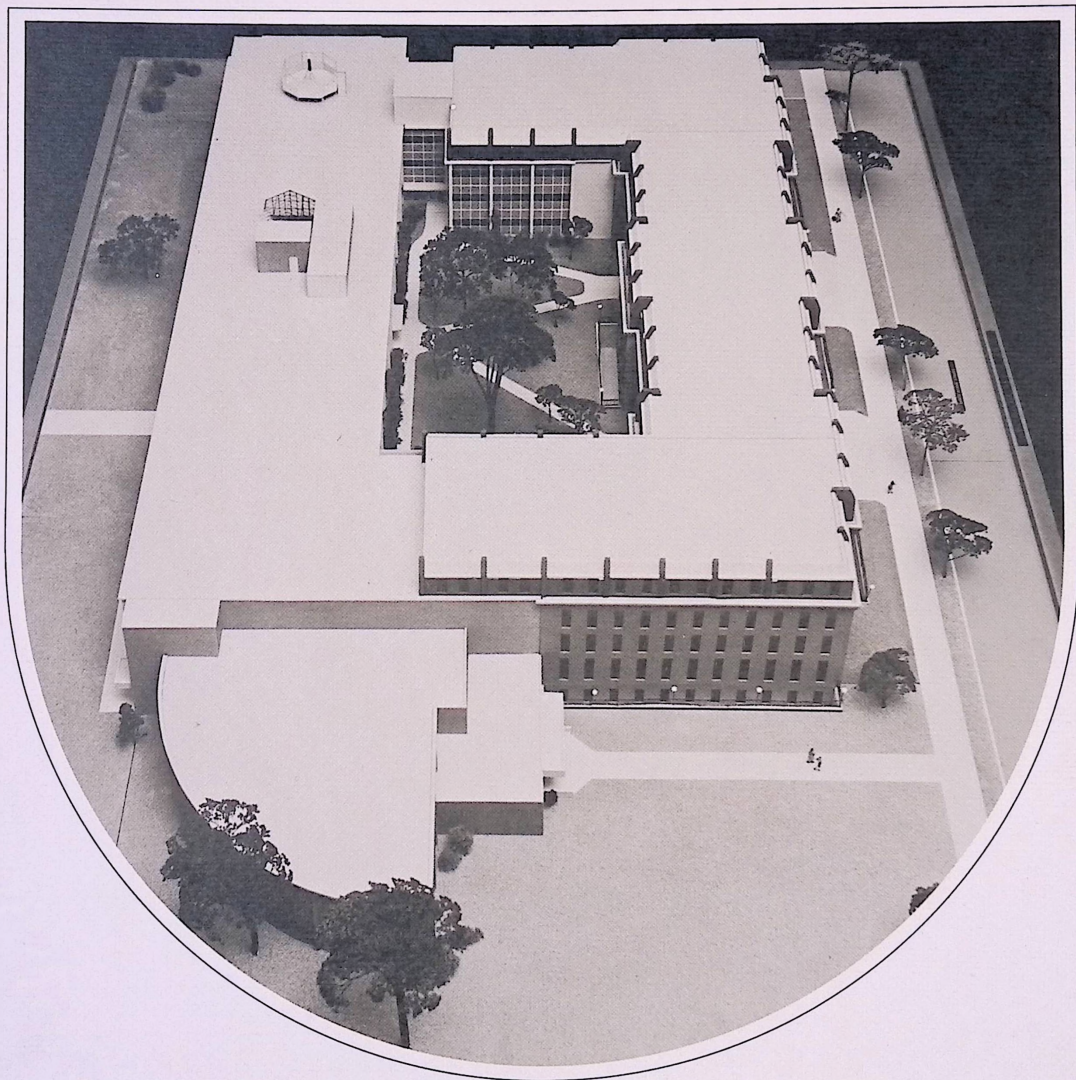


WILKES COLLEGE ARCHIVES
Eugene Shedden Farley Library

Wilkes College REPORT OF THE PRESIDENT



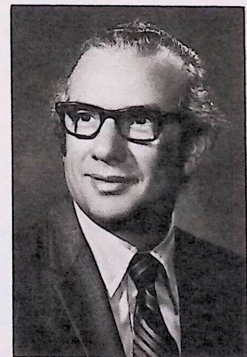
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*Cover photo —
Architects' model of New Learning Center*

"It is his own deficiency, and no degree of fate, that makes a man sink into the depths. To think there is no escape from preordained misery is to make the misery perpetual. To seek new paths in a constant renewal of strength — that has always been the secret of progress."

— Rabindranath Tagore
Towards Universal Man

The statement by Tagore which prefaces this report contains much of relevance to Wilkes College.



FRANCIS J. MICHELINI
President

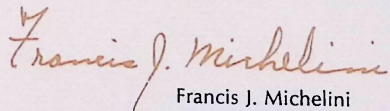
INTRODUCTION

The College was founded upon the belief that the human misery of economic depression which then gripped the region need not be perpetual, but that men and communities can be captains of their own fate if they are willing to act boldly and wisely to improve their lives and circumstances. The translation of this belief into action is reflected in the programs reviewed in this report, all of which represent "new paths" and all of which are directed toward the alleviation of human ills — in the world, in our nation, and in our community. It is appropriate that Wilkes College be sensitive to human miseries in a community where misery has been such a frequent and so recent a visitor.

Commitment to constructive action stands at the heart of Wilkes College today and provides a link with our historic past. The quotations which head each section of this report have been largely drawn from official College literature, such as the *Bulletin* and the *Faculty Handbook*. They represent the thoughts which have comprised the philosophical basis upon which our College has been built and upon which it continues to stand. Their inclusion in this report signifies the continuity of our philosophy and the unchanging nature of our fundamental principles.

But with continuity in principle we must combine constant change in the ways we seek to further those principles and achieve our ends. The pages which follow present several new paths along which we are embarking in a "constant renewal of strength" and in search of "progress." While progress can be less comfortable than stagnation, it can also be exciting. Excitement will outweigh discomfort if we approach change armed with a thorough understanding of where we have been. We must, therefore, look to the past as well as the future. We must recall that this College, founded in depression, has survived wars, fires and floods in the past, and has emerged stronger from each ordeal. We must believe that as College and community emerge from this latest and most severe of all catastrophes, an opportunity exists for both to rebuild for an even better future. And beyond believing, we must work together to make this future a reality — we must work together in seeking new paths, in a constant renewal of strength, and in a constant renewal of our commitment to quality, character, and decency.

This report looks to the past and to the future, but most of all it looks to you — the faculty, students, alumni, trustees, and friends of Wilkes College. The experiences of the recent past have taught us that far more than bricks and mortar, it is *you* who are Wilkes College, and it is you upon whom its future will primarily depend.



Francis J. Micheline
January, 1973

STUDENTS

"Education is not a right or a privilege but an opportunity that carries with it obligations prescribed by the College and responsibilities shared with the student."

— Wilkes College Bulletin

Enrollment

Despite the fact that an estimated 800 of our students resided in the area affected by the June, 1972 flood, full-time enrollment in September, 1972, fell to only 2479 from the 1971 level of 2575. In view of the tremendous losses suffered by many of our students' families in the disaster, we regard this result as evidence of our students' courage and determination to continue their education. This determination was evident during the summer of 1972 when over 90% of our summer students returned when classes were resumed within two weeks following the receding of the floodwater.

However, we must not be blinded to the difficult realities faced by private higher education in the 1970's. It is a fact of life for all such institutions that substantial enrollment gains in the next decade are exceedingly unlikely. The success of Wilkes College and all of private higher education in the face of a declining college-age population and increasing competition from public institutions will depend upon our ability to: (1) improve efficiency of operation so as to minimize operating costs and hence minimize the gap between tuition charges at private and public institutions; (2) maintain a program of financial aid which meets the needs of students of limited means; (3) maintain and improve the quality of instruction and curriculum so that the student can perceive the advantages that make a private, liberal arts education worth the sacrifices necessary to obtain it.

The balance of this report will discuss our actions in all of these areas — the effect of the new Learning Center upon instructional efficiency, the search for additional sources of student support, and the efforts of the Faculty and the Academic Dean to improve both the efficiency and quality of instruction and the curriculum.

Student Freedoms and Responsibilities

The efforts of our students following Tropical Storm Agnes and its devastating effects on our College demonstrated the degree to which so many of them regard Wilkes as truly "their" College. It also demonstrated the strength of character and sense of commitment present in our student body. While indeed heartening, the discovery of such characteristics should give us no surprise, for the College has always attempted to provide its students with a sense of attachment to and involvement in "their" College, while adopting policies designed to grant them the freedom and responsibility for their own conduct which leads to the development of character. We are mindful of the words of John Stuart Mill that "before you can make men doctors and lawyers, you must first make them men."

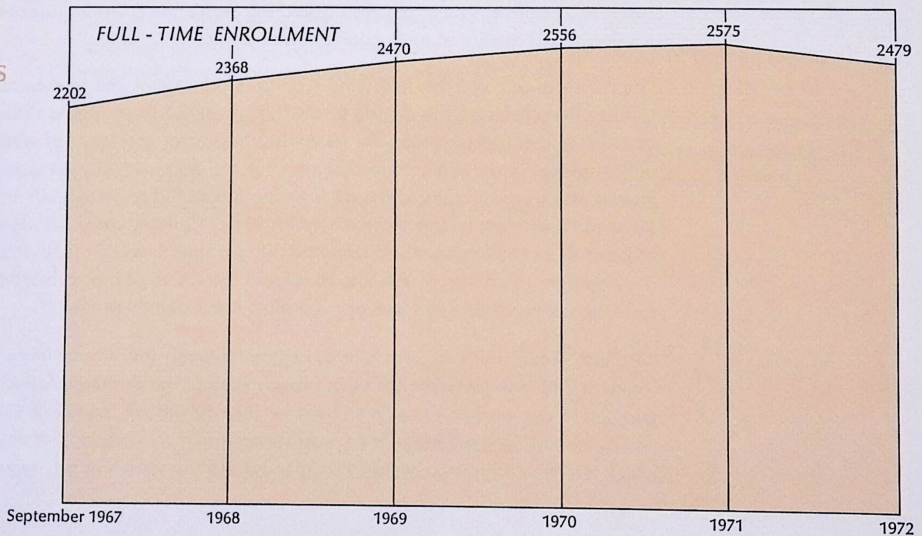
Our faith in the ability of our students to grow through the simultaneous acceptance of freedom and responsibility has been proven sound. The Resident Assistant (R.A.) System adopted in our women's residence halls for the first time in the fall of 1971, replacing the "housemother" system, has proven most successful. It was the success of the R.A. system which led the Administration in 1971-72 to extend the visitation privileges already in

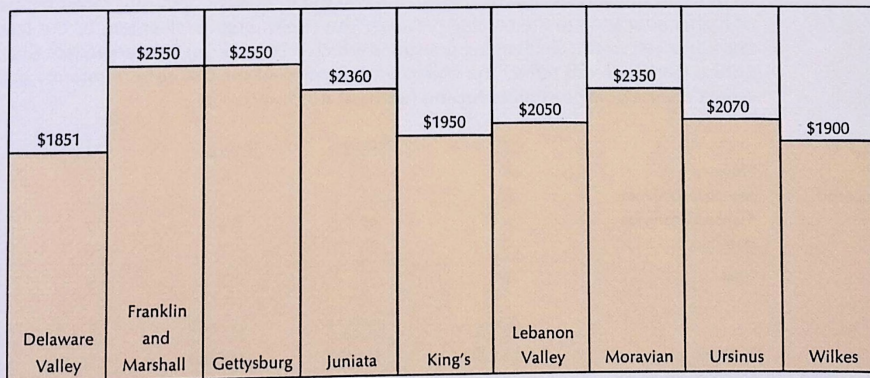
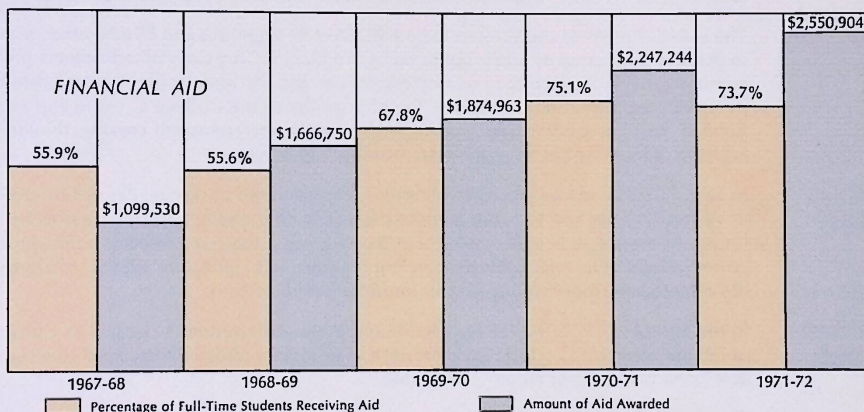
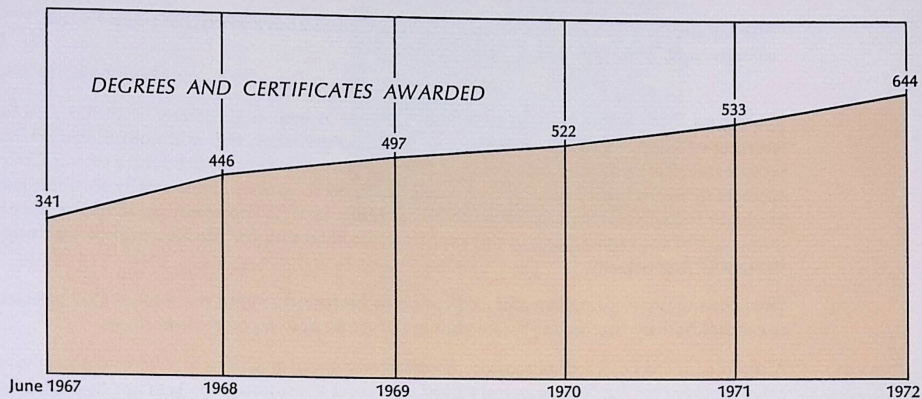
existence in the men's residence halls to the women's dormitories and to extend the operation of the system throughout the College. In the same spirit the Administrative Council moved in the fall of 1972 to remove the directive that College personnel must police a ban on alcoholic beverages; therefore, the Council reaffirmed its judgment to entrust responsibilities, such as compliance with the law and with the dictates of proper behavior, directly to the students.

With the granting of certain freedoms, the students have been asked to assume certain responsibilities. As members of all faculty committees, students are asked to share the weight of decisions which affect the operation of the College. As voting members of the College Judiciary, established in the fall of 1971, students must share with faculty and administration members of the Council the responsibility of dealing with their fellow students who violate College rules and/or policies. Student involvement in the affairs of the College faculty was broadened in December, 1971, when the faculty elected to invite non-voting student representatives to regular faculty meetings.

The Administration of Wilkes College has never responded unthinkingly to the changing role of students on campuses across the country. Our actions have always been deliberate and consistent with a coherent philosophy regarding the development of our students as mature and responsible citizens of a free society. In the summer of '72, while campuses across the country remained scarred by the events of the late 1960's, burdened by lingering distrust between students, faculty, and administration, we saw in the mud and debris of "Agnes" the true meaning of a college "community." The spirit and actions of our students have convinced us more than ever that our approach has been correct.

SELECTED STUDENT STATISTICS





FACULTY

"The significance of a college program is determined above everything else by the effectiveness of its faculty."

— Faculty Handbook, 1971

The future survival and success of Wilkes College as well as all private institutions of higher learning will depend to a large degree upon the knowledge, skill and enthusiasm which faculty members provide in their classroom roles. In this regard, the future of our College appears most promising. Our faculty has continued to grow professionally through its own graduate study, writing, research, and community service, representing achievements too numerous to list individually in this report, while retaining for the function of teaching its rightful first priority.

The growing professionalism and dedication to be found among the Wilkes College faculty is exemplified by the recent establishment of three new faculty committees.

Committee on Teacher Recognition and Effectiveness

A significant step toward increasing the effectiveness of teaching at Wilkes College was the establishment by the faculty in the Fall of 1971 of a Committee on Teacher Recognition and Effectiveness to "determine and administer techniques for evaluating and improving teacher effectiveness." The Committee consists of six faculty members and three students.

The establishment of the Committee on Teacher Recognition and Effectiveness is significant in that it was initiated by and is operated by the faculty. This Committee reflects the commitment of our faculty to quality education, and through its inclusion of student members, the committee embodies the philosophy of the College as expressed in the *Bulletin*, that "as student and teacher engage in the experience of creative thinking, the heritage of learning becomes the responsibility of everyone."

Tenure Policy Committee

In July, 1972, an ad hoc faculty committee was appointed to discuss the institution of tenure at Wilkes College and to make recommendations concerning appropriate policies for the future. At Wilkes, as at other colleges and universities, there is a need to evaluate tenure policy in light of its relationship to current realities. It is significant that at Wilkes the faculty has undertaken responsibility for this important examination.

Faculty Policy Committee

In the Spring of 1972, the faculty established a new committee to "deal with a broad range of faculty concerns" and to "concern itself with faculty policy matters not specifically delegated to any other faculty committee."

The Faculty Policy Committee will provide the Administration with the responsible input of faculty wisdom and vision which must precede the important decisions faced by institutions of higher education in the coming decades. The continuing involvement of the faculty in consideration of the challenging questions which face us is our best assurance that critical decisions will reflect the collective judgment of the College community and will reflect a shared responsibility for the future of our institution.

FACULTY STATISTICS

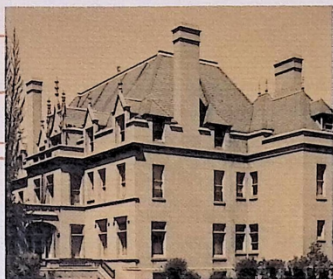
As of September, 1972

	Ph.D	Masters	Bachelors	Other	Total
Professor	22	5	0	1	28
Associate Professor	22	11	2	1	36
Assistant Professor	32	49	2	2	85
Instructor	0	26	9	0	35
Total	76	91	13	4	184

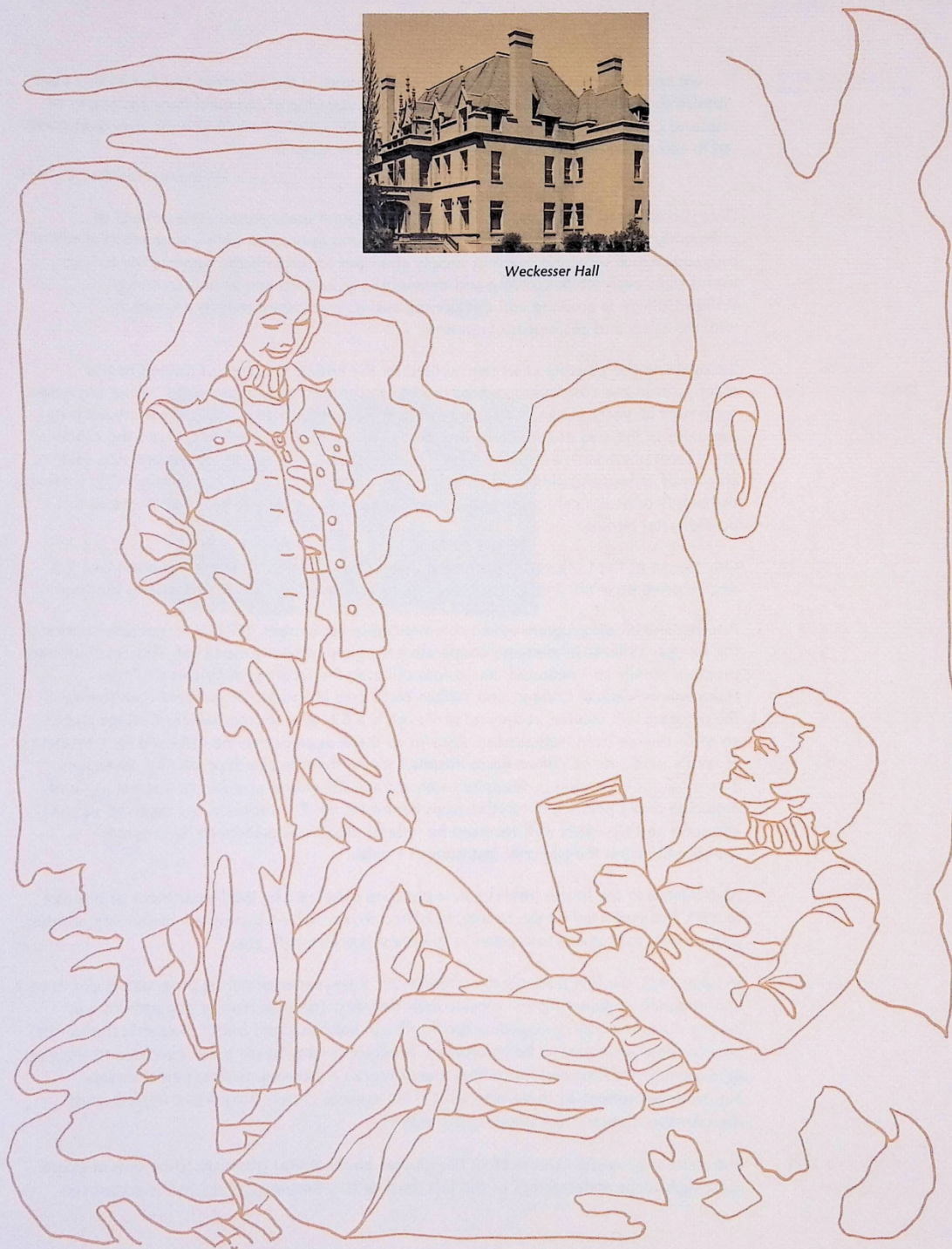
AVERAGE FACULTY SALARY

By Rank 1969-70 to 1973-74

	1969-70	1970-71	1971-72	1972-73	1973-74
Professor	\$13,900	\$14,600	\$15,100	\$15,900	\$16,800
Associate Professor	11,500	12,200	12,500	12,600	13,500
Assistant Professor	9,800	10,400	10,700	11,300	11,600
Instructor	7,900	8,500	8,800	9,000	9,200



Weckesser Hall



CURRICULUM

"... we believe true education demands an awareness of the big ideas and forces that have moved the races of man, that it calls for an understanding of the main lines and stages of cultural growth, that it requires a knowledge of the physical world and the uses man makes of it, and above all it demands that man shall know himself."

— Faculty Handbook, 1971

Given an able and concerned faculty, and given sound management, the survival of independent colleges in the years ahead will depend upon their ability to develop academic programs which serve the needs of society and offer to students the opportunity to learn useful skills even while growing and developing as citizens and as human beings. Wilkes College is growing and developing and its curriculum reflects a concern with the needs and challenges of our time.

Allied Health Services

Recognizing the growing crisis represented by the critical shortage of trained health manpower in our community, where in 1971, prior to the flood, over 50% of the physicians were over 56 years of age, the College moved decisively in 1971 and 1972 to develop its programs in the area of allied health sciences. The June, 1972 flood destroyed the offices of many local physicians, a number of whom have elected not to reestablish practice. Hence, an already serious situation is about to become worse and our programs designed to increase the supply of health care professionals have assumed an even greater importance in this post-disaster period.

One aspect of the College's thrust in the area of health sciences is development of a B.S. degree program in nursing, which commenced in September, 1972 with federal funding.

Another significant program which commenced in September, 1972, also federally funded, is the six-year Wilkes-Hahnemann cooperative program in family medicine. This revolutionary program entails an integrated curriculum utilizing the facilities of Wilkes College, Hahnemann Medical College, and Wilkes-Barre area hospitals. The student completing the program will receive, at the end of six years, a B.S. degree from Wilkes College and an M.D. degree from Hahnemann. Receipt of these degrees may be followed by a residency in family medicine in Wilkes-Barre hospitals under the tutelage of practicing physicians. This mode of education is designed to encourage the young physician's interest in family medicine and a practice in Northeastern Pennsylvania. The program has received national attention and has been well-received by federal officials as evidenced by program sponsorship from the National Institutes of Health.

Also related to the health field is a new program proposed by the Department of Biology in 1971 and endorsed by the faculty, to offer a 5-year B.S.-M.S. program, providing another opportunity to students interested in the life sciences/health area.

Engineering

In June, 1973, the first students to complete our four-year engineering programs in electronics and materials engineering will receive their degrees. The engineering department was among those severely damaged by the flood, but has "snapped back" to enable the fourth year of these programs to be completed. Programs in engineering will continue to develop in recognition of the need for trained manpower in a growing, technological society. Future development of these programs is, of course, closely linked to completion of the Learning Center, now under construction.

Environmental Science

The restoration and preservation of our natural environment promises to be one of man's most significant undertakings in the last third of this century. Critical to the success of



Kirby Hall



CURRICULUM

Con't.

this undertaking is a public knowledgeable in the environmental sciences and the preparation of individuals trained to pursue the many careers which will become available in this field. To meet these needs the College established programs in environmental science some years ago, before the current concern with the environment had emerged. The logical extension of these earlier efforts was the establishment in October, 1972 of a Department of Environmental Science. The possible future development of a degree program in this field offers a significant opportunity to our students and addresses itself directly to an area of concern which will determine the future survival of our society and our species.

Drama and Theater Arts

It has long been the philosophy of Wilkes College that education must reach the spirit as well as the mind, and that it requires cultural growth as well as the development of technical skills. To promote such cultural growth our programs in the area of drama and theater arts have been expanded over the past few years and in January, 1972 the faculty approved the offering of a B.A. degree in English with a major concentration in Drama and Theater Arts. It is hoped that this program will enable us to make full use of the Dorothy Dickson Dart Center for the Performing Arts and to attract students from all areas of the country interested in this type of program and attracted by our superb facilities and faculty.

Air Force R.O.T.C.

After several years of exploration and consideration, Wilkes College was selected in January, 1972 to be the location of a new Air Force R.O.T.C. unit. A Department of Aerospace Studies was established and this program commenced in September, 1972. This voluntary program makes available to our students another career opportunity and will contribute to the input of civilian-trained officers into the nation's military, a tradition of long-standing in our free society.

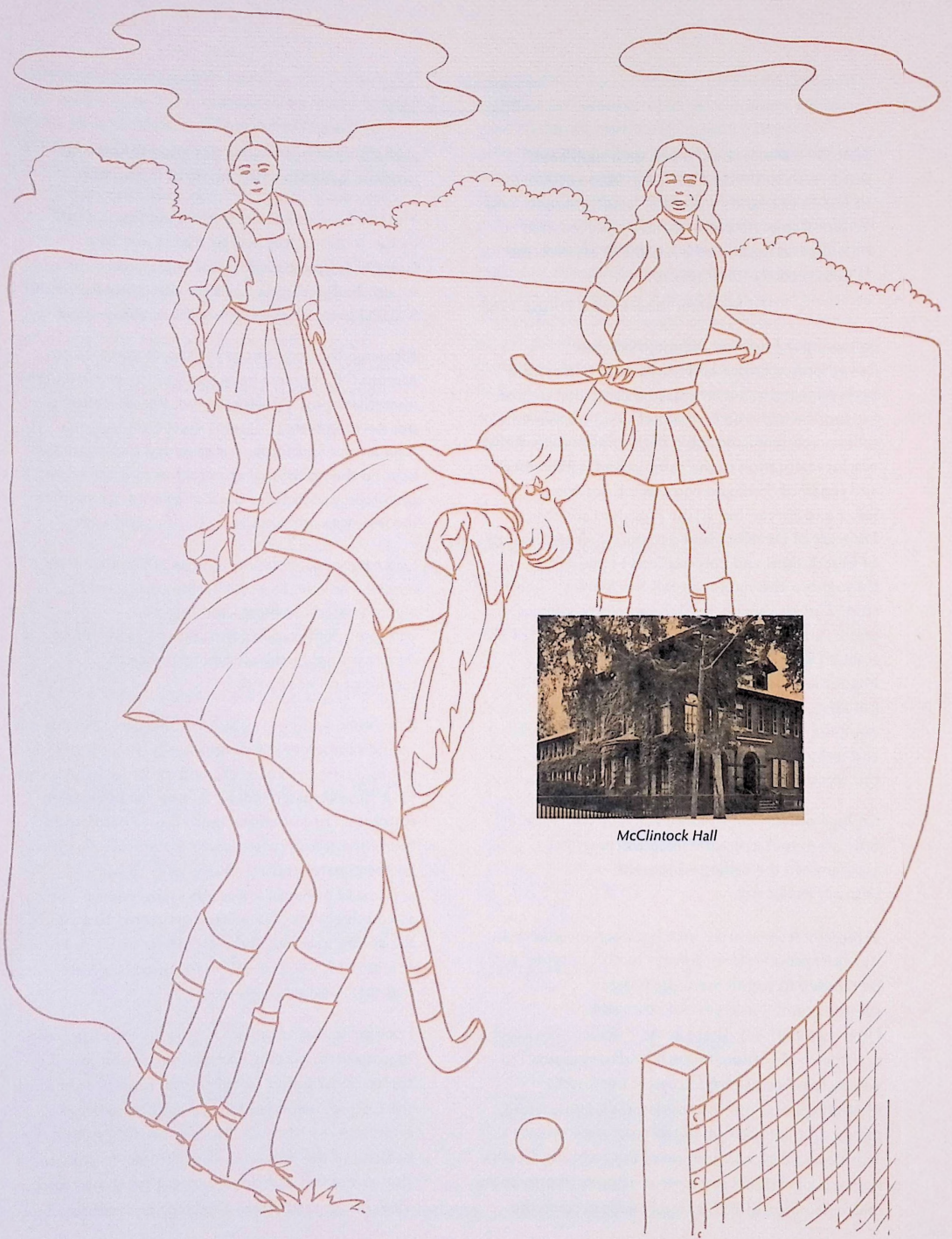
Graduate Programs

The College has long recognized the importance of opportunities for graduate training to the progress of Northeastern Pennsylvania. With this recognition we have continued to develop our graduate programs in the areas of business administration, biology, chemistry, education, English, and physics. As our region continues to rebuild and grow following the recent disaster we will continue to serve the needs of local firms, educational institutions, and individuals for graduate education.

WCLH-FM

The establishment in 1971 of a student-operated campus radio station, WCLH-FM, offers yet another opportunity for our students to gain extra-curricular experience in a field of growing career opportunity, communications and broadcasting. In addition, this educational station provides another source of cultural enrichment to the people of Northeastern Pennsylvania. Future development of academic programs in the area of communications remains a real possibility, toward which the establishment of WCLH is an important step.

In a time of trial many independent colleges have enacted a program of retrenchment, often eliminating programs and sometimes generally limiting the opportunities available to students. We at Wilkes also feel the need for economy, particularly in the aftermath of flood destruction, but we recognize that the key to continued progress for independent colleges must lie not in the narrowing of our horizons but in the quality and imagination which we bring to the design of our curriculum. As reflected in the programs discussed above, the curriculum at Wilkes College is growing and changing. In a time of economic and social change the skills and strengths demanded of educated people are constantly shifting, and the role of educational institutions must change to keep pace with changing needs. Wilkes College can do no less than meet this exciting challenge.



McClintock Hall

DEVELOPMENT AND ALUMNI

"That the College could make such significant progress in so short a time is a genuine tribute to its legion of friends — alumni, faculty, parents, and Wilkes-Barre citizens who have believed in its mission and supported it loyally. In essence, the Wilkes record is their record."

— To Maintain the Forward Thrust, 1968

Following the disaster of June, 1972, the Development Office and the Alumni Office have been engaged in a concentrated campaign to raise the funds which will be needed to supplement the federal assistance available under the Disaster Relief Act for restoration of the campus and replacement and repair of damaged equipment. Between July 1 and September 30 the President and the Director of Development personally visited dozens of foundations and corporations in major cities throughout the nation to tell the Wilkes College story. Largely as a result of these efforts, gifts, grants, and pledges to the College since July 1, 1972, totalled \$945,000 as of December 31, 1972. In addition, often as a result of individual faculty initiative, several major firms have furnished equipment and many firms, colleges, universities, and individuals have provided books to assist our library restoration.

College officers have worked closely with federal officials to make possible the government's assistance to the College under the Disaster Relief Act.

While the federal assistance has been invaluable in our restoration efforts, private funds continue to be needed to supplement the federal reimbursement in areas not covered by the Disaster Relief Act. These areas include some aspects of library restoration, financial aid to students whose families suffered losses in the flood, restoration of supplies and materials, landscaping needs, and completion of the Learning Center. This latter need, completion of the Learning Center, is especially critical since the efficiency of operation and instruction at Wilkes is dependent upon the

availability of this facility, designed for maximum program quality and economy of instruction.

The need for additional student aid funds, cited earlier in this report, will be met in part by a Gulf Oil Corporation Student Loan Fund to be established at Wilkes College with annual grants of \$10,000 to total \$50,000 over the next five years.

Although the activities of the Development and Alumni Offices have been particularly intense in this immediate post-disaster period, the operation of our development programs must continue at a high level. In addition, it is essential that we move beyond the traditional approaches to fund-raising to secure new friends for the College and to maintain the interest and confidence of our supporters.

Our Alumni Association is more active than ever before. The effectiveness of this group, led by elected national officers and regional vice-presidents around the country, was clearly demonstrated by the alumni response to our flood relief appeal.

Plans are now being established for our 1973 annual spring campaign in the community. In light of the unusual circumstances existing in the local area this year, the campaign will be tailored to include an expression of our understanding and concern for those of our local friends who were severely affected by the disaster and are thus unable to provide support at previous levels. This will require encouragement of increased giving by those with the ability to do so, and the cultivation of new friends with the dedication to support private higher education in our society.

Looking to the future, a top priority must be given to properly financing completion of our Learning Center, now under construction. Prior to the flood, the College had raised the \$3-million needed to complete the first two floors of the Center and the exterior of the third and fourth floors. In view of the success of our development programs and in view of our post-flood needs for new classroom,

laboratory, and lecture hall facilities, the Trustees voted in October, 1972, to authorize a review of the resources required for completion of Phase II of the Learning Center, which includes completion of the third and fourth floor interiors and construction of an adjacent lecture hall. This facility is needed for use in September, 1973.

Completion of the Learning Center is essential to the future development of our programs in medical education, environmental science, engineering, and all teaching areas, while the availability of modern classroom and lecture hall facilities will enable us to achieve the efficiencies of operation which are essential to the College's future fiscal strength.

The Administration and the Trustees are continually planning for future campus development with a view to the appropriate long-term patterns of growth for the College and the city of which we are a part. We are adopting this long-term view in our discussions with city urban renewal planners and with federal officials concerning the use of the Disaster Relief assistance as we make decisions regarding demolition or acquisition of physical facilities. It is essential that we not permit the unique circumstances of the recent emergency to blind us to our pre-flood vision of the future of our institution. It is equally essential that we maintain flexibility in our planning, remembering that the worst of disasters can present new and better opportunities to those who are prepared to grasp them wisely.

DEVELOPMENT STATISTICS

Cash Gifts, Grants, and Pledges to the College July 1, 1972 to December 31, 1972

<u>Source</u>	<u>Amount</u>
Alumni	\$ 25,049
Corporations	331,340
Foundations	476,000

Principal Donors (Gifts of \$100,000 or more):

Gulf Oil Corporation
Pennsylvania Power & Light Company
Richard King Mellon Foundation

Major Donors (Gifts of \$50,000 to \$99,999):

Buhl Foundation
Crystal Trust
Arthur Vining Davis Foundation
Haas Community Fund
RCA Corporation
Western Electric Fund

Supportive Donors (Gifts of \$1,000 to \$49,999):

Air Products & Chemicals, Inc.
Alcoa Foundation
Allstate Foundation
American Brands, Inc.
Arthur Andersen Company
Louis Calder Foundation
Mr. Donald F. Carpenter
Clark, Dodge & Company, Inc.
Commonwealth Telephone Company
E. I. duPont deNemours & Company
Mrs. Richard Ehret

<u>Source</u>	<u>Amount</u>
Individuals	108,588
Bequests	4,050
Total	\$945,027

Equitable Life Assurance Society
Fisher Charitable Trust
Foundation for Independent Colleges
General Motors Corporation
Dr. Alan M. Glover
Haskins & Sells
Hewlett-Packard Company
Hillman Foundation
I.B.M. Corporation
I.N.A. Foundation
Christian A. Johnson Endeavor Foundation
MacDonald Foundation
Mack Trucks, Inc.
Marywood College
Ostrander Steel Company, Inc.
Peat, Marwick, Mitchell & Company Foundation
Miss Edith Agnes Plumb
Price-Waterhouse & Company
Mr. Richard I. Robinson
Mr. and Mrs. Robert Royer
Sears, Roebuck & Company Foundation
Sigal's of Easton
Tektronix, Inc.
United States Steel Foundation
Westinghouse Educational Fund
Westminster Presbyterian Church

ALUMNI

Alumni with current addresses total 8,003, residing in 44 states and including 54 overseas.

THE COLLEGE
AND THE
COMMUNITY

"(Wilkes) College feeds right into the heartbeat of this community as you're all aware. It is more than just a college where people from a distant place go to learn. It's part of the everyday life and economy of this community."

*— Frank Carlucci, September 9, 1972
on the occasion of President Nixon's visit
to Wilkes College and Wyoming Valley.*

From its inception, Wilkes College has sought to serve the needs of the community. Drawing our strength from the community, we have always recognized our responsibility to contribute to the growth and progress of the region. Our academic programs have been tailored to the needs of local industry and local educational institutions, and our many programs of service to the community and local industry have been directed to the specific needs of local people. Never has this bond between college and community been stronger or closer than today.

The Wilkes College Institute of Regional Affairs (IRA) has a long history of service and a solid record of accomplishment under the leadership of the late Dr. Hugo V. Mailey. The appointment of Andrew Shaw in 1971 to succeed Dr. Mailey assures the continuation of this outstanding record, which has placed the IRA in a position of high regard throughout the region and state. In the aftermath of the recent disaster, the IRA's activities have been expanded and it is working closely with the Community Flood Recovery Task Force and local officials to establish a strong foundation of local government upon which the region's recovery can be built.

In October, 1972, the College was awarded a grant from the Haas Community Fund to support a program of service to area flood victims, now known as the Wilkes Community Effort. This program is designed to bring the resources of the College directly to the residents of the emergency mobile home parks and to other flood victims. It will utilize the talents of faculty, administration and students in a people-oriented effort which will complement the programs of the IRA, the Flood Recovery Task Force, and federal, state and local governmental agencies.

However, formal programs of community service comprise but a part of the College's role in the community. Less visible, but most significant, is the position of Wilkes College as a major local employer and a significant component of the local economy. Between 1963 and 1968 the College spent over \$6.5-million for new construction, by local contractors with local labor. Currently under construction by local construction personnel is our Learning Center, with an estimated cost in excess of \$5-million. Wilkes College itself has operating expenditures exceeding \$6-million per year and most of the nearly \$3-million paid in wages to faculty and staff is spent in the local economy. In addition, during 1970-71 the College paid \$108,660 in wages to students under its work-study program and awarded \$713,645 in scholarships and loans, much of it to local students. In 1972 these figures were considerably higher. A recent study revealed that full-time students at Wilkes spent approximately \$1,912,500 in local businesses during a typical academic year, and the many parents and friends who visit the College from outside the area spend additional tens of thousands of dollars in the local economy each year. The economic activity generated by Wilkes College clearly represents jobs and income for local households and places the College in the position of a major local industry.

Less tangible, yet of even greater importance, is the contribution which the College makes to the cultural life of the community through its many plays, concerts, lectures and art exhibits,

all open to the public, and the volunteer efforts of faculty and students who lend their talents and efforts to a multitude of community projects and activities.

While improving the physical appearance of one of the city's key neighborhoods through the construction of new buildings, the College also acts as custodian of the community's past by preserving the historic and architecturally significant mansions which grace the campus. George Catlin Hall and McClintock Hall were recently listed in the National Register of Historic Places, while these two buildings together with Weckesser, Weiss, Kirby, and Sterling Halls are listed in the Pennsylvania Register of Historic Sites and Landmarks.

Thus, in ways visible and in many ways unseen, the future of Wilkes College is intertwined with that of this region of Northeastern Pennsylvania. Our goal in the months and years ahead will be to continue to build upon this cooperative relationship between College and community and to work to solve our mutual problems so that the quality of life may become better for us all.

ADMINISTRATION

"The Administration is primarily an instrument for coordinating the energies of all and for assuring attainment of the finest possible results in all departments."

— Faculty Handbook, 1971

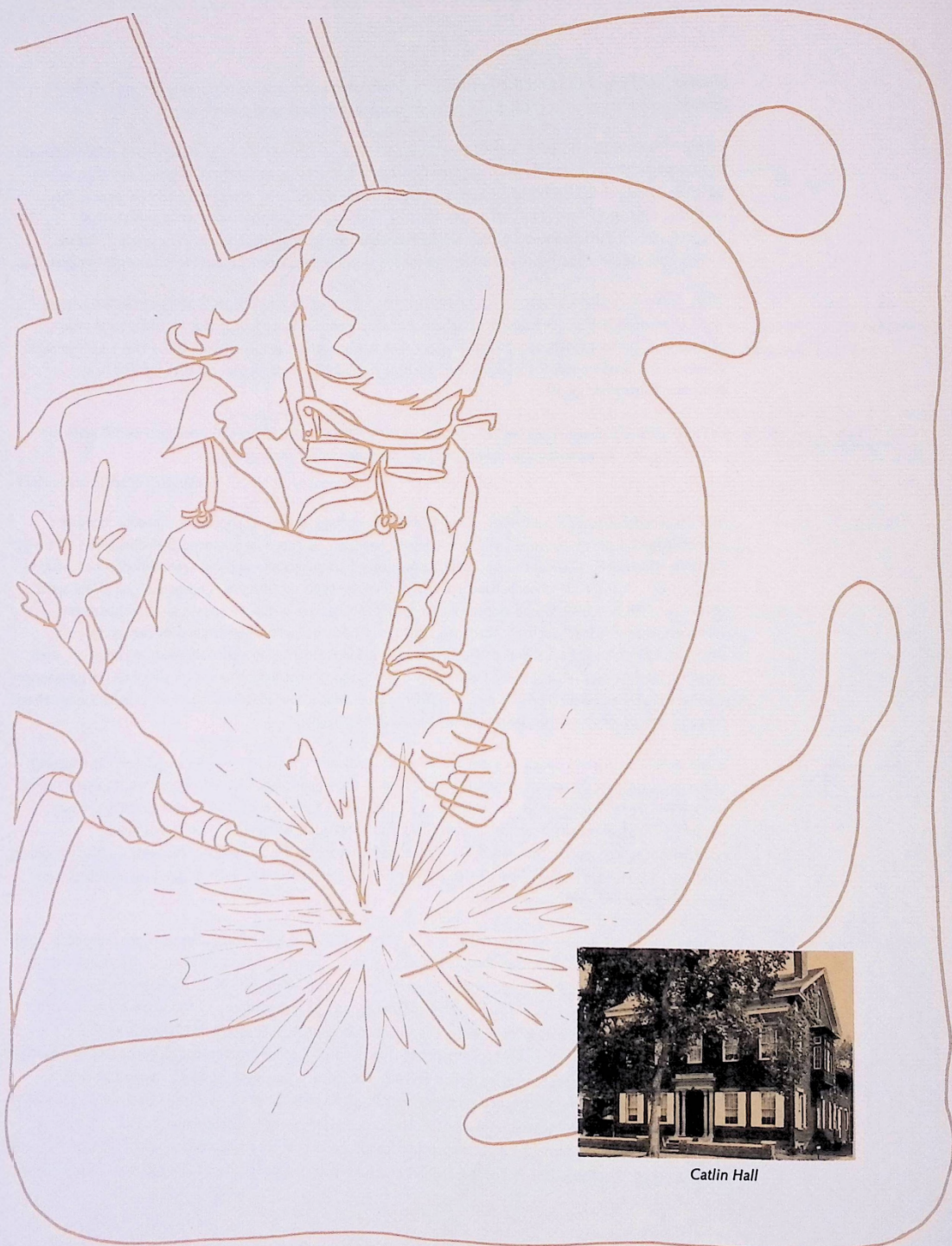
The Administration of a college faces a diverse constituency of students, faculty, trustees, governmental agencies and officials, and the public. Success in meeting the concerns of these diverse segments of society can only be achieved through the skillful coordination of efforts by trained, dedicated professionals, who are possessed of diverse backgrounds, skills, and interests. Then when we choose as our goals the immeasurable qualities of character, wisdom, and understanding, the function of academic administration becomes an unequalled challenge in which the ideal practitioner must be philosopher, statesman, and mystic. The Administration of Wilkes College has attempted to serve its diverse constituency and provide needed strength while holding administrative expenditures to a minimum, thus freeing resources for the all-important task of education.

Student Personnel

A new generation of students has been accompanied by an increased need for counseling and consultation. Expansion of our student services personnel in recent years has proven to be a wise investment in an atmosphere of peace and cooperation on our campus. Our students' understanding of the less-than-ideal circumstances under which classes commenced in September, 1972, is a product of the skill with which our deans and housing officers maintained open lines of communication with the student body and contractors throughout this trying time.

Data Processing and Management Information

A growing enrollment has in recent years created an increased burden of record-keeping and financial accounting. The development of our data processing capability in the past three years has relieved a significant portion of this burden while at the same time providing a new educational resource for students and faculty. In addition, as the Computer Center becomes more fully integrated with the operations of the Registrar's Office and the Comptroller's Office we will have increasingly available the kind of management information upon which sound decisions must be based. The ability to spot trends in applications, enrollment, revenues, expenditures, and other variables, and to evaluate the implications of alternative courses of action is essential to sound planning, programming, and budgeting operations. The soundness of such operations is essential in a time of financial stringency and the Board of Trustees has received initial studies in this area of institutional cost accounting.



Catlin Hall

Academic Administration

A significant step in the development of our academic program was taken in June, 1972 with the appointment of Dr. Donald W. Tappa as Dean of Academic Affairs. The system of Division Chairmen, which served so notably during the period of transition between Administrations, was dissolved with the appointment of Dr. Tappa. The individuals who assumed the responsibilities of academic administration during this period are to be commended for their excellent service.

The Dean of Academic Affairs devotes his efforts toward insuring the quality of the curriculum and the effective utilization of faculty resources. As mentioned elsewhere in this report, the future survival and success of independent institutions of higher learning will depend upon their ability to maintain a curriculum which is worthy of the nation's most able students and upon their ability to utilize their resources to produce high quality education with maximum efficiency. In this light the role of the Academic Dean assumes critical importance.

Placement

In recent months the national press and broadcast media have widely publicized the end of an era in which a college degree was a guarantee of employment. Increasing numbers of college graduates, and the shifting nature of the economy's occupational structure, combined with a national economic recession in 1970 and 1971 to create a bleak job picture for many college graduates. Wilkes graduates as well as graduates of all institutions of higher learning have faced keen competition in the job market in recent years, but through previously established relationships with employers and through experienced counseling and guidance, Wilkes has fared better than many in this recent period of difficulty. The employment picture for 1973 graduates promises to be much brighter, as evidenced by the appearance of a sizeable number of recruiters on campus early in the 1972-73 year. However, the experience of the recent past has emphasized the importance of developing programs which provide our students with useful skills, and of maintaining our awareness of the needs of the business, governmental, and educational institutions with whom our graduates will seek careers. Thus, while the Placement Office is the primary source of job information and guidance for our students, we must recognize that their future success is the responsibility of all of us, on the faculty and in administration, and will ultimately depend upon the quality of our work and the depth of our concern.

The Academic Community

Wilkes College exists as part of a larger community of institutions throughout the state and nation. While the College has always recognized its responsibility to act in cooperation with its sister institutions, the need for this cooperation becomes clearer each year as we strive to solve our common problems. Through our membership in various associations and through personal relationships with leaders in education throughout the country, the Administration of Wilkes College seeks to contribute to the general advancement of our common concerns.

The 1970 Master Plan for Higher Education in the Commonwealth of Pennsylvania emphasizes the need for cooperative planning for higher education on a regional level. Through its membership in the Northeastern Pennsylvania Independent Colleges (NEPIC) organization, the College has historically supported the kind of cooperation envisioned by the Master Plan.

The Administration of Wilkes College will continue to work for the development of procedures and the establishment of relationships that will enhance the effectiveness of our service. We are mindful of the view expressed in the 1970 study of Wilkes College by the Middle States Association of Secondary Schools and Colleges: "If the progress of the College in the next twenty years can match that of the past two decades, Wilkes will have cause for genuine satisfaction and rejoicing."



Sterling Hall

"Without new sources of revenue, independent higher education in the Commonwealth will enter a period of financial stringency demanding skillful management and strategic retrenchment to minimize deterioration in educational quality."

— McKinsey Report, 1971

The study of the financial condition of Pennsylvania Independent Colleges and Universities from which the above quotation is drawn, conducted by McKinsey and Company under the sponsorship of the Commission for Independent Colleges and Universities of Pennsylvania, was published in 1971.

The dismal prospect portrayed by the McKinsey Report presents a double challenge to Wilkes College. As shown in the accompanying chart, Wilkes is heavily dependent upon tuition as a source of revenue. Our commitment to maintain a high degree of accessibility to a Wilkes College education for young people of all economic backgrounds prevents us from greatly increasing the tuition and fees charged to students. At the same time, "to minimize the deterioration in educational quality" is far from an adequate goal for Wilkes College in the years ahead. Indeed, we are dedicated to improving quality and expanding the range of career choices available to our students.

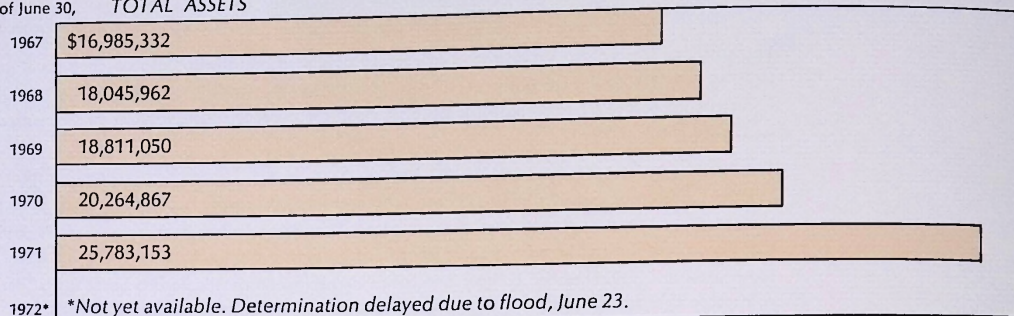
The Administration is keenly aware of its heavy responsibilities in achieving these twin goals — the improvement of quality while holding down the rising costs of education. Additionally, we face a responsibility to our faculty to maintain salary levels competitive with other institutions and commensurate with the cost-of-living.

While the June 23 flood prevented a year-end audit for 1971-72, it is clear from our records that the College finished the year substantially in the black. Faculty and Administrative salaries for 1972-73 were increased by the maximum amount permitted by law, while a balanced budget was maintained. There is reason to be proud of this record of fiscal responsibility. However, it must be remembered that the maximum salary increment was made possible by a \$100 increase in tuition for 1972-73. While tuition at Wilkes remains below that of most comparable institutions, we have a special responsibility to minimize these charges. Accordingly, the 1973-74 budget will anticipate a salary increase with no increase in tuition. It will be a balanced budget, founded upon expected improvements in the efficiency of our operations which will generate the savings needed to finance improved salaries. In a sense, our 1973-74 budget sets a high goal for all of us at Wilkes College. It is the first budget since 1965 that anticipates no increase in tuition but rather calls for improvements in instructional efficiency to provide the increases in salaries which our faculty and staff require and deserve. The achievement of this goal will require the best efforts of the Administration, faculty, and staff, and the availability of facilities to permit efficient learning. Completion of the Learning Center and the adjacent lecture hall plays an important role in this effort. But its success will depend most heavily upon the awareness, concern, and cooperation of the entire college community in the coming months and years.

We must approach this challenge with an awareness that it does not confront us alone. Every independent institution of higher learning in America is faced with the fact that the college-age population is not increasing at a rate to match the growth of the 1960's and that the tuition gap between private and public institutions is nearing a maximum. Faced with these circumstances, many institutions have in recent years operated at a deficit, some have frozen salaries, and some others have closed their doors. Through sound planning and careful management, Wilkes College has avoided their fate. We approach the task of improving efficiency and maintaining quality from a strong base, but we must not permit our strength to breed complacency. The needs of our students, our community, and our nation demand that Wilkes College continue to build upon its history of success, and we are dedicated to that end.

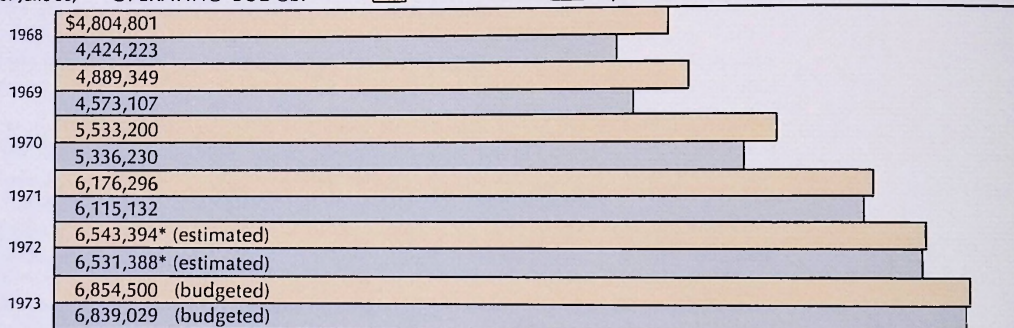
SELECTED FINANCIAL STATISTICS

As of June 30, TOTAL ASSETS



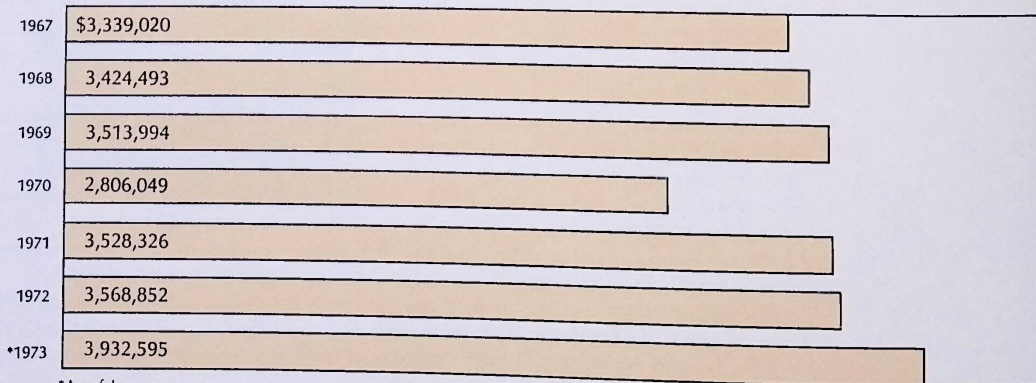
As of June 30, OPERATING BUDGET

Income Expenses



*Final result delayed due to flood, June 23. It is anticipated that due to the elimination of certain year-end expenditures the 1972 operating surplus will be larger than this pre-flood estimate. An operating reserve is maintained for property acquisitions and equipment purchases for new curricula.

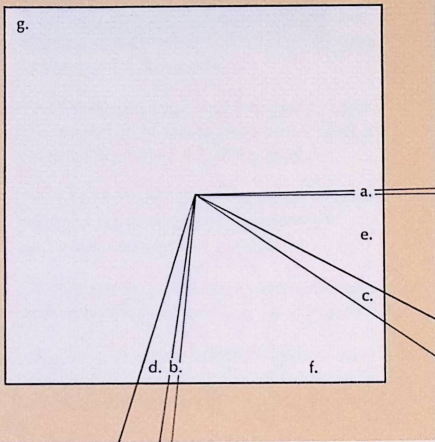
As of June 30, MARKET VALUE OF ENDOWMENT



*As of January

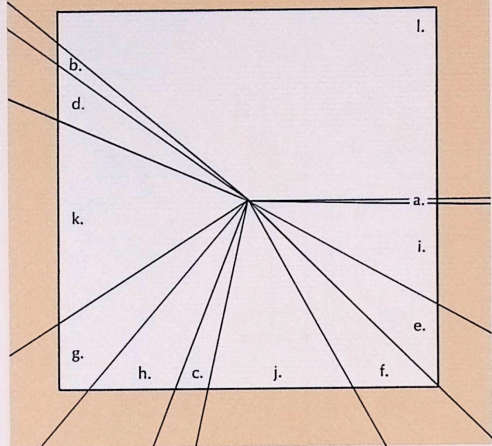
THE WILKES COLLEGE DOLLAR, 1970-71

WHERE IT CAME FROM



- a. .1% Sponsored research
- b. .8% Gifts (scholarship and graduate program)
- c. 1.8% Other sources
- d. 2.4% Endowment
- e. 7.8% Other sponsored programs
- f. 17.2% Auxiliary enterprises
- g. 69.8% Tuition and Fees

WHERE IT WENT

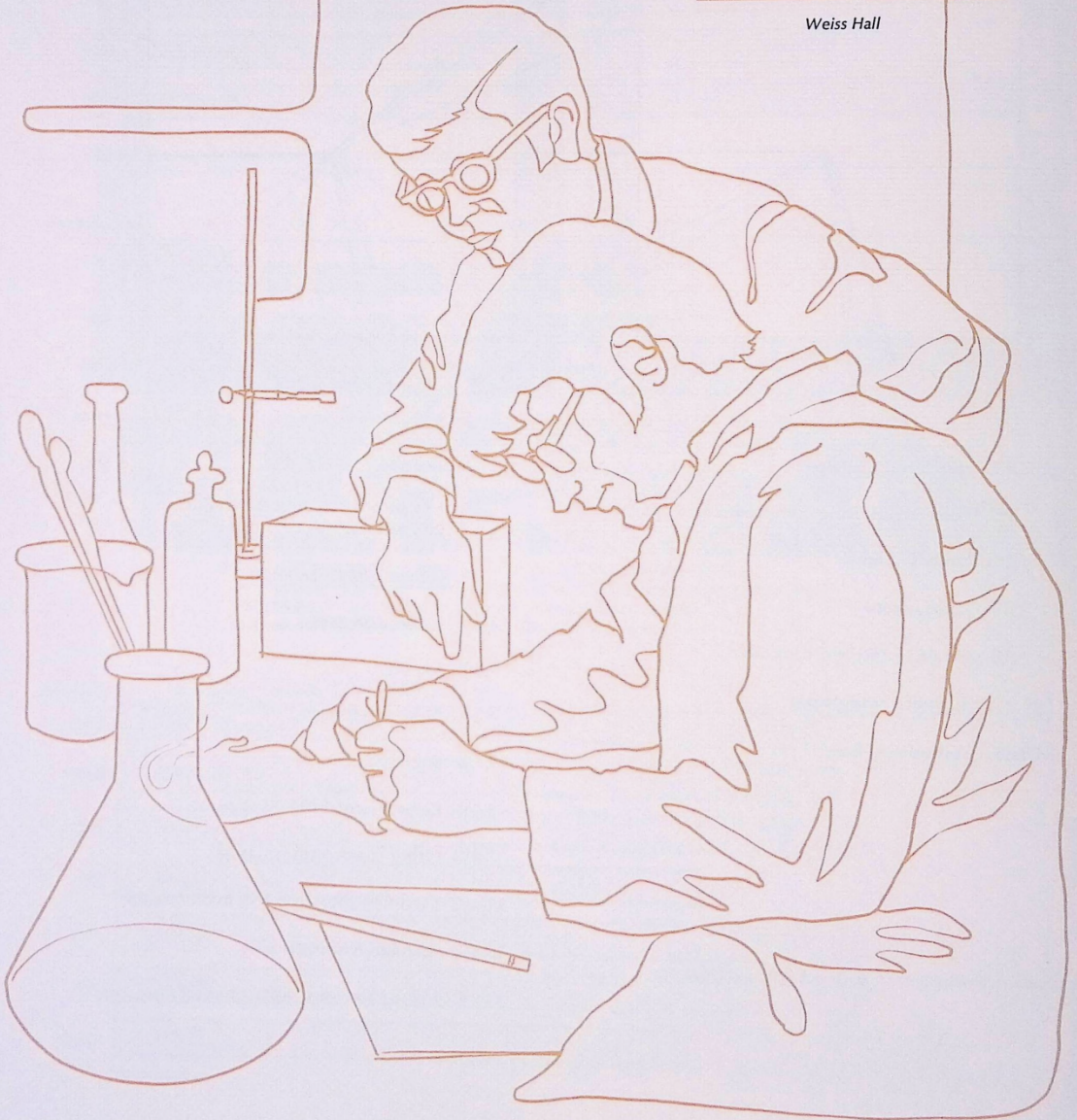


- a. .1% Sponsored research
- b. 1.2% Organized activities relating to departments
- c. 2.5% General administration
- d. 3.6% Other expenses
- e. 4.3% Library
- f. 4.5% Student services
- g. 4.7% Student aid
- h. 5.2% General institutional expense
- i. 7.8% Other sponsored programs
- j. 11.4% Facilities operation and maintenance
- k. 15.5% Auxiliary enterprises
- l. 39.2% Instruction and Departmental Research

Compiled from June, 1971, Haskins & Sells audit report.



Weiss Hall



APPENDIX

SELECTED COMPARATIVE STATISTICS

	Wilkes College*	Other Pennsylvania Independent Colleges**
1. Ratio of total F.T.E. enrollment to F.T.E. instructional faculty (including teaching assistants) with graduate students given a weight of 2.	15.3 : 1	14.7 : 1
2. Average tuition and fees per student, computed by dividing total tuition and fee revenue by total F.T.E. enrollment.	\$1336	\$1580
3. Growth rate (1969-70 to 1970-71) of educational and general private gift and grant income.	7.41%	.86%
4. Sponsored and other separately budgeted research revenue per F.T.E. faculty member.	\$ 25	\$ 335
5. General administration, general institutional, and student services expenditures per F.T.E. student, with graduate students weighted twice.	\$219	\$ 454
6. Growth rate (1969-70 to 1970-71) of general administration, general institutional, and student services expenditures per F.T.E. student.	2.60%	13.76%
7. Debt service/current revenue. Percentage of current revenues which must be used to make principal and interest payments on all outstanding indebtedness.	1.06%	5.07%
8. Debt/net worth. Total outstanding indebtedness to external lenders as percentage of total net worth.	7.2%	26.4%
9. Growth rate (1969-70 to 1970-71) of current expenditures.	11.33%	15.38%
10. Educational and general expenditures (excluding research) per student, with graduate students counted twice.	\$1416	\$1654

F.T.E. — Full time equivalent

*Data based on academic year 1970-71, were calculated by McKinsey & Company and were presented in conjunction with their Update Study of the Financial Condition of Independent Higher Education in the Commonwealth of Pennsylvania, published 1972.

**Sample of 26 Pennsylvania institutions comparable in size and nature to Wilkes College, selected by McKinsey & Company.



WILKES COLLEGE
Wilkes-Barre, Pennsylvania