

On the Cusp of Profound Change

STATE OF THE UNIVERSITY ADDRESS
PRESENTED IN FALL 1997 BY
PRESIDENT SHIRLEY STRUM KENNY
STATE UNIVERSITY OF NEW YORK AT STONY BROOK

The Upstart University



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The challenges ahead are, I believe, awesome, but no more awesome than what Stony Brook has achieved already. I know the University is ready. Here's to the next 40 years!

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In some ways, it seems amazing that Stony Brook is as old as it is—after all, we have some colleagues who have been here for the entire history of the institution. On the other hand, more often it seems remarkable that this great research university was created a mere 40 years ago and has come so far so fast. Stony Brook is so young that not everybody knows how great we are yet—indeed some universities are still living off reputations that are older than Stony Brook. And perhaps *we* have not even realized how great we are simply because Stony Brook is such a young institution—an upstart in the world of great universities.

In fact, I have come to believe that it is our youth, not our age, that marks our 40th Anniversary. Our tradition and our aspirations are quite different from Harvard or Oxford or Bologna. We were launched the year of Sputnik, intended to be a great science university. We were part of the same Cold War impulse that created the National Defense Education Act (NDEA) and detonated explosive growth in federal research funding. We were purposefully located near Brookhaven National Laboratory. We moved with incredible speed and agility in those years to create a world-class faculty here amidst what was then the potato fields of Long Island. And all that happened, after all, in years that most of us sitting here can remember, even if we were not part of Stony Brook at the time.



Into the Twenty-First Century

This 40th Anniversary gives us the opportunity not only to recognize the past but to think about where we are now and what we need to do next. Of all institutions, Stony Brook is the one that should be chomping at the bit to move into the twenty-first century. Our history is not one of upholding traditions, but of making them; not one of looking back, but of looking forward.

It is perhaps fitting, then, that 1996-97 was such an eventful and dynamic year. Big things happened at Stony Brook. Nothing created more national excitement than the \$25 million gift from Charles B. Wang, CEO of Computer Associates and staunch believer in Stony Brook. It was one of the largest gifts ever given to public universities and by far the largest ever given to SUNY.

We scored well in the most recent National Research Council rankings: SUNY had 10 programs in the top quartile of graduate programs in the country, and nine of those programs were at Stony Brook: Ecology and Evolution, Music, Mathematics, Physics, Genetics, Molecular and Cellular Pharmacology, Molecular Biology and Biochemistry, Cellular and Developmental Biology, Psychology. Then came the Graham-Diamond study published by Johns Hopkins University Press. When we were recognized in it as one of the top three public Research I and II universities, with Berkeley and Santa Barbara, in terms of per capita faculty research productivity, I believe a lot of people around the country could not quite absorb that fact. The others in the Top Ten, with the exception of UC Santa Barbara, were perfectly standard, expected choices but here were these two interlopers. Actually, if one conflates the scores of public and private universities in that study of per

capita faculty research productivity (the study itself does not combine the two), we rank 11th in the nation, surpassed only by, in this order, Stanford, Harvard, Princeton, Yale, Chicago, Berkeley, Columbia, Duke, Penn, and Johns Hopkins. Stony Brook is then followed by Santa Barbara.

University Hospital was ranked 15th in the nation for major teaching hospitals, as well as one of the 100 best hospitals in the country. We even rose in the popular rankings such as *Money* magazine and *U.S. News and World Report*, rankings that have far too much influence on students' choices of where to go to college—far too much unless your institution scores well. We were ranked 26th in our category this year in *U.S. News and World Report*, having risen from 40th last year, and we were a "Best Buy" in *Money* magazine.

We still have a lot to do to get our story across to the larger public—and the 40th Anniversary gives us the perfect opportunity to do that. We will have events, activities on campus, an advertising campaign, a great year in Staller Center, and, I do not doubt, we will have even more good news.

External Funding Opportunities Grow

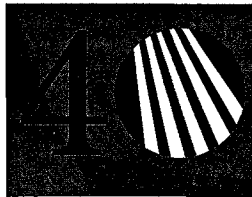
Our faculty individually have also received many honors and made many important discoveries, reflected in external research funding growth. In a year in which many institutions' funding declined, Stony Brook passed \$100 million, soaring to \$105.3 million in research expenditures, adding about \$6.5 million dollars to last year's number. Even excluding the Wang gift—not easy for me to do—the Stony Brook Foundation raised 48 percent more than last year. Don't get me wrong—we still have a very long way to go for the kind of private and corporate fundraising we need, but

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Stony Brook undergraduates have a multitude of opportunities to work alongside world-class researchers. Project WISE (Women in Science and Engineering)—supported by more than \$1 million in grants from the National Science Foundation—offers young women enrichment classes and research experience with peers and faculty mentors.

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We will have our first benefit in Manhattan to raise funds for scholarships—a preview performance of Paul Simon's new musical, *The Capeman*.

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we are certainly headed in the right direction. A 50-percent increase every year will get us right up there. We are having some special fundraising events this year too. The Scholarship Clambake raised \$80,000. The Carol Baldwin Breast Cancer Center dinner was scheduled for October 18, and December 10 marks our first benefit in Manhattan to raise funds for scholarships—a preview performance of Paul Simon's new musical, *The Capeman*, with a reception before the performance and a champagne intermission. We hope to involve New York alumni and corporations. There will be specially priced cost-only tickets for faculty, but I hope a lot of you will join me in purchasing the higher-priced tickets and thereby contributing to our scholarship fund. We are also extending our alumni outreach, with an event in Manhattan, more planned around the country, and an all-out attempt to find accurate addresses, a task in which I am sure many of you could be helpful.

The Brookhaven Lab Opportunity

And then of course there is Brookhaven National Laboratory. The original deadline for proposals was extended in two separate actions from August 28 to September 22. The Stony Brook team has gone to Washington for all-day orals, and the results should be announced in November. Whether Stony Brook or the Illinois Institute of Technology/Westinghouse team is picked, I will remain full of pride and admiration for the team that worked to put our proposal together.

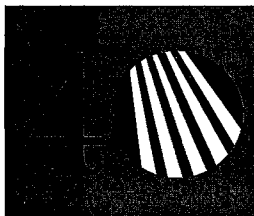
We have put together a world-class team. Stony Brook and Battelle Memorial Institute, a non-profit scientific corporation, have agreed to become equal partners in a not-for-profit limited liability company called Brookhaven Science Associates. Each partner will have five

seats on the Board of Directors. Stony Brook enlisted the close involvement of six other major user institutions—MIT, Harvard, Yale, Columbia, Cornell, and Princeton—as “core universities” with one seat each on the Board of BSA as well as major roles on the science oversight structure. This provides a powerhouse structure to assure both superb science and top-flight operations.

Stony Brook is the biggest user of Brookhaven, and in many ways we have the biggest university stake in the current situation. I believe that we can do more to assure the future of the Lab than any other manager. Managing the \$400 million operation provides a relatively modest fee; the budgets of Brookhaven and Stony Brook are of course totally separate. I do not believe management will come without complications in the lives of those of us connected with it, but I believe wholeheartedly that it is worth that price. It will not detract from the focus of the University to become even better. In fact, if we get the contract, it will make us one of three research universities in the country running national labs, the other two being Chicago at Argonne and California, really Berkeley, at Lawrence. It will provide one of those ways that the world will come to realize what a great university this is—if we get the contract.

Revenue Sources and Budget

First, a glance at all the revenue sources of our 1996-97 budget (Graph 1). (See pages 10-12 for graphs.) State tax support is only 15.7 percent; if we talk about state allocations, which include tax and tuition revenue, the total is still only 23.9 percent, or less than a quarter. Slightly more than half our funds come from our health care operations. Research funding almost equals our tax support, a total of 14.4



percent. The rest is made up by self-support operations such as the residence halls, fundraising efforts, etc.

Now for how the money is spent (Graph 2): including our health care budgets, 60.2 percent goes to support people, and one-third to supplies and expense. Utilities and equipment are only 7.1 percent.

(Graph 3) Predictably about one-third of our budget goes to hospitals and clinics, another third to instruction and departmental research, and the rest is divided into many pieces. Please note that general administration (including among other things all our financial operations) is 4.5 percent of the total, and maintenance and operations a mere 5.7 per cent.

(Graph 4) An 11-year history of State support tells the story. The red columns show actual State support and the blue columns show State support adjusted for inflation. As you can see, since 1990 our support has decreased dramatically, and buying power had shrunk even before that. In constant dollars, we have found our State support slip by almost \$45 million in this period. This year, however, cost of living allowances meant we did not lose ground.

(Graph 5) This graph is the other side of that picture. As State support slipped, tuition increased dramatically, from less than \$25 million to almost \$60 million. Students have had to assume a larger and larger financial burden over this decade. Also please note a pattern of holding tuition rates steady for several years followed by significant rate increases.

(Graph 6) The health care budget grew over the past five years by about a third, from almost \$300 million to almost \$400 million from 1992 to 1997. The slight decline in the expense budget for the past year reflects the hospital's efforts to control costs within an environment of rapid change.

(Graph 7) The 17-year growth of our research expenditures—from about \$20 million in 1980 to \$105.3 million in 1997—is one of our most impressive statistics. This chart also displays the growth of research expenditures by major research areas: biomedical, physical sciences and mathematics, engineering and applied sciences, social and behavioral sciences and the environment. As you can see the most dramatic growth has been in biomedical research.

Our Changing Student Body

(Graph 8) Final and official Fall 1997 enrollment counts were taken at close of business on the 15th day of classes. The current overall count at 17,828 sets a new record high for Stony Brook. (The previous high in Fall of 1991 was 17,697.) Statistics also showed a significant increase in new freshmen and transfers.

(Graph 9) About two-thirds of our students are undergraduates. Fourteen percent are graduate students on the west side of campus, 12 percent HSC students, and 10 percent attend our School of Professional Development.

(Graph 10) Enrollment of new freshmen is approaching an all-time high and will be significantly ahead of levels for the past ten years.

(Graph 11) The good news is that our freshman class is not only bigger, it's better. Mean SAT scores have risen from 1070 to 1095 in one year. High school averages are up slightly as well.

(Graph 12) New full-time transfers are also up dramatically over last year and are challenging all-time highs of 1990-91.

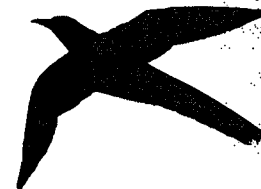
(Graph 13) New graduate student enrollment is up noticeably when compared to the past two years but is still lower than the highs of the early nineties.

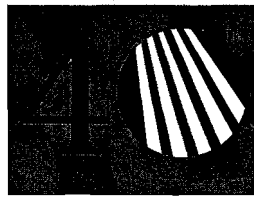
(Graph 14) Looking at the geographic

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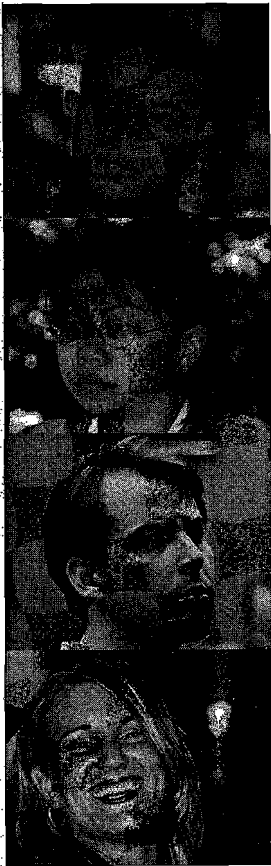




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Our freshman class is likely the most diverse in Stony Brook's history, a fact that adds great richness to the educational experience we can offer here.

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origin of our freshman class shows 96 percent of our undergraduates came from New York State, including 45 percent from New York City, primarily Queens and Brooklyn, while 29 percent are from Suffolk County.

(Graph 15) However, when we look at our total undergraduate student body, these numbers change significantly. Of all undergraduates, 44 percent state their residence as Suffolk County while 34 percent come from New York City. Moreover, our transfers are primarily Suffolk County residents.

(Graph 16) The graduate student picture also reveals a surprising number of Suffolk County residents, 63 percent. In this case, it is likely that we see the results not only of local residents enrolling in master's programs, including those in the School of Professional Development, but also of non-New Yorkers who, as Ph.D. students, move to Suffolk.

(Graph 17) Our freshman class is likely the most diverse in Stony Brook history, a fact that adds great richness to the educational experience we can offer here. Caucasians make up 41 percent of the population, but keep in mind that 7 percent do not identify their ethnicity. Continued enrollment growth is evident among Asian and Hispanic Americans. Many of our students are, of course, of mixed heritage, and, to fit the categories, must either pick one of their ancestries to list or answer "other." Our system of assessing diversity, based on federal categories, is far from adequate to identify our students' backgrounds and thus give us a true account of our diversity.

(Graph 18) The ethnicity of the total undergraduate student body is similar to the freshman picture. The Asian American population is growing dramatically with 20 percent of total undergraduates and 28 percent of freshmen.

(Graph 19) The graduate population is not

as diverse as the undergraduates, registering 63 percent Caucasians while no other individual ethnic group represents more than 10 percent of the total.

(Graph 20) One interesting piece of data we gather from our freshmen is their expressed area of interest. This is not necessarily their declared major but a preliminary indication of what they would like to study. Not surprisingly, we are seeing an increased interest in computer science. Other areas of growing interest are biology, business, and engineering.

(Graph 21) And what do our undergraduates study? More than 900 of them have chosen Psychology as a major, another 663 Biology, followed by Business, English, Biochemistry and Social Science Interdisciplinary, all with 300 to 400 majors. Clustering around 300 are Economics and Multidisciplinary Studies.

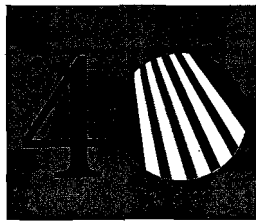
(Graph 22) For graduate students, full-time and part-time, Liberal Studies dominates with more than 700 majors. Nursing has almost 500, Medicine 421, and Social Work 302. Then, clustering around 150 each are Physics, Music, Dental Medicine, and Computer Science.

Faculty and Staff

(Graph 23) This graph shows our workforce categorized as faculty, professional staff, support staff, etc. The relative percentages of faculty and support staff are of particular interest. We also employ hundreds of undergraduate students (not shown on the graph).

Beautification and Construction

The campus is changing too. The opening of the Student Activities Center this year made a difference for all of us—because we have a nice place to meet and to eat. The *Long Island Voice*, the Long Island version of the *Village Voice*, did a survey of dining on Long Island campuses and



concluded that students should rush to enroll in Stony Brook—for the food at the Student Activities Center!

The beautification of the campus started with the creation of Green Teams who volunteer to make our gardens grow. The improvement of the academic mall progressed last summer to the replacement of the world's ugliest gravel near the Student Activities Center with grass (and sprinklers). Improvements to the academic mall will continue this year. Landscaping has been slowed by the financial problems we have faced, but now we are in a position to continue—slowly. We will also improve the internal campus wayfaring signs, which are now very confusing, and as we can, we'll install better signage in and on the buildings so that our campus will not be such a confusing and structurally unfriendly place. And we will, as we can, continue to replace the broken concrete that blights the campus—with grass and landscaping as well as new walks. We are installing a bicycle path, in memory of Jim Simons' son Paul, with funding from many donors. The new bike path will encircle the campus and connect the east and west sides, include paths to the central mall, and connect with county bike paths. We plan to dedicate it on June 20, Paul's birthday.

Of course our main focus is on improving the buildings, and some strides have been made. Fourteen of the 26 residence halls have been rehabbed. I believe we need to have a celebration for the removal of the scaffolding at the Health Sciences Center this year; after 12 years, it really is time. This is Phase I of an important initiative to repair and renovate the building to correct the serious problems, such as leaky roofs, that have plagued the Health Sciences faculty and staff for so long. Other

projects, such as those in the Psychology Building, are moving ahead. Maintenance was deferred for many years, but now we are beginning to deal with the worst problems. There is hope—your time will come.

Construction for the Center for Molecular Medicine and Biology Learning Laboratories is moving ahead. Although of course we have discovered that we would have preferred twice the space, the building will house many important research programs bridging the east and west sides of campus, and will provide the biology labs we so badly need for undergraduates.

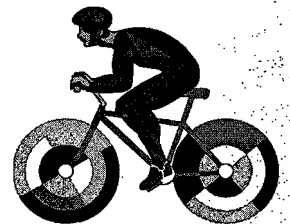
The Wang building, announced in December, will begin construction soon. The road that traversed the site has been moved, actually providing a better traffic pattern as well, and the site has been prepared and fenced. The building has changed somewhat, actually has become somewhat larger. Charles will endow the Wang Center for future upkeep, an invaluable consideration that all major donors should remember.

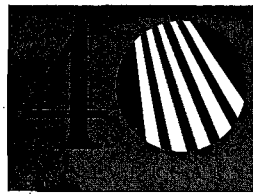
SUNY has received a \$700 million increase in bonding authority, which means that we will be able to build faster than we have done for years. Much of the money will go to infrastructure, at a time when our early buildings all seem to be disintegrating simultaneously. We have several new building projects moving ahead. First of all the stadium, which we hope will be fast-tracked for completion before the Empire State Games in the summer of 1999. It will hold 7,500 people and be capable of some expansion (I just learned that Ohio State plans to increase its stadium from 90,000 to 110,000), and will not only house our sports

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The Paul Simons Memorial Fund was created to raise resources to build a campus bike path in Paul's memory. To date the fund totals \$1.4 million, a combination of private and institutional contributions and an initial grant from the New York State Department of Transportation.

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but also be available for high school playoffs and other events that are now regularly scheduled at Hofstra. We want Suffolk County young people to know Stony Brook, and this is a good way to get them here.

We also are in the initial stages of rehabbing two academic buildings, Heavy Engineering and Humanities. These buildings are woefully inadequate for their needs, but they are, we realize, only the most needy of all our older buildings. Capital funds to make these improvements cannot be used as operating funds to run the University or hire faculty. They are one-time-only funds that can only be used for capital projects. We are now working to get legislation passed for a ground lease to build a bookstore and other commercial operations now housed in the Library; if we get it, we can liberate the Library space, have a more attractive bookstore, and at the same time delete Phase III of the Student Activities Center—the commercial space—so that the rehab schedule for academic buildings can be accelerated.

SUNY is committed to continued efforts to raise the bond cap for capital projects; SUNY is, actually, significantly less well-bonded for capital improvements than CUNY on a proportional basis. And certainly we at Stony Brook are ready to use the funds when they become available.

Staller Center

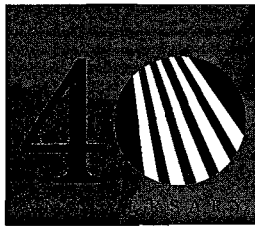
Staller Center also takes very seriously its community mission, and this year has seen the invigoration of many new kinds of activities—the Long Island Film Festival was housed here; there is an expanded program for our students including the Friday night movie series and previews of such shows as *Jerry Maguire* and *The*

Game. The classical concerts have never been better, and the variety of children's programs, classical and popular music, dance, and ethnic festivals such as the Indian Festival this year will make our campus a destination for the public. The operation of the food carts at Staller Plaza during the day and also during performances has provided an amenity we badly needed. People are talking about Staller; it is bringing the University new friends.

Challenges and Achievements

But of all our accomplishments, we can be most proud of our students. The dramatic increase in enrollments and SAT scores this fall indicates to me that we are moving in the right directions. The opening of the school year was the best I've seen; the Student Affairs people did an incredible job. The Library improvements Joe Branin's magic created on a shoestring have made the Library not only much more user-friendly, but also one of the places that you see lots of students. The juxtaposition of the Student Activities Center and the Library has begun to create the center of activity that we have needed so badly. When I saw the new cafeteria full of diners on Friday at 6:30 p.m., I knew we had turned a corner.

I realize I sound unabashedly optimistic, but frankly we have come through a lot in the three years I have been here. I started out asking you to tighten your belts, persevere, get through the hard times. This year we will pay off the final third of our debt, our deficit will be corrected by the end of the year, and we will start to experience the benefits of the belt-tightening that we did. Please do not think that after this year we will return to life as it was in the '80s; it will never be that way again. Even private institutions but particularly publics will



live more modestly, but we will live productively. We will stop expanding the administrative structures as universities did in the '80s; we will focus more on our core responsibilities. We will build on the synergies of research, graduate studies, and undergraduate studies in new and, I think, very exciting ways that will make all three components better than in the past. We will redesign, re-engineer, rethink, not under the gun of state funding cuts but because we believe there are new and better ways to do things in a world that has changed so dramatically in the last 40 years.

And that is what I think Stony Brook can do better than any other institution—if we keep our flexibility, our curiosity, and our imaginative abilities. We are on the cusp of profound changes in our society—indeed those changes are happening all around us: the twenty-first century really has begun. We must create the new knowledge, prepare the new generations, and analyze the implications of all that is happening. Power bases in our world have changed dramatically—not only by the ending of the Cold War, a fact of life that has profound implications for American universities, but also, for example, by the enormous power that has settled in the media and entertainment business. We need to prepare citizens to find truths in a world in which the “news media” increasingly merge real life with entertainment promotions, in which hype colors and obscures fact, and new intellectual and social fads are trampled by even newer ones every day. As the world around us changes, we must change, not lamenting the past—which also had its enormous problems—but embracing the future.

On campus, we must realize that even with our great investments in the expensive disciplines—science, medicine, engineering, etc.—

we must also make investments in the less expensive disciplines, the social sciences, humanities, and the arts, in order truly to prepare students and to create the intellectual world we want to inhabit. We must focus on such student needs as strong oral and written communications skills. Across the board, we must be makers of the traditions, creators as well as keepers of the flame. And we must be increasingly open to interdisciplinarity, not only in research where it is happening at Stony Brook, but also in teaching our students, our future researchers.

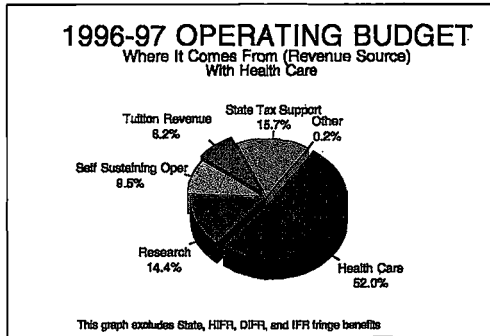
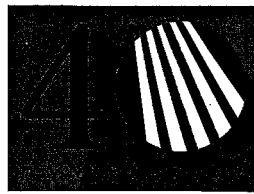
The challenges ahead are, I believe, awesome, but no more awesome than what has been achieved already in this place. I know that Stony Brook is ready. So here's to the *next* 40 years!

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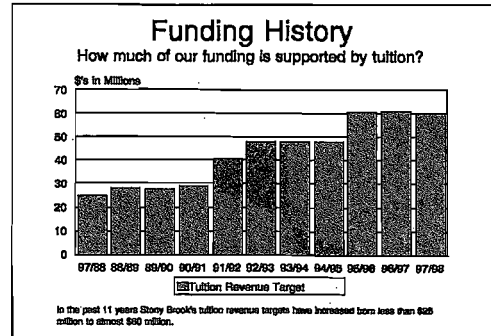
We must create the new knowledge, prepare the new generations, and analyze the implications of all that is happening.

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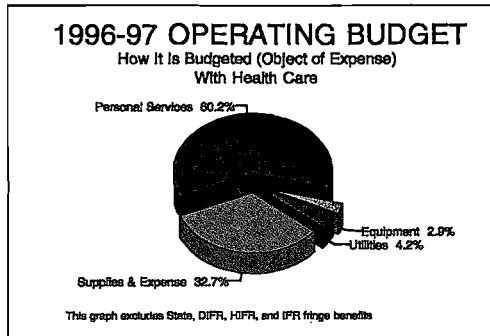




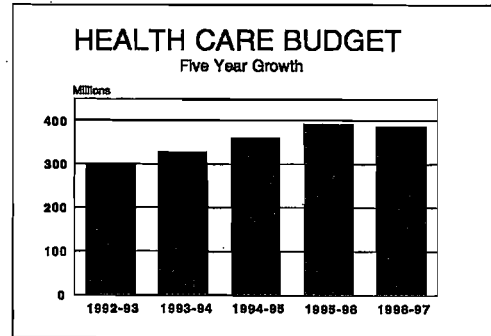
Graph 1



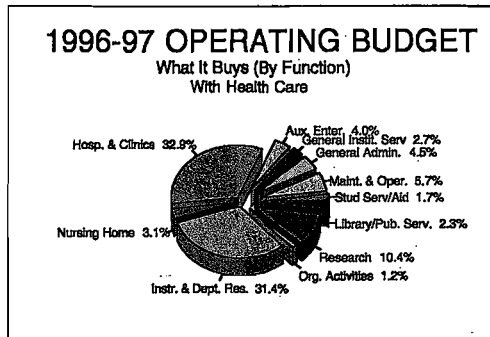
Graph 5



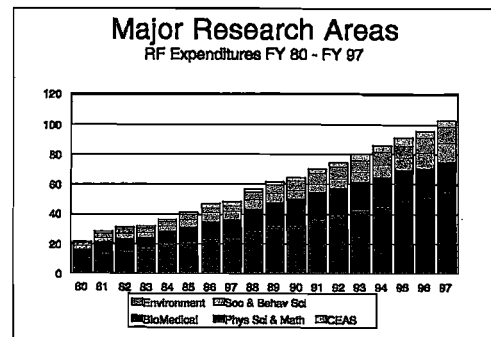
Graph 2



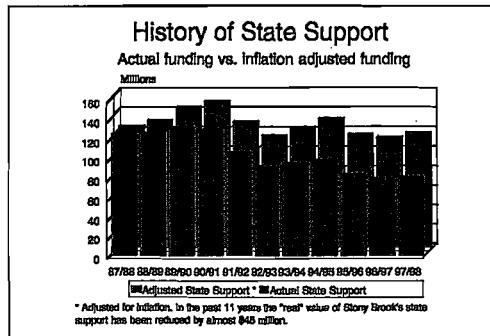
Graph 6



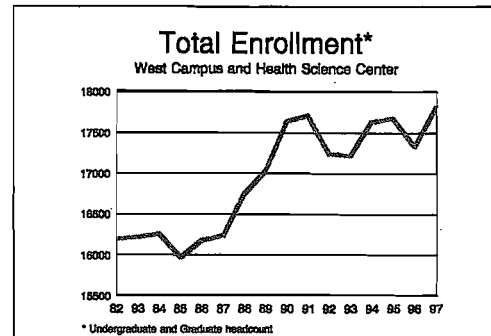
Graph 3



Graph 7

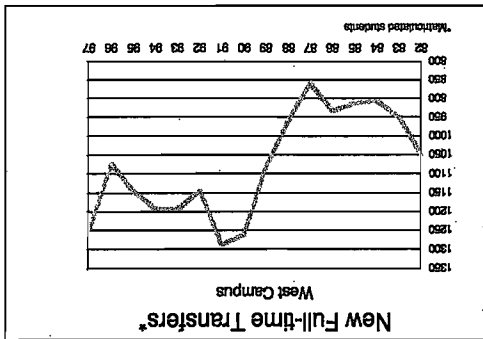


Graph 4



Graph 8

Graph 12

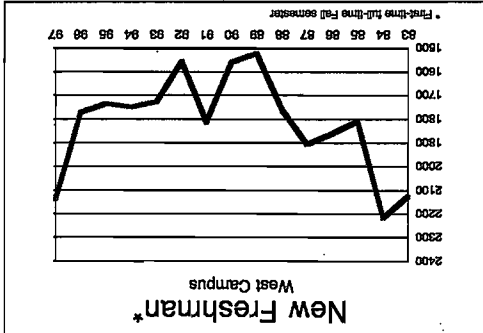


Graph 11

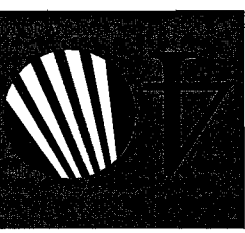
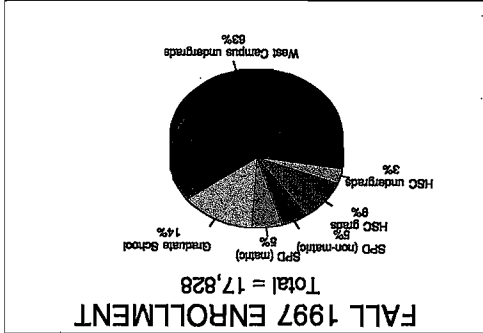
Category	1998	1997
SAT Math	564	529
SAT Verbal	516	529
SAT Combined	1,070	1,095
High School Average	88.0	88.1
Students	1,770	2,135

**Tuesday, after 10 class days*

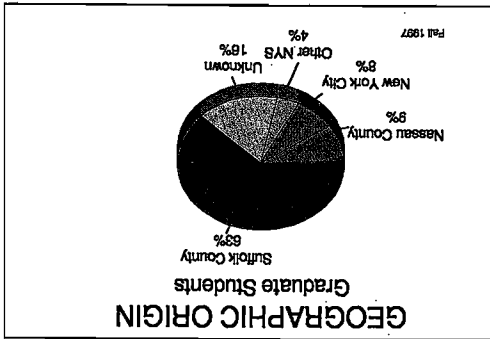
Graph 10



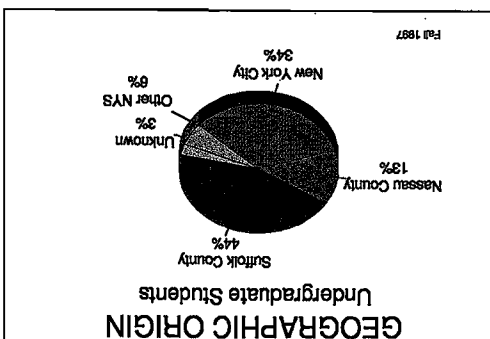
Graph 9



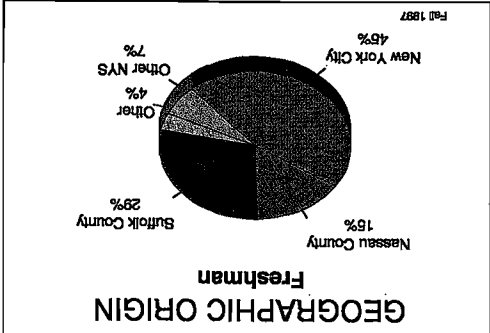
Graph 16



Graph 15

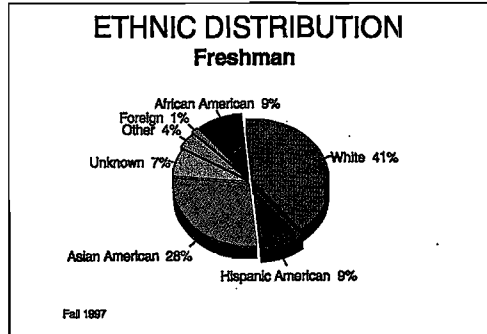
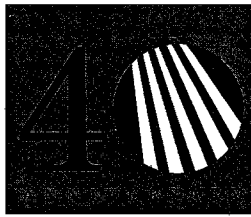


Graph 14

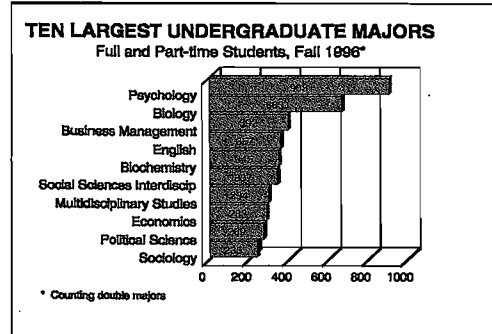


Graph 13

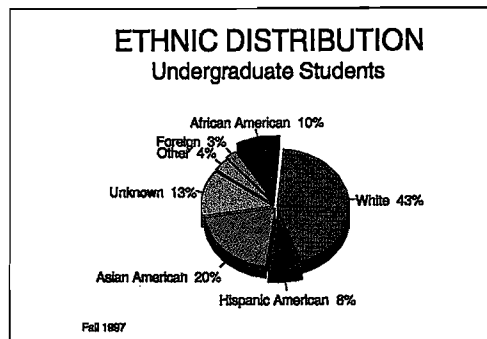




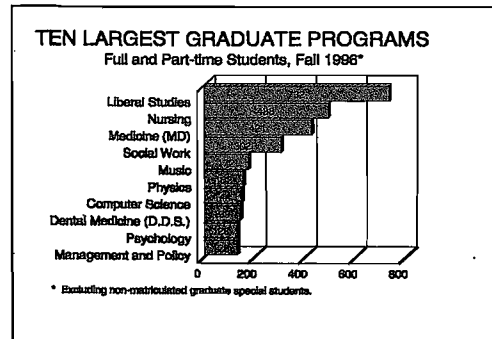
Graph 17



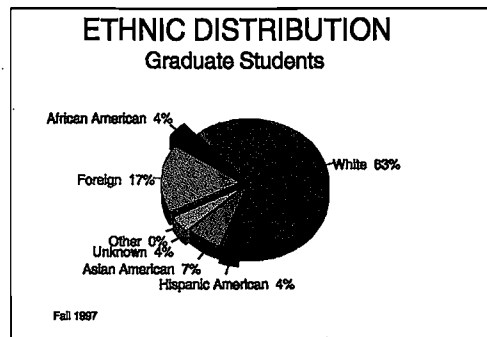
Graph 21



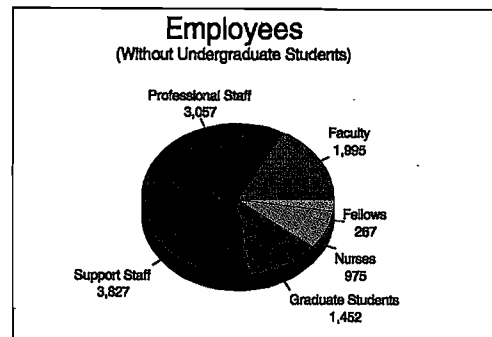
Graph 18



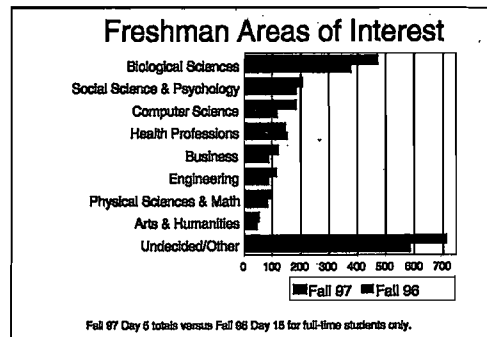
Graph 22



Graph 19



Graph 23



Graph 20