Council on Hazing Prevention Agenda

**Date & Time:** February 24, 2015 from 4:45pm–6:15pm  
**Location:** McManus Lounge, Hollister Hall  
**Attendees:** Jason Allen, Jennifer Austin, Blake Brown, Tamara Heath, James Horten, Diane Kubarek, Marc Magnus-Sharpe, Tim Marchell, Maritza Medina, Alexander Powell, Nate Rogers, Armon Sadler, Laura Santacrose, Joe Scaffido, William Sonnenstuhl, Sarah Wattenberg,

**Welcome and Introductions:**  
Tim Marchell welcomed the group and invited the attendees to introduce themselves

**Announcements:** Laura Santacrose

1. Check the [Council on Hazing Prevention web page](#) for meeting minutes and other updates  
2. Upcoming Webinar: *Why Students Haze: Psychological and Social Factors* by Tim Marchell on Thursday (2/26) from 1-2:30pm in Gannett’s Norman Moore Library  
3. Reminder to get involved with a Council work group. Contact [Laura Santacrose](#) to get involved.

**Council Work Group Updates – Work Group Chairs**

- **Communications:** [Diane Kubarek](#)  
  a. Re-launched 82% campaign this spring semester to aid in the evaluation of the social norms campaign in the PULSE survey. Eager to see the new data.

- **Group Building & Leadership Development:** [Marc Magnus-Sharpe](#)  
  a. Looking to get more student representatives from the over 1000 student organizations to participate in the working group.  
  b. This group has been meeting every two weeks and is looking for tools and resources to showcase the development of groups, teams, and organizations on campus.  
  c. This work group is looking regionally, nationally and internationally for best practices of group building and leadership development.

- **Research & Evaluation:** [Laura Santacrose](#)  

- **Policy Initiatives & Enforcement:** [Mary Beth Grant](#)  
  a. The task of this work group is to compare our hazing policy with peer institutions’ policies.

- **Education & Training:** Jason Allen on behalf of [Travis Apgar](#)  
  a. Created an inventory of the education and training related to hazing prevention currently happening on campus.

**Hazing Prevention Framework Exercise:**  
All present Council members were asked to brainstorm answers to a series of questions related to Cornell’s Public Health Approach to Hazing.
Below are the comments from this activity:

**PREVENTION**

**Education**

1. **Who are the priority populations we want to be educating? Who should be conducting the education?**
   - Student leaders!
   - Focus on individuals new to Cornell, this should be done by everyone (students, staff and faculty)
   - Interface with RNSP to better educate, get more through Tapestry
   - Other students do a great job of educating new students about Cornell, educating them enables them to pass the information on
   - Student leaders have a major responsibility for defining appropriate and inappropriate behavior
   - Coordinated message by as many people/methods as reasonably achievable
   - Orgs with strong alumni networks need support from that direction, too often alumni influence is the opposite
   - How much influence do advisors have?

2. **What information is important to share with the community?**
   - Standards, expectations
   - Definitions (hazing and precursors)
   - Resources that are available to help with adjusting to Cornell and the like
   - Hazing is on a continuum, lets lower the bar for what is considered hazing and therefore not ok
   - You are not weak for reporting when something wrong is done to you
   - Mental health issues associated with hazing, why the context matters
• Share input to develop norms, share them and the consequences if broke, share actions—be transparent
• How to get questions answered

3. **What educational methods/modes should we be using? When should this education occur?**
• Orientation, possibly paired with alcohol-wise
• Online training, coordinate with club officer training
• Perhaps have RAs touch on this in meetings
• Peer leaders trained to facilitate training prior to recruitment period
• Students are most receptive to other students who they perceive as equal, rather than faculty or administration
• Key revisit training to high risk events, timing (preparation)

**Healthy Recruitment & Group-Building Traditions**

1. **How do you increase awareness of strategies and activities for group building? What are the barriers to employing them?**
• You make resources with constructive exercises more available to populations
• People may disregard these resources or turn them into things that employ power dynamics
• Consider awards/incentives for creative strategies, national recognition for best practices, barrier = money, and “geek factor” – students need to stand out
• Awareness needs to be supplemented by group buy-in
• Collect best practices and encourage groups to modify and adapt
• Get student leaders on board first
• Barriers: Bad traditions, ignorance, do not know better way to build team/accomplish indoctrination

**Consistent & Predictable Enforcement**

1. **What are the perceptions about enforcement across groups, teams and organizations? What needs to be done?**
• Arbitrary- suspensions based on speculation, a release of the criteria for action to the student body at large
• Favoritism shown, certain issues are covered up or swept under the rug
• Open line of communication with Cornell community
• Athletes are exempt, non-Greeks invisible
• Greeks get the bad reputation and are over-targeted
• Get buy-in to positive team building, indoctrination methods

**INTERVENTION**

**Clear & Confidential Reporting Options**

1. **How do we increase reporting (self and other) and detection in relation to organizations other than athletic teams and Greek life?**
• Mandatory meetings at the beginning of school year where students are made aware of all their resources and safe outlets
• Having students believe there’s something to report
• Provide examples on web and in print
• Loyalty to peers/perpetrators over victim or Cornell

Promote Empowered Community of Interveners

1. What needs to be done with people most likely to know about hazing (friends, roommates and parents) as potential interveners/reporters?

• Emphasize the benefits of intervening and reporting (saving a life, building someone up) rather than continuing to focus on the negative aspects of hazing
• Academic advisors should be more involved in social experiences of students in addition to academics
• Acknowledge that people who care intervene despite repercussion from their person of concern
• Provide examples of how and why people intervened
• Information/communication with parents (webpage, newsletter content)
• Target precursors or planning so that resistance to change is lower and hazing is prevented

RESPONSE

Swift, Certain & Meaningful Consequences

1. What is the community perception about the sanctions/consequences for hazing across groups, teams and organizations?

• Students feel that these sanctions go against long-standing traditions and are out-of-touch with the culture of these organizations
• Memories are short, issues repeat, consequences are a slap on the wrist, it’ll happen again
• Non-athletes, Greeks (bands, tour guides, reporters, etc.)
• Only happens to Greek organizations
• Everything can be hazing
• Bad press
• Expulsion from group

2. What ought to be the consequences (educationally, sanctions, groups vs. individuals)

• Should be careful about applying group sanctions because much of this may be individually initiated, that said, we need guidelines for collective responsibility
• Need to ensure consequences are parallel for Greeks, athletes, performing arts groups, etc.
• Consequences should be determined on a case-by-case basis, especially because hazing is a complicated, unique issue
• Must be consistent with policy (maintain credibility)
• Must be consistent and equally applied
Transparent Response to Violations
(Recommendations/Questions)
- Post violations within 1 month of violation
- Provide updates once sanctions completed
- Leave violations on site going forward
- Need more transparency about the process that protects individuals/groups from having their reputation soiled before found guilty
- Not every sanction should be made public, we should respect confidentiality because often time negative press deepens divide on campus
- Actual cases most effective training material going forward, both violations and precursors revealed during investigation
- Barrier: confidentiality not every sanction is/should be public

Coordinated Support for Victims
(Recommendations/Questions)
- In addition to support for their immediate physical/mental wellbeing of individual, consider the ongoing needs of those who choose to stay in a group as well as those who choose to leave
- Recognize most members do not support hazing, they should be mobilized those who are victimized and hold the hazers responsible for breaking the group norm
- Consistent with what each victim desires (Both immediate and long term support)
- Perhaps mandate a one-time session where people can speak freely and comfortably about experiences, positive and negative
  - (maybe multiple sessions)

Next Steps:
The work groups will continue to meet throughout the spring semester.

Next Meeting: Tuesday, April 28\textsuperscript{th} from 4:45-6:15pm in the McManus Lounge of Hollister Hall (Room 166)