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.*
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.

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
Agenda

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.
Polling Question #1

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
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
Behaviors: Humiliating, degrading, abusive, endangering
Environments: Disrespectful, offensive, intimidating, and hostile

**Recognition**

- **Subtle**
  - Deception
  - Assigning demerits
  - Silence periods with implied threats for violation
  - Socially isolating new members
  - Demeaning names
  - Expecting certain items to always be in one’s possession

- **Harassment**
  - Verbal abuse
  - Threats or implied threats
  - Asking new members to wear embarrassing attire
  - Skit nights with degrading or humiliating acts
  - Sleep deprivation
  - Sexual simulations

- **Violent**
  - Forced consumption of alcohol or drugs
  - Beating, paddling, or other forms of assault
  - Branding
  - Forced ingestion of vile substances
  - Water intoxication
  - Abduction / kidnaps
  - Sexual assault

**Frequency**

Citation 7
Normalization

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

Citation 1, 5, 9
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.”

Peer Pressure + Desire To Belong → Coercive Environment

Coercion impedes true consent
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 & 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 youth violence**
- Power Imbalance
- Physical
- Verbal
- Social

Citation 11, 21-23
Interpersonal Violence Intersections

Citation 12-14
Page 20

HAZING

SEXUAL ASSAULT

POWER CONTROL CONSENT

PHYSICAL ASSAULT

BULLYING
If you have a question for the presenters, please type it in the Chat Pod, or e-mail ncssle@air.org during the webinar.
Research-based Insights

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.

Citation 1, 8
Nature and Extent of Hazing: By Race

How Common is Hazing? (as reported by Race)

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Percentage of Students Experiencing Hazing Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>NATIVE AMERICAN</td>
<td>59%</td>
</tr>
<tr>
<td>BLACK</td>
<td>51%</td>
</tr>
<tr>
<td>HISPANIC/LATINO</td>
<td>49%</td>
</tr>
<tr>
<td>WHITE</td>
<td>49%</td>
</tr>
<tr>
<td>NATIVE HAWAIIAN</td>
<td>45%</td>
</tr>
<tr>
<td>ASIAN</td>
<td>40%</td>
</tr>
<tr>
<td>OTHER</td>
<td>47%</td>
</tr>
<tr>
<td>NO ANSWER</td>
<td>48%</td>
</tr>
</tbody>
</table>

Citation 1, 8
Nature and Extent of Hazing: Awareness by Coach or Advisor

25% of students perceive that their coach / advisor is aware of hazing behaviors
Nature and Extent of Hazing: By Activity

Hazing Occurs Across a Range of Student Groups

<table>
<thead>
<tr>
<th>Group Affiliation</th>
<th>Percentage of Students Experiencing Hazing Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>VARSITY ATHLETICS</td>
<td>74%</td>
</tr>
<tr>
<td>GREEK LIFE</td>
<td>73%</td>
</tr>
<tr>
<td>CLUB SPORT</td>
<td>64%</td>
</tr>
<tr>
<td>PERFORMING ARTS</td>
<td>56%</td>
</tr>
<tr>
<td>SERVICE ORG</td>
<td>50%</td>
</tr>
<tr>
<td>INTRAMURAL TEAM</td>
<td>49%</td>
</tr>
<tr>
<td>REC CLUB</td>
<td>42%</td>
</tr>
<tr>
<td>ACADEMIC CLUB</td>
<td>28%</td>
</tr>
<tr>
<td>HONOR SOCIETY</td>
<td>20%</td>
</tr>
</tbody>
</table>

Citation 1, 8
## 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%):

<table>
<thead>
<tr>
<th>Who Students are Speaking to about Hazing</th>
<th>Percentage of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRIEND</td>
<td>48%</td>
</tr>
<tr>
<td>ANOTHER MEMBER</td>
<td>41%</td>
</tr>
<tr>
<td>FAMILY MEMBER</td>
<td>26%</td>
</tr>
<tr>
<td>TEAM CAPTAIN</td>
<td>13%</td>
</tr>
<tr>
<td>COACH OR ADVISOR</td>
<td>7%</td>
</tr>
<tr>
<td>WEBSITE</td>
<td>5%</td>
</tr>
<tr>
<td>POLICE OFFICER</td>
<td>5%</td>
</tr>
<tr>
<td>COLLEGE STAFF/FACULTY</td>
<td>5%</td>
</tr>
<tr>
<td>CLERGY</td>
<td>2%</td>
</tr>
</tbody>
</table>

Citation 1, 8
Nature and Extent of Hazing: By Location

Location of Hazing Activities

- **ON CAMPUS**
  - 8%
  - 25%

- **OFF CAMPUS**
  - 46%
  - 11%

- **BOTH ON AND OFF CAMPUS**
  - 10%

TOTAL PERCENTAGE OF HAZING

- PRIVATE SPACE
- PUBLIC SPACE
- OTHER

Citation 1, 8
Page • 29

Safe Supportive Learning
Engagement | Safety | Environment
47% of students report experiencing hazing behaviors in high school.
Nature and Extent of Hazing: Prevalence at High School Level

Experienced High School Hazing

- Male: 51%
- Female: 45%
Nature and Extent of Hazing: Prevalence at High School Level

Experienced High School Hazing

Public 48%

Private 44%

Citation 1, 8
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

- 37% Don't want to get group in trouble
- 20% Afraid of negative consequences
- 14% Didn't want to become an outsider
- 54% Other
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

Citation 1, 8
Explaining the Gap

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

47% Experience Hazing

8% Call it Hazing
Explaining the Gap

Narrow definition of hazing:

- Emphasis on **physical** harm
- Minimization of emotional harm
- Emphasis on physical force
There are other pathways to achieve these admirable goals.

Citation 1, 8, 9
What Can You Do to Prevent Hazing?

- Student
- Groups/Organization
- University/School Community
- General Community
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.

Citation 1, 8, 16-17
What Can You Do to Prevent 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).

Citation 1, 8, 16-17
Bystander Intervention for Hazing

1. Notice Hazing
2. Interpret As Problem
3. Recognize Responsibility
4. Acquire Skills
5. Take Action!
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.
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.
In Summary

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.
Key Takeaways

- 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.
If you have a question for the presenters, please type it in the Chat Pod, or e-mail ncssle@air.org during the webinar.
Reminders

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


References


