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UT System

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?

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Institute Schedule

Monday, February 12



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

Tuesday, February 13

8:15 am	Summit Check-In
8:30 am	Panel Discussion: Prevention Strategies for Enacting Change
10:00am	Break
10:15 am	How to Know if Your Plan is Working: Results Based Accountability
11:00 am	Break/Lunch
11:15 am	Working Your Plan/Working Lunch
12:25 pm	Next Steps
12:40 pm	Closing Remarks/Departure

The Recent Headlines

Northwestern hazing scandal could be biggest ever in college sports, attorney says

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

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

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 teams sports in the United States

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

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

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



Youth smoking rate

2000:
22.6%

2019:
3.7%



College leaders

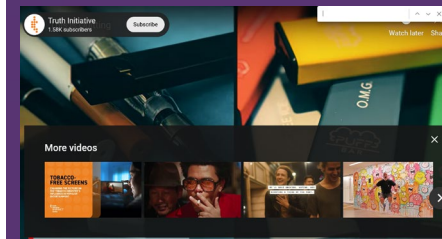
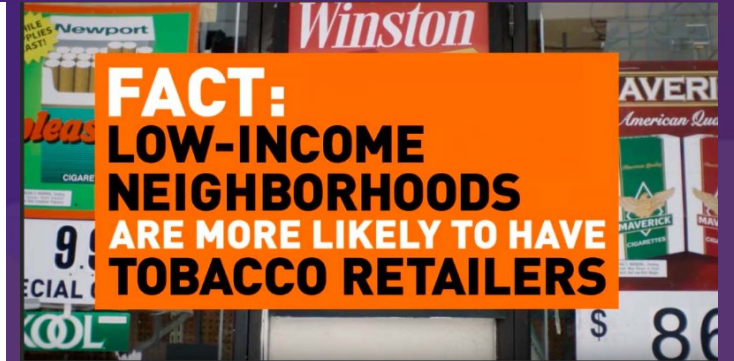
College leaders are students at colleges and universities who undergo training in tobacco prevention campaigns and leadership development. College leaders help develop and lead engagement, educational and advocacy activities to educate and organize their peers and build a movement to become a tobacco-free campus.

[Learn more about how to apply to be a college leader →](#)



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 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](#).

[Learn more about tobacco industry influence →](#)



**“The secret of change is to focus
all of your energy
not on fighting the old,
but on building the new.”**

Millman (1980)

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Four Lenses



	Compliance	Accountability	Prevention	Student Development
Hazing happens because....	students don't follow the rules/law	students think they can get away with it	it's embedded in the campus culture	students believe it helps support their organization's goals
The way to make an impact in hazing prevention is...	requiring everyone to participate in hazing training	removing organizations from campus when hazing is found to occur	offering alternate activities to denormalize hazing	better understanding student needs for a rite of passage
A good strategy for communicating the university's stance on hazing is...	posters around campus with the hazing policy and how to report it	sharing a list of sanctions if you are caught hazing	recruiting peers to educate their student groups	posters debunking the myth that hazing creates solidarity
The best way to change a culture that supports hazing is to....	have every student sign a form saying they won't haze	tell parents their student can go to jail or suspended from school	train coaches and advisors to talk to students about hazing	create a peer-led student organization to intervene in hazing

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

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**“Make the obvious obvious,
make the obvious dubious,
make the hidden obvious”**

Patton (1990)

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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 in an organization.

Barriers to Hazing Prevention

Individual

- Overconformity
- Rites of passage
- Sense of belonging
- Gender identity

Organizational

- Pursuit of org. status
- Practical drift
- Play
- Gender identity/norms
- Unethical pro-organizational behavior (UPB)

Community

- Tradition
- Community norms tacitly approve hazing
- Rewards systems/consequences
- Tolerable deviance
- Stakeholder support
- Boundary spanners



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”

(Meyer, Dalal, & Hermida, 2010, p. 122).

- 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







Own observations

Coaches/
Mentors

Other adults

Peers

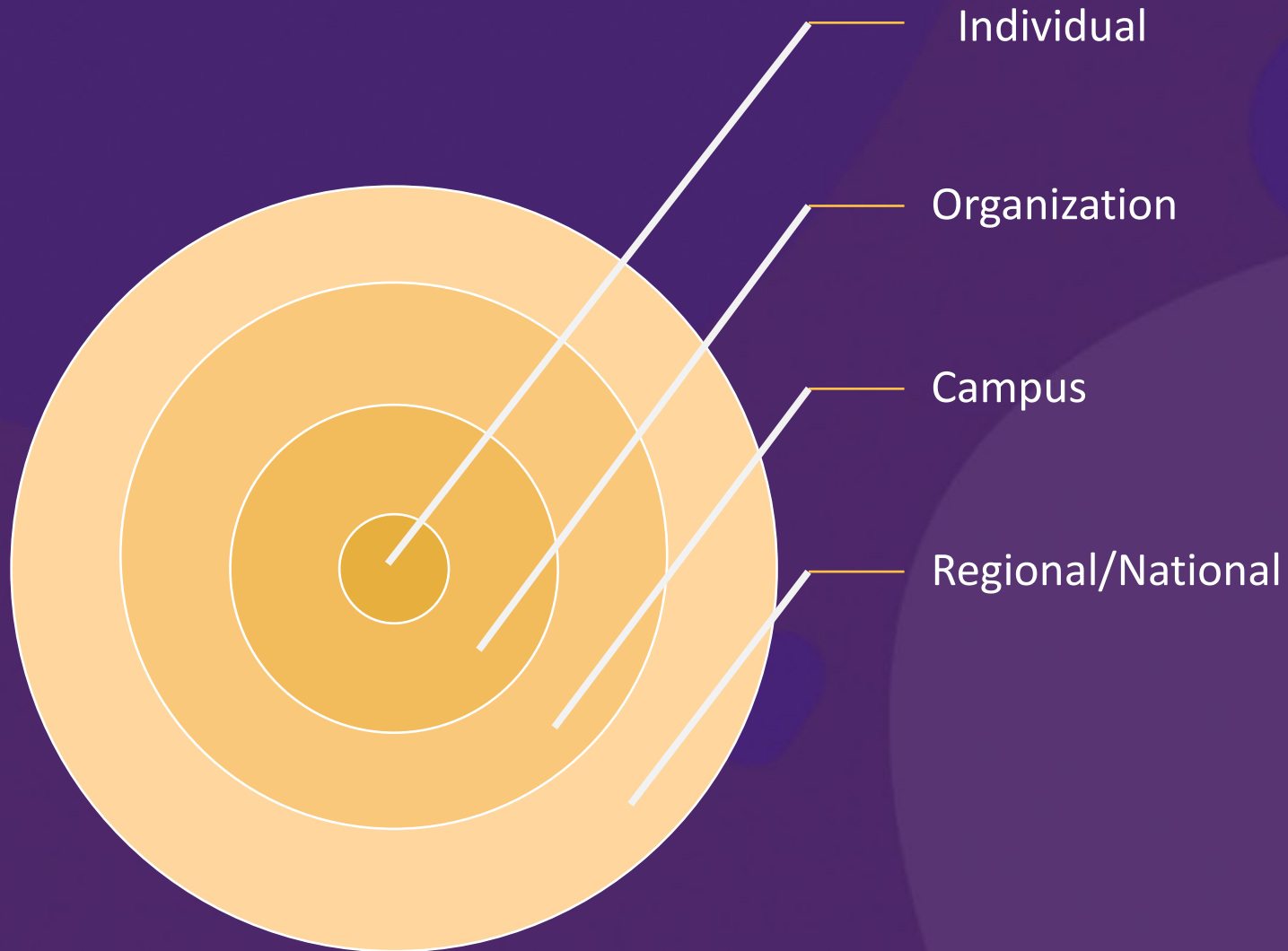
Administrators

Media

Parents/
Siblings

Social
Media

Situational Strength



Individual

Organization

Campus

Regional/National

- 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

```
graph TD; A[Clarity] --> B[Consistency]; B --> C[Constraints]; C --> D[Consequences];
```

Consistency

Constraints

Consequences



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Own observations

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Steps to Challenge Hazing Cultures

Identify

Identify what gives situational strength to the hazing culture

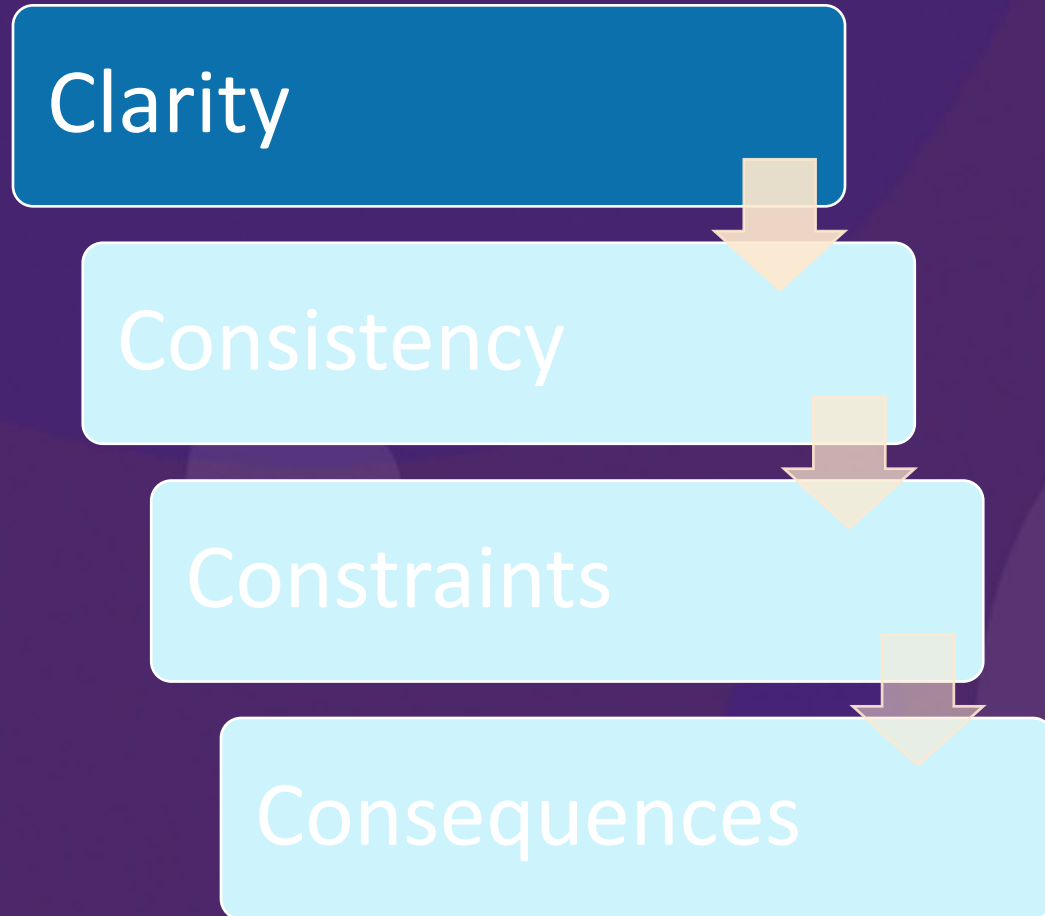
Disrupt

Disrupt this strength using the 4 Cs

Construct

Give anti-hazing culture situational strength using the 4 Cs

What are the Hazing Disruptors?

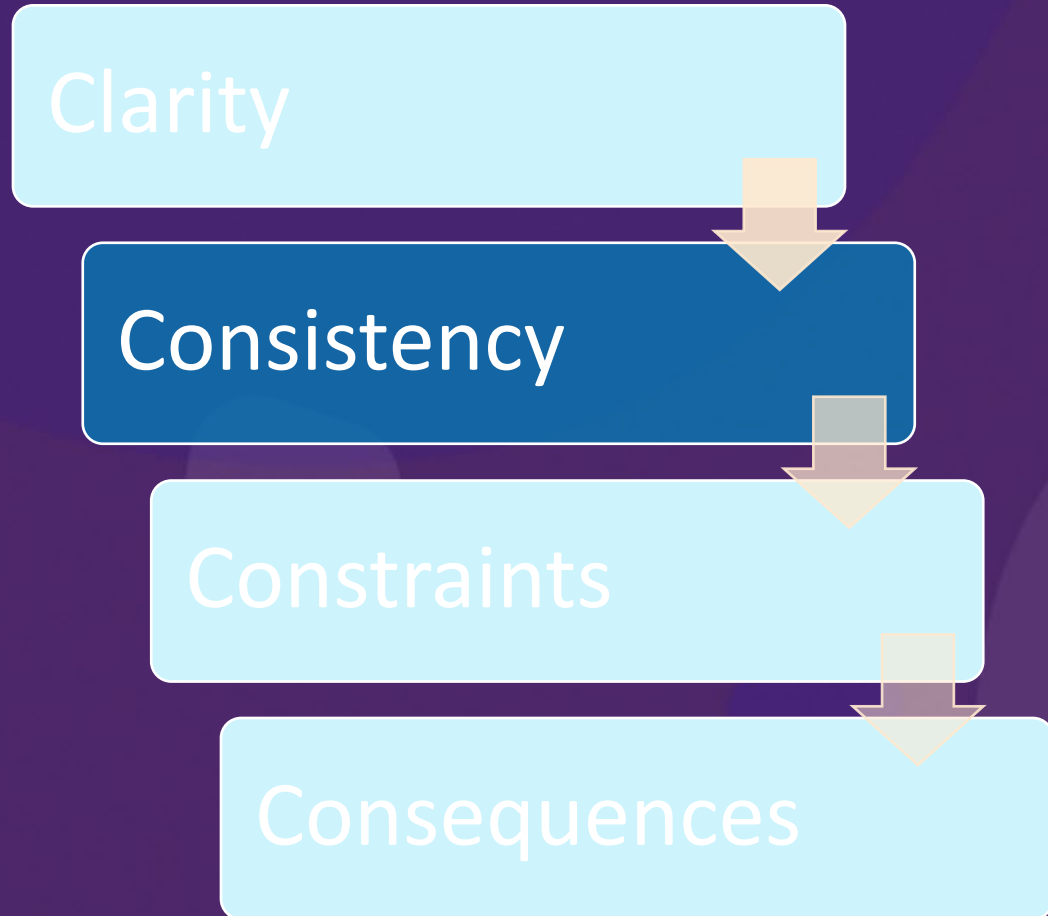


Identify: Fraternity house windows are covered in black plastic during initiation week so there must be nefarious things going on and the university is doing nothing about it

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?

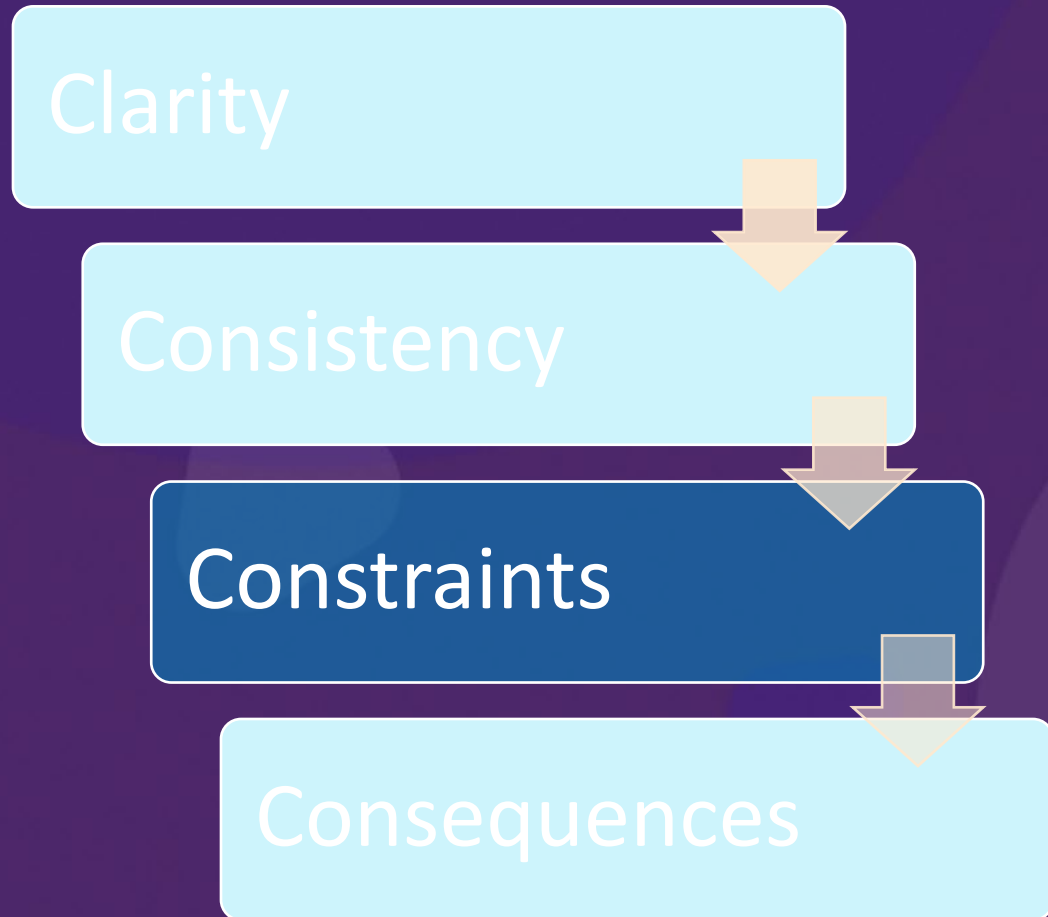


Identify: Visible hazing happening in the yard outside the dining hall

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?

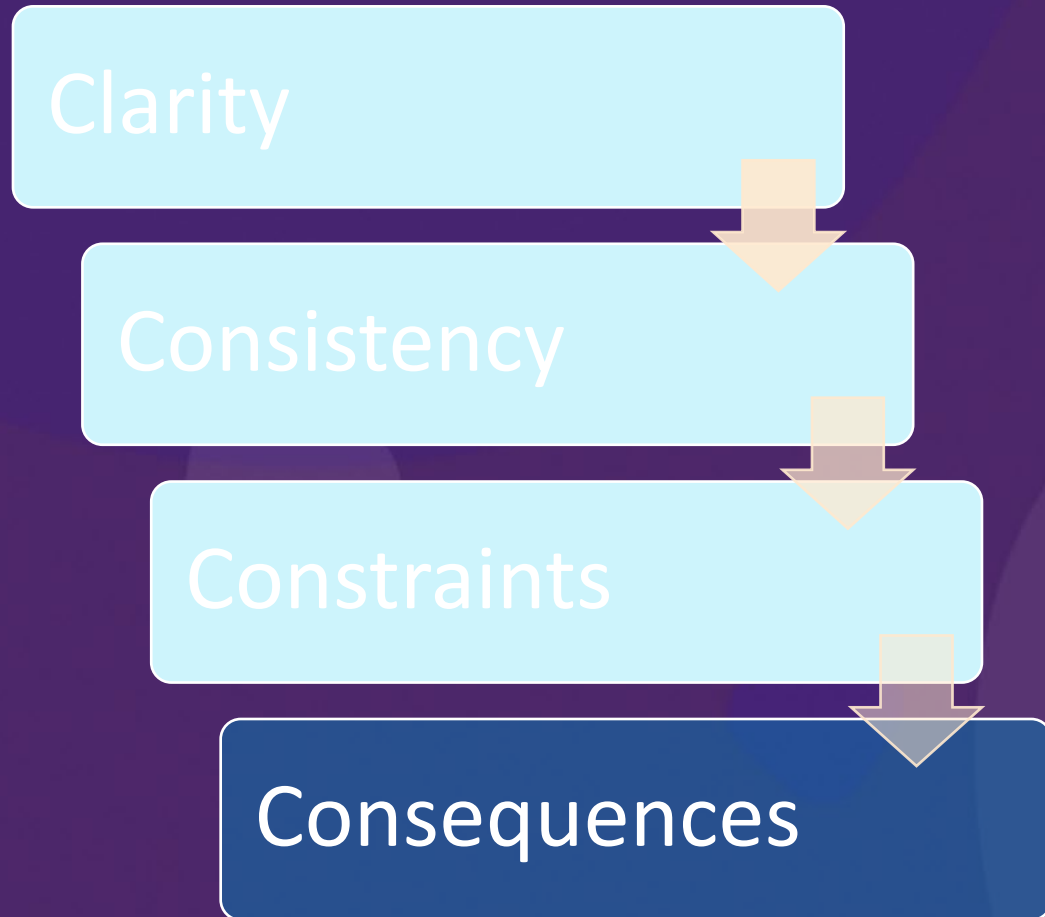


Strength: There is nothing else to do on campus if you don't belong to certain organizations, and thus no other alternatives other than tolerating hazing

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?

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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

HPN CYCLE FOR CHANGE



Six Strategies for Enacting Change At The Individual Level



Understand and harness peer norms



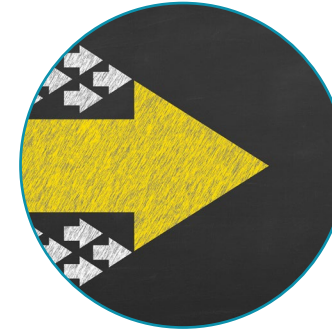
Equip students with refusal and intervention skills



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



**Engage students
in the
community
change process**



**Review your
policies**



**Regularly
monitor campus
trends and
integrate themes
across
organizations**



**Learn how status
is assigned on
campus/in the
organization**



**Understand
relationships
between groups**



**Design hazing
prevention
curriculum that
helps empower
change**



**Nothing for them,
without them**

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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

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Results Based Accountability (Mark Friedman, 2009)

Quantity

Quality

Effort

How Much We Do

students served
services/activities

How Well We Do It

% of services or activities
performed well

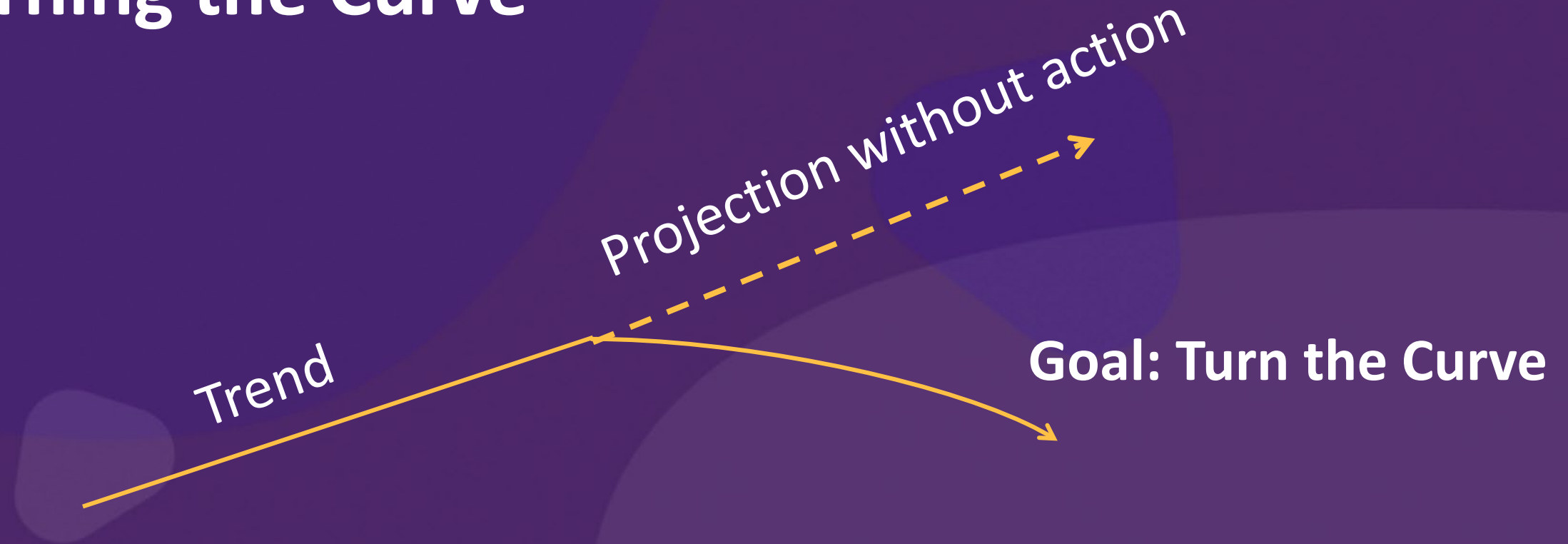
Effect

Is Anyone Better Off?

What change for the better was produced?

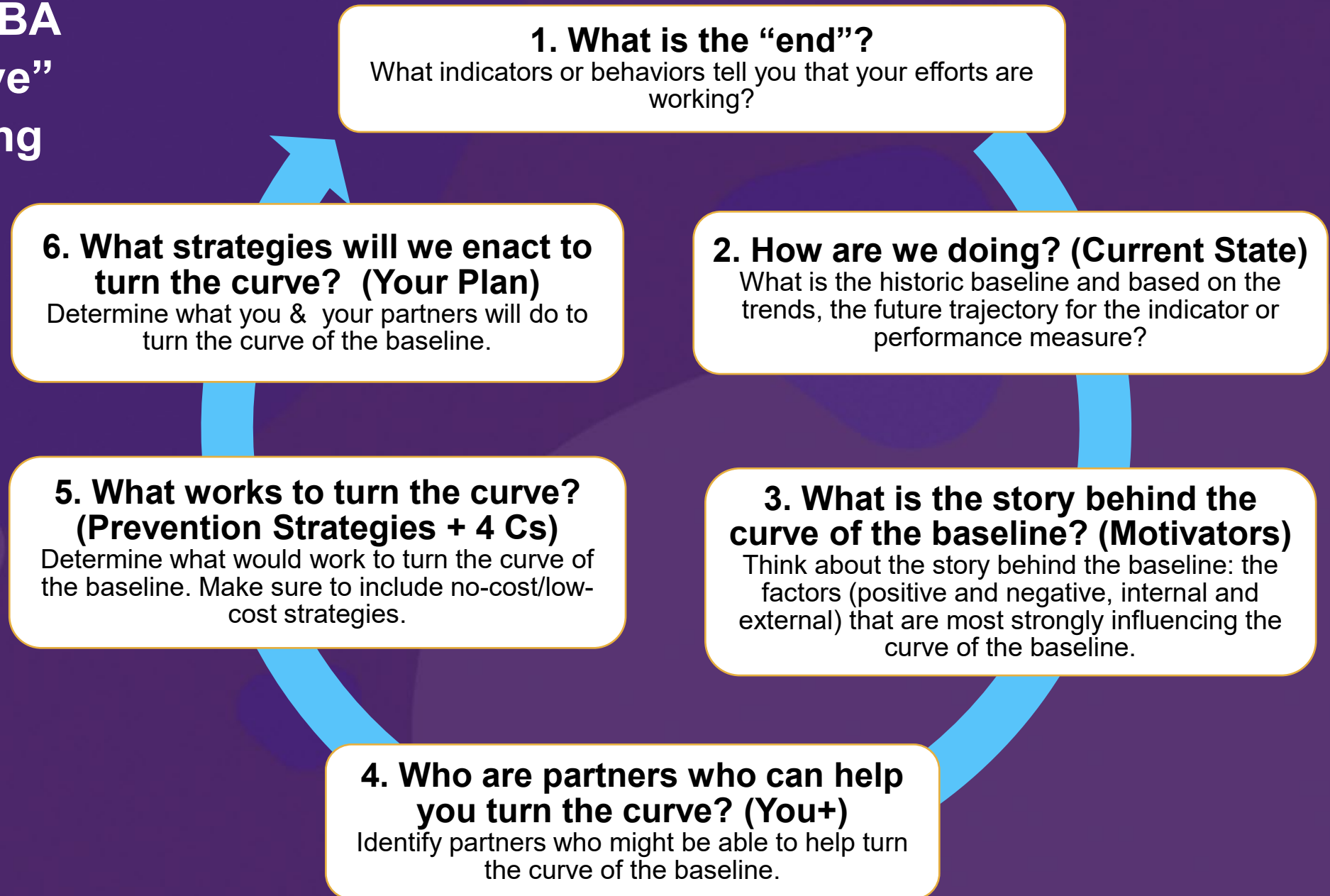
Skills Behaviors
Attitudes Circumstances

Turning the Curve

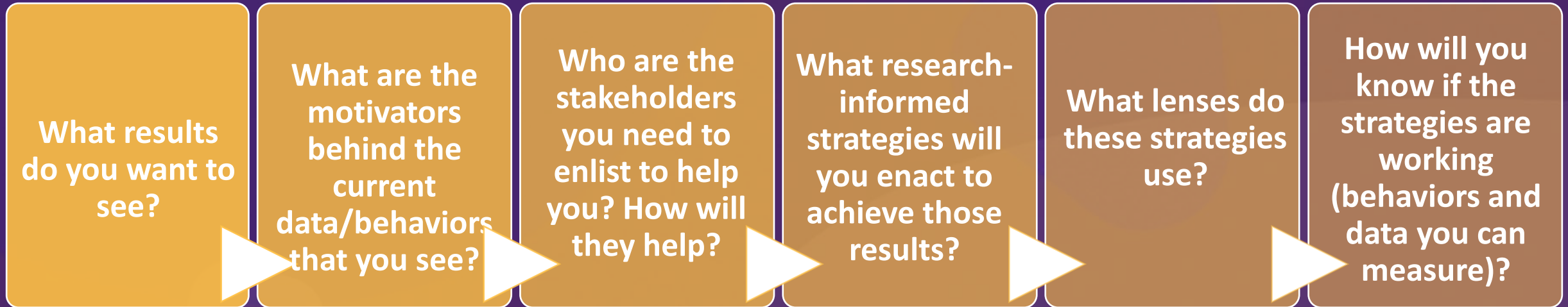


What indicators or behaviors would show hazing prevention efforts are working on our campus?

Step-By-Step RBA “Turn-The-Curve” Decision-Making Process



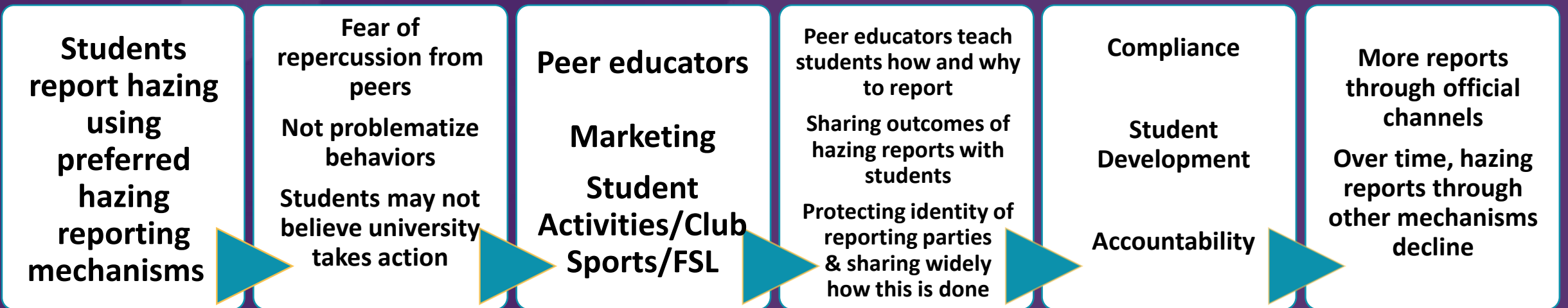
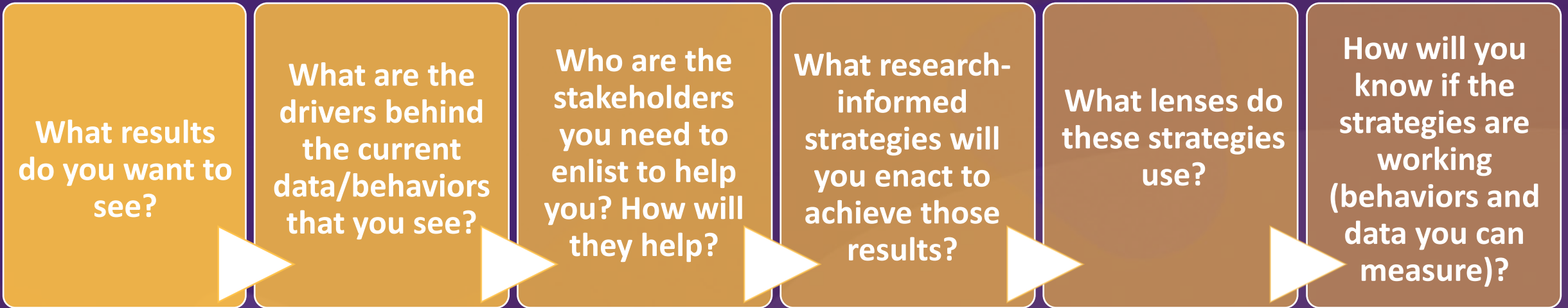
Components of Your Plan



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Components of Your Plan



Working Groups

Group	Location
UT-Knoxville	
UT-Chattanooga	
UT-Martin	
UT-Health Science	
UT-Southern	

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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).

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