hazing prevention INSTITUTE™

THE UNIVERSITY OF TENNESSEE SYSTEM

Anti-Hazing Summit

PARTICIPANT WORKBOOK

NAME:

#betheleader
hazingpreventionnetwork.org PREVENT HAZING

Schedule of Events

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

Hazing Prevention Institute Approach

What is the current prevention landscape on campus and 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 do we know from the prevention literature about what works?	How do we build a data driven prevention plan?

Cover Photo by Cesar G: https://www.pexels.com/photo/a-city-skyline-with-a-river-and-a-bridge-17291041/

4 Lenses for Hazing Prevention

Quality
Prevention
Practice

Compliance
Linked to
Cultural Change

Student
Development
and Learning

Accountability
and Conduct
Models

Compliance Linked to Cultural Change	Accountability and Conduct Models	Quality Prevention Practice	Student Development and Learning
Ensuring consistent adherence to policies and practices is integral to the integrity of campus prevention strategies.	Accountability programs amplify student safety and risk reduction. This includes the creation of accountability models that lead to individual and organizational risk reduction and transformation that increase the likelihood of organizational continuity.	Comprehensive hazing and hazardous drinking prevention programs are critical. Applying prevention science will foster safer environments. This lens focuses on campus capacity to implement and assess strategies that effectively drive positive behavioral change.	It is vital that campuses partner with students to foster leadership and intervention skills that contribute to student learning. Investing in student development and learning enhances critical thinking, ethical reasoning, and effective navigation of complex situations.

Current Hazing Prevention Strategies Used on Our Campus Within Each Lens

What the Research Says

Use this space to take notes on any research findings you find particularly compelling or applicable to the hazing challenges you're working to solve.

Defining Hazing/Frequency of Hazing

Motivators for Hazing

High School Hazing/ Bullying/Violence

Individual: Who is Hazed and Who are the Hazers

Organizational Contributors to Hazing

Community Contributors to Hazing

Hazing Intervention and Prevention

Hazing Prevention: Three Levels of Consideration

At the **individual level**, a student's experience with hazing may be defined by the characteristics they bring with them to college and their deep need for belonging.

> 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?

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?
>
> How is support for hazing transmitted through organizational generations?

At the **community level**, an environmental press is often the unspoken rules about how you succeed on a campus or in an organization. It's what's "cool" or normative. It's what you feel like you must do to be part of the community.

> What are community wide environmental presses on your campus?
>
> What are the messages in the community about whether hazing is accepted?

> "Make the obvious obvious, make the obvious dubious, make the hidden obvious."
>
> (Patton, 1990)

What are hazing motivators you see on your campus?

Individual characteristics	Organizational behavior and decision making	Community norms and behaviors

The Four Cs of Situational Strength

Weak Situation ← | Clarity / Consistency / Constraints / Consequences | → **Strong Situation**

Characteristic	Definition	What are some examples of pro-hazing situational strength on your campus that influence the hazing motivators?
Clarity		
Consistency		
Constraints		**What are ideas you have for using the 4 Cs to disrupt hazing messages on your campus and build anti-hazing situational strength?**
Consequences		

Prevention Strategies That Work

What are some of the prevention strategies from public health challenges you've learned about during the panel that can be applied to your hazing prevention work?

Prevention strategy	How could the strategy adapt to hazing prevention?

"Our students bring us their stories, written in the language of their families and cultures. There are many chapters complete even before we make that first contact....Our students usually tell their stories in less conventional forms through their opinions, their actions, and their decisions. We must be receptive to each of these and constantly on the lookout for other tales they tell" (Williams, 1997, p. 3).

Piazza Center
Horizontal Hazing Model

High School Student Experiences & Expectations

to Campus
Individual Susceptibility
- Belonging
- Want/need for a right of passage

to Organization
Organizational Value/Status
- Measured by in-group and out-group
- Who determines org value
- Status and reputation
- Want to hold community status

and Community
Community Value/Status
- Cross organizational in-group
- Boundary spanning relationships (structural holes)
- Hidden culture
- Who holds influence over orgs

Violence, Bullying, Harassment

Expectancy Theory

Individual
- Belonging
- Masculinity/Femininity norms
- Personal experiences
- Self-confidence
- Perspectives of leadership
- Perspectives of character

Organizational
Definitions of Leadership
- Practice of decision making (power differentials)
- Hierarchy and power differentials (in-group vs. out-group)

Conformity to Group Norms
- Social capital (newly attained, over time, etc.)
- Primary and secondary focus (social, athletics, competition, academics, or leadership)

Rights of Passage
- Adult play activity/bonding
- Deviant fun/bonding
- Dysphoria

Community
- Status top tier
- Status/social capital with a focus on Social, Athletics, and/or competition (ie. philanthropy is a front for social)
- Power dynamics between groups
- Alcohol and other drug misuse
- Behaviors/norms

Interplay of individual, organization, and community experiences and expectations

Interplay of Perceptions

The interplay of individual perceptions, organizational mindsets and performance, and community values which form hazing culture.

Individual Perceptions
- Self-efficacy and proof of masculinity/femininity
- Belonging
- How the individual supports or challenges organizational values and culture

Organizational Values
- Perceived status within community
- Advertised value
- Interpretation of community value
- Dual organizational identities

Organizational Values
In-group support of hazing within orgs
- Collective mental models of masculinity/femininity
- Definitions of leadership
- Acceptance of violence norms
- Perceived weakness by individual new members or confidence/power
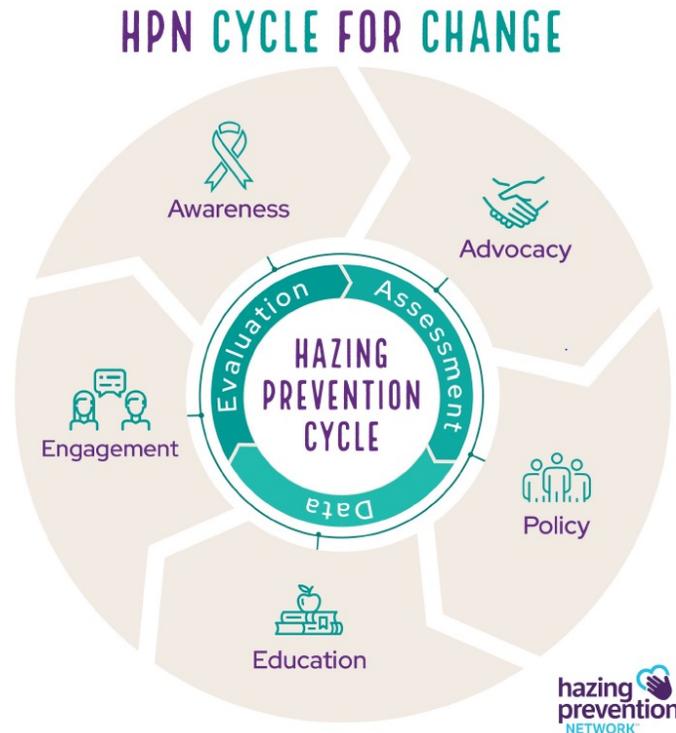
Organizational Performance
Formal and informal
- Systems to educate
- Systems to monitor
- Systems to confront
- Systems to control
- Systems to reward

Community Values
- Community values and culture
- Cross organizational in-group vs. out-group
- Sibling/regional organizations and or extended community values and culture

PennState
Student Affairs

Timothy J. Piazza Center for Fraternity and Sorority Research and Reform

Veldkamp, S., Sasso, P. A., Biddix, J. P., Joyce, B., Perlow, E., & Maxwell, T., (2021). Horizontal campus hazing model. Penn State University: Timothy J. Piazza Center for Fraternity and Sorority Research and Reform

Hazing Prevention Network Change Cycle

HPN CYCLE FOR CHANGE

- **Assessment / Data / Evaluation** – All hazing prevention initiatives should start with assessment. Gather information and collect data to analyze the extent, environment, and causes of the problem. Assess often throughout the prevention cycle to measure the impact and effectiveness of all efforts, and to make data-informed decisions.

- **Awareness** – Change begins with awareness of what the issue is, and why it is important. If people are aware of the problem and its prevalence, they are more likely to take action to prevent it from happening.

- **Advocacy** – Advocacy is an important step in prevention, and advocates are necessary at all levels. Once the public is aware of the problem, people become empowered to find solutions and engage with the community to change outcomes.

- **Policy** – Prevention requires policies, laws, guiding documents, and regulations that outline hazing definitions and repercussions at all levels.

- **Education** – Education ensures that once policies are in place, people learn about the problem and prevalence as well as strategies to change behavior and outcomes. Education should include both formal and informal opportunities for learning and be delivered year-round in a variety of formats.

- **Engagement** – Engagement is the process of getting people involved in the cause to prevent hazing. *Grass-tops* engagement refers to formal advocacy efforts that engage the community in change. *Grass-roots* engagement refers to the community taking ownership of the problem and effecting change from the ground up. Both are important. National Hazing Prevention Week is an example of community engagement.

Hazing Prevention Change Strategies at All Levels

Strategies for Enacting Change at the Individual Level

1. Understand and harness peer norms.
2. Equip students with refusal and intervention skills.
3. Provide and advertise multiple pathways for developing positive peer relationships.
4. Create and clearly broadcast confidential reporting mechanisms.
5. Provide leadership development for organizational leaders with a focus on ethical decision making.
6. Offer clear messaging and quality resources around mental health supports.

Strategies for Enacting Change at the Chapter/Organizational Level

1. Understand organization norms and design targeted interventions.
2. Provide leadership development with specific focus on ethical decision-making in the organization.
3. Focus your energy on peer-to-peer influence.
4. Harness stakeholder power.
5. Consider reward structures.
6. Encourage organizations to document their processes and plans for all new member activities.

Strategies for Enacting Change at the Community Level

1. Engage others. People support what they create.
2. Review your policies.
3. Regularly monitor campus trends and integrate themes across organizations.
4. Identify ways status is assigned on campus/in the organization and use to reward anti-hazing orgs.
5. Understand relationships between groups.
6. Design hazing prevention curriculum that helps empower change.

Download full document from Piazza Center:

Piazza Center Hazing Prevention Matrix

Sponsored by the North American Interfraternity Conference (NIC)

Individual

Attempt to facilitate changes in attitude toward hazing to reduce tolerance for hazing behaviors within student organizations or involvement experiences (band, athletics, etc.) The expected outcome is that students will understand the warning signs of hazing and be more likely to intervene in hazing situations on behalf of a peer or prevent hazing from occurring. Individual efforts do not consider tertiary behaviors such as substance misuse or competition or even socially constructed student subcultures.

Level		Efficacy			
Program	Program Description	*Low*	*Medium*	*High*	*Combination*
Bystander Intervention	These interventions focus on individual actors to intervene in hazing events.		YES		YES
Brief Motivational Interviewing	These programs are targeted towards reducing substance misuse that is often associated with hazing.		YES		
Parental Notification	These policies focus on FERPA exceptions for parental notifications for student conduct violations.	YES			YES
Educational Sanction	These interventions focus on educational assignments to promote intentionally structured reflection or restorative justice initiatives.	YES			
Bullying/Harassment/ Intimidation (HIB) Training	These trainings are typically in-person workshops taught by a school counselor or an athletics coach at the secondary level.		YES		YES

Sasso, P. A., Biddix, J. P., Joyce, B., Perlow, E., & Veldkamp, S. (2022). Evaluating hazing and related behaviors, intervention, & prevention efforts: A solutions-based approach. Penn State University Piazza Center, The University of Tennessee Knoxville, and North American Interfraternity Conference (NIC)

Group / Organization

Focused on delivering large scale educational programming to student organizations or athletics teams. These are typically singular events that focus on group accountability. The expected outcome is to change organizational culture and climates for tolerance of hazing.

Level		Efficacy			
Program	Program Description	Low	Medium	High	Combination
Video Workshop & Reflection (Education)	This is an intentional multi-part program in which students use pre-and-post reflection after watching videos about hazing.		YES		
Speaker (Education)	There are usually mandatory singular events in which an external expert is invited to speak, or a victim shares a survivor story.	YES			YES
Policy/Law Education	Educational training about changes or updates with focus on consequences of hazing and bullying laws or policies.	YES			YES
Peer Leader/ Educators	Near-peer program to educate fellow students about substance misuse or HIB behaviors.		YES		

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Community

Aimed at delivering continued messaging or pausing activities for student involvement experiences. The expected outcome is that activities is that hazing behaviors will cease or reduce hazing-tolerant climates.

Level		Efficacy			
Program	Program Description	Low	Medium	High	Combination
Social Norming	Visual media messaging with targeted frequency intervals with norm-referenced data to challenge cognitive assumptions or schema.		YES		YES
Activity Moratorium	Temporary pause or temporal cessation of activities caused by hazing or harassment.	YES			
Mandated Online Curriculum	Intrusive completion mandate for an online pre-orientation education requirement.	YES			YES
Awareness Campaign	Specific time frame such as a dedicated week to increase awareness about hazing or HIB.	YES			YES
Task force/Committee	Coordinating group responsible for implementing programming and recommendations for policy revision.	YES			YES

Sasso, P. A., Biddix, J. P., Joyce, B., Perlow, E., & Veldkamp, S. (2022). Evaluating hazing and related behaviors, intervention, & prevention efforts: A solutions-based approach. Penn State University Piazza Center, The University of Tennessee Knoxville, and North American Interfraternity Conference (NIC)

Results Based Accountability
From *Trying Hard Isn't Good Enough* (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: A Conceptual Example

PROJECTION WITHOUT ACTION

TREND

GOAL: TURN THE CURVE

What indicators or behaviors would show hazing prevention efforts are working on my campus/organization?

6.

1.

1. What is the "end"?
What indicators or behaviors tell you that your efforts are working?

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

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?

Step-By-Step RBA "Turn-The-Curve" Decision-Making Process

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

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.

2.

4.

3.

Who are the stakeholders you need to enlist to help you? How will they help?

How will you know if the strategies are working (think of behaviors and data you can measure)?

What lens do these strategies use (accountability, compliance, prevention, student development)?

What research-informed strategies will you enact to achieve those results?

What are the drivers behind the current data/behaviors that you see?

What results do you want to see?

Who are the stakeholders you need to enlist to help you? How will they help?				
How will you know if the strategies are working (think of behaviors and data you can measure)?				
What lens do these strategies use (accountability, compliance, prevention, student development)?				
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What are the drivers behind the current data/behaviors that you see?				
What results do you want to see?				

Space for Good Ideas

The *Hazing Prevention Institute* program was developed by Emily Perlow, Ph.D., for Hazing Prevention Network in collaboration with the Piazza Center. *Unauthorized use is prohibited.*

hazing prevention NETWORK™

About the Hazing Prevention Network

Hazing Prevention Network, formerly known as HazingPrevention. Org, is a national nonprofit dedicated to empowering people to prevent hazing. Our goal is to educate people about the dangers of hazing, advocate for change, and engage the community in strategies to prevent hazing.

OUR MISSION

Our mission is empowering people to prevent hazing.

OUR VISION

Our vision is a world in which no one suffers embarrassment, harassment, ridicule, injury, or mental or physical distress as a condition of acceptance into a group.

OUR VALUES

Human Dignity: We treat all people with respect and honor.

Diversity and Inclusion: We seek to include and consider a variety of ideas, perspectives, and people.

Courage: We advocate for what is right and encourage others to stand up even when it is difficult to do so.

WEBSITE: HAZING**PREVENTION**NETWORK.ORG

PennState Student Affairs | Timothy J. Piazza Center for Fraternity and Sorority Research and Reform

About the Piazza Center

We see a future where all fraternities and sororities are STRONGER and SAFER

The Timothy J. Piazza Center for Fraternity and Sorority Research and Reform's research agenda is based on a change model focused on a two-pronged approach to stronger and safer organizations.

- **Stronger**: Enhancing student learning, specifically around leadership; diversity, equity, and inclusion; and service

- **Safer**: Focusing on campus prevention and intervention, including prevention of hazing, substance misuse, and dangerous drinking

The Piazza Center's mission is to uplift fraternity and sorority life. The center produces actionable data to give practitioners, campuses, and headquarters the evidence needed to enact significant change on their campuses for the over 750,000 members across more than 770 campuses with fraternity and sorority life. Contact us to inform your professional practice, assess your fraternity and sorority community, or support new research.

WEBSITE: STUDENTAFFAIRS.PSU.EDU/PIAZZACENTER