



2017 Resource & Planning Guide

COLLEGE EDITION

**HPO 10th
Anniversary
Edition!**



National Hazing Prevention Week is

September 18 - 22, 2017



**National
HAZING
Prevention Week™**



LETTER TO READERS

Welcome to HazingPrevention.Org's **2017 Resource and Planning Guide: College Edition**. We hope that this guide will provide you with the tools you need to host successful hazing prevention events on your campus and within your organization. This year, [National Hazing Prevention Week](#) (NHPW) is officially observed September 18-22, 2017 and we encourage you to host NHPW activities during that week, or any week that you decide is best for you. Prevention efforts are importation throughout the year!

HazingPrevention.Org is a national non-profit organization whose mission is to empower people to prevent hazing. We educate, advocate and empower, and 2017 is our tenth year anniversary.

There are many ways that you can get involved, and to encourage grass-roots efforts locally. These can include holding contests and events – such as poster design contests, or having members of your community sign a banner that is displayed throughout the week, giving members incentives to complete our online

hazing prevention education courses at [Prevent.Zone](#), or having everyone take the [Hazing Prevention Pledge](#).

Whether you have participated for years or if this is your first time – thank you! We hope that this guide will help you in your planning efforts. **Empowering people to prevent hazing doesn't** happen in the boardroom. It happens where hazing can and does occur.

We appreciate your support. Your efforts do make a difference and, whether you know it or not, your efforts might just save lives.

Best wishes,

A handwritten signature in blue ink, reading "Emily Pualwan". The signature is fluid and cursive, with a long horizontal line extending from the end.

Emily N. Pualwan
Executive Director
HazingPrevention.Org

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HAZING ... What is it?



HIDDEN HARM

Hidden Harm is a phrase used to describe the effects of a previous trauma. These hidden harms can be both physical and psychological, and they can have long-lasting effects on the individual. Hidden harms can manifest from a variety of past experiences – war, abuse, hazing, violence, families with alcoholism, and other sources.

Hazing is any action taken or any situation created intentionally that causes embarrassment, harassment or ridicule and risks emotional and/or physical harm to members of a group or team, whether new or not, regardless of the person's willingness to participate.

PHYSICAL TRAUMA

Traumatic injuries have been caused by hazing practices. Many times we first hear about an act of hazing when it has reached a physical extreme, and when someone has been physically injured, or when someone has died. There have been numerous cases of traumatic brain injuries due to beatings and other hazing rituals, and many cases where hazing victims have been hospitalized. Many times the act of hazing is exposed when a victim is hospitalized.

PSYCHOLOGICAL TRAUMA

Sometimes because of shame or self-blame we do not hear about the psychological effects of hazing, and these many cases do not make the news, or are reported in the same way that physical trauma is. But the negative psychological effects of hazing can be both long-lasting and just as traumatic to

the victim and their families. These can include depression, suicide, poor grades, withdrawal from activities and shame. This harm can persist into adulthood and can undermine the well-being of a person.

PREVIOUS EXPERIENCES

What we don't know about another individual can be the ultimate harm of hazing. Someone who just joined an organization or team could have experienced something in their lives that makes them highly susceptible to serious repercussions if they're hazed. Hazing can be physically and/or psychologically harmful to even perfectly healthy individuals, but mix hazing with any one of thousands of previous experiences and the damage can increase exponentially.



IS THIS HAZING?

If you're not sure whether or not something happening to you or to someone else is hazing, ask yourself these questions:

Is this causing emotional or physical distress to others or stress to myself or others?

Does participating in this activity violate my values or those of this organization?

Am I being asked to keep these activities a secret? Why?

Would we get in trouble if a college administrator or faculty walked by and saw us?

Would I feel comfortable participating in this activity if my parents were watching?

Am I doing anything illegal?



WHAT YOU CAN DO

Hazing is everyone's problem. That's why it's also everyone's responsibility.

HazingPrevention.Org is a national nonprofit agency and our mission is to empower people – everyone – to prevent hazing.

START A PREVENTION MOVEMENT

National Hazing Prevention Week is officially recognized during the third week of September each year, but you can help prevent hazing year-round! If you would like to start a program at your school, campus or organization, raise awareness about hazing and how to prevent it, and encourage your fellow students to join you, you can learn more about the resources available to you throughout this guide. You can also visit our official National Hazing Prevention Week website page here:

<http://hazingprevention.org/home/prevention/national-hazing-prevention-week/>

ADDITIONAL RESOURCE: GREEK ANTI-HAZING HOTLINE

There is a Greek Anti-Hazing Hotline, established in 2007 by a consortium of national fraternities and sororities, is currently sponsored by 43 national and international Greek organizations and run by Fraternal Law Partners, a division of Manley Burke LLC. The calls are automatically saved as audio files that are then transmitted by e-mail to the headquarters of the fraternity or sorority named in the report. To learn more about the hotline, please visit: <http://fraternallaw.com/contact/anti-hazing-hotline/>>

IF YOU WITNESS A HAZING INCIDENT OR SOMEONE IS IN DANGER CALL 911

If you want to report a hazing incident or a suspected incident that is not immediately putting someone in danger, contact your school's security office, your organization's leadership and/or other state or local designated reporting authority.

Many schools and organizations require that you report what you witness.

Please note that HazingPrevention.Org is not a reporting agency for hazing. If you, or someone else is in immediate danger please immediately dial 911.



LEARN WHAT HAZING IS

Familiarize yourself with the definition of hazing:

HAZING is any action taken or any situation created intentionally that causes embarrassment, harassment or ridicule and risks emotional and/or physical harm to members of a group or team, whether new or not, **regardless of the person's willingness to participate.**

- Take responsibility when you see it occurring or when it happens to you
- Speak up and report immediately – you may save a life!
- Make others aware of what hazing is and their responsibility for preventing it – **hazing prevention is everyone's responsibility.**

FAMILIARIZE YOURSELF WITH LOCAL POLICIES AND LAWS

Every school, national organization, athletic department and work-place has some sort of anti-hazing policy, and most, a procedure for reporting violations of that policy. Make sure you know what those policies are and be prepared to use the reporting process if necessary.

Nearly every state in the U.S. has laws against hazing **as well, which means it's a misdemeanor or felony that** should be reported to law enforcement. You can find state laws on the interactive map on our website here:

<http://hazingprevention.org/home/hazing/statelaws/>

Did You Know?

- Hazing occurs in sports teams, clubs, Greek life, cheerleading, honor societies and more
- Hazing is often about power and control. Hazing does not build unity
- More than 79% of NCAA athletes report coming to college with a prior hazing experience from high school or middle school.
- A significant number of hazing incidents and deaths involve alcohol consumption
- Students are more likely to be hazed if they knew an adult who was hazed
- Two in five students say they are aware of hazing taking place on their school or campus
- Hazing occurs in middle schools, high schools and colleges
- Both male and female students report a high level of hazing

What is National **HAZING** Prevention Week?

National Hazing Prevention Week (NHPW) is an opportunity for campuses, Schools, organizations and communities to not only raise awareness, but to begin the conversation surrounding how to actively prevent hazing. This week can be used as an avenue to highlight year round initiatives that your campus, school, organization or community has implemented to fight hazing. It can also be an opportunity for your community to engage in deeper level conversations surrounding anti-hazing initiatives. NHPW is organized by HazingPrevention.Org, whose mission is to empower people to prevent hazing.

Simply observing National Hazing Prevention Week in your community is not the solution to eradicating hazing. This week should be one part of an overall, year round, hazing prevention plan in your community.



When is NHPW?

National Hazing Prevention Week (NHPW) is commonly observed during the last full week of September each year, but you can **choose any week that works best for your communities' calendar**. A good time is right before or during initiations into clubs or new sports teams. Some schools arrange NHPW activities earlier in September and some the first week in January. Choose the time that is right for you! We make sure that we do not print dates on any of our posters or materials so that you may customize them for your needs.

How can my community prepare for National Hazing Prevention Week?

1. Download your FREE Resource Guide at hazingprevention.org/home/prevention/national-hazing-prevention-week/
2. Select a committee of stakeholders to work on planning for the week's events
3. Reserve rooms, speakers, etc. for your events
4. Order your NHPW supplies at hazingprevention.org/store/
5. Work with school administrators, newspaper editors and local media to promote your events.
6. Take pictures and post to social media. Use hashtag #NHPW17



Creatively Eradicating Acts of Hazing

Matthew R. Richardson, Ed.D.

Coordinator of Fraternity & Sorority Life
University of Pittsburgh



In the Fall of 2014, the University of Pittsburgh launched its inaugural National Hazing Prevention Week. The week began as a program series that involved various campus partners, including not only Fraternity & Sorority Life, but Residence Life, Athletics, Intramurals &

Recreation, our Student Organization Resource Center, and even ROTC. From the onset, the core team (made up of both staff and students) realized that in order to accomplish our goal of eradicating hazing, we had to be a little innovative. It is my hope that this brief article can inspire any reader to not only bring a Hazing Prevention program series to their campus/organization, but be able to craft a creative message that emphasizes no tolerance towards acts of hazing.

Where to Start

First, one must acknowledge that no campus, organization, or entity is without the threat of hazing. In the Commonwealth of Pennsylvania, for example, hazing is defined in rather vague terms; literally including any act that causes physical, emotional, sexual, psychological distress. So, if an organization is made up of people (which it most undoubtedly is), the potential for *some* form of distress to be inflicted from one to another is high. And should anyone still **object**, simply Google “hazing 2017” and I’m confident a number of relevant sources will pop up

Next, once the problem is acknowledged, find out what current laws/policies exist concerning hazing. What does your organization/institution say? What does the State say? What are the current practices for

reporting hazing? The most important guiding question here is “To what extent is this information known to those who matter?” It is here where Hazing Prevention program series often find their relevance.

Finally, it is time to plan. Jump in and take a risk.

Pitt’s Hazing Prevention Week

Once we acknowledged that hazing is a concern and identified our current processes for reporting it at the University of Pittsburgh, we began to plan our week of programming. We realized that both active and passive programs were necessary, and to reach our students, we needed a stronger grasp on social media. We surveyed the students and determined that “Pitt is Greater Than Hazing” was the most direct way to emphasize our main argument—that we, as members of our esteemed institution, are better than inflicting distress on others. Simple, to the point—perhaps a little long to be *catchy*—but effective. This phrase became our social media hashtag for the week, and went on our T-shirt and laptop sticker designs

(who doesn’t love swag?)

Our week was

broken up into specifically themed days, and the programs that went along with the days were designed to accomplish a particular goal. The days, goals, and specific programs are listed below:

Monday- Identify Hazing

Hazing House of Horrors- This interactive “haunted house” style program included student actors who literally acted out examples of hazing. We researched recent cases of hazing (changed names of all key players) from the seemingly mundane to the most extreme, and had students recreate the scene for attendees. Scenes included line-ups, humiliation, fat stitching, forcing the consumption of alcohol, and even silent scenes



depicting death. Throughout the walking tour, members of the Pitt Police, Residence Life staff, and Counselors interjected and asked students how they can be more effective bystanders and stop the act at hand. Student Conduct and Fraternity & Sorority Life staff then conducted a debrief at the end of the program.

Tuesday- *Educate Ourselves on Hazing*

Hazing Round Table- The room is set up with literal round tables and chairs for discussion. Participants are given various scenarios and asked to discuss the matter at hand with their peers. Is being told to wear a sorority ribbon an act of hazing? Why or why not? Through this discussion, students were able to better determine how any act that could impose distress can be considered hazing in Pennsylvania.

Wednesday- *Centralize the Concept of Hazing*

Specific Programs by Area- This is where we specified education per community. The Greeks hosted a speaker that discussed hazing in Fraternity & Sorority Life; The athletes had a special course in their Life Skills program on hazing in sports; etc. By bringing these issues to light in community-specific spaces, students were able to personalize and better engage with the subject matter.

Thursday- *Learn Resources to Eradicate*

Healthy U Fair- Our Office of Health Education and Promotion in Student Health included Hazing Prevention Week in its annual "Healthy U Fair." Our Alcohol & Other Drug Educator put together a number of resources on alcohol/other drug hazing, and a resource guide of "100 other activities you can do instead of hazing." Our Greeks Advocating the Mature Management of Alcohol (GAMMA) peer education group, Interfraternity Council, Collegiate Panhellenic Association, National Pan-Hellenic Council, and PantherWELL peer education trainers had a table at the event as well, where they passed out resources we purchased through HazingPrevention.Org

Friday- *Commit to Eradicate*

Take the Pledge- To finish our week, we had a social media white board campaign where students could write down why they are greater than hazing and share it on their favorite social media platform. We also encouraged all participants to wear their "Pitt is Greater than Hazing" T-shirts, and physically sign a banner that emphasizes how we stand committed to eradicate hazing at Pitt.

Final Notes



Your program has to make sense for YOU and YOUR institution/organization. Secure the support of the "powers that be" and utilize resources like HazingPrevention.Org to show the value in a program series like this. Then, start thinking outside of the box. Sometimes, passive programs

that take almost no planning have the most impact. When you get the chance, however, attempt a program that will take participants out of their comfort zones.

We knew that the Hazing House of Horrors program would make people think "Wait. WHAT ARE THEY DOING?!" That's the response we were going for. We came up with an innovative program not for shock-value, but because we knew that it would inspire organic conversations. Our quest to eradicate hazing starts and ends with organic conversations. We may never understand the *why* behind hazing, or truly grasp the *how*. Still, conversations and appealing to humanity are two elements that will enable us to educate, inspire, and ultimately eradicate.

Shaping Effective Hazing Prevention Practices Through Precedent, Education, & Dialogue

by Dr. Jason L. Meriwether



Hazing continues to be an ongoing phenomenon that puts the lives of college students at risk. Rituals associated with hazing have included mental abuse, financial extortion, severe violence, physical brutality, sleep-deprivation, binge

drinking, consumption of hazardous foods or concoctions, psychological battery, alcohol or drug abuse, sexual battery, unhealthy sexual behaviors, emotional torment, and blatant degradation. (Nuwer, 2001; Pace & McGrath, 2002; Jones, 2004; Jones, 2015; Allan & Madden, 2008; Meriwether, 2016; Parks 2012). As leaders at the university level, or for those serving in leadership roles in national sororities or fraternities, it is important to establish robust educative practices that teach students about the risks and dangers of hazing violence while meeting standards set by legal precedent.

Alton v. Texas A&M University (1999) involved a student drill team member who was tortured, hazed, physically abused, and beaten during drills, but did not report the acts of hazing to administrators at his university or to drill team instructors. After learning about the hazing from his sibling, Alton's parents contacted the university administrator with oversight of the Corps of Cadets, which resulted in an investigation. University representatives immediately suspended the nine students who violated their hazing policy, removing them from campus facilities. Alton filed a complaint in U.S. District Court against multiple members of the university and Corps of Cadets, as well

as their faculty advisor. In the initial complaint and subsequent appeal, university and Corps of Cadets officials were granted immunity from lawsuit based on having conducted reasonable education on the dangers of hazing, which included (a) dissemination of brochures and preventative materials, (b) meeting with students and parents to inform them of risks and dangers of hazing, and (c) having established procedures and grounds for reporting hazing concerns.

The appellate court's ruling noted that "Supervisory officers, like the defendant officials, cannot be held liable under § 1983 for the actions of subordinates, like the cadets, on any theory of vicarious liability." (*Alton v. Texas A&M University*, 1999, para. 13). The court's ruling further explained that liability would only be the **result of "deliberate indifference" by campus officials** (*Alton v. Texas A&M University*, 1999, para. 14).

The intentional approach to publicly and clearly expressing the potential harm of participating in, or failing to report, issues of hazing is consistent with precedent established in *Lloyd v. Alpha Phi Alpha Fraternity, Inc.* (2002) and *Alton v. Texas A&M University* (1999), where both universities were found not liable for hazing rituals that resulted in serious harm to their students because they had published and advertised the risks of hazing, in an educative manner, to students and families. Accordingly, Meriwether (2015) explains,

It is important not to rely on simply publishing policies that prohibit hazing as an effective education tool. We must be proactive and visible in our steps to educate students about those policies and the risks associated with participating in hazing rituals. (para. 5)

Beyond seeking to mitigate levels of culpability exists the need to educate students about the process through which they can report behavior that deviates from standards of policy, legality, ethics, and value for life. Educative measures can include publishing current university policies, organizational orders, and applicable state laws in an online forum, in student handbooks, and through other printed materials. Printing these guidelines must also include a direct intervention to review and acknowledge anti-hazing rules and regulations with organizational members

and aspirants. This discussion should include methods to report and explanation of how the university supports GLO members or aspiring members who report the unsafe behavior. In particular, it is important to succinctly express the potential harms from hazing rituals that may be perceived as harmless or low level and to clarify that all hazing, even if seemingly not severe, is still in violation of policy and has potential to harm the individuals who participate.

Effective Education Practices

Meriwether (2016) provides guidance for educative measures for aspiring members of GLOs prior to membership and for active members of organization seeking to initiate new members. These education tools consists of five levers, which include:

1. *New student and parent programs.* Facilitate open-campus and small-group sessions during orientation or welcome weeks to dialogue about hazing in GLOs. Sessions should include students and parents and facilitate direct conversation about risks of hazing. *Alton v. Texas A&M University* (1999) demonstrated the viability of robust engagement of parents and students during orientation.
2. *Communication between university leaders and local, regional, and national GLO officers.* University leaders must establish and sustain consistent contact and targeted engagement with leaders of sororities and fraternities. It is critical to establish rapport, clarity of policy education, and unified opposition to hazing. This includes joint participation in all preventative hazing measures for aspiring members.
3. *Advisor training and certification.* Facilitate training for all campus, graduate, and off-campus advisors to clarify roles and responsibilities, educate about risks and dangers of hazing and how to communicate with students, and certify knowledge of reporting structures. *Kenner v. Kappa Alpha Psi Fraternity* (2002) demonstrated the consequences of inadequate advisor training.
4. *Educative policy and state law session prior to rush or membership intake.* Aspiring members of

GLOs should be given all state, university, and organizational policies in an educational setting that is overseen by university representatives, advisors, and national organizational representatives prior to any activities related to joining a sorority or fraternity. *Alton v. Texas A&M University* (1999) and *Lloyd v. Alpha Phi Alpha Fraternity, Inc.* (1999) demonstrate the value of a robust education practice, while *Furek v. University of Delaware* (1991) provides an example of inadequate engagement.

5. *Implement Greek council and peer education model.* This student-led initiative can provide situational training on how to respond and report when hazing is observed. The student-led council is a public-facing group of GLO members tasked to combat hazing by supporting peer-intervention measures and publicly and privately oppose hazing. **Allan and Madden's (2008) findings related** to gender, racial, and ethnic demographics demonstrate the need for peer education. Peer education models by Berkowitz (2003, 2010) can be helpful tools to organize a local, campus-centric model.

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About the Author

Dr. Jason L. Meriwether is the Vice Chancellor for Enrollment Management & Student Affairs at Indiana University Southeast. In 2014, Jason was selected to [Louisville Business First's Top Forty under 40](#) and as one of [Business First's 20 People to Know in Education and Workforce Development](#). In 2014, Jason received the award of Outstanding Kentuckian and was commissioned to the Honorable Order of Kentucky Colonels. Jason was also named to the [Southern Indiana Business Source 20 under 40 Class of 2016](#) and is a 2017 American College Personnel Association Foundation Diamond Honoree. Jason is a financially active member of Alpha Phi Alpha Fraternity, Inc. and has overseen numerous Interfraternity Council, National Pan-Hellenic Council, & National Panhellenic Conference chapters, as well as service, honors, and music fraternities & sororities. Jason's national presentations on legal issues related to hazing have been the subject of cover stories in the Student Affairs Today Newsletter and in College Athletics and the Law. During his career, Jason has organized community service initiatives that have provided over 15,000 documented hours of volunteering, service, and mentoring completed by Greek Letter Organizations. Jason earned the Ph.D. in Educational Administration at Indiana State University. His dissertation was titled, *The Impact of Hazing Rituals on the Intent to Report: Examining the Perceptions and Beliefs of Undergraduate Students in Greek Letter Organizations*. To learn more about Jason, please visit www.jasonlmeriwether.com.

The Hazing Prevention Pledge



JOIN US!

Step up and take the HAZING PREVENTION PLEDGE. Click below to add your name to the over **28,000** individuals who have pledged to prevent hazing in their community.

[CLICK HERE TO ADD YOUR NAME!](#)

I PLEDGE: *to prevent hazing before it occurs, stop hazing when I see it happening, report it when I know it has transpired, and help empower others to do the same in their organizations, schools and communities.*

I JOIN OTHERS TO:

- Recognize the harm that hazing can cause both physically and psychologically;*
- Condemn the act of hazing on all levels;*
- Admonish those who haze and those who enable hazing through their silence, and;*
- Be an advocate for the prevention of hazing*

If you are reading a printed Guide, please go to <http://hazingprevention.org/home/getinvolved/hazing-prevention-pledge-form/> to add your name to the pledge!

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Hazing Prevention:

It's Everyone's Responsibility™



Assess the Situation

1

Be able to recognize hazing when it's happening around you.

- Is it causing embarrassment, harassment or ridicule and risking emotional or physical harm?
- Will we have to keep this secret? What will happen if someone posts this online?
- Is this illegal? Is this wrong?

Speak Out!

2

Express your concerns and suggest alternatives. Remind others of your group's goals and mission.

- Is it worth the risk? Who is going to take responsibility for this?
- What happens if this goes wrong and someone gets hurt? What are we really trying to do here?
- I'm not OK with this. Are you?

Remove Yourself Safely

3

Do not physically intervene and **DON'T** drive away under the influence.

This is an opportunity to convince others it's not a good idea and they may follow.

Report

4

First: Call 911 if life is in danger!

As soon as possible, notify the proper authorities.

- Administrator
- Campus Police
- Club Director
- Coach
- Guidance Counselor
- Office of Fraternity & Sorority Life
- Parents
- Student Services Advisor

If you like Smart Steps 4 Staying Safe™, you'll love our online course, Hazing Prevention 101: It's Everyone's Responsibility™

REQUEST A DEMO OR PRICING
<http://prevent.zone>



indicated an increase in hazing awareness and knowledge



are less inclined to take part in hazing



felt more empowered to be part of the solution to prevent hazing

Brought to you by



Running the yard?: The Post-Millennials' Catch-22

By Rasheed Ali Cromwell, Esq.



Don't haze. Follow the rules. Stay out of trouble. These phrases along with many other slogans, campaigns and anti-hazing strategies have been in place for decades. No matter how logical, clear and consistent the message

one thing remains certain: *one cannot legislate cultural change*. Change requires more. It demands a deeper understanding, sensitivity and awareness of the hazing problem, especially as it relates to the unique history and dynamics challenges of Black Greek Letter Organizations (BGLOs).

Hazing prevention strategies vary and consist of a broad range of research and areas of practice. Organizational and student development theories; cultural and historical influences; and, of course, legal and policy considerations on both the state and local levels are all factors. Additionally, institution and organization rules and regulations and guidelines are all among the choices one has in developing an impactful approach. When considering this diverse array of concepts and best practices it is also important to incorporate social psychology into your strategy to shed insight into how to create sustainable organizational change in BGLO and some CBFO hazing cultures.

The "Why"? Breaking the Cycle

Social psychology is defined as the influences that people have upon the beliefs, feelings, and behavior of others. Additional topics that social psychologists evaluate include group processing and social cognition, or the mental activities involved with learning, remembering and using knowledge. For example,

14 topics such as racial discrimination and prejudice

are often examined from a political or cultural perspective, but social psychologists utilize a behavioral lens to understand why people choose to act this way and what influences them to do so. Similarly, utilizing this social psychology framework as it relates to the BGLO new member process will help one break some of the pledging political dialogue cycle about "what is right or wrong for the organization." Irrespective of one's position regarding this argument, an objective social psychology standard opens the door for a constructive dialogue and cultural exploration into whether people individually feel "pledging has value". Furthermore, the social psychology approach focuses on why someone would subject themselves to additional activities, outside of an official membership intake process. This may shed light and help us better understand the mentality that relates to individuals subjecting themselves to harmful activities to which they sometimes knowingly consent.

R-E-S-P-E-C-T²

Accordingly, social psychology generally categorizes respect in two different ways.

The first is *categorical respect*, where respect is **granted based on one's membership in a group**. For instance, if one served in a specific branch of the United States military, and one recognizes another person that has also served in a different branch, you usually grant them categorical respect. After substantiating and validating their experiences, you grant them respect because as a member of this group they have successfully completed a specific type of training, or a certain protocol, all in the name of protecting their country as a member of the military.

The second type of respect is *conditional respect*. This **type of respect is based on one's standing in a group**. In this example, in the same military branch, one may be looked upon with more respect because they are a **member of that particular branch's special forces unit**. Utilizing the prior military example, respect is different in this scenario. For example, serving in the special forces unit under the United States Army requires entrance **training that is "rigorous and highly selective."** Since these additional requirements surpass

the standard U.S. army requirements special forces members may be treated with a higher level of conditional respect.

Ultimately, categorical respect revolves around inter-group dynamics, in this example, observing service relative to different branches of the military. Conditional respect deals with intra-group dynamics, a **person's experience measured *within* that specific group**. In this case a special forces unit within that specific branch of the military, in this case the army, that is more rigorous and selective.

Acknowledged But Not Accepted

These inter- and intra-group dynamics are very helpful in understanding the impact they have on categorical and conditional respect through undergraduate BGLO new member processes. For example, categorical respect, normally granted on nature of ones membership in their respective organization shifted to conditional respect, which is now predicated on **whether you "pledged" or not**. For example, questions like, "How long did you pledge?" serve as a deeper examination to qualify one's conditional respect. After the above ground pledge process was eliminated in 1990 by the National Pan-Hellenic Council (NPHC) a higher burden of proof was necessary to ultimately qualify a person and further validate them as an **"accepted" BGLO member**. Categorical respect, just being a member, is no longer sufficient. It is now subjectively conditioned on a higher threshold of validation, which is premised on a special group within a group – **those who "pledged" underground**, particularly those who endured a more physical or emotional experience. This experience is like those who enlist in U.S. Army special forces who endured a **more "rigorous" experience to become a member of this special group within a group**. As a result, merely speaking about respect without developing an infrastructure and culture to support it will not be enough to effectuate a sustainable and impactful change in the BGLO hazing culture. In the example of the special forces their process is more vigorous, but it is also institutionalized as official protocol supplemented with policies and procedures to support this infrastructure and culture. In BGLOs, this is not

the case and sheds light to a related issue that revolves around how respect is earned.

Fear is Learned. Respect is Earned

"Respect is assimilated through language and modeling not through the traditional act of teaching." Since hazing and pledging have been institutionalized **as a cultural component in BGLO's life the self-respect** that interested members seek (which in turns grants them access to possible peer validation) is learned through what they perceive in the language and modeling of peer acceptance.

The modeling component of self-respect, is embodied in the difficulty, which is often measured by either the duration of the new member process or the emotional, mental, psychological, and physical aspects involved with it (or lack thereof). Those who make it through these challenges gain the social capital to create and **trade "war stories" that they can potentially convert and leverage to garner peer respect**. Consequently, phrases like, "you are made", "you are real" or conversely, "you are paper" or "you skated" serve as rhetoric that reinforces or negates one's validity in BGLOs.

The fact that Pryce-Mitchell states respect is not taught but assimilated through language and modeling is therefore profound in a BGLO hazing context. It again, reinforces the fact that no matter how many times regional and national officers of BGLOs attempt to **"educate" their respective members through speaking to the fact that that "people will respect you"** for participating in new membership alone is theoretically true. More often than not, however, the practical reality in both undergraduate and graduate chapters, is that fails to hold true.

Conversely, based on Pryce-Mitchell's definition, new members are actually learning respect through what they have seen and what they have heard from the **dominant underground pledge culture "on the yard"**, which, more often than not is not necessarily accurate, positive or productive.

Hence, the post-millennials' catch-22, as it relates

to “running the yard,” is either doing what they can to gain their peers’ acceptance, which often includes underground pledging or following the rules of “traditional” membership intake. Therefore, when BGLO regional and national leadership hang their hats on the argument that other members should just accept you for who you are operationally is correct but fundamentally contradicts the social psychology that supports a much different conclusion. Ultimately, it is **these individuals’ desires and beliefs that influences** them to choose the former and not the latter.

The Leadership Privilege: Protection from Above

Moreover, the regional and national BGLO message “of universal acceptance”, while well-intended, may be difficult for their constituents, especially undergraduates, to apply. For example, by default, regional and national leaders have conditional respect inherently built into their respective positions. Serving in that capacity usually means individuals are old enough and significantly experienced to be elected, or selected, which historically has set an expectation for them to potentially benefit from a great amount of deference. This social capital expectation falls in-line with well-established protocol in BGLO culture. Moreover, separate and apart from their individual respect and reverence they garner, the very office they hold has an additional built-in conditional respect. Whether members agree or not with an officer, or the views or stances they hold on fraternal matters, the membership generally respects the BGLO office. Arguably the higher the office, i.e. National President, the more respect that position commands. Additionally, most BGLO regional directors and National Presidents, particularly of BGLOs, are well established and accomplished in their respective professional careers. As a person of color, that factor is particularly viewed as an accomplishment in and of itself. These factors, age in the organization, nature of the position and successful professional careers afford a triple protection of conditional respect for regional and national leadership to which most of their constituents are not privy. Therefore, while regional and national BGLO leadership are generating well **intended messages about “universal acceptance”**

through exclusive involvement in the official membership intake process, the application of that concept for most members is unrealistic. Undergraduates are being held to a standard that they realistically do not have the social capital or environmental support they need to consistently **uphold the organization’s concepts, especially with the** competing messages sometimes sent by others within the organization, on the yard, or in the community.

Ultimately, to tell undergraduate members to force **themselves to be accepted by doing only the “right”** thing by just participating in membership intake is inevitably setting them up for systematic failure. On one hand, organizationally, this approach legally covers the liability of the fraternity or sorority in hazing lawsuits. Clearly, this is necessary for legitimacy, viability and sustainability. Culturally, however, on an individual and chapter level, it is insufficient to cultivate and sustain a healthy brotherhood or sisterhood.

As a result, interests in undergraduate chapters may not may be able to specifically articulate categorical and conditional respect, but they do feel a sense of urgency, acceptance and belonging. These can often lead them to do whatever it takes to secure the receipt of those senses. This idea of acceptance and belonging, or mattering, among college students is a well-studied topic in student development theory commonly reference in the field of higher education administration. Moreover, this individual need for conditional respect is only compounded with the longing for family, either by upholding tradition (as a legacy); or conversely, being the first in their family to not only belong to a BGLO, but graduate from college. Even exposure to pre-collegiate hazing in high school athletics, clubs, band, etc. can magnify the intensity of this need for conditional respect.

Conditional respect also impacts BGLO members as well. Many members want their chapter to be respected and, while they personally struggle with the paper v. pledge dilemma, they ultimately succumb to the conditional respect in an organizational context as well. Organizationally, a change is warranted in order to break this cycle. In addition to the progress made in

reforming intake, these factors of conditional and categorical respect should be factored into re-conceptualizing a more comprehensive new member process. Here is what you can do to break the cycle of hazing in BGLOs:

Undergraduate BGLO members

Don't like the way things are with the new member process in your organization? That's ok. What is not ok is trying to take matters into your own hands to make those changes. If you individually don't agree with the way the new member process is now, abide by the current rules, do not haze, and couple that action with directing your constructive energy, concern, and dedication by channeling it through your organization. How? Join a committee that is related to your area of interest in your region/area. Whether it is an intake committee, hazing prevention/risk management or involves new member policies get actively involved to share what you see in an effort to change. If no committee exists, then start one. You may be pleasantly surprised by the reception you get, especially as a young, engaged undergraduate member. Your perspective and voice is needed. Many times, you can bridge communication gaps and conflicts by simply being present and actively involved. It won't be easy but it will be more effective, safer, and more comprehensive in scope. You may be new but your vote counts just as much as more seasoned members. Stop complaining, get involved, and exercise your BGLO vote.

This long-term approach can also be integrated with a short-term approach as it relates to how your chapter is being marketing. Instead of touting phrases like **"bloody", "deadly" or "murderous" why not rebrand it** built on positive values that are consistent with the overall mission and purpose of the organization. A universally applicable chapter moniker revolving around highest GPA, or most improved GPA, highlighting regional and national volunteers, or scholastic achievements will go far in changing the perspective and expectations as it relates to physically arduous new member processes and shatter the hazing stereotype.

Campus-based Professionals/Advisors

Continue to create supportive spaces that encourages constructive dialogue as it revolves around this issue. Through retreats, closed-door sessions, and campus-wide programs, bring hazing to the forefront to take a proactive stance on how to address your culture. Remember, hazing looks different in BGLOs, and some CBFOs, than it does in other fraternal organizations so be aware and plan accordingly. This means joint All-Greek anti-hazing sessions may not be the most effective way to get your students to open up. Utilize books, documentaries and movies as resources to start the discussion by asking them how they feel about what they read or saw and build from there. This is a difficult area to facilitate and it shows up differently on **various campuses across the country so don't start with assumptions. Show your community you are aware, supportive, and open. This proactive approach will speak volumes in the long run.**

BGLO Leadership

It is a difficult job for regional and national leaders. Often times there is much time spent on extinguishing fires as opposed to creative strategic vision planning for the future. One suggestion, in this area, as it relates to undergraduate new member experiences is considering not just the legal and operational considerations (which are vitally important for the sustainability of the organization), but the overall long term experience. For example, it has been 25 years since the National Pan-Hellenic Council changed from a sanctioned pledge process. While there has been collective work done around the area of enforcement more impactful results can occur when messaging, programming and financial resources are invested from the top. This comprehensive approach eases the burden from local and regional leaders and illustrates, first hand, the support, that the organization is offering.

An excellent example of this "top down" collective ownership change model, was showcased by Delta Sigma Theta Sorority, Inc. and Alpha Kappa Alpha Sorority, Inc. These organized national summits were designed to examine not just the operational and

legal issues as it relates to hazing, but the cultural and emotional issues that are often overlooked. By inviting national hazing experts to speak at general sessions, hosting mock hazing trials, engaging workshop breakouts, and general educational sessions provide opportunities for deeper dialogue with chapter initiatives. These supportive spaces provide areas for members to collectively share their concerns and highlight positive initiatives that their local chapters can duplicate. Both summits, target participation from all around the country, and are powerful examples of how national leadership, councils, and colleges and universities, can utilize their resources to institutionally address the hazing culture.

Just like the individual accountability shift for BGLO members, as it relates to changing the hazing culture, BGLO leadership can implement similar short-term strategies. By redirecting their energies from primarily focusing on a "Don't do this..." mantra to rewarding chapters who have not had any hazing related reports for a period of time is great for improving the overall brand. Additionally, organizations can also

acknowledge the academic performance of new member classes or new member classes that are five or more. In organizational and human behavior, in order to change behavior one must focus on the behavior that is desired. These tangible examples, along with an infusion of long-term institutional social psychology into a hazing prevention strategy is critical in resolving the post-millennials' dilemma to do the right thing.

About the Author

*Rasheed Ali Cromwell, Esq. is one of the leading authorities on fraternity and sorority life. As President of The Harbor Institute he has presented dynamic keynote speeches, interactive and engaging training sessions, and consulting for thousands of students and administrators at over 235 colleges and universities in 36 states. He is a proud member of Omega Psi Phi Fraternity, Inc. Rasheed Ali Cromwell, Esq. is author of the upcoming book **A Pledge for Life: The Evolution of Hazing, Pledging and Intake**, published by Harbor Institute Press, ISBN 978-0-9989378-1-6, November 2017.*

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Fundraising in a Box



Use our fundraising kits in your community to raise funds for hazing prevention. Everything you need to begin your successful fundraiser is included. Have fun and do good at the same time!



These Hands Don't Haze

Use our popular These Hands Don't Haze theme to create a memorable event on your campus. Our kit includes posters, badges, and forms to get you started!

[Click here for your kit!](#)

Donut Haze!

Everybody loves donuts. Our kit makes your hazing prevent fundraiser easy!

[Click here for your kit!](#)



Hazing is NUTS!

Go nuts for hazing prevention by offering a variety of nut related giftbags and goodies. Great fall activity.

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Hazing-Free Zone Restaurant Days

Many local restaurants offer discounts for your reserved day. Our handy kit helps you find a local restaurant and provide everything you need.

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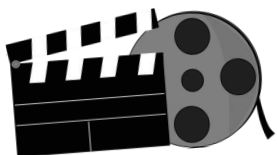
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Film Resources



Be sure to check on the HazingPrevention.Org website for links to educational resources for hazing films that have recently released.

EDUCATIONAL INITIATIVES



The Novak Institute for Hazing Prevention tackles the challenging public health problem of hazing in a totally unique way. This four-day, interactive experience teaches diverse participants a strategic, comprehensive, and interdisciplinary approach that focuses on preventing hazing rather than just responding to incidents.

- Our nationally recognized faculty teaches a prevention framework based on proven principles that are grounded in research.
- The curriculum is geared toward interdisciplinary teams of professionals and students from campus life and organization professionals, but individuals can also benefit.

The Novak Institute is a highly focused learning experience for people concerned about *preventing* hazing. While appropriately responding to hazing incidents is an important element of a comprehensive approach, it is not the focus of this Institute.



HANK NUWER ANTI-HAZING HERO AWARD

Nominations open January 2018!

Do you know someone who has been heroic enough to expose hazing, speak out against it, or in some way worked to combat this dangerous practice? Then nominate them for the Hank Nuwer Anti-Hazing Hero Award.

Nominations for the 2018 Award Recipients will open January 2018 and close April 30th. Winners will be announced in the summer of 2018.

Be sure to check our website for a listing of all our past winners and look for announcements on our social media channels!



CONGRATULATIONS TO OUR 2017 HEROES!

Michelle Guobadia

Mark Teixeira

Monica Youngblood

Our 2017 Awards were made possible with the support of:

- Phi Delta Theta Fraternity
- Fraternal Law Partners
- Hank Nuwer



Thank you for your support!

PHI DELTA THETA
Become the greatest version of yourself

Hazing Prevention: It's Everyone's Responsibility across the state of Florida

By Germaine Graham, Ph.D.



In 2014, nine of the state universities in the State of Florida implemented the online course "Hazing Prevention: It's Everyone's Responsibility." There was a commitment by the officials in Student Affairs to administer this educational tool to students across the state in a variety of settings.

Several schools targeted populations such as fraternities, sororities, marching bands, registered student organizations and sports clubs. A few of the universities, made the module a necessary component for all incoming freshmen and transfer students. One university made the commitment to target their entire student population. Overall, across the state, many students have been exposed to valuable information and resources about hazing and hazing prevention.

The efforts to get students to complete the module have been very diverse across campuses. Here are some of the methods that are being used to get students to complete the online course:

Mandatory Orientation and Registration

Requirement- Freshmen and transfer students are required to take online educational modules during orientation or before attending classes. Most campuses require courses on alcohol, academic integrity and sexual assault. Hazing prevention has been added to this list of requirements. The completion of this module is linked to registration holds. This method at least ensures that students are exposed to the definition of hazing, campus policies, state laws and available resources.

New Member Education Tool- Potential and new members of fraternities and sororities gain information about hazing before the pledging process begins. The module teaches this group of students what behaviors constitute hazing as well as the related consequences of participating.

Orientation for Executive Officers in Registered Clubs and Organizations-

Students who have been selected or elected as officers in clubs and organizations on campus receive an orientation before the academic year starts. This orientation includes information on student policies, use of facilities, student government funding, conduct regulations and hazing prevention. Leaders are required to complete the module as a part of this orientation. Reserving campus facilities and using resources are connected to completion of the module.

Classroom requirements- Instructors in leadership, civic engagement and service-related classes require students to complete the online module during the first week of classes as an engagement assignment. This assignment complements the curriculum developed using the social change model of leadership. Students learn leadership theory through the lenses of individual, group and community values.

National Hazing Prevention Week- Campus groups, organizations, faculty and staff partner during this nationally recognized week to develop creative programs that involve students taking the online module. When the module is complete, students show their commitment to hazing prevention by signing the online pledge and campus banners.

Completion Certificates- Campus vendors provide incentives to students in exchange for proof of completion of modules

Targeted groups- Advisors encourage targeted student groups such as band members, sports clubs and ROTC to take the module. Completion is due largely to the influence and guidance of advisors.

So far on campuses in Florida, over 40,000 students have completed the module and initial data shows that this educational tools has made some impact on

students' perception of hazing and willingness to participate or intervene.

- Approximately **91%** of the students who have taken the module indicate their knowledge and awareness about hazing has changed as a result of taking this online course.
- Close to **80%** of students reported that they feel more inclined to prevent hazing on their campuses.
- Before taking the module, **62%** of students who have taken the module indicated that would report hazing if they witnessed it. After taking the module **87%** of the students stated that they would report it.

These are some of the results that show that not only freshmen but more experienced students on campuses can increase their knowledge of hazing prevention. This supports the strategy of hazing prevention education and training. When students are provided knowledge of the behaviors of hazing, definitions, statutes, policies and consequences, they are able to make informed decisions when faced with the dilemmas and pressures of hazing culture. When exposed to resources, students become empowered and may feel better equip to recognize, report and confront hazing.

There is much more work to be done in hazing prevention. The online module gives students a good introduction to hazing prevention on campus and is certainly not the only method used. The state of Florida schools are committed to developing strategies that continue to equip students in addressing hazing. Among those are re-administration of the module at **later times in students' development and maturation**, resources in leadership and ethical decision making and bystander training.

Hazing Prevention is truly everyone's responsibility and our institutions have certainly answered the call and is committed to the work.

About the Author

Germaine Graham is the Associate Director of The LEAD Scholars Academy at the University of Central Florida, the 2nd largest university in the nation. LEAD Scholars is a program dedicated to helping students develop their leadership abilities through course-work, service learning and campus engagement.

Graham came to UCF in 2001 as a staff psychologist at Counseling and Psychological Services. Although working at the Counseling Center allowed her to work with students one on one, she found herself wanting to work with students on a larger scale. Now, as Associate Director of the LEAD Scholars Academy, one of the largest programs at UCF, she is able to do so. Graham helped develop a new curriculum that includes service learning opportunities and a more comprehensive program focusing on leadership education. As a result of these changes, LEAD continues to grow; approximately 600 students apply to the program every year. She was also proactive in hiring faculty members for LEAD and creating a leadership studies minor and certificate program at UCF.

She has received many awards from registered student organizations including the Black History Month Legacy Award, Maya Angelou Award, and the Multi-cultural Student Center Faculty Woman of the Year Award. Graham has also received several awards from her department, Student Development and Enrollment Services, but she believes mentoring students has been her biggest accomplishment.

Graham has focused her efforts on hazing prevention and education in the past 3 years of her work at UCF. She serves as the chairperson of the UCF Hazing Prevention and Education Committee and campus liaison for the National Hazing Prevention Research Consortium. As a member of the consortium, she has worked with consultants of StopHazing.org in developing and analyzing core prevention strategies for college students. She also serves as the campus leader for the SUS online hazing prevention education program "Hazing Prevention: It's Everyone's Responsibility." She has worked for 3 years with AliveTek and HazingPrevention.Org in the university implementation and administration of this module to over 40,000 students in the state of Florida.



Hazing Prevention: It's Everyone's Responsibility™

This 1-hour course teaches college students how to recognize, prevent and report hazing. Dive deeper with our 30-minute module, **Fraternity & Sorority** *life*, where topics go beyond defining the problem and allow for real conversations and solutions.

Visit <http://prevent.zone> today!

For more information, contact us at 877-395-9636

Hazing Prevention

It's Everyone's Responsibility™





WAYS TO PROMOTE YOUR NHPW EVENTS

Here are some ideas that you can use in promoting your event to your local community:

- Develop a list of media outlets (newspaper, radio and television) on your campus and in your community. Send news releases to them. Send the HazingPrevention.Org public service announcements (PSAs) to radio and TV stations (see RESOURCES). The media relations professional on your campus or in your organization will be a useful resource for you. National Hazing Prevention Week is a positive event undertaken by students and staff on your campus or in your organization, so make sure your efforts get the attention they deserve!
- Contact your student affairs department, your student government, school clubs and teams, and invite them to participate in your events. Ask each group to assign a leader to represent that group, club or team in events. Hold contests to see who has the best participation!
- Contact the local mayor's office, city council and other elected state and federal officials and ask them to issue proclamations recognizing NHPW and your school observance.
- Use social media, including Facebook, Twitter, Instagram and others to let people know what you're doing to observe NHPW. Use the hashtags #NHPW17 and in your correspondence.
- The official poster for NHPW 2017 is available for free downloading, customizing and printing at: www.HazingPrevention.org/home/about/media-press-kit/print-media

And don't forget to order your NHPW gear, bracelets, pins, posters and information kits from our [HPO ONLINE STORE](#) right away so you have them in time!

Engage Students in NHPW

On Social Media

By Sarah Wild

Career Counselor at NC State University & Fraternity/Sorority Life Volunteer Facilitator & Advisor



Need a few creative ideas or just some general tips?

Check these out:

Create a timeline to post online in advance of NHPW, during NHPW and after NHPW. One great example is with our new **#40Actions** campaign (see next page) You can create anticipation leading up to the week, but you can also highlight how your university/school plans to #ContinueTheConvo, afterwards.

Interview students or student groups who are passionate about hazing prevention. Record interviews as short videos or create engaging online posters to highlight the students & their perspectives. It helps to **know other students don't support hazing behaviors in the community.**



Use the hashtag #NHPW17 or create a

hazing prevention hashtag unique to your school when posting on social media networks. Encourage students to use the hashtag when sharing photos of their efforts in preventing hazing.

Focus on positive behaviors as alternatives to hazing: share articles, stories, videos, cartoons, or even memes about the value of respect, teamwork, inclusion & integrity.

Post a photo each day of NHPW week showcasing events or programs students in your community host relating to hazing prevention. Ask online viewers to vote on their favorite, **most meaningful event by "liking"** the photo posted on Facebook.



Create a video that features a school alum encouraging other alumni to give back by volunteering to advise, coach or mentor a student group. Alumni can serve as positive role models for current students, and help them in making informed, smart choices.

Need more creative ideas?

Get students involved - athletes, band members, admissions tour guides, members of clubs/ organizations – whoever. The more ideas the better!

#40ACTIONS CAMPAIGN

#40Answers is NOW #40Actions!

"Knowing is not enough, we must apply. Willing is not enough, we must do." -Bruce Lee



For the last seven years, HazingPrevention.Org has co-hosted the successful #40Answers campaign with our partners Sigma Nu Fraternity, allowing individuals to respond to commonly held excuses for hazing. This year, we're ready to change things up! Are you up for the challenge?

Each of us can play a role in changing the culture of our community. When hazing is happening, it's easy to feel stuck or paralyzed with uncertainty about how we stop what's happening around us. For the 40 days leading up to National Hazing Prevention Week, this year, we'll be posting one reason each day why individuals wouldn't step in and take action to prevent hazing. Share your responses each day including the **#40Actions** hashtag and help others learn how to take an active role in

addressing a hazing culture. It can be easy to talk the talk, but are you ready to walk the walk?

Participation is easy! Follow **@PreventHazing** on Twitter to see the excuse for each day, and share how you would take action. All tweeted responses should include the **#40Actions** hashtag, so the conversation can be easily followed.

NATIONAL HAZING PREVENTION WEEK

2017 POSTER DESIGN

FIRST PLACE WINNER – Megan Sayre

Megan is a Digital Media Design major at West Liberty University, a four-year public university and West Virginia's oldest institution of higher education, located in West Liberty, West Virginia. Her poster, titled Drops of Hazing, was designed to depict a silhouetted figure in the rain that use their umbrella to stop the cycle of hazing by preventing the rain drops from falling on them.

CLICK HERE to download the official 2017 poster for free! You can use the space at the bottom to add your event dates, locations and times. You can order high quality glossy posters through our online store at www.HazingPrevention.org/store



EXTINGUISH HAZING BEFORE IT STARTS



Hazing is Frequent

- 74% of athletes experience at least one hazing incident
- 95% of time students did not report hazing events to officials



Hazing is Tragic

- Since 1970, there has been at least one hazing-related death each year
- Hazing reduces cohesiveness and exposes athletes to mental & physical risks

To Prevent Hazing, Monitor the 3 Components of Risk

Environment: What is the overall team culture (augmented by coaches)?

Perpetrator: What is the propensity of team members to perpetrate and participate in hazing?

Recipient: What is the susceptibility of new team members that render them a target?

The EXACT Hazing Prevention Index (HPI): Evidence-based Tool for Reducing Hazing in Sports

Student-athletes complete a short 5 minute survey that creates a 3-dimensional report:

- (1) Potential to perpetrate hazing,
- (2) Potential to receive hazing, and
- (3) The overall team environment risk

The HPI is designed for use with teams:

- High school and college level athletes (ages 13-23)
- Useful for both genders (female, male)
- Designed for pre or intra-season screening
- Accessible to administrators and the coaching staff

To begin reducing the risks of hazing on your teams, please contact:
Simon Clements, MPP simon.clements@exactsports.com 312.854.2356

This tool was graciously developed through funding and guidance by the following organizations



View the NCAA approved final research brief at https://www.ncaa.org/sites/default/files/Martin_Detecting%20Team%20Potential.pdf

WE'RE ON A MISSION TO **ELIMINATE HAZING**

CAMPUSPEAK is dedicated to helping college students and organizations end harmful hazing practices.

Our experienced and impactful keynote speakers, along with our thoughtful Interactive Workshops, remind students of their organizations' values. Our programs support the mindset that better members and better organizations don't start with breaking them down, but by building them up.



TRAVIS APGAR

Hazing: The Fallout

Sharing his experience as a victim of hazing, Travis' emotional and powerful story is the perfect way to give your students a wake-up call about the hidden harms of hazing.



TRACY MAXWELL

A Conversation About Hazing

Tracy tells real stories of hazing, its harms and the impact on both hazers and their victims. She frames the issue from a variety of perspectives and she urges students and staff to take an active role and avoid being bystanders on this vital campus issue.



LORIN PHILLIPS

How Women Haze

Lorin focuses in on the daily interactions between sorority women that lead to pain, embarrassment and alienation.



DAVID STOLLMAN

Buy In or Get Out

David Stollman frames the issues of hazing within the larger context of fraternal responsibilities as exemplified in our oaths and ritual ceremonies. With his funny, in-your-face style, David says the things you wish you could!



THE INTAKE EQUATION

Hazing Prevention for Culturally Based Greek Organizations

This workshop tackles core challenges that compromise the integrity and values of specific organizations.



For more information about our hazing programs and keynotes or any of our other speakers or Interactive Workshops, contact CAMPUSPEAK at (844) 745-8570, by email info@campuspeak.com or visit campuspeak.com.

Shop our Online Store for all your NHPW Needs

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Hazing Prevention Resource KIT



Our kits are a great way to get everything you need to put on a successful Hazing Prevention Event! Kits contain a variety of supplies. Check our store for content and quantities.

LARGE KIT - 11 items plus bonus **\$349.00 value only \$299!**

SMALL KIT - 9 items plus bonus **\$120.00 value only \$99!**

Posters

We have many poster sets for you to choose from, many designed by students. Each poster is printed on premium glossy card stock. Check our store for the latest designs available!



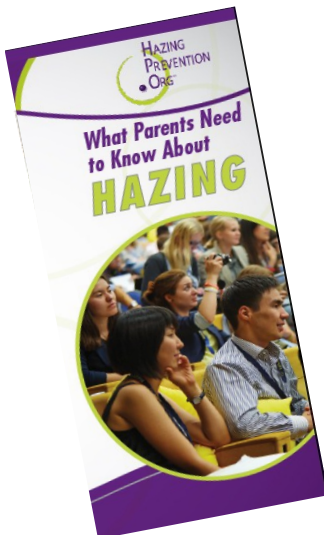
Gear

These Hands Don't Haze band bracelets, Haze Free Zone doorhangers and more – our Gear helps spread the word that your campus and organization is hazing-free! Gear items are great giveaways during events and recruitment.



Brochures and Pamphlets

Our full color tri-fold brochures contain a wealth of information that students and parents need to know about hazing and prevention. Brochures are designed with a panel at the back that we can customize with your school or organizational logo and contact and reporting information.





HazingPrevention.Org

PO Box 1189
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Join the Conversation!



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