

REPORT OF THE PRESIDENT 1980



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ROBERT S. CAPIN, PRESIDENT
WILKES COLLEGE
WILKES-BARRE, PA.

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WILKES COLLEGE
REPORT OF THE PRESIDENT - 1980

During the summer of 1979, I attended the Institute for Educational Management at Harvard University. The experience is one which I have reflected upon many times, and one which steeled my determination that Wilkes College will survive and prosper throughout the decade of the 1980s in spite of the many difficulties predicted for American higher education. Survival will require planning, but enhancement of the institution will require Wilkes College to plan with vision and creativity and to implement with vigor and dedication.

Planning with vision and creativity cannot be the work of one individual or one group of individuals at a complex institution like a college or university. For an institution like Wilkes to not only survive, but also improve the quality of its educational programs, it is necessary for all constituencies of the institution to pull in concert toward common goals.

Several years ago during my first year as president, the College engaged in a "Goals of the College" study to examine the purposes and mission of Wilkes. Many of these goals have been implemented and revised over the past several years, yet their common thread, that Wilkes should provide

a sound and stimulating atmosphere for intellectual growth and character development while providing programs of quality to Northeastern Pennsylvania, remain imbued in our purpose. The Goals of the College report provided a basis for the initiation of the \$2.4 million Alpha Capital Gifts Campaign, which is now on the verge of topping its goal approximately six months ahead of schedule. The Goals of the College report also provided the basis for our institutional self-study required by the Middle States Association of Colleges and Universities as part of our ten-year reaccreditation.

Such a self-study is designed to serve as a planning document for the institution, and in the next section I will review that report in light of its utilization for our institutional plans. Following a discussion of the Middle States self-study, I will discuss our institutional planning process which was initiated for the 1979-80 year to provide a means by which year-by-year initiatives in all administrative departments are generated and accomplished. The planning process also includes a major effort toward the development of a long-range comprehensive plan for Wilkes. A third section of this report will deal with a companion planning document, a space utilization study of the campus, which outlines a thorough plan for development of campus facilities. The fourth section of this report will discuss our plans for the celebration of the

50th anniversary of the College during the academic year 1982-83. As we look toward that landmark year, I will assess the strengths of the College and present its needs. The final sections of my report present appendices relating to academic highlights of the year, a chronology of special events, and appropriate institutional data.

MIDDLE STATES SELF-STUDY

On March 13, 1980, I was pleased to receive a letter from Milton G. Basson, Chairman of the Commission on Higher Education of the Middle States Association of Colleges and Universities, which informed me that the Commission had "reviewed the College's evaluation team report....and reaffirmed the accreditation of Wilkes College." From one view this communication marked the conclusion of a self-study which had begun 20 months earlier but, from another view, it only observed an important point in a continuing process to implement recommendations which Wilkes College had made concerning itself as it prepared its own self-study.

With regard to our self-study document, two points must be made: (a) The document found, and the Commission concluded, that there were no grievous situations which threatened the institution's ability to fulfill its mission; to the contrary, the institution was judged to be healthy, viable, and having a bright future. (b) All areas for which recommendations were made concerning improvement were identified by the College in its report and suggested courses of action were included.

I report the aforementioned conclusions to you with pride and know that you share our sense of accomplishment with regard to this report.

The self-study which involved representatives of the faculty, administration, student body, alumni, Board of Trustees, and community begins by noting the general goals of the College. In common with other institutions of higher education, Wilkes shares the general goals of introducing students to a body of knowledge, of stimulating intellectual development and inquiry, of fostering awareness of values, and of preparing young people for a more productive and more fulfilling life. A primary function of the College is to provide quality undergraduate education. The specific objectives of the College include:

- (a) maintaining the character of a small college, (b) preserving admissions standards, (c) reducing attrition and helping students complete their college work, (d) emphasizing the traditional liberal arts, (e) maintaining and developing outstanding professional, pre-professional, and various specialized programs, (f) encouraging life-long health and activity patterns, (g) strengthening the concept of community service, leadership, and interaction.

The self-study concluded, and the report of the Middle States visitation team confirmed, the following points:

- (a) Wilkes College is a strong and viable institution with a solid base upon which to face

the challenges of the 1980s. The faculty and administration are excellent and dedicated to the task of teaching students at Wilkes. The physical plant is generally sound and is particularly excellent with regard to academic and cultural facilities.

- (b) Over the coming years, the College needs to enlarge its gymnasium facilities and construct a residence hall to facilitate the closing of older and less cost-effective dormitories.
- (c) The financial base of the College is solid, and fiscal planning processes are in place.
- (d) The College needs to commit its student affairs policies to writing and to strengthen the career planning process.
- (e) The College needs to give further attention to the collection and analysis of institutional data, as its planning and budgetary processes proceed.
- (f) The College needs to continue its decision-making processes with regard to the development of viable policies relating to faculty tenure, promotion, evaluation and development.

Appropriate administrative offices and faculty committees are working to build upon areas of strength and to address each of the aforementioned areas of concern.

The written report of the Middle States committee and my conversation with its chairman and committee members confirm my confidence in the strength of Wilkes College and in its ability to continue to fulfill its mission. Both the self-study report and the team's report serve as planning guides for the future.

WILKES COLLEGE INSTITUTIONAL PLANNING PROCESS

In fall, 1979, I instituted a planning process which involves all administrative offices of the College. The planning process attends to both long and short-range objectives and to goals which are of an institutional nature as well as others which relate to specific units of the administration of the College. The following institutional priorities were established for the academic year 1979-80:

1. complete policies and procedures for tenure, promotion and faculty evaluation,
2. design and implement an annual planning process,
3. establish a mechanism for long-range planning and begin work on a planning document for the 1980s,
4. complete Middle States evaluation for reaccreditation,
5. develop a plan to maximize the utilization of the physical plant,
6. complete plans for a comprehensive data base and resource management systems.

These institutional priorities were developed primarily by the senior administrative officers who comprise the President's staff. Each of the five priorities was either accomplished or considerable progress was made.

With regard to the annual planning process, each administrative office was required to present to the President's staff a list of planning initiatives to be accomplished during the year 1979-80. Initiatives represent specific administrative objectives to change and improve the operation of the office. In May, 1980, each administrative officer was required to report on the attainment or progress of each initiative. In my view, this process is an effective way of requiring each administrator to look critically at his or her office and to suggest several ways of changing and improving the operation. This process was related to the annual budgetary procedure at the College, providing for an effective controlling and monitoring device.

The challenges for higher education require decisions involving foresight, planning, courage and resolve. Thus, it is necessary to gather the necessary data and acquire input from the constituencies of the College in order to make the crucial decisions relating to the future of Wilkes. In fulfilling this important mission, a long-range planning committee composed of administrators, faculty, and students

was established by me for the purpose of preparing a comprehensive institutional planning document for the 1980s. Collection of vital institutional data is part of this process. It is anticipated that a document outlining our plans for the 1980s will be completed during the 1980-81 fiscal year.

The priority calling for the development of a plan to maximize the utilization of the physical plant resulted in the development of the Wilkes College Space Utilization Study and planning aid, which will be discussed in the next section.

SPACE UTILIZATION STUDY

Administrative officers, working closely with a professional firm of architects and planners, developed a comprehensive study of Wilkes College, which included an historical inventory of the plant, a review of past plans for the Wilkes campus, an examination of the management of the plant, and a step-by-step proposal to guide physical facilities decision-making at Wilkes College toward the creation of a more effective, efficient, and attractive campus.

Included as part of the study is an acquisition/disposition plan, as well as a guideline toward the creation of green links and thoroughfares. The architects and planners paid considerable attention to the creation of cost utilization matrices, which call for cost reduction and plant consolidation over the coming years. Historic

preservation and awareness of the character of the community represent integral factors in the development of the study.

The Board of Trustees has approved the plan in principle, and the administration is using it as a guideline.

THE 50TH ANNIVERSARY OF THE COLLEGE

Bucknell Junior College was established in 1933 and, therefore, the 50th anniversary of the institution now known as Wilkes College is rapidly approaching. It has been determined that the academic year 1982-83 will be a year of celebration in this regard. Bucknell University has agreed to cooperate fully with Wilkes College in recognizing this institution as a viable partner in the system of higher education in the northeast. We foresee much planning to be accomplished between now and September, 1982, when we will initiate a year in which the various constituencies of the College will assist in the celebration of our 50th birthday. Cultural, academic, and athletic exchanges with Bucknell and other institutions will be part of our program. Faculty, student, alumni, and community involvement will be encouraged.

As we move toward the successful completion of the first fifty years of Wilkes College and peer into the latter years of this century and beyond toward the culmination of the second fifty years of the existence of this institution,

I wish to note several strengths and needs of the College. In my view, Wilkes has an outstanding faculty, dedicated to the teaching of qualified students. The College continues to attract qualified students who seek the sound and stimulating intellectual atmosphere which Wilkes provides. The reputation of the College continues to be enhanced by the attainments of our alumni. For example, the College presently lists alumni who have attained positions on the faculties of Harvard, Berkeley, Johns Hopkins, and Vassar, to name but a few; and others who have obtained the presidencies of Pfizer International, Jewelcor, the National Board of Medical Examiners, to name but several. The financial base is sound but will require close monitoring, and the physical plant of the College will need ongoing improvement to service academic programs and residence requirements; the Board of Trustees and the administration are dedicated and capable in fulfilling their responsibilities.

Certain needs must be addressed as the College strives to fulfill its mission. Wilkes must continually improve faculty salaries to retain and attract the brightest and ablest teachers. Teaching of students is the essence of the College, and effective faculty are essential to this process. Wilkes must maintain a balance between its orientation toward the liberal arts and its orientation toward pre-professional programs. Since its inception,

the College has focused on aspects of students' preparation for life and for career, and we must continue to examine the balance of interest at Wilkes between these two necessary ingredients.

Two stark needs must be addressed:

(a) To accommodate the ever-increasing numbers of students who wish to live in residence halls while studying at Wilkes, the College must provide adequate housing facilities. Presently, Wilkes utilizes facilities in the Sterling Inn Towne and has leased facilities in the YMCA. These are temporary measures. As we move toward the consolidation of our physical plant and the closing of older and less cost-effective residence halls, a new, attractive, cost-effective residence hall must be constructed. At a time when the on-coming stream of eighteen-year-olds is predicted to decrease, it will be difficult for colleges to obtain sufficient funds for needed residence facilities. Thus, Wilkes College will face a real challenge in attaining the resources required to provide its much-needed residence hall.

(b) In 1949, Wilkes College completed the construction of a fine physical education facility. It served the College and the region well for over 30 years. Given the growth in our student body since that time and the increased interest on the part of students and society in athletics and physical fitness, the College must expand its gymnasium

or build a field house to serve current needs. While imagination and creativity are being used to provide recreational facilities in the present gymnasium and in other community and campus resources, the fact remains, and is underscored by the Middle States accreditation team, that Wilkes must expand its gymnasium or build a new facility.

The administration is presently seeking ways to accomplish the aforementioned goals, and with the confidence I place in trustees, friends, and alumni to support us in attaining the required resources, I strengthen my conviction that, over the coming decade, Wilkes College will provide for its needs.

The coming decade, replete with the challenges of inflation, energy, and a declining pool of traditional-age college students, will test even the best of America's institutions of higher education. I trust that Wilkes College is among that group and will overcome the challenges of the 1980s to face the 1990s as an even stronger institution.

WILKES COLLEGE

ACADEMIC HIGHLIGHTS OF 1979-80

-Reaccreditation by Middle States Association of Colleges and Schools for ten years with a very positive evaluation.

-Accreditation of the Electrical Engineering Program by the Accreditation Board for Engineering and Technology (ABET) for the maximum period of six years.

-Implementation of a five-year History/MBA degree program.

-Appointment of new chairmen in Commerce and Finance (Dr. Howard Williams); in Sociology/Anthropology (Dr. John Natzke); in AFROTC (Lt. Col. Bruce Burke); and in Music (Dr. Terrance Anderson).

-Establishment of a new program and degree in Music with the approval of the Bachelor of Music degree.

-Attainment of the position in which the number of applicants for the Nursing Program exceeds the number Wilkes can accept; the College can now focus on selecting a higher quality student.

-Exploration of a Nursing Program to be offered in Hazleton.

-Implementation of a successful newsletter for faculty and staff -- INTERCOM.

-Development and acceptance of a Cooperative Registration Agreement between Wilkes College and King's College, and generally increased cooperation in the areas of library and tuition remission.

-Approval of a new tenure document by faculty, administration, and trustees.

-Development of a greater emphasis on standards with increased monitoring of policies.

-Implementation of one of the most desirable salary increases in the history of the College for faculty, administration, and staff.

-Attainment of substantial progress toward the development of a doctoral program in the Wilkes-Barre area through cooperation with the University of Pennsylvania.

-Development of agreements to accept students in pharmacy with Temple University and Duquesne University.

-Progress in other areas of cooperation with Temple University.

-Received grants for the following academic programs:

1. Quill -- \$4,500 -- Project to support studies in English;
2. Writers in Residence -- \$4,000 -- Visiting authors, poets and playwrights on campus giving lectures, workshops, and readings;
3. Library Resources -- Books, manuscripts, records, etc., for Music Department;
4. Cooperative Education Program -- \$29,863 -- Providing on-the-job internships for qualified students;
5. Upward Bound -- \$55,000 -- Underprivileged students receive educational and cultural experiences to assist them in preparing for college;
6. Act 101 -- \$50,500 -- Remedial assistance for economically deprived college students;
7. VCIP -- Veteran's Program which provides tutoring and counseling on campus;
8. Visting Artists -- Visting artists on campus lecturing, teaching, and exhibiting;
9. Educational Opportunity Center -- Consortium to provide coordinated extensive counseling service to economically deprived students.

WILKES COLLEGE

September 1979 - August 1980

CHRONOLOGY OF SPECIAL EVENTS

September

- Initiated "Freshman Studies Program" funded by a grant from the National Endowment for the Humanities.
- Appointed Ned Mulligan to the Chairmanship of the 1980 Alpha Campaign.
- Hosted Digital Communications Seminar for the telecommunications industry.
- Featured paintings of Ricardo Viera in the Sordoni Art Gallery.
- Hosted noted historian on Chinese culture, Ross Terrill, as part of the Concert and Lecture Series.
- Welcomed 600 freshmen as part of 1980 Orientation exercises.
- Received approval from Pennsylvania Department of Education to award teaching certificates in Earth and Environmental Sciences.
- Featured the National Shakespeare Players performing "Twelfth Night" as part of the Concert and Lecture Series.
- Hosted National Design Marker Art Competition in the Sordoni Art Gallery sponsored by Eberhard Faber, Inc.
- Hosted the Wilkes College Alumni Art Exhibit in the Sordoni Art Gallery.

October

- Hosted "Science Expo 1979" for several hundred visiting high school students.
- Featured former Soviet General Petro Grigorenko at a lecture sponsored by the Wilkes College American Ethnic Heritage Center.

- October
(continued)
- Made available to community "College for Kids" programs on campus.
 - Featured noted newscaster, Paul Cunningham, at a careers lecture sponsored by the Career Planning and Placement Office.
 - Hosted Beethoven piano recital by internationally known artist Joel Shapiro.
 - Hosted Anthracite Workshop to study use of coal in solving the nation's energy problems.
 - Featured internationally famous actor and lecturer, John Houseman, as part of the Concert and Lecture Series.
 - Exhibited paintings of Harry Holland and Joseph Shepler of Chatham College in a contemporary exhibit in the Sordoni Art Gallery.
 - Formed Wilkes Chapter of the Coalition of Independent Private College and University Students (COPUS).
- November
- Dedicated the Conyngham Student Center.
 - Featured the award-winning play "When Ya' Coming Back, Red Ryder?" at the Dorothy Dickson Darte Center for the Performing Arts.
 - Initiated a cooperative five-year pharmacy program with Temple University.
 - Hosted the musical production "The Magic of Broadway" as part of the Concert and Lecture Series.
 - Hosted the visiting team from the Middle States Association of Colleges and Schools.
- December
- Honored the members of the John Wilkes Club with a formal recognition dinner.
 - Featured an art exhibit of works of students in the "College for Kids" program.
 - Continued the Freshman Studies Program with eight separate seminar courses.

- January
- Opened the major exhibit, "The Old Masters' Prints," in the Sordoni Art Gallery.
 - Featured a piano recital by noted international artist, Thomas Hrynkiw, a Wilkes alumnus.
 - Opened the 1980-81 Wilkes College Poetry Series.
 - Hosted a joint conference with McGraw-Hill Publishers for Business Education faculty, students, and interested community members.
- February
- Launched the Alpha Campaign for the 1980 season with a luncheon at the Dorothy Dickson Darte Center for the Performing Arts.
 - Hosted the Annual National Scholastic Art Awards Exhibit in the Sordoni Art Gallery.
 - Featured the famous Samuel Beckett play, "Waiting for Godot," in the Dorothy Dickson Darte Center for the Performing Arts.
 - Presented Dr. William Angoff, standardized test specialist, Educational Testing Service, Princeton.
 - Featured the noted editor of Forbes Magazine, Malcolm Forbes, Jr., as part of the Concert and Lecture Series.
- March
- Hosted the first televised debate of 11th Congressional District candidates.
 - Featured the exhibit, "Three Women," sponsored by the Wilkes-Barre Junior League, in the Sordoni Art Gallery.
 - Exceeded goal of Alpha Campaign Scholarship Fund Drive with a total of \$235,648 pledged.
 - Hosted a seminar on Medical Technology in the Stark Learning Center.
 - Hosted the Rod Rodgers Dance Group in a performance held in the Dorothy Dickson Darte Center for the Performing Arts.
- April
- Hosted over 700 new students and their parents at the 2nd Annual Visitation Day.
 - Received re-accreditation from the Middle States Association of Colleges and Schools.

- Featured the theatrical production, "Angel Street."
 - Hosted an Anthracite Energy Conference to examine the effects of increased coal use on Northeastern Pennsylvania.
 - Featured the quintet, "The Chestnut Brass," as part of the Concert and Lecture Series.
 - Hosted 150 high school students in Mathematics Contest sponsored by the Department of Mathematics and Computer Science and the Luzerne County Council of Teachers of Mathematics.
- May
- Featured an exhibit of Professor Herbert Simon's sculpture in the Sordoni Art Gallery.
 - Received \$6,000 in grants from the National Endowment for the Arts to sponsor the Writer in Residence, the Poetry Series, and nationally registered artists workshops.
 - Featured internationally known editor, Louis L. Banks, at the 33rd Annual Commencement where over 500 students graduated. Awards of honorary doctoral degrees were presented to Msgr. Andrew McGowan and Roy E. Morgan.
 - Opened a joint registration program with neighboring King's College.
- June
- Added five new trustees to Wilkes' Board.
 - Hosted an exhibition at the Sordoni Art Gallery of paintings by Louise Carpenter.
 - Accepted, on behalf of the campus radio station, WCLH, the Scholastic Journalism Award for the second consecutive year.
 - Hosted a Polish Cultural Exposition which opened with a performance of the Trojaki Dancers in the Dorothy Dickson Darte Center for the Performing Arts and an exhibit, "Poster Art in Poland," from the Smithsonian, in the Sordoni Art Gallery.

Wilkes College

RESULTS OF OPERATION OF THE CURRENT UNRESTRICTED FUND

YEAR ENDING	REVENUES	EXPENDITURES & TRANSFERS	INCREASE IN FUND BALANCE
5/31/77	\$7,957,312	\$7,865,529	\$ 91,783
5/31/78	8,336,108	8,306,938	29,170
5/31/79	8,872,170	8,131,460	740,710 *
5/31/80	10,358,562	10,319,791	38,771

* \$ 671,264 Non recurring transfers to current unrestricted fund
as result of closing the flood recovery reim-
bursement procedures with the federal government.

69,446
\$ 740,710 Net increase in fund balance from normal operations.

Wilkes College

C O M P A R I S O N O F S A L A R Y A N D C O M P E N S A T I O N

Wilkes College vs 2,200 Colleges
and Universities

	<u>AVERAGE SALARY & COMPENSATION</u> *			
	<u>PUBLIC</u>	<u>PRIVATE</u>	<u>CHURCH RELATED</u>	<u>WILKES</u>
PROFESSOR	\$32,028	\$30,999	\$26,489	26,607
ASSOC PROFESSOR	25,739	24,522	22,116	21,774
ASST PROFESSOR	21,151	19,826	18,570	18,017
INSTRUCTOR	16,960	15,412	14,596	14,439

* Average Wilkes College Compensation - Includes Fringe Benefits of
16% of Base Salary

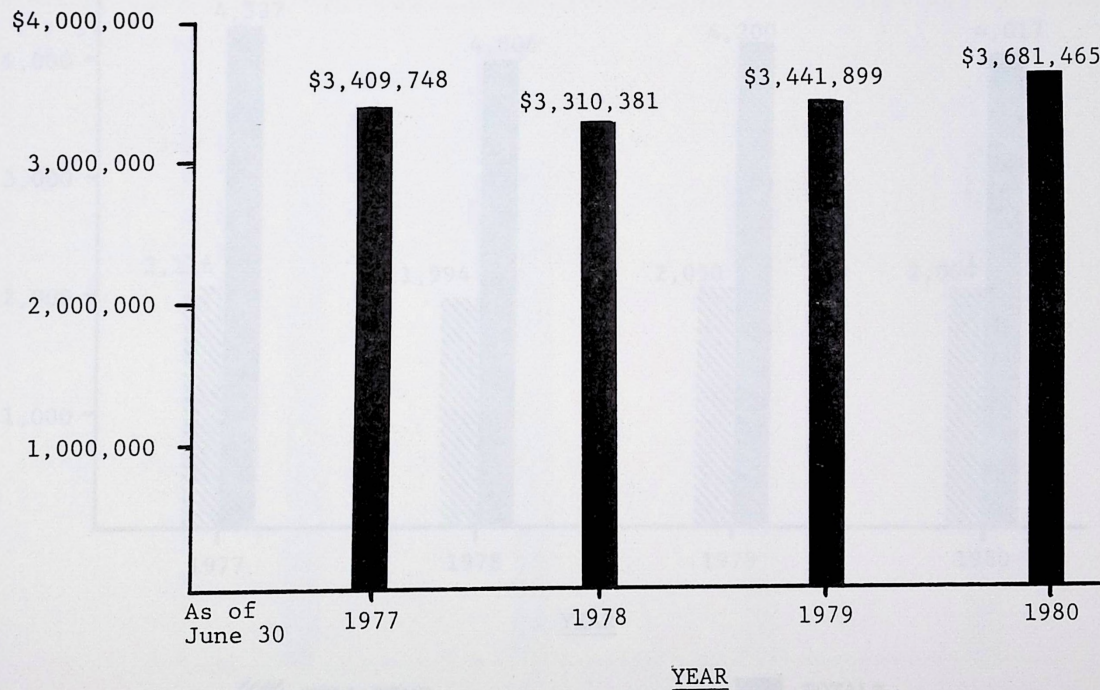
SOURCE: Chronicle of Higher Education

Wilkes College

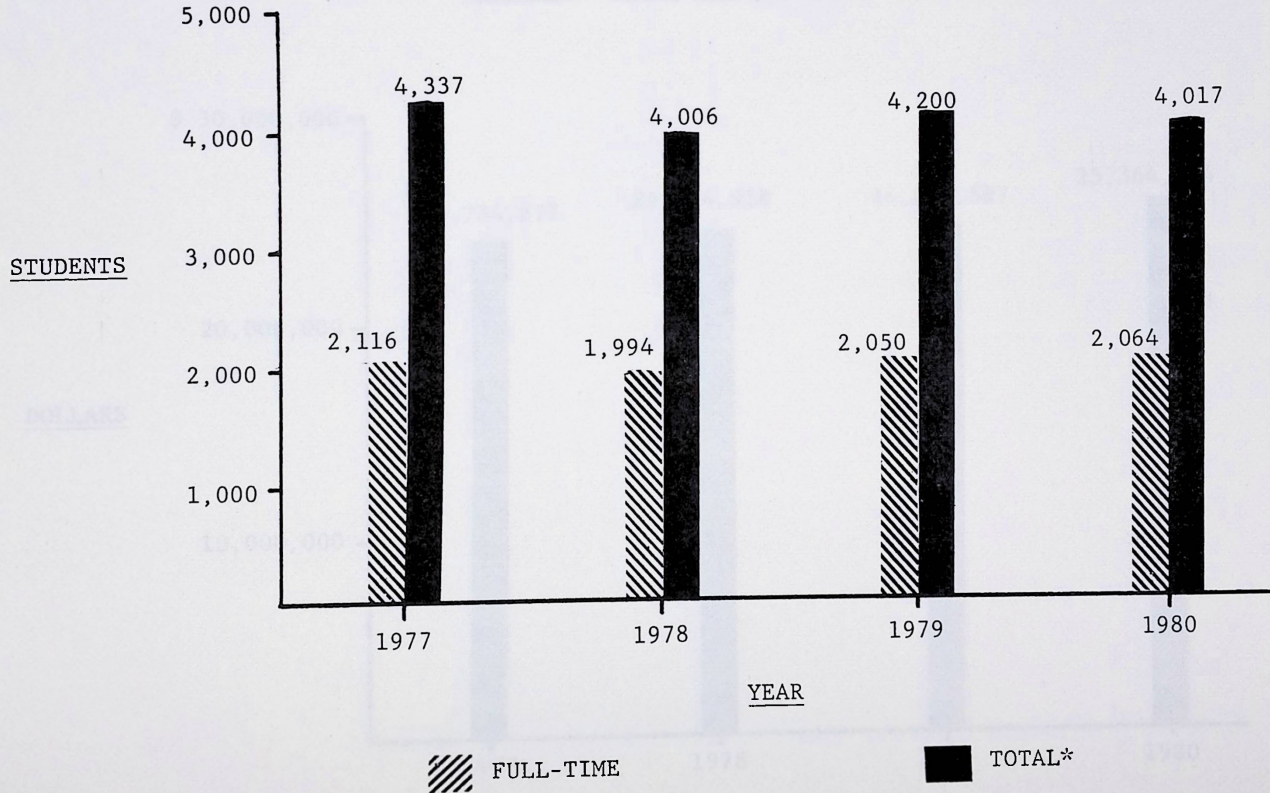
E N D O W M E N T M A R K E T V A L U E

-xi-

DOLLARS



ENROLLMENT



* ALL STUDENTS - FULL-TIME, PART-TIME, RESIDENT, DEGREE AND NON-DEGREE

Wilkes College

BOOK VALUE OF INVESTMENT
IN
PROPERTY, PLANT AND EQUIPMENT

