

**QCC Faculty Senate**  
**FALL 2017**  
**November 30, 2017**

MINUTES

<b>TYPE OF MEETING</b>	Monthly Senate Meeting
<b>FACILITATOR</b>	Betsy Zuegg, Faculty Senate President
<b>NOTE TAKER</b>	Jean Kennedy, Faculty Senate Secretary
<b>EXECUTIVE BOARD</b>	Betsy Zuegg, President Jean McLean, Vice President Jean Kennedy, Secretary
<b>COMMITTEES</b>	<p><b>Committee-Lead Faculty</b></p> <p>Alternative Modalities Committee-Amy Beaudry          Governance Steering Committee Rep.-Anne Shull          Governance Steering Committee Rep-<i>Alternate</i>-Mark Bates          Curriculum Committee-Eric Mania          Bylaws/Elections Committee-Lisa Cook          Academic Policies Committee-Margaret Wong          Staff Dev. Committee- Nancy Berthiaume          AdHoc Committee/QCCPA liaison- Sue McPherson          FS Enrollment Subcommittee-Kristy Glover/Lisa Cook</p>

**Agenda**

<b>DISCUSSION</b>	Motion made for the approval of both September 2017 and October 2017 minutes: Moved by Susan McPherson; Second by NT Izuchi. <b>Vote: All YES</b>		
<b>ACTION ITEMS</b>		<b>PERSON RESPONSIBLE</b>	<b>DEADLINE</b>
Archive Minutes		Jean Kennedy	Per policy

**1. NEW Business**

<b>DISCUSSION</b>	(1) <b>Automatic Starfish flags</b> - Both Amy Beaudry and Liza Smith presented: There is a proposal for a “systems raised flags” as kudos through Starfish. Failing grades as well would be indicated to the student. Discussion focused on looking for feedback from faculty on ‘what ‘grade would be used (range). Students feel more secure when that get a <i>kudo</i> but perhaps a false security. Suggestion was to aim <b>higher</b> . It would be coming from the ‘system’ itself and copies to the advisor (faulty advisor). Another suggestion was look at past proposal of a <b>pass/fail/ or danger of failing</b> as a mid-term process. <i>Should the message come from system or ‘real person’?</i> It was suggested that it has much more clout coming from a ‘real’ person. If a <i>system raised flag</i> it will be automatic and <i>by-pass</i> faculty. Concern raised about ‘relationship between student and faculty’ and having a third party involved. Additional feedback was that the kudos should be not taken out of faculty’s hands. Consensus is that the use of “systems-raised flag “is not advised by the Faculty Senate.
-------------------	---

(2) The new **Exception Policy**- Barbara Zawalich, the Registrar, presented the new *Exception Policy*. For students who get dropped for non-payment there is a change in the process for students to 're-enroll'. The goal is to get the student to take responsibility and to have the student back in the class, but **faculty have final say**. Students are given a deadline. A document (chart of Fall 2017) provided by Registrar's office showed that 112 students in the first 7 days were re-enrolled. The system is looking at improving and changing the deadlines so that there are fewer and fewer students and that deadlines are met. Financial aid is very much a part of the process. If the student has not been attending class for the first two weeks of the semester and the student wants to 'start attending' all faculty needs to do is say no if faculty deem it is too late for student to 'catch-up'. Students are instructed to attend classes while they are getting their financial aid rectified. Once a student is re-enrolled an announcement from the Registrar's office will be sent to involved faculty. Faculty will no longer need to initial the form. Instead of signing the form, an e-mail will be sent to the faculty and the faculty will decided if student is to re-enrolled (if student has been attending steadily its fairly clear, for a student who has elected not to attend it really is up to the faculty and the amount of material covered during the students non -attendance). The goal of the Registrar's office is to get students re-enrolled in a more expeditious manner.

(3) **Karen Rucks Deputy Director of Advancement discussed Early College Grant application** (whose office wrote the grant). Karen discussed the process of the *Request for Grant Writing Services* form (provided handout). Once given the green light the "Proposal" is then written and then signed off by the required Administrative staff. The RFP was initiated by the state with the goal of looking at creating standards and developing a model from which to build. The current grant is specifically to assess best practices and building upon identified best practices toward creating a model for Early College/Dual Enrollment. The grant required what is called 'Thought partners'-3 or 4 different groups of educators (including education advisors and program personnel). QCC, Worcester Public School (WPS), and Worcester State University (WSU) looked at what is already being done. There is a strong partnership with QCC, WPS and WSU. The first phase was to document what the system in Worcester already does. Also to look at the challenge of open enrollment and prerequisite, developmental courses etc. The grant presented what already is happening by Secondary Educators, Administrators and Advisors on the dual enrollment model as it now exists. One goal of the Early College grant is to begin earlier on pre-college and early college awareness in secondary education settings. The grant proposes to begin in 9th grade helping student learn about college, and incorporating in the 10<sup>th</sup> grade (what to expect at the college level), 11<sup>th</sup> grade taking college level courses at the high school and 12th grade coming to QCC campus to take courses. The proposal also looked at underserved populations. It was reported that ninety percent of budget goes to teaching staff.

**Questions/comments from faculty to Karen Rucks:**

- High school teachers are teaching the QCC courses and there is a concern that students would go directly to WSU, not QCC from the 12<sup>th</sup> grade. What is to prevent this from happening?
- Who is teaching the courses in the high school? Faculty are concerned that the teachers in the high school are not presenting the material as it is presented here

- at QCC; the rigor of the course and the qualifications of the teachers (at the high school) are of great concern.
- If QCC is awarded the grant, who would be involved in the next step (the next step will be creating a model).
  - There is concern from faculty that there really is NOT a process in place now. The planning 'piece' is vital and essential as the college moves forward with this.
  - ESL was raised as a factor that must be looked at as this grant goes forward. What English proficiency marker will be used?

Karen directed these questions and concern to President Pedraja and the 'planning committee' (the next phase of this grant process).

**NEXT MEETING:**

**THURSDAY JANUARY 25, 2018  
2:00PM  
ROOM 107A**