Statewide Educational Plan for Preventing Hazing at Institutions of Higher Education
The Ohio Department of Higher Education would like to thank the following stakeholders for giving of their time and talents to help create this Statewide Educational Plan for Preventing Hazing.

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Acts of hazing have occurred at campuses across the United States for too long, leaving physical, psychological, and emotional scars that seldom heal quickly. Earlier this year, Governor Mike DeWine and the Ohio General Assembly sent a clear and direct message to everyone affiliated with colleges and universities in our state – taking important steps necessary to bring an end to hazing must be an Ohio priority.

In the direct words of our Governor, “Simply put - we cannot tolerate hazing. I believe Collin’s Law will help change the culture surrounding hazing and save lives.”

Senate Bill 126, also referred to as Collin’s Law in honor of Collin Wiant, an 18-year-old man who died in a hazing incident in 2018, tasks me, as Chancellor, with developing a statewide educational plan for preventing hazing at all of our institutions of higher education. In accordance with the legislation, I am pleased to deliver the following statewide plan to prevent hazing at colleges and universities throughout Ohio.

The plan, presented throughout the following pages, was co-designed and developed in consultation with college and university representatives from all sectors of Ohio higher education and staff from Attorney General Dave Yost’s office. This document includes a model anti-hazing policy as well as guidelines for various campus stakeholders – students, faculty, staff, administrators, and organizations – to develop anti-hazing education and training.

The expanded anti-hazing framework and additional anti-hazing policy components also included in this document offer a more comprehensive approach that moves beyond the requirements of the law and provides each campus with options to broaden and enhance their anti-hazing efforts if they desire to do so.

This plan is meant to serve as a tool and a resource for colleges and universities in Ohio to utilize. The time is now for all forms of hazing on all campuses to end. The gravity of this issue demands our full attention, and I look forward to supporting and assisting our colleges and universities as they increase and expand their anti-hazing efforts, making Ohio’s campuses as safe as possible for all.

Randy Gardner
Chancellor
On July 6, 2021, Governor Mike DeWine signed Senate Bill 126 (appendix B), also known as Collin’s Law. Among other things, the legislation requires the following of institutions of higher education, as defined in section 3345.19 of the Revised Code, on the effective date of the law:

1. Amend their definition of hazing to comply with 2903.31(A)
2. Designate a person(s) /office to which hazing should be reported
3. Provide campus wide notice to all faculty, staff, alumnus consultant or volunteer of duty to report hazing to law enforcement
4. Distribute a copy of the institution’s anti-hazing policy to each registered student organization and post on the institution’s publicly accessible website
5. Begin the consultations necessary to develop a new anti-hazing policy
6. Begin the process(es) necessary to establish and provide students with an educational program on hazing, which shall include information regarding hazing awareness, prevention, intervention, and the institution’s anti-hazing policy developed under the law, for the next new student orientation

Additionally, the legislation requires the Chancellor of higher education to develop a statewide educational plan for preventing hazing at institutions of higher education, which should include at a minimum both of the following:

• A model anti-hazing policy
• Guidelines regarding anti-hazing education and training for students enrolled at the institution, administrators, faculty members, and individuals employed by an institution, and organizations recognized by, or operating under the sanction of, an institution
Senate Bill 126 will be most effective if it is implemented in a thoughtful and inclusive way. It would be appropriate for each institution to affirm the anti-hazing policy consistent with its internal procedures including consultation with appropriate constituencies after the effective date of the law. This document includes both the guidelines for anti-hazing education and training and the model anti-hazing policy from the Chancellor of higher education, as required under the law.

This document also includes an expanded anti-hazing framework and additional policy components. The anti-hazing framework and additional policy components are meant to provide a more comprehensive approach to boosting prevention and response efforts. The more comprehensive components are provided for the consideration of each institution and are not required under the law. Each institution will need to determine how, and if, the anti-hazing framework and/or additional policy components are appropriate for their institution, including if the resources exist to implement the additional items.

A glossary of terms has also been provided at the back of this document. It is important for users to note that the definitions provided in this section are not intended to be official definitions. Rather, the glossary has been provided to assist the user in better understanding the working definition for the anti-hazing framework components. Each institution will need to determine its own definitions for the application of its campus policy under the law.
Training & Education
Guidelines
The Ohio Department of Higher Education (ODHE) calls upon institutions of higher education to commit to hazing prevention and education, acknowledging that hazing negatively impacts the health, well-being, safety, and educational attainment of our students and conflicts with the core values of each institution. Therefore, ODHE expects institutions of higher education to commit to the following:

- Implement hazing prevention education and awareness strategies
- Educate community members on intervention strategies
- Hold community members accountable for violations of institutional policy and/or law
- Report violations of institutional policy and/or law on the institution's publicly accessible website

In developing training and education programs for the community, each institution of higher education should be sure to consider how information will be presented and received by all stakeholders. There cannot be a one-size-fits-all approach for the campus community; therefore, approaches and methods for delivering the training and education content should be adjusted for the intended audience. At least one opportunity for students to complete a program including all four (4) components below must be offered at the next new student orientation, and at each new student orientation that follows.
The following guidelines are being provided by the Chancellor of Higher Education for institutions of higher education in developing and implementing their anti-hazing training and education efforts:

**1. Awareness Campaign**

Awareness campaigns raise consciousness among community members and guests as to the common expectations for behavior or shared values upon interacting with the campus environment. When used in conjunction with other prevention strategies, awareness campaigns help establish a shared sense of responsibility to prevent hazing. Therefore, institutions should seek to implement cohesive strategies around messaging to promote positive social norms and behaviors. Links to resources can be found in Appendix A.

**Guideline:** Each institution of higher education in Ohio shall seek to raise awareness through an awareness campaign. The awareness campaign should seek to reach all stakeholders, as defined under the law and through the institution, to re-enforce the institution’s commitment to prevent hazing. Specifically, the law requires the following individuals to receive information about hazing awareness: students and employees and volunteers that advise or coach an organization recognized by or operating under the sanction of an institution and who have direct contact with students. The awareness campaign shall be provided in multiple formats and be prevalent throughout the academic year.

**2. Prevention**

The goal of prevention efforts should be to stop hazing before it takes place. Therefore, each institution has a responsibility to provide students, employees, and volunteers advising or coaching an organization with the tools to implement healthy membership experiences. Coordinating prevention efforts with the awareness campaign theme helps to provide a seamless connection between strategies and allows for content to be provided in multiple formats. It is strongly encouraged that prevention efforts be coordinated with multiple offices and departments across campus to ensure the strategies developed are representative of the group(s) they are intended to reach. The use of national anti-hazing resources may be helpful to institutions as they develop their prevention strategies for specific groups or organizations. Links to resources can be found in Appendix A.

**Guideline:** Each institution of higher education in Ohio shall develop and implement education programs rooted in prevention strategies. Prevention training must be provided to students and employees and volunteers that advise or coach an organization recognized by or operating under the sanction of an institution and who have direct contact with students. Training and education programs should be informed by the institution’s definitions for hazing under the law and include information on what hazing is, factors that allow hazing behaviors and activities to become normalized within a group, and how to work towards establishing a positive membership experience.
Model Policy

The implementation of an anti-hazing policy, that complies with Ohio law, is required of all institutions. All institutions of higher education are encouraged to consider the comprehensive model policy components to ensure that the institution has drafted an anti-hazing policy that is a best fit for their community. Each institution should identify the best way to inform the various stakeholders of their obligations and rights under the policy. The Statewide Model Policy can be found on Page 7.

Guideline: Each institution of higher education in Ohio shall develop and implement an anti-hazing policy consistent with the required components under the law. Each institution of higher education shall provide a copy of the policy to each organization and post it on their publicly accessible website. A copy of the institution’s anti-hazing policy must be provided to the following: students, student organizations, and employees and volunteers that advise or coach an organization recognized by or operating under the sanction of an institution and who have direct contact with students. The policy must also be posted on the institution’s publicly accessible website.

Intervention

Intervention efforts should build upon the prevention training and education provided. Understanding what hazing is, according to institutional policy, as well as identifying how an individual can stop potentially harmful behaviors and/or actions before they occur is an important step towards preventing hazing. Bystander intervention training, as an example, is one strategy to build skills needed to take action. Intervention strategies cannot replace prevention strategies as prevention efforts seek to unroot cultural norms that may support hazing behaviors and activities. However, when intervention strategies are used in combination with prevention strategies groups are empowered both to reduce harm and prevent future actions from taking place. Links to resources can be found in Appendix A.

Guideline: Each institution of higher education in Ohio shall provide access to trainings which seek to build skills and confidence to help students understand how and when to intervene when they see problematic behaviors or activities. Intervention strategies should be effectively adapted for the intended audience and should also inform all participants as to their responsibilities for reporting as well as the potential consequences both institutionally and criminally for failing to intervene and/or report as appropriate. Training and education on intervention strategies must be provided to students.
Model Anti-Hazing Policy
Model Anti-Hazing Policy

Required Model Policy Components

The policy components included below are required of all institutions of higher education in Ohio per Senate Bill 126, also known as Collin’s Law. Institutions should verify that these components are covered in their anti-hazing policy.

1. Public affirmative statement that hazing is prohibited.
2. A hazing policy that prohibits all students and student organizations recognized by the institution from engaging in hazing as defined by 2903.31.
3. Provision stating the policy applies to hazing that takes place between two or more people who are affiliated with the institution regardless if it occurs on or off campus.
   » Including how the policy will be distributed to the campus community and shared via its publicly accessible web site.
4. Potential sanctions for violations of the policy.
5. Description regarding how the policy will be enforced.
6. Operational definition of hazing that is compliant with 2903.31
7. Clear statement to the entire campus community and volunteers on where and how to report hazing, including anonymous reporting options if offered.
8. Requirement that all employees and volunteers of any student organization, who are acting in an official and professional capacity, not recklessly permit hazing from taking place and shall immediately report incidents of hazing to law enforcement. Note: This provision is not required of the institution to include in its policy; however, the law does require individuals to comply with 2903.311B & 2903.31C2. Sample policy language has been provided in the model policy for consideration.

9. Reference to the duty of the institution to create a report that captures reported incidents at least five years prior to the effective date of the law, the dates when an updated report will be posted (August 1 & January 1), and where to find the report. Note: This provision is not required of the institution to include in its policy; however, the law does require the institution to implement the practice. Sample policy language has been provided in the model policy document for consideration.

10. How the campus will provide training and education and the consequences for an individual who does not attend the training provided. Note: This provision is not required of the institution to include in its policy; however, the law does require the institution to implement the practice. Sample policy language has been provided in the model policy document for consideration.
Sample Policy Language

The sample policy language in this section has been provided for consideration by each institution of higher education in drafting its required model policy components. The language below has been provided by campuses from across the United States, including Ohio. As a result, the language provided does not fully comply with the requirements in Senate Bill 126; it has been provided to give institutions of higher education in Ohio a starting place from which to work when drafting their own policy language. It is strongly recommended that each institution of higher education in Ohio consult with its legal counsel when drafting and finalizing the institution’s policy language to ensure it is compliant with Senate Bill 126.

1. **Public affirmative statement that hazing is prohibited.**

   **Example 1**
   
   The Administrative Regulation establishes the University’s hazing prevention policy. As part of its commitment to promoting a safe and healthy campus environment for the University community and cultivating a culture that fosters respect for the dignity and rights of all its members, the University does not tolerate hazing activities by any members of the University community.

   **Example 2**
   
   <INSERT CAMPUS NAME> prohibits hazing as defined in this policy. The university will investigate and respond to all reports of hazing as outlined in this policy.

   **Example 3**
   
   Hazing will not be tolerated at the <INSERT CAMPUS NAME>.
   
   (a) University student groups (e.g. registered student organizations, intramural, club and varsity athletic teams, and other recognized student groups) and individual students are prohibited from hazing.
   
   (b) Hazing is prohibited in any form both on campus and off campus.

   (more examples on next page)
<INSERT CAMPUS NAME> prohibits students and recognized student organizations, fraternities and sororities, varsity athletic teams and all other student groups from engaging in hazing. For the purposes of this policy, the University defines hazing consistent with Pennsylvania’s Timothy J. Piazza Antihazing Law (Act 80 of 2018).

| Example 4 | <INSERT CAMPUS NAME> prohibits students and recognized student organizations, fraternities and sororities, varsity athletic teams and all other student groups from engaging in hazing. For the purposes of this policy, the University defines hazing consistent with Pennsylvania’s Timothy J. Piazza Antihazing Law (Act 80 of 2018). |

2. **A hazing policy that prohibits all students and student organizations recognized by the institution from engaging in hazing as defined by 2903.31.**

| Example 1 | The university holds students accountable for their behavior both on and off-campus and addresses behavior that is a violation of the “Student Code of Conduct.” This policy applies to student organizations, groups and individuals and is effective from matriculation to commencement, including breaks in the academic year. |

| Example 2 | This policy applies to <INSERT CAMPUS NAME> students, student organizations, student groups, and employees. This Policy also applies to volunteers acting in an official capacity that advise or coach student organizations and/or student groups and who have direct contact with students.  

<INSERT CAMPUS NAME> has jurisdiction under this Policy whether the conduct occurs on or off campus. |

| Example 3 | This regulation applies to all members of the University community, including faculty, staff, students, volunteers, organizations, and groups, as well as visitors and other licensees and invitees. |
Provision stating the policy applies to hazing that takes place between two or more people who are affiliated with the institution regardless if it occurs on or off campus or at a non-sanctioned event. Including how the policy will be distributed to the campus community and shared via its publicly accessible web site.

| Example 1 | This regulation applies to behavior that occurs on or off University premises. This regulation applies to off-campus facilities of Registered Student Organizations, at University-sponsored or approved activities, and at non-University activities. This regulation applies to all University locations, including where the University is extended to distance education, such as study abroad, service trips, experiential learning opportunities, and athletic, club sport, and other group travel. This regulation may also be applied to behavior conducted online, via e-mail or through electronic media, in cases where the behavior is not protected by freedom of expression. The University does not regularly search for online information but may take action if such information is brought to the attention of University officials. |
| Example 2 | This Anti-Hazing Policy applies to conduct that occurs on or off-campus, between two or more people who are affiliated with the College, or any student or other organization associated with the College. |

Potential sanctions for violations of the policy.

| Example 1 | Hazing is a serious offense of the <INSERT CAMPUS NAME> “Student Code of Conduct” and, therefore, is subject to the full range of sanctions (reprimand, disciplinary probation, suspension, and expulsion). In addition, other educational activities may be required as conditions of the sanction. An individual, organization, or group may be subject to other outcomes in accordance with the applicable outside constituents or group in which the student is involved, or their governing bodies. The university has the right to take action regardless of the actions of the governing body. |

(more examples on next page)
(1) Violations of this Policy by students and/or student organizations defined in Sections (C)(3) and (4) will be sanctioned in accordance with the Code of Student Conduct.

(2) Violations of this Policy by student groups defined in Section (C)(5) will be sanctioned by the Hazing Prevention Coordinator in consultation with the divisional leader who has oversight for the group and the Dean of Students. The Hazing Prevention Coordinator may convene a formal hearing panel to recommend sanctions.

(3) Expulsion or Degree Revocation will be the minimum conduct sanction assigned to any student organization or student for any violation of this Policy that causes death, serious physical harm, or substantial risk of serious physical harm. This includes coerced consumption of alcohol or drugs of abuse that causes death, serious physical harm, or substantial risk of serious physical harm.

(4) Violations of this Policy are subject to referral to appropriate law enforcement or University services, as well as to regional and inter/national affiliated offices of student organizations, for action and prosecution.

(5) Violations of this Policy by employees may result in corrective action or discipline (including termination) in accordance with applicable University policies and procedures and/or collective bargaining agreements.

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(a) Sanctions for violations of this regulation shall be administered by the Dean of Students.

(b) Student groups subject to University jurisdiction and individual students found responsible for violations of this regulation shall be sanctioned in accordance with the Student Code of Conduct. For student groups, sanctions include, but are not limited to, revocation of registration or denial of application for registration, loss of University privileges such as the ability to formally meet on campus and to use campus facilities, or to represent the University and, in the case of fraternities and sororities, the right to be recognized or operate at the University.

(c) Sanctions imposed by the University for violations of this regulation may be in addition to any penalty imposed for violation of the criminal laws of the State of Ohio and for violation of any other University regulations or policies.

(d) For groups that are formally associated with the University (i.e. varsity athletics teams, University bands, or any other groups supported by the University that are not required to register as a student organizations), sanctioning for violations of this policy shall be determined by the Vice President of administrative unit that sponsors/supports the group in consultation with the Dean of Students/designee.
Description regarding how the policy will be enforced.

Procedures for Institutional Response:

(1) <INSERT CAMPUS NAME> will always notify the appropriate law enforcement agency or agencies when a report of hazing is received and document that the notification was made.

(2) The University will determine if interim measures are needed to protect the safety and/or well-being of others.

(3) The Hazing Prevention Coordinator, or designee, will launch an immediate investigation into all reports of hazing involving students, student groups, and student organizations. During the course of the investigation, students, student groups, and student organizations may request to enter information into the record and may recommend specific witnesses to the investigator(s). Ultimately, the investigator(s) will determine the relevance of the information or witnesses. In completing the investigation, the investigators may:

   (a) Make contact (if possible) with the individual(s) who submitted the initial information.
   (b) Make contact with the individual(s) alleged to have violated this Policy. If the conduct involved a student organization or student group, the investigator(s) will contact the presiding student leader and advisor of the entity under investigation.
   (c) Interview any individuals with relevant information.
   (d) Request relevant information from members of the student group or student organization (e.g. text messages, screenshots, pictures, videos).
   (e) Require members of the student group or student organization, or a select group of members, to meet with staff and may restrict communication between the student group or student organization members during an interview.
   (f) Request students to undergo a physical examination at the <INSERT HEALTH CENTER NAME HERE> or by another appropriate medical professional to share a summary of the relevant results of the examination (e.g. findings of physical abuse, Blood Alcohol Content, drug usage). The summary will be considered an educational record under the Family Educational Rights and Privacy Act.

(4) Students must appear at required conduct meetings. Students are not compelled to answer questions or provide information. If a student fails to participate in the conduct process, the University may proceed to resolve the matter. No adverse inference may be drawn against a student who does not participate in the conduct process.

(5) Students participating in an investigation process are expected to do so in an active, cooperative, and truthful manner. Falsifying, distorting, intentionally omitting, or misrepresenting information is a violation of the Code of Student Conduct. The University will make every effort to complete the initial investigation within a period of thirty (30) days, barring extenuating circumstances. If the circumstances require more than thirty (30) days, the University will notify the student group or student organization representative(s) of the delay, including the reason(s) for the delay and the anticipated timeline for completing the investigation.”

(more examples on next page)
The Office of Student Affairs and Services shall coordinate the investigation of all hazing allegations. When appropriate, other college offices may handle certain aspects of the college response (e.g., Human Resources, <INSERT CAMPUS NAME> Police Dept.).

Additionally, the Office of Student Affairs and Services will assess the need for interim measures (e.g., suspension of current group activities). Every effort will be taken to complete the investigation in a timely manner. The hazing allegation will be investigated and resolved in keeping with the Student Code of Conduct process. At the point when a formal conduct charge is made against an organization, the national or oversight organization, if any, shall be notified. Criminal investigations resulting from a report to law enforcement will be handled by the appropriate law enforcement agency.

<INSERT CAMPUS NAME> may charge an individual or a group with a violation of this Hazing Policy via the Student Code of Conduct and/or other college rules, regulations or policies.

Sanctions applied to organizations and/or individuals will be imposed in accordance with the severity of the violation and will be determined by the Office of Student Affairs and Services.
Procedures for Implementation by Student Affairs:

(a) Allegations of Hazing - Any person having knowledge of any activity or conduct which may constitute hazing should contact the Dean of Students Office or the University Police Department.

(b) Self-Reporting of Incidents - Student organization/team members and officers/captains should immediately report any hazing incidents that occur within their organization to the Dean of Students Office, providing a detailed description of the events that have transpired, the names of any individuals involved, and a description of any actions taken by the organization. Upon receiving the report, the Dean of Students Office will investigate as described in this regulation and the organization president and advisor/coach will be notified. The investigation and adjudication will proceed related to the regulation violations by the individual(s) implicated in the report, unless evidence discovered in the investigation proves the incident to have been sanctioned by the organization. If the incident appears to have been sanctioned by the organization, a follow-up investigation into the organization’s role may be undertaken. If the student organization is affiliated with a national organization, the national headquarters may be contacted depending on the severity of the incident, the organization’s involvement in the incident, and the organization’s cooperation in the investigation.

(c) Investigation of Allegations and Charges - Upon receiving a report of alleged hazing, the Dean of Students Office will assign the case to an independent investigator. As part of the investigation, the University will:

(1) Make contact (if possible) with the individual(s) bringing forward the allegations of hazing;
(2) Make contact with the individual(s) alleged to have perpetrated the hazing. If the conduct is organizational in nature, the investigator will contact the advisor and president of the organization under investigation;
(3) Conduct interviews with all parties, including victims, the accused student(s) and any witnesses. The investigator may, at his/her discretion, recommend interim action (as described in the Student Code of Conduct) to the Dean of Students at any point during the investigation;

(d) The investigator may, at his or her discretion, require students, or a select group of students (i.e. all new members of an organization) to participate in an investigatory meeting at a pre-determined time and location and may exercise discretion regarding the communication of students during the investigation process.

(e) The investigator may, at his or her discretion, require students to undergo a physical examination by a campus health center staff member, particularly when allegations of physical abuse are part of a hazing investigation. The results of these physical examinations will be protected by application health privacy laws, but a summary of any physical signs of hazing (i.e. bruises, burns, etc.) will be provided to the investigator by the medical professional conducting the examinations.

(f) The investigator will provide a written investigative report to the Dean of Students Office. Upon receipt of this report, the Dean of Students (or designee) will determine if charges are warranted. If charges are warranted, the Dean of Students Office will charge the individual student(s), the involved student group(s), and /or the President or other responsible officers of the involved student group(s) or any other complicit bystanders in accordance with the Student Code of Conduct.

(g) Adjudication - Adjudication shall be conducted pursuant to the Student Code of Conduct (or other specific language in University policy related to organizational misconduct, if applicable).
Operational definition of hazing that is compliant with O.R.C. 2903.31

Example 1

Hazing means doing any of the following, or pressuring, causing, forcing, soliciting, or coercing any person to do any of the following for the purpose of initiative, admitting, or affiliating an individual into or with a student group or student organization; continuing or enhancing an individual’s membership or status in a student group or student organization; or perpetuating or furthering a tradition or ritual of a student group or student organization:

(a) Engage in any conduct prohibited by federal and/or state and/or municipal criminal law, regardless of whether an arrest is made, or criminal charges are brought;

(b) Take into their body any food, liquid (including alcohol), drug, or other substance that subjects the person to a substantial risk of mental or physical harm; and/or;

(c) Cause or create a substantial risk of causing mental or physical harm to another and/or engage in any act or omission that contributes to the death of another.

Example 2

Intentionally, knowingly, or recklessly, for the purposes of initiating, admitting or affiliating a student into or with an organization, or for the purpose of continuing or enhancing a student’s membership or status in an organization, causing, coercing or forcing a student to do any of the following, regardless of whether such conduct occurs on or off campus:

• Violate Federal or State criminal law.
• Consume any food, liquid, alcoholic liquid, drug or other substance which subjects the student to a risk of emotional or physical harm.
• Endure brutality of a physical nature, including whipping, beating, branding, calisthenics or exposure to the elements.
• Endure brutality of a mental nature, including actively adversely affecting the mental health or dignity of the individual, sleep deprivation, exclusion from social contact or conduct that could result in extreme embarrassment.
• Endure brutality of a sexual nature.
• Endure any other activity that creates a reasonable likelihood of bodily injury to the student.

It shall not be a defense to a charge of hazing that the student consented to the conduct in question.

(more examples on next page)
Hazing [Effective as of Oct. 7, 2021]: As set forth in Ohio Revised Code section 2903.31, as amended, “hazing” means doing any act or coercing another, including the victim, to do any act of initiation into any student or other organization or any act to continue or reinstate membership in or affiliation with any student or other organization that causes or creates a substantial risk of causing mental or physical harm to any person, including coercing another to consume alcohol or a drug of abuse, as defined in section 3719.011 of the Revised Code.

Clear statement to the entire campus community and volunteers on where and how to report hazing, including anonymous reporting options if offered.

Reporting an Incident: Campus safety is our top priority and we take all reports of misconduct seriously to protect everyone’s health and well-being. <INSERT CAMPUS NAME> depends on community members to identify and report behaviors of concern so that the College can provide distressed students and employees with appropriate support services and resources. We are all responsible for campus safety. If you see any concerning behavior or suspicious behavior report it at <INSERT REPORTING LINK HERE>

<INSERT CAMPUS NAME> is committed to reviewing all reports of hazing. Anonymous reports are accepted; however, the college’s ability to obtain additional information may be compromised and the ability to investigate anonymous reports may be limited.
A. Individuals and/or Student Organizations should report instances of hazing through the Hazing Incident Report Form. Reports will be routed to the Dean of Students Office and/or the Office of Student Conduct and sent to the appropriate University Official for review (see section IV.F.)

B. Making an intentionally false accusation of hazing is prohibited and subject to corrective or restorative action as enumerated in the Code of Student Conduct or other University policies.

C. If a member of the University community is aware of immediate physical danger to a student or others, they must contact University police at <insert phone number here> or dial 911.

D. Any questions concerning the interpretation or application of this policy should be referred to the appropriate University Official.

Example 2

Individuals may report hazing by contacting any of the following:
- Dean of Students office <insert phone number and email address here>
- Public Safety <insert phone number here>
- Anonymous reports of hazing can be submitted online (insert hyperlink here).
- In the event of an emergency, please contact Public Safety at <insert phone number here>.

Identifying Acts of Hazing:
- Key indicators: the activity is degrading and/or demeaning, there is risk of injury or question of safety, alcohol or drugs are present, cryptic language is used to describe an event, activity, or interaction, active members are unwilling to participate in the same activity with new members, active and new members are unwilling to discuss the activity with advisers, coaches, family members, headquarters or prospective members, members justifying actions as “‘tradition’” in an attempt to convince others that it is an acceptable event, changes in behavior such as oversleeping, constant exhaustion or an inability to focus, a drop in GPA.
Requirement that all employees and volunteers of any student organization, who are acting in an official and professional capacity, not recklessly permit hazing from taking place and shall immediately report incidents of hazing to law enforcement.

**Note:** This provision is not required of the institution to include in its policy; however, the law does require individuals to comply with 2903.311B & 2903.31C2. Sample policy language has been provided in the model policy for consideration.

| Example 1 | A “mandatory reporter” must immediately report knowledge of hazing as defined in Section (C) of this Policy to the University through any of the five reporting options outline in Section (F) of this Policy. A mandatory reporter who fails to make a timely report may be subject to appropriate discipline. Each of the following is considered a “mandatory reporter”:

1. Any full or part-time employee of the University (including student employees and graduate assistants), or
2. Any volunteer acting in an official capacity who advises or coaches student organizations and/or student groups and who have direct contact with students.
3. Employees who are required by law to protect confidentiality are exempt from this requirement.

**Note:** Reports made pursuant to this Policy do not supersede or replace other reporting obligations.

| Example 2 | Immediately upon learning of potential hazing, any employee with a duty to report violations of this policy who received a complaint of hazing or who observes or learns of conduct that is reasonably believed to be in violation of this policy is required to report the alleged conduct to <INSERT OFFICE/PERSON HERE>.

Employees with a duty to report violations of this policy include faculty, administrators, coaches, and staff. Graduate assistants and student employees have a duty to report violations of this policy of which they become aware in the course of their duties when these duties include responsibility for the safety and wellbeing of other members of the campus community or if they have supervisory, evaluative, grading, or advisory responsibility over other members of the campus community.

In addition to the duty to report hazing to <INSERT OFFICE/PERSON HERE> as identified in the prior paragraph, in some circumstances there is also a duty to report allegations of criminal conduct to law enforcement.
Reference to the duty of the institution to create a report that captures reported incidents at least five years prior to the effective date of the law, the dates when an updated report will be posted (August 1 and January 1), and where to find the report.

Note: This provision is not required of the institution to include in its policy; however, the law does require the institution to implement the practice. Sample policy language has been provided in the model policy document for consideration.

| Example 1 | The Hazing Prevention Coordinator will create and maintain a website that provides information concerning any report of hazing misconduct by student organizations and student groups for the current academic year as well as for the previous five (5) academic years. This website will include a brief description of the alleged misconduct, the outcome/finding concerning the alleged misconduct, and any corrective action or discipline taken. |
| Example 2 | The College will maintain a report of all violations of this Policy that are reported to the College and which result in a charge of violation of this Policy. The College will update the report bi-annually on January 1 and August 1 of each year and will post the updated report on the College’s website. |
How the campus will provide training and education and the consequences for an individual who does not attend the training provided.

*Note: This provision is not required of the institution to include in its policy; however, the law does require the institution to implement the practice. Sample policy language has been provided in the model policy document for consideration.*

| Example 1 | All students seeking membership in a registered student organization or student group at <INSERT CAMPUS NAME> must complete the anti-hazing training provided by the University. Failure to complete the training will result in the student being denied the ability to join any recognized student organization or group. If a student is unsure if they have completed the required program they should contact <INSERT NAME & CONTACT INFO HERE> to verify their eligibility to join a student organization or group. |
| Example 2 | <INSERT CAMPUS NAME> shall provide annually at least one program on hazing prevention education to all members, prospective members and anyone who is employed by or volunteers with the organization. The education may be provided in person, electronically, or both. <INSERT CAMPUS NAME > will maintain a record of individuals who have completed the program. |
Comprehensive Policy Components

The components listed below are not requirements of Senate Bill 126. They are provided for consideration in drafting a more comprehensive anti-hazing policy that goes beyond compliance with the law. Institutions of higher education in Ohio should review the additional components below as they relate to the anti-hazing efforts for their institution and consult with legal counsel throughout the policy development process.

- Public affirmative statement that hazing is prohibited and contrary to the institution’s mission and/or values.
- A statement about Collin’s Law and how it intersects with the campus hazing policy, including appropriate references to the Ohio Revised Code throughout the policy.
- An official statement prohibiting retaliation against individual(s) who report incidents.
- Statement if a separate policy exists for faculty, employees, coaches, administrators, and other employees where that policy can be found.
- Description that will guide the institution in responding to reports of hazing or hazing activity.
- Description of prompt, fair, and equitable investigation and organizational conduct adjudication process, or link to where it is located.
- Specific protocols or procedures that outline definitions of (if not defined elsewhere):
  - The process involved in both the investigation and disciplinary action phases after a complaint has been received
  - Other relevant information to ensure a fair and equitable process
  - Operational definition of hazing with examples to provide guidance on how to identify hazing.
  - Definitions for coercion, college/university recognized or sanctioned group, student organizations, student organization advisors, volunteers, individuals associated with an organization, consent, and inter/national governing body
  - Operational definitions for roles included in the law, including administrator, employee, faculty member, consultant, alumnus, and volunteer
  - Operational definitions for organizations recognized by, or operating under the sanction of, an institution
  - Description as to how the campus will identify individual vs. organizational behavior
  - When and where an institution may implement an interim suspension or a cease-and-desist type order to an organization or group
• A statement that conveys a culture where reporting is encouraged and there is transparency about what happens after a report is received, including when and how law enforcement will be engaged.

• Description as to how the institution’s report on hazing incidents has captured substantiated and unsubstantiated reports.

• Determine if the campus will update the public-facing report on an on-going basis regarding a temporary action taken and/or upon the completion of the conduct process, including all appeal timelines.

• Statement about how amnesty or safe harbor may apply to those reporting hazing.

• Statement about where the hazing policy may intersect with other campus policies (ex. sexual misconduct, alcohol and other drug policies, damage to property, etc.).

• Information about where to find or learn more about the procedures for institutional response.
  » Describe how campuses will address organizations who are represented in multiple locations including situations involving College Credit Plus students, city-wide chapters, etc.
The following terms appear throughout Senate Bill 126. Where possible, ODHE is providing the language from the law for clarity while also providing additional considerations for each institution of higher education when it comes to defining the terms within its own policy. Each institution will need to discuss with its legal counsel what terms it plans to define in its policy and if expanding the definition beyond Senate Bill 126 is appropriate.

Campuses are encouraged to reference other policies, offices, and/or links where other established definitions already exist in their anti-hazing policy.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition per SB 126</th>
<th>Considerations for campus definition</th>
</tr>
</thead>
</table>
| Hazing | “Hazing” means doing any act or coercing another, including the victim, to do any act of initiation into any student or other organization or any act to continue to reinstate membership in or affiliation with a student or other organization that causes or creates a substantial risk of causing mental or physical harm to any person, including coercing another to consume alcohol or a drug of abuse, as defined in section 3719.011 of the Revised Code. | Does your definition account for:  
• Consent  
• Coercion  
• Complicity  
• Intimidation or threats  
• Forced consumption of alcohol or a drug of abuse.  
• Excluding an individual from participating in an activity  
• Examples of hazing and/or prohibited conduct |
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition per SB 126</th>
<th>Considerations for campus definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Organizations recognized by, or operating under the sanction of, an institution. “Organization” includes a national or international organization with which a fraternity or sorority is affiliated.</td>
<td>Does your definition account for:</td>
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<tr>
<td></td>
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<td>• Athletic teams (ex. NCAA or other athletic conference affiliated teams, intramural teams, club teams, etc.)</td>
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<td>• Groups affiliated from an academic class (ex. band, ensembles, etc.)</td>
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<td>• Military organizations</td>
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<td>• Honor societies</td>
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<td></td>
<td>• Performing arts groups</td>
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<td></td>
<td></td>
<td>• Spirit groups (ex. cheer, dance, drill, etc.)</td>
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<td></td>
<td></td>
<td>• Student organizations and/or group</td>
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<td></td>
<td></td>
<td>• Unsanctioned organizations</td>
</tr>
<tr>
<td>Institution of Higher Education</td>
<td>“Institution of higher education” has the same meaning as in section 3345.19 of the Revised Code.</td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>Students enrolled at the institution.</td>
<td>Does your definition account for:</td>
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<tr>
<td></td>
<td></td>
<td>• College Credit Plus students</td>
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<td></td>
<td>• Students pursuing a certificate</td>
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<td>• Adult-learner students</td>
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<td>• Students enrolled on multiple campuses</td>
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<td>• Previously enrolled students.</td>
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<td>• Graduate and/or pre-professional students</td>
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<td>• FERPA or other institutional definitions.</td>
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<td>• Students who have matriculated, withdrawn, or otherwise separated from the campus for a period of time where the institution maintains a substantial interest.</td>
</tr>
<tr>
<td>Term</td>
<td>Definition per SB 126</td>
<td>Considerations for campus definition</td>
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| Other individuals associated with an organization recognized by or operating under the sanction of an institution | Does your definition account for:                                                   | • Individuals associated or affiliated with the organization from outside the institution of higher education. (ex. member from a different campus).  
• Alumni, not serving in an official volunteer or advisory capacity.  
• Representatives from an inter/national governing body or organization.  
• Employees of the institution who are associated or affiliated with the organization.  
• Reporting responsibilities to the institution and/or law enforcement.  
• Situations where an individual associated with an organization, group or team may interact with an individual from the same or similar organization, group or team from a different campus. |
| Volunteer                                                        | An individual who “advises or coaches an organization recognized by or operating under the sanction of an institution and who has direct contact with students” and “who is acting in an official and professional capacity.” | Does your definition account for:                                                   | • How the individual is associated or affiliated with the organization that is recognized by the IHE  
• If the volunteer is associated with another IHE or secondary institution in Ohio  
• How volunteers are identified and defined by the institution  
• Where coaches fit into your policy  
• Youth protection policies or protocols that need to be followed  
• Reporting responsibilities to the institution and/or law enforcement |
<table>
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<tr>
<th>Term</th>
<th>Definition per SB 126</th>
<th>Considerations for campus definition</th>
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</thead>
</table>
| Student organization adviser | Does your definition account for:  
  - Advisers who are employed by the institution.  
  - Advisers who are not employed by the institution.  
  - How the institution will maintain rosters of individuals in an advisory capacity.  
  - Reporting responsibilities to the institution and/or law enforcement.                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                     |
| Consultant                | Does your definition account for:  
  - The role of the fraternity/sorority educational or visiting consultant employed by the inter/national organization.  
  - The scope of the consulting services provided by the individual and their affiliation with the campus organization or group with which they are working.  
  - Reporting responsibilities to the institution and/or law enforcement.                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                     |
| Faculty Member            | Does your definition account for:  
  - Adjunct faculty  
  - Guest lecturers  
  - Visiting scholars  
  - Study abroad programs  
  - Teaching assistants  
  - Faculty employed at multiple institutions.  
  - Reporting responsibilities to the institution and/or law enforcement.                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                     |
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<tr>
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<th>Definition per SB 126</th>
<th>Considerations for campus definition</th>
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<tr>
<td>Employee</td>
<td>Does your definition account for:</td>
<td>• Graduate assistants</td>
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<td></td>
<td>• Part-time employees</td>
<td>• Contracted employees</td>
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<td></td>
<td>• Unions</td>
<td>• Reporting responsibilities to the institution and/or law enforcement.</td>
</tr>
<tr>
<td>Inter/national</td>
<td>Does your definition account for:</td>
<td>• The different types of inter/national organizations and their operational or governing structures</td>
</tr>
<tr>
<td>Governing Body</td>
<td></td>
<td>• Non-social fraternity/sorority inter/national governing bodies (ex. ROTC, NCAA, performing arts ensembles, honor societies, etc.)</td>
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<td></td>
<td></td>
<td>• Reporting responsibilities to the institution and/or law enforcement</td>
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<tr>
<td>Alumnus/Alumni</td>
<td>Does your definition account for:</td>
<td>• Alumnae</td>
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<td></td>
<td></td>
<td>• Alumni who are not affiliated with the campus.</td>
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<td>• Reporting responsibilities to the institution and/or law enforcement.</td>
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<tr>
<td>Term</td>
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<tr>
<td>Amnesty or Safe Harbor</td>
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<td>Does your definition account for:</td>
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<td>• Factors that may contribute to the reluctance of an individual, based on their own conduct, to report hazing activity.</td>
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<td>• How, where, and when the policy will (and will not) apply.</td>
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<td></td>
<td>• Seeking medical assistance.</td>
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<td>• Intersections with other campus policies.</td>
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<td></td>
<td></td>
<td>• Students who may be victims of hazing.</td>
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<td></td>
<td></td>
<td>• Whether the policy will apply to organizations or groups</td>
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<td></td>
<td>• Confidentiality, if it applies, to witnesses or other individuals involved in the reporting and/or investigation process.</td>
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<tr>
<td>Retaliation</td>
<td></td>
<td>Does your definition account for:</td>
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<tr>
<td></td>
<td></td>
<td>• Various types and forms of retaliation (ex. implied threats, harassment, intimidation, physical and psychological abuse, etc.)</td>
</tr>
</tbody>
</table>
Anti-Hazing Framework for Ohio
This anti-hazing framework is rooted in public health strategies for prevention and was developed by a work group of campus professionals with varied backgrounds and expertise. The work group consulted multiple resources, which included other campus prevention strategies and models, and emerging, data-driven research from various groups such as Cornell University, Dyad Strategies, and StopHazing. The various components in this framework are the result of the work group’s efforts and seek to incorporate elements from the data-driven Hazing Prevention Framework (HPF)\(^1\), as well as other ideas from previous Ohio Department of Higher Education materials and guidance. The purpose of Ohio’s anti-hazing framework is to provide a comprehensive approach for institutions of higher education to expand upon the Chancellor of higher education's guidelines required under state law.

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The various components of Ohio’s anti-hazing framework are meant to complement and build off of each other. Due to the complex nature of both hazing behaviors and campus culture, there is no “one-size-fits-all” approach to the work. The anti-hazing framework provided here provides institutions of higher education with a model, grounded in public health strategies, to engage data-driven prevention and intervention strategies through a comprehensive, coordinated, and collaborative approach. Partnerships with other campus and community resources as well as inter/national organizations to implement the components within this framework are encouraged.


Accountability

Consistent and well-rounded approaches to hold campus organizations and other groups, along with individuals, accountable for violations of the anti-hazing policy is a key step in efforts to prevent hazing. Conduct processes offer the opportunity to inspire behavior changes while promoting positive and healthy social and cultural norms within the organization and campus community. Addressing minor hazing acts when they begin can help eliminate problematic behaviors and norming before they take root. Additionally, having an organizational conduct process in place that is separate from the same office or department that works with student organizations is ideal. This allows employees and other advisors working with student organizations or other groups the ability to maintain relationships with key members as well as create learning opportunities resulting from minor incidents.

Accountability can take different forms, including preventative peer-to-peer interactions, developmental conversations, and full investigations and conduct adjudication processes. IHEs will need to determine the model(s) that best fit their campus community and the situations that may result in what type of action. In the end, accountability is bigger than just the outcome of a student or organizational conduct case; there are multiple layers that need to be considered by the campus, including:

- A stand-alone anti-hazing policy
- Clarity around how and where to report, including anonymous reporting options
- Policies around amnesty or safe harbor provisions that apply to the reporting and investigation process
- Transparency about what happens after a report is received, including the involvement of law enforcement
- Utilization of trained investigators and officials participating in the conduct process
- Support offered to survivors or others impacted by the reported incident
- A fair and equitable conduct process
• Consistent enforcement of sanctions
• Providing access to a public report of all reported hazing incidents and the outcome, and
• Ongoing learning opportunities for individuals and organizations as to what contributed to the incident and how to work to implement anti-hazing practices.

Building the capacity amongst students to challenge their peers to end or not engage in planned hazing activities or activities that could lead to hazing should not be overlooked. These skills are best developed through interactive, skill-building programs. It is recommended that programs should include how to identify problematic behaviors that can lead to hazing or are hazing related. Providing information about problematic behaviors helps bystanders feel more confident in identifying when and where intervention efforts may be needed. Making sure students are involved in the development of these programs is important to ensure the scenarios are relevant to their experience.

Finally, Senate Bill 126 requires campuses to publish a report on their public-facing website on August 1 and January 1 of each year. The report should provide information regarding hazing incidents that have been reported and the outcomes of the investigation related to the report. This information should go back at least five years where available. IHEs will need to determine if they plan to expand their report to include unsubstantiated reports involving organizations or groups and communicate what, if any, action was taken as a result. Establishing who is responsible for collecting and completing the report is a key step in the process. Additionally, IHEs should make sure that the report is accessible and easy to find for end users; this is also an important consideration for the campus.

Strategies for Implementation & Practice:
• Identify offices at your IHE that will be responsible for development and implementation of the anti-hazing policy and processes for investigation and adjudication of reports
• Implement a comprehensive anti-hazing policy
• Provide access to multiple reporting methods for individuals experiencing or witnessing suspected hazing behaviors and activities, including guidelines on how to identify potential harmful behavior
• Collect and publish an initial report of hazing incidents on Jan. 15, 2023.
  » Collect and publish a report of hazing incidents on August 1 and January 1 every year thereafter.

Assessment

Assessment plays a critical role in helping each institution of higher education (IHE) understand attitudes regarding hazing among stakeholders, what constitutes hazing behavior and/or activity, the prevalence of hazing in the community, and effectiveness of institutional prevention and response efforts. Furthermore, assessment can provide IHEs with an understanding where to focus efforts to address hazing where it has been normalized within the community. There are multiple methods for conducting assessment including focus groups, interviews, surveys, and program evaluations. A mixed method approach is likely to yield the best results for the IHE, so the anti-hazing committee should discuss the best approach for its institution and set a schedule for data collection.
While ongoing assessment efforts are critical to the overall effectiveness and sustainability of the anti-hazing framework, it is also important for IHEs to share updates with their larger campus community and stakeholders about their efforts to prevent hazing. Sharing assessment data and planned actions steps widely promotes transparency and credibility for anti-hazing efforts. It also keeps stakeholders engaged and informed as to shifts happening within the campus community.

**Strategies for Implementation & Practice:**

- Identify assessment tools and/or strategies that will provide insight into the social and cultural norms student organizations and groups, alumni, volunteers, and others affiliated with the campus, including attitudes about hazing, familiarity with campus policy, trust in reporting and adjudication processes, prevention efforts, and others.

- Determine if hazing-related assessment questions can be folded into another institutional survey on campus climate, health and well-being, campus safety, and/or the student experience.

- Review data cultivated from the assessment effort to identify gaps and inform future efforts.

- Communicate to the campus community the outcomes resulting from the assessment data.

- Develop a system for tracking reports of hazing incidents and outcomes. Information should be shared on the publicly facing website of the IHE.

---

**Campus Organizations and Groups**

Campus organizations and other groups affiliated with the IHE are an integral part of the student experience. They provide opportunities for learning where students can develop friendships and connections, leadership skills, and explore their identity. Experiences with campus organizations and groups can contribute to attainment of academic goals and future employment opportunities. These experiences are at the heart of the anti-hazing efforts.

**Education and training**

All groups are susceptible to cultural and social norms that perpetuate hazing behaviors and activities. IHEs implementing the anti-hazing framework will need to develop programs that promote prevention strategies, intervention tools, reporting responsibilities, and potential outcomes for engaging in or failing to report hazing activity.

Identifying supportive advisors, providing training on developing and sustaining positive group dynamics, and holding individuals and organizations accountable for hazing all contribute to more positive outcomes for student involvement. In order to support this part of the anti-hazing framework, IHEs should consider training and education expectations for student organizations and groups. Through the anti-hazing committee, each IHE can develop a menu of training and education topics to be conducted by the student organizations and groups each academic year that addresses underlying risk factors and boosts preventative factors tied to anti-hazing efforts. By connecting training and education requirements to registration, student organizations and groups are held accountable for what they have not done and can also be recognized for what they have done.
Specifically, considerations for training and education workshops should include ways to:

- Identify unhealthy behaviors or hazing activities, including those that involve alcohol and other drugs, that can allow hazing to become more accepted within the organization
- Promote healthy alternatives to building group cohesiveness and membership experiences
- Provide coaching and support to challenge unhealthy behaviors as they emerge within the organization
- Build capacity and skills to intervene
- Understand responsibilities to report hazing activity and the supportive processes in place for those impacted by hazing
- Provide sample programs or strategies to boost academic performance or community involvement by individuals to deviate from problematic activities such as “mandatory study hours for new members,” etc.

Keep in mind that many groups with inter/national organizations or outside governance organizations may already have established programs or resources to support these efforts. Along those lines, finding ways to partner with other offices or individuals at the IHE or in the local community who specialize in team building, leadership development, alcohol and other drug use and abuse, bystander intervention programs, prevention, and well-being can help aid in the coordination of education programs and sharing of resources. Providing access points to these offices, individuals or organizations can help facilitate the connection between the student organizations and groups that are not likely to reach out on their own.

Strategies for Implementation & Practice:

- Identify and communicate training and education expectations for student organizations and groups on campus
- Cultivate resources at the IHE or in the community to help facilitate training and education programs and help to facilitate access points for students
- Train students in bystander intervention efforts
- Communicate responsibilities related to holding group members or groups accountable for hazing behaviors and activities
- Consider if the institution needs a mechanism to document that advisors, volunteers, and students have received the training and understand the concepts provided in the training.

Cultural Competency

When determining how the IHE will approach their anti-hazing efforts, it is important to acknowledge that hazing behaviors and activities that occur in culturally and/or identity-based organizations have different origins and meanings. Additionally, understanding how dynamics related to institutional and societal structures influence behaviors and attitudes toward hazing as well as anti-hazing efforts is also important. Therefore, all efforts made through the anti-hazing framework need to be viewed through an intersectional lens to ensure training, education, and response protocols reflect cultural competency and the communities on campus. This begins by investing in appropriate training for employees and students who help develop, facilitate, and assess anti-hazing programs and processes.
In addition to considering cultural competency as it relates to culturally and/or identity-based organizations, practitioners must also consider that individuals with multiple intersections to their identity also belong to non-culturally or identity-based organizations. Providing access to trainings that promote cultural humility and competency is one step toward helping organizations develop supportive and inclusive environments for all members of the organization. Partnering with campus and community-based organizations to help facilitate dialogue and activities to create spaces within organizations for all members can help reduce harmful environments.

Building relationships directly with all student groups in the community is critical. Attending their events, connecting in person with leaders and members to learn about their organizations, and connecting with volunteers, advisors, and alumni help to establish rapport early. Establishing relationships through learning and engagement with cultural and identity-based groups helps to establish credibility and trust. While student voices should be brought to the table when discussing anti-hazing efforts through the framework, no one student can speak about the lived experiences of another student. Additionally, no one individual can speak to the dynamics of other student groups or experiences. Flexibility, open dialogue, and cultural competence and humility are essential for anyone seeking to support and build upon the anti-hazing framework with culturally and identity-based organizations and groups.

**Strategies for Implementation & Practice:**

- Invest in training for individuals working with culturally or identity-based organizations and groups and students from underrepresented communities (e.g., racial and ethnical populations)
- Ensure, where applicable, that representatives from offices or departments that support diverse students and employees on campus are involved in the anti-hazing committee
- Establish relationships with culturally and/or identity-based organizations, including student leaders and advisors through direct interaction and showing up at events
- Engage students to assist in the development of trainings, awareness campaigns, and education programs through an intersectional lens

**Implementation & Sustainability**

To prevent hazing, IHEs will need to do more than simply educate the community about Senate Bill 126. Successful implementation of an anti-hazing framework requires thoughtful planning and resource identification. The commitment to prevent hazing will require senior level campus administrators to create a sense of urgency to address hazing at the root causes. A clear statement from senior leadership that speaks out against hazing in all forms is a good place to start, but the efforts to address hazing must be supported through appropriate staffing and resource allocation.

**Creation of an Anti-Hazing Committee**

A coordinated team of individuals representing various parts of the campus community should be charged with overseeing efforts to implement the anti-hazing framework, training and education programs, and assessment tools at the individual, relational, and community levels. A strategic plan, grounded in public health...
strategies, to address hazing prevention and response is an important foundation for the work of the committee. The team should include representatives from offices or departments where hazing culture may or is likely to exist, and also include those who have a responsibility for responding to reported incidents. The list is not exhaustive, and it is acknowledged that not all IHEs will have these groups on their campus.

Suggested office or organization representatives:

- Alcohol and other drug educators
- Athletics
- Dean of Students
- Diversity, Equity, and Inclusion
- Faculty (representing classes or courses where student groups may form)
- Fraternity and sorority life
- Human Resources
- Prevention professionals
- Public Safety or campus law enforcement
- Student Conduct
- Student leaders
- Title IX
- Wellness and/or Counseling Center

In the early phases of establishing an anti-hazing committee, the IHE should take time at the start to provide training on the institution’s anti-hazing efforts including any definitions, current programs, and how the anti-hazing framework is being utilized. The anti-hazing committee should also engage in cross-training opportunities between representatives on the committee and across campus. Cross training can help to educate other representatives on the committee about the work currently being done by a certain office or group, providing a better understanding of the individuals or communities they serve and identifying potential areas of collaboration.

**Sustainability of anti-hazing efforts**

Implementation is the starting point for campus efforts to prevent hazing. However, the IHE will need to commit to the long-term sustainability of all efforts related to addressing risk factors that allow hazing culture to perpetuate. Programs, activities, and awareness campaigns should be coordinated between the various stakeholders to ensure consistent messaging and shared outcomes and resources. Representation from the same groups that were convened to implement the anti-hazing framework should also comprise the team that oversees the sustainability of institutional efforts. The ongoing cultivation of internal and external relationships are important to the long-term viability of the anti-hazing efforts. This includes reaching beyond the campus community environment to engage all stakeholders including family members, inter/national organizations, and alumni.

If formed, the anti-hazing committee should meet regularly throughout the semester. Having a full representation of all identified committee members at each meeting is important to maintain collaborative and coordinated efforts. The IHE should consider whether adding involvement with the committee and campus anti-hazing efforts into job descriptions is needed. Finally, IHEs should not overlook the importance of professional development opportunities
for committee members related to prevention and anti-hazing efforts. It is strongly recommended that IHEs evaluate the best way to support committee members and other employees in obtaining regular professional development in these areas.

A regular review of emerging anti-hazing efforts and research by the committee will help to keep efforts fresh and relevant. Each year the committee should commit to convening solely to discuss the outcomes achieved over the past year, ongoing or new campus culture issues, assessment data, and the changes needed to meet the needs of the community. Producing a report for senior-level administrators that reflects this annual review process may be useful to advocate for additional support or resources if needed.

**Strategies for Implementation & Practice:**

- Secure and promote a clear statement from senior administrators speaking out against hazing in all forms
- Identify all appropriate campus stakeholders, including student representatives, to review and implement the anti-hazing framework
- Establish outcomes, action steps, and evaluation protocols for the implementation of training and education efforts based in prevention and response
- Regularly convene the committee to review progress made and upcoming efforts, engage in cross-training opportunities, and discuss any timely issues confronting the community
- Plan for future and ongoing assessment opportunities
- Conduct an annual review of actions taken and identify new outcomes and action steps for the next year

**Positive Community and Organization Environments**

It is not enough to address the social norms that support or perpetuate hazing within a community or organization. It is also important to provide pathways to develop a positive group dynamic.

**Within organizations and groups**

Membership within a campus organization or group can have a positive impact on student success. Skills learned and developed in these organizations or groups can develop leadership skills, increase a sense of civic and community responsibility, and open up networking opportunities. However, they will require a high level of support and vigilance by all members of the organization and campus community to avoid common pitfalls that can lead to unhealthy behaviors and actions.

Providing a membership opportunity that strengthens the connection to the institution of higher education and enhances a sense of belonging through healthy activities and programs can have short-term and long-term benefits for all involved. This requires an investment in leadership development, succession planning, and maintaining a strong advisory core. This includes campus organizations and groups establishing and maintaining:

- open communication regarding expectations and membership activities for all new students of the organization,
- healthy relationship-building activities to establish connections among all members,
- supportive and trained advisors,
• empowered student leaders,
• pathways to leadership positions within the organization that seek to build skills over time, and
• community engagement opportunities for all members.

Advisors, volunteers, consultants, and other supportive affiliates

Individuals supporting chapters, teams, or other groups and organizations should have the necessary training, resources, and support to develop the groups with which they work. Individuals supporting these groups should play a role in helping members develop healthy recruitment and membership activities. Working to identify networking and mentoring opportunities for individuals involved in the student organization or group can help boost recruitment and retention efforts. Establishing relationships with campus employees and inter/national organizations (where applicable) can provide access and insight to areas of shared investment. All individuals working with campus groups and organizations should also be trained in how to identify and challenge unhealthy behaviors that may emerge, including their responsibilities to report concerning behaviors or actions.

Campus employees working with student organizations or groups

It is important for IHEs to recognize that employees who are tasked with promoting positive community standards and trainings are often hindered by responsibilities to address investigation and conduct processes. The commitment to implement the anti-hazing framework will require campuses to identify how to best support the front-line staff working to promote positive environments and communities. This includes supporting professional development opportunities to learn from peers when and where possible.

Strategies for Implementation & Practice:

• Cultivate and/or create tools and resources to support healthy, positive community and organizational environments
• Support staffing needs to implement, develop, and sustain efforts to create healthy communities and organizations
• Build relationships with key external stakeholders who advise, support, and mentor student organizations and groups through regular interactions, open dialogue, and training opportunities.

Support Services

Hazing behaviors and activities pose risks to the physical and mental well-being not only of the individual being subjected to the activity, but also to those who witness and/or report the incident. This trauma can have both short-term and long-term effects on the individual. It is important for each IHE to identify how it can make support services available to address the impact of the trauma to these individuals. Providing information through a publicly accessible website that includes how to help a peer, medical and mental health service options (on and off campus, where available), reporting options, and transparency about what happens after a report is received is an important resource. Providing information about the national hazing hotline (1-888-688-4293 or 1-888-NOT-HAZE; or https://hazingprevention.org/report-hazing) can also be helpful to those
who want to file an anonymous report involving hazing within any fraternity, sorority, or any campus organization.

IHEs should also be prepared to provide support to individuals involved in the organization or group that is accused of violating the campus anti-hazing policy. While this is difficult to embrace when harm is alleged to have been done, individuals sometimes do not recognize or understand how their behaviors or an activity entrenched in tradition constitutes hazing. The realization that what an individual or group did caused or could cause harm to another can be jarring and devastating to those who were involved or present. IHEs are encouraged to establish a referral process or protocols for follow-up services (for example, medical and mental health service options, where available) to those individuals or groups to process their emotions related to the incident.

Hazing incidents that are made public can have a ripple effect across the campus community. This can awaken past or current trauma related to all forms of abuse (psychological, physical, emotional, etc.). It can also trigger other emotions related to grief, safety, fear of retaliation, and well-being. Therefore, IHEs should also develop a plan to address wider support services needed for hazing incidents that become public and impact the larger community.

**Strategies for Implementation & Practice:**

- Identify support service providers for individuals who have been impacted by hazing
- Provide information and access to these resources on a campus website
- Develop a plan to address hazing incidents that impact the larger campus community to provide appropriate outlets and support service options
Glossary of Terms

The terms and definitions provided below are not official terms and definitions for campus anti-hazing policies. The terms and definitions provided in this section are meant to provide a common language for anyone using the anti-hazing framework. Any definitions specific to an institution’s anti-hazing policy and/or training and education programs locally should be discussed with counsel.

**ANTI-HAZING COMMITTEE** - An institution-specific planning group of professionals that assists in developing the institution’s coordinated response to anti-hazing efforts.

**CULTURAL COMPETENCY** - The ability of practitioners to function effectively in the context of racial, ethnic, religious, cultural, sexual orientation, ability, and gender differences and respond to the unique strengths and concerns of individuals, groups, systems, and communities. Cultural competency is not something that is “achieved” but instead requires constant assessment by organizations and self-examination by individuals. Cultural competence is a developmental process that evolves over an extended period. Characteristics of cultural competence include understanding, appreciating, and respecting the cultural difference and implementing a trust-promoting method of inquiry.

**CULTURAL AND SOCIAL NORMS** - Cultural and social norms are accepted practices, expectations, or integrated behaviors that guide the behaviors and/or activities of a group.

**CULTURALLY BASED ORGANIZATIONS** - A group of individuals of shared common values, beliefs, and practices whose mission and operations reflect diverse cultural perspectives.
HAZING (O.R.C. 2903.31) - “Hazing” means doing any act or coercing another, including the victim, to do any act of initiation into any student or other organization or any act to continue or reinstate membership in or affiliation with any student or other organization that causes or creates a substantial risk of causing mental or physical harm to any person, including coercing another to consume alcohol or a drug of abuse, as defined in section 3719.011 of the Revised Code.

IDENTITY BASED ORGANIZATIONS - A group of individuals of shared common values, beliefs, and practices whose mission and operations reflect a shared personal and/or social identity.

INSTITUTION OF HIGHER EDUCATION - The anti-hazing framework uses the term institution(s) of higher education to encompass the terms of “college,” “university,” “institution,” and “campus” when referencing Ohio’s institutions as defined in 3345.19 of the Revised Code. The term “campus community” may encompass the broader community surrounding the institution.

INTERVENTION - Use of a specific strategy or program to prevent harm from occurring. Intervention strategies are skill-based tools that an individual should be trained in how to use.

PREVENTION - A wide range of activities aimed at reducing risks or threats to health. There are three categories of prevention: primary, secondary, and tertiary. Primary prevention aims to prevent disease or injury before it ever occurs. Secondary prevention aims to reduce the impact of a disease or injury that has already occurred. Tertiary prevention aims to soften the impact of an ongoing illness or injury that has lasting effects.

STUDENT GROUP - Groups that are formally associated with the institution of higher education (i.e. varsity athletic teams, spirit groups, bands, vocal or theatrical ensembles, military, honor societies, or any other groups supported by the IHE that are not required to register as student organizations).

STUDENT ORGANIZATIONS - A group of people that is associated with each other and that has registered with the institution of higher education as a student organization in accordance with the IHE’s policy.
Appendix A

Awareness Campaign Resources

**Cornell University** - [https://health.cornell.edu/initiatives/campaigns-materials/hazing-prevention-campaigns](https://health.cornell.edu/initiatives/campaigns-materials/hazing-prevention-campaigns)
Cornell Health has provided examples of different anti-hazing awareness campaigns.

**Gordie Center** - [https://gordie.studenthealth.virginia.edu/digital-tools](https://gordie.studenthealth.virginia.edu/digital-tools)
The Gordie Center has provided a number of awareness campaign tools, including hazing-specific bystander intervention and prevention digital assets.

**StopHazing** - [https://stophazing.org/resources/digital-tools-downloads](https://stophazing.org/resources/digital-tools-downloads)
StopHazing's website provides posters and digital tools that can be downloaded and customized by institutions.

**Ohio Department of Higher Education** - [www.ohiohighered.org/ccc/resources](www.ohiohighered.org/ccc/resources)
Under the “Creating an Awareness Campaign” tab, users can find access to templates to assist a campus in developing an awareness campaign. Templates include a “creative brief” and a “Quick Reference Guide.” Both tools can help users identify the key components of an awareness campaign and provide guidance on different tactics to get your message out.
Prevention Resources

**HazingPrevention.org** - [https://hazingprevention.org/hazing-prevention-resources](https://hazingprevention.org/hazing-prevention-resources)
Hazing Prevention provides access to team building and remote team-building activities, videos, and more.

**StopHazing** - [https://stophazing.org/resources](https://stophazing.org/resources)
StopHazing’s resources link provides access to a prevention action guide, healthy team building activities, webinars, and more.

Intervention Resources

**Cornell University Resources** - [https://health.cornell.edu/initiatives/campaigns-materials/intervene-bystander-campaign](https://health.cornell.edu/initiatives/campaigns-materials/intervene-bystander-campaign)
Cornell Health has developed a series of videos on bystander intervention, including one related to hazing at time stamp 4:30. Facilitation guides can be requested from Cornell Health through the link above.

Website above includes links to a Power Point and facilitation guide for a prevention and intervention program.


Action Plan Guide

**StopHazing Action Guide** - [https://stophazing.org/resources/action-guide](https://stophazing.org/resources/action-guide)
AN ACT

To amend section 2903.31 and to enact sections 2903.311, 3333.0417, and 3345.19 of the Revised Code to enact Collin's Law: The Ohio Anti-Hazing Act with regard to hazing policies at colleges and criminal prohibitions against hazing.

Be it enacted by the General Assembly of the State of Ohio:

SECTION 1. That section 2903.31 be amended and sections 2903.311, 3333.0417, and 3345.19 of the Revised Code be enacted to read as follows:

Sec. 2903.31. (A) As used in this section, “hazing”:

(1) “Hazing” means doing any act or coercing another, including the victim, to do any act of initiation into any student or other organization or any act to continue or reinstate membership in or affiliation with any student or other organization that causes or creates a substantial risk of causing mental or physical harm to any person, including coercing another to consume alcohol or a drug of abuse, as defined in section 3719.011 of the Revised Code.

(2) “Organization” includes a national or international organization with which a fraternity or sorority is affiliated.

(B)(1) No person shall recklessly participate in the hazing of another.

(2) No administrator, employee, or faculty member, or teacher, consultant, alumnus, or volunteer of any organization, including any primary, secondary, or post-secondary school or of any other educational institution, public or private, shall recklessly permit the hazing of any person...
associated with the organization.

(C)(1) No person shall recklessly participate in the hazing of another when the hazing includes coerced consumption of alcohol or drugs of abuse resulting in serious physical harm to the other person.

(2) No administrator, employee, faculty member, teacher, consultant, alumnus, or volunteer of any organization, including any primary, secondary, or post-secondary school or any other educational institution, public or private, shall recklessly permit the hazing of any person associated with the organization when the hazing includes coerced consumption of alcohol or drugs of abuse resulting in serious physical harm to that person.

(D) Whoever violates this section is guilty of hazing. A violation of division (B)(1) or (2) of this section is a misdemeanor of the fourth second degree. A violation of division (C)(1) or (2) of this section is a felony of the third degree.

Sec. 2903.311. (A) As used in this section, “hazing” and “organization” have the same meanings as in section 2903.31 of the Revised Code.

(B) No administrator, employee, faculty member, teacher, consultant, alumnus, or volunteer of any organization, including any primary, secondary, or post-secondary school or any other public or private educational institution, who is acting in an official and professional capacity shall recklessly fail to immediately report the knowledge of hazing to a law enforcement agency in the county in which the victim of hazing resides or in which the hazing is occurring or has occurred.

(C) A violation of this section is a misdemeanor of the fourth degree, except that the violation is a misdemeanor of the first degree if the hazing causes serious physical harm.

Sec. 3333.0417. (A) As used in this section:

(1) “Hazing” and “organization” have the same meanings as in section 2903.31 of the Revised Code.

(2) “Institution of higher education” has the same meaning as in section 3345.19 of the Revised Code.

(B) The chancellor of higher education shall develop a statewide educational plan for preventing hazing at institutions of higher education. The plan shall include at least both of the following:

(1) A model anti-hazing policy that prohibits students enrolled in an institution of higher education, or other individuals associated with an organization recognized by or operating under the sanction of an institution, from engaging in hazing or a violation of section 2903.31 of the Revised Code. The model policy shall meet the requirements prescribed under division (B) of section 3345.19 of the Revised Code. The chancellor shall provide the model policy to each institution.

(2) Guidelines regarding anti-hazing education and training for all of the following:
(a) Students enrolled in an institution;
(b) Administrators, faculty members, and individuals employed by an institution;
(c) Organizations recognized by, or operating under the sanction of, an institution.

Sec. 3345.19. (A) As used in this section:

(1) “Hazing” and “organization” have the same meanings as in section 2903.31 of the
Revised Code.
(2) “Institution of higher education” means the following:
(a) A state institution of higher education as defined in section 3345.011 of the Revised Code;
(b) A nonprofit institution holding a certificate of authorization pursuant to Chapter 1713. of the Revised Code;
(c) An institution holding a certificate of registration from the state board of career colleges and schools;
(d) A private institution exempt from regulation under Chapter 3332. of the Revised Code as prescribed in section 3333.046 of the Revised Code.

(B) Each institution of higher education shall develop an anti-hazing policy that prohibits students enrolled in an institution of higher education, or other individuals associated with an organization recognized by or operating under the sanction of an institution, from engaging in hazing or a violation of section 2903.31 of the Revised Code. The policy shall apply to an act conducted on or off-campus if the act is determined to constitute hazing or a violation of section 2903.31 of the Revised Code. The policy shall apply only if the hazing or violation of section 2903.31 of the Revised Code takes place between two or more people who are affiliated with the institution. The policy shall include all of the following:
(1) Rules prohibiting hazing;
(2) A method to enforce the policy;
(3) Appropriate penalties for violations of the policy, which may include any of the following:
   (a) The imposition of fines;
   (b) Withholding of diplomas or transcripts pending compliance with the rules or payment of fines;
   (c) The revocation of permission for an organization to operate on campus or to otherwise operate under the recognition or sanction of the institution;
   (d) The imposition of probation, suspension, dismissal, or expulsion.
   A penalty imposed under the policy adopted under division (B) of this section shall be in addition to a penalty imposed for a violation of section 2903.31 of the Revised Code, the criminal laws of this state, or for a violation of any other rule of the institution to which the individual or organization who committed the violation may be subject.

(C) Each institution shall provide a copy of the policy, including the institution’s rules, penalties, and method to enforce the policy, to each organization within the institution. Additionally, each institution shall post the policy on the institution's publicly accessible web site.

(D)(1) Beginning in the 2022-2023 academic year, each institution shall maintain a report of all violations of the institution’s policy adopted under division (B) of this section or other state law regarding hazing that are reported to the institution. Each institution shall post the report on its publicly accessible web site. Each report shall include all of the following:
(a) The name of the subject of the report;
(b) The date when the subject of the report was charged with a violation of the institution’s policy or other state law regarding hazing;
(c) A general description of the violation, any investigation and findings by the institution, and any penalties imposed on the subject of the
(d) The date on which the matter was resolved.

(2) Each institution shall post the initial report issued under division (D) of this section on the institution’s publicly accessible web site not later than January 15, 2023. Thereafter, each institution shall update the report on the first day of January and August of each year and shall post the updated report on the institution’s publicly accessible web site. However, each institution shall retain reports for five consecutive years.

(3) The initial report issued under division (D) of this section shall include information concerning hazing violations that have been reported to the institution for the five consecutive years prior to the effective date of this section to the extent that the institution has retained information concerning the violations.

(4) Each report issued under division (D) of this section shall not include the personal identifying information of an individual and shall be subject to the “Family Educational Rights and Privacy Act of 1974,” 20 U.S.C. 1232g.

(E)(1) Each institution shall provide students with an educational program on hazing, which shall include information regarding hazing awareness, prevention, intervention, and the institution’s policy developed under division (B) of this section. The educational program may be conducted in person or online. The institution must offer at least one opportunity for students to complete the program during a new student orientation session. Each institution shall verify each student’s attendance at the program. Each institution shall prohibit a student who does not attend the program from participating in an organization recognized by or operating under the sanction of the institution until the student attends the program. An organization shall not accept or initiate any person who has not attended the program.

(2) Each institution shall provide all staff and volunteers that advise or coach an organization recognized by or operating under the sanction of an institution and who have direct contact with students with mandatory training on hazing, which shall include information on hazing awareness, hazing prevention, and the institution’s policy adopted under division (B) of this section.

(3) Each institution shall adopt rules requiring any organization recognized by or operating under the sanction of that institution to conduct mandatory training on hazing for any volunteer who has contact with students.

(4) Each institution shall ensure that the educational program and training prescribed under this division comply with the guidelines prescribed under division (B)(2) of section 3333.0417 of the Revised Code.

(F) Nothing in this section shall be construed to create a private right of action against any individual or institution of higher education.

SECTION 2. That existing section 2903.31 of the Revised Code is hereby repealed.

SECTION 3. This act shall be known as Collin’s Law: The Ohio Anti-Hazing Act.

SECTION 4. Nothing in this act shall be construed to create private right of action against any individual or institution of higher education.