






**State of the University Address 2002**

**STONY**  
**BR**  **NY**  
**RO**   **OK**  
STATE UNIVERSITY OF NEW YORK





## **State of the University Address**

**September 19, 2002**

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**Shirley Strum Kenny, President**

**W**elcome to the 40th anniversary of our opening the campus here at Stony Brook. We, of course, began classes as a teachers' college in Oyster Bay, and we moved here in 1962—we've come a long way! In those 40 years we have accomplished goal upon goal—capped by our election to the Association of American Universities in May 2000, an ambition we had long fostered. For many years we complained that we deserved to be in the AAU, among the top 63 research universities in the country—and we did. Well, now we are. The election to those esteemed ranks clearly makes a difference in the academic world's perceptions about us, and I believe, more importantly, in our perceptions about ourselves.



On the cover: Fans fill the new Kenneth P. LaValle Stadium on opening day. Above: Fireworks light up the night sky at the Salute to Stony Brook Grand Finale.

**T**he fledgling teacher's college rapidly metamorphosed into a research university, and we became a superb one. But as we aspired to research excellence, we did not attach the same importance to undergraduate education. In 1994 the Middle States Visiting Committee described an intellectually rich environment for research and graduate work paired with an undergraduate program that was sub-par. Middle States decided to revisit campus in five years rather than the usual ten to make sure we had significantly improved undergraduate education. That concern is what motivated me when I became President to go to Ernest Boyer, then head of the Carnegie Foundation, to recommend a study of undergraduate education at research universities. Ernie loved the idea; we established a Commission including our own C.N. Yang, Bruce Alberts from the National Academy of Sciences, and other distin-

guished scholars. Ernie chaired the opening meeting, and then his unexpected death left the Commission in my hands. The Boyer Report, named in memory of Ernie, "Reinventing Undergraduate Education: A Blueprint for American Research Universities," met unexpectedly strong reactions, both from a jubilant press and from far less jubilant research universities that claimed they were already doing the things recommended in the report anyway.

The Boyer Report has had an amazing impact on undergraduate education nationwide. Most impressively, undergraduate research has become a staple, although at most institutions it remains available only to the most gifted students. Universities are paying attention to the freshman year, a key to good undergraduate education, though only the richest seem to have freshman seminars for all students rather than some. Publications on undergraduate education are multitudinous, and the rhetoric has changed to reflect

the recommendations as expected goals, not only here but around the world. Now universities brag about what they are doing for undergraduates not just in recruitment brochures but among their peers. Even *U.S. News and World Report*, that arbiter of college excellence, now judges institutions on eight types of programs that enhance learning, for example, undergraduate research, freshman seminars, and other desiderata taken right from the Boyer Report.

Since 1994 Stony Brook has revolutionized its treatment of undergraduates. We have completed Phases I and II of the Student Activities Center. We have rehabbed all 26 residence halls and built a four-building apartment-style undergraduate complex. We have gone to Division I in Athletics and built a new stadium, and anyone who saw the first game in the new stadium last Saturday knows what a difference it makes—when else have we made a touchdown on the opening kickoff? When else have we pulverized St. John's?

We have beautified the landscaping, and yes, even built a fountain. We have at least begun to create a campus with spaces that respect the faculty, staff, and students and the pursuit of learning, and we will continue, doubtless more slowly than we would like, as we can afford to.

Of course, far more important is the quality of the undergraduate academic experience, and there we can be very proud, even as we know we have a long way to go. The new Reinvention Center, which grew out of the Boyer Report, makes us a leader as we forge a national network of

research universities to share information about undergraduate education. We have some of the best teachers anywhere; indeed some of our best researchers are also some of the best teachers, which is the way it ought to be. This year we have distinguished additions to the faculty, including Richard Leakey and the Emerson String Quartet. We have a new department of Asian and Asian American Studies. The opening of the residential college, which brings together freshmen interested in information and technology studies, is the first step in the Provost's undergraduate plan, focused on initiating residential colleges or other structural learning communities for all freshmen. Our living-learning communities and Honors program, as well as WISE, continue to challenge students to do their best. Now we need to build new special programs, which bring together bright students with shared interests, more programs which draw the brightest to Stony Brook.

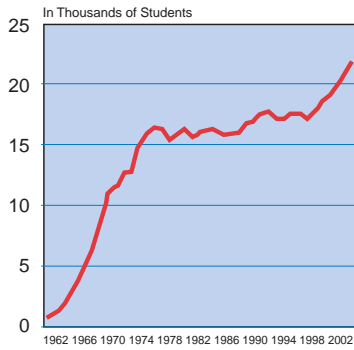
Frankly, although we have made a glorious beginning, we have a long way to go to be a leader in implementation of the Boyer recommendations, even if the Boyer Report gave Stony Brook a natural advantage by virtue of my chairing the Commission. Too many of our students still do not have the opportunities we owe them. I think we cannot use financial constraints as an excuse—we have to find innovative ways, such as the new residential college, to make things happen. The best private institutions have more financial ability to move quickly on the undergraduate agenda—and

The new Charles B. Wang Center, which opened on October 22, is a symbol of entrepreneur and philanthropist Charles B. Wang's commitment to public education.



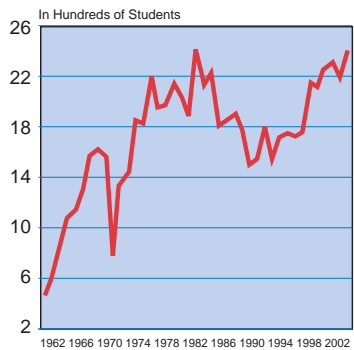
1

**Total Enrollment**  
Fall 1962–Fall 2002



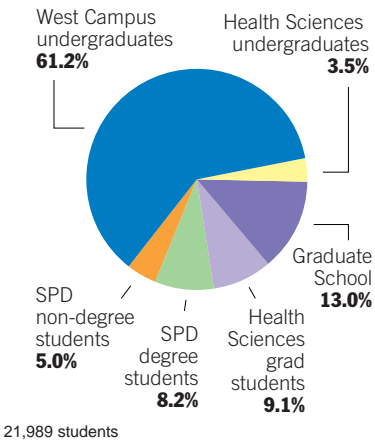
2

**Freshman Class**  
Fall 1962–Fall 2002



3

**Total Enrollment Fall 2002**



Traditional Asian ponds, terraces, bridges, and gardens provide a peaceful backdrop at the Charles B. Wang Center.

everything else—but expenditures do not equal excellence; ingenuity and determination count. So I would challenge us to continue the drive to make Stony Brook a great place for undergraduates. It is a battle that we have begun well; we've made tremendous strides; but we're not finished yet.

When we do not reach the Top 50 in the *U.S. News and World Report* annual survey—or even the top 50 public research universities—it does not matter that the evaluations rely on silly information or biased opinion; people still care about these placements (particularly institutions that *are* in the top 50). SUNY's Environmental Science and Forestry College made it to the top public research institutions, but we didn't—figure that out. Well, it is not because of our research that we failed; it is because of lingering outdated per-

ceptions of our treatment of undergraduates and our campus amenities. The scoring relies on SAT scores of entering freshmen, for example. If we make life better for undergraduates, if we woo the top students successfully, our ratings will improve. And as ironic as it may seem, that depends not just on academic quality but on having winning sports teams, interesting weekend activities, good residence halls, courtesy on the part of secretaries and teachers, and certainly the opportunity to work with great professors. It has been well proven that a good basketball team is a direct line to improving SAT scores and hence national rankings. Sad but true. And the looks of the campus affect students' decisions to come here or not. No one wants to live or study in a hellhole—or teach in one. These things matter. We are win-

*We have begun to create a campus with spaces that respect the faculty, staff, and students, and the pursuit of learning...*

ning—our freshman SAT scores have increased 77 points in the past six years. We are turning the corner—but we’re not finished yet.

For a long time too many faculty thought that improving the quality of undergraduate education was a nice thing to do, if we only had the time and money. No one saw it as a measure of quality that deeply affects our national standing. But now it is exactly that. It is a measure that is taken seriously by the very best research universities, and we can no longer treat it as anything else. So we must take on the improvement and expansion of the academic program, undergraduate research, freshman seminars, collaborative learning, improvement of oral skills, and all the other Boyer recommendations as seriously as Harvard and Princeton and Cornell are doing. And we must recruit strongly on the basis of undergraduate excellence.

Even so, we can take a lot of pleasure in measuring our progress not only on undergraduate education but on every measure of excellence. Let’s take the long view in this anniversary year. Forty years ago we had 753 undergraduates and no graduate students; today we have 14,000 undergraduates and 8,000 graduates, 22,000 students in all, almost 30 times the number we first had on this campus. The student population has increased 27 percent in just the past six years. In 1962 we had 20 undergraduate majors and 115 courses; now we have 70 majors and 1,195 courses. There were 124 full-time fac-

ulty, 9 percent of our 1,338. And instead of 120 buildings on this campus, there were seven.

Enrollment graphs chart our growth, an early spurt, followed by leveling off, then another spurt beginning in 1995 (Slide 1). Our freshman class has roller-coastered, but for the past ten years we have headed up (Slide 2).

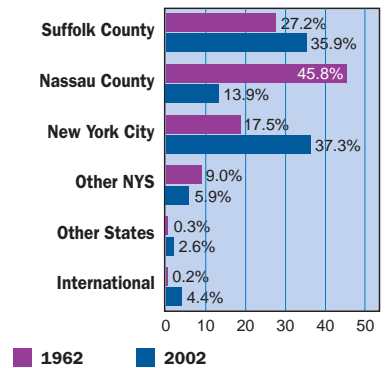
Almost two-thirds of our students are West Campus undergraduates, and graduate students on both sides of campus account for approximately 35 percent (Slide 3). Keep in mind that these figures include many master’s degree students and non-matriculants; 2,800 of the 8,000 are enrolled in doctoral studies.

The geographical origin of our undergraduates in the past 40 years provides something of a social history for those times (Slide 4). In 1962, almost half our students were from Nassau County and a quarter more came from Suffolk; only 18 percent came from the five boroughs. Fewer than 1 percent were out-of-state and international students. Now Suffolk County and New York City each provides more than a third of our undergraduates, and Nassau has shrunk to 14 percent. We have a relatively small percentage of undergraduates from other countries and other states.

And look at the ethnicity (Slide 5). Nearly 40 years ago, the freshman class was 98 percent Caucasian. (There were, of course, no graduate students to compare.) Now a third are. We have 27 percent Asian, 9 percent African American, and 8 percent of Hispanic origin (in 1966 Hispanic was not even a category). Please notice from this slide that nearly 17 percent of the students did not declare their ethnicity. Their failure to do so renders this slide less reliable than I would have liked. Even so, the difference is remarkable.

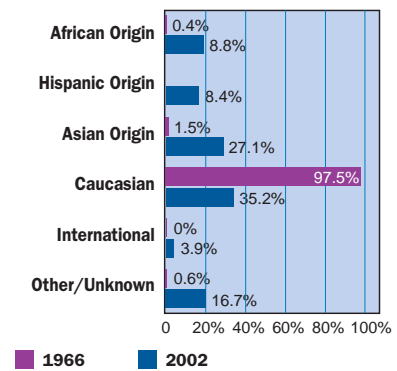
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**Geographic Origin of Undergraduates: Fall 1962 and Fall 2002**



**5**

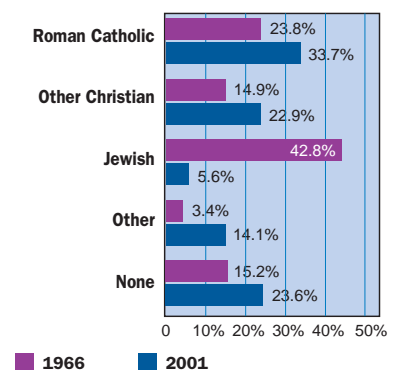
**Ethnicity: Freshman Class of 1966 and 2002**



Percentages may not equal 100 due to rounding.

**6**

**Religious Preference: Freshman Class of 1966 and 2001**

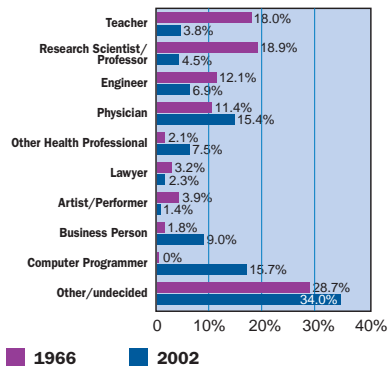


Percentages may not equal 100 due to rounding.



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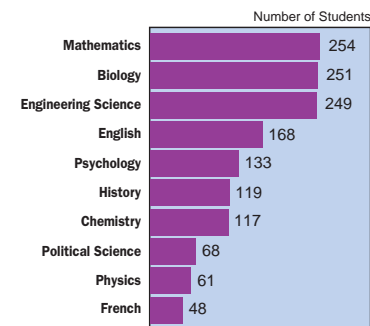
**Probable Career:  
Freshman Class of 1966 and 2002**



Percentages may not equal 100 due to rounding.

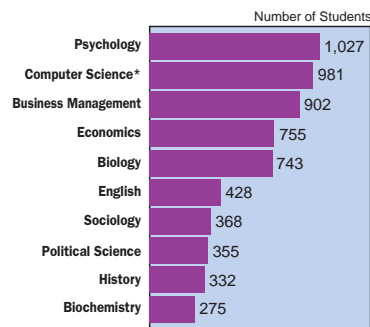
8

**Ten Largest Undergraduate Majors  
Fall 1964**



9

**Ten Largest Undergraduate Majors  
Fall 2002**



Double degrees are double-counted.

\*Includes Information Systems



Seawolves football players join President Kenny at the Salute to Story Brook.

Religious preference has also dramatically changed (Slide 6). In the freshman class of 1966, about 43 percent of our students were Jewish; now about 6 percent are. The number of Christians has grown from a third to well over half, and the number of students practicing other religions has increased more than four-fold. The number of students who listed no religion has also grown.

Career choices have metamorphosed with the years (Slide 7). In 1966, the first year for which we have data, nearly 37 percent said they wanted to teach in school or college; in 2002, 8 percent did. Those who wanted to be doctors or health professionals grew from 13 percent to 23 percent. Computer Science wasn't even on the landscape (Slide 8). In 1964 the top three majors were math, biology, and engineering; now they are psychology, computer science, and business (Slide 9).

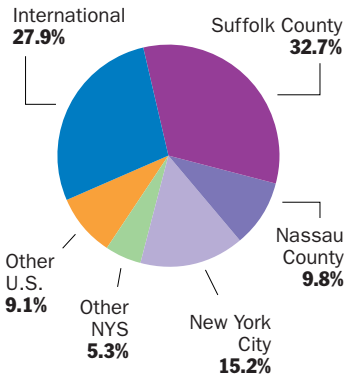
*Forty years ago we had 753 undergraduates and no graduate students; today we have 14,000 undergraduates and 8,000 graduates...almost 30 times the number we first had on this campus.*

Of course, there were no graduate enrollments in 1962 to compare, but a look at our graduate student population now may change some of your perceptions (Slide 10). Twenty-eight percent of our new full-time graduate students, and almost 40 percent of our new Ph.D. students, are international; Suffolk County provides one third, mostly working on their master's degrees. Again New York City provides more than Nassau County, and a healthy 9 percent



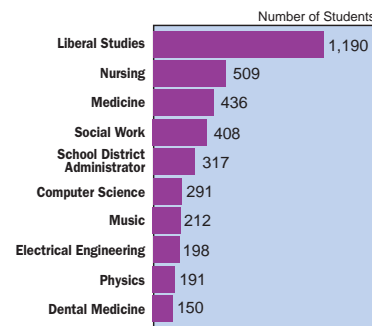
**10**

**Geographic Origin of New Full-Time Graduate Students**



**12**

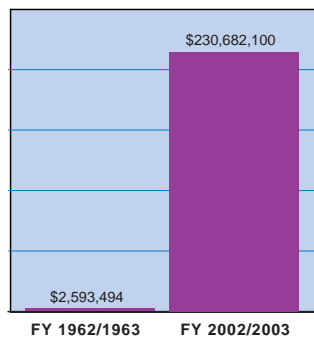
**Ten Largest Graduate Programs**



Preliminary Fall 2002

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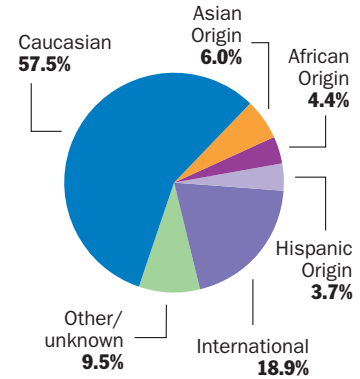
**Total State Allocation Growth**



Preliminary

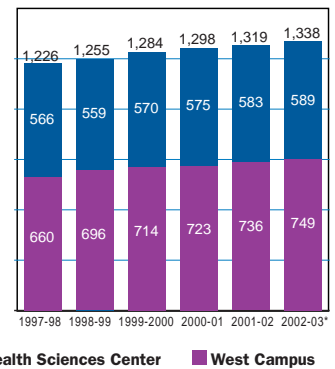
**11**

**Ethnicity of Graduate Students**



**13**

**Full-Time Faculty**

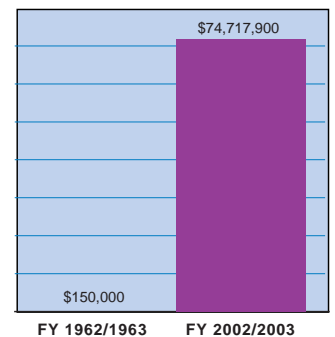


■ Health Sciences Center ■ West Campus

\*Preliminary

**15**

**Tuition Revenue Growth**



Preliminary

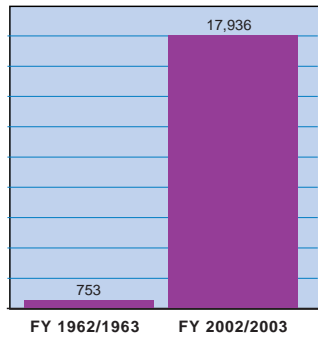
comes from other states (Slide 11). The ethnicity may also surprise you. Almost 60 percent are Caucasian. This is because, of course, such a large proportion of graduate students are Long Islanders taking Liberal Studies or maybe working on their master's degrees for professional credentialing. The three largest graduate programs are Liberal Studies, Nursing, and Medicine (Slide 12).

Even in the past five years, our number of full-time faculty has grown by 112, including an additional 19 this year (Slide 13). Most of the growth has been on West Campus, 89 new full-time faculty members over five years.

Budgets have grown, too. Our state allocation this year, comprising tax levy funding and tuition, is almost 90 times the size it was in 1962 (Slide 14). Of course, that reflects not only growth but also inflation. Tuition brings in about 500 times the original amount (Slide 15), but then we have

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Number of Full-Time Equivalent Students

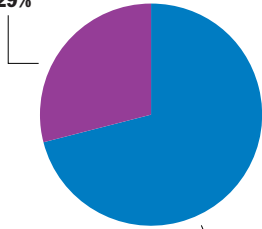


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2002-03 State Allocation

Total = \$230.7 Million

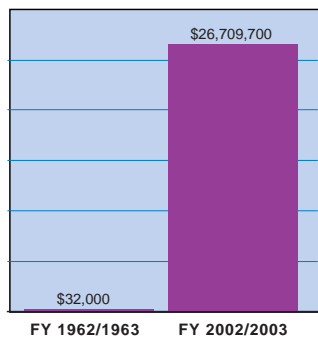
Tuition & Misc. Revenue  
\$67.7 million  
29%



State Tax Support  
\$163.0 million  
71%

18

Utility Budget Growth



The DDKY Drum Group leads a rousing celebration at the Salute to Stony Brook.

24 times as many full-time equivalent students to educate (Slide 16). In 1962, tuition was 5.7 percent of the state allocation to Stony Brook; now tuition is 29 percent of the state allocation (Slide 17). And the utility budget has increased 83,500 percent, and risen from 1.2 percent of the state allocation to 11.6 percent (Slide 18). Well, you can't win 'em all.

This year tax support provided 13.8 percent of our budget, but if one adds the fringe benefit costs paid by the State, it is closer to 19 percent (Slide 19). Research brings approximately an additional 12 percent, self-sustaining operations—residence halls, food service, etc.—add 11 percent, and health care provides for a whopping 57.3 percent of our total budget.

A history of state support, excluding fringes, reveals that in the past 15 years we have lost considerable

*As I said in my inaugural address, this may not be the best of times, but it is our time, and this is our place. We will continue to make it the best it can be.*

ground (Slide 20). The blue bars represent actual dollars; the purple ones dollars adjusted for inflation. That calculation puts us about \$30 million below where we were 15 years ago. This slide shows the important role that tuition has played, the increases, few and far between, ratcheting up total funding (Slide 21). We have not had a tuition rate increase for seven years. The increase in revenue results from the 26 percent increase in student enrollments over the past six years. As you can see, enrollment,

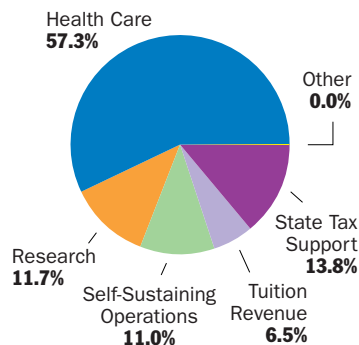


represented by the orange line, has increased faster than either state support or tuition (Slide 22).

This year's budget has been carefully prepared for and managed at Stony Brook. Last year, after 9/11, we knew this budget would be bad. This year we did not receive funding to cover salary increases but we had economized and planned ahead so that we could handle these costs. If more budget cuts come—and between the heavy costs of 9/11 and the stock market implosion, things don't look good—then we will simply have to cope. As those of us who have been around a while know, budgets go down, but they also go back up. We just have to figure out how to manage with what we get to prevent damage and continue to improve, and we have to look toward other sources of funding, such as a capital campaign. As I said in my inaugural address, this

## 19

### 2002-03 Operating Budget\* Where it Comes From (Revenue Source)

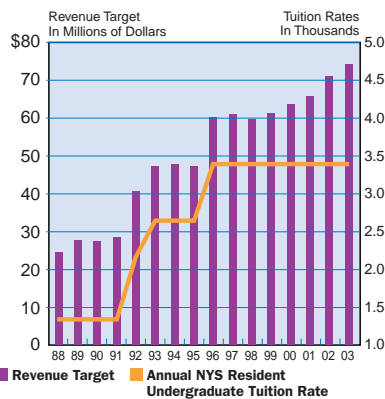


In 02/03 the value of the State fringe benefits is estimated at \$64.4 million. Excludes State, DIFR, and IFR fringe benefits.

\*Preliminary estimate of 02/03 figures.

## 21

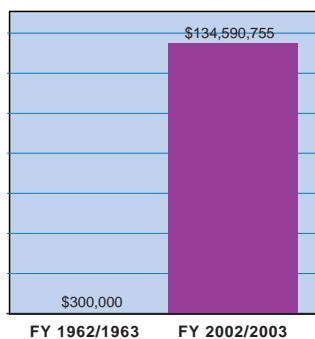
### Funding History The Role Tuition Plays



In the past 15 years Stony Brook's tuition revenue targets have increased from less than \$25 million to more than \$74 million. The enrollment-generated tuition growth since FY 95/96 has increased by more than \$14 million.

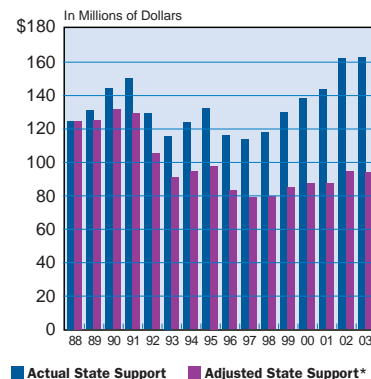
## 22

### Research Expenditures



## 20

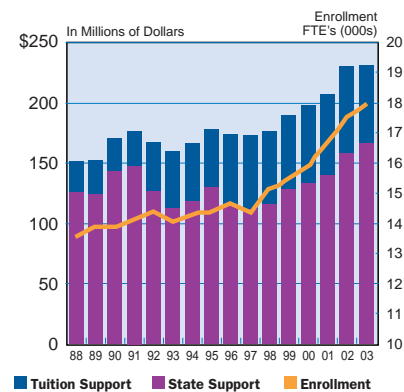
### History of State Support Actual Funding vs. Inflation-Adjusted Funding



\*Adjusted for inflation. In the past 15 years the "real" value of Stony Brook's state support has been reduced by almost \$30 million.

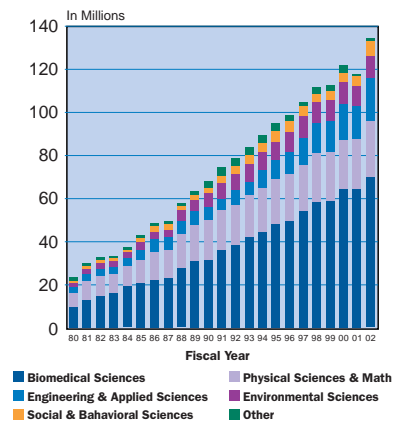
## 22

### Financial Plan Funding History FY 1987-88 through FY 2002-03



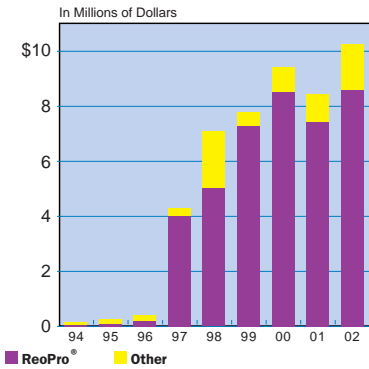
## 24

### RF Expenditures 1980-2002



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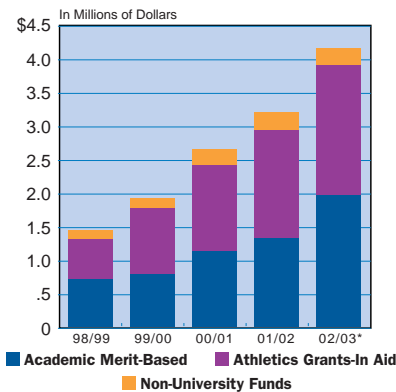
Campus Royalty Revenue\*



Does not include inventor's share.

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Scholarships: Five-Year History  
FY 1988-89 through FY 2002-03



\*Preliminary estimate of 02/03 figures.

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One of the "What is Leadership" banners, an initiative of Stony Brook University's 2001-02 Year of Community Leadership.

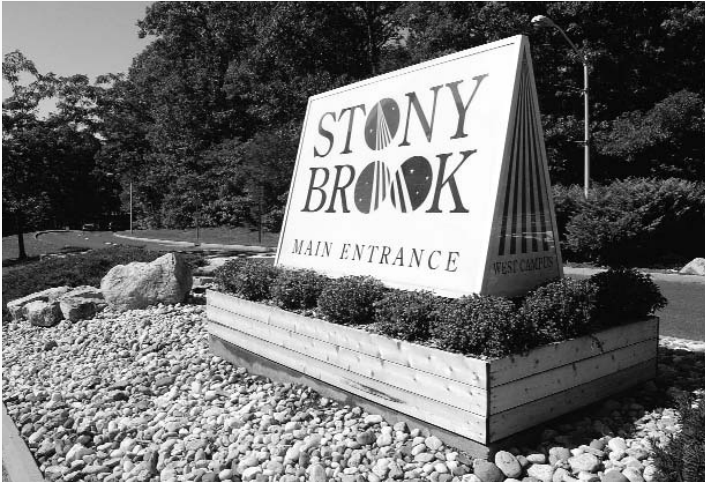
may not be the best of times, but it is our time, and this is our place. We will continue to make it the best it can be.

Research expenditures have grown since 1962, from \$300,000 to nearly \$135 million now, 450 times as much income (Slide 23). This year we got major grants. For example, our earth scientists are the lead group in a new NSF national consortium; Patricia Wright won a Packard grant of \$1 million a year; the Rockefeller Foundation gave a major grant to support Latin American and Caribbean Studies; we will become the nation's fifth NSF Center for Environmental Molecular Science; and the Medical School continues to garner major national funding, for example, for the General Clinical Research Center. Of course, biomedical funding is where the greatest increase has come. We believe the dip last year in total research funding

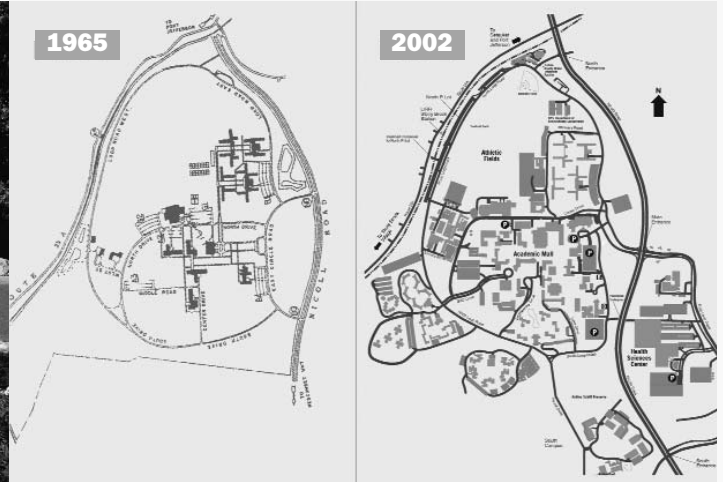
resulted from the Oasis debacle (Slide 24).

Royalty revenue is the most stunning story of all (Slide 25). Stony Brook remains one of the most highly ranked universities in the country, 12th and 15th the past two years, ahead of Harvard and Johns Hopkins, as I am overly pleased to point out. Almost all the revenue comes from a single drug—Barry Collier's ReoPro®—but more exciting products are in the pipeline and beginning to produce significant revenue. Our royalty income decreased in 2001 because a competitive drug less expensive than ReoPro® hit the market; when it was discovered to be less effective, ReoPro® shot ahead again—a lesson in how volatile and unpredictable royalty income is. Royalty funding can only be used for research support according to SUNY guidelines.

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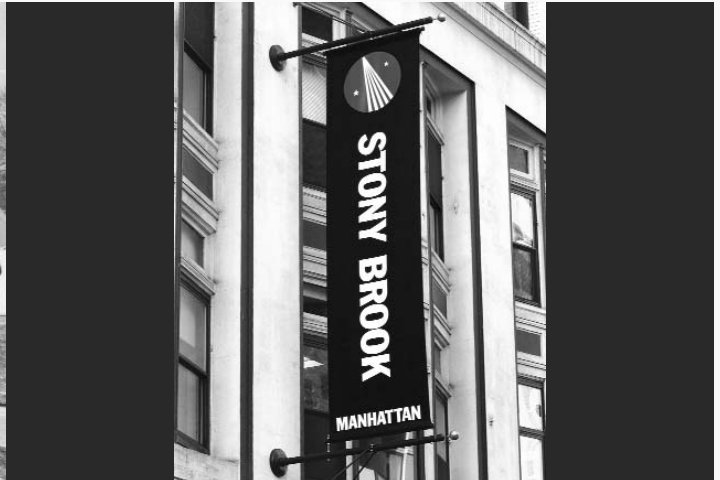
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And one more notable budget fact—look how dramatically our scholarship funding has increased over the past five years (Slide 26). The Stony Brook Gala raised \$1.5 million last spring for scholarships. We will continue to push for these increases because they allow us to provide scholarship incentives to many top students, including valedictorians (we have 29 new ones this year), salutatorians (20 new ones), National Merit finalists (10), and semi-finalists (2).

So how far have we come in the past 40 years? Well, after many logo changes, including two most of us can remember, the “eggs and sperm” and “UtreeSB” (Slide 27), we yet again have a new look (Slide 28). We have expanded from seven buildings in 1965 to 120 now (Slide 29). And the walk to class has improved—thank goodness.

But the memory of the mud years lingers on (Slides 30, 31). It’s getting harder to remember the barren prison yard that superceded the mud, all concrete and blacktop, almost no humans (Slide 32); but now we are getting used to a campus full of the sounds of people, water, and breezes in the trees (Slide 33).

There must not have been enough headaches because someone decided to build a hospital (Slide 34). It was probably sometime around then that the skin of the Health Sciences Center began to peel off—remember the perennial scaffolding that seemed a permanent feature? Now we’re back pretty close to the 1980 finished HSC—but of course it’s time to start renovating and building again (Slide 35). Students had the privilege of studying in new classrooms in

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1962, including 15 geodesic domes (Slide 36). Now students can attend class in 11 new classrooms in a different location—Stony Brook Manhattan (Slide 37).

Central Hall, the main biology building, was constructed with the same graceful architecture and named by the same creative principles as the other early buildings (Slide 38). The renovation to SAC and the addition of SAC II is a great architectural improvement, even if we haven't improved our talent for naming buildings (Slide 39). The original library was closely coordinated stylistically with Central Hall and the landscaping was clearly designed by the same landscape architect (Slide 40); today's Melville Library and environs have matured (Slide 41). And Humanities should be easily recognized since it has not



Asian-inspired landscape and garden elements integrate the outdoor and indoor environments in the Charles B. Wang Center.



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changed except for the landscaping and now the new construction fencing (Slide 42). But in a couple of years we will have a building worthy of our humanists, designed by John Belle, who designed the restoration of Ellis Island and Grand Central Station (Slide 43).

(Slide 44) The Charles B. Wang Center, of course, wasn't even a gleam in anyone's eye, but it is not only the biggest gift ever given to SUNY, but also one of the most extraordinarily beautiful buildings on any American campus.

Everyone loved the old Sunwood Estate, with its early 20th century mansion, donated by Dorothy and Ward Melville (Slide 45). It was graceful, elegant, and sited on 29 waterfront acres of beautiful gardens, a nostalgic reminder of times gone by, and a fine place for University entertain-

ment. But in 1986 disaster struck; it burned to the ground (Slide 46). And for 15 years we have lacked that retreat, conferencing, and entertainment space. Now thanks to the Stony Brook Foundation, which provided the funding, a new Sunwood, with echoes of the old, has been built to serve as the living room of the University (Slide 47). On one end is housing for the President; the main part contains rooms for parties, concerts, meetings, retreats, and celebrations of all we have to celebrate. It is open this fall.

Even the Marine Sciences research vessel shows how far we've come, from the Frump of 1965 (Slide 48) to the Seawolf of today (Slide 49). And then, of course, there was the Bridge to Nowhere (Slide 50); now there is the...Bridge to Nowhere (Slide 51).

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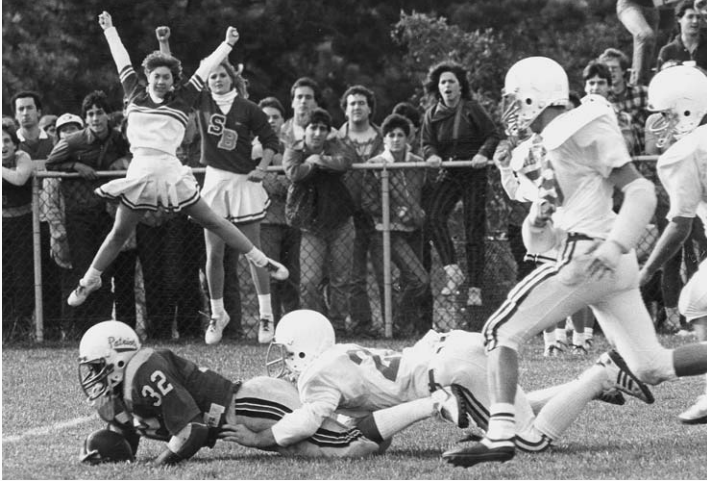


Students gathered in the lounges, to talk and read and knit (Slide 52). They still gather, but there's not as much knitting (Slide 53). And the ambience in the dining facilities has mellowed a bit, too (Slides 54, 55). And then there's athletics. Remember the Stony Brook Patriots? (Slide 56) I'm sorry to report that it's a Patriot on the bottom here—we couldn't find any pictures in which the Patriot *wasn't* on the bottom. But that was before we played in the magical new stadium, where the first play ever was a Stony Brook touchdown, and we trounced St. John's 34 to 9 in a packed house—or have I said that already? (Slide 57)

Thirty-six students graduated in 1961, 22 men and 14 women (Slide 58). The class of 2002 comprises approximately 5,800 graduates and undergraduates (Slide 59). Yes, we've come a long way.

Forty years in academic life is nothing—we revere age in academic institutions as if it was the measure of quality. And yet how exciting it is to be at an institution that is so young and has come so far so fast. For these pictures illustrate not just a historical record; they demonstrate how Stony Brook was built from the ground up to become one of the top research universities in the country in only 40 years. That is not a reason for not striving to be better and better, but it is very nice to know. ■

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President Kenny shows her exuberance at the Salute to Stony Brook in September.

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