Council on Hazing Prevention Minutes

Date & Time: February 2nd, 2016 from 4:30pm to 6:00pm
Location: Hall of Fame Room
Minutes Taken By: Andrew Eng

1. Welcome and Introduction (Tim Marchell & Travis Apgar)

2. Upcoming Webinars (Laura Santacroce)
   a. See list of upcoming webinars on corresponding PowerPoint slides

3. Updates on Hazing Prevention Initiatives (Laura Santacroce)
   a. Cornell’s hazing social norms poster campaign has been updated to reflect the new data from Spring 2015.
   b. New hazing social norms posters were sent to Greek chapters, Co-ops, athletic buildings, residence halls, dining halls, and community centers.
   c. Joe Scaffido helped send a memo out in January 2016 to all student leaders of student organizations with information about hazing policy, reporting options, and the social norms statistic.

4. Spring 2016 Projects (Laura Santacroce)
   a. Collaboration with COMM 3760:
      i. The Council on Hazing Prevention is collaborating with an academic class this semester: COMM 3760: Planning Communication Campaigns. The class will focus on expanding our hazing social norms messaging and develop new campaign ideas. At the end of the semester the class will have a final presentation and Council members will be invited to attend.
   b. Group Solidarity pilot:
      i. This spring we are planning to test a group solidarity instrument with various student groups (e.g. Greek chapters, PE courses, COE courses, etc.). We want to measure the level of group cohesion and solidarity when a group is first forming and again after the group has gone through a particular activity or several activities throughout a semester. The goal is to measure the impact of various group bonding activities on a group’s cohesion and solidarity.
      ii. This pilot study will contribute to the field of hazing prevention because we often hear from students that hazing produces group solidarity. We want to
measure the impact of a variety of non-hazing, group bonding, alternative activities on group cohesion and solidarity.

c. **Bystander Intervention Video Project:**
   i. The Skorton Center for Health Initiatives is currently developing a bystander intervention video that will demonstrate effective bystander intervention strategies across multiple topics includes hazing. This idea was sparked by the [American University Step Up video](https://www.youtube.com/watch?v=...).
   ii. In fall 2015, the Skorton Center for Health Initiatives conducted focus groups with undergraduate, graduate and professional students and used the information and feedback in the focus groups to inform the script development.

5. **Update on Hazing Assessment & Response Team (HART) and Hazing Report Data** *(Travis Apgar)*
   a. Cornell University has created a Hazing Assessment Response Team (HART) which consists of an interdisciplinary group of staff who will focus on assessing, reviewing and responding to reports of hazing.
   b. The HART team is similar to other teams at Cornell like the ALERT team and the BART (bias assessment and response team)
   c. The HART Team will meet weekly, as needed.
   d. The hazing report form available at [www.hazing.cornell.edu](http://www.hazing.cornell.edu) has been updated to help capture more specific information in the report.
   e. Travis reviewed data illustrating trends among recent hazing reports from the past three years.
      i. Reporting is an important part of our comprehensive approach to hazing prevention. We are continually working to create a community of empowered bystanders who understand that reporting is important.
      ii. Following a student hazing related death on campus, there has been a steady increase in reports that corresponded with campus campaigns addressing the need for bystander intervention.
      iii. In previous years we saw more intense reports of physical and psychological hazing and in the following years we have seen an increase in more subtle forms of hazing, which is a good sign that our campus is beginning to recognize incidents of hazing that occur across a spectrum and that the hidden harm individuals may experience often cannot be determined based on just an observable activity.
      iv. Often see hazing reports that are vague and don’t have enough information to act on. This contributes to the very small number of incidents found to be responsible.
      v. Most of the time, the reports that are made via the hazing website are legitimate reports. A few years ago, it was clear that someone was trying to game the system but submitting dozens and dozens of reports, but that is easily identifiable.
      vi. There are a variety of consequences and sanctions that can be levied, depending on the nature of the incident.
      vii. Cornell’s [www.hazing.cornell.edu](http://www.hazing.cornell.edu) website lists all previous hazing violations and a description of the consequences and sanctions levied since Fall 2004.
      viii. In addition to looking at the trend in the number of hazing reports made, we know from our survey research that in 2013 39% of students reported having experienced some form of hazing, and in 2015, 31% of students reporting...
having experienced some form of hazing. This is important information that potentially shows progress and it helps explain the decreases in reports because it corresponds with a decrease in people experiencing hazing.

ix. Bystander intervention is incredibly important when thinking of hazing reports because it is a difficult thing to ask a victim of hazing to report it. Victims are not the only people who can report a hazing incident. As a part of a caring community, students, staff, faculty, alumni, and parents all have the potential to make a confidential report of hazing if they become aware of it.

x. Reporting options: anonymous or confidential reporting is available. Confidential reporting allows the University to follow-up with the person who made the report which can help if they need more information or have follow-up questions.

6. **Hazing Prevention Education and Awareness (Tim Marchell)**
   a. Council members split up into small groups to discuss and answer the following questions:
      i. What groups do you belong to (student, staff, faculty, other) and how often, if at all, do these groups receive education/training about hazing prevention?
      ii. What opportunities do you see for discussion about hazing prevention and education with these groups?
      iii. What barriers exist for students to report hazing incidents? What can we do about these barriers?
      iv. What barriers exist for staff and/or faculty to report hazing incidents? What can we do about these barriers?
      v. What can we do to increase the likelihood that when people become aware of hazing, they communicate it to the University? What would motivate someone to feel a sense of responsibility to do something when they become aware that hazing has or may be occurring?
      vi. What questions do you think people still have about hazing and actions they can take at Cornell?

Next Council meeting: Tuesday, March 15, 2016 from 4:30pm – 6:00pm in the Hall of Fame Room