

# Faculty Senate Minutes

*Meeting No. 5, Spring Semester 2023  
(Plenary Session)  
10<sup>th</sup> March 2023, 14:00  
Room A402*

## Call to Order and Roll Call

Chair Omondi called the meeting to order at 14:00.

In attendance:

- Professor Tran (Professor O's alternate)
  - Professor Hsieh
  - Professor Omondi
  - Professor Han
  - Professor Houghton
  - Professor Hong
  - Professor Pennings
  - Professor Jeong
  - Professor Lenz
  - Professor Kang
- Chair Omondi welcomed Professor Lenz
  - There was a discussion on Robert's Rules. While the bylaws state that the Senate is to follow these rules, there are provisions enabling them to be relaxed for small bodies, such as this Senate, especially when not doing so can sometimes lead to unhelpful complexities and delays. There are also situations for which it may be necessary to suspend the application of the rules; for example, to allow nonmembers to speak fully on some matter.
    - Professor Dreamson was invited to speak at the session, for which a suspension of the rules is necessary. A vote was held at 14:02. There were no objections.

## Acceptance of Agenda

Approved by all.

## Approval of Prior Meeting's Minutes

Approved by all.

## Reorganization of Committees

- Professors Ryoo and Lenz were not assigned to committees, as they joined the senate after the first official meeting.
- It was proposed that Professor Ryoo join the Academic Planning and Education Services Committee, as well as replacing Chair Omondi on the Academic Personnel Committee. The vote was held at 14:06. There were no objections.

- Professor Lenz indicated a wish to be on the Education Council and the Faculty Welfare Committee. A vote was held at 14:07. There were no objections.

## **Committee Reports**

### **Executive Committee**

- The first committee in September 2022 were mainly vague proposals. By December, some of the reports were still at this level, showing a lack of progress.
- The senate needs more concrete results this semester.
- In the future, the committee reports will be posted on the website, allowing the other faculty to see the work and progress of the senate.
- The committee reports also have a secondary role, as justification when a recommendation is sent to the Administration, thus necessitating more detail.

### **Academic Personnel Policy Committee**

- Last semester the APP addressed key issues in the faculty handbook, such as HR, promotion, and tenure issues.
- This semester the APP aims to better represent FIT Korea in the handbook, which is an ongoing process, due to the necessity that HR policies match that of the home campus.
- The APP is going to benchmark the faculty handbook against comparable institutions to find ways to further improve the document.

### **Education Council**

- At the faculty orientation, Professor Omondi asked for people to come forward to the Senate with any expertise. Professor Dreamson offered to help with his time and knowledge.
- Last semester, the EC began working on the CELT and made a lot of successful moves forward.
- Professor Maliphol has been very helpful in this process, as has Professor Dreamson who is consulting with the council.
- Last semester, Professor Quan from FIT spoke on their CET. The EC has used this along with information from SBU's CELT in aiding to outline SUNY Korea's proposed centre.
- The EC will share a Google Doc with the proposals and aims to have more complete version by the next meeting. The proposal will be sent to the chairs, along with a questionnaire, to ensure that they have all necessary information when responding.
- Professor Houghton outlined a series of actions that the university can, and potentially has taken to help remedy the situation regarding the language levels of the students. He asked for the university to implement more speaking classes, and not just to focus on writing, as the students need more focus on all skillsets. Dean Pak stated that the university will be opening one section next semester, with the focus on communication.
- Professor Houghton also spoke of the need for students to be writing to a native level within two semesters for FIT and four for SBU. This is particularly an issue for SBU, whereby their portfolio is graded by the home campus. This has resulted in some complaints, as some students are passing, having completed all the aims of the rubric, even though their English level is not high enough. He also spoke of the IEC program, and a need for such a

program to be introduced more throughout their academic career and especially for FIT students.

- There were questions raised about benchmarking the English program against SKY and asking for more focus on argumentative writing for the students. Professor Houghton responded that benchmarking against SKY is still a different situation to ours, as not all of their classes are taught in English but will look into it more. Students learn argumentative writing from the outset of their writing career at SUNY Korea, but struggle owing to the different cultural expectations of writing.
  - Professor Dreamson is working on developing pedagogy for ESL writing and offered to help look into this matter more.
- Professor Dreamson then Spoke about the proposed CELT. See [Appendix 1, Slides 1-4](#).
  - He compared the mission and vision of SBU and FIT's respective centres. They both aim to create engaging environments, and encourage innovation amongst the faculty.
  - The aim of the proposed SK CELT is to:
    - Review courses and materials.
    - Research best practices in higher education and to disseminate this information to the faculty.
    - Provide training to faculty, instructors, students, and other personnel.
    - Facilitate conversations and events to aid in growing the community and the quality of teaching and learning.
    - Provide technical support for educational technologies.
  - There is presently a need to better support TAs and RAs by training them before they begin working. There is also the potential of using EST475, so that TAs receive 3 credits, but no pay.
  - The SK CELT will also help students to with learning strategies.
  - The stakeholders for the proposed CELT will be the students, the teaching assistants, the faculty, and the community, each of which have different short- and long-term goals (see slide 4).
- Chair Omondi mentioned that the administration showed support for the CELT in the orientation and asked that the EC moves forward and creates a proposal. To do this, the EC must identify what the faculty want from the centre as well as what would actually benefit the students. While the proposal to survey the chairs is a good idea, their opinions do not necessarily reflect those of the faculty who would actually use the centre.
- Professor Hsieh commented that often faculty are stubborn and unwilling to change. The university needs to build a culture whereby professors don't feel ashamed to try something others have proposed.
- Provost Hefazi stated that the administration is in favour of and willing to invest in the CELT. The administration hopes this will help to standardize the level of instruction, to ensure excellence among all. In the faculty annual reviews, pedagogy, materials, etc should be included. However, this section is often lacking, with professors not fully completing it. However, the institution highly values this, and as such it has a large weighting on the results, so faculty need to ensure they are working to improve their pedagogy, as well as properly completing their evaluations.
- Professor Hsieh spoke of pedagogical experimentation. It is important for professors to experiment with new ideas, whether intentional or accidental. These successes and failures should be shared with others to help the whole community to better themselves.

## Campus Environment and Faculty Welfare Committee

- Last semester the CEFW worked on a proposal for an IDA. There has still been no feedback on this proposal, and as such it still needs polishing.
- This semester the CEFW will look into generating a faculty and staff guide to help new, as well as existing members. For example, SUNY Korea's website is currently lacking a lot of information, with new faculty members having to use other IGC institutions to find out required information.
  - Chair Omondi spoke on this matter, stating that some of the new faculty he has spoken to, have said that they did not receive enough support when joining SUNY Korea. He gave the example of the above mentioned faculty guide, which should be given to faculty before they arrive, not afterwards.
  - Professor Hong spoke of his experience when joining the university and having to rely on the websites of other IGC institutions for the information that he required.
- Provost Hefazi stated that the faculty handbook, with all alterations recommended by the Senate is in the final stages of approval and will be added to the website imminently.
- Professor Hsieh, spoke about the flyers that are posted on walls, and mentioned that maybe we should allow more information to be shared, rather than going through the current bureaucratic process. Dean Pak asked for clarification on whether it takes too much time. Professor Hsieh would like to see more spontaneity. The provost stated that the policy is in place to avoid unwanted postings.

## Academic Planning and Education Services

- Chair Omondi – one of the aspirations for this university is to be both a teaching and research institution. Several members of the faculty have suggested that the research environment needs improving. Several faculty members have helpful ideas on this, and one, Professor Dreamson, has been invited to make a presentation at this meeting.
- The committee has three plans for the semester.
  - RA tuition. RA's must still pay \$3000 a semester. The committee will try to suggest a better idea.
    - Chair Omondi, the committee should look at the bigger context, what is their aim? For example, is it retention, or acquisition of new postgraduate students.
  - Teaching award.
    - BM presently has a teaching award, but professors cannot win in consecutive semesters.
  - Internal research funds.
- Dean Pak stated that the administration is trying to find a way to better support the salaries of the TAs/RAs. The committee will investigate further.
- Professor Dreamson gave a presentation on how to improve SUNY Korea's research environment ([Appendix 1, Slides 5-11](#)).
  - To have a stronger research support and environment, SUNY Korea needs to foster collaboration and innovation, along with communication and impact.
  - Presently, the research support team is responsible for a lot, but the support is quite fragmented. The aim is to improve this.
  - Many graduate students, and early career researchers are struggling. They should be supported more by the team.
  - The short-term goals are presently:

- To aid graduate students with thesis writing, solving financial issues, and promoting graduate programs.
- To help early career researchers with publications, mentoring interdisciplinary and intradisciplinary research.
- To support graduate directors in sharing and reporting problems and helping to effectively supervise research.
- The long-term goals are to:
  - Provide graduate students with full scholarships, support in finding grants, and raising industrial funds.
  - Organise research seed funding and encourage teaching faculty to engage in research activities.
  - To offer an accreditation program for researchers and to offer leadership programs.
- The university should aim to promote research to the undergraduate and graduate bodies, to show how it can aid them to progress through their studies. For example, some programs do not require a student to have a master's degree in order to complete a PhD.
- There needs to be a person in charge of collecting research information and keeping track of it on the website.
- The current organisational structure needs more members to allow it to work more efficiently.
- Professor Hsieh stated that AI could be used to solve some of these problems and that human resources may not necessarily be needed.
- Chair Omondi showed the current website, with nothing new having been added to the research section in a long time. The APES's work and Professor Dreamson's suggestions will help to create a proposal that will significantly improve the research environment.

## **Discussion on the Need for an Ad-Hoc Committee to Address ChatGPT and AI**

- Chair Omondi suggested that an ad-hoc committee be put in charge of creating recommendations on best practices for the faculty.
- Provost Hefazi, suggested that prohibiting AI will not work, but rather we should see it as a tool to integrate into classes.
- There was a discussion on the integration of AI into classes and how some professors are already doing so.
- Professor Houghton, Professor Hsieh, and Professor Jeong will head up the committee.

## **Any other business**

### Announcement from Dean Pak

- Call for participation in the IGC poster fair. This will be the first symposium style event, whereby faculty from all institutions can come together to show what they are working on. Dean Pak encouraged everyone to submit something, as it will hopefully lead to more collaboration between institutions on the campus.
- There is a proposed faculty outing to the east coast this semester. It will most likely take place on a Friday.

## **Adjournment**

Chair Omondi adjourned the meeting at 15:34.

## Appendix 1



# Proposals to establish 'SK CELT' & reshape 'SK's Research Support & Service'

DTS Neal Dreamson  
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At the meeting of SK Faculty Senate  
March 10, 2023





Stony Brook  
University

## COMMITTED TO EXCELLENCE IN LEARNING AND TEACHING.

### MISSION

The Center for Excellence in Learning and Teaching (CELT) encourages inclusivity, experimentation, innovation, and evidence-based practices in all learning environments, and our staff expertise informs and supports this work leading to success in teaching and the student learning experience.

### VISION

The Center for Excellence in Learning and Teaching (CELT) is dedicated to the belief that excellent teaching in all its forms is vital to student success. CELT seeks to build inclusive, engaging, and innovative learning environments, and provide opportunities for all educators to flourish in an increasingly challenging educational environment.



Fashion Institute  
of Technology

The **Center for Excellence in Teaching** was established in late 2001 to serve college-wide faculty pedagogical interests and needs. It provides instructional support to faculty as they work to innovate teaching methodologies. The CET also facilitates the integration of technology into the curriculum and fosters conversations among faculty about effective teaching and learning.

## SK CELT aims to

Promote the advancement of excellence in teaching & learning at SK, and support the stakeholders by:

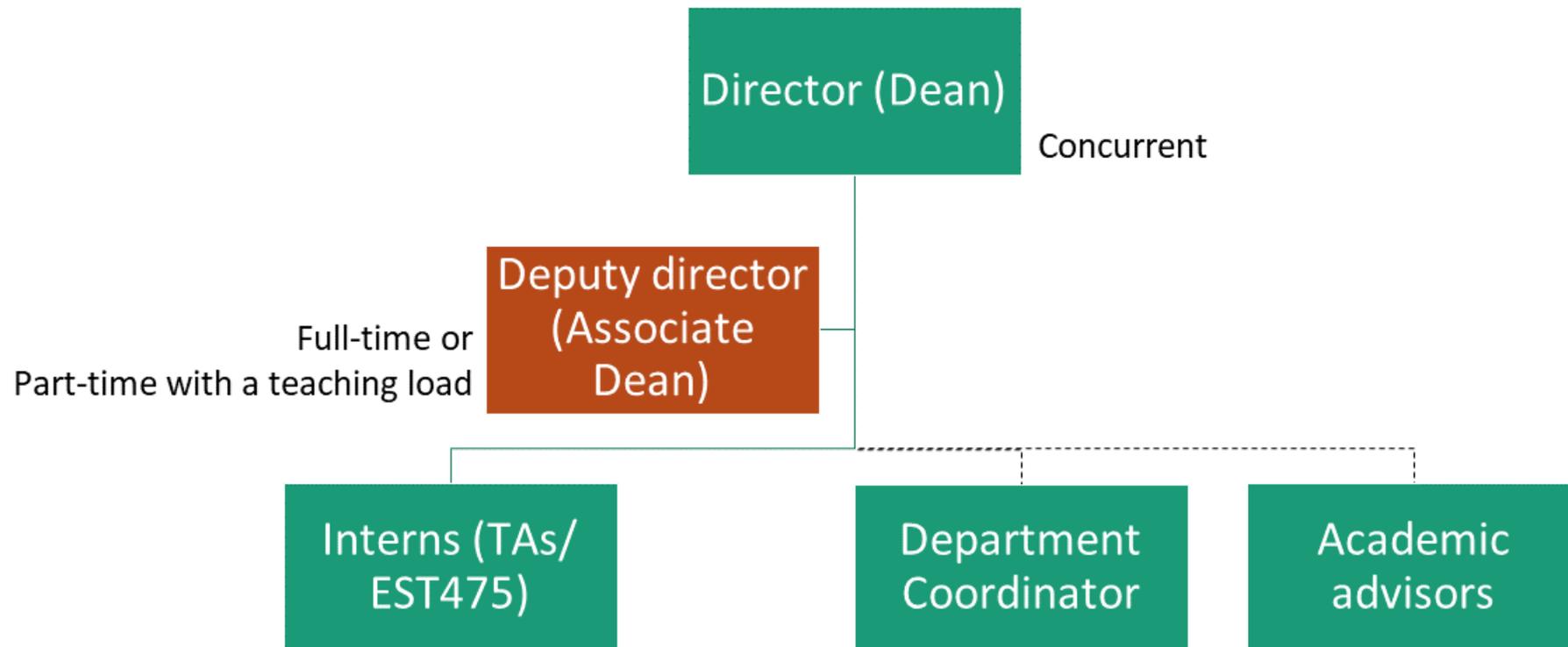
- Supporting on the development and review of courses and course materials (course outlines/syllabi, assignments, and educational technologies)
- Researching best practices in higher education and disseminating useful information to the community
- Providing training and/or resources to faculty members, instructors, students, and other college personnel
- Facilitating dialogue and events regarding quality teaching and learning
- Providing technical support with Brightspace and other educational technologies

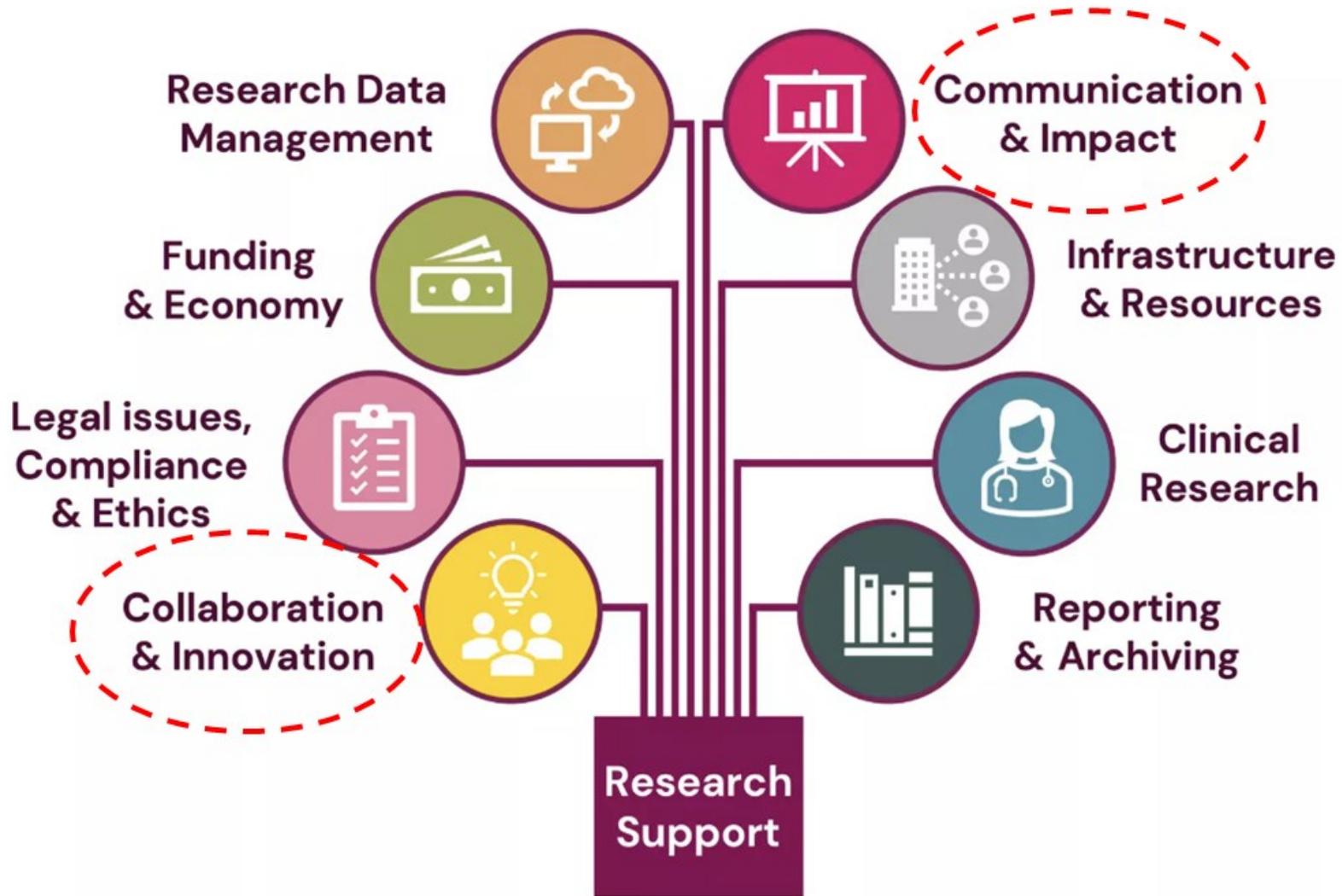
# SK CELT Services

Stakeholders	Short term	Long term
Students	<ul style="list-style-type: none"> <li>• Providing effective learning strategies</li> <li>• Identifying specific student needs</li> <li>• Maximizing the benefits of external engagement (Internship)</li> </ul>	<ul style="list-style-type: none"> <li>• Developing professional portfolios</li> <li>• Developing and sharing learning strategies</li> <li>• Supporting freshmen with 'university learning &amp; teaching' (successful transitions)</li> </ul>
Teaching Assistants	<ul style="list-style-type: none"> <li>• Professionally engaging with the course management and class culture</li> <li>• Practicing teaching strategies in a way to support the instructor using a TA planner</li> </ul>	<ul style="list-style-type: none"> <li>• Promoting a 'proudly TA' culture which they are regarded as learning leaders in the community</li> </ul>
Faculty	<ul style="list-style-type: none"> <li>• Sharing exemplary teaching strategies</li> <li>• Addressing problems and challenges</li> <li>• Developing teaching strategies and techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Delivering a series of faculty training programs</li> <li>• Promoting and supporting scholar teaching practices</li> <li>• Organizing and implementing a course planner</li> </ul>
Community	<ul style="list-style-type: none"> <li>• Organizing and awarding teaching performance for instructors (e.g., Excellent Undergraduate Teaching, Excellent Graduate Teaching, Excellent Research Supervision, and so on)</li> </ul>	<ul style="list-style-type: none"> <li>• Developing and implementing co-teaching, interdisciplinary, and innovative teaching engagement cases</li> </ul>

Further details are available at <https://docs.google.com/document/d/14a9ZtEUR27FvovMI1jJ6TvApMe6CVU6f/edit>

# SK CELT's organizational structure



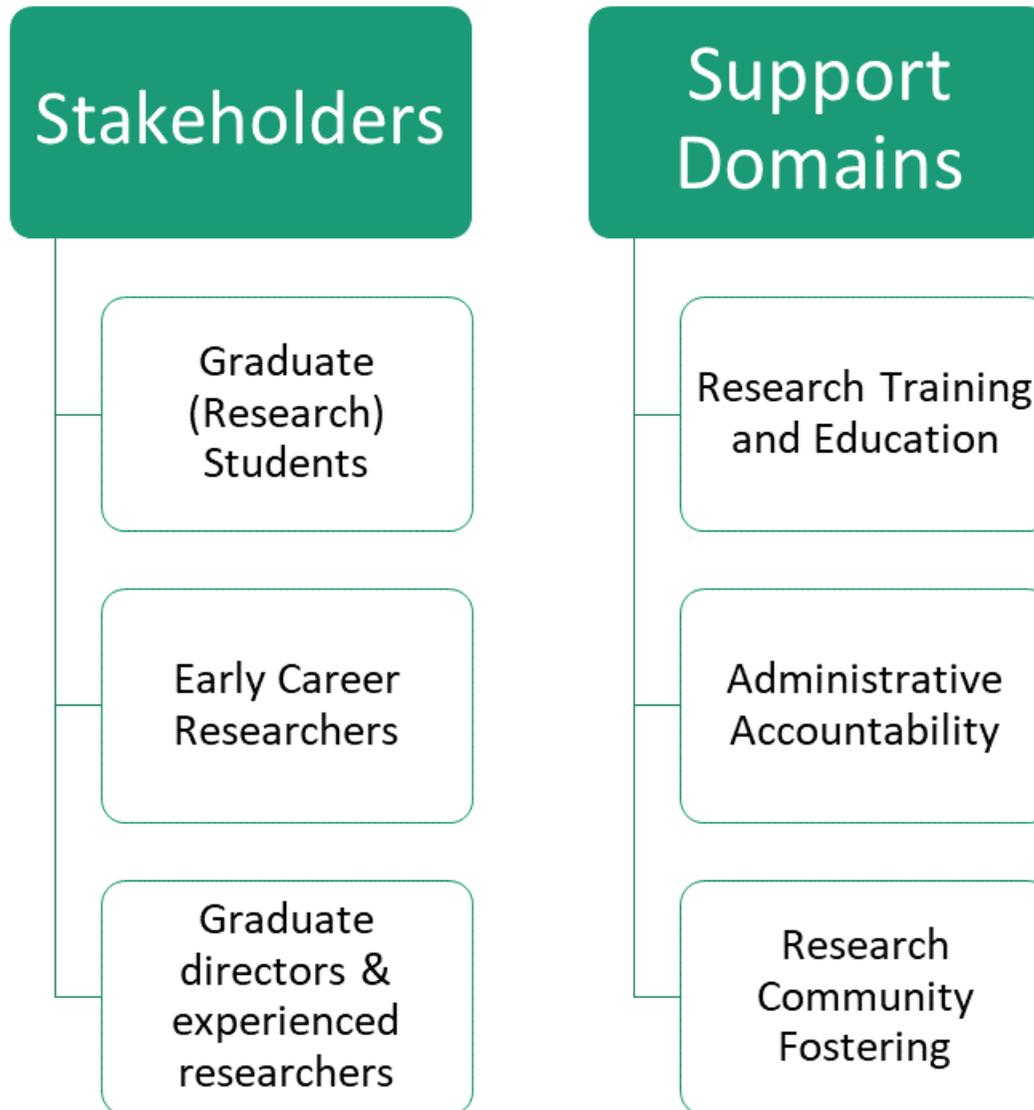


# Research Support

- Provide research opportunities and RFPs (E-mail service)
- Support to submit proposal
- Support for English translation
- Support purchase of equipment for the research
- Budget planning for proposal submission
- Support IRB screening and review
- Booklet distribution for R&D regulations

presented at the Faculty Orientation (Feb 21, 2023)

# Research Support & Service



**Short Term**

**Renewed Research Support for Stakeholders**

<p><b>For Graduate (Research) Students (in cooperation with the Graduate Directors of Departments)</b></p>	<ul style="list-style-type: none"> <li>• Supporting thesis/dissertation writing</li> <li>• Developing or solving financial issues (RA role with scholarship)</li> <li>• Promoting graduate programs to <i>undergraduate students</i></li> </ul>
<p><b>For Early Career Researchers (in cooperation with senior researchers and professionals)</b></p>	<ul style="list-style-type: none"> <li>• Supporting quality publications</li> <li>• Mentoring intradisciplinary and interdisciplinary research activities through sharing successful funding applications and stories</li> <li>• Seeking ‘customized’ (rather than ‘forwarding’) funding opportunities</li> </ul>
<p><b>For graduate directors and experienced researchers</b></p>	<ul style="list-style-type: none"> <li>• Supporting sharing and reporting problems in research activities and supervision</li> <li>• Supervising for effectively research supervision</li> </ul>

**Renewed Research Support Domains**

<p><b>Research Training and Education</b></p>	<ul style="list-style-type: none"> <li>• Providing an orientation for new Ras</li> <li>• Providing technical workshops</li> <li>• Providing a training on domestic /international grant seeking, grant application writing and preparation</li> </ul>
<p><b>Administrative Accountability</b></p>	<ul style="list-style-type: none"> <li>• Making mostly used or all the forms available on SUNY Korea’s website</li> <li>• Providing a training on how to use the ‘Integrated Research Administration System’</li> </ul>
<p><b>Research Community Fostering</b></p>	<ul style="list-style-type: none"> <li>• Organizing research awards</li> <li>• Disseminating and sharing all types of research achievements on SUNY Korea’s website</li> <li>• Organizing an internal peer review system for (early career) grant applicants and article writers</li> </ul>

## Long Term

### Renewed Research Support for Stakeholders

<b>For Graduate (Research) Students (in cooperation with the Graduate Directors of Departments)</b>	<ul style="list-style-type: none"> <li>• Providing full scholarship by hiring them as RAs and tutors</li> <li>• Supporting to find and apply for <i>graduate</i> grants, scholarships, and fellowship programs</li> <li>• Raising industrial funds and scholarships for graduate students</li> </ul>
<b>For Early Career Researchers (in cooperation with senior researchers and professionals)</b>	<ul style="list-style-type: none"> <li>• Organizing a research seed funding program by reflecting disciplinary needs and/or individual needs</li> <li>• Providing teaching track faculty members to get engaged in research activities such as scholarly teaching</li> </ul>
<b>For graduate directors and experienced researchers</b>	<ul style="list-style-type: none"> <li>• Offering an accreditation program to be a quality research advisor (e.g., Level I, II, III)</li> <li>• Offering a leadership program for graduate directors and research student advisors</li> </ul>

### Renewed Research Support Domains

<b>Research Training and Education</b>	<ul style="list-style-type: none"> <li>• Providing a training program to be a professional RA</li> <li>• Providing trained ethics advisors who provide students and researchers with professional consultations</li> </ul>
<b>Administrative Accountability</b>	<ul style="list-style-type: none"> <li>• Organizing post-doctoral research opportunities</li> <li>• Setting a system to recruit international research students and post-docs</li> <li>• Managing flexible teaching loads for tenure/d track faculty members</li> </ul>
<b>Research Community Fostering</b>	<ul style="list-style-type: none"> <li>• Developing and organizing outreach activities</li> <li>• Hiring or training staff to have sound understanding of research and research career</li> </ul>

Further details are available at [https://docs.google.com/document/d/141B\\_oGAlbanDxuPbRM0jgg6Yua57Mr4i/edit](https://docs.google.com/document/d/141B_oGAlbanDxuPbRM0jgg6Yua57Mr4i/edit)

## SK Industry-Academic Cooperation Foundation (IACF) and its Research Support (RS) Team

