CAMPUS COMMITMENT TO HAZING PREVENTION:
Action Guide

Hazing is a threat to student and campus safety and undercuts the missions of postsecondary institutions. As a form of interpersonal violence, hazing is particularly troubling because it occurs in group contexts—such as clubs, campus organizations, and athletic teams—that are considered living-learning laboratories for student belonging and leadership development.

Hazing prevention efforts must be a tailored approach that includes **Commitment**, one of eight components of the Hazing Prevention Framework. This Action Guide provides evidence-informed resources for those seeking to develop comprehensive prevention and response efforts, build leadership commitment for those efforts, and strengthen student belonging and safety.

Background and Context

In 2018, StopHazing and Clery Center released the Hazing Prevention Toolkit for Campus Professionals, which describes a data-driven Hazing Prevention Framework (HPF)© based on key principles of prevention science and findings from a research-to-practice project, the Hazing Prevention Consortium (HPC) led by StopHazing™ and researchers at the University of Maine.

Hazing Prevention Framework

Commitment · Capacity · Assessment · Planning · Evaluation · Cultural Competence · Sustainability · Implementation

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The graphic above depicts the eight components of the HPF—including Commitment, Capacity, Assessment, Planning, Evaluation, Cultural Competence, Sustainability, and Implementation—to be carried out in conjunction with one another to create a campus environment where hazing is less likely to occur.

The *Campus Commitment to Hazing Prevention: Action Guide* (Action Guide) provides practical resources focused on one of the eight HPF components — **commitment** — to engage campus leaders and the broader campus community in transforming campus hazing culture and ultimately, building group environments that support healthy belonging and well-being for all students.

Campus Commitment Planning Resource

Campus Commitment Planning Resource

What is a Strategic Plan for Campus Hazing Prevention?

A strategic plan for campus hazing prevention serves as a tangible guide detailing a shared vision for hazing prevention in a particular campus context. Strategic planning is an interactive and inclusive process by which stakeholder groups come together to articulate goals, define strategy or direction, and make decisions on how resources should be allocated to pursue the strategy.

How can it help?

The strategic planning process can engage stakeholders, including students, in campus hazing prevention. An established and intentional plan helps to guide hazing prevention work with goal setting and identifying steps needed to reach desired outcomes. A strategic planning process is data-driven and includes benchmarking components to track and measure progress in achieving hazing prevention goals and reassessing or prioritizing as steps are implemented.

Who are the stakeholders?

There are multiple audiences to consider when planning for hazing prevention. The following are examples of various audiences to engage: institutional leaders and administrators, faculty and staff, students, hazing prevention coalition members, as well as families, student support networks, and alumni. When engaging different audiences, varying approaches and delivery methods should be utilized in conjunction with the identified strategic planning goals.

Hazing prevention includes stakeholders who plan and implement hazing prevention efforts through trainings, workshops, and other initiatives, as well as campus professionals who encourage buy-in for the work and help to spread the message and information about hazing prevention efforts and events.

How do we begin the process?

There are many ways to engage in strategic planning but knowing where to begin and who to involve in the process are not always intuitive. In strategic planning for campus hazing prevention, a shared vision and understanding of available campus data should guide the planning process and diverse stakeholders campus-wide can drive the process forward to meeting the established goals.

Given the following definition of planning for hazing prevention, a breakdown of strategic planning components and examples is provided below.

"Planning: the use of assessment data to develop data-driven, intentional, and measurable prevention goals, including the development of prevention strategies tailored to specific populations in a given context," (Allan et al., 2018, p. 6).

Possible Stakeholders

- **Institutional leaders:** to provide support, endorsement, and/or a charge to participate and be involved in hazing prevention. They demonstrate engagement through their visible support for hazing prevention efforts.

- **Faculty and staff:** to receive and provide training and education to build awareness and be in tune with warning signs as they interact with students. New employees should also receive hazing prevention education through onboarding procedures.

- **Students:** to receive hazing prevention training and education, especially those involved with groups such as athletic teams and clubs, fraternities and sororities, traditions and honors societies, as well as student employees working in high-traffic environments such as residence life.

- **Coalition members:** to receive regular hazing prevention training especially as there are new additions to the coalition membership.

- **Families and supports:** to receive hazing prevention information through outreach, new student orientation avenues, fraternity and sorority family information sessions, and athletics information sessions.

- **Alumni:** to receive hazing prevention information through outreach, including alumni magazines and events.

Breakdown of Strategic Planning Components

There are multiple steps in developing a strategic plan. Here is a breakdown of the steps necessary to develop and carry out an effective strategic plan.

1. **Gather data.** Examples of data collection can include institutional data such as campus climate, campus culture, hazing incidents, hazing perceptions and awareness, other high-risk area data (e.g. alcohol and other drug use), as well as qualitative data from environmental scans. Gathering existing data about campus hazing and group attitudes and culture provides a snapshot of the institution's current status. These data can help to support a rationale for commitment to hazing prevention and can be used to identify and prioritize next steps to address the gaps and identify the overarching goals of the strategic plan for hazing prevention.

2. **Complete a problem analysis.** Complete the analysis process using a multilevel framework such as the Social-Ecological Model (SEM) to analyze risk and protective factors at the individual, group, institution, and broader community and societal levels of the environment (Dahlberg & Krug, 2002). Identify and analyze risk and protective factors of students and their environments. This is an important part of the planning process because implemented strategies need to mitigate the risk factors to promote the protective factors.

   Tip: Think about what is happening at each level of the SEM that may contribute to healthy group environments and protect from or decrease the likelihood of hazing (protective factors). Then, at each level of the SEM, consider what may increase the likelihood of hazing (risk factors).

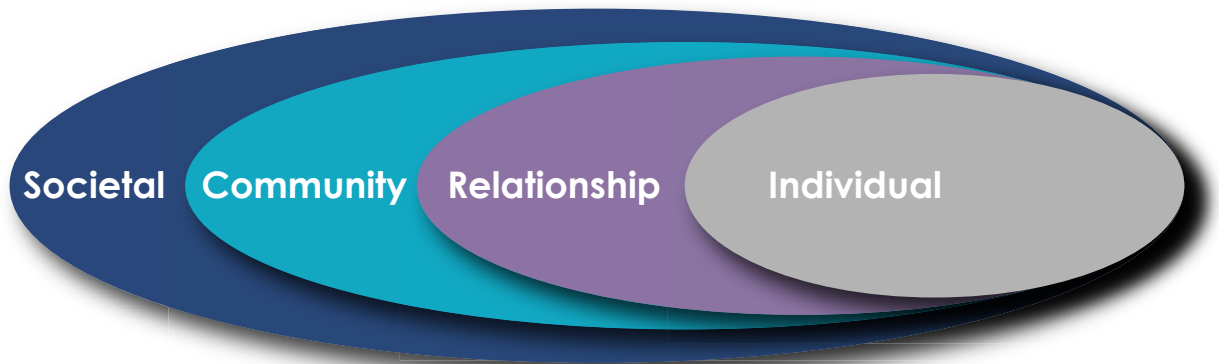Societal   Community   Relationship   Individual

Image: The Social-Ecological Model (CDC, 2021)

3. **Identify focus areas and goals for hazing prevention.** Identify core areas to focus hazing prevention efforts by compiling and analyzing data and the problem analysis outcomes together. This process allows for the strategic plan to work in conjunction with the larger themes on campus and to set intentional and measurable goals for hazing prevention.

   • Identify goals for each area. When identifying goals, planners can ask the following questions:

      » What is the desired outcome?

      » Who is the target audience?

- Identify steps to reach each goal by considering the following:

  » Each focus area may have multiple goals and require multiple initiatives, phases, or steps to reach the goals.

  » Timelines vary and should be developed. Some steps may take a few months and others may be longer-term steps to carry out over multiple years.

  » Steps could be iterative. Depending on the goal, some steps may be repeated multiple times whereas others may be single-step actions. Identifying the dosage of a step is key since comprehensive and effective prevention cannot occur with one-off initiatives or programs.

- Identify stakeholders. The stakeholders for hazing prevention include multiple types of people and institutional personnel across campus. There are audience stakeholders to consider as well as support personnel to consider. Planners should ask themselves:

  » Who is participating in the hazing prevention efforts (audience)?

  » Who needs to be involved in carrying out the hazing prevention work (support personnel)?

4. **Develop evaluation and documentation plans.** As prevention efforts are carried out, planners need to ensure there is an adequate system in place to track progress and document efforts. Planners should develop plans to evaluate and track the following:

- The progress of carrying out the strategic plan by clearly identifying accomplishments, next steps, and plans to stay on track (see Example A).

- The effectiveness of each hazing prevention action step carried out (see Example B).

5. **Revisit strategic planning documents regularly.** Revisiting the planning documents regularly is an important step in strategic planning to keep the momentum going and to stay on track with meeting hazing prevention goals. Revisiting the plan also allows opportunity for reflection and reprioritization given shifting institutional contexts.

Sample Documents for Strategic Planning for Hazing Prevention

Example A: Strategic Planning Document

Repeat the following to address each identified focus area comprehensively. Note: the focus areas often require more than one goal to effectively address it.

Identified Focus Area(s)		Goal/Target Audience	
Ex. Promoting (1) anti-hazing policy awareness, (2) identifying hazing, and (3) visible campus leadership.		Ex. By April 2022, the institution will develop a public website with a senior leadership statement and centralized information on hazing, hazing prevention, information about hazing on campus/previous incidents, hazing policies, and how to report hazing.	

Steps	Objective/Desired Outcomes	Timelines	Responsible Parties	Evaluation & Documentation
List out each step necessary to reach the goal. Each step should be listed individually with its own objectives, timelines, responsible parties, and evaluation and documentation plans.	Identify the objective of each step. What is the desired outcome of carrying out the step? This could be a smaller outcome that is working toward achieving the larger identified goal.	Specify the timeline for each step.	List the responsible parties for each step. Some responsible parties may be involved in each step. Others may only be necessary for some actions. Consider the audience and the support personnel.	Identify and prepare evaluation methods and documents necessary for each step.
Additional step				
Additional step				
Cont'd...				

Possible Focus Areas to Incorporate

- Anti-hazing policy awareness
- Identifying hazing
- Ethical leadership development
- Promoting positive group culture
- Visible campus leadership
- Coalition building and strengthening
- Continuous data collection strategies

Possible Implementation Strategies to Reach Focus Area Goals

- Online trainings
- Workshops for staff, students, leaders
- Social norms campaigns
- Training for students (at orientation)
- Training and education for student groups
- Leadership development workshops
- Bystander intervention trainings
- Faculty, staff, and advisor trainings

Example B: Prevention Calendar

Utilize an organizational tool such as a calendar to document and plan the programs and initiatives that will reach the goals and focus areas of the strategic plan. Spreadsheets are helpful for this process and can be organized by month or semester.

Note: This is a snippet of items to include in the calendar; account for the purpose and goal of each item on the calendar in alignment with the strategic plan (what focus area or goal the program addresses), and include an assessment or evaluation component for tracking program effectiveness.

January 2022						
Program Name	**Program Leads**	**Dates/Location or Platform**	**Description**	**Target Audience**	**Outreach Plan**	**Evaluation Plan**
List the title of the program.	List who is responsible for planning and facilitating the program. If there are multiple people involved (for example, if someone is responsible for the logistics of the program and another is the facilitator), list that information.	List the dates of the program and how it will be made available. For example, if it's a virtual program, provide information on the platform and whether it's available at a certain date and time or an ongoing basis. If it's an in-person event, provide information on the dates, time, and location.	Provide a brief description of the program.	Provide information on the target audience for the program. (Students? Staff? Faculty? All of the above? Alumni? Is it targeted towards a specific student group?) Provide information about how the efforts are culturally competent and inclusive.	Provide information on how the institution will market the program to the intended audience. Are there any audiences required to attend? What contacts are you working with to ensure the program is reaching the intended audience? Who are the supporting personnel that should be invited?	Identify the evaluation method for tracking program use and measuring program effectiveness.

The strategic planning process is a way to implement a coordinated, intentional approach to hazing prevention, and in doing so, garner additional buy-in and support from critical stakeholders. This planning process provides for the comprehensive nature of prevention work to be documented, to stay on track, and measured to assess progress over time.

The **Information-Gathering Tool** is a helpful companion resource to reference prior to beginning the planning process.

If you have any questions about this resource, reach out to Clery Center at info@clerycenter.org or StopHazing at info@stophazing.org.

References

Allan, E. J., Payne, J., Boyer, A., & Kerschner, D. (2018). *Hazing prevention toolkit for campus professionals*. Retrieved from https://stophazing.org/resources/toolkit/

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StopHazing & Clery Center. (2021). Campus commitment planning resource. In *Campus commitment to hazing prevention: Action guide*.

Get the full *Campus Commitment to Hazing Prevention: Action Guide*!

The *Campus Commitment to Hazing Prevention: Action Guide* is designed to give you some practical examples of these Commitment activities:

- **Campus Commitment Information-Gathering Tool:** Assess what actions you're already taking within this framework.

- **PowerPoint Template: Making the Case for Hazing Prevention Support:** Make the case to campus leaders for strengthening structural support for hazing prevention.

- **Planning Resource:** Build combined, integrated processes for procedural planning, enhancing structural efforts on campus.

- **Strategies for Engaging Students and their Families:** Address student and family perceptions and their roles in hazing and its prevention as described in the symbolic frame.

- **Sample Letter from Campus Leadership:** Endorse hazing prevention initiatives and institutional transparency relative to hazing accountability, noted within the political frame.

You can download the rest of the Action Guide a la carte or as a whole at clerycenter.org/hazing or stophazing.org/action-guide.

We Don't Haze

We Don't Haze is a short documentary film created by Clery Center and StopHazing, which helps identify hazing behaviors and offers organization leaders alternative traditions that promote a safer, more positive team-building experience. Learn more about the film and get the supplemental resources at clerycenter.org/initiatives/hazing-project.

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