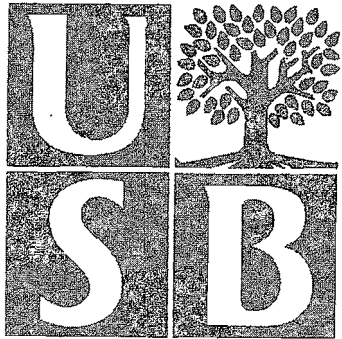


A NEW ERA OF CHOICES



President John H. Marburger's

Convocation Address

to the University Community

Wednesday, September 15, 1993

Choice is an important word for educators. We like to think people have choices they can make about their lives and that there are good choices and bad choices. It is our business as educators to help people make good choices.

I have never liked the personification of institutions that says that they, like people, make choices too. That suggests institutions run by themselves, which in turn tends to dehumanize them and in the long run destroys their usefulness to people. Institutions, and especially universities, do not function except through the actions of their people.

And so when I speak of a new era of choices for Stony Brook, I mean that each of us whose lives give life to the State University of New York at Stony Brook has choices to make and that the choices available to us are changing.

Thirteen years ago a concatenation of choices brought me to Stony Brook and put me in a position to make choices of my own to which the nature of the university would be unusually sensitive. Today, having chosen to relinquish that position, I wish to speak briefly about how Stony Brook has changed and what choices we now face for its future. Although I shall speak of challenge and of change, I do not mean to imply that Stony Brook is unstable or in grave danger. It certainly will survive my own departure from the presidency. While institutions are defined by their people, their existence transcends that of any particular individual.

My decision to remain at Stony Brook as a faculty member was a deliberate one. I mean it to signal my confidence in this university as an effective instrument through which I can continue to contribute to the society that nurtures me. Despite the practical difficulties each of us has with life at Stony Brook, there is something about our university that deserves our loyalty and our strenuous efforts to perfect it.

FIVE PAST PRIORITIES

I have been encouraged to say something on this occasion about the past 13 years at Stony Brook and I will, but not as much as could be said. Later this year I will issue a more detailed retrospective report. Today I think it is appropriate to tell you what I told Chancellor Johnstone in 1990 when he asked for a "self-analysis" of my decade as president. He asked me then what my goals had been when I began and to what extent I thought I had achieved or fallen short of them. I replied in a document that ran to 24 pages and is now in the hands of the search committee looking for my successor.

My goals in 1980 were in five areas: **management**, which I saw as something like software that had yet to be installed following the intensive construction of campus hardware by my predecessors; **linkages** to the external community, without which I saw the university as incomplete; **excellence**, which was certainly here in most departments by 1980 and which needed to be sustained and extended; **health care and bioscience**, two related areas of opportunity that I knew would grow together with the opening of the hospital and the development of the medical school; and **campus life**, in which grave deficiencies were apparent that I knew could be redressed only by tedious and persistent effort.

Excellence

Let me begin with excellence. Two years ago, when *Newsday's* reporters asked Clark Kerr about SUNY campuses, he exclaimed that Stony Brook was "one of three campuses that came out of the '60s that have done spectacularly well." By 1980 Stony Brook had built strong faculties in most of the departments then in place. Faculty strength is a university's most important asset and the most difficult to regain once it is lost. My predecessors—John Toll, his Executive Vice President Alec Pond, and senior academic officers Bentley Glass and Sidney Gelber—together with many of the "founding faculty," had launched the campus with high standards of excellence that I was determined to maintain. Today we are the only public campus in New York designated a "Type I Research University" by the Carnegie Foundation. Studies conducted by the University of Massachusetts on faculty honors and awards show ours to be the most decorated among all public university faculties in the northeast. Faculty excellence is deeply sensitive to the provost's actions, and Homer Neal, Jerry Schubel, and Tilden Edelman have all contributed to the current excellence of Stony Brook's departments. Tilden's appointment of the Academic Standards Committee was an important innovation whose impact is likely to be one of several lasting legacies of his provostship.

My annual "President's Report," released last month, highlights several spectacular faculty accomplishments. Even as we meet, the massive detector assembled under physics professor Paul Grannis's direction at Fermilab is searching for the top quark, the last unbound fundamental component (except for the mysterious particles giving rise to mass and gravity) in the high-energy physics version of the periodic table. And this year saw a highly acclaimed milestone in the work of William Lennarz (Biochemistry and Cell Biology) and his group in unraveling the details of fertilization of eggs by sperm. His work on sea urchins has significance for humans because of the fundamental family resemblance of all living things at the microscopic level. The Hypercube supercomputer acquired by the Department of Applied Mathematics and Statistics adds further to the considerable power of the team led by Chairperson James Glimm as it grapples with challenging real-world problems like groundwater pollution and the design of new materials at the molecular level.

The study of complexity is not limited to the mathematics and engineering departments. I have enjoyed reading the work of philosophy professors Gary Mar and Patrick Grim on "the semantics of paradox," reflections on notions from nonlinear dynamics such as "chaos" and "strange attractors." Their work was described recently in *Scientific American's* "Mathematical Recreations" department. One of the joys of being president is the unique opportunity I have to learn about the entire spectrum of faculty accomplishment. During my campus tours and visits, I realize that very few of us are aware of the excitement in departments other than our own (and sometimes even in our own). We need to find yet more ways of sharing this rich intellectual life.

University watchers usually look at research support as an indication of the competitiveness of faculties. In 1980 Stony Brook received about \$26 million in funding. Today the comparable amount is approximately \$99 million, which places us above all other public universities (and most private ones) in the northeast. Our 1,800 sponsored projects on a faculty base of 1,400 and our external support per faculty member place ours among the most productive research faculty in the nation. I will have more to say about research later.

Linkages

To fulfill its mission as a public university, Stony Brook must link its core intellectual resources to the needs of the region it serves. I distinguish eight such linkage areas. In half of them—**Health Care, Research, Environmental Issues, and Cultural and Social Contributions**—Stony Brook in 1980 was poised by design to begin to play its appropriate role. In the other four, however,

Education (K-12), Economic Development, Athletics, and Public Awareness and Support, entire new infrastructures had to be created before effective linkages could be formed.

I have already mentioned Stony Brook's research growth in connection with the excellence theme, but in 1980 Long Island and New York State received direct benefit from Stony Brook's research capability only in isolated instances. We had the potential to be of greater assistance, and it was only a matter of time before interdisciplinary work in environmental studies, economic and sociological analysis, and regional health issues such as Lyme disease and breast cancer would draw attention to Stony Brook as a source of insight into difficult questions. My own early service as chairman of a Suffolk County Task Force on Finance and two gubernatorial commissions—on the State Energy Office and the Shoreham Nuclear Power Facility—were efforts to create more visibility for Stony Brook as a resource for regional problem solving. Many others have since delivered more and better service than I in these areas. Professor Lee Koppelman's transition to a full-time professor with his own Center for Regional Policy Studies has brought expanded productivity and visibility to this important linkage to Long Island.

For health care, think of University Medical Center, which was just opening in 1980 and in 1992-93 discharged 21,000 patients and received 450,000 ambulatory visits. Patient revenue was zero in 1979. Last year it was \$224 million. Its direct state subsidy has declined to zero from \$25 million in 1980. I will say more about Stony Brook's role in health care later.

Although many departments at Stony Brook have developed strength in environmental studies, the decade of the '80s saw the blossoming of the Marine Sciences Research Center as the university's most visible and active agent in regional environmental issues. Credit for this development goes to the vigorous and visionary leadership of MSRC Dean Jerry Schubel. Opportunities to do much more exist at Stony Brook, and seizing them will require departments from different schools

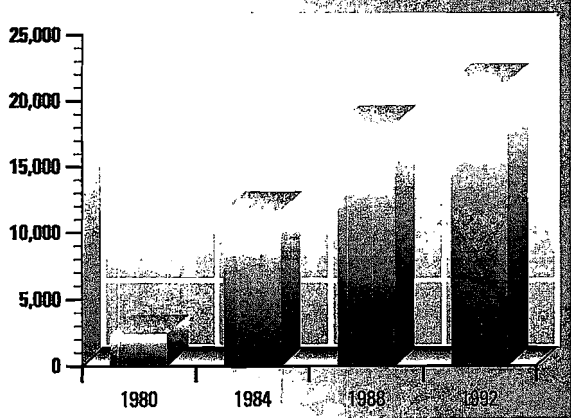
and divisions to collaborate more closely. Such collaboration may be encouraged by the profound interest of our national administration in environmental issues.

In the category of social and cultural contributions, I include not only the cultural performances in what is now called the Staller Center for the Arts (which opened in 1979) but also the various activities through which Stony Brook exerts regional leadership in such areas as affirmative action and assistance to underprivileged or disadvantaged groups. Despite sporadic inundations, the Staller Center has been a huge success, its emphasis on quality attracting Stony Brook's first seven-figure act of philanthropy, by the Staller family. Terry Netter, the founding director of the center, and Associate Director Alan Inkles deserve recognition for the successful development of this facility into a significant cultural force in the community. A similar success story can be told for the Pollock-Krasner House and Study Center in Springs, now owned by the Stony Brook Foundation and curated by Helen Harrison. She and her predecessor Meg Perlman have created a national model for the operation of such facilities.

Back in 1980 I regarded K-12 education as an important activity to which Stony Brook could contribute in many ways. But at first, not only the schools but also our own faculty needed reassurance—following the retrenchment of our Department of Education a few years earlier—that the university was serious about its responsibility toward teacher training. To understand the needs and attitudes of the hundreds of regional school superintendents and principals, I arranged to meet with each of them at a series of luncheons in the mid-1980s. Today, in addition to preparing teachers, Stony Brook carries out dozens of programs in cooperation with regional schools. Eli Seifman has been singularly diligent in this development and deserves credit for his leadership. Many others have also responded to the needs of students, teachers, and administrators on Long Island, including Chairperson Tom Liao and the faculty of the Department of Technology and Society, Dean Paul Edelson of the School of Continuing Education, and Director Les Paldy of the Center for Science, Mathematics, and Technology Education. The recent successes of Long Island high school students in the prestigious Westinghouse Science Talent Search owe much to Stony Brook's outreach.

Athletics, like Staller Center events, make the resources of the university available to a regional audience who otherwise would have to travel into New York City. In 1980, many major sports, including football, were not part of our NCAA program, and spectator facilities were largely nonexistent. The "stadium" we use today was pieced together in the early 1980s by our own maintenance personnel from donated materials. A major construction

**University Medical Center at Stony Brook
Patient Discharges**



program in the mid-'80s finally created safe fields for outdoor sports. Senator Kenneth LaValle's strong support for athletics produced the Indoor Sports Complex in the late '80s and will bring us an improved outdoor complex during the next two years. Today we are developing a solid NCAA Division III program that will provide the foundation for further growth into a Division I program. Our former dean of Athletics and Physical Education, John Reeves, provided important inspiration for this growth, and I am impressed with how quickly his successor, Richard Laskowski, has developed new momentum. The move to Division I was not an obvious one for Stony Brook, but I have been persuaded by a series of faculty committees that it is necessary. Fears that athletics will dominate academics at Stony Brook appear to be founded on horror stories from universities very different from ours. As long as faculty such as Eugene Katz, Susan O'Leary, Thomas Kerth, and Norman Goodman remain close to the athletics program, we can be confident that it will remain balanced with academic values.

Stony Brook's economic development objectives during the 1980s have focused on bringing new high-technology industry to life on Long Island, but this has not been an exclusive focus. The decision in 1982 to make biotechnology the theme of our proposal for the state's new Centers for Advanced Technology (CAT) program was a deliberate one based on our prediction that research in basic health sciences would expand rapidly with the opening of the hospital. Much has been written about the subsequent successes of this effort, eventually including the high-technology incubator facility and program, and I will say no more about it here. Nevertheless, I do wish to acknowledge those who put the original CAT proposal together. It was reviewed in competition with other proposals, including one from a powerful consortium of New York City institutions, by a committee of the National Research Council. Richard Koehn, Arnold Levine, and Israel Kleinberg, assisted by Ann-Marie Scheidt, formed the nucleus of this effort. Richard and Arnie have left the university, but their replacements, Glenn Prestwich and Eckard Wimmer, are providing equally impressive leadership.

The development of a for-profit track for the Harriman School has been extremely important for Stony Brook's economic development mission, as has an expansion of the activity of the School of Continuing Education. Professor Gerrit Wolf deserves credit for bringing an entirely new and more community-oriented emphasis to Harriman, and Dean Sobel has continued this emphasis. The School of Engineering and Applied Sciences has made regional development a key part of its Engineering 2000 initiative. Dean Yacov Shamash's active promotion of this initiative has created

scores of new industrial partners for Stony Brook. The success of Engineering 2000 will depend heavily on support from this important constituency.

In the area of public information and support Stony Brook in 1980 had minimal staffing and few publications. Although this area is still understaffed and underbudgeted (even before the recent budget cuts), it has come a long way. Public support requires more than news releases and the kind of systematic and professional approach Dan Forbush has brought to the news and publications area. It also requires professionals familiar with Long Island and with state and local governments who are part of the "grapevine" that gives us advance information about opportunities and problems. We now have such people in key positions on campus and they are unsung heroes. Our crisis management and teamwork during the past five years have been excellent. A group now meets every Monday to anticipate and plan for what in the past had been rude surprises. These links to our community are of the utmost importance for Stony Brook. We need to continue to develop agendas for each and to focus responsibility for ensuring they are carried out.

Campus Life

Stony Brook's last building phase ended the year prior to my arrival in 1980. Only someone closely familiar with the campus then can appreciate how strange it was during the construction era and how much needed to be done to bring about a state of normalcy. During the past 13 years we have accomplished an enormous amount in an exceedingly difficult budget period. I give much credit to Vice President for Student Affairs Frederick Preston for his leadership and initiative during this period. He has benefited from effective staff including recently retired Associate Vice President Emile Adams. I will mention five key areas of activity, but space does not permit me to say much about them: residence life; food service for students, faculty, and staff; activities and events; athletics; and campus appearance.

In 1980 the residence halls were just emerging from a state of anarchy. I banned the sale of alcohol in the residence halls (several students owned liquor licenses and had set up bars in residence hall rooms—one parent complained that I was depriving her son of the means to earn his way through college) and moved to control the generally destructive practice of cooking in rooms. That was not easy because the meal plan enrollments had shrunk so much that no contractor would invest enough to improve capacity or service. Several cafeterias were never "turned on" after they were constructed. The situation was exacerbated by weak meal plan management by the Faculty Student Association, then dominated by a board enmeshed in turbulent student poli-

tics. FSA by-laws were ultimately changed and its operation improved. The contract term was extended and the meal plan was made mandatory for new students. Meal plan enrollments increased, cooking in the residence halls decreased, and the physical condition of the halls began to improve. Just as the situation was coming under control, the State of New York decided to make all residence hall operations self-supporting. Major maintenance, never conducted during the brief lifetime of Stony Brook's residence halls, became prohibitively expensive. Today, only traces of damage caused by misuse remain, and have been replaced by damage largely related to the deferral of major maintenance such as roof and HVAC replacements. Fortunately, all roofs will be replaced by the end of the current year, and SUNY has approved a multi-year rehabilitation plan that eventually will transform all of the residence halls.

While food service and facilities problems were being addressed, major changes were taking place in the selection and training of residence hall staff. A new era of reasonable limits was gradually introduced, and vandalism and other behavioral problems decreased. Organized residence hall-based student activities began to increase and are now frequent. Many personalized services and activities are now available to resident students.

I have recounted the residence hall saga as an example of the complexity and interconnectedness of issues. Bringing Stony Brook to a state of normalcy required persistent effort on many fronts simultaneously. This diligence is still necessary. Conditions in the residence halls are now mixed, as in most universities, and in some areas are quite good. But unless state policies change, the residence halls will continue to pose problems for Stony Brook for the next ten to 15 years. The time scale is fixed by the ability of residence hall fees to pay the debt service for major projects.

Food service for faculty and staff was as much a problem as that for students. All food service areas were remodeled in the late 1980s, and the University Club opened under the energetic leadership of then Provost Jerry Schubel. Associate Provost Ben Walcott also deserves credit for assisting this enterprise at a crucial time. The continuing importance of food service issues is emphasized by its frequent mention in presentations to the Steering Committee of the Undergraduate Project. The reconstruction of Central Hall into a student center will go a long way toward improving the situation.

Sharing priority with improvements in residence halls and food service is the need for more campus activities, events, and ceremonies that become annual traditions. During the 1980s we introduced a central commencement, awards for service and for longevity for all employees, an annual authors and editors reception, a systematic SEFA/United Way campaign, homecoming,

campus open houses, training day, and many others. Ann Forkin's leadership of the Office of Conferences and Special Events has assured the success of many such activities, but there remains a need to focus responsibility for the initiation of events that can bring the university community together and generate further visibility and support for Stony Brook.

Health Care and Bioscience

I have said much about the opportunities presented by the expansion of the medical school associated with the opening of University Hospital. In my 1991 convocation address on "The Character of Stony Brook" I emphasized the enormous impact of the hospital on the life and character of the university. I view the hospital as a symbol of the best aspects of the modern research university. It embraces cutting-edge research to serve acute needs of society. It demonstrates that knowledge literally saves lives and that departures from the highest standards of excellence can destroy lives. It confronts the paradoxes of high technology and human frailty, both moral and physical, and demands exacting adherence to standards for all its employees. Certainly the Health Sciences Center is Stony Brook's most visible feature. I have tried to capitalize on that simple fact to garner public support and impart distinction to the university experience. Later I will say more about what needs to be done to ensure that health care remains a vital part of our mission.

Management

In my 1990 letter to the chancellor, I described eight priority areas within the management theme in which I determined to exert my influence at Stony Brook. So many of my writings and actions as president have focused on these areas that I will do little more than list them here. As the fourth Stony Brook president in as many years, I inherited a chaotic administrative structure with effective power concentrated at a bottleneck in the Office of the President. I immediately attempted to clarify responsibilities of administrators and decentralize authority and initiative to empower more offices to act constructively on behalf of the university. I tried to build better internal communications to improve morale and establish a basis for consensus building and informed decision making. My awareness of the need for improved accountability along with decentralization of decision making grew during the 1980s and stimulated an increasing preoccupation with formal planning and improvement of the budget process. The profound increase in SUNY flexibility during the mid-'80s along with major budget cuts in the early '90s made these improvements essential. I developed strategies for addressing each of the topics underlined above. At this point, I am doing

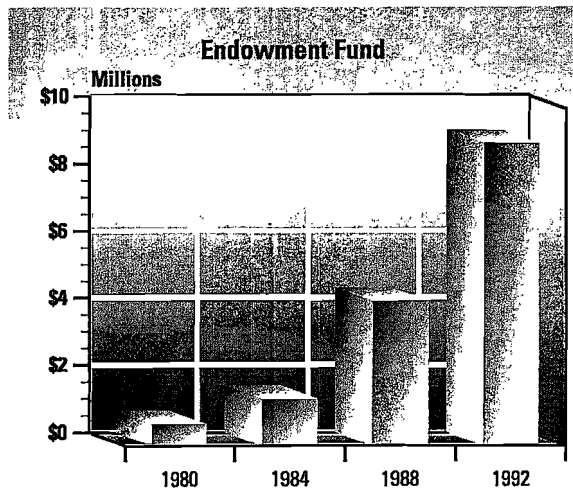
everything I can to leave my successor with well-documented, functioning, and responsive management systems. I am grateful for the assistance in these initiatives of Vice President for Finance and Management Glenn Watts and a sequence of excellent deputies including Carl Hanes, Stan Altman, and Manny London. Emily Thomas, now university planning coordinator, has elevated planning from its former unsatisfactory ad hoc status to a level of professionalism unprecedented in this area at Stony Brook. Dianne Rulnick has had a similar positive impact on the Office of Human Resources, bringing with her leadership a new sense of mission. This office is beginning to play an important role in improving the effectiveness of all Stony Brook employees through better training and communication.

AN ASIDE ON FUND RAISING

It is important to understand that for its size Stony Brook had only a very modest tradition of campus events. On a new campus everything has to be invented for the first time. Each new venture must overcome inertia and cynicism and lack of funding. Very little of this can be done with state money. It was necessary to increase fund raising and alter the way unrestricted funds were allocated in order to support these activities. This was difficult because, except for an annual dinner, systematic fund raising at Stony Brook began only in the 1980s.

In 1980, gifts to the Stony Brook Foundation came to \$1.2 million. In 1993 the comparable number was \$5 million. Gifts and grants from private foundations and corporations accepted through the Research Foundation have grown from very modest levels to more than \$7 million per year, making the combined private total approximately \$12 million. Last year Stony Brook raised more such funds than any other SUNY institution, and 24 percent of the SUNY total. Our endowment has grown from less than a million dollars to just over \$9 million today. Total assets managed by the Stony Brook Foundation approach \$20 million.

Gifts from alumni last year increased by 38 percent from the year before to \$367,063, with the average gift increasing more than 40



percent from \$55 to \$78. Gifts from parents, a new phenomenon for Stony Brook, now total \$63,000 with a growth rate of more than 30 percent per year.

Fund raising continues to be a high priority for Stony Brook. The Office of University Affairs has passed through three generations since I established it in 1980, each generation contributing structure and an increasing philanthropic bottom line. Carole Cohen, the current vice president, is responsible for major improvements in systematic fund raising that led to the results mentioned above. Our new associate vice president for development, John Donohue, has added impressive energy and experience to Stony Brook's fund raising team. Finally, we are reallocating funds to add development officers to major academic units and athletics. According to surveys of potential donors, a planned capital campaign appears to be entirely feasible even given the transition in the presidency.

CAMPUS APPEARANCE

When the major construction ended in 1979, it became possible to begin pulling the campus together. Unfortunately, the 1980s were a very difficult time to do this. Funding for support services fell behind throughout the decade despite my often unpopular efforts to reallocate budgets. Physical maintenance services were simply overwhelmed by lingering problems associated with the new buildings. SUNY officials were unrealistic about the maintenance requirements of a campus with mostly new buildings. It is like owning a new house—nothing works the way it is supposed to. Far from having fewer needs, Stony Brook had greater maintenance problems because it was a new campus. Current SUNY physical facilities administration understands this, and I am especially grateful to Vice Chancellor Irving Freedman for his leadership in this respect.

The Stony Brook campus is not yet complete. It lacks humanizing architectural detail essential for a university environment. I described my view of campus physical needs in the Campus Master Plan developed at the close of the '80s and now being implemented in stages. Fortunately, the biggest infrastructure problems are being addressed and progress on the more visible campus structures should be more rapid during the '90s.

Many improvements have occurred even during the recent severe budget cuts because of effective actions taken by Vice President for Campus Services Harry Snoreck. Harry and the team he has assembled have made a notable and welcome difference in the appearance of our campus. While only small steps are affordable now, major changes will come within the next few years as Master Plan projects bring site improvements with them. I believe many small architectural improvements can be funded with private contributions. A component of our forthcoming capital campaign will be devoted to such projects.

THE FUTURE

Moving from these retrospective remarks to the present, we can be sure that both Stony Brook and its societal environment are changing, but not so rapidly that we have to alter our goals and missions from one year to the next. We have sustained grave reductions in state base support—nearly \$25 million in five years (exclusive of hospital reductions)—but revenues from other sources have increased to produce an overall steady advance in our “all funds” budget. While this may seem of little help to the instructional programs that rely heavily on state funds, it does help blunt the impact of funding cuts on our employees and broaden the base of support for overhead services. Stony Brook has sustained a severe budget blow, but it is not a fatal one. We have the ability to continue to grow in excellence and influence and scope of mission if we manage ourselves wisely.

Part of “managing wisely” means making choices about how we focus our attention. Our greatest missions are education, research, health care, public service (including regional development), and the nurturing of our students, faculty, and staff. Of these missions, I believe three are in or approaching crisis, and last year I identified the issues in each that require urgent attention: the financing of health care, the strategic management of research and graduate study, and what I called the Undergraduate Issue.

HEALTH CARE FINANCING

Within weeks after my convocation address last year, North Shore University Hospital announced its intention to acquire the Community Hospital of Western Suffolk (CHOWS). The following day I held a press conference strongly opposing the acquisition and calling for development of regional health care according to careful planning rather than a scramble for market share. In the intervening months I have spent more time on this issue than on any other. Led by Dean of Medicine Jordan Cohen and his staff and Vice President for Health Sciences J. Howard Oaks, and assisted by teams of consultants, hospital administrators, clinical faculty, my Assistant for Hospital Finance Stan Altman, and many others, Stony Brook has played a major role in the aftermath of the CHOWS initiative. We have educated community leaders, health officials, legislators, and key agency personnel regarding the issues and stakes in the struggle for survival in the Long Island health marketplace. The CHOWS situation seems to have taken a turn toward greater rationality, but we are not yet out of the woods.

Four actions are required on several fronts to adjust Stony Brook's performance to the changing demands of its health care mission:

1. Reduce hospital costs to remain competitive as a health care provider.
2. Reorganize to lead the formation of a managed health network involving other regional providers.
3. Pass legislation to grant increased independence from the bureaucratic entanglement in which all three SUNY hospitals are enmeshed.
4. Negotiate a rational reimbursement agreement with the State Health Department to recover from patients the justifiable expenses of care.

The first requirement is being addressed now with the aid of experienced consultants. The second is proceeding in stages, one of which will include changing the reporting relationship of the hospital to the dean of medicine. Hospital Director William Newell recently announced his intention to resign next year, and the duties of his successor will be broadened to include managed care responsibilities. The third requirement is essential for the first two to occur, and legislation was introduced in both houses of the State Legislature last year (by Senator LaValle and Assemblyman Tallon) to address SUNY hospital needs for flexibility. Later this month Senator LaValle will conduct hearings at Stony Brook on these proposals. Special legislation was introduced by Senator James Lack and Assemblyman Steve Englebright to provide relief for one of the worst problems, the inadequate compensation of nurses. The fourth issue appears to be yielding to a series of highly technical meetings involving all relevant state agencies and SUNY officials, and is heavily influenced by the analytical strength Stony Brook has brought to bear through Stan Altman, currently on special assignment from my office to this and similar projects. Many others, and especially Associate Dean of Medicine for Clinical Affairs Michael Geheb, have devoted considerable energy to improving relations with community hospitals and physicians, a necessity for developing a regional care network.

The single most powerful element in this struggle to reorient our entire mode of delivering health care is not President Clinton's plan or New York's reimbursement formulas, but the attitude of our own faculty and staff. The CHOWS incident was a wake-up call to Stony Brook. It reminded us of our vulnerability and of the work we have to do, indeed that we are expected to do, to maintain the viability of our health care mission. We are well on our way to carrying out our responsibilities, but much more effort is required.

FEDERAL RESEARCH

In the area of strategic planning for research, too, much has happened since last year—but less on campus than in Washington, D.C. The trends I cited last year of a national reexamination of science policy and federally sponsored research at universities have accelerated. Those of you who read the *Chronicle of Higher Education* have seen Representative Rick Boucher's article titled "A Science Policy for the 21st Century" (September 1, 1993). Congressman Boucher chairs the Subcommittee on Science of the House Committee on Science, Space, and Technology. Here is an excerpt from his article:

"...Universities must define a new mission that maximizes their contributions to society. They must respond to the challenge to do more with less—to operate more efficiently during times of constrained budgets and to select what they wish to be in this era when they may no longer enjoy the luxury of being all things to all people. Universities must identify their comparative advantages and focus on what each one does best.

"Above all, universities must reaffirm—by action, not by rhetoric—that education is their primary mission. A report from the President's Council of Advisors on Science and Technology notes that 'many higher education institutions...are turning away from their education mission, particularly undergraduate education.

Universities should reemphasize teaching in all its aspects, both inside and outside the classroom. In doing so, many institutions will have to curtail some of their research activities.'"

My reading of where Stony Brook lies on its curve of research growth suggests that research will continue to expand, but in selected areas. That "curve," by the way, is actually a straight line for us—not flat, but tilted up at a rate of about \$5 million additional funding per year. That means we are not growing in proportion to our current volume. Some areas are saturating at the growth rate of the budgets of the agencies

that support them. I identified two areas in 1990 that could sustain substantial additional growth in sponsored research: medicine and engineering. Medicine has since shown geometric growth, while engineering is just beginning to take off. If other applied science areas are included, the growth is substantial.

Stony Brook's strategic response to Representative Boucher's challenge must include:

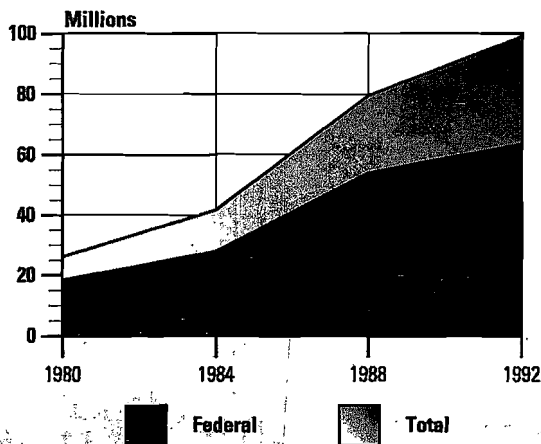
1. Establishing credibility for our balance of teaching and research, with emphasis on quality in both.
2. Strengthening research capabilities relevant to national needs.
3. Organizing for proposing and conducting interdisciplinary research.
4. Becoming a responsible participant in the formation of national research policy.

The first point will be discussed below. The second requires making choices about the investment of university funds. Increased research capacity in engineering and applied science, clearly identified as a federal priority, will require new facilities and new faculty positions in accordance with Dean Shamash's Engineering 2000 initiative, already mentioned above. These will not come without base restorations to the SUNY budget, and these in turn will require action within state government. We need to make our case for this action. Development in this and other federal priority areas such as environmental studies and information sciences will require planning and organizing, as emphasized in the third point. To focus Stony Brook's effort on the third and fourth points, Provost Edelstein and I asked Dean Shamash to chair a university-wide task force on federally sponsored research strategy. The group meets for the first time this afternoon. Deputy Provost Bryce Hool has completed the search for an internal appointment to the strategic position of vice president for research and will announce the result shortly. The search attracted excellent candidates and I expect to see vigorous action on research issues during the current year.

For a university whose scholarly reputation seems to rest on very "pure" research, Stony Brook has a surprisingly pragmatic and flexible attitude toward applied and "real world" investigations. This is as true in the social sciences and the humanities as in the sciences. Faculty have come forward in impressive numbers in response to pleas for assistance to the regional economy, for advice to regional governments, and for aid to underserved regional populations. This responsive attitude will be a valuable asset as we set forth our case for continued federal support.

University at Stony Brook

Federal and Total R&D Expenditures



THE UNDERGRADUATE ISSUE

This issue looks very different to me this year than last. Last year I did not know whether the dip in fall enrollments following the spring's destructive *Newsday* series would end a long positive enrollment trend and replace it with a negative one. Today I know that the upward trend was real and that we can sustain it with continued effort. Last year I reported on the early stages of planning for a new Undergraduate Project to fuel that effort. This year I can report that the steering committee for the project led by Dean Jerry Schubel has been immensely successful at the most difficult part of the task—capturing the attention of the campus and building consensus on what must be done.

Beyond consciousness raising, the steering committee has produced scores of ideas and recommendations for action. I am grateful for the endorsement by the University Priorities Committee of a budget reallocation of \$750,000 to fund some of these recommendations. I have no doubt that early actions taken by Jerry, and by the administrators and faculty who picked up the initiatives of his committee, contributed to the 10 percent increase in freshman enrollments relative to last year and the 8 percent increase in new transfer students. Even more to the point are the early indications of increases in the numbers of high-achieving students who have chosen to take advantage of special programs such as the Honors College and honors advising. Vice Provost for Undergraduate Studies Ron Douglas, Associate Vice Provost Ernest McNealey, Dean of Enrollment Planning and Management Theresa LaRocca-Meyer, Director of Admissions Gigi Lamens, and their colleagues worked hard to achieve these successes. New SUNY practices that increase budget sensitivity to enrollments make their efforts doubly valuable.

To preserve these successes and repeat them in the future, we are clearly going to have to address real conditions on campus that we know are creating problems for our students. As Representative Boucher emphasized, some of these problems afflict universities across the nation. Anything we can do to capture the resources of our research mission to enhance the undergraduate experience will contribute to the solution of a national problem. I am impressed by the volume and quality of ideas produced by the Undergraduate Project, and look forward to a year of growth in depth and scope of its operation. Among many specific improvements advocated by the steering committee, I believe the following should receive priority:

1. Allocate base resources to enhance the undergraduate experience.
2. Focus responsibility for the new student experience.
3. Build a comprehensive network of student support services.

4. Develop physical facilities and amenities for students.

5. Adopt a "students come first" philosophy in every campus office.

This year's reallocation of \$750,000, the first of three planned installments, addresses the first point as generously as possible under budgetary circumstances. The second point, requiring new actions by several vice presidential areas, seems essential to provide coherence among the many forces that now buffet incoming students. Stony Brook's student support services are often of high quality but insufficient quantity. Large special groups such as international students, commuter students, evening students, returning students, and transfer students are identifying holes in our safety net of services. Some services such as career placement are primitive or nonexistent. We made progress on the third point this year by providing faculty advisors for each incoming student and by increasing access to the "survival" course USB 101. Other initiatives will improve services to commuter and transfer students. More needs to be done.

I have already mentioned the need for physical improvements, and significant help is on the way with the new student center soon to be constructed in Central Hall. Vice President Preston and Assistant Vice President for Campus Residences Dallas Bauman have developed long-range plans for residence hall rehabilitations and are beginning to give more attention to the residence hall grounds. I have asked Assistant Vice President for Facilities Operation Alan Ingle, who chairs the planning group for this area, to place on his agenda more focused accountability for grounds and facilities that fall in the gray zone between residence hall and physical plant management. The Undergraduate Project Steering Committee has come up with many other ideas for facilities improvements that will enhance student life. I believe many of these are financially feasible and should be funded over the next few years.

In a previous convocation address, I urged that the simple act of caring for students could do more for undergraduate education than any expenditure of funds or revision of curriculum. The problem is that everyone has to do it. One bad experience can reverse four years of good will. Earlier this year our Human Resources Office discovered a training program called "Connections," which is designed to help employees understand how their individual actions affect the educational mission of the entire university. Hundreds of employees have now gone through the program. The impact of "Connections," combined with the consciousness-raising effect of the activity of the Undergraduate Project Steering Committee, should create a movement toward universal acceptance of the philosophy that "students come first."

I have said nothing in these remarks about major initiatives currently under way at Stony Brook: strategic planning; the search, nearly ended, for a new affirmative action officer; the cogeneration plant; the new addition to the incubator facility; Stony Brook's response to the Clean Air Act; new ventures by the Department of Public Safety. These initiatives are important and must form the substance of future talks and reports. Today I wanted to focus on areas where action now is critical to Stony Brook's future.

THE BIG CHOICE

I began by talking about choices. It seems to me that all the various choices we have—about how to allocate resources, which area to develop next, what curriculum is best, etc.—all pale by comparison with one big choice. The fate of our university depends more sensitively on this one choice than on any other. That is the choice we each make about whether we are part of the community that continually recreates this institution we call the University at Stony Brook.

The 1973 Reaccreditation Self-Study identified a phenomenon it described as "The Two Stony Brooks." One Stony Brook contained students who were excited by contact with an excellent faculty who were building a new institution. The other consisted of students who were disaffected with the Stony Brook experience and were lost, repelled by the chaos of construction and the absence of supporting services. The two Stony Brooks of the 1973 report applied to students, but I believe today there is an even greater division between two other Stony Brooks. One has a faculty and staff whose lives take on meaning through their commitment to the concept of the university; the other is a cold, uncaring, and dysfunctional place that has lost its humanity because its people have given up on making it any better.

The real choice we have before us is whether we are going to be part of the adventure of Stony Brook: whether we participate in the eternal recreation of the university, staying current with its problems and trying to be part of their solution, or whether we just check in every day to someone else's university, not caring about its future, but only our own, and that diminished by its detachment from any lasting commitment.

I have made my choice. I want to continue to help create a great university. It is time for a change of presidential leadership, but my commitment to Stony Brook remains very strong. I look forward to working with you to create something larger and more potent in society than our individual selves. Thank you for your support and for your role in building an institution capable of inspiring such devotion.