

Conduct and Misconduct on Campus

Second Interim Report of the Task Force

The following report was prepared by the Task Force on Conduct and Misconduct. Together with members of the Task Force, we seek comments on and reactions from the University community to the report.

The report is appropriately labeled as "interim," and contains many judgments and recommendations, some of them controversial. With one exception, we will not act on any of the recommendations until there has been full opportunity for campus-wide consideration, including discussion in the University Council. The single exception is that the Task Force will be continued for one additional year. Whatever are one's views on any of the particular issues raised in the interim report, it should be clear to all that much work remains to be done by the Task Force. On this basis, we have asked Dr. James Bishop and Professor Adelaide Delluva to co-chair the Task Force for the current academic year, and they have accepted.

Finally, we express on behalf of all faculty, students, and staff at the University our gratitude for the work of the Task Force. Its members have labored hard on an enormously difficult set of issues, and we are all deeply appreciative. No single need is more pressing than to ensure a University community in which each member is treated with respect and dignity. The work of the Task Force is an important set of steps toward that vital end.



To the President and Provost*

On behalf of the Task Force on Conduct and Misconduct, we are happy to provide you with our interim report. It is the product of many months of collecting information and holding discussions with each other and many members of the University community, and of much reflection by Task Force members.

The report contains sets of recommendations which we hope you will review in the near future. We realize that you will give the various recommendations your careful and full consideration and that you may not be able to respond fully and formally to all recommendations of the report in September. Therefore, we kindly ask that you first determine whether or not the life of the Task Force ought to be extended through the 1984-85 academic year and let us know as soon as possible. If you approve of the extension, which the Task Force strongly urges, its members can then begin to meet soon without the loss of valuable time. As you know, Professor Adelaide Delluva has expressed her willingness to succeed Diane Frey as Co-Chair.

Regardless of the future of the Task Force, its current members would very much welcome the opportunity to meet with you at any time to discuss the contents of this interim report and to encourage the approval and implementation of its recommendations in any way possible.

The Task Force hopes that this report, like its February 16, 1984,** progress report, will be released immediately by you to *Almanac*, the *Penn Paper*, and the *Daily Pennsylvanian*.

—Dr. James J. Bishop, Co-Chair

—Dr. Diane Frey, Co-Chair

*Sent August 27, 1984

**Almanac February 28, 1984

Interim Report of the Task Force on Conduct and Misconduct

Section One: Introduction

The full Task Force met on a weekly basis between November and May, and its subcommittees held additional meetings throughout the year. Our primary tasks have been partially completed. During 1983-84, we devoted most of our time to addressing those types of conduct and misconduct which particularly affect women, racial and ethnic minorities, lesbians, gays, and members of the Jewish faith. For this purpose, we formed four subcommittees. Each subcommittee held a series of meetings with University community groups, compiled a set of observations and made recommendations to the Task Force. After each subcommittee's findings were presented, the recommendations were discussed at length by the Task Force.* Those recommendations which the Task Force supports are included in this interim report.

In addition to discussing the work of its subcommittees, the Task Force invited various members of the University community to several of its weekly meetings. Their areas of expertise, observations on campus conduct and misconduct, and recommendations for improving the campus atmosphere were presented. Efforts were made to determine the degree, frequency and nature of various types of misconduct on campus, their possible causes, and how their occurrences might be prevented or substantially reduced.

The Task Force also held a well publicized open forum on March 28 for members of the University community who wished to discuss issues of conduct and misconduct, suggest areas of further inquiry, and make specific suggestions. Based on issues raised during the forum, which was attended by approximately 30 people, we were able to make recommendations. But, in many ways we became increasingly aware of how much more study and probing were needed before effective steps could be considered. The open forum underscored the widely held assumption that most attitudinal and behavioral problems cannot be legislated away or solved by simply instituting a series of ethics courses. These approaches are important and meritorious, but are insufficient. To produce the desired attitudinal and behavioral changes, everyone in every area of the University must acknowledge the extent of campus misbehavior; their passive contributions to it, and the severe harm caused by it; and commit themselves to work continuously to change the campus climate.

The implementation of the Task Force's recommendations will be a significant step in a positive direction, leading to much-needed changes in our community. Such action, however, would at best be only a beginning.

* In February, 1984, the Task Force sent to President Sheldon Hackney and Provost Thomas Ehrlich a Progress Report, which was published in *Almanac* February 28, 1984.

Section Two: Observations

- 2-1 Women
- 2-2 Racial and Ethnic Minorities
- 2-3 Lesbians and Gay Men
- 2-4 Antisemitism

2-1 Women

The Subcommittee on Women's Issues held a series of seven informal meetings, each time speaking with a different group of students and/or faculty members to determine whether, and to what extent, sexual harassment and sex discrimination are problems on the University of Pennsylvania campus. The subcommittee's examination was anecdotal, but not exhaustive. It was sufficient for the Task Force to conclude that, indeed, both types of misbehavior occur on campus frequently, and that a series of steps needs to be taken to eradicate both.

Recognizing the sensitive nature of these issues and the understandable reluctance of some University members to speak openly, Task Force members assured all of those who spoke to our subcommittee that their remarks would be kept confidential. We also became aware early on that there was no way in which our subcommittee could accurately assess the problem of sexual harassment or sex discrimination without a survey similar to that conducted recently at Harvard University. Many victims did not feel comfortable talking with friends and colleagues about such incidents, let alone the members of a task force. Also, the problems of sex discrimination and sexual harassment seemed sufficiently widespread on campus that holding meetings with victims would become a full-time job for the subcommittee members. Among our proposals, therefore, is a campus survey of students, faculty, and administrators, similar to that conducted by Harvard University.

Some of the women with whom we spoke had themselves been sexually harassed by men. They described to us the sequence of events, the subsequent grievance procedures, the results of the procedures, as well as the negative impact these episodes had on their educational or professional lives. Women students spoke of sexual harassment in courses which disrupted their intellectual performance and development. As they sought to avoid sexual harassment by their male professors, they discovered that their choices of programs, specific courses, advisors and dissertation committee members, as well as their access to sources of financial aid, were progressively narrowed. Untenured female faculty members often carried a heavy advising and counseling load because these students were seeking refuge from male harassment.

Those who had witnessed sexual harassment first-hand had several comments and observations which we heard repeated in meeting after meeting. Men who harass women are seldom held accountable for their actions; even in the few instances in which such men are confronted,

the penalties do not seem commensurate with the offenses, and are not at all costly to the offender. Because much effort is made to protect the offender and to keep grievances confidential, it is possible for several people, such as the Ombudsman, the offender's chairperson, or his dean, to know of only one offense, and none of this group to be aware that the offender's harassment is a continuing and repeated pattern.

To those who spoke with the Task Force members, there also seems to be a great reluctance, if not inability, on the part of male faculty members to recognize or to acknowledge that either sexual harassment or sex discrimination (of female students or against female colleagues) exists. We were told that some male chairpersons often seem paralyzed when confronted with these problems in their departments. Women said that they were told repeatedly that they were overreacting or being too sensitive when they complained about either type of behavior. In a department (we unfortunately heard of only one) in which a person with authority made it clear that such behavior was inappropriate, and that *weighty* actions would follow, the offensive behavior stopped.

While efforts are made to protect the offenders, the complainants risk embarrassment and retribution, as well as the loss of whatever academic, professional or economic supportive role the offenders were playing. In some procedures, the complainants are asked to suggest appropriate punishments or courses of action. In the context of all the victims have to lose, this seems to ask them to add to their risks. Moreover, we repeatedly heard that victims are often uncertain what, if anything, resulted from their complaints, or they are told the outcome in the vaguest of terms.

Untenured women faculty talked of disparities in teaching loads, committee work, other administrative responsibilities, and the number of advisees for whom they are responsible. They also believe that their salaries are low relative to those of their male colleagues. Another reported form of disparity was the distribution of new courses to prepare, in contrast to the opportunity to teach a course in one's area of research or expertise. The consequences for women's scholarship and therefore chances of promotion, are obvious. We were also told that reappointment processes were unstandardized (in some schools), and unfair, with those responsible for the review having conflicts of interest.

In spite of the dramatic increase in the numbers of female students throughout the University, particularly in the traditionally male professional schools, women believe that many male faculty members, including several male deans, have remained unresponsive to women students' needs and concerns. They said that material is often presented solely from a male point of view, and other points of view are not valued. To them, perspectives have not been broadened sufficiently to enable male professors to consider the impact of their analyses on women students, or to purge sexist remarks from their lectures which used to pass for wit but now serve only to reinforce stereotypical views of women.

It seemed from our conversations that most of the practices mentioned above are found in, and may be most heightened in, those schools or departments in which there are very few women faculty, particularly tenured women faculty. We have every reason to believe that isolated women in otherwise all-male departments are in particularly high risk situations, both personally and professionally.

2-2 Racial and Ethnic Minorities

The Minority Student Concerns subcommittee met with undergraduate representatives of various student groups concerned with the interests of University minority students.

The discussions ranged over a variety of issues, including concerns about financial aid, the proposed ethics course, the lack of minority faculty and administrators, spoken and unspoken reprisals for confronting racist attitudes, and racial conflicts among different minority groups. The students complained of a lack of role models among the faculty and the exclusion of material in lectures which would reflect minority points of view. They feared academic reprisals if they challenged the majority point of view or were too vocal in class.

The students commented on the frustrations and social pressures

which they experience every day. They are continually surprised by the extent of the ignorance of majority students who do not understand the historical implications of being white. As students attending a predominantly white institution, they are forced to confront race as a daily issue.

They were also critical of the lack of support for nontraditional study programs and research at Penn. Several students mentioned specific academic interests that they were unable to pursue because of a lack of faculty and courses in these areas. The cost of pointing out these omissions to current faculty members is perceived to be very high, often resulting in a bitter acquiescence to the status quo.

2-3 Lesbians and Gay Men

Lesbians and gay men, like women, people of color, and religious minorities, are often victims of misconduct, ranging from assault and discrimination to lewd remarks and insulting jokes. The subcommittee met with several students and one faculty member who recounted some incidents of misconduct and made recommendations for improving the atmosphere at Penn for lesbians and gay men. While some of their experiences were similar to those of other minorities, others were unique.

Among those who spoke with the subcommittee, there was a general consensus that the University is a negative and often hostile environment for lesbians and gay men. For them, safety lies in secrecy, and their having to maintain invisibility may necessitate their collusion in the oppression of their peers. An individual who demonstrates support for or a positive attitude toward gays is often suspected of being gay, and is greeted with the same negativity and hostility as gay people. The oppression is thereby effective and circular. The risk of being revealed was cited as the greatest barrier to complaints about misconduct. In fact, several lesbian and gay students and faculty were unwilling to speak to the subcommittee. Clearly, the presence of an environment in which lesbian and gay members of our community are free to be open will not only encourage those harassed and discriminated against to file complaints, but also lead to some behavior modification among non-gays.

Besides the barriers to filing grievances, they spoke about several problems with the procedures used in handling specific cases. In one, they cited the inability or unwillingness of the appropriate authorities to recognize the anti-gay nature of certain incidents of misconduct. In a fraternity-related incident, there seemed to be more concern with the possible effect of a complaint on the offending group's status than with the complaint itself. Additionally, there is the fear that if a faculty member indicated that she or he was a lesbian or gay, promotion would be less likely. The tendency then is not to be openly gay, which leads to more fear by faculty and students. The fact that the University has not yet recognized the partners of lesbian and gay faculty as "spouse" furthers this tendency.

Those who spoke with the subcommittee believed that several steps are already being taken to improve Penn for lesbian and gay students. There is a Gay Programs Coordinator at the Office of Student Life, who also serves at the University Counseling Service. A workshop in gay and lesbian concerns, which he supervises, is now mandatory for Resident Advisors. Leadership training by the Office of Student Life includes a component on "difference." Despite the merits of such programs, which could conceivably be developed for the entire University community, they are "one shot deals" and ultimately inadequate if the University wants to convey a message of acceptance of lesbians and gay men.

2-4 Antisemitism

During the past two academic years there have been increased incidents of antisemitic harassment targeted at Jewish students. Swastikas have appeared on Van Pelt College House walls and in the Law Library. Some Jewish students have received packages of dead rodents and death threats; derogatory remarks have been directed at Jewish students in campus public areas; and antisemitic graffiti have appeared in residence hall elevators.

Recognizing that this sort of offensive behavior persisted as a problem on the campus, the Task Force organized a subcommittee to examine the issue more extensively. The subcommittee met with several students and the Director of Hillel to discuss incidents of antisemitism on campus. The students discussed the recent problem of antisemitic graffiti and were critical of the University's response to an incident last fall. They considered the inadequacy of this response to reflect the administration's and faculty's general lack of interest in student concerns. Both they and Rabbi Morton Levine agreed, however, that antisemitism is not a problem to be targeted individually. Rather, it and other manifestations of religious intolerance should be addressed in conjunction with the other forms of discrimination and harassment on campus. Educational programming aimed at combatting these sorts of behavior should continue to be offered by Residential Living, and other areas of campus should be encouraged to participate or sponsor similar types of programming. They were also enthusiastic about curricular innovations directed at encouraging students to reexamine values and attitudes.

In light of the subcommittee's review of antisemitic offenses, the Task Force determined that such behavior represented the broader phenomenon of religious intolerance and xenophobia in the wider society that has implications for the quality of life for various religious groups on the campus. The Task Force viewed this phenomenon as an important aspect of its continued work on matters of anti-social acts and unacceptable behaviors in the University.

Section Three: Recommendations

3-1 Educating the Community

- A. Publicizing University Harassment and Discrimination Policies and Procedures
- B. Programming
- C. Non-Traditional Research
- D. The Curriculum
- E. Course Evaluation

3-2 Campus Survey on Harassment and Discrimination

3-3 Review of the Office of the Ombudsman

3-4 The Establishment of a Commission on the Status of Women at the University of Pennsylvania

3-5 Recruitment of Minority Faculty and Administrators

3-6 Inappropriate Relationships with Students

3-7 Implementation of the Policy on Non-Discrimination

3-8 University Services and Benefits

3-1-A Publicizing University Harassment and Discrimination Policies and Procedures

1. The University's policies related to personal conduct and misconduct should continue to be republished periodically and distributed to new students and faculty. These should include the sexual harassment policy, the policy on equal opportunity and affirmative action, and clear statements about sexual harassment as indicated in the President's and Provost's statement of September 6, 1983. The publication of these policies and statements should be in the *Almanac*, *Practical Penn*, and campus newspapers.

In addition, procedures for filing complaints should be publicized through posters around the campus, short notices in the *Daily Pennsylvanian*, *Almanac*, *Penn Paper*, and brief commentaries on WXPN and UTV. Special steps should be taken through departmental mailings and school newsletters to ensure that graduate and professional students, who do not often read the above publications, are well-informed of the University's policies and their rights and responsibilities under them.

2. Orientation programs for new students, faculty, and administrators should include references to these policies, discussion of the responsibilities of those in authority to prevent sexual harassment and sexual, racial/ethnic, affectional preference and religious discrimination, a specific mentioning of offices for reporting such offenses and the seriousness with which such cases are taken by the University.

3. At initial meetings each year, the President, Provost and Senior Vice President should remind all deans, department heads and senior

administrators to make sure that all members of their departments and divisions, especially those who are new to the University, are aware of sexual harassment policies and those dealing with the various forms of discrimination. Individuals in advisory, counseling, coaching and other positions of authority should be explicitly advised that these policies also apply to them.

4. The senior officials of the University should set an example for others in their behavior and comments, by attending a series of workshops on sexism, racism, and homophobic behavior and having the fact of their attendance well-publicized.

5. Summary reports should be issued annually by the Judicial Inquiry Officer, the Director of Residential Living and the College House Coordinator of the incidents which have occurred, the methods by which they have been resolved and the sanctions imposed. These reports should be issued at a time and in a manner in which they are most likely to be read by members of the University. Efforts should be made to obtain good coverage of the reports by the *Daily Pennsylvanian* and other campus media.

6. As a way of obtaining additional information and for publicizing the University's concern for personal conduct, Residential Advisor, Head Resident and Graduate Fellow evaluations should include questions about racism, sexism, homophobia and other forms of personal misconduct.

3-1-B Programming

1. The members of the Task Force are impressed with the programming efforts of the Office of Residential Living in conjunction with the Office of Student Life. The training for head residents and residential advisors, in particular, includes sessions on sexism, racism, homophobia and religious intolerance. An effort is made to get the students involved to confront their own attitudes on such forms of misconduct and to enable them to work effectively with a diverse student body.

We recommend that this type of training be expanded and made available to graduate fellows in the College Houses as well as any staff members who are involved in residential student advising or programming. Faculty masters and faculty fellows from the College Houses should also be strongly encouraged to participate as well as the officers of fraternities and sororities.

2. The University community should offer strong support to extracurricular programs which attempt to foster an understanding and appreciation of minority cultures. The purpose and existence of residential programs already in place such as the DuBois College House, the East Asia Project and the International Program should be publicized and their place in the University's educational mission made clear. A new living/learning option should be established to promote Hispanic culture.

Now that the Greenfield Intercultural Center (G.I.C.) has been established by the University, its programming efforts should be given strong moral support and publicity. Appropriate members of the administration, in consultation with the staff and students whose activities are housed in the G.I.C., should work together to ensure that this programming receives sufficient financial support.

3-1-C Non-Traditional Research

Faculty research in areas of race, ethnicity, gender and sexual orientation should be encouraged and the results of these research efforts and subsequent publications incorporated into the curriculum. Fellowships and postdoctoral awards could be established to support such research. The University must make known to its community members that non-traditional research efforts are a valued part of the University's total research mission.

3-1-D The Curriculum

We base the following suggestions on the assumption — which we acknowledge to be controversial — that questions of the sort the Task Force is taking up deserve formal and accredited study in the curricu-

lum. At the same time, a body such as ours seems to us inappropriately constituted to design specific courses and programs. Therefore, we offer two relatively broad recommendations, both of a more or less procedural sort, the common purpose of which would be to use the resources of the Task Force to *facilitate* and *coordinate* curricular developments.

1. A good many existing courses, both at the undergraduate and graduate level, do address some of the questions we are concerned with here. In consultation with instructors and department heads, an *inventory* of these courses should be drawn up. The inventory would have several purposes. If published, it would give visibility to existing curricular opportunities, and would serve an extremely useful advising function. In addition, such an inventory would provide a standard against which the curriculum could be measured in the future to detect signs of progress or regress. Finally, it could serve as a comparative standard with respect to other universities and, thus, facilitate curricular research.

2. We want to involve as broad a cross-section of faculty as possible in the design of *new courses*. A faculty committee should be asked to formulate a persuasive statement encompassing the specific definition and rationale for such courses — their place in the curriculum, the criteria that govern their formulation, the objectives they have in mind, and their coherent relationship to each other — prior to the development of specific courses.

Each faculty member would be asked to contribute a brief written statement of curricular goals and criteria relevant to her/his particular discipline or field. This would generate a file, from which the Task Force could distill a widely applicable statement of purpose. This consensual document, produced by faculty members themselves, should provide a more precise framework for curricular consultation between the Task Force and instructors, department heads, and deans.

3-1-E Course Evaluation

The Task Force recognizes that "minor" incidents of sexual harassment such as sexual innuendo, body language and slight physical affronts occur between faculty members and students but are seldom considered significant enough by the student to warrant filing a formal complaint. The same is true of sexual, racial, ethnic, sexual orientation or religious discrimination in the classroom. Students rely on informal means to alert one another about "problem professors" and deal with these situations by avoiding the offenders as much as possible. Course evaluation forms should provide the students with a mechanism for alerting the deans and department chairs of such instructors to the incidences and costs of inappropriate behavior.

We recommend that the Provost's recently reactivated Task Force on Teaching pay special attention to course evaluations and act to ensure that the following Task Force on Conduct and Misconduct recommendations are carried out:

1. that evaluation forms be made available to all students in all courses;
2. that questions regarding sexual, racial, ethnic, sexual orientation, and religious discrimination and harassment in the classroom be included;
3. that repeated complaints of harassment and/or discrimination be taken seriously by those with administrative responsibility for the instructor;
4. that the evaluations should become part of the personnel records and be taken into consideration when decisions are made regarding promotion, tenure, and recommendations by the department, school, Provost and President;
5. that the reports be discussed by the offenders and their immediate supervisors and department heads, and that the seriousness of such behavior be well noted, and the warnings be given about the consequences of such behaviors for the community and for them;
6. that, where needed, resources should be offered to help persons correct the offending behaviors;
7. that a mechanism be devised to provide students with access to this information when appropriate.

3-2 Campus Survey on Harassment and Discrimination

The Subcommittee on Women's Issues and the full Task Force devoted many hours talking with students, staff and faculty of incidents of harassment within the University. Many members of the University spoke of experiencing or knowing of persons who had experienced unwanted attention, comments, and/or pressures that were of a harassing nature. Our series of discussions indicated that the problems of sexual harassment are significant. However, we were not able to determine the frequency of offenses, the relative numbers of offenders, how many students, faculty, and staff members are being or have been victimized and to what degree the educational mission of the University is being adversely affected by such actions.

We believe that without a University-wide survey it will be impossible to collect such information. Without such information we are not fully prepared to propose steps to improve the situation.

We therefore recommend that the University, under the direction of the Task Force, authorize and provide resources (funds, personnel, mailing lists, computer time, etc.) for a survey of faculty and staff (A-1)¹, advisors, graduate and professional students and undergraduate students (possibly excluding freshmen) that would provide data on the extent of harassment and discrimination at Penn.

We propose a shorter questionnaire than that used recently by Harvard University with impressive results. We concluded that a shorter version which would also enable us to determine the extent of racial, sexual, affectional-preference and religious discrimination would be a preferable instrument for this campus. We propose that in early October, 1984, a confidential survey (see Appendix) be sent to a disproportionately random sample of faculty, staff and students. Non-whites and women should be deliberately over-sampled in order to ensure statistical validity. The survey and its results should be handled under the leadership of an experienced researcher, preferably a faculty member.

3-3 Office of the Ombudsman

The Task Force recommends that a committee be formed to review the Office of the Ombudsman's handling of sexual harassment and discrimination cases and report back its findings. We propose that the committee be composed of the present and the three former Ombudsmen on campus, at least one representative of the Task Force and several other members of the University community who are knowledgeable about the University's grievance procedures. We consider this an appropriate time for such a review since a new Ombudsman has taken office and our proposed survey on harassment and discrimination and recommendations on publicity may generate many new complaints.

We ask that the committee consider the following problems and comment upon our proposed solutions:

1. *Problem:* So long as there are separate channels for dealing with complaints of harassment or discrimination, patterns may not become visible.

Proposed Solution: The University should establish a centralized reporting procedure for sexual harassment and discrimination complaints. All persons, including deans and department heads, who receive such complaints should report them to the Ombudsman.

2. *Problem:* Complainants often suffer reprisals from the offender after having followed University procedures in reporting the harassment.

Proposed Solution: a) Someone should be designated to monitor the offender's subsequent behavior to ensure that both the complainant(s) and potential victims are protected from harassment and discrimination. b) The University should be prepared to defend legally members of its community who follow University grievance procedures and are then subjected to litigation.

3. *Problem:* The lack of uniformity of responses to sexual harassment and discrimination complaints when complaints are handled by a variety of offices instead of the Ombudsman.

¹ A-3 staff will not be surveyed since their concerns were not within the scope of this Task Force.

Proposed Solution: Investigations of all sexual harassment and discrimination cases should be conducted by the Ombudsman's office which has a reputation for maintaining the utmost discretion and which is perceived as and, in fact, is neutral. Members of this office have the skills and sensitivity required to handle such cases.

4. Problem: Confidentiality renders the problem invisible.

Proposed Solution: The Ombudsman should publish an annual report, as the Judicial Inquiry Officer now does, which would give the number of complaints of sexual harassment and discrimination, describe the nature of the proscribed behavior, chronicle the procedures which were followed, indicate whether or not the complaint was substantiated and give the prescribed penalty. This type of reporting would help to publicize the procedures available to victims of sexual harassment and discrimination and clarify what is meant by both terms for potential victims. If penalties were appropriately severe, the report might serve as a deterrent for future offenders or at least cause them to recognize that certain types of behavior were considered unacceptable within our community.

Precedents will be set and certain types of punishments should be expected for particular offenses. The penalties should include denial of promotion and other privileges and rewards, the denial or removal of tenure, and termination of employment.

3-4 The Establishment of a Commission on the Status of Women at the University of Pennsylvania

The Task Force Subcommittee on Women heard about incidents of sexual harassment of women students, faculty and staff; discrimination in hiring based on sex; discrepancies in the treatment and promotion of female and male faculty; and the subtle issues of discrimination evident in the form of course material presentation, and faculty behavior in and out of classrooms. These incidents of harassment appear to be the legacy of a tradition of male disregard for the competence of women students, staff and faculty, and an inability on the part of many men at the University to accept women students, staff and faculty as colleagues worthy of respect in accordance with the highest standards of academic and moral integrity. Societal support for many types of discriminatory behavior has also played into the perpetuation of actions of sexual harassment.

For the individual victims and to the academic community, the costs associated with acts of sexual harassment and discrimination are extraordinary. Not only do women students, faculty and staff face the emotional burdens of dealing with colleagues whose behavior is antithetical to the development of a challenging, interactive University community, but avenues to the pursuit of academic discovery and professional development are blocked, cooperative research is inhibited and the important development of mentoring relationships is stifled. The reputation of the University community is damaged both internally and externally by sexual harassment and discrimination.

The University took an important first step toward the eradication of sexual harassment on the campus with the establishment of the Women's Center. The central role taken by the Women's Center in promoting an awareness of the costs of sexual harassment on campus is to be praised. But it is clear that much work must still be done to eradicate sexual harassment from the University community.

To this end the Task Force recommends the establishment of a campus-wide, institutionally supported Commission on the Status of Women at the University of Pennsylvania. We are recommending the establishment of this commission because of the overwhelming evidence made known to the Task Force that incidents of sexual harassment occur frequently at Penn, with devastating impact on women faculty, staff and students. We also believe that male faculty, staff and students are adversely affected by the harassment of their female peers in that males are losing some of the most brilliant minds and honorable friendships to the bitterness and anger that result from sexual harassment.

We propose that this Commission (CSWUP) be representative of all campus women and be able to monitor continuously the University's

progress in combatting acts of sexual harassment aimed at women in the campus community. The responsibilities of this Commission shall include the following:

1) to advise the Director of the Women's Center on activities of the Center which include advising, advocacy, publicity, programming, training, community service, and representation of the University's positions on issues of concern to women. To carry out this recommendation a subcommittee of the Commission would work closely with the Women's Center Director and staff to direct the allocation of resources to designated activities.

This responsibility would be assigned with the agreement of the Director of Women's Studies and the members of the Women's Studies Advisory Committee. Cooperative work with the Women's Center will strengthen the effectiveness of the Commission and will also strengthen the presence of the Women's Center on campus.

2) to ensure the collection and annual publication of information pertinent to the status of women at the University.

This information would include data on the following:

a) admissions statistics for undergraduate and graduate/professional women by major, department, school, age, hometown. Graduation statistics in the same categories, with a profile of women students who leave the University prior to graduation, should also be collected (in conjunction with undergraduate, graduate and professional school admissions offices).

b) the allocation of financial aid, fellowships, grants, and teaching assistantships, by major, department and school for undergraduate and graduate/professional women (in conjunction with the Office of Student Financial Aid, and other appropriate offices).

c) the progress made on hiring, promotion, and remuneration offered to women faculty and staff, especially minority women (in conjunction with the affirmative action officer, the Provost's office, Office of Human Resources).

d) the availability of courses, special programs and workshops relevant to issues of gender (in conjunction with Women's Studies and the Women's Center).

e) statistics on the number and types of incidents of sexual harassment occurring in the University community; and accounts of the resolutions of sexual harassment incidents brought before campus judicial systems (in conjunction with the Office of the Ombudsman and the Women's Center).

3) to investigate and lobby for the development of campus services that would enhance women's abilities to participate fully in campus life, such as: on-campus child care facilities, fellowships and internships for women in academic and professional areas, etc. (in conjunction with the Division of University Life, Office of Human Resources, schools and departments, Penn Children's Center).

4) to investigate and lobby for the improvement and/or expansion and publicizing of currently available campus services that benefit women, such as safety and security workshops, acquaintance rape and rape prevention workshops, gynecological and birth control information and services, athletic activities and support services (in conjunction with Student Health, the Women's Center, Public Safety, Residential Living, the Women's Athletic Association).

5) to offer advice to University administrators and be available for consultation on all variety of issues directly or indirectly affecting the lives of University women.

University administrators should seek consultation with the full Commission or an appropriate subcommittee on all materials, statements, programs or campus activities that concern the presence of women at the University.

This Commission will have a central role in advocating for women's needs and maintaining a high level of campus awareness about women's issues. The Commission's members are expected to consult regularly with and be consulted by campus administrators, faculty, staff and students to insure the fulfillment of their stated responsibilities.

A special concern of this Commission should be that the needs and concerns of all University women be represented through its members.

Therefore the following criteria for selecting Commission members are recommended:

1) Faculty: there should be three tenured and one untenured faculty on the Commission. Nominations for membership should come from:

- a) the Women's Faculty Club — one tenured
- b) the Senior Women's Faculty Caucus — one tenured
- c) the Women's Studies Advisory Committee — one tenured, one untenured

2) Staff/Administrators: there should be two A-1 employees and two A-3 employees on the Commission. Nominations for membership should come from:

- a) Women for Equal Opportunity at the University of Pennsylvania — two A-3's and one A-1

- b) the Women's Studies Advisory Committee — one A-1

3) Students: there should be four students on the Commission. Nominations for membership should come from:

- a) Minority Women's Caucus of United Minorities Council — one student

- b) Lesbians and Gays at Penn — one student

- c) The Women's Alliance — one student

- d) The Graduate Women's Council — one student

4) The Women's Center Director and the Director of the Women's Studies are *ex officio* members of the Commission.

While no commission member has been designated to represent the interests and needs of disabled women, it is expected that all Commission members will keep the needs of this population in mind throughout all of its activities, and that the Commission will consult with appropriate students, staff and faculty to supplement its knowledge of specific issues faced by disabled women.

Total membership on this Commission will thus consist of twelve (12) people: four faculty, four staff/administrators, and four students. Since the responsibilities of this Commission are many, it is expected that subcommittees will be formed and additional concerned campus community members will be selected to serve on these subcommittees.

To ensure the successful fulfillment of the Commission's responsibilities, the President and Provost should allocate resources adequate to secure the completion of the Commission's undertakings, i.e. personnel, space, and funds.

The development of this Commission is proposed in response to the clear campus need for a strong and active body which will mount a continuous and prolonged effort to bring about positive change in the status of women at the University.

This Commission should remain in existence until such time as incidents of sexual harassment and discrimination no longer occur at the University of Pennsylvania.

3-5 Recruitment of Minority Faculty and Administrators

1. The presence of minority faculty and high level administrators on campus is important to the development of a positive atmosphere conducive to all students' academic and personal development and vital to the establishment of a truly viable community of minority scholars, students and employees within Penn. To this end, we recommend that the University develop a specific plan of action to increase substantially the number and diversity of minority faculty and high level administrators on the campus (with a priority for minority women faculty) and present the plan to relevant University bodies for appropriate action.

3-6 Inappropriate Relationships with Students

In their statements of last fall on conduct and misconduct on campus (published in *Almanac* Supplement, September 6, 1983), President Hackney and Provost Ehrlich said:

"Because the relationship between teacher and student is central to the academic mission of the University, we believe it is essential to establish that the standard of expected conduct in that relationship goes beyond the proscription against sexual harassment as defined in the University's policy. No nonacademic or personal ties should be allowed to interfere with the academic integrity of the teacher-student relation. That integrity is at

risk when sexual relations occur between them. What might appear to be consensual, even to the parties involved, may in fact not be so. On this basis, we believe that any sexual relations between any teacher and a student of that teacher are inappropriate. In this category we include relations that may occur between a graduate student and an undergraduate when the graduate student has some supervisory academic responsibility for the undergraduate. Although we do not have the means to enforce an absolute prohibition against such relations, our judgment is that they are unethical."

They noted later in their statement that

"Many situations involving administrators, advisors, coaches, and others serving in mentor relationships also create the potential for abuses."

Task Force members heard from students and others about actual abuses of the power inherent in such relationships and discussed possible modifications of the President/Provost's statement with the Provost and faculty members.

The Task Force members strongly believe that the prohibition of sexual relations with students should be extended to others in mentor relationships. We recommend the following change in the President/Provost's statement:

In Section II, sixth paragraph, following the words "...some supervisory academic responsibility for the undergraduate," and add the sentence,

"In this category we further include administrators, coaches, advisors, program directors, counselors and residential staff members — including faculty residents — who may have supervisory responsibility or on whom the student's academic well being rests."

To provide some further understanding of who has the responsibility for responding to reports of misconduct, we also recommend (at the end of the sixth paragraph of Section II), following the words

"... our judgement is that they are unethical," the addition of this sentence: *"The Provost and Deans will investigate reports of inappropriate and unethical behavior and will act to guarantee that the integrity of the University is maintained."*

3-7 Implementation of the Policy on Non-Discrimination

The University has a well-considered and commendable policy which states:

The University does not discriminate "on the basis of race, color, sex, sexual or affectional preference, religion, national and ethnic origin, handicap, or disability in the administration of its educational policies, admissions policies, scholarship and loan programs, athletic and other University administered programs."

However, there has been much campus debate over the application of this policy to groups who recruit students for employment and service positions.

Members of the Task Force have reflected carefully upon this issue and the impact of the various interpretations of this policy upon students and other campus groups. We hold strongly the belief that the University's policy is indeed an important and instructive one and should be implemented in a manner that protects all University members from acts of discrimination by any group conducting business on the campus.

For these reasons we recommend that the President and Provost affirm the University's policy regarding campus recruiting, namely that all individuals, groups, companies, public and private agencies, that recruit on the campus be required to agree in writing to abide by the University's policy on non-discrimination.

3-8 University Services and Benefits

In order for the University to ensure that lesbian and gay members of the community are not discriminated against and are free to enjoy the full benefits of being in an academic community, the University must recognize and eliminate "traditional" policies and benefit criteria that deny or limit services and benefits on the basis of sexual orientation.

The Task Force therefore asks that the Personnel/Benefits Committee of the Faculty and other appropriate University committees include on their fall agenda consideration of the following proposal:

That the University of Pennsylvania recognize the partner of a lesbian or gay student, staff or faculty member as her or his "spouse" entitled to all University benefits given to the spouse of a married student or faculty

member. A partial list of these benefits follows:

1. use of the athletics facilities;
2. use of the campus libraries;
3. tuition benefits;
4. medical/dental plans; and
5. residential privileges.

Section Four: Future of the Task Force

4-1 Continuation of the Task Force

The members of the Task Force would like to continue their work through the 1984-85 academic year. This would give us the opportunity to build upon the work of this past year and enable us to monitor the implementation of the recommendations which we have put forth here. By doing so and by making more frequent reports we hope to become a more visible and effective presence on campus. We expect that having increased visibility and a specific agenda will heighten our credibility and encourage more and more members of the University community to become involved in our efforts and ultimately strengthen the University's ability to eliminate acts of sexism, racism, homophobia and other offenses that corrode the bonds of respect and trust that are essential within an academic community.

We therefore recommend that the Provost approve continuation of the Task Force for another academic year.

In order to keep continuity in the Task Force, we recommend that all members of the Task Force during 1983-84 who are available to serve for another year be asked to do so.

We would also recommend that one of the co-chairs be a high level faculty member.

4-2 Recommended Agenda for Next Year

In addition to completion of the several partially completed tasks from 1983-84, we recommend that the Task Force during 1984-85 consider the following areas:

A. Peer Counseling

One avenue for addressing misconduct which we have not had a chance to really explore this year and which might prove to be a highly effective means of improving conduct on this campus is peer counseling. A number of groups currently offer this type of service, and others will no doubt wish to in the future. It is, therefore, an appropriate time to consider its use on a wide scale and begin to plan accordingly.

A formal training program could be set up to operate annually and on a year-long basis. Intensive, uniform training in the early fall could be followed by a more specific type of training tailored to suit the needs of the area of the University in which the student would be working. In-service training within that unit would be ongoing. Such a program would necessitate some redeployment and much coordination of staff members in all areas of the University, especially those in the University Life division, who would be involved in the training and supervision of the counselors.

Peer counseling has the potential for improving conduct in many areas of the University by providing the much needed assistance called for by such offices as Fraternity and Sorority Affairs whose small fulltime staff cannot be routinely available after 5:00 p.m. to do programming and counseling. The needs of more students could be met through outreach and around-the-clock counseling.

Peer counseling programs have much to recommend them. They provide a means by which students could help one another while growing and developing their interpersonal skills. By participating in the training program an ever-increasing number of students would be forced to confront their attitudes and prejudices and learn to care about and work effectively with all types of people. They would serve as responsible role models for other students. The participants would also work closely with faculty and administrators and promote communication between them and the students.

B. Racial and Ethnic Minorities:

We suggest that further conversations be held with minority graduate students, staff of the Greenfield Intercultural Center, and minority faculty, staff and administrators to assess fully the impact of social and ethnic harassment on campus. Recommendations will be made to provide greater support for racial and ethnic minorities and reduce the frustrations, social pressures and other burdens they face daily from discrimination and insensitivity. We will attempt to devise an institutionalized mechanism, similar to the Commission on the Status of Women, to substantially improve the status of racial and ethnic minorities.

C. If the recommendations of the 1983-84 Task Force are accepted, the 1984-85 Task Force would be expected to do the following:

1. Promote *curricular* developments: a) take an inventory of the courses addressing issues with which the Task Force is concerning itself, and b) draft a "statement of purpose" based on the recommendations of faculty.

2. Oversee the administration of the harassment and discrimination *survey* and the publication of its results. Further discussion and recommendations would logically follow the publication of the findings.

3. Discuss and modify our "proposed solutions" regarding the Office of the Ombudsman on the advice of the proposed Committee on the Office of the Ombudsman.

4. Discuss further how to implement the University's non-discrimination policy, particularly with regard to the discrimination against lesbians and gays by campus recruiters.

5. Contact other colleges and universities faced with similar types of misconduct to determine the most effective ways of solving our problems.

6. Further examine (and make recommendations on) the matter of "confidentiality" agreements made by the University as part of the settlement of harassment/discrimination cases. This issue has vast implications for providing the offender with recommendations for future employers. Also, we need to look into the implications of providing recommendations for faculty who leave the University and have patterns of harassing behavior as reflected on the teacher evaluation forms.

7. The Task Force would continue to hold discussions with members of the University community in an effort to find solutions to behavioral problems on campus.

8. Faculty members and counselors who are experts on behavior will be asked to address the Task Force.

9. Further conversations will be held with minority graduate students, staff of the Greenfield Intercultural Center, and minority faculty, staff and administrators.

10. More attention will be paid to programming and discussions will continue with staff members from Residential Living, College Houses and the Office of Student Life.

The Appendix referred to in section 3-2 may be examined at the Office of the Vice Provost for University Life, 112 College Hall/CO.

Task Force Members

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Ms. Amy Lyman, Graduate School of Education

Mr. Arthur Morris, Graduate School of Fine Arts

Mr. Stephen Seckar, Engineering and Applied Science, '86

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