QEP Task Force Meeting  
March 20, 2012  
ASC Room B445  
Minutes

PRESENT: Hamdan Ahmad, Allison Bruce, Charles Fitzgerald, Maria T. Gomez, Dolores Gross, Grace Haddox, David Henry, John Lencyk, Vanessa Macias, Becky Perales, Joyce Ritchey

ABSENT (called): Michael Coulehan, Gloria Estrada, Mark Norbeck, Maria Prospero, Ondrea Quiros, Janine Rudnick, Antonio Vargas, Alberto Villegas, Michelle Watkins

SECRETARY: Maria T. Gomez

HANDOUTS

1. Agenda  
2. Minutes for February 14, 2012

WELCOME/CALL TO ORDER

Grace Haddox, QEP Task Force Chair, welcomed everyone and called the meeting to order at 3:00 p.m.

READING AND APPROVAL OF MINUTES

The QEP Task Force Meeting Minutes for February 14, 2012 were reviewed. One or two typographical errors were noted.

During review of the minutes and as a follow-up to the February QEP Task Force meeting, Becky Perales gave an update on what has transpired with respect to Borderlands, an El Paso Community College (EPCC) publication. Becky mentioned that, as per the February minutes, she contacted Dr. Jenny Giron, Vice President of Information Technology. Dr. Giron was aware of the problem involving the broken links to Borderlands. Becky also reported that over the course of its eleven-year existence, 2,000 files related to Borderlands exist. Rachel Murphy, EPCC Librarian, is working having the Borderlands files available for library users. Ms. Murphy is working on a LIBGUIDE (Library Guide) which is a resource that puts everything (books articles, website) together. Ms. Murphy’s work will facilitate access to the resources. Becky gave instructions on how to currently access Ms. Murphy’s work. More work is still needed to have an easier access to the files which are crucial to the research involved with EPCC’s proposed QEP.

The February 14, 2012 minutes were approved by consensus.

REVISITING DISCIPLINE’S INVOLVEMENT IN QEP

Grace reported to the Task Force members that, yesterday, Joyce Ritchey and she had a meeting with Steve Smith, Interim Vice President of Instruction. The main topic at hand was getting more cooperation from Instructional Disciplines with respect to the QEP initiative. EPCC’s QEP Pilot is underway. However, the number of faculty involved in the QEP pilot project is not significant to warrant widespread participation that is necessary for EPCC’s five-year QEP Plan. In order for the QEP Plan to have viability and substance, a commitment from more disciplines is necessary. EPCC’s QEP Plan runs
the risk of not being approved by SACSCOC if a wider participation is not evident. The QEP Plan must demonstrate a significant number of faculty buy-in. Interestingly, the development of the QEP topic came as a result of input given by faculty, staff and students. Commitment to the approved topic must not regulate to the thought of “someone else will do it.”

As a result of the meeting with Steve, Grace was able to get the go-ahead for the “Shindig.” The “Shindig” will be held April 16, 2012. The purpose of the “Shindig” will be to have a gathering of the previously identified disciplines in order for the respective faculty to begin the process of identifying their plan for the QEP. At the QEP February Task Force meeting, members present identified the disciplines for the gathering. The Disciplines include history, government, English, math education sociology, psychology and speech. The buy-in from these disciplines is crucial. Additionally, the QEP Pilot participants will be invited to the “Shindig” to give testimonial(s) on their project.

Grace then mentioned that the English Discipline will have a District-wide meeting, tomorrow, March 21, 2012. The QEP topic will be a discussion item. Consequently, Grace will not be at the English Discipline meeting because the QEP Pilot participants will be meeting at the same time. Grace needs to be at the QEP Pilot meeting. Fortunately, John Lencyk will be at the English discipline’s meeting and will present the QEP proposal.

The Psychology Discipline invited Grace to their District-wide meeting. Psychology has informed Grace that they are on board with EPCC’s QEP initiative.

Smaller disciplines are a good focal point for QEP participation. Even though larger disciplines have been mentioned, the Task Force should not disconnect smaller disciplines. It might be advantageous to start small.

Grace mentioned that faculty members have expressed a concern with finding the QEP topic prescriptive. A case in point is ENGL 1301. The QEP proposal would be for ENGL 1301 to focus one of its required papers on the QEP topic. Currently, the six required papers are not topic specific and this situation gives leeway to the faculty. By identifying a topic specific assignment that would entail rewriting the course syllabi and, as a consequence, faculty might object that their liberty has been impacted. Curtailing the margin of freedom could become an academic and philosophical debate. Hopefully, today’s District-wide English discipline meeting will have a solution and circumvent recalcitrant feelings.

Grace also mentioned that Ondrea Quiros, English adjunct faculty, has warehoused the information on her QEP pilot project on SharePoint.

Biology will have two science cafes as part of their QEP Pilot project.

Grace shared a concern that Psychology had. Because of the QEP topic, the students might get community weary. The way to avoid the weariness is to give the assignment and not emphasized the term community as much. In other words, do not harper on “you will learn about the community.

PLANNING THE BIG SHINDIG

Highlights of the discussion that ensued with respect to planning the shindig included:
1. Steve Smith has set a date for the Shindig. It will be on Monday, April 16, 2012 from 3:00 – 5:00 p.m. at Transmountain Campus in Room 1005. The Vice President of Instruction’s office will send out the announcement.

2. Who should be invited to the Shindig? Specific faculty from the disciplines previously mentioned will be invited.

3. What do we want to happen as a result of the meeting? Once the QEP is explained and the Pilot participants give testimonial, the disciplines attending the Shindig will come up with a QEP Plan for their area.

4. Consequently, the faculty will mention “one more thing to do.” The importance and relevance of the QEP must be emphasized.

5. The QEP Pilot participants’ testimonial will be crucial. The testimonials will provide ideas and models for other disciplines. The Pilots are the prototype.

6. A form will be given to the disciplines at the Shindig. The completed form will represent their QEP Plan.

7. A recommendation was made that Faculty Development Credit be given to the Shindig participants.

8. The importance of marketing of the QEP for buy-in was brought forth during the discussion. A recommendation was made to look into a QEP screensaver.

9. At the Shindig, participants must be informed on “how did we get to this idea (the QEP topic)? The rationale should be shared. The concept of the QEP assessment must also be presented. Address the question, “How does assessment add value to student learning.” Then continue with “here’s what we are thinking about ...”

10. Also, the shindig should address the difference between teacher assessment and student assessment.

**ADJOURNMENT**

Since the Shindig is planned for April 16, 2012 and the QEP Task Force members will also be asked to attend to offer their assistance, the Shindig will count for the April QEP Task Force meeting.

Grace adjourned the meeting by sincerely stating, “thank you all for coming.”

Meeting adjourned at approximately 5:00 p.m.