




**HAZING PREVENTION: INITIATING A CAMPUS-WIDE CULTURE CHANGE** #AIwebcast




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 **LEARNING OUTCOME**


**After participating...**

...you will be able to identify elements of an effective hazing prevention framework.

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**AGENDA**

- I. Hazing Reconsidered
- II. Hazing Prevention Framework
- III. Florida State University:  
A Case Study
- IV. Next Steps

 **ACADEMIC**  
IMPRESSIONS 3

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**HAZING RECONSIDERED**

 **ACADEMIC**  
IMPRESSIONS 4

## HAZING RECONSIDERED

Despite the way we define it for students, **hazing is more than an incident. It is a product, an outcome.**

Traditional approaches to hazing prevention have a narrow focus on incidents, and do not incorporate the environmental factors that created them. **These efforts have been treating symptoms, not the cause.**



## HAZING RECONSIDERED



Franklin & Marshall College  
(1950's)

**Hazing has  
historical roots in  
higher education**

**Social norms provide  
structure and security.  
They are behaviors that  
reflect values and beliefs.**



## HAZING RECONSIDERED

*"You monstrosities..."*

### Cultural Trait

New members are demeaned, cloaked with an element of humor

Mount Holyoke College  
(1918)

*Paddling, Public Humiliation  
(tests of strength)*

### Perpetuated Belief

New members have to earn their way into the community

*Instructed how to dress  
Beanie or "Dink"*

### Symbols

Dinks were worn to distinguish new members from established ones

Florida State University  
(1924)

Carleton College  
(1920)



## HAZING RECONSIDERED



University of Southern California (1959)

By 1960, most communities put an end to **approved hazing** events and rituals due to the high number of incidents that **resulted in harm**



■ HAZING  
RECONSIDERED

**Students, college, and their relationship to it** have changed significantly since 1960



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■ HAZING  
RECONSIDERED

**Students, college, and their relationship to it** have changed significantly since 1960

A **complex social problem**, hazing has remained in our communities throughout this time, surviving more than **five decades of effort, expense, and loss**

1960's   1970's   1980's   1990's   2000's   2010's

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## HAZING RECONSIDERED

Many intelligent, caring, researchers, educators, and leaders have struggled to address the issue of hazing

## HAZING RECONSIDERED

Many complex social problems, cultural norms, beliefs and values have shifted since 1960...  
Some were **changed by design**



## HAZING RECONSIDERED

What insight might be **gained** by study of a complex social problem that has been **changed by design**?



In 1980, more than 21,000 drunk driving fatalities were occurring each year

In 2011, there were 9,878 drunk driving fatalities



## HAZING RECONSIDERED



Approaches to the problem mainly focused on:

1. Individual decisions that result in harm
- 2.
- 3.
- 4.
5. The consequences for violation of the law



HAZING  
RECONSIDERED



MADD's approach addressed a broader set of environmental factors, and each with greater sophistication:

1. **Why** individuals made the decisions resulting in harm
2. **The social systems that supported those decisions**
3. **The laws that addressed the decisions**
4. **The systems for enforcement of those laws**
5. The consequences for violation of those laws



HAZING  
RECONSIDERED

1990's



Utilizing a public health model, similar principles were applied to address substance abuse, suicide, and other health and wellness issues in higher education settings



Linda Langford, Sc.D.  
Langford & Associates





HAZING  
RECONSIDERED

2000's



Kimberly Novak and Colleagues  
NovakTalks

Less than 8-years ago, formal exploration began about how to bring this knowledge to the issue of **hazing**



Linda Langford, Sc.D.  
Langford & Associates



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HAZING  
RECONSIDERED

2000's

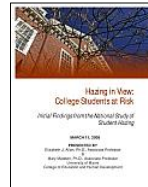
As these conversations were gaining momentum, the *National Study of Student Hazing* was conducted and initial findings were released (2008)



National Study of Student Hazing



Kimberly Novak  
NovakTalks



Linda Langford, Sc.D.  
Langford & Associates

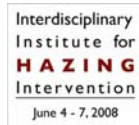


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## HAZING RECONSIDERED

2000's

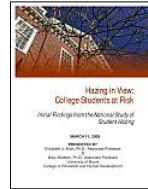
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National Study of Student Hazing



Kimberly Novak  
NovakTalks



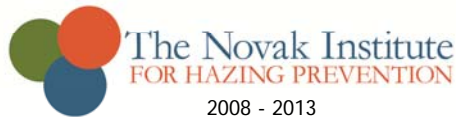
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Langford & Associates



## HAZING PREVENTION



National Collaborative for  
Hazing Research & Prevention



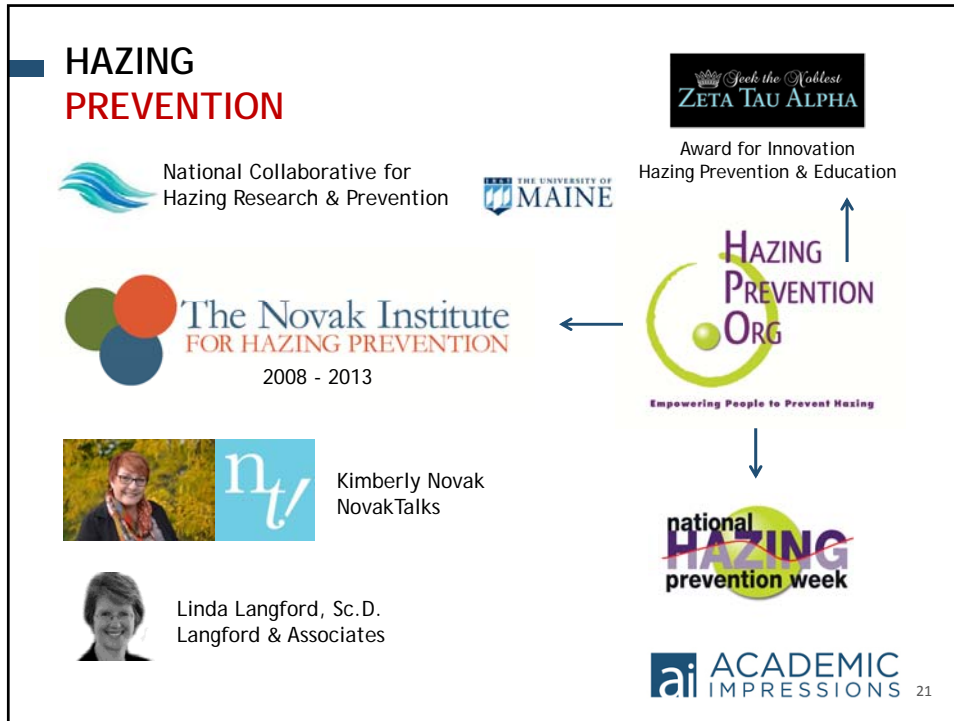
Kimberly Novak  
NovakTalks



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# Hazing Prevention: Initiating a Campus-Wide Culture Change



## HAZING RECONSIDERED

### Traditional Approach vs. Prevention Framework

Traditionally, hazing has been addressed the same way drunk driving fatalities were addressed before MADD

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## HAZING RECONSIDERED

### TRADITIONAL APPROACH

Efforts to address hazing largely focus on **incident response**, the **individuals involved**, the **bad decisions** that were made, **harm done**...

...and **educating the community** around this construct



## HAZING RECONSIDERED

### TRADITIONAL APPROACH

EXAMPLE: "Address the Hazing Problem"

#### Step I

- Review and update hazing policy
- Identify where the policy is communicated and how
- Review summary statistics

*"Was this an isolated incident?"*



## HAZING RECONSIDERED

### TRADITIONAL APPROACH

#### Step II

Educate the community through programs,  
leadership retreats, and website content

- a) Explain policies and behavioral expectations
- b) Explore the potential for harmful outcomes
- c) Explain the consequences of violating the policy

## HAZING RECONSIDERED

### What changes with Prevention?

Rather than seeing hazing as an incident  
alone, we now understand it as the **product  
of a variety of factors** that exist in our  
environment

■ HAZING  
RECONSIDERED

**What changes with Prevention?**

If **unaddressed**, the factors can result in **multiple incidents** that expose our students to the **potential for harm**

■ HAZING  
RECONSIDERED

**What changes with Prevention?**

Now, the intentional treatment of **environmental factors**, **what occurs during the incident**, and **what occurs after the incident** are all important considerations

■ HAZING  
RECONSIDERED

**What changes with Prevention?**

This understanding leads us **beyond policies  
and compliance** and beyond the paradigm of  
viewing hazing as an 'incident' alone



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THE PREVENTION FRAMEWORK



## PREVENTION FRAMEWORK

When hazing occurs educators and leaders are quick to act

**The prevention framework requires understanding the problem before acting.** It teaches us how to intervene in the chain of events that create the likelihood of hazing incidents and harm



## RESOURCE

### Prevention Framework

Langford, L., (2008). *A Comprehensive Approach to Hazing Prevention in Higher Education Settings*. Langford & Associates

DeJong, W. (2009). *Problem Analysis: The First Step in Prevention Planning*. U.S. Department of Education's Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention




**PREVENTION FRAMEWORK**

The sum of individual ingredients are combined in the TOXIC BREW

The ingredients transact in our environment and produce harmful incidents


Our goal is to identify and remove one ingredient at a time

Removing ingredients will make the brew less toxic...



...and less likely to produce incidents with potential for harm


**This TOXIC BREW is a high-risk campus environment**



**PREVENTION FRAMEWORK**

Campus communities may have similar ingredients

But the steps each campus community needs to follow to identify and remove ingredients will be unique to them



**Every campus has a unique TOXIC BREW**



## PREVENTION FRAMEWORK

By following the prevention framework, each community will discover the unique formula needed to identify and remove ingredients from their brew



Every campus has a unique TOXIC BREW

## PREVENTION FRAMEWORK

Important Components of the  
Prevention Framework include:

**Prevention Principles** to guide actions

**Coalition Building** to broaden spheres of  
influence

**Strategic Planning and Evaluation** to  
insure accuracy

## PREVENTION PRINCIPLES

Select principles include:

Efforts will be **prevention-focused** in addition to **response-focused**

Efforts will be **comprehensive**, by examining all elements of the socio-ecological environment and incorporating campus constituents throughout the community

Efforts will be **strategic and targeted**, and address priority problems that emerge through careful study



## COALITION BUILDING

Expanding spheres of influence and incorporating multiple perspectives



Students experience our communities through seamless transition from one experience to the other

Individually receiving information and making meaning with each point of interaction



## COALITION BUILDING

How consistent are the messages about hazing in the community?



Creating alignment throughout a community, regardless of its size, can't occur with one person or office working alone

**Creating alignment requires a community coalition**



## STRATEGIC PLANNING AND EVALUATION

This information guides educators and leaders through intentional steps to effectively reduce the likelihood of harm

### Problem Analysis

*Careful examination of the problem*

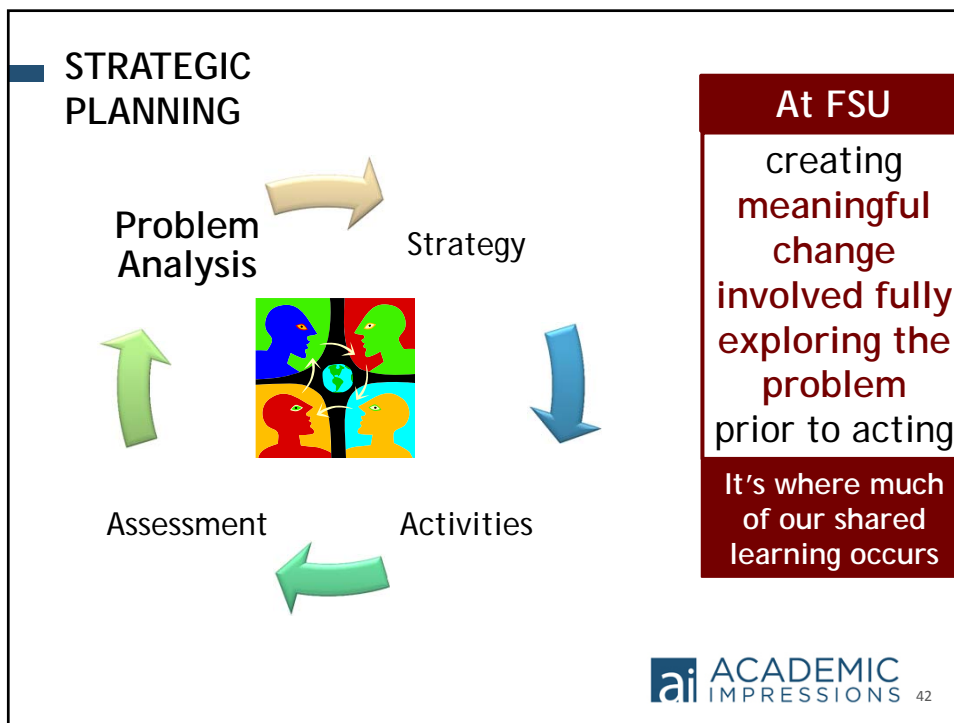
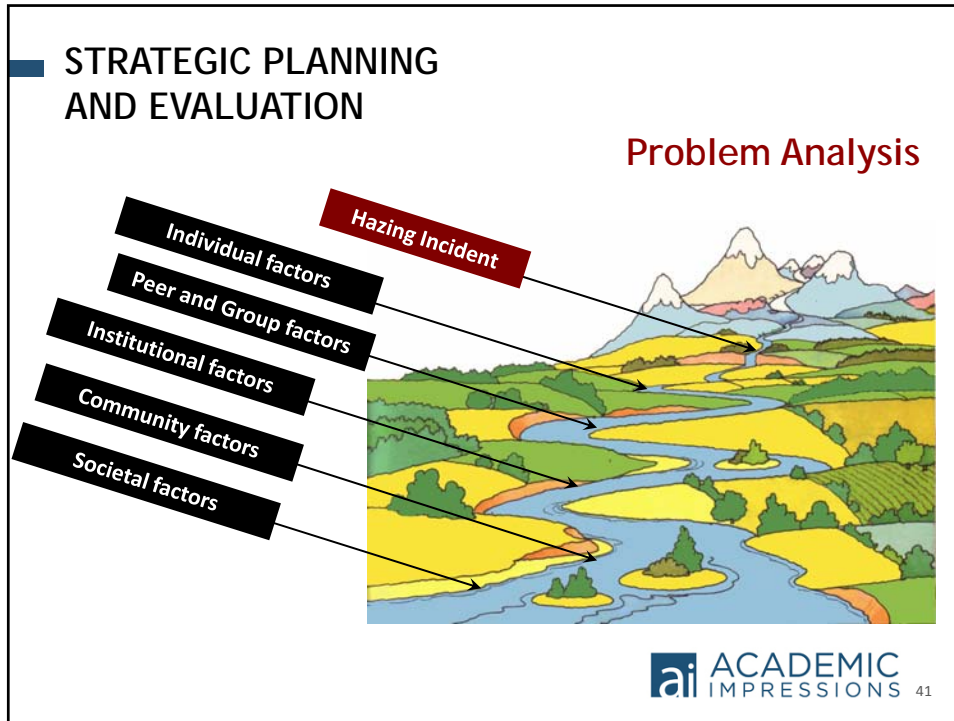
### Strategy and Tactics

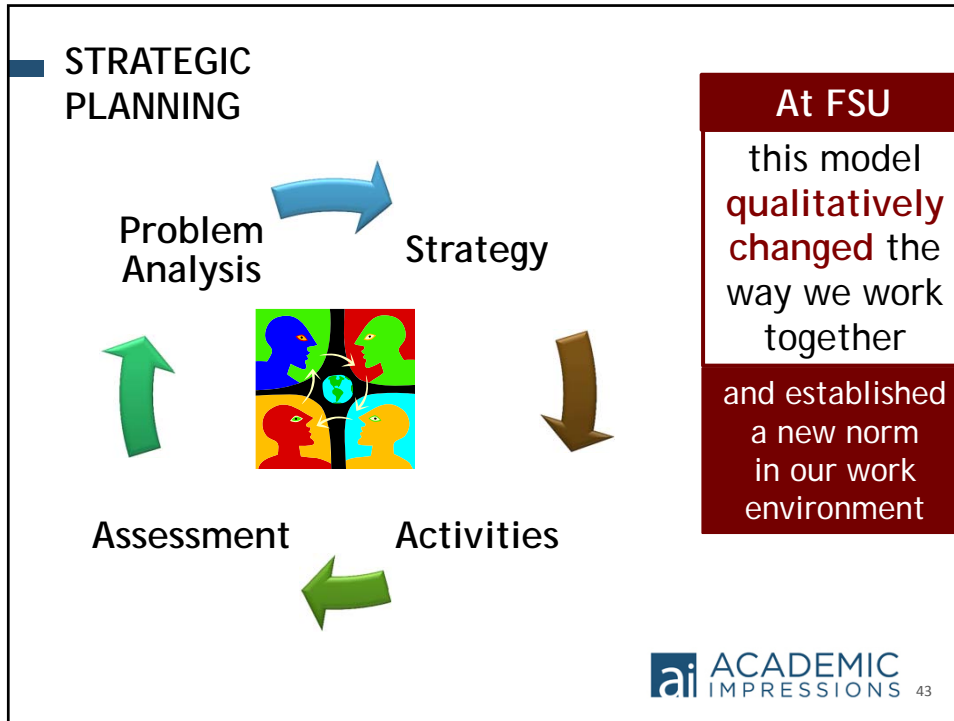
*Intentional intervention*

### Assessment

*Feedback about efficacy of the above*








**?** **QUESTIONS**


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A Community **Unconquered by Hazing**




CASE STUDY:  
FLORIDA STATE UNIVERSITY

 **ACADEMIC**  
IMPRESSIONS 45

 **RESOURCE**

**Florida State University**

Hazing Prevention: Initiating a Campus-Wide Culture Change. *Case Study, Florida State University*

 **ACADEMIC**  
IMPRESSIONS 46

## ■ SPHERE OF INFLUENCE



At the nexus of hazing reporting and response

- Student Conduct System
- Greek Life
- Crisis Response
- Frequent contact with students, parents/families, police, Academic Dean staff, victim advocates, and mental health professionals



## ■ CAMPUS ENVIRONMENT IN 2005

### Hazing in the Community

Formal Reporting - FSUPD (4)

Informal Reporting/Anon. Reports (22)


We lacked a coordinated educational plan:

- Disjointed advising/training on the issue
- Limited communication between areas





**CAMPUS ENVIRONMENT IN 2005**

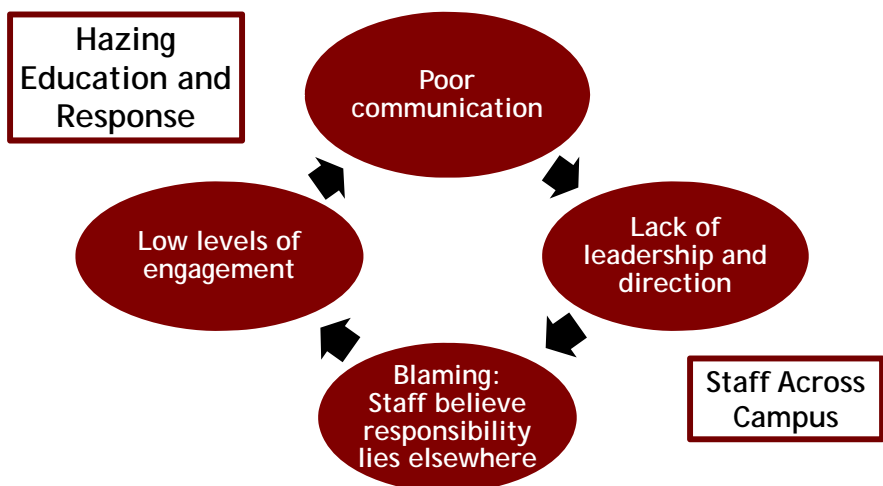


Tone/Content of Conversation with Students:

- 'Policies and Compliance'
- Largely hierarchical
- Mostly incident response

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**CAMPUS ENVIRONMENT IN 2005**



Hazing Education and Response

Poor communication

Lack of leadership and direction

Blaming: Staff believe responsibility lies elsewhere

Low levels of engagement

Staff Across Campus

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**CAMPUS ENVIRONMENT  
IN 2005**

*Anger*

*Frustration*


**The Parent Phone Call**

*“They have taken away his phone...”*


*“How can YOU let this happen?”*

*Fear*

*Inadequacy*




**CAMPUS ENVIRONMENT  
IN 2005**



**The Legal Climate  
Changed**

In Florida, hazing  
became a felony-level  
criminal offense

**The Chad Meredith Act**



**CAMPUS ENVIRONMENT  
IN 2005**

Passage of  
the new law  
was covered  
locally and in  
media outlets  
throughout  
Florida...

TALLAHASSEE  
**DEMOCRAT**

The  
**Miami  
Herald**

**Orlando  
Sentinel**

THE  
TAMPA  
TRIBUNE  
LIFE. PRINTED DAILY.

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IMPRESSIONS 53

**CAMPUS ENVIRONMENT  
IN 2005**



...yet students in our  
community seemed to  
continue their lives  
oblivious to the new  
reality they were now  
navigating

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IMPRESSIONS 54

## PROBLEM ANALYSIS

### Assumption

Students at FSU are not aware of the new hazing law and its implication for their social experience.

First Contact to Colleagues at FSU about Hazing



Have you heard about Florida's new hazing law?

If so, what are you telling your students about it?

Please ask your students if they are aware of the new law and what it means to them.



## PROBLEM ANALYSIS

*We consulted with our state network*

Have you heard about Florida's new hazing law?

Have you planned any new initiatives to educate your community about the law?

Do you believe your community is aware of the law and what it means to them?



## PROBLEM ANALYSIS

### Finding:

After passage of the law, no new programs had been planned at FSU or around the State.

Students were largely unaware of the change.



We felt a moral obligation to inform our students



## COALITION BUILDING

### AGENDA

- Distributed and discussed the Chad Meredith Act
- Shared our findings from campus and Florida inquiries

### Representatives from:

- Dean of Students
- Greek Life
- Student Conduct
- Athletics
- Student Union
- Housing
- Campus Recreation



*"We think we have a problem, do you agree?"*



## COALITION BUILDING

### Meeting Outcomes

1. We agreed we had a 'problem' and should continue meeting as a group.
2. We agreed that we were not comfortable with how hazing was being addressed at FSU and we needed to better understand the complexity of the issue.
3. We agreed to utilize the Chad Meredith Act as a catalyst for cultural change within our individual and collective communities.



### Short-Term Problems Identified

## PROBLEM ANALYSIS

There was a “**knowledge gap**” about the new hazing law in our community

**No single department** could effectively close the knowledge gap alone

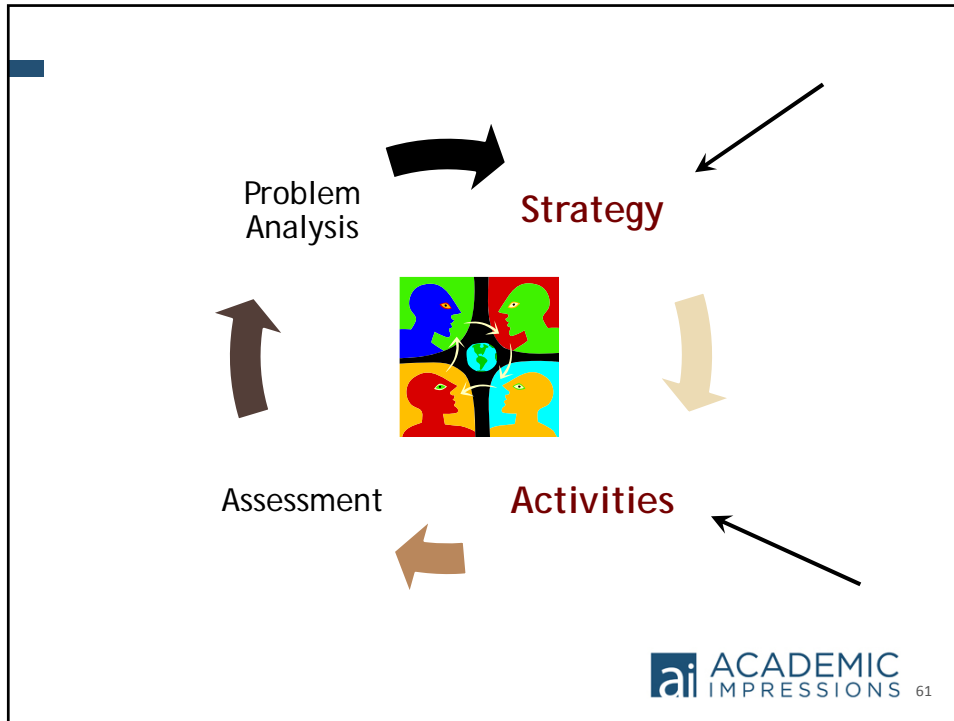
**No easy solutions** (program in a can) would be found elsewhere in the State

After several meetings we concluded:

We were not effectively communicating a consistent message about hazing in the community



# Hazing Prevention: Initiating a Campus-Wide Culture Change



Short-Term Intentional Change

## STRATEGY


| PROBLEM   | STRATEGY<br>(What needs to change?)  |
|---|--|
| <p>We have not effectively communicated a consistent message about hazing throughout the campus community</p> | <p>Improve communication as campus partners so that we can <b>understand, interpret, and communicate</b> the new hazing legislation <b>the same way</b></p> <p>Improve the way we <b>reach and teach</b> students involved in different areas of campus life</p> |

Short-Term Intentional Change

ACTIVITIES

1. To insure we were interpreting the new law consistently, the Dean of Students department *developed a "speaking point" summary of the Chad Meredith Act*
2. The group met, reviewed, and discussed the document to insure we were *interpreting the information the same way*


We learned how to communicate a consistent message about a complex social issue throughout our community



Short-Term Intentional Change

ACTIVITIES

3. Housing used the Speaking Points to develop *Stall Stories* and created *bulletin boards* in every residence hall.
4. Coaches for all athletic teams and Sr. Athletics staff received a summary of the Chad Meredith Act. A staff member visited *squad meetings for every team*, briefed student athletes on the changes, and answered questions.
5. The Union featured the Chad Meredith Act as the topic of discussion in October's *Advisor Roundtable meeting* and sent an e-mail to all Student Organizations with the Speaking Points recommending *distribution to all members*.





## ACTIVITIES

6. Greek Life focused on the new hazing law in October's *Chapter Advisor meeting* (required), *President's Council Meeting* (required), and *Risk Management Training*.
7. The Division of Student Affairs included an article in the *Division's semester newsletter*, sent to all staff and senior administrators throughout the University.
8. The State, *FSU's newsletter for all faculty and staff*, included an article about the Chad Meredith Act and the group's efforts to educate the community.

## ASSESSMENT

After implementing the activities, we **informally assessed** student leaders in each community to determine the efficacy of our efforts



We then met as a group to discuss what we had learned

## PROBLEM ANALYSIS

The more we met, the more we learned...



The more we learned, the more questions we had...



## PROBLEM ANALYSIS

We envisioned placing our individual and collective energy expended toward hazing on a scale, and agreed we were heavily **RESPONSE** focused



**Response**  
Immediate incident response, support for victims, etc.

**Prevention**  
Change the underlying conditions that lead to the act of hazing itself...

We agreed this had to change



## PROBLEM ANALYSIS

We explored our community's challenges with hazing using socio-ecological levels as a guide...

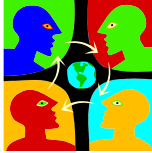
Intrapersonal

↑micro to macro ↓

Interpersonal/Group Dynamics

↑micro to macro ↓

Community/Society



## PROBLEM ANALYSIS

We realized that **we were contributing to confusion** by:

- Using multiple policy statements when educating about hazing
- Interpreting the hazing policy differently

*Greek Student Athlete*

*Marching Band & Sport Club*

*Orientation Leader & Resident Assistant*



*Greek Resident Assistant*

## PROBLEM ANALYSIS

How could we ask students to change their conduct if we were not being consistent in our interpretation of community expectations?



*WE were contributing to the 'problem'*

## PROBLEM ANALYSIS

We realized we needed to look at this in a **more intentional way**

We needed **a broader perspective**

See the Big Picture



## PROBLEM ANALYSIS

We explored use of an **Environmental Audit**

### Methods of Communication

- Web content
- Training method/content
- Forms and applications
- Resource guides

### Policies & Protocols

- Policies in use
- Administrative protocols
- Forms
- Policy interpretation

### Review of Existing Data

- NSSE or other formal assessment results
- In-house assessment results
- Conduct files
- Incident or police reports

### Generate New Data

- Focus Groups
- Survey



## PROBLEM ANALYSIS



**“Find and print every thing you have that communicates about hazing and bring the information to our next meeting”**

- Web site content
- Officer training manual or handbook content
- Workshops/Trainings (summarize content, bring agendas, power point slides)
- Information/resource pages
- Sample: Warning or decision letters



## PROBLEM ANALYSIS

At the next meeting, we spread all of the information in front of us and compared & contrasted looking for clarity and consistency



## PROBLEM ANALYSIS

### Long-Term Problems Identified

#### Findings


1. We were *'crowding' hazing education* with other policies and information (i.e., grouping it with multiple policies in handbooks and trainings)
2. Information about hazing was coming from *multiple sources* (e.g., student conduct code, national organizations, insurance) and students did not know which was the definitive authority
3. We were *interpreting the hazing policy differently* (i.e., scavenger hunts)

Long-Term Problems Identified

## PROBLEM ANALYSIS

Findings

4. We *did not have a 'working definition' for hazing* that students easily understood
5. We were *not targeting high-risk groups* in an intentional way
6. Our educational method largely consisted of *policy delivery* and we were not communicating a positive message that appealed to our community's values or sense of institutional pride




Long-Term Problems Identified

## PROBLEM ANALYSIS

Findings

7. We were instructing our students to *report hazing incidents to different offices on campus*
8. Most were asked to report incidents directly to police, but in doing this we believed we were *discouraging reports* about low-risk incidents where there was room for healthy conversation about concerns
9. Members shared they were aware that many in our community *lacked confidence in the response* after a report had been submitted



## PROBLEM ANALYSIS

### We categorized and prioritized our problems.

We agreed we had to address the knowledge gap about the new hazing law before we could address institutional systems.

We agreed we had to address institutional systems before we could effectively target the intra- and interpersonal dimensions of the problem with our students.

We were then ready to act.






Long-Term Intentional Change

## STRATEGY


| PROBLEMS  | STRATEGY<br>(What needs to change?)   |
|---|---|
| <p>Our educational method largely consists of 'policy delivery' (and multiple policies are being used)</p> <p>We are not targeting high-risk groups in an intentional way</p> | <p>Develop an educational plan that will:</p> <ul style="list-style-type: none"><li>• <b>Increase consistent use of FSU's official hazing policy</b> throughout the community</li><li>• <b>Increase resources that 'reach and teach' our highest-risk groups</b> about hazing</li></ul> |



Long-Term Intentional Change

## ACTIVITIES


1. We would develop a **central web site** for the entire community that disseminates information and resources that **target our highest-risk groups**
2. We would develop a statement about why hazing doesn't belong in each of the high-risk areas identified. The home page will lead to a specific section for each high-risk area that contains **additional information and resources specific to that area of campus life**



Long-Term Intentional Change

## ACTIVITIES


3. The web site will be interactive, and feature a quiz for community members to test their knowledge about Florida's hazing law and FSU's expectations. The quiz will provide answers in narrative form so that it 'teaches' as it 'tests'
4. The web site would have an area for students to publicly commit to preventing hazing. They will be able to leave an 'electronic signature' and the name of the group they are a member of in the community



Long-Term Intentional Change

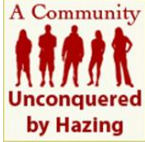
## STRATEGY

| PROBLEM   | STRATEGIES<br>(What needs to change?)  |
|---|--|
| We are not communicating a positive message that appeals to our community's values or strong sense of institutional pride | Increase belief that hazing isn't consistent with 'who we are'<br><br>Increase tie between issue and Institutional pride, the Seminole Creed, and our heritage with the Seminole Tribe (if possible) |




Long-Term Intentional Change

## ACTIVITIES




A Community  
Unconquered  
by Hazing



1. We would utilize student leaders to deliver a message that **integrate our values** and strong institutional pride. Students would communicate our community values to other students
2. We would **utilize institutional symbols** to acculturate the issue, problem, and solution

See handout for additional examples



## A Community Unconquered by Hazing



As a community we believe:

---

*Students should not be demeaned or exposed to harm when pursuing involvement in campus life.*

<http://hazing.fsu.edu>



## Time for a video

### ASSESSMENT

**FALL 2009**

1. Repeat Audit, collect (a) all methods utilized to educate students about hazing and (b) the content distributed
2. Compare and contrast information for consistency and clarity

## FSU ENVIRONMENT IN 2013

### Our new 'norm'

#### Reporting

- <http://hazing.fsu.edu> (More than 5x as many reports)
- More educational interventions about lower-risk incidents, reducing likelihood of high-risk incidents

**Our efforts have established a new norm**

*Greater balance* between proactive and reactive efforts



## FSU ENVIRONMENT IN 2013

### Our new 'norm'

#### Parent Phone Calls

We are now able to state with confidence that we are addressing this issue directly, our students know our expectations, and where they can turn for help.

#### NOTE:

Less parents call because there is information specifically for them. The parents that do call often tell us they have already reviewed the material.



■ FSU ENVIRONMENT  
IN 2013

Our new 'norm'

Our community is proud of our  
hazing prevention efforts

Winner of the first ZTA Award for Innovation  
in Campus Hazing Prevention and  
Education (2010)

2011 Anti-Hazing Hero

Amanda, FSU Alumni

Increased Involvement and Student  
Leadership

Student Co-Chairperson



■ FSU ENVIRONMENT  
IN 2013

Our new 'norm'

Our community has developed a  
strong and unified stance on hazing

Our efforts have also been featured in:

NIRSA Risk Management newsletter (February,  
2011)

Maine Public Radio (November, 2010)

Inside Higher Ed (November, 2010)



FSU ENVIRONMENT IN 2013

Our new 'norm'

Hazing Prevention Team  
Member Offices/Departments

- Student Activities/Oglesby Union
- Athletics
- Campus Recreation
- Health Center/Health Promotion
- Vice President for Student Affairs, Assessment
- Student Government Association
- Center for Leadership & Social Change
- College of Music/Marching Chiefs
- Advising First/Academic Advising
- University Housing
- FSU Police Department
- Student Rights and Responsibilities
- Greek Life
- Dean of Students
- FAMU liaison



FSU ENVIRONMENT IN 2013

Our new 'norm'

Hazing Prevention Team

Began the year by agreeing to 'problems' currently facing our community and the strategies we would use to address them.

*Speaking points were developed and discussed for students & faculty/staff*

We re-wrote our Hazing Free Community Pledge so that all members of our community can sign.



■ FSU ENVIRONMENT  
IN 2013

Our new 'norm'

Partnerships with Student Leaders

After attending the Novak Institute for Hazing Prevention, I met with a student member of the delegation to help him prepare for the year

Together, we developed problems, strategies, and activities to reduce the likelihood of harm



TAKEAWAYS

Utilizing the Prevention Framework in Student Advising. *Focus of Exploration: FSU Multicultural Greek Council*

FSU Hazing Prevention Team. *Message for Faculty and Staff, 2012 Hazing Prevention Week*







**?** QUESTIONS

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**NEXT STEPS**

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## TAKEAWAYS

### *Formalize a Coalition or Team*

Get started with one (or more) people and start the discussion

Resist the urge to act. Spend time exploring the dimensions of the problem

Develop a common understanding of terms

Maintain momentum by sending key discussion points



## TAKEAWAYS

### *Read and Discuss*

Florida State University, A Case Study

Langford, L., (2008). *A Comprehensive Approach to Hazing Prevention in Higher Education Settings*. Langford & Associates

*Hazing in View: College Students at Risk. Initial Findings from the National Study of Student Hazing*, (2008). By Allan, E.J. & Madden, M. College of Education and Human Development, University of Maine.



 **TAKEAWAYS**

*Utilize a Consultant or Colleague*

**Kimberly Novak**  
NovakTalks  
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 **TAKEAWAYS**

*Get Involved and Get Trained*

  
national  
**HAZING**  
prevention week

  
HAZING  
PREVENTION  
ORG  
Empowering People to Prevent Hazing

  
Seek the Noblest  
**ZETA TAU ALPHA**  
Award for Innovation  
Hazing Prevention & Education

  
The Novak Institute  
FOR HAZING PREVENTION

  
Four-day progressive curriculum  
Learn to bring prevention to practice



[HazingPrevention.org](http://HazingPrevention.org)



## TAKEAWAYS

*Receive the benefits of participating in research*



National Collaborative  
FOR HAZING RESEARCH AND PREVENTION  
RESEARCH TO PRACTICE



*Transforming Campus Hazing Cultures: Building an Evidence Base.*  
National Collaborative for Hazing Research & Prevention,  
University of Maine.

HazingStudy.org



## EVALUATION

# Thank you!

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quality of our programs.

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