Hazing Prevention: Initiating a Campus-Wide Culture Change| 04.10.13
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Please find a list below of additional resources from the "*Hazing Prevention: Initiating a Campus-Wide Culture Change*" webcast. These *resources are meant to be a pre-webcast companion to the information presented in the webcast.* If you wish to print only certain resources, you may click their respective links to jump directly to them in the packet.

Pre-Webcast Resources

1. **Case Study, Florida State University** – *Pages 3-14* – This document contains a written overview of our community's process and findings as we applied the prevention framework in our community from 2005 - 2013. Most information in this document will be covered in the webcast. This document tells our story – and illustrates the key markers of the prevention framework in practice. Please let me know if you have any suggestions for its improvement. I have utilized versions of this at the Hazing Prevention Institute in the past – but gave it a complete overhaul for this webcast.

2. **Student Advising, FSU** – *Pages 15-19* – This document explains how I helped a student apply the framework to focus his efforts to address hazing during his term of office. The student is now a graduate student in the higher education program at the University of Vermont – one of the webcast's participating institutions.

3. **FSU HPW 2012, For Faculty and Staff**– *Pages 20-21* – This document was created by our Hazing Prevention Team specifically for use during 2012's Hazing Prevention Week. It is a targeted communication for the community's Faculty and Staff, and was designed to increase their (a) understanding of how our community defines hazing; (b) recognition of students that may be victims of hazing; (c) reporting of incidents that concern them; and (d) use of the Hazing Pledge.

4. **National Study of Student Hazing, 2008** – *Pages 22-73* – I received written permission from Dr. Elizabeth Allen at the University of Maine, one of the primary researchers in the National Hazing Study. Elizabeth cc'd Mary Madden, the other primary researcher, when providing permission. This document provides a concise summary of findings and it has only been shared with select audiences. The report is important reading for anyone working on the issue – and demonstrates the breadth and complexity of the issue on campus. Among them: (a) A number of students come to our communities having been hazing in high school; (b) Hazing is NOT a problem facing fraternities and sororities alone; (c) Hazing is experienced by different populations on campus in different ways; (d) There is a vast disconnect between what students and educators consider hazing; and more… The information raises a lot of questions- and I am grateful for their support and permission to share this information.

5. **Hazing Prevention and Research, UMaine** – *Pages 74-75* – Following their study, Dr.'s Allen and Madden established a National Collaborative – and are actively assisting college and university communities in their effort to learn prevention and apply evidence-based practice. This will be identified as a resource to explore.

6. **Comprehensive Approach to Hazing Prevention**– *Pages 76-82* – Dr. Linda Langford is the person most responsible for bringing the public health prevention framework to higher education. She has already provided express permission to share this article. She wrote the article while employed at The U.S. Department of Education's Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention – a Center that was de-funded and disbanded in November 2012. Which – I must note – is an incredibly short-sighted decision.

7. **Problem Analysis** – *Pages 83-94* – Also from Dr. Langford. This document explores how to conduct a thorough problem analysis.

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

Campus Environment in 2005

In 2005 Florida State University was addressing hazing in much the same way as many other colleges and universities throughout the nation. Different areas of the campus community were independently educating students about the community's hazing expectations as part of their routine training. Resources and information were pulled from various sources to accomplish this end and were provided in leader orientation sessions, student organization, club sports, and athletic training manuals, and on the web. For the most part, like so many other places across the country, 'hazing education' consisted of 'policy education', and was usually provided with a number of other policies. Related to hazing, there were low levels of communication between offices and staff on the issue. When interaction and coordination of services did occur, it was usually in response to an incident that had resulted in campus-wide attention.

When the State Legislature passed the Chad Meredith Act hazing law in 2005, Florida's socio-political climate changed. This change was significant for students in high school and higher education, because the new law significantly increased the legal landscape and consequences of a hazing violation. Previously broadly written, The Chad Meredith Act significantly clarified the definition of hazing, and specified first degree misdemeanor and third degree felony violations. The law also removed several commonly used court room defenses that were public sentiments very familiar to students and staff in college communities. Specifically, the law established that it was no longer an acceptable defense to say: (a) The consent of the victim had been obtained; (b) The conduct or activity was not part of an official organizational event or was not otherwise sanctioned or approved by the organization; or (c) The conduct or activity t was not done as a condition of membership to an organization.

ANECDOTAL OBSERVATION: Passage of the new law was covered locally and in media outlets throughout Florida. Yet students in the State's college communities seemed to continue their lives oblivious to the new legal landscape they were navigating.

PREVENTION NOTE: The belief, "It isn't hazing if students voluntarily participate" is a commonly held belief on many campuses, and is usually used as a defense against a charge when hazing behavior is observed but no one is physically harmed. When the law passed in 2005, the 'voluntary participation' of students in hazing activities could no longer be used as a defense in the court of law. We found this helpful, and no longer accepted it in university student conduct hearings either. This is an example of just how much the *socio-political* and *legal* context surrounding this issue had changed.   This belief is called a contributing risk factor in the prevention framework, and was an example of a 'problem' that existed within our community.

STRATEGIC DECISION, Confirm Assumptions: Staff in the Dean of Students department were concerned about the passage of the law and what it meant to students in the community. Believing most students were not aware of changes, they asked student affairs colleagues on campus and around the State two sets of questions: (1) Have you heard about Florida's new hazing law? If so, what are you telling your students about it? And, (2) please ask student leaders involved in your area if they are aware of the new law and what it means to them. After hearing back from everyone, they concluded:

> ***Many students and staff on campus and around Florida are not aware of the new hazing law and its implication for their social experience.***

With the problem confirmed, they prepared a summary of the new law and convened a meeting of campus partners to discuss the results and ask for assistance.

Coalition Building, Cultivating Partnerships

Representatives from the following offices attended the first meeting: Dean of Students, Greek Life, Student Conduct, Athletics, Student Union/Activities, Housing, and Campus Recreation.

The agenda for the first meeting included the distribution of Florida's Chad Meredith Act and findings from the campus and State inquiries. The primary question posed at this meeting was, "Do you agree that we have a problem?"

Meeting outcomes included:
1. Agreement that we had a 'problem' and should continue meeting as a group.
2. Agreement 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. Agreement to utilize the Chad Meredith Act as a catalyst for cultural change within our individual and collective communities.

The group, soon formalized as the Hazing Prevention Initiative, committed to regular meetings to explore these issues. The first several meetings were spent exploring the dimensions of hazing from our various perspectives, collecting and sharing information, and developing a more complex understanding of the issue. One important element believed to have kept people in the conversation: Detailed notes were recorded in each meeting and presented soon after in Minutes. The Minutes clearly identified: New insights and conclusions, short- and long-term problems, and action steps to be taken prior to the next meeting.

NOTE: Over the course of the first year, the group expanded to include students and representatives from the Police department and Academic Advising. In addition, guests from other areas of the community were invited to provide their perspective as issues arose, including University General Counsel, consultants/staff from National Greek Organizations, and others.

Problem Analysis, Short-Term
Shared Learning through Structured Dialogue

As noted above, during these first critical meetings, members of the Hazing Prevention Initiative evaluated the issue of hazing from each member's perspective. The group learned by listening to each other, understanding and not judging or becoming defensive when frustrations when voiced, and aligning the language members used to describe different parts of the problem (i.e., "when you say this, do you mean…?"). By the fourth meeting, the group started experimenting with different mental exercises to delve deeper into the issue. First, the group envisioned all of the energy expended on the issue of hazing over the course of the year. The 'energy' was categorized as either "proactive" or "reactive." Overwhelmingly, the group believed that efforts were heavily weighted toward the "reactive" end. The group agreed that more balance between proactive-reactive energy was needed or there would never be a reduction in the quantity of hazing incidents or level of harm in the community. The second exercise was to discuss hazing by organizing thoughts around the categories of the socio-ecological model (i.e., intrapersonal, interpersonal, community/society). This helped the group distinguish between concerns about student conduct/decision-making and concerns about institutional policies, systems, and practices.

These exercises yielded important realizations that helped everyone coalesce around the issue. The group concluded that "the Institution" – in a broad sense - was a contributing risk factor by contributing to student confusion because: (a) multiple policies were being used to explain the university's expectations; (b) the policies were being interpreted differently by different offices; (c) students were encouraged to report hazing incidents to multiple areas on campus; (d) existing reporting systems did not capture low-risk concerns, which resulted in our missing many important conversations; and (e) Most methods used to educate the community were relying on policy-awareness only, and no one was painting a clear positive picture of the community we were capable of being.

Problem Analysis, Short-Term Problem Identification

The more the Hazing Prevention Initiative members met and explored the issue, the clearer the problems became. After an important sequence of conversations, the group formally agreed that the following short-term problems needed to be addressed:

1. There was a "knowledge gap" about Chad Meredith Act among students in our community
2. No easy solutions (i.e., program in a can) would be found elsewhere in the State
3. No single department could effectively close the knowledge gap alone
4. We had never effectively communicated a message about hazing that was this specific throughout the campus community

Intentional Intervention: Short-Term Problems, Strategies and Tactics

Using the prevention framework as a guide, the group developed multiple strategies and activities/tactics to address each of the short-term problems we identified (illustrated below).

Short-Term Problems	
Problems	Strategies: What needs to change?
There is a "knowledge gap" about the new hazing law in our community

We have never effectively communicated a message about hazing that is this specific throughout the campus community | We need a central information source that explains key parts of the new law that we will all interpret the same way

We need to utilize multiple methods of communication to reach students involved in different areas of campus life |

Activities/Tactics: How will we create the change?
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. Prior to developing resources, Hazing Prevention Initiative members reviewed and discussed the Speaking Points to insure we were interpreting the information the same way.
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 in 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.
6. Greek Life featured the Chad Meredith Act 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.

Problem Analysis, Long-Term
Shared Learning through use of an Environmental Audit

Over time, the group recognized a need for a more formal assessment that would yield an even broader perspective on the problem. After some discussion about methods, the group decided to conduct an environmental audit that would focus on all of the different ways each campus partner communicated about hazing to the community. This was already understood to be a problem, but no one appreciated how much would be learned from this exercise. The assignment given to each team member was:

> <u>**Environmental Audit**</u>: "*Find and print everything you have that communicates about hazing and bring the information to our next meeting.*"

Team members returned to their offices, collected existing resources and information, and brought the items to the following meeting. The group placed all findings on the conference room table for everyone to study. The findings were compared and contrasted and detailed notes were taken about the observations. Items retrieved included:

- Printed web site content
- Student Leader/Officer training manual content
- Organization handbook content
- Hazing policies from national organizations and governing bodies
- Workshops/trainings (summarized content, agendas, power point slides)
- Information and resource pages distributed at various programs
- Sample warning and conduct decision letters

Problem Analysis, Long Term Problem Identification

After completing the above exercise, the group collectively agreed that the following long-term problems needed to be addressed:

1. We were **'crowding' hazing education** with other policies and information (e.g., placing materials within a handbook with other policies, referencing it in group 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 policy differently when asked (i.e., Housing and Athletics allowed scavenger hunts);
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;
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;

STRATEGIC DECISION: After identifying the above problems, we agreed we had to address the lack of knowledge about the new hazing law before we could fix 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.

Intentional Intervention: Long-Term Problems, Strategies and Tactics

Using the prevention framework as a guide, the group developed multiple strategies and activities/tactics to address each of the long-term problems that we identified (illustrated below). Due to the complexity of our process and decision-making, the list below is not comprehensive. The information is presented to illustrate the thought-process used by our Team.

EXAMPLE 1: Long-Term Problems – Reaching Students and Community	
Problems	Strategies: What needs to change?
Our educational method largely consists of 'policy delivery' (and multiple policies are being used) We are not targeting high-risk groups in an intentional way The resources and information we have on the issue are not engaging for students or community members. They are static and dry, and do not invite further exploration of the issue in their experience.	To eliminate confusion in the community, we need to stop the practice of communicating multiple policies from multiple sources. We need to develop a central information source and central location for members of the community to receive our community's hazing policy/behavior expectations and resources. We need to provide information that targets our community's highest-risk student populations in a way that they believe applies to them. In other words, we believe students – regardless of their place of involvement – need to see themselves in the policy/resource in a way that is unique to them. If presented too broadly, students may not believe it applies to their experience. We do not utilize our strong sense of institutional pride or community values with this issue, which is short-sighted – as our students respond very strongly to both.

	We need to present this information in a way that has appeal for today's student. Something that engages social media and/or advanced technology.

Activities/Tactics: How will we create the change?

1. We would develop a *central web site* for the dissemination of information and resources that targets our highest-risk groups. The web site will have central areas with information and resources that apply to all students.

   http://hazing.fsu.edu
   FSU's central location for hazing information, resources, and reporting

2. The *central web site* will have sections for each high-risk population. Students, that visibly represent each area, will 'talk' to visitors to the site about why hazing doesn't belong in their area of campus life. Each student will lead to a portal with additional information and resources specific to that area.

3. We would utilize students from each high-risk population as the 'voice' that explains the issue. They will explain why the expectation exists, not in terms of 'what can't be done' but 'why the behavior doesn't fit their area of campus life.' In other words, 'Hazing is not who we are.'

Example: Sport Clubs/Paint Ball

4. We would utilize a major campus landmark/symbol – the Unconquered Statue – to directly appeal to our community's unique identity and strong institutional pride

5. One of the most popular features of the web site is the Message about Hazing, which is a brief video of student leaders explaining why hazing is not consistent with who we are as a community. In a direct appeal to institutional pride, and as an example of the advanced technology used, the video begins with a digitized version of our Unconquered Statue and football stadium and includes reference to the Seminole Tribe.

EXAMPLE 2: Long-Term Problems – Teaching Students and Community	
Problems	**Strategies: What needs to change?**
When communicating to students about this issue, we use a 'policy and compliance' approach. In other words, when describing hazing in our resources, materials, and training, we use policy language and identify the consequences of violation. This approach is unnecessarily authoritative, which in and of itself is a barrier to meaningful change. Because of the nature of the issue, 'hazing' has become a damaging label that students do not want associated with themselves or their groups. As a result, they are unable or unwilling to see themselves as 'hazing others.'	We need to develop away to talk about hazing that invites further conversation with students. We need a working definition that defines hazing, but doesn't sound like a policy: We need to create a forum for students to connect with other students – who are NOT hazing. We need to create a place for students and their organizations to publicly declare, hazing doesn't happen in their group.

Activities/Tactics: How will we create the change?

1. We would develop a new statement that describes hazing without using the word itself. When doing this, we will attempt to avoid the negative stigma associated with the word, keep students engaged in the conversation, and bring the focus on the behavior/student-decision:

   At Florida State University, we believe students should not be demeaned or exposed to harm when pursuing involvement in campus life.

2. We would create a location on the website where students can publicly sign their name, and identify themselves as someone that is 'unconquered' by the issue. This evolved into our current Hazing Pledge, and has become an additional method of educating students about the public steps involved with addressing the issue. Over time, the statement was broadened so that faculty and staff in the community could also sign the pledge. The language on the website reads:

   After signing, your name and student organization/team will appear on our Hazing website, and the community will know that you are committed to keeping our community a safe place for academic studies and involvement in campus life.

   At Florida State University, we believe students should not be demeaned or exposed to harm when pursuing involvement in campus life. Hazing activities create an unsafe campus experience and learning environment, do not support academic success, personal growth or engagement in campus life, and are not consistent with FSU's educational mission, Seminole Creed values, or expectations of the Student Conduct Code.

   For these reasons, I pledge to lead by example and prevent hazing before it occurs, intervene to stop hazing when I am aware it is happening to me or others, report hazing through http://hazing.fsu.edu when I know it has transpired, and support others in their efforts to do the same.

EXAMPLE 3: Long-Term Problems – Reporting Incidents of Hazing	
Problems	Strategies: What needs to change?
Offices that address this issue are currently communicating different instructions about where incidents of hazing should be reported.	All offices in the community need to refer community members to the same process for reporting hazing incidents.

Many, though not all, offices that address this issue instruct community members to report hazing incidents to the campus police. Yet, many are hesitant to report to the police – which has the effect of discouraging reporting, especially the reporting of low-risk incidents (i.e., non-violent incidents, emotional abuse, sleep deprivation, etc.) NOTE: During the problem analysis, the reasons community members did not want to report hazing incidents to the police were evaluated to insure strategies and tactics addressed the correct problems. Many students, faculty, and staff don't believe that anything will happen when a report is filed. A common belief: 'No one follows up with the person that filed the report, so you never know whether anything meaningful happened as a result.' Hazing victims are afraid of the social consequences of reporting.	We need to identify a central reporting mechanism outside of the police department. Individuals submitting reports should receive an immediate response expressing appropriate levels of concern for the incident.

Activities/Tactics: How will we create the change?

1. All members of the community will be encouraged to use an on-line reporting function that is located on the central web site.

2. When a member of the community identifies themselves as the individual filing the report, they will receive an immediate and personal response from a designated staff member in the Dean of Students department. Victim Advocate and other support services will be offered (as appropriate), and the individual will be invited to a meeting to explore the incident and issue more in depth.

3. We would develop a standard protocol for responding to hazing reports that coordinates with the campus partners most directly involved.

Campus Environment in 2013

In 2013 Florida State University has several clear indicators of successfully altering the culture surrounding this issue. Several key indicators are identified below. This is not a comprehensive list.

Improved communication and coordination of the community's hazing prevention efforts.
- The Hazing Prevention Team (formerly 'Initiative') is now a formal group that meets regularly throughout the year. The Team includes student, faculty, and staff representatives from the following areas: Student Activities/Oglesby Union, Athletics Department, 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, Police Department, Student Rights and Responsibilities, Greek Life, Greek Governing Councils, Dean of Students, and a staff liaison from Florida Agricultural and Mechanical University (FAMU).
- Each year, members of the Hazing Prevention Team identify a set of 'central problems' to prioritize and address throughout the year. Strategies and tactics are also identified, and implementation of the effort begins with Hazing Prevention Week early each Fall semester.

Financial expenses for educational programming, student/staff training at the Novak Institute for Hazing Prevention, and new resource development have been identified despite being a university community in a state with a retracting economy.
- Participating departments have shared the expense of training and educating students. Resources were spent more efficiently (i.e., schedules were coordinated, shared publications and resources were created).
- In 2010, Florida State University became the first community to receive the HazingPrevention.Org and Zeta Tau Alpha *Award for Hazing Innovation and Education,* recognition which came with $10,000 to use toward hazing prevention efforts.
- The Hazing Prevention Team solicited and received more than $6,000 in private donations, and thousands more from departments and student organizations in the community that share our commitment to reducing the likelihood of harm, including: Student Government Association, Greek Governing Councils, the Police Department, Athletics, and departments throughout the Division of Student Affairs.

There is a noted increase in student involvement and leadership on the issue.
- Amanda Singh, FSU Alumni, was the recipient of the Hazing Hero Award (2011) presented by HazingPrevention.org, for holding members of her organization accountable for hazing and supporting victims of hazing.
- Students have served as co-chair people of various Hazing Prevention efforts and projects.
- The Student Government Association (SGA) has issued proclamations in support of annual Hazing Prevention Week activities, and several SGA presidents have written blogs about the importance of this effort.
- Two or more students have attended the **Novak Institute for Hazing Prevention** as members of the FSU delegation in each of the past five years.

There has been a significant increase in the number of people signing the Hazing Pledge, especially after 'increase utilization of http://hazing.fsu.edu' was identified as a goal for Hazing Prevention Week 2012.

- In September, http://hazing.fsu.edu had 2,508 visits, 1,876 were unique. For perspective, in August there were 750 visits, 620 unique.
- During 2012 Hazing Prevention Week, 512 people signed the *Hazing Pledge*, 125 of which were faculty/staff. For perspective, 308 people (total) had signed the pledge since the site had been first launched in 2006.

Despite our efforts and successes, we understand that our community still has much to do. The prevention framework is a process – a mode of professional practice that is on-going – and therefore must be institutionalized. Our community understands that we are not immune to hazing incidents, and that many contributing factors still exist within our environment. Even so – we believe use of the prevention framework has guided us toward addressing real problems that needed to be addressed to reduce the likelihood of harm.

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

Overview

In 2011, FSU's Multi-Cultural Greek Council (MGC) President attended the Novak Institute for Hazing Prevention as a member of FSU's delegation. After returning, he participated in a series of meetings with the goal of applying what he had learned to his community so that he could more intentionally address concerns about hazing. The conversation began with a guided exploration of the factors that contribute to hazing in MGC member organizations at Florida State University from his perspective as a student leader. (NOTE: Assumptions were treated as valid, and were not tested as would be more appropriate in a larger effort.) After problems were individually identified, they were prioritized based on their perceived importance and his ability to effect change. The prevention framework (socio-ecological model, strategic planning steps, etc.) was used to guide the problem analysis and selection of strategies and tactics. The resulting information provided shape to his approach to the issue during his term of office.

Definitions

- Members and/or Officers refer to individuals within MGC chapters
- Tier 1 Concerns are concerns the student deemed "important" and "manageable to address" within his term of office
- Tier 2 Concerns are concerns the student deemed "important" and "should be prioritized in the future"
- Tier 3 Concerns are concerns the student identified as contributing to hazing events, but not "important"

Tier 1 Concerns (important and manageable)

Problem	Strategy (What needs to change)	Tactics (How will the change occur)
Members and chapter officers do not know that it is an expectation *of the MGC* that they ask for help of their peers and/or GL/University if they see hazing	Increase number of members and officers that know MGC and GL/University expects that hazing incidents are acted upon by: (a) Asking for assistance; (b) Addressing it directly with those involved; and/or (c) Reporting	The MGC will work with GL/University to clearly communicate the expectation that members and chapter officers should do the following if they see hazing occurring in their chapter or another chapter in the community: (a) ask for help if needed; (b) talk to the people directly involved as appropriate; (c) and report their observations through http://hazing.fsu.edu. Equal emphasis will be placed on *why* this is important.
Members and chapter officers do not know that it is an expectation of *GL/University* that they ask for help if they see hazing		
Members and chapter officers do not know that it is an expectation *of the MGC* that they address hazing when they see it		
Members and chapter officers do not hear from their peers/MGC: 'Hazing isn't ok', why, and what they should do if they experience hazing	Increase frequency and content of conversations between members and chapter officers about why hazing is harmful to the community and what individuals should do if they experience/witness hazing	The MGC will work with GL/University to assess the extent to which members and chapter officers have this type of conversation.

Members, chapter officers, and chapters will be rewarded/recognized by the MGC for clearly communicating: 'Hazing isn't ok', why, and what they should do if they experience hazing |
| Potential members have the expectation that they will be hazed when pursuing chapter membership | Reduce expectation that hazing will occur among new members of MGC chapters | The MGC will work with GL/University to assess the extent to which potential new members have the belief that they will be hazed when pursuing chapter membership. |

		The MGC will work with GL/University to clearly communicate the expectation that new members will not be hazed in pursuit of membership.
Members and chapter officers do not know what their insurance policy will cover with regard to personal injury resulting from hazing	Increase the number of members and chapter officers that know what their chapter's insurance policy covers with regard to personal injury resulting from hazing	The MGC will work with GL/University to clearly communicate what each chapter's insurance policy states and covers in relation to a hazing incident
Most members and chapter officers do not know the outcome of organizational conduct hearings that involved hazing. (NOTE: The rumor mill shapes their opinions, beliefs, and relationship with the OGL and University staff as a result.)	Increase the number of members and chapter officers that know the outcome of organizational conduct hearings that involved hazing	The MGC will work with GL/University to clearly communicate the outcome of organizational conduct hearings when a group has been suspended or dismissed as a result of hazing charges.

Tier 2 Concerns (important)

Problem	Strategy (What needs to change)	Tactics (How will the change occur)
Member belief: 'It was done to me, so it is right that they should have to experience it too.'	Reduce member belief that hazing is ok, because they experienced it when they joined the organization	
Member belief: 'We have been doing it for so long, there is no reason to challenge it' (where 'it' is hazing; 'it' is not recognized as hazing)	Increase member belief that what they may have done in the past is considered hazing and will commit to stopping the activity from continuing (as appropriate)	
Members and chapter officers are confused, what is 'cultural' and what is 'hazing'? (ex: wearing a trench coat may be common in the northeast, but not in the south. Why are all pledges wearing a trench coat? What does this symbolize/accomplish for the organization?)	Increase number of members and chapter officers that recognize the difference between cultural characteristics and hazing	
Members and chapter officers are scared they will be shunned (social consequences) if they report hazing within their chapter.

Members and chapter officers are scared their group will be removed from campus if they ask for help or report hazing occurring within their chapter. | Decrease the number of members and chapter officers that are scared they will be shunned (social consequences) if they report hazing within their chapter | Create incentives and rewards for members that report hazing.

Demonstrate how individuals and chapters can be protected by (a) addressing small incidents within chapter before they evolve into larger incidents; (b) early reporting of lower risk hazing incidents can protect a chapter; and (c) how to have a productive conversation when addressing hazing within your chapter. |

Tier 3 Concerns

Problem	Strategy (What needs to change)	Tactics (How will the change occur)
Members resent or feel bitterness about the hazing they endured, and seek revenge by doing it to others.	Reduce the number of members that haze others as a result of the hazing they received (i.e., those members that resent or feel bitterness about the hazing they endured)	
Members do not see hazing activities done by the group as a violation of the group's espoused values.	Increase the number of members that see hazing as a violation of their group's values	
Members recognize severe (i.e., physical) hazing, but do not view less severe activities (i.e., demeaning behavior, uniform dress) as hazing	Increase the number of members that recognize less severe activities (i.e., demeaning behavior, uniform dress) as hazing	
Members and chapter officers would not confront others in their group for hazing activities.	Increase the number of members and chapter officers that will confront others in their group for hazing activities	
Members and chapter officers do not know that it is an expectation of the MGC that they confront individuals that are hazing others.	Increase the number of members and chapter officers that know that it is an expectation of the MGC that they confront individuals that are hazing others	

FSU Hazing Prevention Team
Message for Faculty and Staff

All faculty and staff are encouraged to participate in Florida State University's 2012 Hazing Prevention Week by signing our community's *Hazing Free Community Pledge* on http://hazing.fsu.edu and asking students in your classes to do the same. After signing, your students will see your name on our Hazing website, and will know that you are committed to keeping our community a safe place for academic studies and involvement in campus life. When signing, please provide your name and academic department/office. The pledge reads:

> *At Florida State University, we believe students should not be demeaned or exposed to harm when pursuing involvement in campus life. Hazing activities create an unsafe campus experience and learning environment, do not support academic success, personal growth or engagement in campus life, and are not consistent with FSU's educational mission, Seminole Creed values, or expectations of the Student Conduct Code.*

> *For these reasons, I pledge to lead by example and* **prevent** *hazing before it occurs,* **intervene** *to stop hazing when I am aware it is happening to me or others,* **report** *hazing through http://hazing.fsu.edu when I know it has transpired, and* **support** *others in their efforts to do the same.*

Other Important Information

What does the FSU Student Conduct Code say about hazing?

Any activity that a reasonable person would conclude: endangers a student's mental or physical health, unreasonably interferes with a student's academic performance, creates unnecessary fatigue (e.g., late night tasks/activities or calisthenics that are not supported by a University office or department), or that subjects another student to embarrassment, degradation or humiliation may be considered hazing at FSU. It is also a violation of the Student Conduct Code to retaliate against a person for reporting a hazing concern.

An incident can be considered 'hazing' in our community when any of the above characteristics are present. An incident can also be considered 'hazing' in our community even when it is not considered 'hazing' under State law.

Why are these violations of the FSU Student Conduct Code?

Because, at FSU we believe students should not be demeaned or exposed to harm when pursuing involvement in campus life. Our community wants to increase student involvement and engagement in their studies. Hazing has the reverse effect. Hazing creates an unsafe environment that does not support our educational mission and is not consistent with our community's values.

What are signs that hazing may be occurring and when should I report a hazing incident?
The below list identifies warning signs that hazing may be occurring. If you observe any of these signs it is important to express concern directly to the student. If your concern persists, it is important to report the behavior in an effort to keep the student and others safe.

Observable characteristics that may indicate hazing is occurring:
- A marked change in personality and/or in their interactions with others
- Noticeable decrease in performance in school, athletics, or work
- A withdrawal from normal lifestyle/routine or friends
- The appearance of extreme mental or physical exhaustion/harm in-class or on-campus
- The appearance of sadness or expressions of inferiority
- Observable change in appearance and/or clothing

Other observable characteristics may happen when expressing your concern to the student. These include:
- The student is secretive or evasive when asked about what is happening
- They express fear or concern that others may get in trouble if they discuss their situation
- They express that they started the process, have invested too much already, and have to see it through

Why is it important for faculty and staff to report a hazing incident?
- Hazing can interfere with a student's health, personal well being, and academic success
- Students need support and mentoring from faculty and staff. They need to hear from us that hazing is not accepted in our community
- A staff member from the Dean of Student's department will follow-up on every hazing complaint received. Whenever possible, a personal intervention will occur to provide immediate support to student victims and prevent liklihood of future harm.

Where can I report a hazing incident and receive additional information about this issue?

http://hazing.fsu.edu

FSU's central location for hazing information, resources, and reporting

Hazing in View:
College Students at Risk

*Initial Findings from the National Study of
Student Hazing*

MARCH 11, 2008

PRESENTED BY
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EXECUTIVE SUMMARY

Documented problems related to student hazing include physical and psychological harm and even death. ***Hazing in View: College Students at Risk*** provides the initial findings of the National Study of Student Hazing. The research is based on the analysis of 11,482 survey responses from undergraduate students enrolled at 53 colleges and universities and more than 300 interviews with students and campus personnel at 18 of those institutions.

For this study, hazing was defined as "any activity expected of someone joining or participating in a group that humiliates, degrades, abuses, or endangers them regardless of a person's willingness to participate." The following findings are discussed in the report:

- 55% of college students involved in clubs, teams, and organizations experience hazing.
- Hazing occurs in, but extends beyond, varsity athletics and Greek-letter organizations and includes behaviors that are abusive, dangerous, and potentially illegal.
- Alcohol consumption, humiliation, isolation, sleep- deprivation, and sex acts are hazing practices common across types of student groups.
- There are public aspects to student hazing including: 25% of coaches or organization advisors were aware of the group's hazing behaviors; 25% of the behaviors occurred on-campus in a public space; in 25% of hazing experiences, alumni were present; and students talk with peers (48%, 41%) or family (26%) about their hazing experiences.
- In more than half of the hazing incidents, a member of the offending group posts pictures on a public web space.
- More students perceive positive rather than negative outcomes of hazing.
- In 95% of the cases where students identified their experience as hazing, they did not report the events to campus officials.
- Students recognize hazing as part of the campus culture; 69% of students who belonged to a student activity reported they were aware of hazing activities occurring in student organizations other than their own.
- Students report limited exposure to hazing prevention efforts that extend beyond a "hazing is not tolerated" approach.
- 47% of students come to college having experienced hazing.
- Nine out of ten students who have experienced hazing behavior in college do not consider themselves to have been hazed.

Researchers provide general recommendations for campus personnel, college and university administrators, and those working with college students including:

- Design hazing prevention efforts to be broad and inclusive of all students involved in campus organizations and athletic teams.
- Make a serious commitment to educate the campus community about the dangers of hazing; send a clear message that hazing will not be tolerated and that those engaging in hazing behaviors will be held accountable.
- Broaden the range of groups targeted for hazing prevention education to include all students, campus staff, administrators, faculty, alumni, and family members.
- Design intervention and prevention efforts that are research-based and systematically evaluate them to assess their effectiveness.
- Involve all students in hazing prevention efforts and introduce these early in students' campus experience (i.e., orientation).
- Design prevention efforts to be more comprehensive than simply one-time presentations or distribution of anti-hazing policies.

This is the first in a series of reports to be released from the data collected in this investigation. Subsequent reports will examine other aspects of the data in more depth including: recommendations for hazing prevention, gender differences in hazing, high school hazing experiences, hazing within particular types of student groups, and regional and institutional-type comparisons of student hazing.

INTRODUCTION

This report presents the initial findings from the National Study of Student Hazing: *Examining and Transforming Campus Hazing Cultures*.

11,000+ SURVEY RESPONSES

53 COLLEGE CAMPUSES NATIONWIDE

300+ PERSONAL INTERVIEWS

The study is based on survey responses from 11,482 post-secondary students on 53 campuses across the United States and more than 300 interviews with staff and students from 18 of those campuses. It is the most comprehensive examination of student hazing to date. We thank the campuses that agreed to participate in this landmark study, and are grateful for the support of more than 30 professional associations and organizations, as well as numerous individuals who gave time and resources to support and guide the study (Appendices B & C). The findings provided in this report and subsequent analyses can be accessed through www.hazingstudy.org.

OVERVIEW

Rationale

Psychological and physical harm are commonly reported outcomes of hazing. Sometimes the behavior can be deadly as documented by Nuwer's chronology of hazing deaths (www.hazing.hanknuwer.com). For educational institutions, the risks include student attrition, abusive campus climates, and negative publicity to name a few.

Stereotypes often shape perceptions of hazing as only a problem for athletes and Greek-letter organizations; hazing behaviors are often dismissed as simply harmless antics and pranks. These views are shortsighted and may jeopardize the health and safety of students as well as hinder the overall quality of the learning environment in schools and post-secondary institutions. Professional staff and administrators who are aware of dangers inherent in hazing often report feeling discouraged and perplexed by entrenched attitudes and beliefs that support a culture where hazing is normalized as part of college life.

Despite decades of documented problems, hazing is an issue that has been largely overlooked and under studied until recent years. The most extensive data regarding hazing practices were generated from the Alfred University/NCAA study on college athletes (Hoover & Pollard, 1999). Other accounts of hazing have been provided by author/journalist Hank Nuwer (1990, 1999, 2000); and Ricky Jones (2004), who writes about hazing in Black Greek-letter fraternities. Several thesis and dissertation studies have examined hazing in particular contexts; for example, in Greek life (Holmes, 1999; Lowery, 1998; Shaw, 1992), athletics (Gervais, 2000; Johnson, 2000; McGlone, 2000; Robinson 1998), and

5

on individual campuses (Ellsworth, 2004). As well, some campuses have examined hazing among their student body (e.g., www.hazing.cornell.edu).

In addition to these examples, for nearly a decade the StopHazing.org website, (co-founded by Elizabeth Allan) has received regular email queries from students who have been involved in hazing activities as members of marching bands, theatre groups, ski clubs, church groups, club sports, freshman camp, orientation groups, military groups, residence living units, and other social and academic clubs. However, until now, no national studies have investigated the levels of hazing across a wider range of student organizations and across multiple institutions.

Significance

This study is unusual due to its magnitude and scope; it is the first to examine hazing across a range of student organizations and athletic teams within the context of diverse types of colleges and universities in different regions of the United States. Insights from the study can help identify those students and student groups most at risk for hazing; delineate prominent hazing behaviors; examine student understanding of hazing, campus hazing prevention efforts, and student hazing experiences in high school; and provide baseline data for measuring changes in hazing over time.

Through the vision and efforts of many, this study fills major gaps in the research and extends the breadth and depth of knowledge and understanding about hazing.

Background

The National Study of Student Hazing: *Examining and Transforming Campus Hazing Cultures*, was conceptualized in 2003–2004 under the leadership of Dr. Elizabeth J. Allan, Principal Investigator, in collaboration with the North American

Interfraternal Foundation (NIF) and the National Association of Student
Personnel Administrators (NASPA).

In 2005, the North American Interfraternal Foundation (NIF), with support from
the NASPA Foundation and other collaborating partners, provided funding for the
development and implementation of **Phase I** of this investigation. Also during
that time, Dr. Mary Madden, Associate Research Professor at the University of
Maine, joined the initiative and has been instrumental in working with Allan to
implement the investigation.

Pilot Study

Phase I of this multi-year research initiative was a **pilot study** (Allan & Madden,
2005) that served as a springboard for the comprehensive national study. The
purpose of the pilot study was to assess sampling strategies and test the
effectiveness of recruitment strategies for respondents, develop a web-based
survey instrument and test its reliability, test interview protocols, and conduct a
trial analysis of data.   The pilot study data collection was conducted from
February–May, 2005 with students and staff at four post-secondary institutions in
the Northeast and included a web-based survey for students and interviews with
students, staff, and administrators at each campus. Participating institutions
included a small private college as well as three larger public universities. For
additional details about the methods of the pilot study, see Appendix D.

NATIONAL STUDY GOALS AND METHODS

Research Goals

The goals of the national study are to:

- ? **Investigate the nature and extent of hazing behaviors among students in U.S. colleges and universities.**
- ? **Offer research-based strategies for responding to and preventing the problem of hazing among college students with transferability to middle and secondary schools.**

Data Collection

Data collected for the national study occurred in the following two stages:

Stage One: The Survey

11,482 students at 53 postsecondary institutions completed a web-based survey. The survey was launched twice, once in April–May 2007, and again in October 2007 with a subset of institutions. Institutions were selected to ensure representation from across all regions of the United States according to NASPA's regional schema and according to several Carnegie classification criteria (public/private, size, and setting).

The survey included more than 100 items related to hazing including questions about student experiences with hazing behaviors, perceptions about hazing on their campus, awareness of institutional hazing policies, consequences of hazing,

and experiences with hazing prior to college. The survey was piloted in Spring 2005 with over 1,750 college students at four colleges and universities. Following the pilot study, the survey was further refined in consultation with the Research Advisory Group.

A substantial portion of the survey featured questions related to hazing behaviors. First, students were provided with a list of organizations and teams and asked to identify up to two student activities or teams in which they have been most involved during college. For each affiliation with a team or organization, participants were given a list of behaviors, most of which met the definition of hazing. Respondents were then asked if the behavior happened to him/herself or others in the group as part of joining or belonging to that team or organization. The list of questions was programmed to allow for each to be tailored to the respondent and to reference the specific team or organization in which the student was involved.   Respondents indicating they were not involved with any team or organization were asked to respond to questions related to their experiences with student organizations and teams in high school.

The list of hazing behaviors included in the survey was developed through focus groups with undergraduate students, review of the literature related to hazing, and the expertise of the Research Advisory Group.* The survey included more than 30 types of hazing behaviors including the following:

- Attend a skit night or roast where other members are humiliated
- Sing or chant by yourself or with a few select team members in a public situation that is not related to the event, game, or practice
- Wear clothing that is embarrassing and not part of the uniform
- Be yelled, screamed, or cursed at by other team/organization members
- Get a tattoo or pierce a body part
- Act as a personal servant to other members
- Associate with specific people and not others

✍Deprive yourself of sleep

✍Be awakened at night by other members

✍Make prank phone calls or harass others

✍Be tied up, taped, or confined to small spaces

✍Be transported to and dropped off in an unfamiliar location

✍Endure harsh weather without the proper clothing

✍Drink large amounts of a non-alcoholic beverage such as water

✍Participate in a drinking game

✍Drink large amounts of alcohol to the point of passing out or getting sick

✍Watch live sex acts

✍Perform sex acts with same gender

Each institution provided researchers with a random sample of student email addresses consisting of 25% of their full-time undergraduate student population, ages 18 to 25 years. These students received an email invitation to participate in the survey along with a web address and a pin number to enter the survey. The pin number ensured that each student responded only once to the survey.

The **overall response rate of the survey was 12%** based on the number of surveys completed as a percentage of total email invitations sent. When using the Internet, it is uncertain how many respondents actually received the email invitation. We could, however, track the number of respondents

> 25% OF ENROLLED STUDENTS PER INSTITUTION
>
> 12% RESPONSE RATE
>
> 67-73% COMPLETION RATE

who arrived at the first page of the survey after clicking-through from the email invitation. Of these, a completion rate is calculated reflecting the number of respondents who finish the survey as a percentage of those who actually arrive at the survey location on the web. The **completion rate was 67% for the April–May 2007** launch of the survey and **73% for the October** administration of the survey.

Stage Two: Campus Visits

A. Interviews
The two lead researchers and two additional interviewers made campus visits during Fall semester 2007. Face-to-face interviews were conducted with approximately 20 staff and students at each of 18 colleges and universities—a subset of the 53 participating in the national survey. Institutions were selected for interviews based on the following criteria: a) minimum response rate to the survey; b) geographic location; and c) type of institution. The final pool of institutions participating in the interviews represented large and small public and private institutions across NASPA regions.

Interviews were 30–60 minutes in duration and were audiotaped and later transcribed for analysis. The total number of interviews exceeds 300 for the national study, supplementing the 90 interviews conducted for the pilot study. Participants included student leaders, student affairs and athletics staff, and senior student affairs administrators. In advance of each campus visit, researchers worked with an appointed student affairs staff member to identify interviewees and schedule the interviews with male and female students involved in a range of student organizations and athletic teams and representative of the campus' socio-cultural diversity.

B. Documents
Educational, training, and policy documents were collected from the 18 institutions participating in the interview stage of the study.

Participant Demographics

A total of 11,482 undergraduate students between the ages of 18 and 25 completed the survey. The following tables provide information on gender, race/ethnicity, and year in school.
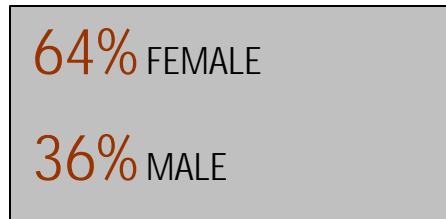
Table 1. Gender

64% FEMALE

36% MALE

Table 2. Race/Ethnicity

	Percentage
White/Caucasian	75%
Asian	7%
Multi-racial	5%
Hispanic or Latino	5%
Black or African American	3%
Other	2%
Not identified	3%
American Indian or Alaskan Native	<1%
Native Hawaiian or Pacific Islander	<1%

Year in school at the end of the semester prior to survey was as follows:

	Percentage
1st year	30%
2nd year	23%
3rd year	23%
4th year	18%
>4th year	6%

FINDINGS

The initial findings of the study are presented in the following pages. For these findings, the emphasis was a descriptive analysis of the survey data and was supplemented by interview data.

Interpreting Survey Data

As previously described, the survey was designed for on-line administration and therefore involved skip patterns to tailor the questions for each respondent. As a result, while we report the total numbers of completed surveys as 11,482, the actual number of responses to each question may differ depending on those responding to a particular question and the extent to which they were involved in student organizations or teams on campus.

Of the 11,482 student respondents to the survey, 37% reported they were *not* involved in any activity on their campus; 48% reported on their membership experiences for *one* team or organization; and 15% reported on their membership experiences for *two* teams or organizations.

PLEASE NOTE: Where findings refer to the number of membership experiences (in contrast to the number of individual students) this will be noted. For example, if a student responded to the list of questions first as an athlete, and then as a member of an honor society, we typically report on these as two distinct

membership experiences. When reviewing the data, it is also important to understand that students had the right to skip questions they did not wish to answer. Therefore, the total number of responses to questions varies.

FINDING 1:

More than half of college students involved in clubs, teams, and organizations experience hazing.

For this research, we used the following standard definition of hazing: "**Hazing is any activity expected of someone joining or participating in a group that humiliates, degrades, abuses, or endangers them regardless of a person's willingness to participate**."

When given a list of behaviors that meet this definition, 55% of respondents report they have experienced at least one of these in relation to their involvement in a campus club, team, or student organization. More specifically, 61% of male respondents and 52% of female respondents who are involved with a student organization or team have experienced a behavior that meets the definition of hazing.

FINDING 2:

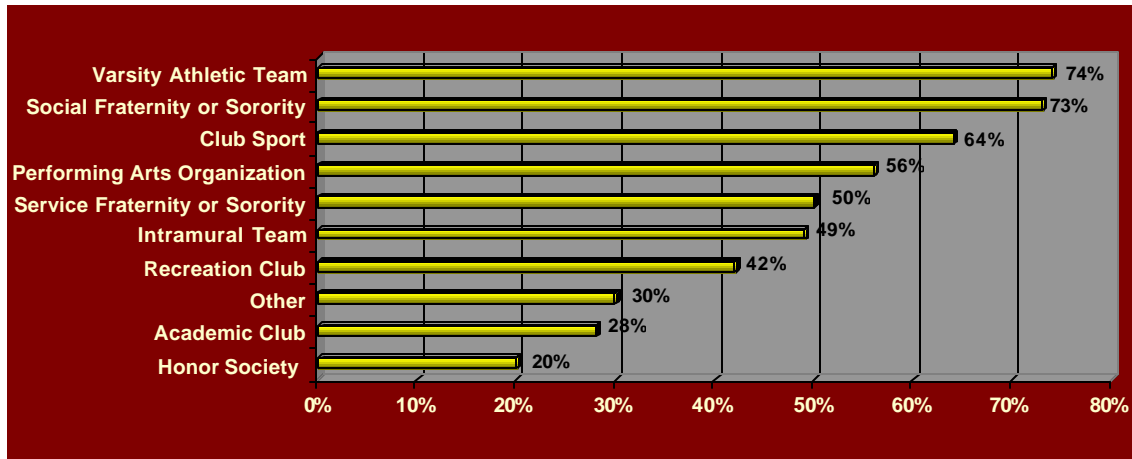# Hazing occurs across a range of student groups.

As we learned during the interviews, students often associate hazing with Greek-letter organizations explaining that hazing is *". . . things I have seen on TV with fraternities and sororities and paddling and stuff."* Yet survey responses indicate that students who were members of a range of different types of campus groups and teams reported experiencing hazing behaviors.

While data confirm that hazing is occurring in Greek-letter organizations, the research also reveals the presence of hazing in other student groups including varsity athletics, club sports, intramural teams, military groups, recreation clubs, service fraternities and sororities, performing arts organizations (e.g., marching bands and theater groups), honor societies, academic clubs, and other groups students elected to identify separately.

As displayed in Figure 1.0, students affiliated with varsity athletics and social fraternities and sororities are most likely to experience hazing.   Seven out of 10 students report they experienced at least one hazing behavior to join or maintain membership on the team or in a social Greek-letter organization. Nearly as many, six out of 10 students affiliated with a club sport; and five of 10 affiliated with performing arts groups, and service Greek-letter organizations, and nearly as many (49%) of those affiliated with intramural teams report they have experienced at least one hazing behavior in order to join or maintain their membership in the group.

Following these, **recreation clubs or interest groups** (42%), **academic clubs** (28%), **honor societies** (20%) and those who indicated they belonged to other organizations (these included a range of groups, but primarily fell into the following categories: religious clubs and organizations, student government, and culturally-based organizations that were *not* Greek-letter groups) (30%). The following chart displays the percent of students that experienced at least one hazing behavior in association with membership in specific organizations or teams.

Figure 1. Percent of students in each activity that experienced at least one hazing behavior.

Group	Percent
Varsity Athletic Team	74%
Social Fraternity or Sorority	73%
Club Sport	64%
Performing Arts Organization	56%
Service Fraternity or Sorority	50%
Intramural Team	49%
Recreation Club	42%
Other	30%
Academic Club	28%
Honor Society	20%

* Other includes religiously-affiliated organizations, culture clubs and organizations, and student government.

FINDING 3:

Alcohol consumption, humiliation, isolation, sleep-deprivation, and sex acts are hazing practices common across student groups.

While our first finding speaks to the extent of hazing among various student groups/teams, the research also examined the nature of hazing among students. The following charts display the types of hazing behaviors most frequently reported by students. Table 3 documents the most frequently reported hazing behaviors across all types of student groups. Tables 4 and 5 examine the frequency of behaviors by gender of respondents, and Tables 6–15 delineate the most frequently reported hazing behaviors by type of student group.

> "STUDENTS ARE PARTICIPATING IN UNACCEPTABLE, HIGH-RISK, AND POTENTIALLY ILLEGAL BEHAVIORS TO BELONG TO A STUDENT GROUP OR TEAM."

Overall, it appears college students are participating in unacceptable, high-risk, and potentially illegal behaviors in order to belong to a student group or team. A

16

closer look at the following Tables reveals similarities and differences among groups in the most frequently reported hazing behaviors.

Table 3. Most Frequently Reported Hazing Behaviors: All Respondents' Membership Experiences

Participate in a drinking game	26%
Sing or chant by self or with select others of groups in public in a situation that is not a related event, game, or practice	17%
Associate with specific people and not others	12%
Drink large amounts of alcohol to the point of getting sick or passing out	12%
Deprive yourself of sleep	11%
Be screamed, yelled, or cursed at by other members	10%
Drink large amounts of a non-alcoholic beverage	10%
Be awakened during the night by other members	9%
Attend a skit or roast where other members of the group are humiliated	6%
Endure harsh weather conditions without appropriate clothing	6%
Perform sex acts with the opposite gender	6%
Wear clothing that is embarrassing and not part of a uniform	6%

(N=9,067)

Table 4. Most Frequently Reported Hazing Behaviors: Male Membership Experiences

Participate in a drinking game	31%
Sing or chant by self or with select others of groups in public in a situation that is not a related event, game, or practice	19%
Drink large amounts of alcohol to the point of getting sick or passing out	17%
Be screamed, yelled, or cursed at by other members	16%
Associate with specific people and not others	14%
Deprive yourself of sleep	13%
Be awakened during the night by other members	12%
Drink large amounts of a non-alcoholic beverage	13%
Perform sex acts with opposite gender	10%
Endure harsh weather conditions without appropriate clothing	9%
Attend a skit or roast where other members of the group are humiliated	9%

(N=3,462)

Table 5. Most Frequently Reported Hazing Behaviors: Female Membership Experiences

Participate in a drinking game	23%
Sing or chant by self or with select others of groups in public in a situation that is not a related event	16%
Associate with specific people and not others	10%
Deprive yourself of sleep	10%
Drink large amounts of alcohol to the point of getting sick or passing out	9%
Be awakened during the night by other members	7%
Drink large amounts of a non-alcoholic beverage	7%
Be screamed, yelled, or cursed at by other members	6%
Get a tattoo or pierce a body part	5%
Wear clothing that is embarrassing and not part of a uniform	5%

(N=5,590)

Table 6. Most Frequently Reported Hazing Behaviors: Varsity Athletics

Participate in a drinking game	47%
Sing or chant by self or with select others of groups in public in a situation that is not a related event, game, or practice	27%
Drink large amounts of a non-alcoholic beverage	24%
Drink large amounts of alcohol to the point of getting sick or passing out	23%
Be screamed, yelled, or cursed at by other members	21%
Endure harsh weather conditions without appropriate clothing	18%
Associate with specific people and not others	16%
Deprive yourself of sleep	16%
Shave head or other body parts	16%
Perform sex acts with opposite gender	16%
Get a tattoo or pierce a body part	15%

(N=640)

Table 7. Most Frequently Reported Hazing Behaviors: Social Fraternities and Sororities

Participate in a drinking game	53%
Sing or chant by self or with select others of groups in public in a situation that is not a related event, game, or practice	31%
Drink large amounts of alcohol to the point of getting sick or passing out	26%
Be awakened during the night by other members	19%
Be screamed, yelled, or cursed at by other members	18%
Deprive yourself of sleep	17%
Associate with specific people and not others	16%
Attend a skit or roast where other members of the group are humiliated	14%
Perform sex acts with the opposite gender	10%
Act as a personal servant to others members	9%
Watch live sex acts	9%
Wear clothing that is embarrassing and not part of a uniform	9%
Be transported and dropped off in an unfamiliar location	9%

(N=1,295)

Table 8. Most Frequently Reported Hazing Behaviors: Service Fraternities and Sororities

Participate in a drinking game	26%
Sing or chant by self or with select others of groups in public in a situation that is not a related event, game, or practice	18%
Be awakened during the night by other members	10%
Deprive yourself of sleep	10%
Associate with specific people and not others	9%
Drink large amounts of alcohol to the point of getting sick or passing out	9%
Be transported and dropped off in an unfamiliar location	7%
Attend a skit or roast where other members of the group are humiliated	6%
Be screamed, yelled, or cursed at by other members	6%
Drink large amounts of a non-alcoholic beverage	6%
Wear clothing that is embarrassing and not part of a uniform	6%

(N=544)

Table 9. Most Frequently Reported Hazing Behaviors: Club Sports (e.g., Rugby Team)

Participate in a drinking game	41%
Drink large amounts of alcohol to the point of getting sick or passing out	20%
Sing or chant by self or with select others of groups in public in a situation that is not a related event, game, or practice	19%
Drink large amounts of a non-alcoholic beverage	17%
Be screamed, yelled, or cursed at by other members	15%
Associate with specific people and not others	12%
Endure harsh weather conditions without appropriate clothing	11%
Deprive yourself of sleep	10%
Be awakened during the night by other members	9%
Wear clothing that is embarrassing and not part of a uniform	9%

(N=701)

Table 10. Most Frequently Reported Hazing Behaviors: Intramural Sports

Participate in a drinking game	28%
Drink large amounts of a non-alcoholic beverage	16%
Drink large amounts of alcohol to the point of getting sick or passing out	15%
Sing or chant by self or with select others of groups in public in a situation that is not a related event, game, or practice	13%
Be screamed, yelled, or cursed at by other members	11%
Associate with specific people and not others	10%
Perform sex acts with the opposite gender	9%
Be awakened during the night by other members	7%
Deprive yourself of sleep	7%
Wear clothing that is embarrassing and not part of a uniform	6%

(N=1,060)

Table 11. Most Frequently Reported Hazing Behaviors: Performing Arts Groups (e.g., marching band, chorus)

Sing or chant by self or with select others of groups in public in a situation that is not a related event, game, or practice	25%
Participate in a drinking game	23%
Associate with specific people and not others	19%
Deprive yourself of sleep	17%
Drink large amounts of a non-alcoholic beverage	12%
Endure harsh weather conditions without appropriate clothing	9%
Drink large amounts of alcohol to the point of getting sick or passing out	8%
Attend a skit or roast where other members of the group are humiliated	8%
Be awakened during the night by other members	6%
Perform sex acts with opposite gender	5%

(N=818)

Table 12. Most Frequently Reported Hazing Behaviors: Recreation Clubs (e.g., ski club, outing club)

Participate in a drinking game	20%
Sing or chant by self or with select others of groups in public in a situation that is not a related event, game, or practice	10%
Drink large amounts of alcohol to the point of getting sick or passing out	9%
Associate with specific people and not others	9%
Deprive yourself of sleep	9%
Drink large amounts of a non-alcoholic beverage	9%
Be awakened during the night by other members	6%
Wear clothing that is embarrassing and not part of a uniform	6%

(N=648)

Table 13. Most Frequently Reported Hazing Behaviors: Academic Clubs

Participate in a drinking game	10%
Associate with specific people and not others	8%
Sing or chant by self or with select others of groups in public in a situation that is not a related event, game, or practice	6%
Deprive yourself of sleep	6%

(N=1,061)

Table 14. Most Frequently Reported Hazing Behaviors: Honor Society

Sing or chant by self or with select others of groups in public in a situation that is not a related event, game, or practice	6%
Deprive yourself of sleep	6%
Participate in a drinking game	5%
Associate with specific people and not others	5%

(N=759)

Table 15. Most Frequently Reported Hazing Behaviors: Other Organizations (e.g., religious groups, culturally-based groups, and student government)

Sing or chant by self or with select others of groups in public in a situation that is not a related event, game, or practice	13%
Participate in a drinking game	10%
Deprive yourself of sleep	10%
Associate with specific people and not others	8%

(N=1,419)

According to the data, alcohol plays a major role in hazing behaviors. A leading hazing behavior across nearly all student organizations and teams is *participation in drinking games* (see Table 2). More than half of students' experiences with varsity athletic teams and social fraternities and sororities include drinking games. However, interview data indicate the extent of alcohol-related hazing differs for students who are affiliated with culturally-based fraternal groups. Data will be further analyzed to examine this difference in subsequent reports.

Figure 2. Hazing Behavior: Participation in Drinking Games
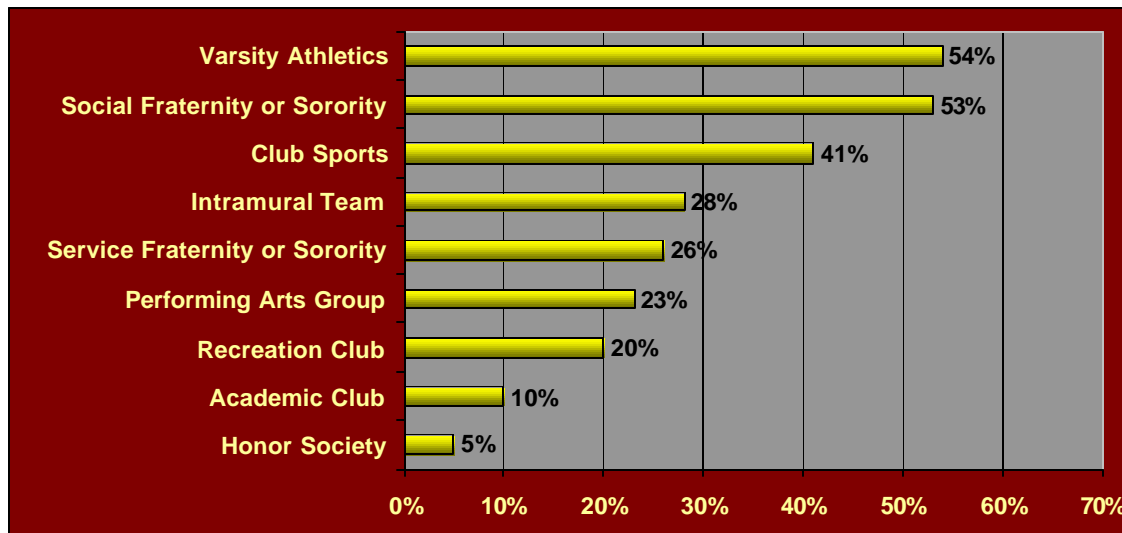
FINDING 4:

Knowledge of hazing extends beyond the student groups engaging in the behavior.

Secrecy and silence are common characterizations of the dynamics of hazing. However, analysis of the data reveals there are a number of public aspects to hazing including the location of hazing activities, posting photos of these activities on public web spaces, and knowledge of hazing among coaches, advisors, alumni, family, and friends.

For instance, when students (who reported experiencing hazing behavior) were asked where the behaviors occurred, *one in four said it had occurred in a public space on campus* and nearly half indicated the hazing had occurred during the day.

The following figure provides additional information about location and time of the hazing experiences of students in this study.

Figure 3. Location of Hazing Activities
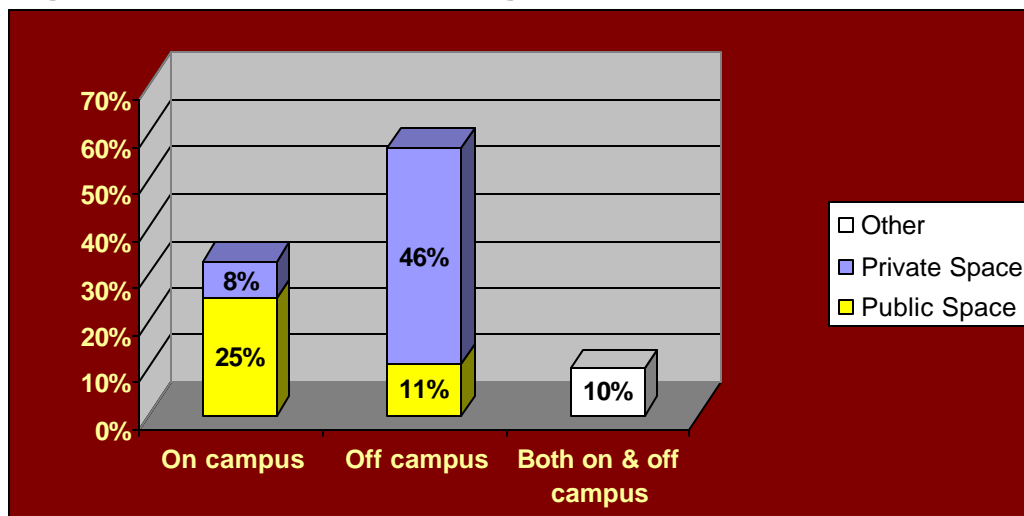
Who knows about campus hazing?

Aside from the students involved in the groups/teams where hazing occurs, who else may have knowledge of hazing? According to the survey responses, coaches, advisors, friends, and family have knowledge of hazing in some cases. The specific findings are as follows:

- ✍ **In 25% of hazing experiences, students believed coaches and/or advisors were aware of the activities.**

- ✍ **In 25% of hazing experiences, students reported that alumni were present.**

- ✍ **Students are most inclined to talk with peers (48%, 41%) or family (26%) about their hazing experiences.**

Of the student membership experiences (team or organization) where one or more hazing behaviors occurred, students were most likely to have talked with a friend and another member of the team or organization. Students were least likely to talk with clergy or a counselor. Figure 4 provides details on who students talk to when they experienced hazing.

Figure 4. Who Students Talk with About Hazing Experiences
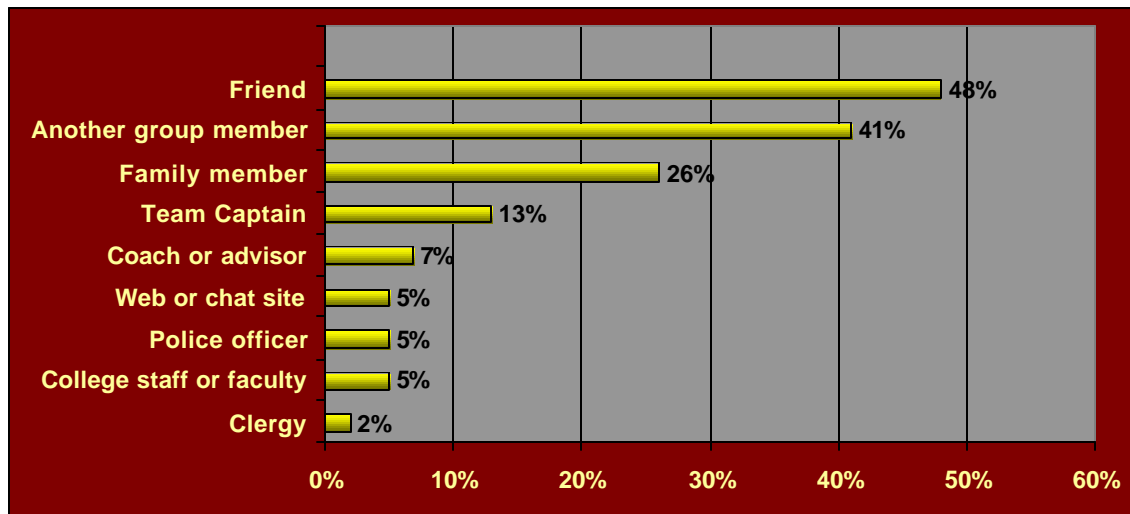
Hazing on Display

? **In more than half of hazing experiences, students reported that photos of the activities were posted on public Web spaces.**

Where a student reported at least one hazing behavior in connection to her/his membership in a group, 53% say a member of their team or organization posted photos of the hazing activity on a public web space like Facebook or MySpace. Another 42% report posting the hazing photos themselves.

During the interviews, students, staff, and administrators described experiences where they learned about campus hazing behaviors as a result of photos circulating on the Internet.

Finding 5:

More students perceive positive rather than negative outcomes of hazing.

The survey provided a list of potential results of participation in hazing behaviors and asked students to indicate if they had experienced any of these. The list included 4 positive and 16 negative outcomes of hazing. The positive results of hazing were more often cited by students than the negative results. For example, 31% of the time students said they felt like more a part of the group while they felt stressed 11% of the time. Tables 16 and 17 provide more information about students reports of positive and negative effects of hazing.

During interviews, numerous students justified hazing practices based on their perception that it promotes bond or group unity. However, the survey results indicate that the majority (two-thirds) of respondents do not cite this as an outcome of their hazing experiences. Similarly, hazing is often rationalized by saying it promotes "a sense of accomplishment." However, the data reveal that more the three-fourths of the respondents do not identify "sense of accomplishment" as an outcome of their hazing experiences.

Table 16. Perceived Positive Results of Hazing

Feel more like a part of the group	31%
Feel a sense of accomplishment	22%
Feel stronger	18%
Do better in classes	15%

Table 17. Perceived Negative Results of Hazing

Feel stressed	11%
Have problems in relationships	8%
Feel guilty	4%
Have difficulty sleeping	4%
Have difficulty concentrating in classes	4%
Have trouble with academics	4%
Feel humiliated or degraded	3%
Feel depressed	3%
Incur physical injuries	3%
Want revenge against organizers of the activity	3%
Quit the team or organization	3%
Feel in danger	2%
Look forward to my chance to do it to new recruits	2%
Need to visit a health center, doctor, or counselor	2%
Consider transferring to another college or university	2%
Feel like I don't want to live anymore	1%

Finding 6:

Students are not likely to report hazing to campus officials.

Of those who labeled their experiences as hazing (after reading the survey definition), 95% said they did not report the events to campus officials. When provided with a list of reasons for not reporting hazing, 37% said they did not want to get their team or group in trouble, but even more (54%) chose "other" as their response (see Table 18 for additional results).

Table 18. Reasons for Not Reporting the Hazing Activities

Other	54%
I didn't want to get my team or group in trouble	37%
I was afraid of negative consequences to me as a individual from other team or group members	20%
I was afraid other members of the team or group would find out I reported it and I would be an outsider	14%
Did not know where to report it	9%
I might be hurt by team or group members if they learned I had reported it	8%

When asked why they did not report their hazing experience, more than half of the respondents (54%) provided a reason other than what was listed. When these student explanations were examined, the following patterns emerged:

Minimization of hazing

- ? "It was no big deal."
- ? "No one was harmed."
- ? "I didn't consider the hazing to be extreme or troubling."

Being hazed is a choice

- ? "I had a choice to participate or not."
- ? "I knew it would occur and was willing to be hazed. Consequently I didn't feel it bore reporting."
- ? "I was happy and willing to do all of the things I did, I have no desire to report them."

Rationalization

- ? It "made me a better man."
- ? "It made me and my brothers better people. It was a positive experience!"
- ? "Feelings afterward outweighed the pain or stress felt during it."

Normalization

- ? "It was tradition so didn't mind."
- ? "Hazing is a right of passage. If you can't take it, get out."

Lack of Awareness

- ✍ "I didn't understand it was hazing until much later."
- ✍ "I didn't know it was hazing and I felt no harm in it."

Disagreement with "definitions" of hazing

- ✍ "There is no problem with some actions the law considers hazing."
- ✍ "Because the given definition of hazing does not allow for significant and important practices which encourage personal development."
- ✍ "Don't believe there are negative consequences to the hazing observed by YOUR definition of hazing."

Finding 7:

Students recognize hazing as part of the campus culture.

Students who reported on their experiences with at least one team or student organization were asked about hazing in student organizations on their campus, other than

> 69% OF STUDENTS SAY THEY ARE AWARE OF HAZING BEHAVIORS.

those to which they belong. **Nearly seven out of ten students (69%) say they are aware of hazing behaviors** occurring within teams and student organizations on their campus. **Nearly one in four** (24%) reported witnessing these hazing behaviors.

This large number of students reporting knowledge of hazing suggests that hazing may be perceived as a typical part of the campus culture. These perceived norms may influence the extent to which students choose to participate in and/or tolerate hazing.

Further, knowledge of a group's hazing activities prior to joining does not appear to deter students from joining teams or student organizations. In fact, 32% of

students who belonged to a student group or team had heard of or were aware of hazing behaviors before joining.

Finding 8:

Students report limited exposure to prevention efforts that extend beyond a "hazing is not tolerated" approach.

The survey asked students if they had been exposed to common practices aimed at preventing hazing on college campuses. The data show that anti-hazing policies were introduced to 39% of students as they were joining a team or organization. Other prevention strategies to which students were frequently exposed include positive group activities, being told where to report hazing, and being made aware of a coach or advisor expectation that hazing would not occur. The least reported prevention activities to which students report being involved are workshops on hazing presented by either adults or peers. Table 19 provides additional information on the frequencies of commonly using prevention and intervention strategies.

Table 19. Prevention and Intervention Strategies Experienced by Students

Members of group participate in community service	62%
Students were told about anti-hazing policies during new student orientation	54%
Students were told where to report suspected hazing	52%
Coach or advisor made clear his/her expectations that there would be no hazing	50%
Members of the team or organization were given a written copy of anti-hazing policy when joining team or organization	39%
Members of the team or organization signed a contract stating they would not participate in hazing behaviors	35%
Student attended a hazing prevention workshop presented by adults	15%
Student attended a hazing prevention workshop presented by peers	14%

Finding 9:

Students come to college having experienced hazing.

47% OF RESPONDENTS REPORT EXPERIENCING HAZING DURING HIGH SCHOOL.

For many students who step onto a college campus and choose to join a team or organization, hazing is not a new experience. The survey asked students to provide information on their high school experiences in joining and/or belonging to teams or student activities in their high schools. **Forty-seven percent of the respondents report experiencing at least one hazing behavior while in high school**, including 51% of the male and 45% of the female respondents. However, 84% of those who reported experiencing a hazing behavior do not consider themselves to have been hazed.

A much smaller percentage of students (6%) admit to hazing someone else while they were in high school, including 9% of male and 4% of female respondents.

Finding 10:

A gap exists between student experiences of hazing and their willingness to label it as such.

> ✍ **Of students who report experiencing a hazing behavior in college, 9 out of 10 do not consider themselves to have been hazed.**

Most students who report having experienced a hazing behavior do not label their experience as hazing. While more than half (55%) of college student respondents who affiliate with a student organization or team report experiencing at least one hazing behavior as a part of joining or maintaining membership in their group, nine out of ten (91%) do not view the experience as hazing. During the interviews, students provided many explanations that offer clues to understanding this gap.

First, many students identify hazing with physical force involving activities such as paddling, beating, or tying up perspective members. Still, others acknowledge that hazing involves more than physical force but do not perceive harm in other forms of hazing. As one student said, "*Hazing is good and hazing is bad. It depends on how you are using it. If you are using it to inflict harm on someone then it is bad.*"

Other students explained that in order to constitute hazing, an activity must be against the will of a person. Many students did not account for the power of coercion involved in hazing dynamics. In describing their own and others' experiences, if a student perceived that one had made a "choice" to participate, then often the activity did not constitute hazing. In fact, many maintained this belief while acknowledging that their college/university or a national professional

organization/association held a different position. The following student comment illustrates this position,

> "*I think hazing is something that you are kind of forced to do to be a part of something against your own will. But I have been told is that even if you are willfully doing it then it is [still] hazing. That is where my perception of hazing is different from others, because if I think it is fun and something someone wants to do then it should not be considered hazing.*"

For many it was a struggle to define hazing. As one student said, "*hazing is one of those things that you know, like pornography, you know it is not something you can really define and you know it when you see it.*" Many described hazing as a "gray" area like the following student who said, "*Hazing in my opinion is just a gray term… It comes out to a real personal preference.*"

Further complicating the definition of hazing for students was that many believed an activity did not constitute hazing if it had a productive purpose as explained by a student who said, "*I think there are a lot of definitions of hazing. One that I have heard is anything that makes someone feel uncomfortable or threatened without a constructive purpose.*"

Student definitions of, as well as rationalizations and justifications for hazing, are nuanced and complex. Their explanations have the potential to offer valuable insights into student attitudes and beliefs and common perceptions about hazing. These will be explored in more depth and reported on in a subsequent report.

Limitations

This report describes the initial findings of the *National Study on Student Hazing: Examining and Transforming Campus Cultures*. There are many more aspects

of both the survey and interview data that will be analyzed and reported in the coming months.

Each participating institution provided a random sample of 25% of their full-time undergraduate student population, ages 18 to 25. Our ability to determine an exact return rate is limited by the use of a web-based instrument to survey students. The procedure used to recruit student participants involved an email invitation sent to their campus email address. The degree to which students rely on their campus email varies by institution. If an email did not bounce we assumed it was delivered to the correct address, however, we have no way to determine if students utilize the address to which the email was sent. Therefore, the response rate of 12% (based on the number of emails sent out and the number of returns) does not account for email invitations not read by students. It is likely that the response rate is underestimated.

While the survey may not be representative of all students' experiences in joining student organizations, we feel confident the number of student respondents provides the basis for valid analysis to promote an understanding of student hazing behaviors and to measure future changes in this behavior.

IMPLICATIONS AND RECOMMENDATIONS

The following implications and general recommendations emerge from this report of the initial findings. A follow-up report will provide more detail. Summary paragraphs are followed by the relevant recommendation below:

Data from this study support the conclusion that **hazing is woven into the fabric of student life and campus culture in U.S. colleges and universities**. More than half (55%) of the students who become involved in campus student organizations, clubs, and teams are hazed in the process of becoming a member or maintaining membership in these groups, and nearly seven in 10 students (69%) say they are aware of hazing in organizations other than their own.

Over the years, images of hazing have been most closely associated with fraternities (and, more recently, varsity athletic teams). However, this investigation found **hazing among undergraduate students is far more widespread**. Students report experiencing hazing behaviors across a range of group-types including athletic teams and Greek-letter groups as well as club sports, intramurals, performing arts groups, service fraternities and sororities, recreation clubs, academic clubs, honor societies; and some students indicated they had experienced hazing in other kinds of groups as well including military groups, religious or church-based groups, student government, and culturally-based student organizations.

Recommendation 1:

Design hazing prevention efforts to be broad and inclusive of all students involved in campus organizations and athletic teams.

Hazing is sometimes dismissed as nothing more than silly pranks or harmless antics, yet **data from this investigation indicate hazing often involves high-risk behaviors that are dangerous, abusive, and potentially illegal**. Disturbingly, a number of the most frequently reported types of hazing practices have been implicated in college student deaths in recent years (e.g., drinking to the point of passing out and drinking large amounts of non-alcoholic beverage). Aside from the fact that hazing itself is illegal in 44 states, hazing is also likely to violate the law through underage drinking and sexual activities where consent is questionable due to the coercive dynamics and peer pressure inherent in hazing. These same dynamics contribute to a group context where embarrassment, humiliation, and degradation can take an emotional toll and lead to what is called the *hidden harm* of hazing—the emotional scars that can result from the humiliating and degrading aspects of hazing**.

Recommendation 2:

Make a serious commitment to educate the campus community about the dangers of hazing; send a clear message that hazing will not be tolerated and that those engaging in hazing behaviors will be held accountable.

Hazing is not the well-kept secret that some may have believed; the findings noted **several public aspects to hazing including coach and student organization advisors' awareness of hazing practices, friends and family's knowledge of hazing, and photos of hazing posted on public web spaces**.

Recommendation 3:

Broaden the range of groups targeted for hazing prevention education to include all students, campus staff, administrators, faculty, alumni, and family members.

To date, hazing awareness and prevention efforts in postsecondary education have largely focused on students in Greek-life and more recently intercollegiate athletes. Yet, the data from this study indicate that students affiliated with these groups continue to be at high-risk for hazing as more than seven in ten students belonging to these groups report experiencing at least one hazing behavior in relation to their involvement. The extent of hazing in these groups prompts questions about the effectiveness of past and present prevention efforts.

Recommendation 4:

Design intervention and prevention efforts that are research-based and systematically evaluate them to assess their effectiveness.

Nearly half of the students (47%) report experiencing hazing behaviors prior to coming to college indicating that students may expect to be hazed when they join teams and organizations connected to their postsecondary institution.

Recommendation 5:

Involve all students in hazing prevention efforts and introduce these early in students' campus experience (i.e., orientation).

Findings from this investigation highlight some of the complexities related to hazing on college campuses. For example, this research found that students identify more positive than negative consequences of hazing; students are least likely to report hazing to campus officials and police; and only one in two students report they have been made aware of campus anti-hazing policy.

As well, it is clear students have a limited understanding of the definition of hazing and risks associated with it. This is highlighted by the fact that more than half of students involved in campus groups experience a hazing behavior, but a

mere fraction of these (nine out of ten) consider themselves to have been hazed. In addition, students who have been hazed tend to dismiss institutional and legal definitions of hazing and minimize the potential harm that can result.

Recommendation 6:

Design prevention efforts to be more comprehensive than simply one-time presentations or distribution of anti-hazing policies. Focus on helping all students:

- ? Develop an understanding of the power dynamics so they can identify hazing regardless of context.
- ? Understand the role that coercion and groupthink can play in hazing.
- ? Recognize the potential for harm even in activities they consider to be "low level."
- ? Generate strategies for building group unity and sense of accomplishment that do not involve hazing.
- ? Align group membership behavior with the purpose and values espoused by their organizations and teams.
- ? Develop leadership skills needed to deal with resistance to change among group members.
- ? Develop critical thinking skills needed to make ethical judgments in the face of moral dilemmas.

SUMMARY

Data from this investigation can inform the development and fine-tuning of hazing prevention efforts. In order to be effective, these efforts need to be far-reaching and focused on a process of transforming aspects of the campus culture that support hazing across a range of student organizations and teams. Data from this investigation also can serve as a baseline from which to measure change

over time and to assess the effectiveness of research-based hazing prevention and intervention efforts on college campuses.

Hazing is a complex issue and a problem that can interfere with the health and safety of students and impede the development of a positive campus climate. At present, there are no simple solutions or foolproof methods of eliminating hazing on a college campus. As this research sheds light on the nature and extent of hazing behaviors among college students in the United States, the next steps in this project include further analysis of the national hazing study data with the release of a series of subsequent reports. The series of reports, to be issued throughout the remainder of 2008, will examine other aspects of the data (e.g., gender differences, high school experiences, and recommendations for prevention) in more depth.

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www.StopHazing.org

Notes

*The survey used in the NCAA/Alfred study provided a foundation from which to construct the survey for this investigation. Both Norm Pollard, one of the lead researchers for that study, and Hank Nuwer, an advisor to that research were exceedingly helpful in working with us to construct the list of hazing behaviors provided in the survey.

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Acknowledgments

APPENDIX A

Project Personnel

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Dr. Allan is an Associate Professor of Higher Educational Leadership at The University of Maine. She is a former Student Affairs Staff member with experience in Student Activities, Greek Life, Judicial Affairs, Community Development, and Student Leadership Programs. She has authored a number of articles, book chapters, and encyclopedia entries on the topic of hazing, and is co-founder and manager of the educational website www.StopHazing.org.
Dr. Allan has given interviews about hazing for a PBS documentary, for other television, newspapers, and radio and periodicals including *Sports Illustrated*, *Teen People, Glamour, Rolling Stone, British Cosmopolitan*, *Good Housekeeping,* and *Congressional Quarterly.* Her research related to campus cultures and climates has been published in the *Harvard Educational Review* (2003), the *Maine Journal of Education* (2004), *Innovative Higher Education* (2005), *The Journal of Higher Education* (2006), and *The Review of Higher Education* (2006).

Mary Madden, Ph.D.
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Dr. Madden is an Associate Research Professor in the College of Education and Human Development at The University of Maine where she is a faculty member in the Center for Research and Evaluation. Her fields of expertise are girls' development and education and gender equity issues. She has extensive experience in developing and implementing program evaluations and research studies using both quantitative and qualitative methods. Her work focuses on the social and emotional development of youth and includes evaluations of youth suicide prevention programs, development and evaluation of a curriculum to build

girls' coalition groups, and a study of classroom climate for undergraduate women. Her work has been published in the *Journal of Higher Education* (2006)*, and the Handbook for Achieving Gender Equity in Education* (2007).

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Ms. Smith is a Research Associate in the College of Education and Human Development Center for Research and Evaluation at the University of Maine. She brings extensive experience analyzing quantitative data and managing large databases. During her ten years at the Center for Research and Evaluation, she has contributed to numerous research and evaluation studies related to education and human development and served as the lead analyst for the survey data for this investigation.

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We would like to thank the following individuals who participated on the research team traveling to campuses across the U.S. to conduct interviews.

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APPENDIX B

Project Partners

- Alpha Omicron Pi
- Alpha Phi Omega
- American College Personnel Association (ACPA)
- Association for Student Judicial Affairs (ASJA)
- Association of Fraternity Advisors (AFA)
- Association of Fraternity Advisors (AFA) Foundation
- Beta Theta Pi
- Center for the Study of the College Fraternity (CSCF)
- Delta Delta Delta Foundation
- Fraternity Executives Association (FEA)
- Kappa Alpha Order Fraternity and Foundation
- MJ Insurance
- National Association for Campus Activities (NACA) Foundation
- National Association of Collegiate Directors of Athletics (NACDA)
- National Association of Student Personnel Administrators (NASPA)
- National Intramural and Recreational Sports Association (NIRSA)
- National Association of Student Personnel Administrators (NASPA)
- NASPA Foundation
- National Collegiate Athletic Association (NCAA)
- National Consortium for Academics and Sports (NCAS)
- National Orientation Directors Association (NODA)
- North-American Interfraternity Conference (NIC)
- North American Interfraternal Foundation (NIF)
- National Panhellenic Conference (NPC)
- Omega Financial
- Professional Fraternity Association (PFA)
- Professional Fraternity Executives Association (PFEA)

- ✍ Phi Sigma Sigma Sorority

- ✍ Pi Beta Phi Sorority and Foundation

- ✍ Sigma Alpha Mu Fraternity

- ✍ Sigma Chi Fraternity

- ✍ Sigma Nu Fraternity

- ✍ Zeta Beta Tau Fraternity

APPENDIX C

Current Advisory Group Members

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    Association (NIRSA)
Ms. Martha Brown, Past Chairman, National Panhellenic Conference (NPC)
Mr. Mike Cleary, Executive Director, National Association of Collegiate Directors
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Dr. John Schuh, Distinguished Professor and Chair, Educational Leadership and Policy Studies, Iowa State University; representing the National Association of Student Personnel Administrators (NASPA)

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Dr. Stephen Sweet, Professor of Sociology, Ithaca College

Ms. Cindy Stellhorn, President, North-American Interfraternal Foundation

Ms. Mary Wilfert, Assistant Director of Education and Outreach, National Collegiate Athletic Association (NCAA)

Ms. Louise Kier Zirretta, past President of the North American Interfraternal Foundation (NIF)

APPENDIX D

Pilot Study Methods

The Survey
Full-time undergraduate students under the age of 25 were invited to respond to the web-based survey. Each institution generated the student sample for the study. The two smaller institutions were asked to include all the students that fit the sample criteria for the study while the two larger institutions were asked to produce a random sample of students who fit the criteria. An invitation to participate in the survey was sent to students via email. This email invitation provided a code and a hyperlink to access the web-based survey. Students who completed the survey were entered into a drawing for one of fifty $10 iTunes gift certificates. The survey consisted of 70 questions and was designed so participants could respond to these questions relative to three different membership groups. For example, a student belonging to a varsity team, a fraternity, and an academic club would respond to the set of questions for each of these activities separately.

Ninety-percent of the students who accessed the web-based survey completed it. In all, 1,789 full-time undergraduate students under the age of 26 who belonged to a student activity responded to the survey. Two-thirds of the respondents were female and one-third male. Eighty-six percent of the respondents identified their race /ethnicity as White.   Sixty-nine percent of the students lived on-campus.

The Interviews
Face-to-face interviews were conducted with 90 individuals at the four campuses. Participants included student leaders, student affairs and athletics staff, and senior student affairs officers. At each campus, project staff worked with a student affairs staff member to select interviewees and schedule the interviews. The staff members were given a list of staff positions and student

organizations from which to recruit individuals for the interviews. Interviews were 30-60 minutes in duration and were audiotaped and later transcribed for analysis.

This study provided the opportunity for researchers to test sampling strategies and data collection instruments. It also provided insights into hazing that will be further investigated in the national study.

1 8 6 5 THE UNIVERSITY OF MAINE

Transforming Campus Hazing Cultures: Building an Evidence Base
Openings for Fall 2013 Cohort

Overview – We are seeking a select group of colleges and universities to participate in a three-year research initiative to develop evidence based hazing prevention strategies. Qualified institutions will have demonstrated a commitment to eliminate hazing and be positioned to launch a comprehensive approach to prevention. As a participating institution, you will join a collaborative and path-breaking effort to build research based hazing prevention strategies.

Goal – transform hazing cultures by developing an evidence base for effective hazing prevention.

Approach – effective prevention considers campus culture, history, and tradition. Given this, we do not advocate a one-size-fits all approach to prevention. Rather, we have developed a common core of promising strategies that can be tailored to particular campus contexts. Our approach is guided by a theory-to-practice philosophy that builds on insights gained from research, our experience as practitioners, and our work with professionals in the field. We value a comprehensive approach that is collaborative, strategic, sustainable, involves multiple stakeholders, and proceeds from a careful analysis of the problem of hazing within a specific institutional context.

Snapshot of Project Design

	Year 1		Year 2	Year 3
Semester 1	Consultants work with campus to gather information about current hazing prevention efforts. Coaching provided for coalition building, problem analysis, goal setting, and strategy development. Consultants work with staff to design baseline assessments.	Consultants use survey, interview, and document analysis to assess campus culture related to hazing. Consultants support staff planning and analysis, participate in related discussions, and provide data report to inform development of prevention strategies.	Consultants provide guidance for design and implementation of prevention strategies. Consultants make campus visits to assist with implementation and tailoring prevention strategies to campus culture.	Ongoing coaching and guidance with a focus on sustainability of hazing prevention. Site visit to reassess campus culture and prevention initiatives.
Semester 2	Consultants assist staff with identifying high-risk areas for intervention and protective factors for prevention.		Work with campus staff to plan for post-assessments.	A third round of data will be collected and analyzed.
Ongoing	Monthly distance meetings with the consultants and the lead representative from all participating institutions. On-line private collaboration platform to share challenges, opportunities, and resources between member institutions. Other initiatives to foster cross-institution learning and development.			

Why participate in the *Hazing Prevention Consortium*?

- To help foster a campus climate where students are treated with dignity and respect in their development as leaders, athletes, and community citizens.
- To be part of leading a global effort to create an evidence-base for hazing prevention.
- To have an internationally recognized hazing research and prevention consultant visit your campus to assess campus culture and support staff with strategy implementation.
- To receive ongoing guidance from hazing research and prevention experts for duration of the project.
- To be part of a multi-campus effort that provides opportunities to learn from the research as well as experiences of other consortium members.
- Your participation will demonstrate your commitment to hazing prevention.

For More Information

For further information about our research and bios of our staff at *The National Collaborative for Hazing Research and Prevention* at the University of Maine, see: www.hazingstudy.org

Contact Us

If you would like to learn more or be considered as an institutional participant for the Transforming Campus Hazing Cultures Project, please contact us by email:

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A Comprehensive Approach to Hazing Prevention in Higher Education Settings
Working Paper, May 23, 2008[1]

Linda Langford, Sc.D.
linda@lindalangford.org

The Higher Education Center's 2002 publication "Preventing Violence and Promoting Safety in Higher Education Settings: Overview of a Comprehensive Approach," outlines a framework for addressing a broad array of violence issues in college and university communities.[1] This document outlines specific considerations in applying this approach to the issue of hazing.

The Center's Comprehensive Approach
Campuses are diverse settings, and there is no "model" hazing prevention initiative that will work at every institution. Accordingly, the Center recommends a set of *principles* and a *process* that campus and community members can use to collaborate on issues like hazing. This approach allows planning groups to create a hazing initiative that is tailored to their campus circumstances and to the needs of specific groups that may experience hazing.

Principles for Designing Effective Campus Violence Interventions
In general, violence prevention interventions should be
- **prevention-focused** in addition to response-focused
- **comprehensive,** addressing multiple types of violence, all campus constituents, and on- and off-campus settings
- **planned and evaluated,** using a systematic process to design, implement, and evaluate the initiative
- **strategic and targeted,** addressing priority problems (and their risk and protective factors) identified through an assessment of local problems and assets
- **research-based,** informed by current research literature and theory
- **multicomponent,** using multiple strategies
- **coordinated and synergistic,** ensuring that efforts complement and reinforce each other
- **multisectoral and collaborative,** involving key campus stakeholders and disciplines
- **supported** by infrastructure, institutional commitment, and systems

Strategic Planning Process
The most effective violence prevention programs result from systematic planning efforts that involve multiple campus and community partners working together in a task force or coalition.[2] Initial planning steps include assessing local assets, problems, and existing programs; reviewing national research; and collecting local data. The planning group then uses this information to guide the development of a strategic plan that is tailored to the needs and assets of the local

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[1] The resources were last updated March 31, 2013. This working paper may be revised periodically. Please contact the author at linda@lindalangford.org for the most recent version. This working paper was developed when Linda Langford was an associate Center director at the U.S. Department of Education's Higher Education Center for Alcohol, Drug Abuse and Violence Prevention, which no longer exists. Dr. Langford is grateful to the Department for their long-standing support for hazing prevention work.

campus community. Because a comprehensive plan will include multiple components, it is helpful to specify both immediate and longer-term goals to guide program implementation. In addition, it is important to build in a plan for evaluating program success. Finally, a key task of the strategic planning process is ensuring that all of the programs, policies, and services in the plan are coordinated and mutually reinforcing.

Applying the Center's Framework to Hazing Prevention

Key Recommendations
Based on the Center's framework, the following key actions are recommended for creating a comprehensive hazing initiative.

(1) **Identify and address multiple contributing factors.** Like other violence issues, hazing is caused by the convergence of numerous factors across multiple levels of influence. Examples at each level include:
  o *Individual* student factors, such as attitudes and beliefs supportive of hazing; prior exposure to hazing.
  o *Peer and group-level* factors, such as perceived peer norms about hazing (peer factor); enforcement of organizational policies prohibiting hazing (group factor).
  o *Institutional* factors, including the existence and enforcement of campus-level hazing policies; adequate oversight of organizations by campus officials.
  o *Community* factors, such as the prevalence of local high school hazing; support for hazing by local alumni.
  o *Public policy and societal* influences, including the presence and enforcement of state and federal hazing laws; cultural beliefs in the value of surviving adversity.
  Efforts to reduce hazing will require addressing an array of contributing factors through multiple programs, policies, and services.

(2) **Conduct a *local* analysis.** There is no one-size-fits-all solution to hazing. A thorough analysis of local hazing behaviors and contributing factors enables planning teams to develop solutions appropriate to their campus. Collecting data can also be an effective way to engage stakeholders such as faculty members and students in the coalition.[3]
  An important task of the local analysis is to identify the specific factors at each level of influence that enhance or inhibit the risk of hazing in the campus environment and in specific groups. For example, in which groups is hazing most common, and why? What institutional and group hazing traditions exist, and what supports them? What beliefs and attitudes do students hold that perpetuate hazing or inhibit intervention? What beliefs or values exist that protect against hazing, and how might these be supported and strengthened? It also is important to conduct an inventory of current programs, policies, resources, and assets. Where do they need strengthening? What resources can be mobilized? The answers to these questions will help the coalition to pinpoint local contributors to hazing and to devise targeted solutions.

(3) **Include prevention, early intervention, and response components.** Campus-based hazing initiatives must include measures designed to *respond* to hazing incidents,

including policies and protocols for reporting, investigating, and sanctioning offenses, and monitoring sanctions that are imposed. A comprehensive approach also will include complementary efforts aimed at *early intervention* in hazing behaviors and *prevention* of hazing incidents—that is, efforts to intervene early in hazing behavior and to stop hazing from occurring in the first place by targeting underlying causes and creating safe and secure environments.

(4) **Use multiple, coordinated, and sustained strategies.** Given the many causes of hazing, a comprehensive program will include many approaches such as the following:
   - Addressing attitudes, beliefs, perceptions, and skills that contribute to hazing through education, skill building, curriculum infusion, and other efforts.
   - Supporting healthy group norms and promoting bystander intervention.
   - Conveying clear expectations for conduct among students, faculty, staff, organizational leaders, alumni, parents, and visitors.
   - Creating and disseminating comprehensive policies and procedures addressing hazing, and instituting training programs to ensure that members of organizations, student leaders, alumni, advisors, campus safety, judicial affairs staff, and all other relevant stakeholders know their roles and responsibilities in following and enforcing the policies.
   - Providing a range of support services for students who have experienced hazing.
   - Establishing comprehensive alcohol and other drug prevention programs targeting both organizations and the general campus and community environment.

(5) **Make sure programs, policies, and services are coordinated and synergistic.** One-shot programs are not effective in making sustained change. Therefore, it is critical to encourage the development of an overall initiative in which multiple program and policy components reinforce one another. Coordination and synergy should be sought among the diverse hazing prevention efforts undertaken by each campus organization and also campus wide, among efforts that cut across organizations.

(6) **Ensure that each component of the initiative has clearly defined goals and objectives that are informed by data and research.** Implementation of the strategic plan is facilitated when each program, policy, or service has clearly defined goals and objectives that specify the outcomes or *changes* they are intended to make. Goals and objectives articulate which contributing factors are targeted for change, taking into account research on the causes of hazing, prior evaluation studies, and the coalition's analysis of local contributing factors. Goals generally reflect broad outcomes, while objectives designate the specific end results that each program or policy is expected to accomplish within a given time period. Objectives should be "S.M.A.R.T.": Specific, Measurable, Achievable, Relevant, and Time-Bound. Setting up objectives in this way aids in devising a plan to evaluate whether they were achieved.

(7) **Build Collaborations.** As noted above, comprehensive approaches to hazing include multiple interrelated components, including policy development, disciplinary responses, prevention programs, staff training, law enforcement efforts, counseling services, and other efforts. These activities typically fall across campus departments, community

stakeholders, and national organizations, and thus responsibility for hazing prevention efforts cannot be the sole responsibility of one department or group. Support and leadership from administrators is essential for promoting coordination among hazing prevention program elements.

Recent Developments in the Field

Two relatively recent developments have the potential to help the higher education field improve its hazing prevention efforts. First, there is a growing body of knowledge about what works in campus prevention generally that can be applied to hazing prevention efforts. Second, new research on the extent, nature, and determinants of hazing can be used to shape hazing programs, policies, and services.

The Growing Evidence Base in Campus Prevention

New research continues to emerge about effective prevention of other campus health and safety problems, and the field of hazing prevention can benefit from this knowledge. For example, the recent publication "Experiences in Effective Prevention: The U.S. Department of Education's Alcohol and Other Drug Prevention Models on College Campuses Grants" reviews and synthesizes information gained from site visits of successful alcohol and other drug (AOD) prevention program to identify their common characteristics.[4] The core elements identified by this review reinforce key prevention processes that also are applicable to hazing prevention work:

- Exercising leadership,
- Building coalitions,
- Choosing evidence-based programs,
- Implementing strategic planning,
- Conducting a program evaluation,
- Working toward sustainability, and
- Taking the long view.

This publication compliments the important report on college drinking released in 2002 by the National Institute on Alcohol Abuse and Alcoholism (NIAAA), which recommended that schools undertake multi-layered prevention and intervention strategies that are (1) based on a local assessment; (2) guided by research; (3) locally tailored; and (4) evaluated for effectiveness.

The NIAAA report also found that informational and knowledge-based interventions focusing on AOD-related harms are ineffective when used alone.[5] In addition, literature reviews of evaluated campus sexual violence prevention programs suggest that one-time or fragmented programs are ineffective in creating sustained change.[6,7] Taken together, this research supports the need for multiple, sustained hazing prevention efforts that go beyond individual educational programs to address organizational, campus, community, policy, and cultural factors.

Emerging National Research on Hazing

Basing programs and policies on research about the problem and its causes is one important way to improve program effectiveness. Past efforts to address hazing have been hampered by a lack of data about the extent and nature of this problem across an array of student groups as well as a limited understanding of the complex factors that contribute to hazing.

The National Study of Student Hazing is a research study undertaken by researchers from the University of Maine to examine the extent and nature of hazing across multiple student groups at U.S. colleges and universities and to explore student and staff attitudes and beliefs about hazing. The findings of this and other studies can help campus planning teams as they assess local circumstances, design programs and policies, and set specific, measurable objectives for change.

Initial findings from this national study suggest important considerations for interventions:[8] For example:
- Many students who have experienced specific hazing behaviors did not consider themselves to have been hazed.
- Hazing activities occur across a wide range of student groups (e.g. athletics; fraternities/sororities; recreation and sports clubs; band/performing arts organizations.)
- More than two-thirds of students are aware of hazing behaviors in student groups on campus.
- Advisors and coaches are often aware of and/or involved in student hazing.
- Fewer than half of students were provided with anti-hazing policies when they joined an organization; if warnings were given, they were sometimes vague.
- Many students come to college having experienced hazing in high school.

Each finding can help shape appropriate responses to hazing. For example, the fact that hazing occurs across many types of student groups suggests that prevention efforts cannot be limited to fraternities and sororities or athletic teams. A comprehensive hazing effort will encompass the full range of groups in which hazing occurs and tailor prevention efforts to fit each group. In addition, efforts will be strengthened if policy, education, and enforcement efforts are consistent and coordinated across student groups, rather than left for each organization to create separately.

Likewise, these data reveal the commonality of witnesses or "bystanders" to hazing behaviors, which suggests that there are missed opportunities for intervention. Each hazing prevention coalition can decide how to apply this information on their campus. Possible responses to these findings might include making sure that policies explicitly prohibit involvement in hazing by coaches/advisors or perhaps requiring them to report about hazing they learn about. In addition, programs might teach advisors, coaches, student leaders, and students the strategies and skills needed to exert leadership in preventing hazing and intervening in hazing incidents.

Of course, national data may not reflect the problem on any individual campus, which is why a local assessment is recommended. However, national data are helpful in understanding the general dynamics of this complex behavior and also can highlight important factors to explore in a campus-specific analysis.

As described above, the initial findings from the National Study of Student Hazing already have increased our knowledge about this issue in important ways. More results will be released as

additional analyses are conducted. In addition, campuses are encouraged evaluate their own hazing prevention efforts to determine their effectiveness. Hazing coalitions are encouraged to review both emerging national research and results of their own evaluation efforts on an ongoing basis and use these findings for program improvement.

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A Comprehensive Approach to Hazing Prevention in Higher Education Settings
Higher Education Center *Working Paper*, May 23, 2008

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For More Information

Hazing.Cornell.Edu
http://www.hazing.cornell.edu/
Created for the Cornell community, this site includes helpful general resources about hazing, including a definition, review of causes, advice for members of campus organizations, and information on alternative group bonding activities. There is an anonymous online form for reporting incidents of hazing at Cornell. Other topics include campus collaboration, policies and laws, the continuum of hazing, alcohol and hazing, and research and theory about hazing.

HazingPrevention.Org
HazingPrevention.org provides in-person training events, webinars, information, and resources to build the skills of higher education professionals in effective hazing prevention. Examples of key initiatives include the Novak Institute for Hazing Prevention, National Hazing Prevention Week, and the Zeta Tau Alpha Innovation Award.

National Study of Student Hazing
http://www.hazingstudy.org
Includes information about the methodology and findings of this national study based at the University of Maine.

Stophazing.org
This site provides extensive resources on the topic of hazing, including general information (definition, laws, news, myths and facts), resources (e.g., a discussion group, speeches, alternatives), writings, and links to specific information about fraternity, sorority, athletic and military hazing.

NCAA Handbook
http://counseling.sdes.ucf.edu/docs/hazinghandbook0108[1].pdf
This 2008 handbook is entitled *Building New Traditions: Hazing Prevention in College Athletics*.

Problem Analysis
The First Step in Prevention Planning

U.S. Department of Education
Arne Duncan
Secretary

Office of Safe and Drug-Free Schools
William Modzeleski
Acting Assistant Deputy Secretary

May 2009

To order copies of this publication,
write to: The Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention
Education Development Center, Inc.
55 Chapel Street
Newton, MA 02458-1060

or **call:** 1-800-676-1730; TDD Relay-friendly, Dial 711
or **fax:** 617-928-1537
or **e-mail:** HigherEdCtr@edc.org

This publication and other resources are available on the Web site for the U.S. Department of Education's Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention: http://www.higheredcenter.org.

Problem Analysis

The First Step in Prevention Planning

by William DeJong, Ph.D.

Student alcohol and other drug abuse and violence (AODV) still reign as the most serious social problems faced by U.S. institutions of higher education.[1] To tackle these problems, campus administrators—working in conjunction with partners from the surrounding community—need to put in place an integrated set of strategies that address the mix of individual, group, institutional, community, and societal factors that lead to student substance abuse and violence.[2] This type of comprehensive approach—called *environmental management*—cannot be implemented without using a systematic planning and evaluation process.[3]

This publication outlines the first step of that process: *problem analysis.* This step, often referred to as *needs assessment,* is an essential feature of the U.S. Department of Education's principles of effectiveness for AODV prevention programs.

Conducting a problem analysis involves (1) gathering objective data on the nature and scope of the problem at both national and local levels; (2) examining available resources and assets in the campus community; and (3) analyzing and summarizing this information to clarify needs and opportunities. Note that the process outlined here is suitable for both two- and four-year institutions, including both residential and commuter campuses.

Working from the problem analysis, a planning group can move on to the next steps of the planning process to decide on long-range goals and objectives, identify potential strategies, and create a strategic plan for reducing AODV-related problems.[4]

Principles of Effectiveness for Prevention Programs

The U.S. Department of Education's Office of Safe and Drug-Free Schools promotes principles of effectiveness for prevention programs, as codified in the *No Child Left Behind Act of 2001.* A subset of the principles of effectiveness that are most applicable to institutions of higher education can be summed up as follows:

- Design programs based on a thorough needs assessment using objective data.
- Establish a set of measurable goals and objectives linked to identified needs.
- Implement prevention activities that research or evaluation have shown to be effective in preventing high-risk drinking or violent behavior.
- Use evaluation results to refine, improve, and strengthen the program and refine goals and objectives as appropriate.

Problem analysis is frequently a neglected step in prevention planning. Campus and community leaders often underestimate how much they still need to learn about the multiple factors that contribute to student risk behavior, and they are therefore eager to sketch out new programs or policies right away. But acting in haste can lead to prevention efforts that are off target, not fully developed, or poorly integrated. In contrast, a careful problem analysis will result in a more thorough and detailed overview of problem behaviors and their consequences; a more complete understanding of their contributing causes; and an analysis of how current programs

and policies match up against what is needed. Moreover, completing this exercise will help a planning group reach consensus on the priority concerns that should be the focus of their planning efforts, a crucial first step toward creating buy-in for the final prevention plan.

Assessing the Nature and Scope of the Problem

A key aspect of the problem analysis is a review of the nature, scope, consequences, and underlying causes of student AODV-related problems on campus and in the nearby community. Clearly, without a thorough understanding of the problem, a planning group is far less likely to develop a strategic plan that effectively meets local needs.

There are multiple information sources to draw on, including student surveys, key informant interviews, focus groups, field observations, and campus and community archival data. To the extent possible, this review of local conditions should be informed by both regional and national trend data, plus reviews of the research literature on the causes of AODV-related problems.

Surveys can be a vital source of information about student behavior. The first step in crafting a survey is to decide on its scope. Some campuses administer dedicated surveys on either alcohol and other drug use or violence, while others administer comprehensive surveys covering multiple health issues, depending on their institutional needs.

To obtain valid and reliable data, the planning group should administer its survey to a randomly drawn sample of students. It is important to obtain

a response rate of at least 50 percent: small payments or other modest incentives (e.g., store coupons, giveaway items) should be offered to encourage student participation.[5] In addition, students should complete the survey either anonymously or under conditions of confidentiality.[6] Paper-and-pencil surveys can be a good option, but Web site-based surveys are easier and faster to administer and can be less expensive.[7]

There are several issues that can be covered in student surveys, including:

Personal Characteristics
- Demographic factors, such as gender, age, racial and ethnic background, relationship status, and current employment.
- Academic standing, including year in school, full- or part-time status, grade point average.
- Current residence, including living situation (alone, with roommates, with family), location of residence (on vs. off campus), and type of residence (fraternity or sorority house, residence hall or dormitory, house or apartment, or other).
- Participation in various student activities (e.g., community service, religious group, fraternity or sorority, intercollegiate athletics).

Prevalence of AODV Behavior
- Alcohol and Other Drug Use
  – Frequency and quantity of alcohol and other drug use (e.g., annual, 30-day).
  – Alcohol use in specific contexts (defined by occasions and settings).
  – Consequences due to own substance use (e.g., missed class, had unprotected sex).
  – Consequences due to other students' substance use (e.g., interrupted sleep, personal property damaged).
- Violent Behavior and Victimization
  – Victimization experiences—hazing, stalking, partner violence, hate crimes, assault, sexual violence (life time, in college).

– Perpetration of specific types of violence.
– Bystander experiences (e.g., witnessing violence, intervening).
– Consequences of being victimized, perpetrating, and witnessing violence.

Predictive Factors
- Knowledge (e.g., effect of alcohol on learning, knowledge of which acts define sexual assault or hazing).
- Beliefs and attitudes regarding alcohol and other drug use and violence (e.g., expectancies, perceived benefits).
- Perceived AODV risks (seriousness and personal susceptibility).
- Perceptions of campus substance use norms, perceptions of peer support for aggressive behaviors and hazing.

Protective Behaviors
- Efforts made by the student to avoid heavy drinking (e.g., pacing alcohol consumption, alternating nonalcoholic and alcoholic beverages, planning in advance how much to drink).
- Strategies used by the student to avoid driving after drinking (e.g., safe ride program, designated driver).

- Efforts made by the student to resolve conflicts nonviolently.
- Strategies used by the student to deal with unsafe situations (e.g., safe escort program, buddy system).

These issues can also be explored with students in focus groups or one-on-one structured interviews. Equally important for identifying local contributing factors and AODV dynamics are key informant interviews with campus administrators, counseling staff, faculty, residence hall assistants, campus and local law enforcement officials, student health and hospital emergency room (ER) staff, and community residents. As noted previously, the research literature should also be reviewed, especially regarding risk and protective factors associated with AODV problems.[8]

Written records are also an important source of information about student AODV problems and their consequences. Such records might show, for example, the number of students seen in local emergency rooms or the student health center for AODV-related injuries

or illnesses; the number of students arrested for AODV-related infractions; building and equipment damage reports; and the number of residence hall complaints due to AODV-related behavior. To protect student privacy, it is essential that these data summaries not include any information that would allow individual students to be identified. On some campuses, an evaluation team, perhaps involving faculty, will need to work with various campus departments (e.g., campus police, student health services) and community agencies (e.g., local police, hospital ER) to develop forms and record-keeping procedures to improve the quality of information received.

Another vital part of the problem analysis is an assessment of environmental factors that contribute to AODV problems. Regarding violence, important aspects of the environment include policies and laws; monitoring and enforcement; the physical environment; weapon availability; and support for diversity.[9] Regarding alcohol and other drug use, key factors include the availability of substance-free options, the normative environment, alcohol and other drug availability, alcohol marketing and promotion, and policy development and enforcement.[10]

Again, student self-reports are an essential source of information about the campus and community environment. For example, survey, focus group, and interview questions can focus on sources of alcohol and other drugs (e.g., retail alcohol outlets, off-campus parties, Internet drug providers); perceptions of the campus and community environment (e.g., ease of access to low-cost or free

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Late-night Breathalyzer Tests

Structured field observations, with locations and times of days selected at random, can be used to assess student intoxication, including breathalyzer measurements of blood alcohol concentration (BAC). When faculty members at a liberal arts college collected such data over several semesters, they found that the number of students enrolled in Friday classes was inversely correlated with the numbers of students with blood alcohol levels greater than .05 percent BAC.[11]

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alcohol, exposure to student-oriented alcohol advertising, fear of crime); awareness and support of campus violence prevention policies; and perceptions of law enforcement activity.

Archival records and field observations are important here, too. Some example measures that capture important aspects of the campus and community environment include the following:

- *Substance-free options:* (1) number of substance-free recreational venues near campus and (2) number of substance-free concerts, film festivals, lectures, and other cultural events listed on community Web sites.
- *Normative environment:* (1) availability of alcohol and other drug-related paraphernalia in campus and community stores and (2) number of student newspaper stories and editorials that appear to glorify alcohol use.

- *Alcohol availability:* (1) number of liquor licenses within one, two, and three miles of campus and (2) average price paid for standard alcohol products (e.g., six-pack of beer).
- *Alcohol marketing and promotion:* (1) number of on-campus kiosk messages that promote high-risk drinking and (2) number of alcohol-industry sponsored events at local bars and restaurants.
- *Policy development and enforcement:* (1) number of students cited for AODV-related conduct violations and (2) number of calls by community residents to a complaint hotline.

Similar environmental measures related to other drugs (e.g., cost and availability) and violence (e.g., safety-oriented campus design and maintenance) also can be examined.

With these various sources of data in hand, the planning group will be able to identify specific AODV problems on their campus; discover high-risk environments on campus and in the community; and stimulate a broader discussion of the institutional, community, and societal factors that contribute to these problems. As the planning group implements its strategic plan, environment assessment should be an ongoing activity.

The *College Alcohol Risk Assessment Guide (CARA)* provides several tools and resources for scanning the environment and analyzing alcohol-related problems.[12] The guide's recommended procedures can be adapted to analyze problems related to other types of substance use or violence (e.g., buildings and grounds safety audit).

The *CARA* provides forms to document the nature and scope of alcohol-related problems; to identify high-risk environments; to monitor the contents of campus bulletin boards and kiosks; to monitor the print media and radio stations that target student audiences; to document pricing information for alcohol and nonalcoholic beverages; to identify high-risk alcohol service practices at on- and off-campus social events; and to analyze the alcohol environment at bars, taverns, pubs, and restaurants frequented by students.

This publication is available at the Web site of the Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention (http://www.higheredcenter.org).

Examining Available Resources and Assets in the Campus Community

The next phase of the problem analysis is to assemble information on existing AODV resources and initiatives. It is important to think not only about agencies, programs, and policies that have a direct and obvious connection to AODV problems but also about other administrative, scholastic, and extracurricular initiatives that contribute to a safe and healthy academic environment and foster personal resilience. How existing programs and policies line up with the planning group's problem assessment will determine the direction of the strategic plan, moving toward a comprehensive and well-integrated prevention effort.

Resources include the on- and off-campus personnel available to work on prevention-related tasks as paid staff, consultants, or volunteers. A broad range of content expertise and skills is necessary, including coalition leadership, community organizing, strategic planning, risk management, formative research, intervention development, health communications, curriculum design, and evaluation.[13] A critical issue is how much time people can devote to this work given their other duties and responsibilities. Funding is another critical piece. If the prevention work is to be a collaborative effort, then many institutional divisions and departments will need to have a budget line item to support that work.

The planning group can broaden its review of assets to assess the campus community's readiness to develop, implement, and evaluate a comprehensive strategic plan for AODV prevention that has a specific set of goals, a feasible plan of action, and a manageable timeline. Signs of readiness can be placed in six categories:

- Support for the coalition;
- Structure of the coalition (e.g., lines of authority, committees);
- Support for data collection and evaluation;

Assessing a Campus Community's Readiness for AODV Prevention

Support for the Coalition
- The campus and community coalition has the full support of the college president.
- The coalition's efforts are supported by community leaders.

Coalition Structure
- The coalition has an effective leader and a supportive committee structure.
- Key stakeholders from the campus and the surrounding community participate in the coalition.
- Coalition members are active and value high-performance team functioning.
- Members of the coalition are working toward a common goal.
- There are established channels for communication among coalition members.

Support for Data Collection and Evaluation
- There are ongoing student surveys and other data collection efforts to monitor the nature and scope of AODV problems.
- There is a long-term commitment to evaluate and improve the prevention effort.

Support for Prevention
- There is widespread recognition of AODV problems on campus.
- Community norms support action against student alcohol and other drug abuse and violence.
- There is a strong belief that prevention efforts can succeed.

Reliance on Evidence-based Approaches
- Members of the coalition see the value in a comprehensive approach that features environmental prevention strategies.
- Members of the coalition are committed to using evidence-based approaches.
- The coalition relies on current data and research to plan prevention activities.

Resources for Effective Action
- Adequate funds and other resources are available.
- The institution's divisions and departments are encouraged to collaborate and share resources to develop alcohol abuse prevention initiatives.
- The staff members responsible for implementing the prevention effort are highly trained and experienced.

- Support for prevention;
- Reliance on evidence-based approaches; and
- Resources for effective action.

Progress in designing and implementing an effective strategic plan will be stymied if these elements are not in place.

Also needed is a list of prevention efforts currently under way. Existing AODV programs and policies can be categorized using a typology matrix developed by the U.S. Department of Education's Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention (see table 1 on pp. 6 and 7).[14]

The matrix has two dimensions. The first divides programs and policies into one of five social ecological levels: individual, group, institution, community, and societal influences, with a special focus on state and federal public policy.[15] The second dimension divides the programs and policies into areas of strategic intervention. For alcohol abuse prevention there are four areas to consider as part of a comprehensive *environmental management* approach:

1. Changing people's knowledge, attitudes, skills, self-efficacy, and behavioral intentions regarding reduced alcohol use;
2. Eliminating or modifying environmental factors that contribute to the problem (i.e., environmental change);
3. Protecting students from the short-term consequences of alcohol consumption ("health protection"); and
4. Intervening with and treating students who are addicted to alcohol or otherwise show evidence of problem drinking.

Each category might include several program and policy efforts. Note in the matrix that the environmental change category is further divided into five subcategories, each focused on a strategic objective that addresses a problematic facet of the typical campus community environment.

Five Strategic Objectives Focused on Environmental Change for AOD Prevention

Substance use problems are driven by five environmental factors that increase both the availability and the appeal of alcohol and other drugs, each of which can be addressed by a set of *environmental management* strategies.

1. *Provide Alcohol-free Options:* Many students, especially at residential colleges, have few adult responsibilities like jobs and family, a great deal of unstructured free time, and too few social and recreational options that they access on the spur of the moment. The strategic objective: offer and promote social, recreational, extracurricular, and public service options that do not include alcohol and other drugs.
2. *Create a Normative Environment:* Many people accept drinking and other drug use as a "normal" part of the college experience. The strategic objective: create a social, academic, and residential environment that supports health-promoting norms.
3. *Restrict Alcohol Availability:* Alcohol is abundantly available to students and is inexpensive. The strategic objective: limit alcohol availability both on and off campus.
4. *Restrict Alcohol Marketing and Promotion:* Local bars, restaurants, and liquor stores use aggressive promotions to target underage and other college drinkers. The strategic objective: restrict marketing and promotion of alcoholic beverages both on and off campus.
5. *Strengthen Policy Development and Enforcement:* Campus policies and local, state, and federal laws are not enforced consistently. The strategic objective: develop and enforce campus policies and enforce local, state, and federal laws.

Consider the subcategory of providing substance-free options. The central problem is that many students, especially those attending residential colleges, have few adult responsibilities like jobs and family, a great deal of unstructured free time, and too few social and recreational options that they can access on the spur of the moment. The strategic objective is to offer and promote social, recreational, extracurricular, and public service options that do not include alcohol and other drugs. In practice, there are numerous program and policy options that an institution might put in place:

- Promote consumption of nonalcoholic beverages and food at events.
- Create and promote alcohol-free events and activities.
- Open a student center, gym, or other alcohol-free settings, or extend the hours.

- Create and promote student service learning opportunities.
- Create and promote volunteer opportunities.
- Require community service work as part of the academic curriculum.
- Provide greater financial support to student clubs and organizations that are substance-free.

Some of these tactics can be implemented at more than one level of the social ecological model. For example, efforts to create and promote alcohol-free events might be done at a group, institutional, or community level.

The matrix can be used later in the strategic planning process to highlight missing program elements and to facilitate the development of a comprehensive and well-integrated plan.

TABLE 1. Typology matrix of program and policy options for alcohol and other drug abuse and violence interventions

Alcohol and Other Drugs	Program and Policy Levels (Social Ecological Framework)				
Areas of Strategic Intervention	Individual	Group	Institution	Community	State and Federal*
Prevention					
Knowledge, Attitudes, Skills, Self-efficacy, Behavioral Intentions					

Environmental Contributors to Alcohol and Other Drug Abuse
  1. Substance-free Options
  2. Normative Environment
  3. Alcohol and Other Drug Availability
  4. Marketing and Promotion
  5. Policy Development and Enforcement					

Health Protection					
Intervention and Treatment					

Clarifying Needs and Opportunities

The planning group should conclude the problem analysis phase by preparing and distributing a report of its findings. Major sections can include the following:

- The most prevalent and harmful types of AODV behavior on the campus;
- Characteristics of the students and settings involved;
- A list of individual and environmental factors that contribute to those problems;
- An inventory of the campus's existing efforts (including their goals and objectives), resources, and personnel to address the problem; and
- Major gaps in the campus's programs and policies.

A so-called gap analysis will look at whether current programs and policies are addressing the identified problems and their underlying causes. Lehigh University's problem analysis provides

Program and Policy Options

Program and policy options can be found in two publications available through the Web site of the Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention (http://www.higheredcenter.org): Safe Lanes on Campus: A Guide for Preventing Impaired Driving and Underage Drinking, and Alcohol and Other Drug Policies for Colleges and Universities: A Guide for Administrators (in review). Additional guidance can be found in recent reviews of the research literature focused on individual-level[16] and environmental prevention strategies.[17]

a good example.[18] The institution's alcohol task force discovered the following: students had easy access to inexpensive or free alcohol; there was a lack of substance-free recreational options; the university's "work hard, play hard" reputation was reinforced by "mixed messages" from faculty and staff that sometimes appeared to condone substance abuse; university rules were inconsistently enforced; many students reportedly used alcohol to relieve stress; and students did not believe it was acceptable to complain about other students' drinking. A review of campus and community policies revealed a need to make substance-free housing available and to eliminate alcohol advertising in university publications. Many desired policies already existed, but there was inadequate enforcement both on and off campus.[19]

The problem analysis report is the planning group's best opportunity to make its case for a greater commitment of resources to address its campus's AODV-related problems. Thus, it is important to demonstrate how the identified problems compromise the institution's ability to fulfill its core mission—to provide a safe and healthy educational environment where students can develop their full potential.

TABLE 1. Typology matrix of program and policy options for alcohol and other drug abuse and violence interventions *(continued)*

Violence	Program and Policy Levels (Social Ecological Framework)				
Areas of Strategic Intervention	Individual	Group	Institution	Community	State and Federal*
Prevention					
Knowledge, Attitudes, Skills, Self-efficacy, Behavioral Intentions 　1. Risk of Perpetration 　2. Vulnerability to Victimization					
Peer and Bystander Norms and Behaviors 　1. Perceived 　2. Actual					
Environmental Contributors to Violence 　1. Policies and Laws 　2. Monitoring and Enforcement 　3. Physical Environment 　4. Social Inequalities/Oppression 　5. Cultural Influences 　6. Weapon Availability Environmental Contributors to Alcohol and Other Drug Abuse (see above)					
Early Intervention					
Student Distress, Early Signs of Aggressive or Problem Behavior					
Response and Treatment					
Effective Response to Survivors					
Effective Response to Offenders					

*This level corresponds to the policy and societal influences of the social ecological framework.

Note: This typology matrix is provided as an aid to help alcohol and other drug abuse prevention and violence prevention practitioners and their community partners in considering program and policy options. It is a useful tool for categorizing existing efforts, identifying missing program elements, and guiding new strategic planning.

Final Note

A well-conducted problem analysis will provide a compelling case for making AODV prevention a priority, articulating the need for action while making clear that substantial progress is achievable.

Continuing through the strategic planning process, the planning group can work from this report to establish its long-term goals and objectives, identify potential strategies, and create a strategic plan that has the right mix of programs and policies.

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Resources

Office of Safe and Drug-Free Schools (OSDFS)

U.S. Department of Education
http://www.ed.gov/osdfs; 202-245-7896
OSDFS supports efforts to create safe schools, respond to crises, prevent alcohol and other drug abuse, ensure the health and well-being of students, and teach students good character and citizenship. The agency provides financial assistance for drug abuse and violence prevention programs and activities that promote the health and well-being of students in elementary and secondary schools and institutions of higher education.

The U.S. Department of Education's Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention

http://www.higheredcenter.org;
1-800-676-1730;
TDD Relay-friendly, Dial 711
The Higher Education Center considers strategic planning and evaluation to be an important component of a comprehensive prevention approach. The Higher Education Center has several publications and other materials, including literature reviews, to help campus administrators develop and evaluate prevention programs. These materials can be accessed for free from its Web site.

The Network Addressing Collegiate Alcohol and Other Drug Issues

http://www.thenetwork.ws; see Web site for telephone contacts by region
The Network Addressing Collegiate Alcohol and Other Drug Issues (Network) is a national consortium of colleges and universities formed to promote healthy campus environments by addressing issues related to alcohol and other drugs. Developed in 1987 by the U.S. Department of Education, the Network comprises member institutions that voluntarily agree to work toward a set of standards aimed at reducing AOD problems at colleges and universities. It has more than 1,600 members nationwide.

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2. *Environmental Management: An Approach to Alcohol and Other Drug Prevention*

3. *Experiences in Effective Prevention: The U.S. Department of Education's Alcohol and Other Drug Prevention Models on College Campuses Grants*

4. *Preventing Violence and Promoting Safety in Higher Education Settings: Overview of a Comprehensive Approach*

THE BUILDING BLOCKS

1. *Getting Started on Campus: Tips for New Prevention Coordinators*

2. *Strategic Planning for Prevention Professionals on Campus*

3. *Problem Analysis: The First Step in Prevention Planning*

4. *Setting Goals and Choosing Evidence-based Strategies* [In review]

5. *College Alcohol Risk Assessment Guide: Environmental Approaches to Prevention (CARA)*

6. *Methods for Assessing College Student Use of Alcohol and Other Drugs*

7. *Evaluating Environmental Management Approaches to Alcohol and Other Drug Abuse Prevention*

8. *Alcohol and Other Drug Policies for Colleges and Universities: A Guide for Administrators* [In review]

Higher Education Center

for Alcohol and Other Drug Abuse and Violence Prevention

Our Mission

The mission of the U.S. Department of Education's Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention is to assist institutions of higher education in developing, implementing, and evaluating alcohol, other drug, and violence prevention policies and programs that will foster students' academic and social development and promote campus and community safety.

How We Can Help

The U.S. Department of Education's Higher Education Center offers an integrated array of services to help people at colleges and universities adopt effective prevention strategies:

- Resources, referrals, and consultations
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- Publication and dissemination of prevention materials
- Assessment, evaluation, and analysis activities
- Web site featuring online resources, news, and information
- Support for the Network Addressing Collegiate Alcohol and Other Drug Issues

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Additional information can be obtained by contacting:

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