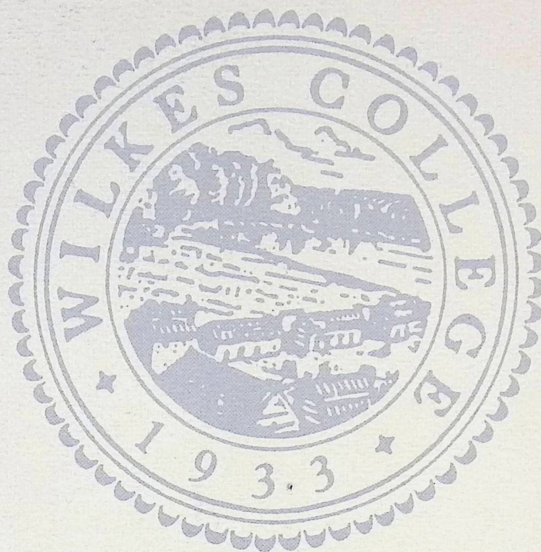




WILKES COLLEGE

REPORT OF THE PRESIDENT

1978

Robert S. Capin, *President* September, 1978 Wilkes-Barre, Pennsylvania

**REPORT
OF THE
PRESIDENT**

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**Robert S. Capin, President
Wilkes College
WILKES-BARRE, PA.**

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"THE DIRECTION IN WHICH EDUCATION
STARTS A MAN WILL DETERMINE HIS
FUTURE LIFE" - Plato
from the REPUBLIC

The eminent Greek Philosopher's words, written nearly 2,500 years ago, still bear meaning and, in essence, describe the mission of higher education today.

While many institutions of higher learning across the United States are turning their attention to short-term market trends which suggest that academic programs should be vocationally tailored, the Wilkes College Board of Trustees, in its 1976-77 Goals of the College Report, reaffirmed the idea that a liberal arts education is now more important than at any other time in history.

The Report directs us to continue to develop the human and moral qualities of our students as well as their intellectual abilities. Wilkes College is committed to a quality liberal arts education. I am pleased to report that we are implementing, and will continue to implement, programs designed to fulfill the mission set forth by the Board of Trustees. This Report of the President conveys my thoughts on where we stand now in carrying out our mission and how we plan to proceed in the future. A section of the report includes various statistical data which serve to illustrate the progress of the College.

FINANCES

The fiscal years 1976 to 1978 witnessed a rise in operating costs from \$9,516,988 to \$10,403,954. Yet, through this rising

trend, the College has functioned with modest operating surpluses for each of the three years. This is a major accomplishment, given the pressures of higher education today and the post-flood pressures that were unique to Wilkes College. During this same period, while the total assets of the College rose from \$23,193,064 to \$24,094,918, the market value of the endowment increased only slightly from \$3,219,096 to \$3,310,381. We must be concerned with increasing the endowment in future years, and the Board of Trustees must assist the President in this effort. Enlarging the endowment to support faculty salaries is one of the objectives of the "Alpha Capital Gifts Campaign," which I will discuss later in the report. We must also meet the challenges resulting from inflation and at the same time keep student tuition in proper perspective. Tuition, presently \$2,950 per student per academic year, represents our largest single revenue source, and the College must work to reduce its dependence on this source. Obviously, a substantial endowment will aid us in coping with rising costs. Sound financial planning has enabled the College to maintain fiscal stability. This is a condition not presently enjoyed by many institutions of higher learning in these difficult economic times for colleges and universities. Medium and long-range planning must be developed.

STUDENTS

While much of the vitality of Wilkes College is the result of a student body which comes from a broad spectrum of social, cultural, and economic backgrounds, the College prides itself in maintaining a selective admissions process. In reviewing a student's

application, the Admissions Office at the College examines the student's academic record, rank-in-class, Scholastic Aptitude Test scores, and it evaluates the student's potential to succeed in the educational environment at Wilkes. Despite the end of the post-war baby boom and the gravitation of potential students to the vocational trades, Wilkes College has been able to attract an enrollment of around 2,100 full-time students over each of the past four years. However, statistics indicate that the pool of eighteen-year-olds will decline with each successive year over the next decade. We must be prepared for this eventuality, and realistically develop operating strategies to cope with various levels of possible enrollment at Wilkes. We are presently undertaking this study and I will have further reports on this topic in the future. Meanwhile, we have reorganized and enlarged our admissions staff and will seek qualified students with even greater vigor. New programs, such as Cooperative Education, will help to attract highly qualified students to Wilkes. Maintenance of our scholarship program will be vital because the pool of qualified students capable of paying their own tuition will decline and competition for these students will mount. We must increase the number and amount of academic scholarships in order to attract higher quality students.

TUITION

We are constantly faced with the concern of providing a quality education at a cost which our students can afford. The rapid rise of tuition is another major concern facing higher education today. The problem lies in keeping up with inflation, which

has been aggravated by higher energy costs, and the need to provide salary increases for our faculty and staff as they and their families function in an inflationary economy. Concern and careful planning have accompanied every tuition increase at Wilkes College. As stated previously, tuition is \$2,950 per student for the present academic year. To ensure that students from all income levels can attend the College, particular emphasis has been placed on developing a program to provide students with financial aid packages that will allow them to attend without placing an undue burden on them or their families. During the 1977-78 academic year, 2,028 full-time and part-time students received \$4.1 million in financial aid, which came in the form of scholarships, grants, loans, and part-time employment. In comparison, 1,799 received \$2.8 million in aid during the 1974-75 academic year.

FACULTY

As of August 1 there were 156 men and women serving on the full-time faculty. This figure does not include those who teach at the College on an adjunct or part-time basis. Nearly 50 per cent of the full-time faculty, 76 members, hold doctorate degrees. The growth of the scholarly influence of the Wilkes College faculty is evidenced by published articles, invitations to serve as speakers at various national and international conventions and seminars, and by research grants obtained by the faculty.

To retain qualified faculty, the College must strive to provide salary and benefits appropriate for an institution of our size and nature. Throughout the 1970s the faculty has received an increase

in compensation each year. The Alpha Campaign seeks funds to enlarge the endowment, with a portion of the income marked for faculty salaries.

Difficult decisions on tenure and promotions must be made as the College faces shifting enrollment patterns. During the past year I appointed a special faculty committee to examine the tenure situation at Wilkes and they have recommended, after an examination of several alternative systems, that the present process of tenure, within the framework of College and departmental needs, will best serve Wilkes over the long run. These recommendations will be reviewed by the Board of Trustees which retains final authority on such policy matters. Presently, 55% of the faculty is tenured, a condition which provides Wilkes with flexibility in facing future enrollment changes. Diligence must be exercised as decisions are made in this uncertain era in higher education.

SPECIAL PROGRAMS

During the 1977-78 academic year the College reached several historic milestones. One of these special events occurred in late spring when the first class of students from the six-year Wilkes/Hahnemann Program graduated with a baccalaureate degree from Wilkes College and a doctor of medicine degree from Hahnemann Medical College. The aim of this innovative six-year program, which began in 1972, is to address the need for family physicians in northeastern Pennsylvania. During the first two years of the program, a student studies on the Wilkes College campus. In Phase II, the student moves on to Hahnemann Medical Hospital for

three years of intensive training before returning to the Wilkes-Barre/Scranton region for the final 48 weeks, or Phase III, of the family medicine program.

The highly sophisticated Wilkes/Hahnemann Telecommunications System, which links the College and five northeastern Pennsylvania hospitals with Hahnemann Medical College and Hospital in Philadelphia, was dedicated in June. Through a series of microwave transmitters, students and physicians in northeastern Pennsylvania gain instant access to the faculty and facilities at the Philadelphia teaching hospital.

Although federal funding for these programs will continue in the short run, the College must plan for the operation of these programs when federal funds begin to phase out.

Two new allied health programs concerning affiliations with two professional schools in Philadelphia were approved during the year. These are seven-year programs with the Pennsylvania College of Podiatric Medicine (PCPM) and the Pennsylvania College of Optometry (PCO). Under each program, a student will spend three years at Wilkes College and four years at the professional school. Upon completion of the seven-year program, the student receives a baccalaureate degree from Wilkes College and a professional degree from either PCPM or PCO. The podiatry program allows at least six qualified students to enter PCPM each year, whereas the optometry program provides a minimum of four seats.

The Nursing Program of the College has received approval by the State Board of Nurse Examiners, and we are awaiting a fall

visit by the National League for Nursing in response to our request for approval by that accrediting body.

The Cooperative Education Program was instituted at the College in January. Cooperative education is a process of education which formally integrates a student's academic studies with productive work experiences in the public and private marketplace. In a relatively short time, the program has grown and gained acceptance among employers in business, industry, government, and non-profit service agencies. Federal funding has been received to meet the initial costs of this program. Cooperative Education adds a valuable new dimension to education at Wilkes, and it is hoped that additional funding will be received to enable the program to become self-sustaining in the years ahead.

Planning continues this year for the Freshman Studies Program, which will enrich the educational experiences of students at Wilkes. Approved by the Board of Trustees at its May 1977 meeting, the program is expected to be implemented during the 1979-80 academic year. The program is being developed to assist students in making the transition from high school to college. The program is also designed to present students with the heritage of Wilkes and to expose them to the many educational strengths of the institution. In advisement and in counseling, the faculty will be called upon to assume a greater responsibility.

Continuing education must be exciting, creative, and relevant if it is to attract students who are unable to pursue their education on a traditional, full-time basis. Statistics tell us that the pool of high school seniors will continue to shrink in the

coming years with no reversal of this trend expected in the next ten years. There is an educational value in having students of different ages and backgrounds on campus and our Continuing Education Program must continue to appeal and attract those already embarked on their careers. In this regard, Wilkes entered into a cooperative agreement with Keystone Junior College, northwest of Scranton in La Plume, to provide a four-year weekend program. Keystone provides the courses, curricula, and administrative support services for the first two years, and Wilkes College continues the program for the remaining two years. Classes are conducted on the Keystone campus where the two-year program has experienced success over the past several years. Upon the satisfactory completion of the degree requirements of Wilkes College, the students will receive a baccalaureate degree from Wilkes.

Wilkes College has enlarged its capabilities in the area of academic and administrative computer capability with the purchase of a \$250,000 Hewlett-Packard 3000-II computer system. The computer was selected after a year-long study by an ad hoc faculty-administrative committee, which evaluated many systems. The H-P system is designed to meet the record-keeping needs of nearly every administrative office on campus. It will provide detailed, accurate data for budget construction and control, and effective long-range planning and decision-making. In addition, the computer has allowed the Mathematics Department to expand its curriculum to include a new computer science major.

Prior to the start of the 1977-78 academic year, I announced the restructuring and streamlining of our administrative organization.

The change in structure, which is similar to systems which have been adopted by many progressive institutions of higher learning, designates an administrative officer for each of the four areas of college administration: academic affairs, management, external affairs, and finance. This corporate-style structure enables the College to operate with greater managerial effectiveness. In addition, I continue to chair monthly meetings of what is called the "President's Council," which includes my entire administrative staff. The new system has given me the time to pursue external activities such as the Alpha Campaign and to promote the College among our many friends and benefactors. Both functions have become increasingly important for college presidents in institutions of higher learning.

Since its inception as Bucknell University Junior College in 1933, Wilkes College has attempted to provide a full array of services to support the social, cultural, and economic environment and population of northeastern Pennsylvania. Accordingly, the Small Business Development Center (SBDC), under the auspices of the Institute of Regional Affairs, was created during the year to provide assistance to large, small, and minority businesses. The SBDC, which is housed in Franklin Hall, utilizes Service Corps of Retired Executives (SCORE) volunteers, faculty members, and graduate students to advise small businesses and aid them to improve their management skills, product lines, and overall efficiency.

The key to the future of Wilkes College is our ability to assess the environment in which we function and to adapt our

programs and attitudes to meet the challenging demands of all our constituents. Along these lines, I have asked all administrative offices to begin forecasting their future needs and to develop a comprehensive five-year plan to enable Wilkes College to act in a positive manner in its environment, rather than react to changes which occur.

ALPHA CAMPAIGN

The College is currently in the midst of a three-year Alpha Capital Gifts Campaign which has a \$2.4 million goal. Funds raised through the Alpha Campaign will be directed toward: (1) scholarship support (\$900,000); (2) enlarging the endowment to support faculty salaries (\$700,000); and (3) reconstruction of existing College properties (\$800,000). One of the immediate benefits derived from the Alpha Campaign is the reconstruction of a campus building for the creation of a student union building. The facility is located on property given to Wilkes College by the Conyngham family. The new facility is an acknowledgment that a satisfactory and permanent student building is essential to the education of our students.

The Alpha Campaign, as of August 1, has realized over \$1.3 million during the first eight months of the three-year drive. We are modestly encouraged with the progress of the campaign to date but our momentum must be maintained to secure required resources for the College and its students. We have recognized that Wilkes must seek friends who are capable of making major gifts to the College. It is significant that our present campaign total has been attained as a result of the support from many friends who have

made commitments related to their ability to give. One gift has been of six figures - and that from a foundation. We now need to identify and cultivate sources of support of a greater magnitude so that Wilkes College can confidently meet the challenges of the future. The Board of Trustees and the alumni will be called upon to assist in this continuing process. However, for the immediate year, plans are underway for "Alpha II," the second segment of the current capital gifts drive, which is directed toward: (1) contacting alumni throughout the nation to seek their participation in the campaign; (2) conducting regional alumni campaigns in fourteen metropolitan areas of the nation with concentrations of 200 or more alumni; and (3) conducting a \$150,000 Wilkes-Barre Area campaign to solicit new friends and alumni, and those who either were not contacted last year or elected to make only a one-year commitment. Ongoing processes of the campaign include visits to foundations, corporations, and government agencies to seek major support.

ACCREDITATION

Wilkes College will undergo its ten-year accreditation by the Middle States Evaluation Team during the 1979-80 academic year. A committee has been formed to prepare for the visitation and we have been informed by Middle States that the work we have done on the Goals of the College will serve as a nucleus for our self-evaluation. Having recently completed this campus-wide study, Wilkes is in a position of strength to satisfy the requirements of the accreditation process. It is our intent that when the final

reports of the team are completed, they will reflect the integrity, variety, and quality of our academic programs. During the 1978-79 academic year we will also seek accreditation from the National League for Nursing for our nursing program which has already received approval from the Commonwealth of Pennsylvania. We are also seeking accreditation from the Pennsylvania Department of Education for our teacher education program. In addition, efforts have been made to enlarge the faculty in Engineering to prepare for accreditation review by nationally recognized societies.

The College is presently developing two new academic programs which respond to changing needs and conditions. The rapid development of communication and transportation has led to the emergence of multi-national or trans-national corporations. A special faculty committee is working to determine the feasibility of a degree program in international business to attract students desiring to pursue a career in this exciting field. The program will make use of current faculty and course offerings. Another faculty committee is developing programming relating to gerontology, the study of aging and the aged, which promises to be a growing and rewarding field. This activity is in response to shifting population patterns that have increased the number of elderly people, a trend that will continue in the foreseeable future.

IN CONCLUSION

Wilkes College is a sound academic institution. It has completed the past three years with a stable enrollment and with modest operating surpluses. We project a modest excess of revenues over expenditures for the coming year. Graduates of the College are gaining

meaningful employment and are being accepted into quality graduate schools. New academic programs have begun to mature as witnessed by the first graduating class in the Wilkes/Hahnnemann B.S.-M.D. degree program and by the nursing program, which recently received approval from the Commonwealth of Pennsylvania.

In the coming year the College must prepare itself for the Middle States accreditation to take place in the fall of 1979. The College must also prepare for accreditation visits relating to the nursing and teacher education programs. Wilkes must continue its fund-raising efforts in Alpha II - the second year of our three-year capital gifts campaign. Along with this drive, the College will develop plans to enlarge the program in deferred giving and to build the endowment.

A continuing concern relates to the decline of the oncoming eighteen-year-old population groups. At Wilkes we are meeting this challenge by having reorganized and enlarged our admissions and recruiting staff and by developing the "Freshman Studies" concept to retain capable students at the College once we have recruited them.

Another continuing concern relates to the need to maintain a quality faculty and to create a climate in which they will inter-relate with students and with each other to develop and implement quality educational programs. In the final analysis, this is what Wilkes stands for. Resources must be obtained to improve faculty salaries, and equitable decisions on tenure and promotion must be made to maintain and reward the members of our academic family.

These are not easy times in higher education, but the history of American higher education, with the possible exception of the

halcyon years of the sixties, reflects a struggle in building the finest system of enabling students to study and learn and, thereby, serve humanity. Wilkes College is proud to be a part of this tradition, and with the continuing participation of its trustees, faculty, alumni, and friends, who are supporting our programs in admission, fund-raising, and cooperative education, we will move forward together with confidence.

WILKES COLLEGE

September 1977 - August 1978

CHRONOLOGY OF SIGNIFICANT EVENTS

- September
- Established Careers Library to assist students in becoming aware of employment opportunities.
 - Adopted new table of organization to establish clear lines of authority and responsibility in both academic and administrative areas.
- October
- Communications program was approved by Pennsylvania Department of Education, enabling education majors to obtain certification in this area.
 - "Expo 77", a science program, attracted 150 high school students to the campus for a day-long series of lectures, guided tours, and exhibits.
 - 30th Annual Homecoming featured an historic first - a joint dinner of the Executive Council of the Wilkes College Alumni Association and the Wilkes College Board of Trustees.
- December
- Hosted 24th Annual Tax Clinic, a day-long series of lectures designed for practicing accountants.
 - Sponsored a colloquium, "Humanities: Current Trends in Western Literature".
 - Held Leaders Conference for 200 friends and alumni of the College to formally announce the College's \$2.4 million Alpha Capital Gifts Campaign.
 - Cooperative Education Program launched. The program provides qualified students an opportunity to obtain practical job experience in their chosen fields or other areas of interest.
- January
- Installed Hewlett-Packard 3000-II Computer System to substantially enhance academic and administrative utilization of computer technology.
 - Established the Small Business Development Center (SBDC) as part of a state-wide network to provide technical assistance to large, small, and/or emerging business enterprises. Members of the Wilkes College faculty and students in the graduate division work as consultant teams with business clients.

- February -Hosted annual Scholastic Art Awards Exhibits, featuring the works of area high school students.
- March -Received \$100,000 grant from the J. N. Pew, Jr. Charitable Trust.
-Special Gifts Phase of the Alpha Campaign began.
- April -National Institutes of Health Seminar was conducted on campus. Three of the nation's leading experts in allergic and infectious disease participated in the day-long session.
-General Gifts Phase of the Alpha Campaign launched.
-Princeton University dedicated mosaics in memory of the late Gilbert McClintock, former Wilkes College board chairman and Princeton alumnus. The mosaics, on perpetual loan, are on display at the Stark Learning Center.
- May -First Wilkes-Hahnemann class, which entered the College in 1972, graduated with degrees from both Wilkes College and the Hahnemann Medical College.
-Annual Mathematics Contest attracted 135 area high school seniors and juniors to the College.
-Joseph J. Pinola, Chairman of the Board and Chief Executive Officer of Western Bancorporation, the Commencement speaker and a 1949 alumnus, presented a lecture on banking and finance at the Dorothy Dickson Darte Center for the Performing Arts.
- June -Telecommunications network, linking Wilkes College and five area hospitals with Hahnemann Medical College and Hospital, began operation.
-Greater Wilkes-Barre General Alumni Appeal conducted telephone campaign during successive evenings.
-A cooperative agreement was signed with Keystone Junior College providing weekend courses at the Keystone campus, northwest of Scranton in La Plume. The program will lead to a baccalaureate degree from Wilkes College.
- July -An Energy Seminar attracted area high school teachers to the campus to enlarge teaching perspectives relating to the development and utilization of energy.
-A re-enactment of the "Battle of Wyoming," sponsored through a grant received by the College through the Kirby Foundation, attracted over 6,000 area residents to Kirby Park.

-37 students from Barcelona, Spain spent four weeks on campus. They enhanced their use of the English language and became acquainted with American culture through classes and trips.

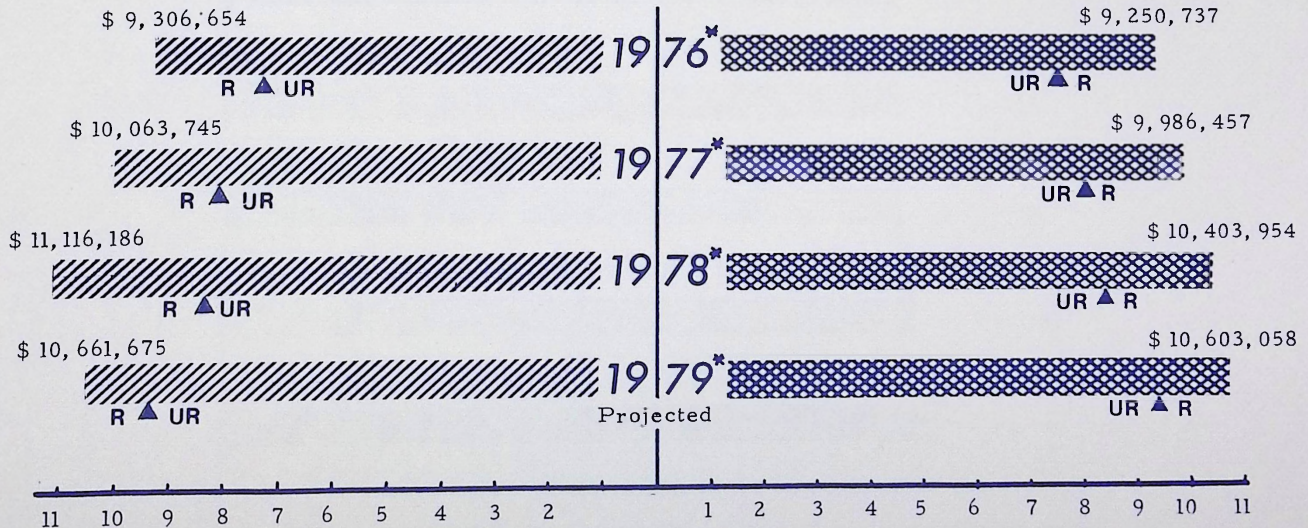
August

-Independent Telephone Pioneers Association Conference held on campus. Nearly 200 professionals in the communications industry spent three days on campus.

OPERATING BUDGET

REVENUES & TRANSFERS

EXPENDITURES

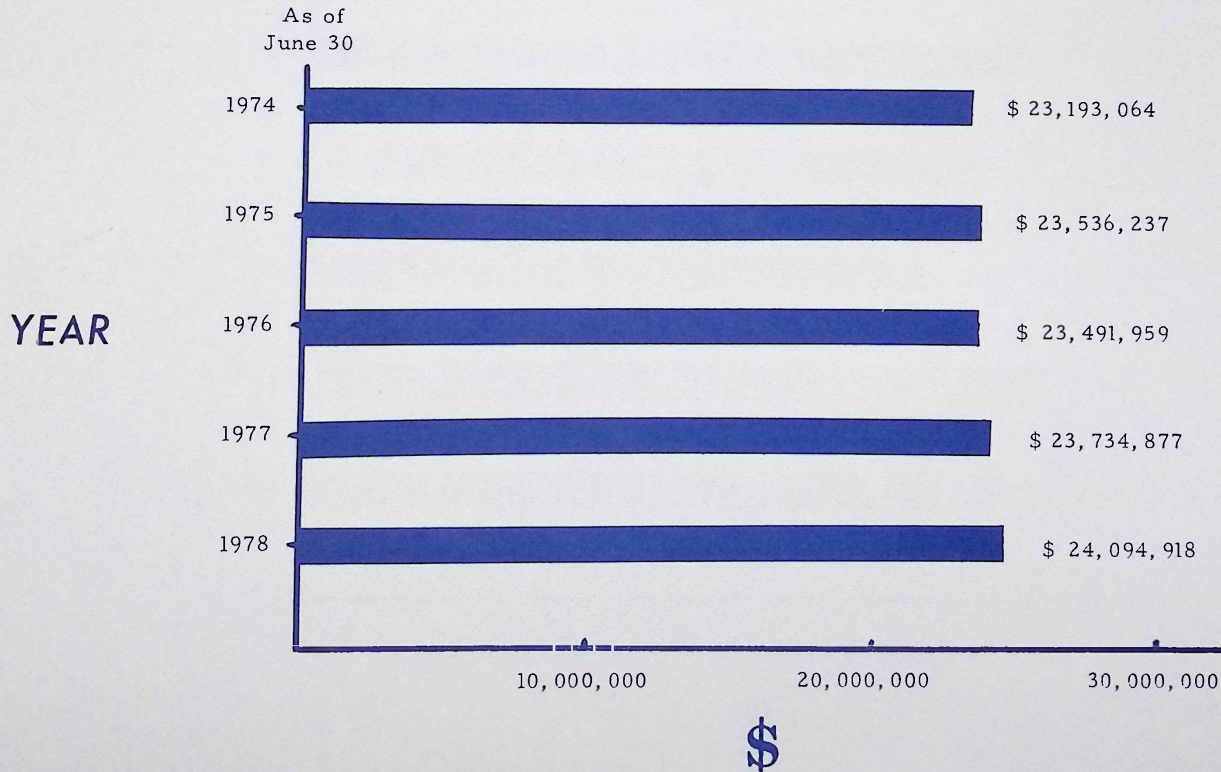


\$ (MILLIONS)

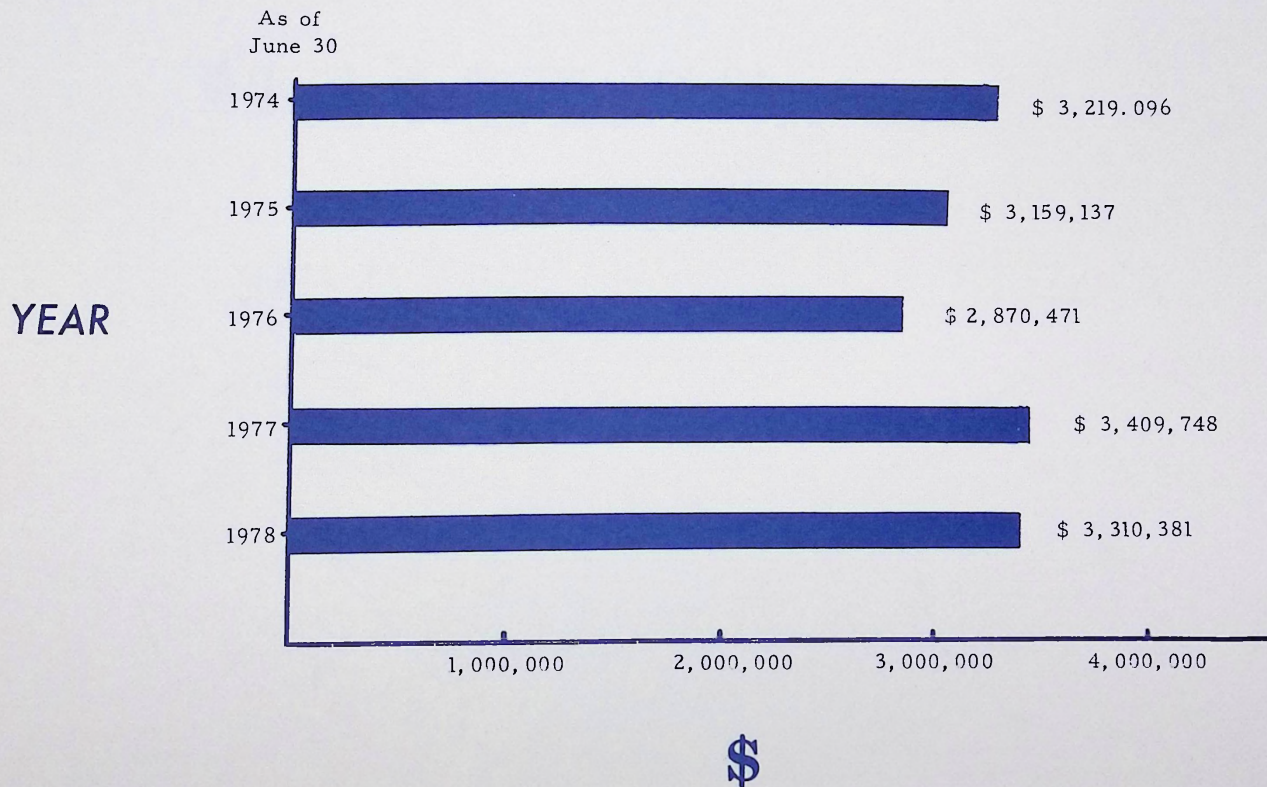
UR - Unrestricted Funds
R - Restricted Funds

*Net Increase in Fund Balance

TOTAL ASSETS



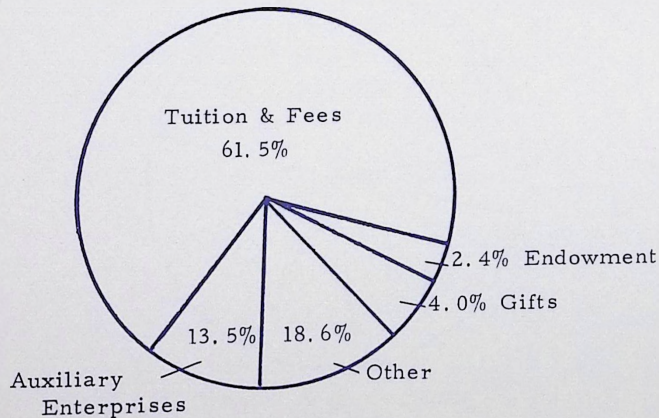
ENDOWMENT MARKET VALUE



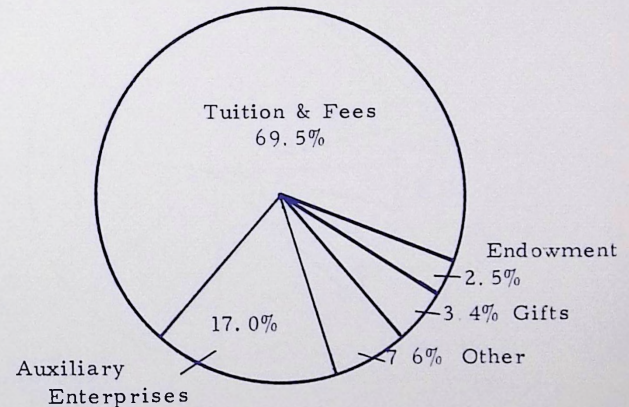
THE WILKES COLLEGE DOLLAR

Where it came from:

1974-75



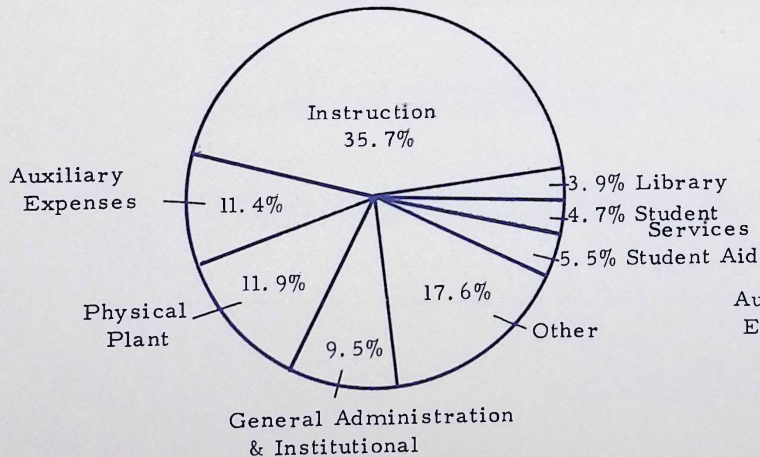
1977-78



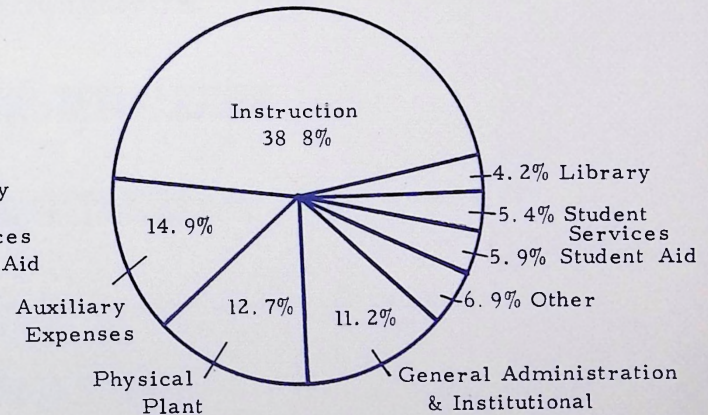
THE WILKES COLLEGE DOLLAR

Where it went:

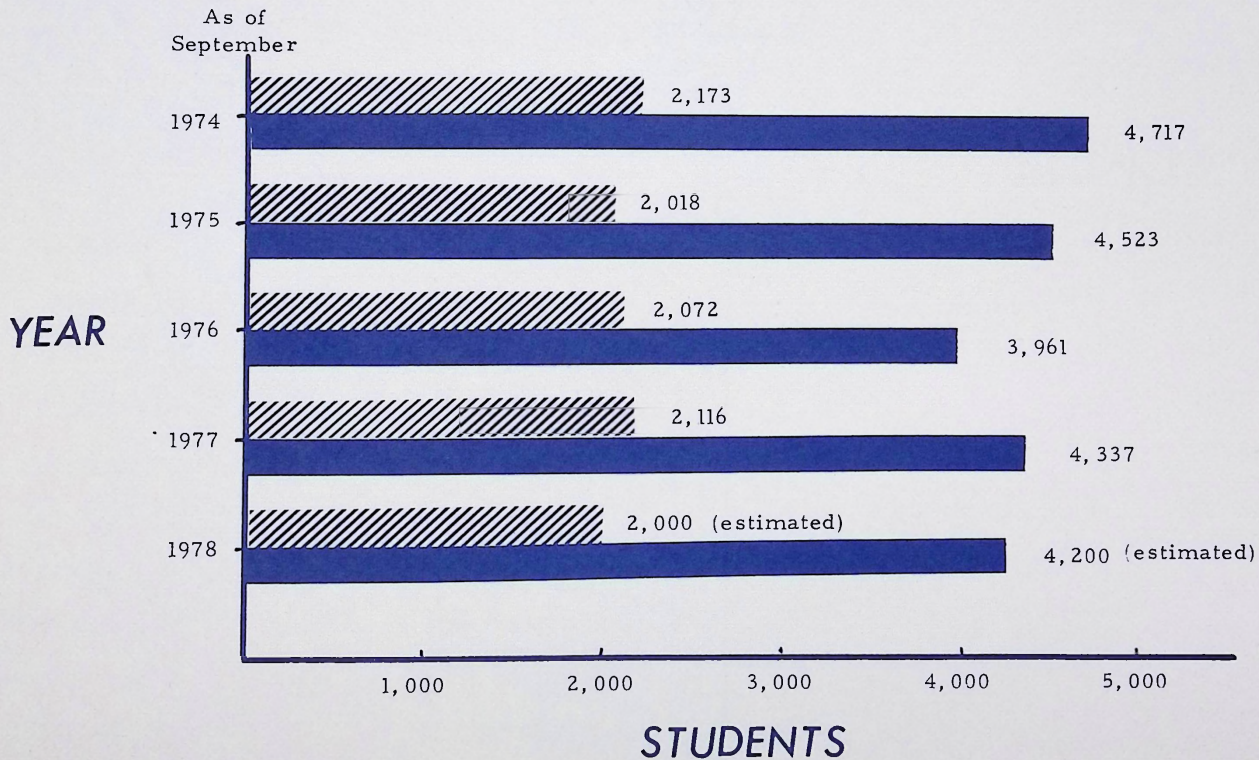
1974-75



1977-78



ENROLLMENT



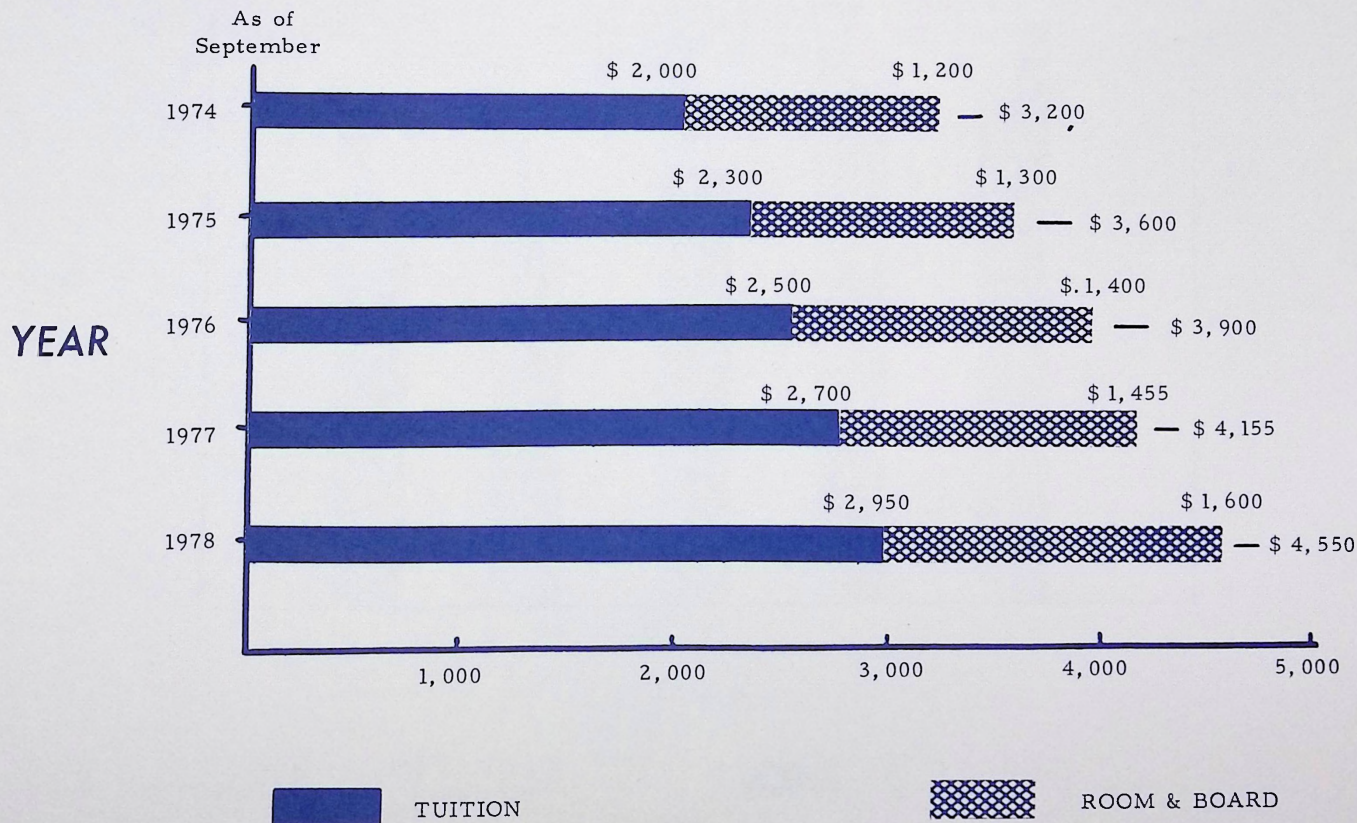
- Full-Time



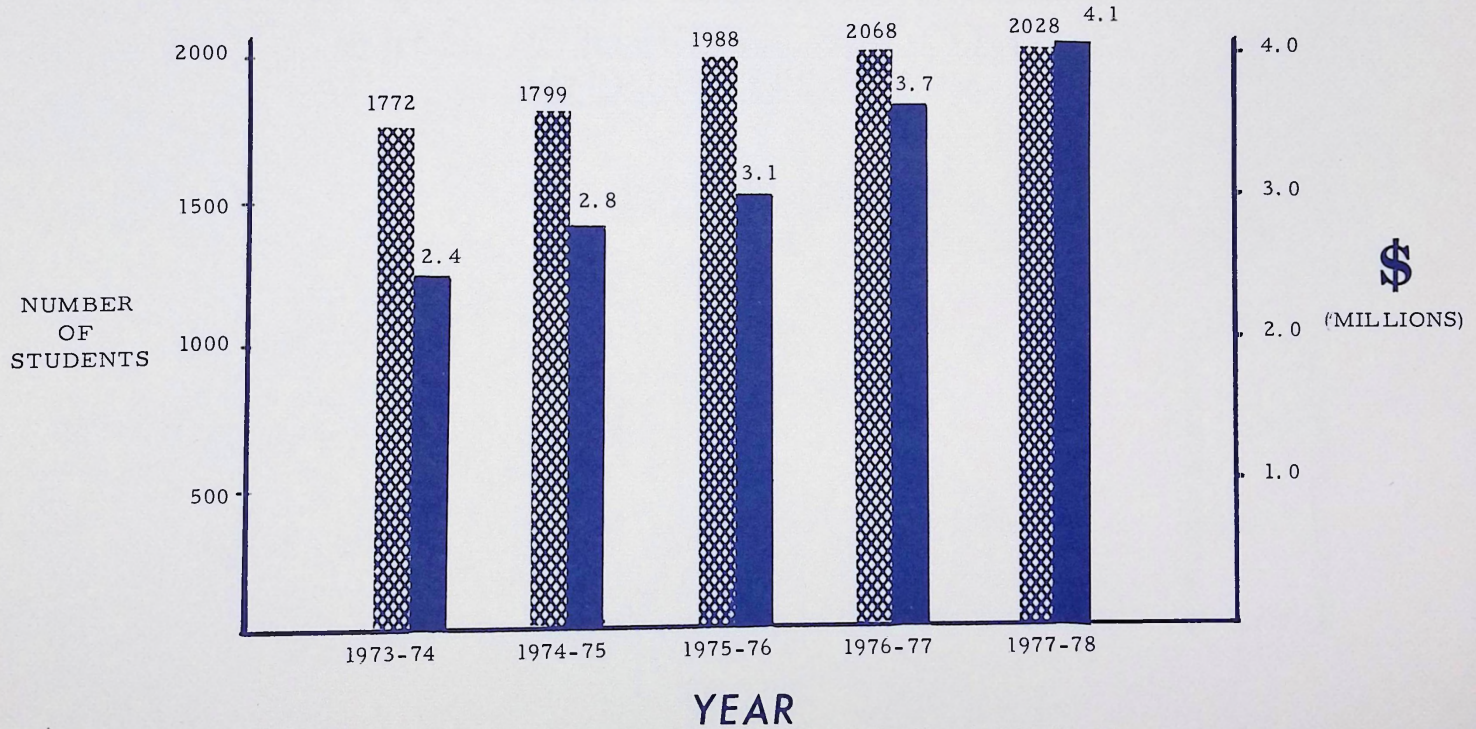
- Total*

* All Students - Full-Time, Part-Time, Resident, Degree and Non-Degree.

TUITION/ROOM AND BOARD



FINANCIAL AID



NUMBER OF STUDENTS
RECEIVING AID



AMOUNT OF AID
AWARDED

COMPARISON OF SALARY AND COMPENSATION WILKES COLLEGE vs 2500 COLLEGES AND UNIVERSITIES

	<u>AVERAGE SALARY & COMPENSATION *</u>			<u>WILKES</u>
	<u>PUBLIC</u>	<u>PRIVATE</u>	<u>CHURCH RELATED</u>	
PROFESSOR	28,080	27,280	23,180	23,581
ASSOCIATE PROFESSOR	22,440	21,600	19,210	19,225
ASSISTANT PROFESSOR	18,440	17,530	16,190	15,765
INSTRUCTOR	14,800	13,640	12,690	11,935

* FOR "COLLEGE LEVEL" INSTITUTIONS;
Average Wilkes College compensation - 15% of base salary.

SOURCE: The Chronicle of Higher Education, July 17, 1978.

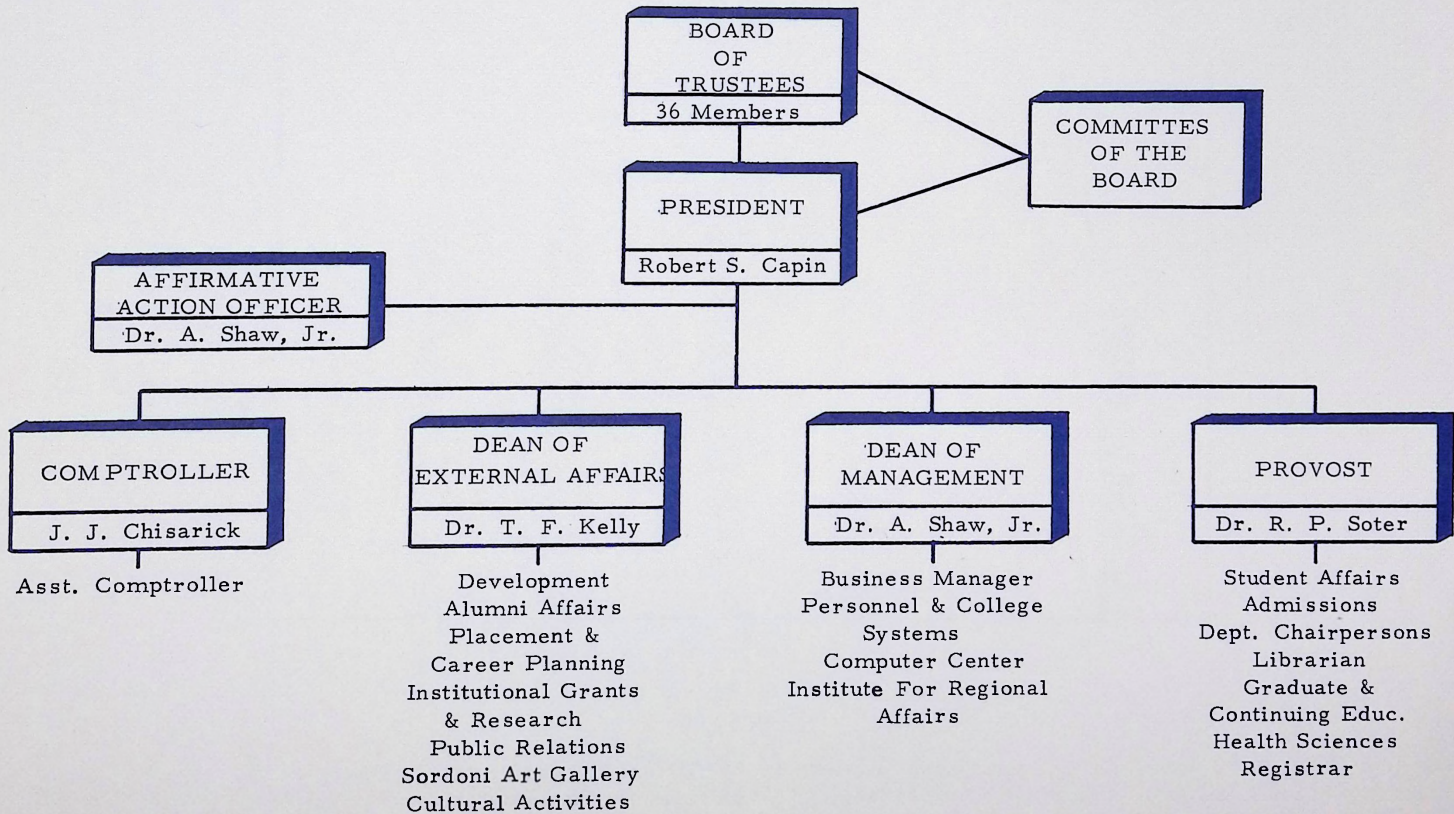
FACULTY STATISTICS^{*}

(AS OF AUGUST 1978)

	<u>PH.D.</u>	<u>MASTER</u>	<u>BACHELOR</u>	<u>TOTAL</u>
PROFESSOR	25	12		37
ASSOCIATE PROFESSOR	23	13	1	37
ASSISTANT PROFESSOR	28	47	1	76
INSTRUCTOR	<u>0</u>	<u>5</u>	<u>1</u>	<u>6</u>
TOTAL	76	77	3	156

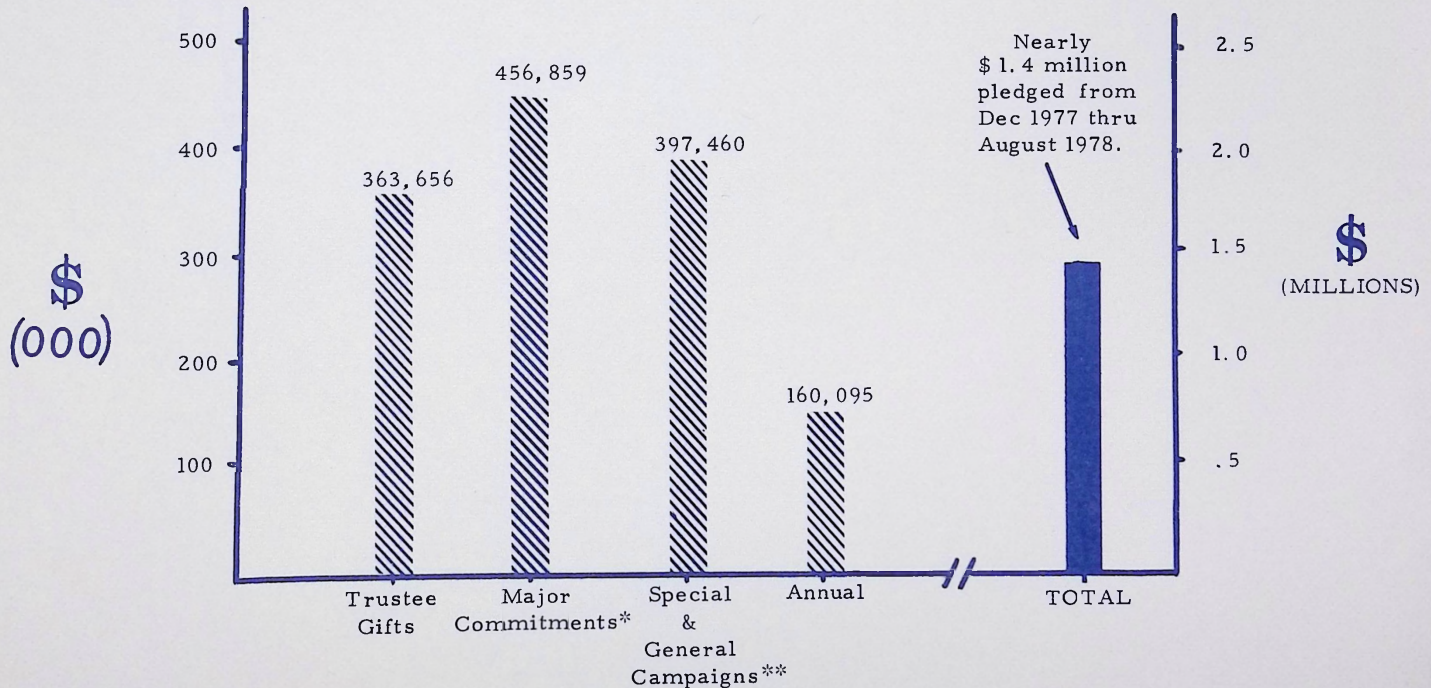
^{*} DOES NOT INCLUDE ADJUNCT FACULTY

TABLE OF ORGANIZATION



STATUS OF THE ALPHA CAMPAIGN

GOAL: \$ 2.4 million over a 3 year period, 1977 - 1980.



* Includes Leadership gifts from friends, alumni, foundations and businesses.

** Includes gifts from friends, alumni and businesses in the Wilkes-Barre area and support from the College Family.

