



**TO:** SUNY University Faculty Senate  
**FROM:** Graduate Academic Programs & Research Committee  
**RE:** Resolution: Graduate Education Standards  
**DATE:** April 5-6, 2024  
**LOCATION:** SUNY Colleges at Cornell University, Ithaca, NY  
**RESOLUTION #** 197-0X-1  
**VOTE:** For: XX / Against: XX

#### **RATIONALE:**

**[W1] 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

**[W2] WHEREAS** The New York State of Education Department defines [graduate academic programs standards](#), and in particular that “Coursework in graduate courses is clearly graduate-level work, and advanced in content, rigor and requirements” and that “Faculty members teaching at the graduate level without an earned doctorate or other terminal degree have significant, widely recognized special competence in the field in which they teach graduate students as demonstrated by such means as scholarly activity and/or a publication record”; and

**[W3] 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

**[W4] WHEREAS** student publications have been shown to have a significant impact on their scholarly success<sup>6</sup> and career opportunities; and

**[W5] WHEREAS** faculty members’ tenure and promotion are linked to their research productivity on all SUNY campuses;

#### **RESOLUTION:**

**[R1] THEREFORE BE IT RESOLVED** that the University Faculty Senate requests that the Provost create of a SUNY-wide workgroup charged with creating best practices for graduate education and research professional development opportunities to put SUNY at the top of graduate education in the country; and

**[R2] BE IT FURTHER RESOLVED** that, pending the guidance of the SUNY-wide workgroup, the University Faculty Senate requests that the Provost make available a SUNY-wide website highlighting best practices for graduate education, including, but not limited to: student-faculty publication co-authoring guidelines and recommendations for tenure and promotion<sup>7</sup>.

## 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., & Ablner, 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. Pinheiro, D., Melkers, J., & Youtie, J. (2014). Learning to play the game: Student publishing as an indicator of future scholarly success. *Technological Forecasting and Social Change*, 81, 56-66.
7. US Department of Health and Human Services Office of Research Integrity. Authorship of Faculty-student Collaborations. Available: <https://ori.hhs.gov/authorship-faculty-student-collaborations>. [Accessed: 16-Mar-2024].