevention Action Steps for Campus Professionals

- Make a serious commitment to educate school or campus community about hazing.
- Ensure anti-hazing policy is in-place and communicated to students, coaches, teachers, advisors.
- Broaden range of groups targeted for more in-depth hazing prevention training.
- Work with students to develop alternatives to hazing.



Primary Prevention Action Steps for Campus Professionals

- Enhance student leadership development with focus on ethical leadership and bystander intervention training.
- Hold students and others involved accountable for hazing.
- Increase transparency in communicating accountability outcomes.
- Assess school and/or campus hazing culture, build capacity for and plan a comprehensive approach to prevention that is grounded in data (topic of next webinar).

Bystander Intervention for Hazing



What Can You Do to Prevent Hazing?



Primary Prevention Action Steps for Parents, Friends, Community

- Become more aware of hazing “red flags” and know where to report concerns.
- Seek opportunities to enhance your understanding of hazing and share your knowledge with others.
- Help organize opportunities for sharing facts and experiences about hazing through newsletters, presentations, Op-Eds, school, congregations, and community bulletin boards, websites, social media, and other forums for communication.

What Can You Do to Prevent Hazing?



Primary Prevention Action Steps for Parents, Friends, Community

- Talk with your children and their friends about hazing – help them build skills to intervene and to be part of prevention by developing alternatives to hazing.
- Ask school and college administrators, school boards, coaches, and others to communicate what they are doing to prevent hazing.



Today we've talked about:

- What comprises hazing and why it's a problem.
- How to define hazing (including 3 key components).
- Intersections with other forms of interpersonal violence.
- Challenges and opportunities in hazing prevention.

Key Takeaways



- Hazing can include physical, verbal, and relational aggression that causes harm; it is a form of interpersonal violence.
- Hazing shares some common dynamics, but is different from, other forms of interpersonal violence such as bullying and sexual violence.
- Hazing occurs across a range of group types for students in middle, high school, and college.
- Hazing is shaped by the culture and its manifestation can reflect cultural differences.
- Knowledge of hazing is relatively widespread but is often minimized or normalized.



- Much more can be done to enhance hazing prevention efforts.
- Campus professionals can play an important role in hazing prevention by helping to educate students, colleagues, and broader community about what hazing is, why it's a problem, where reports can be made, and working to develop desirable non-hazing alternatives to building group cohesion.
- Everyone can play a role in hazing prevention by learning more about hazing, identifying “red flags” for hazing, and taking action to intervene.



Hazing is. . .

**A complex problem,
Embedded in culture,
Resistant to change.**

THEREFORE

**There is no “one size fits all” solution.
Collective action is needed.**

Questions?



Chat Pod



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- **Upcoming Webinar**

- Early in 2016: ***Strategies for Addressing Hazing on Campus***

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