

# hazing prevention **NETWORK**<sup>TM</sup>



# Stop Campus Hazing Act: What Does it Mean for You?

Recognizing and disrupting hazing on your campus or organization

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# Stop Campus Hazing Act



# The Recent Headlines

**Northwestern hazing scandal could be biggest ever in college sports, attorney says**

New lawsuit filed against Northwestern University, making 3 suits currently proceeding

Lawsuit alleges 'degrading and humiliating' hazing acts within A&M Corps of Cadets

**Hazing remains ingrained in team sports and experts say they see increase in sexualized attacks**

From high school to the professional leagues, hazing is ingrained in teams sports in the United States

Utah college soccer player sues after being asked sexual questions in 'initiation ritual'

**Lawsuit: High schooler suffered concussion in alleged hazing incident**

Ice water baths, rock salt and denials: Hazing investigation of a Clemson fraternity

'He was told that he was going to die': University of Alabama student files hazing lawsuit against fraternity



# Nebraska Revised Statute Hazing Definition

(Nebraska Revised Statute § 28-311.06, 2016)

“any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership with any organization.”

Such hazing activity includes:

- whipping, beating, branding
- an act of sexual penetration
- exposure of the genitals ...with intent to affront or alarm any person
- lewd fondling or caressing of the body of another person
- forced and prolonged calisthenics
- prolonged exposure to the elements
- forced consumption of food, liquor, beverage, drug, harmful substance
- prolonged sleep deprivation
- any brutal treatment or the performance of any unlawful act which endangers the physical or mental health or safety of any person or the coercing of any such activity



## Stop Campus Hazing Act

- Combination of REACH ACT and END ALL HAZING ACT
- Signed into law in December 2024
- Intent to increase transparency around hazing on campuses
  - ✓ Clery Act Requirements
  - ✓ Statement of Hazing Policy
  - ✓ Prevention Programming on Hazing
  - ✓ Campus Hazing Transparency Report

# Stop Campus Hazing Act

## Clery Act Requirements

- Universities must include data on the number of hazing incidents reported to campus security authorities (CSAs) or local police agencies as part of their annual campus security report starting with 2026 Annual Security Report.
- Includes definitions for two additional terms for the purposes of reporting hazing statistics in the Clery Act.



# Stop Campus Hazing Act Definitions

**Hazing**. Any intentional, knowing, or reckless act committed against another person(s) regardless of their willingness to participate that

- (1) is committed in the course of initiation, affiliation, or maintenance of membership in a student organization; and
- (2) creates a risk of physical or psychological injury, such as whipping, beating, striking, sleep deprivation, exposure to the elements, consumption of food, alcohol, drugs, sexual acts, activities that put someone in reasonable fear of bodily harm, or engagement in criminal violations of local, state, tribal, or federal law.

**Student Organization**. An organization at an institution of higher education (such as a club, society, association, athletic team, club sports team, fraternity, sorority, band, or student government) where two or more members of the organization are students enrolled at the university, **whether or not the organization is established or recognized by the institution.**



# Stop Campus Hazing Act

## Statement of Hazing Policy

The bill requires universities to draft a statement of current policies related to hazing, including

- (1) how to report hazing incidents; and
- (2) the process used to investigate incidents of hazing on campus. This policy also must include information on any applicable local, state, or tribal laws related to hazing.

This provision took effect on June 23, 2025—is your campus compliant?

# Stop Campus Hazing Act

## Prevention Program on Hazing

- Universities must have a statement of policy regarding their prevention and awareness programs related to hazing, including a “description of research-informed campus-wide prevention programs” that are designed to reach students, staff, and faculty.
- This prevention program must include information about the university’s hazing policy, as well as primary prevention strategies to stop hazing before it occurs, such as:
  - skill building for bystander intervention,
  - information about ethical leadership, and
  - strategies for building group cohesion without hazing.

This provision took effect on June 23, 2025—is your campus compliant?

# Stop Campus Hazing Act

## Campus Hazing Transparency Report

- Summarizes the incidents associated with any student organization found to be in violation of the institution's standards of conduct related to hazing.
- Institutions must begin collecting this information on July 1, 2025 and post the information on a public website by December 23, 2025.
- Universities must update the public report at least 2 times a year to show any new incidents involving student organizations found responsible for a hazing violation.

# Stop Campus Hazing Act

United  
Educators  
SCHA  
Checklist



For each student organization listed, the report must include:

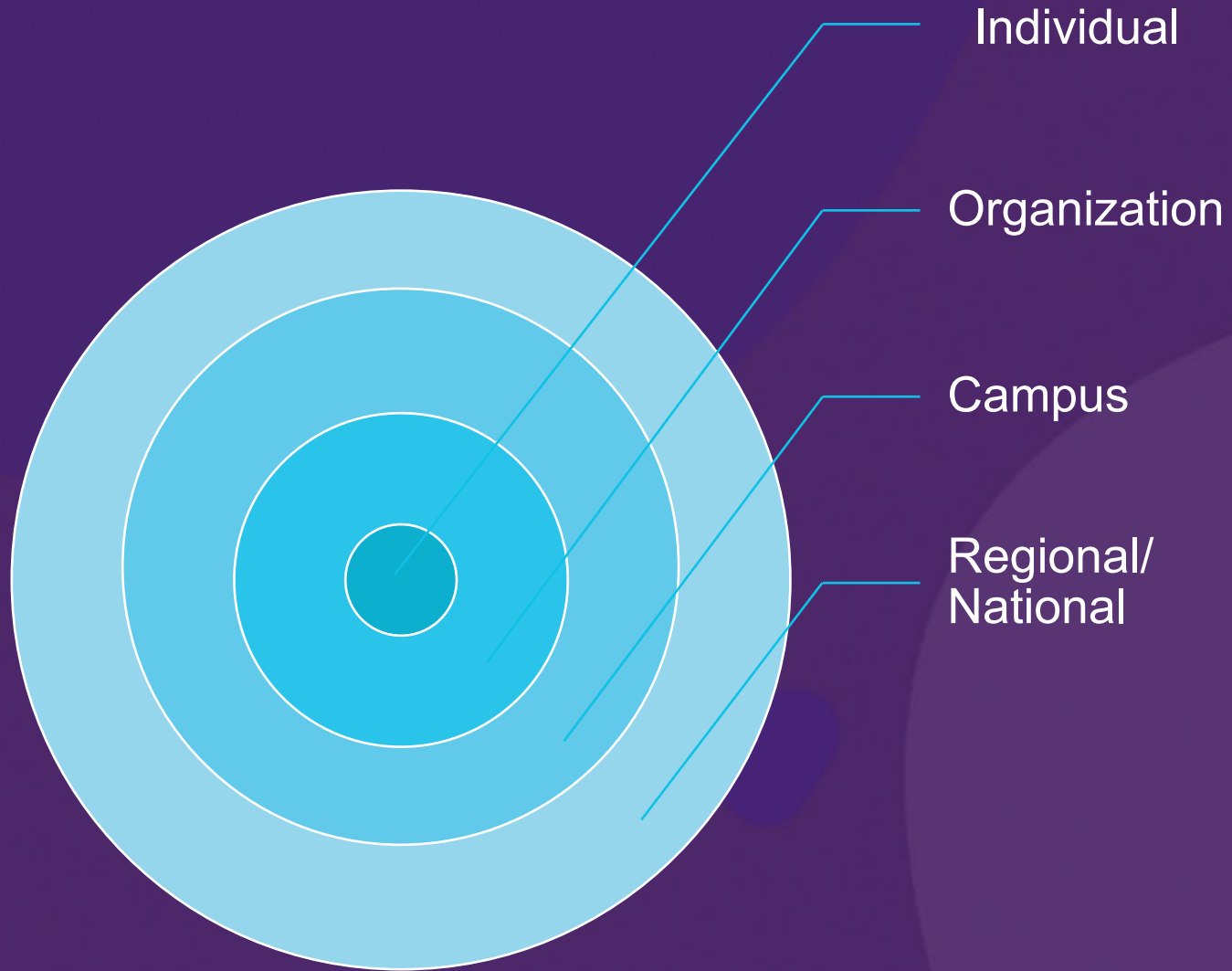
- Name of student organization;
- General description of the hazing violation, including whether it involved the use of drugs or alcohol;
- Findings of the institution about the violation and if sanctions were placed on the organization; and
- Dates for when the incident occurred, when investigation was initiated, when the finding of responsibility of the hazing violation occurred; and when the institution notified the organization of the finding.



# Hazing Motivators



# Socio-Ecological Model for Hazing Prevention



- Multilevel in nature
- Also influenced by national trends and temporal moments

# Understanding Hazing at Three Levels

1. At the **individual level**. How do students *actually* experience hazing? How are they defining what constitutes hazing? What motivates them to participate in hazing activities as a participant and as a hazer?
2. **Organizational culture** is both constantly changing and incredibly static. What drives an organization to make decisions that support hazing? What rewards exist in the system to support hazing participation for organizations?
3. At the **community level**: What “environmental presses” exist? It is what’s “cool” or normative.

**Definition:** *Environmental Press*: the unspoken rules about how you succeed on a campus or in an organization (Strange & Banning, 2015).

# Barriers for Hazing Prevention

## Individual

- Overconformity
- Rites of passage
- Sense of belonging
- Gender identity

## Organizational

- Pursuit of status
- Practical drift
- Play
- Relational aggression
- Gender identity/ norms
- Unethical pro-organizational behavior (UPB)

## Community

- Tradition
- Community norms tacitly approve hazing
- Rewards systems/ consequences
- Tolerable deviance
- Stakeholder support
- Boundary spanners



# Situational Strength







**What is happening in  
the environment that  
signals how students  
behave in the  
environment?**

# Situational Strength

“Implicit or explicit cues provided by external entities regarding the desirability of potential behaviors.”

(Meyer, Dalal, & Hermida, 2010, p. 122)

- Situations can be weak or strong.
- Strong situations:
  - Understand events the same way
  - Clear appropriate response pattern
  - Incentives for the performance of that response pattern
  - Require skills everyone has







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Own  
observations

Coaches/  
Mentors

Other  
adults

Peers

Administrators

Parents/  
Siblings

Media

Social  
Media



# 4 C's of Situational Strength in Hazing

**Clarity**



```
graph TD; A[Clarity] --> B[Consistency]; B --> C[Constraints]; C --> D[Consequences];
```

**Consistency**

**Constraints**

**Consequences**

# 4 C's of Situational Strength in Hazing

## Clarity

Clarity is the degree to which certain cues in the environment are available and easy to interpret.

Consistency

Constraints

Consequences

# 4 C's of Situational Strength in Hazing

Clarity

**Consistency**

Consistency is the degree to which cues in the environment are compatible with one another.

Constraints

Consequences

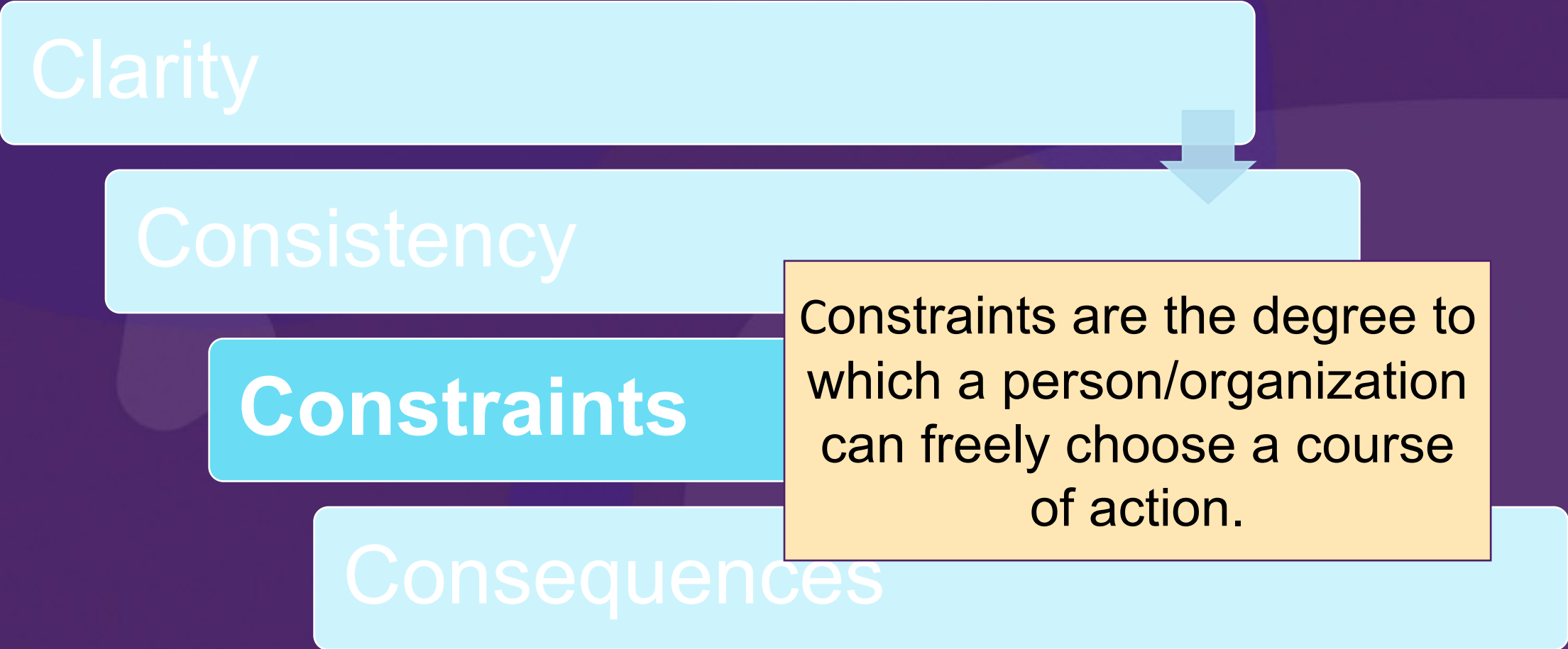
# 4 C's of Situational Strength in Hazing

Clarity

Consistency

**Constraints**

Consequences



Constraints are the degree to which a person/organization can freely choose a course of action.

# 4 C's of Situational Strength in Hazing

Clarity

Consistency

Constraints

**Consequences**

Consequences are the extent to which individual or organizational behaviors result in impacts to the individual or organization.





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# Administrator

Hazing is dangerous!  
You could get hurt.

You don't have to  
do it to fit in.

Hazing is against  
the law.

These are not  
acceptable joining  
activities.

# Students

Hazing is fun and  
funny.

Everybody does it to  
be cool.

Administrator are just  
out to get us.

They say everything  
is hazing so just go  
with it.







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# Steps to Challenge Hazing Cultures

Identify

Identify what gives situational strength to the hazing culture

Disrupt

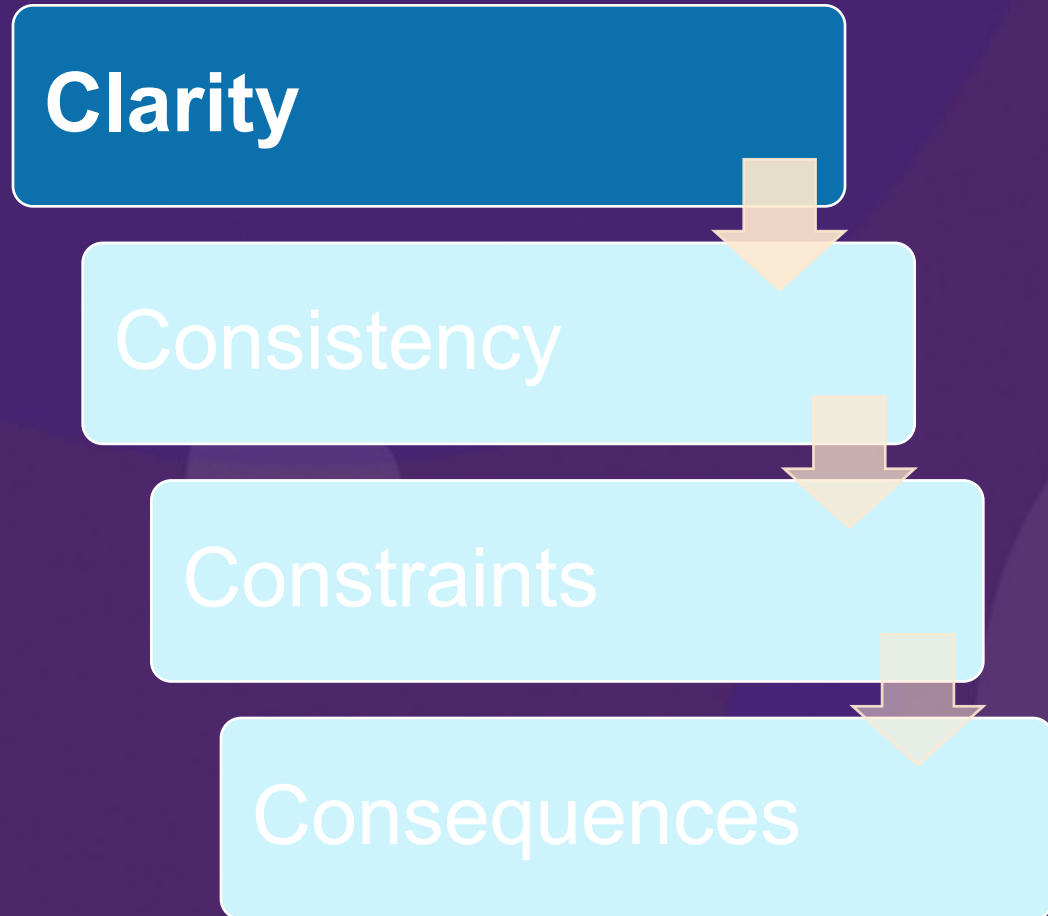
Disrupt this strength using the 4 Cs

Construct

Give anti-hazing culture situational strength using the 4 Cs



# What are the Hazing Disruptors?

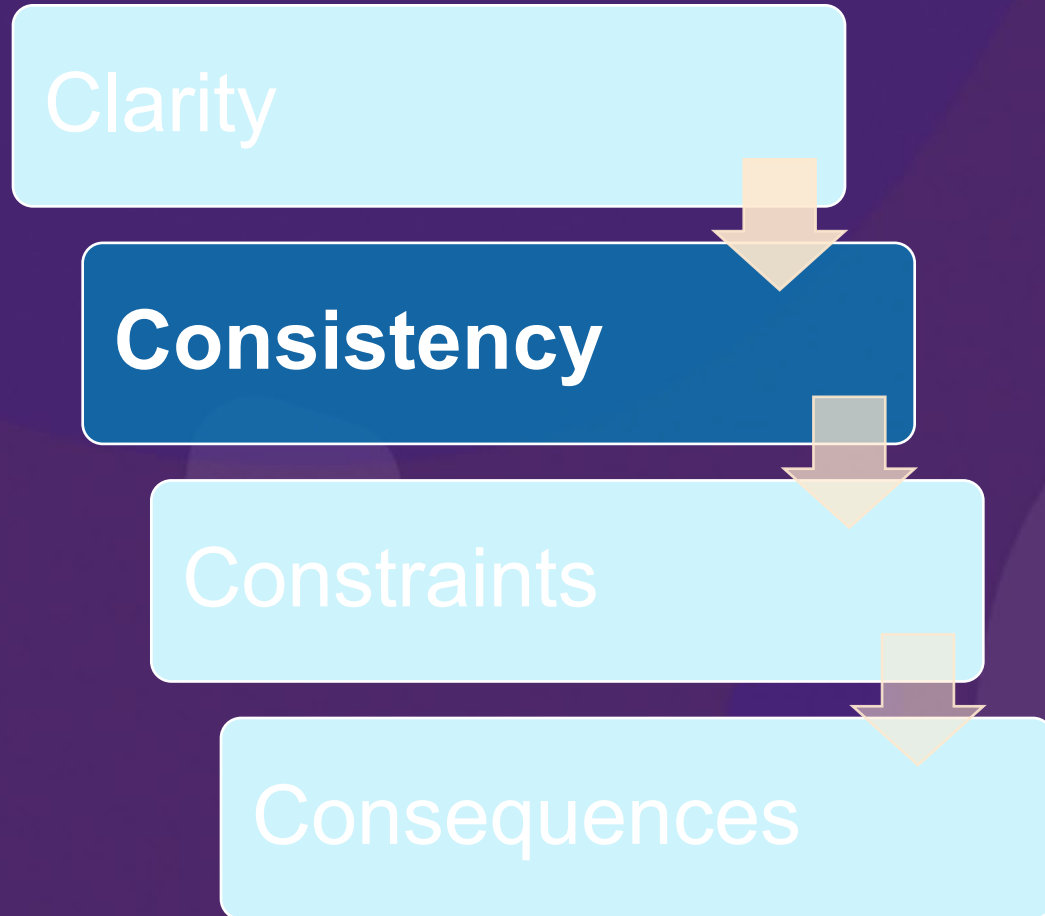


**Identify:** Fraternity house windows are covered in black plastic during initiation week so there must be nefarious things going on and the university is doing nothing about it

**Disrupt:** Stop by the houses during that week to check in/flag city code issues with the black plastic

**Construct:** Visible authority figures during high hazing times

# What are the Hazing Disruptors?

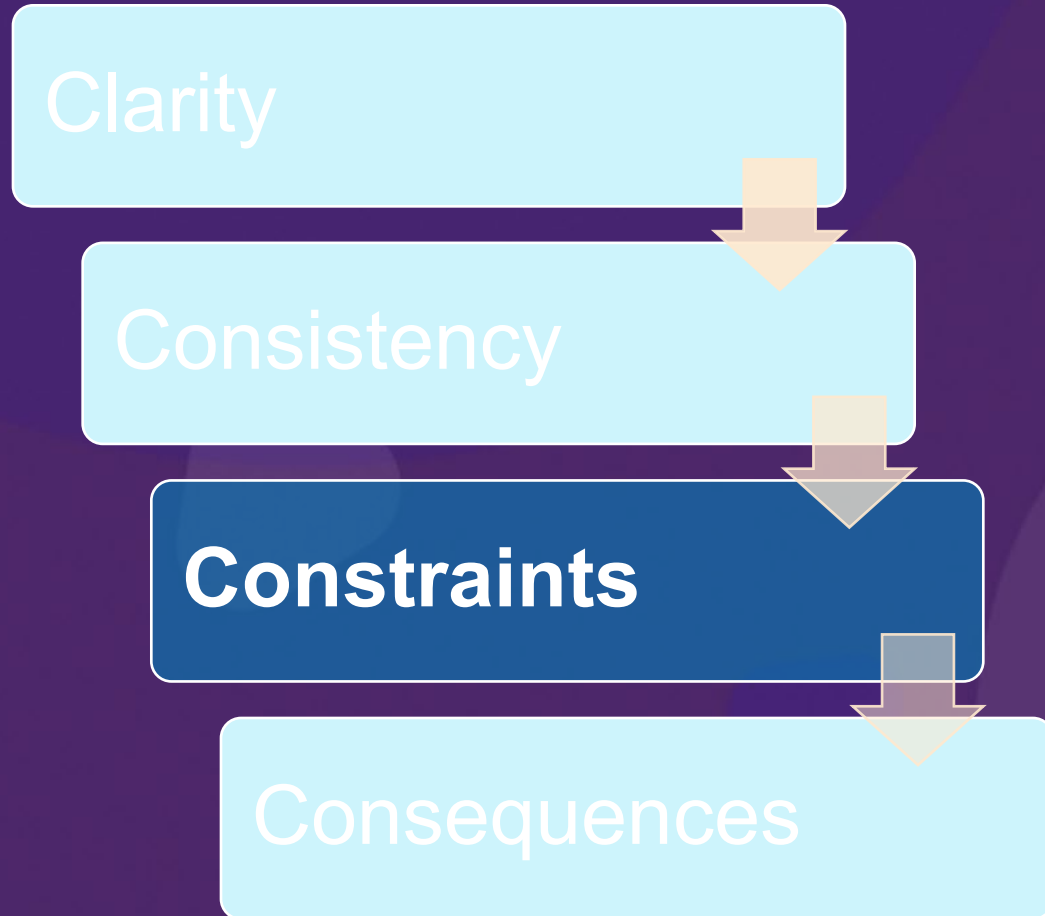


**Identify:** Visible hazing happening in the yard outside the dining hall

**Disrupt:** Anti-hazing messages on table tents in the dining hall

**Construct:** Training dining staff to identify, address, and report

# What are the Hazing Disruptors?

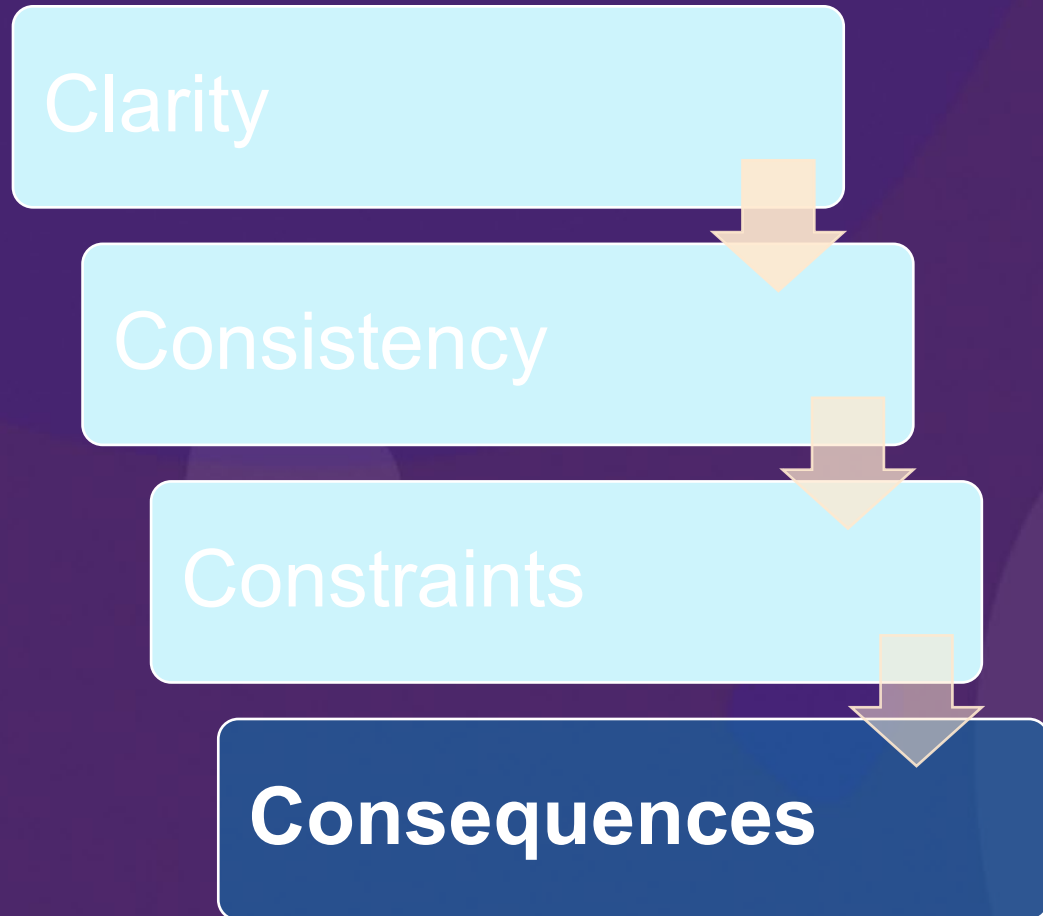


**Identify:** There is nothing else to do on campus if you don't belong to certain organizations/teams, and thus no other alternatives other than tolerating hazing

**Disrupt:** Highlight multiple involvement opportunities

**Construct:** Introduce more desirable programming that doesn't require membership in problematic organizations

# What are the Hazing Disruptors?



**Identify:** The athletic teams with the highest social status are also the hazers

**Disrupt:** Reward groups for healthy behaviors/hazing prevention

**Construct:** Ways of driving social status in other ways



# Strategies for Disrupting Situational Strength



# Piazza Center What Works Study

1

## Educational Priorities

- Students see hazing, alcohol, and drug prevention as educational priorities for their campuses
- Students know campus zero-tolerance policies and public reporting of violations. 1 in 3 still unsure about the amnesty policy.

2

## Intervention and Reporting

- Students said the amnesty policy (3 in 5) and zero tolerance and public reporting policies (1 in 2) made them more likely to intervene and report.

3

## Impact of Programming

- Campus based skills training for bystander intervention and leadership development report highest impact.
- Group specific trainings, when members knew about them, appear to have high impact on intervening and reporting.

4

## Reported Behaviors

- When asked about behaviors they engaged in, most said they were not engaging in the behaviors, but that it was occurring in other fraternities and sororities (1 in 2) and other teams and orgs (1 in 5)

# Six Strategies for Enacting Change at the Individual Level



**Understand  
and harness  
peer norms**



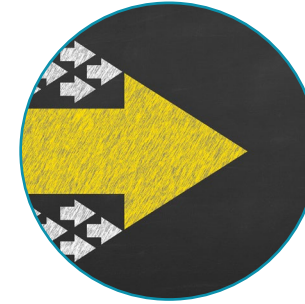
**Equip  
students with  
refusal and  
intervention  
skills**



**Provide and  
advertise  
multiple  
pathways for  
developing  
positive peer  
relationships**



**Create and  
clearly  
broadcast  
confidential  
reporting  
mechanisms**



**Provide  
leadership  
development  
for leaders on  
ethical  
decision  
making**



**Offer clear  
messaging  
and quality  
resources for  
mental health  
supports**

# Six Strategies for Enacting Change at the Organizational Level



**Seek to understand organization norms and then design targeted interventions**



**Motivational interviewing with chapter leaders with specific focus on decision-making**



**Focus your energy**



**Harness stakeholder power**



**Consider reward structures**



**Encourage organizations to document their processes and plans for all new member activities**



# Six Strategies for Enacting Change at the Community Level



**Engage students in the community change process**



**Review your policies**



**Regularly monitor campus trends and integrate themes across organizations**



**Learn how status is assigned on campus/in the organization**



**Understand relationships between groups**



**Design hazing prevention curriculum that helps empower change**

# Individual Strategies

Individual-level strategies influence knowledge, skills, abilities, attitudes, and behaviors of individuals that may contribute to hazing situations. The objective of individual strategies is to equip students' not participate in hazing, reduce their tolerance of hazing, intervene to stop hazing, intervene on others behalf, and/or report hazing activities. Individual-level strategies include education, leadership, skill building, awareness programs, and feedback-related initiatives. The expected outcome is that students will understand the warning signs of hazing and be more likely to positively respond or intervene in hazing situations on behalf of a peer or prevent hazing from occurring.

Activity	Description	Summary of Literature
<b>Bystander Intervention Skills Program</b> <b>INDIVIDUAL</b>	Interventions focus on empowering individual actors to intervene in hazing events.	Bystander approaches and efforts to mobilize students as allies have been shown to be effective for changing the social context for violent and abusive behavior in sexual violence behaviors, but there has been minimal research with hazing specifically.
	<b>FOUNDATIONAL RESEARCH CITATIONS</b> <ul style="list-style-type: none"><li>Alegria-Flores, K., Raker, K., Pleasants, R. K., Weaver, M. A., &amp; Weinberger, M. (2017). Preventing interpersonal violence on college campuses: The effect of One Act training on bystander intervention. <i>Journal of Interpersonal Violence</i>, 32(7), 1103–1126. <a href="https://doi.org/10.1177/088626051558766">https://doi.org/10.1177/088626051558766</a></li><li>Gibbons, R. (2013). The Evaluation of Campus-based Gender Violence Prevention Programming: What We Know about Program Effectiveness and Implications for Practitioners. Harrisburg, PA: VAWnet, a project of the National Resource Center on Domestic Violence. <a href="https://vawnet.org/sites/default/files/materials/files/2016-09/AR_EvaluationCampusProgramming.pdf">https://vawnet.org/sites/default/files/materials/files/2016-09/AR_EvaluationCampusProgramming.pdf</a></li><li>Park, S., Woo, H., &amp; <a href="https://doi.org/10.1177/088626051558766">https://doi.org/10.1177/088626051558766</a></li><li>Biggs, R. E., &amp; Yoshi <a href="https://doi.org/10.1177/088626051558766">https://doi.org/10.1177/088626051558766</a></li><li>Robinson, S. R., Cas <a href="https://doi.org/10.1177/088626051558766">https://doi.org/10.1177/088626051558766</a></li><li>Santacrose, L. B., La <a href="https://doi.org/10.1177/088626051558766">https://doi.org/10.1177/088626051558766</a></li></ul>	
<b>Group Video Training (Education) and Reflection</b> <b>INDIVIDUAL</b>	Multi-part program use pre-and-post watching video	
	<b>FOUNDATIONAL</b> <ul style="list-style-type: none"><li>Allan, E. J., Hakkola, <a href="https://doi.org/10.1177/088626051558766">https://doi.org/10.1177/088626051558766</a></li><li>Banyard, V. L., Moyn <a href="https://doi.org/10.1177/088626051558766">https://doi.org/10.1177/088626051558766</a></li><li>Berkowitz, A. D. (20 <a href="https://doi.org/10.1177/088626051558766">https://doi.org/10.1177/088626051558766</a></li><li>Doane, A. N. (2021). <a href="https://doi.org/10.1177/088626051558766">https://doi.org/10.1177/088626051558766</a></li><li>Kerschner, D. J., &amp; <a href="https://doi.org/10.1177/088626051558766">https://doi.org/10.1177/088626051558766</a></li><li>Santacrose, L. B., La <a href="https://doi.org/10.1177/088626051558766">https://doi.org/10.1177/088626051558766</a></li><li>White, C. L. (2023). <a href="https://doi.org/10.1177/088626051558766">https://doi.org/10.1177/088626051558766</a></li></ul>	
<b>Leadership Program</b> <b>INDIVIDUAL</b>	Leadership dev to help student to prevent hazi	
	<b>FOUNDATIONAL</b> <ul style="list-style-type: none"><li>Erikson, S. J. (2021). <a href="https://doi.org/10.1177/088626051558766">https://doi.org/10.1177/088626051558766</a></li></ul>	

# Environmental Strategies (Interpersonal)

Environmental-level strategies address factors that influence hazing culture within community and group environments. Interpersonal-level strategies address factors related to students' relationships and the influence they have on hazing. This includes students' relationships within student organizations, athletic teams, or involvement experiences (band, ROTC, etc.). It also addresses groups of people surrounding students who may influence the extent to which hazing persists, including friends, parents and family, advisors, alumni, other student organizations, etc. Interventions may include social norms clarification or training and communication for people in influential roles. The expected outcome is that the interpersonal influences around the student discourage and limit the potential for hazing to occur.

Activity	Description	Summ
<b>Advisor of Coach Engagement</b> <b>INTERPERSONAL</b>	Educating advisors or coaches' role in setting expectations, defining hazing, and reporting hazing within student organizations or teams.	Student and it c
	<b>FOUNDATIONAL RESEARCH CITATIONS</b> <ul style="list-style-type: none"><li>Fowler, K. D. (2024). <i>Not Four Years but For Life? A sequential explanatory s</i> <a href="http://rave.ohiolink.edu/etdc/view?acc_num=dayton1720712629312034">http://rave.ohiolink.edu/etdc/view?acc_num=dayton1720712629312034</a></li><li>Johnson, J. (2009). <i>From the sidelines: The role of the coach in affecting tea</i></li><li>Kowalski, C., &amp; Waldron, J. (2010). Looking the other way: Athletes' perceptio</li><li>Rios, J. N. (2014). <i>A case study in promising practices in anti-hazing educatio</i> <a href="https://doi.org/10.1177/088626051558766">https://doi.org/10.1177/088626051558766</a></li><li>Vanderbilt, J. O. (2022). <i>Examination of contributions of Greek life training in Agricultural and Mechanical College</i>. ProQuest Dissertations &amp; Theses Glob</li><li>Zacharda, C. (2024). <i>Using team culture and peer leadership to understand i</i> <a href="https://doi.org/10.1177/088626051558766">https://doi.org/10.1177/088626051558766</a></li></ul>	
<b>Parental Conversations</b> <b>INTERPERSONAL</b>	Communication between parents and college students about issues that are commingled with hazing behaviors.	Parent
	<b>FOUNDATIONAL RESEARCH CITATIONS</b> <ul style="list-style-type: none"><li>Carver, H., Elliott, L., Kennedy, K., &amp; Hanley, J. (2017). Parent-child connected and Policy, 24(2), 119–133. <a href="https://doi.org/10.1080/05687637.2016.1221060">https://doi.org/10.1080/05687637.2016.1221060</a></li><li>Cleveland, M. J., Gibbons, F. X., Gerrard, M., Pomeroy, E. A., &amp; Brody, G. H. (20 Development, 76, 900–916. <a href="https://doi.org/10.1111/j.1467-8624.2005.00885.x">https://doi.org/10.1111/j.1467-8624.2005.00885.x</a></li><li>Hurley, E., Dietrich, T., &amp; Rundle-Thiele, S. (2019). A systematic review of pare</li><li>Mallett, K. A., Turrisi, R., Reavy, R., Russell, M., Cleveland, M., Hultgren, B., Lar emerging adult drinking outcomes across college. <i>Alcoholism: Clinical and</i></li><li>Varul-Weld, L., Crowley, D. M., Turrisi, R., Greenberg, M. T., &amp; Mallett, K. A. (20 Prevention Science, 15(5), 716–724. <a href="https://doi.org/10.1007/s11211-015-0430-0">https://doi.org/10.1007/s11211-015-0430-0</a></li></ul>	
<b>Community-wide Online Awareness Curriculum</b> <b>INDIVIDUAL</b>	Online hazing education requirement to be completed prior to a student joining a student organization.	Implem among expect

# Piazza Center Hazing Prevention Strategies Playbook



# Environmental Strategies (Institutional)

Environmental-level strategies address factors that influence hazing culture within community and group environments. Institutional strategies address campus characteristics; institutional policies, procedures, and systems; and practices of staff The objective is to ensure the institution operates in ways that reduce and prevent the extent to which hazing occurs. This can include interventions such as policy change, campus-wide communications, operational practices, and staff training.

Activity	Description	Summary of Literature
<b>Social Norming Campaign</b> <b>INSTITUTIONAL</b>	Visual and/or written messaging with targeted frequency intervals with norm referenced data to challenge cognitive assumptions and misperceptions.	Campaigns are effective in changing assumptions and misperceptions about behaviors like binge drinking or hazing.
	<b>FOUNDATIONAL RESEARCH CITATIONS</b> <ul style="list-style-type: none"><li>D'Guseppi, G. T., Davis, J. P., Meisel, M. K., Clark, M. A., Roberson, M. L., Ott, M. Q., &amp; Barnett, N. P. (2020). The influence of peer and parental norms on first-generation college students' binge drinking trajectories. <i>Addictive Behaviors</i>, 103, 1–7. <a href="https://doi.org/10.1016/j.addbeh.2019.106227">https://doi.org/10.1016/j.addbeh.2019.106227</a></li><li>Graupensperger, S., Jaffe, A. E., Hultgren, B. A., Rhew, I. C., Lee, C. M., &amp; Larimer, M. E. (2023). The dynamic nature of injunctive drinking norms and within-person associations with college student alcohol use. <i>Psychology of Addictive Behaviors</i>, 35(8), 867–876. <a href="https://doi.org/10.1037/psa0000647">https://doi.org/10.1037/psa0000647</a></li><li>Glider, P., Midyett, S. J., Mills-Novoa, B., Johannessen, K., &amp; Collins, C. (2001). Challenging the collegiate rite of passage: A campus-wide social marketing media campaign to reduce binge drinking. <i>Journal of Drug Education</i>, 31(2), 207–220. <a href="https://psycnet.apa.org/doi/10.2190/U466-EPFG-Q76D-YHTQ">https://psycnet.apa.org/doi/10.2190/U466-EPFG-Q76D-YHTQ</a></li><li>Graupensperger, S., Lee, C. M., &amp; Larimer, M. E. (2021). Leveraging dynamic norms to reduce alcohol use among college students: A proof-of-concept experimental study. <i>Alcoholism, Clinical and Experimental Research</i>, 45(11), 2370–2382. <a href="https://doi.org/10.1111/acer.14718">https://doi.org/10.1111/acer.14718</a></li><li>Hembrott, L. A., Martell, D., Allen, R., Poole, A., Clark, K., &amp; Smith, S. W. (2020). The long-term effectiveness of a social norming campaign to reduce high-risk drinking: The Michigan State University experience, 2000–2014. <i>Journal of American College Health</i>, 69(3), 315–325. <a href="https://doi.org/10.1080/07444817.2019.164656">https://doi.org/10.1080/07444817.2019.164656</a></li><li>Marchell, T. C., Santacrose, L. B., Laurita, A. C., &amp; Allan, E. J. A public health approach to preventing hazing on a university campus. <i>Journal of American College Health</i>, 72(1), 118–127. <a href="https://doi.org/10.1080/07444817.2021.2024210">https://doi.org/10.1080/07444817.2021.2024210</a></li><li>Reynolds-Tylus, T., Martinez Gonzalez, A., &amp; Skurka, C. (2023). leveraging dynamic norms to reduce college student alcohol use: A test of four mediators. <i>Health Communication</i>, 39(7), 1371–1382. <a href="https://doi.org/10.1080/10440236.2023.2212447">https://doi.org/10.1080/10440236.2023.2212447</a></li><li>Waldron, J. J. (2012). A social norms approach to hazing prevention workshops. <i>Journal of Sport Psychology in Action</i>, 3(1), 12–20. <a href="https://doi.org/10.1080/21520704.2011.639854">https://doi.org/10.1080/21520704.2011.639854</a></li></ul>	
<b>Individual Amnesty Policy</b> <b>INSTITUTIONAL</b>	Policy allowing amnesty for individuals who report hazing.	Amnesty policies are effective in increasing hazing reports.
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(Sasso, Joyce, Davis, Feuer, Perlow, Biddix, & Veldkamp, 2024)

# Strategies for Effective Change

Drawn from Kezar  
(2012), effective  
change has the  
following  
characteristics

---

multi-pronged

---

multi-level

---

intentionally crafted

---

data driven

---

enlists the support of stakeholders

---

engages student influencers

---

accounts for student norms, expectations, behaviors

---

*Be the  
Leader  
Prevent  
hazing*

hazing prevention  
NETWORK



# NATIONAL HAZING PREVENTION WEEK

SEPT 22-26 / 2025





# Questions?

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