

Committee on Academic and Related Affairs

2007-2008 Draft Specific Charges

1. Examine the impact on student recruitment of the University's focus on global engagement.
2. Review the recruitment initiatives reflecting the Penn Compact's emphasis on increased access for national and international students.
3. Examine how policies for ethical conduct of research, scholarship, and professional education are communicated to all students and how those policies are enforced.
4. Continue to monitor the equity and effectiveness of the University's Early Decision policy in admissions.
5. Delineate the roles of various Penn committees and task forces whose missions involve the promotion and oversight of recreational and intercollegiate athletics; determine recommendations that would assist the Administration in efficiently maintaining an active role for athletics in the life of the Penn community.
6. Review and discuss the Committee's general charge and identify two or three issues that should be given highest priority for the committee's work in AY 2008-2009.

The Committee decided to combine charges 1, 2 and 4 under the heading "Recruitment/Admissions," charge 3 under the heading "Ethics" and charge 5 under "Athletics/Recreation." The original intent was to have a subcommittee deal with each of the three groups. But for various reasons, only the Ethics portion was generated by a subcommittee. We will structure this report according to these three headings.

Recruitment/Admissions

This academic year coincided with the appointment of a new Dean of Admissions. Nonetheless, the committee met with the Interim Dean of Admissions Eric Kaplan and the Director of International Admissions Elisabeth O'Connell. They provided the following information to the Committee.

It generally takes about 18 months to admit a freshman class. The Admissions Office began in January 2008 to recruit the Class of 2013 that will enter in the Fall 2009. The College Board essentially starts the process with student search, which provides access to names of high school students who fit institutionally-defined academic parameters. High school juniors begin their campus visits in February/March. The Admissions Office offers information sessions during the week and tours every day with expanded programming during the summer and fall. In late April, Penn joins a consortium of peer institutions to recruit around the country, as well as in Latin America and other international regions. Admitted students are surveyed every few years in an effort to understand their perceptions about admissions and financial aid experience and to benchmark these experiences against several peer institutions.

The Committee was informed about Penn's new financial aid initiatives—eliminating loans for financially eligible undergraduate students—in an effort to provide access to economically disadvantaged students.

The Committee looked into the early decision process. Penn has maintained early decision although some of our peers have eliminated it. Our early decision application pool is the largest in the US, and we admitted 48% of our class through the early decision program. In recent years, our early applicants have been academically stronger than the regular decision pool. Those who are deferred to the regular round are admitted at the same rate as regular decision candidates. Two of our peers, Harvard and Princeton, have eliminated early programs because they believe that it re-

duces the number of low-income applicants, but Penn has designed new financial aid programs to encourage low-income students to apply early. It is the view of the Committee that Penn should continue to monitor the income distribution of the early decision applicant to ensure that the number of low-income students is maintained.

The geographic distribution and statistics for the Class of 2011 are available at www.admissionsug.upenn.edu/profile.

The Committee studied the impact of student recruitment on the global presence of the University. Currently, though Penn offers some financial aid to international students, the need-blind policy does not extend to these students. We recruit in affluent countries and developing countries. The Committee discussed the extension of need-blind admission to international students.

Recommendations

(1) Penn should continue to monitor the income distribution of the Early Decision applicants to ensure that the number of low-income students in the pool is maintained.

(2) While the issue of need-blind admission for international students should be discussed more carefully, it is however clear that more international students would require increased support, including ESL, writing help, learning resources, orientation, etc.

Athletics/Recreation

The Committee met with Director of Recreation and Intercollegiate Athletics, Steven Bilsky; Associate Director of Athletics and Recreation, Mike Diorka; and Director of Recreation, Amy Wagner to discuss the governance of the athletics and recreation programs at Penn.

Historically there were two official committees to address athletics governance: (1) The Trustees Board of Overseers for Athletics, and (2) the University Council Committee on Recreation and Intercollegiate Athletics. The latter was recently subsumed into the present Committee. In addition, there are other committees and task forces: the Student Athlete Advisory Committee, the Sport Club Council, the Gender Equity Task Force for Athletics & Recreation, the NCAA Recertification Committees (formed every 10 years), and other ad hoc task forces that are created as needed.

In academic domain, all student athletes are advised to work with their individual faculty early in the semester to address conflicts in the class schedule and team travel. Most faculty are supportive and flexible.

Athletics and recreation are a major part of the campus master plan for developing the postal lands. Phase I of the plan will include the creation of a new fitness center for the entire campus community and a new intercollegiate weight room in Franklin Field. This work should begin within 6-8 months and will be complete by 2009-2010. Mike Diorka and Amy Wagner described how the fitness center would offer programs such as work out classes to maximize efficient usage. Phase II of the plan will convert 14 acres of postal lands to green space, including two new synthetic fields (one with an air enclosure); 12 outdoor tennis courts; 1 or 2 traditional grass fields for club and intramural sport; a volleyball court; and a new softball stadium. This phase will be completed within four years. The final phase will include a new swimming facility and indoor track, and will be completed in 6-8 years. All of these developments will provide more access to recreational opportunities to more students.

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Committee on Academic and Related Affairs

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Hollenback (which houses the current intercollegiate weight room as well as ROTC) needs major facilities improvements, which are long-term. However, the building will remain within Athletics (and ROTC). There will also be a new footbridge that spans the train tracks and connects Hollenback with Bower Field; the footbridge is scheduled for completion by September. The University's Ice Rink is not operated by Athletics but rather by Business Services; its future is uncertain but the Rink will remain as is for the next few years.

The funding for staff and maintenance for these new facilities will come from increased fees and some will come from fundraising. Athletics has raised \$70 million in the campaign already, and some of the money is being raised for endowment to support long-term maintenance and projects. The increased fees are more acceptable if they are accompanied by programming, clinics, and visible maintenance. The Committee discussed various possibilities such as charging fees to faculty and staff on a sliding scale according to salary, and reducing fees for graduate students. Steve Bilsky indicated that any changes in the fee structure would be made in conjunction with the constituent groups.

Recommendations

(1) The issue of different fee structure should be pursued both by the Committee and the management of athletics and recreational programs.

(2) Information regarding supporting student athletes should be provided to TAs during their annual TA training (offered by the Center for Teaching and Learning and the Graduate Student Center).

(3) Regular meeting of the Athletic and Recreation directors with the Committee would be highly desirable.

Ethics

The ethics subcommittee was charged with examining "how policies for ethical conduct of research, scholarship, and professional education are communicated to all students and how those policies are enforced."

In carrying out our charge, we examined printed material on ethics policies; we examined the websites of all schools of the University; and we examined curricula of many schools and individual departments. We also interviewed Associate Provost for Education Andrew Binns and Director of the Office of Student Conduct Susan Herron.

Is there a problem?

According to the research of the Provost's Office, plagiarism and unethical conduct in research and classes are not on the rise. A review of student evaluations, for example, indicates that cheating in classes has remained in the 3-5% range for the past several years.

If there is a perceived problem, it may be that new technologies have increased the rate of detection. Also, the Internet and mobile technologies have broadened the possibilities for unethical behavior at every stage of teaching, research, and publication. And universities are adapting slowly. Only recently, for example, have university presses begun to purge metadata from files that might have surreptitiously revealed the identity of supposedly anonymous peer reviewers.

Communicating Ethics at Penn:

In general, the subcommittee was surprised by the difficulty it took to locate online the ethics policies of every school and even the University-wide Code of Ethics. On the other hand, we were impressed with the steps the University takes to communicate its policies to students and faculty. Some of these steps include:

- Ethics policies are discussed at freshman orientation

- Associate Provost Binns and Director Herron run town meetings in the College Houses on topics such as "integrity"

- Courses on ethics have been included in the curricula of the Engineering, Business, Law, and Nursing Schools (and in some cases are required for accreditation)

- The Center for Teaching and Learning has taken on the task of aggregating University policies and assembling the material for students and faculty

- The library is incorporating plagiarism detection software into its Blackboard courseware program; the Law School already uses an in-line based exam and term paper management system

Two areas that we did not investigate as fully as we would have liked are (1) the treatment of human subjects in experiments and (2) the use of plagiarism detection software. These areas might be taken up for further study in the future.

Recommendations

Although the University is taking steps to improve its methods of communicating ethics policies, the subcommittee feels that there are ways that these methods could be bolstered or supplemented.

(1) Websites that contain ethics policies of the University or its subdivisions need to be made more prominent, so that interested faculty and students can consult them.

(2) Ethics policies vary from discipline to discipline. Individual departments and faculty members need to address the discipline specificity of ethics. Associate Provost Binns emphasized repeatedly that the faculty are the most important node for imparting ethical behavior and policies. The history department has a useful handout. It would be valuable for every department to have a one-page handout covering their policies and code of ethical research that could be included with syllabi. In particular, the ethics of collaboration remains a grey area that varies greatly among disciplines. Ethics should also be covered more fully in the training of teaching assistants.

(3) Finally, as methods of ethical misconduct among students proliferate as a result of mobile technology, it may become impossible for exam proctors to monitor behavior. To ensure ethical conduct and instill an ethical code beyond mere policing, Penn might consider adopting an honor code like Princeton or Haverford.

Suggested Charges for the 2008-2009 Committee

1) Examination of the Global Engagement Initiatives of the University, with particular attentions to issues such as central funding and coordination for these initiatives, funding for students to study abroad, need-blind admissions for international students and adequacy of the current resources for these students.

2) Examination of Penn's use of educational technology. Is Penn keeping up with its peer institutions in adoption of educational technology?

3) Continued reflections on policies for making the operation of the Committee more efficient and meaningful.

Committee on Academic & Related Affairs Members 2007-2008

Chair: Sohrab Rabii (Engineering) **Staff Member:** Anita Mastroieni (Graduate Student Center) **Faculty:** Peter Decherney (English), Michael Gamer (English), William McCool (Nursing), Barbara Medoff-Cooper (Nursing), Daniel Wagner (GSE), **WPSA:** Suzanne Oh (GSE), **PPSA:** Emily Ford (Nursing), **Graduate Students:** Jessica Lautin (SAS), Rachel Pereira (Law), **Undergraduate Students:** Samuel Pawliger (Wharton), and Cynthia Wright (SAS).

Committee on Campus and Community Life

The Committee on Campus and Community Life (CCL) resumed its charge this year, meeting four times as a full committee to address charges as follows:

1. Meet with the Vice President for Public Safety to receive updates on public safety initiatives, facilitate efforts to inform students about issues related to public safety on and off campus, and promote dissemination of safety tips for undergraduate and graduate students and other members of the University community. Produce recommendations for a public safety communications plan.

2. Review and disseminate information regarding Penn's community relations strategy.

3. Make recommendations for improvement of graduate student housing both on and off campus and evaluate how they promote a more robust sense of student life among graduate students.

4. Examine the range of University and student-provided on-campus mental health programs available to students and establish recommendations to ensure access to and promote the use of these programs among undergraduate, graduate, professional students and other members of the University community.

5. Discuss updated response and preventative strategies of Penn to communicable diseases.

There was excellent attendance and engagement with undergraduate and particularly graduate students this year who were active in all of the Committee's areas of responsibility. About one-third to half of the faculty and staff were able to attend on a regular basis, meeting schedules were a challenge, but we supplemented the input from faculty with email communications.

Activities in Each Charge Area

1. *Public Safety*—VP for Public Safety, Maureen Rush met with the Committee regarding updates on emergency notification, escort services, lighting and safety measures on campus, and camera monitoring. Chair, Eileen Sullivan-Marx also chaired the Public Safety Community Camera Monitoring Board and reported back updates to the full Committee. Students and faculty had opportunity to probe specific issues particularly regarding increased crime in adjacent areas of Penn campus and were satisfied with VP Rush's outreach to new Philadelphia Police Commissioner Ramsey and coordinated meetings with other university public safety officers in Philadelphia who met with Police Commissioner Ramsey regarding specific issues for safety on campuses. There was an expressed desire to ensure sustained presence of students on public safety committees and the student committees would take information back to students regarding services provided by Public Safety such as walk escort, transportation services, new late night center city bus service, housing checks, and emergency notification. There was a general sense from committee members that staff, faculty, and students feel relatively safe on campus.

2. *Community Relations*—VP for Government & Community Affairs office was contacted for an update but a report to this Committee was deferred until next year since there was an ongoing search for a VP for Government and Community Affairs and there was no identified urgent business identified by the CCL committee.

3. *Graduate Student Housing*—There was considerable attention given to this topic each meeting. A subcommittee was considered but not established because the full Committee felt that it was being adequately addressed. The CCL committee heard a presentation at the November meeting from GAPSA identifying a need to address: 1) availability of housing for graduate students affordable within their allotted stipend, 2) state of livability of current graduate housing on campus, and 3) off-campus

housing that would meet students needs and be in safe locations and with landlords who have a relationship with the University. International students particularly need advice regarding time to locate new housing in a short period of time when they arrive on campus and to be given information so that they do not choose housing that is affordable but in unsafe locations. Following student presentations, Facilities and Real Estate Services' (FRES), Ed Datz, executive director, Real Estate, presented "Graduate Housing at Penn" on February 27, 2008. This was well attended by graduate student organization representatives and was well received and informative for the committee. GAPSA and FRES will continue to develop communication regarding flexibility of lease and timing of admissions, renovation schedules for current housing, development schedule for residences at 41st and Spruce, and opportunities for communicating housing options with incoming students. Students clearly identified that the preference is for on-campus housing.

4. *University Mental Health Programs*—Students and faculty expressed concerns early in the year regarding long wait times at Counseling and Psychological Services (CAPS), misinformation regarding availability of services among students and faculty, and that there was a concern that CAPS was underfunded and understaffed. On February 27, 2008, CAPS Director, Ilene Rosenstein, presented an update to the Committee on expanded services and appointment times at CAPS and additional space which has become available on another floor allowing for private waiting areas for students. There was general kudos for a recent "Mental Health Camp" co-sponsored by CAPS and several University organizations including the Asian Pacific Student Coalition, who were present at the CCL meeting. More mental health camps throughout the year for prevention and outreach were recommended by the Committee, who were pleased to know of the improvements. Faculty, staff, and student organizations were encouraged by CCL to take the information on CAPS back to their constituencies.

5. *Communicable Diseases*—No work was done in this area after review with Committee members and UC leadership as it was not clear what the specific goal would be for this charge. However, in the future the committee would like to hear from MERT, the Medical Emergency Response Team on campus, for an update.

Priority for the Committee's Work in AY 2008-2009

1. Need to continue work with graduate student housing and FRES to ensure adequacy of support to attract and retain best and brightest graduate students to Penn.

2. Set agenda with VP for Government and Community Affairs when that position is filled, e.g. review of Economic Inclusion Plan and support that this Committee can provide.

3. Address general health issues for students and assess relocation of Student Health Services, CAPS, and MERT to assure quality campus life.

Committee on Campus and Community Life Members 2007-2008

Chair: Eileen Sullivan-Marx (Nursing), **Staff Member:** Matthew Waller (University Life Administration), **Faculty:** Joretha Bourjolly (SP2), Deborah Linebarger (ASC), Philip Nichols (Academic Services), Yvonne Paterson (Microbiology), Richard Shlansky-Goldberg (Radiology), Larry Sipe (GSE), Henry Teune (Political Science) **Graduate Students:** Shih-Wen (Wenny) Lin (Medicine), Saurabh Madaan (MSE) **Undergraduate Students:** Ben Alisuag (SAS), Carine Carmy (SAS), **WPSA:** Lauren Swain (Weingarten), **PPSA:** Abigail Mason Woodworth (Psychiatry) and Shahedah Saalim (Netter Center).

Committee on Diversity and Equity

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.

2007-2008 Specific Charges

1. Examine methods to increase the effectiveness of the University's diversity efforts by compiling and assessing initiatives, offices and other mechanisms currently in place to support the University's diversity goals.
2. Identify means of strengthening the support and mentoring of graduate students from under-represented minority groups.
3. Advise on the creation of a more robust presentation on diversity and related issues on the University homepage.
4. Advise on engaging alumni in supporting efforts to enhance campus climate and to aid in strengthening diversity initiatives.
5. Continue examination of revisions to the University's Equal Opportunity Policy.
6. Review and discuss the Committee's general charge and identify two or three issues that should be given highest priority for the Committee's work in AY 2008-2009.

The Committee met six times this year to address these specific charges. We also formed subcommittees that convened separately on particular topics.

1. The Committee revisited and redrafted (in consultation with Vice President Joann Mitchell) the Equal Opportunity and Affirmative Action Policy Statement. We produced several iterations of a new draft, paying special attention to the wording of Penn's position on the Department of Defense's (DOD) policies as they relate to sexual orientation. The Committee proffered fairly strong and explicit language in the final version of the proposed document, language condemning the DOD's discriminatory practices. Professor Gladney recommended (in a substantive March response to our draft) that more research must be done to determine the potential legal and financial impact of our proposed revision. We have submitted that final version as a part of this report (*see next page*). However, we recognize that our position is advisory. As such, the Committee hopes that the University decides to expeditiously revise the report as it sees fit, formally accepting a new version of the Equal Opportunity and Affirmative Action Policy based on some of the changes that we have offered.

2. The Committee spent a great deal of time trying to grapple with the concerns many students raised about their need for data on the University's overall campus climate, specifically the findings from the COFHE survey. We gathered information about alternative mechanisms for assessing campus climate data such as The Equity Scorecard (ESC), which we spoke with Joann Mitchell about quite extensively. We also had Committee members provide us with a detailed analysis of the ESC's strengths and weaknesses. Although the ESC model seems to offer a powerful way to track and assess the relative educational successes of under-represented students, it does not quite capture "climate" in the fullest, most holistic sense that we might demand. The Committee believes that accurately assessing our campus climate should be one of Penn's top priorities, which includes extending our commitment to (and utilization of) the COFHE survey with Penn-specific questions and further incentivizing Penn students' participation. The Committee is interested in accessing previously collected quantitative data while not relying solely on such surveys. Instead, the Committee strongly recommends that the University extend and expand its methodological approach to the systematic assessment of our campus climate (particularly around issues of diversity). We recommend combining the COFHE survey data with a series of focus groups, in-depth interviews, and systematic ethnographic research around these issues. This material—in the form of a final report—could then be made available to the campus community as soon as possible.

3. The Committee tried to examine potential barriers to Penn's attempts at recruiting and retaining a diverse and eminent faculty. Of course, the central administration should take the lead role in setting University-wide expectations around such issues, holding deans accountable for operationalizing a sense of urgency in their respective schools around this matter: making sure search committees take diversity seriously, diversifying the committees themselves, and demanding robust methods for circulating announcements that reach under-represented populations. For instance, the University should look at HBCUs, HACUs, and schools that produce Native scholars as spaces providing newly minted PhDs, EdDs, JDs and MDs. Moreover, the University should consider making the recruitment of diverse faculty members a more transparent and acknowledged practice across campus. Sometimes, even when such work is being done, the information does not effectively permeate the entire University community. Faculty, students and staff want to know what is actually being done, not just the success stories of newly hired minority faculty. Moreover, there is something that can be learned by carefully, discreetly, and respectfully disseminating some of the pertinent information on failed attempts, since such failures may provide valuable knowledge for future successes, especially if more constituencies can weigh-in on (and improve) the merits of the processes and procedures involved. One of the most important things for Penn to focus on, it seems, would be improving its institutional flexibility when it comes to courting professors who are also considering offers from our peer institutions. That means taking a more pro-active and personal approach to the process, not just letting the system run its course in some more conventional and traditional sense. Indeed, this holds for all hires, not just the candidacies of under-represented scholars. Penn must cultivate a reputation for being both rigorous and intellectually intimate in order to court faculty of color. This means keeping the lines of communication open between the school and the potential hire, even before the "official" offer is signed. Committee members found that some scholars felt as though other Ivy League institutions seemed to display a more conspicuous interest in them throughout the process, calling with updates and just keeping them abreast of progress. Penn's hiring process can take a long time, and it is important to signal our interest in under-represented scholars (again, all scholars) vying for jobs here (especially those candidates on one of our proverbial short-lists), indicating that we are just as interested and committed as any of our peer institutions. It is important to vigorously and transparently apply the "Target of Opportunity" mechanism without allowing that method to serve as a ghettoized surrogate for academic units actually taking responsibility for finding and hiring qualified faculty of color themselves. We might also examine better ways to bring Penn's academic units into the "Target of Opportunity" conversation earlier in the process. For instance, if departments have already determined their immediate needs in terms of future hires, the "Target of Opportunity" committee should have that information early on.

In terms of retention issues, Penn should imagine adopting and adapting the successful mentoring programs that the School of Nursing and the School of Dental Medicine have already devised. (This mentoring process should allow for the possibility that faculty might find mentors in other departments or schools. Indeed, they might have more than one mentor, since there are many trajectories along which junior faculty might need assistance and advice.) Clearly, there are two inter-related pieces to the retention puzzle: (i) making sure that junior faculty of color have every opportunity to prepare themselves adequately for the high bar of tenure at Penn (for instance, clearly communicating expectations while concomitantly protecting them from being inundated with University request/responsibilities as a function of their social group's under-representation on campus) and (ii) finding creative ways to retain promising junior faculty even once peer institutions show serious interest in luring them away. Penn should fund intellect communities (i.e., faculty reading groups) around thematic issues that can help faculty of color to connect most substantively with colleagues from across campus, cultivating useful interlocutors and scholarly conversations that can improve their research. Penn should supply funding for an ambitious program (to which all junior faculty could apply) that would allow Penn's junior faculty to workshop book manuscripts or research articles with important senior colleagues in their field over several days, flying faculty to campus and putting them up nearby. Some of these events can be open to the public, and others should be reserved for the participants. In

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terms of junior faculty applications for such an opportunity, priority should be given to scholars with a compelling project and a proven commitment to diversity at Penn (i.e., serving on the board of various student groups, mentoring students of color, speaking at “diversity” events on campus, etc.) This kind of program could really enhance Penn’s reputation as an institution that truly nurtures junior faculty, especially junior faculty of color, and in ways that are wired to other campus-wide commitments.

4. In terms of graduate student recruitment and retention, the committee recommends that the University financially and institutionally support faculty-student mentoring relationships that extend far outside the classroom and beyond faculty office hours. There should be more resources available for faculty to send graduate students to conferences, to co-present papers, and to meet with them over meals. We also suggest that the University foster connections between and among campus groups that represent under-represented students, including funding more staff dedicated to the University’s cultural centers, key nodes for such connections. Penn should also consider setting aside financial support for events that create a safe-haven for under-represented students—for instance LGBT coffee chats and BGAPSA soul food dinners. The Fontaine Fellows program is a marquee achievement here at Penn. It should be something that all prospective graduate students of color find out about *before* they make their decision about where to go to graduate school. It is the kind of institutionalized support that can help students to matriculate successfully and expeditiously. Penn should also look to examine the extent to which graduate students of color rely on support staff (especially support staff of color) in lieu of finding enough faculty of color around campus. These kinds of relationships are clearly not replacements for the faculty-student connection, but they are potentially just as valuable in terms of students’ day-to-day survival. The University should think about ways to foster and channel the kinds of protective relationships already being forged between students and staff of color on campus. Moreover, deans from every school should be asked to think holistically about the applications they receive from graduate school candidates. A blanket 1200 or 1300 SAT mandate, for instance, should not preclude the exceptional student of color from an under-represented minority group (or any student, for that matter) who doesn’t perform well on standardized tests. There are faculty members in Penn’s Graduate School of Education who specialize in just this topic. They should be asked to help craft a more flexible (yet still rigorous) way to de-fetishize SAT scores as the single most important mechanism for determining the success of prospective graduate students, especially those prospective students from under-represented minority groups. Penn loses out when peer-institutions find suppler ways to combine comprehensive readings of qualitative and quantitative aspects of students’ dossiers.

5. Penn should prioritize the creation of a University webpage devoted to diversity issues. It should be prominently displayed on the homepage and also serve as a kind of clearinghouse for accessing all the programs, policies, and presentations on campus that exemplify Penn’s commitment to diversity. If this works, every unit on campus should make sure that their lectures and initiatives related to diversity get linked to that website. Part of what this should also do, it seems, is cultivate an opening of the channels of communication on campus with respect to issues of diversity. Sometimes, many members of the Penn community do not even know when diversity-related events are taking place. This site can promote the practice of community members actively searching for weekly events and policy documents related to diversity. At its best, the site can foster a larger sense of trust and transparency with respect to Penn’s on-the-ground commitments to diversity.

6. For next year, the Committee might try to (i) make sure that a version of the website has been examined and critiqued (in preparation for on-line accessibility by 2009-2010); (ii) begin laying out a series of qualitative methods for assessing Penn’s campus climate, methods that might be used in collaboration with the data created by the COFHE survey, in an attempt to explain any potential issues that the numbers portend or miss; and (iii) develop more concrete suggestions for increasing diversity among standing faculty here at Penn.

Committee on Diversity and Equity Members 2007-2008

Chair: John Jackson (Annenberg & SAS) **Staff Member:** Brenda Brand (Office of the Secretary) **Faculty:** Herman Beavers (English), Andres Pinto (Dental Med), Jorge Santiago-Aviles (Engineering), Yolanda Slaughter (Dental Med), Howard Stevenson (GSE), Nancy Tkacs (Nursing); **Graduate Students:** Christa Heyward (Med), Yvecar Momperousse (Alumni Relations); **Undergraduate Students:** Derek Mazique (SAS), Kevin Rurak (Lambda Alliance) **PPSA:** Aiasha B. Saalim Graham (Pub. Services), Lisa Linn De Barona (Wharton) **WPSA:** Omua Aghonkha (GCRC) and Michelle Wells Lockett (Med).

University of Pennsylvania Equal Opportunity and Affirmative Action Policy Draft of the University Council Committee on Diversity and Equity

The University of Pennsylvania’s special character is reflected in the diversity of the Penn community. This diversity is prized at Penn as a central component of its mission and helps create an educational and working environment that best supports the University’s commitment to excellence in teaching, research, and scholarship. We seek talented faculty, students and staff to constitute a vibrant community that draws on the strength that comes with a substantive institutional investment in diversity along axes of race, ethnicity, gender, sexual orientation, age, religion, disability, veteran status, interests, perspectives, and from all socioeconomic levels.

Penn’s robust commitment to diversity is grounded in equal opportunity, non-discrimination, and affirmative action. This policy of equal opportunity, affirmative action, and non-discrimination is fundamental to the University’s mission of advancing knowledge, educating leaders for all sectors of society, and public service. As a matter of policy, the University of Pennsylvania prohibits unlawful discrimination based on race, color, sex, sexual orientation, gender identity, religion, creed, national or ethnic origin, citizenship status, age, disability, veteran status, or any other legally protected class.

The University is steadfast in its efforts to eliminate policies, procedures, and practices that unlawfully limit access to admission and employment as well as services, programs, and other opportunities offered to members of our community. Penn is committed to ensuring that its academic, social, recreational programs and services, and opportunities for employment are administered without regard to an individual’s protected class status. Present US Department of Defense policy governing the presence of military recruiters on campus and participation in ROTC programs on campus is inconsistent with Penn’s nondiscrimination policy. The University encourages the federal government to end its policies, which discriminate based on sexual orientation. Penn will make every effort to offer equivalent financial aid to students who lose ROTC support due to DOD regulations.

Penn also has affirmative action programs to address any under-utilization of women, minorities, people with disabilities, and Vietnam Era, special disabled and other eligible veterans. Responsibility for the development of the University’s written affirmative action plan rests with the Office of Affirmative Action and Equal Opportunity Programs.

In collaboration with the Division of Human Resources and the Office of the Provost, the Office of Affirmative Action and Equal Opportunity Programs oversees the implementation and administration of the University’s equal opportunity, affirmative action, and nondiscrimination policies and programs. The University recognizes the right of members of the community to raise questions and pursue complaints of discrimination, and adheres to a strict policy that prohibits retaliation for doing so. Questions, complaints of alleged discrimination, or concerns regarding these policies or their implementation may be directed to the Executive Director, Office of Affirmative Action and Equal Opportunity Programs, Sansom Place East, Suite 228, 3600 Chestnut Street, Philadelphia, PA 19104-6106, (215) 898-6993 (Voice) or (215) 898-7803 (TDD).

University of Pennsylvania Nondiscrimination Statement (To be used in University publications)

Draft of the University Council Committee on Diversity and Equity

The University of Pennsylvania values diversity and seeks talented students, faculty and staff from diverse backgrounds. The University of Pennsylvania does not discriminate on the basis of race, sex, sexual orientation, gender identity, religion, color, national or ethnic origin, age, disability, or veteran status in the administration of its admissions, financial aid, educational or athletic programs, or other University-administered programs or in its employment practices. The US Department of Defense’s Solomon Amendment is inconsistent with Penn’s nondiscrimination policy, and the University encourages the federal government to end its policies, which discriminate based on sexual orientation. Questions or complaints regarding this policy should be directed to the Executive Director of the Office of Affirmative Action and Equal Opportunity Programs, Sansom Place East, 3600 Chestnut Street, Suite 228, Philadelphia, PA 19104-6106; or (215) 898-6993 (Voice) or (215) 898-7803 (TDD).

Committee on Facilities

This report is divided into three sections. The first section addresses each of the five specific charges given to the committee at the beginning of the academic year. The second section lists issues that should be given high priority for the Committee's work in 2008-2009. The third section contains some comments about the operation of the Committee and some suggestions to improve the effectiveness of the Committee.

Section I: Specific Charges to the 2007-2008 Committee:

1. *Continue to receive information updates on the South Street Bridge project.*

The South Street Bridge was among the charges to the 2006-2007 Committee on Facilities. Little reliable information was available to them and there has been little reliable information available to the 2007-2008 Committee during most of this year. The replacement of the bridge is being managed by the Streets Department of the City of Philadelphia. The University of Pennsylvania, to a large extent, is only a very interested—and very concerned—bystander.

It now appears that the bridge will be closed at the end of the summer. The replacement bridge is expected to be opened near the end of the 2009-2010 Academic Year. Although the City has anticipated some of the changes in traffic patterns that will occur, it is not possible to anticipate the full range of the responses that commuters will make. The South Street exit of the Schuylkill Expressway will be closed during the entire period of construction, and the many commuters who now use this exit will find alternate routes.

The burden of the bridge closure will fall very unevenly on the constituents of the Penn community. Students, many of whom live on campus or within easy access to public transportation, will be affected least. Those faculty members who can arrange flexible commuting hours will be able to avoid the worst traffic delays. Staff members, most of whom lack any flexibility, will suffer most.

The traffic on the streets near the campus is already very congested at rush hours. It is probable that these streets will become much more congested immediately after the bridge is closed and then improve somewhat as commuters make adjustments. Inasmuch as new facilities are being constructed on 34th Street, and construction will probably begin along Chestnut Street and Walnut Street before the new bridge is opened, traffic will probably get even worse before the bridge is reopened. Motorists who switch from driving to public transportation will obviously reduce the traffic problems in the area. The University should try to find ways to stimulate such switches.

One of the most important actions the University can take in the periods immediately before and immediately after the closure of the bridge is to provide regular and accurate information to the entire University community. The community will be best served if this information is neither unduly alarmist nor unrealistically optimistic.

2. *Monitor the University's progress in achieving sustainability.*

Since the beginning of the year the University has set up an Environmental Sustainability Advisory Committee with over 30 members and six specialized subcommittees. This Committee is moving ahead, with the expectation that a formal report will be submitted in the fall of 2009. It seems unreasonable for the Facilities Committee to monitor this committee and report its progress to University Council. The Sustainability Committee itself should provide progress reports directly to University Council in the fall of 2008 and in the spring of 2009.

3. *Receive updates on the Penn Connects projects.*

The Committee has focused its attention on the space acquired from the Post Office and on the space adjacent to that acquisition. The latter is currently used for playing and practice fields for intramural and intercollegiate athletics. The space is remote, its access is difficult, and it is generally uninviting except to users of the athletic fields.

The configuration suggested by the *Penn Connects* proposals will solve the access problem by covering part of the SEPTA commuter rail line and by providing a pedestrian bridge (the "Weave" bridge) over the AMTRAK line to the River Fields. The amount of open space on campus will be significantly increased—at least temporarily—and new playing fields will provide needed space to athletic teams. We see little in the projections, however, that would make the site significantly more inviting for use by anyone other than members of athletic teams. Without some other attraction beyond the park planned, we fear that most members of the Univer-

sity community will continue to believe that the Palestra marks the eastern edge of the Penn campus. If the campus is truly to be extended to the river—or as near to the river as the Expressway permits—some way must be found to make part of this space a destination for those members of the University community who do not use the fields for organized sports.

It is our impression that there is an acute shortage of space on the rest of the campus. Student groups are short of meeting rooms and performance spaces. Requests to the University for specific space that might be potentially available are regularly sent to the end of a long queue of earlier requests from other applicants. Providing such space in one or more of the planned buildings closest to the informal parts of Penn Park (the South Street Bridge Building and Walnut Street Phases 1 and 2) could relieve the pressure for space elsewhere on campus and at the same time provide a destination which would draw people to the new eastern precinct. We recommend that a separate committee, with representation from all potential users, be set up to consider how this might be accomplished.

The development of Penn Park will provide for more practice and playing fields for students engaged in organized athletics. It is important that it also provide space for students whose athletic activity is casual and less organized. The field behind Hill House is now used extensively by students whose focus is on recreation rather than competition. The student housing units to be constructed along Chestnut Street will both limit activity on this field and increase the number of potential users.

4. *Receive updates on deferred maintenance issues and management of maintenance projects.*

The term "Facilities Renewal" is both more accurate and less pejorative than "Deferred Maintenance." We will use that term in this report. While the Committee did not look at the management of facilities renewal, it appears that the process is quite well organized. It appears that there are serious funding problems which are, unfortunately, neither surprising nor easily solved. We share, along with most other private universities, a mismatch between our ability to raise money to construct new buildings and the ability to identify funds to maintain them. While prospective donors can be lured with the prospect of seeing their names on a new building, a replacement air-handling system is a much harder sell. In addition, the Responsibility Center Management system, which Penn pioneered almost three decades ago, has given the individual schools much greater control of their resources and provided incentives to manage those resources effectively. However, with so much control in the schools, it is difficult to achieve anything approaching uniformly excellent standards of facilities renewal across the University.

We understand that a task force has been commissioned to explore alternate mechanisms for funding facilities renewal. We hope this group will be able to find a way to make it easier to achieve appropriate University-wide standards.

5. *Help to promote and possibly expand Penn Transport Services.*

We met with Ronald C. Ward, manager of Penn Transit Service, and with John Gustafson, his assistant manager. It seems clear, from both Mr. Ward's comments and from observations by members of the committee who use the service, that it provides a very valuable service to a large number of people. It enhances safety on the campus and environs and provides convenient transport throughout campus and to areas of student housing. The improvements that are underway will provide potential riders with much better information about arrivals of the transit vehicles.

It also appears that in many ways the service is operating at the very limits of its current capacity. In the absence of additional resources it would seem irresponsible for the Committee to promote either additional use or an expansion of the service. Indeed, the additional traffic produced by the closure of the South Street Bridge will challenge the Transit Service to maintain its current level of service.

We understand that part of funding for the service comes from providing service for other University programs. This entrepreneurial activity should be commended, since it both provides income for the Transport service and provides significant savings and better service to the programs that use it. We also understand that part of the funding for the service depends on income from parking revenues. There is no obvious logic to this arrangement, and the construction of new buildings on parking lots makes future income from parking uncertain. While we have not studied the ser-

(continued on next page)

Committee on Facilities

(continued from page 6)

vice's funding in detail, we recommend that attention be given to providing a more rational and stable source of funds. It might be useful to look at how other universities fund comparable systems.

Section II: Issues for the 2008-2009 Facilities Committee

1. *South Street Bridge*—It is probable that the 2008-2009 academic year will be known as the “Year of the Bridge.” The closing of the South Street Bridge will make commuting difficult and cause congestion on many of the streets near campus. In addition to the problems that have been anticipated, others will surely arise. The Committee should try to assess the problems the closure creates, advise University Council, and suggest possible solutions. If our understanding of the schedule for the closing is correct this should be the first item on the Committee's agenda in September.

2. *Building Plans for the East Campus*—The construction of the buildings contemplated for the land acquired from the Postal Service is a number of years in the future. However, it is not too early for potential users to make their needs known. A subcommittee, with representation from all potential stakeholders, should be established to look carefully at potential plans.

3. *Green Space on Campus*—The *Penn Connects* projects will increase the amount of green space on campus, at least in the short run. In the longer run, the buildings proposed for the Penn Park site may trim or eliminate that increase. Moreover, the projected increase in green space appears to focus on organized athletics. The Committee should make a survey of the number and uses of the green spaces on campus, with the goal of providing a benchmark to which future plans could be compared.

4. *Pedestrian Safety*—It appears that many members of the University community who navigate the campus on foot are regularly menaced by automobiles and bicycles. Moreover, the frequent closing of sidewalks for the convenience of construction and maintenance projects makes the safety of pedestrians even more precarious. The Committee should make a careful survey of the problems that exist and suggest possible solutions.

5. *Facility Renewal*—It is not obvious that simply receiving reports is helpful. It may be useful for the committee to learn more about the status of the University's facilities and then try to better understand how decisions on facilities renewal are made.

6. *Transit Service*—It may be helpful for the Committee to survey other universities to see how their transit systems are operated and how they are funded. The Committee should also monitor the effect of the South Street Bridge closure on the service.

Section III: Organization of Committee

The operation of the Committee this year has not been effective—at least in part because the chair had not previously been on the Committee. The attendance was not very good, a problem reported to have existed in previous years. The charges to “receive reports” put the Committee in a very passive—and basically uninteresting—mode.

Suggested changes:

1. The time of the meetings should be set before committee members are appointed. Those who cannot reserve that time should not be appointed.

2. The charges should be framed as “Investigate” or “Explore” rather than “Receive reports.”

3. Some of the initial work of the Committee should be assigned to subcommittees that would have the flexibility to look at issues in detail before reporting to the parent committee.

Committee on Facilities Members 2007-2008

Chair: Walter Wales (Physics) **Staff Member:** Daniel Garofalo (Office of University Architect) **Faculty:** Eugenie Birch (City Planning), William Braham (Architecture), Thomas Daniels (City Planning), Jerry Jacobs (Sociology), Michael McGarvey (Neurology), Bernard Shapiro (Vet), Susan Wachter (Wharton) **Graduate Students:** Ross Bruch (Law), Martin Smith (Design), **Undergraduate Student:** Ankit Dhir (Wharton) **PPSA:** Helen Di Caprio (Budget Analysis), Laura Foltman (GSE) **WPSA:** Rachael Alford (Design) and Karima Williams (Law).

The Office of the University Secretary and Leslie Laird Kruhly would like to recognize the hard work and contributions of all members of the University Council and its Committees over the past academic year.

Our special thanks are extended to members of the Steering Committee, the Council Committee Chairs, the Council Moderator and Parliamentarian, and the Office of the Faculty Senate for their tireless efforts.

Steering Committee

Administration
Amy Gutmann
Ron Daniels

Tri-Chairs of the Faculty Senate

Larry Gladney (Steering Chair & Chair of the Faculty Senate)
Neville Strumpf
Sherri Adams

Faculty

Eric Bradlow
Sean Clark
Lawrence Levin
Margaret Beale Spencer

Graduate and Professional Student Assembly

Daniel Grabell
Andrew Rennekamp

Undergraduate Assembly

Jason Karsh
Wilson Tong

Penn Professional Staff Assembly

Suzanne Bellan
Nancy McCue

Weekly Paid Professional Assembly

Steven Hauber
Michelle Wells Lockett

Council Committee Chairs

David Brownlee
David Freiman
John Jackson
Carolyn Marvin
Sohrab Rabii
Eileen Sullivan-Marx
Walter Wales

Council Moderator

Paul Guyer

Council Parliamentarian

Mark Frazier Lloyd

Coordinator, Office of the Faculty Senate

Susan White

(See next page for the Committee on Committees Report on the Functioning of Council Committees)

Committee on Committees Report on the Functioning of Council Committees During Academic Year 2007-2008

During the 2006-07 academic year, the Council committee structure was streamlined to produce a smaller number of standing committees, each of which has the power to form subcommittees as needed to handle specific needs. This is the second year of the new committee structure. Hence this report is the first to provide a full view of how the committees are functioning within the new structure.

Mechanism of Evaluation

Each faculty member on the Committee on Committees was assigned to review a Council committee. Each review consisted of in-person, phone, or email interviews with the committee chair and staff support person, using the questions below. Other University constituencies were asked to provide information on committee performance via their members who serve on the committees. All committee members then reported their findings to the Committee on Committees in March for discussion. This report provides an overview of the general findings, as well as specific comments on the functioning of each committee. However, Steering is advised to look at the individual committee reports to gain a complete view of how the committees are performing.

Questions posed

1. Was the committee's specific charge for this year clear and appropriate?
2. What changes, if any, do you think need to be made in the committee's general charge?
3. What issues were addressed this year?
4. How many times did the full committee meet? If subcommittees were created, how many were created, how often did they meet and what was their purpose?
5. Based on the charges for this year and the discussion to date, what do you see as issues emerging for consideration next year?
6. Which members would you recommend to serve on the committee next year? If you have been chair for 2 or more years, who would you recommend as the chairperson?
7. Is the membership of the committee well-suited to the committee's charge (expertise, representation of interests, etc.)?
8. Who has the committee consulted or met with during the past year?
9. What problems did the committee encounter, e.g. access to necessary resources?
10. What recommendations would you make going forward?

Findings Applicable to all Committees

All Council committees are functioning well. All committees appear to be quite active, meeting regularly in meetings of the whole and/or in subcommittees and engaging administrators and University community experts in discussions directly related to their charges. Several suggestions made to improve the functioning of all committees are outlined here; committee-specific suggestions and comments will be outlined below.

The general comments appear to reflect a great deal of interest on the part of committee members both to participate and to maximize their ability to effect change with the following recommendations:

- *The chair of the committee should have experience with the work of that committee.*
- *Appoint committee members for overlapping 2-year terms, to provide continuity.*
- *Set meeting times before the beginning of the academic year so that meetings can begin earlier in the academic year and committee members can arrange their schedules to permit maximal attendance.*
- *Continue to reinforce the purpose of the committees and the processes by which their deliberations are reported to Council and considered further by Steering.*

University Council Committee Charges

The Committee on Academic and Related Affairs:

- Oversees matters of recruitment, admissions, and financial aid that concern the University as a whole and that are not the specific responsibility of individual faculties
- Advises the administration on policies, development and operations of bookstores and libraries
- Reviews and monitors issues related to the international activities of the University 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
- Advises the administration on recreation and intramural and inter-

collegiate athletics and their integration with the educational program of the University

- Advises the administration on 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

- Advises the administration on proposals for sponsored research referred to it because of potential conflict with University policy.

The charge of this committee is extremely broad, and several individuals felt that athletics does not belong within this committee's purview. This is in part because many committee members are not interested in athletics and in part because the link between athletics and academic affairs is not necessarily strong. However, one could argue that the link should be strengthened, rather than weakened.

The Committee on Campus and Community Life:

- Oversees the University's communications and public relations activities

- Advises the Council on the relationship of the University to the surrounding community

- Oversees the conditions and rules of undergraduate and graduate student life on campus

- Recommends means to improve safety and security on the campus.

The committee would like to see stronger participation from faculty.

The Committee on Facilities:

- Reviews the planning and operation of the University's physical plant and all services associated therewith, including transportation and parking

No additional recommendations.

The Committee on Personnel Benefits:

- Deals with the benefits programs for all University personnel

No additional recommendations.

The Committee on Diversity and Equity:

(formerly Council Pluralism + President's Affirmative Action Council)

- 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

- Advises the offices of the President, Provost, and the Executive Vice-Presidents 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

As a newly constituted committee, there were no members who had served previously on the University Council Pluralism Committee and the University's Affirmative Action Council. This resulted in a loss of continuity with the work of the previous committees.

A major concern of this committee was lack of access to the COFHE campus climate survey. The Provost plans to report on the survey results at the April Council meeting.

The next two committees were not evaluated since they act independently and were not changed under the new committee structure.

The Committee on Honorary Degrees:

- Solicits recommendations for honorary degrees from faculty and students and submits nominations to the Trustees.

The Committee on Open Expression:

- Monitors the communication processes to prevent conflicts that might emerge from failure of communication

- Recommends policies and procedures for improvement of communication

- Investigates alleged infringements of the right of open expression

- Advises administrative officers where appropriate

- Participates in evaluation and resolution of conflicts that may arise from incidents or disturbances on campus

Committee on Committees Members 2007-2008

Chair: Sherrill Adams (Dental) **Staff Member:** Susan White (Faculty Senate) **Faculty:** Eric Bradlow (Wharton), Larry Gladney (Physics and Astronomy), Lawrence Levin (Med), Neville Strumpf (Nursing) **Graduate Student:** Kes Puckorius (Wharton) Undergraduate Students: Britany Stark (SAS) **Staff:** Loretta Hauber (Weingarten) and Nancy McCue (Housing and Conferences Services).