



**TO:** SUNY University Faculty Senate  
**FROM:** Graduate Academic Programs & Research Committee  
**RE:** Resolution: SUNY Research Communication Enhancement  
**DATE:** April 5-6, 2024  
**LOCATION:** SUNY Colleges at Cornell University, Ithaca, NY  
**RESOLUTION #** 197-04-1  
**VOTE:** For: 36 / Against: 0 (without dissent)

**RATIONALE:**

**WHEREAS** Governor Hochul in her [2023 State of the State address](#) outlined goals to ensure a world-class student experience and double sponsored research, startups, and patents across SUNY. In her [2024 State of the State address](#), Governor Hochul states that she “will launch an array of initiatives to continue building on the success of SUNY ... and ensure that *all* New York’s students can reach their fullest potential”; and

**WHEREAS** Chancellor King in his [2023 State of the University address](#), called for a doubling of research activity, to “build partnerships throughout higher education,” to commit “across the System to attract and support excellent faculty and researchers,” to “provide State-operated campuses with \$10 million in annual operating resources,” and to “make opportunity for a paid internship a part of the SUNY experience”; and

**WHEREAS** research experiences have shown to have a high impact on student success<sup>1,2,3,4</sup> and an even higher impact on the success of students from underrepresented groups<sup>2,5</sup>; hence, fostering research of faculty members in all disciplines and on all campuses is of paramount importance to student success; and

**WHEREAS** faculty members’ tenure and promotion are linked to their research productivity on all SUNY campuses; and

**WHEREAS** on many SUNY campuses, research communications and professional development opportunities are rare or inexistent; and

**WHEREAS** accrediting bodies for academic programs at the graduate level require faculty members teaching courses to be involved in professional development in the subject matters that they teach<sup>6</sup>; and

**WHEREAS** students on many SUNY campuses do not receive graduate fellowships and grants training announcements; and

**WHEREAS** faculty members and students on many SUNY campuses do not receive internship announcements; and

**WHEREAS** SUNY System Administration is in the process of creating a SUNY-wide faculty research

directory, searchable in particular by academic discipline, to be shared with all faculty members; and

**WHEREAS** several other state university systems facilitate system-wide communications and faculty professional development<sup>7</sup>;

#### RESOLUTION:

**THEREFORE BE IT RESOLVED** that the University Faculty Senate requests that the Chancellor facilitate better research information and resources sharing, in particular:

the creation of a SUNY-wide mailing list of all faculty members in all disciplines to share research and professional development opportunities across the System by providing:

- Internship and research project opportunities for students;
- Research professional development opportunities;
- Teaching professional development opportunities;
- Mentorship opportunities (e.g., Distinguished Academy);
- Center for Professional Development (CPD) training opportunities; and
- the design of a SUNY-wide research dedicated website and a SUNY-wide professional development opportunities website; and
- the advertisement of training opportunities for fellowships and grant applications to ALL graduate and senior-level undergraduate students SUNY-wide; and

**BE IT FURTHER RESOLVED** that the University Faculty Senate requests that the Chancellor provide enhanced research networking opportunities for all SUNY faculty members, including but not limited to:

- making available a SUNY-wide social networking platform for faculty members who want to create research groups across SUNY.

#### REFERENCES:

1. Stephens, A., Brenner, K., & Gentile, J. (Eds.). (2017). Undergraduate research experiences for STEM students: Successes, challenges, and opportunities.
2. Kuh, G. D. (2008). Excerpt from high-impact educational practices: What they are, who has access to them, and why they matter. *Association of American Colleges and Universities*, 14(3), 28-29.
3. Association of American Colleges and Universities. High-Impact Practices. Available: <https://www.aacu.org/trending-topics/high-impact>. [Accessed: 16-Mar-2024].
4. University of Oregon. Benefits of Undergraduate Research. Available: <https://research.uoregon.edu/plan/undergraduate-research/resources/benefits-undergraduate-research/>. [Accessed: 16-Mar-2024].
5. Sonnenberg-Klein, J., Coyle, E. J., & Abler, R. T. (2018, April). Diversity and student persistence in the vertically integrated project (vip) course sequence. In *2018 CoNECD-The Collaborative Network for Engineering and Computing Diversity Conference*.
6. Commission on Accreditation of Health Informatics and Information Management. Health Informatics Accreditation Standards. Available: <https://www.cahiim.org/docs/default-source/accreditation/health-informatics/accreditation-standards/standards-hi-masters.pdf>. [Accessed: 16-Mar-2024].
7. Penn State University. Provost Endorsement Program to support faculty professional development. Available: <https://www.psu.edu/news/administration/story/provost-endorsement-program-support-faculty-professional-development/>. [Accessed: 16-Mar-2024].