Goals of the Hazing Prevention Institute

What is the current prevention landscape & does it address hazing?

What is the dominant lens that defines our approach?

What does the research say about hazing and why it happens?

What are the motivators or precursors to hazing? How do we disrupt them?

What does the prevention literature say about what works?

How do we build a data driven prevention plan?
## Institute Schedule

### Monday, February 12

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00 pm</td>
<td>Summit Check-In/Boxed Lunch</td>
</tr>
<tr>
<td>1:00 pm</td>
<td>System-Wide Welcome &amp; Kick-Off</td>
</tr>
<tr>
<td>1:30 pm</td>
<td>Change is Possible: A Case Study on Smoking</td>
</tr>
<tr>
<td>2:00 pm</td>
<td>Our Starting Place: What’s Happening on our Campuses</td>
</tr>
<tr>
<td>3:10 pm</td>
<td>Break</td>
</tr>
<tr>
<td>3:30 pm</td>
<td>What We Know About Why Hazing Happens: What the Research Says</td>
</tr>
<tr>
<td>4:15 pm</td>
<td>Motivators for Hazing</td>
</tr>
<tr>
<td>4:50 pm</td>
<td>Break</td>
</tr>
<tr>
<td>5:05 pm</td>
<td>Disrupting Hazing: The 4 Cs of Situational Strength</td>
</tr>
<tr>
<td>5:45 pm</td>
<td>Review of Logistics/Dismiss for day</td>
</tr>
</tbody>
</table>

### Tuesday, February 13

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15 am</td>
<td>Summit Check-In</td>
</tr>
<tr>
<td>8:30 am</td>
<td>Panel Discussion: Prevention Strategies for Enacting Change</td>
</tr>
<tr>
<td>10:00 am</td>
<td>Break</td>
</tr>
<tr>
<td>10:15 am</td>
<td>How to Know if Your Plan is Working: Results Based Accountability</td>
</tr>
<tr>
<td>11:00 am</td>
<td>Break/Lunch</td>
</tr>
<tr>
<td>11:15 am</td>
<td>Working Your Plan/Working Lunch</td>
</tr>
<tr>
<td>12:25 pm</td>
<td>Next Steps</td>
</tr>
<tr>
<td>12:40 pm</td>
<td>Closing Remarks/Departure</td>
</tr>
</tbody>
</table>
Northwestern hazing scandal could be biggest ever in college sports, attorney says

New lawsuit filed against Northwestern University, making 3 suits currently proceeding

Hazing remains ingrained in team sports and experts say they see increase in sexualized attacks

From high school to the professional leagues, hazing is ingrained in team sports in the United States

Utah college soccer player sues after being asked sexual questions in ‘initiation ritual’

Lawsuit: College soccer player sues after being asked sexual questions in ‘initiation ritual’

Lawsuit alleges ‘degrading and humiliating’ hazing acts within A&M Corps of Cadets

Lawsuit: High schooler suffered concussion in alleged hazing incident

‘He was told that he was going to die’: University of Alabama student files hazing lawsuit against fraternity

Ice water baths, rock salt and denials: Hazing investigation of a Clemson fraternity
Youth smoking rate

2000: 22.6%
2019: 3.7%

Image Credit: truthinitiative.org
Helping colleges and universities quit tobacco

Ninety-nine percent of smokers try their first cigarette before age 26. We partner with colleges to stop young adults from using tobacco before they start, awarding grants to institutions to adopt a 100% tobacco/vape-free campus policy.

Tobacco-free screens: Changing the picture on the tobacco industry’s influence in popular entertainment
Exposing predatory tobacco industry tactics

truth® has exposed Big Tobacco’s predatory tactics with campaigns and videos such as “Read Between the Lies,” “Making Menthol Black,” “Worth More” and “Stop Profiling,” among others. Truth Initiative also focuses on research efforts on tobacco company strategies and their impact, as well as the industry’s recent attempts to remake its image as a champion of public health despite these duplicitous tactics.
“The secret of change is to focus all of your energy not on fighting the old, but on building the new.”

Millman (1980)
Four Lenses

Quality Prevention Practice

Compliance Linked to Cultural Change

Student Development & Learning

Accountability & Conduct Models
<table>
<thead>
<tr>
<th>Compliance</th>
<th>Accountability</th>
<th>Prevention</th>
<th>Student Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hazing happens because...</strong></td>
<td>students don’t follow the rules/law</td>
<td>students think they can get away with it</td>
<td>it’s embedded in the campus culture</td>
</tr>
<tr>
<td><strong>The way to make an impact in hazing prevention is...</strong></td>
<td>requiring everyone to participate in hazing training</td>
<td>removing organizations from campus when hazing is found to occur</td>
<td>offering alternate activities to denormalize hazing</td>
</tr>
<tr>
<td><strong>A good strategy for communicating the university’s stance on hazing is...</strong></td>
<td>posters around campus with the hazing policy and how to report it</td>
<td>sharing a list of sanctions if you are caught hazing</td>
<td>recruiting peers to educate their student groups</td>
</tr>
<tr>
<td><strong>The best way to change a culture that supports hazing is to...</strong></td>
<td>have every student sign a form saying they won’t haze</td>
<td>tell parents their student can go to jail or suspended from school</td>
<td>train coaches and advisors to talk to students about hazing</td>
</tr>
</tbody>
</table>
TN State Hazing Law (TN Code 49-7-123)

✓ Adopt a written policy

✓ Make policy available/distribute to each student at the start of the school year

✓ Set aside time at orientation to discuss the policy, its ramifications as a criminal offense, & institutional penalties
“Make the obvious obvious, make the obvious dubious, make the hidden obvious”
Patton (1990)
Understanding Hazing at Three Levels

1. At the **individual level**. How do students *actually* experience hazing? How are they defining what constitutes hazing? What motivates them to participate in hazing activities as a participant and as a hazer?

2. **Organizational culture** is both constantly changing and incredibly static. What drives an organization to make decisions that support hazing? What rewards exist in the system to support hazing participation for organizations?

3. At the **community level**: What “environmental presses” exist? It’s what’s “cool” or normative.

**Definition:** *Environmental Press*: the unspoken rules about how you succeed on a campus or an in an organization.
<table>
<thead>
<tr>
<th>Individual</th>
<th>Organizational</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overconformity</td>
<td>Pursuit of org. status</td>
<td>Tradition</td>
</tr>
<tr>
<td>Rites of passage</td>
<td>Practical drift</td>
<td>Community norms</td>
</tr>
<tr>
<td>Sense of belonging</td>
<td>Play</td>
<td>tacitly approve hazing</td>
</tr>
<tr>
<td>Gender identity</td>
<td>Gender identity/norms</td>
<td>Rewards systems/consequences</td>
</tr>
<tr>
<td></td>
<td>Unethical pro-organizational behavior (UPB)</td>
<td>Tolerable deviance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stakeholder support</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Boundary spanners</td>
</tr>
</tbody>
</table>
What is happening in the environment that signals how students behave in the environment?
Situational Strength

“Implicit or explicit cues provided by external entities regarding the desirability of potential behaviors”


• Situations can be weak or strong.
• Strong situations:
  • Understand events the same way
  • Clear appropriate response pattern
  • Incentives for the performance of that response pattern
  • Require skills everyone has
Situational Strength

- Multilevel in nature (ex. organizational culture and HQ/campus culture)
- Also influenced by national trends and temporal moments
4 C’s of Situational Strength in Hazing

- Clarity
- Consistency
- Constraints
- Consequences
Steps to Challenge Hazing Cultures

Identify
Identify what gives situational strength to the hazing culture

Disrupt
Disrupt this strength using the 4 Cs

Construct
Give anti-hazing culture situational strength using the 4 Cs
What are the Hazing Disruptors?

- **Clarity**
- **Consistency**
- **Constraints**
- **Consequences**

**Identify:** Fraternity house windows are covered in black plastic during initiation week so there must be nefarious things going on and the university is doing nothing about it.

**Disrupt:** Stop by the houses during that week to check in/flag city code issues with the black plastic.

**Construct:** Visible authority figures during high hazing times.
What are the Hazing Disruptors?

- **Identify:** Visible hazing happening in the yard outside the dining hall
- **Disrupt:** Anti-hazing messages on table tents in the dining hall
- **Construct:** Training dining staff to identify, address, and report
What are the Hazing Disruptors?

**Strength:** There is nothing else to do on campus if you don’t belong to certain organizations, and thus no other alternatives other than tolerating hazing.

**Disrupt:** Highlight multiple involvement opportunities.

**Construct:** Introduce more desirable programming that doesn’t require membership in problematic organizations.
**What are the Hazing Disruptors?**

- **Strength:** The groups with the highest social status are also the hazers
- **Disruptor:** Reward groups for healthy behaviors/hazing prevention
- **Construct:** Ways of driving social status in other ways (ex. women as drivers of men’s group social status)
Strategies for Disrupting Situational Strength

- Peer norming
- Anti-hazing messaging from respected student leaders
- Peer-created anti-hazing messaging
- Consistent messages from coaches and stakeholders
- Clear reporting channels
- Avenues for reaping benefits through other organizations

- Rewarding groups that don’t haze/hazing reduction
- Tools for replacing hazing activities
- Transparent consequences for hazing
- Making it clear to students what is considered hazing
- Visibility of authority figures during high hazing times
Using the 4 Cs on Your Campus

What are some of the strategies you’re thinking about for your campus/organization to:

• Disrupt the clarity and consistency of hazing messages and increase clarity and consistency of anti-hazing messages?
• What are the constraints students experience if they don’t haze? How do you change that?
• What are the consequences for not hazing? How do you change this?
• Are there other strategies you’re considering?
Goals of the Hazing Prevention Institute

- What is the current prevention landscape & does it address hazing?
- What is the dominant lens that defines our approach?
- What does the research say about hazing and why it happens?
- What are the motivators or precursors to hazing? How do we disrupt them?
- What does the prevention literature say about what works?
- How do we build a data driven prevention plan?
Goals of the Hazing Prevention Institute

1. What is the current prevention landscape & does it address hazing?
2. What is the dominant lens that defines our approach?
3. What does the research say about hazing and why it happens?
4. What are the motivators or precursors to hazing? How do we disrupt them?
5. What does the prevention literature say about what works?
6. How do we build a data-driven prevention plan?
Goals of the Hazing Prevention Institute

1. What is the current prevention landscape & does it address hazing?
2. What is the dominant lens that defines our approach?
3. What does the research say about hazing and why it happens?
4. What are the motivators or precursors to hazing? How do we disrupt them?
5. What does the prevention literature say about what works?
6. How do we build a data-driven prevention plan?

hazing INSTITUTE

POWERED BY
Goals of the Hazing Prevention Institute

- What is the current prevention landscape & does it address hazing?
- What is the dominant lens that defines our approach?
- What does the research say about hazing and why it happens?
- What are the motivators or precursors to hazing? How do we disrupt them?
- What does the prevention literature say about what works?
- How do we build a data driven prevention plan?
Goals of the Hazing Prevention Institute

1. What is the current prevention landscape & does it address hazing?
2. What is the dominant lens that defines our approach?
3. What does the research say about hazing and why it happens?
4. What are the motivators or precursors to hazing? How do we disrupt them?
5. What does the prevention literature say about what works?
6. How do we build a data driven prevention plan?
Goals of the Hazing Prevention Institute

1. What is the current prevention landscape & does it address hazing?
2. What is the dominant lens that defines our approach?
3. What does the research say about hazing and why it happens?
4. What are the motivators or precursors to hazing? How do we disrupt them?
5. What does the prevention literature say about what works?
6. How do we build a data driven prevention plan?
Change
Prevention: Multi-Tiered Approaches

- **Protective factors** are characteristics associated with a lower likelihood of negative outcomes or that reduce a risk factor’s impact.

- Often, prevention approaches focus on *increasing protective factors*
  - emotional self-awareness, emotional control, self-esteem, positive social skills, social problem solving, conflict resolution, or teamwork.

- A common feature in prevention approaches for violence, bullying, sexual assault, and alcohol misuse, is a **multi-tiered approach aimed at community, organization, and individual levels.**

- Addressing one public health issue may have positive effects on related public health issues
Hazing Prevention Network Cycle for Change
Six Strategies for Enacting Change At The Individual Level

- Understand and harness peer norms
- Equip students with refusal and intervention skills
- Provide and advertise multiple pathways for developing positive peer relationships
- Create and clearly broadcast confidential reporting mechanisms
- Provide leadership development for leaders on ethical decision making
- Offer clear messaging and quality resources for mental health supports
Six Strategies for Enacting Change at the Organizational Level

Seek to understand organization norms and then design targeted interventions.

Motivational interviewing with chapter leaders with specific focus on decision-making.

Focus your energy.

Harness stakeholder power.

Consider reward structures.

Encourage organizations to document their processes and plans for all new member activities.
Six Strategies for Enacting Change at the Community Level

1. Engage students in the community change process
2. Review your policies
3. Regularly monitor campus trends and integrate themes across organizations
4. Learn how status is assigned on campus/in the organization
5. Understand relationships between groups
6. Design hazing prevention curriculum that helps empower change
Nothing for them, without them
Strategies for Effective Change

Kezar (2011) suggests that effective change has the following characteristics:

- multi-pronged
- multi-level
- intentionally crafted
- data driven
- enlisting the support of stakeholders
- engages student influencers
- account for student norms, expectations, behaviors
Results Based Accountability (Mark Friedman, 2009)

**How Much We Do**
- # students served
- # services/activities

**How Well We Do It**
- % of services or activities performed well

**Is Anyone Better Off?**
- What change for the better was produced?
  - Skills
  - Behaviors
  - Attitudes
  - Circumstances

**Quantity**

**Quality**

**Effort**

**Effect**
Turning the Curve

Goal: Turn the Curve

What indicators or behaviors would show hazing prevention efforts are working on our campus?
1. What is the “end”? What indicators or behaviors tell you that your efforts are working?

2. How are we doing? (Current State) What is the historic baseline and based on the trends, the future trajectory for the indicator or performance measure?

3. What is the story behind the curve of the baseline? (Motivators) Think about the story behind the baseline: the factors (positive and negative, internal and external) that are most strongly influencing the curve of the baseline.

4. Who are partners who can help you turn the curve? (You+) Identify partners who might be able to help turn the curve of the baseline.

5. What works to turn the curve? (Prevention Strategies + 4 Cs) Determine what would work to turn the curve of the baseline. Make sure to include no-cost/low-cost strategies.

6. What strategies will we enact to turn the curve? (Your Plan) Determine what you & your partners will do to turn the curve of the baseline.
## Components of Your Plan

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What results do you want to see?</td>
<td></td>
</tr>
<tr>
<td>What are the motivators behind the current data/behaviors that you see?</td>
<td></td>
</tr>
<tr>
<td>Who are the stakeholders you need to enlist to help you? How will they help?</td>
<td></td>
</tr>
<tr>
<td>What research-informed strategies will you enact to achieve those results?</td>
<td></td>
</tr>
<tr>
<td>What lenses do these strategies use?</td>
<td></td>
</tr>
<tr>
<td>How will you know if the strategies are working (behaviors and data you can measure)?</td>
<td></td>
</tr>
</tbody>
</table>
### Components of Your Plan

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>What results do you want to see?</td>
<td>Students report hazing using preferred hazing reporting mechanisms</td>
</tr>
<tr>
<td>What are the drivers behind the current data/behaviors that you see?</td>
<td>Fear of repercussion from peers</td>
</tr>
<tr>
<td></td>
<td>Not problematize behaviors</td>
</tr>
<tr>
<td></td>
<td>Students may not believe university takes action</td>
</tr>
<tr>
<td>Who are the stakeholders you need to enlist to help you? How will they help?</td>
<td>Peer educators teach students how and why to report</td>
</tr>
<tr>
<td></td>
<td>Sharing outcomes of hazing reports with students</td>
</tr>
<tr>
<td></td>
<td>Protecting identity of reporting parties &amp; sharing widely how this is done</td>
</tr>
<tr>
<td>What research-informed strategies will you enact to achieve those results?</td>
<td>Compliance</td>
</tr>
<tr>
<td></td>
<td>Student Development</td>
</tr>
<tr>
<td></td>
<td>Accountability</td>
</tr>
<tr>
<td>What lenses do these strategies use?</td>
<td>More reports through official channels</td>
</tr>
<tr>
<td></td>
<td>Over time, hazing reports through other mechanisms decline</td>
</tr>
<tr>
<td>How will you know if the strategies are working (behaviors and data you can measure)?</td>
<td>How will you know if the strategies are working (behaviors and data you can measure)?</td>
</tr>
</tbody>
</table>
## Working Groups

<table>
<thead>
<tr>
<th>Group</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>UT-Knoxville</td>
<td></td>
</tr>
<tr>
<td>UT-Chattanooga</td>
<td></td>
</tr>
<tr>
<td>UT-Martin</td>
<td></td>
</tr>
<tr>
<td>UT-Health Science</td>
<td></td>
</tr>
<tr>
<td>UT-Southern</td>
<td></td>
</tr>
</tbody>
</table>
Community of Practice

• A group of people who work together through collective learning and problem solving around common problems.

• Focus on sharing learning and best practices with one another (Lave & Wenger, 2015).