

National Hazing Symposium
University of Maine
Friday October 2, 2009 (1:00pm-2: 30pm)

Question(s):

From opportunity to action: What actions do we need to take to move forward with the prevention opportunities?

Table Notes- Increase number of people who are able to identify/recognize hazing behavior:

- K-16 and beyond (students, administrators, coaches, alumni, media, parents, law enforcement).
- Establish guidelines for identifying/recognizing hazing (uniform message/understanding). Need a national/federal level position
 - National Collaborative
- Federal Hazing Law
 - Legislative
 - Researchers
 - Professional organizations
- Develop a national communication plan
 - PSAs
 - Videos
 - Dept. of Education

Table Notes- Hazing starts young, and continues through high school and college:

- All public schools are mandated to include hazing in their health education
 - Dept. of Education
 - Colleges
 - Train future teachers
 - Service training
 - Count toward professional development points in specific professions (teaching and counseling)
- National fraternity and sorority members given materials to go out and educate others.
 - IFC
 - Panhellenic
- Include education about hazing in Boy Scouts and Girl Scouts, 4H
 - National Offices
- Train coaches and athletes.
 - NCAA
 - Lifeskills Programs
 - Summer Camps/Clinics
 - Youth
 - Coaches

Table Notes- Social Norming Opportunities into the High School and College Level:

- High School Level
- College Students
- Elementary-College
- Working to decrease the perception that their peers approve
- Decrease the perception that this is a normative activity
- Increase recognition that hazing erodes human dignity and is a violation of human rights
- Increase individual identification with organizational values
- Decrease the corruption of organizational values through acts that are criminal, destructive, and/or demeaning
- Increase stewardship, knowledge, and involvement of college presidents, school boards (higher ed and secondary ed), national fraternity and sorority boards
- Decrease barriers to reporting
- Increase student's values of principles to decrease group think which discourages reporting
- Increase protections for whistleblowers and institutional implementation of information obtained

Table Notes- Social Norming Increase Knowledge of Positive Group Norms:

- Made a website at Florida State
 - On the website students took a pledge to not haze
 - Expand this to include Greek and athletes
- Do advertising campaign based on positive values
 - Change the message to "I don't do it" from "Don't do it, or stop doing it"
 - Tell about positive experiences that don't involved hazing
 - Positive stats as opposed to negative (i.e. 0% of students died from Not-Hazing incidents last year)
 - The only people that know the message, are us
 - It's not all about hazing, its human decency, respect, etc.
 - By using the word hazing people won't listen, just like alcohol because students just don't want to talk about it
 - Tailor campaign to different education levels, social groups and organization type
- Better media relations
 - Need to find a spokesman that people can connect with and empathize with.
- Develop assessment tool to help campuses do their own targeted social norming
 - Campus wide sharing of this data
 - Compile information from different organization types
 - National tool to help identify what's going on in your campus
 - Create a combination of current assessment and standardization tools.
- Development of a national clearing house of research, surveys, and data
- Twitter or facebook/web based component that student can follow that's cool/hip and online that today's student could create/update and be involved in

- We need to stay ahead of the curve, what worked in the past isn't going to work in the future.
- Hard to identify what to use because students move around on the internet so much
- Use the mediums we have available like youTube or the ones mentioned above.

Table Notes- Increase knowledge of how individuals outside of hazing groups contribute to – or undermine the conditions that support hazing:

- Research through national alumni associations, dissemination of a national survey-which also be specified to institution, focus on knowledge
 - CAAE (Ind. Alumni Assoc)
 - CASE- Alumni Relations
- Focus on K-12 education through PTA/PTO, survey to increase knowledge of what the understandings, with the intention of dissemination of education/literature a sense of awareness before college
 - National PTO
 - Identify individual groups
 - Boy Scouts
 - Girls Scouts
 - ROTC
 - HomeSchool Assoc.
- Educators are mandated reporters! Add knowledge of HAZING to this vocabulary and requirement to report
- Focus on a national curriculum and make connection with the national bullying initiative
- Parents need to be involved at much younger ages in the educational process

Table Notes- Increase the capacity of bystanders to act (Skills and Self-efficacy):

- Responsibility of bystander video
- How do we start a movement towards self-efficacy
- Challenge for personal leadership; even though they are not the designated leader, I am going to take responsibility
 - Leadership development, making it part of a leadership development curriculum
- Definition of bystander—could be anyone including parents
- Education is key; definition of bystander, challenging them as to why they don't say something or intervene
- National culture is self-centered; if it is not affecting me, then I don't have to worry about it
- What is the national action for something that requires action at a group by group level; need to look at it from a national perspective
- Introduce a bystander effect/personal responsibility into national curricula and personal development (Apple Conference, MGCA/NGLA, etc.)

- Resources: Apple, MGCA, NGLA, NCAA Leadership Conferences, National Hazing Collaborative, Higher Ed Center, HPO, Response Ability DVD, Midwest Band and Orchestra (director, student training), “Security on Camp”—add bystander category, Counseling Association, StepUp (University of Arizona)
- Making sure students know that if they are bystanders, then they are just as guilty as the people who are doing the hazing
- What is the bystander? Can we put pressure on the people who know what is going on and not doing anything about it? Ex. Alumni. Programming for alumni?
- The Anti-Hazing Hero awards: it is ok to be anti-hazing and to step up and say something
- Helping to educate the idea that choosing not to be a bystander means that you do not have to act at that exact moment, but you do need to report it later; assuming that that misconception is a reason for why people don’t report
- Create national clearinghouse for reporting (direct to local agencies)
- Increase benefits that bystanders receive for intervention
 - Insurance companies that might be corporate sponsors
- National Action: Increase access to resources
 - StepUp

Table Notes- Increase peer led hazing movement:

- Create National Organization to promote effective peer led efforts (chapters on campuses, online mentoring)
 - Use social network sites
 - Establish positive norms
- Increase research on why some students stand up against hazing (including organizational and institutional factors)
 - Research says that most students perceive that their peers approve of hazing
- Peer led media campaign (modeled after anti-tobacco efforts)
 - Use current trends of social networking to get message across
 - Facebook
 - YouTube
 - Twitter
- Create online communities to support students standing up against hazing, choose more positive options
- Create online learning events for peers who cannot afford to travel (webinars etc.)
- Work with existing youth-focused groups and curriculum to promote early development of social and leadership skills and healthy social norms as well as communication skills and treating other with respect
- Peer led movement at a micro level means that students are standing up for the right thing
 - In different groups (sports teams etc.), students model appropriate behavior
 - They have the emotional strength to stand up for what’s right

- They educate others about the right way to act
- They are too strong to get caught up in the hazing culture
- “We choose not to participate, we want to do something different and not give in...”
- Create a foundation (ie: Gordie Foundation) that sets up chapters on college campuses, sole purpose is to educate students on hazing behaviors and consequences
- Get trade organizations all on same page (NCAA etc.)

Table Notes- Increase recognition that hazing erodes human dignity and is a violation of human rights:

- No international coalition
 - Japan, England, Russia, Germany, US, where there have been a number of hazing related deaths
 - US lead the way internationally as far as awareness and prevention
 - Cultural context around the idea of uniting the international community
 - How is this idea of hazing viewed by other countries—does culture play a role in acceptance?
 - Bring together representatives from other countries to look at those cultural differences
 - International entity or international event
 - Buy in from Olympics
 - Work with international groups
 - IOC
 - Amnesty International
 - United Nations-Declaration of Human Rights
 - Use technology to connect the countries or interested parties
- Get to campuses across North America and beyond—segments of the curriculum that specifically address hazing
 - Sport ethics, engineering ethics, etc.
 - Provide standardized curriculum that they can use to follow and adapt to fit their university
- Collate and publicize international database
- Absence of highly visible figures coming forward and saying their view of hazing
 - Closing the gap between college views on hazing and the wider sports view of hazing
 - Public exposure of the issues to illustrate how these actions could be human rights violations

Table Notes- Increase Collaboration While Keeping the Focus on the National Level:

- Who is collaborating?
 - Today we are collaborating across disciplines and across the nation
 - Need to look at both campus lens and national lens
- Needs to be based in research
- Professional Organizations agreement to make hazing prevention a priority
 - NASPA, ASJA, ACPA, Greek Org, other orgs, High School-('K-death')
 - Want our membership to target the key issues discussed at today's symposium and report back
 - identify the key contributing factors
 - Then prioritize
- Needs to be body collecting the data (national org) then report back on a national level to collaborating parties
 - Clery Act maybe give them information but not the key pieces we need as a collective
 - Has to be able to adapt to generation changes and trends
 - Look at sanctions and student response to Judicial process for hazing
 - What works and what's not?
 - Send to the National Collaborative for analysis and distribution

Connections For Opportunities to Move Nationally:

- Previously recognized in the last section of notes but all groups feel the need for national collaboration between all areas/department/professional organizations that deal with hazing
 - A centralized office that can collect data
 - Create a core entity for the collection of data about incidents (K- higher edu), sanctions and outcome (was it effective/efficacy), contributing factors
 - Develop new research
 - Programmatic materials and agenda
 - Don't need to reinvent the wheel but changes need in the approach
 - Use current resources e.g. Step Up from University of Arizona
 - Host webinars, seminars and conferences for administrators
 - Is it possible to go international?
- Laws?/ Define Hazing
 - Expand required to report
 - Expand Clery Act
 - No clear definition
 - If collaboration is going to work there is a need for a universal definition of hazing
- Work on decreasing the group think around reporting
 - Increase protection for those who report
 - Break down the barriers between reporting and group think around incident reporting
 - Bystander intervention
 - National program
 - Research why someone intervened
- Use social networking sites and media to develop and encourage positive values
 - Twitter
 - Facebook
 - What will be the next
 - Public exposure of the issues
 - Sports pranks on professional level become public and accepted because its called a prank, not hazing
- Start at a young age (elementary, middle school, & high school)
 - Boy Scouts
 - Girls Scouts
 - ROTC
 - HomeSchool Assoc.
 - Educators are mandated reporters! Add knowledge of HAZING to this vocabulary and requirement to report
 - Focus on a national curriculum and make connection with the national bullying initiative
- Create national peer led efforts
 - Chapters on campuses

- Online mentoring
- May break down the perceived peer approval of hazing
- Bystander
- Life skills
- Student Development and Education
 - Throughout all the notes individuals discussed how the brain of these students is not fully developed and prevention techniques need to be grounded in where the students are at
 - Bullying
 - Self esteem
 - Self efficacy
 - Self Image
 - Education throughout was discussed as the gateway to change and consciousness raising