

Report of the Committee on Campus and Community Life: 2017-18

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Charges, membership 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. The University Council issued three specific charges to the 2017-18 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 2018-19.

Committee membership. The committee was co-chaired by Emily Hannum, who is a faculty member in the Department of Sociology, and Monica Calkins who is a faculty member in PSOM/Neuropsychiatry. In addition to the chairs, the committee included five other faculty members (Delphine Dahan, Psychology, SAS; Nancy Hodgson, Nursing; Annette Lareau, Sociology, SAS; Catherine McDonald, Nursing; and Americus Reed II, Wharton); one representative of graduate and professional students (Alex Warshauer, PSOM); two undergraduate student representatives (Jihyeon Kim, Huntsman, and Samara Wyant, SAS); two representatives of the Penn Professional Staff Assembly (PPSA) (Ashley Bush, Clinical Research and Tessa Mansell, Hospitality Services); and two representatives of the Weekly Paid Professional Staff Association (WPSA) (Maria Puciata and Maureen Goldsmith). Destiny Martin, Administrative Coordinator at VPUL, was staff to the committee and Hikaru Kozuma, Associate Vice Provost for Student Affairs, was Administrative Liaison to the committee (please see

exhibit 1).

Committee processes. Over the course of the year, the full committee met 6 times. 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. (Please see exhibit 2 for a full list of meeting dates, topics, and speakers.)

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 5 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 efforts. 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 responsiveness 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, GAPSA, 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 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.

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, community's further west (beyond 46th St) 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 property, 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 2018-19.

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.

Exhibit 1: 2017-2018 U. C. Committee on Campus and Community Life (CCLC) Committee Members

Co-Chairs

Emily Hannum, Sociology
8-9633, hannumem@soc.upenn.edu

Monica Calkins, PSOM/Neuropsychiatry
215-615-3183, mcalkins@penmedicine.upenn.edu

Administrative Liaison

Hikaru Kozuma
Associate Vice Provost for Student Affairs
8-6081, kozuma@exchange.upenn.edu

Staff

Destiny Martin
Administrative Coordinator, University Life
Administration, 8-6081, dlmartin@upenn.edu

Faculty

Delphine Dahan, SAS
8-0326, dahan@psych.upenn.edu

Nancy Hodgson, Nursing
3-7387, hodgsonn@nursing.upenn.edu

Annette Lareau, SAS
8-3515, alareau@sas.upenn.edu

Catherine McDonald, Nursing
6-8355, mcdonalc@nursing.upenn.edu

Americus Reed II, Wharton
8-0651, amreed@wharton.upenn.edu

Graduate Students

Alex Warshauer, Perelman
Alexander.Warshauer@uphs.upenn.edu

Undergraduate Students

Jihyeon Kim, Huntsman
jihyeonk@wharton.upenn.edu

Samara Wyant, SAS
wyantsam@sas.upenn.edu

Penn Professional Staff

Ashley Bush, Clinical Research Coordinator, PSOM
6-2949, amahler@mail.med.upenn.edu

Tessa Mansell, Coordinator, Hospitality Services
8-9319, tmansell@upenn.edu

Weekly-Paid Professional Staff

Maria Puciata
3-1188, mpuciata@wharton.upenn.edu

Maureen Goldsmith
3-8771, mgoldsmi@isc.upenn.edu

Exhibit 2: Committee on Campus and Community Life Meetings (2017-2018)

Meeting 1: Introduction of charges for 2017-18 and discussion of speakers for the year, as well as discussion of responses to last year's charges and report (October 23, 2017).

Meeting 2: Discussion of charges from 2016-17: Sexual Harassment Policies and Monitoring and Recreational Activity Opportunities for the Penn Community (December 1, 2017).

Speakers:

Lubna Mian, Executive Director, Faculty Affairs

JoAnn Mitchell, Senior Vice President for Institutional Affairs and Chief Diversity Officer

Angel Prinos, Deputy Director of Athletics

Kevin Bonner, Associate Athletic Director, Administration and Strategic Communications

David Leach, Senior Associate Athletic Director, Recreation and Wellness

Meeting 3: Discussion of charge #1: Continue to monitor access to mental health services (December 8, 2017).

Speakers:

Dr. Max King, Associate Vice Provost for Health and Academic Services

Dr. Meeta Kumar, Director for Outreach for Counseling and Psychological Services (CAPS)

Dr. Giang Nguyen, Executive Director for Student Health Services

Ashlee Halbritter, Director of Campus Health Initiatives

Kathryn Dewitt, Student leader for Penn Wellness

Meeting 4: Discussion of previous two meetings and speakers for charge #2: Review Penn's efforts around local engagement and plans for future development (February 9, 2018).

Internal discussion; no speakers.

Meeting 5: Discussion of Penn's efforts around local engagement from the community standpoint (February 23, 2018).

Speakers:

Renee McBride-Williams, Vice President, Cedar Park Neighbors

Margaret Livingston, President, Walnut Hill Community Association, and Denise Campbell, Education Chair

Barry Grossbach, Zoning Chair and Past President, Spruce Hill Community Association

Meeting 6: Discussion of Penn's efforts around local engagement from the university's standpoint (March 23, 2018).

Speaker:

Glenn Bryant, Assistant Vice President of Community Relations

