

MAFS Meeting: SciTech 204 – Oct. 18, 2017 (12:20 p.m. – 1:13 p.m.)

1. Approval of September 15, 2016 MAFS meeting minutes

Kelly approved and the approval was seconded.

2. MAFS course page – Hanafiah Harvey

There is a new Canvas Master Course for MAFS that should have appeared recently on your dashboard. If you go to People, then Groups, you can see all the Faculty Senate Committee groups. Only one chair can be assigned (so far), but it should be easy to change the “instructor” and the groups. The MAFS Canvas site should work well for voting. The address may stay the same... Keep in mind that administration is also involved in the site. Please check it out and provide recommendations.

3. Faculty perceptions of challenges to student academic success – Hanafiah Harvey

The Student Success Committee is looking for feedback from faculty on the challenges that students face. (There is also some effort into getting feedback from students as well.) For example, some students experience significant delays in getting a reply from a faculty adviser. One student told Dr. A that he e-mailed a faculty member seven times without getting a reply. Another example is the financial aid difficulties for students in the Academic Warning process. The Staff Senate had a blackboard discussion on this topic, focusing on what is going well and what could be improved. Marla looked at Jump Start students: four who walked at commencement never returned to finish. If there are common themes, perhaps they could be topics for the faculty meeting in the spring.

Hanafiah has created a discussion board in the MAFS Canvas site, as you’ve probably seen from some Canvas messages. Several issues were raised at the meeting, including: (1) students juggling full-time jobs while being full-time students, so they just don’t have enough time, (2) insomnia seems to be more of a problem recently (linked with missing classes), sometimes even for really good students, (3) increased difficulties with getting students to purchase and read textbooks, (4) increased student anxiety, (5) attention issues linked with social media, and (6) decreased overall resiliency. There was some discussion about existing time management programs, possible strategies to use textbook assignments to enforce reading, and studies showing that screen reading works fine for fiction, but not so well for textbooks. Darlene has told Dr. A that the two biggest problems she has noticed for current students are depression and anxiety. Those problems could be related to a general insomnia issue. Jackie and Robin commented on some HDFS resources and workshop at York last May about resiliency; they would be happy to share more information on this topic. Perhaps more PAWS sessions could also help.

An issue was raised about where a line should be drawn: we’re not parents or therapists; we’re teachers. However, it can be useful just to know where to point students who are dealing with personal issues. At this point, the Student Success Committee just wants to collect thoughts from faculty, staff, and students. We are not being asked to address the problems ourselves. Understandably, this is a busy time of the semester for everyone, but please consider adding your thoughts to the discussion forum.

4. Career Service, upcoming programs – Patty Gochenauer

Patty just wanted to point out a few upcoming events:

10/30: Acing the Interview (3:30 pm in ST304)

11/13: Sports Industry Career Panel (12:20 pm in GS Auditorium)

5. Financial Aid – Antonia Spedden

Antonia presented some PowerPoint slides on Financial Aid, especially related to Online and Hybrid classes. She overviewed eligibility for Federal Aid (degree seeking, Satisfactory Academic

Progress, enrolled in at least 6 credits) and eligibility for PA State Grants (PA resident, at least 6 credits, >50% in classroom, 24 credits in academic year). Keep in mind that any web component at all counts as web (or not being in a classroom the full time) for the funding consideration. This situation has recently become more of an issue due to: switching to LionPATH from ISIS, more classes are web or hybrid, and SGDEPP funds are limited. How does this impact us as advisers? Antonia recommended that we advise as normal, but just keep in mind that too many web/hybrid courses can affect financial aid.

Some discussion followed, including a related concern that families are sometimes upset when students take few (if any) in-class courses plus many online courses, but are still living on campus. Of course, there is more to the college experience than just sitting in a classroom. Additionally, please keep in mind that going from full time to part time CAN affect student aid, so still refer advisees to Antonia whenever they are considering dropping to fewer than 12 credits.

6. On-line advising survey – Michael Doncheski

Recall that part of our strategic plan to assess advising included long (end of the semester) and short (after each advising session) advising surveys. The Mont Alto Advising Council (MAAC) has recently decided that the short advising surveys are not providing much information and are confusing students about taking the end of the semester survey. Consequently, the MAAC has eliminated the short advising surveys and members are working to revamp the long surveys. More information will be coming, hopefully sooner rather than later.

Additionally, Mike introduced Megan Lundy, who started recently as the second full time professional Academic Adviser in the DUS office. Sophia wanted to remind faculty to complete Mid-semester Starfish surveys for our classes. Kendra added that we should all make sure that we complete the actual survey since that is easier than raising Kudos or Flags. Keep in mind that the ASC receives Mid-semester Starfish survey results, in addition to the students and their adviser.

7. Committee updates

a. Academic Affairs Committee – Jennifer Reilly

Please see the e-mail that Jennifer sent on Monday, Oct. 16th titled: “Peer Review of Online Teaching - sent from the Academic Affairs Committee for your consideration.” Some concern was raised about why online instructors are being placed under scrutiny. Some discussion followed about the fact that in class courses are reviewed, but online courses have not been. For example, reviews are used for the promotion process (following a 2004 document about the peer review process) and lead to suggestions for improvements. There has not been a formal process to evaluate online courses. It was also pointed out that the World Campus has its own process and peer reviewing of online teaching might be related to barriers to student success (item 3 on the agenda).

b. Diversity Committee – Dan Dandy & Susan Graf

The Diversity Committee is organizing a traveling photo exhibit to be on display at the Library in February: Immigrants and Refugees (<https://familydiv.org/exhibits/building-bridges/>). If this topic touches your classes in any way, please let Kira know by replying to the message she sent on Wednesday, Oct. 18th titled: “Faculty Diversity Committee Request.”

8. University Faculty Senators’ report – Renee Borrromeo / Peter Dendle / Peter Linehan

Please see Faculty Senate Report e-mails from Peter Linehan (Oct. 18th), Peter Dendle (Oct. 19th), and Renee Borrromeo (Oct. 19th).

Next MAFS Meeting: Fri., Nov. 10th, 12:20 – 1:10 p.m. in ST204