



Zeta Tau Alpha Award for Innovation in Campus Hazing Prevention & Education Drexel University - 2010 Application

Collaboration & Support

Development of Programming

The development of the Hazing Prevention Education program began in August 2008 when the Office of Fraternity and Sorority Life hired its new assistant director, Natalie Shaak. She collaborated with staff from recreational sports to create the programming schedule for the first-ever Hazing Prevention Awareness Week at Drexel (Appendix V). A number of small events were held, but the turnout was not that large. Beginning in the winter term, Shaak began collaborating with additional stakeholders to look at hazing as a larger issue, outside of just athletics and fraternity and sorority life to the general student organization population. Hazing Prevention Awareness Week was hosted again in fall 2009 but that the date was pushed back one week so it would not overlap with the large-scale programming during Welcome Back Week (Appendix VI). Additionally, due to potential budget cuts across the university and limited staff hours, the collaborative group of university staff began looking at the programming that was already a part of the fabric of the university to find ways to incorporate hazing education into those programs year-round, which is the basis for the programming implemented during the 2009 and 2010 academic years.

Collaboration (See Appendix I for detailed contact list)

Collaboration is the key to the Hazing Prevention Education programming plan for the university. Initially in 2008, recreational sports and fraternity and sorority life partnered on the planning of Hazing Prevention Awareness Week. Students from the fraternity and sorority community were also included on the planning committee and individual organizations were tasked with hosting events. The comprehensive, year-round plan began its launch in the fall of 2009 and included intentional partnering based on research and university influence. In the summer of 2010, a task force was formed and met to brainstorm ideas for the year-round hazing education program (Appendix II). The following offices,

organizations, and representatives have been a part of hazing education at Drexel: Recreational sports, Athletics, Office of Fraternity and Sorority Life, Office of Campus Activities, Student Conduct and Community Standards, Office of Counseling & Health- specifically the Alcohol and Other Drug portion of the department, the Interfraternity Council, Panhellenic Council, Multicultural Greek Council, individual fraternity and sorority chapters, Residential Living, Department of Public Safety, Center for Civic Engagement, The College of Arts and Sciences, College of Engineering, Goodwin College/College of Education, Lebow College of Business, UNIV 101, FUSE: Foundation of Undergraduates for Sexual Equality, honors and professional Greek-letter organizations, Philadelphia Greek Advisors, Fraternity and sorority headquarter staff and volunteers.

Senior-Level Support

Gaining the support of the University's senior-level administration has been a goal of this program from the beginning but has been an area in which we have struggled. A number of gains have been made in this area in the past year. Expanding on the support from the Dean of Students in past years, he was asked to send an announcement to all students at the beginning of Hazing Prevention Awareness Week reminding them of the Drexel hazing policy and the University's dedication to keeping the campus hazing free (Appendix III). The letter was also shared with the new University president who began in August 2010. He shared his support verbally with the Dean of Students and supported him sending the message to all students. The hazing education program has also been shared numerous times with the University Board of Governors and lead administration through annual reports and quarterly updates. In addition to the letter from the Dean, HPAW programming was shared with all students through a special edition of the daily email digest sent to all students and staff for the first time this year. Finally, as Student Life is creating a new strategic plan for the division, hazing education has been discussed and will be incorporated into the final goals/objectives to be released soon.

Program Design

Research

The findings of the National Study of Student Hazing have been the most influential in the development of this program. Drexel University students participated in this study and findings from the overall report and the specific Drexel report have been utilized (Appendix XXXII). The study has not only helped identify the constituent groups who should be focused on through our education and policy, but has also created a research base to validate the need for this program, specifically the focus on defining hazing due to the discrepancy in believing they weren't involved in hazing but then noting involvement in activities defined as hazing. Additionally, it has improved the content of the education significantly through the use of statistics and proven facts that Drexel students greatly need in their understanding of the issue.

In addition to the National Study of Student Hazing, the program evaluation from the first Hazing Prevention Awareness Week in 2008 offered significant insight into Drexel students' understanding of hazing (Appendix XXXIII). Most students who completed the survey identified extreme hazing as such but in agreement with national research, were less likely to name those activities seen as less violent or physically dangerous. This has guided our programming to focus less on 'scare stories' of hazing deaths due to activities such as paddling and more on the effects of less obvious hazing. Additionally, the assessment showed that many of our students are not engaging in hazing activities and that focusing on bystander responsibility would be very effective in our community to reduce hazing. Finally, this evaluation identified that Drexel students are willing to attend these programs but that their busy academic and work schedules make it difficult to include this in addition to those commitments. Because of this, the planning committee has focused on implementing hazing education into programs that students are already including in their collegiate experiences instead of trying to create an additional set of workshops and programs outside of those we know they are attending. This idea was also supported by focus groups conducted on various other topics within the fraternity and sorority community during the past year.

Pre and post-evaluations involved in the newly created Greek FIRE program have also offered some useful information about the experiences of our new members involved in the fraternity and

sorority community (Appendix XXXI). Results showed that these new members are receiving education regarding hazing during their first year of membership and this education is resulting in a better understanding of hazing. This has shown that the education in the fraternity and sorority community has been effective. Since they receive the most education regarding hazing on Drexel's campus, it leads us to believe that increased educational efforts could have similar effects on the general Drexel population.

In addition to assessment-based research, staff have conducted a search of best practices regarding hazing education. This has shown that most campuses are focusing their educational initiatives to specific communities, such as athletes and Greeks, through mostly large-scale speakers once or twice per year but that many are beginning to utilize new technology in their hazing education efforts.

Programming

Hazing Prevention Awareness Week was initially the most significant part of our hazing education program. While it was relatively comprehensive in its outreach to various constituents including academic departments and Athletics, year-round educational programming became the focus of the 2009-10 and 2010-11 plans, which included HPAW along with new initiatives.

CEO - The first focus of the ongoing program is small group hazing education programs in the established university Creating Excellent Organizations program. CEO is one of the top leadership development programs in the country and has established itself as a part of the university culture in the past few years. The program offers individual leadership development programs on a number of topics throughout the year. Students may attend any individual program they wish but the focus is on students achieving one of the program's certificates. For 2009-10, the requirements for the certificates for Fraternity & Sorority Leadership and Advanced Fraternity & Sorority Leadership have been modified and now include a requirement of attending at least one hazing education workshop/program to receive the certificate (Appendix XIX). There has been a commitment to offer at least two hazing-related workshops each term to fulfill this requirement. Workshops topics range from healthy teambuilding to bystander responsibility.

University 101 - The second piece of the program plan focuses on first-year students through the required University 101 course. Each college offers the course and creates the curriculum to support first year students in their success through their program and the University in general. The College of Engineering is one of the largest at the university and has focused significantly on engaging their students in the University outside of just engineering, utilizing Student Life professionals as instructors for a number of UNIV 101 sections. Because of this, they were identified as the best partner to begin the initial implementation. During instructor training in 2009, hazing education resources, including specific activities that could be used in the classroom, were provided to each of the faculty and staff teaching the course (Appendix XVIII). These were also provided again in this college for the 2010 academic year. A number of instructors implemented projects related to hazing-education into their academic plans. Additionally this academic year, the central liaison to all the colleges regarding University 101 has planned a number of brown bag lunch trainings for instructors in all of the colleges. One of these is planned to focus on hazing.

Awareness Campaign - A full-scale marketing/awareness campaign is also in the beginning stages. The first step of this campaign was to create a catch phrase and logo that students would identify with: Dragons Against Hazing. The second phase is the creation of resources which are available on the Fraternity & Sorority Life website (www.drexel.edu/studentlife/fsl/hazing_prevention.htm). Additional resources are being added as they are created. A domain for a new hazing prevention website has been created to bring it outside of the FSL site, which will be created as Student Life migrates to a new web platform this year. In addition to these initiatives, others have been utilized to reach out to specific populations.

First year students – In the National Study on Hazing, it notes that about fifty percent of students coming to college have experienced hazing before college. Because of this, first year students were identified as a target group. It is also important that in order to develop and maintain a change in community culture, one must focus on the newest members of the community. They tend to be the easiest group to educate and don't have as many preconceived notions or experiences backing up their expectations of student behavior. At Drexel, first year students have the most targeted and intentional

education already developed, such as UNIV 101 classes noted above. First year students are also much easier to target as the University requires all first year students not commuting from home to live in the residence halls. Because of this, residential living was included as a partner in the hazing education. All the residence hall directors were sent ready-made bulletin board materials that they distributed to their RA staffs to be printed and assembled in their halls (Appendix XXII). Information was also shared with all residence assistants during RA training regarding hazing.

Athletes – Athletes, including varsity and club sports members have been identified as a high-risk group related to hazing. The national hazing study notes that close to seventy percent of athletes have experienced hazing. Athletics and recreational sports each have had their own education, policies, and requirements for years. Varsity athletics hosts a hazing education session per year, and all team members are required to participate in this education (Appendix XXV). In 2009 Athletics co-hosted a large-scale hazing speaker Brian Crow for Hazing Prevention Awareness Week through the NCAA grant. Two representatives from each varsity team were required to attend the event. Club sports members are also required to participate in hazing education each year. Team captains and other representatives must attend an educational program provided by the recreational sports staff. In addition, club sports council members manned a hazing petition table during HPAW 2010 to have students/staff to urge local professional sports team to adopt and enforce hazing policies and set a better example for young athletes (Appendix XI).

Fraternity & Sorority Life – Fraternity & Sorority Life has typically had a significant quantity of hazing education included in its general program, due to the high rates of hazing in these organizations. Most chapters are required by their national organizations to host at least one program per year on this topic. Many work with the Counseling Center to organize these programs. Additionally, many include hazing education in their new member education programs. In 2009, the Interfraternity Council (IFC) hosted a new member convocation event that included the speaker Dave Stollman who gave his presentation, 'Buy in or Get Out,' which addressed hazing and other topics. The IFC also hosts roundtable discussions for new member educators each year to discuss their new member development.

This discussion includes hazing alternatives and a review of the hazing policies. In addition, police liaisons are assigned to each of the chapters and are utilized in educational settings and work to interact with members in a positive way to help reduce behavior in contradiction to the law and University policy.

The Office of Fraternity and Sorority Life also implements programs and requirements for the chapters to ensure they are being educated on this topic. Each chapter is required to submit its new member education plan to the office for review and every new member joining the community is required to submit a signed anti-hazing policy (Appendix XXIV). The hazing policy is also reviewed during the bi-annual Grand Chapter meeting along with other related policies. The Office hosts a new member educator workshop in the fall to review policies, share ideas, and ensure all chapters know the university's expectations. Hazing and alternatives are included as a large piece of the FSL New Member Education Guide (www.drexel.edu/studentlife/fsl/Forms/Drexel%20New%20Member%20Education%20Manual.pdf). The office also worked with the Office of Campus Activities to include a hazing requirement in the new Fraternity and Sorority Leadership certificate as part of the CEO program (See Appendix XIX). During the summer of 2010, the office organized a programming competition for all chapters to create a healthy teambuilding activity or new member program that could be implemented as a hazing alternative (Appendix XXI). Finally, the office launched a new program in 2009 that is targeted toward Greeks in their first year of membership, Greek FIRE. The program was created to supplement new member education and includes a certificate similar to the CEO program. One of the requirements for receiving the certificate for this program is attending a hazing education program offered through CEO, the Office of Fraternity and Sorority Life or their chapter (Appendix XX).

Honor Societies and Professional Greek-letter Organizations – Many of the recent concerns about hazing at Drexel have fallen around these groups, who are not actively educated about hazing from their national organizations. Discussion has begun with Campus Engagement regarding the creation of a council for these groups, hazing education, and required hazing acknowledgement forms.

General Student Organizations / Student Leaders – By its very definition, hazing is primarily an issue in organizations. For this reason, the over two hundred and fifty student organizations

on campus are a target of significant education, especially since many do not have requirements regarding it mandated from a national organization to which they are affiliated. The Office of Campus Activities requires that three members from each organization go through a required training called SOOT: Student Organization Officer Training. A quiz is completed once leaders have watched the training video, which ensures they did watch the video and retained the information presented. Hazing information and policies are included in this training; this information is currently being reviewed. As mentioned before, CEO workshops are provided for all students to attend and student organizations are rewarded for having a significant number of their members become CEO certified. The Center for Civic Engagement has also partnered with some student organizations to plan service activities, such as Alternative Spring Break to aid in healthy teambuilding and bonding.

General Students – Not all students are involved in clubs and organizations; this is why programming has been created to reach these students. In addition to the CEO workshop programs and the planned marketing plan, programming by the academic colleges is being encouraged. The College of Arts and Sciences was the first to take advantage of this opportunity as they hosted a panel discussion of hazing and rites of passage in fall 2009 (Appendix VII). Hazing is also addressed as part of the ‘Contemplating Choices’ program created by the Counseling Center to encourage wellness and healthy choices among students, specifically related to alcohol.

Faculty/Staff – A number of opportunities for educating campus faculty and staff have been utilized in the past two years. Training was provided to the residence hall staffs, both the professional hall directors and the front desk staff, and the fraternity/sorority house directors focusing on warning signs and how to report potential hazing situations (Appendix XV). All resident assistants were provided with information regarding hazing during RA training in the summer (Appendix XIV). A member of the Student Life staff was trained as a facilitator of the Response Ability curriculum this past winter at the Northeast Greek Leadership Association Conference and has used that training to host workshops for both students and staff. General professional development in departments takes place on a regular basis

and articles and resources will be provided to focus on hazing as one of these professional development opportunities.

Advisors – Sending a consistent message to student organizations regarding hazing is imperative in creating a culture on campus. Advisors are an essential piece in sending this message. Currently, fraternity and sorority advisors have training regarding hazing offered during a few of their quarterly alumni/chapter advisor meetings.

Parents –The Office of Fraternity & Sorority Life has created and distributes a guide for parents at orientation sessions and online to educate parents about hazing as part of the Greek community (Appendix XVI). Drexel also created an overall parents guide that notes hazing policies and prevention as part of Fraternity & Sorority and Student Conduct & Community Standards information (Appendix XVII).

Policy

The university hazing policy is clearly defined as a part of the Student Code of Conduct available electronically for all students on the website of the Office of Student Conduct & Community Standards (Appendix XXIII). The office has implemented a marketing plan encouraging students to ‘Know the Code,’ including the hazing policy. Every member signs a hazing policy when they join, which is specifically for the Fraternity and Sorority community and reflects the policies of the university and national fraternal organizations (Appendix XXIV). Athletics also utilizes the NCAA’s national hazing policy and requires all varsity athletes to sign off on the policy after attending an educational program. Student Conduct and Community Standards has enforced the University policy, most recently over the summer; Sigma Alpha Epsilon Fraternity was charged with hazing and other conduct violations and both the University and its national organization revoked its recognition. The Dean of Students stood strongly behind this decision, showing that hazing is not tolerated at Drexel.

Connection to Long-Term & Short Term Initiatives for Wellness & Community Safety

University Mission Statement: To serve our students & society through comprehensive integrated academic offerings enhanced by technology, co-operative education & clinical practice in an urban setting, with global outreach embracing research, scholarly activities & community initiatives.

The above plan for year-round hazing education and prevention clearly supports the mission of the university to serve its students and society as a whole through community initiatives and scholarly activities. Drexel University is unlike many other universities due to its year-round, fast-paced, hands-on educational plan. Drexel can implement a true year-round hazing education program as students spend the majority of their four or five years here engaged in year-round classes and co-operative education. The administration and the students are focused extensively on the academics of the university and being innovative in everything that it does. Because of this, it is important for our comprehensive programming to be fully entwined with not just student organizations and student life, but also with the academic colleges. To have the students fully engaged in its programming, it must be connected with research and job skill enhancement. This program's focus on bystander responsibility is linked to the discussion of ethics and responsibility in the work place. The teambuilding focus of hazing alternative programs will provide tangible skills in the creation of work groups and 'teams' outside of the academic environment that will provide Drexel students the competitive edge over other students in their field. This is a significant motivating factor for Drexel students and the development of innovative academic programming by the university. In addition, the program is connecting with newly created university-wide learning outcomes (Appendix XXVII).

Outside of the overall mission of the university, hazing prevention education also fully augments the goals for the Division of Student Life (Appendix XXVIII). These goals include a focus on: creating a foundation for student success through support, safety, wellness, and compliance; engaging students in the university through a connection to the community and resulting in the retention of those students; cultivating a culture of student social responsibility through accountability and inclusiveness; and creating successful global citizens through innovative social justice and leadership opportunities. As noted by the Dean of Students in his letter of support (Appendix IV), hazing prevention education is entwined in these goals.

Foundational Support – The hazing education program fulfills this goal by focusing on the wellness and safety of the students as a foundation for their success. It also creates a foundation for

achieving our other goals. The education about the signs of hazing will improve the likelihood that hazing will be caught and student safety can be restored.

Engagement - Engaging students through involvement in student clubs, athletic organizations, fraternities and sororities increases overall retention and satisfaction with the collegiate experience. However, if students are experiencing hazing in their activities outside of their academics, research has shown that they are more likely to withdraw from the university community and may ultimately leave the university. Healthy teambuilding is a focus of the hazing prevention program by providing hazing alternative education. Creating effective teams within organizations and the classroom will create a stronger university community and retain students.

Responsibility – Accountability and personal responsibility are highlighted extensively by the focus on bystander responsibility as a major piece of our program. Students who are not personally involved in hazing activities are encouraged to accept responsibility in holding their peers accountable for their behaviors. As extreme hazing activities are not as common on Drexel’s campus, it is imperative for students to know those activities that may not be as commonly accepted as hazing and how they should address them, since they are less likely to report non-physical hazing. Students are more likely to eliminate behavior through a culture that it is ‘uncool’ to engage in those activities. It is a hope that this program will create this culture and encourage students to stand up to the behavior of others.

Global Citizenship – The creation of global citizens who are able to embrace and act in accordance with their responsibilities as a member of this global community is an overall goal of the university. Respect for all people is an integral part of this development. The hazing education program at Drexel focuses more on respect and care for other people as the major deterrent for hazing and not necessarily the legal and criminal aspect of hazing. It is the belief of those planning this program that an underlying respect for all people is more likely to deter students from engaging in hazing activities than just the potential for being caught.

Program assessment

Assessment & Sustainability

Assessment is a major area of improvement in our program. We have been able to utilize past quantitative measures such as the Hazing Study (Appendix XXXII) and our HPAW 2008 program evaluation (Appendix XXXIII) to identify methods for use in our educational programs and awareness initiatives. This year we have also developed specific learning outcomes regarding hazing education that are guiding our educational efforts and will lay the ground work for our future assessment (Appendix XXIX). We also plan to utilize learning outcomes recently released by the University to guide programming and assessment as well to gain long-term institutional support for the program (Appendix XXVII). Individual programs within the larger initiative also conduct their own assessment that include data which can support hazing education efforts, such as the Greek FIRE program which notes students' change in perceived knowledge following the program and new member education in general (Appendix XXXI) and the CEO program. The groundwork for future assessment has been laid through creating baseline quantitative data to track individual learning outcomes through our Educational Benchmarking, Inc. (EBI) Assessment in areas such as self-worth, sense of belonging, healthy behaviors, and principle dissent, which we perceive can show the affects of intentional hazing education (Appendix XXX). This assessment is done with both fraternity & sorority life and residential living. With the assistance of the Director of Student Life Assessment, Retention and Academic Support, we have begun the development of an instrument that will survey a representative population of student organization members to identify current knowledge, skills, and experiences creating a baseline to track the long term affect of hazing prevention education efforts. In addition, focus groups are planned for the spring 2011 term to collect qualitative data to supplement the quantitative collected by the above methods and Student Conduct cases will be referenced to note significant changes in number of hazing incidents and willingness to report.

Current Financial Resources

Currently financial resources are mostly being used for HPAW programming (2010 Budget - Appendix XXXIV). Due to campus-wide budget cuts, much of the funding for this programming has been reduced drastically. Efforts have been made to do as much free programming as possible and utilize student programming funds distributed through the Student Activity Fee Allocation Committee and Late

Night & Weekend Programming fund. For the most part programming is dictated by the funds available through Fraternity & Sorority Life and student organizations hosting their own events.

Use of Funds/Future Plans

In the following plans, we hope to utilize funding already available and continue to provide low-cost and free programming and resources. If granted this award, we hope to utilize the available funds as noted to expand our efforts (Appendix XXXVI). Please see the timeline for action steps (Appendix XXXV).

Awareness Campaign Expansion – We hope to expand the Dragons against Hazing Campaign, specifically by creating a Hazing Education website outside of FSL, off of the Student Life domain as the entire division transitions its websites to a new content management system. Other offices will be asked to include hazing information on their sites and a link to the hazing website. The website will include archived videos or audio of the educational programs held on campus for students to watch at any time, electronic resources related to hazing alternatives and policies, and a link to the public safety reporting form or new hazing-specific reporting form. This campaign plan has included student leaders and will include their feedback throughout its development as well as that from Student Conduct & Community Standards, parents, advisors, and other university faculty/staff. The hope is that this campus-wide resource and campaign will assist in ‘creating a culture’ of respect and a commitment to keeping the campus and community hazing-free.

CEO Program – As the overall CEO program is being updated to focus on more intentional learning outcomes, discussions will take place to include hazing education requirements in the athletics leadership and organization leadership certificates. Learning outcomes related to understanding of hazing, teambuilding skills, and healthy behaviors will be included in the revamped program and assessment. Hazing prevention/education programs will continue to be offered each term.

First-year Students / UNIV 101 – The resource distributed to instructors will be expanded and distributed to instructors from all colleges for the 2011 academic year. A brown bag lunch training will be offered for instructors on hazing and how to incorporate prevention education into their curriculum. In addition, the liaisons for the UNIV 101 program from each college will be presented information to

encourage them to include hazing education/prevention in their standard curriculum across the entire university. Outside of this required freshmen course, we are discussing incorporating the Response Ability program into our New Student Days program.

Staff & Advisor Training – Training has already been implemented for various staff groups and that will be expanded in the coming year to include Greek House Directors, Residence Hall staff (RAs, Resident Directors and Desk Coordinators), Public Safety officers, and Commuter/Transfer/Leadership Assistants. Hazing education information will also be distributed to student life staff via our internal newsletter at least once per term or more often and professional development materials will be shared with all offices. We also hope to be able to send staff and student leaders to this year's Novak Institute for Hazing Prevention being held at Lehigh University. Hazing education is also being included in advisor training being developed.

Faculty Education – The goal is to educate faculty members on warning signs and reporting of hazing as well as how to incorporate hazing and related topics into their curriculum. Throughout this year we will work to develop a curriculum infusion resource showing activities and assignments that could be used in each of the different academic disciplines. We hope to share this resource and hazing identification information during New Faculty Orientation and college meetings throughout the 2011 academic year with support of the college deans.

Student Organizations – Many new initiatives are being planned to reach out to all student organizations. One is the expansion of hazing education as a part of the SOOT training for organization leaders. A separate short hazing education video is being created with an online quiz to go along with current training. Discussions have also begun about requiring all student organizations to have a hazing policy statement in their constitutions as part of the annual recognition process. A student steering committee is also being developed to help guide future education programs, which will likely include speakers, movies and discussions, and a possible teambuilding leadership retreat in conjunction with Campus Activities. The Center for Civic Engagement has also been included in plans to add teambuilding/hazing alternative reflection questions in their standard community service reflection

resources used with student organizations. Alternative Spring Break will include the idea of healthy teambuilding in their trip leader training this winter to begin discussions of how community service creates strong unified teams/groups without having to using the activities included in typical hazing-inspired teambuilding. Discussions have also begun about creating a teambuilding award to be given to the student organization that best exemplifies positive, healthy teambuilding at our annual Student Life Awards ceremony. Intentional efforts to incorporate Drexel ROTC have started and will be continued in the coming year and Community Standards initiatives are being developed campus-wide through the Office of Student Conduct.

Greek-letter Organizations – Fraternity & Sorority Life will continue to expand training for chapter new member education and plans to include a hazing debate during the winter term, potentially during an officer retreat. They will also have additional training for alumni and faculty/staff advisors on the topic of hazing. Campus Activities has also been approached by honor/professional Greek-letter organizations to create a council for them, which would take on the responsibility of educating organizations on hazing and create requirements for organizations and members to sign an anti-hazing policy similar to social Greek members.

Family & Community Involvement – New resources are being created for parents and family members about hazing warning signs and reporting that we hope to be included on the New Student and Family Programs website. Education for families through the Family Association is also being planned. Promoting hazing prevention efforts to the larger Philadelphia community will become a priority, through press releases sent out by our Media Relations office. We also hope to bring local politicians and non-profit leaders to campus to discuss hazing and bullying, in conjunction with the Center for the Prevention of School Aged Violence in Goodwin College.

Hazing Prevention Awareness Week 2011 – The HPAW committee composed of students and faculty/staff representatives will begin planning in the spring to help expand programming.