

**State of the University Address
Presented in Fall 1999 by
President Shirley Strum Kenny
State University at Stony Brook**

As I complete five years as President of Stony Brook, I find myself looking at that span of years, and I'd like to remind you of that brief history. You may remember that in 1994-95, my first year, we learned of two financial problems of major proportion—first, a growing debt and structural deficit—each year we had been spending more than we had and the debt was growing—and second, substantial cuts for the following year's state support. Of necessity, I determined that we would pay off the debt in three years; we were also able to absorb the cuts without breaking anyone's tenure or breaking any contracts. It was a very hard year.

Financial Accomplishments

The debt was paid off by the end of the 1997-98 fiscal year, and subsequently we have been able to fund new priori-

A new landscape for the core of the Stony Brook campus will dramatically reshape the University environment.

ties. If you look at the budgets of the last several years, you will see that they have indeed increased.

We still do not know what the State budget will be for the fiscal year that began July 1 (Graph 1). Our expectation is that total state support

will increase in part as a result of enrollment growth.

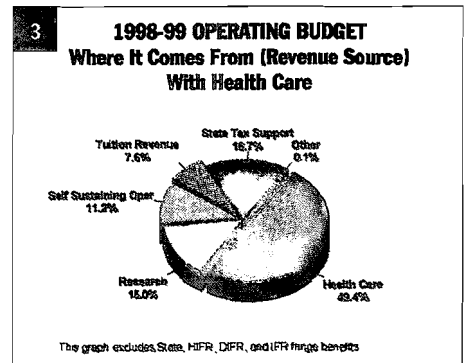
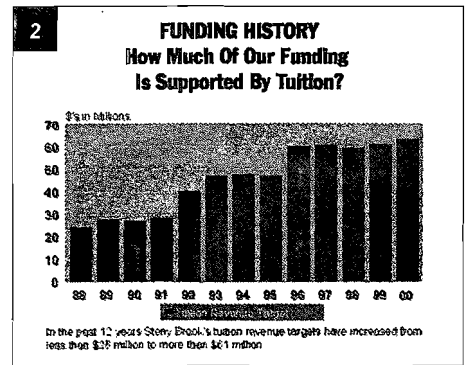
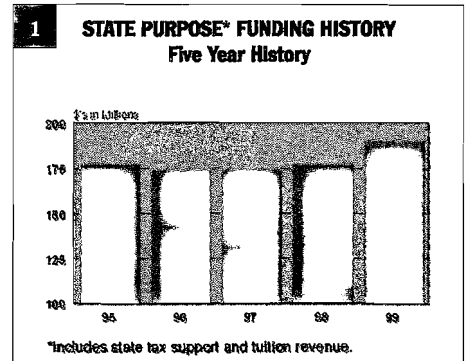
Of course, we'd like bigger growth; we hope it will come. But from my point of view, having arrived in fiscal year 1995, this is better than any of the preceding budget cycles.

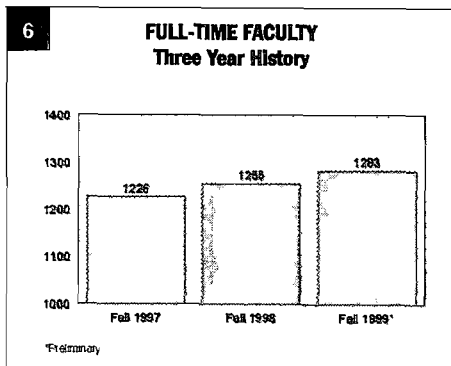
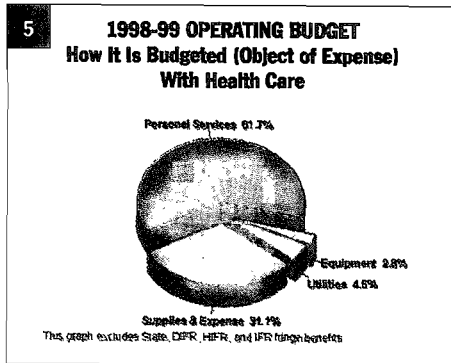
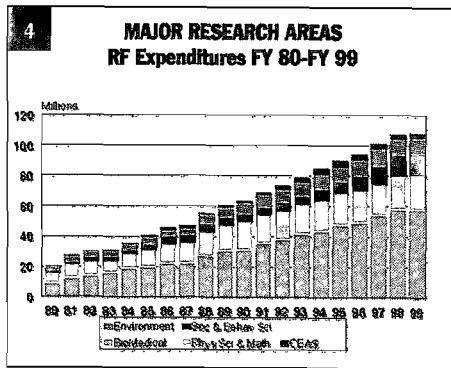
Note the long-term history of tuition income (Graph 2). You can see clearly that this will be the fifth year at the same rate of tuition. Nationally, tuition has increased 13 percent in public 4-year institutions and 20 percent in private four-year institutions in the last four years, while ours has remained stable.

To understand the All Funds Budget, one needs to understand that it encompasses all sources of income (Graph 3). The State appropriation, including tuition, is only 24 percent of the total of about \$800 million. The Health Care budget is almost half the total, research brings in 15 percent, and self-sustaining operations such as the residence halls another 11 percent.

We can be truly proud of our research budget (Graph 4). In my inaugural speech I set as a goal that we would increase research expenditures by 60 percent by the year 2002. We are on target with that goal.

With or without Health Care, we spend about 62 percent of our budget on personnel, around 31 percent for supplies and operating expenses, 5 percent for utilities and 2 or 3 percent for equipment (Graph 5).





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TOTAL FULL-TIME FACULTY

	Fall 1998	Fall 1999*	Change
Black	42	48	6
Hispanic	23	29	6
Native american	2	2	0
Asian	124	141	17
White	1,064	1,063	(1)
Total	1,255	1,283	28
Percent Minority	15%	17%	

*Preliminary

Note: 1999 includes 10 faculty hired through Presidential diversity pool
1998 includes 6 faculty hired through Presidential diversity pool

Strength in Faculty

I am very pleased that from fall 1997 to this fall, our full-time faculty have increased so that we now have 57 more faculty than two years ago, an increase of 29 last year and 28 more this year (*Graph 6*). In all, we hired 123 full-time faculty last year and 88 this year, a total of 211 in two years. As a result of retirements and new hires, we now have 15 more tenured or tenure track faculty, and 42 new full-time faculty not on the tenure track, including clinical faculty. In all, Engineering and Harriman hired 31 full-time faculty in the last two years, Arts and Sciences 69, and Medicine 79. The result is that we now have 33 more full-time faculty in Arts and Sciences than two years ago, 18 more faculty in Engineering and Harriman, and 11 in Medicine.

We are making slow progress toward diversifying our faculty. This chart shows that with the 28 net additions to full-time faculty this year we have increased the minority percentage from 15 to 17 percent (*Graph 7*). We have a long way to go.

Let me pursue briefly other places that post-debt funding has gone. Please understand there are two kinds of investments—permanent allocations to the base budget, such as the salaries for some faculty members, and one-time allocations such as the resources for the safety program, and repair projects.

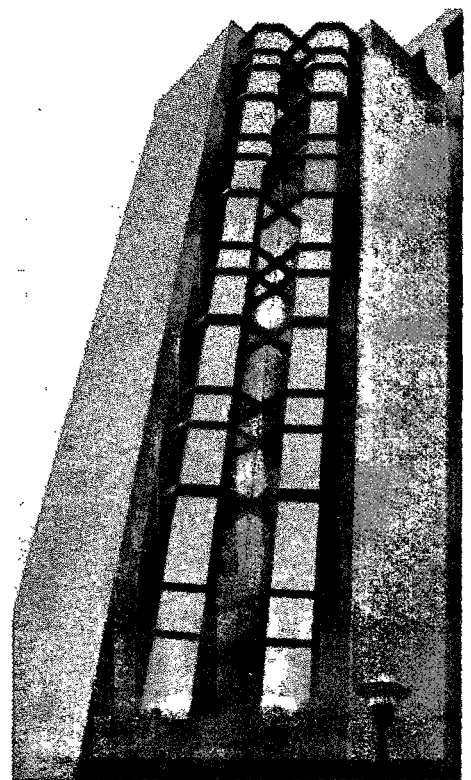
The Presidential allocations over the last three budget cycles have gone into many kinds of improvements. Keep in mind the total allocations in this category were \$44 million on an all funds budget of \$2.4 billion for the period or less than 2 percent of the total. They include the President's share of indirect cost money, royalty money, and efficiency savings—for one notable example, \$10 million of the total over the three years came from utilities savings. These funds were applied across many categories.

During the three-year period, more than \$9.7 million of Presidential

funds were invested in various academic initiatives (*Graph 8*). Some allocations were targeted to specific programs or activities such as Libraries, the Learning Teaching Center, Learning Communities and increased TA stipends, while other funds were relatively unrestricted—such as \$1.8 million in tuition revenue from enrollment growth last year, which has been allocated to the Provost and the Vice President for Health Sciences.

Investment Strategies

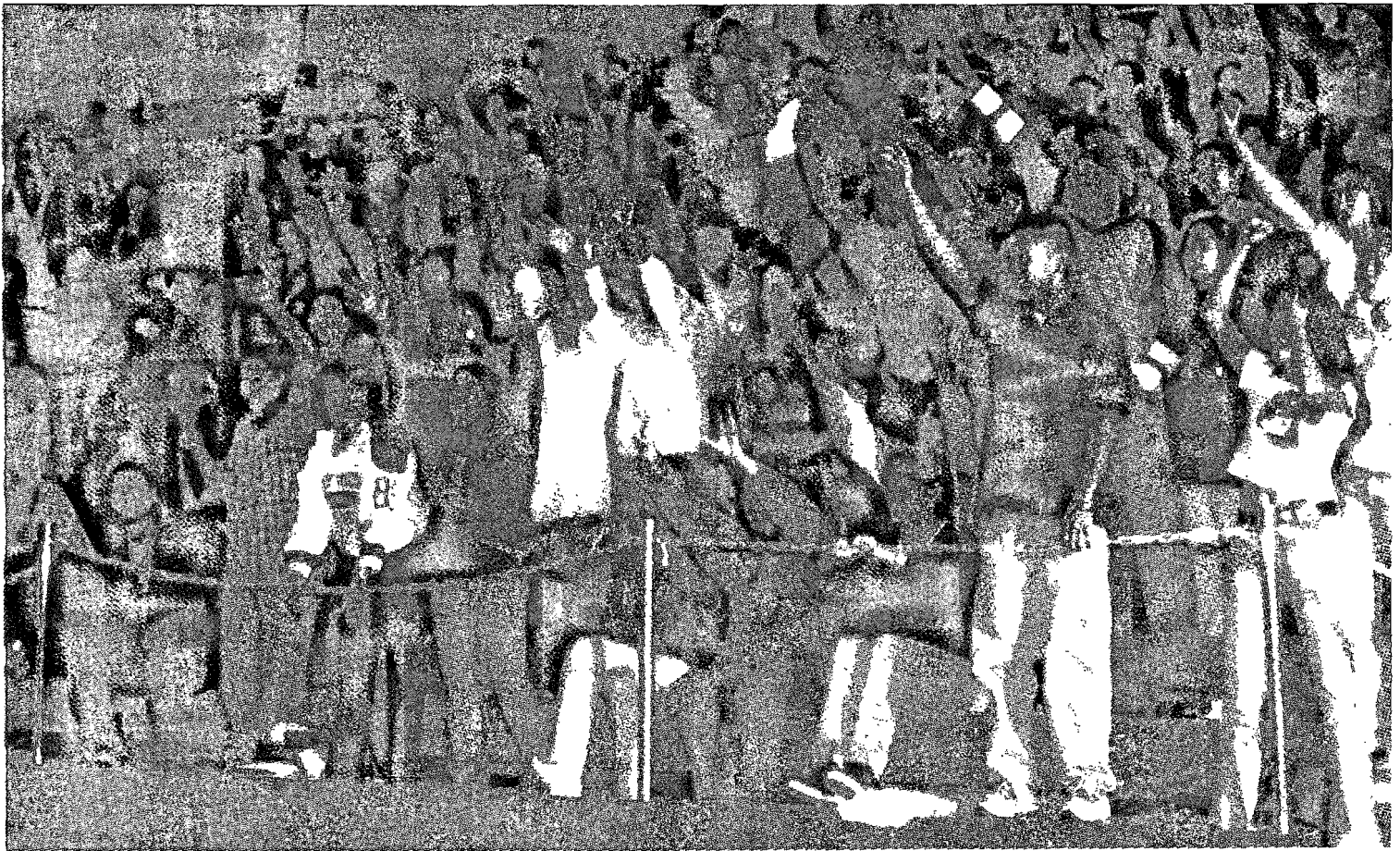
Over \$7.8 million has been invested in support of research including Research Foundation computer sys-



caption

tems development, \$4 million to equip properly the new Centers for Molecular Medicine, and funds to offset telephone, postage and hazardous waste expenses that can no longer be charged directly to federal grants (*Graph 9*).

Investments were made in technol-



ogy for PeopleSoft, Internet 2, and faculty access to technology for a total of \$5.2 million over three years (*Graph 10*).

In the area of Student Services and Activities, allocations were made from central university resources to cover the costs of operations in the Student Activities Center, improve health and employment services, and enhance operations in advising, financial aid, and the Registrar's Office (*Graph 11*).

Investments totaling \$11.7 million were made in facilities. Notable projects were providing commissioning and maintenance expenses for the Centers for Molecular Medicine and Biology Learning Laboratories—moving expenses, custodial care, etc. (note these are costs that in previous years would have been funded through the capital budget process; but under BAP this is no longer true). Other facilities projects were rehabbing the Pritchard locker rooms and showers, re-landscaping the Academic Mall, and repairing two chillers (*Graph 12*).

Life Improvements

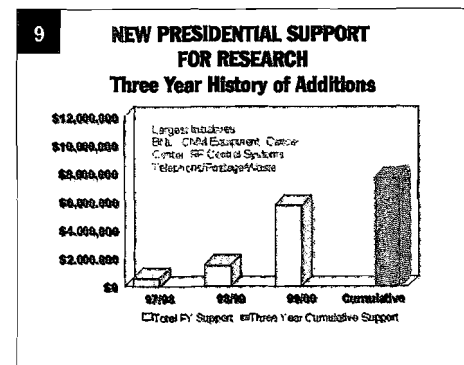
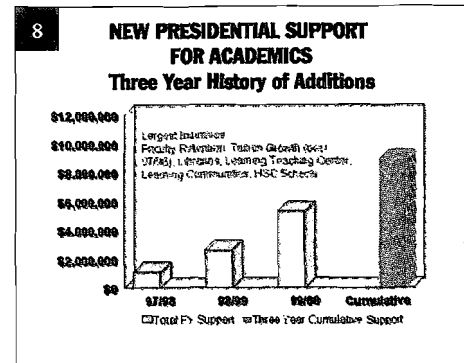
Another important program initiated in 1998-99 is the Quality of Life Initiative I have allocated \$1,000,000 per year to four categories of facilities improvements for faculty.

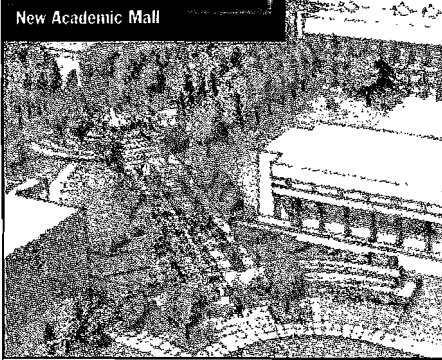
- Painting faculty offices
- Replacing worn-out faculty office furniture
- Creating faculty/student lounges
- Minor repairs to fix leaking roofs, windows, and other irritants

To date, we have requests to paint 58 East campus offices and 28 have been completed. On the West campus, 225 offices have been painted. The photographs displayed show examples of the improvements made.

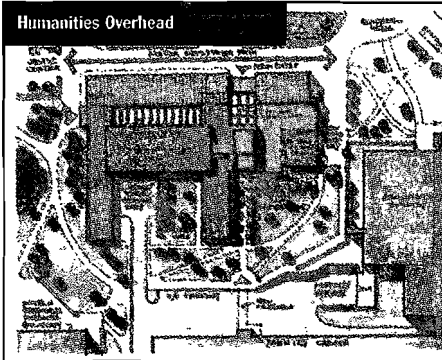
This graph shows comparatively how various campus initiatives were supported through the distribution of the \$44 million of combined fund over the past three years (*Graph 13*). Reading from left to right the major areas are Athletics, Communications and Advancement, Academics, Technology, Research, Student Services and Activities, and Facilities.

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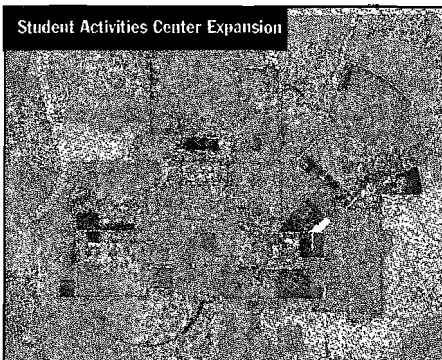
New Academic Mall



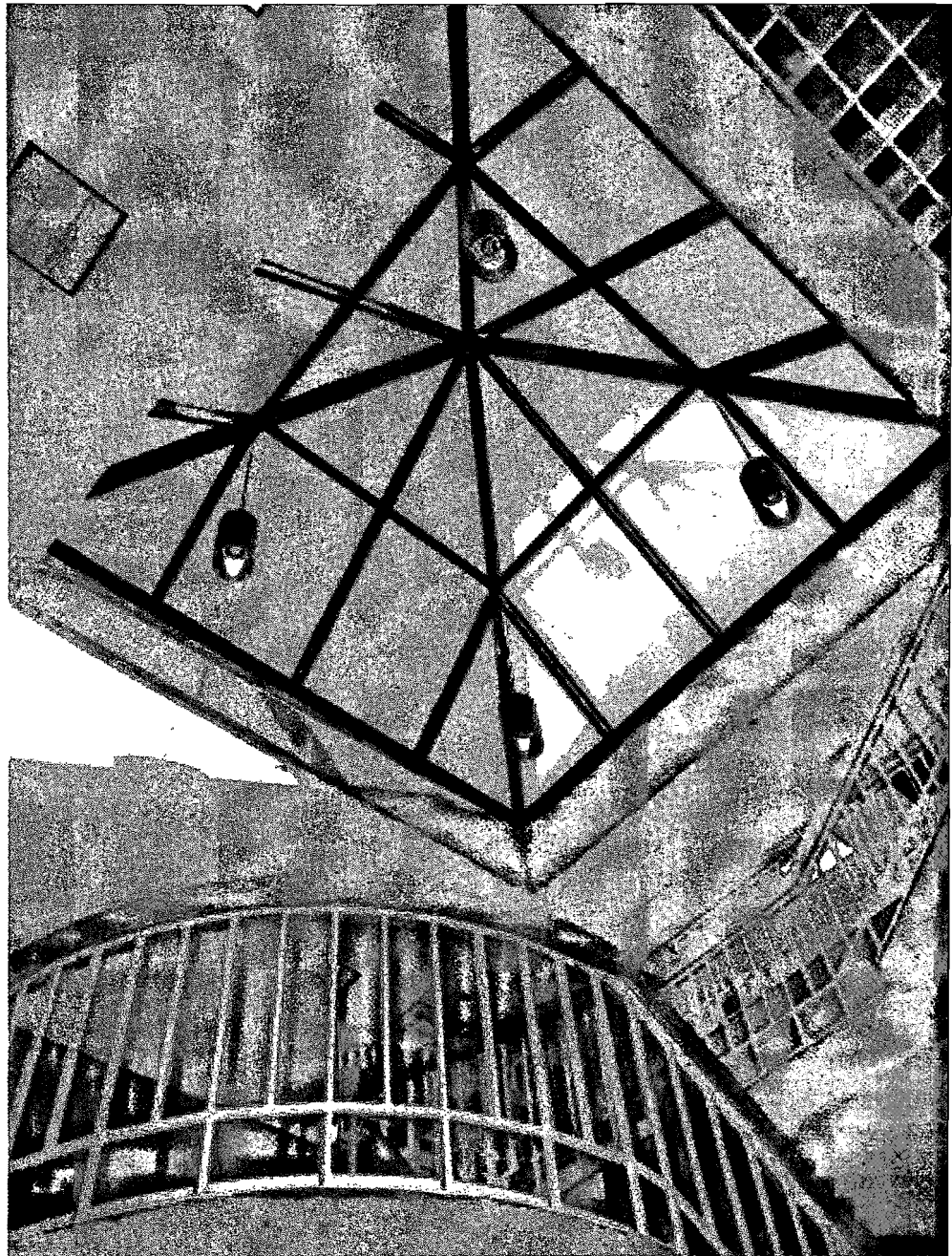
Humanities Overhead



Humanities Expansion



Student Activities Center Expansion



Caption here

Metamorphosis of the Campus

This is a time of great excitement and energy at Stony Brook. One only needs to walk the campus to see the numerous construction projects under way with more well into the planning stages.

The Centers for Molecular Medicine's construction is nearly complete, with occupancy set for the Spring 2000 semester. The construction budget totaled \$33 million. This structure has two main components, the two-story wing has Biological Learning Labs closely integrated and

connected with the adjacent Life Science Building. The midrise structure connects to Life Sciences with bridges and will house Cancer Research and Structural Biology Research Labs.

The plan for the Heavy Engineering Expansion is in the design phase, with construction to start next Spring. Target completion date is Spring 2002, with a construction budget of \$25 million.

Additions to and expansion of the existing Heavy Engineering Building will increase the facilities' undergradu-

ate teaching capacity while also expanding the graduate level research facilities for engineers. The project will upgrade the present structure to satisfy increasing technical demands of the Engineering discipline.

The expansion of the Humanities building is slated to begin in Fall 2000,

Lecture halls are being refurbished, and we are rapidly dealing with the need for more and more technology for faculty and students.

with a completion date of Fall 2002, and a construction budget of \$21.9 million. Renovation of the existing Humanities building will add to and also upgrade the present structure to meet technological demands of the next century.

Phase 2 of the Student Activities Center construction has begun and will be completed by Spring 2001. Funded by a construction budget of \$9.5 million, the expansion will create additional student services space in the facility including a large multipurpose room, a Gallery, and a three story extension that will house meeting rooms, administrative offices, a lounge, and a Wellness Center. These elements will create an open-air central sculpture courtyard.

The Charles B. Wang Asian-American Cultural Center is a wholly donated facility designed by Architect P.H. Tuan as a multipurpose conference, exhibition, and gathering place integrating Asian and American cultures, technologies and ideas. It is slated for completion in Spring 2001, with a \$25 million construction budget. Included in the design are seminar areas, lecture halls, a theater, galleries to display artifacts and art, a food court, and state-of-the-art technological communications equipment.

The \$3.2 million metamorphosis of the Academic Mall will be completed

by Spring 2000. A new landscape for the core of the Stony Brook campus will dramatically reshape the University environment. The plan will develop a defined front entry to the Academic Mall. This will help in creating communal spaces and a strong sense of place for the University community. The design will harmonize with the Wang Center at the Administrative Circle.

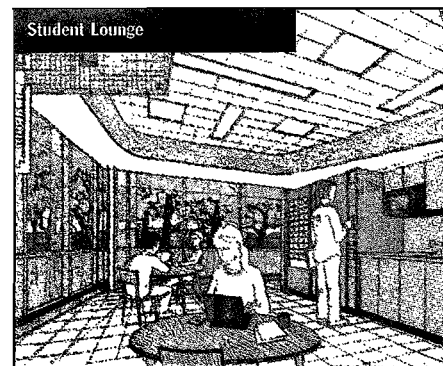
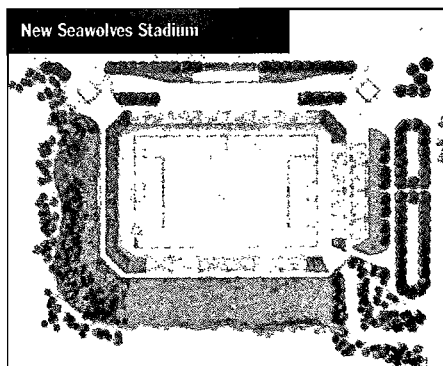
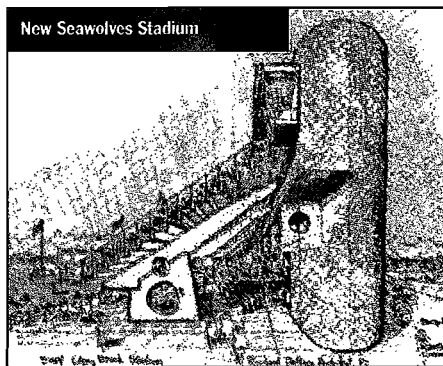
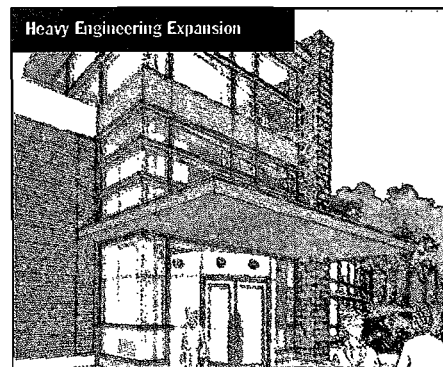
A groundbreaking for the new Athletic Stadium was held on October 25. The stadium has a \$17 million budget and is slated for completion by Fall 2001. The central element of this new stadium will be a 7,500-seat facility with press boxes and a concession area. The multipurpose sports facility will have an earth berm around its perimeter and will house football, soccer, and lacrosse.

Our campus plant is changing more rapidly than any time since the Mud Days. There are also major rehab projects: 21 of the 25 residence halls have been rehabbed, and the project will be finished in a little over a year's time; the roofs and skin of the Health Sciences Center are being replaced—the scaffolding will come down after many years. Lecture halls are being refurbished, and we are rapidly dealing with the need for more and more technology for faculty and students.

A Room with a View

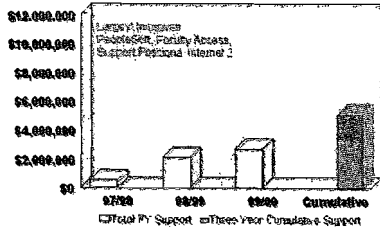
Two new projects will also make a big difference at Stony Brook. The Stony Brook Foundation has committed to finance the rebuilding of Sunwood—not as grand as the original but a living room for the University, a place for lectures and small conferences and concerts and parties. It will include two distinguished guest suites and a presidential apartment. And the Foundation is also hard at work to build—finally—a conference center hotel on campus.

The quality of space matters to the process of education. Through the SUNY Construction Fund's significant increase and through savings effected on campus, Stony Brook is moving full



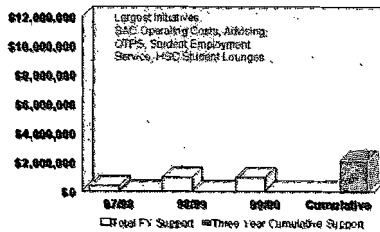
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NEW PRESIDENTIAL SUPPORT FOR TECHNOLOGY
Three Year History of Additions



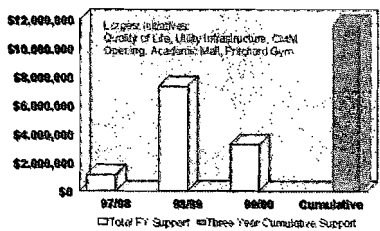
11

NEW PRESIDENTIAL SUPPORT FOR STUDENT SERVICES/ACTIVITIES
Three Year History of Additions



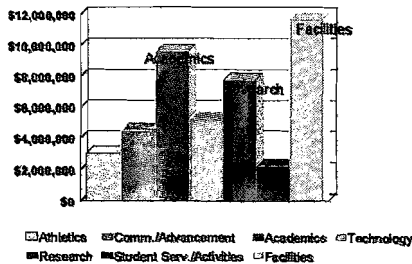
12

NEW PRESIDENTIAL SUPPORT FOR FACILITIES
Three Year History of Additions



13

NEW PRESIDENTIAL SUPPORT FOR VARIOUS CAMPUS INITIATIVES
Three Year History of Cumulative Additions



speed ahead to make our plant fit our needs, including the need to live and work in a beautiful and supportive environment.

Increased Enrollment

This year's enrollments are strong (*Graph 14*). Freshman increased this year to an all-time high of 2,248. Our total enrollment jumped by 500 students to 19,128, achieving our highest enrollment ever for the third straight year (*Graph 15*). West Campus new full-time graduate students declined for the second straight year and are now at the lowest point since 1985 (*Graph 16*). Health Science enrollments declined slightly. But overall, enrollments were significantly up, because of a larger number of continuing students (*Graph 17*).

Since fall 1996, we have increased enrollments by 1,800 students, and SAT averages have risen by 30 points over the same period (*Graph 18*). Needless to say, our three-year growth is unmatched by any other SUNY school.

A quick look at our student population reveals that 50 percent of undergraduates and 57 percent of graduate students are female and 29 percent of the faculty are female (*Graph 19*).

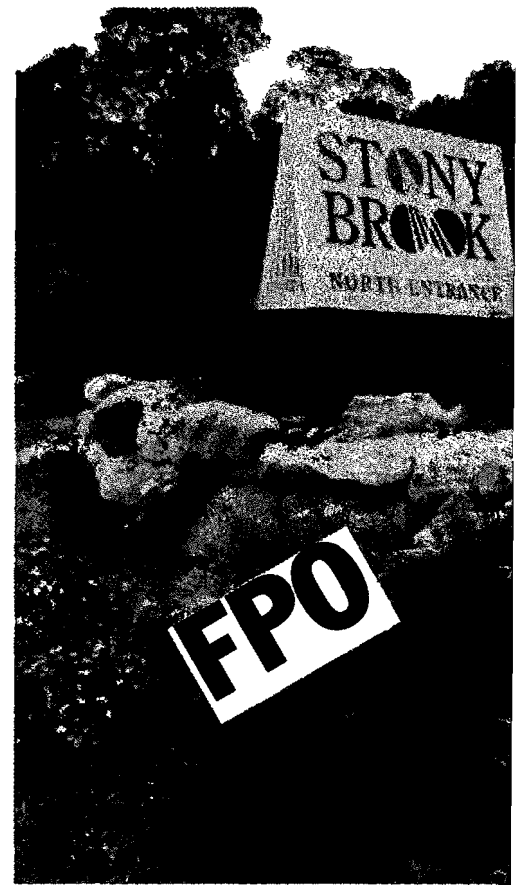
Of our freshman class, 35 percent list themselves as being Caucasian, 29 percent are Asian, 11 percent are African American, and 8 percent are Hispanic (*Graph 20*). Of our full-time undergraduate population, 37 percent are Caucasian, 22 percent Asian, 9 percent African American, and 7 percent Hispanic (*Graph 21*). In contrast, 83 percent of our full-time faculty is Caucasian (*Graph 22*).

Prospective students list their areas of interest when they come as freshmen (*Graph 23*). This year there was a significant increase in those expressing interest in Computer Sciences.

Focusing on Students

We are paying more attention to students, graduates and undergraduates,

in every way. All research universities are making remarkable changes in response to the Boyer Commission Report—truly remarkable. But since I chaired the Commission, Stony Brook has a particular role to play—people look toward us. Opportunities for undergraduates to do research in science labs is a longstanding tradition at Stony Brook, but the Boyer Report affirms that all students should have research and discovery as a mode of learning, not just a gifted few. Now faculty in all fields are beginning to



Brightly colored, well-lit signs mark all entrances to the campus.

explore ways to provide those opportunities—the Boyer Report speaks of the student's "Right to Research," and we must take that right very seriously.

Learning communities, honors programs, and many other creative approaches to teaching have made Stony Brook a more vital intellectual



CAPTION

center for undergraduates. Moreover, we now have a serious orientation for teaching assistants. A number of courses are being recast for the new generation of undergraduates. I feel Stony Brook will truly be a leader in undergraduate education. But the competition is strong. Stanford started offering seminars to all freshmen; all juniors at Princeton must do original research or creative work; Cornell invested \$200 million in undergraduate education; we have actually invested very little financially in our undergraduate improvements, though many faculty invest themselves in a gratifying way. The Center for Excellence in Learning and Teaching is well on its way, headed by David Ferguson, and we will soon announce a new national center to focus on innovation in undergraduate education, under the directorship of Wendy Katkin.

In my inaugural speech in the spring of 1995, I committed to rehabbing all the residence halls in five years. We will make this deadline, give or take six months. Two results have followed: some 500 beds are off line every year during the work, and more students than ever request residence hall space. In the short term, this has been a serious problem, although one we probably would not have had had the halls not been improved. We believe the unmet demand for housing

is sufficient to fill all 500 beds. By next year we will finish all the residence halls; we are also planning to build a new one on a garden-style apartment format.

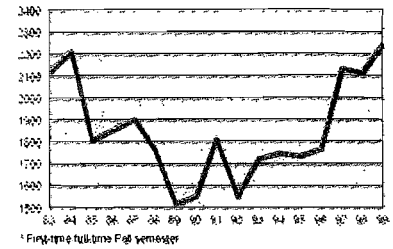
A Safe Community

We have also been most responsive to student concerns about safety. Every member of our community has the right both to be safe and to feel safe, and both are important. When we had problems on campus last year, we redoubled our efforts through my six-point plan; thus far we have:

- Installed more than 160 new lights on residential buildings.
- Increased by eight the number of police officers patrolling our campus.
- Created branch police precincts and increased police presence in all residence hall areas.
- Established a Safe Home Ride Service that provides students with evening transportation to residence halls and parking lots.
- Installed 20 new blue light phones around campus and identified locations for 24 additional cellular blue light phones, bringing the total up to 100 phones.
- Prepared new closed-circuit television cameras, soon to be online, raising the total number on campus beyond our goal of 24.

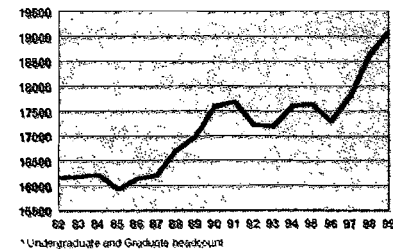
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NEW FRESHMEN* West Campus



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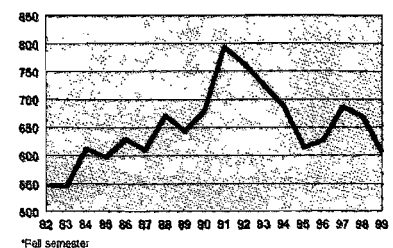
TOTAL ENROLLMENT* West Campus and Health Sciences Center



We have to think strategically about where we most need new people, and we cannot afford to hire any but the very best.

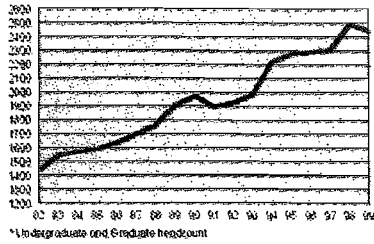
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NEW FULL-TIME GRADUATE STUDENTS* West Campus



17

HEALTH SCIENCE ENROLLMENT*



* Undergraduate and Graduate headcount

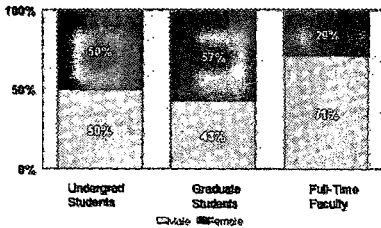
18

**FULL-TIME FRESHMAN
Fall 1996, Fall 1997,
Fall 1998 and Fall 1999**

	1996	1997	1998	1999
SAT Math	554	566	579	571
SAT Verbal	516	529	533	528
SAT Combined	1,070	1,095	1,112	1,099
High School Average	88.0	88.1	88.4	88.4
Students	1,770	2,135	2,115	2,248

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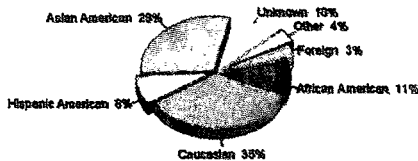
GENDER DISTRIBUTION



Fall 1998 students Preliminary Fall 1999 Faculty

20

**ETHNIC DISTRIBUTION
Freshmen**



Fall 1999

Athletics Excitement

As you probably are now aware, we have joined Division I athletics. The buzz on campus is palpable. We have two outstanding new basketball coaches, Nick Macarchuk and Trish Roberts; we have gone into Division I play with great enthusiasm—and some victories. We have developed a responsible funding plan. We have moved forward with alacrity. Our new stadium for football, soccer, and lacrosse will be an important part of our expansion of competitive sports, but even in our old stadium, there is a growing sense of excitement. Moreover, minor detail, win or lose, our scores are broadcast and our University is listed week after week on the CNN and ESPN stats.

Good athletic programs can create strong bonds between university faculty, students, alums, and community citizens. Stony Brook needs the kind of activities that bring us together. And it is a fact that winning teams increased applications and SAT scores. I see sports as part of what we are doing to make the years at Stony Brook the most wonderful years of our students' lives; they should remember them warmly forever.

One of the areas in which we need a lot of work is bringing our alumni back into the Stony Brook fold. Although our alumni connections have improved significantly in the last several years, we have a long way to go. Now we are planning to start a capital campaign, probably for \$100 million. More than ever we have incentives to embrace our alums in a way that will retie them to Stony Brook. Athletics will help.

A New Plan of Action

It's sometimes hard for me to believe, but this is the last year of Stony Brook's first Five-Year-Plan (*Graph 24*). You can see that the majority of action items have been completed and the remaining items are targeted for this academic year. Planning processes understandably create skepticism, and

at Stony Brook, there may have been skeptics who thought this initiative was just another planning process that would go nowhere. If so, they were wrong. We were very specific about what needed to be accomplished to fix the problems at Stony Brook. We set firm dates by which things needed to be done. Of course, some work remains for this year, but we can all be proud of the accomplishments to date. And we did many things that could not be foreseen and were not part of the plan—taking over the management of Brookhaven is, of course, the most prominent and remarkable example. But we also stuck to our plan and made it happen.

- Now it is time to begin the next Five-Year-Plan for 2000 to 2005. The areas of focus have been announced:
- Academic Excellence
 - Research, scholarship and creative activity
 - Students' academic experience
 - Facilities
 - Diversity and internationalization
 - Campus Services
 - Outreach and entrepreneurship

We have heard from hundreds of volunteers and nominators for the Task Forces that will work through this semester. In the spring, a Coordinating Committee will take the recommendations of the Task Forces and create the Plan. Then they will vet it in open meetings, consider all recommendations from those meetings, and finalize the Plan.

**Examining the Past,
Looking Toward the Future**

As I thought about this speech, I pulled out a copy of my Inaugural Address of April 1995 and re-examined my rashly specific committed goals for the year 2002. While I will not subject you to a repeat of that speech, I will tell you that I was pleased at how much of that agenda we have achieved. The goals ranged from increased research funding to a technological infrastructure to a supportive environment for our students (including better

advising and career services, renovated residence halls, better transportation, an efficient registration system, and more competitive stipends for graduate students) to better facilities. ("We cannot learn, teach, or do research in sub-standard spaces. Facilities strongly affect the academic processes; our work places should convey the conviction that what we do here is important. Improvement of our dormitories, classrooms, laboratories, and outdoor spaces will be a major priority despite the budget.")

I, of course, then thought about what I would say if I were giving that speech now. Let me suggest a few things:

First, this is the time when we must focus intensely on hiring outstanding faculty. We have to think strategically about where we most need new people, and we cannot afford to hire any but the very best. Now that we have paid off our debts, we must invest wisely in people, our most important resource—every single hire should make Stony Brook a better place.

Second, we must continue to focus on providing students, graduates and undergraduates, a better experience in and out of the classroom. This campus has an incredibly exciting diversity of students. We have the opportunity to create the leadership of the future more than any institution I can think of—the diversity, the excellence of the programs, the opportunities that exist in New York. But the college experience needs to be exciting and stimulating and satisfying, and needs to be fun. Our students should never want to leave Stony Brook.

Third, we must broaden and deepen our role in economic development, not only on Long Island but also in New York City and beyond. We've made a great beginning, but we can do much more, both in terms of research and in terms of educating the workforce. And let me say that our contributions are not limited to computer science and the health fields—we must

clear paths for majors in many disciplines to have both the technical skills and most importantly the intellectual experiences to succeed in the industries of the twenty-first century. We must give them the knowledge, the flexibility, and the aspirations to become leaders.

We will have to be more entrepreneurial and ready to raise our own money. We will continue to make our voices heard in Albany and Washington, but we will also continue to increase fundraising, most notably through a capital campaign in which all of you need to be involved. We will make sure our royalty stream, research dollars, and corporate support continue to grow. We will do things more efficiently and save money. And then we will take that money, as was true with the \$44 million I discussed, and invest it in propitious ways in this great university.

We will continue to meld into one University. We will have to realize, as I said in the inaugural speech, "that we are part of a single campus. . . . Stony Brook is many principalities, but its strength can grow only if it becomes one integrated institution. . . . we must continue to work together for a central identity, shared pride, and a sense of community."

We must take very seriously our role in the cultural life of Long Island. From our work with school children to our Staller offerings to our bicycle path to our Round Table for older citizens to our Division I athletics, we are one of the strongest reasons for people to move to Long Island.

And we must work to make life better for all our campus families. Courtesy matters. Kindness counts a lot. Strength and solidarity are essential—but to be world class we must also be truly committed to making our extraordinary thousand-acre universe a splendidly nourishing environment for all who live and work here. *

