

STONY BROOK'S AGENDAS FOR THE '90s

Convocation Address

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As the 1980's draw to a close, and the last decade of the current century opens out before us, what can we expect for Stony Brook? Are we going to move boldly ahead, building on a history of growth and excellence? Or are we going to stagnate and lose our sense of direction and energy?

In each of the past three years I have spoken at length in formal addresses about the future of the University. Each time I have listed the perils and the assets, and each time I have concluded that Stony Brook is destined--to paraphrase William Faulkner--not simply to survive, but to prevail.

Today I will talk about Stony Brook's agendas for the future--agendas that are implied by the collective actions we have taken to respond to the challenges of our mandates and our environment. They add up to a general plan of action for the 1990's, and they give coherence to the complicated behavior of our University.

ANOTHER YEAR OF GOOD NEWS AND BAD NEWS

Once again we have come through a year of painful budget turmoil. "The State"--that highly abstract entity--has once again adopted measures that seem calculated to frustrate Stony Brook's particular missions. The large increase in out-of-State tuition, for example, has played havoc with the finances of our graduate program, because provision was made to increase the stipends for out-of-State graduate assistants (56% of our graduate students are non-New Yorkers). Promised support for conversion from our obsolete UNISYS computer to an IBM system never fully materialized, leaving us with huge deficits in our computing budget and in the software we need to operate efficiently. And on top of permanent mid-year reductions totaling nearly \$3 million last year, several additional reductions this year hit Stony Brook harder than any other SUNY campus and included a revival of the "tithe" on Research Foundation funds in a new form: a tax on external indirect cost reimbursements currently used to replace faculty who spend time on research--the so-called salary offset IFR's (the bill for Stony Brook is \$270,000). Adding to the misery, Long Island expenses continue to escalate faster than operating budget increments, with a million dollar increase for our new sewage system, a \$250,000 increment for water, 5% annual increases for electricity (that comes to about \$850,000 in the first year), and skyrocketing waste disposal costs.

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But once again we can point to improvements in our situation. The Graduate and Research Initiative continues to be funded, although at a reduced level. To date it has added more than \$4.3 million to our permanent budget. Other special appropriations have been made for targeted purposes such as the Center for Advanced Technology, Regional Studies, the Waste Management Institute, and Lyme Disease research. Our efforts to create more housing for graduate students have finally resulted in construction now in progress behind Kelly Quad. And SUNY is assisting in a variety of major rehabilitations and repairs of long-eroding infrastructure, including a number of roofs and the infamous heating, ventilating and air-conditioning system in the Health Sciences Center. These are all State-funded items. Non-State funding also continues to grow; and federal funding, in particular, will reach another all-time high this year. University Hospital is experiencing a very high occupancy rate and, acknowledging concerns about equipment replacement and other capital costs, has nevertheless been able to operate in the black even with a reduction in State subsidy. Our own efforts to save energy, to recycle paper and cardboard, and to reduce water consumption have helped to keep expenses down despite escalating costs.

In short, Stony Brook's immediate situation is relatively normal--we are over-extended, frustrated and deeply concerned about our budget, but we are highly successful (some would say surprisingly successful) in carrying out our primary missions. I am not going to devote my remarks to analyzing each of the negative forces in our environment and reassuring you that none of them will do us in. In fact, some of them could do us in if we do not take vigorous corrective action. What I want to do instead is lay out what I see as the desirable course for Stony Brook during the next decade and record my observations about what we have to do to follow that course.

VISIONS AND MISSIONS

First of all, I want to articulate explicitly a general mission that Stony Brook has followed implicitly for many years: Stony Brook aims to become a mainstream, comprehensive research university comparable with the best public institutions in the nation. That means we seek excellence in research, instruction and health care across a wide range of disciplines. By "excellence" we mean ranking within the top dozen or two institutions nation-wide in a variety of measures, from sponsored research support to student quality, and in the ethnic and cultural diversity of faculty, students and programs. Never mind how these rankings are to be made. The idea is that we wish to compete with reasonable success with the best universities for faculty, for students, for support, and for the favorable attention of the public.

In addition to this overriding general goal, we have a variety of more specific goals related to our particular missions. Let me continue by stating Stony Brook's primary missions as I see them. There are six:

1. Teaching: Through its undergraduate, graduate, professional, and postdoctoral programs, Stony Brook offers degrees in 110 fields. It also provides continuing education, training and professional development courses for employees, alumni and the general public. Most of our students are undergraduates (11,000), but many are graduate students (4,000) and postdoctoral students, continuing education students, preschoolers, and employees in training programs.

2. Research and scholarship: Our faculty are required to excel in their fields, whether they be scientists, artists, historians or physicians. And their work at Stony Brook includes their professional activity. But students and staff also engage in research, scholarship and creative activities.

Stony Brook, given its faculty size, has an unusually large number and diversity of scholarly activities supported by external sponsors and leads the SUNY system in this respect. According to National Science Foundation data, Stony Brook is among the three fastest growing institutions in the country with respect to federally sponsored research. For the federal fiscal year just past, 1989, Stony Brook's externally funded research budget of over \$62 million supported more than 1,400 non-State funded staff members on nearly 1,000 projects.

3. Health Care: Stony Brook delivers more than 142,000 patient days of health care per year in its University Hospital, not counting treatment visits to the Dental Clinic or those who receive care in the Psychological Clinic or the students who are treated in the Student Health Service. Soon 350 more patients will join us in the Veterans Home now under construction.

The presence of the health care mission is already a major force in shaping Stony Brook's character as a campus. Because the Hospital began opening only in this decade, its effect on the campus is just now beginning to be appreciated. Few major universities in the northeast possess a hospital in such close juxtaposition to their other central activities. For Stony Brook, this is a powerful resource for every other campus mission. We have not yet tapped a fraction of its potential for institutional inspiration.

4. Residential Life: Stony Brook provides residential services for approximately 52% of its student body or 7,000 residents in all. Some are married and some have infants and school-age children. The University recognizes its responsibility to this population not only as a provider of facilities but also as the source of many of the service, social, recreational and cultural amenities that would ordinarily be found in a municipality.

Services in the surrounding community have not developed to address the needs of this resident population, and the University is experiencing strong demands to replace the expected array of support

within its campus. It is for this reason that I have listed Residential Life as a separate mission. Although it is ancillary in some respects to the others, it demands such a high level of creativity and initiative in its services as to warrant special status.

5. Cultural and Social Development of our Region: As a publicly financed institution, Stony Brook seeks to share the fruits of State support with the regional community. This is accomplished through application of faculty and student resources to regional problems; public participation in campus events; appropriate public access to University facilities; responsiveness to regional interests in academic programming; and cooperation with local government to address relevant problems.

6. Economic Development of our Region: Stony Brook has developed a mutually beneficial relationship with regional industry that is helping to give the area's economy needed diversity and direction. The University has helped to attract "knowledge-based" industry to the region by providing services, resources and specialized personnel to support new technically-oriented development. Economic development has been a campus mission since the early 1960's when it was explicitly cited as a reason for establishing our campus as a research university.

These are the missions to which everything we do is related. Michael Cohen and James March, the authors of my favorite book on university administration, say that

"Almost any educated person can deliver a lecture entitled 'The Goals of the University.' Almost no one will listen to the lecture voluntarily."

and caution that not too much time be wasted on rehashing the reasons for the existence of the institution. But we do need to remind ourselves and our constituencies of exactly what we are doing here, that our mission is a multiple one, and that as a public institution we have specific responsibilities to our publics.

CAMPUS INVOLVEMENT IN SETTING GOALS

More interesting than the statement of our missions are our specific goals and objectives for each mission. What we do in the way of teaching or research or health care is shaped by our particular spot in history and geography. In case anyone has not noticed, Stony Brook is different. Almost everyone who abides with us for a while is impressed not only by our intensity of effort but also by the peculiar regard that so many of us have for the institution. Most Stony Brook people possess a highly idealistic notion of the efficacy of the university as a social instrument and the determination that Stony Brook should lie closer to its ideal.

I want us to capture more of this spirit in the articulation of our specific goals, and to this end I am encouraging a new wave of participation in the planning and operation of the campus. You have seen how seriously I have taken the various committees that have advised me on campus administration. Our efforts to improve housing, parking and campus safety have all engendered similarly intense engagement among faculty, staff and students. I have asked Provost Edelstein to continue the effort to establish a University-wide Priorities Committee, and discussions to this end with the University Senate began last spring. Members of the administration will be assigned starting this year to each of the standing committees of the University Senate to ensure rapid responsiveness at the highest level to committee recommendations.

Campus engagement in the updating of Stony Brook's physical Master Plan has been substantial to date, and you will recognize faculty input in some of the other agendas that I will describe later. I am anxious to include such input to our agendas for what goes on inside the buildings and how we will finance them as well as to the agenda for improving the physical facilities.

My interest in greater constituency involvement in campus planning and goal-setting derives not only from my belief that wide participation generates the best approaches to identifying opportunities and solving problems. I am also convinced that it will lead to greater understanding of our changing University and to a greater sense of "ownership" in what we are trying to accomplish here.

Consequently, I expect the planning efforts initiated by Provost Schubel to continue and expand under Provost Edelstein. I expect to see plans, goals and objectives widely discussed and explicitly set forth for every major part of the University. And I expect actions to follow the plans that we lay out for ourselves. We must get beyond the ad hoc allocation of time, effort and resources in response to random problems and opportunities. That applies to everything we do, from minor repairs and rehabilitations to the establishment of new academic programs, from fund raising to the assignment of space.

PERFORMANCE MANAGEMENT PROGRAM

This increased consciousness of planning is consistent with a major but still largely unknown initiative within New York State government. Stony Brook is now subject to new legislation requiring an extensive system of management controls. We are asked to implement a system to ensure that State resources are having the effect for which they were appropriated. Among other things, as part of this program each campus must designate an "Internal Control Officer." At Stony Brook, this is Stan Altman, my Deputy, to whom the Internal Audit function already reports.

One of the aspects of this system of internal management control is systematic notification of employees regarding their responsibilities within the overall objectives of the University. Letters containing general information on missions and expectations will soon be mailed to every University employee.

AGENDAS AND ISSUES

All that I have said to this point might apply equally well to any large university. Our six missions are not unique to us. But now let me turn to the agendas I promised, which reflect my views of what Stony Brook will be doing in the years ahead.

It should be no surprise that we have more than one agenda. We have numerous agendas. I am going to describe only three in detail. They may appear to be somewhat disconnected, but in fact they interact strongly with each other and must be carried out simultaneously. What I am calling agendas include many campus activities, require coordinated action by many University offices, and extend over long periods of time.

The three agendas deal with the development of academic programs, the improvement of physical facilities and the enhancement of resources. All universities have such agendas. At Stony Brook they must be crafted to take advantage of our special opportunities and address our special needs. As I discuss the agenda items, some of the needs they address will be obvious, but there is one general problem currently facing our campus that is so important that I wish to give it special emphasis. It is symptomatic of deeper campus difficulties that we must resolve soon.

COMPETING FOR UNDERGRADUATES

The University at Stony Brook presents many paradoxes to the observer of higher education, but the most striking by far is the relative unpopularity of our campus among undergraduate applicants. Most of us aware of the problem believe that this unpopularity is unwarranted and that many prospective students are going elsewhere to receive an inferior education at greater expense. But the phenomenon is real. Several other SUNY campuses (all smaller than Stony Brook) report higher academic achievement on average among matriculants. We experience persistent difficulty in meeting enrollment targets that are ambitious only in the light of previous shortfalls. Our undergraduates are predominantly from our own region and often fail to form social and cultural bonds to the campus that many of us regard as normal. They do not include among their numbers the proportion of high academic achievers that our peer campuses can boast.

These phenomena are not mysterious. We know the reasons for them: The campus environment is regarded by many as too unlike a conventional collegiate setting. It evokes impressions of inappropriate scale, negligent maintenance, and chaotic arrangement. Parking is inconvenient. Security seems difficult to ensure.

Moreover, we do not appear to offer some programs that young people seek (no matter that they often change their minds after a semester or two). Prospective students see the faculty as preoccupied with their research. They fear the size of the classes, the dehumanizing influence of a large institution. They do not hear of trends in

instruction that are of interest to themselves. Despite their appreciation for our research prowess, they do not see it as relevant to their needs. They do not see Stony Brook as competitive in collegiate prestige.

This situation is intolerable for a university of our otherwise excellent reputation. It threatens every initiative for political or philanthropic support. It is a continual obstacle in our relationships with other SUNY campuses who see us as expensive but failing in the mission they understand best. As long as we fail to achieve our goals for undergraduate enrollments, we will be vulnerable to staff reductions no matter what our performance in other missions. Our agendas for action must work toward the solution of this complex of problems.

There are, of course, other needs and opportunities that must be attended to, but the issues surrounding undergraduate education are so important that they deserve special mention here.

As we continue to develop academic programs at Stony Brook, there is no question that we must pay special attention to the needs of undergraduates. I am very pleased that Professor Egon Neuberger, former Dean for Social and Behavioral Sciences, has agreed to serve as Vice Provost for Undergraduate Studies during the first year of Provost Edelstein's tenure.

Several undergraduate initiatives have been set forth recently at Stony Brook, some of them very imaginative: the URECA program; the Honors College starting this year under Distinguished Teaching Professor Elof Carlson; the theme dormitories; the Faculty Instructional Support Office; and the ongoing curriculum reform. These programs need your support. But, more importantly, we need to reaffirm the basic significance of undergraduate education to our teaching mission. Innovative programs, better publicity, more active recruitment can all contribute to a positive image of Stony Brook's commitment to undergraduate instruction. But unless the commitment itself is there, no amount of public relations will counter the negative effect of the perception of an uncaring attitude.

I challenge each member of our faculty and staff in the instructional areas, regardless of rank or department, this year to ask what you are doing to improve the quality of undergraduate instruction at Stony Brook. If you are not already participating in a program of reform and improvement, then find a way to do so. At this point in our development, few single actions that you can take will have a more positive impact on our future.

programs to build on strengths or satisfy new needs, and seizing opportunities in our regional context that promise to enhance our missions. I am going to risk naming specific areas that I think are ripe for development under these objectives. Some excellent and highly successful departments such as Physics, Mathematics, Earth and Space Sciences, and Sociology will not appear on this list. That does not mean that they do not deserve development or preservation but that their trajectories are not currently unstable.

Preserving excellence

In the category of activities in which additional steps need to be taken to assure excellence I include these priority schools and departments in transition:

* Medicine, whose necessary expansion is related directly to the operation of University Hospital.

* Dentistry, whose class size must be expanded to improve cost effectiveness and balance. Our legislators made it clear in actions this spring related to the approval of the State budget that they regard the service provided to our region by the Stony Brook School of Dental Medicine as essential. This program has already achieved excellence. We must decrease its vulnerability to budgetary inflictions by following its well-thought-out plan of development to its conclusion.

* Engineering has benefited from previous initiatives that strengthened Computer Science and Applied Mathematics and Statistics. Electrical Engineering still needs systematic assistance to fulfill adequately its obligation of service and stimulation to our high tech region.

* Libraries require a long list of improvements in almost every area including acquisitions, hours, services and technology. The libraries are the foundation of our academic infrastructure, and like other kinds of infrastructure at Stony Brook, they are seriously in need of repair. They are an important focus of commuting student academic life outside the classroom. Improvements here address the undergraduate life issue.

Programs on the leading edge where additional development could add significant stature include:

* Life Sciences, still cresting on the development of Stony Brook's health care mission, affords an opportunity to build exceptionally strong departments. Now is the time to develop the long-planned Cellular and Developmental Biology program.

* Marine Sciences, benefiting from the energy and imagination of Dean Jerry Schubel no less than from the appropriateness of its mission for our region, provides an ideal base for additional environmentally oriented components. These will broaden its scope inshore to address problems such as sewage, water and energy management to which Long Island is particularly sensitive.

* Humanities are understood to derive strength from the fabulous resources of the New York Metropolitan area, but we will have to do more than provide proximity in order to translate this advantage into truly excellent programs. We should enhance and stabilize support for music and philosophy, two areas of distinctive quality that yet have unfulfilled potential.

* Psychology, Stony Brook's largest department, has a distinguished history of excellence. That is itself a resource that must be used to recover a firm basis for its reputation.

Changing the profile

Important and needed new programs that can build on existing strengths include:

* Business and Management. Harriman School must continue its metamorphosis into a center offering advanced training and research opportunities in the art, science and technology of modern commerce and management from both the public and private sector points of view. Prospective undergraduates, too, must view Harriman School as a positive feature of the Stony Brook programmatic landscape.

* Institutes, mostly interdisciplinary, are a fashionable mechanism for universities to experiment with new fields and modes of knowledge. The Institute for Decision Sciences, with its new Center for Mathematical Economics and Game Theory, is a magnet for talented faculty in several departments.

* Athletics offers a potential for strengthening many aspects of campus life. It remains undeveloped at Stony Brook but is displaying considerable energy under renewed leadership.

* Undergraduate Studies is a center of ideas and activities that are adding new features to Stony Brook's programmatic profile. The new Faculty Instructional Support Office, the new Honors College, and the relatively new Undergraduate Research and Creative Activities program all serve to increase the utilization of research faculty for quality undergraduate programs.

Programs that represent new directions or substantial development of existing areas can be justified on the basis of critical needs or opportunities in our region.

* Education. Regional needs for more and better teachers require more sophisticated teacher training and educational research opportunities than are currently available. It would make sense for Stony Brook to provide leadership through a graduate program in education.

* Area Studies are such a natural for Stony Brook given our location and the populations we serve that their absence on our campus is an anomaly. Eastern European, South and Central American, African and Asian cultural studies would find audiences among our current and potential students. Asian studies in particular urgently needs development. Stony Brook's offerings in Chinese and Japanese are unacceptably

meager for a major university. Even our larger presence in Korean Studies requires more attention and support.

* Communications technology has not only transformed everyday life in our country but has also raised profound questions in ethics, history, philosophy and the nature of the communicating professions. Stony Brook is located near the information capital of the world. We are failing in our obligation to the region if we do not do more in this area.

* Student Services are programs, too, and we need more. Although Stony Brook has often discussed the need for a Career Placement Office on campus, none was ever created. Our current Career Development Office would need a substantial infusion of new funds to carry out the placement function.

Seizing Opportunities

Regional demands for the kind of services that a research university can provide create many opportunities for Stony Brook to create new programs or expand old ones.

* Regional Health Care. Stony Brook is now the center of advanced health care in eastern Long Island. Regional needs are creating demands for additional programs and facilities. Particular needs include an expanded ambulatory care service, additional psychiatric health care facilities, and staffing and programming the Veterans Nursing Home now under construction.

* Building a research community. There is a strong regional mandate for Stony Brook to become the focus for new forms of economic activity on Long Island. In response to this mandate, Stony Brook has prepared what might be called the campus "Economic Development Agenda," a set of activities that use University intellectual resources to help reorient the Long Island economy away from dependence on federal defense spending. The initiatives serve, in turn, to strengthen Stony Brook's own ability to perform pure and applied research through expanded facilities, personnel and programs.

How much of this ambitious agenda can we actually accomplish? You may be surprised to learn that nearly all of these programmatic developments are taking place now. These are the mainstream departmental development initiatives that are consuming the resources available for such activities at Stony Brook. When gathered together, they form an impressive picture of dynamism. To me, these initiatives make sense. We need to be more explicit about them, to discuss them all together, to understand that this is where we are expending our effort and modify our course as necessary. We need to let our external publics know that this is where Stony Brook is going.

THE PHYSICAL FACILITIES AGENDA

This agenda consists of a revised Campus Master Plan that sets forth the necessary physical infrastructure for sustaining current programs and for extending missions of importance for Long Island and for the State of New York. The complete plan includes major repairs to facilities as well as demonstrably needed new construction. Immediate concerns focus on the quality of student life and the operating efficiency of the campus.

The following statement of objectives is quoted directly from the plan document itself, not yet available in published form. The objectives fall under three headings: Environmental Quality, Facilities, and Functional Objectives. I quote them to give a preview of the nature of the plan. It is not simply a list of desirable building projects, but rather a blueprint for a more attractive, more functional campus, some of whose features we can provide within existing campus means.

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Environmental Quality

Redefine the physical image of the campus and the quality of its environment so that it appropriately reflects and supports the missions of the University.

Create a more distinctive collegiate environment that tightens the Academic Core and improves the sense of community on the campus.

Create a strong central focal point to enhance campus identity.

Improve the ease of orientation for visitors and members of the University community.

Unify the east and west campuses.

Strengthen and improve the relationship between the campus and the community.

Facilities

Identify new building projects necessary to fulfill programmatic missions as well as to support operational and service needs.

Assess physical condition of existing campus structures and systems and relate them to both function and campus organization.

Concentrate projects to maximize utilization of existing facilities.

Utilize building projects as tools to effect changes in University image and character.

Functional

Reduce traffic congestion at campus entry points. Modify the campus road system to facilitate access and coordination with the University Parking Plan.

Concentrate parking areas as a means to manage and direct traffic, protect land use and improve campus ambience.

Reduce dependence upon vehicles within the Core to eliminate pedestrian/vehicular conflicts.

Provide site amenities that encourage pedestrian circulation. Review pedestrian circulation patterns with respect to environmental quality and safety.

Evaluate controlled access to the campus and assess safety and security needs as related to both facilities and circulation.

Improve the efficiency and amenability of the campus bus service.

Assess existing campus service routes and patterns, service access to buildings and the facility needs of the various campus service components.

Assess the physical requirements necessary to facilitate the Campus Waste Management and Scarce Resources Programs.

Evaluate the condition of the campus utility network and utility requirements anticipated for identified projects.

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The revised Master Plan now exists in final draft. Frequent meetings are taking place with SUNY Facilities and Construction Fund personnel to work out how much of the detailed proposal can be implemented within the next five years. More details will become available within the coming months.

THE RESOURCE DEVELOPMENT AGENDA

The importance of non-State funding

Despite annually recurring financial headaches, I believe Stony Brook has the ability to exert much more control over its funding than it has in the past. In addition to improvements in the flow and management of State resources, this agenda targets campus needs that can be provided wholly or partially with non-State funds.

Stony Brook's budget currently derives more than half its revenue from non-State sources. This makes it possible to magnify the impact of State funds by distributing the cost of services among externally

funded users. That does not mean simply charging more to people with grants or contracts; it means recognizing new markets for pay-as-you-go services. Many of us have been impressed with the striking improvements in dining facilities for students, faculty and staff during the past two years. A recent Statesman editorial even commented favorably on the changes. Most of this has been done without a major State-funded investment. FSA, DAKA, Barnes & Noble, Omega Travel, the entrepreneurial initiative of our own Institutional Services Office and of Harriman School under Dean Wolf's leadership all have contributed substantially to improvements of facilities and the general quality of life on campus. We can do much more.

Enrollments and revenues

At the very top of our list of funding strategies must be enrollment development. Enrollments ultimately drive State funding for faculty and instructional support. At this time, Stony Brook is the only campus in SUNY that is not suffering from an over-enrollment problem. Other campuses are being encouraged to reduce enrollments. We are being encouraged to increase them. But we are fighting a significant demographic decline of high school graduates on Long Island, a desire to increase the average quality of incoming students, and the peculiar unpopularity that I mentioned earlier.

Allow me to digress for a moment on enrollments. Because we have many different categories of students, no one enrollment figure gives an accurate picture of our situation. This fall, for example, the overall enrollments for the entire campus will meet or exceed targets. For the entire campus, the "Annual Average FTE" that drives the SUNY funding formulas may be on target.

But the pattern of enrollments within the campus is ominous. Unless we take vigorous action to change it, we will not achieve targets in subsequent years, and we risk loss of funding independently of any fiscally-driven State budget cuts.

In particular, the West Campus is experiencing a serious reduction of full-time freshman students while the entire campus is having difficulty achieving full-time graduate targets. One reason for the West Campus loss is a shift from full-time to part-time students. But it takes three new part-time students to make up for the loss of one full-time student. This fall our new full-time West Campus freshman enrollments are expected to be fully 380 students below what we had hoped. This shortfall is not matched by an excess of 200 new full-time transfer students. The shortfall in new full-time graduate students is expected to approach 100.

This year Stony Brook will survive because of strong transfer enrollments and very strong enrollments in the Health Sciences schools. But next year we will have to work very hard to overcome the problems created by shortfalls in new full-time students on the West Campus. I am grateful for the dramatic increases in Continuing Education enrollments under the vigorous and imaginative leadership of Dean Edelson.

And the Herculean efforts by Dean of Enrollment Management Theresa Larocca-Meyer and her colleagues to meet extremely demanding targets deserve our highest praise.

We must help our admissions effort to increase the numbers and quality of undergraduate students by diversifying the fields of instruction that we offer. And we must stabilize the pattern of support for graduate students. These measures will require a great deal of cooperation and support both in Albany and here at Stony Brook.

Private financing of campus needs

We are beginning to learn how to take advantage of non-State financial mechanisms to provide for appropriate capital needs. For example, the campus Hotel and Conference Center, now completing a long and tedious paperwork phase, will be constructed with private funds and operated for the campus by a private developer. This project is expected to enter the construction phase next year.

Other projects that could be wholly or partially financed in this way include on-campus faculty and staff housing and some types of additional health care facilities. Approvals to proceed with non-student housing have not yet been forthcoming due to legislative opposition. We must continue to make our case for this urgently needed housing.

An extremely important component of our long-range resource enhancement agenda is a large cogeneration facility that would produce steam and inexpensive electricity. Such a facility would reduce operating costs substantially and release funds for other campus purposes. At this time, tentative agreements have been reached to assure that the campus would receive a substantial budgetary benefit from such a facility were it to be constructed. It would be privately financed, built and operated. Preliminary studies have been completed, and we are now working with SUNY to develop a Request for Proposal for this project.

Managing expensive "resources"

Because of our size, Stony Brook can reap substantial benefits by close management of non-financial "resources" such as solid waste/recyclable material, construction/landscaping waste, hazardous waste, water, sewage, electricity, fuel oil and natural gas. We do not think of all these as valuable resources, but handling and disposal costs have reached such significant dimensions that we must pay more attention to them. Dean Schubel has agreed to chair a task force to assess our current approach to these "resources" and advise the campus on the most sophisticated ways to manage them. We are fortunate to have his expertise available to us.

Maximizing federal revenues

For over a decade Stony Brook faculty have excelled in attracting research funds from federal agencies. Our growth rate of externally sponsored research is now limited by available space in some areas,

notably the life sciences. In other areas we still have room to expand, and it is to our advantage as a campus to do so. Apart from providing opportunities for faculty research, external funding makes it possible for us to support graduate students and enhances opportunities for undergraduate independent work.

Expanding philanthropic activity

Gifts to the University continue to increase, and the size as well as the numbers is getting larger. We must continue to increase giving from corporations and foundations as well as from faculty/staff, friends, parents and alumni. The Office of University Affairs has retained a consultant to advise us on the next stage of development in this area.

Campus attention to fund raising has increased dramatically during the past five years, and several schools and departments have moved aggressively to tap natural sources of philanthropy. Notable efforts have occurred in athletics, student recruitment activities, Marine Sciences and the Medical School. The Staller Center for the Arts continues to benefit from the philanthropic attention of the Staller Family. Their generosity is encouraging others to consider us for major philanthropy. I am very grateful to the Stallers not only for their gifts, but also for their energetic assistance to further improve our campus.

We are also fortunate to have our renowned alumnus Dr. Myung Oh, former Secretary of Communications for South Korea, as a Stony Brook Professor this summer. His presence on campus has evoked intense interest in both the Korean and Korean-American communities. The branch of our alumni organization in Seoul has recently announced a gift of \$50,000 for Korean Studies, and additional funding for the Korean Studies Center is anticipated.

Partnerships with corporate friends

Stony Brook can enhance its ability to provide services by working together with corporate partners who have mutual interests. Corporate cosponsorship of research and development activities is already becoming more common on campus, but some other novel arrangements are emerging. For example, the owners of the Stony Brook Technology Park are interested in joining forces with the University to establish child care facilities on their premises that would also be available to University students and personnel. Another example is the incubation of emerging companies in special low-cost facilities on or near the campus. Such activities will be enhanced by the establishment of a new office to encourage corporate relationships with faculty and programs. The unit will be created under the auspices of the Provost and would provide a focus for the diverse corporate activities now taking place throughout the campus. To complement this activity, the Stony Brook Foundation has also formed a Corporate Council consisting of prominent regional businessmen and women.

OUR PERSONAL STAKE IN THESE AGENDAS

These are our agendas. They serve missions that every member of the Stony Brook family must make his or her own. In thinking about how best to bring home the personal significance of our primary missions to each Stony Brook employee, it occurred to me that we could do worse than develop the kind of corporate "credo" that many well-run corporations now possess.

Here is my idea of what such a credo would be for Stony Brook. I welcome your ideas for improving it.

"CREDO" FOR STONY BROOK PEOPLE

Stony Brook employees aim to provide quality service. In doing so we try to keep five guidelines in mind:

Our business is education. Responses to customers, whether students, other employees or visitors, are opportunities for education. After each interaction with a University employee, customers should be more effective in achieving their goals. Every employee is a learner, and every employee is a teacher.

Our business is research. When employees encounter unfamiliar situations, they take the initiative to learn, to analyze, to discover new ways of responding to the challenge. They make sure to pass on their new knowledge and their ideas to others. At one time or another, every employee needs to be a creative problem solver and a communicator.

Our business is curing. When something is wrong, we try to fix it. As we discover problems in our daily work, we feel responsible for solving them. Just as our physicians seek to cure the ill in our hospitals and clinics and our faculty assist governments and organizations to cure the ills of society, so all of us use our knowledge and experience and the help of others to solve the problems of the University.

Our business is excellence. Stony Brook is a leadership institution in society. People look to our way of doing things as a model. We do things for good reasons, not just for expediency or "politics." Within our resources, we try to do the best job possible. We work together with all our colleagues to provide the best solutions and the best services to our customers.

We are human beings responsible for helping other human beings. Institutions are made of people, and they are effective, fair, honest, and humane as each of us practices those qualities in our everyday work. We know that the world has many different kinds of people, and we can live in harmony only if we make an effort to understand others around us. We do not jump to conclusions about our customers or our colleagues based on superficial appearance or behavior. We work as a team, praising good performance and trying to understand and improve bad performance.

The University at Stony Brook is us. Its strengths and weaknesses are ours. Let us work together to improve together.