COUNSELING DEPARTMENT PILOT PROJECT
FOR FACULTY COLLABORATION
FALL 2012

PROPOSAL:

Beginning Fall 2012, a pilot group of Counseling Department faculty will work with classroom faculty in order to provide outreach drop-in counseling services to students at the classroom faculty department sites. The counseling faculty will confer with the assigned classroom faculty department to come to a mutual agreement regarding how often the counseling services will be provided (weekly, biweekly, monthly) and the duration of each session. Both the Counseling Department and the classroom faculty departments will advertise these counseling services to students, staff, and faculty.

BACKGROUND:

The Counseling Department has had a Departmental Liaison Program for well over a decade. The Liaison Program consists of each counselor in the Counseling Department serving as liaison to one or more classroom faculty departments. See the attached current Departmental Liaison Program list.

Each counselor’s liaison role includes serving as a general resource to the assigned classroom department’s faculty, facilitating communication between the counseling faculty and that department’s faculty, and resolving specific issues that may arise.

In the case of some classroom faculty departments, the Liaison Program is very active, there is regular communication and collaboration occurring between the Counseling Department and classroom faculty on a wide variety of issues. However, there are many instances where communication and collaboration have been very limited and sporadic.

GOALS OF PROPOSAL:

1. By providing counseling services at the classroom faculty’s department site, this pilot program’s goal is to improve communication and collaboration between counseling faculty and classroom faculty as students ask questions and raise issues during the drop-in counseling sessions and classroom faculty office hours.

2. Students will receive improved quality and quantity of information while at one site, the classroom faculty site. The counselor will respond to student inquiries and seek classroom faculty input where greater discipline information is needed; classroom faculty will seek counselor input as needed. Thus, as appropriate, each faculty member can supplement the knowledge of the other to the students’ benefit.