The Committee Charge

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.

The University Council issued four specific charges to the 2015-16 Committee that fall under the general domain of its responsibilities:

1. Examine challenges facing international students and identify priorities for improving the ongoing support of this community

2. Examine student mental health benefits, with particular attention to the role of CAPS and the availability of insurance for longer term care from outside providers

3. Consult with Penn’s Office of Government and Community Affairs and the Netter Center in reviewing local community and economic initiatives

4. Consider student employment arrangements, especially Work Study policies, and ways to improve availability of adequate student employment
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 2016-17.

Committee Members

The committee was chaired by Rebecca Maynard who is a faculty member in the Graduate School of Education. Other members of the committee (see Exhibit 2) included five faculty members (Angela Bradbury, Monica Calkins, Jonah Gelbach, Campbell Grey, and Emily Hannum); one representative of graduate and professional students (Jia Xue); two undergraduate student representatives (Natasha Galperin and Adam Mansell); two representatives of the Penn Professional Staff Assembly (PPSA) (Peter Gemmellaro and Namrata Narain); and one representative of the Weekly Paid Professional Staff Association (WPPSA) (Joyce Woodward Jones). Cydnee Bryant, Administrative Coordinator at VPUL, was staff to the committee and Karu Kozuma, Associate Vice Provost for Student Affairs, was Administrative Liaison to the committee.

Committee Processes

The committee conducted its work through two means: (1) full committee meetings (see Exhibit 2); and (2) individual outreach and information collection by members of the committee. Over the course of the year, the full committee met seven times. The first meeting (October 27th) and last two meetings (March 22nd and April 4th) were closed—the first to review the charge to the committee and plan our approach to addressing the charge and the final two meetings to review the committee report. At each of the other four meetings, the committee heard from invited guests who had deep knowledge about one or more of the issues related to the committee’s charge.

The second meeting (November 16th) focused on updates from key stakeholder groups for issues addressed in last year’s committee report. The third meeting (December 7th) focused on the first and second charges to the committee: Support for international students and student mental health needs and support, with particular attention to the role of Counseling and Psychological Services (CAPS) and the availability of insurance for longer term care from outside providers, respectively. The fourth meeting (January 25th) focused the third and fourth charges: Local community and economic initiatives and student employment arrangements, especially Work Study policies, and ways to improve the availability of adequate student employment, respectively. The fifth meeting (February 22nd) focused again on issues related to the first charge (meeting the support needs of international students). The final two meetings (March 22nd and April 4th) were used to review and revise the Committee Report.

Main Conclusions of the Committee

1. Response to last year’s report

The Committee commends the University for continuing its efforts to improve campus and community life. In particular it appreciated updates on three issues that were prominent in the
2014-15 Committee’s report: (1) support the Philadelphia Public Schools; (2) continued efforts to improve student housing; and (3) progress on issues related to student safety.

School District of Philadelphia. The University has continued to work closely with the school district, with particular attention to the Penn Alexander and Lea schools, including working with the district this spring to hire a new principal for Penn Alexander for the 2016-17 school year. The committee discussed the potential value in the University monitoring the implications of housing expansion in the University neighborhoods for the area schools. In particular, the Committee suggests that it might be timely discuss with the school district the desirability of expanding enrollment capacity in area schools and/or creating a University assisted high school.

Off-campus Housing. The University has continued efforts to support student interests in improving student access to and the quality of off-campus housing. For example, the university was proactive in improving information to students about housing options (e.g., through a Housing Fair in May) and providing education on leasing policies and tenant rights. In part through university encouragement, most of the largest landlords are now using on-line maintenance systems, which reportedly has improved service. The committee was reminded that the university can only nudge and encourage actions by area landlords to do things like institute more flexible leasing policies or improve their responsiveness to tenants’ requests for service. However, the substantial expansion in new housing options within the UC District is expected to address some concerns.

The committee noted concerns within the community that the housing expansion may be having unintended negative consequences on access to affordable housing for local residents. However, the committee also recognized that the University may be limited in its ability to influence private sector development.

Student safety and sexual violence. The University is continuing efforts to address concerns over student safety and sexual violence prevention, drawing on the findings of the Westat (2015) Report based on data from the AAU Campus Climate Survey on Sexual Assault and Sexual Misconduct. Drawing on these findings, as well as best practices in the field, the University is working hard to improve procedures and protocols for its education and response initiatives, with the goal that Penn become a model campus for sexual violence prevention and support for victims.

The University is undertaking multiple initiatives aimed at creating a major culture shift in attitudes toward and quick, deliberate responses to sexual misconduct and violence through the Sexual Violence Investigative Office. These include improving security policies and practices, and expanding and improving prevention services (e.g., including the resources available through the web for victim support and dissemination of phone sleeves that contain helpline information). Penn Communications and Public Safety also are actively working with the Office of Sexual Violence Prevention and Education to manage the Penn Violence Prevention Initiatives to educate students, faculty and staff regarding rights, responsibilities and resources. Resources are now much easier to locate and access through Penn’s website and there are efforts to develop networks of Penn Violence Prevention Educators.
The University chose not to adopt the 2014-15 Committee’s recommendation to define bullying, judging the issue to be too complex to warrant taking a lead in coming up with a definition. While the Committee understands the logic behind this decision, it remains concerned that bullying is a non-trivial concern at the University. It suggests that the University consider dedicating resources to address this issue, along with the other challenging human relations issues it is tackling, such as sexual violence. For example, the Committee feels that even relatively simple education efforts modelled on the posters that have been placed around campus providing illustrations of sexual violence and suggested protective responses might be very helpful in discouraging bullying and in providing victims information about resources they can turn to without fear of retaliation or other adverse consequences.

2. Challenges facing international students.

Two major concerns international students raised with last year’s Committee related to orientation—or “onboarding”—and a feeling many have that they are not celebrated members of the Penn community. These are issues that the University, Penn Global and International Student and Scholar Services (ISSS) are dealing with in a variety of ways. For example, this year, the university instituted a slightly earlier (36 hours) move-in date for international students and, through efforts of various auspices, the number of special events for international students has increased, both during orientation and at other key points throughout the year (e.g., major holidays, during breaks, and at critical points in the academic calendar). Examples include hosted holiday celebrations, flash talks, a special end of year graduation celebration, and strategically timed meetings for students to discuss issues and solutions. In addition, Penn Global is taking advantage of opportunities to do some orientation with prospective students in China and India through a new Forerunner Leadership Program. It is expected that beginning in 2016-17 Perry World House will fill a critical need for more general gathering spaces for international programs and events.

Despite these considerable efforts to improve support for and integration of international students, we heard residual concerns from representatives of the Assembly of International Students (AIS). Specifically, they expressed three concerns. First, they feel strongly that the 36 additional hours of advance time to get settled prior to orientation is inadequate, especially for students who have very long flight times. Moreover, they stated that Penn’s orientation for international students is considerably shorter than orientations at some or our peer institutions. Second, while acknowledging the benefits of The Forerunner Program, which provides pre-orientation support for incoming freshman during the summer before they arrive on campus, international student representatives noted that this is only available to prospective students from India and China. Thus, it is not relevant for a majority of international students. Third, while students acknowledge the importance of Perry World House for meeting academic needs of international students, faculty and scholars, their intelligence leaves them concerned that Perry World House will not address the need among international students for community gathering spaces on campus.

**Recommendation:** The committee recommends that the University form an ongoing working group (including student representatives) to monitor and address the nonacademic needs of international students as they continue to evolve and, as warranted, the working
group should make recommendations for improving the climate and coordination of resources to support the needs of international students.

**Student mental health benefits.**

The committee was asked to look at student health benefits, paying particular attention to the interplay of health insurance, CAPS, and access to private health care providers.

The committee learned that the ACA has not had a discernable impact on either the likelihood that students remain on their parents’ healthcare or the percent enrolling in the Penn Student Health Plan (PSHP). While there had been concern that enrollment in PSHP might have increased for graduate students, in particular, that reportedly has not happened. However, health insurance coverage does play an important role in the ability of CAPS to help students transition to continuing care options.

Although, CAPS does not have a limit on students’ use of its services, it is intended and staffed to serve primarily as a short-term care provider. Generally, its role with students requiring more than acute care is to stabilize them and help them transition to continuing care providers within the community. Reportedly, about one fourth of students who visit CAPS require a referral for continuing care.

The University does require that all students have health insurance (either through student health or through another documented plan) and the provisions of students’ plans affect options for and conditions of referring students to community providers. Penn Behavioral Health, which is a major provider of care to students, is unable to meet much of this need and many other area providers do not accept the students’ health insurance. Thus, CAPS is challenged in making timely referrals for continuing care and sometimes they are faced with trade-offs among quality of the match between the provider and students’ health care needs, location of the provider, and financial burden for students. Virtually all health care plans include a sizeable co-payment for out-of-network providers (e.g., Penn’s student health insurance has a 30 percent co-insurance for out of network care). In addition, many mental health care providers decline to accept insurance, limiting access to only students willing and able to pay out-of-pocket and then file with insurance for reimbursement.

CAPS has worked hard to develop relationships with providers in the city and, presently, they have a rapport with a network of 50 – 60 providers who will accept the students’ health insurance. However, reportedly, because of the relatively low reimbursement rates under typical insurance plans, many of the providers with whom CAPS has established relationships limit the number of student referrals they will accept. Moreover, these same limits on reimbursement rates limit the ability of students to identify providers on their own.

The committee was told that CAPS has succeeded in reducing its wait times for initial (non-urgent) appointments to about three days and, presently, wait times for referrals for continuing care are approaching three weeks.

**Recommendation:** The committee has a three-pronged recommendation: (1) it recommends that Penn explore options for increasing capacity within Penn Behavioral
Health to serve student referrals from CAPS (for example, by creating a unit of psychiatrists and/or expanding capacity within current specialty units to allow it to serve more Penn students); (2) it recommends conducting a survey of students to assess their perceptions of unmet need for and barrier to receipt of mental health care; and (3) it recommends examining the pattern of gaps in provider fees and health insurance reimbursement rates for both the Penn Student Health Plan and the most common of the alternative plans used by students to better understand the likely options for further expanding supply and addressing gaps in health insurance coverage.

3. Local community and economic initiatives

The committee was asked to consult with Penn’s Office of Government and Community Affairs and the Netter Center about their local community and economic initiatives. Both organizations are actively engaged in many projects that aim to improve the local economy. For example, the former engages in economic development initiatives that are closely aligned with Penn’s campus expansion, renovation, and maintenance efforts, and the latter is involved in numerous efforts to strengthen the school to career pipeline for youth and young adults in the community, while also improving academic experiences for Penn students.

The Office of Government and Community Affairs has 16 very large ongoing development projects, including projects moving into the Grey’s Ferry area of the city. These projects have large expenditures and provide many jobs, particularly in construction, human resources, and purchasing. The office is working with Philadelphia’s job training providers to expand the size of the local workforce that is trained to fill construction jobs. It also networks with numerous community organizations to ensure that stakeholder interests are heard and addressed and that Penn attends to community development opportunities and needs as it pursues its expansion and improvement efforts.

The committee was pleased to learn that the university is undertaking an examination of economic opportunities in the west Philadelphia area with the goal of informing Penn’s efforts to exert effective leadership as an anchor institution. This scan is expected to encompass issues related to preparation for career and college readiness of students coming out of area high schools; occupational skills training at the secondary, post-secondary, and adult education levels; and efforts to promote women and minority purchasing programs.

**Recommendation:** The committee recommends that the University create and maintain an inventory of community development related initiatives and create a portal for information on jobs, job training providers, and other community resources that could support strong community development.

4. Student employment arrangements

The committee was asked to consider student employment arrangements, especially Work Study policies, and ways to improve the availability of adequate student employment. All student employment, including work study, is administered through the University’s Student Employment Office, which is directed by John Randolph. According to Randolph, the University of Pennsylvania receives about $4 million a year in Work Study support for students.
and it is required to spend a minimum of 7 percent of these funds for community service jobs (FSA Handbook, Chapter 2, page 17). Work Study Jobs are supported by a combination of federal and nonfederal funds, with the shares varying depending on the nature of the position. In addition, students may work in non-Work Study positions, regardless of whether they have a work study award.

Reportedly, about 4,000 students received Work Study awards last year and about 2,900 of those authorized for Work Study Jobs actually held them—a process that relies on the Student Employment Management System (SEMS). A majority of these positions were on-campus. However, about 300 were off-campus positions (meaning position with employers other than Penn). Another 300 or so jobs were managed by the Netter Center, which places many students in community-assisted schools in West Philadelphia (Comegys, Huey, Lea, Sayre, and West Philadelphia High).

It was the judgment of the Director of the Student Employment Office that there was not a shortage of Work Study Jobs. He also feels that they have had a sufficient number of Work Study Jobs to meet demand, while also acknowledging that some Work Study eligible students prefer other types of positions, positions closer to campus, and/or positions paying more than some Work Study jobs. Reportedly, Work Study Jobs generally pay between $7.25 and $12.80 per hour and the type of work varies widely from menial jobs to intellectually engaging, skills-building positions. Moreover, some of the jobs are in inconvenient locations.

**Recommendation:** It would be useful for the University to determine how many students with Work Study awards are not using them and the reasons. If there is a sizeable number of Work Study eligible students who are not using Work Study positions due to reasons related the nature of the work, the hours, the location, and/or the pay, the University should consider possible remedial actions. It also would be useful to gather information on the reasons sizeable numbers of Work Study-eligible students work in non-Work Study jobs.

**Suggested issues for consideration by next year’s committee**

The final charge to the Committee was to 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 2016-17. The Committee recommends that the university consider continued efforts to examine two issues addressed by this year’s committee and it offers two suggestions for new foci:

The two recommendations for building on work by the 2015-16 Committee include the following:

1. Conduct ongoing monitoring and assessment of the adequacy of mental health services, with a particular focus on issues of access to and adequacy of care available to students who need continuing care beyond that normally provided by CAPS.
2. Examine the merits of the university building on its exceptional work over the past couple of years to reduce sexual harassment and violence among students to develop
parallel policies and practices to address sexual harassment, assault, and bullying that involve faculty and staff as victims or as perpetrators.

In addition, the committee identified two additional areas that it recommends for consideration by next year’s committee:

1. Examine the breadth and depth of Penn’s engagement with the City in the areas of health, education, social services, criminal justice, and community and economic development and make recommendations for improving the coordination and benefits to Penn and the community of such engagements.
2. Examine the Riverfront Development plans to identify untapped opportunities for improving campus and community life, as well as to identify possible threats, for example, related to housing, safety, or community engagement opportunities.
Exhibit 1: 2015-16 U. C. Committee on Campus and Community Life (CCLC)

Chair: Rebecca Maynard, Graduate School of Education
rmaynard@gse.upenn.edu
Liaison: Karu Kozuma, Associate Vice Provost for Student Affairs
kozuma@exchange.upenn.edu
Staff: Cydnee Bryant, Administrative Coordinator, VPUL
cydneeb@pobox.upenn.edu

Faculty:
Angela Bradbury, POSM/ Hematology/Oncology
angela.bradbury@uphs.upenn.edu
Monica Calkins, POSM/Neuropsychiatry mcalkins@upenn.edu
Jonah Gelbach,* Law School jgelbach@law.upenn.edu
Campbell Grey,* SAS/ Classical Studies cgrey@sas.upenn.edu
Emily Hannum, SAS/Sociology hannumem@soc.upenn.edu

Graduate/professional students:
Jia Xue, xuejia@sp2.upenn.edu

Undergraduate students:
Natasha Galperin, ngalpe@sas.upenn.edu
Adam Mansell, mansella@sas.upen.edu

PPSA:
Peter Gemmellaro,* Residential Services petergem@upenn.edu
Namrata Narain, PSOM/Research Financial Operations
narain@mail.med.upenn.edu

WPPSA:
Joyce Woodward-Jones,* ULAR woodwarj@upenn.edu

* Denotes reappointment
<table>
<thead>
<tr>
<th>Meeting Date</th>
<th>Focal Topics</th>
<th>Invited Guests</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 27, 2015</td>
<td>Committee charge; Related University Efforts; Updates on Prior Recommendations</td>
<td>None</td>
</tr>
<tr>
<td>November 16, 2015</td>
<td>(1) Update on Title IX recommendations</td>
<td>Joann Mitchell, Vice President for Institutional Affairs &amp; Sam Starks, Vice President for Government &amp; Community Affairs</td>
</tr>
<tr>
<td></td>
<td>(2) update on off-campus housing</td>
<td>John Eckman, Business Services</td>
</tr>
<tr>
<td></td>
<td>(3) university's response to last year's charges</td>
<td>Leslie Kruhly, VP &amp; University Secretary</td>
</tr>
<tr>
<td>December 7, 2015</td>
<td>(1) CAPS services and insurance coverage</td>
<td>Bill Alexander, Director, CAPS, Max King, Associate Vice Provost for Health and Academic Services &amp; Erika Gross, Director for Finance and Administration for Student Health Services</td>
</tr>
<tr>
<td></td>
<td>(2) International Student Integration</td>
<td>Amy Gadsden, Executive Director of Penn Global; Rudie Altamirano, Director of International Student and Scholar Services.</td>
</tr>
<tr>
<td>January 25, 2016</td>
<td>(1) Penn's roles in reviewing local community and economic initiatives</td>
<td>Glen Bryan, Assistant Vice President, Community Relations; &amp; Corey Bowman, Associate Director, Penn Program for Public Service/Netter Center for Community Partnerships and John Randolph, Manager of Student Employment</td>
</tr>
<tr>
<td></td>
<td>(2) Student employment opportunities and work study policies</td>
<td></td>
</tr>
<tr>
<td>February 22, 2016</td>
<td>International student services and support</td>
<td>Alexancre Kleis, Anny Hu, Elise Pi &amp; Dhruv Agarwal, Representatives of International Student Organization (ISO)</td>
</tr>
<tr>
<td>March 22, 2016</td>
<td>Review of draft report</td>
<td>None</td>
</tr>
<tr>
<td>April 4, 2016</td>
<td>Review of revised report</td>
<td>None</td>
</tr>
</tbody>
</table>