TO: Faculty Senate

FROM: Harold W. Baillie, Ph.D.
Provost and Vice President for Academic Affairs

DATE: October 10, 2012

RE: Provost’s Report for October 2012

I. FACULTY SEARCHES:
A combined ad will be placed shortly in the Chronicle of Higher Education
announcing sixteen tenure track faculty openings in eleven departments. The
listings will also be posted to the Provost’s website.
http://matrix.scranton.edu/academics/provost/newfacpos.shtml

II. FACULTY DEVELOPMENT:
Intersession Grant Proposals: We have received ten Intersession Grant
Proposals. The committee will be meeting shortly to discuss the proposals.

Brown Bag Luncheon: The first Brown Bag Luncheon of this academic year will
be held on November 13th from 11:45 to 12:45 pm in the Provost Conference
Room.

III. COMMITTEES:
Faculty Handbook:
The Faculty Handbook Committee has sent language to the FPC and faculty for
approval on that requires that deans notify department chairs when a faculty
member in their department is given release time. The Sub-Committee on the
Role and Rights of Faculty on Leave continues its work and should have a
preliminary report for the Handbook Committee in November. A sub-committee
was formed to look at the Board on Rank & Tenure consulting with a department
chair or designate on teaching.

IV. CURRICULUM APPROVALS:
The following curriculum proposals were approved:

Program Change:
ENLT 265J: The American Literary Experience – SJLA

Date Posted: 10/14/11
New Course:
THTR 253: Stage Combat 3/23/12
FIN 476: Case Course in Corporate Finance 2/24/12
FIN 363: Intermediate Finance 2/24/12
FIN 251: Introduction to Finance 2/24/12

Course Change:
ECO 103: The Economics of Environmental Issues 5/16/12

Course Deletion:
FIN 351: Introduction to Finance 2/24/12
FIN 361: Working Capital Management 2/24/12
FIN 470: Capital Investment and Structure 2/24/12

V. UPDATES:
CAS
Vivienne Meljen, a senior biology major at The University of Scranton, was selected as a recipient of a Congressional Hispanic Caucus Institute (CHCI) Scholarship to pursue graduate-level study.

The Pennsylvania Cable Network (PCN) will start its series of Election 2012 town meetings at The University of Scranton on Monday, Oct. 8.

VI. Wellness Proposal:
A draft Wellness Proposal is attached as Appendix I. We ask the Faculty Senate to join in forming a committee to develop, publicize, and maintain a Wellness Program for Students.

As requested at the last Faculty Senate meeting, a copy of the Emergency Preparedness is attached as Appendix II.
The University of Scranton
Wellness White Paper

Vincent Carilli, Ph.D.
Vice President for Student Affairs

Harold Baillie, Ph.D.
Provost and Senior Vice President for Academic Affairs

Richard Malloy, S.J., Ph.D.
Vice President for Mission and Ministry

August, 2012

Draft #2
Wellness at The University of Scranton

“Wellness is a multidimensional state of being describing the existence of positive health in an individual as exemplified by quality of life and a sense of well-being” (Corbin). To encourage student wellness we propose this wellness initiative. The goal of this initiative is to provide a comprehensive, non-credit bearing wellness program, utilizing the best that the University has to offer. This document will examine the current efforts of the University, and conclude with a proposal to more effectively package and market a well-rounded wellness program.

As the University of Scranton explores an effective manner in which to expand wellness related programs and services, it is important to make note of the current offerings provided by faculty and staff. In this regard, programming and services are offered in each of the learning divisions at the University (Academic Affairs, Student Affairs, and University Ministry). While there is always more that can be done, the University currently offers many opportunities for students to participate in wellness activities.

To Begin: The Division of Student Affairs

All departments within the Division of Student Affairs are responsible for wellness related programming and services. By its functional title and responsibilities, the Center for Health Education and Wellness is most directly involved. This Center employs an eight dimension model, which we will use as a framework for this wellness program. The dimensions include Physical Wellness, Emotional Wellness, Intellectual Wellness, Social Wellness, Spiritual Wellness, Environmental Wellness, Occupational Wellness, and Multicultural Wellness. Each dimension is briefly described below (definitionofwellness.com, 2012).

**Physical Wellness** encourages cardiovascular flexibility and strength and also encourages regular, physical activity. Physical development encourages knowledge about food and nutrition and discourages the use of tobacco, drugs and excessive alcohol consumption. Physical Wellness encourages consumption and activities that contribute to high level wellness, including medical self-care and appropriate use of the medical system.

**Emotional Wellness** emphasizes an awareness and acceptance of one's feelings. Emotional wellness includes the degree to which one feels positive and enthusiastic about oneself and life. It includes the capacity to manage one's feelings and related behaviors including the realistic assessment of one's limitations, development of autonomy, and ability to cope effectively with stress. The emotionally well person maintains satisfying relationships with others.

**Intellectual Wellness** encourages creative, stimulating mental activities. An intellectually well person uses the resources available to expand one's knowledge and improved skills along with expanding potential for sharing with others. An intellectually well person uses the intellectual and cultural activities in the classroom and beyond the classroom combined with the human resources and learning resources available within both the university and greater communities.
Social Wellness encourages contributing to one's human and physical environment to the common welfare of one's community. Social Wellness emphasizes the interdependence with others and nature. It includes the pursuit of harmony in one's family. By fostering a positive self-image and improving interpersonal skills, one can enhance the building of a just and caring community.

Spiritual Wellness involves seeking meaning and purpose in human existence. It includes the development of a deep appreciation for the depth and expanse of life and natural forces that exist in the universe. Many factors play a part in defining spirituality: religious faith, beliefs, values, ethics, principles, and morals. Spirituality allows us to find the inner calm and peace needed to get through whatever life brings.

Environmental Wellness encourages a lifestyle that is respectful of our environment. This includes respecting nature and those species living in it. Also, respect for others living in our environment is just as necessary as respect for the physical environment itself. One can contribute by simply leading an environmentally conscious life.

Occupational Wellness is involved in preparing for work in which one will gain personal satisfaction and find enrichment in one's life through work. Occupational development is related to one's attitude about one's work. When traveling a path toward occupational wellness, one will contribute unique gifts, skills and talents to work that is personally meaningful and rewarding.

Multicultural Wellness encourages one to explore and learn about different backgrounds and cultures. Celebrating difference and finding common ground are important factors in a healthy community. A strong and healthy community embraces individual differences as factors that enrich the whole.

Given the nature of the individual departments within the Division of Student Affairs, each contributes in a variety of ways to the overall wellness of our students.

The Division of Academic Affairs

Each of the University’s 28 academic departments contributes to wellness particularly with regard to the intellectual dimension referenced above. In particular, the recently implemented first year seminar and the complementary Passport Program are intended to start students down this path in a variety of ways, notably the intellectual, occupational, multicultural, and spiritual dimensions. Moreover, several departments offer programming our coursework directly related to other dimensions as well. Specifically, the Department of Exercise Science is responsible for providing activity classes to satisfy long standing academic requirements for physical activity. Given the desire to eliminate these credits, while continuing to encourage physical activity amongst our students, the role of recreational activities becomes even more important. Moreover, nutrition courses and other offerings in that department, such as the community health courses, both provide courses directly useful for students and can be mined to suggest a clear direction regarding additional wellness programming. The environmental studies program, the Equity and Diversity Office, the sustainability program, Education for Justice, and several other academic
programs and offices can contribute. The PCPS TAPESTRY co-curricular program provides some guidance in the conceptualization and development of a student centered wellness program and the types of additional programming that is necessary for its full development.

University Mission and Ministry

St. Ignatius founded the Society of Jesus “to be of help to souls.” Our times and culture too little realize and value soulwork, i.e., the need for us to step back, breathe, decompress and allow our spirits to be renewed and refreshed by the divine powers undergirding our existence.

Prayer, exercise both spiritual and physical, spiritual reading, communal liturgies like the Catholic tradition of the Eucharist: all these serve to give us time and space to relax and know once again that we are loved and cherished by a loving God. The plethora of retreat opportunities and spiritual programs offered thorough The Jesuit Center and Campus Ministry afford all of us at the University of Scranton opportunities to develop and deepen our spirit. Such gifts help us return to our service of the mission of the University as persons more integrated, more present, and more centered. The Center for Service and Social Justice offers multiple places where we can allow God to touch us while we extend a helping hand to those in need. Our International Service Program literally spans the globe, and chaperones facilitate students as they immerse themselves in what is often a primary experience of the transformational education the University provides. Meeting the challenges of that transformational education can fill students, professors and staff with a peace and joy the world cannot give.

Our spirits are well when the commonweal is healthy. In the classrooms, students are challenged to focus their minds and imaginations on ways to ameliorate the human condition. There they learn how to be “men and women for and with others,” energetic and professionally prepared persons who will go and become “fires that kindle other fires.” Such fires will transform our world into a place more gentle and more just wherein God can be “all in all” (1 Corinthians 15:28).

Athletics

We have a very robust intramural program, engaging approximately one-quarter of our students.

Moving Forward

As evidenced by the above sections of this document, the University of Scranton is actively involved in wellness related programming and services. What is needed is a comprehensive way to connect and promote what is offered in each of the learning divisions in a practical and easy to understand manner. Moreover, there are several synergistic benefits to this collaborative effort between the divisions. These include:

(draft thoughts)
1. Providing more detailed expertise in practical areas;
2. Providing a greater number and diversity of wellness related programming;
3. Involving more professionals;
4. Work to develop a more comprehensive and intentional wellness program;
5. Providing a model of successful collaboration between the divisions;
6. Enhanced marketing and promotional efforts.

An immediate step we recommend is to create a University wide committee to develop further the Wellness Program by being tasked to respond to the above draft thoughts. To that end, we would ask the Faculty Senate to recommend two faculty representatives to a Wellness Committee who will join staff from Academic Affairs, University Ministry and Mission, and Student Affairs. We would like to see this committee begin to function in early November.