

## Committee on Academic and Related Affairs

### Committee Charges

The committee covers a broad range of topics and has subsumed several more specialized committees on admissions, athletics, libraries, bookstore, research and international programs.

#### General Charges

The Committee on Academic and Related Affairs:

1. shall have cognizance over matters of recruitment, admissions and financial aid that concern the University as a whole and that are not the specific responsibility of individual faculties, including the authority to carry out studies on existing recruitment and admissions procedures and their relationships with existing policies on admissions and financial aid and to recommend changes in policy to the Council;

2. shall consider the purposes of a University bookstore and advise the Council and the management of the University bookstore on policies, development and operations;

3. shall review and monitor issues related to the international programs and other international activities of the University, including advice and policy recommendations in such areas as services for international students and scholars, foreign fellowships and studies abroad, faculty, staff and student exchange programs, and cooperative undertakings with foreign universities;

4. shall advise the vice provost and director of libraries on the policies, development, and operation of the University libraries;

5. shall have cognizance over recreation and intramural and intercollegiate athletics and their integration with the educational program of the University, including the planning and provision of adequate facilities for various sports and recreational activities; and

6. shall have cognizance of all matters of policy relating to research and the general environment for research at the University, including the assignment and distribution of indirect costs and the assignment of those research funds distributed by the University, and shall advise the administration on those proposals for sponsored research referred to it because of potential conflict with University policy.

#### Specific Charges for 2017-2018

1. Continue the discussion on the general environment for research at the University and identify what changes or support can improve research productivity and creativity.

2. Examine the resources available to Penn students while they study abroad.

3. Review admissions and financial aid policies and processes in consultation with Dean of Admissions Eric Furda.

4. Review the progress on the reorganization of the bookstore.

5. Review and discuss this Committee's general charge and identify two or three issues that should be given the highest priority for the committee's work in academic year 2018-2019.

### Meetings and Main Recommendations Related to Specific Charges

The committee met five times this year to address all of the above specific charges.

#### Summary of Major Points Addressed by the Committee

1. The first meeting was held on October 16, 2017 and was spent on the history and background of each of the charges. Four subcommittees were formed to formulate specific questions and follow-up items for each of the specific charges. The committee agreed to focus equally on Charges #1 through #5.

2. The second meeting was held on November 30, 2017 and was spent discussing the Penn Global and Penn Abroad programs (Specific Charge 2). Nigel Cossar, Mark Dingfield and Amy Gadsden were guests of the committee. Discussions focused on the cultural/practical preparations and support structures Penn Abroad provides to students. Several questions about student safety and the existing incident protocol were posed. The committee also discussed reviewing the academic rigor of study abroad programs and the difficulties students encounter because study abroad programs are not centralized in one location.

#### Recommendations

a. For student convenience, we suggest that the University consider

developing a centralized, one stop, all-encompassing location for Penn Global and Penn Abroad programs.

3. The third meeting was held on January 25, 2018 and was spent discussing admissions and financial aid (Specific Charge 3). Eric Furda, Elaine Varas and MaryFrances McCourt were guests of the committee. After a brief review of the cost of attendance at Penn, discussions on Penn's grant-based policy were initiated, with follow-up discussions on how financial aid is communicated to students, specifically to high-need students. Given the large numbers of students requiring financial aid, the committee also addressed the staffing needs of the financial aid office. With respect to admissions, the committee reviewed admissions policies and discussed efforts to recruit international students. Some discussion regarding first-generation, low-income students also occurred.

#### Recommendations

a. We suggest that the University consider examining the financial burden characteristics of middle-income students.

4. The fourth meeting was held on February 22, 2018 and was spent discussing the Penn Bookstore (Specific Charge 4). Marie Witt and Chris Bradie were guests of the committee. A wide range of topics were covered, including: textbook affordability, the interrelationship between the bookstore and Barnes & Noble, Penn brand identity, and the evolution of the bookstore as a "place of community." The committee also learned of the changing purchasing trends at the bookstore and projected future trends.

#### Recommendations

a. We suggest that the University continue to work closely with the bookstore in monitoring course expenses, particularly as the electronic educational landscape expands.

5. The fifth meeting was held on March 15, 2018 and revolved around the general environment for research at the University and identifying what changes or support could improve research productivity and creativity (Specific Charge 1). Dawn Bonnell was the guest of the committee. We covered the overall scope of the Vice Provost for Research and discussed some of the initiatives to spark research at Penn, like the University Research Foundation and the newly developed Targeted Investments in Research Discovery and Translation.

#### Recommendations

a. We suggest that the Vice Provost for Research continue to work on providing mechanisms of bridge funding to faculty who recently lost funding.

### Recommendation of New Topics or Continuing Topics to be Addressed in 2018-2019

The Committee would like to recommend a trial experiment for next year in which it focuses more intensively on one specific issue each semester.

The Committee acknowledges the University's efforts to make a Penn education affordable. Given the significance of this goal, the committee would like to address affordability (both school-related and cost of living expenses) for all undergraduate and graduate students, across the socioeconomic and cultural spectra. This work would include the University's new initiatives for first-generation low-income students but also address the financial concerns of middle-income and other students.

Given the significance of Penn's educational mission, the committee would like to examine/ review classroom instructor preparation (TAs, full/part time/adjunct faculty) prior to entering the classroom. This work would be conducted with the Center for Teaching and Learning, the Office of the Vice Provost for Faculty, and representatives from across the Schools.

#### Committee on Academic and Related Affairs 2017-2018

**Chair:** Joseph Libonati; **Faculty:** Julie Fairman, Nicola Mason, Daniel Raff, Guobin Yang; **PPSA:** Yuhong He, Patty Lynn; **WPPSA:** Marcia Dotson, Marcus Wright **Graduate Students:** Cynthia Degros, Sarah Wiperman; **Undergraduate Students:** Yasmina Al Ghadban, David Gordon; **Administrative Liaison:** Leo Charney; **Staff:** Jennifer Canose.

## Committee on Campus and Community Life

### Charges and Processes

#### General Charges

The Committee on Campus and Community Life (CCCL) is an established committee of the University Council, which is charged with the following four general areas of responsibility:

1. [It has] cognizance over the University's communications and public relations activities in their various formats and media, including electronic, audio (the telephone system), video and printed copy, and it shall monitor the University's internal communications, the operations of the University Communications Office, communications to alumni and the interpretation of the University to its many constituencies;

2. [It] shall advise the Council on the relationship of the University to the surrounding community and the relevant University policies, work to ensure that the University develops and maintains a constructive relationship with the community, and monitor pending real estate activities of concern to the community;

3. [It] shall have cognizance of the conditions and rules of undergraduate and graduate student life on campus, including (1) gathering and analyzing information concerning student life and student affairs and making recommendations to the Council; and (2) responding as appropriate to requests from and reporting information and recommendations concerning student life and student affairs to the vice provost for university life and other appropriate administrative officers; and

4. [It] shall advise the president, the director of public safety, and the administrators or directors of specific buildings, offices or projects on all matters concerning safety and security in the conduct of their operations, including consideration and assessment of means to improve safety and security on the campus.

#### Specific Charges for 2017-2018

The University Council issued three specific charges to the 2017-2018 Committee:

1. Continue to monitor access to mental health services.

2. Review Penn's efforts around local engagement and plans for future development.

3. Review and discuss this Committee's general charge and identify two or three issues that should be given the highest priority for the committee's work in academic year 2018-2019.

#### Committee Processes

The Committee met six times during academic year 2017-2018, as follows: October 23, 2017; December 1, 2017; December 8, 2017; February 9, 2018; February 23, 2018, and March 23, 2018. The first meeting (10/23) was devoted to introducing the current charges and discussion of possible speakers to address these charges and respond to last year's recommendations. The second meeting (12/1) included speakers who responded to the recommendations from last year's committee. The third meeting (12/8) had speakers who addressed Charge 1. The fourth meeting (2/9) was devoted to summarizing issues discussed and discovered to date and proposed recommendations, as well as planning speakers to address Charge 2. The fifth and sixth meetings included speakers who addressed Charge 2.

### Response to Charges

#### Charge 1: Continue to monitor access to mental health services

##### *Issues discussed and discovered*

In the past year, the Counseling and Psychological Services (CAPS) Center has significantly increased its capacity in a number of ways (e.g., new staff, extended weekday and weekend hours, placement of CAPS staff within professional schools for triage/brief counseling). At the same time, CAPS has experienced an increase in the number of students seeking CAPS services. CAPS reported that the wait time for a student to be seen has increased (after decreasing from what it was previously). This increase could be due to any of a number of factors, including a greater number of students in need of services than in previous years, decreased stigma associated with mental health help seeking, and/or increased education and outreach efforts by CAPS, Penn Wellness initiative, Student Health Services and other campus mental health advocacy groups. In response to increased wait times, Central Administration is in the process of adding five staff members to the CAPS team. The committee was impressed with the increased capacity that CAPS has accomplished in response to increasing demand, as well as with their extensive outreach ef-

forts. At the same time, the following ongoing issues were noted regarding access to mental health services:

- CAPS acknowledges that its utilization rate (approximately 18% of undergraduates) is lower than other Ivy League institutions (~20%) and recognizes there are likely ongoing barriers for some students. Little is known about the characteristics of students who could potentially be served by CAPS but do not seek CAPS services, and the barriers they may face to engaging with CAPS. An Undergraduate Assembly survey is underway that could potentially provide some empirical data to inform this issue.

- CAPS services are intended to be time-limited, so students in need of longer-term care are eventually referred to external providers. However, there are currently no systematic data to determine the success of transfer of care to these providers, or to evaluate the long-term outcome of such students. In addition, while CAPS has a referral coordinator, CAPS is aiming to streamline the referral process to more expeditiously make external referrals when students are likely to need longer-term care. The committee suggested that referral to Penn Behavioral Health's general or specialty care clinics may be preferred over more distant options for many students, but that limitations on the types of insurance accepted by the department of psychiatry may exclude this option for students.

- Faculty awareness of student mental health concerns appears to be increasing, although may not be sufficiently widespread. Many faculty may not be able to know how to recognize warning signs nor how to proceed when they learn of the mental health concerns of particular students.

#### Recommendations

1. Develop a plan in order to better understand the utilization of mental health resources at Penn and the barriers to utilization. The committee applauds CAPS efforts to increase utilization and its responsibility to increasing demand but recommends efforts to understand the barriers faced by students who do not make use of CAPS despite mental health challenges through a variety of sources (e.g., available data from the Undergraduate Assembly, GAP-SA, Penn Psychiatry). Particularly relevant are data that can inform the ways in which current outreach efforts are successful and/or could be improved, and identification of particular sub-populations of students who could be better reached and engaged. In addition, while CAPS generally employs empirically supported treatment approaches, the committee recommends consideration of a formal program evaluation approach to allow data-informed enhancements in the efficacy and efficiency of services delivery.

2. Continue to address identified barriers while expanding pathway of care options for students. While increasing CAPS capacity may continue to be warranted, CAPS may be only one stop in the pathway of care for many students with mental health concerns. To ensure a smooth and coordinated pathway for students with longer term or specialty mental health needs, the committee recommends enhanced integration and collaboration between CAPS and Penn Psychiatry. This could include, for example, developing a unified system for referral tracking, providing short-term case management for students to ensure successful transfer of care, aligning insurance options with student insurance packages, and developing a system for monitoring post-CAPS long-term outcomes.

3. Build on the success of student outreach efforts to engage the broader University campus in mental health monitoring. The committee recommends expanding efforts, such as the iCARE program, to educate faculty and promote a shared sense of responsibility for student mental health. Such efforts could include improved systematized dissemination of available resources to faculty/staff, and faculty/staff training on how to identify, approach and refer students experiencing mental health symptoms.

#### Charge 2: Review Penn's efforts around local engagement and plans for future development

##### *Issues discussed and discovered*

**Local Engagement:** The committee heard about a number of Penn's local engagement focus areas. These include education (e.g., efforts to enhance quality of neighborhood schools), community health (e.g., outreach and programming to reduce preventable illnesses through improved access to preventative care), and economic development and inclusion (e.g., enhancing training and hiring of local residents for Penn positions, using local businesses as suppliers and/or contractors, engaging with the surrounding community around impact of development). Additionally, the committee was provided the opportunity to review the University's 2014 Middle States Self-Study Report, which outlines the University's efforts

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## Committee on Campus and Community Life

(continued from page 2)

in local engagement for undergraduates via University-wide centers (the Barbara and Edward Netter Center for Community Partnerships, the Civic House, and the Fox Leadership Program) and curricular and extra-curricular programs across University schools [https://provost.upenn.edu/uploads/media\\_items/self-study-chapter-3.original.pdf](https://provost.upenn.edu/uploads/media_items/self-study-chapter-3.original.pdf)

The committee also heard from community leaders regarding their perceptions of Penn's local engagement efforts. The Spruce Hill neighborhood immediately west of campus has experienced increasing residence by Penn students/faculty/staff for more than a decade, which is perceived as a credit to Penn's West Philadelphia Initiatives that led to a number of neighborhood improvements (e.g., encouraging home ownership, decreasing trash and crime, establishment of the Penn Alexander School). In more recent years, communities further west (beyond 46th Street) including Garden Court, Walnut Hill and Cedar Park, are now experiencing an increasing number of University students, faculty and staff choosing to reside in their neighborhoods. The committee noted that there are likely several factors that contribute to this increase, including the expanded geographic region included in Penn's mortgage assistance programs, improved perceptions of desirability and safety of the neighborhoods, and/or perceived affordability of off-campus living for students. While recognizing some benefits of this influx, community leaders perceived a number of other less positive impacts, such as increased property values (with commensurate increase in property taxes and decreased affordability for long-term residents), increased number of single-family homes being converted to multi-family units for rentals to Penn-affiliated tenants and decreased parking availability. This in turn has led to some changes in the family-oriented neighborhood culture through an influx of transient residents who tend to show less interest in engaging with long-term community members and organized community efforts/activities, or in preserving the neighborhood's history. While community leaders expressed a desire for a closer relationship with Penn, the committee noted that there may be Penn resources available about which the community organizations/members are unaware or perceive as inaccessible to them. Both the committee and some community leaders noted that some areas of concern, such as the increase in developers buying or building properties for "luxury" or student living and decline in affordable housing, are larger city-wide issues. In addition, they recognized that other neighboring institutions besides Penn, including the Enterprise Center, Drexel University and the University of the Sciences, can and do play a role in community issues.

The committee noted mixed opinions among community leaders regarding Penn's involvement in the local schools. Penn's role in the Penn Alexander School is acknowledged by community leaders as being a keystone of the neighborhood, and maintaining this relationship is of great importance. However, there is interest in further developing Penn's engagement with other local schools especially as Penn's geographic impact widens. A large number of recently initiated programs at the Lea School (4700 Locust) were recognized. However, these programs were perceived by some as lacking internal coordination. Newly initiated Netter Center programs at West Philadelphia High School (4901 Chestnut) were noted, but community leaders were unaware of any Penn involvement at the Alain Locke (4550 Haverford) and Harrington (5300 Baltimore) Schools.

**Future Development:** The committee noted that the University's plans for future development are quite broad in scope and potential impact. Issues surrounding ongoing development of the Riverfront are likely unique in several ways, and the committee noted again a need for a more specialized committee or working group to monitor these ongoing initiatives and their impacts on surrounding neighborhoods (e.g., Grays Ferry). The recently proposed New College House on 40th and Walnut was discussed with community leaders, who noted the important positioning of this property at both the entrance to campus and to the Spruce Hill neighborhood, and its direct proximity to the widely used Walnut Street West branch of the Free Library of Philadelphia. The development will necessarily entail the loss of a large green space that is popular for personal use with both students and community members, and is the current site of community and student events/activities. It was also noted that the new dorm construction might reduce the number of students choosing to reside off campus. While a formal zoning process is not required for this prop-

erty, the committee noted the importance of continuing discussions with community leaders to ensure that the building provides a welcoming gateway between campus and community.

### Recommendations

1. Develop a centralized public repository of all of the current actions and forms of engagement taking place at the University, for example through a centralized website coordinated by the Office of Government and Community Affairs. Such a resource could achieve better coordination of efforts and better communication of the resources and opportunities offered by the University to the community. The aforementioned 2014 self-study report by the University and the report of the Learning, Culture and Social Change Strategic Planning Committee regarding work in Philadelphia being conducted in SAS departments and Centers would be informative launching points for such a repository. This resource may also provide information to the community regarding Penn's role and mission within the community, both in their scope and limits.

2. Support the Office of Government and Community Affairs engagement efforts by enhancing capacity for representatives to direct resources or volunteers to community events/activities and to regularly attend a broader range of West Philadelphia community meetings. Develop informal opportunities (e.g., annual dinners) for community leaders and Penn representatives (e.g., University General Administration, Deans, Department Chairs) to engage in discussions of areas of current interest, discuss future plans and build opportunities for collaboration.

3. Develop and implement a system for providing formal education to Penn students on community living. For example, host meetings, which could include "meet and greets" with community representatives, for Penn students who reside off-campus to assist them in understanding how to be respectful and contributing members of the local housing community.

4. Catalogue current University efforts occurring in the local schools and identify opportunities for further expansion and/or organization. This may contribute to better coordination of efforts across these schools, as well as an assessment of the impact of these efforts in the long run.

5. Continue engaging in discussions with the community regarding the New College House development and its impact on the neighborhood.

6. Consider a more specialized committee or working group to monitor the Penn riverfront initiative in the coming year.

### Charge 3: Review and discuss this committee's general charge and identify two or three issues that should be given the highest priority for the committee's work in academic year 2018-2019

#### General comments

The committee felt that the general charges were appropriate, but continue to be challenging in depth and breadth. Because both student mental health access and local engagement/development are expanding and ongoing issues, it is appropriate to continue to focus on specific charges related to both. However, consideration could also be given to dividing the committee in two (e.g., campus and community) to allow deeper and more comprehensive coverage of relevant charges. In addition, the committee noted that because of its current focus, it has not had the opportunity in recent years to address its first general charge to monitor the University's internal communications.

#### Recommendations for Next Year

1. Continue to monitor the pathway of mental health care for students.
2. Continue to monitor the University's relationship to the surrounding community, with particular emphasis on community's experiencing increasing residency by Penn affiliates.
3. Continue to monitor pending real estate activities of concern to the community.
4. Review Penn's current internal communications activities, especially those pertinent to mental health care and University relations.

### Committee on Campus and Community Life 2017-2018

**Co-Chairs:** Emily Hannum and Monica Calkins; **Faculty:** Delphine Dahan, Nancy Hodgson, Annette Lareau, Catherine McDonald, Americus Reed II; **PPSA:** Ashley Bush, Tessa Mansell; **WPPSA:** Maria Puciatu, Maureen Goldsmith; **Graduate and professional students:** Alex Warshauer; **Undergraduate students:** Jihyeon Kim, Samara Wyant; **Administrative Liaison:** Hikaru Kozuma; **Staff:** Destiny Martin.

## Committee on Diversity and Equity

### Committee Charges

#### General Committee Charge

The Committee on Diversity and Equity aids Penn in fostering and taking full advantage of its diversity as well as in strengthening ties across all boundaries to enrich and enliven the campus community. The Committee shall advise the offices of the president, provost and the executive vice president on ways to develop and maintain a supportive atmosphere on campus for the inclusion and appreciation of diversity among all members of the University community. The Committee will review and provide advice regarding the University's equal opportunity and affirmative action programs and policies. The areas in which the Committee shall report to the Council include diversity within the educational and work settings, integration of staff and faculty into the larger campus community and ways to foster a campus environment that is inclusive and supportive of difference. The Committee also will advise the administration on specific diversity issues that may arise on campus.

#### Specific Charges for 2017-2018

1. Review the campus climate and experiences of LGBTQ students, staff, and faculty.
2. Examine the experiences and climate for international students, faculty and staff.
3. Review policies and resources available for students, staff and faculty with children.
4. Review and discuss this Committee's general charge and identify two or three issues that should be given the highest priority for the committee's work in academic year 2018-2019.

#### Strategies and Focus of Inquiry

To begin the committee's work for the academic year the chair hosted an initial conference call to discuss and select the committee's charges before our first in-person meeting. The chair had the committee review the charges for this year and the report from last year and discuss and deliberate via conference call the charges for this year. This way our first in-person meeting was to hear from various relevant University constituents on the responses to the previous year's report and recommendations as well as discuss and decide on our strategy of inquiry for the committee's charges. During the first in-person meeting, the chair asked the group to form subcommittees for each of the charges. The chair expressed that this would enable deeper and more efficient inquiry into each of the charges. Each subcommittee was tasked with the responsibility of discussing strategies for inquiry, conducting certain parts of the inquiry, and developing recommendations all in concert/consultation with the larger committee. It was noted that there was at least one other committee working on the policies and resources available for students, staff, and faculty with children and thus it was not necessary to focus our committee's efforts on this charge. The committee also revised the wording for the first charge to be more inclusive to review the campus climate and experiences of lesbian, gay, bisexual, gender expansive, and queer students, staff and faculty.

In addition, given the overwhelming success and richness of information learned as well as a highly volatile and unstable policy and sociopolitical context in the United States, the committee decided to partner again with the Faculty Senate and the Penn Forum for Women Faculty to host another public forum titled *Listening to Diversity*.

#### Number of Meetings

The Committee had three conference calls and met in-person seven times.

#### Major Points Addressed by the Committee

1. The committee had an initial conference call on September 22, 2017. The committee discussed how to do serious justice to each charge given the limited time allotted to the committee work. The chair asked the group what charges should be focused on so we may hit the ground running. Chair Ezekiel Dixon-Román gave a brief discussion of each charge and opened it up for discussion. He asked the group about the charges' relevancy and if they thought any of them should be changed or revised and to think them through before we have our first in-person meeting. The committee members discussed the charges and were especially interested in the second charge as it relates to Deferred Action for Childhood Arrivals (DACA).

2. On October 17, 2017, the committee had its initial in-person meeting. The committee was joined by the following invited guests: Rodolfo R. Altimirano, director, Penn Global; Valarie Swain-Cade McCollough, Vice Provost for University Life; Amy Gadsden, executive director, Penn Global; Leslie Kruhly, VP & Secretary of the University; and Anita Mastroianni, director, Graduate Student Center.

Executive Director for the Office of Faculty Affairs Lubna Mian gave a brief update on the 2016-2017 response to last year's recommendation. She spoke about new incentives to hire diverse faculty across schools and centers. Ms. Mian added that the Diversity Search Advisors (DSA's) make sure hiring committees are conducting fair and equitable searches particularly in the LGBT community. Ms. Mian noted that her office provides a lot of mandatory bias training every fall to various schools and centers. She also stated that they are considering how to improve the office's effort.

VPUL Swain-Cade McCollough led a discussion on the First Generation Low Income (FGLI) Office, created in response to the University Council Committee for Diversity & Equity's charge, assessing efforts related to the campus climate for low-income and first-generation undergraduate students.

Executive Director for Penn Global Ms. Gadsden spoke about her work relating to the climate of international students here at Penn. The office places importance on international students and wants to make them feel welcome and that they are indeed an integral part of Penn's community. The Penn Global office created a welcome video for the incoming international students to underscore that the students are welcome at Penn. Chair Dixon-Roman asked, What is the University doing to be responsive to the needs of the students? Ms. Gadsden added that Penn Global currently has a partnership with the Faculty, Graduate Student Center, and schools and centers across the university that are serving the needs of the students. The group agreed that since international students are under scrutiny Penn should create working groups, provide support for our scholars, legal support by Penn Law and provide social and emotional support through Counseling and Psychological Services (CAPS).

3. On November 6, 2017, the committee had its second conference call. In preparation for the second in person meeting, the chair wanted to discuss potential ways to do inquiry on the 2017-2018 charges with the possibility of revising the language around some charges to capture language that is gender expansive in order to be inclusive of various gender identities including transgender, gender queer, and gender non-conforming, among others. He also noted that not everyone on campus has a full understanding of the LGBT acronym.

Sam Starks, liaison to the University Council Committee on Diversity & Equity, noted that the committee may consider using LGBT. The committee must be mindful that the language must encompass everyone's language. The group voted to move to the revised version. As a result, the chair decided to form subcommittees to work on particular charges.

It was discussed that the responsibility of the subcommittees are as follows:

- i. Investigate inquires around charges;
- ii. Identify students and members of our community that have been deeply involved in these issues;
- iii. Learn what the institution is doing to be responsive to these needs;
- iv. Investigate data on demographics of who is affected;
- v. Identify areas of concern and recommendations for what the institution may do to address;

4. On November 28, 2017, the committee convened in person to meet with invited guest Joann Mitchell, the Vice President for Institutional Affairs and Chief Diversity Officer, President's Office. Ms. Mitchell asked the committee to review and discuss a newly developing biased incident reporting form and online system. This will include two forms: one for the reporting of incidence of bias and a second to report where there are great or exemplary efforts of addressing issues of bias and inequity. The committee both supported and commended Ms. Mitchell and the University for developing this well-needed system.

The committee also heard from each of the subcommittees on updates on their work as well as had further discussion on strategies of inquiry for the specific charges, what each subcommittee could be working on, and

*(continued on next page)*

## Committee on Diversity and Equity

(continued from page 4)

whom the committee would like to meet with for future meetings.

5. On December 12, 2017, the committee had its third in-person meeting. This meeting was dedicated to subcommittee work updates and planning for whom to invite for future meetings. It was decided that the committee should invite Erin Cross, Karu Kozuma and Rudie Altamarino to future meetings to discuss the committee's specific charges.

6. The fourth in-person meeting was convened on January 29, 2018. The group discussed and agreed to have two meetings in the month of February in order to complete the committee's inquiry for this year. The committee agreed to extend an invitation to Mr. Kozuma (VPUL), Dr. Altamarino (Penn Global), Dr. Cross (LGBTQ), and Andre Dombrowski (Faculty) to attend the next two meetings in February.

Mark Bookman, a graduate student committee member, discussed his dissertation work that is developing an app that would map the accessibility of the campus community. The app uses crowd-sourced information about campus accessibility to inform the map. The committee also talked about how such a digital map would be helpful for addressing some information dissemination issues pertaining to equity and access on our campus community in addition to learning about issues.

The committee also had brief updates from each subcommittee. It was also agreed to host the second *Listening to Diversity Public Forum*. The forum will take place one week following spring break. Kuan R. Evans will update the committee when the date, location and time are finalized.

7. On February 14, 2018, the committee was joined by invited guest Dr. Cross, director, LGBT Center. Dr. Cross gave a brief overview of the Lesbian, Gay, Bisexual and Transgender (LGBT) Center.

8. On February 22, 2018, the committee met with invited guests Dr. Altamarino, director, Penn Global; Dr. Kozuma, associate vice provost, (VPUL); and Dr. Dombrowski, associate professor, history of art, and chair, LGBTQ Faculty Diversity Working Group. The committee also discussed preparations for the *Listening to Diversity Public Forum*.

9. The committee had a conference call on March 12 in preparation for the *Listening to Diversity Public Forum* on March 15.

10. The committee had its final meeting on March 19, 2018. The meeting opened with the discussion of the 2018 *Listening to Diversity Public Forum*.

Mr. Bookman presented on the campus accessibility mapping app project. He would like to add it to the committee's recommendation for next year. According to Mr. Bookman, the mapping project goes beyond campus and expands out to all committees. It will likely facilitate conversation on how we access diversity and equity on campus. It will also cause the university to rethink its position on why other spaces are not readily accessible. The committee agrees that it might be a good way to collect on charges to establish relationships between the committee and the university.

The committee also had a final discussion on the subcommittee work.

### Work on LGBTQ Faculty, Staff and Students

The following outlines the inquiry and what was learned for the charge on the campus climate and experiences of lesbian, gay, bisexual, and gender expansive faculty, staff, and students.

The committee distilled insights from meetings with Erin Cross (Director, LGBTQ Center) and Andre Dombrowski (Associate Professor, History of Art and Chair, LGBTQ Faculty Diversity Representative). These were also supplemented with student perspectives gathered through conversations with students and student groups focusing on gender (including the graduate student group Out-Ed, in the Graduate School of Education). The committee emphasizes that this is ongoing work, and that further areas for improvement may surface as we continue to gather additional perspectives from students, faculty and staff. For example, we had begun plans for meeting with student members from Penn Non-Cis, but due to the timeframe of the semester and the difficulty in scheduling, this discussion did not come to fruition. Thus, the committee believes it is important to work on the issues described below, while at the same simultaneously continuing to talk with other students, faculty members, and staff to further expand our understandings of campus climate and support.

### Summary of Findings

The following are key take-aways from our inquiry. The committee commends the University for a nationally recognized LGBTQ Center and

ALMANAC Supplement April 17, 2018

efforts of making the University of Pennsylvania an equitable and inclusive campus for the LGBTQ members of the campus community. The committee believes these key take-aways speak to the efforts already being undertaken by the Penn community to support the LGBTQ community on campus, and also areas that necessitate greater attention.

- Penn is above national average (0.5%) with three percent of its students being a part of the LGBTQ community.

- Yet, while there is a general University focus on diversity, there needs to be more attention specifically focusing on the LGBTQ community.

- The Lesbian, Gay, Bisexual, and Transgender (LGBT) Center, directed by Dr. Cross, is one central hub for supporting the LGBT community and educating others on LGBT issues. The center, which serves the entire campus, is housed in the Vice Provost for University Life (VPUL), and has only three full time staff positions. Activities from the center include: support for 25 groups (undergraduate, graduate and professional); advising council, faculty staff and alumni; and running educational programming. One issue the LGBT center has identified is that people are misgendered and it is causing detrimental effects, and their organization has become a "landing spot" for support and a mechanism for encouraging students in the LGBT community to "become their whole selves". This small center is serving a tremendous need and could use additional support.

- Dr. Cross noted several goals that the LGBT center is pursuing in the coming year: placing greater emphasis on transgender students and working more closely with them; focusing on celebration of LGBT identities and experiences; addressing intersectional experiences around LGBT issues (such as the intersection of racial identity and gender/sexual orientation); reaching graduate students; and making connections to other schools and centers around campus.

- Dr. Cross and Dr. Dombrowski created a website to address questions about diversity in the LGBTQ community and would like each school to back a diversity office. Dr. Dombrowski sent invitations to faculty asking for the diversity offices to become more vigilant, and for Penn to formalize the process.

- There is range and variation to how different schools have taken up the charge to address LGBTQ issues. Dr. Dombrowski noted that PSOM has been a model for adding LGBT courses, but this is not the case across all schools at Penn. Students report a range of experiences with how LGBTQ issues are taken up in courses (from no inclusion, to a token course session, to courses where these lenses are embedded throughout). One persistent issue is the homogenizing of the LGBTQ experience when it is included in the curriculum. Faculty report various levels of expertise in or comfort with addressing these issues, and would like additional support to make their classrooms more inclusive to LGBT perspectives.

### Work on Resources & Experiences of International Faculty, Staff & Students

The University Council Committee on Diversity and Equity conducted inquiry on the resources and experiences of international faculty, staff and students. This is a particularly important topic of our contemporary moment given the volatility of immigration policy under the current presidential administration. Policy shifts such as travel bans and restrictions on specific countries are affecting various constituents of our campus community, while other policies are being held in limbo potentially rendering some students (including potential students) in a precarious status. In order to investigate how this sociopolitical context may be affecting our campus community as well as how the institution is being responsive to these concerns and needs, the committee met with Dr. Altamarino, director of International Student and Scholar Services (ISSS), and Dr. Kozuma, associate vice provost for student affairs in the Vice Provost of University Life (VPUL). The subcommittee also spoke with a group of international graduate students on February 12 and conducted a follow-up phone interview with Dr. Altamarino, director of International Student and Scholar Services (ISSS), on March 13.

### Summary of Findings

As we detail the various key topics and identified needs that the committee learned, it is important to state that the committee was deeply impressed with what and how the University has attempted to be responsive to the various needs and concerns of members of our campus community with international (or non-citizen) status. This is particularly commendable given the complexities of the current policy and sociopolitical

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## Committee on Diversity and Equity

(continued from page 5)

context, where particular forms of public naming could lead to greater attention, surveillance and even threatened federally imposed sanctions, as we've seen with certain metropolitan areas that have identified as sanctuary cities. As a very large institution, the responsiveness and flexibility the University of Pennsylvania has attempted to maintain in a volatile context is impressive. That said, much was learned and as with anything there are definitely areas of potential to enhance the lived experience for every member of our campus community.

The University Council Committee on Diversity and Equity learned that there are approximately 6,819 international students and 1,852 international scholars at the University of Pennsylvania as of fall of 2017.<sup>1</sup> Our conversation with international graduate students revealed that students occasionally experience microaggressions from faculty and staff. Furthermore, it was discovered that course curricula may be biased to privilege American and/or European frames of reference. Another finding was that the social infrastructures available to international graduate students often vary based on their programs. Some had access to diverse and welcoming communities via international-student orientations, while others felt completely isolated due to a lack of institutional resources. Finally, the committee learned that although Penn does a good job at assisting international graduate students with some of the necessary procedures for daily living (i.e. setting up a bank account), it does not assist those students with other important procedures (like filing their taxes and securing affordable health insurance).

The committee also learned a great deal from meeting with Dr. Kozuma, associate vice provost (VPUL), on February 22. Conversation initially focused on DACA (Deferred Action for Childhood Arrivals), and we found out that there are limitations placed on the University because it must adhere to strict federal regulations. Despite these limitations, the University has agreed to pay for legal services for any student who needs to have private conversations concerning detainment and deportation. Furthermore, the University has set up an accommodations system such that any international student who is unable to return home will be provided with a room for their safety. Although the issues faced by international students, faculty, and staff are growing more complex as their kin become embroiled in larger debates about deportation and experience fear and resentment, the University has taken a stand to ensure that our community remains strong and resilient. Still, much work remains to be done, as Dr. Altamirano, director of International Student and Scholar Services, pointed out at the same meeting. Dr. Altamirano suggested that faculty can provide evidence that international students are an excellent addition to the university, in order to support more supportive policies for international student visas and travel. He also described how unreasonable demands placed on incoming students for documentation and support are making it more difficult for them to come to Penn. A similar concern was expressed by Gerald Campano, associate professor in the University of Pennsylvania Graduate School of Education (GSE), with regard to the undergraduate admission process for DACA applicants.

On March 13, 2018, the International Subcommittee held a phone conference with Dr. Altamirano to discuss the resources provided by the office of International Student and Scholar Services (ISSS) and Penn Global. We learned that ISSS offers centralized support to international students, faculty and staff, collectively referred to as 'scholars.' Programs include workshops and networking opportunities aimed at ensuring that international scholars are well-adjusted. Programmatic initiatives are offered centrally, with the understanding that faculty are very busy and may not avail themselves of such services due to research related responsibilities and because schools often provide in-house support. ISSS is interested not only in immigration issues faced by scholars but also integration concerns as well. It provides support for partners, spouses and significant others of international scholars who are not working but who want to be a part of the university community via the International Scholars Partners Program (ISPP), which hosts holiday parties and events. It is important to note the relationship between ISSS and the individual schools at Penn: ISSS can provide guidance to individual schools but assumes an advisory role. There is variation in how individual schools/departments address the needs of international scholars. A list of central programmatic initiatives

can be found here: <https://global.upenn.edu/iss/beyond-immigration>

### **Listening to Diversity Public Forum**

On March 15, 2018, the University Council Committee on Diversity & Equity, the Faculty Senate and the Penn Forum for Women Faculty in partnership with and supported by the Campaign for Community collaboratively organized a public forum titled *Listening to Diversity*. We organized and hosted this event because of our deep concern for the effect of the sociopolitical context on our campus community and our interest to try to enable more effective ways for addressing these concerns. *Listening to Diversity* was a public forum that provided all members of our campus community—faculty, staff and students—the opportunity to voice their concerns and share their suggestions for how we might work together to bring about productive change. University community members were able to participate in person at the forum and/or digitally via an established e-mail specifically for this event. Approximately 25 faculty, students, and staff attended or participated in the public forum.

The following were the most salient concerns and recommendations that were expressed in no prioritized order.

#### **Structural Concerns**

- A need for a centralized diversity office, which could be a place to help address perceived bias of faculty in student evaluation.
- The need for a student diversity action plan.
- The need for a someone who works specifically on grad student diversity issues.
- Penn's "no loan" program does not apply to students in the College of Liberal and Professional Studies. And, currently, the School of Arts & Science is the only school that has agreed to do a 50% tuition reduction. Given that LPS students are among the most diverse of Penn's student body, this has meaningful implications for campus diversity.

#### **Understanding of Diversity**

- There is a lack of understanding of student intersectionality (especially in Penn's cultural centers) as it pertains to undergraduate as well as graduate students. For example, FGLI status seems to be forgotten after the undergrad to grad transition.
- A concern for how institutionalized racism is manifesting among instructors and faculty colleagues and how it may be affecting students. A concern that faculty colleagues are grading students of color more harshly and when they are subjected to scrutiny not knowing what to do or where to begin.
- Although there has been much public attention of one Penn faculty member, statements of bigotry have been heard and experienced in classrooms on various parts of campus.
- The need for professors to understand how language matters.
- The Graduate Student Center is offering very timely and relevant workshops such as "Teaching in Trouble Times" and on power dynamics.
- In order to create a more gender inclusive culture, Amy Hillier has provided preferred gender pronoun brochures and pins for anyone in the community of the School of Social Policy & Practice.

#### **Role of Faculty**

- Faculty need training on how to manage productive discussions versus condemning racial/biased speech. This includes negotiating the fine line of open expression in relation to other challenges of minoritized groups (e.g., "you don't belong"). This also occurs in the microaggressions of silent/no responses to student classroom engagements. For example, in a class in which students were required to blog, one student's anti-same-sex marriage blog posts were not explicitly addressed in a facilitated dialogue by an instructor, creating an experienced complicity.
- Evaluations by faculty of Black student performance seem unduly harsh. How can this information be productively shared and addressed?
- Is teacher training required of faculty? Is teacher training required for PhD students, particularly those who are teaching assistants for courses? Do any schools at Penn require training for teaching for PhD students?
- It was noted that the Center for Teaching & Learning offers various forms of relevant training. There are certainly faculty whom desire training for diverse students and on what to do when students display bias, insensitivity or worse to each other.
- Create optional training based on the model of iCare training. Provide certification.

#### **Role of Diversity Search Advisor**

- Diversity Search Advisor is an important role for recruitment of under-

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<sup>1</sup> Cf. *Open Doors Report for Students* (2017) and *Scholars* (2016-2017).

## Committee on Diversity and Equity

(continued from page 6)

represented minorities, but needs a broader vision of diversity.

- Need better training on how to identify and recruit LGBTQ colleagues to Penn faculty.

### Recommendations to University Council

#### For the charge on the campus climate and experiences of lesbian, gay, bisexual and gender expansive students, staff and faculty:

- *Make LGBTQ issues a specific focus of the Penn diversity agenda:* There needs to be more concerted efforts, across the campus, on addressing subtle forms of homophobia within and beyond the curriculum. Campus-wide criteria, public forums and support efforts would be beneficial in strengthening and standardizing these efforts, and in fostering a larger conversation at Penn around these issues. Incentivized opportunities for creating programming and practices toward a more gender and sexualities inclusive campus.

- *Hiring more diverse faculty:* Centers and schools across Penn need to include LGBT representation in their searches and prioritize work that centers on LGBT issues. At all levels of the university, there need to be representatives that foreground this lens. For example, as detailed in another recommendation below, how to conduct research with LGBT populations.

- *Providing additional support to the LGBT Center:* Although the LGBT Center's mandate is for undergraduate and graduate student programming, the center is doing wonderful and impactful work for the entire campus community, yet with limited staff.

- *Being attentive to the particularities surrounding research with queer populations:* There are particular methodological and ethical issues related to conducting research on or alongside LGBTQ communities. A number of students feel as if they need more support navigating these constraints. The campus needs more individuals, including faculty and staff, who have expertise with these issues, including as they relate to intersectional experiences around race, class, and dis/ability, for example. The general courses on research methodologies do not attend with sufficient nuance to these specificities, and would also need to include more historical perspectives on the oppression of queer communities. Some of these concerns could be addressed by the above recommendation of hiring LGBTQ faculty, but also necessitates greater curricular attention and changes.

- *Creating specific programming for navigating the academy as an LGBTQ scholar:* This might include attention to job searches, publication, teaching, grants and navigating institutions as a queer identifying scholar, especially if doing research on queer identifying populations. This might take the form of an interdisciplinary mentorship program.

- *Learning from other institutions with rigorously developed sexuality studies programs:* This might include, for example, developing specific grants/opportunities and transfer partnerships with schools such as Stanford University, University of Chicago or Yale University to foster dialogue and mutual exchange. It might involve visiting scholars, post-docs, student exchanges, archives, conferences, research shares and data bases for research methodologies on LGBTQ issues.

- *Developing dissertations fellowships and post-docs for individuals conducting research in these areas:* University of Chicago, Northwestern University and Yale University have models for this intended specifically for sexualities studies.

- *Continuing to diversify the curriculum on LGBTQ issues:* We recommend continued professional development for faculty and staff to support the inclusion of LGBTQ topics and voices beyond a token course session on the syllabus. Faculty and staff need support in recognizing the multiplicity of experiences within the queer community, including intersectional experiences. Faculty and staff must have sufficient training both to address topics of sexuality and to facilitate discussions on these topics, including how their own positionings may obscure understandings of these issues. One avenue for encouraging an inquiry stance around curriculum development (utilized at other institutions such as Columbia University) would be to award small faculty and student grants aimed at redesigning existing courses to substantively address gender and sexuality.

#### For the charge on the campus climate and experiences of international students, staff and faculty:

- Each school disseminate information about how to report incidents

*of microaggressions through all channels at their disposal:* Any such broadcast should include a detailed, step-by-step description of the reporting process and its potential outcomes. Furthermore, it should be delivered in such a fashion as to welcome the reporting of instances of microaggressions and classroom bias as opposed to other kinds of abuses like sexual harassment and assault. A related recommendation is that anti-bias training be made available to all faculty and staff.

- *A list be compiled of which schools do and do not offer international student orientations:* The curricula of such orientations should be independently reviewed to forestall biases and ensure that student interests are protected. A post-orientation survey should also be administered and its results independently reviewed to prevent misconduct.

- *A central clearinghouse for information pertinent to international students, faculty and staff be established:* While general information about student working protocols (i.e. OPT and CPT) is readily available via Penn Global and International Student and Scholar Services (ISSS), students have expressed a desire for more detailed information. For instance, information about the process/steps required to get a job in the United States. Any website or database established for this purpose should also include a mechanism for international students, faculty and staff to submit feedback and thereby ensure that their concerns may be adequately addressed.

### Recommendations based on committee's general charge and inquiry

1. Given that issues of diversity, equity and inclusion are unstable and quickly shifting sociopolitical phenomena, often subject to political and policy discourse, the committee is recommending that the committee includes as an annual charge (event) to host a *Listening to Diversity Public Forum* in partnership with the Faculty Senate and the Penn Forum for Women Faculty. This not only will create a regular practice for the committee's inquiry on the charges for the specific year, but also flexibility in being able to address emergent concerns of diversity and equity that will enable the committee's ability to be more responsive and informative for the university community. In addition, attendees of both the 2017 and 2018 *Listening to Diversity Public Forum* expressed finding the event and dialogue necessary and productive. This would necessitate not only the creation of an annual committee charge to host the *Listening to Diversity Public Forum*, but also a \$1,500 budget to cover event expenses.

2. The committee recognizes the profound importance for the campus accessibility mapping app but would like to see this app provided greater institutional grounding in order to enable its capacity and resilience. The committee is recommending that the institution formally adopts the campus accessibility mapping app by providing more formal institutional infrastructure and home as well as enhanced mechanisms of awareness and practices with the app.

### Recommendation of New Topics or Continuing Topics to be Addressed the Following Year

1. Review student experiences of microaggressions and bias and school mechanisms and practices for reporting and addressing.

2. Review and examine current and potential mechanisms and practices for campus wide information dissemination, particularly pertaining to topics and resources on diversity and equity.

**NOTE:** The Committee considers "diversity" comprehensively, to include components of identity including but not limited to race/ethnicity, gender, sexual orientation, immigration and legal status, disability, mental health, veteran and family status, faith traditions and socio-economic background. The Committee recommends including these varied identity components when examining faculty, staff and graduate student recruitment and retention.

### Committee on Diversity and Equity 2017-2018

**Chair:** Ezekiel Dixon-Román; **Faculty:** Margo Brooks, H. Gerald Campano, Ebony Thomas, John Keene; **PPSA:** Shaina Adams-El Guabli; **WPPSA:** Laura Naden, Tiffany Perkins; **Graduate Students:** Ben Sprung; **Undergraduate Students:** Johany Dubon, Curie Shim; **Administrative Liaison:** Sam Starks; **Staff:** Kuan R. Evans.

## Committee on Facilities

### Committee Charges

#### General Committee Charge

The Committee on Facilities shall be responsible for keeping under review the planning and operation by the University of its physical plant and all services associated therewith, including transportation and parking.

#### Specific Charges for 2017-2018

1. Continue to monitor the bicycle, commuting and parking programs.
2. Continue to follow up on issues related to Active Learning classrooms.
3. Continue to monitor tobacco-free initiatives on campus.
4. Receive updates on Penn Connects initiatives and Climate Action Plan 2.0.
5. Study and investigate the history and progress of gender-neutral restrooms on campus.
6. Review and discuss this Committee's general charge and identify two or three issues that should be given the highest priority for the committee's work in academic year 2018-2019.

The Committee met a total of seven times over the October through March period and representatives gave presentations on the respective charges. One of the meetings was held jointly with the Personnel Benefits Committee to discuss issues related to lactation spaces and childcare facilities.

Each charge is discussed below, followed by the Committee's recommendations related to that charge. Also included is an additional item discussed jointly with the Personnel Benefits Committee on lactation spaces and childcare of facilities. We close with our recommendations of high-priority charges for next year.

#### 1. Bicycle, Commuting and Parking Programs

The meeting was held on March 22, 2018. Brian Manthe, director of Business Services with responsibility for Parking and Transportation, gave an informative presentation about bicycle, parking and transit programs on campus. Penn won several awards in 2017 including the Bike-Friendly Business Award, Clean Air Commute Employer of the Year, and Air Quality Award. There are a variety of ways that the Penn community can participate in commuting programs, be sustainable and still save money. For biking, Philly Bike Share and the Bicycle Commuter Reimbursement Program (BCRP) are available. 2017 was the first year that the BCRP was available and has been successful with 289 claims totaling approximately \$60,000. Although the benefit will not be available pre-tax moving forward, due to federal law, the benefit and reimbursable program will still be available. For those who drive to campus, in addition to parking, Penn provides van pool, car pool, and car share options. Evening and accessible transit shuttles are available to and from a specific campus location to one's address. The Occasional Parking Program gives users or the bicycle commuting or mass transit services the opportunity to purchase 10 discounted passes per year for use at four locations on campus. Discounted mass transit passes are available. Penn Transit Services provides shuttles including the new FMC and Pennovation Works Shuttles, Penn Bus, and Accessible Transit. Coming soon is the option to request and track these services, much like Uber and Lyft. There is a new SEPTA Travel Center in the Penn Bookstore, which will soon have a Septa key machine.

#### Recommendations

The Committee is impressed with the wide range of quality service provided by Parking and Transportation, in particular, their recent efforts on evening and accessible transit. We recommend continued efforts to encourage even broader use of bikes and public transportation, and to also expand the bicycle charge to include all traffic safety and circulation on campus. The Committee will continue to monitor their progress.

#### 2. Issues Related to Active Learning Classrooms

On February 15, 2018, the Committee welcomed John MacDermott from SAS Computing, who gave a comprehensive history and overview of active-learning and other central-pool classrooms at Penn. The 200 central-pool classrooms have been modernized to include technology and are upgraded on a recurring maintenance cycle. There has been effort to make the rooms as general purpose as possible so that the Registrar's Office has maximum flexibility for scheduling. Active Learning classrooms require more space per student and also require a specialized set up that allows for that type of teaching. The first SAIL (Structured Active In-class Learning) classroom opened in May 2013 with 42 seats, seven tables. In January 2014, a room in the ARCH opened with 90 seats and 10 tables. The ARCH room is not typically used for active learning by the central pool due to the setup time and effort needed from the flexible seating. In spring 2014 a 30-seat room in Van Pelt opened, followed by one in DRL in fall 2014 with 60 seats. Another central pool classroom opened in DRL the following fall

2015 with 72 seats. There are several other active learning classrooms that are only available for the Schools that built and maintain the room. There is a need for additional such classrooms. It was noted that PennDesign needs a smaller room, approximately 30-40 seats. Other disciplines would like a larger room, larger than 100 seats. Some faculty are teaching with this pedagogy in seminar rooms by moving furniture, suggesting that the need may exceed the current capacity. The communication about the availability and scheduling of the rooms can be better distributed amongst the Schools. The support provided by the Center for Teaching and Learning (CTL) has been critical to the success of the classrooms. They have a SAIL program that helps faculty develop their courses and trains the faculty and TAs. Continued investment in CTL will help ensure the continued success of active learning classrooms at Penn.

#### Recommendations

The Committee commends the important roles taken by Classroom Technology Services and SAS Computing for overseeing the construction of the new SAIL classrooms, as well as CTL in bringing faculty together to discuss new and innovative pedagogical methods and their assessment strategies. The Committee feels further communication about CTL's programming would benefit both faculty and students. The Committee did not feel the need to continue monitoring the progress.

#### 3. Tobacco-Free Initiatives on Campus

The Committee welcomed Ashlee Halbritter, director of Campus Health, and Chris Hyson, senior health and wellness specialist, Human Resources on December 11, 2017. In 2015, Penn updated their no-smoking policy to include e-tobacco products, hookahs and certain outdoor areas. The University received a \$20,000 grant from the American Cancer Society and CVS that funded a number of programs to encourage smoking cessation over the last year. These included an urn removal pilot, communications and increased signage. In 2017 the policy was revised again to include all outdoor spaces. There was a large communications push in November 2017 in conjunction with the Great American Smoke Out. Mailing was done to all faculty and staff, posters were placed around campus for the entire Penn community and temporary lawn signs were placed on Locust Walk. Videos were created and posted to help announce the new policy and culture change at Penn. This spring there will be another communications push, particularly around Spring Fling and Hey Day with the students. The materials will be translated into other languages, and the message will be incorporated into new-student and staff orientations. As an urban campus, public sidewalks will continue to be a location where smoking is allowed, although with a continued culture change it is hoped that the number of smokers on campus will continue to decrease. The American College Health Association's National College Health Assessment (ACHA-NCHA) survey show the Penn daily smoking rate was <1% among all students; the national comparison was 2.4%. In the future, the team would like to see each School get more personally involved in the tobacco-free campus efforts. Each School/Center is so distinctive, and has the most direct communication with their constituents, that their direct involvement would likely have a stronger impact.

#### Recommendations

Continue with ongoing programs and initiatives and receive updates.

#### 4. Penn Connects Initiatives and Climate Action Plan 2.0

Two meetings were devoted to this charge. On January 16, 2018, David Hollenberg made a presentation on *Penn Connects*, the campus masterplan. *Penn Connects* began in 2006; *Penn Connects 2.0* started in 2011 and included a focus on major renovation projects in addition to new construction, century bond projects and sustainability and green design. There were also third-party development projects such as Evo and Cira Centre South. Pennovation Works and Pennovation Center were included in *Penn Connects 2.0*. The Committee noted that the connections to Pennovation Works could be improved, particularly the pedestrian connection. Planning for *Penn Connects 3.0* has started and will continue through 2022. Some of the upcoming projects in it will include: Houston Market Renovation; Wharton Academic and Research Building; New College House West; Schattner Addition; Franklin's Table Food Hall; Perelman Center for Political Science and Economics; Richards A+B Towers; and Museum Renovation of the Coxe and Harrison Wing. PennMedicine is under construction with the new Center for Healthcare Technology, which will include a daycare facility, and the Pavilion, which will also create a pedestrian connection from University City station to the Pavilion between it and the Penn Museum, and eventually to Woodland Walk.

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## Committee on Facilities

(continued from page 8)

On November 1, 2017, the Committee welcomed Dan Garofalo, director of sustainability, FRES; Julian Goresko, sustainability outreach manager, FRES; Elizabeth Main, sustainability coordinator; and Maddy Schuh, sustainability analyst, who gave a presentation on the history and future of the Climate Action Penn (CAP). The Plan received high-level support at the University with the signing of the Climate Commitment in 2007. The CAP was introduced in 2009; CAP 2.0 in 2014. CAP 2.0 includes the following initiatives: Physical Environment; Utilities and Operations; Waste Minimization; Academics; Transportation; Outreach; and Purchasing. Physical Environment accomplishments include a minimum of LEED Silver for new and major renovation buildings, Green Guidelines for Renovations, Stormwater Master Plan, Urban Forest Management, Tree Campus USA, Penn Park Orchard, and Penn Plan Explorer. For energy management, the University has a goal of 7% energy reduction and a 10% carbon reduction by 2019, as compared to the FY14 baseline. The current total campus emissions includes air travel. The Committee noted that this and all commuting emissions are tracked separately from the campus footprint. There is a Solid Waste Management Working Group and the overall waste at Penn is decreasing. For transportation, new bike racks and repair stations, as well participating in the City's Bike Share program has helped increase bicycle commuters. For academics, there is an increasing number of courses that deal with sustainability and the FRES sustainability office provides support through student internships and fellowships. Outreach is done through eco-reps, sustainability coordinators in each School/Center, Faculty forums, Green Office + Green Living certifications and student advisory groups. Further engagement is possible through programs and events such as GreenFund grants, Rethink Your Footprint, and Power Down Challenges. The team is currently planning for CAP 3.0 which will be launched in fall 2019. Potential new topics include civic engagement, health and wellness and food. The Sustainability Tracking, Assessment & Rating System™ (STARS®) is a transparent, self-reporting framework for colleges and universities to measure their sustainability performance. Penn's 2017 STARS Report was submitted on March 1, 2017. The University anticipates a Gold Rating under STARS Version 2.0.

### Recommendations

Continue with ongoing programs and initiatives. The Committee recommends a study to improve access for pedestrians and cyclists to Pennovation Works. Climate Action Plan 2.0 has made tremendous progress through its first 3.5 years of the 5-year program. The Committee will continue to monitor ongoing programs and initiatives over its remaining 1.5 years.

### 5. Progress on All-Gender Restrooms on Campus

This new charge to our Committee was discussed in our first meeting on October 23, 2017. An overview and history of all gender restrooms on campus was given by Lynne Hunter, associate provost for administration. The Provost Office, Vice Provost for University Life and the LGBT Center brought the need for all gender restrooms to the attention of the Division of Facilities in 2011. By conducting a database search and physical on-site surveys, Facilities identified the single-use restrooms that could potentially be converted. After applying criteria identified by the LGBT Center and determining that the restrooms would be dispersed throughout campus, 80 single-stall restrooms were converted, largely by changing the signage on the doors. To increase wayfinding and communications, a map of the locations was created and posted online. We currently have over 115 all gender restrooms identified on the map. These locations do not include college houses, retail properties, or third-party development projects. The term for these restrooms in 2011 was gender-neutral restrooms. They are now referred to as all gender restrooms. Pictures of examples of the different restrooms on campus were shown to the Committee including single-use, family and multiple stall. The University is now investigating how to convert current gendered multiple stall restrooms to all gender multiple stall restrooms. There are some limitations to a single-use restroom. As an urban campus, space is an extremely valued commodity, particularly when balancing programmatic and social needs on a complex, diverse and interdisciplinary campus. Further, many of our historic buildings do not have any single-use restrooms and cannot be easily retrofitted. Single-use restrooms also separate and exclude a segment of the population. A multi-stall gender-neutral restroom can accommodate these limitations and serve as an alternative solution to the growing need for additional all gender restrooms on campus. The Committee expressed an interest in identifying

an all gender restroom in all of the campus buildings and College Houses.

### Recommendations

The Committee strongly recommends continued effort to convert more gendered restrooms to all gender, in particular, the multi-stall restrooms. Unique situations at various Schools/Centers should also be considered, such as locker or changing rooms.

### 6. Lactation Spaces and Childcare Facilities

Although this was not a formal charge to our Committee, we set up a joint meeting with the Personnel Benefits Committee on December 6, 2017, to discuss the quality and quantity of lactation spaces and the need for daycare on campus. In particular, the need for these services and spaces as it relates to the success of recruitment and retention of faculty, staff and students was discussed.

Regarding lactation spaces on campus, Penn has made progress over the past several years, although we are not a model institution. There are issues around space and ownership of lactation spaces in a decentralized University. The existing rooms are run and maintained by their respective building, School or Center. The University has significantly increased the number of spaces on campus with particular attention to areas that were previously defined as deficient. These areas include the Library, Irvine Auditorium, Wharton School and Perelman School of Medicine. The average acceptable distance to a lactation room is five minutes. The Penn Women's Center gives out pump attachment kits to members of the Penn community. Between July 1, 2017 and early December 2017 they had given out 28 pump kits. The minimal cost of the kits provides a tremendous sense of support for those who are looking to pump on campus. CHOP now has a sufficient number of pump rooms, but does not have a day care facility. The School of Social and Public Policy and Presbyterian Hospital were noted as not having sufficient lactation spaces.

Some improvements that could be made for breastfeeding support at Penn include equipping the spaces with a hospital-grade pump to allow for more efficient and effective pumping, increasing the number of spaces on campus, and providing incentives for breastfeeding. Better dissemination of support materials and resources is also desired. There are informal networks, such as New Parents at Penn, that could be better publicized, or better yet, formalized.

Also discussed was the issue of the lack of childcare facilities on campus. There are approximately 300 maternity leaves each fiscal year at Penn. It is not known how many families would like to have daycare associated with Penn, rather than closer to their home. There are 164 spaces at the Penn Children's Center, and there for approximately 200 Penn faculty and staff on the waitlist and another 100 people from outside Penn. Space is an issue for Penn, and it is also an issue for institutions throughout the northeast. Penn has partnered with nearby daycare facilities to reserve spaces for placement including the Caring Center and the Parent Infant Center. The Health System is opening a new daycare facility this Summer which will have 120-140 children. The question was asked what it would take to get the waitlist down to approximately 50 people. We will wait to see once the new health system facility opens if the waitlist remains the same or if the new facility eliminates some of the need.

### Recommendations

We recommend continued monitoring of lactation spaces on campus and the effect the new Health System facility on the length of the waitlist.

### 7. Review and discuss this Committee's general charge and identify two or three issues that should be given the highest priority for the committee's work in academic year 2018-2019

- Continue to monitor progress of all-gender restrooms on campus.
- Continue to monitor tobacco-free initiatives on campus.
- Continue to monitor the bicycle, commuting, and parking program, and explore traffic, pedestrian and bicycle safety on campus.
- Receive updates on Penn Connects and Climate Action Plan initiatives.

### Facilities Committee 2017-2018

**Chair:** Masao Sako; **Faculty:** Erick Guerra, Brent Helliker, Allison Lassiter, Kathryn Michel, Claire Mitchell, Paul Schmidt, Dom Vitiello; **PPSA:** Maria Puciata; Patrick Dolan, Tom Wilson; **WPPSA:** Marcus Wright; **Graduate students:** Mark Ross Bookman, Chaun Hao (Alex) Chen; **Undergraduate students:** Adam Mansell, Kyle O'Neil; **Administrative Liaison:** David Hollenberg; **Staff:** Taylor Berkowitz.

## Committee on Personnel Benefits

The Committee focused on a variety of issues outlined below in the context of the charges for this year and recommendations for next year. The Committee continued to have a strong working relationship with its Administrative Liaisons, Jack Heuer, vice president, Human Resources, and Susan Sproat, executive director, Human Resources, Benefits, who provided detailed formal summaries for the majority of monthly meetings, as well as with Melissa Brown, who provided reporting and administrative support. As of this report, the Committee has met seven times. The eighth and final meeting will be on Tuesday April 17, 2018.

### 2017-2018 Specific Charges and Recommendations for Future Charges

#### 1. Continue to discuss and review the requirements of Health Care Reform and consider needed changes in University benefits

Between the time that the current Committee on Personnel Benefits (the Committee) was formed in the summer 2017 and the end of the calendar year, Congress and the White House entered into a rapid and volatile process of legislation on changes to the Internal Revenue Code. Several of the proposals, if enacted, would have led to potentially dramatic effects on University employees not only in the form of health benefits, but also in such important areas of tuition benefits. The House and Senate bills, and the White House, all proposed that the tax legislation take effect not with typical delays of several months from the date of signature, but within days, on January 1, 2018. For that reason, the Committee addressed this issue rapidly. Dr. Heuer met with representatives of the University Office of Government and Community Relations separately on these issues. The Committee discussed the proposed legislation, in November 2017, with special emphasis on how employees would be informed of changes to minimize any disruptions, should the legislation take effect on January 1, 2018. Once the tax bills became law, the Committee arranged for presentation by Maryann Piccolo, associate comptroller, Tax and International Operations, on the implications of the new law at the meeting on January 16, 2018. The Committee recommended several changes to the proposed information for all Penn employees, and the University then disseminated the tax advisory to the Penn community on January 26, 2018.

#### **Recommendation:**

The Committee should continue to review health care benefits in light of a changing health care market, with special focus on potential changes in the tax law that might affect employee coverage and influence long-term planning.

#### 2. Continue to review Penn's provision of benefits for new parents

At the November meeting the Committee reviewed the spectrum of new parent benefits: sick pay, family leave, maternity, disability, nursing mother support, lactation support, adoption support, backup care, snow day child care, and for faculty the special benefits of teaching relief and extension to promotion/tenure review. The Committee also reviewed the costs of these benefits. The Committee then arranged for a joint meeting with the Facilities Committee in December 2017. The joint meeting included representatives from Facilities and Real Estate Services, the Penn Womens Center, and Diane L. Spatz, professor of perinatal nursing and nutrition, from the Penn School of Nursing. In brief, the waiting list for day care at Penn remains long (1 year). This waiting list duration has not been shrinking. In practice, therefore, expectant parents cannot possibly secure Penn day care to start at the end of the 12-week maternity leave period. Parents must arrange for interim day care and must then change when a space becomes available at Penn. The Health System (UPHS) is planning 120 spaces in a building under construction, but the number of spaces that will be available for Penn employees remains uncertain, as are plans for any preferences for Penn faculty in the Perelman School of Medicine. Children's Hospital, where several hundred Penn faculty have primary offices, has no on-site day care.

Lactation rooms throughout the University are of varying quality, both in the availability of rooms and in the quality of lactation equipment. Equipment for and maintenance of lactation rooms are the responsibilities of individual schools at Penn. At the joint meeting, several speakers expressed the expectation that the Personnel Benefits Committee (PBC) could and should do more on this issue. At the January and February meetings, therefore, the PBC discussed these issues at great length (access, maintenance, information) and concluded that the problem of access and maintenance fell within the purview largely of Facilities, but recommended that all employees and expectant parents, when they are notifying Human Resources to add additional dependents, be fully informed of available daycare and lactation services at the University. Pending the addition of more daycare spaces, there should be added web links for affected employees to the disparate sources of information across the University.

Finally, regarding Parental Leave, the Committee was informed that a 4-week paid parental leave program has been approved and will be implemented later in 2018.

#### **Recommendation:**

The Committee should continue to monitor the adequacy of these benefits and to work jointly with the Facilities Committee and the Division of Business Services, Office of the Executive Vice President, as well as other offices of the University and the Health System.

#### 3. Continue discussion of services provided by Penn Behavioral Health

The Committee covered again the issue of benefits for behavioral health and access to those benefits. The University (Penn Human Resources) produced and distributed to all employees a brochure, "Opioid Addiction: Penn is Committed to Help," with health-insurance-specific details on coverage and access, as well as information on the Employee Assistance Program (EAP) for confidential counseling services. Penn in its capacity as an employer, continues to work with the Penn Health System on access to these services, and is in the process of obtaining bids for the Employee Assistance Program.

#### **Recommendation:**

The Committee should continue with a charge to monitor the effectiveness of the administration of and access to mental health benefits and the adequacy of mental health benefits.

#### 4. Continue to monitor the implementation and effectiveness of Penn's wellness initiatives, including Penn's program with Health Advocate

The staff of Human Resources provided updates to the Committee on Penn wellness initiatives, and especially on the "Be in the Know" program, the "Tobacco-Free" initiative and the flu vaccination efforts. Participation in wellness programs continues to grow. Retirees are not included in these programs, however. Recent data suggest that costs of health benefits might be flattening. To what extent wellness program participation causes at least in part these savings remains for future investigation.

#### **Recommendation:**

This charge should be continued, especially as to the implications of wellness programs for controlling employee health care costs.

#### 5. Continue to monitor retirement benefits in coordination with the Faculty Senate Committee on the Economic Status of the Faculty

The Committee reviewed all retirement benefits, not only the current benefits, but also in the context of more general education on financial planning before and after retirement (see charge 6 below). Only one change of note was the discontinuation of a health plan option that had high cost and low participation. Individual retirees who would be affected were notified.

#### **Recommendation:**

As retirement benefits change owing to rates of participation or costs,

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## Committee on Personnel Benefits

(continued from page 10)

or from Federal legislation, the Committee should continue to review the impact of these changes on current and future retirees.

### 6. Continue to discuss and investigate how information on benefits is disseminated and possible improvements therein

Ms. Sproat made several presentations on benefits and we discussed the access of faculty and staff to this information. One specific example was the January dissemination of information on the recent tax legislation as it affects the University and its employees. A continuing limitation for faculty is the cap on the number of emails from Human Resources to faculty per year. Starting in the March meeting, and to be continuing in April, the Committee discussed the need for additional education of all employees on financial planning throughout employment and after retirement.

#### **Recommendation:**

The Committee should continue its important role on ensuring that University decisions reach affected employees promptly and should discuss the expanding needs of employees for financial planning.

### 7. Continue discussion of same-sex partner benefits and the transition to parity

The Committee received updates on the transition of these benefits to spouse benefits in wake of the Supreme Court resolution of the status of same sex marriage. Affected individuals are notified of the impact of these changes.

#### **Recommendation:**

The Committee should continue to monitor the transition to spouse benefits and the impact of legislative developments at the state and Federal levels.

### 8. Review and discuss this Committee's general charge and identify two or three issues that should be given the highest priority for the Committee's work in academic year 2018-2019

#### **Recommendations:**

The Committee should continue to (i) monitor, as necessary with the Facilities Committee, the availability of day care and lactation rooms for new parents and mothers, (ii) monitor the University health insurance plans and the potential impact of "Be In The Know" and related wellness programs, and (iii) study expanded education and information to employees and retirees on financial planning for and throughout retirement.

### Personnel Benefits Committee 2017-2018

**Chair:** Russell Localio; **Faculty:** David Balamuth, Tanja Kral, Iouri Manovskii, Olivia Mitchell, Andrew Postlewaite, Bob Stine; **Staff:** Melissa Brown; **PPSA:** Desiree Fleck, Cynthia Kwan Dukes, Adam Roth-Sacks; **WPPSA:** Darlene Jackson, Rhonda Kirlew, Rosa Vargas; **Liaisons:** Jack Heuer, Susan Sproat; **Ex-Officio:** Anita Allen.

**NOTE:** The full reports from the Council Committees are available at:  
<https://secure.www.upenn.edu/secretary/council/committees.html>

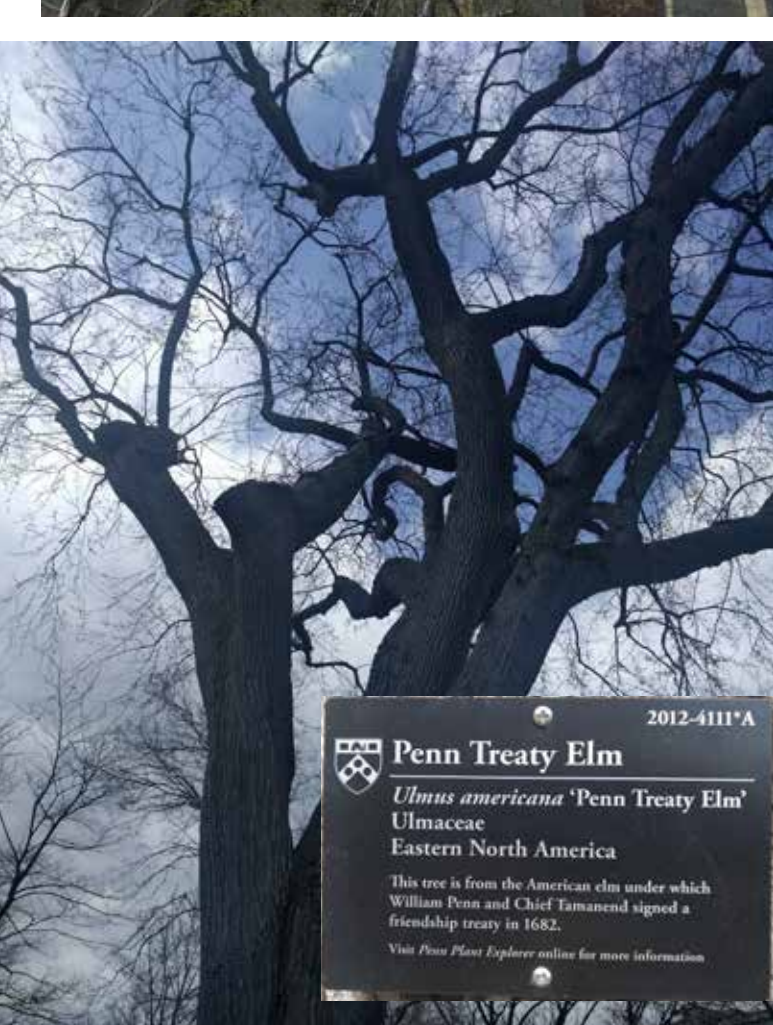
## Trees at Penn—A Diverse Collection

Penn's campus is an urban forest with over 6,500 trees in the collection, over 240 species including these which are in Blanche Levy Park. See Penn's Plant Explorer, <https://www.facilities.upenn.edu/services/landscape/penn-plant-explorer>



Photographs by Marguerite F. Miller

CLASS OF 2021  
PENN TREE  
Cucumber-tree Magnolia  
*Magnolia acuminata*  
Planted at the Morris Arboretum  
of the University of Pennsylvania



2012-4111'A  
 **Penn Treaty Elm**  
*Ulmus americana* 'Penn Treaty Elm'  
Ulmaceae  
Eastern North America  
This tree is from the American elm under which  
William Penn and Chief Tamanend signed a  
friendship treaty in 1682.  
Visit Penn Plant Explorer online for more information

