

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 13<sup>th</sup> 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, breath, 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” (I 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.

# EMERGENCY Desk Reference

## Attachment II

### Planning for an Emergency

- Contact University Police for all Emergencies at (570) 941-7777.
- Review the evacuation plan for your area.
- Know where your primary and secondary exits routes are located.
- Know where to report during an evacuation.
- Know how and where to report emergencies.
- Participate in routine emergency drills.

### Emergency Notification

- For Police, injury or all emergency calls, contact University Police at 7777 or 911.
- Remain calm, state your name, location, nature of the emergency and stay on the line until directed.
- Watch for the arrival of emergency personnel and direct them to the emergency location.

### Fires and Evacuations

- Always evacuate at the sound of the alarm.
- If you discover a fire, pull the nearest fire alarm.
- Collect your immediate belongings and exit by the nearest designated route.
- Support those that may need assistance.
- Persons requiring special assistance may be directed to the closest Area of Rescue Assistance then notify University Police or 911.
- Close but **DO NOT LOCK** doors as you leave.
- **DO NOT USE ELEVATORS.**
- Proceed to your designated assembly area and report to the coordinator.
- Do not return to the building until directed by University Police.

### Persons Requiring Assistance

- Assist individuals that may need assistance.
- Use a designated buddy system.
- Move to the building's nearest Area of Rescue Assistance.
- Notify emergency responders of your location via emergency telephone if available.

### On-Campus Sheltering Event

- If a campus-wide evacuation is needed, report to the DeNaples Center.
- The alternate reporting site is the Byron Center.

### Suspicious Package

- Without touching or disturbing the item, note the size, shape and location.
- Provide the information immediately to University Police.
- Instruct everyone to stay away.
- Be prepared to evacuate.

### Bomb Threat

- Evacuate the Building. **DO NOT** pull the fire alarm.
- Collect your immediate belongings and exit by the nearest designated route.
- Proceed to your designated assembly area and report to the coordinator.
- Do not return to the building until directed by University Police or Emergency Response Officials.

### Bomb Threat Phone Call

- Remain calm and keep the caller on the line.
- Ask:
  - Where is the bomb? When will it explode?
  - What kind of bomb is it? What does it look like?
  - What is your name? Why did you place the bomb?
  - Where are you now?
- Hang up after the caller hangs up.
- Dial 24 on the same line, then hang up.
- Provide the information immediately to University Police.

### Active Shooter

- **GET OUT:** If possible, exit the building immediately and warn others.
- **CALL OUT:** After securing yourself, call University Police or 911.
- **HIDE OUT:** Find a safe place to hide.
- **KEEP OUT:** Lock and barricade doors, close windows, turn off lights and AV equipment.
- Do not activate the fire alarm.
- Remain until directed by University Police.
- **TAKE OUT:** Attempting to overcome an armed subject with force is a last resort that should only be initiated in the most extreme circumstances.

### Shelter-in-Place

- If inside and in a safe location, stay where you are.
- If outdoors, be aware of directives to proceed to designated buildings.
- Locate an interior room to shelter inside.
- Shut windows, vents and close exterior doors.
- Report to University Police and provide your location and a list of any individuals with you.

### Life-Threatening Injuries

- Call University Police or 911.
- Provide as much information as possible about the injury and victim.
- University Police will respond and alert medical responders.
- If trained in First Aid/CPR, act within your expertise.
- Remain calm and stay with the person.

### Non-Life Threatening Injuries

- Call University Police or 911 when any medical assistance may be necessary.
- Employees must report all work-related injuries to their immediate supervisor and Human Resources.
- Students or visitors must report all injuries to University Police.

### Hazardous Materials and Chemical Incidents

- Pull the fire alarm.
- Evacuate the building, closing doors behind you.
- Once outside, stay clear and UPWIND.
- If not in immediate danger, call University Police.
- Report any chemical information, MSDS, injuries, types of chemicals, hazards (fire, reactivity, health), odors, and container type.
- Only trained individuals are to handle hazardous materials and chemicals.
- Do not return until directed by University Police.

### Gas Leak

- Stop all operations.
- **DO NOT** turn lights, electrical equipment or cell phones on or off.
- Remove sources of ignition (cigarettes and candles).
- Leave and report to designated assembly site.
- Contact University Police.

### Elevator Failure

- If trapped, use the emergency phone to notify University Police.
- If a phone is not present, turn on the emergency alarm located on the front panel.
- Remain calm.
- **DO NOT** attempt to exit the elevator without instructions from University Police or Scranton Fire.