

Hazing



What is Hazing?

At the University at Buffalo, the Student Code of Conduct defines hazing as, “Any act which endangers the mental or physical health or safety of a student, including, but not limited to, making physical contact with or requiring physical activity of such student, or which destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in, a group or organization.” Hazing is about inclusion in a group.

Examples of hazing can include^{2, 3}:

- Sleep deprivation
- Eating gross food items
- Completing physically exhausting tasks
- Lineups that are intended to demean, degrade, or intimidate
- Being isolated from a group
- Acts of servitude
- Use of alcohol or drugs
- Wearing apparel this is not typically acceptable or in good taste
- Public nudity
- Compelled sexual activity
- Forced exposure to uncomfortable or dangerous situations

Hazing⁴:

- Occurs in middle and high schools, higher education institutions, sports teams, sororities, fraternities, social clubs, faith-based groups, and service clubs/organizations.
- Is unlikely to be reported by students as it is thought to strengthen social bonds between group members.
- Weakens bonds between peers and makes the group dynamic worse.
- Is unlikely to be identified by students as they are strongly motivated by inclusion in the group and acceptance.
- Can be considered a misdemeanor or felony depending on the case and state

Effects of Hazing

Hazing can have a wide-range of effects for both the victim(s) and the perpetrator(s) and can include:

- Physical, emotional, and/or mental instability
- Sleep deprivation
- Loss of a sense of self-control and empowerment
- Poor academic performance
- Acute or Post-Traumatic Stress Disorder
- Illness or hospitalization
- Damage to reputation
- Legal repercussions
- Death

REFERENCES

[1] Student Code of Conduct: University Standards and Administrative Regulations (2018-2019). General Rules of Conduct #19 Hazing. <https://www.buffalo.edu/content/dam/www/studentlife/units/uls/student-conduct/ub-student-code-of-conduct.pdf>

[2] Cornell University. (N.d.). Hazing at cornell. Retrieved from <https://hazing.cornell.edu/definitions>

[3] Greek Life Review Committee. (2019). Greek life review committee report. Buffalo, NY:University at Buffalo. Retrieved from <https://www.buffalo.edu/content/dam/www/vpsl/documents/greek-life-review-2019.pdf>

[4] Allan, E. J., Kerschner, D., & Payne, J. M. (2018). College student hazing experiences, attitudes, and perceptions: Implications for prevention. *Journal of Student Affairs Research and Practice*, 56(1), 32-48.

[5] Hazing Prevention. (2019). 2019 Resource & planning guide: Recognize. Prepare. Act. Retrieved from <https://hazingprevention.org/wp-content/uploads/2019-HS-Resource-Guide-Final-Version.pdf>

[6] Latané, B., & Darley, J. M. (1970). *The unresponsive bystander: Why doesn't he help?* Englewood Cliffs, NJ: Prentice Hall.

Hazing has the potential to be very harmful and it is everyone's responsibility to create an environment that discourages hazing

- Students must take responsibility for their behavior
- Students must recognize that everyone deserves respect and dignity
- Students can discuss what hazing looks like with their peers
- As a bystander:
 1. Notice the situation as hazing
 2. Interpret the situation as one that requires help
 3. Accept responsibility for intervening
 4. Know how to help
 5. Implement the decision made to intervene

Additional Resources:

- www.hazingprevention.org
- www.stophazing.org
- University at Buffalo, Greek Life Review Committee Report

