

**CHARGE TO THE  
TASK FORCE ON THE STATUS AND FUTURE DEVELOPMENT OF  
FSILGs AT M.I.T. IN THE 21<sup>ST</sup> CENTURY**

**APRIL 2003**

The MIT Fraternity, Sorority, and Independent Living Group (FSILG) community has been an important part of MIT since 1873 when, just twelve years after the founding of the Institute, the first fraternity chapter was colonized. During the century and a quarter since then, the FSILG community has adapted to the evolving needs and expectations of students, society, and the Institute, in order to provide many MIT students with certain living-group choices. Many alumni and alumnae remember their FSILG experience as very positive and think of the FSILGs as unique and quite unlike those at other universities.

Today, the FSILGs, as an integral part of MIT, face an array of challenging issues as needs and expectations continue to change. There is, accordingly, a need for representatives who can speak to various facets of student life, the educational experience, and the FSILG community to examine the current status of the FSILG system and develop recommendations for its future. The Task Force is to address, in particular, the following issues:

- *Benefits.* Study the benefits of the FSILG system now and in the past. Identify the past, present, and potential contributions of the FSILG system from, for example, the learning-environment and leadership-development perspectives.
- *Range.* Examine the range of environments offered to undergraduate students by the FSILG community and report on how that range serves the overall community.
- *Recruiting.* Recommend mechanisms by which the FSILGs could meet the recruiting challenges introduced by changes in Institute policy — particularly the housing of first-year students in campus residence halls — by shifts in the characteristics and demographics of the undergraduate students, and by an increasing involvement of parents in student choices. Formulate projections for occupation of the houses during the academic year and the summer months.
- *Incentives.* Study whether the Institute should incorporate incentives as part of the basis for distributing transition funds.
- *Role of Alumni/Alumnae.* Determine the effect of alumni/alumnae involvement on chapter success. Review alumni/alumnae roles — as advisors, landlords, trustees, and champions — and the effectiveness of those roles. Suggest mechanisms by which MIT could increase the level and effectiveness of alumni/alumnae involvement.

- *Role of MIT Offices.* Review the level and form of support provided by MIT to the FSILGs. Evaluate the impact of that support and make recommendations about future support. Examine the services provided to the FSILGs by various MIT offices, including Housing, Facilities, Legal, Environmental Health and Safety, Medical, and Campus Police. Identify areas of strength and weakness.
- *Role of MIT Leadership.* Determine areas in which FSILG members perceive MIT shortfalls. Identify means by which MIT's leadership could encourage a spirit of mutual respect and confidence between the administration and the FSILG community. Identify obstacles to the development of mutual respect and confidence.
- *Facilities, Operations, and Finances.* Review the quality and condition of the FSILG physical structures and report on the upkeep and maintenance schedules of each. Review operating budgets and identify opportunities for improved efficiency through, for example, improved business planning and group purchase of goods and services. Examine and analyze the fiscal strength of the chapters.
- *Geography.* Review the relationships with local governmental agencies in Boston, Brookline, and Cambridge. Suggest whether the Institute should provide property or other forms of incentive to encourage some FSILGs to move to Cambridge.