



EUNICE

Faculty Senate Meeting

October 10th, 2022

Noon to 1:00 p.m

Room A-126 or Zoom

Senators Present: Angela Greaud, Amanda Dunlap, Jud Eldredge, Hannah Henry, Tony Baltakis, Claudia Guilbeau-Brand, Nikki May, David Asbury, Kina Sweet, Brandon Borill, Cassie Jobe-Ganucheau

Senators Absent: (none)

Administrative Council Representative: Paul Fowler (present)

Staff Senate Representative: Ray Zorn (present)

Student Government Association Representative: Bettina Trumps (present)

Administration: Nancee Sorenson, John Hamlin

Guests: Jim Robinson, Liz Vidrine, Joan Vidrine, James Jean, Cody Miller, Billy Fontenot, Jude Meche, Rob Jones, Jennie Denker, Monica Lejeune, Doug Narby, Rachel Kopp, Symantha Jones

The Faculty Senate meeting was called to order at 12:00 on Monday October 10th, 2022, by Angela Greaud, Chair of Faculty Senate. This was a special meeting dedicated solely to discussing the QEP.

I. Adoption of minutes

As this was a special meeting, the previous (October 3rd) minutes had not yet been completed and so were unable for consideration of adoption.

II. Old Business

A. Discussion of QEP:

- **Jud Eldredge** voiced his opinion on interpretations of the questions from the QEP survey, remarking that someone may interpret it as one thing and someone else another. He gave the example of “improve online learning”, which was a high choice among students, and which did not really clarify what that meant. Do students want more online offerings? Do they feel the quality of online learning needs improvement? It’s not clear what is meant by “improving”. Jud just wanted to warn the senate that the questions on the survey were a bit vague and so everyone may interpret them differently, which could be the cause of a lot of conflict amongst faculty, and so he encouraged faculty to be open-minded.

- **Bettina Trumps** stressed that, from the student point of view, (even though it was the second most chosen topic), advising is one of the biggest issues as either advisors are unavailable, or given incorrect information. She believes communication between student and advisees should be better and that the “pairing” of student and advisee should be better so that the advisor is familiar with that particular major.
- **Cassie Jobe-Ganucheau** remarked that Navigate will improve a lot of these advising issues. As for the QEP, she believes that coreqs should be the QEP as choosing another topic would just add even more work to her team at the Integrated Learning Center (the library’s new name) since she believes they will already have a lot of work to do with the implementation of corequisite classes and the Pathways program.
- **Jude Meche** remarked that there was a lot of hesitancy on the English Department’s side on using the coreqs as the QEP as they do not see what the value is to the university in using coreqs as the QEP when we already have to do them anyway. He voiced his opinion that the last QEP relied heavily on the math department as it was modular math and it’s unfair to dump so much on only two departments on campus. He then suggested to utilize math across curriculum (MAC) and writing across curriculum (WAC) as a possible other option.
- **Rob Jones** stated that using WAC and/or MAC would emphasize to the students the importance of these courses and would do a better job of breaking up the work across campus so that everyone is truly involved, and we would have a more all-hands-on-deck approach, which shares both responsibility and accountability across campus on the QEP.
- **Amanda Dunlap** began with a couple of questions: First, are the other top choices on the survey already being addressed? And if so by whom? Cassie remarked that the first year advising is being addressed by her team. The university is working closely with LSU to improve LSUO offerings/quality, and help to train faculty who have not been through any best practices-type of training. She remarked that many faculty were just confused why there were obviously other choices on the survey chosen above coreqs and yet they were seeming to be skipped over. If there are already committees or groups working on these issues, that’s great, but many feel that that information is not widely known or being distributed to faculty. The idea was brought to her by other faculty to maybe have a campus-wide Teams folder that could contain some committee minutes or progress summaries/reports from subcommittees and unofficial groups so that all faculty could stay in the know, and be aware of what’s happening on campus and to improve communication. She explained that there were a lot of complaints about the survey and why we bothered to do it if it seemed obvious that administration had already decided on it. The next question was in regards to flexibility on coreqs if they were used as the QEP; would math and English faculty be allowed to make changes down the line if they see that their design is not working? Dr. Fowler answered yes, but it just needs to be justified to SACSCOC. Jude Meche made the comment that he was getting the sense that there wasn’t a lot of Math faculty buy-in to using coreqs as the QEP, to which Miss Dunlap replied that Math faculty were feeling much better about the idea now that they know why it seemed some issues on the list were being “skipped” as they were already being addressed by other groups/committees, and that communication is so bad on campus. If they had known about these things before hand, the Math faculty would have been much more open to the idea.

- **Kina Sweet** shared that she understands that we want everyone to have a part in the QEP, but was confused about the friction with the Math and English departments. She remarked that we should not shy away from the extra work that will need to be done.
- **Bettina Trump** stated that she sees it as the majority of the work falling on English and Math, as no other instructors in other fields will be able to help. She again stressed that the biggest issues expressed from students are Improving online learning, improving advising, and improving first year experience.
- **Jude Meche** stated that he does not approve of the insinuation that English and Math faculty are shying away from the extra work, as they know they have to do it and plan to do it as best as possible, but he just still doesn't see the value in choosing coreqs as the QEP as it would be piggybacking off of something that we have to do anyways. Why not choose something else beneficial to the students than something we already are mandated to do?
- **Amanda Dunlap** agreed with Jude that Math faculty have no problem shying away from work as this is not just a project but will be a new way of life so of course a lot of work and attention will be given to the project of coreqs.
- **Angela Greaud** agreed with the idea of the university-wide Teams folder. She remarked that many faculty are already overworked and "stretched thin" so choosing a different QEP will just add extra work which would be unmanageable. She agreed that the work being done on campus to address other issues should be more widely communicated to the university.

She also stated that the QEP should be holistic in its approach and not only center on the math and English coreqs, but also support those courses including advising, tutoring (student success center) and a revision of Pathways (UNIV courses) to ensure success in the gateway courses.

- **Rob Jones** discussed WAC at his previous jobs and the effectiveness it has and could be on our campus.
- **Liz Vidrine** stated that the name of the QEP if chosen as coreqs needs to be changed so as to convey that it encompasses many other things and will enforce to the campus that it will cover many things, not just coreqs.
- **Jud Eldredge** explained that for the question of what value making coreqs the QEP would be, it could be simply that the value is not having a second project to work on it.
- **Dr. Fowler** stated that the majority of the time an institutions QEP is too broad, never too narrow, and so has to be adjusted. We can name several things that will be addressed by the QEP but the learning outcomes must be narrow enough that they're easy to be assessed.
- **Dr. Hamlin** thanked faculty for being part of the conversation and sharing our honest opinions and ideas. He also explained that to be realistic, we really need to address all the things on the list of topics from the survey but we are limited in resources and need to decide which one is going to be the best investment of those resources.

- **Jude Meche** again asked what's the value of choosing any one of those topics on the list as the QEP instead of just working on that topic on our own. Also, will the advisor from SACSCOC be a content area expert? To which Dr. Fowler replied yes.

III. Adjournment

The meeting adjourned at 12:55 p.m.

*Respectfully submitted by the 2022/2023 Faculty Senate Secretary,
Amanda Dunlap*