

*As part of the University's long-range planning process, President Sheldon Hackney set up two years ago a series of working groups called Presidents Seminars to study issues in academic and student life. The Seminar on the Freshman Experience reported in Almanac February 11, 1986, with a now-adopted and partly implemented plan for Freshman Houses. The Seminar on Faculty-Student Interaction's report (Almanac September 23, 1986) made 62 recommendations that are in various stages of implementation.*

*The report below responds to the President's charge of April 1985 to explore Penn's ties with the city—asking whether or not the educational mission of the University supports a commitment to Philadelphia, whether or not the city serves as a learning resource, what criteria should be used for choosing among options in developing ties with the city, etc. Not published, but available at the President's Office for examination, are appendices listing some 250 projects that link Penn and the community through research, education and service.*

## The Report of the Seminar on the University and the City

### I. Executive Summary

The seminar on the University and the Community was convened by President Sheldon Hackney and Provost Thomas Ehrlich to examine the University's relationship to the community and to address certain questions, among them, how the University and the city serve as resources for each other, how the educational mission of the University supports its commitment to Philadelphia, and how the relationship can be enhanced in ways that are meaningful and reflective of the University's responsibilities and commitment to the city.

The Seminar met regularly during the last year, invited many to participate, considered various proposals and has reached certain conclusions, including:

- Members of the seminar strongly and unanimously adhere to the belief that the welfare of the city in general and West Philadelphia in particular are important to the well-being of the University. The University's reputation as a world renowned institution of higher education and research can only be enhanced and strengthened by efforts to work cooperatively with the city that is our home.

- The Seminar recognizes that the history of the University with its community has included periods of tension. The University's physical expansion in the 1960's is a period that is frequently cited. However, the seminar believes that progress has been made in improving Penn and the community relationships. It is our opinion that the University must continue to build on the recent successes so that a thoroughly mutually beneficial and productive relationships can be developed.

- Existing connections among the University, the city and the community are rich and deep. A recent survey of research, teaching and outreach activities between Penn and groups and organizations in the city reveals over 250 programs and projects covering a broad range of disciplines, and reaching a wide range of constituencies in the city and in the Delaware Valley. That the city and Penn serve as rich resources for each other is clearly evident. Thus future activities can build on an impressive array of existing programs and projects.

- The University represents a highly decentralized and diversified system. Not surprisingly, much of the strength of existing initiatives that link the University to the community is drawn from the fact that the initiatives are shaped and pursued at the departmental or individual faculty level. However, within this highly decentralized system leadership from the central administration is critically important to provide support and encouragement to existing initiatives, to encourage and when appropriate to provide direction to new ones.

- Public service can interact with the academic and research mission of the University in a mutually supportive way. Indeed the integration of service with the academic and research mission will help ensure that such efforts will be lasting and will be supported. Problems in accomplishing this goal are threefold: first, urban problems are multi-dimensional and demand interdisciplinary study; second, funding for interdisciplinary research is scarce and third; the reward system within the University tends to discourage multidisciplinary research.

- The concept of public service should be integral to students' life at Penn. Academic opportunities at Penn to combine theoretical knowledge

with practical experience in the Philadelphia non-profit and governmental agencies do exist but should be both expanded and better publicized. In addition, volunteerism provides a significant non-credit experience that fosters responsible citizenships and should be strongly encouraged.

As the seminar contemplated and discussed these issues, we became more and more convinced that the success of our relation with our neighbors to a great extent depends on the integration of that relationship with the teaching and research mission of the University. We believe stronger integration will be accomplished by taking a system approach. Thus, our recommendations that follow must be viewed as interdependent and in the context of the University's planning as a whole; they should be incorporated into that planning. Some of the following series of recommendations require minor reorganization or better communication of what we are already doing; others require bold and decisive action. We urge the administration to consider and to incorporate these recommendations in an appropriate manner into the long range planning of the University of Pennsylvania.

- We recommend the formation of an advisory committee to the President, called the President's Council on University-City Relations. This would be a University-wide standing committee and would include the Chair of the University Council's Committee on Community Relations, the Chair of the Provost's Committee on Outreach, the Vice Provost for University Life and representatives drawn from faculty, staff and students. It would be convened and chaired by the President. This Council would develop priorities on issues relating to the community, examine the impact of the University's decisions on the community, and encourage connections in all areas—research, teaching and outreach. We consider the active leadership of the President to be essential.

- We recommend the establishment of a special venture fund for University-community research that would encourage members of the University to form interdisciplinary research teams to address community related issues. The fund would be administered by a committee of the University-City Council called the Committee on Community-Related Research. Criteria and funding requirements would be developed by the Committee. The emphasis would be on research that investigates issues of concern to the community, that is carried out in collaboration with the community, that is interdisciplinary in nature, and that includes the participation of students.

- While the issues with respect to the community will change over time, we at this time recommend that the new Council consider the establishment of two task forces; one to examine the problems of urban youth, the second to explore the creation of a West Philadelphia Cultural Alliance.

- a) *Task Force on Youth*—It has been suggested that the University should help orchestrate a more effective response to the needs of youth in West Philadelphia by establishing a Task Force on Youth. Such a Task Force would consist of appropriate members of the University joined by representatives of community organizations and institutions both public and private. It would start with no agenda other than to identify issues, evaluating activities already under way, and, especially, what Penn might contribute.

- b) *Task Force on Cultural Alliance*—The seminar believes that as a

result of the confluence of many social and cultural forces this is an opportune moment for the University to help develop a broad coalition of interested groups to make a better and more coordinated use of the region's cultural resources, both to increase the attractiveness of West Philadelphia as a place to live and work and to create economic opportunities in the area. We recommend that the University explore the feasibility of broadly supported cultural activity on West Philadelphia, oriented toward attracting music and art related enterprises. We would hope and expect that such a development would expand the jobs available to local residents while enriching the quality of life in the Philadelphia region.

- A great institution has an obligation to share its intellectual and physical resources with a variety of constituencies beyond its immediate student body. In so doing, it benefits many people and itself at the same time. In order for the University of Pennsylvania to fulfill this obligation effectively, it must create instruments of institutional coordination and memory. We recommend that the office of the President take responsibility for strengthening this institution's capabilities to encourage, relate, publicize, and create continuity and communication among the myriad of community related activities university-wide.

- As one means of implementation we recommend the establishment of a Penn-Community newsletter to keep both internal and external communities informed on the scope and variety of the University's work with the community. This newsletter can serve as a document of record to maintain a history of the University's initiatives with the community, to provide a vehicle for better communication internally and externally, and to provide a basis of information on which we can build in the future. The function of creating an institutional memory is vital to the continuity of our relationships with our neighbors.

- At the University of Pennsylvania a number of options exist for "service/learning", whereby the student gains knowledge through direct involvement in a work or service setting. The options at Penn include volunteering in the community through referrals from Penn Extension and student community service organizations, internships through Career Planning and Placement, field placements in a number of courses, and the occasional independent study. Historically, support for these non-traditional forms of learning has been limited and the services themselves have been extremely fragmented.

We recommend that the President's office should find ways to enhance and strengthen these services. The coordination of the various options (field placements, internships, public service fellowships, and volunteer/community placements) should be examined. Among other activities we recommend that a fund be identified for public service internships so that students can participate in field activities during the academic year and the summer. In addition, we recommend that each freshman hall and college house be encouraged to have as an ongoing objective the establishment of community projects.

- We recommend that a series of annual Presidential University-Community awards be established to acknowledge the contribution of the members of faculty, staff and students who do exemplary work in connecting the University to the community. Our recommendations are set forth with great enthusiasm. We believe that the University can, indeed must, play a positive and active role in the city and in the West Philadelphia community. We believe that the implementation of our recommendations will result in an enriched academic environment at Penn and in a stimulating and fulfilling external environment for members of the Penn community and for our neighbors.

## The Report of the University-City Seminar

### II. Introduction

The main concern of the University-City Seminar is those facets of the University's life that bear directly on its surrounding community—i.e., neighborhood, city, region, and specialized communities. The seminar strongly feels that the viability of West Philadelphia particularly, and the city generally, as a living environment is intrinsically related to the welfare of the University. A healthy, vibrant and exciting Philadelphia is a desirable goal in itself and of direct relevance to the University's long run prospect. Thus, we hold that public service must be encouraged. Furthermore, we feel that public service can be of significant intellectual benefit to the University by stimulating research in areas of great social significance.

The University of Pennsylvania is contributing to the betterment of life in Philadelphia and its surrounding areas in a hundred different ways. The involvement is broad, deep, and constructive. It ranges from volunteer efforts of the members of the University community—e.g., helping to achieve adult literacy, working with the elderly, organizing soup kitchens and tutoring students—to academically based activities such as those sponsored by the Office of Community Oriented Policy Studies, the Mantua project and others. A survey conducted jointly with the Provost's Committee on Outreach revealed diverse and productive interactions between the University and the city currently carried out through over 250 programs, courses and projects (Appendix A: *Survey of Current Activities* is available for examination at the President's Office). It is from this point of strength that the University should view its relationship with the city. This report urges the need to build on this foundation and advises on ways to accomplish this. The following general statements set the mood of the seminar:

**A) Resource Commitment**—Although we are proud of a long history of multifaceted and successful cooperative activities with the city, we feel that more commitment by the University to reach a higher level of

synergy is worthwhile and would be consistent with the aspirations of the University to keep and enhance its position as a world class institution. However, the policy of committing resources of the magnitude required for the task must be viewed within a holistic framework and with due consideration of all the other courses of actions potentially available to the University for accomplishing its mission. Not being in a position to view the whole spectrum of University activities, goals and objectives, we cannot judge what an appropriate mix of activities would be. Instead we offer for consideration a number of possible actions that the University can adopt in a step-wise fashion weaving them, as appropriate, into a larger strategy for enhancing the performance of the University system. Some of the proposed actions require no more than an administrative decision, but some require considerable boldness and willingness to experiment.

**B) Service**—Historically, the universities have recognized education, research, and service as legitimate activities of their constituencies. However, it is no secret that the tenure process does not offer much reward to service-oriented activities. Thus, members of the faculty who involve themselves deeply in services must be ready to pay a price. We do not believe this dilemma can be resolved easily but we feel steps can be taken to ease the pain. The seminar feels that some very important aspects of community service can and must be integrated into a system also containing education and research. We feel that if service to community can become a partner with research and teaching to resolve complex community-oriented problems and if emphasis can be directed to research on such problems, then there is a chance that activities of significance to the community may be better rewarded.

The concept of public service can be divided into two distinct forms: intellectual scholarly service; and outreach, constituent, and individual service. The Seminar agrees that academically based and intellectually



oriented public service dealing with real world problems—and intrinsically tied to the University's research and teaching missions in the areas where the University is uniquely qualified, is most beneficial and desirable. As we define it, problem oriented research focuses on truly broad, significant, comprehensive, and systemic community problems. While this is quite different from advice, information, and technical assistance given to business, government, and neighborhood groups, we firmly believe that such research stimulates volunteerism in related activities.

**C) University System**—The University has to be understood as a complex and relatively decentralized system. The vast majority of its research, teaching and community service activities are, at best, part of a loosely linked network, independently initiated and controlled. While leadership from the center is important in creating a setting in which University-Community relations are extended and deepened, its effects are inherently limited because of the University's overall scale and its decentralized decision-making and incentive structure. Thus, to be effective, the city-university related activities should be encouraged at all levels.

The Seminar strongly subscribes to the principle of diversity. Improvements in University-Community relations can best be achieved by encouraging and supporting a large variety of initiatives that reflect the different interests, values and orientations of those making up the university community. Efforts from the center to improve relations with the community should enhance rather than dampen the entrepreneurial activities of individual faculty, students and staff. This may mean some degree of redundancy among competing initiatives and approaches. While encouraging variety, the Seminar feels that the role of the University's central administration is crucial to achieving success in integrating the educational and research missions of the University with the outreach activities. The administration should develop an institutional environment where both academic and volunteer public service activities will be supported and encouraged. Innovative institutional mechanisms should be devised. The University also needs to discover ways of ensuring greater continuity among its initiatives and more sustained commitment to those parts of the community with whom relationships are developed. It needs some kind of "institutional memory" so that it can learn from its experiences and improve the quality of its relationship over time.

**D) The Interdisciplinary Nature of Community Oriented Research**—The Seminar recognizes that: a) much of the intellectual activity of concern to University-City relations is interdisciplinary, and b) in general, support for such activities is limited and miniscule. Thus, innovative ways of encouraging the University-City related research must be found.

**E) Impacts**—The University is indeed like a blind elephant: when it sits down, or moves in its sleep, those nearby have to take care. Though most of its destructive social effects as to neighbors are unintentional, they are destructive nonetheless, and they have to be addressed. The Seminar agrees that the process of impact assessment and evaluation must be institutionalized.

Much more can be said about the complex relationships between the University and the community, but the above statements should suffice to set the tone. The Seminar's sentiment is strongly in favor of activism on the part of the administration. We feel that the University should commit itself in assisting to make West Philadelphia a model community. We have several specific suggestions to help achieve this lofty goal and they are briefly as follows.

### III. Organizational Structure

There are many different models of community-oriented research being implemented within this university. Multiple models must be encouraged.

#### A. Case Study

We were particularly impressed by the experience of some of our colleagues in connection with the Bryant School project undertaken by the Office of Community Oriented Policy Studies. This project, the West

Philadelphia Improvement Corps (WEPIC), grew out of an undergraduate honors seminar on University-Community relations. Four students developed a proposal for a summer youth corps that would combine significant work experience with a relevant educational component. A combination of public and private agencies provided the funding for 60 West Philadelphia teenagers to participate. This was further expanded to 120 teenagers to include the 60 young people who were affected by the MOVE fire.

Since the program's initiation in the summer of 1985 extensive work has been undertaken at the Bryant School and the program has been expanded to the West Philadelphia High School and the Lea School in West Philadelphia. In addition, courses and research projects plus community improvement activities have grown out of the project.

We recommend that this model be examined more carefully for duplication. The faculty involved spoke eloquently as to its benefits and we wish to share their thinking more broadly.

"We found that the cooperative relationship with the Bryant School teachers and principal has been a necessary condition for the success of the project, and, more generally, may well be a necessary condition for cutting-edge research on community problems. It appears that through collegial relationships it may be possible to obtain the subtle, in-depth, and richly detailed information essential for understanding a given community, for proposing concrete and realistic recommendations, and for testing and developing credible general theories from a case study.

By examining and reflecting on the work at the Bryant School we have also become aware of the relationship between academically-based public service and the development of volunteer opportunities. The Bryant Project has reinforced and updated an old notion—that the neighborhood school can effectively serve as the core neighborhood institution, an institution that both provides multisided, comprehensive, and diverse services and sparks, galvanizes, and energizes other community institutions and groups. The school becomes, in effect, the focal point of neighborhood development, improvement, and stabilization. For the neighborhood school to be truly comprehensive and to function as the community center, however, it needs more human resources and support than can be given by the school district. Thus, it needs volunteers.

There are other "spill-over effects" besides significant volunteer opportunities. Something like a continuous momentum results when teaching and research are focused on real-world problems, problems that evolve and change in the very process of study and action. That continuous momentum means that new issues and concerns emerge, requiring new approaches, combinations of disciplines, technologies, and theories. Through the integration of research, teaching, and public service genuine advances may be made to resolve some of the most unsettling community-related problems. Focusing on real-world problems encourages integration, since high levels of interdisciplinary cooperation are required if solutions are to be found. The undergraduates have a particularly significant role to play in on-going research efforts aimed at improving the quality of life in urban communities. But effective academically-based public service is more easily professed than achieved. Achieving it requires an effort not supported by normal disciplinary arrangement of a university."

#### B. President's Council on University-City Relations

What is the most productive organizational form to promote academically-based public service?

The organizational question is *the* question. Penn has, of course, addressed the issue of effective public service in the past. Sometimes, it has done so magnificently, but, in an episodic, ad hoc, casual fashion. The University's case by case approach meant that cumulative knowledge was never developed. In short, Penn could not learn from past experiences since it did not have an organizational mechanism capable of creating an institutional memory. The failure to create such a mechanism is by no means unique to Penn. Indeed, no major urban research university has done so.

Given that there are no institutional models from which to borrow and given the necessity of developing a mechanism that fits local conditions and circumstances, Penn is in the position of pioneer, creating a structure

that responds to its unique situation as it simultaneously establishes a method of proceeding that should be of value to other universities. A hallmark of that method of proceeding, we believe, should be regarding the organizational problem as an intellectual problem. That is, setting up the mechanism to deal with the issues involved should not be seen as a once and for all measure, but as a continuous process that embeds research on how the University should be organized and function in the implementation of the policy of encouraging community-related research. That method of proceeding should also be consciously experimental and evolutionary, starting with a small structure and building on a careful step-by-step basis that as it matures it would integrate within the university system.

The mechanism that the Seminar found most promising for insuring that experimental style was the creation of an advisory board. That advisory board, with the President as its chair, would engage in a continuing intellectual dialogue on the most effective ways for the University to meet its goals and would function as a source of proposals for the future development of the activities.

Thus, the Seminar proposes the creation of a President's Council on University-City Relations with the President as its chair. The Council should serve as a focal point at the University to think about City-University issues and should have three objectives:

1. To promote the integration of research, teaching, and public service.
2. To stimulate significant interaction between the city and the University.
3. To contribute to improving the quality of life in the Philadelphia region with particular attention to West Philadelphia.

Although these objectives are all related, the integration of research, teaching and public service is essential for achieving the other two goals. Indeed, it is the lack of integration of intellectual resources that is the primary problem facing research universities regarding questions related to urban life in a technological society. This lack of integration is to a significant extent the result of the fragmentation produced by departmental and disciplinary divisions. Since in our view departmental structure serves a whole array of different needs, we do not wish to recommend any structural change, but we feel a viable and prestigious board may be successful in encouraging interdisciplinary community-related research.

The President's Council on University-City Relations, chaired by the President, will suggest how community related efforts conducted by faculty, students and staff can be supported and identify areas where opportunities may exist for further activities. It should foster general exchange of knowledge about such activities. Such exchange of information will aid appropriate coordination between complementary faculty/student/staff efforts.

To be successful, the University-community relationship must receive the support and active participation of all segments of the University community, i.e., the faculty, the students, and the staff. Thus, all three groups should be represented in the Council. Most important, the administration should repeatedly reaffirm its commitment to public service through words and deeds. For the Council to be successful it is essential that the President assume its chair and be an active participant in the development of policies and plans. There is ample theoretical and empirical evidence that the administration must participate in formulating and becoming an advocate of any plan for its successful implementation.

Among the duties of the proposed Council may be the following:

- a) to link societal needs and intellectual resources;
- b) to identify sources of support and assist the administration in fund-raising to create a substantial Venture Fund to support community-based research/teaching/service. The fund would be roughly analogous to the University Research Fund and would provide seed money or full support for community-related research projects;
- c) to examine all university projects which could have substantial impact on West Philadelphia and the city at the planning stages, and provide the President and Provost with advice regarding their impacts;
- d) to provide a point of access to groups, institutions, and individuals outside the University;
- e) to devise measures of performance by which they can frequently examine the adequacy of the organizational structure of the University response to community-related issues.

The Seminar recommends that the President's Council on University-City Relations establish a Committee on Community Related Research and consider the formation of two task forces on cultural alliance and urban youth problems.

## 1. Committee on Community Related Research

The dilemma of formalizing University ties to the community for R & D is that the two institutions (university, community) are organized in fundamentally different ways. A research problem, to be germane to any local community, would have to be multi-disciplinary in nature. But, as we all know, it is very difficult to conduct multi-disciplinary research in the universities. The Council should encourage and support such activities.

We recommend that the Council create a Committee on Research to establish the criteria governing research supported by the Venture Fund and to recommend to the Council the support of activities proposed by the faculty. These criteria should encourage the type of community-related, academically-based research that involves both faculty and students and has the support of the community. Among the criteria that may be required for research projects to receive support are that they:

- a) add to the overall strength and expand the intellectual directions of the University;
- b) involve intellectual risk taking;
- c) involve interdisciplinary and interschool interaction and cooperation;
- d) focus on broad, comprehensive, holistic, systemic issues, not routine and narrowly-technical ones;
- e) shrink psychological distance between the University and Community;
- f) involve students.

Our experience tells us that to be successful the community activities should enjoy the support of Deans and Chairs of various departments. There is much less chance of success if these administrators feel the activities are a burden and cost to them. Each new venture, especially one involving several departments or schools will generate overhead expenses and will be viewed as a potential drain on individual school resources. There are issues of space, budget, management, secretarial support, etc. associated with every new venture, which no one department or faculty member is equipped to handle. How to manage? The Venture Fund would have to reimburse schools for overhead cost for any resources used in order to gain the real support of the Deans.

## 2. Task Forces

There will be a range of issues that will arise over the years ranging from economic development to child care on which expertise within the University might productively be brought to bear. The Seminar agreed that some means should be found for organizing the University's resources to respond to such issues and suggest that ad hoc task forces be used as the general approach. The task force membership would be appointed by the President's Council and would consist of knowledgeable faculty members across the disciplines as well as knowledgeable community and government representatives. The task force would learn from its community members the scope of the problem or issue under discussion, and by meeting on a regular basis find ways if possible for the University to work cooperatively with the community to address the problems. At this time the Seminar recommends that the President's Council consider the formation of two such task forces; the first on Urban Youth Problems, the second on a West Philadelphia Cultural Alliance.

### *a) Task Force on Youth*

Without question, the problems of young people are among the most serious issues in the city. High unemployment, poor school achievement and high drop out rates, increased teenage pregnancy, and drug use (especially the emergence of "crack") must rank near or at the top of any list of current social concerns. The University is especially well suited to assist its community in dealing with these interrelated youth problems, first, because of its concern with education and, second, because of the research expertise of its faculty. The Seminar proposes that the President's Council on University-City Relations consider creating a Task

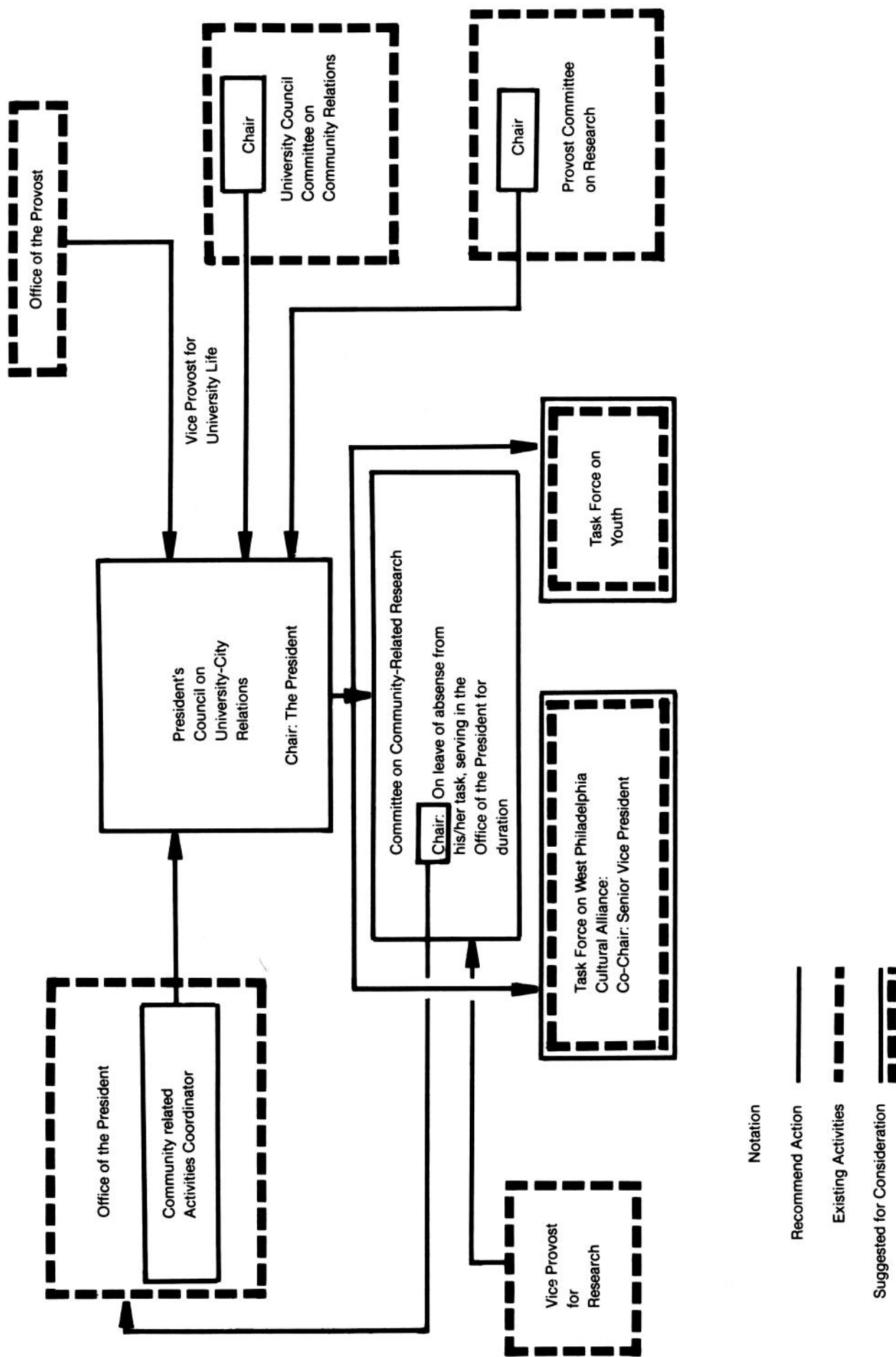


Figure 1. Proposed organizational changes related to the University-City Relations (Solid boxes show the proposed institutional actions).



Force on Youth to be asked to identify issues related to youth and encourage education, research and service in these areas.

*This proposal assumes that as a university we should start by listening to community representatives and finding out the ways in which they would like us to help. The Task Force should act as a lobbying group within the University, pressing for those responses it feels appropriate and important.*

## *b) Task Force on West Philadelphia Cultural Alliance*

We suggest that the University of Pennsylvania in concert with the appropriate civic, business, cultural and community interests in the city of Philadelphia explore the feasibility of an initiative to create major art and music related activities in West Philadelphia. This objective seems to have a unique opportunity at present, because of the confluence of a number of needs. Amongst these are the University's need to provide the cultural climate one should expect at such an institution (but does not find), and a burgeoning crop of needs for space and programs for the Arts in the city as Philadelphia undergoes a renewal.

Of particular interest to this Seminar, because it would address the economic revitalization of West Philadelphia, is the possibility that a new initiative in arts and music could open the door for development of art-related businesses in the neighborhood. We are acutely aware of the economic malaise of this community, the frightful statistics about the plight of its youth, and the University's responsibility to concern ourselves with the distress of our neighbors by supporting initiatives for the expansion of economic opportunities. We believe that under the right circumstances there may be a real opportunity for the growth of arts-related enterprises here. We feel that an alliance of the University, city, civic organizations, our sister institutions in West Philadelphia, industry, business, and foundations is the key to the success of such efforts.

Three points should be kept in mind as the proposal is developed. First, the University, with its superb faculty in Fine Arts, in Architecture, in History of Art, in Music, in Communications and other cultural subjects, and with its large and well-educated population, is one of the city's greatest cultural resources and most certainly an important segment of its cultural "market". The University Museum is a world class cultural institution. Second, Philadelphia has long boasted several artistic enterprises of world fame, chiefly the Philadelphia Orchestra, the Philadelphia Museum of Art and the Pennsylvania Academy of Fine Arts. Some of the newer organizations are approaching these international standards; others are successful in a purely local arena. But the list is a long one: The Pennsylvania Ballet and Philadanco in dance; the Concerto Soloists in music; the Opera Company of Philadelphia and the Pennsylvania Opera Theatre; the Walnut Street theatre company, the Philadelphia Drama Guild, the Wilma Theatre, the American Music Theatre Festival. These are, in fact, just a few of the many noteworthy performing arts enterprises that are to be encountered at present in the city.

Third, recent studies show that the economic impact of the arts and of cultural facilities in an urban environment can be very positive in holding existing businesses and attracting new ones. Given the variety and depth of the area's cultural resources, the economic recovery of Philadelphia, and the serious proposals for the bettering of its cultural facilities which currently exist the Seminar believes it may be the ideal opportunity for the City and the University to work in close cooperation in assessing the needs and the resources at their disposal, and in making plans that will be of the greatest possible benefit to all. Thus we recommend consideration be given to establishing a Task Force on West Philadelphia Cultural Alliance. The Task Force should examine the following questions. Can performing, exhibiting, dancing, recording, and broadcasting of arts become a source of employment and business? Can the University play a leading role in strengthening the economy of West Philadelphia through Art? By nurturing, enhancing and providing a vehicle to integrate cultural resources Penn could:

1. Enrich the University faculty, students, staff and create advantages in recruiting.

2. Possibly lead to the development of art and service related enterprises in West Philadelphia.

## IV. Outreach Activities

The location of the University of Pennsylvania offers opportunity and imposes responsibility for service. As the old manufacturing companies left Philadelphia for the south and southwest, the city lost jobs, income and population. While the transition from a manufacturing based economy to a service based economy is almost complete, the University needs to be sensitive to the mismatch that still exists in Philadelphia and in many urban areas between the employment needs of the population and the growing service economy.

With respect to this issue and others, the University should consider shaping our interactions in response to the expressed needs of certain key off-campus constituencies. The arguments in favor of a constituent-based approach to community linkages are straightforward. We have a moral obligation and a good citizen responsibility to be concerned about the needs of our community. This community is made up of many, often overlapping, constituencies that have ideas about their needs. These ideas are sometimes difficult to respond to, sometimes simple and straightforward. Whatever the case, they have the merit of arising from the interested group rather than being imposed from outside.

Penn in our view, has an obligation to *listen* to these needs articulated by our neighbors and to respond when it is feasible. Feasibility should be determined by the availability of resources and expertise which reside with the faculty and departments. At the institutional level, we should be concerned primarily with the *listening* responsibility and providing support that enables faculty to hear the needs articulated and respond as their own interest, expertise and conscience dictate.

In addition, the University must develop an institutional memory if it is to communicate the successful experience of its various activities effectively. That translation cannot be solely dependent on an individual's knowledge. Continuity and a cumulative knowledge that can help Penn appropriately apply lessons learned from one activity to another is required. An organization that builds a track record, houses files and information, develops contacts, and serve as a point of contact with the community seems essential if available resources are to be used effectively.

The Seminar recommends that the Office of the President should widen and strengthen its coordinating efforts by establishing a unit to oversee the flow of community-related activities within the University.

## V. Undergraduate Education—Field Work

The City of Philadelphia is a valuable recreational and cultural resource to Penn students. Students feel they are well informed about the opportunities in the city although the extent to which they take advantage of the richness of the city is lessened by the considerable and varied activities that occur on the Penn campus itself.

The city is a valuable educational resource as well. At the graduate level internships and field placements are integral to fulfillment of degree requirements in some schools. The School of Social Work for example places over 100 students in approximately 85 different agencies each year, and the Graduate School of Education and the graduate program in nursing have similar requirements.

At the undergraduate level there are opportunities also to combine theoretical learning with practical experience. The Office of Community Oriented Policy Studies and the Urban Studies program within Arts and Sciences offer courses which enable students to spend a regular amount of time working with a community agency on a mutually agreed upon research topic. Students who enroll in these courses agree that they are exciting and valuable, and that the opportunity to have an effect on the "real" world is one of their most important educational experiences while at the University.

The Seminar recommends the following steps to further expand upon the existing educational opportunities.

- a) **Field Placement**—We recommend that steps be taken to encourage the development of additional courses that would offer students the opportunity to have direct field experience within an academic framework. The Seminar believes that the combination of theoretical discussions and practical experience can result in a unique and meaningful education experience. In addition, we suggest the development of a new

course that would center on volunteer experience and issues and would enable students to focus in an educational way upon their volunteer experiences. The Seminar does not advocate credit for volunteer experience. We do not believe this would be educationally productive.

**b) Independent Study**—At Penn it is currently difficult for students to undertake independent study which involves community-related work. We understand well the added work load this entails for faculty members, as well as the particular type of expertise necessary to successfully integrate these experiences. Brown University has developed a particularly successful model and we recommend a committee explore the possibilities of replicating it here.

**c) Undergraduate Research**—Penn has recently been encouraging faculty from all schools to contribute increasingly to undergraduate education. A primary vehicle identified for achieving that goal is undergraduate research projects with faculty members. We fully agree with that emphasis, and see that participating with faculty members in community-oriented research projects as an effective way of raising the level of undergraduate intellectual achievement. Undergraduate research functions as something like the highest common denominator, uniting students in a similar research process as they work on diverse projects in different ways. Academically-based public service that involves undergraduate and faculty research on a significant community issue provides a particularly promising approach. Not only does the nature of the problems studied require high levels of interdisciplinary scholarship, but critical, value-oriented thinking is developed in the process of analyzing a real-world issue from an independent perspective. Civic learning and a moral approach to public concern are fostered and the motivation to learn is increased.

## VI. Volunteerism

College students are aware of and concerned about many social problems. They see homelessness, they know about adult illiteracy, they are aware of violence against women, etc. Their awareness and concern lead them to seek ways to respond to these and other social problems. Volunteering offers one avenue to satisfy that concern. Additionally, students are in the process of determining life-after-college. They are concerned about making the right career choice. Volunteering offers a way to have direct experience in various professional fields. The direct experience enables students to know whether or not they enjoy a particular field of work. Third, many students desire to broaden their world view. They want to go beyond the college campus and enter different neighborhoods and have conversations with people of different social, economic, cultural, and educational backgrounds. Volunteering provides a means of entry and a great number of students utilize the opportunity (Appendix B: *Current Student Voluntary Activities* is available for examination at the President's Office). Volunteerism should be encouraged. The following should be among the issues to be explored.

**a) Work-study**—The Seminar feels that the option of community service through work-study must be examined and emphasized. This may entail a special listing of such work-study sites, actively presenting the availability of this option, and establishing off-campus, community service sites.

**b) Public Service Fellowships**—The Seminar recommends that several public service fellowships be established which would enable students to engage in significant community service work.

**c) Recognition**—Greater support and recognition for students who volunteer would be helpful. There is a need to make volunteerism a part of the mainstream of activities at Penn. If students knew there was support for volunteering from the President, from faculty and from resident advisers, they would be more likely to become involved. There is also a need to publicly acknowledge those students who volunteer and the students who lead volunteer projects. More on this elsewhere in this report.

**d) Residential Floor**—The Seminar recommends investigating the establishment of a residential floor, similar to the International Project, for students interested in community service.

**e) College House and Freshman House Community Projects**—We believe each college house and freshman house should be encouraged to identify a community project each year. This might entail establishing a

relationship such as existed between Community House and the Dixon House, a special tutoring relationship with a school, or a new big brother-sister program in conjunction with a local youth organization.

## VII. Awards

Because of the difficulty of rewarding public service oriented activities within the current structure of the University, the Seminar recommends that an Annual Award(s) for Distinguished Service be created. The Award can be presented to the recipient(s) in an Award Dinner by the Mayor of the City and the President of the University. The proposed Council on University-City Relations should establish a procedure for selection of the recipient of the Award.

The Award Dinner(s) may be the occasion for distinguished lecture(s) on community-related subjects and involvement of our sister institutions. The President and the Provost and the leaders of the faculty and staff should continuously and frequently pay attention to public service and take time to promote a sense of joint ownership of this community by both University and community people.

## VIII. Role of the President's Office

The seminar strongly believes that the President should play an active leadership role in the conduct of University-city relations. Thus, we recommend that the Office of the President strengthen its capabilities in the outreach areas to more effectively coordinate and assist the university's diverse outreach programs. Among other responsibilities the following functions, some of which are already receiving attention, are important:

a) establishment of an archive of community-related activities within the University to create an institutional memory. We recommend that this unit examine the possibility of publishing a regular community-related newsletter in which the records of significant activities are kept and attempt is made to develop a network of interested University and outside individuals.

b) providing information to outside community groups to identify elements within the University that may be helpful in resolving their problems.

c) keeping watch for service opportunities available in the community and alerting the members of the University.

d) coordinating and expanding the present student volunteer activities and exploring the possibility of involving the faculty and their spouses, and staff. We feel that the resources available for volunteer activities should be increased.

e) examining and enhancing the relationship with sister institutions within West Philadelphia to coordinate the community-related activities.

f) providing liaison with city government to promote joint efforts for betterment of the city and particularly West Philadelphia. Exploring the means of making available faculty expertise to the city government.

g) playing the role of advocate in the University community on behalf of public service and be able to present arguments before appropriate University planning groups to claim resources for such activities.

h) utilizing various components of the University to provide publicity for community-related activities and encouraging involvements of University persons.

i) being in touch and coordinating activities with other outreach-oriented groups outside the University.

j) arranging for the interested individuals in the community to participate in a tour of the University.

k) exploring the possibility of raising a modest sum to purchase consulting time of the faculty at a reduced level to provide expertise to West Philadelphia civic organizations for planning and development of strategic goals.

l) keeping close touch with community-related activities of various components of the University such as general studies, medical sector, law, Wharton, engineering, nursing, social work, Fels, etc., providing them with publicity and encouraging them to integrate their activities whenever opportunity arises.

m) examining the possibility of involving the work-study program in community-related projects.

n) exploring the means of enhancing the attractiveness of West Philadelphia as the residence for faculty and staff.

o) exploring the ways the University can assist West Philadelphia businesses to develop and grow.

(continued next page)

## IX. Recapitulation and Elaboration

It is a strong feeling of the Seminar that the University has a high stake in the welfare of West Philadelphia and should also be concerned with the development and functioning of the city. We feel that the University should incorporate this notion into its philosophy and mission and organize itself to appropriately respond to it.

Taking a system view of the structure and function of the University we feel that this Seminar is not in a position to recommend an overall plan for the University, but to offer a number of steps that should be examined for appropriateness in the context of the University's strategic plan.

Notwithstanding the above observation, we feel that an organizational structure as is depicted in Figure 1 may provide the operational capability to respond to philosophical objectives recommended in the text of this report. Description of the components of the suggested organizational structure are given in the text, but Figure 1 provides the overall image of the Seminar's thinking. The fact is that the proposed structure can be implemented in step-wise fashion, consistent with other goals of the University. However, we recommend in favor of boldness in implementation. Why not do all that we recommend?

The cornerstone of our proposal is the creation of a faculty/staff/students Council on University-City Relations chaired by the President. We have argued that active leadership and participation of the President in formulating policy and plans is of utmost importance to the success of the implementation of those plans. We suggested that this Council should serve as eyes, ears and the mind of the University in regard to city-related research, teaching and outreach activities. This Council must be active and should meet in regular intervals.

The realization of an ideal integration of teaching/research/service related to community will come at the project level. Normally the research ideas will be generated by faculty and the students, but on occasion the Council may wish to encourage specific types of research. The Council should draft, through its Research Committee, guidelines for proposals that reflect its belief in an integrated vision of teaching/research/and service outreach. Every project should include serious research and where feasible opportunities for teaching and learning and dissemination/service into the community. The research should deal with some topics of direct and immediate interest to the community, as well as scientific interest. In any data collection by interview or questionnaire, items suggested by community sources should be included. Normal standards for University research should be met.

In sum, what do we see as the benefits of the seminar's proposal?

- a) Encourage research dealing with urgent social problems;
- b) Foster intellectual and community revitalization;
- c) Strengthening of sense of mission of the University;
- d) Return to coherence of University as a collective entity;
- e) Increase faculty's commitment to University and Philadelphia—decrease sense of alienation;
- f) Enrich curriculum, particularly undergraduate curriculum;
- g) Enhance University's public position;
- h) Receive funding from new sources; and
- i) Generate excitement and enthusiasm through the institution.

## X. Role of the University Council

In addition to the direct participation of the Chair of the University Council Committee on Community Relations in the proposed President's Council on University-City Relations, the Seminar envisions the role of the University Council as one of the evaluator.

Every three years the University Council should examine the overall effectiveness of the University's city-related activities and propose appropriate changes to enhance this performance, including evaluation of the organizational structure proposed in this report.

## XI. Membership

- Dr. Elijah Anderson, Department of Sociology
- Ms. Claudia Apfelbaum, Director, Penn Extension
- Dr. Lee Benson, Department of History
- Ms. Haley Bryant (College '87)
- Dr. David G. Burnett, Associate Dean, School of Arts and Sciences
- Dr. Thomas F. Burns, SOS Systems Science
- Dr. Thomas H. Connolly, Department of Music (on scholarly leave)
- Dr. Jean A. Crockett, Department of Finance
- Dr. Ira Harkavy, Vice Dean, School of Arts and Sciences
- Dr. Michael Katz, Department of History
- Dr. Alan G. Levy, Department of Architecture
- Ms. Susan Mattisinko, (College '87)
- Dr. John Morrison, School of Social Work
- Ms. Linda O'Connor (College '88)
- Ms. Carrie B. Spann, Wharton
- Mr. Fred Stark, Anatomy (did not participate regularly)
- Ms. Barbara R. Stevens, Assistant to the President
- Dr. Iraj Zandi (Seminar Chair), Department of Systems

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Comment on this report  
may be sent to:  
Office of the President  
100 College Hall/6303