

Finer Women Don't Haze: Hazing Disclosure Variations

Based on External Environmental Factors

Kim Drayton

Department of Community Care and Counseling, Liberty University

A Dissertation Presented in Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

School of Behavioral Sciences

Liberty University

2024

Finer Women Don't Haze: Hazing Disclosure Variations
Based on External Environmental Factors

Kim Drayton

A Dissertation Presented in Partial Fulfillment
Of the Requirements for the Degree
Doctor of Education

School of Behavioral Sciences
Liberty University, Lynchburg, VA

2024

Approved by:

Jason K. Ward, Ph. D., Committee Chair

Yulanda Tire, Ph.D., Committee Member

Abstract

The purpose of this novel quantitative comparative study was to determine if there were any variations in hazing disclosure among educational institutions based on the geographical region and educational setting of affiliated Zeta Phi Beta Sorority undergraduate chapters within the United States. The structural requirement that undergraduate chapters belong to a host institution creates a connection in which both can contribute to the persistence of hazing if not recognized and effectively addressed. This study included 353 colleges and universities across seven regions and four educational settings. The Fisher-Freeman-Halton Exact Test, employing Monte Carlo approximations, revealed highly significant associations between the examined variables. Further statistical tests and observational examinations were conducted on the data, revealing detectable patterns and trends. These findings were subsequently analyzed and synthesized for the study. The findings underscored the importance of institutions providing comprehensive hazing disclosures regarding each of their student organization and campus group. The study highlighted the importance of host institutions providing thorough disclosures about hazing to ensure student safety, informed consent, and interventions against hazing are research-based. The findings of this study can aid in effective anti-hazing interventions and policies that effectively address hazing in Greek-letter organizations, such as Zeta Phi Beta Sorority. Future research can expand this study by exploring whether the identified patterns in this study are exclusive to Zeta Phi Beta Sorority or if similar hazing dynamics are present across diverse organizations and educational settings.

Keywords: Zeta Phi Beta Sorority, hazing, disclosures, external environmental factors

Copyright Page

© 2024 Kim Drayton

All rights reserved.

Dedication

I dedicate this dissertation to Jesus Christ and my family.

To the Lord: Thank you for using this dissertation process to teach me profound lessons that have transformed every area of my life. I now fully understand what you were trying to help me comprehend about you, me, and my place in this world.

To John: I will always think of you whenever anyone refers to me as Dr. Mosley. You have been an invaluable support system. God brought you into my life for many reasons, and this significant journey was one of them. Your turn is next, and I promise to have your back!

To Justice: Thank you for consistently checking on me and ensuring that I did not miss any assignment deadlines. I will always remember your care and concern. You are an amazing young man.

To Christina: Thank you for always being encouraging and ready to listen to me discuss dissertation topics at a moment's notice. I am thrilled that your graduation is just a day after mine. You have made me a proud Aggie mom.

Acknowledgments

I would like to acknowledge Dr. Ward and Dr. Tyre for their encouragement and support throughout my dissertation journey. I remember when I initially embarked on this journey, I tried to prepare myself by asking different people about their dissertation process. Now I anticipate the day that someone asks me about my own experience. I am grateful, humbled, and elated that I can share how beautiful both of you were in my experience.

Table of Contents

Abstract.....	3
Copyright Page.....	4
Dedication.....	5
Acknowledgements.....	6
Table of Contents.....	7
List of Tables.....	12
List of Abbreviations.....	13
Chapter One: Introduction.....	14
Overview.....	14
Background.....	14
Historical Context.....	15
Social Context.....	17
Theoretical Context.....	18
Problem Statement.....	19
Purpose Statement.....	22
Significance of the Study.....	24
Research Questions.....	26
Definitions.....	26
Summary.....	29
Chapter Two: Literature Review.....	31
Overview.....	31
Theoretical Framework.....	31

Groupthink Theory.....	31
Definition of Groupthink.....	32
The Role of Internal Group Dynamics and External Contextual Factors..	33
Symptoms of Groupthink.....	34
Stakeholder Approach.....	39
Evolution from Shareholder to Stakeholder Theory.....	40
Definition of a Stakeholder.....	41
Components of the Stakeholder Approach.....	42
Related Literature.....	45
Origins of Hazing.....	45
The History of Hazing in American Higher Education.....	46
The Historical Exclusion of Blacks from White Greek-Letter Organizations.....	49
The Formation of Black Greek-Letter Fraternities and Sororities.....	49
The Incorporation of Hazing within Black Fraternities and Sororities.....	51
Hazing within Black Fraternities and Sororities: A Historical Perspective.....	53
From Pledging to Membership Intake Process.....	56
Finer Women Don't Haze.....	57
The Underground Pledge Process.....	58
The Effects of Hazing.....	59
Hazing Disclosure: Zeta Phi Beta Sorority, Inc.....	61
Websites as a Hazing Prevention Strategy.....	61
Organizational Disclosure: University of North Texas.....	63
Hazing Disclosure: Educational Institutions.....	65

Legal and Ethical Responsibilities.....	67
Anti-Hazing Policies.....	69
Variations in Hazing Disclosure by Educational Institutions.....	71
Summary.....	72
Chapter Three: Methods.....	75
Overview.....	75
Design.....	75
Research Questions.....	76
Hypotheses.....	76
Participants and Setting.....	77
Instrumentation.....	79
Procedures.....	79
Eligibility and Participation Criteria.....	79
Data Sources.....	80
Operationalization of Variables.....	80
Hazing Disclosure.....	80
Geographical Regions.....	82
Educational Settings.....	83
Data Validation and Participation Selection.....	83
Internal and External Validity.....	84
Confidentiality and Ethical Considerations.....	85
Generalizability and Impact.....	85
Data Analysis.....	86

Fisher-Freeman-Halton Exact Test..... 86

 Complexity Addressed with the Fisher-Freeman-Halton Exact Test..... 87

 Critical Assumptions in Fisher-Freeman-Halton Exact Testing..... 87

 Data Analysis Software and Tools..... 88

Chapter Four: Findings..... 89

 Overview..... 89

 Research Questions..... 89

 Hypotheses..... 90

 Assumption Tests..... 90

 Descriptive Statistics..... 91

 Results..... 93

 Hypothesis One..... 93

 Data Screening..... 93

 Results for Hypothesis One..... 94

 Hypothesis Two..... 95

 Data Screening..... 95

 Results for Hypothesis Two..... 96

 Trends in Hazing Disclosure: Regional and Educational Analysis 97

 Disclosure Proclivities Among Educational Institutions..... 97

 Influences of Hazing Transparency State Laws on Disclosures..... 98

Chapter Five: Conclusion..... 101

 Overview..... 101

 Discussion..... 101

Purpose of the Study.....	101
Bidirectional Hazing Dynamics.....	102
Research Question One: Hazing Disclosures and Geographical Regions.....	103
Analysis and Synthesis of Findings (RQ1).....	103
Hazing Transparency Laws on Hazing Practices.....	103
Closer Inspection of Pennsylvania's Hazing Transparency Laws.....	105
Research Question Two: Hazing Disclosures and Educational Settings.....	105
Analysis and Synthesis of Findings (RQ2).....	106
Hazing Disclosure Preferences by Educational Setting.....	106
Hazing Laws and Disclosure Inclinations by Educational Setting.....	107
Predominantly White Institutions (PWIs) and Mixed Institutions.....	107
Historically Black Colleges and Universities (HBCUs).....	108
Other Institutions.....	109
Zero-Tolerance Policies.....	110
Public Access to Institutional Hazing Reports.....	112
Theoretical Framework: Stakeholder Approach and Institutional Disclosure.....	113
Implications.....	115
Limitations.....	117
Recommendations for Future Reserarch.....	117
References.....	120

List of Tables

Table 1: Descriptive Statistics for Hazing Disclosures.....	92
Table 2: Descriptive Statistics for Geographical Regions.....	92
Table 3: Descriptive Statistics for Educational Settings.....	92
Table 4: Fisher-Freeman-Halton Exact Test/Monte Carlo Approximations (1).....	94
Table 5: Fisher-Freeman-Halton Exact Test/Monte Carlo Approximations (2).....	96
Table 6: Hazing Disclosures and Educational Settings Crosstabulations.....	97
Table 7: Hazing Disclosures, Geographical Regions, and Hazing Transparency Laws Crosstabulations.....	99
Table 8: Hazing Disclosures, Educational Settings, and Hazing Transparency Laws Crosstabulations.....	100

List of Abbreviations

Black Greek-letter Organizations (BGLO)

Family Educational Rights and Privacy Act (FERPA)

Historically Black Colleges and Universities (HBCU)

Interfraternity Council (IFC)

National Interfraternity Conference (NIC)

National Panhellenic Council (NPC)

National Pan-Hellenic Council (NPHC)

National Center for Educational Statistics (NCES)

Post-Traumatic Stress Disorder (PTSD)

Predominantly White Institution (PWI)

Statistical Program for the Social Sciences (SPSS)

CHAPTER ONE: INTRODUCTION

Overview

This chapter introduces a quantitative comparative study investigating variations in hazing disclosure among educational institutions. In this study, the variations in hazing disclosure are analyzed based on the geographical region and educational setting of affiliated Zeta Phi Beta Sorority undergraduate chapters within the United States. Due to the prevalence, persistence, and pervasiveness of hazing among Greek-letter fraternities and sororities, transparent disclosure of these incidents becomes critical for understanding its frequency, ensuring the safety of students, providing informed consent, increasing stakeholder awareness, and implementing effective anti-hazing interventions. For these reasons, exploring hazing disclosure practices among educational institutions affiliated with Greek-letter fraternities and sororities is critical. This research fills this gap, providing valuable insights for hazing prevention and institutional accountability. This chapter begins with a background review of hazing, taking a historical, social, and theoretical perspective to trace its prevalence, contextual factors associated with hazing, and levels of disclosure by organizational and educational institutions through time and across different contexts. The following sections present the problem statement, purpose statement, research questions, and definitions of key terms. The chapter concludes with a summary, establishing a foundation for the subsequent chapters.

Background

Hazing, on one end of the spectrum, has been characterized as relational violence, which requires the consideration of multiple factors to implement effective anti-hazing prevention methods (Alexander, 2020; Allan & Madden, 2013; Waldron, 2016). Conversely, individuals have characterized hazing as a benefit associated with positive outcomes, such as increased

organizational commitment (Allan et al., 2019). Regardless of individual or group perspectives related to hazing, Greek-letter organizations, sports teams, clubs, and other student groups on college and university campuses are expected to adhere to strict anti-hazing policies to protect the well-being and safety of students and to prevent any harmful or dangerous initiation rituals or activities. Additionally, 44 states have implemented anti-hazing laws, with many stipulating that a person's willingness to participate is not a defense against hazing charges (Chamberlin, 2014). Therefore, while hazing still exists, it is not tolerated within the mainstream culture of American colleges and universities and could result in organizational, educational, and criminal sanctions.

Much of the existing literature concentrated on hazing within higher education; specifically, it explored students' perspectives and experiences (Allan et al., 2019; Allan et al., 2018; Diamond et al., 2016; Silveira & Hudson, 2015; Suggs, 1999). Furthermore, a significant body of research focused on hazing behaviors and the perspectives of those involved (Bamberski, 2021; McCready, 2020); Parks et al., 2022; Raghav & Diette, 2022). These studies illuminated the multifaceted nature of hazing, its effects on perpetrators and victims, and its potential to cause severe harm, including fatalities. Due to many hazing-related deaths, studies have examined the impact of hazing disclosure among those directly involved. However, research needs to be more extensive in its organization-specific focus and understanding of hazing disclosure variations based on external environmental factors such as the geographical region and educational setting of affiliated sororities. There is a significant need to examine this phenomenon within Zeta Phi Beta Sorority undergraduate chapters in the United States. This limitation underscored the need for this study.

Historical Context

The history of hazing spans centuries and cultures, with its roots dating back to 387 B.C.

when Plato criticized the unruly behavior of boys who engaged in practical jokes that injured hazing victims and innocent citizens who happened to be nearby (Nuwer, 1999). In the context of Black Greek-letter fraternities and sororities, hazing took root as an integral part of the membership initiation process, with historical reports indicating that it served as a rite of passage for prospective members (Kimbrough, 2003). For example, in 1925, Howard University's media publication provided evidence of hazing on its campus, with reports describing 'hell week' that prospective fraternity and sorority members had to endure to become full members (Kimbrough, 2003). During this period, public displays of hazing included prospective members marching, wearing odd clothing, and singing, reflecting the enduring nature of hazing practices (Kimbrough, 2003). While educational officials at Howard University and Lincoln University recognized the harm caused by the initiation process for students on their campuses seeking membership into these student organizations during this time, they did not immediately ban hazing (Parks, 2015).

In subsequent years, the public became more aware of the brutality involved in many hazing incidents that severely injured numerous prospective members and ended in death for another (Parks, 2015). In 1990, a significant shift in the stance on hazing occurred when the National Pan-Hellenic Council officially denounced it and presented a new membership intake process to replace the former pledge process that included hazing. Nevertheless, many of its members felt disenfranchised by the new membership intake process and clung to the belief that hazing was necessary to strengthen the bonds of unity and commitment among members, a perspective rooted in generations past (Sasso et al., 2020). Underground pledge processes became commonplace among Black Greek-Letter Organizations (BGLOs) on college campuses across the United States. Simultaneously, the desire of anti-hazing advocates to hold Greek-letter

organizations and educational institutions responsible for their role in preventing, addressing, and eradicating hazing practices grew stronger. As a result of their efforts, coupled with many losing their lives or becoming injured from hazing, several courts have departed from the previous precedent of exempting educational institutions from liability for injuries sustained by students on their campuses by recognizing a duty of care on the part of these institutions toward their students (Parks & Spencer, 2013). For these reasons, factors like these often influence their decisions regarding whether and to what extent they disclose information about these incidents to the public.

Social Context

The prevalence of hazing among Greek-letter fraternities and sororities remains an ongoing concern within U.S. higher education institutions, with a historical presence spanning decades (Nuwer, 1999). Research demonstrates that hazing continues to occur through victim-to-perpetrator cycles, wherein students justify hazing as serving a beneficial purpose (Chamberlin, 2014). In contemporary times, the pervasiveness of hazing extends beyond Greek-letter organizations and manifests in sports, the military, the workforce, collegiate marching bands, and secondary schools. Researchers have highlighted the prevalence of hazing in diverse contexts, illustrating that it is not limited to a specific group (Pečjak & Pirc, 2019; Silveria & Hudson, 2015). The complexity of hazing within these organizations lies in its deep-rooted nature within many cultures.

Hazing, characterized by several types of group dynamics, is further influenced by the policies and practices of the educational institutions where these organizations are based, which can exacerbate its prevalence. Sociocultural factors related to hazing include initiation practices and traditions, undergraduate chapter dynamics, hazing beliefs and attitudes, graduate

involvement, and group cohesion, which play pivotal roles in fueling hazing behaviors within the broader context of these organizations. These sociocultural factors encompass a wide range of intra-group dynamics that include pressure and conformity (Allen et al., 2018), organizational identification (Richardson et al., 2020), instrumental education (McCreary & Schutts, 2019), solidarity (Nuwer, 2018), commitment and loyalty (Nuwer, 1999), and leadership styles (Parks & Mutisya, 2018). These internal group dynamics collectively mold the prevalence and characteristics of hazing by exerting influence through group behavior, shared values, and power structures within Greek-letter fraternities and sororities. These group dynamics are often further modulated by external environmental factors such as the geographical region and educational setting of undergraduate chapters like Zeta Phi Beta Sorority.

Theoretical Context

Janis' groupthink theory and Freeman's stakeholder approach are the two chosen theoretical frameworks for this study. Groupthink arises in cohesive in-groups that value unanimity over critical assessment, fostering intolerance toward dissenting viewpoints (Janis, 1972, 1982). In the context of hazing among Greek-letter fraternities and sororities, this theory provides a framework for understanding how contextual factors, internal group dynamics, and external environmental factors can impact the decision-making processes of a group. On the other hand, as a pervasive problem, hazing impacts various stakeholders, including students, faculty, parents, researchers, and the broader community. Freeman's stakeholder approach underscores the importance of organizations' ethical responsibility to be transparent, accountable, and inclusive of all stakeholders that their business decisions may directly or indirectly impact (Freeman, 1984, 2018). This approach can be extended to educational institutions, as it provides the mentality and strategies they can use to address hazing among their Greek-letter

organizations. Janis' groupthink theory and Freeman's stakeholder approach illuminate the interdependent nature of external environmental factors associated with hazing and its disclosure by educational institutions. This issue underscores the need for transparency, accountability, and stakeholder inclusivity to address hazing among Greek-letter organizations, such as Zeta Phi Beta Sorority.

Problem Statement

The problem to be investigated in this study is the variation in hazing disclosure among educational institutions based on external environmental factors associated with hazing among affiliated Zeta Phi Beta Sorority undergraduate chapters within the United States. Disclosure in the context of this study refers to revealing or making known instances of hazing or abusive practices among Greek-letter fraternities and sororities by educational institutions. However, transparency refers to the openness and clear communication of hazing information. Disclosure can occur without transparency, but transparency enhances the effectiveness and impact of disclosure by ensuring that information is readily available, understood, and visible to relevant stakeholders. Institutional transparency regarding hazing disclosure is crucial for understanding its prevalence, ensuring the safety of students, providing informed consent, stakeholder awareness, and implementing effective anti-hazing interventions. This study explores the interplay between external environmental factors associated with hazing among Greek-letter organizations, such as Zeta Phi Beta Sorority, and the disclosure practices of their affiliated educational institutions. The results of this study can shed light on the complexities of institutions' responses to hazing incidents and their implications for student safety and institutional accountability.

In the discussion regarding hazing, the five founders of Zeta Phi Beta Sorority, also known as the Five Pearls, did not envision or legitimize hazing in their initial membership processes. This is important to note because it can potentially become lost in the discussion. Nonetheless, hazing became an unofficial part of their membership requirements. As prospective members endured hazing to gain membership, hazing evolved to become a core component of its tradition, and experiencing acts of hazing became an expectation for both members and prospective members. Over time, the media's exposure of the long-term physical and psychological harm to several prospective members and even death brought awareness to the public (Mathers & Chavez, 2018). Additionally, the media's scrutiny of hazing-related injuries and deaths negatively impacted Greek-letter fraternities and sororities and threatened their longevity and legitimacy.

Among Black Greek-letter fraternities and sororities, hazing was once an integral part of the pledging process, often deeply rooted in tradition. These organizations had longstanding customs and expectations that prospective members would endure challenges such as physical abuse, embarrassment, harassment, and ridicule to attain full membership and organizational privileges. Hazing is an ongoing concern for undergraduate chapter members within BGLOs (Véliz-Calderón & Allan, 2017), such as Zeta Phi Beta Sorority. Between 1959 and 2021, there has been at least one hazing-related death in the United States, and in some of those years, multiple deaths occurred (Nuwer, 2023a). Harm from hazing can negatively impact its victims, bystanders, and perpetrators of it. Though efforts to combat hazing have increased awareness and education within these organizations, hazing persists with no foreseeable end.

Despite the 1990 joint statement by leadership within the BGLOs under the National PanHellenic Council denouncing hazing, it has endured. In 2013, Zeta Phi Beta Sorority

implemented the *Finer Women Don't Haze* initiative to eradicate all forms of hazing within its organization (Zeta Phi Beta Sorority, Inc., n.d.). However, hazing endured because a large segment of its members enamored with the former pledge process was resistant to the changes that came with the new membership intake process created by its leaders. The new membership intake process explicitly denounces hazing, provides a comprehensive outline of the entire intake process, and details the qualifications for prospective members to be eligible for membership (Prairie View A & M, 2024). Nonetheless, new reports of hazing would often reveal direct alumnae influences, who believe that contrary to the decisions of their leaders, the former pledging process was critical and vital to the longevity of the sorority and necessary for ensuring prospective members legitimately earned their membership rights (McCarthy, 2023). Many of these sorority members believed in the benefit of hazing, even when shown how their beliefs did not align with the commitment of their organization to promote sisterhood, service, and academic excellence.

Scholars have sought to address the problem of hazing within the broader context of fraternities and sororities and have shed light on the prevalence, nature, forms, and consequences of hazing incidents. McMullen (2014) found that hazing perpetrators and bystanders were likely to experience depression and anxiety and use alcohol or drugs. Research exploring hazing incidents among Black Greek-letter fraternities and sororities has examined factors such as member experiences (Allan et al., 2019), leadership dynamics (Bureau et al., 2021), organizational culture (Chambers, 2017), and tradition (DeSantis, 2020), to gain a deeper understanding of hazing incidences within these organizations. The research findings from this study, and others like it, can advance knowledge on hazing prevention, promote the well-being of members within Zeta Phi Beta Sorority, and provide practical insights for addressing hazing

within a broader Black Greek-letter community. However, the problem is that there is a lack of organization-specific exploration of hazing and a comprehensive understanding of how external environmental factors influence hazing disclosure among educational institutions, which still needs to be addressed.

Many states addressed hazing by establishing laws that make it illegal and rendering sanctions on individuals, such as criminal charges, fines, incarceration, or combinations of sanctions (Chamberlin, 2014; Parks & Spencer, 2013). Some state laws, such as the 2021 Collin's law in Ohio (Section 2903.1 of the Ohio Revised Code; Section 3345.19 of the Ohio Revised Code), criminally sanction educational institutions for the actions of their students and directs them in what publicly disclosed hazing-related information is necessary for them to comply with the law. State laws that require educational institutions to disclose hazing incidents publicly stipulate that these institutions must provide specific details, including the organization's name, the date of violation, a concise description of the conduct violation, findings from the investigation, and the penalties imposed. Moreover, some courts have gone against the former precedent of not holding educational institutions liable for injuries caused to students on their campuses by recognizing a duty of care on the part of these institutions toward their students (Parks & Spencer, 2013). These and other assessed risks to organizational and institutional interests may influence how and to what extent they disclose their knowledge of hazing incidents to the public.

Purpose Statement

The purpose of this quantitative comparative study is to examine if there are statistically significant variations in hazing disclosure (comprehensive, inconclusive, unreported, and other) by educational institutions. These variations are analyzed based on the

geographical region (Atlantic, Eastern, Great Lakes, Midwestern, Southcentral, Southeastern, or Southern) and educational setting (Historically Black Colleges and Universities (HBCUs), Predominantly White Institutions (PWIs), Mixed Institutions, or Other Institutions) of affiliated Zeta Phi Beta Sorority undergraduate chapters in the United States. By analyzing these external environmental factors associated with hazing, this research aims to gain insights into how they may shape or affect hazing disclosure practices within the specific context of Zeta Phi Beta Sorority. This analysis can reveal patterns, trends, and associations that contribute to a deeper understanding of how hazing disclosure occurs among educational institutions. The results of this study can provide practical guidance for educational institutions, enabling them to develop more effective antihazing policies and practices, enhance student safety, and cultivate a culture of transparency and accountability.

To explore statistically significant variations in hazing disclosure among educational institutions and to understand how external environmental factors may influence these disclosures within the specific context of Zeta Phi Beta Sorority, this quantitative comparative study targets undergraduate members of Zeta Phi Beta Sorority within the United States. The definition of hazing employed for this study is "any action taken, or any situation created that intentionally causes embarrassment, harassment, or ridicule, and risks emotional or physical harm to members of a group or team, whether new or not, regardless of the person's willingness to participate" (Smokowski & Evans, 2019, p. 154). Also, the theoretical frameworks that guide this study are Janis' groupthink theory (1972, 1982) and Freeman's stakeholder approach (1984, 2018). Groupthink is pertinent to understanding the outcomes of this study due to its exploration of group dynamics underlying members' and prospective members' decisions to either participate in or permit hazing activities. The stakeholder approach is critical for highlighting the need for

institutions to be inclusive of all stakeholders, engaging with them through open communication and transparency to garner trust and demonstrate a genuine desire to address hazing among Greek-letter organizations.

This study investigates two independent contextual variables associated with hazing. These contextual variables include the following: geographical regions (Atlantic, Eastern, Great Lakes, Midwestern, Southcentral, Southeastern, or Southern) and type of educational settings (Historically Black Colleges and Universities (HBCUs), Predominantly White Institutions (PWIs), Mixed Institutions, or Other Institutions), of affiliated Zeta Phi Beta Sorority undergraduate chapters within the United States. The dependent variable chosen for this study is hazing disclosure. Hazing disclosure by educational institutions has four levels: comprehensive, inconclusive, unreported, and other. Subsequent sections of this chapter elaborate on the relevancy of these variables.

Significance of the Study

The significance of this study is that it focuses on external environmental factors associated with hazing specific to Greek-letter organizations, such as Zeta Phi Beta Sorority, and its influence on hazing disclosure among their various affiliated educational institutions. Although there is significantly limited research on this topic, one consistent finding in the literature is the strong influence of group dynamics on hazing within these organizations (Allan et al., 2019). Previous literature has highlighted broader sociocultural factors associated with hazing, as discussed earlier in this chapter. This study identified the geographic region and educational setting of Zeta Phi Beta Sorority undergraduate chapters as external environmental factors linked to hazing through an analysis of published accounts of hazing incidents. These factors shed light on the complexity of hazing and the failure of many leaders in Greek-letter

organizations and educational institutions to disclose or adequately address hazing incidents, which disempowers stakeholders, impedes a complete understanding of the problem, hampers the development of informed policies and interventions, and contributes to the cycle of hazing within these two entities.

The practical significance of this study is that it reinforces the importance of considering and examining external environmental factors, as they often underlie hazing incidents among Greek-letter organizations. For educational institutions and Zeta Phi Beta Sorority, this examination would be instrumental in identifying undergraduate chapters at a higher risk for hazing incidents, allowing for tailored training and educational programs based on the unique characteristics of undergraduate chapters. Its significance lies in its focus on factors impacted by the prevalent nature of hazing, such as hazing disclosures by educational institutions. The gravity of hazing consequences reveals how it subjects individuals to elevated risks of physical, psychological, and emotional harm (Smokowski & Evans, 2019). Despite concerted efforts, including sanctions imposed by organizations, educational institutions, and governmental bodies, hazing persists within Greek organizations, specifically within Zeta Phi Beta Sorority. While much of the existing research has focused on the prevalence, forms, and consequences of hazing, particularly within collegiate-level fraternities, sororities, and athletic teams (Alexander, 2020), this study's findings aim to enrich the literature by highlighting the influence that external environmental factors linked to hazing have on the hazing disclosure practices of educational institutions associated with Zeta Phi Beta Sorority undergraduate chapters within the United States.

Research Questions

This study focuses on contextual factors associated with hazing among Zeta Phi Beta Sorority undergraduate members. Quantifying the relationship between contextual factors and incidents of hazing allows for a better understanding of how these factors interact and contribute to the prevalence and dynamics of hazing within Zeta Phi Beta Sorority undergraduate chapters within the United States.

RQ1: Is there a statistically significant difference in the level of hazing incident disclosure (comprehensive, inconclusive, unreported, and other) by educational institutions based on the geographical region (Atlantic, Eastern, Great Lakes, Midwestern, Southcentral, Southeastern, or Southern) of affiliated Zeta Phi Beta undergraduate chapters within the United States?

RQ2: Is there a statistically significant difference in the level of hazing incident disclosure (comprehensive, inconclusive, unreported, and other) by educational institutions based on the educational setting (Historically Black Colleges and Universities (HBCUs), Predominantly White Institutions (PWIs), Mixed Institutions, or Other Institutions) of affiliated Zeta Phi Beta Sorority undergraduate chapters within the United States?

Definitions

African-American or Black: African-American and Black refer to Black people across the diaspora and are often used interchangeably. The term African-American describes those individuals with African ancestry living in the United States, while Black is inclusive of this demographic who are not American-born or have African ancestry (Hall et al., 2021).

Alumnae/Alumni: Alumnae (women) or alumni (men or women and men) refer to individuals who have graduated from a particular school, college, or university. In a sorority or fraternity,

alumni are former members who have completed their undergraduate education and are no longer active undergraduate members (Drezner & Pizmony-Levey, 2021).

Black Greek-Letter Organizations (BGLOs): The nine historically Black fraternities and sororities in the United States that are part of the National Pan-Hellenic Council (Gillon et al., 2019).

Contextual Factors: Contextual factors refer to the social, cultural, and environmental conditions or elements surrounding and influencing a particular situation or phenomenon. They are essential for understanding how and why certain events or behaviors occur. For this dissertation, contextual factors pertain to the circumstances surrounding hazing within Zeta Phi Beta Sorority (McCready, 2020).

Founders: Founders are individuals that have established a particular organization, such as a sorority or fraternity (Smith, 2023).

Graduate Chapter: A graduate chapter is a local branch of a sorority or fraternity composed of alumni members who have graduated from their undergraduate programs (Bureau et al., 2021).

Hazing: Hazing is subjecting individuals to humiliating, degrading, or potentially harmful activities as part of an initiation or membership process. It is often seen as a harmful and unethical practice (Cimino & Thomas, 2022).

Historically Black Colleges and Universities (HBCUs): HBCUs are institutions of higher education in the United States that was founded to serve the Black community. They have a rich history and tradition of educating African-American students (Clayton et al., 2023).

Made: This term is commonly used among Black Greek-letter fraternities and sororities, which refers to the inclusion of hazing when completing the membership intake process and becoming an official organization member (Kimbrough, 1997).

Membership Intake Process: The membership intake process is the series of steps and activities individuals go through to become sorority or fraternity members (Bureau et al., 2021).

National Pan-Hellenic Council (NPHC): The NPHC is an umbrella organization representing nine historically Black fraternities and sororities. It serves as a governing body and promotes unity and collaboration among these organizations (Goss et al., 2014).

Paper: This is a derogatory term often used among Black Greek-letter fraternities and sororities to refer to individuals who became members by completing the membership intake process instead of the former pledge process that included hazing (Anderson & Smith, 2016).

Pledging: Pledging is the period during which prospective members prepare for membership in a sorority or fraternity. It often involves learning about the organization's history, values, and traditions (Allan et al., 2020).

Predominantly White Institution (PWI): A Predominantly White Institution is a college or university where most students and faculty are White. (Bourke, 2016).

Prospective Member: A prospective member is an individual who seeks membership in a sorority or fraternity but must first complete the membership intake process (Salinas et al., 2019).

Sorority: A sorority is a women's social organization typically found on college and university campuses. Sororities often focus on sisterhood, community service, and personal development (Ispa-Landa & Oliver, 2020).

Undergraduate Chapter: An undergraduate chapter is a local branch of a sorority or fraternity composed of students actively working toward an undergraduate degree. In Black Greek-letter fraternities and sororities, undergraduate chapters are overseen by a local graduate chapter (Parks & Hughey, 2020).

Underground Pledge Process: Prohibited membership processes done in secret or an unsanctioned pledge process (Parks, 2021).

Summary

This chapter presented a quantitative comparative study that examines the interconnected relationship between external contextual factors associated with hazing among Zeta Phi Beta Sorority undergraduate chapters and hazing disclosure among associated educational institutions. The problem identified in this chapter stems from the continuance of hazing within Greek-letter fraternities and sororities on college campuses around the United States, despite leadership within these organizations and educational institutions' denouncement efforts and implementation of various anti-hazing initiatives and policies. The persistence of hazing within Greek-letter undergraduate chapters increases the likelihood of psychological, physical, and emotional impact, including death for the members, prospective members, and bystanders within these organizations. The mutual benefit between educational institutions and Greek-letter organizations can be negatively affected when the latter engage in hazing activities. It may also precipitate the failure to disclose or significantly limit disclosure about hazing incidents. This study addresses this by comparing variations in the level of hazing disclosure by educational institutions based on the geographical region and educational setting of affiliated Zeta Phi Beta Sorority undergraduate chapters within the United States.

The significance of this study lies in its focus on organization-specific contextual factors associated with hazing and their influence on the variability of hazing disclosure by educational institutions affiliated with them. The outcomes of this study can support Zeta Phi Beta Sorority in creating targeted interventions that foster safer environments for its undergraduate members. Furthermore, this research provides valuable insights to educational institutions, enabling them

to develop more effective policies and strategies for addressing and preventing hazing incidents within their affiliated Greek-letter organizations. The two chosen theoretical frameworks for this study are Janis' groupthink theory and Freeman's stakeholder approach. Groupthink theory elucidates the decision-making processes that may underlie hazing incidents and offers insights into why hazing persists in organizations like Zeta Phi Beta Sorority. However, the stakeholder approach focuses on organizational ethics and commitment to all stakeholders through open communication, transparency, and inclusion.

The chapter concluded with the two research questions underpinning this study. The research question section introduced the study's population and the independent and dependent variables. This chapter also included definitions for terms commonly associated with Black Greek-letter fraternities and sororities. Overall, this chapter plays a crucial role in building the foundational framework for this study. Its primary aim is to pave the way for a thorough understanding of the study's central focus and research objectives.

CHAPTER TWO: LITERATURE REVIEW

Overview

This chapter explores the literature on hazing in Greek-letter fraternities and sororities and its disclosure by their affiliated educational institutions. Hazing poses a significant risk to student well-being in higher education, regardless of their willingness to participate. The chapter introduces two guiding theoretical frameworks: groupthink theory, focusing on sociocultural factors impacting group decision-making, and the stakeholder approach, emphasizing inclusivity, transparent communication, and hazing incident disclosure for Greek-letter organizations and educational institutions. The related literature sections delve into historical and contextual factors contributing to hazing's prevalence within Greek-letter organizations, especially within Zeta Phi Beta Sorority. The last section summarizes key works and studies, providing vital perspectives, context, and historical background on hazing disclosure within educational institutions and Black Greek-Letter Organizations (BGLOs), specifically focusing on Zeta Phi Beta Sorority.

Theoretical Framework

Groupthink Theory

In the context of Black Greek-Letter Organizations (BGLOs), such as Zeta Phi Beta Sorority, exploring the manifestations of groupthink, a phenomenon identified by Janis' groupthink theory, within these organizations is crucial. Groupthink represents a set of symptoms that can significantly influence decision-making and behavior within a group. This theoretical framework examines eight critical symptoms associated with groupthink, as outlined by Janis: the illusion of invulnerability, the inherent morality of the group, collective rationalism, the stereotyping of out-groups, self-censorship, a shared illusion of unanimity, pressure to conform, and mind guards (Janis, 1972, 1984). While originally conceptualized to understand group

decision-making processes, these symptoms hold immense relevance in examining Greek-letter organizations, mainly as they relate to practices like hazing. It becomes evident that both internal group dynamics and external environmental factors play pivotal roles in influencing and exacerbating these symptoms of groupthink.

For example, within the internal dynamics of a fraternity and sorority, factors such as leadership structure, group cohesion, and conformity norms can foster a sense of invulnerability, promote collective rationalism, and create pressures to conform. Conversely, external factors such as the geographical region and educational settings of the undergraduate chapter of a fraternity or sorority can contribute to stereotyping out-groups or influencing the perceived morality of the group. Understanding these interconnected dynamics sheds light on the groupthink processes within Greek-letter organizations and provides valuable insights into the underpinnings of practices like hazing. It also helps to explain how hazing might emerge and persist within Greek-letter fraternities and sororities, such as Zeta Phi Beta Sorority. Understanding these contextual factors is critical for effectively addressing and preventing hazing incidents.

Definition of Groupthink

Researchers have provided numerous definitions for groupthink. However, in this study, groupthink is defined as members choosing not to interrupt perceived unity and positive emotions associated with the group (Janis, 1972, 1982). Members typically reduce their exploration of potential resolutions or conversations regarding alternative ideas to maintain cohesion. For example, chapter members decide whether to engage in a pledge process that includes hazing or the membership intake process that does not. Some members may want to follow the membership intake process but refrain from saying anything. Though they are all

aware of the potential consequences, the group engages in collective rationalization because the members know that they will soon graduate from their educational institution and that a need for new members will exist. However, the members want to ensure prospective members will be "made correctly," maintaining the chapter's hazing tradition before transitioning to the graduate chapter. The risk of engaging in this type of groupthink is that someone may report actual or suspicious hazing activities to their college administration and national organization. Depending on the outcomes of their investigation, members and prospective members may have exposed themselves to organizational, educational, and criminal consequences.

The Role of Internal Group Dynamics and External Contextual Factors on Groupthink

Internal group dynamics within Greek-letter organizations are often intricately linked to the persistence and prevalent nature of hazing. For this reason, it is critical to examine internal group dynamics as they shape the culture surrounding hazing within these groups. Greek-letter organizations, renowned for their traditions, rituals, and strong bonds among members, often exhibit internal contextual factors driven by solidarity, commitment, and the veneration of tradition (Salinas & Boettcher, 2018). These elements foster a sense of belonging and shared identity and create an environment where hazing practices can take root and persist.

Understanding the interplay between these internal group dynamics and external environmental factors is imperative to comprehend the complex issue of hazing within Greek-letter organizations.

Internal group dynamics are a complex confluence of factors within Greek-letter organizations. Solidarity among members nurtures a profound sense of belonging, which fuels a desire to display an unwavering commitment to the group's values and principles (Lee-Olukoya, 2010). This commitment is deeply entwined with tradition, as rituals and customs become emblematic of the group's heritage and identity (Goss et al., 2014). Within this context, hazing

practices may sometimes find acceptance, with some members viewing them as rites of passage, tests of dedication, or mechanisms to enhance group cohesion. The persistence of hazing despite numerous anti-hazing strategies and interventions to eliminate or significantly reduce it highlights the deeply rooted influence of internal dynamics on the culture of Greek-letter organizations.

While internal group dynamics provide the foundation for hazing within Greek-letter organizations, external environmental factors play a pivotal role in shaping the acceptance and prevalence of such practices. These external factors can encompass the geographical region and the specific educational setting in which the Greek-letter undergraduate chapter resides. For example, the geographical region of the undergraduate chapter may influence the local culture and traditions, which can, in turn, affect the norms and practices of Greek-letter organizations within that area. State locations can create legal frameworks that either discourage or tolerate hazing, impacting how organizations navigate the boundaries of acceptable behavior (Blanchard, 2013). Additionally, the type of educational setting can shape the overall climate and expectations related to hazing. It is vital to emphasize that these external factors do not inherently lead to differences in hazing incident rates but rather influence the tolerance and normalization of hazing within a given context. Understanding these external influences is essential because it allows for developing targeted prevention and intervention strategies that consider the unique dynamics of each context.

Symptoms of Groupthink

Illusion of Invulnerability. The illusion of invulnerability is a central symptom of groupthink among fraternities and sororities and most often results from internal solid group dynamics. Members, bonded by solidarity and commitment, can develop a skewed perception of

invincibility concerning hazing. During hazing rituals, members perceive themselves as immune to the negative consequences of their actions (Campo et al., 2005). Reports of hazing often include fraternity and sorority members' expectation that prospective members endure physically demanding or dangerous hazing rituals, such as extreme physical fitness tests or excessive alcohol consumption, demonstrating their invulnerability to harm (Allan & Madden, 2012). Moreover, this perception arises from the belief that enduring these rituals is not only expected but commendable, creating a sense of invincibility among participants (Nuwer, 1999). It fosters an environment where they may push the boundaries of hazing rituals without recognizing the potential harm to themselves and others. This symptom contributes to the perpetuation of dangerous hazing practices and reinforces the idea that they are exempt from the rules that apply to others.

The Inherent Morality of the Group. The group's inherent morality is a symptom of groupthink strongly resonating with hazing culture. Tradition and commitment create a belief that hazing practices are necessary and morally justified within the group's framework. Members of fraternities and sororities often collectively rationalize hazing as a rich tradition rooted in their organization's moral values and principles (Alexander & Opsal, 2021). This collective rationalization enables them to reconcile hazing practices, even when involving ethically questionable or potentially unlawful actions. Intertwining the group's moral code with hazing makes it challenging for individuals to question or oppose these rituals, as members believe hazing is essential for maintaining the organization's moral integrity (Alexander & Opsal, 2021). Greek-letter members frequently argue that these rites of passage are vital for instilling discipline and commitment in new members, justifying hazing as a morally upright practice aligned with the organization's mission and values (Joyce & Nihir, 2018).

Collective Rationalism. In hazing practices within Greek-letter organizations, collective rationalism is evident as members, deeply committed to their group's traditions, may rationalize hazing as an essential part of pledging or initiation, even when it contradicts ethical or legal principles. Group members collectively justify their actions to maintain tradition and group cohesion, often prioritizing these factors over potential ethical concerns, reflecting a strong commitment to group norms and traditions even when they involve harmful or unethical practices. Moreover, members often use collective rationalism to normalize hazing, emphasizing its benefits while minimizing its drawbacks (Cimino, 2013). This rationalization involves downplaying the potential harm caused by hazing rituals and prioritizing conformity within the group. They may downplay the harm or risks associated with hazing, focusing on its perceived benefits, and using collective rationalization to normalize these practices within the group (McCreary & Schutts, 2019).

Pressure to Conform. The pressure to conform is pivotal in perpetuating hazing within fraternities and sororities. Preserving group unity and avoiding internal conflict becomes paramount within these close-knit communities, compelling members to participate in hazing rituals, even if they have personal doubts or objections (Cimino, 2011). Those who question hazing practices often face significant pressure from their peers who are deeply committed to maintaining the group's traditions. This pressure can manifest in various forms, including social isolation, ridicule, or retaliation. Moreover, the fear of social isolation or alienation from the group is a powerful motivator for silence and compliance (Salinas & Boettcher, 2018). Members often prioritize maintaining their position within the organization over challenging hazing practices, resulting in the silencing of dissenting voices to maintain group cohesion. Prospective members may experience immense pressure to conform to hazing rituals to gain acceptance and

retain their position within the group. This pressure, often exerted by senior members who expect unquestioning compliance, creates an environment where dissent is discouraged, and conformity becomes paramount. Consequently, prospective members may feel compelled to participate in hazing activities, even when harboring personal reservations, out of fear of social isolation or the risk of not gaining membership into the fraternity or sorority (Silveira, 2018).

Self-Censorship. Self-censorship often results from the pressure to conform within Greek-letter organizations. Individuals refrain from objecting to hazing practices for fear of social isolation or potential repercussions (Salinas & Boettcher, 2018). This self-censorship creates a culture where dissenting voices are prohibited, and members become complicit in perpetuating the practice. Fear of social exclusion and the desire to maintain an individual's standing within the group often lead to self-censorship, as individuals with reservations about hazing practices seek to avoid conflict or exclusion (Salinas & Boettcher, 2018). Members may suppress their reservations about hazing, fearing ostracism or judgment from their peers. This self-censorship stifles critical discourse and introspection as individuals hesitate to voice concerns or question the status quo. As a result, hazing practices can persist without the necessary scrutiny and accountability. Self-censorship reinforces the culture of silence that surrounds hazing within these groups.

Shared Illusion of Unanimity. Hazing rituals often foster a shared illusion of unanimity, creating the perception that everyone in the fraternity or sorority supports and endorses hazing as necessary and acceptable (Hamilton et al., 2016). This illusion discourages individuals with reservations from expressing their concerns and reinforces the idea that hazing is an integral part of the group's identity, with no room for dissent. Members often believe there is unanimous support for hazing, further reinforcing its continuation. Consequently, the shared illusion of

unanimity significantly contributes to the perpetuation of hazing practices, as individuals refrain from discussing, questioning, or opposing these rituals, reinforcing the perception that everyone in the group agrees with them. This dynamic not only maintains the status quo of hazing but also makes it challenging for individuals with reservations about these rituals to voice their concerns, contributing to the perpetuation of hazing within the group.

Stereotyping of Out-Groups. The stereotyping of out-groups is a common element of hazing rituals within Greek-letter organizations. Consequently, hazing often emphasizes prospective members' need to prove their worthiness through enduring these rituals (Nuwer, 2018). This stereotype perpetuates harmful traditions, as members believe that hazing is a necessary test of commitment and loyalty (Nuwer, 2018). Members may stereotype those who question hazing practices as outsiders who do not understand or appreciate the group's traditions and commitment. Moreover, newcomers are subjected to these rituals to establish their place within the group and distinguish themselves from out-groups. It can create an "us versus them" mentality, making it challenging for members to consider alternative viewpoints and contributing to the group's insularity. These group dynamics also foster an environment where newcomers feel compelled to endure these rituals to gain acceptance and validation within the group, further perpetuating the cycle of hazing.

Mindguards. Within Greek-letter fraternities and sororities, mindguards assume a significant role in preserving the organization's internal cohesion and safeguarding its reputation. These individuals are often responsible for shielding the group from external scrutiny or criticism, especially regarding hazing rituals or other contentious practices. Moreover, mindguards may discourage open dialogue concerning the potential harms of hazing or its ethical implications, fearing that such discussions could harm the organization's image. Additionally,

they may actively suppress information or dissenting viewpoints that challenge the continuation of hazing, thereby perpetuating the practice. The presence of mindguards in a group creates an atmosphere where muffling of critical dissent can occur, and the chapter's commitment to hazing remains unchallenged. While mindguards often operate with the best intentions, believing they are preserving the group's identity and traditions, their actions can inadvertently perpetuate harmful hazing practices. However, prospective members who perceive that hazing produces positive outcomes, such as personal achievement, make the role of the mindguard easier (Chambers et al., 2018).

Stakeholder Approach

Whereas groupthink served to better understand hazing based on the influence of contextual factors on the decision-making process among groups, the stakeholder approach serves as the foundational framework for understanding the paramount significance of institutional disclosure in the context of hazing. It emphasizes the ethical considerations surrounding such conduct and the need for transparency. This approach emphasizes the need for organizations to balance the diverse interests of a wide range of stakeholders, prioritize ethical behavior, and pursue long-term value creation through socially responsible actions (Freeman, 1984, 2018). The stakeholder approach is well-suited for this research discussion because it provides a framework that highlights the ethical responsibility of educational institutions to consider their hazing disclosure practices, which can negatively impact their stakeholders. Critical processes within this approach involve the identification and proactive engagement of stakeholders. These two processes are indispensable tools for effectively addressing the complex issue of hazing.

Evolution from Shareholder to Stakeholder Theory

As previously discussed, the stakeholder theory was appropriate for this study because of its alignment with the research objectives; however, it is imperative to examine the prevailing theory that precipitated its development and promotion. The dominant theory regarding corporate responsibility before the shift to the stakeholder perspective was the shareholder theory, often referred to as shareholder primacy. This theory holds that the primary responsibility of a corporation is to maximize financial returns and wealth for its shareholders, typically equity investors or stockholders. Major components of the shareholder theory included economists like Milton Friedman, who argued that a corporation's sole social responsibility is to increase profits within the bounds of the law (Forder, 2023). According to this perspective, the primary fiduciary duty of corporate executives is to their shareholders and associated monetary interests (Forder, 2023).

The shift toward the stakeholder as a construct emerged in literature in the early 2000s (Andriof et al., 2002). Several factors precipitated the transition from a dominant shareholder theory to a stakeholder perspective. In the 1980s, when companies were engaging in hostile takeovers, the focus on the concerns of stakeholders arose (Loewenstein, 2001). Stakeholders were requiring companies not solely to focus on the interests of shareholders but on those of stakeholders and the betterment of communities. Shareholder theory faced mounting criticism due to its myopic focus on profit maximization, disregarding these pressing societal issues.

Concurrently, corporate scandals, exemplified by the notorious Enron debacle, cast a harsh spotlight on ethical and governance lapses within corporations (Culpan & Trussel, 2005). Such scandals underscored the shortcomings of a shareholder-centric approach that prioritized financial gains over ethical conduct and broader responsibilities. Legal transformations further

propelled the shift as corporate law and regulation amendments began to acknowledge the interests of a more extensive array of stakeholders, encompassing employees, customers, and communities, signaling a shift toward a more encompassing perspective (Winkler, 2004). In parallel, academic research by scholars such as Freeman emerged as a pivotal driving force for the stakeholder perspective. R. E. Freeman's influential work, encapsulated in his book "Strategic Management: A Stakeholder Approach" (1984), contributed to the advancement and dissemination of this broader, more integrated approach to corporate responsibility and accountability.

Definition of Stakeholder

Freeman defined a stakeholder as "any group or individual who can affect or is affected by the organization's achievement" (Freeman, 1984, p. 5). Among stakeholder theory academics, there needs to be more debate regarding entities that can be considered stakeholders (Heath & Norman, 2004). The types of stakeholders include groups, individuals, communities, the environment, institutions, societies, and neighborhoods, to name a few (Laplume et al., 2008). However, Bryson et al.'s (2001) proposed definition of the stakeholder, which includes individuals, groups, or organizations that can affect or are affected by an organization's operation and objectives, is utilized in this study. The difference between the two definitions is that the former encompasses entities that can affect or are affected by the organization. However, the latter explicitly lists them. The broader definition of stakeholders is particularly relevant because it expands the scope of stakeholders to encompass entities that can affect the organization and those that are affected by it. The broadened definition of stakeholders ensures a more comprehensive exploration of the factors impacting hazing disclosure by educational institutions linked to Zeta Phi Beta Sorority undergraduate chapters. This inclusive approach acknowledges

the multifaceted nature of stakeholder involvement and provides a foundation for a holistic analysis of the dynamics surrounding hazing practices and disclosure within these institutions.

Components of the Stakeholder Approach

Transparency. Various scholars have identified trust as a foundational principle in the stakeholder approach (Castro-Martinez & Jackson, 2017; Freeman, 1984; Freeman, 2010; Harrison & Wicks, 2021; Jones, 1995). In this approach, there is a distinct emphasis on creating more excellent value through stakeholder interactions that adhere to ethical values such as honesty, trust, equity, kindness, and diversity (Freeman, 1984). It is critical to recognize that transparency is pivotal in building and maintaining trust (Jahansoozi, 2006). In the context of stakeholders such as parents seeking understanding and justice in cases of harm, especially hazing incidents involving their children, the lack of transparency from Greek letter organizations and educational institutions often hinders these pursuits. While striving to safeguard their interests, these entities may need to inform stakeholders adequately. The Clery Act, for example, was enacted in 1990 as a response to the greater need for institutional transparency and accountability (Clery, n.d.; Terman, 2021). This federal law mandates that colleges and universities that receive federal financial aid disclose information about crime on and near their campuses and implement safety and security measures to prevent similar tragedies (Terman, 2021).

Educational institutions and Greek-letter organizations benefit from thoroughly examining their anti-hazing practices to mitigate stakeholders' perceptions of harm (Harrison & Wicks, 2021). Failing to address these concerns can create significant consequences, particularly when stakeholders view disclosure practices as harmful and unethical, especially without a reasonable rationale (Harrison & Wicks, 2021). The potential cost for these entities lies in

damaging their relationships with stakeholders. Depending on the extent of perceived harm to stakeholder interests, it can lead to them advocating for change through stricter transparency regulations. Their fight for change, in turn, can render rationalizations ineffective, such as appeals to the law, denial of responsibility, denial of injury, denial of a victim, social weighting, higher loyalty appeals, or refocusing attention away from the issue (Ashforth & Anand, 2003). Understanding and addressing stakeholders' concerns regarding hazing practices is crucial for maintaining positive relationships and ensuring compliance with evolving regulations and ethical standards.

Stakeholder Identification. Friedman and Miles (2006) categorized stakeholder identification and analysis theories into three types: descriptive, normative, and instrumental. Descriptive theories map stakeholders, providing valuable tools for gaining insights into the stakeholder landscape. This theory also allows for analyzing the interests, concerns, and level of influence various stakeholders have on the organization. Normative theories ethically prioritize stakeholders and emphasize fairness and justice. This theory can aid in identifying stakeholders, determining their interests, and elucidating the ethical considerations involved in stakeholder analysis. Instrumental theories see stakeholders as valuable resources for an organization, which is a strategic approach. Instrumental theories see stakeholders as valuable resources for organizational success. This approach provides frameworks for organizations to identify, analyze, and engage with stakeholders strategically, considering their interests, concerns, and potential contributions to gain a competitive advantage or achieve specific outcomes.

Collaboration and management of stakeholders. In the stakeholder approach, collaboration involves the active and cooperative engagement of various stakeholders, such as employees, customers, suppliers, and the community, in a business's decision-making and

management processes to achieve mutually beneficial outcomes and address all involved parties' interests and concerns. In the context of Zeta Phi Beta Sorority, the sorority and associated educational institutions can choose undergraduate and graduate members, hazing experts, medical and mental health professionals, and in-house and external lawyers as stakeholders. These stakeholders, carefully selected from contractual and non-contractual relationships with these entities, represent a comprehensive approach to addressing hazing. The in-house lawyers, specifically those representing Zeta Phi Beta Sorority and the educational institution, serve as stakeholders with contractual obligations that primarily align with the best interests of their respective organizations. Conversely, the external lawyer, who frequently manages hazing cases outside of these organizations, brings a unique perspective as a stakeholder with a distinct affiliation while still having a personal stake in addressing hazing issues within these. The selection and collaboration of various stakeholders increases diverse experiences, expertise, and perspectives within the group; however, analyzing the stakeholders' interests, concerns, and influence on the organization contributes to effective stakeholder management.

By intentionally involving stakeholders in this manner, both Zeta Phi Beta Sorority and the educational institutions demonstrate a commitment to address hazing comprehensively. This approach aligns with ethical considerations, emphasizing the welfare and safety of all stakeholders involved. It also underscores the importance of stakeholder management by ensuring that hazard prevention and intervention efforts uniquely meet their unique needs and concerns. Furthermore, this collaborative effort promotes long-term value creation by fostering a safe and inclusive environment, which is vital for the well-being and success of all stakeholders. It embraces the concept of shared value, as the collaborative initiative aims to benefit the

organizations and the wider community, fostering a culture of responsibility and accountability in effectively addressing the hazing issue.

Related Literature

Origins of Hazing

Hazing practices in Ancient Greece and Europe were significant throughout the ancient world. In Ancient Greece, renowned for its diverse city-states, hazing-like initiation ceremonies played a prominent role in the fabric of society. Plato considered the hazing to result from mischievous pranks by young male students whose actions injured even innocent citizens who ventured into their paths (Nuwer, 1999). The power garnered from other students to older ones created a stratified system between them. The older students, known as "overturners," engaged in what we know today as hazing. Individuals deemed less powerful were targeted for these pranks, often physical and mental (Nuwer, 1999; Pontanus et al., 2009). During this time, hazing was known as pennialism, which ended at the culmination of the student's first year of school (Nuwer, 1999). The student would celebrate their induction by paying for the drinks and food of all present (Nuwer, 1999).

During the Middle Ages, the practice of fagging became a customary practice throughout educational institutions. For example, at Elton College, first-year students were tasked with making the beds of their master, waiting for meals, running errands, and being immediate in their response to their master's call to them (Waite, 2014). Students seeking their master's degree had to receive documentation that they completed what is comparable to 'hell night' during the Middle Ages (Nuwer, 1990, 1999). Even faculty members were not exempt from experiencing many forms of humiliation before they were considered worthy of employment (Nuwer, 1999). Scholars underwent a training period in which many spent years impoverished and enduring

trials of many kinds (Nuwer, 1999). Hazing of these kinds was implemented to raise standards by ensuring that scholars had earned their right to receive that label. Having gone through these experiences, many scholars spread their forms of paternalism throughout educational institutions in Europe and even America.

The History of Hazing in American Higher Education

In the 19th century, hazing entered student organizations (Nuwer, 1999). Literary societies, the first student organization, complemented the student's educational enlightenment. However, stunts and pranks became an everyday activity among members of these literary organizations. The President of Harvard disciplined a second-year student who was a member of the Hasty Pudding Club for pinning the coattail of a boy who sat in front of him (Nuwer, 1999). In another prank, Harvard University society members decided to send an honorary degree to the Czar of Russia. In appreciation of being considered for this honor, he sent gifts to the society. Harvard University administrators rescinded the honorary degree once it became known to them (Nuwer, 1999).

According to Nuwer (1999), hazing pranks by literary and scholarly organizational members transitioned into the hazing practices seen today in social organizations. Social fraternities grew in the nineteenth and twentieth centuries. Fraternal organizations provided a way for young men to develop and maintain social connections with other students. Nuwer also mentioned that many newly formed social organizations focused on scholarship, ethical principles, and democratic governance. As fraternities rapidly grew, competition for prospective members' commitment also increased. By the 1800s, Nuwer stated that social organizations had created initiation practices based on rituals and traditions. However, by the late 1800s, hazing had become embedded in the initiation process for fraternity membership. Nuwer contended that

hazing found prominence in fraternal organizations for similar reasons seen in former times, which were to cultivate esteem from prospective members toward organizational procedures, regulations, and members of leadership. Over time, the desire to be in these organizations grew as prospective members saw the benefits of brotherhood superseding acts of hazing that had become the required rite of passage to become a member.

In 1873, the first person reported to have died as a direct result of fraternal hazing was Mortimer Leggett (Nuwer, 1990). Leggett was a member of the Kappa Alpha Society at Cornell University. This hazing incident received comprehensive newspaper coverage. Hazing-related deaths, before this time, were disregarded as men engaging in roughhousing because they could not be linked directly to an act of hazing (Nuwer, 1999). In testimony, two Kappa Alpha Society members stated they had been drinking and engaging in hazing when Mortimer was blindfolded and left alone in the dark (Nuwer, 1999). Mortimer died when he fell into a gorge due to becoming disoriented. Neither the Kappa Alpha Society nor its members received sanctions and could operate as before (Nuwer, 2018). Twenty-six years later, another prospective member would die due to hazing at Cornell University. Like Mortimer, he became disoriented and drowned in a canal (Nuwer, 2023a). Numerous other deaths would occur during this time. By the 1900s, university officials and scholars publicly condemned the Greek system and its associated deaths.

In response, the National Interfraternity Conference (NIC) was formed in 1910 to oversee the Greek-letter organizations under them; however, their creation did little to stop hazing incidents from occurring (Nuwer, 1999). Literary and scholastic organizations that once prided themselves on upholding scholarship were shown by research not to be as committed as they claimed. For example, Cornell University's Board of Trustees received an annual report that

comprehensively outlined the university's management and progress for 1912 and 1913 (Cornell University, 1913). The report noted that the President of Cornell University had conducted numerous investigations on the impact of fraternal engagement on the scholastic achievement of its members. The results of those investigations suggested that being in a fraternity had negatively impacted their academic achievement. To make matters worse, men who were not members of fraternities were found to have held higher overall average grades than fraternal members. For colleges and universities that represented academic excellence, fraternities did not reflect well on that expectation or image.

Amid these challenges, the Great Depression and World War II presented significant problems for Greek fraternities, leaving many chapter houses abandoned (Nuwer, 1999). However, with the conclusion of World War II, former service members were keen to re-establish the brotherhood and fellowship they experienced during their active duty (Nuwer, 1990). Former military service members joined fraternities in record numbers, and with their membership, hazing in the form of calisthenics became required for membership. In 1959, hazing claimed the life of Richard Swanson, who was seeking membership into Kappa Sigma at the University of Southern California (Nuwer, 1999). The NIC responded slowly to Swanson's death, eventually responding by encouraging members to rise above acts of hazing (Nuwer, 1999). Though most hazing-related deaths are overwhelmingly male, reports of sorority-related deaths have occurred in present times. Additionally, since the creation of the NIC, other councils have been created, such as the Interfraternity Council (IFC), National Panhellenic Council (NPC), and National Pan-Hellenic Council (NPHC), to name a few (Hunter & Huey, 2013).

The Historical Exclusion of Blacks from White Greek-Letter Organizations

The first Greek-letter society was Phi Beta Kappa at the College of William and Mary in 1776. Since then, over 200 social organizations have been formed on college and university campuses throughout the United States (Torbenson, 2005). Social organizations began to grow in the early 19th century, the first being the Kappa Alpha Society at Union College in 1825. These fraternal organizations were highly exclusive, and members of these social organizations were primarily White Protestant males from high socio-economic backgrounds. As women's enrollment in higher education institutions increased, so did sororities to support their specific needs on predominately male campuses. The first Greek-letter sorority was Alpha Delta Pi at Wesleyan University in 1851 (Alpha Delta Pi, n.d.).

As Greek-letter fraternities and sororities flourished on college and university campuses within the United States, so did the enrollment of African-Americans in the early twentieth century. However, codified membership requirements based on race and the student body's discriminatory attitudes excluded Black memberships from their organizations. Jim Crow laws enforced racial segregation between 1877 and 1969 (Wormser, 2004). The United States Supreme Court's upholding of segregation (Klarman, 2004) makes understanding African-Americans' exclusion from becoming members of White Greek-letter Organizations clearer. If African-American students wanted to enjoy the benefits seen in these organizations, they would have to create their own.

The Formation of Black Greek-Letter Fraternities and Sororities

Black Greek-Letter Organizations (BGLOs) began in the early 20th century. The nine Black fraternities and sororities active during this time are affectionately known as the Divine Nine (Heutel, 2020). The five fraternities within this council include Alpha Phi Alpha (1906),

Kappa Alpha Psi (1911), Omega Psi Phi (1911), Phi Beta Sigma (1914), and Iota Phi Theta (1963). The four sororities within this council are Alpha Kappa Alpha (1908), Delta Sigma Theta (1913), Zeta Phi Beta (1920), and Sigma Gamma Rho (1922). These nine fraternities and sororities have a unique history and significance within the Black community. Membership in any of these fraternities or sororities is a lifetime commitment, meaning membership does not end when the member graduates from college (Kimbrough, 2003; Parks & Hughey, 2020; Ross, 2001). Typically, members undergo the membership intake process as undergraduates. After graduation, the members are expected to become part of a graduate chapter. The goal is for undergraduate members to actively engage in the organization's mission and contribute to their communities. For this reason, prospective members are encouraged to seek out information regarding their organization of interest to determine which best aligns with their core values.

Racial justice and community empowerment have always been the bedrock of Black Greek-letter fraternities and sororities. When looking at Black Greek-letter sororities, Alpha Kappa Alpha sponsored the Mississippi Health Project in 1934 to provide healthcare for African-Americans in the Mississippi Delta during the Great Depression Era (Alpha Kappa Alpha Sorority, n.d.). Delta Sigma Theta was the only Black organization in the 1913 Women's Suffrage March in Washington, D.C. (Delta Sigma Theta Sorority, 2023). Zeta Phi Beta Sorority formed the National Housing Project for defense industry employees to find affordable and safe housing during World War II (Harris & Mitchell, 2008). Lastly, Sigma Gamma Rho formed the National Vocational Guidance Program, which provided counseling services to skilled and unskilled laborers in various occupations in the 1930s (Harris & Mitchell, 2008; University of Maryland Eastern Shore, n.d.).

In contemporary times, Black Greek-letter fraternities and sororities continue to engage in numerous social, political, educational, and economic activities that enhance the lives of their members and communities. Notably, the United States Vice President is a member of Alpha Kappa Alpha Sorority (Schouten, 2020). However, the challenge moving forward is ensuring that BGLOs remain faithful to their commitment to promoting and actively participating in social change, thus avoiding becoming mere social organizations that have drifted away from their founders' initial vision, goals, and missions in establishing these beloved organizations. By upholding their dedication to community service, mentorship programs, and scholarship opportunities, BGLOs can stay rooted in their founders' ideals and principles, impacting future generations. They can evolve while staying true to their original mission and effectively addressing the challenges and opportunities of contemporary times.

The Incorporation of Hazing within Black Fraternities and Sororities

While Black Greek-letter Organizations (BGLOs) have a strong tradition of brotherhood and sisterhood, hazing practices have sometimes marred their reputations. Although hazing was not part of the initiation process when the founders of these organizations created them, they evolved to include pledge programs used to recruit prospective members (Kimbrough, 1997). As acts of hazing continued and intensified, the pledge process no longer aligned with the vision and mission statements that each of these organizations proudly proclaimed. In 1990, before the organizational leadership of each Black Greek-letter fraternity and sorority publicly denounced hazing, there were numerous reports of hazing-related deaths. Hank Nuwer created an unofficial but comprehensive online database of hazing-related deaths in the United States (Nuwer, 2023a). Through the development of his database, hazing-related deaths among BGLOs can be analyzed.

According to the database, no fraternities or sororities under the National Pan-Hellenic Council (NPHC) made the listing until 1977, when Robert Brazile was added due to hazing related drinking and physical abuse while seeking membership into Omega Psi Phi Fraternity at the University of Pennsylvania (Nuwer, 2023a). A year later, Nathaniel Swinson (20) had his name added to the database due to physical-related hazing while seeking membership into Omega Psi Phi Fraternity at North Carolina Central University (Nuwer, 2023a). In 1983, Van L. Watts (20) was added due to an alcohol overdose at Tennessee State University when seeking membership into Omega Psi Phi Fraternity (Nuwer, 2023a). A national publication regarding Watts' death provided additional information regarding his hazing-related alcohol overdose (The New York Times, 1983). Three years later, Harold Thomas (25) was added to the database due to physical hazing that resulted in his death while seeking membership in Omega Psi Phi Fraternity at Lamar University (Nuwer, 2023a). Unfortunately, if the professor, aware of the abuse, had intervened or reported it to the appropriate authorities, Thomas' death might have been prevented (Nuwer, 2023a). Joel Alan Harris (18) was the last person placed in the database before 1990 due to physical hazing when seeking membership into Alpha Phi Alpha at Morehouse College (Nuwer, 2023a).

During these times, it is essential to note that no hazing-related deaths among Black Greek-letter sororities had been added to Nuwer's database. However, the first Black Greek letter sorority under the NPHC added to the database did not occur until 2002. Kenitha Saafir (24) and Kristin High (22) were added to the database due to suspicions of their deaths being the result of hazing (Nuwer, 2023b). According to notes on the database, those present denied that hazing had occurred. Additionally, alcohol and direct violence were not mentioned as contributing to their deaths (Nuwer, 2023b).

Hazing within Black Fraternities and Sororities: A Historical Perspective

Hazing, marked by its prevalence and persistence, remains a deeply entrenched issue within Greek-letter organizations despite the efforts of institutions and laws to prohibit it. The complexity of hazing comes into focus when exploring its unique dimensions within the context of African-American experiences. To understand hazing within Black Greek-Letter Organizations (BGLOs), exploring the historical legacy of slavery and segregation is necessary to understand the unique African-American connection to physical pain and humiliation. Intriguingly, parallels emerge between the concept of using pain and humiliation to produce positive outcomes within BGLO hazing and the historical practice of corporal punishment in African-American families. Both intentions often revolve around fostering unity, commitment, and personal growth.

However, they frequently lead to unintended consequences, such as injuries and even fatalities. This section of the literature review explores the intricate interplay of history, trauma, and the consequences of implementing physical pain within the realm of BGLO hazing. Slavery, a dark chapter in American history, subjected African-Americans to forced labor, harsh conditions, and dehumanizing treatment (Patton, 2017). The end of slavery occurred with the Emancipation Proclamation in 1863 (Lincoln, 2020). However, African-Americans faced a new era of racial discrimination through segregation. Segregation enforced racial separation through laws and practices that limited access to education, employment, and public facilities (Aguirre & Baker, 1999). This institutionalized segregation perpetuated a culture of racial hierarchy and exclusion. During this era, African-Americans not only endured the legal and systemic oppression of segregation but also found themselves grappling with the enduring psychological scars of slavery's brutality and inhumane treatment.

Despite the challenges imposed on African-Americans during segregation, the founding of BGLOs occurred. The genesis of BGLOs was in response to racism, limited opportunities, and social exclusion of African-Americans in many aspects of human life, such as joining historically White Greek-letter Organizations (Gillon et al., 2019). BGLOs provided African-American college members with a sense of community, support, and empowerment. They aimed to create a network of like-minded individuals who could work collectively to address issues of racial inequality and advocate for civil rights. These organizations celebrated African-American culture, heritage, and achievements, fostering a sense of pride and identity among their members (McKenzie, 2012). They provided a platform for social engagement, cultural enrichment, and mentorship, offering a space for African-American college students to connect and find support as they pursued higher education and personal growth (Kimbrough, 2003).

For BGLOs, such as Zeta Phi Beta Sorority, hazing activities contradict the goals of fostering unity, empowerment, and self-worth within the African-American community established by their founders. During segregation, violence, and intimidation toward African-Americans, such as ritual hangings, lynchings, and brutal beatings (Burnham, 2022), were prevalent during this era. The incorporation of hazing in these organizations during that time would have added to the trauma of African-Americans and significantly contradicted their expressed goal of fostering a supportive, empowering, and safe environment for their members. Even more, the incorporation of hazing during that era would have significantly detracted from the important work of challenging racial violence and discrimination toward African-Americans.

The collective involvement of many Black Greek-letter fraternities and sororities members helped spur legislation in the United States that would officially end segregation with the Civil Rights Act of 1964 (Hersch & Shinall, 2015). Unfortunately, by 1977, the first reported

hazing death among a BGLO would occur eleven years later (Nuwer, 2023a). As noted previously in this chapter, hazing among fraternities was notably problematic before BGLOs came into existence. Nonetheless, even after hazing was banned among Greek-letter organizations under the National Pan-Hellenic Council (NPHC), it continued with increased violence. Parks et al. (2015) found in their research that hazing among BGLOs tends to be characterized by violence, especially among men in fraternities. Hazing in BGLOs was met with members perceiving it to be necessary for membership legitimacy, commitment, rites of passage, and other reasons previously discussed in this chapter. This similarity in the perceived benefits of hazing was also the foundation for physical pain being used as a primary method to teach African-American children obedience and respect for authority (Patton, 2017).

Interestingly, just as BGLOs and hazing have become a focus in the literature, the physical discipline of African-American children by their parents or caretakers was once a source of debate in the literature (American Psychiatric Association, 2019). Physical punishment was generally accepted globally and employed to gain behavioral compliance approximately twenty years ago, conceptually distinct from physical abuse (Durant & Ensom, 2012). Additionally, the cultural normative perspective was proposed, which stated that physical forms of punishment on children did not result in negative impacts in cultures that normalized them, as was the case for African-American parents and caretakers (Deater-Deckard & Dodge, 1996). However, cases of abuse were also elevated among African-American children, as well as the frequency of caregivers' engagement in physical discipline to garner positive outcomes. As in the case of hazing, physical punishment of children was fueled by social norms (Duong, 2023; Taylor et al., 2011). The literature reported that most cases of child abuse resulted from parents and caregivers who went too far with their forms of physical discipline, which led to the injury of children,

which is also like cases of hazing where someone is severely injured or killed. The common challenge for advocates against the physical discipline of children and anti-hazing advocates seeking to eradicate hazing among Black Greek-letter fraternities and sororities is effectively breaking through a deeply embedded cultural framework (Klika & Linkenbach, 2019).

From Pledging to Membership Intake Process

In 1990, the Council of Presidents released a joint statement that denounced hazing, which was reaffirmed in 2020 (National Pan-Hellenic Council, 2020). The language used in their re-released joint statement is clear and concise. It also leaves no room for ambiguity regarding each organization's stance on hazing or the potential consequences of members' substantiated engagement. Pledging was officially abolished as a required or expected process for membership, and with it were pledge lines, pre-pledging, or post-pledging activities (National Pan-Hellenic Council, 2020). Zeta Phi Beta Sorority members were warned that they could incur severe penalties up to expulsion for hazing activities. Moreover, prospective members were educated on Zeta Phi Beta Sorority's zero-tolerance policies regarding all forms of hazing and were encouraged to report it. In the Council of Presidents' joint statement, hazing was defined in the following manner: "the practice of physically or emotionally abusing newcomers to an organization as a means of initiation; and whereas hazing has been held to include actions resulting in excessive physical discomfort, humiliation or harassment, without regard to where such activities are held, including, but not limited to paddling, required participation in morally degrading or humiliating activities, and other activities inconsistent with the anti-hazing policies of our respective organizations, the anti-hazing policies of the affiliated educational institutions, and federal, state or local law....." (National Pan-Hellenic Council, 2020, para. 12-13).

Finer Women Don't Haze

According to Zeta Phi Beta Sorority, the *Finer Women Don't Haze* initiative is a movement aimed at raising awareness of the dangers of hazing among its members and the community (Zeta Phi Beta Sorority, Inc., n.d.). This initiative explicitly targets women's organizations, recognizing that hazing can occur in sororities, sports teams, clubs, and other female groups. The sorority notes that its campaign's central mission is to promote a culture of inclusivity, respect, and sisterhood, highlighting that true sisterhood does not involve subjecting new members to hazing practices (Zeta Phi Beta Sorority, Inc., n.d.). Additionally, the sorority states that this initiative seeks to break the cycle of hazing and emphasizes the importance of creating a safe and supportive space for all members. The initiative utilizes various strategies, such as educational programs, workshops, and social media campaigns. It aims to educate its members and others about and for the reputation and integrity of the organization itself. The campaign also encourages members to report hazing incidents and provides resources for support and intervention (Zeta Phi Beta Sorority, Inc., n.d.).

The "Zeta Way" did not include hazing as it was first envisioned by Arizona Cleaver Stemons when presenting the sorority idea to the other four founders (Eta Omega Zeta Chapter, n.d.). The *Finer Women Don't Haze* initiative supports the founders' vision by striving to inspire, foster empowerment, unify, and increase accountability among women. It seeks to revolutionize perceptions surrounding hazing, replacing them with a culture that esteems sisterhood, personal development, and the well-being of every member (Zeta Phi Beta Sorority, Inc., n.d.). Through active engagement of women in this movement, the initiative envisions creating a transformative impact (Zeta Phi Beta Sorority, Inc., n.d.). Moreover, this initiative seeks to instill a legacy of Finer Womanhood that is achievable without hazing being the mechanism to procure it.

The Underground Pledge Process

Numerous studies focused on understanding why hazing persisted despite the 1990 ban on pledge processes by the National Pan-Hellenic Council (NPHC). Williams' (1992) research on this topic was conducted shortly after the hazing ban. His research included sororities and fraternities within the NPHC. Additionally, Williams' study reported that all participants knew of the hazing ban. However, an overwhelming majority of participants in his study questioned the benefits of the new no-pledging policy, and they wondered how the policy would impact the selection of quality members and the legitimacy of lifelong memberships under a membership intake process. Also, the results of this study found that undergraduate members overwhelmingly believed that a pledge process was needed to build the membership.

Many reported engaging in the former pledge process even after knowing it was no longer allowed, often called underground pledging. Since this study, others have replicated versions of it with comparable results. Kimbrough (2003) replicated this study and had similar outcomes when conducting it over ten years later. Another researcher found equivalent results when exploring the membership intake process among sorority members (Lee-Olukoya, 2010). Lastly, Jenkins (2010) explored the experiences of Black Greek-letter members. One research outcome from this study was that participants did not believe that pledging or pledging hard increased the bonds between line members (Jenkins, 2010). Also, individuals who wanted to become members were often willing to endure hazing and viewed it as an obstacle to overcome.

Underground pledge processes within the NPHC do not occur because its members are not educated on the definition, forms, potential for harm, or sanctions within or beyond their organization. For example, Zeta Phi Beta Sorority requires all members to complete training that allows them to gain certification to participate in the membership intake process (Zeta Phi Beta Sorority Inc., 2019). Underground pledge processes are considered illegal and unauthorized, and

their engagement is prohibited. Zeta Phi Beta Sorority members engaging in illegal and prohibited underground pledge processes can be suspended or expelled from the organization. Also, the undergraduate chapter can be suspended or have its charter revoked. Additionally, perpetrators of hazing can receive sanctions from their educational institutions and potential criminal sanctions (Parks & Hooker, 2020; Silveira & Hudson, 2015).

The secretive nature of underground pledge processes is often due to members' awareness that these unauthorized acts are prohibited, and they do not want to be sanctioned for it. Many group members will risk sanctions or other adverse outcomes they may experience to protect perceived benefits. Some perceived benefits associated with contextual factors include tradition and rituals, power and group dynamics, and leadership and socialization from being diminished. Additionally, their fear of social ostracism and the potential harm to their reputation further motivates this secrecy (Parks & Wenner, 2018). After hazing investigations are conducted, groupthink is often at the core of hazing occurrences (Parks et al., 2015).

The Effects of Hazing

Standard methods of hazing include binge drinking of alcohol, beating, paddling, whipping, striking, blood pinning, branding, tattooing, calisthenics, confinement in a restricted area, sexual assaults, verbal humiliation, and forced sleep deprivation (Allan et al., 2019; Allan & Madden, 2012; Finkel, 2002). Hazing can have long-lasting adverse psychological, emotional, and physical effects on hazing perpetrators, victims, and bystanders (Maxwell, 2018). The impact of hazing on its victims can include physical/emotional/mental instability, sleep deprivation, loss of control or empowerment, declines in grades or coursework, post-traumatic stress syndrome, illness or hospitalization, and difficulty concentrating, to name a few (Botello & Cruz, 2018). Also, the impact of hazing on perpetrators can include media scrutiny, damage to their reputation, and feelings of guilt and shame, to name a few (Botello & Cruz, 2018). The

appropriate assessment and mental health interventions can help victims and perpetrators of hazing get to a place of well-being by decreasing their distress and increasing their functionality.

The media, research literature, and policies often focus on the physical harm of hazing due to its potentially life-threatening nature (Botello & Cruz, 2018). Hazing can take on physical, psychological, and emotional forms, which should not be overlooked. One of the challenges of researching hazing is that it is highly underreported because perpetrators and victims often deny it has occurred (Botello & Cruz, 2018). Research has shown that individuals who experienced hazing have different definitions and perspectives regarding what hazing looks like and its associated behaviors (Tingley et al., 2018). This discrepancy may arise from these individuals' belief that the benefits of becoming a fraternity or sorority member outweigh the negative aspects of hazing. Consequently, they might minimize the impact of their hazing experience. They may process their stressful or traumatic experiences by attaching meaning and purpose to them, enabling them to cope positively and manage them (Tedeschi & Calhoun, 2004; Triplett et al., 2012).

Mental health professionals must diligently assess hazing victims to determine if any mental health disorders are associated with their hazing experience (Botello & Cruz, 2018). The Diagnostic and Statistical Manual of Mental Disorders (2013) contends that an individual's clinical expression of psychological distress after exposure to catastrophic or aversive situations can vary from person to person. For this reason, the manual has a trauma-and stressor-related category of disorders for which exposure to traumatic or stressful events is listed as a diagnostic criterion. This category includes attachment disorder, disinhibited social engagement disorder, post-traumatic stress disorder (PTSD), acute stress disorder, adjustment disorder, and prolonged grief disorder (American Psychiatric Association, 2013). Though anti-hazing advocates often cite disorders such as PTSD as an outcome of hazing, a diagnosis can only be made by qualified

mental health professionals after a thorough assessment and evaluation of the individual's symptoms and experiences (Newsome et al., 2020).

Hazing Disclosure: Zeta Phi Beta Sorority, Inc.

Prospective members considering Black Greek-letter fraternities or sororities have certain expectations and perceptions about being part of such a group. These individuals often seek information that aligns with their values and complements the goals they hope to achieve through their involvement with these organizations. Research has examined hazing within Black Greek letter fraternities (Jones, 2015; Parks et al., 2022), sororities (Parks et al., 2019; Parks & Mutisya, 2018), and collectively as a unit (Chambers, 2014; Kimbrough, 2003; Laybourn & Goss, 2017). However, the research gap is substantial in its absence of organization-specific studies within this demographic, which is striking and raises a crucial question. Why has there been a limited focus on organization-specific research on Black Greek-Letter Organizations (BGLOs) in general and Zeta Phi Beta Sorority in particular? The primary reason is that these organizations, particularly concerning sensitive topics like hazing, lack transparency and disclosure, significantly hindering research efforts. Unfortunately, stakeholders often become aware of hazing incidents only when they escalate to severe levels, such as death, incarceration, lawsuits, or significant injuries that make the news.

Websites as a Hazing Prevention Strategy

The existing literature reveals a notable gap in hazing prevention strategies employed by Greek-letter organizations. Black Greek-letter undergraduate chapters, closely affiliated with educational institutions, are subject to oversight from the institution and their national organization. Therefore, hazing prevention methods that have proven effective at the institutional level can be adapted for use by these organizations. Nevertheless, organizations may need to customize these models to suit their unique requirements while upholding the fundamental

principles of prevention. This dual responsibility for hazing prevention, shared between educational institutions and Greek-letter organizations, underscores the need for collaborative and adaptable strategies to address the complex challenges posed by hazing within these groups.

Cornell University's hazing prevention website was vital in its hazing prevention efforts (Marchell et al., 2021). The website provided educational information on hazing, its harmful consequences, and alternatives to such behaviors. Cornell University's educational content on its website aimed to raise awareness and promote a culture of hazing prevention. Additionally, the website included a confidential reporting mechanism, allowing individuals to submit reports of hazing incidents, which encouraged reporting and accountability (Marchell et al. 2021). Furthermore, the website maintained a public list of student organizations and teams responsible for hazing and descriptions of the behaviors and corresponding sanctions. This public accountability approach aimed to inform the campus community about the consequences of hazing violations, fostering transparency, and discouraging such activities (Marchell et al., 2021).

Swan and Allan's (2023) study, a qualitative analysis of participant interviews, revealed six themes, with "websites and accountability" emerging as a significant focus. This thematic emphasis underscores the crucial role of digital platforms, particularly in hazing prevention, in catering to diverse stakeholders with varying degrees of exposure to hazing impacts. Notably, participants found that websites facilitated the easy retrieval of information, including accurate data, training schedules, and hazing policies. Additionally, this study reported that these websites offered comprehensive hazing-related information in one centralized location, providing a convenient resource for individuals seeking information. Moreover, the study noted that using websites to enable anonymous reporting was a key strategy in preventing hazing and promoting hazing prevention efforts.

Despite a website's comprehensiveness, its effectiveness may be compromised if usability issues hinder the viewer's experience. Meiert (2017) underscores the paramount significance of user-friendliness, technical accessibility, and website functionality in the overall effectiveness of websites. According to Meiert, a user-friendly interface ensures seamless navigation while maintaining unbroken links and delivering accurate information to enhance website credibility. Collectively, these elements facilitate easy access to crucial hazing prevention information, accommodating users with diverse technological competencies. Moreover, a well-designed and functional website empowers visitors to navigate, access information, and complete tasks with minimal friction, increasing user engagement and satisfaction. These components are indispensable for organizations utilizing the website to advance hazing prevention efforts.

Organizational Disclosure: University of North Texas

This literature review section delves into the critical issue of hazing incidents within Black Greek-Letter Organizations (BGLOs), with a specific case study of a Zeta Phi Beta Sorority undergraduate chapter at the University of North Texas. While a growing body of literature has examined hazing within these organizations, this case illuminates the disparities in the response to hazing between national organizations and educational institutions. The University of North Texas suspended its affiliated Zeta Phi Beta Sorority undergraduate chapter until December 6, 2029, raising concerns about the extent and consequences of hazing within the organization (Zeta Phi Beta Sorority, Inc., 2023). Cross-referencing the sorority's chapter suspension list with individual sanctions made it apparent that eighteen members, all from the same region, state, and educational institution, received sanctions that lasted until December 6. The intriguing aspect is that while some members faced sanctions until December 6, 2023, others received an additional year of suspension by the national organization. These observed discrepancies led to initial suspicions of hazing as the primary cause of the chapter's suspension,

although confirming such suspicions solely through the organization's website remains unattainable.

The State of Texas has taken a proactive stance by mandating educational institutions to provide transparent information about hazing incidents involving student organizations for public access, emphasizing the need for comprehensive transparency, and serving as a model for other organizations (Texas, n.d.). The University of North Texas was legally obligated to generate a report that explicitly identified the Zeta Phi Beta Sorority undergraduate chapter's involvement in hazing on December 6, 2019 (University of North Texas, n.d.). The university's report indicated that the national organization investigated the hazing incident and imposed sanctions on the chapter. Moreover, the report revealed that the undergraduate chapter had violated the institution's code of conduct policies, directly affecting the health, safety, and welfare of those involved. Consequently, the report noted that the university imposed a substantial ten-year suspension, diverging significantly from the national organization's four to five-year suspension duration. Compared with other sanctioned organizations at the University of North Texas, a consistent pattern of shorter suspension durations, typically around one year, emerged (University of North Texas, n.d.). For instance, another sorority affiliated with the University of North Texas faced sanctions for hazing activities between 2020 and 2021 (University of North Texas, n.d.). The report indicated that this sorority subjected prospective members to physical brutality and calisthenics during their initiation process. However, unlike the Zeta Phi Beta Sorority undergraduate chapter, this organization's suspension was notably shorter, lasting approximately a year.

The central issue goes beyond the disparity in sanction durations; it is the glaring absence of information from the national organization. With legal mandates, deciphering the severity of

the sanctions solely through the national organization's website becomes possible, emphasizing the necessity for transparency in such instances. This case underlines the urgency of enhancing transparency, particularly in addressing hazing incidents within BGLOs. As evident in this instance, the discrepancy in sanctions between the national organization and educational institution accentuates the significance of clear and open communication. The national organization must comprehensively account for the factors influencing prolonged suspensions, emphasizing the need for transparency and accountability in these scenarios. Ultimately, this case study is a compelling lens through which to explore the broader problem of hazing within BGLOs and its implications for individuals and affiliated institutions.

Hazing Disclosure: Educational Institutions

It is common for educational institutions to highlight the presence of Greek-letter organizations on their campuses, often touting the benefits these organizations bring to students' lives. For example, Howard University, the birthplace of five of the nine Black Greek-Letter Organizations (BGLOs) under the National Pan-Hellenic Council (NPHC), identified academic support as one of many benefits of being a member of one of these organizations (Howard University, n.d.). Like Howard University, many educational institutions highlight opportunities for networking, personal growth, and involvement in philanthropic activities that Greek life provides as additional membership benefits (Banks & Archibald, 2020). Additionally, undergraduate chapters of these BGLOs also emphasize their organization's rich tradition and history, displaying the positive impact their presence has had on their campus and the communities they serve. Overall, Greek-letter organizations are highlighted as valuable components of campus life with the potential to enrich the college experience in diverse and meaningful ways.

The fact that Greek-letter organizations are highlighted on institutional websites serves as a reminder that the choice to host them is a deliberate decision made by educational institutions, not an obligation. Institutions make this choice with an understanding of the risks associated with hazing, given its prevalence, pervasiveness, and persistence. By accepting the responsibility of hosting these organizations, these institutions assume the inherent benefits and risks that come along with them. Alongside these risks comes the ethical responsibility to disclose hazing incidents transparently. Holding student organizations accountable for their actions entails ensuring they understand that transparent disclosure of hazing incidents is not optional; it is an ethical obligation to make this information accessible to the public. Upholding these principles enhances accountability and serves as a tangible demonstration of the institution's commitment to eradicating hazing and ensuring the safety of its students. This commitment creates an environment where trust and confidence in the institution's efforts to combat hazing align harmoniously with their publicized denouncement of it. It underscores the institution's dedication to promoting a safe and inclusive campus environment while actively addressing the challenges posed by hazing practices.

Transparency in the context of hazing disclosure by educational institutions refers to openness, honesty, and sharing pertinent information regarding the actions, rituals, or activities within a group, especially within Greek-letter fraternities and sororities. Transparency implies a willingness to share information and details about the group's activities and decision-making processes with both internal and external stakeholders. These stakeholders in this context can include members, university officials, students, and the broader community. Hazing transparency can deter hazing behaviors because individuals and groups know their actions are subject to scrutiny and potential sanctions (Marchell et al., 2022). Hazing transparency by educational institutions can protect the safety and well-being of individuals, such as prospective members,

who may unknowingly subject themselves to a fraternity or sorority with a problematic hazing history (Fierberg & Neely, 2018).

Interestingly, organizational research has extensively studied transparency and accountability from either a causal or critical perspective (Albu & Flyverbom, 2019; Bernstein, 2017). Studies that take a causal approach, which this study supports, believe that enhancing transparency within an organization leads to more effective implementation of moral organizational practices, which allows stakeholders to monitor and hold the organization accountable for its ethical practices (Whittington & Yakis-Douglas, 2020). This perspective implies that by improving transparency, organizations are more likely to follow ethical business standards, guided by their knowledge that stakeholders closely observe and evaluate their actions. However, the critical perspective challenges the idea that transparency alone is a panacea for accountability. This perspective asserts that achieving proper accountability is more complex and multifaceted (Hansen & Weiskopf, 2019; Ringel, 2019). In the context of hazing among Greek-letter organizations, a balanced perspective that recognizes the significance of transparency as a pivotal factor in enhancing accountability is necessary. Additionally, the acknowledgment that achieving full accountability may necessitate a more comprehensive examination of the complexities and contextual nuances involved in a hazing incident is also necessary.

Legal and Ethical Responsibilities

Currently, 44 states in the United States have enacted anti-hazing laws (Perez, 2023). However, Alaska, Hawaii, Montana, New Mexico, South Dakota, and Wyoming have yet to develop or introduce anti-hazing laws (Crow & McGlone, 2018). State anti-hazing laws vary from state to state and may result in fines, imprisonment, or both depending on the state and the severity of the hazing injury (Crow & McGlone, 2018). In most states, consent is not a defense to

hazing charges (Crow & McGlone, 2018). In response to concerns about hazing and the reluctance of some educational institutions to disclose hazing incidents among their students transparently, several laws have been enacted to address this issue. Additionally, some laws make hazing illegal and require institutions to disclose hazing incidents transparently for public access (Banks, 2018). Additionally, laws specify what information must be included in hazing reports and how long these records must remain accessible to the public (Banks, 2018).

A duty of care is a fundamental legal concept that obligates individuals or entities to exercise reasonable care and precautions to prevent harm to others (Robinson, 2019). In educational institutions, this duty of care translates into a legal responsibility to provide their students with a safe and secure environment, encompassing the need to safeguard them from foreseeable danger or harm (McGuire, 2022). Courts consistently expect educational institutions to meet this duty by taking various measures, including maintaining safe physical environments, ensuring adequate supervision, and addressing potential risks like bullying, harassment, or violence. Furthermore, institutions are expected to respond effectively to emergencies and accidents, provide a learning environment free from discrimination and harassment, and adhere to industry-specific safety standards. Failure to meet this duty of care can result in legal liability for negligence when harm occurs, leading to potential compensation for damages.

Morrison v. Kappa Alpha Psi (1999) provides an example of how the duty of care can be applied to hazing-related incidents, potentially holding educational institutions accountable for their inadequate hazing prevention methods, strategies, and responses. The court's determination that Louisiana Tech University breached its duty of care was rooted in several critical factors, including the university's prior knowledge of hazing incidents and complaints against Kappa Alpha Psi Fraternity undergraduate members. Moreover, the explicit policy of the university

prohibiting hazing contributed to this ruling. The failure to adequately respond to and investigate hazing complaints and the university's awareness of the associated risks further supported the court's decision. This breach significantly contributed to the legal basis for Kendrick Morrison's injuries, allowing the hazing incident to occur. Consequently, the court held Louisiana Tech University responsible for the harm suffered by Kendrick Morrison.

Another hazing incident where an educational institution was found liable for breaching its duty to protect its students is highlighted by the case of Maxwell Gruver, shedding light on the potential legal consequences institutions may face in such circumstances. The Gruver family recently reached a settlement of \$875,000 with Louisiana State University and Agricultural and Mechanical College in response to the hazing death of Maxwell Gruver (Pagonis, 2023). In this case, despite the university's promotion of Greek life and encouragement of sorority and fraternity recruitment, court records unveiled a history of documented hazing cases among student organizations between 1997 and 2017 (Gruver v. Louisiana through Board of Supervisors of Louisiana State University and Agricultural and Mechanical College et al., 2023). The truth was that the university, like many other educational institutions, did not fully disclose the history of hazing among fraternities registered on their campus. The institution's lack of transparency and encouragement for students to join Greek-letter fraternities and sororities placed students' lives in danger. It prevented them from consenting to join these organizations with all the necessary information.

Anti-Hazing Policies

In the realm of anti-hazing policies, the responses from educational institutions and organizations can be characterized as providing either reactionary or controlled responses. Reactionary responses are characterized by institutions acting only after a hazing incident has

occurred and typically involve investigating the incident, identifying the culprits, and imposing penalties, as necessary. While reactionary measures are essential in addressing individual cases, they are often criticized for insufficiently preventing hazing (Collins & Liu, 2014). Controlled responses, on the other hand, focus on implementing measures to prevent hazing from occurring in the first place (Allan et al., 2018). This approach emphasizes the importance of proactive anti-hazing policies, education, and awareness campaigns. It also involves creating an environment where hazing is strongly discouraged, and students are educated about its risks and consequences.

Controlled responses prioritize prevention over reaction and aim to foster a campus culture that actively rejects hazing as unacceptable behavior. Regardless of the type of response to hazing educational institutions may have, most embrace zero-tolerance policies to firmly convey that any form of hazing will not be tolerated under any circumstances (Kodelja, 2019). These policies frequently impose severe penalties for individuals or groups involved in hazing activities, such as immediate expulsion or legal consequences. Advocates of zero-tolerance policies assert that they are highly effective in sending an unequivocal message that hazing is impermissible, thus significantly reducing the likelihood of such incidents occurring (McMullin, 2014). However, its critics contend that an exclusive focus on punitive measures may need to pay more attention to addressing the root causes of hazing through educational efforts and prevention strategies (McMullin, 2014). Research in this area has shown zero-tolerance policies to be ineffective, as hazing incidents persist in their presence (Parks, 2021). To create a safer and more inclusive campus environment, institutions must combine punitive actions with education, awareness, and prevention efforts to effectively address the root causes of hazing.

Variations in Hazing Disclosure by Educational Institutions

Hazing transparency and the extent of details they provide to the public varies among educational institutions. To provide a descriptive account, two educational institutions possessed information regarding Zeta Phi Beta Sorority undergraduate members' engagement in physical and psychological hazing. Both undergraduate chapters of this sorority were in the same region and state. The first institution posted the results of their hazing investigation on their website, and they noted that they were concerned regarding the lack of communication by leadership within Zeta Phi Beta Sorority to discuss pertinent information regarding the hazing incident (Western Illinois University, 2023). The university's report noted that the undergraduate members had violated organizational, educational, and state laws regarding hazing. The conduct-hearing report also mentioned that their investigation found the hazing incident included multiple members of Zeta Phi Beta Sorority who were directly involved and others who were aware of the abuse. The Zeta Phi Beta Sorority national website reveals that the undergraduate chapter affiliated with the educational institution had its charter revoked, and the educational institution decided to unrecognize Zeta Phi Beta Sorority on its campus.

The second Zeta Phi Beta Sorority undergraduate chapter engaged in both psychological and physical hazing, with the added complexity of active participation from graduate members (Warneke, 2023). This chapter had a documented history of prior hazing incidents, evidenced by the Zeta Phi Beta Sorority national sanction listing. Warneke stated that one student who came forward reported being hazed by individuals with professional nursing, psychology, and education backgrounds. Despite students reporting the incidents to the institution, they felt their concerns were not sufficiently addressed. Consequently, the request for information regarding the hazing incident went unanswered, with a recommendation to direct questions to the Zeta Phi Beta Sorority national headquarters (Warnecke, 2023). The educational institution neither refuted

the allegations nor responded to accusations against the undergraduate chapter. At the time of the article, the Zeta Phi Beta Sorority undergraduate chapter was recognized on campus but rendered inactive due to insufficient members.

Considering these issues, there is a pressing need for greater accountability and reform in the Greek system and educational institutions. The persistence of hazing, its impact on organizations like Zeta Phi Beta Sorority, and the lack of disclosure by educational institutions all highlight the urgency of addressing this issue. It is incumbent upon these institutions to ensure that any activities they support on college campuses align with the primary goal of providing a safe and enriching environment for students to pursue their education. Hazing within Greek-letter fraternities and sororities does not contribute to this goal and must be actively discouraged and eliminated. The call for organizational and institutional accountability is focused on more than just the fact that there is a problem but on taking concrete steps to prevent it while ensuring transparency and fostering a safer and more inclusive campus environment for all students.

Summary

The first section of this literature review explores the theoretical framework underpinning the understanding of hazing practices within Black Greek-Letter Organizations (BGLOs). Janis' groupthink theory identifies eight pivotal symptoms that significantly influence group decision making processes, impacting hazing practices prevalent in fraternities and sororities. Significantly, these groupthink symptoms are influenced by a complex interplay of internal group dynamics and external contextual factors. Additionally, the stakeholder approach is discussed, emphasizing core principles such as transparency, ethics, and the essential role of diverse stakeholders in addressing hazing incidents. Notably, the stakeholder approach departs from the traditional shareholder theory, prioritizing trust, collaboration, and enduring value.

Collaborative engagement with stakeholders, including legal experts, becomes indispensable in cultivating an ethical stance toward hazing prevention, fostering a sense of collective responsibility within these organizations. Integrating groupthink theory and the stakeholder approach enables a more profound understanding of the dynamics surrounding hazing practices in organizations like Zeta Phi Beta Sorority.

Hazing, with its ancient origins traced back to practices in Ancient Greece and the Middle Ages, evolved and became embedded in the initiation process of social fraternities during the 19th and 20th centuries. The first reported hazing-related death in 1873 led to increased scrutiny of hazing incidents and the formation of the National Interfraternity Conference (NIC). The exclusion of Black individuals from White Greek organizations led to the creation of BGLOs emphasizing unity and community empowerment. Since 1963, nine Black Greek letter fraternities and sororities have existed under the National Pan-Hellenic Council (NPHC). Despite anti-hazing stances, hazing incidents and related deaths persisted within BGLOs, leading to actions against hazing. Efforts to combat hazing, such as the *Finer Women Don't Haze* initiative, have emerged in response to ongoing challenges within Greek-letter organizations. Underground pledge processes remain a problem, often due to fear of sanctions and group dynamics promoting secrecy.

Extensive research has explored the consequences of hazing, revealing a wide range of harmful practices that encompass physical, psychological, and emotional abuse. Hazing, as revealed by these studies, can inflict lasting and profound harm upon both its victims and those who perpetrate it. It may be the reason victims seek mental health support. This highlights the critical need for mental health professionals to conduct comprehensive assessments of hazing victims, as associated mental health disorders can manifest uniquely in each individual. To

provide effective diagnosis and therapeutic interventions, it is imperative that qualified professionals thoroughly evaluate the symptoms and experiences of each person affected.

The last section of the literature review thoroughly examines hazing and disclosure issues within BGLOs and their affiliated educational institutions. This section highlights the significance of transparency, the limited research on organization-specific hazing incidents, and the necessity for collaborative efforts between these organizations and educational institutions in hazing prevention. Specific cases highlighting the issues with hazing disclosure among BGLOs, such as Zeta Phi Beta Sorority and their affiliated educational institutions, were discussed. Moreover, educational institutions' legal and ethical obligation to create a safe student environment is imperative, citing anti-hazing laws and the duty of care concept. The literature review also highlights cases where educational institutions could be liable due to insufficient hazing prevention and transparency efforts. In conclusion, this section underscores the pressing need for enhanced accountability and reform in hazing disclosure practices within educational institutions and Greek-letter organizations, emphasizing the urgency of addressing these issues to create a safer and more inclusive campus environment.

CHAPTER THREE: METHODS

Overview

This quantitative comparative study explores the relationship between the level of hazing disclosure by educational institutions and contextual factors associated with hazing among Zeta Phi Beta Sorority undergraduate chapters within the United States. This chapter provides a detailed overview of the procedures for collecting data for this study. Additionally, this chapter describes this comparative research design, explaining its selection and appropriateness for this study. Additionally, the chapter will give an overview of the research questions, hypotheses, participants, setting, instrumentation, procedures, and methods for data analysis. The chapter will conclude with a comprehensive summary.

Design

This comparative research design explores differences in levels of disclosure by educational institutions based on contextual hazing factors associated with Zeta Phi Beta Sorority undergraduate chapters within the United States. A comparative research design is appropriate because it aligns with the research questions posed in this study. Moreover, this research design is suitable as it compares two or more variables to understand their similarities, differences, patterns, or relationships (Bukve, 2019). This comparative research design will examine these critical variables of interest: geographical regions, educational settings, and hazing disclosure. Given the non-experimental nature of the research questions and the absence of variable manipulation, a comparative design is well-suited to investigate these relationships (Creswell, 2014). Furthermore, this approach enables efficient data collection across multiple undergraduate chapters at a specific time, making it practical and reasonable for this study.

Research Questions

This study addressed the following research questions.

RQ1: Is there a statistically significant difference in the level of hazing incident disclosure (comprehensive, inconclusive, unreported, and other) by educational institutions based on the geographical region (Atlantic, Eastern, Great Lakes, Midwestern, Southcentral, Southeastern, or Southern) of affiliated Zeta Phi Beta undergraduate chapters within the United States?

RQ2: Is there a statistically significant difference in the level of hazing incident disclosure (comprehensive, inconclusive, unreported, and other) by educational institutions based on the educational setting (Historically Black Colleges and Universities (HBCUs), Predominantly White Institutions (PWIs), Mixed Institutions, or Other Institutions) of affiliated Zeta Phi Beta undergraduate chapters within the United States?

Hypotheses

H1o: There is no statistically significant difference in the level of hazing incident disclosure (comprehensive, inconclusive, unreported, and other) by educational institutions based on the geographical region (Atlantic, Eastern, Great Lakes, Midwestern, Southcentral, Southeastern, or Southern) of affiliated Zeta Phi Beta undergraduate chapters within the United States.

H1a: There is a statistically significant difference in the level of hazing incident disclosure (comprehensive, inconclusive, unreported, and other) by educational institutions based on the geographical region (Atlantic, Eastern, Great Lakes, Midwestern, Southcentral,

Southeastern, or Southern) of affiliated Zeta Phi Beta undergraduate chapters within the United States.

H2o: There is no statistically significant difference in the level of hazing incident disclosure (comprehensive, inconclusive, unreported, and other) by educational institutions based on the educational setting (Historically Black Colleges and Universities (HBCUs), Predominantly White Institutions (PWIs), Mixed Institutions, or Other Institutions) of affiliated Zeta Phi Beta undergraduate chapters within the United States.

H2b: There is a statistically significant difference in the level of hazing incident disclosure (comprehensive, inconclusive, unreported, and other) by educational institutions based on the educational setting (Historically Black Colleges and Universities (HBCUs), Predominately White Institutions (PWIs), Mixed Institutions, or Other Institutions) of affiliated Zeta Phi Beta undergraduate chapters within the United States.

Participants and Setting

This study employs a comprehensive approach by selecting the entire population of Zeta Phi Beta Sorority undergraduate chapters that faced suspensions or charter revocations between 2012 and 2023 (Zeta Phi Beta Sorority, 2023). Also, this study includes all undergraduate chapters in the same region as chapters placed on the Zeta Phi Beta Sorority sanction lists. The participant pool for this study encompasses 353 Zeta Phi Beta Sorority undergraduate chapters distributed across 34 states and seven regions, each exclusively affiliated with one college or university. The critical choice to focus on individual chapters forms an intrinsic part of the study's design. Additionally, the study seeks to comprehensively analyze the interactions between hazing disclosure by educational institutions and geographical regions and educational settings of Zeta Phi Beta Sorority undergraduate chapters.

The total participant count was determined by expanding the study's scope to include all undergraduate chapters in regions with sanctions or charter revocations during the specified period. This expansion followed a thorough examination of individual sanction lists compiled between 2012 and 2023, revealing a distinct pattern of multiple individuals sanctioned from the same undergraduate chapter at or around the same time. This pattern suggested their engagement in hazing activities, as confirmed in chapters with similar hazing patterns. Moreover, the individual sanction listing uncovered undergraduate chapters with three or more individuals sanctioned, even when the chapter itself was not on the sanctions list and, therefore, was not initially counted. This revelation led to the decision to encompass all undergraduate chapters in the same region as those on the sanction list.

It is important to note that educational institutions may voluntarily provide transparent information regarding hazing-related activities among their registered student groups for public access or as required by state law. However, institutions must do so within the confines of the Family Educational Rights and Privacy Act (FERPA), ensuring the confidentiality of student identities involved in hazing incidents within their organizations (Gelpi, 2020). Zeta Phi Beta Sorority, on the other hand, is not governed by any laws that forbid the publication of sanctioned undergraduate chapters or members within their organization; however, they do not provide details underlying imposed sanctions. Moreover, the focus of this study is not to obtain the individual names of members or educational institutions or to gather information regarding specific hazing practices not published for public access, which are outside the scope of this research and will be kept confidential. This study excludes any Zeta Phi Beta Sorority undergraduate chapter that does not meet the specific research criteria for this study from participation. This careful selection process ensures that the analysis focuses on chapters that

align with the defined scope and research objectives, thereby contributing to the accuracy and relevance of the study (Leavy, 2017).

Instrumentation

This study used no specific instruments for data collection, as the research relied solely on pre-existing data sources. This decision was due to the nature of the study, which aimed to determine if there were statistically significant differences in hazing disclosure among educational institutions based on the geographical region and type of educational setting of affiliated Zeta Phi Beta Sorority undergraduate chapters. This study used pre-existing data, which allowed for a comprehensive analysis of hazing disclosure trends and patterns. By leveraging published sanctioned listings, Zeta Phi Beta Sorority undergraduate chapter information, and data on educational institutions, the study capitalized on existing resources to explore hazing disclosure dynamics thoroughly. Therefore, rather than employing traditional instruments, the study focused on harnessing the existing data sources to address the research questions and gain insights into differences in disclosure by educational institutions based on contextual hazing factors associated with Zeta Phi Beta Sorority.

Procedures

Eligibility and Participation Criteria

Undergraduate chapters must be confirmed to be affiliated with Zeta Phi Beta Sorority through their national online database to qualify for this study. This criterion confirms that the chapters under scrutiny are integral components of the organization, aligning seamlessly with the research's organizational context. Eligible participants for this study fall into two categories. The first category includes those chapters listed on Zeta Phi Beta's sanction registry who have faced suspension or charter revocation between 2012 and 2023. The second category comprises

chapters in the same geographical region as chapters that underwent suspensions or charter revocations within the study's specified period. This second criterion ensures that the selected chapters remain within the study's purview, facilitating a comprehensive examination of hazing disclosure dynamics and organizational influences.

Data Sources

The data for this study is gathered from three primary sources, collectively comprising a dataset that supports our research objectives. The Zeta Phi Beta Sorority national website is the primary data source, providing vital information for all selected undergraduate chapters, including geographical regions, and associated educational institutions. The National Center for Educational Statistics (NCES) is an instrumental source for categorizing each institution in this study. NCES offers a comprehensive list of recognized Historically Black Colleges and Universities (HBCUs). Additionally, it provides student demographic data for institutions not on this list, which provides a way to distinguish between Predominantly White Institutions (PWIs) and Mixed Institutions. Lastly, the institutional websites of associated colleges and universities serve as a resource for categorizing the extent of hazing disclosure related to Greek-letter fraternities and sororities. These carefully selected data sources collectively form the foundation of this research, enabling a comprehensive analysis of hazing disclosure by educational institutions. This disclosure is examined based on the geographical region and educational setting of affiliated Zeta Phi Beta Sorority undergraduate chapters.

Operationalization of Variables

Hazing Disclosure

This study operationalizes hazing disclosure using four categories: comprehensive, inconclusive, unreported, and other. The comprehensive classification was assigned when an

educational institution openly provides three critical hazing-related data on their official websites: the name of the Greek-letter organization, the date of the hazing incident, and an explicit statement of hazing involvement. Conversely, an inconclusive classification was assigned when institutions supplied one or more, though not all, of these critical details. In contrast, an unreported classification is for institutions that do not provide any required information. Lastly, an assignment of other was applied when hazing disclosure among educational institutions did not fit the three other classifications.

Before finalizing the hazing disclosure practices for each institution in this study, all unreported disclosures had to be re-reviewed. The review process involved compiling all institutions given a comprehensive disclosure classification to analyze the names of their hazing reports. Upon completing this step, twenty commonly used titles were identified and used as keywords to locate reports in this demographic. The twenty formulated keywords included the following:

1. Anti-Hazing Reports
2. Chapter Conduct and Disciplinary Report
3. Current Suspended/Unrecognized Student Organizations
4. Fraternity & Sorority Chapter Conduct History
5. Fraternity & Sorority Life Scorecard
6. Fraternity and Sorority Accountability Reports
7. Fraternity and Sorority Scorecard
8. Greek Life Report
9. Greek Scorecard
10. Hazing Incident Report

11. Hazing Report
12. Hazing Violations Report
13. Hazing Conduct History
14. Institutional Hazing Report
15. Loss of Recognition Report
16. Organization Conduct History
17. Recognized Student Organizations
18. Student Organization Disciplinary Status
19. Suspended Chapters
20. Unrecognized Student Organizations

Geographical Regions

Geographical regions are operationalized in this study by categorizing Zeta Phi Beta Sorority undergraduate chapters into one of seven geographical regions, each linked to specific states.

1. Atlantic Region: Connecticut, Delaware, Massachusetts, Maryland, New Jersey, New York, Pennsylvania, and Rhode Island
2. Eastern Region: District of Columbia, North Carolina, Virginia, and West Virginia
3. Great Lakes Region: Illinois, Indiana, Kentucky, Michigan, Minnesota, Ohio, and Wisconsin
4. Midwestern Region: Colorado, Iowa, Kansas, Missouri, Nebraska, and Oklahoma
5. Southcentral Region: Alabama, Arkansas, Mississippi, and Tennessee
6. Southeastern Region: Florida, Georgia, and South Carolina
7. Southern Region: Louisiana and Texas

The organizational structure of Zeta Phi Beta Sorority encompasses eight geographical regions. The sorority assigns each undergraduate chapter to one of eight specific regions. It is essential to note that the Pacific region and its corresponding states were intentionally excluded as they did not meet the specific research criteria for this study. For this reason, the focus was directed toward the remaining seven regions. This approach allowed for a more targeted examination of hazing disclosure practices, aligning with the specific objectives and scope of the research.

Educational Settings

The operationalization of educational settings in this study involves the systematic classification into four distinct levels: Predominantly White Institutions (PWIs), Historically Black Colleges and Universities (HBCUs), Mixed Institutions, or Other Institutions. A PWI classification was assigned to an educational institution when the data provided by the National Center for Education (NCES) indicated that the institution has a White population of 60% or higher. This threshold serves as a primary marker for characterizing institutions within this category, serving as the defining criteria. Conversely, mixed classifications were designated when no racial group meets the 60% threshold, recognizing institutional diversity. HBCUs are institutions officially designated as such by the NCES. The other classification includes institutions not identified as an HBCU by NCES or failing to meet PWI or Mixed criteria. This approach systematically defines educational settings and allows statistical examination of hazing disclosure practices across these classifications.

Data Validation and Participant Selection

Data accuracy and validity are pivotal in confirming that the selected participants align with the predefined criteria. This study included a meticulous review of a preliminary list and

robust data validation procedures to substantiate each chapter's compliance with the inclusion criteria. This validation process thoroughly checks chapter names, locations, and affiliations to eliminate discrepancies and errors within the preliminary list. Upon confirmation regarding the accuracy and completeness of the data, the researcher compiled a final participant list encompassing all undergraduate chapters of Zeta Phi Beta Sorority that satisfied the specified inclusion criteria. This ultimate participant roster serves as the cornerstone of the study, serving as the foundational dataset for subsequent analysis and the generation of findings. Every facet of the participant selection process, including the criteria employed, the sources accessed for data retrieval, and decisions concerning chapter inclusion or exclusion, was scrupulously documented. This detailed documentation serves a dual purpose: it heightens transparency in the research methodology while furnishing future researchers with the means to validate and replicate the study's outcomes.

Internal and External Validity

In this study, internal validity is enhanced by the number of undergraduate chapters as it reduces the risk of sampling bias and ensures that the sample closely mirrors the population under scrutiny. It also sharpens precision by narrowing confidence intervals, decreasing uncertainty, and enhancing the robustness of internal validity. Large research samples provide greater statistical power, enabling the detection of genuine effects while minimizing the likelihood of Type II errors, thereby strengthening the foundation of internal validity. For external validity, we have included a diverse selection of Zeta Phi Beta Sorority undergraduate chapters from various geographic regions and educational contexts, which broadens the generalizability of findings regarding hazing disclosure dynamics. Moreover, data reliability

Moreover, data reliability is critical for maintaining consistent and replicable measurements. To achieve this, standardized data collection procedures and validation checks are integral to this study's research methodology.

Confidentiality and Ethical Considerations

The researcher excluded specific individual names or identifying information collected or disclosed as part of this research to maintain confidentiality throughout this study. To further protect privacy, all data used in the study was de-identified to ensure that individual chapter members and educational institutions are kept confidential. Data aggregation in this study avoided disclosing specific hazing practices or incidents. This research respects the ethical principles of informed consent, ensuring that the data used in the study has been made publicly available or accessible without violating privacy or confidentiality norms (Cocanour, 2017). This study was committed to ethical research practices throughout the data collection and analysis phases.

Generalizability and Impact

This researcher designed this study to ensure that its findings, bolstered by an extensive sample size of 353 undergraduate chapters representing the entire population within the research scope, were directly applicable and generalizable to Zeta Phi Beta Sorority. This comprehensive representation ensures that the observed behaviors and characteristics closely mirror those of the entire population of Zeta Phi Beta Sorority undergraduate chapters across the United States. This inclusivity made the insights invaluable for the organization at large. The primary mission of the study is to provide Zeta Phi Beta Sorority with actionable information tailored to address the unique challenges and opportunities within the organization and the potential for other organizations to benefit from the research methods and findings. By focusing on Zeta Phi Beta Sorority's specific context and needs, the study aimed to enhance

this organization's internal practices and outcomes while offering valuable insights for organizations with comparable goals and structures. With its extensive and representative sample size, this research can benefit the internal improvement of Zeta Phi Beta Sorority and organizations with similar objectives.

Data Analysis

Fisher-Freeman-Halton Exact Test

The Fisher-Freeman-Halton Exact Test was the appropriate statistical method for addressing the complexity introduced by the research questions: geographical regions in the first question and the type of educational institution setting in the second question. This complexity arises from the intricate interplay of these factors, significantly impacting hazing disclosure among affiliated Zeta Phi Beta Sorority undergraduate chapters. The Fisher-Freeman-Halton Exact Test enables exploration of the relationships between the dependent variable, hazing disclosure, and the two independent variables: geographical regions and types of educational institution settings, which are all considered nominal categorical data in this study. It provided valuable insights into whether significant associations exist between these critical variables (Freeman & Halton, 1951; Mehta & Patel, 2013). Additionally, this test was beneficial to this study because its design provided a more accurate and reliable assessment of statistical significance in situations where approximations may lead to inaccurate results due to low expected cell counts in the contingency table (Ruxton & Neuhäuser, 2010), which applied to this study. Moreover, it offered a straightforward and widely used statistical approach for examining these categorical relationships, contributing to a deeper understanding of the interplay within these contexts.

Complexity Addressed with the Fisher-Freeman-Halton Exact Test

The primary complexity of this study stemmed from diverse factors influencing hazing disclosure. Statistical differences in hazing disclosure were based on regional factors such as geographical regions (Atlantic, Eastern, Great Lakes, Midwestern, Southcentral, Southeastern, and Southern) and collectively spanned 34 U.S. states. Additionally, the research aimed to investigate hazing disclosure based on the type of educational setting that includes Historically Black Colleges and Universities (HBCUs), Predominantly White Institutions (PWIs), Mixed Institutions, or Other Institutions. The researcher employed the Fisher-Freeman-Halton Exact Test to explore potential associations or differences in hazing disclosure practices between the institutions and regions in this study. The Fisher-Freeman-Halton Exact Test eliminated the need to remove low expected values or the creation of composite categories, which prevented alterations that could significantly impact p -values and compromise the integrity of the original hypotheses under investigation. Moreover, this test facilitated the examination of relationships among the combined variables of geographical regions and educational settings, thereby contributing significantly to a comprehensive understanding of hazing disclosure practices while considering the complexities inherent in the study.

Critical Assumptions in Fisher-Freeman-Halton Exact Testing

The Fisher-Freeman-Halton Exact Test, an extension of the Fisher Exact Test for contingency tables with more than two rows and two columns, was designed for nominal categorical data (Freeman & Halton, 1951). It serves as a typical alternative when the assumptions of the chi-square test are compromised, relying on three fundamental assumptions to ensure result reliability. The first assumption involved fixed margins, ensuring the constancy of total observations in each row and column throughout the study and providing stability for

subsequent analytical procedures (McDonald, 2014). The second assumption emphasized independence, stating that events in one category do not influence events in another, a vital consideration for accurate assessments of associations between categorical variables (McDonald, 2014). Lastly, the assumption of equal probability, particularly relevant to hypergeometric distributions, stated that each cell in the contingency table must have an equal chance of selection (Kim, 2017). This assumption, foundational to the Fisher's Exact Test, significantly enhanced the robustness and precision of the Fisher-Freeman-Halton Exact Test. Together, these assumptions establish a solid framework for the test, ensuring its reliability in analyzing associations among categorical variables in this study.

Data Analysis Software and Tools

The IBM Statistical Program for the Social Sciences (SPSS), version 29.0.2.0, was used to conduct the Fisher-Freeman-Halton Exact Test (Mehta & Patel, 2013). SPSS offers a comprehensive suite of data analysis and visualization functions that facilitate the efficient performance of statistical analyses, interpretation of results, and presentation of findings (Elliot & Woodward, 2020; Field, 2019). Additionally, this software simplifies statistical testing, such as the Fisher-Freeman-Halton Exact Test, by providing user-friendly interfaces and automated processes (Elliot & Woodward, 2020). For example, SPSS offered the advantage of automatically switching to Monte Carlo approximation when Fisher-Freeman-Halton Exact Test approximations become computationally intensive for larger datasets or tables, ensuring robust statistical analysis in the face of increased complexity. Mehta and Patel (2013) stated that the Monte Carlo method provided a confidence interval that guaranteed the exact p -value lay within it at a specified level of confidence.

CHAPTER FOUR: FINDINGS

Overview

The purpose of this study was to determine if there were differences in levels of hazing disclosure by educational institutions based on external environmental factors associated with hazing among affiliated Zeta Phi Beta Sorority undergraduate chapters within the United States. The independent variable was hazing disclosure (comprehensive, inconclusive, unreported, and other), and the dependent variables were the geographical region (Atlantic, Eastern, Great Lakes, Midwestern, Southcentral, Southeastern, and Southern). The researcher conducted a Fisher-Freeman-Halton Exact Test using Monte Carlo approximations. This chapter includes the study's research questions, alternate hypotheses, assumption testing, research questions, descriptive statistics, and results.

Research Questions

The two research questions that guided this study include the following:

RQ1: Is there a statistically significant difference in the level of hazing incident disclosure (comprehensive, inconclusive, unreported, and other) by educational institutions based on the geographical region (Atlantic, Eastern, Great Lakes, Midwestern, Southcentral, Southeastern, and Southern) of affiliated Zeta Phi Beta Sorority undergraduate chapters within the United States?

RQ2: Is there a statistically significant difference in the level of hazing incident disclosure (comprehensive, inconclusive, unreported, and other) by educational institutions based on the educational setting (Historically Black Colleges and Universities (HBCUs), Predominantly White Institutions (PWIs), Mixed Institutions, or Other Institutions) of affiliated Zeta Phi Beta Sorority undergraduate chapters within the United States.

Hypotheses

H01: There is no statistically significant difference in the level of hazing incident disclosure (comprehensive, inconclusive, unreported, and other) by educational institutions based on the geographical region (Atlantic, Eastern, Great Lakes, Midwestern, Southcentral, Southeastern, or Southern) of affiliated Zeta Phi Beta undergraduate chapters within the United States.

H02: There is no statistically significant difference in the level of hazing incident disclosure (comprehensive, inconclusive, unreported, and other) by educational institutions based on the educational setting (Historically Black Colleges and Universities (HBCUs), Predominantly White Institutions (PWIs), Mixed Institutions, or Other Institutions) of affiliated Zeta Phi Beta undergraduate chapters within the United States.

Assumption Tests

The Fisher-Freeman-Halton Exact Test depends upon fixed margins, necessitating a uniform distribution of observations in every row and column to ensure stability and analytical consistency. To meet this requirement, the researcher performed rigorous data verification procedures to confirm that the sum of observations in the contingency table's rows and columns remained unchanged. The researcher also ensured that stability was maintained by conducting continuous data audits during data collection and analysis. Rigorous measures were taken to uphold margin stability, thereby enhancing the consistency of the distribution of observations. This consistency strengthened reliability and ensured adherence to fixed margins when conducting the Fisher-Freeman-Halton Exact Test.

The assumption of independence for the Fisher-Freeman-Halton Exact Test, crucial for the validity of the analysis, was carefully addressed and met by implementing a complete enumeration approach. This task involved including all Zeta Phi Beta Sorority undergraduate

chapters that received sanctions between 2012 and 2023, including chapters that shared the same geographical region. This deliberate and exhaustive inclusion of relevant chapters within the defined population ensured that the researcher considered every pertinent unit, meeting the assumption of independence. The Fisher-Freeman-Halton Exact Test, chosen for its appropriateness in non-random sampling scenarios, enhanced the robustness of the analysis within the constraints of this complete enumeration approach.

Lastly, the assumption of equal probability in the sampling process was rigorously addressed and met through a comprehensive and transparent complete enumeration approach. The enumeration process included all eligible Zeta Phi Beta Sorority undergraduate chapters that received sanctions between 2012 and 2023, along with those sharing the same geographical region. The deliberate and exhaustive inclusion of all relevant chapters within the defined population ensured that every pertinent unit had an equal and fair chance of being considered in the study. By adopting a complete enumeration, the study eliminated any potential bias associated with the selection process. Each chapter, meeting the predefined criteria, was automatically included, ensuring equal probability without the need for randomization.

Descriptive Statistics

Statistical analysis was conducted on the dependent variables for each group within this study. There was no missing data, and the total sample consisted of 353 participants. All percentages regarding the variables are rounded to the nearest whole number unless otherwise noted. Descriptive statistics for the variables hazing disclosure, geographical region, and educational setting variables can be found in Tables 1-3.

Table 1*Descriptive Statistics for Hazing Disclosures*

	N	PERCENT
Unreported Disclosure	176	50
Comprehensive Disclosure	128	36
Mixed Disclosure	27	8
Other Disclosure	22	6
Total	353	100 %

Table 2*Descriptive Statistics for Geographical Regions*

	N	PERCENT
Atlantic	64	18
Great Lakes	62	18
Southcentral	57	16
Southeastern	51	14
Eastern	50	14
Southern	45	13
Midwestern	24	7
Total	353	100 %

Table 3*Descriptive Statistics for Educational Settings*

	N	PERCENT
Predominantly White Institutions	145	41
Mixed Institutions	124	35
Historically Black Colleges and Universities	78	22
Other Institutions	6	2
Total	353	100 %

Results

Hypothesis One

There is no statistically significant difference in the level of hazing incident disclosure (comprehensive, inconclusive, unreported, and other) by educational institutions based on the geographical region (Atlantic, Eastern, Great Lakes, Midwestern, Southcentral, Southeastern, or Southern) of affiliated Zeta Phi Beta undergraduate chapters within the United States.

Data Screening

The researcher screened data on hazing disclosure and geographical regions with multiple levels. The researcher placed each categorized observation into a single level for each variable. However, fourteen cells, which accounted for 50% of the total cells, were found to have expected frequencies less than five. These cells violated the assumptions of the chi-square test. Given the decision to retain these identified low expected frequencies and refrain from creating composite categories, the researcher employed the Fisher-Freeman-Halton Exact Test using Monte Carlo approximations, adding a layer of scrutiny to uphold the robustness and validity of subsequent analyses. Throughout the screening process, the researcher ensured the study had sufficient sample sizes within each level, no violations of assumptions associated with selected statistical tests occurred, and no missing data or outliers were present. The selected statistical test was appropriate for low expected cell frequencies. This comprehensive approach aimed to alleviate any potential impact on the overall interpretation of the associations between hazing disclosure and geographical region.

Results for Hypothesis One

A Fisher-Freeman-Halton Exact Test analyzed the data to determine whether there was an association between hazing disclosure levels and geographical regions in a sample of 353 participants. This test was appropriate due to violations in the assumption of cell frequencies that underlie the chi-square test. Also, due to the extended computation time, IBM Statistical Package for the Social Sciences (SPSS) version 29.0.2.0 automatically conducted a Monte Carlo simulation. The effect size was large. The researcher rejected the null hypothesis using 99% confidence and $p < .001$. See Table 4 for the Fisher-Freeman-Halton Exact Test using Monte Carlo approximations.

Table 4Fisher-Freeman-Halton Exact Test/Monte Carlo Approximations (1)

	Value	df	Asymptomatic Significance (2-sided)	<u>Monte Carlo Sig (2-sided)</u>		
				Significance	<u>99% Confidence Interval</u>	
				Lower Bound	Upper Bound	
Pearson Chi-Square	44.425a	18	<.001	<.001	<.001	<.001b
Likelihood Ratio	49.307	18	<.001	<.001	<.001	<.001b
Fisher-Freeman-Halton Exact Test	43.196			<.001	<.001	<.001b
N of Valid Cases	353					

a. 14 cells (50.0%) have expected count less than five. The minimum expected count is 1.50.

b. Based on 100000 sampled tables with starting seed 1314643744.

Hypothesis Two

There is no statistically significant difference in the level of hazing incident disclosure (comprehensive, inconclusive, unreported, and other) by educational institutions based on the educational settings (Historically Black Colleges and Universities (HBCUs), Predominantly White Institutions (PWIs), Mixed Institutions, or Other Institutions) of affiliated Zeta Phi Beta undergraduate chapters within the United States. Data Screening

Data Screening

The researcher screened data on hazing disclosure and educational settings with multiple levels. The researcher placed each categorized observation into a single level for each variable. However, five cells, which accounted for 31.3% of the total cells, were found to have expected frequencies less than five. These cells violated the assumptions of the chi-square test. Given the decision to retain these identified low expected frequencies and refrain from creating composite categories, the researcher employed the Fisher-Freeman-Halton Exact Test using Monte Carlo approximations, adding a layer of scrutiny to uphold the robustness and validity of subsequent analyses. Throughout the screening process, the researcher ensured the study had sufficient sample sizes within each level, no violations of assumptions associated with selected statistical tests occurred, and no missing data or outliers were present. The selected statistical test was appropriate for low expected cell frequencies. This comprehensive approach aimed to alleviate any potential impact on the overall interpretation of the associations between hazing disclosure and geographical region.

Results for Hypothesis Two

A Fisher-Freeman-Halton Exact Test analyzed the data to determine whether there was an association between hazing disclosure levels and educational settings in a sample of 353 participants. This test was appropriate due to violations in the assumption of cell frequencies that underlie the chi-square test. Also, due to the extended computation time, IBM Statistical Package for the Social Sciences (SPSS) version 29.0.2.0 automatically conducted a Monte Carlo simulation. The effect size was large. The researcher rejected the null hypothesis using 99% confidence and $p < .001$. See Table 5 for the Fisher-Freeman-Halton Exact Test using Monte Carlo approximations.

Table 5Fisher-Freeman-Halton Exact Test/Monte Carlo Approximations (2)

	Value	df	Asymptomatic Significance (2-sided)	<u>Monte Carlo Sig (2-sided)</u>		
				Significance	<u>99% Confidence Interval</u>	
				Lower Bound	Upper Bound	
Pearson Chi-Square	54.451a	9	<.001	<.001	<.001	<.001b
Likelihood Ratio	58.075	9	<.001	<.001	<.001	<.001b
Fisher-Freeman-Halton Exact Test	56.503			<.001	<.001	<.001b
N of Valid Cases	353					

a. 5 cells (31.3%) have expected count less than five. The minimum expected count is 37.

b. Based on 100000 sampled tables with starting seed 1502173562.

Trends in Hazing Disclosure: Regional and Educational Analysis

Disclosure Proclivities Among Educational Institutions

Distinct patterns in hazing disclosure preferences emerged based on educational settings. Historically Black Colleges and Universities (HBCUs) and Predominantly White Institutions (PWIs) had the highest frequencies among the unreported disclosure category, with overall proportional percentages of 78% and 46%, respectively. In contrast, Mixed Institutions and Other Institutions showed a different pattern, favoring the comprehensive category. Specifically, Mixed Institutions and Other Institutions had overall proportional percentages in this category of 46% and 50%, respectively. The variations in hazing disclosure patterns in this study suggest potential differences in reporting culture, with HBCUs and PWIs demonstrating a preference for the unreported category. At the same time, Mixed Institutions and Other Institutions exhibited preferences toward the comprehensive category. See Table 6 for distributions of hazing disclosures across educational settings.

Table 6

Hazing Disclosure Levels and Educational Settings Crosstabulation

		Educational Settings				Total
		Historically Black Colleges and Universities	Predominantly White Institutions	Mixed Educational Institutions	Other Educational Institutions	
Hazing Disclosure Level	Comprehensive Disclosure	7	61	57	3	128
	Unreported Disclosure	61	66	48	1	27
	Inconclusive Disclosure	2	14	11	0	22
	Other Disclosure	8	4	8	2	176
Total		78	145	124	6	353

Influences of Hazing Transparency State Laws on Disclosures

Historically Black Colleges and Universities (HBCUs) and Predominantly White Institutions (PWIs) demonstrated elevated proportional percentages of unreported disclosures, amounting to 80% and 63%, respectively, in states lacking laws mandating comprehensive hazing disclosures among educational institutions. Mixed Institutions in non-hazing transparency states also showed notable unreported disclosures (54%). However, in hazing transparency states, there was an observed decrease in unreported disclosures for HBCUs, PWIs, and Mixed Institutions. PWIs in hazing transparency states had significantly lower proportions compared to other settings. Hazing transparency laws notably impacted PWIs (5%), substantially reducing unreported disclosures. Mixed Institutions (16%) also demonstrated a positive impact, though with a more moderate reduction. However, HBCUs (74%) showed a significantly less proportional decrease in unreported disclosures than other settings. Lastly, despite a small sample size, Other Institutions displayed a noticeable impact with low proportions of unreported disclosures in both hazing (0%) and non-hazing transparency states (25%). It is important to note that Pennsylvania was the only state in this study to have all institutions comply with its hazing transparency laws across educational settings. See Tables 7 and 8 for comparisons of hazing disclosures across geographical regions and educational settings based on the presence or absence of hazing transparency laws.

Table 7*Hazing Disclosures, Geographical Regions, and State Transparency Laws Crosstabulation*

Geographical Region		State Transparency Laws			
		Yes	No	Total	
Atlantic	Hazing Disclosure Level	Comprehensive Disclosure	4	25	29
		Inconclusive Disclosure	11	1	12
		Other Disclosure	0	2	2
		Unreported Disclosure	17	4	21
	Total		32	32	64
Eastern	Hazing Disclosure Level	Comprehensive Disclosure	7	9	16
		Inconclusive Disclosure	3	1	4
		Other Disclosure	4	1	5
		Unreported Disclosure	20	5	25
	Total		34	16	50
Great Lakes	Hazing Disclosure Level	Comprehensive Disclosure	8	11	19
		Inconclusive Disclosure	6	0	6
		Other Disclosure	3	1	4
		Unreported Disclosure	32	1	33
	Total		49	13	62
Southcentral	Hazing Disclosure Level	Comprehensive Disclosure	12	0	12
		Inconclusive Disclosure	0	0	0
		Other Disclosure	4	0	4
		Unreported Disclosure	41	0	41
	Total		57	0	57
Southeastern	Hazing Disclosure Level	Comprehensive Disclosure	6	17	23
		Inconclusive Disclosure	2	0	2
		Other Disclosure	0	6	6
		Unreported Disclosure	9	11	20
	Total		17	34	51
Southern	Hazing Disclosure Level	Comprehensive Disclosure	2	19	21
		Inconclusive Disclosure	1	0	1
		Other Disclosure	0	0	0
		Unreported Disclosure	13	10	23
	Total		16	29	25
Total	Hazing Disclosure Level	Comprehensive Disclosure	47	81	128
		Inconclusive Disclosure	25	2	27
		Other Disclosure	12	10	22
		Unreported Disclosure	145	31	176
	Total		229	124	353

Table 8*Hazing Disclosures, Educational Settings, and State Transparency Laws Crosstabulation*

			EDUCATIONAL SETTINGS				
State Transparency Laws			Historically	Predominantly	Mixed	Other	Total
			Black Colleges and Universities	White Institutions	Institutions	Institutions	
NO	Hazing Disclosure Level	Comprehensive Disclosure	2	23	21	1	47
		Unreported Disclosure	41	64	40	0	145
		Inconclusive Disclosure	2	13	10	0	25
		Other Disclosure	6	2	3	1	12
	Total		51	102	74	2	229
YES	Hazing Disclosure Level	Comprehensive Disclosure	5	38	36	2	81
		Unreported Disclosure	20	2	8	1	31
		Inconclusive Disclosure	0	1	1	0	2
		Other Disclosure	2	2	5	1	10
	Total		27	43	50	4	124
Total	Hazing Disclosure Level	Comprehensive Disclosure	7	61	57	3	128
		Unreported Disclosure	61	66	48	1	176
		Inconclusive Disclosure	2	14	11	0	27
		Other Disclosure	8	4	8	2	12
	Total		78	145	124	6	353

CHAPTER FIVE: CONCLUSION

Overview

The researcher examined hazing disclosures in Zeta Phi Beta Sorority's affiliated educational institutions in this chapter. This chapter begins by elucidating the association between external environmental factors and institutional hazing disclosures to the public. The two primary research questions that guided the exploration and investigation of the influence of external environmental factors and institutional affiliations on hazing incident disclosures followed. Utilizing statistical analyses, notably the Fisher-Freeman-Halton Exact Test, the findings underscored significant associations, elucidating the crucial roles played by geographical regions and educational settings in shaping the nature and extent of hazing disclosures by host institutions. This chapter concluded with the following sections: Analysis and Synthesis of Findings, Zero-Tolerance Policies, Theoretical Framework, Implications, and Limitations. It concludes with Recommendations for Future Research. This organized framework provides a systematic and insightful approach to comprehending the dynamics of hazing disclosures, offering valuable insights for Zeta Phi Beta Sorority, affiliated institutions, and those involved with collegiate Greek-letter organizations.

Discussion

Purpose of the Study

The purpose of this novel quantitative comparative study was to explore variations in hazing disclosures among educational institutions within the United States. This study specifically focused on geographical regions and educational settings; two external environmental factors associated with hazing within undergraduate chapters of Zeta Phi Beta Sorority. The absence of prior literature addressing hazing disclosures by educational institutions

affiliated with this organization highlighted the pioneering nature of this study. This groundbreaking study sheds light on the hazing practices within the unique context of Zeta Phi Beta Sorority. It paves the way for future research to further understand and address this critical issue among various educational settings across the United States.

Bidirectional Hazing Dynamics

Before delving into the core findings of this study, it is critical to recognize and explore the bidirectional influence of Zeta Phi Beta Sorority's undergraduate chapters and their host educational institutions. Understanding this relationship is paramount for interpreting the findings of this study. The distinction between undergraduate and graduate chapters of Zeta Phi Beta Sorority is that the former must be affiliated with a host institution while the latter does not. Undergraduate chapters require sponsorship and supervision by a graduate chapter. As a result, members of graduate chapters often transition from undergraduate chapters at the same institution, creating a continuous cycle of membership.

The undergraduate chapters of Greek organizations often establish a lasting presence on college campuses, maintaining an enduring connection with their affiliated host institutions as successive generations of women join their membership. This structural affiliation with educational institutions creates a complex interplay of sociocultural factors. A particularly noteworthy sociocultural element adding to the intricacy of hazing within these chapters is the widespread culture of secrecy and silence (Allan et al., 2020). This culture, not confined to the chapters alone, is observed among institutions that avoid adopting a proactive and transparent stance toward hazing (Bamberski, 2021). The challenges associated with hazing within the undergraduate chapters often extend to the host educational institution, presenting a shared predicament that necessitates recognition and concerted efforts for resolution. Unfortunately,

many hazing prevention models overlook this connection, potentially explaining the limited success of current strategies in significantly reducing hazing prevalence across collegiate campuses in the United States.

Research Question One: Hazing Disclosures and Geographical Regions

RQ1: Is there a statistically significant difference in the level of hazing incident disclosure (comprehensive, inconclusive, unreported, and other) by educational institutions based on the geographical region (Atlantic, Eastern, Great Lakes, Midwestern, Southcentral, Southeastern, and Southern) of affiliated Zeta Phi Beta Sorority undergraduate chapters within the United States?

The research employed the Fisher-Freeman-Halton Exact Test utilizing Monte Carlo approximations, which revealed statistically significant associations (test statistic = 43.196, $p < .001$) between hazing disclosure and geographical regions. A 99% confidence interval [$< .001$, $< .001$] was calculated for this association. The geographical region significantly influenced hazing disclosures among educational institutions affiliated with Zeta Phi Beta Sorority, as revealed by the statistical test. Please refer to the "Results" section for pertinent information regarding statistical outcomes for research questions.

Analysis and Synthesis of Findings (RQ1)

Hazing Transparency Laws on Hazing Practices

This study examined the effect of hazing transparency laws on the disclosure practices of educational institutions. The study found that all seven states (Georgia, New Jersey, Ohio, Pennsylvania, South Carolina, Texas, and Virginia) with institutional hazing transparency law mandates had a higher proportion of comprehensive disclosures and a decreased proportion of unreported disclosures than states without such laws. Further examination of the impact of

hazing transparency laws on state hazing disclosures became readily apparent under further examination. For instance, the researcher of this study compared the Southeastern and Atlantic regions to the Midwestern and Southcentral regions. The outcomes of that comparison revealed that the Atlantic and Southeastern regions had a higher rate of comprehensive disclosures than the Midwestern and Southcentral regions. Also, Pennsylvania was the only state where all institutions across educational settings complied with hazing transparency laws, providing comprehensive hazing disclosures for public access. This phenomenon contrasted with the remaining six states with similar laws, indicating a potential need for more enforcement by the state and the institution. Additionally, the exceptional compliance rates among institutions in this state suggest that certain contextual factors, such as stricter enforcement mechanisms or institutional policies, promote greater transparency.

These findings align with the research of Tyus (2019), which reported that states with more hazing-related deaths before the implementation of anti-hazing laws tended to pass stricter laws. The researcher labeled these laws as tough due to factors such as the severity of punishment, the extent of prohibited actions, institutional policy requirements, penalties for noncompliance, and the prohibition of victim cooperation as a defense. The second research outcome by Tyus (2019) revealed that institutional disclosure practices could be influenced by their state having anti-hazing laws even if the law were considered weak. The researcher examined this phenomenon by analyzing one educational institution in Pennsylvania (tough) and one in Arizona (weak). The comparison revealed that both institutions adopted tough anti-hazing laws. Though Arizona was excluded from this study because it was within the Pacific region, which was outside of the research criteria, further exploration of this phenomenon is warranted to determine if this pattern holds true when reviewing all institutions within this state or others

that have weak or no anti-hazing state laws. However, in this study's context, more exploration into this subject would need to take place.

Closer Inspection of Pennsylvania's Hazing Transparency Law

Despite Pennsylvania's strict anti-hazing law, some institutions only report substantiated cases, not allegations, potentially weakening the law (Swofford, 2020). This outcome aligns with Fierberg and Neely's (2018) analyses that most institutions were not inclined to provide detailed and accurate hazing disclosures regarding their student organizations or groups on their campuses for public access. For this reason, it is necessary to explore whether institutional hazing reports in this study aligned with or circumvented the hazing transparency laws of their perspective states. Nevertheless, many institutions should have complied with transparency laws or comprehensively disclosed when these laws were absent. This outcome supports Swofford's recommendation (2020) to close legal loopholes, disallow circumvention of the law, and ensure enforcement. Fierberg and Neely (2019) also recommended legal mandates for complete hazing conduct histories, as most institutions were not inclined to provide such information voluntarily. These results highlighted a need for legal enforcement to promote transparency and accountability in addressing hazing practices.

Research Question Two: Hazing Disclosures and Educational Settings

RQ2: Is there a statistically significant difference in the level of hazing incident disclosure (comprehensive, inconclusive, unreported, and other) by educational institutions based on the educational setting (Historically Black Colleges and Universities (HBCUs),

Predominantly White Institutions (PWIs,), Mixed Institutions, and Other Institutions) of affiliated Zeta Phi Beta Sorority undergraduate chapters within the United States? The research employed the Fisher-Freeman-Halton Exact Test utilizing Monte Carlo approximations, which

revealed statistically significant associations (test statistic = 56.503, $p < .001$) between hazing disclosure and geographical regions. A 99% confidence interval [$<.001$, $<.001$] was calculated for this association. The educational setting significantly influenced hazing disclosures among educational institutions affiliated with Zeta Phi Beta Sorority, as revealed by the statistical test. Please refer to the "Results" section for pertinent information regarding statistical outcomes for research questions.

Analysis and Synthesis of the Findings (RQ2)

Hazing Disclosure Preferences by Educational Setting

This study analyzed the predominant hazing disclosure category for each educational setting. The results revealed that institutions within the mixed and other categories had distributions of hazing disclosures primarily in the comprehensive disclosures category. This outcome aligned with the principles of the hazing prevention model developed by Cornell University (2020), which emphasized comprehensive hazing transparency disclosures, providing multiple reporting options, and promoting a culture of openness. These institutions' preference for comprehensive disclosures suggested an adherence to these principles, fostering an environment where hazing incidents are more likely to be reported and addressed. However, Historically Black Colleges and Universities (HBCUs) and Predominantly White Institutions (PWIs) had a higher distribution of unreported disclosures than the other educational settings in this study. This outcome indicated a divergence from principles within Cornell University's hazing prevention model. These predominant hazing disclosure types suggest that educational settings in this study preferred the disclosure categories they frequently used. However, the disclosure practices of Mixed Institutions and Other Institutions versus HBCUs and PWIs underscores the need for further investigation.

Hazing Laws and Disclosure Inclinations by Educational Setting

Predominantly White Institutions (PWIs) and Mixed Institutions

This study examined the prevalence of hazing practices among Predominantly White Institutions (PWIs) and Mixed Institutions, both within and outside states that have laws mandating transparency in hazing incidents. The outcomes revealed that in states with hazing transparency mandates, a higher percentage of hazing incidents went unreported than were comprehensively disclosed by PWIs and Mixed Institutions. These results, like HBCUs, suggested that PWIs and Mixed Institutions were less likely to voluntarily provide comprehensive hazing disclosure without the presence of hazing transparency laws. However, educational settings had higher comprehensive disclosures and lower unreported and inconclusive disclosures when state transparency laws were present. Though educational settings showed high compliance with state mandates for comprehensive hazing disclosures, the effect of hazing transparency mandates was more effective for PWIs than Mixed Institutions.

Parks et al.'s (2015) examination of hazing-related court cases between 1980 and 2009 revealed that among White organizations, alcohol was one of the overrepresented hazing activities among this demographic. Notably, out of the seven states in this study with hazing transparency laws, five of them are named after young men whose hazing-related deaths involved alcohol. The fact that their deaths precipitated legislation means that they gained significant attention. For example, Perez (2023) reported in a study that examined common characteristics among collegiate hazing-related deaths in the United States that occurred between 1994 and 2019, 68.4% (95 victims) families of the victims filed civil lawsuits on their behalf. The researcher also noted that those lawsuits were against individuals, organizations, and

educational institutions. These outcomes suggest that public awareness and legal actions may have contributed to the high compliance rates observed among PWIs.

Historically Black Colleges and Universities (HBCUs)

In this study, the inclination of educational settings toward publicly available hazing disclosures was analyzed, both within and outside of hazing transparency laws. The results revealed a pattern of unreported disclosures among HBCUs in both states with and without hazing transparency laws. This unique finding suggests a low inclination among HBCUs to voluntarily provide comprehensive hazing disclosures when not mandated by state laws or to comply with the law when it is. It is worth noting that states with hazing disclosure laws had slightly higher numbers of comprehensive hazing disclosures. This observation provides a nuanced understanding, supporting the recognition made by Stophazing (n.d.) regarding the encouragement of increased comprehensive disclosures by state law mandates. It shows that while state mandates may encourage more comprehensive disclosures, HBCUs in these states predominately did not report hazing disclosures comprehensively.

Parks' (2015) study, previously discussed, revealed that Black fraternities and sororities were proportionately more physical and more violent than White fraternities and sororities. However, Perez's (2023) study, also previously discussed, found that 10.5% of the 95 deaths examined were among National Pan-Hellenic Council (NPHC) members. This small number, in comparison to Whites, does not imply or minimize the fact that these deaths are senseless and heartbreaking for the families and friends who grieve them. It is certainly no less painful or traumatic for victims who are still managing the physical, psychological, or emotional trauma associated with their hazing experiences (Botello & Cruz, 2018; Favero et al., 2020; Maxwell,

2018). Moreover, these incidents do not align with these institutional and organizational ideals or noted missions.

However, the role of HBCUs in this study is critical. By not providing public access to information regarding hazing incidents, HBCUs do a great disservice to the students on their college and university campuses. This lack of transparency minimizes the severity of hazing among all their student groups and organizations, especially those among the NPHC, like Zeta Phi Beta Sorority. With the necessary information, it is easier for these institutions or interested stakeholders to address the issues effectively. Furthermore, without pertinent data, issues related to BGLOs will continue to be unexamined at a time when research-based interventions are necessary to address hazing within this demographic. Nonetheless, Allan et al. (2018) asserted that the importance of cultural competence, particularly for disclosure practices classified by the racial and ethnic backgrounds of associated organizations, is noteworthy. It highlighted the necessity for a culturally competent approach in addressing disclosure practices at HBCUs, considering their unique history, culture, and challenges. While this study presented the need for cultural competence in the context of HBCUs, it should not be limited to these institutions. It should underpin all hazing prevention programs and training to ensure optimal effectiveness. This study enriches existing literature by examining a relatively unexamined topic.

Other Institutions

In this study, the inclination of Other Institutions toward publicly available hazing disclosures was analyzed, both within and outside of hazing transparency laws. The outcomes revealed that the small sample size is a limitation, and caution was needed when interpreting the results. Nonetheless, the analysis showed that institutions in this demographic predominately provided comprehensive disclosures. This outcome suggests that these institutions are inclined to

voluntarily provide comprehensive disclosures even when not mandated by state law, deviating from patterns seen in other educational settings. Other Institutions engaged primarily in comprehensive hazing disclosures in states with hazing transparency laws. This outcome suggests that these institutions were inclined to provide detailed disclosures regardless of state mandates.

The sample size of this educational setting was not aggregated or removed from the data to provide full transparency and enhance potential replications of this study. The researcher analyzed each disclosure type to determine observed patterns. However, the sample size within the Other Institutions was too small to make reasonable inferences about them. Despite this limitation, the findings provide valuable insights that can guide similar future research. The researcher recommends that subsequent studies consider a larger sample size to make more robust inferences.

Zero-Tolerance Policies

The main aim of zero-tolerance policies in educational institutions is to foster a safe and disciplined learning environment by removing behaviors detrimental to student safety and wellbeing. Zero-tolerance policies apply severe penalties regardless of the gravity or circumstances of the student's involvement (Skiba & Knesting, 2001). Research studies, such as Brown et al. (2013), have found that zero-tolerance policies are ineffective in fully addressing deviant behavior. In the context of collegiate fraternities and sororities, Parks (2015) posited that these policies, designed to curb hazing, may inadvertently drive hazing activities underground, rendering them difficult to detect and potentially more dangerous. The author also contended that the institution's focus on the hazing incident and not the culture underlying it does not effectively

deal with the perpetrators who seek to escape severe penalties while also perceiving their hazing activities to be non-problematic.

The issue of hazing transparency becomes critical when considering institutions operating within states that possess hazing transparency laws. Hazing transparency laws mandate how educational institutions provide hazing disclosures for public access (Swofford, 2020). As demonstrated in the outcomes of this study, many institutions, while touting zero-tolerance policies regarding hazing with their students, do not appear to apply the same perspectives to themselves. Institutions that fail to comply with hazing transparency laws violate legal requirements and contribute to an environment where hazing can persist unchecked. The lack of transparency may contribute to a culture that tolerates hazing due to the perception that consequences for the institution are unlikely.

On the other hand, institutions operating outside hazing transparency laws often promote ways for individuals to voluntarily provide information regarding their suspicion or knowledge of hazing, primarily through hazing hotlines. However, the crucial distinction arises when these institutions do not publicly disclose their knowledge of hazing incidents to their stakeholders, even when doing so would not violate the confidentiality or privacy of their students (Fierberg & Neely, 2018). This lack of public transparency can undermine trust and discourage reporting, potentially compromising student safety. Consistent and transparent application is imperative for zero-tolerance policies and transparency to yield a positive effect. Additionally, it necessitates holding both individuals and institutions, regardless of their compliance with hazing transparency laws, accountable for maintaining a secure and supportive educational environment (Stophazing, n.d.).

Public Access to Institutional Hazing Reports

In this study, the researcher needed to ensure that the hazing disclosure of educational institutions was correctly classified. Additionally, it was crucial for the observed trends and patterns to accurately represent the hazing disclosure practices of institutions affiliated with Zeta Phi Beta Sorority. Due to many institutions not using common terminology on their websites to locate hazing reports, the researcher developed and implemented a list of twenty keywords for this study. It was common for institutions to label their hazing reports under titles that would make it difficult for the average user to locate them if they were present. Some institutions even required users to have a student account to access information about the status of their student organizations or clubs. In many instances, the hazing report could only be located by individuals determined to find them. This act suggested that these institutions did not intend for the user to find them easily. Additionally, a few institutional websites inaccurately reported Zeta Phi Beta Sorority undergraduate chapters as active when the national website had reported them as suspended. This discrepancy further underscores the importance of accurate and transparent hazing disclosure practices.

The actions of these educational institutions suggest a lack of transparency in their hazing disclosure practices. This suggestion applied to institutions that used ambiguous labels for the hazing reports and those that required students to have an active institutional account to access certain information. These practices create barriers to information, potentially discouraging casual inquiries or scrutiny. Furthermore, inaccurately representing the status of Zeta Phi Beta Sorority's undergraduate chapters on their campuses could be seen as a misrepresentation, further highlighting the need for accurate and transparent hazing disclosure practices. These actions may be motivated by concerns of potential legal liabilities, their public image, or other institutional

interests. However, further investigation is needed to confirm the motivations underlying these described behaviors.

Theoretical Framework: Stakeholder Approach and Institutional Hazing Disclosure

Freeman's stakeholder approach is a framework that can address hazing disclosure practices among educational institutions affiliated with Greek-letter organizations. This framework emphasized the importance of acknowledging and engaging with various stakeholders, which may include the following: parents, alumni, faculty, and staff, who are interested in the safety, well-being, and reputation of their institution. This task involves the inclusion of stakeholders in the decision-making process. In doing so, institutions can create a collaborative and inclusive environment where everyone's opinions and concerns are considered, which can lead to better outcomes for all involved. For example, victims or perpetrators of hazing require an environment that encourages reporting and discourages participation in hazing activities. Faculty and administrators, responsible for maintaining a safe learning environment, play a critical role in implementing and enforcing hazing prevention policies. Parents and families concerned about their loved ones' safety expect transparency and accountability from the institution. Alumni, invested in their alma mater's reputation, can provide crucial support in implementing long-term preventive measures. The broader community, affected by the institution's reputation, can contribute to a collaborative approach to hazing prevention. Affiliated organizations, such as sororities and fraternities, require clear communication and collaboration with the institution for effective hazing prevention and response.

It is worth noting that in this study, some stakeholders may be overlooked based on the hazing practices of their institution. Institutions that only include substantiated cases in their hazing reports overlook victims and survivors who may have experienced hazing. However, their

cases are not substantiated due to insufficient concrete evidence. Unreported or inconclusive hazing disclosures among Historically Black fraternities and sororities can hinder awareness, accountability, timely interventions, and research efforts. Additionally, they may impact the organization's image and reputation. The broader public and media, which play a significant role in holding institutions accountable, are sometimes neglected due to institutional lack of transparency, incomplete information, and limited collaboration in addressing hazing incidents, thereby impacting the effectiveness of hazing disclosure practices. Institutional hazing disclosure practices can hinder researchers' ability to conduct relevant studies that provide research-based hazing preventions that can guide institutional hazing prevention practices. Also, legal authorities, whose engagement is crucial for promoting transparency and compliance with hazing transparency laws, are sometimes overlooked until they are compelled to bring their issues before a court.

Educational institutions should adopt a more inclusive stakeholder approach to address these gaps. When using this approach, institutions must consider the perspectives and needs of all relevant stakeholders, emphasizing cultural competence and victim-centered strategies. By doing so, institutions can ensure that their practices are respectful and responsive to all parties' needs. It is also essential for institutions to actively consider the viewpoints of all their stakeholders because their input could help shape and refine the institution's hazing disclosure practices, leading to optimal outcomes for all involved.

An inclusive stakeholder approach benefits Zeta Phi Beta Sorority by ensuring that hazing disclosure practices are culturally competent, victim-centered, and responsive to the unique challenges and perspectives of the sorority. The chosen underlying theoretical framework for this study is the groupthink theory proposed by Janis. The focus on groupthink was critical

for understanding group dynamics, as external environmental factors associated with hazing, such as geographical region and educational settings, were used as variables. The literature review introduced numerous hazing-related studies that provided a collective understanding of this pervasive, prevalent, and persistent problem. However, until some strategies and interventions can significantly reduce hazing incidents, there is a need to examine the healthy and maladaptive ways institutions and organizations manage the persistent nature of hazing. For this reason, while groupthink is not discussed further in this section, components of it are continually revealed in current hazing incidents through police reports, media, and court cases. Based on the study's design and focus, Freeman's stakeholder approach closely aligned with the research questions and outcomes of this study.

Implications

The study's findings necessitate a thorough reassessment of hazing policies. This influence underscored the profound impact of state transparency laws on disclosure trends. This revelation emphasized the need for institutions and policymakers to reevaluate and fortify their existing policies. The goal is to encourage transparent reporting practices that maintain trust and accountability among educational institutions across the United States. Furthermore, institutions are strongly encouraged to ensure their actions are congruent with their stated policies. This alignment is crucial in fostering accountability. To prevent hazing, creating a culture of transparency among institutions is critical. Transparency helps create an open communication environment and promotes accountability and responsibility. Aligning actions with policies allows institutions to demonstrate their commitment to preventing hazing.

This study also accentuated the susceptibility of prospective members. It underlines the need to increase awareness about potential risks. It also highlights the importance of

transparency during recruitment processes. These points are critical to ensuring the safety and well-being of prospective members. For this reason, the creation of nationwide uniform hazing disclosures may warrant federal intervention. Federal intervention would bolster advocacy efforts toward the enactment of consistent laws. Such laws could have a significant impact on hazing prevention efforts nationwide.

Moreover, this study unequivocally asserts the urgent need for institutions and Greek organizations to prioritize the safety and well-being of prospective members by doing everything possible to guarantee their protection and provide prospective members with comprehensive disclosures before committing to join. This commitment is exemplified by Zeta Phi Beta Sorority, involving a lifetime dedication to the organization. These measures are essential to ensure that the respect and dignity of prospective members are maintained. Institutions must not only tout the benefits of these organizations but also share their unique knowledge of the risks that reside in each of their student organizations or clubs. Otherwise, these actions are unethical and contrary to the principles of these institutions, potentially causing harm to students who should be able to rely on their institution's declared and expected duty to protect them.

Finally, this study makes a compelling case for escalating research initiatives and efforts in data collection. It calls for dedicated commitment from institutions to facilitate the development of evidence-based hazing prevention strategies, which would be a critical step toward addressing the pervasive issue of hazing systematically and effectively. Institutions should consider refraining from recognizing Greek-letter organizations until they can engage in comprehensive disclosure practices as mandated by many states that integrate them into their anti-hazing laws. These institutions must remind themselves that Greek-letter organizations are a choice, not an institutional requirement. Therefore, they should not be allowed to make excuses

for their inability to provide comprehensive disclosures when student safety and well-being are at stake. This approach ensures accountability and encourages institutions to treat hazing prevention seriously.

Limitations

First, the observational and cross-sectional nature of the research design limits the ability to establish causation. While the study identifies associations between variables, it cannot definitively conclude the direction of causation or rule out the influence of unexplored variables contributing to the observed trends. Secondly, the study's sample is limited to Zeta Phi Beta undergraduate chapters within the United States, potentially limiting the generalizability of findings to other Greek organizations or institutions. This narrow focus may only partially capture the diversity of hazing practices across different organizations and regions. Thirdly, this study focused on Zeta Phi Beta Sorority's undergraduate chapters sanctioned during a specified period. This study limited its participation of chapters to those that were either suspended or had their charters revoked between 2012 and 2023. As a result, undergraduate chapters in the Pacific region were excluded from this study. Additionally, the comprehensive disclosures required in this study are less stringent than those mandated by the state. The minimum requirements for a comprehensive disclosure classification in this study do not establish a foundation for understanding the specifics of hazing incidents.

Recommendations for Future Research

Future research can take the following steps to advance the discourse on hazing. First, researchers could broaden the comparative analysis beyond Zeta Phi Beta Sorority. This expanded examination aids the exploration of whether the identified patterns in this study are exclusive to Zeta Phi Beta Sorority or if similar hazing dynamics are present across diverse

organizations and educational settings. A comprehensive exploration of hazing practices in various contexts can help to gain invaluable insights regarding shared characteristics and variations within the broader context of Greek life through the comprehensive exploration of hazing practices under different contexts. Such an approach is vital for fostering a more nuanced understanding of hazing phenomena and recognizing the diversity of organizations and settings involved in Greek life studies. This research seeks to contribute significantly to the evolving discourse on educational disclosure practices in the context of hazing.

Second, future research is encouraged to enhance the depth of understanding by complementing quantitative findings with qualitative research methods. In-depth interviews or focus group discussions with current and former members and institutional leaders would offer richer insights into the cultural dynamics surrounding hazing. This qualitative approach has the potential to enable the exploration of individual experiences, perspectives, and the sociocultural context of hazing, providing a more comprehensive understanding of the complex factors at play. Employing qualitative methods allows for a nuanced examination of the multifaceted aspects of hazing, capturing the intricacies that may not be readily available in quantitative analyses alone. Exploring these dimensions through qualitative research could lead to a more holistic comprehension of hazing phenomena.

The third recommendation for future research involves assessing the effectiveness of hazing prevention models, such as Cornell University's, by analyzing their implementation across diverse educational settings. It is crucial to evaluate whether these models induce changes in disclosure practices and effectively contribute to a reduction in hazing incidents. This evaluative approach is essential for refining and optimizing prevention strategies, providing valuable evidence to the ongoing discourse on effective hazing prevention. Moreover, it can aid

in targeted and tailored interventions for specific organizational and institutional contexts.

Exploring the nuanced impact of these interventions in different settings further enhances our understanding of their efficacy.

References

- Aguirre, A., & Baker, D. (1999). Slave executions in the United States: A descriptive analysis of social and historical factors. *The Social Science Journal*, 36(1), 31.
[https://doi.org/10.1016/S0362-3319\(99\)80001-9](https://doi.org/10.1016/S0362-3319(99)80001-9)
- Albu, O. B., & Flyverbom, M. (2019). Organizational transparency: Conceptualizations, conditions, and consequences. *Business & Society*, 58, 268-297.
<https://doi.org/10.1177/0007650316659851>
- Allan, E., Joyce, B., & Perlow, E. (2020). *Fraternity & sorority hazing: A practitioner's guide to relevant research & recommendations for prevention*. StopHazing.
http://www.stophazing.org/wpcontent/uploads/2020/08/fshazing_practitionerguide.pdf
- Allan, E. J., Kerschner, D., & Payne, J. M. (2019). College students hazing experiences, attitudes, and perceptions: Implications for prevention. *Journal of Student Affairs Research and Practice*, 56(1), 32-48.
<https://doi.org/10.1080/19496591.2018.1490303>
- Allan, E., & Madden, M. (2013). Interpersonal violence and college student hazing. In D. Shek, R. Sun & J. Merrick (Eds.), *University and college students: Health and development issues for the leaders of tomorrow* (pp. 135-149). Nova Biomedical Books.
- Allan, E., & Madden, M. (2012). The nature and extent of college student hazing. *International Journal of Adolescent Medicine and Health*, 24(1), 1-8.
<https://doi.org/10.1515.ijamh.2012.012>
- Allan, E., Payne, J., Boyer, A., & Kerschner, D. (2018). *Hazing prevention framework*.
<https://stophazing.org/resources/hazing-prevention-framework/>
- Alexander, K. (2020). "It's just a prank, bro!": Examining college hazing with constructivist

- grounded theory and qualitative research methods. *The Qualitative Report*, 25(10), 3641-3656.
- <https://doi.org/10.46743/2160-3715/2020.4529>
- Alexander, K., & Opsal, T. (2020). "That's just what you do": Applying techniques of neutralization to college hazing. *Deviant Behavior*, 42(10), 1295-1312.
- <https://doi.org/10.1080/01639625.2020.1738649>
- Alpha Delta Pi. (n.d.). *History*.
- <https://www.alphadeltapi.org/Page/history/>
- Alpha Kappa Alpha Sorority. (n.d.). *History*.
- <https://aka1908.com/about/history/>
- American Psychiatric Association. (2019). *Resolution on physical discipline of children parents*.
- <https://www.apa.org/about/policy/physical-discipline.pdf>
- American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed). Author.
- Anderson, B.E., & Smith, S. (2016). Black Greek-letter organizations: Attitudes and perceptions about membership. *Journal of International Social Issues*, 4(1), 1-10.
- Andriof, J., Rahman, S. S., Waddock, S., & Husted, B. (2002). Introduction: JCC theme issue: Stakeholder responsibility. *The Journal of Corporate Citizenship*, 16-19.
- Ashforth, B. E., & Anand, V. (2003). The normalization of corruption in organizations. *Research in Organizational behavior*, 25, 1-52.
- [https://doi.org/10.1016/S0191-3085\(03\)25001-2](https://doi.org/10.1016/S0191-3085(03)25001-2)

- Bamberski, G. (2021). Eliminating the hazing: A federal proposal for antihazing compliance regulations. *Seton Hall Legislative Journal*, 45(3), 651- 693.
- Ban on Fraternity Death. (1983, December 15). *The New York Times*.
<https://www.nytimes.com/1983/12/15/us/ban-on-fraternity-in-death.html>
- Banks, S. (2018). *New anti-hazing law requires Pennsylvania colleges and universities to post semi-annual reports, with initial reports due January 15, 2019*.
<https://www.mondaq.com/unitedstates/crime/762134/new-anti-hazing-law-requires-pa-colleges-universities-to-post-semi-annual-reports-with-initial-reports-due-jan-15-2019>
- Banks, S. A., & Archibald, J. G. (2020). The state of fraternity and sorority life in higher education. *Georgia Journal of College Student Affairs*, 36(1), 24-32.
<https://doi.org/10.20429/gcpa.2020.360103>
- Bernstein, E. (2017). Making transparency, transparent: The evolution of observation in management theory. *Academy of Management Annals*, 11, 217-266.
<https://doi.org/10.5465/annals.2014.0076>
- Blanchard, J. (2013). Institutional response to the changing legal environment regarding student safety: A multicampus case study. *Kentucky Journal of Higher Education Policy and Practice*, 2(2), 1-24.
<https://uknowledge.uky.edu/kjhepp/vol2/iss2/5/>
- Botello, R., & Cruz, C. (2018). The psychological shadow of hazing: Mental health issues and counseling. In C. Salinas and M. Boettcher (Eds.), *Critical perspectives on hazing in colleges and universities: A guide to disrupting hazing culture* (pp. 11-125). Routledge.
- Bourke, B. (2016). Meaning and implications of being labelled a predominately White institution. *College and University*, 91(3), 12-18.

Brown, J., Trone, J., Fratello, J., & Daftary-Kapur. (2013). *A generation later: What we've learned about zero tolerance in school*. Vera Institute of Justice.

<https://www.vera.org/publications/a-generation-later-what-weve-learned-about-zero-tolerance-in-schools>

Bryson, J. M., Gibbons, M. J., & Shaye, G. (2001). Enterprise schemes for nonprofit survival, growth, and effectiveness. *Nonprofit Management and Leadership*, 11(3), 271-288.

<https://doi.org/10.1002/nml.11303>

Bukve, O. (2019). Comparative designs. In: *Designing social science research*. Palgrave Macmillan, Cham.

https://doi.org/10.1007/978-3-030-03979-0_9

Bureau, D.A., Sasso, P.A., Barber, J.P., De Freitas, K.M., Ray, D.C., & Ryan, H.G. (2021). Contextualizing social class and leadership in fraternity and sorority communities. *New directions for student leadership*, 2021(169), 85-92.

<https://doi.org/10.1002/yd.20424>

Burnham, M. A. (2022). *By hands now known: Jim Crow's legal executioners*. WW Norton & Company.

Campo, S., Poulos, G., Sipple, J. (2005). Prevalence and profiling: Hazing among college students and points of intervention. *American Journal of Health Behavior*, 29(2), 137-149.

<https://doi.org/10.5993/AJHB.29.2.5>

Castro-Martinez, M., & Jackson, P. (2017). Translation of trustworthiness signals into factors for stakeholder value cocreation. *Journal of Public Affairs*, 18(3), 1-11.

<https://doi.org/10.1002/pa.1685>

- Chamberlin, B. (2014). "Am I my brother's keeper?: Reforming criminal hazing laws based on assumption of care. *Emory Law Journal*, 63(4), 925-977.
<https://scholarlycommons.law.emory.edu/elj/vol63/iss4/3>
- Chambers, A. (2017). The failure of the Black Greek-letter organization. *Journal of Black Studies*, 48(7), 627-638.
<https://doi.org/10.1177/0021934717706972>
- Chambers, C., Crumb, L., Hill, W., Hoover-Plonk, S., & Tingley, K. (2018). Sorority and fraternity attitudes towards initiation and hazing. *Oracle: The Research Journal of the Association of Fraternity/Sorority Advisors*, 13, 46-60.
<https://doi.org/10.25774/pmpp-0598>
- Cimino, A. (2013). Predictors of hazing motivation in a representative sample of the United States. *Evolution and Human Behavior*, 34(6), 446-452.
<https://doi.org/10.1016/j.evolhumbehav.2013.08.007>
- Cimino, A. (2011). The evolution of hazing: Motivational mechanisms and the abuse of newcomers. *Journal of Cognition and Culture*, 11(3), 241-267.
<https://doi.org/10.1163/156853711X591242>
- Cimino, A., & Thomas, B. J. (2022). Does hazing actually increase group solidarity? Reexamining a classic theory with a modern fraternity. *Evolution and Human Behavior*, 43(5), 408-417.
<https://doi.org/10.1016/j.evolhumbehav.2022.07.001>
- Clayton, A. B., McClay, L. P., Davis, R. D., & Tevis, T. L. (2023). Considering both HBCU and PWI options: Exploring the college choice process of first-year Black students. *The Journal of Higher Education*, 94(1), 34-59.

<https://doi.org/10.1080/00221546.2022.2131966>

Clery Center. (n.d.). *The Jeanne Clery Act*.

<https://clearycenter.org/the-clery-act>

Cocanour, C. S. (2017). Informed consent: It's more than a signature on a piece of paper. *The American Journal of Surgery*, 214(6), 993-997.

<https://doi.org/10.1016/j.amjsurg.2017.09.015>

Collins, C., & Liu, M. (2014). Fraternities and sororities on health-related behaviors. *Journal of College and Character*, 1(2), 87-102.

<https://doi.org/10.1515/jcc-2014-0013>

Cornell University. (2020). *Hazing prevention model*.

<https://hazing.cornell.edu/prevention/hazing-prevention-model>

Cornell University. (1913). *Twenty-first annual report by acting-president Crane: 1912-1913*. *Official Publications of Cornell University*, 4(17), 20-23.

<https://hdl.handle.net/1813/42952>

Creswell, J. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. SAGE Publications, Inc.

Crow, R., & McGlone, C. (2018). Hazing and the law and litigation: What you need to know. In H. Nuwer (Ed.), *Hazing: Destroying young lives* (pp. 299-314).

<https://doi.org/10.2307/j.ctt20d87tz.31>

Culpan, R. & Trussel, J. (2005). Applying the agency and stakeholder theories to the Enron debacle: An ethical perspective. *Business and Society Review*, 110(1), 59-76.

<https://doi.org/10.1111/j.0045-3609.2005.00004.x>

Deater-Deckard, K., Dodge, K. A., Bates, J. E., & Pettit, G. S. (1996). Physical discipline among African-American and European American mothers: Links to children's externalizing behaviors. *Developmental Psychology, 32*(6), 1065–1072.

<https://doi.org/10.1037/0012-1649.32.6.1065>

Delta Sigma Theta Sorority. (2023). *About Delta*.

<https://deltasigmatheta.org/about-delta/>

DeSantis, A.D. (2020). This is not your parents' Greek life: Trends in the ongoing evolution of fraternities and sororities. In N. Niemi and M. Weaver-Hightower (Eds.), *The Wiley handbook of gender equality* (pp. 171-176. John Wiley & Sons, Incorporated.

Diamond, A. B., Callahan, S. T., Chain, K. F., & Solomon, G. S. (2015). Qualitative review of hazing in collegiate and school sports: consequences from a lack of culture, knowledge, and responsiveness. *British Journal of Sports Medicine, 50*(3), 149-153.

<https://doi.org/10.1136/bjsports-2015-095603>

Drezner, N. D., & Pizmony-Levy, O. (2021). I belong, therefore, I give?: The impact of sense of belonging on graduate student alumni engagement. *Nonprofit and Voluntary Sector Quarterly, 50*(4), 753-777.

<https://doi.org/10.1177/0899764020977687>

Duong, H. T. (2023). Applying the integrative model to predict corporal punishment among low-income parents. *Health Education & Behavior, 50*(2), 250–259.

<https://journals.sagepub.com/doi/abs/10.1177/10901981211052881>

Durant, J., & Ensom, R. (2012). Physical punishment of children: Lessons from twenty years of research. *Canadian Medical Association Journal, 184*(12): 1373–1377.

<https://doi.org/10.1503/cmaj.101314>

Elliot, A., & Woodard, W. (2020). *Quick guide to IBM SPSS: Statistical analysis with step by examples*. SAGE Publications.

Eta Omega Zeta Chapter. (n.d.). *National legacy and history*.

<https://www.eozeta1920.com/national-history-legacy>

Field, A. (2019). *Discovering statistics using IBM SPSS Statistics*. SAGE.

Fierberg, D., & Neely, C. (2018). A need for transparency: Parents, students must make informed decisions about Greek-life risks. In H. Nuwer (Ed.), *Hazing: destroying young lives* (pp. 42–49). Indiana University Press.

<https://doi.org/10.2307/j.ctt20d87tz.8>

Finkel, M. A. (2002). Traumatic injuries caused by hazing practices. *The American Journal of Emergency Medicine*, 20(3), 228-233.

<https://doi.org/10.1053/ajem.2002.32649>

Forder, J. (2023). *Milton Friedman 1912-2006*. Springer.

Freeman, G.H., & Halton, J.H. (1951). Note on an exact treatment of contingency, goodness of fit, and other problems of significance. *Biometrika*, 38(1-2), 141-149.

Freeman, R.E. (2010). *Strategic management. A stakeholder approach*. Cambridge University Press.

Freeman, R. E. (1984). *Strategic management: A stakeholder approach*. Pitman.

Freeman, R. E., Harrison, J., & Zyglidopoulos, S. (2018). *Stakeholder theory: Concepts and strategies*. Cambridge University Press.

Friedman, A. L., & Miles, S. (2006). *Stakeholders theory and practice*. Oxford University Press.

Gelpi, A. (2020). Learn how FERPA and HIPPA apply to student records. *Campus Legal Advisor*, 20(7), 4-5.

<https://doi.org/10.1002/cala.40196>

Gillon, K. E., Beatty, C. C., & Salinas Jr, C. (2019). Race and racism in fraternity and sorority life: A historical overview. *New Directions for Student Services*, 2019(165), 9-16.

<https://doi.org/10.1002/ss.20289>

Goss, D., Harris, D., Spencer, D., & Hughey, M. (2014). Teaching and learning guide for Black Greek-letter organizations. *Teaching & Learning*, 8(5), 571-587.

<https://doi.org/10.1111/soc4.12159>

Gruver vs. State of Louisiana through the Board of Supervisors of Louisiana State University and Agricultural and Mechanical College et al. 401 F. Supp. 3d 742 (M.D. La. 2019)

Hall, E. V., Townsend, S. S., & Carter, J. T. (2021). What's in a name? The hidden historical ideologies embedded in the Black and African-American racial labels. *Psychological science*, 32(11), 1720-1730.

<https://doi.org/10.1177/09567976211018435>

Hamilton, R., Scott, D., LaChapelle, D., & O'Sullivan, L. (2016). Applying social cognitive theory to predict hazing perpetration in university athletics. *Journal of Sport Behavior*, 39(3), 255–277.

Hansen, H. K., & Weiskopf, K. (2019). From universalizing transparency to the interplay of transparency matrices: Critical insights from the emerging social credit system in China. *Organization Studies*, 42(1), 109-128.

<https://doi.org/10.1177/0170840619878474>

Harris, J., & Mitchell, V. (2008). A narrative critique of Black Greek-letter organizations and social action. In G. Parks (Ed.), *Black Greek-letter organizations in the 21st century: Our fight has just begun*. University Press of Kentucky.

Harrison, J. S., & Wicks, A. C. (2021). Harmful stakeholder strategies. *Journal of Business Ethics*, 169(3), 405-419.

<https://doi.org/10.1007/s10551-019-04310-9>

Heath, J., & Norman, W. (2004). Stakeholder theory, corporate governance, and public management: What can the history of state-run enterprises teach us in the post-Enron era? *Journal of Business Ethics*, 53, 247-265.

<https://doi.org/10.1023/B:BUSI.0000039418.75103.ed>

Hersch, J., & Shinall, J. B. (2015). Fifty years later: The legacy of the Civil Rights Act of 1964.

Journal of Policy Analysis and Management, 34(2), 424-456.

<https://doi.org/10.1002/pam.21824>

Heutel, G., Hardy, K., Slater, M., & Parks, G. (2020). An analysis of Black Greek-letter philanthropy. *Oracle: The Research Journal of the Association of Fraternity and Sorority Advisors*, 14(2), 1-19.

<https://doi.org/10.25774/06x5-rq22>

Hunter, J. S., & Hughey, M. W. (2013). 'It's not written on their skin like it is ours': Greek-letter organizations in the age of the multicultural imperative. *Ethnicities*, 13(5), 519-543.

<https://doi.org/10.1177/1468796812471127>

Howard University. (n.d.). *Sororities and fraternities*.

<https://studentaffairs.howard.edu/activities/sororities-and-fraternities>

Ispa-Landa, S., & Oliver, M. (2020). Hybrid femininities: Making sense of sorority rankings and reputation. *Gender & Society*, 34(6), 893-921.

<https://doi.org/10.1177/0891243220968882>

Jahansoozi, J. (2006). Organization-stakeholder relationships: exploring trust and transparency.

- Journal of management development*, 25(10), 942-955.
<https://doi.org/10.1108/02621710610708577>
- Janis, I. (1982). *Groupthink* (2nd ed.). Houghton Mifflin.
- Janis, I. (1972). *Victims of groupthink*. Houghton Mifflin.
- Jenkins, A. D. (2010). On line: The pledging experiences of members of Black Greek-lettered organizations from 1970 to 1990. (Doctoral dissertation).
<https://digitalcommons.memphis.edu/etd/95>
- Jones, R. (2015). *Black haze: Violence, sacrifice, and manhood in Black Greek-letter fraternities*. State University of New York Press.
- Jones, T.M. (1995). Instrumental stakeholder theory: A synthesis of ethics and economics. *Academy of Management Review*, 20(2), 404-437.
<https://doi.org/10.2307/258852>
- Joyce, S.B., & Nirh, J. (2018). Fraternity and sorority hazing. In C. Salinas and M. Boetcher (Eds.), *Critical perspectives on hazing in colleges and universities: A guide to disrupting hazing culture* (pp. 52-64). Routledge.
- Kim, J. (2017). Statistical notes for clinical researchers. Chi-squared and Fisher's exact test. *Restorative Dentistry & Endodontics*, 42(2), 152-155.
<https://doi.org/10.5395/rde.2017.42.2.152>
- Kimbrough, W.M. (2003). *Black Greek 101: The culture, customs, and challenges of Black fraternities and sororities*. Farleigh Dickinson University Press.
- Kimbrough, W. M. (1997). The membership intake movement of historically Black Greek-letter organizations. *Journal of Student Affairs Research and Practice*, 34(3), 236-250.
<https://doi.org/10.2202/1949-6605.1024>

- Klarman, M. J. (2004). *From Jim Crow to civil rights: The Supreme Court and the struggle for racial equality*. Oxford University Press.
- Klika, J. B., & Linkenbach, J. W. (2019). Social norms and violence against children and youth: Introduction to the special issue. *Child & Adolescent Social Work Journal*, 36(1), 1–3. <https://doi.org/10.1007/s10560-018-0596-7>
- Kodelja, Z. (2019). Violence in schools: Zero tolerance policies. *Ethics and Education*, 14(2), 247-257. <https://doi.org/10.1080/17449642.2019.1587682>
- Laybourn, W., & Goss, D. (2018). *Diversity in Black Greek-letter organizations: Breaking the line*. Taylor and Francis
- Leavy, P. (2017). *Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches*. The Guilford Press.
- Lee-Olukoya, E. (2010). Sisterhood: Hazing and other membership experiences of women belonging to historically African-American sororities (Publication No. 3485925) [Doctoral dissertation, Illinois State University], ProQuest Dissertations and Theses Global.
- Lincoln, A. (2020). *The emancipation proclamation*. Good Press.
- Loewenstein, M. J. (2001). Stakeholder protection in Germany and Japan. *Tulane Law Review*, 76, 1673-1690. <https://scholar.law.colorado.edu/faculty-articles/556>
- Marchell, T., Santacros, L., Laurita, A., & Allan, E. (2022). A public health approach to preventing hazing on a university campus. *Journal of American College Health*, ahead of print (ahead-of-print), 1-10.

<https://doi.org/10.1080/07448481.2021.2024210>

Mathers, S. A., & Chavez, J. (2018). When hazing is not hazing: Media portrayal of hazing-

Developing a typology. Introducing the TAIR model. *Social Sciences, 7(9)*, 1-12.

<https://doi.org/10.3390/socsci7090158>

Maxwell, T. (2018). The hidden harm of hazing for victims and hazers. In H. Nuwer (Ed.),

Hazing: Destroying young lives (pp. 50-56). Indiana University Press.

McCarthy, C. (2023). Gain insight into four key trends in fraternity and sorority life. *Campus*

Security Report, 20(5), 6-7.

<https://doi.org/10.1002/casr.31146>

McCready, A. (2020) Fraternity chapter masculine norm climates as predictors of social

dominance hazing motivations. *Journal of Student Affairs Research and Practice, 57(5)*,

532-545.

<https://doi.org/10.1080/19496591.2019.1669455>

McCreary, G., & Schutts, J. W. (2019). Why hazing? Measuring the motivational mechanisms of

newcomer induction in college fraternities. *Journal of Cognition and Culture, 19(3)*, 343

365.

<https://doi.org/10.1163/15685373-12340063>

McDonald, J.H. (2014). *Handbook of biological statistics* (3rd ed.). Sparky House Publishing.

McGuire, N. F. (2022). When does a university have a duty to protect students from campus

harms? The fall of the bystander era and the rise of a special-relationship theory of duty.

Suffolk University Law Review, 55(3), 405-430.

- McKenzie, A. (2012). In the beginning: The early history of the divine nine. In T. Brown, G. Parks, and C. Phillips (Eds.), *African-American sororities and fraternities: The legacy and the vision* (2nd ed., pp. 183-212). University Press of Kentucky.
- McMullen, J. G. (2014). Addressing abusive conduct in youth sports. *Marquette Sports Law Review*, 25, 181–214.
<https://scholarship.law.marquette.edu/sportslaw/vol25/iss1/9>
- Mehta, C., & Patel, N. (2013). *IBM SPSS exact tests*.
https://www.ibm.com/docs/en/SSLVMB_27.0.0/pdf/en/IBM_SPSS_Exact_Tests.pdf
- Meiert, J. (2017). *The little book of website quality control*. O'Reilly Media.
- Morrison v. Kappa Alpha Psi. (1999). 739 So. 2d 1105 (La. Ct. App.).
- National Pan-Hellenic Council. (2020). *Joint position statement against hazing*.
<https://www.nphchq.com/wp-content/uploads/2020/12/NPHC-Joint-Position-on-Hazingstatement-Reaffirmed-June-2020.pdf>
- Newsome, J., Hunter, D., & Thiagarajan, T. (2020). The heterogeneity of mental health assessment. *Frontiers in Psychiatry*, 11(76), 1-24.
<https://doi.org/10.3389/fpsyt.2020.00076>
- Nuwer, H. (2023a). *U.S. hazing deaths database part 1: 1838-1999*.
<https://www.hanknuwer.com/hazing-deaths/>
- Nuwer, H. (2023b). *U.S. hazing deaths part two: 2000-2023*.
<https://www.hanknuwer.com/hazing-destroying-young-lives/>
- Nuwer, H. (2018). Hazing in sororities and fraternities: A primer. In H. Nuwer (Ed.), *Hazing: Destroying young lives* (pp. 24-41). Indiana University Press.
- Nuwer, H. (1999). *Wrongs of passage: Fraternities, sororities, hazing, and binge drinking*.

Indiana University Press.

Nuwer, H. (1990). *Broken pledges: The deadly rite of hazing*. Longstreet Press.

Ohio. (2021). *Ohio Revised Code § 2903.31*.

<https://codes.ohio.gov/ohio-revised-code/section-2903.31>

Ohio. (2021). *Ohio Revised Code § 3345.10*.

<https://codes.ohio.gov/ohio-revised-code/section-3345.10>

Pagones, S. (2023, March 13). *Parents of LSU student Max Gruver awarded \$6.1m for 2017 alcohol hazing death*. New York Post.

<https://www.nytimes.com/2023/03/13/us/max-gruver-lsu-hazing-death-lawsuit.html>

Parks, G.S. (2021). Pledge to end hazing. *Wake Forest Law Review Online*, 11, 111-130.

Parks, G. S. (2015). *Invictus: Hazing and the future of Black Greek-letter organizations*. 4 Suns Press.

Parks, G. S., & Hooker, M. P. (2019). Organizational ideology and institutional problem-solving: Hazing within Black fraternities. *Law & Psychology Review*, 44, 93- 123.

Parks, G.S., & Hughey, M.W. (2020). *A pledge with purpose. Black sororities and fraternities and the fight for equality*. New York University Press.

Parks, G.S., Jones, S.E., Ray, R., Huey, M.W., & Cox, M. (2015). White boys drink, Black girls yell: A racialized and gendered analysis of violent hazing and the law. *Journal of Gender, Race, and Justice*, 18, 93-158.

Parks, G. S., Jones, S., & Rogers, S. (2022). Old heads: Hazing and the role of fraternity and sorority alumni. *Law & Psychology*, 46, 111-188.

Parks, G.S., & Mutisya, E.B. (2018). Hazing, Black sororities, and organizational dynamics. *Law and Psychology Review*, 43, 25-98.

- Parks, G. S., & Spencer, D. (2013). Black "Greek" hazing, and university civil liability. *College Student Affairs Journal, 31*(2), 125-138.
- Parks, G. S., & Wenner, K. E. (2018). Making the band: Hazing and an analysis of interpersonal dynamics. *Virginia Sports & Entertainment Law Journal, 18*, 35.
- Patton, S. (2017). *Corporal punishment in Black communities: Not an intrinsic cultural tradition but racial trauma*. American Psychological Association.
<https://www.apa.org/pi/families/resources/newsletter/2017/04/racial-trauma>
- Pečjak, S., & Pirc, T. (2019). Unofficial hazing in secondary schools: Prevalence, activities, and attitudes. *Psychology in Schools, 56*(2), 194-205.
<https://doi.org/10.1002/pits.22211>
- Perez, N. M. (2023). Deadly initiations: Characteristics of hazing deaths in the United States (1994-2019). *Violence and Victims, 38*(4), 536-555.
<https://doi.org/10.1891/VV-2021-0068>
- Pontanus, S. J., Blum, P. R., & McCreight, T. (2009). *Soldier or scholar: Stratocles or War*. Apprentice House.
- Prairie View A & M University. (2024). *Membership intake process*.
<https://www.pvamu.edu/studentengagement/fraternity-and-sorority-life/mip-membershipintake-process/#Expectations>
- Raghav, M., & Diette, T. (2022). Greek myth or fact? The role of Greek houses in alcohol and drug violations. *Applied Economics, 54*(55), 6406-6417.
<https://doi.org/10.1080/00036846.2022.2064420>
- Richardson, B., Rains, S., & Hall-Ortega, C. (2020). Joining in, blowing the whistle, or intervening: Examining effects of severity and organizational identification on

- sorority members' responses to hazing. *Journal of Sorority and Fraternity Life Research and Practice*, 14(2), 20-38.
- <https://scholarworks.wm.edu/oracle/vol14/iss2/4>
- Ringel, L. (2019). Unpacking the transparency-secrecy nexus: Frontstage and backstage behaviour in a political party. *Organization Studies*, 40, 705-723.
- <https://doi.org/10.1177/0170840618759817>
- Robinson, W. (2019). Hazed and confused: Overcoming roadblocks to liability by clarifying a duty of care through a special relationship between a national Greek life organization and local chapter members. *The University of Memphis Law Review*, 49(2), 485-531.
- Ross, L. C. (2001). *The divine nine: The history of African-American fraternities and sororities*. Kensington Books.
- Ruxton, G.D., & Neuhäuser, M. (2010). Good practice in testing for an association in contingency tables. *Behavioral Ecology and Sociobiology*, 64, 1505-1513.
- <https://doi.org/10.1007/s00265-010-1014-0>
- Salinas, C., & Boettcher, M. (2018). History and definition of hazing. In C. Salinas and M. Boettcher (Eds.), *Critical perspectives on hazing in colleges and universities: A guide to disrupting hazing culture* (pp. 3-13). Routledge.
- Salinas, C., Gillon, K. E., & Camacho, T. (2019). Reproduction of oppression through fraternity and sorority recruitment and socialization. *New directions for student services*, 2019(165), 29-38.
- <https://doi.org/10.1002/ss.20291>
- Sasso, P. A., Biddix, J. P., & Miranda, M. L. (Eds.). (2020). *Supporting fraternities and sororities in the contemporary era: Advancements in practice*. Meyers Education Press.

- Schouten, F. (2020, November 8). *'Her story is our story: 'Alpha Kappa Alpha sorority sisters bask in Kamala Harris' victory.* CNN Politics.
<https://www.cnn.com/2020/11/08/politics/alpha-kappa-alpha-sorority-kamala-harris/index.html>
- Silveira, J. M. (2018). Tradition or torment: Examining hazing in the college marching band. In C. Salinas and M. Boetcher (Eds.), *Critical perspectives on hazing in colleges and universities: A guide to disrupting hazing culture* (pp. 40-51). Routledge
- Silveira, J. M., & Hudson, M. W. (2015). Hazing in the college marching band. *Journal of Research in Music Education*, 63(1), 5-27.
<https://doi.org/10.1177/0022429415569064>
- Smith, D.C. (2023). Black Greek step shows. In T. Ojaide (Ed.) *African battle traditions of insult: Verbal Arts, Song-Poetry, and Performance*. Palgrave Macmillan, Cham.
https://doi.org/10.1007/978-3-031-15617-5_8
- Smokowski, P., & Evans, C. (2019). *Bullying and victimization across the lifespan*. Springer.
- Suggs, W. (1999). 79% of college athletes experience hazing, survey finds. *The Chronicle of Higher Education*, 46(2), A83.
- Stophazing (n.d.). *Federal anti-hazing legislation: The stop campus hazing act*.
<https://stophazing.org/policy/stop-campus-hazing-act/>
- Swan, S., & Allan, E. (2023). Assessing readiness for campus hazing prevention. *Health Education & Behavior*, 50(5), 604-612.
<https://doi.org/10.1177/10901981221101357>
- Swofford, J. (2020). The hazing triangle: Reconceiving the crime of fraternity hazing. *Journal of College and University Law*, 45(2), 296-320.

Taylor, C. A., Hamvas, L., & Paris, R. (2011). Perceived instrumentality and normativeness of corporal punishment use among Black mothers. *Family Relations*, 60(1), 60–72.

<https://doi.org/10.1111/j.1741-3729.2010.00633.x>

Tedeschi, R. G., & Calhoun, L.G. (2004). The posttraumatic growth: A new perspective on psychotraumatology. *Psychiatric Times*, 21(4), 58-50.

<https://doi.org/10.1007/BF02103658>

Terman, J. (2021). Examining and evaluating university Clery Act programs: Sexual assault on university campuses. *Journal of Public Affairs Education*, 28(1), 56-79.

<https://doi.org/10.1080/15236803.2021.1934803>

Texas. (n.d.). *Texas Education Code, Chapter 37*.

<https://www.lonestar.edu/departments/studentactivities/TexasHazingLaws.pdf>

Tingley, K. Crum, L., Hoover-Plonk, S., Hill, W., & Chambers, C.R. (2018). Sorority and fraternity attitudes towards initiation and hazing. *Oracle: The Research Journal of the Association of Fraternity/Sorority Advisors*, 13(2), 46-60.

<https://doi.org/10.25774/pmpp-0598>

Torbenson, C.L. (2005). The origin and evolution of college fraternities and sororities. In T.

Brown, G. Parks, and C. Phillips (Eds.), *African-American fraternities and sororities: The legacy and the vision* (pp. 37-66). University Press of Kentucky.

Triplett, K. N., Tedeschi, R. G., Cann, A., Calhoun, L. G., & Reeve, C. L. (2012). Posttraumatic growth, meaning in life, and life satisfaction in response to trauma. *Psychological trauma: Theory, research, practice, and policy*, 4(4), 400.

<https://doi.org/10.1037/a0024204>

Tyus, R. (2019). *Understanding the factors that lead states to adopt anti-hazing* [Undergraduate honors thesis]. University of Colorado Boulder Digital Archive.

https://scholar.colorado.edu/honr_theses/1925/

University of Michigan Eastern Shore. (n.d.). *Sigma Gamma Rho*.

<https://wwwcp.umes.edu/125/sigma-gamma-rho/>

University of North Texas. (n.d.). *Hazing violations test page*.

<https://studentaffairs.unt.edu/content/hazing-violations-test-page>

Véliz-Calderón, D., & Allan, E.J. (2017). Defining hazing: Gender differences. *Oracle: The Research Journal of the Association of Fraternity/Sorority Advisors*, 12(2), 12-24.

<https://doi.org/10.25774/jkyw-fh16>

Waite, K. (2014). Beating Napoleon at Eton: Violence, sport, and manliness in England's public schools, 1783-1925. *Cultural and Social History*, 11(3), 407-424.

<https://doi.org/10.2752/147800414X13983595303390>

Waldron, J. (2016). Hazing in sport. In R. Schinke, K. McGannon, & B. Smith (Eds.), *Routledge international handbook of sport psychology* (pp. 304-311) Routledge.

Warnecke, L. (2023, June 12). *Illinois State sorority returns after a year-long suspension for hazing and abuse*. WGLT BBC World Service.

<https://www.wglt.org/local-news/2023-06-12/illinois-state-sorority-returns-after-a-year-long-suspension-for-hazing-and-abuse>

Western Illinois University. (2020). *WIU notification of conduct hearing*.

https://www.wiu.edu/student_success/greek_life/MEMBER_RESOURCES/Zeta%20Phi%20Beta%20suspension%20%2002-13-2020.pdf

Whittington, R., Yakis-Douglas, B., Ahn, K. (2016). Cheap talk? Strategy presentations as a form of chief executive office impression management. *Strategic Management Journal*, 37, 2413-2424.

<https://doi.org/10.1002/smj.2482>

Williams, J.A. (1992). Perceptions of the no-pledge policy for new member intake by undergraduate members of predominately Black fraternities and sororities. (Publication No. 9235658). [Doctoral dissertation, Kansas State University]. ProQuest Dissertations & Theses Global.

Winkler, A. (2004). Corporate law or the law of business: stakeholders and corporate governance at the end of history. *Law & Contemporary Problems*, 67, 109-133.

<https://link.gale.com/apps/doc/A128205310/AONEu=anon~9fe1256d&sid=googleScholar&xid=d9ef0cb8>

Wormser, R. (2004). *The rise and fall of Jim Crow*. Macmillan.

Zeta Phi Beta Sorority. (n.d.). *Finer women don't haze*.

<https://zphib1920.org/programs-initiatives/finer-women-dont-haze/>

Zeta Phi Beta Sorority. (2023). *Disciplinary action lists*.

<https://zphib1920.org/disciplinary-action-lists/>

Zeta Phi Beta Sorority. (2019). *SRLC2019: Membership intake process (MIP) certification workshop*.

<https://memberplanet.com/events/zpbsouth/srlc2019mip>