



Leveraging Values and Challenging Misconceptions

PREVENTION GUIDELINES FOR FRATERNITIES & SORORITIES

EVERFI

About the Authors

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Helen Stubbs is a public health professional with 16 years experience supporting college student health, safety, and wellbeing. Helen's work in non-profits and small, start-up companies has sought to provide campus professionals with strategic and research-based guidance and tools to promote safe and respectful college environments.

Prior to joining Gallup in January 2016, Helen Stubbs served as EverFi's Vice President of Higher Education, disseminating prevention research and best practices to members of EverFi's Coalition. The Coalition is the foundation of EverFi's position as a thought leader in alcohol, other drug, and violence (AODV) prevention, providing research and tools that enable college and fraternity leaders to evaluate and improve upon their efforts to promote health, safety, and wellness among their students. In this role, Helen informed the development of EverFi's online education

programs on substance use, sexual violence, and hazing, and surveys of student attitudes, perceptions, and behaviors on these issues. Her work coupled an examination of EverFi's attitudinal and experiential student survey data from hundreds of thousands of students with insights and lessons from the research literature on what works in creating healthy and responsible behavior. A particular emphasis of Helen's work was growing EverFi's support of international fraternity and sorority efforts to address these issues among their members.

Alan Berkowitz, *Consultant, EverFi*



Alan Berkowitz is an independent consultant with expertise in culture change, gender issues, behavioral health, ending men's violence, and fostering social justice. He has received five national awards for his scholarship and innovative programs on substance abuse and sexual assault prevention, men's role in ending violence against women, gender issues, bystander intervention theory and skills, and diversity.

At Hobart and William Smith Colleges he developed a model rape prevention program for men that was recently evaluated and found to reduce actual sexual assaults by 75% at 4-month follow-up. Alan is a frequent keynote speaker at national conferences, a co-founder of the social norms approach, the author of a book on bystander intervention theory and skills, and has published extensively on men's role in ending violence against women and on the social norms approach as a violence prevention strategy. He serves as a sexual assault

prevention and bystander intervention subject matter expert for the US Army, Marine Corps, Navy and Air Force and helped EverFi develop the new version of Haven. Alan also frequently consults with Greek organizations and provides on-campus programs to fraternity and sorority members. Alan received his PhD in Psychology from Cornell University and is a licensed psychologist. For more information about Alan and his work go to www.alanberkowitz.com.

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Rob Buelow is an award-winning sexual assault prevention educator with over 10 years of experience in Higher Education. At EverFi, Rob leads a team that provides consultative support and training for campus practitioners, develops evidence-based prevention tools, and conducts applied research and evaluation to further the field.

Learn More About EverFi and GreekLifeEdu
Programs at EverFi.com/GreekLifeEdu

Press, Publicity, and the Greek Mission

Greek letter organizations in the United States have come under intense scrutiny in recent years, facing a spate of negative publicity over incidents involving racism, sexual assault, and hazing rituals. The ensuing controversy has reached the point where prominent voices in such publications as *The Wall Street Journal*, *The New York Times*, and *USA Today* are calling for Greek letter organizations to be banned from all schools.¹ Even for those who are not willing to go as far as closing the doors of all fraternities and sororities, a serious debate has opened up as to what role these organizations should play at contemporary institutions of higher education.

While the published research and EverFi's own data demonstrate elevated levels of risk behavior among fraternity and sorority members compared to their college peers, EverFi data also reveal that a majority of Greek-affiliated students hold positive and healthy attitudes towards these issues. Unfortunately, many prevention efforts directed towards fraternity and sorority members have, so far, not reflected the evidence base or sound prevention theory, nor have they leveraged these hidden positives for change, and as a result have been unsuccessful in promoting healthier chapter cultures. As this resource will demonstrate, there is great opportunity to leverage these hidden positive attitudes and cultures that more closely reflect fraternity and sorority values, while also calling upon existing prevention science to guide fraternity and sorority-directed efforts to promote healthy behavior.

THE IMPORTANCE OF THE GREEK VALUE SYSTEM

In light of the recent controversies, it is instructive to recall the values that Greek letter organizations founded themselves upon: community, service, scholarship, integrity, leadership, and ethical conduct. Greek organizations trace their origins back to the beginning of the republic and, in a sense, were instrumental in shaping the modern university system as we know it.

Despite the cases that have captured media attention, the values upon which fraternities and sororities are founded continue to live and thrive at chapters across the nation. Greek-affiliated students perform 3.4 million hours of volunteer work and raise \$24 million each year for charities,² participate in emergency and disaster-relief efforts, contribute to scholarship funds, and raise money for both members and non-members in times of need. In fact, the negative behaviors commonly associated with Greek organizations—hazing, excessive alcohol consumption, and aggressive sexual attitudes—represent in actuality only a minority of fraternity and sorority members.³ Ironically, due to misperceptions of their peers' attitudes and either unwillingness or lack of knowledge of how to intervene, chapter brothers and sisters are often unaware of the existence of this healthy "silent majority" to which most of them belong. This disconnect leads to a minority of unhealthy attitudes being considered the norm and tolerated, both inside and outside of the organizations, creating in turn a fertile ground for more unhealthy behavior.

Given the dissonance between Greek values and widely publicized reports of high-risk behavior among fraternity and sorority members, it is reasonable to ask, "What is the actual scope of the problem? How extreme or unhealthy are these attitudes and behaviors among Greek-involved students and how prevalent are they?"

Greek-affiliated students perform 3.4 million hours of volunteer work and raise \$24 million each year for charities.²

Greek Organizations and High-Risk Behaviors: By the Numbers

Greek-affiliated students face elevated risk in three key behaviors: alcohol use, sexual violence, and hazing.⁴ For more than ten years, EverFi has been collecting national data on these issues through surveys in the online programs *GreekLifeEdu*, a course offered to new members of fraternities and sororities, and *AlcoholEdu*, an alcohol-abuse prevention course offered to first year students upon college matriculation. These courses are widely implemented, providing national samples of 70,000 and 600,000 students for *GreekLifeEdu* and *AlcoholEdu*, respectively.

The data collected in these programs demonstrate that fraternity and sorority members face considerable risk and at rates greater than non-Greek affiliated students. Parallel alcohol survey measures within *AlcoholEdu* and *GreekLifeEdu* allow direct comparison between newly pledged fraternity and sorority members and first year students in the general population, demonstrating elevated drinking rates among Greeks. For the issues of hazing and sexual assault attitudes and behaviors, EverFi survey items do not provide the same comparability as alcohol measures across the two samples. Thus, in order to compare Greek-affiliated students with other student populations on these behaviors, we refer to different EverFi survey sources, or existing published research, as cited below.

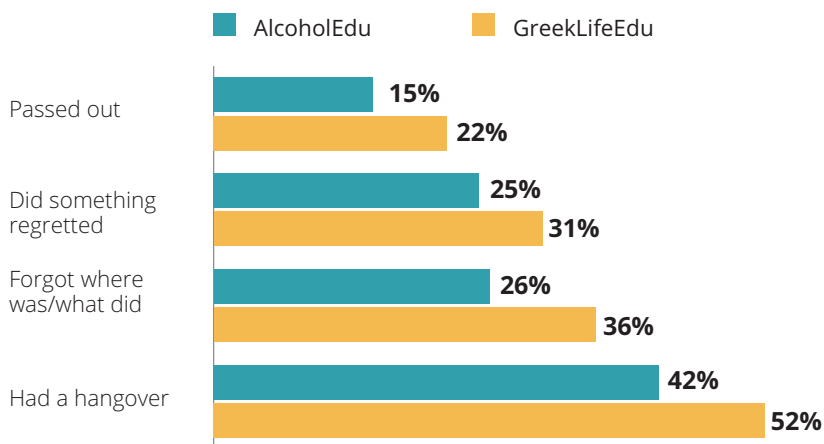
HIGH-RISK BEHAVIOR AREAS FOR GREEK ORGS

1. Alcohol Use

EverFi has found that, even while alcohol consumption has trended down among the first-year student (FYS) population in general and also among pledges, heavy-episodic and problematic drinking rates among first-year Greeks persist at double the rate of all first-year students.⁵ This statistic is particularly worrisome when examining the consequences of high-risk drinking on academic performance: new fraternity members are more than four times as likely as all FYS males to miss class and fall behind in their schoolwork, and new sorority members are more than six times as likely to do so compared with all FYS females. In addition, sorority sisters have particularly high rates of “pre-gaming”—drinking before going out to a party or other social event. Pre-gaming, in turn, has been associated with elevated risk of vulnerability to sexual assault. Greek members also experience higher rates for alcohol-related negative consequences, including hangovers (10% higher than all FYS), forgetting where they were and what they did (10% higher), passing out (7% higher), and doing something they regretted (6% higher). Finally, it is notable that these comparisons between *GreekLife Edu* and *AlcoholEdu* most likely underestimate the differences between Greek and non-Greek student behavior since many students pledging fraternities and sororities take both online courses and are therefore *also* included in the total FYS samples for *AlcoholEdu*.

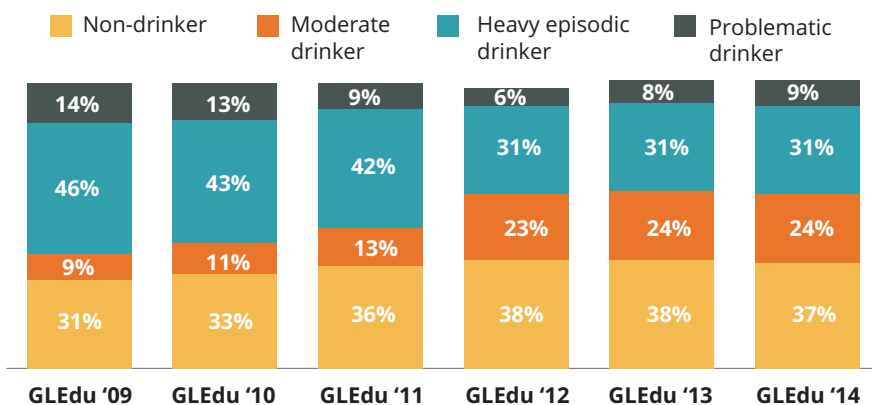
Heavy-episodic and problematic drinking rates among first year Greeks persist at double the rate of all first year students.⁵

Figure 1. Greek vs. First-Year Student Negative Consequences of Drinking



Despite elevated levels of drinking among Greek-involved students in comparison with their peers, the *GreekLifeEdu* data reveal that most of these students drink in healthy ways. Thus, annual alcohol abstinence among Greek-affiliated students is 18%, and 37% have had no alcohol in the past two weeks. Further, 24% of fraternity and sorority members have had some alcohol in the past two weeks but have not consumed at a high-risk level (defined as 4 or more drinks in a sitting for women, 5 or more for men). If we combine lower-risk drinkers and abstainers (annual and two-week abstinence), fully 60% of new fraternity and sorority members are shown to be healthy in their alcohol use. That is, they either do not drink alcohol at all or do so in a manner that is not considered high-risk. (In these terms, “lower risk” does not relate to the legality of their alcohol use, given that many of these members are under the minimum legal drinking age.) These figures suggest that most new fraternity and sorority members are making healthy decisions when it comes to whether they drink, and if so, how much.

Figure 2. Greek Drinker Profiles Trending Healthier Over Time



Non-drinkers: 0 drinks in the past two weeks

Light/Moderate drinkers: 1-3 drinks for women; 1-4 drinks for men at least once in the past two weeks

High-risk drinkers: 4+ drinks for women; 5+ drinks for men at least once in the past two weeks

Problematic drinkers: 8+ drinks for women; 10+ drinks for men at least once in past two weeks

Source: GreekLifeEdu™ (n=70,000); AlcoholEdu for College® (n=330,000)

2. Sexual assault

The research literature indicates that fraternity men as a group may be more likely to commit sexual assault compared to men in the general student population.⁶ This is consistent with research documenting an elevated risk of perpetrating sexual assault in small, close-knit groups of men, namely athletic teams and Greeks, although research documenting this association has been inconsistent. At the same time as overall Greek rates are elevated, there is considerable heterogeneity among individual Greek-affiliated groups, suggesting that the unique peer group culture of a chapter may play an important role in determining whether sexual aggression occurs at higher than normal rates.⁷ The strong group bonds and identity that are characteristic of Greek life suggest that these in-group influences may, in fact, be more influential among Greek men than in the general student population.⁸ The research literature calls out specific factors associated with a more sexually hostile peer culture that may be more common among Greeks in general and within particular chapters: elevated alcohol use, rigid male gender roles emphasizing traditional masculinity, hostility towards women, and male support for sexual aggression. Thus, these factors may be present in one chapter, elevating the risk for sexual violence, while not present in other chapters where the risk may be much lower.

EverFi survey data confirm that fraternity men are more likely to perpetrate sexual violence than men in the general population. Drawing from survey responses within *GreekLifeEdu*, 13% of fraternity men indicated they had perpetrated sexual assault within the previous two weeks. An analysis of survey data from 200,000 students taking both *AlcoholEdu* and *Haven* (EverFi's course on issues of sexual violence offered to incoming first year students) indicates that 2% of male students in the general population indicated they had perpetrated sexual violence, a figure seven times less than the Greek data indicate. Due to measurement issues, this gap is likely significantly underestimated. Thus, while the *Haven* survey asks about whether men had ever committed sexual assault, *GreekLifeEdu* only asks about perpetration in the last two weeks and where alcohol was involved. Because the analysis for all FYS from *AlcoholEdu* and *Haven* uses a broader measure, whereas in *GreekLifeEdu* the measure of perpetration is much more specific and time-limited, the higher percentages for Greeks are likely to be an underestimation of the actual differences between these groups.

More extensive analysis from data gathered from a sample of 200,000 students taking *AlcoholEdu* and *Haven* examined demographic characteristics and also attitudes towards sexual violence. This analysis revealed two distinct clusters of respondents among students: a majority with relatively healthy attitudes towards sexual violence, consent for sex, and bystander action, and a smaller group with much more unhealthy attitudes on these topics. The students in the latter group were more likely to be male, and much more likely to be Greek-affiliated. They were also much more likely to commit sexual assault (8% perpetration rate vs. 1% in the healthy cluster). Notably, the likelihood of being in this unhealthy cluster was only elevated for current Greek members, not students who were planning on becoming Greek. This could be interpreted to suggest that membership in Greek organizations may exert a negative influence over time on members.⁹

2% of male students in the general population indicated that they had perpetrated sexual violence compared to 13% of fraternity men.

— EverFi survey of 200,000 participating students

In addition to examining Greek-affiliated men with males in the general first year population, one might also ask how these Greek men compare to their Greek-affiliated female peers. Using the *GreekLifeEdu* data set, EverFi's research shows that sorority women tend to be healthier and more knowledgeable regarding sexual assault issues when compared to fraternity men, paralleling gender-based trends in the larger population. By margins of 10 - 25%, sorority sisters had healthier attitudes in the areas of rape myth acceptance, bystander efficacy and support, and issues of consent. This discrepancy is consistent with the published research literature—that females are generally more aware and have healthier attitudes than men on issues relating to sexual assault. That said, it is important to note that a majority of Greek-affiliated men have healthy attitudes towards sexual assault, even though these percentages are not as high as we would like them to be, and certainly not as high as they are among women.

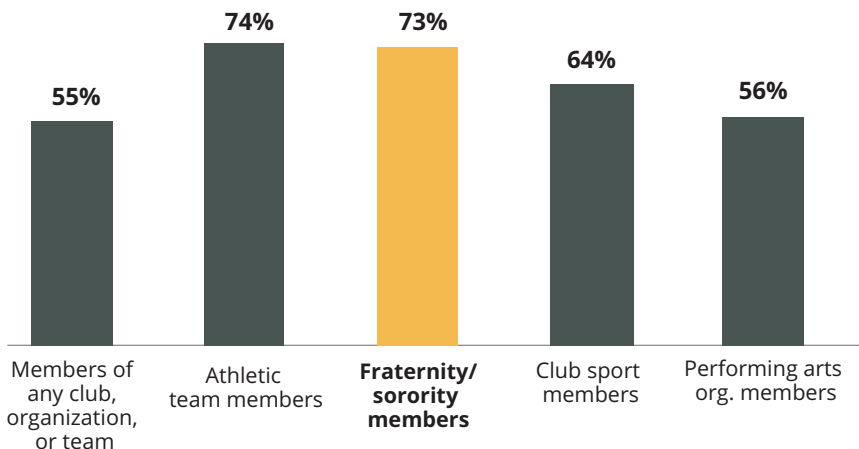
Sexual assault is particularly worrying due to the veil of silence surrounding its victims. Among a separate national sample of 14,000 college students, EverFi found that 93% of sexual assault victims at colleges did not report the incident to campus authorities, and 27% of victims told no one at all. In addition to the immediate and lasting social and emotional trauma experienced by victims that impinges on their intimate and social relationships, they also experience a negative impact on their schoolwork and employment. And, as noted above, the association of sexual assault with the Greek system creates damaging publicity that undermines popular support for it.

3. Hazing

In the area of hazing (which has received extensive attention for both Greek and non-Greek organizations, alongside sexual assault and alcohol), there may be reason for guarded optimism. This is because the available hazing data suggest that most Greek members are uncomfortable with hazing and do not support it, opening up the possibility of leveraging the attitudes of the positive majority to change the hazing culture.

Data comparing hazing attitudes and behavior between Greek-affiliated and non-Greek students are available from national research studies that included Greeks and non-Greeks in their samples. For example, Allan and Madden's (2008) landmark study of 11,000 students across 53 U.S. institutions demonstrates that, on average, 55% of all college students who belong to a club, organization, or team have experienced hazing, with members of athletic teams reporting the highest rates of hazing (74%), with almost identical rates for members of social fraternities and sororities (73%), followed by club sport members (64%) and those in performing arts organizations (56%).¹⁰

Figure 3. Experience of Hazing Among College Student Group Members



Source: Allan & Madden, 2008.

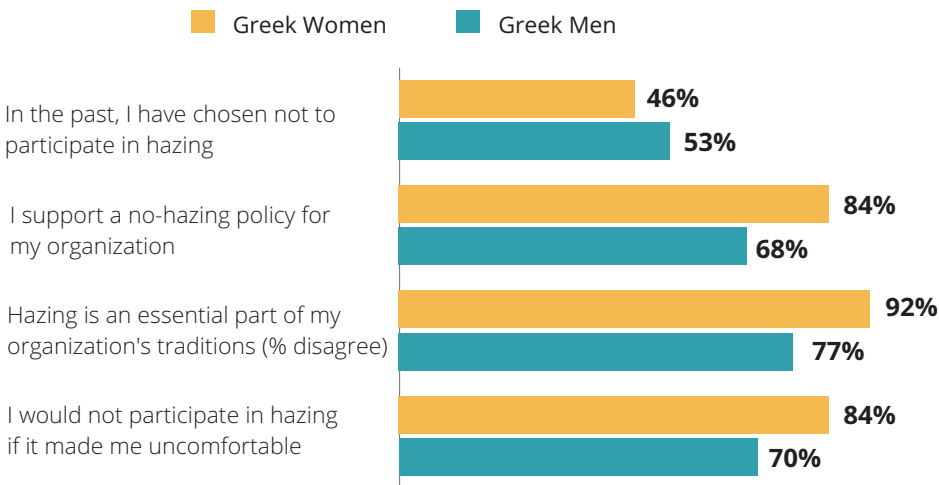
93% of sexual assault victims at colleges did not report the incident to campus authorities.

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Data suggests that membership in Greek organizations may exert a negative influence on attitudes towards sexual violence over time.

While national data demonstrate the seriousness of hazing within the Greek community, EverFi survey data from *GreekLifeEdu* indicates that a majority of both male and female members have healthy attitudes regarding hazing, with females being even more healthy.¹¹ In fact, approximately 70% of fraternity men and 84% of sorority women indicate they *would not* participate in hazing if it made them uncomfortable; nearly 77% of men and 92% of women rejected the idea that hazing was an essential part of their organization's traditions; and 68% of men and 84% of women were either somewhat or strongly supportive of a no-hazing policy for their organization. In fact, a majority of men (52.5%) and a near majority of women (46%) indicated they had made a conscious choice not to participate in hazing at some point previously, which may include high school experiences.

Figure 4. Hazing Attitudes Among Fraternity Men & Sorority Women



These data pose an interesting paradox – while the problems of alcohol, sexual assault, and hazing exist at elevated rates within the Greek community, at the same time positive attitudes exist that are hidden to the public and to members of Greek organizations themselves. These attitudes, if revealed, could be leveraged to provide solutions to these problems.

WHY HAZING PERSISTS

Given that many fraternity and sorority members have healthy attitudes regarding hazing, the question arises: why does hazing continue to pose problems? Among the arguments that have been advanced is that hazing is regarded as an essential initiation rite and bonding experience, justified by centuries-old notions of tradition. As a secret practice, hazing is resistant both to open discussion within the group—preventing members from openly expressing their disapproval—and interventions from outside the group, which are seen as meddling. **What is clear is that hazing feeds on the need for individuals to belong to a group, and their fear of being rejected by it.**

Indeed, many of the reasons why people join an organization are the same ones that make them vulnerable to not addressing problems within it. Theory and research suggest that the unhealthy minority who support it may incorrectly be perceived as a majority (due to the visibility of hazing behavior), thus generating peer pressure to go along with it. At the same time, the unspoken healthy beliefs held by the majority remain invisible to members of Greek organizations and those outside of them. Thus, the “desire to belong” which motivates many to join and participate in Greek organizations ironically may result in individuals going along with negative behavior of a minority that is thought to be a majority.

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It is likely that this dynamic – suppressing one's discomfort to “go along” with a perceived majority that is really a minority – also occurs with the previously mentioned issues of alcohol and sexual assault. Thus, members may overlook, tolerate, or participate in problem behaviors when they incorrectly assume that most brothers or sisters are ok with it when in fact they are not.

National student data on alcohol use and on sexual assault reveal the same pattern that is found among Greeks – that of a healthy majority that assumes that it is a minority, and an unhealthy minority that is thought to be a majority. Although Greek-specific data to document this pattern is not available for alcohol and sexual assault, preliminary research and on-campus experience suggest that the pattern described above for sexual assault and alcohol among all students and for hazing among Greeks is also true for sexual assault and alcohol among Greeks – i.e. that peer pressure is exerted to fit into an imaginary majority that is in fact a minority.

REFRAMING THE QUESTION OF HIGH-RISK BEHAVIOR IN GREEK ORGANIZATIONS

Thus, we are faced with a paradox. While the majority of Greek members demonstrate healthy attitudes regarding hazing and possibly other issues these problems persist despite this because they are thought by both Greeks and non-Greeks to be “normal” Greek behavior. This paradox offers us the possibility of reframing the question. Instead of focusing on why hazing and other unhealthy behaviors continue to persist, one might instead ask: can organizations leverage the positive attitudes held by a majority of Greek members so that a solution to these behaviors can arise from within the group itself? Both prevention best practice and research suggest that the answer to this question is likely to be “yes.” To make this shift in focus requires that we look more closely at the forces within the Greek world that maintain the perception that the unhealthy minority is a majority despite evidence and behavior that confirms the opposite to be true.

Berkowitz's Four Paradoxes of Greek Behavior

Dr. Alan Berkowitz, Ph.D., a nationally recognized psychologist and prevention expert in substance abuse, sexual assault, gender, and diversity issues, and a co-author of this guidebook, has identified four critical and inter-related paradoxes underlying fraternity and sorority culture that shed light on this issue. These paradoxes, when unacknowledged and unexamined, serve as barriers that prevent the healthy attitudes of the majority from becoming standards for group behavior. Education about these paradoxes can be used as a framework for developing prevention programs for the Greek community to empower the silent majority to be more visible in their chapters and to disrupt the negative behavior of the minority.

1. Others see fraternity and sorority members differently than they see themselves.

When negative stories about Greek organizations appear in the media, chapter members often respond with frustration that they are being characterized unfairly. And, as discussed at the outset, this characterization does not accurately reflect the healthy, safe, and respectful majority of members. Greek members are well aware that the positives of their peers and the organizations they belong to greatly outweigh the negatives. However, non-Greek students and members of the general public, who see the more visible negative press and behavior in isolation from the rest of Greek life, often have markedly different perceptions. This leads fraternity and sorority members to feel that they are being stereotyped and unappreciated for what they do, which in turn fosters an adversarial, defensive, circle-the-wagons mentality that makes outside intervention to address high-risk behavior all the more difficult. Rather than reacting defensively to these negative characterizations, Greek organizations need to understand how they are generated and take responsibility for addressing their causes. This would require that the silent majority become vocal and visible in confronting the negative minority who are causing the stereotypes that hurt all Greeks. In this way Greek frustration at the negative stereotyping of their organizations can be re-directed to its source – the behavior of a minority of their own brothers and sisters – and thus reduce the negative publicity that gives rise to the stereotypes.

2. Most Greeks want to do the right thing—but often don't.

As noted above, fraternity and sorority members have healthy beliefs they do not always act upon. Far from turning a blind eye to a harmful act performed by a chapter member, many want to act, but feel unable to. This failure to act out their values is explained by understanding common barriers to bystander intervention, discussed later in this guidebook, and also, by understanding how misperceived social norms fuel these barriers. Taking steps to remove the barriers that prevent Greek members from acting on their desire to intervene against negative behaviors would in turn serve to reduce these negative behaviors.¹³

3. Despite their closeness, fraternity and sorority members don't always know how their brothers and sisters act and feel.

Living in close proximity does not always translate to open discussions in chapter houses regarding members' approval or disapproval of particular behaviors. This may be especially true among fraternity men. Thus, even while chapter members may be honest in sharing and discussing many personal issues, most Greek members may still be unaware that their brothers and sisters share their concerns regarding high-risk social behaviors, and that they would be willing to support them were they to intervene to stop inappropriate behavior from happening.

Fraternity and sorority members feel stereotyped and unappreciated for what they do, which in turn fosters an adversarial, defensive, circle-the-wagons mentality that makes outside intervention to address high-risk behavior all the more difficult.

4. Fraternity and sorority members complain that others judge them unfairly, but they overestimate the negative themselves.

It's not only "outsiders" that overestimate the negative aspects of Greek organizations and underestimate the positives. The same process is at work within the organizations themselves. As a result of their own misperceptions of risky and unhealthy behavioral norms and the degree of acceptance among their peers, chapter members are more likely to participate in unhealthy behavior, less likely to do something about it, and less likely to intervene when they see it occurring. This generates problems that only serve to reinforce the negative views held by the greater community.

These four paradoxes work to create a culture within Greek organizations in which the attitudes and behaviors of the positive majority are overlooked and the negative attitudes of the negative minority are thought to be true for all – by both Greeks and non-Greeks. On the one hand, these paradoxes, when unaddressed, act as a continuing source of misunderstandings. On the other hand, if acknowledged and understood, they offer an opportunity for chapters and organizations to leverage the positive and healthy attitudes within their ranks, providing education and training to enable the "silent majority" to be willing and able to challenge chapter members and hold them accountable to their values and ideals. The frustration that chapter members feel at being misperceived by others, for example, is one among many important levers that can be tapped to produce change. Their desire to do the right thing when faced with unhealthy behaviors can, in turn, provide a basis for positive action. The fact that most chapter members would support their brothers and sisters speaks to a strong, but latent, potential for peer reinforcement of that action.

The following quote from former student and fraternity member Daniel Kim is a powerful demonstration of this phenomenon, revealing how he thought he was alone in his resistance to chapter hazing, but that when he confronted it, discovered that he actually had support for his actions from his brothers. Daniel was awarded the Hank Nuwer Anti-Hazing Hero Award in 2008 by HazingPrevention.org.

*"My chapter did in fact haze and, you know, when I stepped up, I was kind of like the main person who felt that he was not going to take it anymore, of the active members hazing the new members. And after I stood up and said something at our chapter meeting and presented this whole thing on hazing in front of my chapter—you know, I had thought about it and had a lot of reflection beforehand and then I gave the whole spiel to my chapter. When, it's funny, because before my, before the chapter meeting I was kind of like, I was really nervous and really wasn't sure how the whole chapter was going to take to that idea or even just how they were going to respond to it, because I just felt that, I'm like, oh, man, I'm the only one in this chapter who feels that hazing is wrong. Like, everyone still buys into that, that whole idea. But then afterwards, that night or the next day I got some e-mails from my brothers who said, 'Hey, I think you have, you know, the right set of mind, and I think that you are going to be taking this fraternity in the right direction, above and beyond what it is right now, and we want you to know that we support you and are behind that.' And I just felt really, really glad that I wasn't one of the only ones in my fraternity who felt this way and that there were people in the fraternity who really felt that hazing is wrong and that they supported my efforts in trying to stop it."*¹⁴

The "social norms approach," in which healthy positive norms are presented to members of a community, is a well-documented and proven best prevention practice that can be applied to Greek organizations, one which would serve to address and resolve these four paradoxes.

These paradoxes offer an opportunity for chapters and organizations to leverage the positive and healthy attitudes within their ranks.

WHY MOST PREVENTION PROGRAMS FAIL

To date, most programming directed at fraternity and sorority members has consisted of one-off trainings to impart policies as a “risk management” effort, invited speakers, or one-size-fits-all prevention programs lacking a basis in behavioral or attitudinal data and prevention science. Most frequently, these programs fail to change student alcohol use, hazing, and sexual assault behaviors, leading many leaders on campus and within national headquarters to believe these problems are intractable and not amenable to change. This resignation further reinforces negative perceptions of the Greek system that nothing can be done about these challenges.

As these guidelines will demonstrate, the effective prevention of high-risk behavior in fraternities and sororities is, in fact, possible. In light of the urgent need to address these challenges in Greek organizations, there is a tremendous opportunity to harness evidence-based approaches in order both to solve existing problems and to leverage change in the Greek system for it to not only survive, but flourish. As senior leaders in fraternity headquarters are freed from distractions of putting out fires and fighting lawsuits, they can then devote more energy to fulfilling their original mission of scholarship and service and to supporting the healthy majority of students to be more visible and influential.

The effective prevention of high-risk behavior in fraternities and sororities is, in fact, possible.

Rethinking Prevention

Most frequently, when institutions and Greek organizations are faced with a critical incident involving fraternity behavior, leaders feel pressure to “do something” to prevent such events from occurring on their campuses and in their chapter houses. In these moments of crisis, leaders often implement a program as quickly as possible, one that may have very little in the way of planning, feedback, or follow-up in the form of ongoing comprehensive prevention efforts. Not surprisingly, such programs can prove to be disappointments. Additionally, much of the measures that institutions and organizations put in place for fraternities and sororities falls under the frame of “risk management,” presenting information that increases misperceptions by focusing attention on the negative or on past “horror stories” of alums, telling students what they should not do, as opposed to reinforcing what they should do to stay safe and highlighting the strengths among them.

APPLYING FRAMEWORKS AND THEORIES TO SOLUTIONS

Engaging in effective prevention is not simple and requires a close analysis of risk and protective factors that elevate or diminish the likelihood of problems at a number of different levels: the individual level, the interpersonal level, the community level, and the societal level. The challenge for effective prevention, then, is not simply to implement programming at one level or in a scattershot fashion, but rather to create a coordinated combination of efforts that complement one another, and that are mutually reinforcing and synergistic.

Unfortunately, most educational efforts directed at Greek-affiliated students—speakers, workshops, and the like—are not designed or intended to be mutually reinforcing or fitting within a larger whole, and may even have iatrogenic effects (i.e. serve to actually increase the problem). Their content and modality is also often not driven by the research evidence of effectiveness. For example, an EverFi analysis of alcohol prevention efforts at 45 campuses revealed that the programming for Greek-affiliated students was not driven by the evidence base, with invited speakers being the most commonly cited method, despite the fact that there is no research evidence to demonstrate its impact on behavior. Another analysis across 176 campuses revealed that alcohol prevention programming for Greek students did not reflect the recommendations put forward by the National Institutes on Alcohol Abuse and Alcoholism (NIAAA).

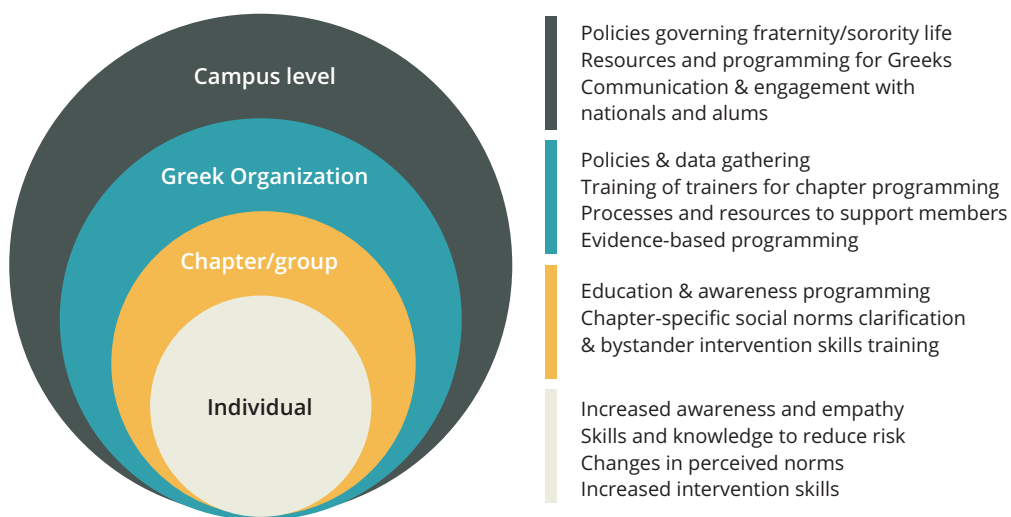
A more theory-driven approach to prevention examines the total context of behavior across the social ecological model of human development. This model from developmental psychologist Urie Bronfenbrenner demonstrates how factors at one level influence and are influenced by factors in another. An adaptation of this model is applied to prevention of high-risk behaviors within Greek membership (see Figure 5 below).

For example, at the **individual level**, programs can be designed to change perceived norms and to build knowledge and skills that serve to reduce risk and increase protective factors that have been supported by the evidence base. At the **chapter or group level**, the focus should be on developing effective, targeted, chapter-specific education and awareness programming. At the **organizational level**, the fraternal organization should adopt and implement policies and processes and allocate resources to support these efforts, e.g., gathering data, educating trainers to implement chapter programming, supporting members through scalable education and resources, and to make the positives of Greek life and Greek members more visible. For **campus administrators** as well, programs and policies must be developed and implemented that are designed to reduce risk, offer evidence-based programming, and ensure there are sufficient

In moments of crisis, leaders often implement a program as quickly as possible, one that may have very little in the way of planning, feedback, or follow-up.

structures, processes, and resources in place. This may include hiring and supporting staff with the right capabilities to oversee this work, and stimulating communication and engagement among fraternal headquarters, alumni volunteers, housing corporations, and faculty liaisons. Alumni are a key constituency to engage, as they are often the strongest supporters of the fraternities and sororities that shaped their college years, and also because a small minority group of alums have been known to exert a negative influence on their former chapters, thus rendering invisible the positive attitudes of the silent majority of alumni who could be engaged to support prevention efforts. These efforts at different levels of the social-ecology need to be coordinated and designed in relation to each other to ensure that they are mutually reinforcing and synergistic, as recommended above. *(For more examples of how activities at different levels of the social ecological model may function together, please see Appendix I.)*

Figure 5. The Social Ecological Model Adapted to Fraternity & Sorority Life



THE FIVE-STEP PREVENTION PROCESS

In order to engage in effective prevention practice, organizations must understand and apply an important principle: **prevention is a not simply a program, but an intentional and iterative process that is supported by science.** This process can be summarized in the following five steps:

1. Understand the problem and the culture that produces it.

Prevention starts with understanding the scope, extent, and nature of the problem by gathering locally-derived data. These data should be combined with a study of existing research to determine the underlying causes of and contributors to the problem, as well as factors that might reduce the problem. These are commonly referred to as risk and protective factors. Historically, there has been some reluctance among some national fraternities and sororities to collect data regarding risk behavior; however, many more nationals are embracing the idea that data collection is, in fact, the first step in understanding and overcoming these perennial challenges.

Prevention is a not simply a program, but an intentional and iterative process that is supported by science.

2. Identify goals and objectives.

The key question leadership must ask is: what do we need to change? For example, do we need to increase student skills in alcohol intervention behaviors, to reduce rape-myth acceptance among men, and/or to clarify their perception of peers' commitment to intervening when they observe lack of consent in sexual situations? The more specific the articulation of objectives, the greater likelihood of success in developing an intervention or program that will achieve these outcomes.

3. Draw on the evidence base, science, and theory.

A deep evidence base exists concerning effective high-risk behavior prevention. What can be learned from the research, literature, and behavioral theory that will support the targeted behavioral change? For instance, there are promising studies that suggest that a social norms approach is more effective when applied to fraternity and sorority alcohol use, particularly when applying chapter level data to clarify chapter norms.¹⁷ Conversely, there is no research to indicate that speakers presenting on their drinking or hazing experience will result in behavior change; in fact, research and theory suggest that these efforts may actually contribute to the problem by over-focusing on the negative or glamorizing negative behavior. Thus, if invited speakers are part a prevention approach, they should be required to speak to the frameworks and theories that their program engages to bring about behavior change, to tailor their programs to the specific audience, and to link their presentation conceptually to on-going prevention efforts and goals.

4. Identify strategies and activities to change behavior or other contributors of the problem.

Once the previous steps are executed, the identification of specific action steps and strategies can begin. In this phase of planning, leaders design strategies and activities supported by a logic model and accompanied by an action plan that assigns tasks and responsibilities. Notably, many organizations and campus staff embark upon prevention efforts by rushing into this step without fully understanding the problem or the research, often contributing to their failure. Again, considering an array of complementary and synergistic efforts that span the dimensions of the ecological model holds the best likelihood for success.

5. Identify evaluation measures to determine success and inform ongoing efforts.

How will effectiveness be measured? Before starting a prevention program, evaluation measures should be identified that are linked back to goals and objectives. Using the SMART goal framework is helpful in identifying these measures. That is, goals that are Specific, Measurable, Achievable, Relevant, and Time-bound naturally lend themselves to evaluation measures (e.g., increase by 15% fraternity members' perceptions of peer approval for bystander intervention by December 2017).

Social Norms and Bystander Intervention: Synergistic Prevention Efforts to Leverage the Healthy Majority

A novel approach to prevention and intervention to address the challenges of hazing, alcohol use, and sexual violence in college settings is to pair a social norms approach with bystander intervention training. As previously discussed, misperceptions exist within fraternities and sororities that can impede members from acting on their own beliefs and reinforce negative impressions of Greek organizations. Programs that tackle the problem from the outside, absent group-specific data and an approach based on prevention science, have proven to have limited success. In contrast, a combined social norms and bystander intervention approach addresses misperceptions that impede bystander action by correcting chapter members' perceptions of chapter norms. As stated earlier, norms-based approaches have been found to be successful in pilot studies addressing risky behavior among Greek-affiliated students, particularly when presenting chapter-level norms to members in small group settings. In particular, social norms work can help address the two principal forms of misperceptions already discussed:

- 1. Pluralistic ignorance**—the incorrect belief that one's private attitudes, judgment, or behavior are different from others. This kind of misperception is commonly found among the healthy majority, with healthy people underestimating the extent to which their attitudes and behavior are shared among their peer group. This may be true for alums as well as active student members.
- 2. False consensus**—the belief that one's attitudes and behaviors are representative of the majority when in fact they are not. False consensus is often harbored by people with unhealthy attitudes and behaviors, leading them to overestimate the extent of peer support for their negative attitudes and behaviors, and in the case of alums, to "rally the troops" around negative behaviors that are in fact not "traditional" or popular.

Research has demonstrated the existence of misperceptions regarding the extent to which peers are willing to intervene and their respect for individuals who intervene in situations relating to alcohol use, hazing, and sexual violence. These misperceptions have been found to occur within groups that engage in high-risk behaviors (eg., groups of high-risk drinkers) and serve to reinforce and justify these behaviors while inhibiting bystander behavior among healthier students. Men also commonly misperceive other men's discomfort with sexist and violent behavior, respect for someone who intervenes, and willingness of others to intervene. Individuals who engage in problem behavior – such as heavy drinking men, and perpetrators of sexual violence – have been found to misperceive these norms to a much greater degree than non-violent men and are also more willing to drink heavily and/or act coercively when they misperceive other men's attitudes and tolerance for problem behavior – whether it be violent, alcohol-related, or prejudicial.¹⁹ For example Fabiano and colleagues (2003) determined that the single strongest predictor in whether or not a college man would intervene to prevent situations of sexual assault is what he thinks other men would do, and that underestimations of other men's support was associated with a lower likelihood of intervention.²⁰ In summary, false consensus misperceptions serve to provide problem individuals with an excuse to engage in negative behavior that they incorrectly believe others are ok with.

False consensus misperceptions serve to provide problem individuals with an excuse to engage in negative behavior that they incorrectly believe others are ok with.

In a small group social norms approach, chapter members' attitudes are collected anonymously, either through an online survey or real-time questions supported by clicker, texting, or other digital technology. The survey results are then relayed back to the group in the form of group clarification activities, the purpose of which is to confront perceptions with data in order to debunk myths, increase awareness of existing positive attitudes, and provoke discussion and reflection. There are numerous advantages to a social norms approach, including the following.

- **Data-driven.** The data collected is generated by the participants themselves.
- **Focused on the positive.** An approach such as social norms, which focuses on positive attitudes already held by participants, demonstrates more promise than messages based on fear, stigmatization, and moralizing, and helps to undermine the "Paradoxes of Greek Life" described above.
- **Promotes internal change.** Changes arising from within the group are more lasting than ones seen as being externally imposed.
- **Very effective with smaller, more cohesive groups.** Since this technique is powerful with small groups where norms are critical drivers of behavior, it ideally is applied to Greek organizations at the chapter level.
- **Survey results can be reinforced in a number of different ways.** After the workshop intervention, follow-on messages can reinforce those raised in the training via posters, emails, or social media campaigns.

COMBATting THE BYSTANDER EFFECT

Bystander intervention training is designed to combat what is known as "the bystander effect," a phenomenon in which individuals do not intervene to address problematic or harmful behavior (for instance, to help a victim of aggression) when other people are in the vicinity. Research into this phenomenon, which began following the 1964 Kitty Genovese murder case in New York City, has focused on the following contributing factors to bystander inaction:²¹

- **Ambiguity:** bystanders are not sure whether the situation warrants intervention.
- **Diffusion of responsibility:** individuals look to others to take the lead in acting, absolving them of the responsibility to do so.
- **Social influence:** people may assume that the situation is not a problem because other people are not acting to address it.
- **Audience inhibition:** some may fear embarrassment for stepping in or speaking out in a situation, bringing attention and focus on their own behavior.
- **Social norms:** people may believe that the problematic situation is not perceived as a problem by others.
- **Fear of retaliation:** bystanders may worry that they will incur negative treatment, may not be respected, or won't receive the backing of others for stepping in to address a situation.

Bystander intervention training can address the challenge of ambiguity—for example, by clearly defining situations that call for intervention and providing the skills necessary to do so. A combined small group social norms and bystander intervention training goes several steps further. Social norms work calls out and challenges perceived norms that prevent members of a group from acting to help one another. Thus, it can be an effective tool to tackle the effects of fear of retaliation, social influence, and audience inhibition by demonstrating that most members of the group have healthy attitudes and would support and respect their peers' intervening in critical situations. Additionally, research shows that when an event is defined as more serious, people are more likely to intervene. Therefore, one direction for efforts to address high-risk behaviors among

Most members of the group have healthy attitudes and would support and respect their peers' intervening in critical situations.

When an event is defined as more serious, people are more likely to intervene.

fraternity and sorority members would aim to have members understand the negative effects of these behaviors on Greek life and culture and the fact that most brothers and sisters disapprove of them.

As colleges and universities are required by federal mandate to offer bystander intervention programming on their campuses, it makes sense to develop these trainings by pairing them with a social norms approach to increase their impact, particularly in the case of such high-risk groups as fraternity and sorority chapters. Bystander intervention training programs that leverage a norms approach have demonstrated success when applied to fraternities and sororities and other groups of college students, as shown in the case studies below. In short, this is a case of prevention best practice in which synergistic program elements serve to create a “whole that is greater than the sum of its parts.”

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Case Studies: Social Norms/ Bystander Intervention in Action

The following case studies from the University of Central Missouri and Ohio University demonstrate the promise of a combined social norms and bystander intervention approach.

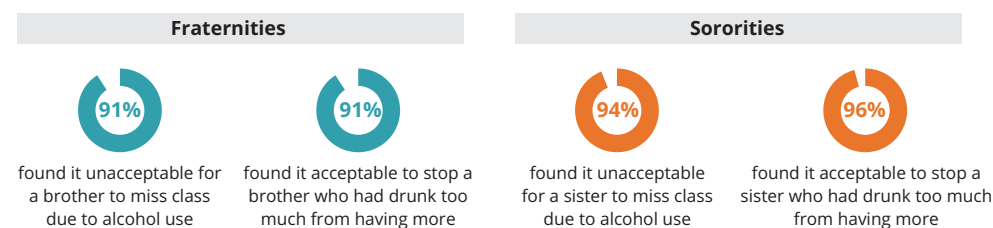
UNIVERSITY OF CENTRAL MISSOURI

Staff at the University of Central Missouri (UCM) developed a novel, effective program called EPIC (Encouraging Positive Interventions in Chapters), funded by a grant from the U.S. Department of Education's Office of Drug Free Schools. Amy Kiger, Director of Violence and Substance Abuse Prevention at UCM, in consultation with Dr. Alan Berkowitz, developed and implemented a targeted social norms and bystander intervention program to address negative consequences of alcohol use among Greek-affiliated UCM students. In accordance with best practice, which suggests identifying targeted prevention goals, Kiger focused particularly on the negative academic consequences of drinking. EPIC aimed to increase student intervention when peers had too much to drink in order to prevent risky situations and behaviors like missing class and falling behind in schoolwork. In the initial survey phase, data was collected related to alcohol use and negative consequences, the acceptability and perceptions of this behavior, and the extent to which Greek chapter members were bothered by risky situations involving alcohol. Members were also asked when they would intervene in alcohol-involved situations and when they would like their brothers/sisters to intervene on their behalf.

After examining the data, Kiger and her colleagues shaped the intervention to leverage the points of inflection that held the most promise in changing the culture of each chapter. That is, they focused their discussions in each chapter around the behaviors where there were the greatest misperceptions, willingness to intervene, and approval of intervening on members' behalf. Workshops were tailored around these inflection points, including data regarding individual chapter norms and perceptions of those norms.

The UCM surveys demonstrated that overwhelming majorities of fraternity and sorority members both disapproved of alcohol-related academic problems (e.g., sleeping through class, falling behind in school, etc.), and approved of intervention to stop oneself or an inebriated brother or sister from drinking further. In the case of fraternities, 91% of members found it unacceptable for a brother to miss class due to alcohol use, with the same percentage finding it acceptable to stop a brother who had drunk too much from having more. In the case of sororities, 94% found it unacceptable for a sister to miss class due to alcohol use, with 96% approval of intervening with a sister who had drunk too much.

Figure 6. Decreased Alcohol Use and Negative Consequences at UCM



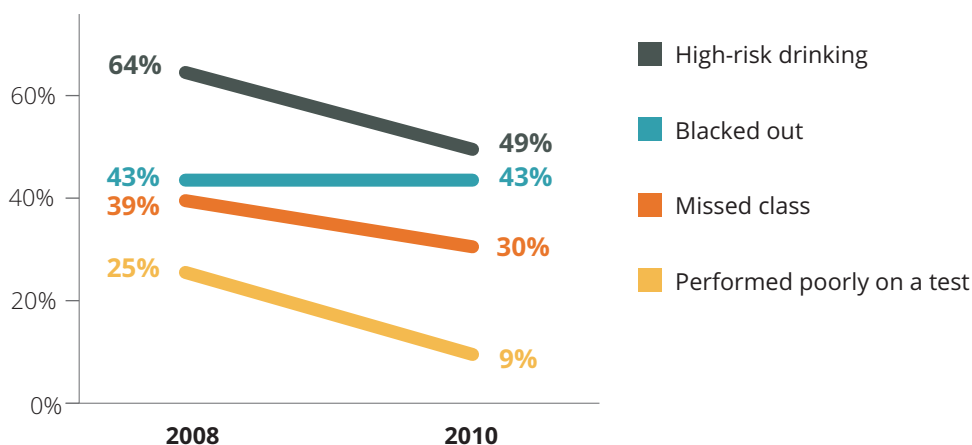
In the next phase of the program, Kiger implemented a 90-minute workshop that included a social norms clarification program combined with a bystander training session for 19 university chapters. Following the tenets of the social ecological model, this live workshop was embedded within a comprehensive prevention strategy that cut across various levels of the campus social environment.

Overwhelming majorities of fraternity and sorority members both disapproved of alcohol-related academic problems and approved of intervention to stop oneself or an inebriated brother or sister from drinking further.

- **Individual level:** Each member of the 19 UCM chapters received training where misperceptions were highlighted and discussed, and members gained skills in bystander intervention.
- **Chapter level:** Each UCM chapter participated in EPIC, engaging chapter level norms and changing the social environment within each facility. The EPIC sponsored activities included a video contest where each chapter was invited to develop and submit videos on the subject of bystander intervention, with prizes being awarded. Student creation of the videos served to reinforce learning outcomes of the workshops and helped Kiger and colleagues assess student understanding of the concepts, while also appealing to the natural competition among fraternity and sorority chapters.
- **Greek Community level:** Kiger and colleagues also developed a social norms media campaign for the wider Greek community. The campaign was tailored to reinforce workshop messages around specific risk behaviors, their acceptability, and students' support of interventions utilizing statistics gleaned from the social norms survey.
- **University Campus Level:** In addition to messages and programming aimed at Greek-affiliated students, Kiger created alcohol prevention messages targeting the general student population, including a House Party Guide and advertisements in the student newspaper, *The Muleskinner*.

The results of UCM's comprehensive approach were impressive. Unpublished data show that in one year, the percentage of Greek members indicating they were comfortable intervening to address a chapter member's drinking rose more than five points, from 67.7% to 73.2%. Over a two-year period, the percentage of Greek members missing class due to alcohol use declined nine points, from 39% to 30%, while the percentage of those performing poorly on a test due to drinking dropped from 25% to 9%.²² Following the success of EPIC, Kiger and her colleagues replicated the combined social norms and bystander intervention training approach to address sexual violence among FYS at UCM, achieving favorable evaluation results with their efforts.

Figure 7. Intervention Tendencies for Fraternity Men & Sorority Women



OHIO UNIVERSITY

Dr. Christine Gidycz of the Ohio University Psychology Department received a CDC grant to pilot two programs addressing sexual violence among college students, one a risk-reduction program targeting women and the other a rape-prevention program targeting first-year men. The students receiving the programs (and also the control groups) lived together in campus residence halls. Dr. Alan Berkowitz developed the men's program, while Chris Gidycz developed the program for women and was the principal investigator for the grant. The model used for the men's workshop (which

Over a two-year period, the percentage of Greek members missing class due to alcohol use declined nine points, from 39% to 30%, while the percentage of those performing poorly on a test due to drinking dropped from 25% to 9%.²²

was also used for the program at the University of Central Missouri) employed a social norms approach combined with bystander intervention training. In addition to reducing sexually aggressive behavior, the workshop aimed to educate participants about the relationship between alcohol and sexual assault, to increase the accuracy of men's perceptions of other men's attitudes and behaviors, and to increase the likelihood of bystander behavior. While this study did not address Greek men, the positive outcomes of the study suggest important implications for the prevention of high-risk behavior in Greek communities.

The initial results of the program were impressive: at the four-month follow-up, the program achieved a 75% reduction in sexual aggression. In addition, both sexually aggressive and non-sexually aggressive men perceived that their peers were more likely to intervene to stop non-consenting behavior, and the sexually aggressive men reported they were getting less peer reinforcement for their behavior. Non-sexually aggressive men also reported they associated less with sexually aggressive peers. Finally, pornography use decreased among participants, even though pornography was not specifically addressed in the program. All of these outcomes were maintained at the seven-month follow-up except for the reduction in actual assaults.²³

Further support for combining bystander intervention with a social norms approach is derived from a recent evaluation that used a similar model in a web-based sexual assault education course for men, in which actual rates of assault were also decreased and bystander intervention was increased.²⁴

While these programs were not directed at fraternity men, their findings and success are relevant to the fraternity population. Given the success of norms-informed approaches in shifting behavior of Greek-affiliated students that are documented in the previously cited literature and in the UCM case study, it is reasonable to believe that a similarly structured program could have an impact on fraternity men. At the same time, the rebound in sexual assaults after seven months suggests that efforts at comprehensive prevention involving multiple activities would be necessary to extend and reinforce positive outcomes obtained from an individual workshop.

Thus, the drop off of this program's impact between four and seven months serves as a reminder of the principle established at the outset of this guide: that *prevention is a process* involving multiple, synergistic elements. Lasting behavioral and culture change thus requires complementary efforts that scaffold learning and build upon each other over time. Moreover, prevention programming must be supported by policies, processes, and organizational structures that promote healthy behaviors and deter unhealthy or disrespectful ones while holding students accountable if they don't live up to these standards. No single workshop, absent comprehensive and ongoing prevention efforts that engage multiple constituencies, will, on its own, be able to effect lasting change.

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Conclusion

In attempting to identify successful or promising approaches to support healthy behavior in fraternities and sororities, it is important to bear in mind that there are no “silver bullets.” Any single approach or program must be considered as part of a series of interventions designed to create positive change in campus and chapter culture, incorporating a wide range of constituencies across several levels of the ecological model. This includes changes to policies, and also to the very structures of institutions themselves—both colleges and universities as well as Greek organizations—in order to make them better equipped to address issues of alcohol use, hazing, and sexual assault.

A PREVENTION PROGRAM CHECKLIST:

The following recommendations can guide and support the development of effective prevention efforts targeting fraternity and sorority membership.

- **Evidence based practice.** Prevention efforts must be informed by data gathered from individual chapters and institutions, as well as sound behavioral theory and prevention science.
- **Holistic thinking.** Frameworks and theories that promote systems thinking and a holistic view of cultural and behavioral change will lead to synergistic and mutually supportive programs, policies, processes and structures to support those changes.
- **Ongoing prevention.** Remember that prevention is an ongoing process, as opposed to one-shot programming, even if it is evidence-based. As the Ohio University case study and other research demonstrates, even the most impressive results from innovative programs can fade without continued attention.
- **Greater coordination.** Typically, campus administrators and Greek headquarter staff come together only in crisis—times when backs are against the wall and fingers are being pointed. More concerted coordination between campus and Greek organizational leadership is required. Proactively joining forces and sharing information before behaviors become truly dangerous will be best for all and will ultimately lead to risk reduction practices.
- **Staff experience and capabilities.** Leaders at both international headquarters and on campuses should examine staff positions overseeing educational, risk management, and prevention programming. Typically, this staff is young and lacking knowledge in how to promote behavioral change and healthy cultures. They also tend to occupy the lowest levels of organizational structures, leaving them unable to execute real change in how their organizations address these critical issues.

Behavioral challenges that have persisted among fraternity and sorority members for decades—high-risk alcohol use, sexual violence, and hazing chief among them—create visible incidents that draw negative attention and publicity to these groups. More recently, technology and social media have exacerbated the negative perceptions of fraternity and sorority life, broadcasting imagery that represents unhealthy attitudes and behaviors of what is in reality only a small group of students. While at times these challenges appear intractable, our research indicates that most fraternity and sorority members have healthy attitudes and behaviors around these issues and want to ‘do the right thing’ when such challenges arise. This guide intends to leverage this positive and healthy majority of Greek-affiliated students, applying behavioral change theory and the evidence base of overcoming barriers to intervention and what works in prevention to create healthier chapter cultures. By educating and empowering healthy students to speak out and intervene against problematic behaviors, we can harness the good will of the healthy majority to shape and create cultures of care, inclusion, respect, and responsibility. Student engagement is critical in overcoming these challenges, yet students cannot be expected to accomplish this alone. The data, research evidence,

Prevention efforts must be informed by data gathered from individual chapters and institutions, as well as sound behavioral theory and prevention science.

and prevention theory all support an approach that builds upon and leverages the latent positives within Greek life to effectively overcome an unwelcome legacy of unhealthy behavior. We hope this guide provides a useful foundation for effective approaches applied to support safe, healthy and responsible behavior among today's fraternity and sorority members.

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APPENDIX I. Prevention Activities to Address Greek Culture Spanning the Social-Ecological Model

The following listing is a suggested group of activities that a national organization

or campus might consider in attempts to promote healthier culture within the Greek community. It is neither exhaustive nor prescriptive, but simply a starting point to demonstrate the kinds of activities that can work synergistically across the ecological model to help shape healthier chapter, campus, and organizational cultures.

Individual level:

- Increase specific, evidence-informed skills and knowledge among members to help support healthy, safe, and respectful behavior, including:
 - Standard drink measures and variable levels of alcohol in beverages
 - How to measure and track one's blood alcohol concentration (BAC)
 - Alcohol's effect on the brain, behavior, and decision-making
 - Academic, social, behavioral, and physical consequences of high-risk drinking
 - Signs of alcohol impairment, poisoning, and overdose, and what to do in an emergency
 - Protective behavioral strategies to reduce alcohol harms and risks for self and others
 - Criteria to define hazing behavior
 - Hazing refusal skills
 - Chapter and individual consequences of violating alcohol, hazing, or sexual assault policies set by campus, organization, or legal authorities
 - Characteristics of healthy sexual relationships and decision-making
 - Criteria for sexual consent: when consent is possible vs. compromised and how to notice when others do not have consent
 - How to identify red flags in unhealthy or abusive relationships
 - How to identify and respond to stalking behavior
 - How to identify if a brother/sister may be experiencing challenges, and how to best support them
- Correct members' perceptions of norms relating to their peers' alcohol use and attitudes regarding drinking, sexual consent, sexual assault and the role of alcohol, bystander intervention, and hazing, among others
- Build member bystander intervention skills to act upon problematic behavior or situations in a variety of ways (direct and indirect intervention skills), helping members identify problematic situations, and overcome barriers to acting upon their individual and collective values
- Develop skills and knowledge among volunteers, advisors, faculty advisors, and affiliated staff to help them support and promote healthy, safe, and respectful chapter cultures
- Provide information for how members can respond to crises, report violations, and seek support in the event of problems
- Provide support services and referrals to treatment for members who are struggling with substance use or mental health challenges

Group/chapter level:

- Deliver programming to build individual skills and knowledge (listed above) collectively within each chapter
- Create opportunities to clarify chapter-level behavioral and attitudinal norms relating to alcohol use, sexual violence, and hazing
- Provide comparisons of chapter level norms with aggregated chapter averages (either at the campus or organizational level, if available), moderating a discussion to surface reasons for discrepancies, supporting healthy decisions and highlighting areas of concern
- Develop bystander intervention and other critical skills (help-seeking, etc.) at the chapter level, discussing the expectations and responsibility for members to support and promote healthy and safe chapter behaviors and norms

- Provide opportunities for each chapter to distinguish itself (either on campus or within the organization) and to be recognized based upon healthy and safe decisions among members

National Organization level:

- Develop clear policies to demonstrate what are acceptable, expected, and responsible behaviors among members and staff/volunteers within the organization
- Ensure swift and consistent enforcement of policies at both chapter and individual level
- Develop and implement effective and consistent disciplinary and investigative systems and procedures when challenges arise
- Survey active members' attitudes, behaviors, and experiences regarding sexual assault, hazing, and alcohol use
- Call upon the evidence base to create effective programming and policies for members, drawing upon behavioral and attitudinal indicators regarding the extent and nature of challenges and areas of strength
- Develop training protocols and curricula for different groups of active members (e.g., new members, big brothers/sisters, chapter leadership, etc.) regarding critical behavioral concerns and issues differentiated by their role within the organization, and their capacity to create and establish healthy chapter culture
- Develop mechanisms to ensure members are participating in curricula and programming
- Identify evaluation outcome measures for programming and policy efforts, and mechanisms for gathering such measures
- Examine evaluation data annually to refine programming and policy efforts
- Survey alumni members attitudes, behaviors, and experiences regarding sexual assault, hazing, and alcohol use, and their perceptions of other members' attitudes and behaviors (norms and perceived norms) to determine whether more active and engaged alumni harbor unhealthy 'false consensus' attitudes and share results with both the alumni community and with student members
- Work to build communication and partnerships with host campuses to develop cooperative relationships, sharing information on policies and programming efforts, and efforts to support healthy organizational and chapter cultures
- Develop internal capacity for effective prevention practice, creating and hiring for staff roles that require sufficient background and experience in understanding, developing, and delivering effective prevention approaches

Campus level:

- Develop clear policies to demonstrate what are acceptable, expected, and responsible behaviors among Greek-affiliated students and staff with associated roles (Greek Life advisors, volunteers, housing staff, faculty advisors, etc.), particularly related to party hosting, alcohol use and service, hazing and initiation, and sexual violence
- Ensure swift and consistent enforcement of policies at both chapter and individual level
- Develop and implement effective and consistent disciplinary and investigative systems and procedures when challenges arise
- Identify opportunities for leverage with Greek chapters to help incentivize and recognize healthy and safe behaviors within the Greek community

- Gather data among members of Greek organizations on campus regarding their alcohol use and attitudes regarding drinking, sexual consent, sexual assault and the role of alcohol, and hazing, among others
- Develop evidence-based programming delivered at the chapter level to support skills, knowledge, and accurate perceptions of norms within each chapter
- Develop mechanisms to ensure members are participating in curricula and programming
- Develop campus-wide media campaigns to support and acknowledge the healthy majority of Greek-affiliated students on campus
- Identify evaluation outcome measures for programming and policy efforts, and mechanisms for gathering such data
- Examine evaluation data annually to refine programming and policy efforts
- Develop internal capacity for effective prevention practice, creating and hiring for Greek Life staff roles that require sufficient background and experience in understanding, developing, and delivering effective prevention approaches
- Require that Greek Life staff communicate and work collaboratively with health promotion, wellness, and prevention staff on campus
- Work to build communication and partnerships with fraternity/sorority national organizations to develop cooperative relationships, sharing information on policies and programming efforts, and efforts to support healthy cultures within the Greek community