

CALEB WILSON
HAZING PREVENTION

TASK FORCE MEETING

NOVEMBER 3, 2025



1

**WELCOME/
ROLL CALL**



2

APPROVAL OF MINUTES



3

BULLYING PREVENTION IN LOUISIANA K-12 SCHOOLS

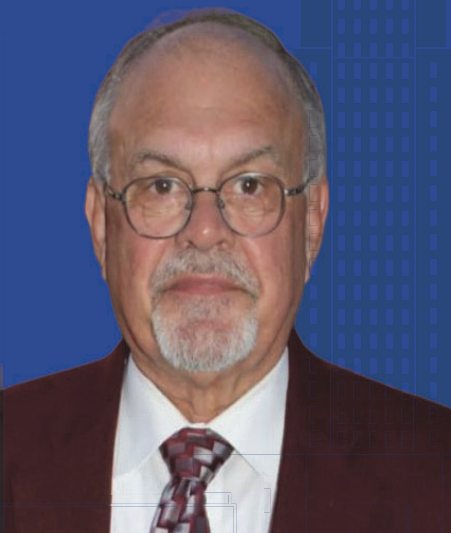


4

BULLYING/HAZING PREVENTION IN LOUISIANA K-12 SCHOOLS



MR. TAVARES WALKER
Executive Director, Board of Elementary
and Secondary Education (**BESE**)



MR. MICHAEL FAULK
Executive Director, Louisiana Association of
School Superintendents (**LASSA**)



MS. JANET POPE
Executive Director, Louisiana School Boards
Association (**LSBA**)



5

HAZING PREVENTION IN THE NATIONAL K-12 ARENA



6



DR. PATRICK BIDDIX

**ASSOCIATE VICE PROVOST AND EXECUTIVE DIRECTOR OF THE OEP
JIMMY AND ILEEN CHEEK ENDOWED PROFESSOR OF HIGHER EDUCATION
UNIVERSITY OF TENNESSEE, KNOXVILLE**

7

The Hidden Pipeline: How Secondary School Hazing Shapes College Culture



Caleb Wilson Hazing Prevention Task Force

November 3, 2025

Dr. J. Patrick Biddix, University of Tennessee
and Piazza Center Research Fellow

8

Hazing is a power dynamic behavior aimed at screening, fostering bonds, or establishing standing in organizations that risks the health and safety of individuals, causing deliberate or unforeseen physical and/or emotional harm counter to organization purposes.

- Piazza Center, 2024




Scoutcraft Weekend



National Prevalence

- Nearly half (47–48%) of students experience hazing before college
- One in four (25%) of those students were first hazed before age 13*
- Hazing occurs across demographics and activity types**
- Humiliating and dangerous hazing more prevalent among boys
- Most students who are hazed do not recognize it as hazing

– Hazing always escalates (Rae Ann Gruver)



Typical Hazing in Grades 6-12

Type	Common Behaviors	Reported Age/Setting
Humiliating	Public embarrassment, servitude, yelling, degrading tasks	Middle & high school (teams, peer groups)
Dangerous Acts	Physical harm, fights, vandalism, being tied up/exposed	Late middle to high school
Substance Use	Drinking contests, forced use of alcohol or tobacco	Mostly high school athletics & peer groups
Emotional Harm	Threats, exclusion, manipulation of belonging	Across all settings



Risks and Consequences

71% of students who are hazed reported negative consequences

- getting into fights
- being injured
- fighting with parents
- doing poorly in school
- hurting other people
- having difficulty eating, sleeping, or concentrating
- feeling angry, confused, embarrassed or guilty

13

Eight Hazing Prevention Strategies that Work

Individual and Group

1. Leadership Training

- Ethical decision-making
- Group accountability
- Communication
- Self-advocacy

2. Bystander Intervention

3. Peer-led Programs

4. Impactful Speakers

Community or Campus

1. Advisor or Coach Training

- Define and identify hazing
- Set expectations
- Report incidents
- Do not condone

2. Online Education Curriculum

3. Social Norming

4. Amnesty Policy

14



Policy Implications

- Hazing begins early, indicating a need for middle school prevention.
- Educate coaches, parents, and educators, as youth often underrecognize hazing behaviors.
- Integrate anti-bullying and violence prevention frameworks to reduce normalization.
- Both knowledge and skill-building approaches are critical.
- Program delivery is effective in groups (4-H, Scouts BSA).

15



Key Takeaways

- Hazing begins early and continues through high school and college.
- Hazing occurs across all demographics.
- Hazing is not limited to any single group or activity.
- Hazing harms children emotionally and physically.
- Hazing in high school strongly predicts hazing in college.
- Hazing when adults are present or aware is perceived as approval.

16

UPDATE ON EVIDENTIARY STANDARDS OF STUDENT DISCIPLINARY HEARINGS



17

INSTITUTIONAL/SYSTEM POLICIES THAT USE “CLEAR AND CONVINCING” FOR HAZING OR FOR SUSPENSION/EXPULSION TIED TO HAZING

Institution or System	Policy Specifics
Cornell University (NY)	Cornell’s hazing page and code state that when an individual student is charged, the hearing panel finds responsibility by a majority vote using the clear and convincing standard of proof (Cornell treats organizations and individuals differently).
Coastal Carolina University (SC)	Coastal Carolina’s Code of Student Conduct (2025–26) explicitly lists Hazing among the misconduct categories that require a clear and convincing evidentiary standard (it notes preponderance is the default except where certain offenses—including hazing—require clear & convincing).
University of Pennsylvania (PA)	Penn’s Center for Community Standards & Accountability indicates the standard of evidence for determination of responsibility in its processes is Clear and Convincing (this is the unit that adjudicates student-conduct matters, which would include hazing allegations).
University of Wisconsin System (WI)	UW system pages state that suspension or expulsion may only be imposed if the proof is clear and convincing (so hazing matters that result in those sanctions are governed by C&C).

18

UPDATE ON STUDENT DISCIPLINARY OUTCOMES



19

Louisiana Community and Technical College System

November 3, 2025



Louisiana's
Community & Technical Colleges

20

Suspension and Expulsion

Policy References:

- 2.003 Campus Safety & Hazing
- 2.004 Student Conduct & Appeal Procedures

This policy outlines the disciplinary process for student misconduct. Key factors influencing suspension vs. expulsion include:

- **Severity of the violation** (e.g., violence, threats, hazing)
- **Prior disciplinary history**
- **Impact on campus safety**
- **Intent and circumstances surrounding the incident**
- **Due process rights and appeal procedures**

Each college has its own student handbook that further defines these thresholds, but this policy provides the foundational framework.

Example: RPCC mandates suspension for one academic year for hazing violations, plus adjudication and possible criminal penalties.

21



Charter Status

- **LCTCS campuses do not have fraternities or sororities**, which means there is no charter-based governance for student organizations. Instead, student organizations are typically **college-recognized clubs** governed by institutional policies (e.g., Policy 2.003 and 2.004).
- If an organization is suspended or disbanded for misconduct, reinstatement is handled internally by the college under **student conduct policies**, not through a national charter process.
- *Example: NTCC explicitly states: "Expulsion is permanent dismissal without the privilege of readmission." Suspended students may apply for readmission and return with full or limited privileges. For organizations, reinstatement is internal—not through national charters—since most are academic/service clubs. Phi Theta Kappa is the only honor society mentioned, but hazing has never occurred historically at NTCC.*



22

Documented Policies and Rubric

Decisions rely on **discretionary judgment** guided by:

- Student Code of Conduct (Policy 2.004)
- Hazing Policy (e.g., RPCC's anti-hazing policy)
- Disciplinary Procedures (investigation, hearing, sanctioning)

Policies outline:

- Definitions of sanctions
- Procedural steps
- Criteria for readmission after suspension

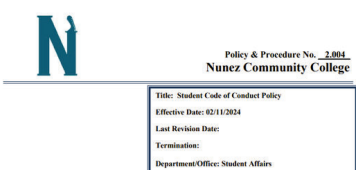
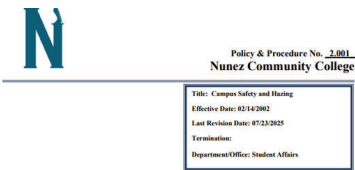


23

Documented Policies and Rubric

Example: Nunez Community College Campus Safety and Hazing Policy (2.001)

Example: Nunez Community College Student Code of Conduct Policy (2.004)



24

LSU System

Caleb Wilson Hazing Prevention Task Force

25

Determining Factors in Chapter Closures



26

Our Philosophy

>4 YEARS

general time of closures, ensuring most members graduate

TAILORED

work with Dean of Students or designee on a detailed return plan, consider mitigating & aggravating factors

SUSTAIN

ensure issues are addressed, structures in place for sustainable & healthy culture

27

Our Definitions

SUSPENSION

the physical separation of a student or RSO from the University for misconduct for a specific period of time

EXPULSION

the permanent separation of a student from the University without the possibility of readmission

28

Chapter Returns

We strongly encourage:

- New advisors
- Present and qualified advisor
- Live-in chapter consultant for 1 year for 'housed chapters'
- Trained advisory team to support and provide consistent guidance and accountability

New chapter designation is a possibility

29

Current Rubric in the Code of Conduct 10.2M Hazing

	1 st Violation	2 nd Violation	3 rd Violation
Hazing (See Code for complete definition)	Suspension (1-2 years) *minimum of 1 semester; Upon Return: Disciplinary Probation WITH Restriction (2 semesters)		
Participation in or involvement in planning	Upon return: Psychological evaluation to be readmitted (if applicable)	Expulsion	N/A

2025-26 cases may include mitigating or aggravating factors that will necessitate appropriate deviation from the outcomes guide**

30

Questions?

31

**HAZING
SUSPENSIONS
VS. EXPULSIONS**



32

HAZING DISCIPLINARY PROCEDURES OVERVIEW

FACTORS INFLUENCING SUSPENSION VS. EXPULSION

- Sanctions are determined by the University hearing panel.
- Key considerations include:
 - Nature and actions of the organization's members.
 - Severity of harm or injury to victims.
 - Any prior misconduct or violations by the individuals or organization.

CHARTER STATUS FOLLOWING DISCIPLINARY ACTION

- Applies only to **Greek-letter organizations**.
- Suspension: Charter remains intact; reinstatement occurs after specified period.
- Expulsion: Permanent termination and loss of charter. The organization is permanently prohibited from campus presence and is ineligible to apply for reinstatement.

33

POLICY AND DOCUMENTATION FRAMEWORK

POLICIES AND RUBRICS

- Southern University System is drafting proposed updates to its Non-Academic Disciplinary Proceedings Policy.
- Updates will define:
 - Specific sanction ranges (suspension, expulsion, probation).
 - Definitions of sanctions
 - Guidance for consideration of determining sanctions

NEXT STEPS

- Revise policy to include updates listed above.
- Submit to the Board of Supervisors for consideration.

34

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S Y S T E M

November 3, 2025

35

Suspension vs. Expulsion

Decisions are made based on two main factors:

- **Magnitude of the Alleged Offense**

- Severity of the hazing misconduct (e.g., physical harm, coercion, high-risk behaviors)
- Degree of intent, planning, or organizational involvement
- Whether behavior violated law(s) and/or university policies

- **Conduct History**

- Does the alleged offender/organization have a previous conduct record?
- How lengthy is the previous record?
- How egregious were those offenses?

36

Charter Status & Documented Process

Charter Revocations

- Primarily national organization action
- Universities play a key role in reinstatement oversight

Returning to Campus After Expulsion & Decision-Making Process

- Serve full term of expulsion
- Submit a written request for reinstatement
- Appear before the appropriate board
- Provide supporting documentation
- Senior level administrator reviews request
- Decision is made and governing body issues a formal decision

37

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LOUISIANA
SYSTEM

38

DISCUSSION OF EMERGING LEGISLATIVE RECOMMENDATIONS



39

EMERGING LEGISLATIVE RECOMMENDATIONS

01 **CHANGE OF EVIDENTIARY
STANDARD**

02 **ANNUAL TRAINING, EVERY
YEAR, FOR EVERY STUDENT**

03 **STANDARD ANNUAL
TRAINING FOR ADVISORS**

04 **STANDARD ANNUAL TRAINING
FOR FACULTY & STAFF**

05 **STREAMLINING REPORTING
TO REDUCE DUPLICATION**

06 **ADOPTION OF AMNESTY
POLICIES**

07 **ONGOING FUNDING**

08 **PENALTIES FOR
NONCOMPLIANCE**

09 **ANNUAL REPORTING TO
LEGISLATURE**

40

PUBLIC COMMENT



41

NEXT STEPS



42

FINAL REPORT DUE



- **JANUARY 31, 2026**
DUE TO THE FOLLOWING COMMITTEES:
 - HOUSE COMMITTEE ON EDUCATION
 - SENATE EDUCATION COMMITTEE
 - HOUSE COMMITTEE ON THE ADMINISTRATION OF CRIMINAL JUSTICE
 - HOUSE COMMITTEE ON CIVIL LAW AND PROCEDURE

43

TENTATIVE MEETING DATE



- **THURSDAY, JANUARY 8, 2026**
10AM - 12:00PM
HOUSE COMMITTEE ROOM 5
LOUISIANA STATE CAPITOL

44

ADJOURNMENT

