

STONY BROOK ENTERS THE DECADE OF REFINEMENT

CONVOCATION ADDRESS

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IN THE BEGINNING:

The title for today's remarks is fallout from Stony Brook's Master Planning process. This semester we have architects from the firm of Perkins and Will working with us to lay out a Campus Master Plan for the next ten years. The only record I can find of the first such plan is a collection of photographs from a mounted exhibit at the dawn of the Sixties. It showed Stony Brook as a medium-sized brick-buildinged college, arrayed conventionally enough in symmetrical fashion about a mall with a circular drive. That plan must have been drawn up even as a commission chaired by Henry Heald, appointed by the Governor and the Board of Regents, was meeting to consider how New York would respond to the challenge of Sputnik.

THE FOUNDING DECADE:

Within months (in 1960) the Heald Report urged the State to build major university centers in Long Island and Buffalo. The State University of New York, little more than a decade old itself, responded with a resolution to build four centers. A new administrator, the first with the title of President, came to the nascent Long Island campus to wrench it onto a new course. His name was John Lee and he lasted eight months. Those of us who were not present then can see his role as shaped by tremendous forces, not the least of which was a sense of urgency in high places, overwhelming entirely the vision of collegial progress toward innovative forms of undergraduate education in the new age. What followed was a turbulence that always heaves up when forceful leaders tug societies along faster than their natural flow.

These were the early events of Stony Brook's Founding Decade. Three years after the appearance of the Heald Report another gubernatorially-appointed committee chaired by Malcolm Muir called for, and the SUNY Trustees endorsed, a major research-oriented medical center at Stony Brook. In 1967 the period drew to a close with the first Comprehensive Master Plan mapping out the physical facilities within which these great visions would be realized. Gone was the symmetrical arrangement and circular driveway. The new plan superimposed massive structures on an underlying skeleton of existing buildings that were too small and more or less in the way.

The Master Plan of 1967 did not envision the oil embargo of the early 1970's, the subsequent leveling of Long Island's sizzling rate of growth, the financial crisis of New York City, the migration of industry to other states and countries. But every major building we see now was on that plan, in the place allotted and roughly of the size and functionality envisioned more than twenty years ago. The University Center at Stony Brook looks today rather as it was meant to look. There are fewer buildings, particularly those providing faculty and staff housing, and we miss them terribly. But what is remarkable is the similarity of the reality to the vision. More remarkable is that the University - not just the bricks and mortar of it - has become so close to what those founding commissions had in mind. More about that later.

THE BUILDING DECADE:

The next ten years were busy with construction. It is difficult to imagine a period of social history less congenial to such an enterprise. In the middle of the Building Decade, the State ran out of money - or at least slowed dramatically the expenditures for public higher education. Pre-occupation with the impact of postwar technology on lifestyles, with social justice, with an unpopular war, and later with the implications of the oil embargo created unusually deep divisions among the communities that traditionally collaborate to weave the delicate magic of university life. The Stony Brook of the Building Decade is more obscure to us even than in the earlier years. So much of such significance occurred for each part of the community - students, faculty, administrators and staff - but for each the significant thing was different.

Today I speak with alumni from the Building Decade who treasure their years here. Their experiences with their roommates, dorm mates, classmates were profound, revelatory. For them the objectives of building a new campus were remote and secondary to their immediate interests. The same alumni speak of alienation from the campus establishment, including all but a few favorite faculty. (Not always the same faculty. It appears that practically every professor was someone's favorite.) For faculty, the times must have been simultaneously exhilarating and appalling. Seven buildings on the average were completed each year. The administration concentrated its attention, rightly in my opinion, on forcing the pace of construction while the momentum held. Subtle notions of management -- organization, communications, information, control, lines of responsibility, employee development, training, maintenance, ceremony -- were implemented to the least degree permitting the campus to operate at all.

But it was not only buildings that got built during that decade. It was then that our exceptionally strong departments developed stability and form. Superstars came and went, but by and large the balance of movement was favorable and Stony Brook built a reputation for high faculty standards that commanded national attention. Near the end of the decade, an updated Master Plan in 1976 acknowledged Long Island's change of course but added little to the original conception of what the campus should be and how it should work. Stony Brook had not yet settled into an operating pattern that could give practical guidance for the next phase of development. In particular, the consequences of rapid construction and inadequate maintenance, the dominating influence of the automobile, the shortage of affordable housing in the region, and revolutionary changes in health care patterns were critical elements missing from the plan. Looking back now on the 1976 Master Plan, one has the impression that the campus it described existed wholly apart from its history and its social environment.

THE DECADE OF CONSOLIDATION:

When I came to Stony Brook early in its third decade, the last major facility of the building years (the Fine Arts Center) had been completed. My predecessors Johnny Toll, Alec Pond and Dick Schmidt had themselves begun the long process of transition from a building to an operating mode. Stony Brook had entered the Decade of Consolidation. The poisonous budget atmosphere of the last years of the building era continued to plague campus efforts to clean up literally thousands of leftover physical plant problems. Many buildings had opened without the usual addition of maintenance personnel, and budgets for supplies and materials went rapidly backward in these years of soaring inflation. But the social atmosphere was easier, if less exciting, for universities. Students were looking more carefully at the origins of their discontent. They were more willing to work systematically for improvements in their own quality of life. Faculty could see the need for attention to academically peripheral operations that were nevertheless essential to the survival of the campus. Everyone was relieved that the construction had come to an end and that now the campus could begin to operate normally.

Stony Brook during the Decade of Consolidation was preoccupied with administration: reorganizations, new ways of budgeting, of working with unions, governance groups, student organizations. Personal computers, inexpensive office automation and clever software became available at precisely the right time to help with the more complicated 'software' the University needed to make its hardware work: a hundred buildings, twelve miles of roads, two power plants employing a rare hot water technology, many elevators barely functional, endlessly increasing outdoor lighting, laboratories, animal care facilities, and a great diversity of people to keep it all going.

Academic programs have been subjected to the same pre-occupation. The past ten years have seen unprecedented activity in curriculum experimentation, systems of advising, administrative relocation of programs, systems of evaluation, decentralization of authority. Student Affairs, University Affairs, athletics, Residence Life -- all experienced a complete metamorphosis during the Decade of Consolidation. The effort has been more difficult than I expected, and progress has been uneven. But Stony Brook works better each year, and we now know that continued attention produces continued improvement.

THE DECADE OF REFINEMENT:

And so we come to the end of the beginning. We have Founded, Built, and Consolidated. What next, Stony Brook?

What next should by now be obvious to all. An institution works best when its motion springs from the energies of its people. All this mud and sweat and pain brought about the conditions for getting something done -- or more accurately, for getting many somethings done. Scholars study and write about their various fields; students of all ages learn and grow and commence to powerful careers; artists bend their talents to enrich culture; professionals bridge the gap between practice and scholarship. Physicians heal, teachers teach, and all try to make sense of what is happening around us and communicate our insights to the world. ✕ If Stony Brook is ever to achieve its place in the highest rank of universities, it will be because we excel in these diverse but elemental roles. ✓

The most important task for us now is to do what we have already begun to do, only better. ✕ More important than new buildings is to do more with the buildings we have. More important than new programs is to make the programs we have excellent. ✕ More important than floods of new students is the enrichment of the student body in talent and diversity. More important than distinctiveness is distinction. Our mandate is broad and we have set ourselves an enormous stage. Few are yet aware of the multiplicity of our accomplishments. Our fame will not be decided by any one initiative. It will be determined by our ability to produce excellence in each of our ventures, not as a special case, but as a matter of course.

That is not to say that growth and consolidation are finished. We need certain additional programs. We need housing. We need research space. We need certain specialized teaching facilities. We need more student activity space, more study space. But these will not be projects that dominate the attention of the entire campus. They will develop in a more or less normal mode alongside the really important work.

EXCELLENCE AS ROUTINE:

Our immediate task is to make of Stony Brook a machine for the creation of excellence. Exceptional accomplishment must become routine. I am not suggesting that excellence may be achieved without supreme effort. But that effort is more productive as it is more concentrated on the central issue. We are still spending too much of our time fighting alligators instead of draining the swamp. The barriers our students must overcome to realize their full potential should be only the ones they find within themselves. The time our faculty have for scholarship should be wholly productive. Each victory should be over a worthy opponent.

Faculty Excellence

Stony Brook's accomplishments during the past year are a remarkable indication of what we can do now that we are geared up for it. The inside covers of today's program are filled with the names of recent faculty honors and awards. Anatomy Professor John Fleagle became Stony Brook's second MacArthur Fellow within two years. No other SUNY campus, and only three others in New York have as many. Our tally of National Academy members increased by one with the election of Ellis Johnson in Applied Math and Statistics to the National Academy of Engineering. Chunhul Zhang of that department and Johanna Stachel in the Institute for Theoretical Physics received Presidential Young Investigator awards. Last week we celebrated the opening of the Howard Hughes Medical Institute Laboratory centered on Neurobiology Professor Paul Adams, our other MacArthur Fellow. Stony Brook faculty proposals also attracted two site visits, out of only 48 nationwide (in response to nearly 400 proposals) for the prestigious (but as yet inadequately funded) NSF Science and Technology Center program. There were only five such site visits in the State, the others at Columbia, Cornell and Rochester. Stony Brook was also in good company with this year's five Guggenheim Fellowships, tied with Harvard. None were awarded to faculty at other SUNY institutions. A glance at the program shows all sectors of the University receiving impressive honors this year.

Visible Excellence

At last year's convocation I listed fourteen expectations for Stony Brook's fourth decade. The first was that our mission as a research university would become evident to all, and the second was that we would be viewed as successful in carrying out that mission. There is no question that this is happening at an accelerating pace. An unexpected but reassuring confirmation comes from Tom Clancy's new high-tech adventure novel, now number one on the New York Times best-seller list. No, Mr. Clancy has not become a member of our faculty, but a key character in his story, a brilliant young

scientist, is depicted as having received his Ph.D. degree from Stony Brook. Mr. Clancy is regarded as having infallible inside information. Of course we always knew physics at Stony Brook is first rate, but the idea is for others to know it as well.

To press for even greater visibility, we have a new Associate Vice President for University Affairs, Dan Forbush, recently Vice President for Public Relations at Syracuse University and an expert in university/media relations. Dan is working with other offices to plan a major image-building initiative for the campus. The idea is not to cover up our shortcomings, but to let others know of our impressive accomplishments.

Communicating Excellence

Last year I emphasized that we must learn more about ourselves. To this end, 'Campus Currents' will be enhanced, with every fourth issue focusing in depth on one of our centers of interest. You may already have seen the first outstanding copy of the metamorphosed alumni publication, now called the Stony Brook Magazine. It features Jeffrey Rafkin, Class of 1964, originator of the Macintosh computer user interface. Our student recruitment literature is being overhauled to send clearly the messages we want prospective students to hear. These are early examples of our determination to improve the quality, appearance and coherence of the means by which we and others learn about ourselves.

Our Thirtieth Birthday Party last May, scheduled simultaneously with key alumni reunions, was an enormous success. Turnouts from the community as well as alumni exceeded expectations. I have asked the Office of University Affairs to begin planning for another similar event this year - but focusing on the life of the University. It will be the first of what I hope will be an annual tradition of Open Houses in which the campus invites the entire University community, friends and neighbors to see what happens within our buildings. This is the first general announcement of the program, and I am asking your cooperation when contacted to ensure its success.

Maintaining Faculty Excellence

Stony Brook is in the envious position of having the solid accomplishments necessary to support a stronger image. Our image building is a process of providing eloquent brokers to link faculty, student and alumni accomplishments with interested publics. The accomplishment is there, and it will continue to be there in the future, as I predicted in my Thirtieth Anniversary Address. Stony Brook has passed the threshold of stability. We are increasingly attractive to

the best faculty. Striking evidence for this can be seen in the recent round of new arrivals: National Academician James Glimm, one of the nation's leading applied mathematicians will come from the Courant Institute to chair our own department in that field. He will enjoy the company of Fields Medalist John Milnor who will come to us from the Institute for Advanced Study to establish a Mathematics Institute as part of the SUNY Graduate and Research Initiative. Milnor has been described as one of the world's greatest living mathematicians.

Other recruitments were equally impressive, including two new deans: Professor Jordan Cohen, formerly Medical Director of Michael Reese Hospital in Chicago is our new Dean of Medicine. Professor Andrew Policano formerly at the University of Iowa will become Dean of Social and Behavioral Sciences. The program shows all the senior faculty appointments. I am particularly pleased to draw attention to the appointment of our long-time friend and ally Lee Koppelman, who will lead the creation of the Center for Regional Policy Studies, another venture of the Graduate and Research Initiative.

AN ASIDE ON HOUSING:

Few recruitments are untouched by Stony Brook's continuing serious housing problem. Last year I appointed Professor Stan Altman Presidential Fellow for Housing to coordinate efforts to obtain lower cost housing for our faculty, staff and students. One result is a major new residence facility for graduate students scheduled to begin during the current year. It will be located between Tabler and Eleanor Roosevelt Quads. An affordable housing project for faculty and staff was mentioned in Governor Cuomo's State of the State Message earlier this year, and essentially all parties have agreed in principle to the concept of building rental units on the campus. This project is currently sidetracked by a frustrating bureaucratic colloquy over how best to proceed, but we are attempting to make sure it appears in the next cycle of budget legislation. When it is built, with luck during the next two years, it will be located at the northern tip of the campus surrounding the Department of Environmental Conservation building.

Meanwhile, the Stony Brook Foundation this summer approved a system of short term loans for housing assistance. The amounts available are small, but several new faculty have already benefited. We have been able to do even more by working with friendly local banks to secure unusually favorable terms for new faculty and staff mortgages.

Affordable faculty and staff housing is a good example of the kind of refinement we can make in the Stony Brook machine to lower artificial barriers to excellence.

The Diverse Face of Excellence

Other barriers to excellence are more subtle. The time is past when we could say we have an excellent faculty when so few are representatives of significant minority populations in America. The latest statistics on Black and Hispanic faculty are gloomy. None too soon did Vice Provost Lichter and his colleagues convene a nationally acclaimed conference last fall on how faculty can assist in encouraging more young minority scholars to choose faculty careers. But it is not only meagre availability that is keeping our statistics down. I have become convinced that departments will need to extend their range of interests to accommodate the fields of excellent minority scholars as they become available to us. We are not doing that often enough to take advantage of the opportunities that do present themselves.

Our success in attracting and keeping talented minority students, faculty and staff is highly sensitive to the social atmosphere of our campus. In last year's convocation series, Provost Schubel introduced the important concept of 'bonding' to the University. 'Bonding' can be enhanced through events and activities specifically designed to bring people together, and I am pleased to see more such opportunities on campus: the Faculty Club in the Chemistry Building produced by Provost Schubel's office, the Employees Activities sponsored by the Office of Human Resources and the Employee Relations Council, an increasing number of awards, recognition dinners, etc. But we must work harder to avoid certain kinds of personal behavior that can destroy bonding before it has a chance to form. We need to value simple courtesy in dealing with each other, to try harder to understand the conditions of each others' jobs, and to acknowledge cultural differences as normal. As an institution seeking to prepare people for a society enriched by many cultures, we are especially obligated to create an atmosphere of objective and tolerant treatment of persons from different ethnic, religious or national origins.

An important part of Stony Brook's process of refinement will be the development of behavior among all students and employees that celebrates personal diversity and makes everyone feel a useful and productive part of our machine for excellence.

Excellent Curriculum

The concept of Stony Brook as a machine that creates excellence is particularly clear in the process of education. Set aside the negative connotations of an 'educational machine.' I am referring to the wholly positive notion that the wheels of the University should mesh together to help our students at each step in their passage through our particular

brand of higher education. From recruitment and admissions, through registration, billing, advisement, course selection, instruction, and evaluation, to commencement, career placement, and continuing education, the University should present a helpful and consistent aspect to each student. Current actions carried out under the vigorous leadership of Acting Vice Provost for Computing and Communications Robert Schneider are bringing better technology to bear on these operations. But it is not only the various systems of keeping track that need to mesh and produce consistent results. We also bear responsibility for the coherence and consistency of the content of our educational offerings.

The graduate curricula are usually fixed by the canons of each well-defined field of scholarship. Everyone agrees that within the sum of these fields there are all the necessary elements of an excellent undergraduate curriculum. But no one department feels responsible for shaping this potential into a coherent scheme. The undergraduate curriculum, insofar as it goes beyond a departmental specialty, must be the responsibility of a 'meta-department'. At Stony Brook this function is performed by the Office of Undergraduate Studies. Steady curricular improvement requires faculty responsiveness to the direction provided by this metadepartment. Currently, each advance in curricular quality is gained in special initiatives at tremendous expense of time and energy. But like the other forms of excellence we have been discussing, continued excellence in undergraduate curriculum requires institutionalization of the curricular improvement process. That will not occur until each faculty member and each department chair understands that curricular improvement is part of the normal job description and that its direction comes at least partially from outside the department. The dawning consciousness of this idea, already well advanced in some departments, is part of the Refinement I am speaking of today. Vice Provost for Undergraduate Studies Aldona Jonaitis deserves much praise for lifting the groaning weight of our current general education program out of the murk and shoving it toward dryer ground. Please lend her your ears.

Excellent Students

The point of all this curricular excellence is to produce excellent students. A peculiar attitude regarding student excellence pervades higher education today: one would think that the objective is to admit the most excellent students to our programs. That seems to me somewhat wrong-headed. Our objective must be to produce the most excellent alumni. Our product is the 'value added' of education. I am reminded of the studies widely publicized earlier this year that disclosed a debilitating American attitude toward learning mathematics. Here we act as if mathematical talent were

a gift from heaven to a rare few, and if you don't have it, don't even think about a career like engineering, science or economics. In other countries, it is assumed that anyone can learn mathematics, and consequently everyone does. Is our attitude toward 'admission standards' any more rational than our attitude toward learning mathematics?

I am not suggesting that anyone can take full advantage of a Stony Brook education regardless of preparation. But I deplore the fixation on credentials at matriculation as opposed to excellence at commencement. Our objective should be to encourage talent and aim for diversity among our students reflecting the diversity that we find in society at large. I too would like to see a higher percentage of our entering freshman class devoted to high-achieving students, because we are not getting our share of such students now. The real problem with the Stony Brook freshman class is that we do not have as much control over its composition as we would like. That can be fixed by refinement of the recruitment process to increase the applicant pool and the yield rate on offers of admission. I am very pleased to report that our new Dean of Enrollment Management, Theresa Larocca-Meyer, has already introduced substantial improvements in our recruitment and admission process that are certain to produce some of the necessary refinements. This is also the time to congratulate Vice President for Student Affairs Frederick Preston on his persistent and highly effective efforts to improve the entire cycle of student services. The task of consolidation of this formerly chaotic area was begun by his predecessor Elizabeth Wadsworth, but Fred has completed the task and initiated an entirely new level of refinement. In the process, you should know, he has attracted national attention in his field and brought credit to us from quarters of higher education we scarcely knew existed before he brought them to our attention.

Excellence Everywhere

"In her fourth decade," I asserted last year, "Stony Brook must value excellence not only in academic affairs, but in every aspect of her operation" and furthermore, "Stony Brook will look better and work better" and "we must decrease the time it takes to get things done to carry out our mission." All of these assertions were linked to the determination to refine management and its associated technology to a level of quality "commensurate with our stature as a great research university." To achieve this I promised that "Stony Brook will continue to make bold administrative changes to adjust to changing needs and environments."

Apart from the spectacular successes in faculty recruiting, no other campus events of the past year promise as profound an impact during the decade of refinement as the

changes that followed the work of the Committee on Administrative Organization chaired by Professor Robert Liebert. Using their report as a guide, and working with administrative colleagues who were prepared through two years of thoughtful analysis, we have introduced a new generation of leadership in the areas of administration, finance, and campus services. Two vice presidential search committees chaired by Florence Boroson and Peter Paul are now hard at work. They are assisted in their efforts by a professional search firm, consistent with a recommendation of the Organization Committee. The extensive changes have been documented in a series of memoranda and announcements to the University community.

One important change is an expansion of my office by transferring certain functions and positions from other areas. Professor Stan Altman is serving as Deputy to the President for two years to define the position for a permanent successor. Carl Hanes has become Deputy to the President for Special Projects, the most important project being the creation of a cogeneration facility for the campus in order to provide utilities below current cost. He is also working closely with Professor Peter Kahn whom during the summer I appointed Presidential Fellow on Energy Conservation. Together, and in collaboration with physical plant personnel and others throughout the campus, they have achieved an exceptional reduction in our rate of energy consumption. This is especially important because of the substantial underfunding of our utility budget this year. The changes in my office are generally in accord with the recommendations of the Organization Committee that urged an increase in administrative mechanisms to ensure accountability in the behavior of other campus units.

It is difficult to trace specific results to any such general reorganization, but to my eyes the campus does look better. It seems to me that it is working somewhat better too, with the decentralization of purchasing, improved bus service, better bookstore operation, better management information to administrators, more training, and more reporting in critical areas such as dormitory conditions. These areas are being transformed by new ideas brought by managers new to their roles at Stony Brook: Dick Brown, Richard Young, Tony Aydinalp, Dick Wueste, Louis Rose, George Mahshi. They are part of the new era of refinement.

THE MASTER PLAN:

On top of all this we have in progress the updating of the Comprehensive Campus Master Plan. The aim of that exercise is to map out refinements to the physical situation of the campus. Key issues are traffic flow, access to buildings, parking, improvement of the campus/community interface, landscaping, creation of formal spaces, signage, etc. In

each case we expect to identify 'capital' projects for special funding to solve major long-standing problems. SUNY is cooperating closely in this venture. They too recognize the need for campus refinements at Stony Brook.

THE COST OF REFINEMENT:

But can we afford these refinements? Aren't widely publicized State financial problems a major obstacle to further progress at Stony Brook? Before I address this question, let me point out that only 43% of Stony Brook's combined annual budget comes from State tax dollars. The rest comes from tuition, hospital revenues, dormitory fees, federal grants and contracts, fund raising and corporate sponsorship. The operations supported by these revenues are relatively stable with respect to fluctuations in State support. Furthermore, we are proposing that some of our most needed projects should be funded from non-State financial sources. The conference center project, still moving toward a construction start date within the next ten or twelve months, will be privately financed. Similar arrangements can be made for faculty and staff housing, the cogeneration facility, the ambulatory care extension to University Hospital, the proposed incubator building, and others. These projects can move ahead as long as the need exists for them.

Avoiding an Academic Williamsburg Bridge

It is in the area of academic programs that we are most vulnerable to major cutbacks in State support. After our experience of the mid 1980's with inadequate support service budgets, we cannot afford to absorb more budget reductions by cuts in Maintenance and Operations or General Institutional Services. Provost Schubel and his colleagues have embarked on a long overdue re-evaluation of the use of sponsored research overhead funds to support services to investigators. I expect that under the forthcoming financial pressures we will alter the deployment of such funds in order to maintain or even increase support services to academic programs. More of them will go to support the services to investigators for which they were collected in the first place. That will free up State-funded positions that can be used elsewhere.

This year we reached the limit to which budget deficits could be repaired through assessments against all areas. Next year, if predictions of State revenue shortfalls come true, some entire programs will have to go. I wish there were another solution, but if it is necessary, I will insist that some units simply be closed down so that others may continue to improve. I know from experience that the choice will be extremely difficult and that there are many constraints on what can be done, but I will do everything in my power to prevent further across-the-board cuts to departments.

The really important point about these possible program reductions is that they need not, should not, will not bring the entire campus to its knees. Our challenge is to convince the people of New York that every one of our programs deserves their support; that none is deficient, or inefficient or superfluous; that on the contrary, the State cannot afford to do without them. That case is best argued by unambiguous demonstrations of excellence of the sort I have drawn to your attention today.

Doing More with More

As we make our case for scarce State support and manage our resources ever more jealously, we must continue to increase support from the other sources. The flat spot two years ago in our dramatic growth in sponsored research has kinked back up again into the old exponential pattern. This is an extremely important source of funds for the campus, and I have pledged my full energy in securing the greatest possible benefit from it. I have worked for years with SUNY administrators and other university center presidents to get more of the indirect cost portion of sponsored support back to the campus. Our labors are beginning to have some effect, and none too soon. This is a refinement that will help us weather the serious budget storms ahead.

In mapping out new ways of using our resources and tapping new reservoirs of support for Stony Brook, no one has been more imaginative and energetic than our Provost Jerry Schubel. Lest there be any doubt at all about it, I am stating here clearly that the changes Jerry is making in the use of funds available to the academic sector have my full support and will be a permanent part of the refinement of Stony Brook budget practice. I am referring to his insistence on serious efforts by units seeking funds to garner funds themselves from other sources, of his habit of providing seed funds for worthy projects that can eventually fund themselves, of his ideas about how overhead from sponsored research should be used, of his desire to fund more technical support to investigators from such funds, of his demand that tough decisions about priorities be made by deans and department chairs. We may be able to refine how we go about implementing Jerry's philosophy, but we are not going to find a better sense of what is needed for the budget environment of the future.

The Foundation of Future Success

The effective implementation of the philosophy of self-help that Jerry espouses ~~requires additional investment~~ of resources at the interface between us and our potential benefactors. Vice President for University Affairs Patricia Teed has wrestled with the problem of escalating demands for

services far in excess of the capacity of her office to deliver them. But the results, at least in fund raising, are astonishing. Under the able Directorship of Denise Coleman the assets of the Stony Brook Foundation have grown five-fold in four years to their current value in excess of \$10 million. With the growth in assets has come increased professionalism in the management of operations and investments. It is the Stony Brook Foundation with its subsidiaries and partnerships that provides the vehicle for non-State development of the major capital projects I mentioned earlier. The Pollock/Krasner House and Study Center is now a going operation under the auspices of the Foundation. On other development fronts, the organization of our alumni is progressing geometrically, and our Annual Fund Drive, introduced by Denise only four years ago, will bring in more than \$200,000 this year. This is truly one of the mechanisms whose refinement will produce endlessly to our benefit.

Fund raising requires system and patience. Large gifts from private individuals rarely result from a single proposal, no matter how impressive, but from years of confidence building. It requires creating opportunities for potential benefactors to learn about Stony Brook and its extraordinary people. It requires institutional self discipline to present a responsible and consistent image to its donors. And it requires us to use the funds we raise in the most responsible way and let our donors know what we have done. These refinements are essential to success. And we are becoming successful. In the near future I will announce the details of Stony Brook's first seven figure gift from a private donor. I expect other six figure gifts or bequests during the year. At this time, I only want to make the point that endowment of significant parts of our operation is a real possibility -- one that can be realized repeatedly in the future if we can only continue to refine our technique.

OPTIMISM OR EMPIRICISM?

Because I have been consistently upbeat about Stony Brook's growth and survival, I have been called an optimist. But I no longer think of my attitude as one of optimism. I am a scientist, and I take reality more seriously than I do my dreams and ideas about what may be. If you look back over the thirty years of Stony Brook's history, you will see what I see: strife and turmoil, even at the beginning. The campus has nearly always been perceived as poised upon the brink, or on the threshold, or facing great opportunities and great perils. For thirty years. And all that time we were growing and getting better.

Isn't it time, after thirty years, that we faced up to the fact that Stony Brook is after all a pretty stable phenomenon? As we enter the decade of refinement, let us institutionalize our confidence about the future. Let us not be shaken by every mishap and detraction. We are good. We are getting better. And the pace is accelerating. With your help, and God willing, the Decade of Refinement will last for centuries.

Thank you.