

Anti-Hazing of the 21st Century

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Abstract

Search engines are very important tool today, most of people depend on it to achieve the information they need it. The main issue of search engine is ranking algorithms because it provides top relevant web pages related to the search operation. In this paper will describe the Page ranking algorithm, as an important part of information retrieval and we modified pagerank algorithm we called our proposed algorithm smart clustering pagerank (SCPR) after that we made hybrid between our proposed algorithm SCPR and BM25 algorithm. Also we compared between them according to time response, efficiency, effectiveness, importance and limitation, the evaluation results show that the our proposed method had better effectiveness and reduced computational time.

Keywords: Page Ranking, Effectiveness, K-means Clustering, Closeness Centrality, Eigenvector Centrality

1. Anti-Hazing

According to Allan et al. (2018), higher education policy is an established set of principles, laws, and rules that guide how institutions are structured, financed, and operated [1]. There are also goals for higher education institutions and how to attain them. The goals of the higher education policies include equity. This is defined as all students having access to a quality education, no matter their background. Another goal is affordability, ensuring all students and their families can afford college. Student success is another goal: helping students graduate and adjust to the workforce adequately. Accountability is a vital goal that means keeping education providers accountable for their services to students. Another goal of higher education policy is to protect all students, ensure safety, and create safe spaces on campus. Various stakeholders and steps exist in designing higher education policies' purposes, goals, and committees.

Based on the research of Wilson et al. (2024), many factors influence higher education policy [2]. Society and culture are factors that influence higher education policy. The goals of the policy are to change society and culture. The government is a vital influence on higher education policy. Education policy can be established at the federal, state, and local levels. Research has changed educational policy over time. The research is influential because it assists in selecting the best measures and methods to enhance the corroborating evidence for policy outcomes. Some examples of higher education policy include improving access and affordability for students and ensuring that colleges offer an

opportunity for financial stability. Also, the policies are intended to improve student loan repayment and keep education providers accountable for their services to students. The safety of students on campus should be a significant concern for policy. The deaths and severe injuries of students on campus caused by hazing influence stakeholders such as the government, students, administration, etc., to address the pressing issue with federal law [3].

The expansion of the federal government into higher education increased with the signing of the Higher Education Act (HEA) of 1965 by former President Lyndon B. Johnson. The HEA helped oversee federal financial assistance to students, especially those from lower and middle-class families. Overall, the HEA was intended to expand the federal government's role in higher education policy. Education policy in higher education is vital for designing the accessibility, quality, and overall structure of postsecondary education. This impacts student factors such as affordability, program offerings, admissions standards, and faculty qualifications. The ultimate goal is to consider who can access higher education and the skills gained to contribute to the workforce and society. This plays a vital role in ensuring equitable ways to provide quality learning opportunities for all students while analyzing changing societal needs [4].

Honu (2018) described that the key stakeholders involved in the governance of higher education include students, faculty, staff, administrators, and government officials. Internal stakeholders include students, faculty, staff, administrators, alums, and

donors [5]. External stakeholders include government officials, accrediting agencies, employers, taxpayers, non-governmental organizations, community groups, industry, and professions. A shared governance model in higher education encompasses the engagement of many stakeholders in the decision-making process. Stakeholder participation is a vital principle in higher education governance. This outcome helps with the diverse perspectives that must be considered in decision-making.

With the many deaths and events of hazing from campus activities, clubs, and organizations. The students, faculty, administrators, and government had to intervene to stop the violence [6].

There is a grave issue on college and university campuses with hazing. Hazing is a uniform tradition of the institution. Campus activities and student life organizations, such as fraternities, sororities, sports teams, and other campus activities, clubs, and activities, have commonly been linked with hazing practices and traditions that range from ridicule to life-threatening activities. The aftermath of these situations results in critical injuries and even deaths. More than 200 university hazing deaths have occurred since 1838, and since 2000, there have been an estimated 50 hazing-related deaths. There is an estimation that more than half of the students in colleges and universities are involved in clubs, sports teams, and organizations that have experienced hazing. A significant number of hazing situations and deaths involve alcohol consumption. Hazing does not build community; it is about power and control.

2. The Purpose and Audience

Some individuals do not understand the definition of hazing and what it looks like. Hakkola et al. (2019) explained that hazing is defined as any action taken or any circumstance developed intentionally that allows provision of embarrassment, harassment, or ridicule and risks emotional and/or physical harm to members of a group or team, whether new or not, regardless of the person's eagerness to engage [7]. There are other definitions of hazing, but they are similar. Power distribution among those in a group, gang, club, company, class, clique, faction, party, or organization, and those who want to join a group, gang, club, company, class, clique, faction, party, or organization. Another definition is the deliberate commencement of encompassed rites, practices, or traditions. Everyone is held accountable for their involvement regardless of their eagerness to engage in the activities, rites, practices, or traditions [8].

Based on the research of Allan et al. (2018) and Allan et al. (2020), there should be an understanding of some examples of hazing needed to recognize and solve the issue. Forcing or pressuring recruits or participants to demonstrate how much they want to join the group, gang, club, company, class, clique, faction, party, or organization. The coercion or pressure of imposing someone to drink alcohol to engage in activities, practices, rites, or traditions to gain membership in a group, gang, club, company, class, clique, faction, party, or organization. Also, coercion or pressure to persuade someone to eat spicy foods or other substances to gain

membership in a group, gang, club, company, class, clique, faction, party, or organization. Those in control of the new participants or recruits influence or pressure them to undergo complex trials, such as staying awake, menial tasks, physical labor, etc., to gain membership—the ridicule or separation of recruits or participants. Beatings, whippings, paddings, or other forms of physical activity upon recruits or participants are also considered hazing. The tradition or practices of forcing or pressuring recruits or participants to commit to what existing members did not have to do. Enabling illegal activities such as vandalizing, raiding, shoplifting, or stealing local items as part of a scavenger or treasure hunt to gain membership to a group, gang, club, company, class, clique, faction, party, or organization is considered hazing. Knowing the details of hazing helps understand the purpose of developing solutions to prevent anti-hazing initiatives, strategies, policies, and laws (Allan et al., 2018; Allan et al., 2020).

Marchell et al. (2022) suggested that there needs to be more accountability for monitoring these fraternities, sororities, sports teams, bands, student activities, clubs, and organizations [9]. A task force specifically created to monitor fraternities, sororities, sports teams, bands, student activities, clubs and organizations, campus events, and school services. The task force can jointly operate with the Greek, sports, student life, and residential housing offices. The task force will be named Guardians. For the task force, the motto is “I am you, and you are me, out of many but one people.” Issues that the Guardians will cover are accountability, responsibility, sisterhood/ brotherhood, careers, and what it means to be a Greek/ Hazing, campus-wide clean-up, workshops on manhood/ womanhood, religion, politics, sex, dating, marriage, drugs, alcohol, family, fatherless, motherless, identity, self-awareness, and campus life.

The mission statement of Guardians: People of character, honor, justice, and valor. The campus morale is down. It is not the same campus. It is not safe, nor is there a community. The student activities and organizations have fallen short of meeting the standards of satisfaction with campus life. People are not following the golden rule: Do unto others as you want them to do unto you. People do not know how to treat each other anymore. It is a very selfish world in which we live. We have murders and shootings on campus. The environment is the mirror of the people in that neighborhood. Change the people, and the environment will change accordingly [10].

The oath students will take when Guardians are helping fraternities, sororities, sports teams, bands, student activities, clubs, and organizations is: As a student of the college and university, I understand that I am a member of an extraordinary consortium of Colleges and Universities (Machado-Taylor & Matias, 2022; Sasso et al., 2024).

The oath statement will read as: To promote unity, I will:

1. Symbolize integrity at all times in my actions and thoughts
2. Encourage collaboration among institutions
3. Exemplify dignity as I represent my respective institution

4. Respect the differences of all individuals, as their differences further enrich our community
5. Do all that I can to lift my brothers and sisters
6. Please contribute to the community and leave it a better place for having been there
7. Do all that I can to eradicate any superficial ideologies that may exist that would cause me to
8. Like past leaders, I must lead by example, promote justice, and promote social change while advocating for those in my community, nation, and world. It begins today with me.
9. Eyes and ears of the people. Brother's and sister's keeper.
10. Guardians can be utilized at different colleges and universities.

The task force will not operate as campus police or law enforcement. The group intends to be a liaison between the offices and staff of Greek, sports, student life, and residential housing and students of fraternities, sororities, sports teams, bands, student activities, clubs, and organizations. The Guardians' mission is to protect all students and their well-being.

Many stakeholders will invest in this group to uphold the anti-hazing law on and off campus (Machado-Taylor & Matias, 2022; Sasso et al., 2024).

The researchers Bawan et al. (2017) explained that the stakeholders involved in an anti-hazing policy usually include students, faculty, staff, administrators, parents/families, alums, law enforcement, student organization leaders, Greek life advisors, campus safety officials, and community members [11]. The internal and external stakeholders are vital in implementing, enforcing, and educating about anti-hazing practices in higher education institutions. Students are directly impacted by hazing, which is significant for reporting incidents, engaging in prevention attempts, and encouraging positive collaboration with each group. Student leaders are accountable for ensuring that students and organizations follow anti-hazing standards and educate members. Alums offer historical details, support prevention efforts, and hold organizations and individuals responsible for hazing incidents.

Greek Life advisors offer provision and assistance to Greek organizations concerning hazing interventions. The staff and faculty are accountable for educating students about hazing, analyzing potential issues, and reporting suspected cases. Campus security observes and tracks campus activities and operations, is the first responder to hazing reports, and organizes with other departments. Law enforcement analyzes and examines possible criminal violations associated with hazing and offers assistance when necessary. Administrators are vital in developing and implementing policy, enforcing anti-hazing rules, and allocating resources for prevention programs. Parents and families are the ones who can advocate for stronger anti-hazing policies. Also, they can educate their children to make wise and safe choices. Each internal and external stakeholder must be on the same page to enforce and protect the students from hazing incidents [12].

3. In-depth Research

One of the policies used to deter anti-hazing in higher education institutions was the Stop Campus Hazing Act, which U. S. Senator Bill Cassidy implemented; it was signed into law by former President Joe Biden in 2024. The Stop Campus Hazing Act was developed based on the death of Louisiana State University student Max Gruver, who died from a hazing fraternity event in September 2017. Congress passed this legislation unanimously, which helped enhance the reporting and prevention of hazing in higher education institutions. The Stop Campus Hazing Act was the first national anti-hazing bill signed into federal law in American history. The Stop Campus Hazing Act was intended to enhance hazing reporting by requiring colleges to include hazing situations in their Annual Security Report. The act aimed to deter hazing by developing campus-wide, research-based education and prevention programs. Also, it aims to support students and their parents in making knowledgeable decisions with concerns about joining an organization on campus by requiring higher education institutions to publish the institution's hazing prevention policies and the organizations that have not adhered to them on their websites [13].

According to StopHazing (n.d.), forty-four states have different variants of the anti-hazing laws in place. Some states have more intrusive laws than others due to a few states not legally taking action on hazing incidents. The anti-hazing laws in some states have developed from the death of students such as Matt Carrington, who was a student at California State University. Matt died from drinking an abundance of water while forced to do pushups in a damp basement [14].

Based on the research of Allan and Madden (2008), a study that consisted of 11,482 post-secondary students on 53 campuses throughout the United States and more than 300 interviews conducted with students and faculty from at least 18 campuses on hazing was conducted [15].

About 55% of the students in the study have experienced hazing and participated in clubs, teams, and organizations. Those who have participated in these clubs, teams, and organizations have experienced alcohol consumption, humiliation, isolation, sleep deprivation, and sexual acts. These are standard hazing practices or traditions that are common in all these student clubs and organizations. HazingInfo.org (n.d.) has reported that after analyzing and examining 467 higher education institutions concerning hazing incidents in nine states of the United States, about 47 % of institutions have not publicized their data which is required by state law. The report indicated that 25 of Georgia's 55 colleges do not have access for viewers to publicly observe the hazing incident reports on their websites [16].

4. Policy Options

One solution to deterring hazing at higher education institutions is developing and implementing anti-hazing policies. Also, educating others about the nature of hazing, its consequences, and how to intervene is important. Furthermore, cultivating power dynamics

in each group, fraternity, sorority, club, or sport creates cooperation and harmony for new and existing members. Developing a mentor system to help new members of groups, fraternities, sororities, clubs, or sports. Lastly, changing the practices and traditions of groups, fraternities, sororities, clubs, or sports creates new ones that cultivate harmony, cooperation, and team building. The benefits of these solutions will deter hazing incidents on and off campus. Also, preventing the deaths of students and allowing safe spaces for students to build unity and protection for each other [17].

5. Recommendations

Develop long-range anti-hazing deterrents and include all students involved in groups, fraternities, sororities, clubs, or sports. Implement policies and actions that are dedicated to supporting anti-hazing efforts, and there will be zero tolerance for hazing. Individuals who engage in such acts will be punished and held accountable. Educate the community on the anti-hazing efforts and include them in the decision-making process, including all students, campus staff, administrators, faculty, alumni, and family members. During first-year student orientations, seminars and tutorials on anti-hazing are held. The anti-hazing efforts should be grounded in research, and evaluations and assessments should be given to measure their efficiency and effectiveness (Allan et al., 2018; Allan et al., 2020; Sasso et al., 2024). These recommendations can potentially increase the reporting of hazing incidents on campus. Also, states and higher education institutions will be pressured to report hazing incidents accurately and make the information public on their websites. Prevent these acts of alcohol consumption, humiliation, isolation, sleep deprivation, and sexual acts being common in groups, fraternities, sororities, clubs, or sports [18].

6. The Policy Brief

There has been a national issue of hazing incidents at higher education institutions (HazingInfo.org, n.d.; StopHazing, n.d.; Pequeño, 2024). A high-profile case of the death of Louisiana State University student Max Gruver, who died from a hazing fraternity event in September 2017 (U. S. Senate Committee on Health, Education, Labor, & Pensions, 2024). Another death was Matt Carrington, who was a student at California State University. Matt died from drinking an abundance of water while forced to do pushups in a damp basement (StopHazing, n.d.). These student deaths prompted the first national anti-hazing bill signed into federal law in American history by Joe Biden in 2024, named the Stop Campus Hazing Act (U. S. Senate Committee on Health, Education, Labor, & Pensions, 2024). Allan and Madden (2008) conducted a study that consisted of 11,482 post-secondary students on 53 campuses throughout the United States, and more than 300 interviews were conducted with students and faculty from at least 18 campuses on hazing. About 55% of the students in the study have experienced hazing and participated in clubs, teams, and organizations. Those who have participated in these clubs, teams, and organizations have experienced alcohol consumption, humiliation, isolation, sleep deprivation, and sexual acts. HazingInfo.org (n.d.) has reported that after analyzing and

examining 467 higher education institutions concerning hazing incidents in nine states of the United States, about 47 % of institutions have not publicized their data, which is required by state law. The report indicated that 25 of Georgia's 55 colleges do not have access for viewers to publicly observe the hazing incident reports on their websites (Pequeño, 2024). Hazing is an issue that needs to be addressed.

A policy to address the issue is developing a mentor system to help new members of groups, fraternities, sororities, clubs, or sports. Also, changing the practices and traditions of groups, fraternities, sororities, clubs, or sports creates new ones that cultivate harmony, cooperation, and team building. The benefits of these solutions will deter hazing incidents on and off campus. Also, preventing the deaths of students and allowing safe spaces for students to build unity and protection for each other (Allan et al., 2018; Allan et al., 2020; Sasso et al., 2024). Some recommendations include implementing policies and actions that support anti-hazing efforts, and there will be zero tolerance for hazing. Individuals who engage in such acts will be punished and held accountable. Educate the community on the anti-hazing efforts and include them in the decision-making process, including all students, campus staff, administrators, faculty, alumni, and family members. During first-year student orientations, seminars and tutorials on anti-hazing are held. The anti-hazing efforts should be grounded in research, and evaluations and assessments should be given to measure their efficiency and effectiveness (Allan et al., 2018; Allan et al., 2020; Sasso et al., 2024). The impact of these policies, interventions, deterrents, and recommendations can potentially increase the reporting of hazing incidents on campus. Also, states and higher education institutions will be pressured to report hazing incidents accurately and make the information public on their websites. Prevent these acts of alcohol consumption, humiliation, isolation, sleep deprivation, and sexual acts being common in groups, fraternities, sororities, clubs, or sports (HazingInfo.org, n.d.; StopHazing, n.d.; Pequeño, 2024).

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