Greek Life Task Force
Final Report (Phase 1)
Respectfully submitted on behalf of the Task Force members by:
Cara Appel-Silbaugh, Ph.D., Associate Dean of Students/Chair, Greek Life Task Force

Beginning in October, 2016 a group of Staff, students, and one family member were charged with discussing, documenting, and assessing the current status of Greek Life at Georgia Tech. The Task Force was comprised of nine students, five Staff members, and one family member. See a full list of Task Force membership in Appendix A. The group met a total of 11 times October, 2016 – April, 2017.

The Task Force quickly determined that to gather a holistic and honest perspective of the current status of fraternity/sorority life at Georgia Tech it would be necessary to engage stakeholders affiliated with the campus community. The group generated a list of stakeholders and began holding "Directed Discussions" with structured questions (Appendix B) tailored to specific constituent groups. By March, 2017 the group had spoken with a total of 177 people (74 students, 27 Staff, 9 faculty, 25 Alumni, 32 family members, and 10 volunteers (not Alumni)). These rich discussions led to a series of clear recommendations for action and issues for serious consideration by student leaders in partnership with Advisors, Alumni, House Corporation Leaders, and Institute Officials.

Fraternity/Sorority Demographics
With the assistance of Sandi Bramblett, Institutional Research & Enterprise Data Management, the Task Force participants were able to better understand the demographics of the fraternity/sorority community at Georgia Tech. Below find simple demographics to understand the students who comprise the community. An extensive review of demographics is included in Appendix C.

	Fall, 2016	Spring, 2017*
Total Membership	3924	3749
Total New Members	*871*	*348*
Total Initiated Members	*3053*	*3401*
Percentage of total undergraduate population who are fraternity/sorority members	25.3%	26%
Membership by Race		
Asian American	475 (12%)	474 (12%)
African American	96 (2.4%)	100 (2.6%)
Hispanic/Latino/a	288 (7.3%)	276 (7.3%)
Two or More Races	139 (3.5%)	132 (3.5%)
White	2792 (71.2%)	2624 (70%)
Average Grade Point Average		
	3.22	3.33

*Data provided April 5, 2017

General Themes
Purpose/Contribution
Throughout all stakeholder group discussions, there was a clear understanding of the purpose of fraternity/sorority life at Georgia Tech and the contribution of the fraternity/sorority community to the campus.

Fraternity/sorority life provided the infrastructure for students to find connections, friendships, a social outlet, academic support, and a sense of belonging. Students and Alumni in particular discussed how a fraternity/sorority was an "oasis" at Tech, providing a necessary relief from the day-to-day academic rigor. Affiliated students were asked to define sisterhood and brotherhood. One woman described sisterhood "knowing each other more holistically. We start with a common interest or bond, move through mutual respect, support them through crises, and be intentional in understanding and supporting who they are." Similar, an affiliated man described, "brotherhood means willing to put time and energy into someone else's well-being and coming together for a greater cause."

All constituent groups also stated that the purpose of fraternity/sorority life was to provide leadership and maturation skills. Many senior students, family members, and Alumni could clearly note a maturation process over time as a member of a fraternity or sorority. While many participants agreed that other student organizations have a similar purpose, fraternities/sororities have the infrastructure to provide the support and connection quickly and intentionally. Alumni, in particular, could also clearly cite how important it was to be supported academically. Many echoed that they would have never remained at Tech had it not been for their chapter.

When discussing what these groups contribute to the campus community, stakeholders described shaping leaders for the campus community, a pocket of school spirit in the larger community, Alumni engagement, places to socialize, and philanthropic giving. Alumni and affiliated students discussed the importance and contribution of mentoring. Alumni commented that they are being engaged in mentoring programs and activities at a higher rate than in previous years. Students expressed the tangible benefits of having Alumni contacts to discuss career objectives and goals.

Knowledge, Skills, Abilities
All constituent groups were asked what were the knowledge, skills, and/or abilities that students should gain or hone as a result of membership in a fraternity/sorority. The responses were tangible and consistent.

There was a great focus on leadership skills (communication, public speaking, motivating others) along with conflict management, interactions with diverse others, and the ability to assess risk. Simply put "life skills" was also a focus. By "life skills," feedback focused on fiduciary responsibility, becoming a responsible, punctual, sustainable, confident, and resilient person. With event planning being such a part of many fraternity/sorority members' experiences, there were comments made about how to plan a safe, fun, appropriate event. In addition, collaboration with others during the event planning process to set a vision, strategy, and organize logistics was noted as a key skill for members to gain. Volunteers that work with fraternity/sorority organizations and Alumni engaged in mentoring noted that the basic life skills are of most importance. The volunteers were consistent that current students were insecure about their decision making regarding finances, event planning, conflict management, and accountability.

The Uniqueness of NPHC/MGC Groups
When speaking with affiliated participants from National Pan-Hellenic Council (NPHC) and Multicultural Greek Council (MGC) groups, it was clear these groups have a unique culture and role within the larger fraternity/sorority and Institute community. These groups are statistically smaller than CPC and IFC groups and conduct recruitment processes (i.e. intake) on a different timeline than other organizations. NPHC and MGC groups are identity based groups, focusing on membership of students from a specific

race or ethnicity. This focus on identity based brotherhood and sisterhood was part of the founding of the organizations and provided (and still provides) an important support structure for students of color. Affiliated students noted that membership in these groups is largely based on tapping friends for membership and being assertive in marketing the organization. Differing from friends at other universities, participants did not see new students "seeking out" NPHC or MGC organizations. Because of both the size and intentional recruitment of members, both groups of participants described their organizations as close and tight knit. These groups serve a vital role at the Institute, providing students of color connections and a pipeline for leadership. NPHC/MGC groups do not have the historical ties to the Institute like many IFC groups, and therefore do not have the vast alumni base or financial backing. These groups, however, provide a critical linkage for some of the smallest populations at the Institute. While unhoused and with weak institutional support, these groups have maintained membership and provided strong, engaged service to the off-campus community.

Dangerous Aspects to Fraternity/Sorority Culture
While fraternities/sororities contributed a great deal to the Georgia Tech experience, and shaped leaders in the campus community, organizations were described as having a worrisome culture. This aspect of the fraternity/sorority culture was described as inconsistent with their own values and that of Georgia Tech. Students who were affiliated recognized that their organizations, and community as a whole, had members who victimized other students, contributing to a climate that felt unsafe to many community members, and at times, did not represent Georgia Tech well.

Both affiliated and unaffiliated women, students of color, and LGBTQ community members were the most vocal about both a behavioral and psychological climate in disrepair. In these select instances, all described instances and events where their safety was compromised and when they felt unwelcome in chapter houses or the "Greek Sector." There were accounts of victimizing women after encouraged alcohol consumption. Task Force members also heard reports of students of color being asked to leave social events without any reason given, or due to their perception of the psychological climate, they felt unwelcome in the Greek Sector at all times of day/night. While some LGBTQ students found home in a fraternity/sorority, many felt marginalized or unwelcome at recruitment/rush events and social events. These individuals voiced that while the chapter said they were open to LGBTQ individuals, the actions of the members did not feel welcoming. These accounts were concerning and inconsistent with the values of any fraternity/sorority organization.

Staff at the Institute also voiced concern about working with students in the fraternity/sorority community. Staff cited students not being forthcoming with information during investigations and therefore putting loyalty above honesty. Further, Staff who managed the aftermath of instances involving victimization or coercion as a result of fraternity/sorority community interactions expressed great concern about individual mental health and the student's future on the campus. There were also descriptions of "hyper" mentality – hypersexual and hyper masculine in particular. This type of thinking and culture encouraged unhealthy behaviors (drugs, alcohol, risky sexual behavior) and assumptions about behavior that was expected from members (sexual relations, alcohol consumption, dating rituals). At times, parties and internal chapter interactions were described as dangerous and inconsistent with the values of the Institute and the organization.

Where much of this behavior manifests and is most visible is in public events such as "Run for the Roses" and "Wet Friday." These events feature increased alcohol consumption, dangerous physical activities, and risk taking. Events of this nature are meant to be celebratory and are for public display. Therefore,

many who are not knowledgeable about the fraternity/sorority community at times only have a view of intoxicated students running through campus, or holding extravagant events on their front lawns. These events are also couched in the language of "traditions," which only muddies the expectation for actual traditions at Georgia Tech. While the core of traditions such as Run for the Roses have good intent, the behavior of a subset of fraternity/sorority members overshadows much of the good intention that comes from these traditions. Recently, student leaders have been proposing or implementing changes to both Run for the Roses and Wet Friday. Details about these changes are documented fully in the *Considerations* section of this document.

Further, the remnants of parties and social events are often left on fraternity/sorority lawns. This image is inconsistent with the mission/goals of the Institute and are, at times, the first view of the campus for anyone visiting the Georgia Tech. Differing from many university campuses, fraternity and sorority houses are close to the center of campus and are positioned alongside academic buildings.

Connections are Key
Students, Staff, and faculty noted that when having a connection to a student in a fraternity/sorority perceptions changed dramatically. Many admitted they did not know one chapter from another or Greek letters. Participants across discussion groups stated that fraternities and sororities are exclusive by nature. One participant noted however, "I think there is a level of exclusivity that comes along with any student organization for sure…whether it's a problem or not depends on one's own experience."

It was clear that any negative perceptions of fraternity/sorority life could be easily corrected when engaging with a member, supervising a student, or attending an event at a chapter house/facility. These connections through study groups, course work, programs, or in work settings were fundamental in views and perceptions of the role of fraternity/sorority life at Georgia Tech.

Recommendations & Considerations
This report details both Recommendations and Considerations. Recommendations are meant to be action items, with a specific timeline and would be accomplished by administrative action or by administrative and student partnership. Considerations are areas that were discussed at many points during the process and clearly emerged as themes. These are areas that cannot be remedied easily and must engage many stakeholder groups to discuss and assess.

Recommendations
Institutional Support for NPHC/MGC Organizations
It was clear that National Pan-Hellenic and Multicultural Greek Council organizations are not supported at the same level of commitment as Interfraternity Council and College Panhellenic Council organizations. This has manifested in inconsistent advising and support, lack of campus representation visually, and small membership groups that struggle to maintain a legacy. A member of a MGC organization explained, "my complacency is the death of my organization." While organizational members are ultimately responsible for the health, strength, and future of the organization, the Institute can do more to support these organizations. Students engaged in full-time course work, should not have to carry the heavy burden of maintaining the legacy of their organization.

Further, these organizations do not have physical structures such as houses or campus space to be seen or recognized. This is a detriment to these organizations and the lack of visual prominence undermines their place and importance to the campus community. Many campuses without physical houses for

NPHC or MGC groups have campus plots, campus offices, or campus housing space dedicated to these organizations to allow for visibility and gathering space. In the absence of physical space, other campuses may also prioritize NPHC/MGC events in the space reservation process so to allow for large-scale, visible events. As it is now, these organizations are invisible on the campus.

The Task Force therefore recommends:

(1) A permanent, full-time position to work solely with NPHC and MGC organizations housed in the Office of Greek Affairs, Division of Student Life. This position should begin tenure at the Institute by Spring, 2018.

(2) A physical space for these organizations as part of the campus community to be identified, and committed to by the Institute by Spring, 2018. As the new Student Center is being conceptualized, these councils should be consulted for space needs and interest. In the interim, NPHC/MGC organizations need to have space to find community and host events to give groups and members visibility on campus.

Institutional Support for High-Impact Learning Practices
Kuh (2008) published a manual for educational practices that encourage and sustain student learning in critical and engaging ways. Kuh formed this manual by interpreting results from the National Survey of Student Engagement (NSSE). These "High-Impact Educational Practices" (Appendix D) included common intellectual experiences, learning communities, collaborative assignments/practices, diversity/global learning, service/community learning, and capstone experiences (Kuh). While Kuh's recommendations were targeted mainly toward the curricular journey of a student, the committee believes these can apply to the education of fraternity and sorority members.

Georgia Tech has administered the NSSE six times since 2000. The most recent results available from Georgia Tech (2014) echoed Kuh's recommendations that these educational practices were important for student learning and engagement. Joe Ludlum with the Office of Assessment reported that statistically significant results were identified for senior level fraternity/sorority members when members took two or more classes together or participated in learning communities, participated in study abroad, and worked with faculty members on research. Participants indicated partaking in other learning practice categories (service-learning, capstone experiences, and collaborative experiences) however, the results were not statistically significant. Senior fraternity/sorority members reported participating in 3 – 4 high impact learning practices during their educational experience at Georgia Tech. These results illustrate there was an interest in, and proof of participation in high impact learning practice experiences. The implementation of such structures for new and existing educational interventions within fraternity/sorority life would therefore not be unexpected.

The Task Force heard repeatedly from both affiliated and unaffiliated students, and Staff that the education provided was not educating. FASET orientation and individual "one-off" speakers were not getting to the crux of the issues facing the fraternity/sorority community. This style of education spoke to Freire's (1970) position about "banking" education. Education for masses encourages passive listening and little action thereafter. The idea that students can learn critically and reflect in a one time/lecture context is not viable. Educating in a high impact manner is more time intensive and insists that the educational experience is personalized to the student's experience. Treating fraternity/sorority education as a process would be compelling and paradigm changing.

The experiences of students of color spoke loudly that education focused on conscious and inclusive leadership was necessary for the health and safety of the larger Institute community. Further, incidents occurring in recent education around difference, social inequities, oppression, and privilege are critical. This type of education would also benefit the campus as a whole. This type of education, however, cannot be conducted in a one-time, large lecture but rather in small, engaged groups in an ongoing manner.

The work of a student-created group, GUIDE (Greeks United for Inclusion, Diversity, and Equity) is starting this work within the fraternity/sorority community. The students affiliated with GUIDE are fraternity/sorority members committed to creating a culture of diversity, inclusion, and equity, specifically within the fraternity/sorority community. The goals of this group and the focus on intensive education for the fraternity/sorority community are consistent with the goal of this recommendation.

The Task Force therefore recommends:

(1) The Office of Greek Affairs revise the educational curriculum for fraternity/sorority members to model High-Impact Educational Practices for implementation Fall, 2018.

(2) The Office of Greek Affairs work with the Center for Academic Initiatives to create a "GT" course for fraternity/sorority presidents and leaders where enrollment is mandatory (or at least strongly considered) during their first semester as an elected officer. The first offering of this course would be Spring, 2018.

Creation of Competency Based Standards/Assessments for Members
To build on the implementation of high impact learning practices, it would be necessary to create a competency based program and assessment to set clear standards and expectations. Feedback throughout the Greek Life Task Force process illustrated the contribution and purpose of these organizations within the Tech community. There were also tangible outcomes to be gained as a result of membership. There is not, however, a clear path to gaining these knowledge, skills, and abilities. Nor is there a method to assess learning of members in an ongoing manner.

Advisors and Alumni both voiced concern about the larger health of the fraternity community specifically. With the changing demographics of the Institute along gender, race, and domestic/international status, it is evident membership is changing. One Advisor voiced, "some chapters are going to have to downsize maybe Tech can help that happen gracefully. I don't think that 33 or 32 or whatever the number [of fraternities] can survive long term." The women's groups are large and almost too large for some preferences. A standards program would provide not only a true assessment of learning but also a clear assessment of a chapter's trends and long-term health to support decision making and strategic planning.

The Task Force therefore recommends:

(1) The creation of a competency based standards program, and assessment for all organizations with a clear, measurable set of competencies for learning. This program should be developed by Institute Officials and students with implementation by Fall, 2018.

Enhanced Relationships with Advisors and House Corporation Leaders
The individuals who serve in the roles of Chapter Advisors and House Corporation Leaders are vital partners in creating and sustaining a healthy and visible fraternity/sorority community.

Chapter Advisors are volunteers appointed by the national organization to oversee the inner workings of the chapter experience. These individuals play an important role balancing three entities: the local chapter, the national office, and the Institute.

House Corporation Leaders vary in terms of their relationship with the chapter, the national organization, and the Institute. Volunteers are at times viewed as "landlords" – collecting money for rent and ensuring the facility is functioning appropriately. Some, however, are engaged in the life of the chapter and work with the Advisors and undergraduate leadership to create a residential experience for students.

Advisors have had a clear communication line to the Office of Greek Affairs. While the group expressed being "out of the loop" in the last two years, they also empathized that with staffing changes this was inevitable. House Corporation Leaders, however, have had little to no relationship with the Institute, and each other. Undergraduate House Managers, and paraprofessional staff House Directors have attended the "Greek Neighborhood Association" meetings and receive newsletters each month. House Corporation Leaders were unaware these meetings had continued, or the level of communication efforts that are in place.

Having clear relationships with both volunteer groups will provide greater transparency and potentially mitigate risk. An increase in communication among, and between all groups will benefit all constituent groups. The individuals who spoke with the Task Force voiced a great interest in the Institute partnering with both groups to discuss future trends with regard to campus demographics, housing, cost of living, and new construction on, and around the campus.

The Task Force therefore recommends:

(1) The Office of Greek Affairs hold (at least) quarterly meetings with both Advisors and House Corporation Leaders starting Summer, 2017. These meetings will be not only for the Institute to engage both groups but also the volunteers to connect among themselves.

(2) The Office of Greek Affairs draft and distribute a communication plan to enhance the relationship between the Institute and both Advisors and House Corporation Leaders beginning Fall, 2017.

<u>Considerations</u>
While the recommendations listed can be created and mobilized by students, the funding and directives would be most appropriately be a result of administrator action. The following considerations are listed for further study by students with the aid of Institute Officials and Alumni. It is important to note these considerations warrant extensive discussion by the students in the fraternity/sorority community to ensure the many viewpoints and perspectives are heard, debated, and carefully measured. The Task Force members recognize the wide variety of opinions regarding the following considerations. Above all, a public and civil discourse in consideration of these would be beneficial for not only the undergraduate fraternity/sorority membership but the Georgia Tech community widely.

Deferred or Delayed Recruitment/Rush

Throughout Task Force discussions, questions were raised about the potential of deferred or delayed recruitment/rush. To clarify terminology, "deferred" recruitment would take place in the Spring semester (as opposed to the Fall semester) and "delayed" recruitment would take place during the course of the Fall semester (as opposed to starting the process before or just as classes begin). Both men's and women's groups would take the same actions of deferring or delaying the recruitment processes.

The ***positive benefits*** of moving recruitment included considerations for mainly first year students' academic, emotional, and social well-being. Students would connect to a peer group aside from a fraternity/sorority, therefore increasing their friendship/support circle. One participant noted, "I think like when you do set your social group right away that first week of school, I think it closes off a lot of opportunities to meet other people."

Related, there would be less financial pressure in a student's first semester at Tech. Academically, students would be able to find their footing academically while not managing other, intensive commitments. One female participant explained that she supported deferred/delayed recruitment/rush.

> Yeah that's a good idea because one of things, I didn't want to take on too much in like my freshman year and have this like huge, gigantic commitment that I put a lot of money into and then not be able to like keep up academically. So, I think it might be a good idea to like have some time to get settled before like your right into rush.

There is a great deal of stress going through the recruitment/rush process and when students are not selected for their first choice organization, it becomes emotionally taxing. Staff participating in the feedback process voiced great concern that being "rejected" so early in their college experience could stunt a student's recovery to have a positive experience at Tech. One participant surmised, "the rush process is extremely stressful, maybe too soon in the transition to Tech to be rejected." Students who leave the process after being released or those that are not given an invitation for membership then start their college experience from a place of exclusion.

The ***negative associated*** with deferring recruitment/rush included similar considerations. Many current students, Alumni, and volunteers credited their membership in a fraternity/sorority as the main reason they were able to manage their first year in college. Students cited being involved in other organizations as a result of their participation in fraternity/sorority life, thus still having a broad social network. Participants cited the academic support of having an organization of individuals to look to for study groups and tutoring. They also cited the close relationships that developed quickly so to interrupt homesickness or feelings of being inept in this environment. Students cited the fraternity/sorority was a home away from home. Many Alumni cited that the new member class helped them "come together as a team" with others and support each other through the connection built. Women, in particular, sought out sorority recruitment knowing they needed female connections, given the Institute is still predominantly male. By moving recruitment/rush, these support networks and infrastructure would not be present.

Advisors, House Corporation Leaders, and Staff raised these issues but also other matters that affect the financial well-being of the organizations and conduct, which might result from a deferred or delayed process. Both Advisors and House Corporation Leaders cited a loss of revenue by delaying membership for a semester. Both groups agreed this could be remedied with advanced planning. Staff and students voiced concern about deferred or delayed recruitment/rush for fear that recruitment activities would be driven "underground." This would mean that recruitment/rush activities would still be held but in unsafe, less monitored locations.

The decision to adjust the recruitment/rush calendar must be investigated further to consider both the potential benefits and drawbacks. Students must drive these discussions with data and strong partnership with Institute Officials and Alumni (advisors, House Corporation Leaders, and the Greek Alumni Council). Further, the National Panhellenic Council and national organization standards regarding recruitment planning should be consulted to ensure consistency. Students must also be the decision makers in this circumstance to allow for full buy in and advanced planning.

Public Relations
Unsurprising, stakeholders involved in the Task Force discussions made reference to the less than positive messages about fraternity/sorority life in the media (local and national). Alumni and volunteers in particular voiced concern that the Institute was not doing more to shed light on the positive work of fraternities and sororities. An Alumni member explained that Tech students are not "one dimensional," and it is important to "communicate the many achievements of students." One member of the discussion groups voiced, "I wish we had a more centralized way of showcasing the collective good the community accomplishes, which would help in comparing current and future successes." Students also voiced feeling demoralized and the inherent need to defend the choice of being in a fraternity/sorority when negative press is the loudest voice.

Publicizing only the positive will, however, lead to an inauthentic view of fraternity/sorority life on campus. It is important also to show accountability. The Task Force heard from students and Staff that fraternities in particular are not held accountable for their behavior in their chapter houses. One unaffiliated student stated clearly she did not believe the "school had the power to punish." Whether it was noise, loud parties, victimization, or alcohol consumption, the assumption was that fraternities were not held to the same standard as any other student, or students who live in campus housing.

It will take multiple media entities available on-campus to draft a communication plan for fraternities/sororities. However, the point to consider for the individuals involved is how to present a balanced, fair, and honest account of the activities and initiatives of these organizations. Students, Staff, Alumni, and Advisors must work with Institute Communications to develop a communication plan.

Review and Analysis of "Traditions"
Events held by the IFC and CPC groups caused strong discussion during discussion groups. These events were held in the full view of campus and caused great concern across constituent groups. Two of the events causing the most concern were Wet Friday and Run for the Roses.

Wet Friday is held at the conclusion of fraternity rush. During the IFC recruitment period chapter houses and events are alcohol free (i.e. dry). When the recruitment period is over, fraternity houses set up elaborate water slides on their lawns to celebrate.

These activities have historically taken place at noon on a business day. Therefore, all activities were on full display in front of the campus community. Many participants in the discussions voiced this was an incredibly disruptive time on the campus. Students and Staff specifically voiced they do not go near the Greek Sector on Wet Friday and find alternative routes out of campus.

Spring semester, 2017 the IFC voted that for Fall, 2017 Wet Friday will begin at 7:00 pm rather than Noon. Acknowledging the aforementioned issues, the IFC took leadership and voted on the change.

Aside from the water slides and general atmosphere, Wet Friday also raised strong concern about alcohol consumption. The vast amount of alcohol being offered and consumed has led to GTPD wellness checks, hospital transports, physical injuries, and victimization. One unaffiliated student observed, "Wet Friday is so crazy with people throwing up during the day and no one knowing how to take care of one another." Another student stated,

> It's not safe, you don't know anyone, you're around people you've known for a week, you're too embarrassed to call your parents, you're then around a bunch of people who don't know how to look after other drunk people so they end up in an ambulances and things like that…it's absolutely a recipe for disaster.

Run for the Roses is held not long after both sorority recruitment and fraternity rush have concluded and involves new sorority women running fraternity house to fraternity house seeking a rose. The purpose of the event historically was to introduce new members to one another, and for returning members to reconnect. This history is still relevant and meaningful to those that participate. At some point, however, the event started to become a competition for women to obtain roses. This competition seems to have intensified in recent years, yielding to an event that now causes concern for student wellbeing.

Many fraternity men and sorority women are often intoxicated, singing loudly and crudely. Run for the Roses is a dry event, however it is known some students take part in the event having consumed alcohol. Typically, this alcohol consumption takes place off-campus. This event takes place close to the end of the business day, and therefore, is on full view for many leaving campus. Because injuries have occurred from the charge across the Greek Sector, CPC and IFC have been working with GTPD to create a safer environment for the event, including potentially closing off streets, having more GTPD presence, and changing the Run for the Roses route.

Property Ownership Guidance
A number of students and Staff questioned the legalities and rights of students who live in fraternity/sorority houses. As it is known, chapter houses hold varying relationships with the Institute. Some houses are privately owned on private land. Others are on Institute land but operate as a private house. Given the assorted types of ownership, there was confusion on who can enter the houses when, what type of oversight the Institute has over these physical structures and/or the students who live in the houses, and the role of GTPD in given houses. It was recommended a map be developed with details about each facility to distinguish fact from hearsay. This map could be shared by many stakeholder groups for clarification. It would also provide a clear guide for fraternity/sorority members who live in the houses to understand their rights and responsibilities.

Closing

This report is the product of Task Force discussions and substantial constituent feedback. The recommendations and considerations are important issues for the administration and the fraternity/sorority community to discuss and analyze when planning for the future.

An area known to be an issue but not voiced as clearly in conversations with various constituent groups was the need for a heightened awareness regarding risk management. The service of alcohol, the use of chapter funds for alcohol, and Wet Friday type activities are all areas ripe for education regarding risk management policies. While much of these concerns focus on fraternity management, sorority chapters must also consider how their behavior might be complicit in violating risk management policies of the hosting chapter.

To achieve these recommendations and work through the considerations, it is strongly recommended that students, Staff, and Alumni use best practices and professional organization standards to drive changes and utilize for consult.

Appendix A
Greek Life Task Force Committee Members

Cara Appel-Silbaugh, Ph.D.
Associate Dean of Students
Division of Student Life
Chairperson

Jamison Keller, Ed.D.
Assistant Dean of Students/Director, Greek
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Len Contardo
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Chief Robert Connolly
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Lisa Fletcher
Parent/Family Member

Matteo Valles
Past IFC President
Graduated Fall, 2016

Rohan Iyer
IFC President, 2016 – 2017
Senior, Industrial Engineering
Joined, Spring, 2017

Marguerite Bradley
CPC President, 2016 – 2017
Senior, Industrial Engineering

Lian Randle
MGC Member
Junior, Computer Science

Russell Dawkins
NPHC Member
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Giovanni Malcolm
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Sophomore, Civil Engineering
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Ben Nickel
IFC Member/SGA Representative
Senior, Industrial Engineering

Muswele Lundy
NPHC Member/GUIDE
Junior, Aerospace Engineering

Anna Malcom
CPC Member/GUIDE
Senior, Nuclear and Radiological Engineering

Each group was given the same introduction and information, see below. The information that follows are the questions based on group.

Introductions
Introduce facilitator/note taker
Ask participants to introduce themselves

Provide an explanation of this conversation.
The Greek Life Task Force has been charged by VP/DOS Dean Stein to discuss, document, and assess the current status of fraternity and sorority life at Georgia Tech. This group was not formed as a result of a crisis or in response to a major event.

This conversation is meant to be a directed dialogue. Specific and intentional questions will be posed and discussion is encouraged. Everyone does not need to respond to every question. If anyone has clarification questions about the terminology or questions posed, please ask.

While these conversations are not confidential no names/identifying information will be associated with the responses. This is not a research study, however data, notes, and responses will be treated with the same respect. We would ask that you also do not discuss the content of this conversation outside of this room.

Affiliated Students
Questions
1. Why did you become Greek?
2. What is the purpose of fraternity/sorority life at Tech?
    a. What do fraternities/sororities contribute to the campus community?
3. What did you hear during recruitment?
    a. What do you say to others during recruitment?
4. When you become a member what is assumed behavior?
5. What does brotherhood/sisterhood mean?
    a. What are the attributes? Characteristics? Real life examples?
6. What needs to change in the community?
    a. What is missing?
7. How would unaffiliated students describe Greek Life at Georgia Tech?
    a. Why would they describe the community or the experience this way?
8. What are the knowledge, skills, and/or abilities members should gain, improve, or hone over their membership?
    a. How could this be accomplished?

If you have time:
When you see a student with letters on in class/on-campus, what do you think and/or feel?
When you drive/walk through the Greek Sector (houses) what do you think and/or feel?

Unaffiliated Students

Questions

1. What is the purpose of fraternity/sorority life at Tech?
   a. What do fraternities/sororities contribute to the campus community?
2. When you see a student with letters on in class/on-campus, what do you think and/or feel?
3. When you drive/walk through the Greek Sector (houses) what do you think and/or feel?
   a. When you look at the houses in the Greek Sector, what do you imagine happens inside?
4. Are fraternity/sorority organizations broadly inclusive?
5. When you think of membership, what do you think is assumed behavior?
6. Do you perceive that fraternity/sorority students have an advantage as compared to non-affiliated students?
   a. Socially?
   b. Academically?

If you have time:

What are the skills knowledge, skills, and/or abilities members should gain, improve, or hone over their membership?
   How could this be accomplished?

Staff

Questions

1. What is the purpose of fraternity/sorority life at Tech?
   a. What do fraternities/sororities contribute to the campus community?
2. When you see a student with letters on on-campus, what do you think and/or feel?
3. When you drive/walk through the Greek Sector (houses) what do you think and/or feel?
   a. When you look at the houses in the Greek Sector, what do you imagine happens inside?
4. What are the skills knowledge, skills, and/or abilities members should gain, improve, or hone over their membership?
   a. How could this be accomplished?
5. Do you perceive that fraternity/sorority students have an advantage as compared to non-affiliated students?
   a. Socially?
   b. Academically?
6. Are fraternity/sorority organizations broadly inclusive?
7. Describe how Georgia Tech manages fraternity/sorority life effectively.
   a. What is ineffective or missing in the management of fraternity/sorority life?

If you have time:

When you think of membership, what do you think is assumed behavior?

Faculty

Questions

1. What is the purpose of fraternity/sorority life at Tech?
   a. What do fraternities/sororities contribute to the campus community?
2. When you see a student with letters on in class/on-campus, what do you think and/or feel?
3. When you drive/walk through the Greek Sector (houses) what do you think and/or feel?
   a. When you look at the houses in the Greek Sector, what do you imagine happens inside?

4. Do you perceive that fraternity/sorority students have an advantage as compared to non-affiliated students?
   a. Socially?
   b. Academically?
5. What are the skills knowledge, skills, and/or abilities members should gain, improve or hone over their membership?
   a. How could this be accomplished?
6. Are fraternity/sorority organizations broadly inclusive?
7. What are the next steps for growth for fraternity/sorority life at Tech?

If you have time:
When you think of membership, what do you think is assumed behavior?

Parents & Family Members
Questions
1. What is the purpose of fraternity/sorority life at Tech?
2. What do fraternities/sororities contribute to the campus community?
3. *If you went to college*, were you a member of a fraternity/sorority?
4. Options:
   a. *If the student is affiliated*, how did you feel about your student becoming part of the fraternity/sorority community?
   b. *If the student is affiliated*, has membership had a positive influence on your student?
   c. *If the student is unaffiliated*, did your student discuss the potential of going through recruitment/rush? Tell us about that conversation.
5. What are the skills knowledge, skills, and/or abilities members should gain, improve or hone over their membership?
   a. How could this be accomplished?
6. When you drive/walk through the Greek Sector (houses) what do you think and/or feel?
   a. When you look at the houses in the Greek Sector, what do you imagine happens inside?
7. How do you think Georgia Tech manages Greek Life?

If you have time:
When you think of membership, what do you think is assumed behavior?
Are fraternity/sorority organizations broadly inclusive?
Do you perceive that fraternity/sorority students have an advantage as compared to non-affiliated students?
   Socially?
   Academically?

Alumni
Questions
1. What is the purpose of fraternity/sorority life at Tech?
   a. What do fraternities/sororities contribute to the campus community?
2. Why did you become Greek?
3. What did you hear during recruitment?
4. When you became a member what was assumed behavior?
5. Describe how Georgia Tech manages fraternity/sorority life effectively.

      a. What is ineffective or missing in the management of fraternity/sorority life?
6. In what ways is the undergraduate Greek experience different from when you were an undergraduate?
7. What are the skills knowledge, skills, and/or abilities members should gain, improve, or hone over their membership?
      a. How could this be accomplished?
8. What about Greek Life keeps Alumni involved after they graduate?

If you have time:
When you think of membership, what do you think is assumed behavior?
Are fraternity/sorority organizations broadly inclusive?

Graduate Students
Questions
1. What is the purpose of fraternity/sorority life at Tech?
      a. What do fraternities/sororities contribute to the campus community?
2. When you see a student with letters on on-campus, what do you think and/or feel?
3. When you drive/walk through the Greek Sector (houses) what do you think and/or feel?
      a. When you look at the houses in the Greek Sector, what do you imagine happens inside?
4. When you think of membership, what do you think is assumed behavior?
5. Do you perceive that fraternity/sorority students have an advantage as compared to non-affiliated students?
      a. Socially?
      b. Academically?

If you have time:
What are the skills knowledge, skills, and/or abilities members should gain, improve, or hone over their membership?

Advisors
Questions
1. What is the purpose of fraternity/sorority life at Tech?
      a. What do fraternities/sororities contribute to the campus community?
2. As an Advisor of these groups, what do you witness or hear is assumed behavior?
3. What are the major areas where you spend your time advising?
4. Describe how Georgia Tech manages fraternity/sorority life effectively.
      a. What is ineffective or missing in the management of fraternity/sorority life?
5. What are the skills knowledge, skills, and/or abilities members should gain, improve, or hone over their membership?
      a. How could this be accomplished?
6. ***Primarily for those that are Georgia Tech Alumni:*** In what ways is the undergraduate Greek experience different from when you were an undergraduate?

If you have time:
When you drive/walk through the Greek Sector (houses) what do you think and/or feel?
When you look at the houses in the Greek Sector, what do you imagine happens inside?

House Corporation Leaders

Questions

1. What is the purpose of fraternity/sorority life at Tech?
   a. What do fraternities/sororities contribute to the campus community?
2. What are the major areas where you spend your time working with students?
3. Describe how Georgia Tech manages fraternity/sorority life effectively.
   a. What is ineffective or missing in the management of fraternity/sorority life?
4. When you drive/walk through the Greek Sector (houses) what do you think and/or feel?
   a. When you look at the houses in the Greek Sector, what do you imagine happens inside?
5. What are the skills knowledge, skills, and/or abilities members should gain, improve, or hone over their membership?
   a. How could this be accomplished?
6. ***Primarily for those that are Georgia Tech Alumni:*** In what ways is the undergraduate Greek experience different from when you were an undergraduate?

Appendix C
Fraternity/Sorority Community Demographics

	Fall, 2016	Spring, 2017*		Fall, 2016	Spring, 2017		Fall, 2016	Spring, 2017
Total Membership	**3924**	3749	Institute Total Population	15489	14333	Percentage of total undergraduate population who are fraternity/sorority members	25.3%	26%
Total New Members	*871*	*348*						
Total Initiated Members	*3053*	*3401*						
Membership by Race			Total undergraduate student population by race			Percentage of total undergraduate population who are fraternity/sorority members		
Asian American	475 (12%)	474 (12%)		4220 (27.2%)	3946 (27.5%)		11%	12%
African American	96 (2.4%)	100 (2.6%)		1115 (7.2%)	1045 (7.3%)		9%	9.5%
Hispanic/Latino/a	288 (7.3%)	276 (7.3%)		1215 (7.8%)	1114 (7.8%)		24%	25%
Two or More Races	139 (3.5%)	132 (3.5%)		574 (3.7%)	532 (3.7%)		24%	25%
White	2792 (71.2%)	2624 (70%)		7791 (50%)	7168 (50%)		36%	37%
Membership by Gender/Sex Identified (Removing co-ed organization)			Total undergraduate student population by gender/sex identified			Percentage of total undergraduate population who are fraternity/sorority members		
Male	2245 (57%)	2202 (59%)		9827 (63%)	9073 (63.3%)		23%	24%
Female	1665 (42%)	1547 (41%)		5662 (36.5%)	5260 (36.7%)		29%	29%
Membership by Residency			Total undergraduate population by residency			Percentage of total undergraduate population who are fraternity/sorority members		
Georgia Resident	2390 (60.9%)	2271 (61%)		9219 (59.5%)	8571 (59.7%)		26%	26%
Non-GA Resident	1419 (36%)	1356 (36%)		6270 (40.4%)	4286 (29.9%)		23%	32%

Data provided April 5, 2017

Average GPA
Fall, 2016 – 3.22
Spring, 2017 – 3.33

Appendix D
High-Impact Educational Practices

Kuh, G. D. (2008). High-impact educational practices: What they are, who has access to them, and why they matter. Washington, DC: Association of American Colleges and Universities.

First-Year Seminars and Experiences
Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or Staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Common Intellectual Experiences
The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

Learning Communities
The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/ or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning.

Writing-Intensive Courses
These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects
Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Undergraduate Research
Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping

their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning
Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

Service Learning, Community-Based Learning
In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships
Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects
Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.