

FORT WAYNE SENATE AGENDA
MONDAY
September 11, 2023
12:00 P.M., KT G46

1. Call to order
2. Approval of the minutes of April 10, April 17, and April 24
3. Acceptance of the agenda – J. Johns
4. Reports of the Speakers of the Faculties
 - a. Deputy Presiding Officer – N. Younis
 - b. IFC Representative – B. Buldt
5. Report of the Presiding Officer (Senate Reference No. 23-1) – C. Lawton
6. Special business of the day
 - a. Presentation of Robert’s Rules – C. Ortsey
 - b. Strategic Enrollment Plan Update – K. Surface and R. Wooley
 - c. Human Resources Update – T. Grady
7. Unfinished business
8. Committee reports requiring action
9. New business
10. Question time
11. Committee reports “for information only”
 - a. Faculty Affairs Committee (Senate Reference No. 23-2) – W. Sirk
 - b. Nominations and Elections Committee (Senate Reference No. 23-3) – S. Buttes
 - c. Student Affairs Committee (Senate Reference No. 23-4) – S. Buttes
 - d. Graduate Subcommittee (Senate Reference No. 23-5) – K. Fineran
 - e. Senate Ad-Hoc Committee on Community Engagement (Senate Reference No. 23-6) – S. Steiner
12. The general good and welfare of the University
13. Adjournment*

*The meeting will adjourn or recess by 1:15 p.m.

Attachments:

“Report on Senate Documents” (SR No. 23-1)

“Joint Appointment Policy” (SR No. 23-2)

“Fort Wayne Senate Nominations and Elections Committee Year-End Report” (SR 23-3)

“Fort Wayne Senate Student Affairs Committee Year-End Report” (SR No. 23-4)

“Graduate Concentration in College Counseling and Student Affairs” (SR No. 23-5)

“Recommendations on Community Engagement as an Area of Faculty Work” (SR No. 23-6)

Senate Reference No. 23-1

TO: The Senate

FROM: Carol Lawton, Presiding Officer
Fort Wayne Senate

DATE: August 25, 2023

SUBJ: Report on Senate Documents

Listed below are the documents considered by the Senate this past academic year. I am distributing this for information only.

- SD 22-1 “Endorsement of Revision to Rachel Barney’s Anti-Authoritarian Code of Conduct” – Approved and implemented, 9/12/22
- SD 22-2 “Approval of Replacement Members of the Civics Literacy Proficiency Subcommittee, Professional Development Subcommittee, Campus Appeals Board, and Faculty Affairs Committee” – Approved and implemented, 10/10/22
- SD 22-3 “Amending the Civics Literacy Proficiency Requirements to Clarify “Passing”” – Approved and implemented, 10/10/2022
- SD 22-4 “Access to Reproductive Health Care for All Benefited Purdue Employees” – Approved, 10/10/22
- SD 22-5 “Review of Sabbatical Application Rubric Developed by PDS for 2022-2023” – Amended and approved, 10/10/22
- SD 22-6 “Review of the Created Equal Event on Campus on Tuesday, September 20, 2022” – Amended and approved, 10/24/22
- SD 22-7 “Approval of Revised Sabbatical Policy” – Approved, 11/21/22
- SD 22-8 “Support for WL Senate Document 22-08 Addressing the Negative Impact of Indiana Senate Bill I” – Approved, 11/21/22
- SD 22-9 “Filling Vacancies (Subcommittee Task Force)” – Approved and implemented, 11/21/22
- SD 22-10 “Public Sharing Information about Deaths of Students at PFW” – Approved, 12/12/22

- SD 22-11 “Update of Academic Regulation on Foreign Language Placement Processes” – Amended and approved, 12/12/22
- SD 22-12 “Approval of Replacement Member of the Faculty Affairs Committee” – Approved and implemented, 1/9/23
- SD 22-13 “Guiding Principles of Promotion to Include Professors of Practice” – Amended and approved, 1/9/23
- SD 22-14 “Procedures of Promotion to Include Professors of Practice” – Approved and rescinded, 4/10/23
- SD 22-15 “Military Experience Policy” – Approved, 1/9/23
- SD 22-16 “Shared Governance and Consideration of Greek Life” – Amended and approved, 1/9/23
- SD 22-17 “Approval of School of Education Procedures for the Promotion of Clinical Faculty” – Amended and approved, 4/24/23
- SD 22-18 “Approval of Replacement Member of the Educational Policy Committee” – Approve and implemented, 2/13/23
- SD 22-19 “Approval of Filling Vacancy on the International Education Advisory Subcommittee” – Approved and implemented, 2/13/23
- SD 22-20 “Approval of Senate to Clarify SD 18-15” – Approved, 3/13/23
- SD 22-21 “Academic Calendar for 2025-2026” – Approved, 3/13/23
- SD 22-22 “Extension of Work Period for Senate Academic Regulations Task Force” – Approved and implemented, 3/13/23
- SD 22-23 “Support for WL University Senate Document 22-20 PNW Concerning Chancellor Thomas Keon’s Racist Comments” – Approved, 3/13/23
- SD 22-24 “Approval to Rescind SD 22-14 and Amend SD 14-36 to Include Procedures of Promotion for Professors of Practice” – Approved, 4/10/23
- SD 22-26 “Request for Extension of the Ad-Hoc Committee on Community Engagement” – Approved, 4/10/23
- SD 22-27 “Purdue University Fort Wayne Absence Policies for Students” – Amended and approved, 4/17/23

- SD 22-28 “Amendment to the Bylaws – Resolution to Update the Charge of the International Education Advisory Subcommittee” – Approved and implemented, 4/17/23
- SD 22-29 “Approval of Revision and Addition to the COS Promotion and Tenure Document” – Approved, 4/17/23
- SD 22-30 “Reminder to Our Administrative Leadership” – Approved, 4/17/23
- SD 22-31 “Recommendations for Policies for the Use of Brightspace Learning Management System (LMS) Data” – Approved, 4/17/23

MEMORANDUM

TO: Fort Wayne Senate

FROM: Wylie Sirk, Chair
Faculty Affairs Committee

DATE: April 24, 2023

SUBJ: Joint Appointment Policy

The Faculty Affairs Committee approved on April 24, 2023 the attached documents regarding the Joint Appointment Policies from the School of Education and College of Science. The committee finds the attached documents requires no Senate review and this is for information only.

Approving:
Bin Chen
Aranzazu Pinan-Llam
Hui Hanke
Mark Jordan
Wylie Sirk

Not Approving:

Abstain:

Absent:

Non-Voting:
Marcia Dixon

For addition to School of Education Governance Document

V. FACULTY AND LECTURERS

c. JOINT FACULTY APPOINTMENTS

Joint faculty **academic** appointments to one or more departments in the SOE shall be governed by a written agreement signed by both department chairs, their respective dean(s), and the faculty member, and amendable and/or dissolvable by all parties.

That agreement should explain:

1. The majority and minority department, and percentages of appointment.
2. Which department provides office space, clerical support, professional development funds, voting privileges, Senate apportionment, award eligibility, etc.
3. Teaching responsibilities to each department.
4. Research expectations of each department.
5. Service contributions and meeting attendance for each department.
6. **SD 14-36: "The appointment letter of a faculty member to more than one academic unit shall identify that department whose tenure/promotion process shall apply to the appointee"**. Procedures for evaluation and promotion that include a role for the minority department **based on the agreement by all parties**.

COS

5.0 APPORTIONMENT, ELECTION, AND REPLACEMENT OF SENATORS

General Allocation

Of the Senate seats allocated to the College, one shall be elected from each department and the remainder shall be distributed proportionally to departments rounding down to the nearest integer according to the number of voting faculty members as defined by the College of Science. If there are two or more departments of equal size, the final selection of Senators will be determined randomly.

Per SD98-16, the Dean is an additional member of the Senate.

Names of incoming Senators shall be reported by the chair of the Strategic and Innovations Committee to the Senate Secretary by March 1.

Vacancies

If a seat is being vacated, it shall be filled by a member of the same department as the faculty member who is vacating the seat.

6.0 NOMINEES FOR CAMPUS PROMOTION AND TENURE COMMITTEE

Four COS nominees for the Campus Promotion and Tenure Committee shall be elected by preferential ballot, at least two of whom shall be full professors. The ballot shall identify each candidate's academic rank. If the College has more than three Senior Lecturers, then at least one nominee shall be a Senior Lecturer. Nominees shall be faculty who have served on the Promotion and Tenure Committee at the college level.

7.0 JOINT FACULTY APPOINTMENTS

Joint faculty academic appointments involving one or more departments in the College of Science shall be governed by a written agreement signed by both department chairs, their respective dean(s), and the faculty member, and amendable and/or dissolvable by all parties. Any joint appointment agreement should be consistent with applicable existing policies and should explain:

- The majority and minority department, and percentages of appointment.
- Which department provides office space, clerical support, professional development funds, voting privileges, Senate apportionment, award eligibility, etc.
- Teaching responsibilities in each department.
- Research expectations in each department.
- Service contributions and meeting attendance in each department.

- Procedures for evaluation and promotion that include a role for the minority department based on the agreement by all parties so that the joint appointment is in accord with SD 14-36 which states: “The appointment letter of a faculty member to more than one academic unit shall identify that department whose tenure/promotion process shall apply to the appointee”.

8.0 AMENDMENTS AND PROPOSALS

Amendments to the Governance Document or College policies, such as promotion and tenure, shall be subject to a vote of the Faculty, as coordinated by the Strategic and Innovations Committee. A final vote will take place by a secret ballot sent to all voting faculty. Consent by two-thirds of the respondents is required.

Proposals for amendments or new policies may be requested by a petition from the Faculty if it is signed by at least twenty percent of the Faculty. Such a referendum must be directed to the chair of the Strategic and Innovations Committee who shall subject it to a vote of the Faculty in accordance with the rules stated in the previous paragraph.

The results of Faculty votes shall be transmitted to the Faculty within 7 days of the deadline to vote.

Votes of the whole faculty may take place electronically.

Approved December 3, 2020

Amended April 9, 2021

Amended April 18, 2022

**Year-End Report
Fort Wayne Senate Nominations and Elections Committee**

The committee worked with the assistant to the Senate, Josh Bacon, to seek nominees and run elections for the following:

- Faculty Leaders, as outlined in the Constitution
- Senate Committees and Subcommittees, as outlined in the Senate Bylaws
- the Academic Regulations Task Force, as outlined in SD 21-37 and SD 22-22
- the PFW representative to the Purdue West Lafayette University Senate

We successfully filled the vast majority of vacancies. Only one subcommittee (the Advising Subcommittee) still had a vacancy. One successful strategy we used was to look at the continuing membership of committees to identify which unit's senators (or which units' senators) needed to fill the vacancies in order to comply with the Bylaws. We sent emails to those senators explaining the representation requirements in the Bylaws, and this helped us fill the vacancies for committees. Josh Bacon sent out emails to Voting Faculty and Lecturers to submit their names for committees (in the case of Voting Faculty) and subcommittees (in the case of Voting Faculty and Lecturers).

One change in the Nominations and Elections Process this year was that we include the option of a write-in candidate for Presiding Officer and for Executive Committee. Senate Bylaws 5.2.2.2 (the "Responsibilities" of the Nominations and Elections Committee) require the Committee to list two candidates for each vacancy on the Executive Committee. After extensive consultation with the Senate Parliamentarian, the write-in candidate was deemed an appropriate way to comply with this requirement in the Bylaws, which we interpreted to include the Presiding Officer, the Faculty Speaker and all members of the Executive Committee.

There are, however, some remaining vacancies:

- The Academic Regulations Task Force still has two vacancies that will need to be filled before the Task Force can begin its work.
- There is still no candidate for the PFW representative to the Purdue West Lafayette University Senate.

We were also consulted on the process to determine a nominee for the PFW representative to the University Policy Committee.

This is a system-wide administrative committee, and our current representative is stepping down after a number of years working on the committee. Because the selection process is not clearly outlined, and because this is a system-wide committee created by administrative units, we followed the process outlined in the Senate Bylaws in the charge for Nominations and Elections:

5.2.2.2: Responsibilities: The Nominations and Elections Committee shall . . . nominate members, after consultation with the appropriate Senate committee, to administrators for their consideration for appointment to other committees . . .

We asked chairs of the standing policy committees established in the Bylaws (University Resources Policy Committee, Educational Policy Committee, Faculty Affairs Committee, Student Affairs Committee) to provide nominees for this system-wide University Policy Committee.

We were unsuccessful in identifying a nominee but will return to this issue in the next Academic Year.

The success of this committee is largely due to the tireless work of the assistant to the Senate, Josh Bacon, who handles a significant amount of correspondence related to these issues, keeps the committee on schedule with running elections and has been a helpful source of institutional memory.

Respectfully submitted,
Stephen Buttes
Chair, Nominations and Elections Committee, AY 2022-2023

8 May 2023

Year-End Report
Fort Wayne Senate Student Affairs Committee

The committee held six meetings over the course of academic year 2022-2023. In line with the committee responsibilities outlined in section 5.3.4.2 of the Senate Bylaws, we worked on the following topics over the course of the academic year:

- a review of current practices and a report on recommendations for the campus regarding how to best handle the process for student deaths, in compliance with the charge in SD 21-35 (see the report and recommendations, which were approved in the December 2022 Senate meeting as SD 22-10)
- a review of data from university adaptations to the COVID-19 pandemic so as to leverage those findings to develop recommendations for policies and practices moving forward: attendance policies, student mental health, teaching online, providing faculty with resources and support for helping students (see SR 22-10 for the full set of recommendations and guidance)

We also engaged in conversation and discussion around the following items:

- the policies and procedures for reviewing external group requests to have events on campus
- the campus solicitation policy for internal/external groups (we advocated maintaining an active solicitation policy and enforcing current policies, which explicitly prohibit behaviors associated with blocking access to spaces on campus and harassment of bystanders)
- the feasibility of bringing Greek Life to PFW's campus (see Senate Document 22-16)
- the role of this committee in planning around items related to non-academic student life activities

The committee agreed that we should incorporate several changes to improve communication between the Senate and the Division of Enrollment Management and the Student Experience for next academic year and avoid the issues raised in SD 22-16:

1. Develop operational procedures to create effective structures for consultation between the Senate Student Affairs and the Division of Enrollment Management and the Student Experience (e.g. swift response, building of trust, sharing of information, etc.)
2. Provide the Vice Chancellor of Enrollment Management and the Student Experience time in each meeting to update the committee on important initiatives and activities the Division is undertaking related to the Senate Student Affairs Committee's charge.

We incorporated the second point into the agenda for the final meeting of the semester and will work to develop the operational procedures in the next academic year.

Respectfully submitted,
Stephen Buttes
Chair, Student Affairs Committee, AY 2022-2023

MEMORANDUM

TO: 2023-2024 Senate Executive Committee
FROM: K. Fineran
Chair, Graduate Subcommittee
DATE: May 8, 2023
SUBJECT: Graduate Concentration in College Counseling and Student Affairs

The Graduate Subcommittee reviewed and supports the proposal from the Department of Counseling and Graduate Education for a new concentration in the Counselor Education Program in College Counseling and Student Affairs. We find that the proposal requires no Senate review.

Thank you for the opportunity to review this new concentration.

Approved

Kerrie Fineran
Alan Legg
Kate White
Sarah Wagner
Hadi Alasti
Elliot Barger

Opposed

Absent

Ebenezer Amartey

Non-Voting

Abraham Schwab
Terri Swim
Nurgul Aitalieva (PU Liaison)

Degree/Certificate/Major/Minor/Concentration Cover Sheet

Date:

Institution: Purdue

Campus: Fort Wayne

School or College:

Department:

Location: 80% or more online: Yes No

County:

Type:

Program name:

Graduate/Undergraduate:

Degree Code:

Brief Description:

Rationale for new or terminated program:

CIP Code:

Name of Person who Submitted Proposal:

Contact Information (phone or email):

G-25 Form: New Graduate Concentration—Curriculum Information

Graduate Program Directors may request, with approval of Chair, Dean, and program faculty, that one or more concentration(s) be established within their majors, to allow a specialized area of graduate study to be reflected on a student's final transcript. A minimum of (9) nine credit hours of graded, graduate level coursework, i.e., 50000 and 60000 level courses, is required for a concentration.

Campus: Fort Wayne

School or College: School of Education

Department: Counseling and Graduate Education

Graduate Program Name: Counselor Education

Title of Concentration: College Counseling and Student Affairs (CCSA)

CIP Code: 13.1101

Effective Date (Session and Academic Year): Fall 2024

Degrees to which Concentration Applies:

Master of Science (Use Other for specific masters)

Master of Arts

Doctor of Philosophy

Other

If other is selected, please explain: Master of Science in Education (MSEd)

Mode of Delivery: Campus/Online/Distance/Hybrid

80% or more online:

Yes

No

If Hybrid, explain:

Who will administer the online aspect of this program (vendor, program)? n/a

Brief Description of Concentration:

The College Counseling and Student Affairs concentration (CCSA) will provide graduates with the skills and degree requirements necessary for employment as student affairs professionals in college and/or university settings plus a path towards state licensure as a mental health counselor (i.e., LMHC).

Justification

This section provides statements regarding the mission of the proposed concentration.

Need for the concentration:

The CCSA concentration prepares students to be both a university student affairs administrator and a licensed counselor. It essentially serves as an “expanded” version of our 48-credit Student Affairs (SA) concentration. Whereas the 48-credit SA concentration leads only to a Master’s degree, this 60-credit CCSA concentration provides students with the opportunity to meet licensure eligibility standards as a licensed mental health counselor (i.e., LMHC).

Whereas students seeking the 48-credit SA concentration are often employed at a college or university and seeking a Master’s degree for promotion, students seeking the 60-credit CCSA concentration will have an interest in working for universities, but enjoy the flexibility of a mental health counseling license that allows them to work as a university administrator, a counselor in the community, or a counselor on university campuses. This flexibility makes our CCSA concentration unique in our field. In addition, the new PFW Student Counseling Center can serve as a reliable internship site for CCSA students to provide additional support to students on campus. There is a need for this concentration not only in the wider profession, but right here at PFW.

O*net OnLine shows that "Educational, Guidance, and Career Counselors and Advisors" have a "Bright Outlook" nationally, with "faster than average (10% to 15%)" expected growth nationally from 2020 to 2030. To our knowledge, there are three (3) Master's degrees in Higher Education in Indiana (Ball State, Indiana University, and Indiana State University) that offer a general Student Affairs (SA) program, but none that provide a 60-credit CCSA concentration with licensure eligibility. Those programs focus on administrative skills training rather than counselor development, positioning students on our CCSA track for a wider variety of career opportunities across both university and community counseling settings.

Target audience, including the expected number of students:

Prospective students who would like to work at the college/university level to provide direct counseling and student affairs services to college students. We’ll launch this concentration with six (6) students, increasing our yearly cohort enrollment from 30 to 36 students. Due to CACREP-accreditation standards, we are restricted in the total number of students we can instruct in clinical courses such as practicum or internship. Capping enrollment at 36 students per year ensures that we maintain national accreditation standards (i.e., internship courses must not exceed 1:12 faculty/student ratio).

Focus of Research or Professional Program:

The PFW Counselor Education program strives to be a premiere training institution that prepares clinically skilled, research-informed, compassionate, and reflective professional counselors. We uphold a multidimensional training philosophy that includes emphasizing mental "health" (vs. pathology), understanding common developmental themes throughout the lifespan, embodying the value of process-oriented clinical awareness, and conceptualizing individuals as integrally embedded within dynamic systems. We maintain that understanding and appreciating multiculturalism, diversity, and social justice is critical to the core preparation of professional counselors. We are therefore committed to training professionals who actively seek to become advocates for both individual and systemic change at local through global levels.

Description of how the concentration fits into and supports the degree program:

The CCSA concentration will effectively expand our training mission beyond school and community-based services to include higher education services. As we seek to grow our program's size and scope, training higher education professionals will serve the needs of our program, prospective students, and the university. Furthermore, the new PFW Student Counseling Center will be a prime location for CCSA students to complete internship hours, thus providing the university with additional supports.

Description of the relationship to other concentrations in the degree program:

All four program concentrations (clinical mental health counseling; school counseling; student affairs; college counseling and student affairs) require learning foundational counseling knowledge and skills, so there is considerable overlap in terms of training and preparation. We have a strong core curriculum that serves the interest of students across all four tracks. The 60-credit CCSA concentration blends course options from the CMHC concentration with course options from the SA concentration, with the addition of a Seminar in Student Affairs Leadership course (proposal forthcoming). In essence, this concentration prepares students to be both a university student affairs administrator and a licensed counselor.

Participating faculty, including name, academic rank, and departmental affiliation:

- Dr. Brett Wilkinson, Associate Professor of Counselor Education
- Dr. Kerrie Fineran, Associate Professor of Counselor Education
- Dr. Jim Burg, Associate Professor of Counselor Education
- Dr. Joel Givens, Assistant Professor of Counselor Education

Core Courses (30 credits):

- EDUC 50200 Professional Orientation and Ethics (3 credits)
- EDUC 50601 Essential Counseling Skills (3 credits)
- EDU 50300 Counseling Theories and Techniques I (3 credits)
- EDU 51400 Lifespan Development (3 credits)
- EDU 56400 Child and Adolescent Counseling (3 credits)
- EDU 57500 Multicultural Counseling (3 credits)
- EDU 50400 Counseling Theories and Techniques II (3 credits)
- EDU 55200 Career Counseling-Theory/Practice (3 credits)
- EDU 53200 Introduction to Group Counseling (3 credits)
- EDU 59001 Research in Counseling & Guidance (3 credits)

Concentration-Specific Courses (30 credits):

- EDU 56300 Foundations of Mental Health Counseling (3 credits)
- EDU 50500 Individual Appraisal: Principles and Procedures (3 credits)
- EDU 52700 Diagnosis and Treatment Planning (3 credits)
- EDU 53700 Organization & Development of Student Affairs (new course; 3 credits)
- EDU 58000 Addictions and Trauma (3 credits)
- EDU 5xx00 Seminar in Student Affairs Leadership (new course; 3 credits)
- EDU 52401 Practicum in Student Affairs (new course; 3 credits)
- EDU 52501 Advanced Practicum in Student Affairs (new course; 3 credits)
- EDU 55001 Internship in Student Affairs (new course; 3 credits)
- EDU 55002 Advanced Internship in Student Affairs (new course; 3 credits)

Will new courses be created for this concentration?

Yes

No

If yes, list new courses and if proposals have been submitted:

- EDU 5xx00 Seminar in Student Affairs Leadership (3 credits; **unsubmitted**)

Learning outcomes (e.g., unique knowledge or abilities, capacity to identify and conduct original research, ability to communicate to peer audiences, critical thinking and problem-solving skills, etc.):

Although this concentration will not initially be accredited, we will follow the professional standards of CACREP, our accrediting body, in building the unique learning outcomes for the CCSA concentration. For CCSA, the list of concentration-specific CACREP standards include:

- history and development of student affairs
- organizational, management, and leadership theories relevant to higher education
- roles and settings of student affairs professionals
- roles of student affairs professionals in relation to the operation of the institution's emergency management plan, and crises, disasters, and trauma
- roles of student affairs professionals in collaborating with personnel from other educational settings to facilitate college and postsecondary transitions
- models of violence prevention in higher education settings
- current trends in higher education and the diversity of higher education environments
- organizational culture, budgeting and finance, and personnel practices in higher education
- environmental, political, and cultural factors that affect the practice of counseling in higher education settings
- influence of institutional, systemic, interpersonal, and intrapersonal barriers on learning and career opportunities in higher education
- policies, programs, and services that are equitable and responsive to the unique needs of individuals in higher education settings
- unique needs of diverse individuals in higher education settings, including residents, commuters, distance learners, individuals with disabilities, adult learners, and student athletes, as well as nontraditional, international, transfer, and first-generation students
- higher education resources to improve student learning, personal growth, professional identity development, and mental health
- professional organizations, preparation standards, and credentials relevant to the practice of counseling in higher education settings
- legal and ethical considerations specific to higher education environments
- collaboration within the higher education community to develop programs and interventions to promote the academic, social, and career success of individuals in higher education settings
- use of multiple data sources to inform programs and services in higher education settings

Based upon this full CACREP standards list, we will be dividing SLO's across four established courses:

EDU50200 Professional Orientation and Ethics

- history and development of student affairs
- roles and settings of student affairs professionals
- legal and ethical considerations specific to higher education environments
- professional organizations, preparation standards, and credentials relevant to the practice of counseling in higher education settings

EDU 53700 Organization and Development in Student Affairs

- organizational culture, budgeting and finance, and personnel practices in higher education
- organizational, management, and leadership theories relevant to higher education
- roles of student affairs professionals in collaborating with personnel from other educational settings to facilitate college and postsecondary transitions
- policies, programs, and services that are equitable and responsive to the unique needs of individuals in higher education settings
- higher education resources to improve student learning, personal growth, professional identity development, and mental health
- environmental, political, and cultural factors that affect the practice of counseling in higher education settings
- roles of student affairs professionals in relation to the operation of the institution's emergency management plan, and crises, disasters, and trauma
- use of multiple data sources to inform programs and services in higher education settings

EDU 52401 Practicum in Student Affairs + EDU 55001 Advanced Practicum in Student Affairs

- unique needs of diverse individuals in higher education settings, including residents, commuters, distance learners, individuals with disabilities, adult learners, and student athletes, as well as nontraditional, international, transfer, and first-generation students
- influence of institutional, systemic, interpersonal, and intrapersonal barriers on learning and career opportunities in higher education
- models of violence prevention in higher education settings

EDU 52402 Internship in Student Affairs + EDU 55002 Advanced Internship in Student Affairs

- current trends in higher education and the diversity of higher education environments
- collaboration within the higher education community to develop programs and interventions to promote the academic, social, and career success of individuals in higher education settings

Name of Person who Submitted Proposal: Brett Wilkinson, Ph.D., LMHC

Contact Information (phone or email): wilkinsb@pfw.edu

Liaison Librarian Memo

Date: March 21, 2023

From: Denise Buhr

To: Brett Wilkinson

Re: College Counseling and Student Affairs (CCSA) concentration

Describe availability of library resources to support proposed new program:

Helmke Library provides a number of education, psychology, sociology, and other databases, as well as journals, books, and media in these areas that are applicable to the research needs of students in the current Counselor Education concentrations of school counseling and clinical mental health counseling. Document Delivery Services provides additional access to materials not available in this library. A limited number of new one-time purchases, such as books and media, can be added throughout the academic year from the library's materials budget as long as funds are available. This new concentration overlaps in core curriculum with other counseling areas including the recently approved concentration in Student Affairs in Counselor Education and will not require additional material resources at this time.

Comments:

Per information received on this new concentration, only 6 students total will be enrolled in both this and the Student Affairs concentrations. While this is a small number of students, any additional students, courses, or programs does raise the possibility of additional services being needed that were not anticipated, including librarian consultations and/or increased Document Delivery and Interlibrary Loans at additional costs. Supporting this concentration appears doable at this time with the library's current resources. However, it should be noted that, in Fall 2023, the responsibilities of the liaison librarian for the School of Education will be added to the duties of a librarian with multiple liaison areas already. If this concentration (or any areas in the School of Education) grows and/or expands, the kind and number of resources required would have to be revisited, including the need for a dedicated liaison librarian for the School of Education.

Denise Buhr

3/21/2023

Liaison Librarian Signature

Date

MEMORANDUM

TO: Fort Wayne Senate Executive Committee and Faculty Affairs Committee

FROM: Senate Ad-Hoc Committee on Community Engagement

DATE: August 25, 2023

SUBJ: Recommendations on Community Engagement as an Area of Faculty Work

WHEREAS, [Senate Document SD 21-19](#) established the Senate Ad-Hoc Committee on Community Engagement (hereinafter referred to as the committee), and Senate Document SD 22-26 granted the Ad-Hoc Committee an extension to submit its recommendations in Fall 2023; and

WHEREAS, SD 21-19 spoke to both the importance of engagement work to the professional lives of many faculty as well as the challenges of categorizing and rewarding engagement work, especially with regard to promotion and tenure processes; and

WHEREAS, The committee has worked to explore varying approaches to incorporating engagement into university promotion and tenure processes as a distinct area of faculty work without making it a requirement for all faculty and while being attentive to not making it more difficult for faculty with engagement activities to still demonstrate excellence and/or competence in research, teaching, and service; and

WHEREAS, The committee has considered the approaches to incorporating engagement into promotion and tenure processes at Purdue West Lafayette and Purdue Northwest; and

WHEREAS, The committee has met with the Academic Officers Committee and the Associate Vice Chancellor for Teaching and Learning (who oversees annual promotion and tenure processes) to share proposal drafts and solicit feedback; and

WHEREAS, The three proposals provided in the following pages are all viable options for incorporating engagement as a distinct area of faculty work within the current promotion and tenure framework at PFW; and

WHEREAS, The committee believes that, while acknowledging that the broader reconceptualizations of promotion and tenure suggested by proposals 2 and 3 may be more advantageous in the long term, proposal 1 is the best path forward in the short term for incorporating engagement as a distinct area of faculty work within the current promotion and tenure framework at PFW;

BE IT RESOLVED, That the committee presents these recommendations to the Senate Executive Committee and Senate Faculty Affairs Committee for their review and the determination of appropriate next steps.

Approved

Pat Eber
Bruce Kingsbury
Don Mueller
Sherrie Steiner

Opposed

Abstention

Absent

Proposal 1: Add Engagement as a distinct area of faculty work Criteria for P&T at PFW

PFW is a metropolitan regional comprehensive university that is committed to maintaining a standard of excellence for teaching, research and/or creative endeavor, engagement, and service in its diverse programs, departments, schools, and colleges. Maintaining this standard can be accomplished only by employing, granting tenure to, and promoting faculty who share this mission.

At Purdue Fort Wayne, to be considered for promotion, a tenured or tenure track faculty member should contribute to all mission areas appropriate to their position. All candidates for promotion must demonstrate at least the minimum threshold for competence in the areas of research and/or creative endeavor, teaching, and service. Candidates may optionally also choose to demonstrate competence in engagement.

All candidates for promotion to Associate Professor and for tenure must demonstrate excellence in one area: teaching, research and/or creative endeavor, or engagement. All candidates must also demonstrate competence in the areas of teaching, research and/or creative endeavor, and service. Candidates may optionally also choose to demonstrate competence in engagement.

All candidates for promotion to Professor must demonstrate excellence in teaching, research and/or creative endeavor, engagement, or service. Candidates must choose to demonstrate excellence in only one category, although ordinarily strength would be apparent in more than one. All candidates must also demonstrate competence in the areas of teaching, research and/or creative endeavor, and service. Candidates may optionally also choose to demonstrate competence in engagement.

Comments

This proposed implementation might be characterized as simply the *addition of engagement* as another area of work in which faculty may display excellence. This approach is most similar to the approach taken at Purdue University in West Lafayette.

Note: Engagement work may appear in both the Engagement section of a P&T dossier as well as one other section of the dossier as appropriate for the work discussed. For example, as part of a broad community-engaged project, a faculty member may publish research on the Scholarship of Engagement, teach a service-learning course, and host a community outreach event. These activities are part of a single engagement project and their relationship to each other and the goals of the overall project can best be understood through a narrative provided in the Engagement section of the P&T dossier, but it will also be appropriate for these achievements to be included in the Research, Teaching, and Service sections of the dossier, respectively.

Proposal 2: Include Engagement as part of Research, Teaching, and Service Criteria for P&T at PFW

PFW is a metropolitan regional comprehensive university that is committed to maintaining a standard of excellence for teaching, research and/or creative endeavor, and service in its diverse programs, departments, schools, and colleges. Maintaining this standard can be accomplished only by employing, granting tenure to, and promoting faculty who share this mission.

At Purdue Fort Wayne, to be considered for promotion, a tenured or tenure track faculty member should contribute to all mission areas appropriate to their position. All candidates for promotion must demonstrate at least the minimum threshold for competence in the areas of research and/or creative endeavor, teaching, and service.

All candidates for promotion to Associate Professor and for tenure must demonstrate excellence in teaching (optionally including community-engaged teaching) or research and/or creative endeavor (optionally including community-engaged research).

All candidates for promotion to Professor must demonstrate excellence in teaching (optionally including community-engaged teaching), research and/or creative endeavor (optionally including community-engaged research), or service (optionally including community-engaged service). All candidates must also demonstrate competence in the other categories. Candidates must choose to demonstrate excellence in only one category.

Comments

This proposed implementation might be characterized as *embedding engagement into each area of faculty work*, i.e., research, teaching, and service.

This approach is implicitly already permitted with the current structure; however, the change is that community engagement is now explicitly mentioned in the university document as valid to be counted toward especially the research and/or creative endeavor criteria established by departments.

An important limitation of this approach is that it does not properly consider community engagement projects holistically. For example, a service-learning course might be described in the teaching section with the benefits to the students clearly demonstrated, but the benefits to the community would not be properly considered, nor would the relationship between this course and other aspects of the broader engagement project of which it was a part. Limitations of the current structure (and even this modification of it) become especially notable when it comes to properly evaluating research projects completed under the Scholarship of Engagement or in considering the importance of community partnerships and associated impacts of engagement work that is listed in the service section of P&T dossiers.

Proposal 3: Reframe “Research” as Scholarship and Creative Endeavor, where Scholarship incorporates Discovery, Teaching & Learning, Engagement, and Service

PFW is a metropolitan regional comprehensive university that is committed to maintaining a standard of excellence for teaching, scholarship and/or creative endeavor, engagement, and service in its diverse programs, departments, schools, and colleges. Maintaining this standard can be accomplished only by employing, granting tenure to, and promoting faculty who share this mission.

At Purdue Fort Wayne, to be considered for promotion, a tenured or tenure-track faculty member should contribute to all mission areas appropriate to their position. All candidates for promotion must demonstrate at least the minimum threshold for competence in the areas of scholarship and/or creative endeavor, teaching, and service. Candidates may optionally also choose to demonstrate competence in engagement.

Candidates for promotion or promotion and tenure must demonstrate excellence in academic work: teaching & learning, discovery, creative endeavor, engagement, or service. Scholarship is academic work with clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique that is rigorous, documented, assessed, and evaluated—usually expert reviewed. Academic work that integrates multiple areas can be highly impactful and is encouraged.

All candidates for promotion must also demonstrate competence in the areas of scholarship, teaching, and service. Candidates may optionally also choose to demonstrate competence in engagement.

Comments

This proposed implementation might be characterized as *integrated scholarship*. This approach is the most empowering and flexible. This framework values all types of faculty work equally and consistently, thus allowing faculty to work in areas about which they are passionate. This approach allows for a clear and complete description of projects and programs. This approach has the most potential to deliver impact through synergy.

The most important limitation of this approach in the context of PFW’s current P&T criteria, process guidelines, and culture, is that it is the furthest departure from the university’s current practices and is likely to be a first step to be taken in more explicitly considering engagement as a distinct area of faculty work.

Note: Engagement work may appear in both the Engagement section of a P&T dossier as well as one other section of the dossier as appropriate for the work discussed. For example, as part of a broad community-engaged project, a faculty member may publish research on the Scholarship of Engagement, teach a service-learning course, and host a community outreach event. These activities are part of a single engagement project and their relationship to each other and the goals of the overall project can best be understood through a narrative provided in the Engagement section of the P&T dossier, but it will also be appropriate for these achievements to be included in the Research, Teaching, and Service sections of the dossier, respectively.