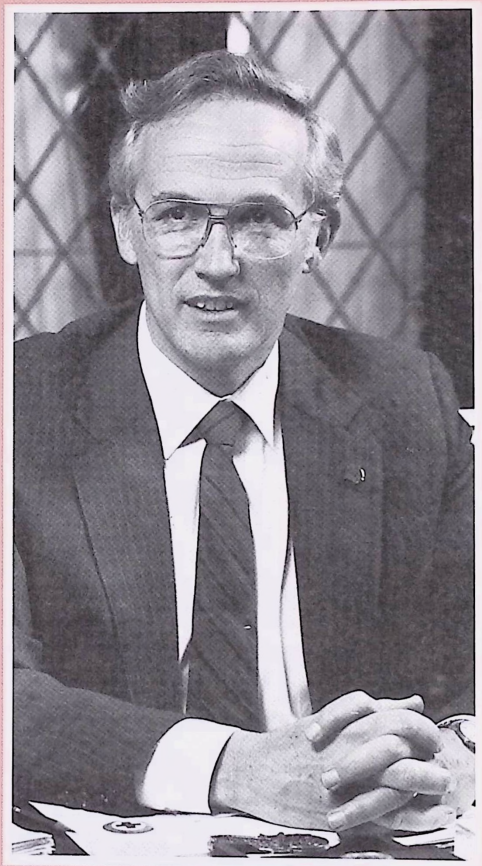


Report
of the
President



**WILKES
COLLEGE**
1987



PRESIDENT'S MESSAGE

Wilkes College is clearly an institution on the move.

Perhaps the most striking feature to me as I enter my fourth year as President is the interrelationship between the economic development of this community and Wilkes, the community's comprehensive institution. Wilkes' tradition of strong undergraduate education, leadership in research, and service to the region have all contributed significantly to the economic growth of the area in providing the educational and technological resources that have proved central to that growth. This intersection of education and economics has been vital to the region ever since the founding of Wilkes as Bucknell University Junior College in the depths of the Depression.

Wilkes has, in turn, been the benefactor of the very recovery it helped to nourish. Only two years into our \$18,000,000 WILKES TOMORROW five-year capital campaign — the most ambitious fund drive ever undertaken in Northeastern Pennsylvania — Wilkes has already realized \$9 million of that goal as of this printing. Much of this success is due to the support of trustees and friends in the community.

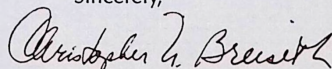
The centerpiece of the WILKES TOMORROW capital effort is construction of a much needed sports and conference center for recreation and fitness activities, conferences and seminars, classrooms, offices, intramurals, and intercollegiate sports.

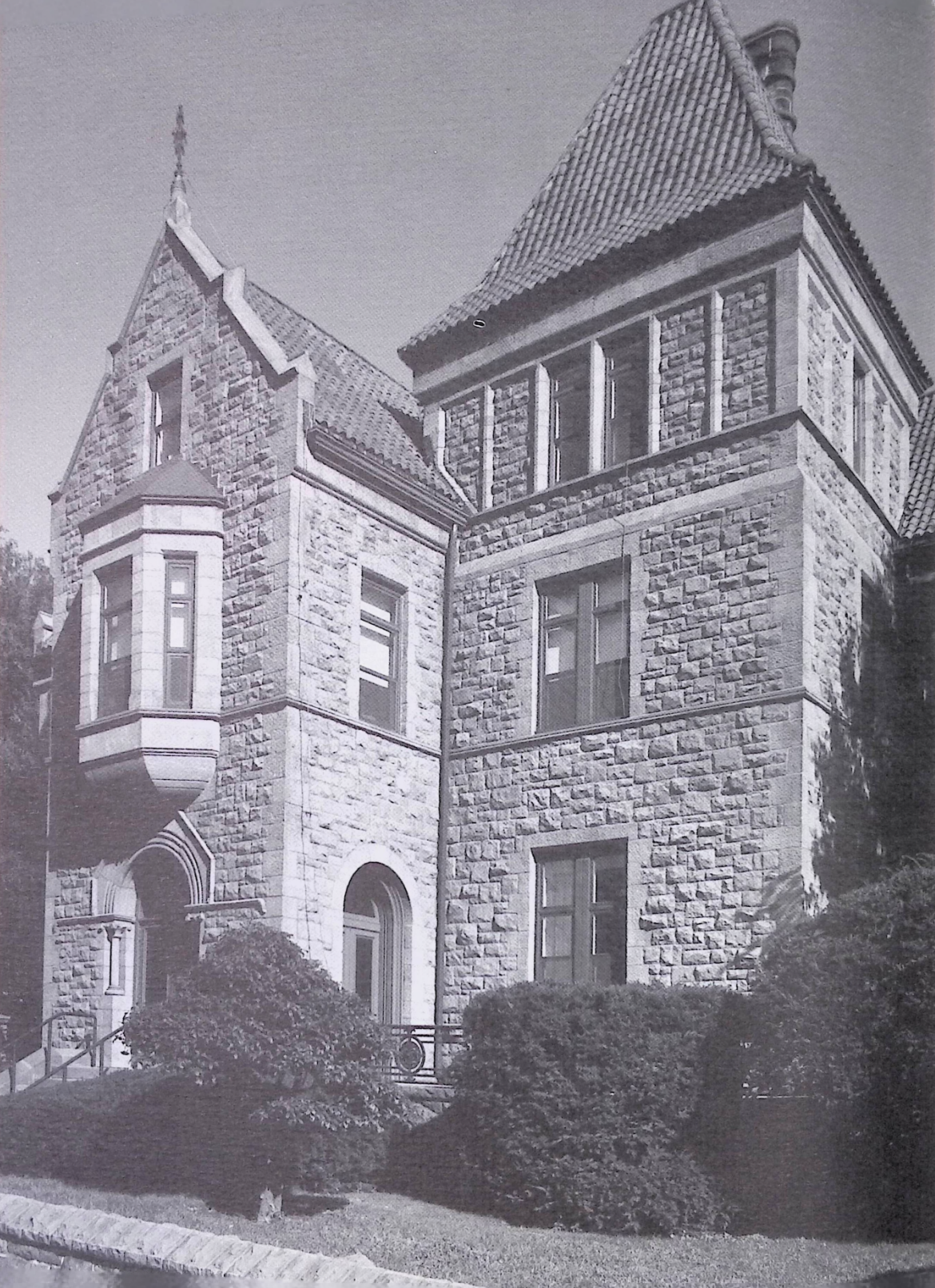
We have been true to our heritage in ways other than serving as the regional equivalent of a land grant institution. As you will see in the following pages, Wilkes has restructured its academic components so as to emphasize our liberal arts and sciences tradition while strengthening our professional areas. Building on the dedication of a faculty committed to the value of undergraduate education, Wilkes has continued to develop those qualities that enabled it to grow from Bucknell University Junior College to a distinguished liberal arts institution. With 3,500 full-time, part-time and graduate students enrolled in two professional schools and a College of Arts and Sciences, Wilkes continues to grow.

We are addressing the needs of the region and the demands of the nation to prepare citizens for the challenges of an increasingly complex technological culture and to prepare students for careers in fields from teaching to health care, from social work to engineering. In addressing these needs, Wilkes has assumed a character that may best be defined by our seeking university status, a consideration we will be exploring seriously over the next several months.

In this, my first President's Report, I will indicate how we have been able to build on a quality liberal arts and sciences program while preserving a student centered, intimate learning environment.

Sincerely,





Over the past three years, the faculty and staff have reviewed and restructured academic life at Wilkes College.

The task began with the preparation of a carefully researched mission statement and curriculum plan, which highlighted the strengths and weaknesses of existing degree programs, faculty development procedures, and teaching/learning strategies. The product of a broadly representative process, the fifty page mission document was analyzed by the faculty during a weekend retreat and distilled into a one page mission statement.

To achieve this newly defined mission, the College restructured the academic program into three operating units, each headed by a dean responsible for developing degree programs to their full potential. This new structure includes a diverse College of Arts and Sciences and two more specifically focused units, a School of Business and Economics, and a School of Engineering and Physical Sciences.

The other major initiative of this renewed commitment to our educational mission is an ongoing comprehensive review of the general education component of our baccalaureate programs, the core curriculum. With the support of a \$300,000 grant for faculty and curriculum development from the Pew Memorial Trust of Philadelphia, the faculty have embarked on an ambitious program to renew their own competencies while reviewing and revising the traditional approach to undergraduate education.

The faculty has initiated a five-year peer review of all members, both tenured and non-tenured, that allows each participant to discuss with a group of peers his or her long-range plans for the next five years. With the help of the development fund, faculty have been able to pursue their own initiatives in the context of the redefined mission of the College.

Approximately 97% of Wilkes faculty have used these resources to retrain for the emerging curriculum. The curriculum itself will attempt to prepare students to meet the challenges of a rapidly changing society, to develop learning skills that enable them to address complex moral and ethical issues in their professional and personal lives, to achieve technological and cultural literacy, and to be responsible citizens.

In addition to the renewal of the undergraduate curriculum, Wilkes has introduced new programs in graduate and continuing education. During the last decade, Wilkes has emerged as an increasingly prominent regional center for graduate education. We offer programs in a variety of fields to meet specific community and regional needs. The Wilkes approach to graduate studies is based on the following:

1. A focus on master's degree programs designed for career advancement and professional development.
2. Selection and limitation of graduate degrees to fields with sufficient faculty, facilities, and library resources in the baccalaureate program — fields that will be augmented at the undergraduate level.
3. A multi-disciplinary approach to graduate study, emphasizing breadth and adaptability to changing professional and social conditions.
4. Concentration on graduate degree programs that will advance the educational and economic development of the region.

In the various components of academic life that follow, you will see that Wilkes is evolving as an increasingly comprehensive institution. The new curriculum, the growth of the graduate division, the emphasis on professional degree programs have moved Wilkes beyond our original profile as a small liberal arts college in Northeastern Pennsylvania.

COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences, the largest and most diverse of Wilkes' three academic units, contains fifteen departments responsible for over twenty disciplines. While some departments, such as nursing, focus exclusively on professional preparation, others, like history and philosophy, emphasize the arts and sciences as a background for careers and graduate study.

In terms of career preparation, our most recent success is the agreement between the Philadelphia College of Osteopathic Medicine (PCOM) and Wilkes. This affiliation guarantees at least fifteen qualified Wilkes students entrance to PCOM every year. The arrangement, which allows students to earn both the baccalaureate and Doctor of Osteopathic Medicine degrees in just seven years, gives further evidence of the leadership role Wilkes plays in pre-medical education in the region.

A second initiative in professional preparation is a field master's degree in education. This degree program was designed to overcome the limitations in teacher education identified in the national reports on education. The already evident interest of high school teachers in the field master's program suggests that Wilkes is identified as a center for teacher training both locally and regionally.

New programs in other professional and career-oriented areas are soon to be announced. A master of science degree in nursing, with an emphasis on gerontology, is planned for fall, 1988. We are now exploring the possibility of offering a graduate program in management information systems, in response to the need created by high technology industry moving into Northeastern Pennsylvania.

Activity has also been intense in liberal arts areas. Since faculty in the arts and sciences are deeply involved in teaching courses in the core curriculum, they have taken much of the initiative in the core review, redesigning new courses and exploring alternative offerings. Several courses based on team-teaching efforts and interdisciplinary approaches to subject matter have been introduced to supplement existing core courses.

Arts and Sciences faculty have also been active in implementing writing courses throughout the curriculum to reinforce the skills and learning techniques introduced in English composition courses. Closely related to this is the plan for a Freshman Seminar, which will be a part of the emerging core structure. This seminar will help facilitate the transition from high school to college and will especially focus on basic proficiencies.

Activities regarding the core curriculum indicate the increasingly broader interests of Arts and Science faculty. Joint departmental appointments have become characteristic as a greater number of faculty offer courses and undertake research in more than one discipline. Faculty seek out colleagues with whom to team-teach both within their own departments and in other departments and school units. In support of this trend, the Faculty Development Overview Committee has awarded funds enabling faculty to gain expertise in new and varied academic areas. One especially interesting aspect of faculty development is the creation of the Center for Instructional Communications, an on-campus teaching resource staffed by faculty from the Speech, Communications, and Theater Arts Department.

In general, the Arts and Sciences have been characterized by flexibility of approach and integration of purpose. It is interesting to note that faculty in professionally oriented fields have taken a

significant interest in the liberal arts areas. They have been active in core revision, in reinforcing writing in all disciplines, and in team teaching. Liberal Arts faculty, in like manner, have gone beyond their own areas of interest and training. They have become more aware of the needs of the professional programs and have actively promoted the objectives of those programs through team teaching and interdisciplinary efforts. Diversity of academic experience with cooperative planning and implementation characterizes the arts and sciences at Wilkes College.

SCHOOL OF BUSINESS AND ECONOMICS

The School of Business and Economics has restructured its curriculum in response to Wilkes' renewed commitment to the arts and sciences and in accordance with national trends in higher education.

Accounting and business administration professional courses are now concentrated in the junior and senior years of our programs. This "back-loading" process permits our majors to focus most of their first two years of study upon mastering the fundamental intellectual skills and fields vital to subsequent successes. To integrate our curriculum more closely with the other academic units of the institution, several team-taught courses have been introduced or are in development stages.

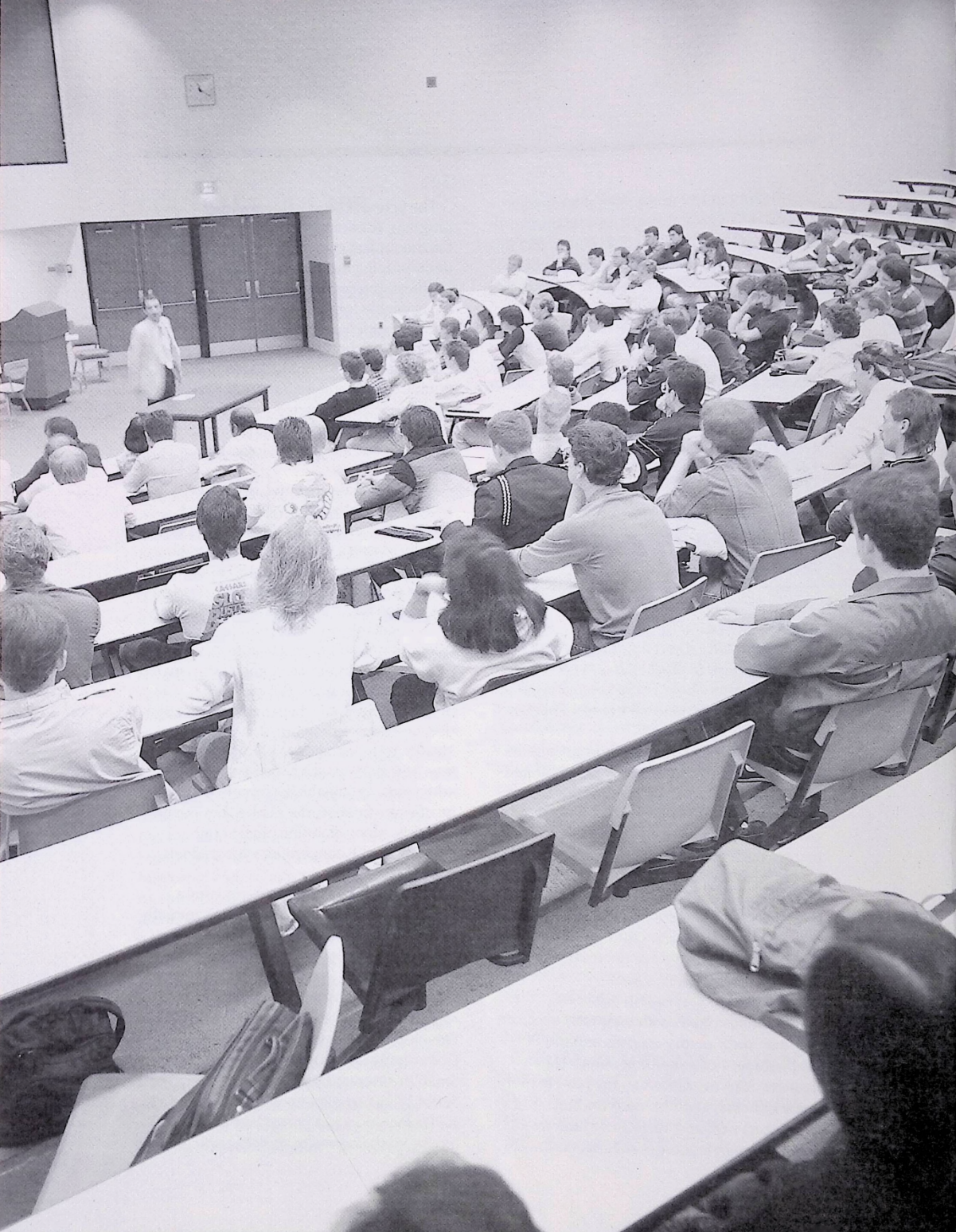
The accounting program has been entirely redesigned, with emphasis on more rigorous introductory courses and the establishment of a senior seminar. The business administration faculty has created a new concentration in international business as well as a variety of electives such as human resources management.

The School's third undergraduate program, economics, continues to provide the theoretical constructs and explanations underpinning the practical world of business. Internships and co-op placements are available for all our majors in growing number, variety, and geographical diversity. Finally, the School's curriculum still offers the opportunity for unique and creative double majors and major/minor packages. These specially designed packages involve such diverse disciplines as art, music, computer science, psychology, and communications.

In the graduate area, two events are worthy of mention: the Wilkes MBA at Allentown College of St. Frances DeSales and the Master's in Health Administration. After only three years, over 350 students are enrolled in the MBA in Allentown, the first graduation having taken place this year. Once relatively unknown within the Allentown business community, the Wilkes MBA program is now recognized as a major educational resource. The second noteworthy event is the recent introduction of a new degree program, the Master's in Health Administration (M.H.A.). With more than 150 students studying health care administration, health care marketing, and health care finance, the M.H.A. has begun to satisfy a long-standing need in our regional health care industry for graduate education.

The MBA on main campus remains a vigorous program which graduates annually more than fifty students who are prepared to meet the challenges of modern management.

As a consequence of the 1986 reorganization, the Small Business Development Center, Anthracite and Community Development Institute, and Small Business Institute are now part of the School. This arrangement has facilitated staff integration and interaction and has increased dramatically student participation



in the programs. Whether it is for a workshop, a training seminar, short-term advisement, or long-term consultation, the ability of the School to reach out to businesses in a multi-county area has been greatly enhanced since the reorganization.

Our students, of course, are our greatest source of pride. The quality of our graduates is steadily advancing the reputation of the School. At the graduate level, employers in the region routinely advise junior executives to enroll in Wilkes' MBA and MHA programs. Our graduates are actively sought by employers and are accepted at leading graduate and professional schools. The roster of alumni in positions of prominence and leadership grows daily.

If the first year of the School's operation is a predictor, the future is bright indeed.

SCHOOL OF ENGINEERING AND PHYSICAL SCIENCES

As a result of the creation of a School of Engineering and Physical Sciences, the faculty and staff have been able to use existing resources more efficiently and to expand curricular, research, and equipment capabilities. We pride ourselves on being able to provide our students hands-on access to highly sophisticated laboratory equipment under the direction of a committed faculty. Industry, professional accrediting agencies, professional societies, and sister colleges and universities have all paid tribute to the quality of the undergraduate experience in engineering at Wilkes College.

Our students have demonstrated the quality of their education through the awards they have received at professional society conferences. In the past three years, Wilkes students have been the recipients of

the highest awards in the Eastern Colleges Science Conference. This professional forum includes competition among first-rate science students from colleges and universities in the eastern United States. Our students were cited for their work in robotics, artificial intelligence, and optical antennas. They also placed among top award winners in the Institute of Electrical and Electronic Engineering (IEEE) competition and in regional annual meetings of professional engineering organizations.

We have placed students in the best graduate engineering schools in the country, including Cornell, Carnegie Mellon University, Rensselaer Polytechnic Institute, Massachusetts Institute of Technology and University of California at Los Angeles, and they have attained important positions in industry with such firms as IBM, Bell Labs, and RCA/GE.

The faculty in the School of Engineering and Physical Sciences are dedicated to their institution and to the engineering profession. Established in their fields, they have engaged in research projects ranging from superconductors, artificial intelligence, and optical thin films to polymers, quantum mechanics, and the study of acid rain. They have an impressive record of publications, and regularly present their research at national and international conferences. Working together with faculty who have joint appointments from the humanities and social sciences — an arrangement that is unusual in higher education — they are able to provide our students with an educational experience that is among the strongest offered by any undergraduate engineering program in the country.

As a result of the increased research activities through the Ben Franklin Partnership and other outreach programs, the School's projects have doubled over the past four years to reach an annual total of

\$650,000 in research with a variety of industries, governmental agencies, and organizations. Equipment grants and gifts have increased from \$100,000 in 1983 to \$750,000 in 1987. As a result of these projects and grants, the School now provides advanced technological facilities as sophisticated as any available to undergraduate students. These facilities include a microelectronics laboratory, microwave and communication laboratory, electron microscopy laboratory, thin and thick films laboratories, ion implantation facility, antenna range facility, water quality laboratory, computer aided design, engineering, and instruction facility, and a mechanical testing laboratory.

Through these facilities, the School has created the following service units: the Center for Environmental Quality, the Center for Computer-Aided Engineering, and the Center for Material Processing and Diagnostics.

The School has also added several conferences and a lecture series to its activities. This year will mark the fourth College and Industry Technology Conference, the only technical forum regional where industry and education can meet to discuss, present, and share ideas. It has grown from 20 to 120 participants. The Advanced Technology Seminar Series, another school program, features speakers of national prominence in science and technology. The IEEE Tele-Video Conferences, full day national conferences, were begun in cooperation with the IEEE. Three such conferences are scheduled for this year. Last year, Round Table Discussions, which are open, non-technical discussions conducted in an informal setting on a variety of subjects, were introduced.

The School has made available to the region all of its resources in terms of faculty expertise and technical facilities. This venture has had a positive effect on the

economy of the region by attracting new industries and upgrading current industries. The Technology Transfer Program, for example, has served twenty-five companies, with the college underwriting approximately 30% of the cost. Through these projects new approaches were opened up for developing solar cells, designing a model for transistors, testing water quality and flow in power plants, developing an innovative miniature antenna design, performing a gas survey, designing thin films for naval air systems, and designing automation and machine networking.

The School has also added to the environmental awareness of the area through educational programs, leadership in environmental testing and analysis, health risk assessment, and liaison formation among government and industry. We have established and staffed a modern radon testing laboratory and an advanced water-borne pathogens laboratory capable of testing for *Giardia lamblia* parasites. We have supported, through staff and facilities, the Susquehanna River Tri-State Association, now housed on the Wilkes campus. During a recent crisis, the Center for Environmental Quality provided testing equipment and faculty expertise that assisted local authorities' response to the Nanticoke toxic fire and resulted in the orderly evacuation of an entire city and its environs.

Through its articulation agreements with two and four year institutions, its six baccalaureate programs, and its master's degree in electrical engineering, the School of Engineering and Physical Sciences is the leading technological resource in Northeast Pennsylvania.

LIBRARY

Over the past several years, the mission of Wilkes College has continued to guide the library staff in managing the services and resources of the Eugene S. Farley Library. Through online networks and an electronic mail system for interlibrary lending and borrowing, the library has instant access to the holdings information of thousands of participating libraries nationwide. The library currently utilizes an integrated automated library system, which includes a publicly accessible online catalog.

All library patrons can now utilize the library catalog on computer terminals in addition to the traditional catalog on paper cards. This is the culmination of a process started several years ago.

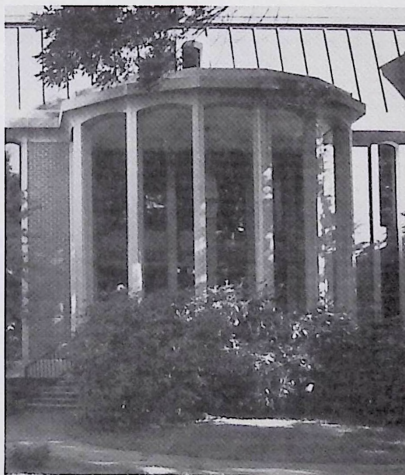
In 1983 the library began the process of having its printed bibliography information converted to computer readable data on magnetic tape. In 1985, the Virginia Tech Library System (VTLS) software package was purchased for the College's Hewlett-Packard 3000 computer. With this, the library staff began editing catalog records as they were gradually added to the growing database of bibliography records of Wilkes' holdings. All journal titles were also downloaded into the VTLS system.

One of the most significant developments of the information age has been the ability to retrieve knowledge from a distance. Organizations and businesses have collected vast quantities of data that they have made available to those who wish to consult them by computer and telephone line. The Farley Library currently subscribes to DIALOG, a service that allows access to approximately 250 databases, encompassing 120 million records. These range from financial statements of large corporations to listings of famous artists;

from the contents of a journal article to bibliographies on almost any subject; from archaeology and ancient history to subatomic particles and aerospace engineering. The staff of the library's reference department conducts searches of DIALOG database to meet the needs of Wilkes College students, faculty, and staff. Reference staff members will also advise and help train any College department wishing to establish internal online searching services.

The E.S. Farley Library is connected to an electronic mail interlibrary lending and borrowing system, part of the online Computer Library Center, Inc., in Columbus, Ohio. Given the author, title, or publisher's book number, the reference staff can find the location of any item in the country within a few moments. A process that once took days or weeks by mailed inquiry can now be completed almost immediately.

The staff utilizes the best methods of information management that technology allows while improving upon the finest tradition of librarianship.





STUDENT AFFAIRS

Students are the core of Wilkes College. Responding to the challenges posed by an increasingly complex society, Student Affairs has restructured its program to support the personal and academic growth of each student.

The Student Affairs office now includes those services that reflect student life outside the classroom: athletics, career services, college health services, cooperative education, personal counseling, intramurals, residence life, student activities, and testing services. In the past two years, new professional positions have been added in student counseling, activities, and intramurals. The Residence Life Office now includes two professional staff members living in our two largest residences, Evans Hall and Pickering Hall. We have also achieved, over the past few years, a better balance and location of our male and female residence students.

To promote the individual attention we give students, we have introduced summer orientation programs for incoming students. Specially selected faculty advisors work closely with Student Affairs to form a cohesive team dealing with the social and intellectual life at Wilkes.

Together we have worked to strengthen student leadership in ways that allow students to assume responsibility for their own environment. The new Sports and Conference Center will fulfill a long recognized need for additional recreational space. Beyond that, through student organizations ranging from Circle K to WHEAT (Wilkes Hunger Education and Activity Task Force) our students are involved in outreach activities and leadership training that will prepare them for lives of service and leadership as citizens and parents.

SCHOLARSHIPS

Wilkes offers several scholarships to incoming students in recognition of their academic performance and leadership abilities.

Major categories include Trustees', Presidential, Dean's, and Achievement scholarships. In addition, several academic departments have scholarships specifically for students in certain majors. Among the departmental scholarships are those for Aerospace Studies, Athletics, Biology, School of Business and Economics, School of Engineering and Physical Sciences, History and Political Science, Language and Literature, Music, Nursing, Sociology, and Speech, Communications and Theater Arts.

Many Wilkes scholarships are supported by the generous donations made each year by College friends and alumni. Some have created scholarships that bear the names of donors or of persons commemorated by friends and relatives.

Wilkes scholarships support the college careers of hundreds of students each year, providing them with the means to obtain a quality education.

ADMISSIONS

New recruitment strategies by the Admissions Office are reflected in the 1987-88 enrollment figures. The incoming freshman class this fall is significantly larger than those of the past few years. This success is attributed to the heightened cooperation between Admissions staff and the entire College community, resulting in a new awareness and sensitivity to the needs of incoming freshmen.

Alumni have responded enthusiastically to the extensive outreach by Admissions to involve them in the recruitment process. We are fortunate to have outstanding alumni in various fields throughout the country who are especially effective ambassadors willing to represent Wilkes College.

A new emphasis has been placed on working closely with high school counselors to serve the needs of college-bound students. The rewards of these efforts by the Admissions staff are apparent in exceptional attendance at our visitation days and college fairs.

As a result of new Admissions strategies, we now think cohesively as a college community in areas of recruitment. The Admissions Office has provided Wilkes a solid plan of action for institutional recruitment that will serve the College well.



ARTS AND CULTURE

MUSIC

Music has always been an area that the College identified as key to the educational and cultural experience. In recent years, the public has joined the College in this view and has come to rely on Wilkes as both a source and resource for the finest in music and music education.

The list of performance groups within the Department of Music covers the musical spectrum from baroque to jazz. This range is reflected in an equally diverse curriculum. The music program has switched from the Bachelor of Arts and Bachelor of Science degrees to the Bachelor of Music degree. This move created new opportunities for individual pursuits by students in applied performance studies, theory, historical analysis, literature, methods, and large and small ensembles.

A seven-to-one student/faculty ratio allows each student individual attention from instructors who excel in the classroom as well as in performance, conducting, and composition.

The educational environment at Wilkes has attracted faculty from the most prestigious conservatories and music schools in the country, from the concert stage, and from the studio. Leaders in the cultural community, they regularly present concerts and recitals, direct community music groups, and occupy chairs in the region's Northeastern Pennsylvania Philharmonic Orchestra.

The Encore Music Camp, currently entering its fourth year, is an extension of the Wilkes music experience. Encore operates during the summer months and is open to young musicians ages 10 to 18. Performance opportunities for these young musicians include solo as well as large and small ensemble work encompassing jazz,

classical, and contemporary music styles. In three short years, Encore Music Camp has developed a reputation that reaches far beyond Northeastern Pennsylvania.

THEATER

The strong tradition of theater at Wilkes College provides an innovative program that emphasizes the creative and academic development of each student. Housed in the professionally equipped, 500 seat Darte Center for the Performing Arts, Wilkes College Theater uses to full advantage stage, shop, and backstage facilities for performance and technical experience. The curriculum merges theory and practice with the liberal arts, preparing Wilkes theater students for graduate study or careers in theater, education, or communications.

In recent years, Wilkes College Theater has established two new student scholarships and has inaugurated an outdoor summer Shakespeare festival that is quickly becoming a local tradition. Through a unique cooperative arrangement with King's College, Wilkes presents six departmental productions annually. These shows, directed and designed by members of both faculties, involve students from both campuses, and open auditions attract students from a variety of majors and disciplines.

Annual awards from the American College Theater Festival and publications by the faculty in leading theater journals enhance the growing reputation of Wilkes Theater nationwide.

ART

The Department of Art at Wilkes provides its students with the advantages of small classes, good facilities, a versatile curriculum and a professional faculty. Each of its faculty artists brings extensive professional and teaching experience into the Wilkes studios.

Through a carefully structured curriculum and strategic use of courses in other disciplines, the art department has added concentrations in communication design and art management to its fine arts and art education programs. This move extends the career potential of the department's graduates, who have already proven competitive in both graduate school placement and a perennially difficult job market.

The Department of Art remains firmly dedicated to the liberal education of art majors and to the enrichment of all students by offering them an understanding and appreciation of the aesthetic experience.

CULTURAL ACTIVITIES

Wilkes College offers an enticing fare of cultural activities for all tastes. The Sordoni Art Gallery is noted for its creativity and scholarship in presenting original exhibits, most recently the first major retrospective of painter George Luks, which has just been favorably reviewed by *The New York Times*. The gallery has combined with the Music Department to present "Celebration of Music and Art" exhibiting the works of noted musicians who are also artists. The Rosenn Lectures — featuring distinguished public figures including television journalist Bettina Gregory, historian Henry Steele Commager, and U.N. Ambassador Richard Schifter — highlight an active concert and lecture series. The Dorothy Dickson Darte Center for Performing Arts was the scene of a gala 20th anniversary and rededication to the Darte/Darling families in 1985 and is probably the most actively used hall in the Wyoming Valley, serving both academic and community groups.





COLLEGE ADVANCEMENT

College Advancement includes those departments that are primarily external in orientation or that place emphasis on advancing the cause of the College through public services, information, or financial support. These include the Offices of Alumni Relations, Annual Giving, Capital Campaign (Development), Community Relations/Planned Giving, Cultural Affairs, Foundations and Grants Management, Government Relations, Public Relations and Publications, as well as the Dorothy Dickson Darte Center for Performing Arts and the Sordoni Art Gallery.

The major undertaking of the advancement volunteers and staff during the past few years has been the WILKES TOMORROW Campaign. Following months of careful trustee review of College needs and a feasibility study, the Board, in December of 1985, undertook a five year campaign with a goal of \$18,000,000 in capital and current funding. Progress to date has been most encouraging as the following table indicates:

Purpose	Goal	Achieved to Date
Construction	\$ 5,500,000	\$1,932,506
Endowment for Scholarship and Faculty Compensation	2,500,000	1,732,698
Other Capital	—	750,130
Current Academic Support	10,000,000	4,529,342
	\$18,000,000	\$9,050,176

Perhaps the most heartening element of this campaign has been the breadth of Trustee support. Not only did 100% of the Board subscribe prior to the September 1986 public announcement, but the total of their giving is \$2.3 million, believed to be more than three times the amount any Wilkes Board had previously committed to a capital effort. The campaign is currently in its major gifts phase, with general solicitation of alumni regional chapters and community groups to begin in 1988.

In another funding activity of note, bequests totalling over one million dollars have been received during the past three years. Notable was the \$650,000 received from the estate of Miss Marian Shaeffer, a lifelong friend of Wilkes from the Wyoming Valley, and \$179,000 from the estate of Harriett Ripley, whose husband Julien taught physics and was a member of the Wilkes faculty from 1960 to 1966.

A comprehensive, year-round campaign for annual support to operations has been instituted. Community, individual, and business giving continues at impressive levels, and alumni participation in annual giving has risen from 15% in 1984 to 20% last year. A challenge from the Surdna Foundation of New York was successfully met in 1986; this challenge not only encouraged more alumni to give to the annual fund but also earned a \$50,000 endowed scholarship grant.

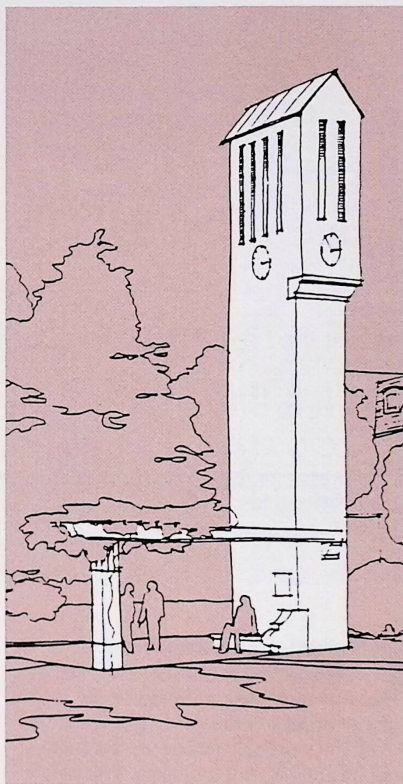
Membership in the Wilkes Club has increased each year, reflecting donors' willingness to support Wilkes with high level gifts. The 1986 "class" of 175 Wilkes Club members represents a 36% increase over the past three years.

In 1984 the Office of Foundations and Grants Management was established to seek support of private foundations, prepare requests to government granting agencies, and monitor the College's

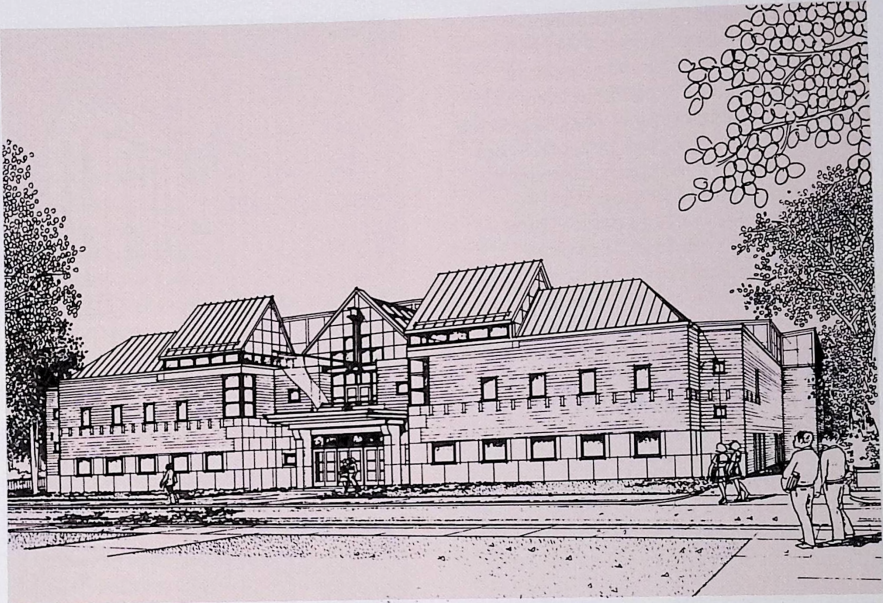
performance under grant provisions. A major new initiative has been Wilkes' participation in the Commonwealth of Pennsylvania's Ben Franklin Partnership Program. This grant program has helped the College to create and maintain jobs in our region by assisting industries to develop new products and processes, improve productivity, and develop partnerships among schools, industries, and other organizations. The number of Ben Franklin funded projects has grown to eight in 1987-88 with a combined collaborative investment from College, industry, and state sources of \$2.6 million. Currently, the Office oversees the securing and management of more than \$1,000,000 in direct program support to Wilkes each year.

In addition to providing full news coverage, the Office of Public Relations and Publications has been responsible for the redesign of graphic materials to present a distinctive Wilkes College look. Wilkes' package of Admissions materials — viewbook, bulletin, and departmental brochures — recently won second place in a national design contest. Our public relations/publications policies are focused to support strongly the College's admissions activities.

In addition to conducting such on-campus activities as homecoming, student-alumni relations, class reunions, admissions support, and volunteer recruiting for fund-raising programs, the Alumni Office has maintained an active program of regional meetings. During the past few years Wilkes College programs have been brought to alumni in many areas, principally in the northeast, but including Florida and California.



PHYSICAL FACILITIES



College facilities are among an institution's greatest assets. Nine of the forty-plus buildings on the Wilkes campus appear on historic registries (three are on the national, and six, on the state), and the architecture is diverse. Wilkes is proud of the beauty and sense of history these buildings create on campus.

Over the last three years, renovations were made to assure the preservation of these buildings and other college facilities. New roofs were installed on seven buildings, including Stark Learning Center and Conyngham Student Center. Repointing was completed on six architecturally distinctive buildings. Electrical wiring was updated in order to keep pace with the demands of new technology requirements. Major renovations have also been made to Stark

Learning Center Lobby and it has since become a prime gathering place for our students. Wilkes is now embarking on a plan to complete renovation of all campus buildings within the next three years.

Through careful planning, seventy new parking spaces were created on campus, and at the same time, green areas were increased. Walkways and patios have been added and existing macadam walks are being replaced with concrete.

The gymnasium will be replaced by a Sports and Conference Center, with groundbreaking planned for early spring. The Charles N. Burns Alumni Tower and Carillon was dedicated during Homecoming Weekend in October. This new addition will serve as a focal point and enhance the beauty of the campus.

FINANCIAL STATEMENT

The annual independent audit of Wilkes College for the fiscal year ending May 31, 1987, affirmed another year of successful financial management of operations. Although the national norm in tuition increase was 8%, Wilkes was able to hold its tuition to a 4.5% increment as a result of fiscal management and discipline.

Management systems have been restructured to maximize the use of available resources to benefit academic programs, improve student support, and upgrade faculty salaries. Recently introduced management techniques and controls include comprehensive purchasing and contracting policies, decentralized budget management, and an institutional inventory program.

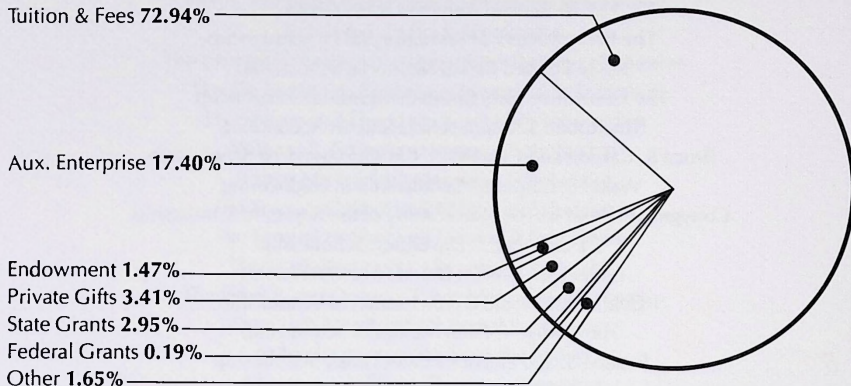
During the 1986-87 fiscal year, a substantial dollar amount was pledged to the College's capital improvement, including construction of a new Sports and Conference Center, without decreasing contributions for scholarship and operations. We also introduced a plan designed to improve the physical plant of the College this year. In addition to providing resources for the day to day maintenance of the plant, the College has been able to create a deferred maintenance fund.

Financial aid provided by the College increased approximately 10% over the last year. Much of the increase funded new or continued academic and leadership awards to qualifying students. In the past five years, institutional aid has increased from \$900,000 to \$1,300,000. During this same period, market value of the endowment fund rose by \$6,460,000.

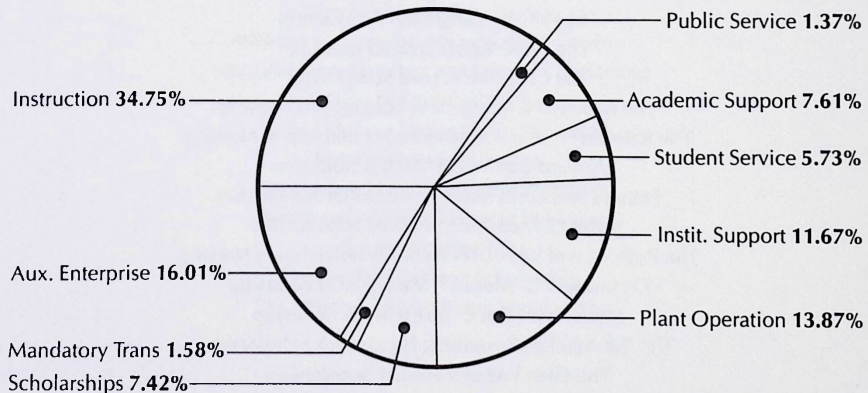
**Statement of Current Unrestricted Funds, Revenues, Expenditures,
and Other Changes
for the Years Ended May 31, 1987, 1986**

	Fiscal 1987	Fiscal 1986
Revenues:		
Tuition and Fees	\$12,741,686	\$11,678,238
Federal Grants and Contracts	32,750	52,060
State Grants and Contracts	514,620	498,412
Private Gifts, Grants and Contracts	595,396	894,375
Endowment Income and Similar Funds Income	256,745	236,698
Sales and Services of Auxiliary Enterprises	3,039,749	2,833,574
Other Sources	288,088	263,721
 Total Current Revenues	 \$17,469,034	 \$16,457,078
Expenditures and Mandatory Transfers:		
Education and General		
Instruction	\$ 6,081,296	\$ 5,734,258
Public Service	240,025	223,548
Academic Support	1,331,224	1,249,984
Student Services	1,001,892	991,671
Institutional Support	2,041,765	2,017,769
Operations and Maintenance of Physical Plant	2,426,513	2,302,387
Scholarships	1,298,270	1,177,192
Mandatory Transfers	276,628	226,833
Auxiliary Enterprises	2,800,637	2,615,798
 Total Expenditures and Mandatory Transfers	 \$17,498,250	 \$16,539,440
Other Transfers and Additions (Deductions):	\$ 54,216	\$ 107,362
 Net Increase in Fund Balance	 \$ 25,000	 \$ 25,000

Current Unrestricted Funds Revenues - FY Ended May 31, 1987



Current Unrestricted Funds Expenditures - FY Ended May 31, 1987



WILKES COLLEGE SCHOLARSHIPS

ENDOWED NAMED SCHOLARSHIPS

Mohamad Abraham Scholarship
The Ballet Society of Wyoming Valley Scholarship
Kevin Edward Barker Memorial Scholarship
The Genevieve Todd Brennan Memorial Scholarship
The Robert S. Capin Scholarship in Accounting
Bruce R. Cardon and Charlotte J. Cardon Memorial Scholarship
Walter S. Carpenter Scholarship in Engineering
Conyngnam Post No. 97, Grand Army of the Republic Scholarship
Dr. and Mrs. S. Davenport Scholarship
Esther and William Davidowitz Scholarship
Charles and Sadie Donin Memorial Scholarship
The George F. Elliot Memorial Scholarship
Eugene S. and Eleanor Coates Farley Scholarship
The Chlora Fey Scholarship
The Fortinsky Scholarship
The Mildred Gittins Memorial Scholarship
Jewish War Veterans, Wilkes-Barre Post 212 Scholarship
William D. Jonathan Memorial Scholarship
The Grace C. Kimball Scholarship in Biology
The William Langfelder Scholarship
The Anne Vanko Liva Scholarship
The Charlotte V. Lord Scholarship
The Kathryn H. Macavoy Scholarship in Nursing
The Kathleen Hartzell Mailander Scholarship in Nursing
Arnaud Cartwright Marts Scholarship
Frances and Louis Maslow Memorial Scholarship
Robert J. McBride Memorial Scholarship
The Ruth W. and John T. McHenry Scholarship in Nursing
Dr. Jaroslav G. Moravec Memorial Scholarship
Mabel and John C. Mosteller Scholarship
The Taft Achilles Rosenberg Naparsteck Scholarship
The Ellen Webster Palmer Scholarship

Henry Blackman Plumb and Edith Plumb Scholarship
Kenneth L. Pollock Scholarship
The Charles B. Reif Scholarship for the Biological Sciences
The Dr. Samuel A. Rosenberg Memorial Scholarship
The Sidney and Theodore Rosenberg Scholarship
William B. Schaeffer Memorial Scholarship
Robert Marc Schub Memorial Scholarship
The Frances D. Shotwell Memorial Scholarship
The Samuel H. Shotwell Memorial Scholarship
The Mark Slomowitz Memorial Scholarship
The Reed P. and Dorothy Travis Memorial Scholarship
Francis A. Umphred Memorial Scholarship
Esther Weckesser Walker Scholarship
Myvanwy Williams Theater Scholarship
The Ira B. Zatcoff Memorial Scholarship
Emory and Mamie Ziegler Scholarship
William Bernhard Memorial Scholarship
Donald Carpenter Memorial Scholarship
Class of 1970 Scholarship
Eberhard Faber Scholarship
William R. Gasbarro Memorial Scholarship
Margaret Mary Hagelgans Memorial Scholarship
Klaus Holm Scholarship
Arthur Hoover Memorial Scholarship
Jewelcor Inc. Scholarship
George and Helen Ralston Scholarship
Merritt and Marjory Sorber Scholarship
Surdna Scholarship
Cromwell E. Thomas Scholarship
The Ethel and Alvan Baum Scholarship

ANNUAL NAMED SCHOLARSHIPS

American Business Women's Association Cross Valley Chapter
The Boscov's and Alexander W. Dick Foundation Scholarship
Elkay Industries, Inc. Scholarship
Franklin First Federal Savings and Loan Association of Wilkes-Barre
Greater Wilkes-Barre Jaycees
The Hazleton National Bank Annual Scholarship in Nursing
InterMetro Industries
Laventhol & Horwath Scholarship
The Leslie Fay Scholarship
Letterwomen's Club
Louis Smith Scholarship
Pennsylvania Miller's Mutual Insurance Company
The Polish Room Committee Scholarship
Prudential Bache
A. Rifkin and Company
Northeastern Chapter of Pennsylvania Society of Public Accountants Scholarship
Wilkes-Barre Rotary Club Scholarship
Wilkes College Faculty Women's Club Scholarship
M. W. Wood Scholarship

SPECIAL ENDOWMENTS

The Tom Bigler Chair of Communications
The B. G. Carpenter Outstanding Teacher Award
The W. S. Carpenter Memorial Award
The Allan Hamilton Dickson Chair of English Literature
Gilbert S. McClintock
The Frank Mehm Endowment for Farley Library Acquisitions

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WILKES COLLEGE

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