

June, 1990

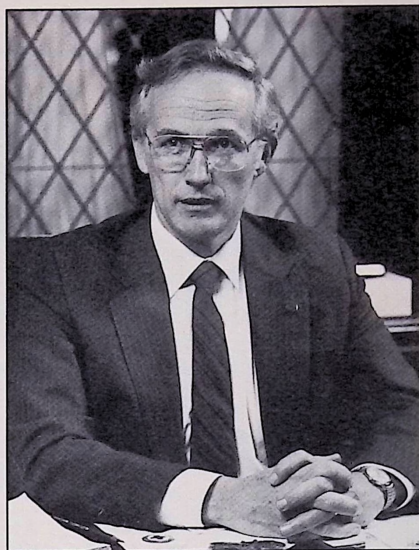
It is with pride that I present this first President's Report of Wilkes University. The development from Bucknell University Junior College to Wilkes College to Wilkes University seems natural to me. The extraordinary number of local congratulations and expressions of delight we have received upon becoming a university attests to the close relationship between Wilkes and its region. The congratulatory comments have celebrated the fact that "We at last have our own university." Wilkes University looks forward to serving this region even more effectively as we build this effort on a great tradition of service going back to the very beginning of Bucknell University Junior College.

This academic year of 1989-90 has been extraordinarily eventful for Wilkes. Not only did we receive permission from the Commonwealth of Pennsylvania to use the nomenclature "University," we also went through the ten-year reaccreditation self-study for the Middle States Association, a process of fundamental importance to every college and university.

I was gratified by the summary of the Commission on Higher Education in their action report. "The strengths and assets of the University were well defined both in the institutional self-study and in the team report and confirm that Wilkes University is a growing institution of higher learning with laudable academic standards. The achievement of a learning environment which combines intellectual interaction between students and faculty, supports the ethical and moral development of the student body, and exhibits sensitivity to the needs and interests of the faculty during a period of growth is notable."

I am also proud of the changing face of the Wilkes campus, with old buildings undergoing renovation and the grounds benefiting from new attention. The Arnaud C. Marts Sports and Conference Center is the jewel in this quiet transformation. The Center is appropriately named for the man who kept us alive in the mid-1930s, found and hired Eugene S. Farley, and helped as a Board officer and close colleague to Dr. Farley to generate the resources to build Bucknell University Junior College into Wilkes College. With his fund-raising expertise, Dr. Marts helped plan and carry out every capital campaign during the Farley era. The dedication of this Center to his memory was one of the most satisfying moments of my first six years at Wilkes.

The Marts Center was made possible through the WILKES TOMORROW Campaign. While we must still raise more funds to complete paying for the building, the campaign has been spectacularly successful. The work to inspire alumni support of the campaign, now under way by our staff and alumni leaders throughout the country, is producing heartening results. The future strength of Wilkes University will rely upon the generosity of those who have benefited from a Wilkes education. In making this report on the University during a period of major change, I invite the alumni and friends of Wilkes to continue and even to increase their contributions. You will then share in the pride that is unmistakable among those who are actively participating to help build the Wilkes of today into Wilkes Tomorrow.



Christopher N. Breiseth

Christopher N. Breiseth
President



WICKES
UNIVERSITY

WICKES
HALL

The last five years have been ones of transformation at Wilkes as Wilkes University has emerged from Wilkes College. This milestone in institutional progress is the culmination of five years of self-assessment, goal setting, goal meeting and substantial progress for the academic program.

In the last three years, under the leadership of George Waldner, vice president for academic affairs, Wilkes's new sense of direction has taken shape in a comprehensive academic program review and planning process. The first step was reassessing and delineating overall academic purposes and general goals for each academic department of the institution, taking into account both Wilkes's long-standing educational traditions and philosophy as well as the specific needs and expectations of prospective students. This exercise in self-assessment confirmed that Wilkes would concentrate on providing a challenging, supportive, and highly participatory academic environment, in which students would learn to take responsibility for their academic progress in a given discipline and plan systematically their transition from college to graduate school or an initial career position. It confirmed Wilkes's unique regional role as a nondenominational and nongovernmental academic institution, where inquiry is free from limiting parameters and the ethical life of the university derives from respect for the search for truth, protection of diversity, and dedication to community service. It led to agreement also that curricula in all fields at Wilkes should include specific learning experiences which facilitate the student's integration of theoretical knowledge with the application of knowledge in career and community settings. There was broad support for Wilkes's development of an expanding role in graduate education, focusing on service to the educational needs of the Greater Wilkes-Barre area for both economic development and cultural enrichment. Yet, there was an equally strong consensus that the primary educational mission of the institution will continue to be undergraduate studies, complemented by graduate programs in fields in which Wilkes demonstrates particular academic strength and for which the region has a clear-cut need.

The reassessment of purpose outlined above coincided with and confirmed the importance of ongoing efforts to restructure and enrich the core curriculum of required courses in the fundamental fields of the arts and sciences. After extensive discussion, the faculty adopted in 1988 a new core curriculum, required of all undergraduate students. For the first time, the new core includes a "skill competency" component in oral expression, which may be fulfilled by the student's completion of a course in public speaking or by taking two "oral presentation option" courses. The latter courses can be in any field but must include, for students taking the course on an oral presentation option basis, several in-class speeches, which are prepared in consultation with the instructor. The new core also restores a specific, University-wide requirement in foreign language study, recognizing the increasingly global character of economic and cultural life and signaling the faculty's recommitment to the classical concept of what it means to be a well-educated person.

An aspect of the new core that has attracted national recognition at a number of educational conferences is a set of interdisciplinary seminar-style courses on broadly cast topics, namely: culture and values, the scientific world, society and human behavior, and artistic expression. Teams of faculty members from different

*"distinguished
teacher-scholars"*

Dr. John Orehtsky is one of our most distinguished scientists. Beginning his career at the Watson Research Laboratories of IBM, Dr. Orehtsky chose instead an academic career which would give him the freedom to research what captured his fancy. Since coming to Wilkes in 1971, he has distinguished himself at teaching, at research and as a representative of the United States as a Fulbright Fellow. In addition to a full teaching load in physics and engineering, Dr. Orehtsky participates in the high-temperature superconductor research team at Brookhaven National Laboratories over every University break. The next important Nobel Prize in physics will go to the team that breaks down the remaining puzzles to create the high-temperature superconductors, which allow transfer of energy with minimal loss to friction, predicts Orehtsky. His research and teaching skills have won him two Fulbright fellowships, first to Portugal and most recently to Czechoslovakia. He describes his position in teaching, research and work abroad as "the best of all possible worlds."

disciplines collaborated in the creation of syllabi for the seminars and are continuing to update and enrich the courses as they are offered and assessed.

The early stages of the core revision process were greatly assisted by a generous grant from the Pew Charitable Trust, which enabled many faculty members to explore new fields, attend conferences on curricular issues, and devote their summers to course preparation. In general, the creation and consensus adoption of a new program of general education stand out as the most significant educational achievements of the last two years.

Academic advising and career planning are also areas of innovation and improvement. The new core includes a one-credit freshman seminar course, Core Studies I, which introduces students to the history, philosophy, and future direction of the University. The course requires each student to write a "first draft" of a "Graduation/Career Plan," in which students put down on paper curricular goals and tentative plans for post-graduation careers and education. The plans are sent to students' academic advisors, who help update, refine and make increasingly concrete both the academic and career sections of the plan. This relevant, future-oriented personal attention is perhaps the greatest benefit of a Wilkes education, a feature simply unavailable at most other institutions.

An adage of organizational theory is that structure should follow purpose and function. An extensive exercise in redefining and refocusing academic life therefore found expression in new structural forms. Two sets of changes have been achieved in the last two years.

First, an expanded role for faculty participation in institutional governance took shape in a new set of bylaws of the Faculty and new structure of standing committees for the conduct of the faculty's responsibilities for leadership of the academic program. The changes boil down to a recognition of the complementary roles that faculty members and academic administrators play in making sure that the University articulates and achieves ambitious educational goals. The new bylaws also clarify the faculty's need to engage individually and jointly in continuing self-assessment and adherence to high standards, not only in the classroom but also in the evaluation of colleagues for promotion and tenure.

The second area of innovation in organizational design has been the implementation of a new clustering of academic departments into three schools of relatively equal size and with clearly definable, distinctive roles within the overall educational mission of the University. These new schools are introduced below.

School of Business, Society and Public Policy

The institutional reorganization of 1989 transformed the School of Business and Economics into the larger and more distinctively focused School of Business, Society, and Public Policy. Under the leadership of Dean Theodore J. Engel, this new entity is composed of the departments of Accounting, Business and Economics, Health Care Administration, Political Science/Public Administration, and Sociology/Anthropology.

The benefits of uniting several professional and social science programs are

numerous and have a far-reaching impact. Removing the artificial structural barriers that once separated the School's departments will facilitate new cooperative programmatic and curricular ventures and stimulate scholarly integration and rationalization of course offerings. Eliminating barriers also will generate more creative interactions among the students and faculties of the various disciplines, not only within this School but also among Schools, allowing the new School to identify more quickly and act more expeditiously on matters of common interest or concern, such as the International Studies or Pre-Law programs. The educational needs of the School's various constituencies, including undergraduates, graduate students and the business and governmental leaders of the community, will be more successfully addressed through the joint commitment of interactive departments.

In the last two years, there have been a number of other significant changes in the School. In 1988, thanks to the generosity of the Fortinsky Family, the School moved from overcrowded quarters in Bedford Hall to a larger, more modern building, Fortinsky Hall. The late Malcolm Forbes was the major speaker at the dedication of Fortinsky Hall. In 1990, the Political Science/Public Administration and Sociology/Anthropology departments will move into the portion of the new facility that currently is a residence hall. Housed within Fortinsky Hall is the first satellite computer laboratory established on campus, complete with full software support. In addition, each faculty position has been allocated a computer with selected software. The combination of state-of-the-art software with IBM-compatible hardware allows graduates to enter the work force with computer skills in hand.

Recent years also have witnessed a strengthening of departmental faculty. Ten new professors with outstanding credentials and professional histories have joined the School, infusing an already excellent faculty with rich and diverse new talent.

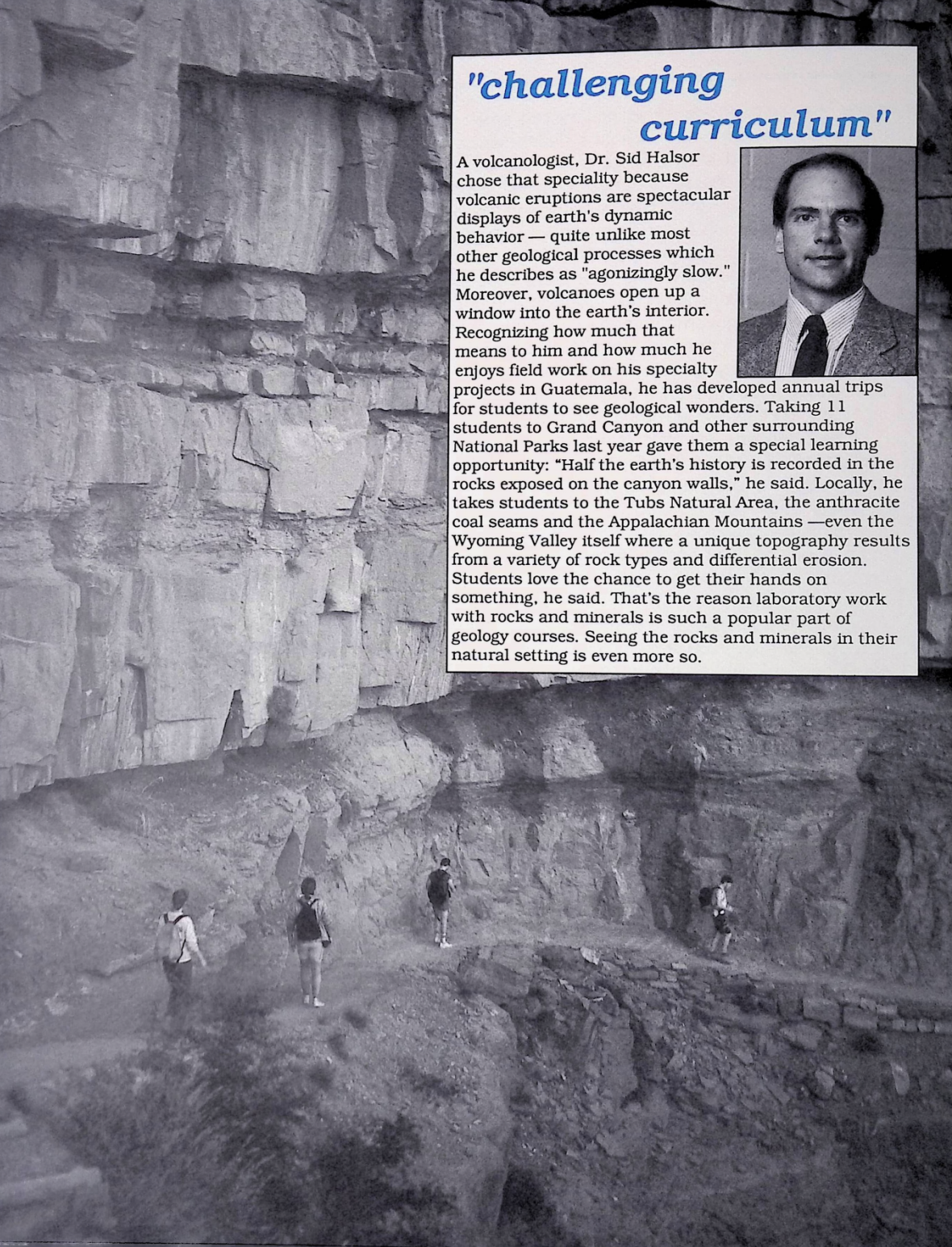
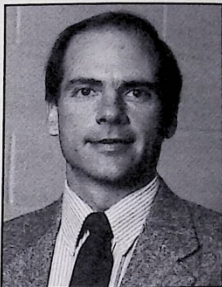
New and revised academic programs are being prepared and introduced. They include graduate and undergraduate courses in Risk Management, graduate and undergraduate International Business concentrations, a graduate concentration in Management Information Systems, an undergraduate Health Care Administration major, and a variety of new courses, such as Strategic Management and Policy Formulation, The Legal Environment of Business, and International Management. The preliminary planning is underway for a graduate Public Administration program and for a weekend Master's in Business Administration program, expected to draw students from a broad geographic region.

Community outreach and service activities also have been expanding recently. Lengthy and complex management training programs are underway with the Student Loan Marketing Association (Sallie Mae) and with Diversified Records Management. An ambitious program aimed at a variety of professionals at RJR-Nabisco is being developed. Finally, a management training program will be conducted in Bulgaria during the summer of 1990. Internship and cooperative education placements have increased in quality and number, with most students finding such activities to be one of the most valuable in their university experience.

In summary the School has taken many of the steps to address the educational needs of the 1990s, with the major reorganization being the most innovative and dramatic.

"challenging curriculum"

A volcanologist, Dr. Sid Halsor chose that specialty because volcanic eruptions are spectacular displays of earth's dynamic behavior — quite unlike most other geological processes which he describes as "agonizingly slow." Moreover, volcanoes open up a window into the earth's interior. Recognizing how much that means to him and how much he enjoys field work on his specialty projects in Guatemala, he has developed annual trips for students to see geological wonders. Taking 11 students to Grand Canyon and other surrounding National Parks last year gave them a special learning opportunity: "Half the earth's history is recorded in the rocks exposed on the canyon walls," he said. Locally, he takes students to the Tubs Natural Area, the anthracite coal seams and the Appalachian Mountains—even the Wyoming Valley itself where a unique topography results from a variety of rock types and differential erosion. Students love the chance to get their hands on something, he said. That's the reason laboratory work with rocks and minerals is such a popular part of geology courses. Seeing the rocks and minerals in their natural setting is even more so.



The School of Liberal Arts and Human Sciences

The School of Liberal Arts and Human Sciences is a streamlined derivative of the College of Arts and Sciences. In 1986 a collection of fifteen departments representing more than twenty disciplines and some one hundred faculty members came together under one organizational umbrella. From the beginning, faculty members had difficulty finding a common identity and developing a workable mission statement, especially when compared to the more narrowly focused School of Business and Economics and School of Engineering and Physical Sciences.

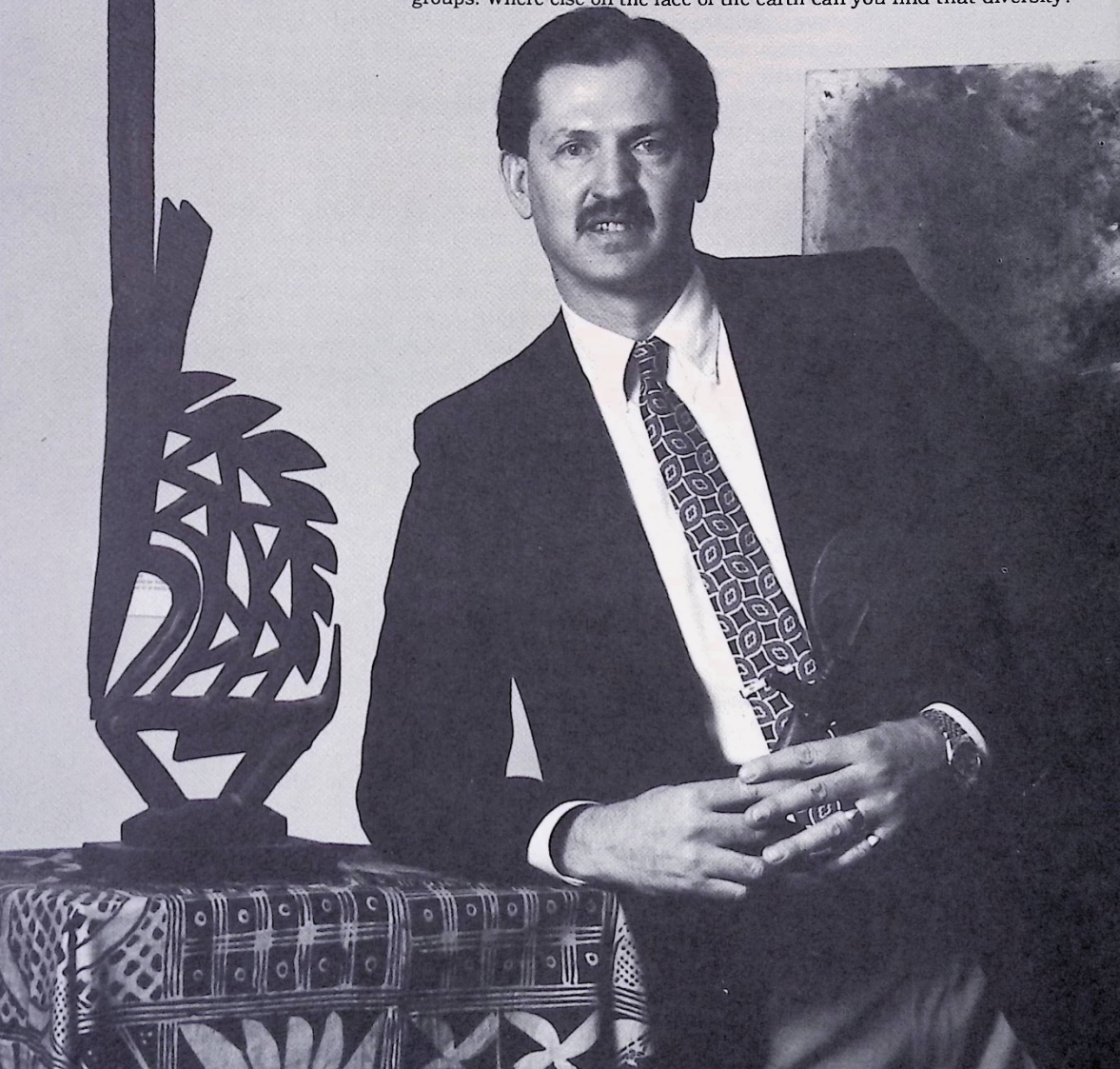
By contrast, the newly created School of Liberal Arts and Human Sciences, under the leadership of Dean James Rodechko, consists of ten departments and seventy faculty members. Aside from the greater managerial efficiency that should result, the new unit offers a philosophical focus on the various accomplishments and concerns of the human community. This latter point has already resulted in the development of a unified mission statement.

The internal organizational structure of the School of Liberal Arts and Human Sciences has also been reworked with an eye to greater philosophical consistency and managerial effectiveness. With the shift of political science to the School of Business, Society, and Public Policy, the Department of History once again emerges as a separate academic entity. That department now plans to develop course offerings in Eastern European history and take a leadership role in organizing an Eastern European Studies Center. The Department of Speech, Communications, and Theater Arts will now simply be the Department of Communications and will have responsibility for programs in speech, communications, and journalism. Theater Arts, meanwhile, along with a brand new program in Dance, will become part of a unified Department of Music, Theater, and Dance. This latter organization should enable more efficient planning of facilities usage and make possible an exciting range of program offerings for the campus community. Finally, the Department of Language and Literature has been divided into the Department of English and the Department of Foreign Languages. This rearrangement specifically takes account of our new core program with its emphasis on foreign language skills and our parallel hopes to develop a stronger language department. It also recognizes that our curriculum needs in English are substantial and that faculty members in that area require special identity and leadership of their own. The remaining departments in the School of Liberal Arts and Human Sciences, namely Art, Education, Nursing, Philosophy, Physical Education, and Psychology, will retain their existing identities. However, several of these departments have recently initiated programs or are contemplating new ones. The Department of Nursing, for example, developed a Master's program while Psychology is offering course work in forensic psychology and Art is working toward strong curriculum offerings in graphic design.

Aside from the development of a specific mission statement, the benefits to be gained from this overall reorganization should become evident in a number of ways. For one thing the School of Liberal Arts and Human Sciences will take primary responsibility for developing and planning the University's various cultural affairs programs. There will also be mechanisms created to make recommendations regarding graduate programming, interdisciplinary courses, outreach programs and faculty development procedures. In fact, graduate programs in liberal studies that will

"quality in the arts and sciences"

"Africa made me an anthropologist," said Dr. James Merryman, who teaches cultural anthropology. A Nebraska native, he joined the Peace Corps without realizing he was settling his future. After his Peace Corps work in Kenya, he was back to Africa almost immediately, doing graduate study on the pastoral nomads who had lost camels due to drought. Later graduate studies hinged on the factors affecting adaptation: drought and social stress. Years of study convinced him that the pastoral nomads, who had adapted to drought for centuries, were much more harmed by modern political conflicts than by recurrent environmental disaster. After earning his Ph.D., he was drawn back for applied study: on rural credit use in Tanzania; on dry land agriculture in Somalia, on Ethiopian refugees in Somalia; on plans to dam the Juba, Somalia's only perennial stream. Teaching has always been his goal, but he has no plans to leave field work behind forever. "It's very important so you don't get stale." Where will he go? Back to Africa. "Africa is even more exciting than I expected because of the diversity. There are 1000 languages and 800 ethnic groups. Where else on the face of the earth can you find that diversity?"



encompass interdisciplinary work will very probably be a future offering of the new School. In addition, Dr. Patricia Heaman, recently appointed Associate Dean, will oversee the Women's Studies Program, minority programming, writing across the curriculum, and interdisciplinary course work.

The School of Science and Engineering

Establishment of the School of Science and Engineering has unified the institution's scientific, engineering, and technological components, permitting the delivery of high quality, innovative education and meaningful interaction with the community and industry. Dean Umid Nejb is enthusiastic about the School's potential for extending Wilkes's regional leadership in high technology and science.

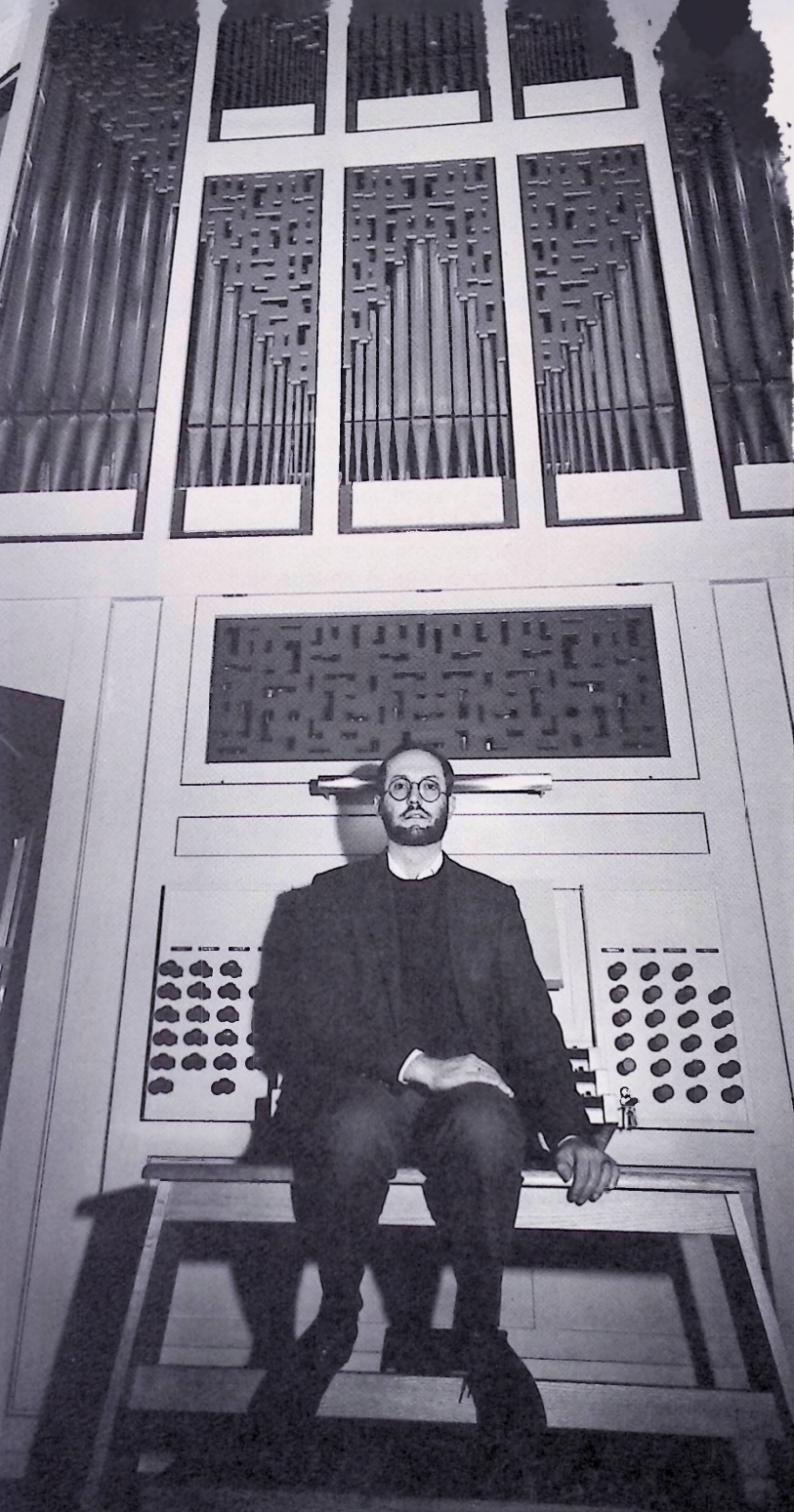
The School of Science and Engineering includes eight departments offering a wide variety of programs and degrees: 25 Bachelors and eight Masters degrees; six pre-medical and pre-doctoral programs, and nine special programs, such as the five-year course of study leading to the bachelor of science in engineering management plus the master's in business administration. All programs immerse the student in a coherent educational environment designed to nurture scientific curiosity, professional growth, and self confidence along with a mature understanding of the humanistic considerations essential to meaningful scientific and technical progress. This environment, using the craftsman-apprentice relationship between faculty member and student, enhances the student's ability to integrate knowledge, to recognize its universality, and to relate effectively in actual professional and community settings. The various programs complement each other and allow for maximum interaction between student and faculty, as well as among colleagues, and the application of interdisciplinary team efforts.

This year the Bachelor of Arts in Applied & Engineering Sciences was implemented and the two-year program in Mechanical Engineering extended to a four-year Bachelor of Science degree program. The School has added another undergraduate transfer articulation agreement with the Community College of Philadelphia and is working on M.S. and Ph.D. level articulation agreements with research universities. Discussions are in place to establish a national advisory board and a distinctive core for the pre-medical programs. Most of the degrees offered by the School are also available to the part-time and the evening student.

The School has been lauded in its approach to undergraduate education by industry, by other universities, by professional accrediting agencies, by professional societies, and by visiting teams. The School maintains a very attractive faculty to student ratio which is key to a credible scientific and professional education. This effort provides even the average student with a sound background and a strong scientific and analytical foundation that will permit ready entry into industry, health science professions, graduate study, or research. It continues to provide its students access to sophisticated laboratory equipment and hands-on experience on a daily basis as part of the required curriculum. Consequently, graduates have been accepted to prestigious graduate and medical schools, sought by major industries, and assumed key positions with state and national government agencies.

"quality in the arts"

"The best musicians are always the brightest musicians," says Music Professor James Harrington. "Music is a very complex and deep thing. Sometimes people think musicians are narrow and limited, but they have a great interest in the arts and literature," he said. "I don't think you can be a good organist without being a spiritual person. Anyone in any creative work has to have depth." Music has been part of Harrington's life since he was given the opportunity to begin organ lessons at age eight without the usual piano training first. After studying at Oberlin and Yale and in the Netherlands and Montreal, he came back to eastern Pennsylvania as organist at St. Peter's Cathedral in Scranton. He is shown here with the mechanical organ he selected for the diocesan center. After 11 years there and a stint as organist and general manager for Princeton Pro Musica, he came to Wilkes as a faculty member and co-director of the Wilkes Community Conservatory. He has toured throughout the United States and Europe and considers it a career highlight to have performed an organ composition written especially for him by Wilkes colleague Bruce Reiprich.



Over the past three years the faculty have continued their strong research and scholarly activities. Their efforts have been recognized through their selection to membership on the U.S. President's Advisory Team for Science and Technology, the Pennsylvania Governor's Radon Task Force, and as Fulbright Scholars. Because of their expertise in the areas of superconductors, magnetism, medical informatics, robotics, simulation, statistics, manufacturing, computer systems, information systems, genetics, radon, Giardia, solid waste, antennas, and quantum physics, they have been invited by professional societies and governments to present papers and chair sessions in many national meetings and international conferences held in Austria, Brazil, Czechoslovakia, Guatemala, India, Ireland, Italy, Japan, People's Republic of China, and Switzerland.

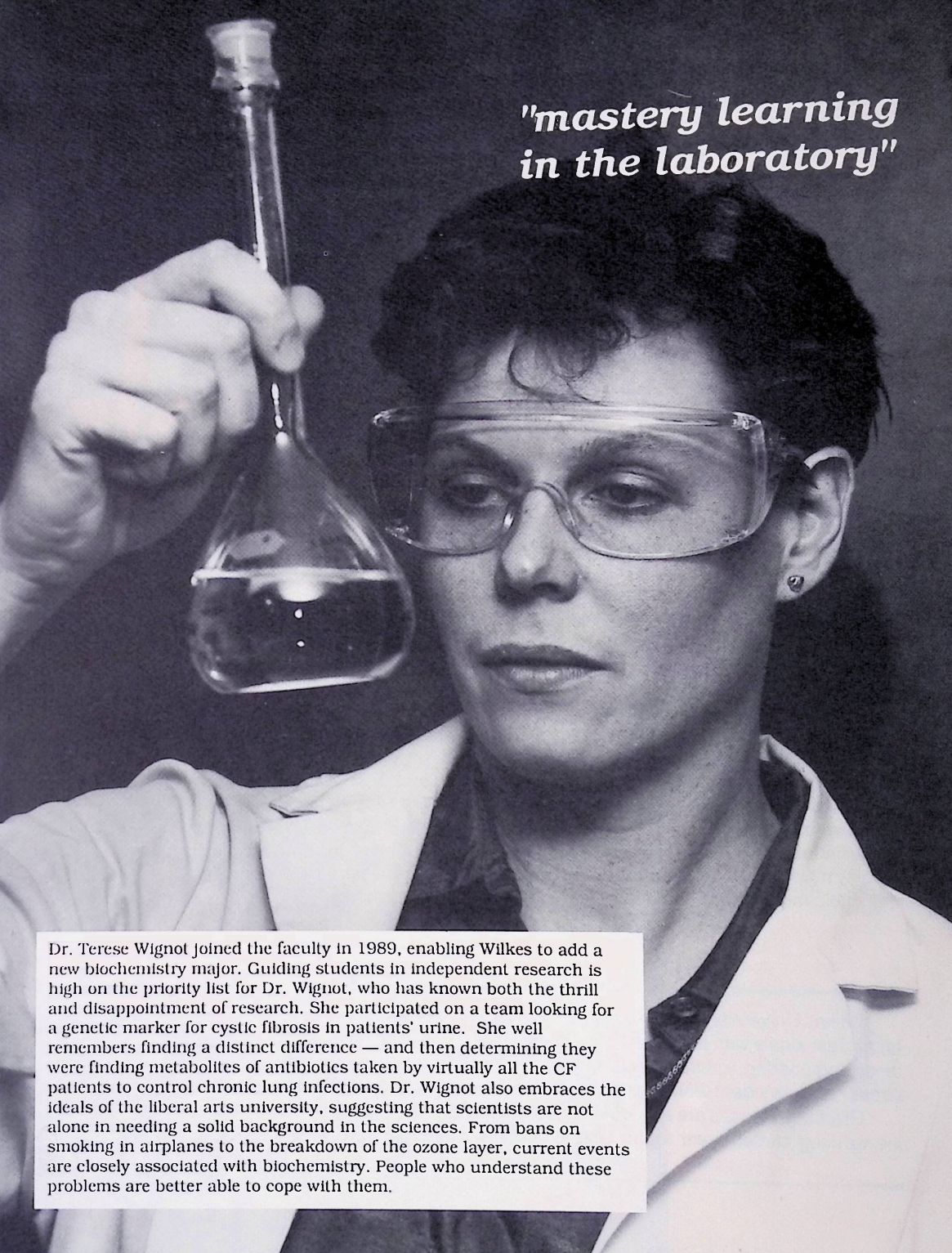
Funding of joint university and industry projects has underscored the high level of scientific and technological expertise. These activities have introduced new laboratory equipment and added yet another dimension to the learning experience of undergraduate students, a preparation which enhances their education as the scientists and engineers of the future. In the process, the community has been well served by the School's disciplines, its faculty expertise, its Technology Transfer Program, and its specialized research Centers.

This effort has had a positive impact on the economy of the region. Since 1987, the School received \$3 million in grants and projects supporting its mission including \$1.1 million for equipment. This year marks the tenth anniversary of the Wilkes Technology Transfer Program, which created investment benefits in excess of \$500,000 for the private and public sectors with the School contributing 22% of its resources. This tradition continues today through Wilkes University's commitment of \$250,000 to support this effort. In the final three years of the 1980s, the School conducted eighteen projects as a part of the Ben Franklin Partnership program for state-industry-university. Totalling \$1 million, the eighteen projects were leveraged through a \$4.8 million internal commitment from industry. In 1989 Wilkes led a successful regional effort for the establishment of the Northeast Pennsylvania Industrial Research Center in support of manufacturing. In addition, the School continues to lead in the area of environmental awareness, offsetting the region's negative stereotype through education, leadership in environmental testing and analysis including health risk assessment. In 1989 the Center for Environmental Quality made its GC/MS Laboratory operational and completed the installation of its fifty cubic meter radon chamber, one of the largest in the nation.

Graduate and Adult Education

Wilkes University offers graduate programs designed to meet community needs for professionals with advanced skills in business administration, health care, electrical engineering, mathematics, physics, education, and nursing. All programs stress careful student advisement in both curriculum and professional development.

Graduate classes are scheduled to accommodate the needs of the full-time and the working student year round, and to permit uninterrupted progress toward the



*"mastery learning
in the laboratory"*

Dr. Terese Wignot joined the faculty in 1989, enabling Wilkes to add a new biochemistry major. Guiding students in independent research is high on the priority list for Dr. Wignot, who has known both the thrill and disappointment of research. She participated on a team looking for a genetic marker for cystic fibrosis in patients' urine. She well remembers finding a distinct difference — and then determining they were finding metabolites of antibiotics taken by virtually all the CF patients to control chronic lung infections. Dr. Wignot also embraces the ideals of the liberal arts university, suggesting that scientists are not alone in needing a solid background in the sciences. From bans on smoking in airplanes to the breakdown of the ozone layer, current events are closely associated with biochemistry. People who understand these problems are better able to cope with them.

completion of the degrees. Graduate classes are kept small to maximize the opportunity for productive student-professor interaction.

Evening, Weekend, and Summer Programs provide the adult student a unique opportunity to obtain a bachelor's degree while continuing to manage family and job responsibilities. Students enrolled in the program have full use of Wilkes University facilities including the library and micro-computer laboratories. All evening, weekend, and summer programs offer professional guidance services and tutoring support. The Wilkes-Keystone Weekender Program allows students to obtain a bachelor's degree through classes that meet six weekends per semester on the Keystone Junior College campus at La Plume.

Recognizing the positive development and growth of Northeastern Pennsylvania, Wilkes University also offers non-credit continuing education programs for career development, cultural enrichment and personal enhancement. In cooperation with a wide variety of local, state, and national organizations, Wilkes Continuing Education sponsors public affairs programs and other special events.

Through the use of public seminars, in-house presentations and conferences, the Office of Continuing Education offers programs in supervisory training, management development, executive development, and continuing professional education. Computer courses and workshops and foreign language training are also offered, along with educational experience through travel abroad.

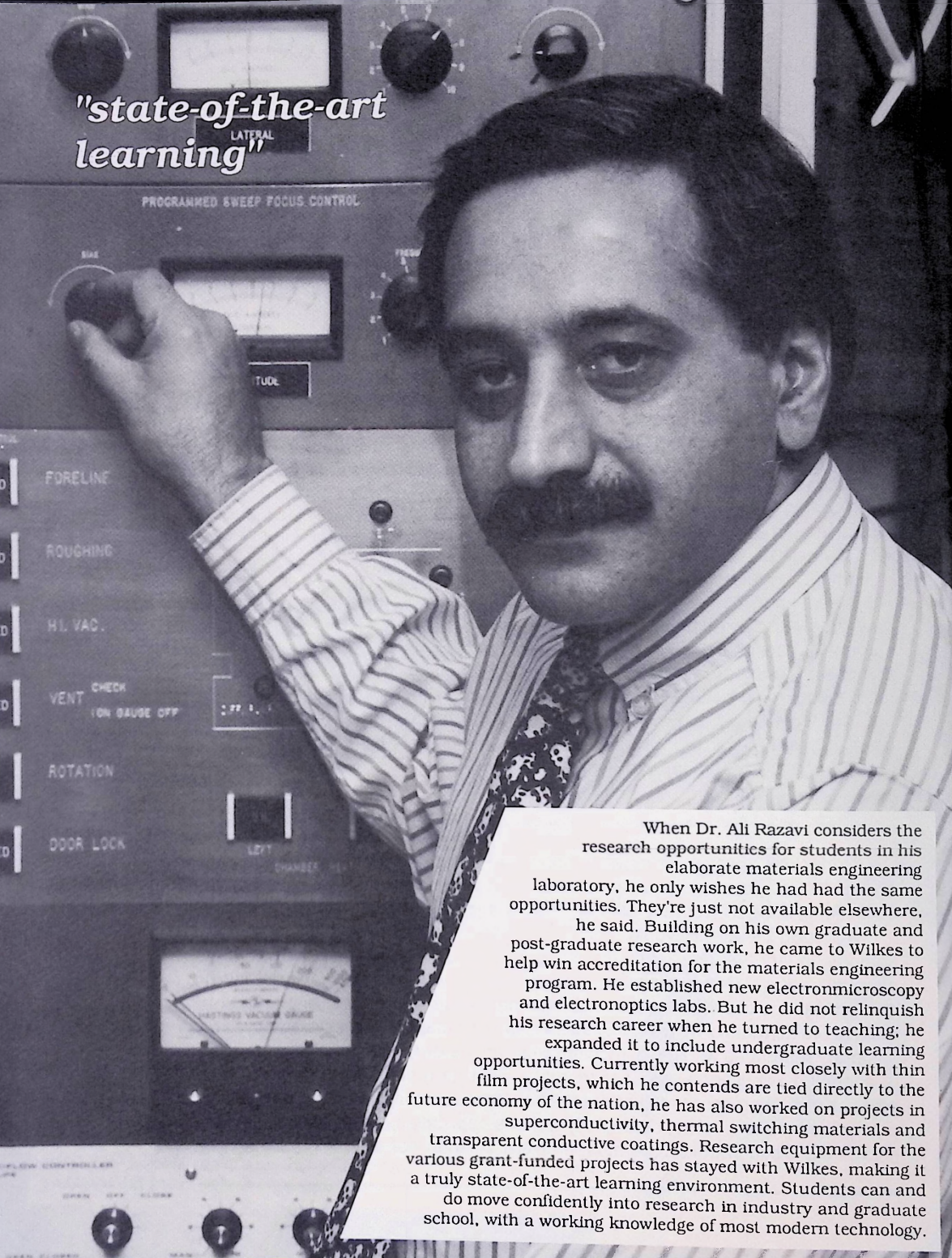
To further meet the needs of adult learners, the Dean of Graduate Studies and Adult Education, Dr. Mahmoud Fahmy, plans to assist the Schools as they explore new graduate degree programs; to attract more qualified minority and international students to graduate study in engineering, business and nursing; to establish a campus-wide comprehensive system of support for the growing undergraduate part-time and evening population; to build the Wilkes University Weekend Program on both graduate and undergraduate levels, and to streamline activities in the non-credit Continuing Education program by focusing on seminars, workshops, and courses in professional development and computer literacy.

The Library

Under the direction of recently appointed University Librarian Jon Lindgren, changes and progress are evident and destined to affect not only facilities and collections, but also program, allowing the Library to make more educational impact.

Although the cliché would tempt us to think of the Library as the heart of the campus, in fact the faculty and the curriculum fill that vital function. Nevertheless, although every Library maintains the traditional role of collecting, organizing, preserving, and providing access to the human record, the Library that contributes most to the academic life of an institution is the one that best seeks to integrate use of Library resources with the curriculum, viewing the learner as an active participant in acquiring knowledge, and not merely a passive receiver of information. The process of gaining access to knowledge has become an increasingly sophisticated enterprise in recent years, particularly with the application of automation technologies to the bibliographic apparatus, so we are aware not only of the well-known

"state-of-the-art learning"



When Dr. Ali Razavi considers the research opportunities for students in his elaborate materials engineering laboratory, he only wishes he had had the same opportunities. They're just not available elsewhere, he said. Building on his own graduate and post-graduate research work, he came to Wilkes to help win accreditation for the materials engineering program. He established new electronmicroscopy and electronoptics labs. But he did not relinquish his research career when he turned to teaching; he expanded it to include undergraduate learning opportunities. Currently working most closely with thin film projects, which he contends are tied directly to the future economy of the nation, he has also worked on projects in superconductivity, thermal switching materials and transparent conductive coatings. Research equipment for the various grant-funded projects has stayed with Wilkes, making it a truly state-of-the-art learning environment. Students can and do move confidently into research in industry and graduate school, with a working knowledge of most modern technology.

"information explosion," but also of the equally potent growth of sources of access to, and manipulation of, information. Educating Wilkes students to attain a high level of "Library Literacy" will require increased collaboration between librarians and faculty in the instruction of students for sophisticated and efficient use of knowledge resources, and will tailor that instruction to the students' actual course work.

Traditionally, academic library research could be characterized as an individual, even solitary, pursuit. Yet, the increased participation of librarians in the educational enterprise will inevitably result in greater interaction among students, faculty, and librarians in providing both group instruction and individual tutorial assistance. The Library can and should be a focal point for improving teaching and learning.

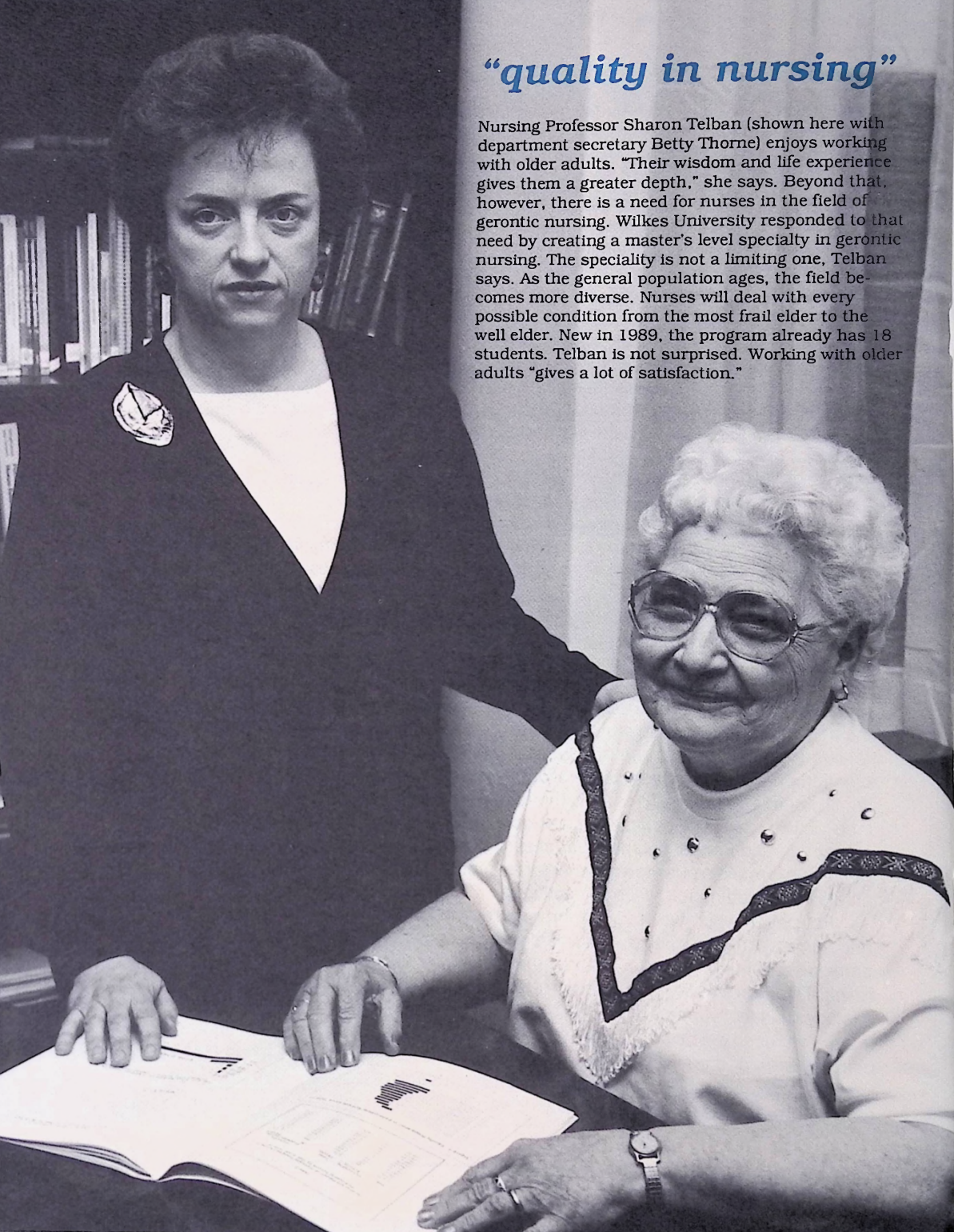
The post-industrial society places an ever-higher premium on the ability of the educated person to access and use information, and the further application of computer technology will only increase the potential. During the current academic year the Library has added four CD-ROM (Compact Disc—Read-Only Memory) work stations to process seven new databases on compact disc. This increased database searching capability adds immeasurably to the sophistication and ease with which students and faculty are now able to gain access to the journal literatures of the subject fields represented in the Wilkes curriculum. Future automation plans for the Library call for increased mainframe computer memory in order to implement the remaining sub-systems and searching capabilities of The Virginia Tech Library System (VTLS) on-line catalog. Also in the plans will be the addition of a public use work station for the purpose of gaining instant bibliographic access (by subject searching) to virtually the entire holdings of academic libraries across the U.S.

The Library is the center, or hub, of the campus' pursuit of learning; it is the academic resource that is available the most hours of the day during the academic term, and it serves a variety of educational uses — traditional research, study hall, recreational reading, media use, computer laboratory — even as a social center. We must recognize the need to provide a facility with adequate space and to modify and renovate that space as changing educational needs demand. This year has seen the creation of a new computer laboratory in the Library. Next year we foresee several small projects that will alter the use of space in the Library: a larger area for interlibrary loan activity; a small computer classroom for providing instruction in database searching; and increased space for shelving books and periodicals. In the longer range, we foresee a push toward a major renovation of the Farley Library, to provide an attractive setting for all Library activities.

Policies by which we develop Library collections, balanced with provision of staff and services that maximize their effective use, result in a Library that deploys its precious resources — material and human — to achieve the greatest educational result. This year's review of collection development policies seeks to solicit the input of students, faculty, and administration in determining what kind of Library we shall have. The result will be a capability for university-level academic library research — both undergraduate and graduate — that, given adequate lead-time planning for interlibrary loan, enables the Wilkes University student to base research on all the resources available to students at any university.

"quality in nursing"

Nursing Professor Sharon Telban (shown here with department secretary Betty Thorne) enjoys working with older adults. "Their wisdom and life experience gives them a greater depth," she says. Beyond that, however, there is a need for nurses in the field of gerontic nursing. Wilkes University responded to that need by creating a master's level specialty in gerontic nursing. The specialty is not a limiting one, Telban says. As the general population ages, the field becomes more diverse. Nurses will deal with every possible condition from the most frail elder to the well elder. New in 1989, the program already has 18 students. Telban is not surprised. Working with older adults "gives a lot of satisfaction."



Student Affairs at Wilkes continues to provide programs and support services that are essential components of the student's total educational experience. Under Dean Jane Lampe-Groh's guidance, students learn to respect one another's rights in residence hall settings, off-campus neighborhood relationships, and on the campus at large. In a time when many campuses are experiencing unrest, we have reinforced our already strong position affirming all students' full rights of citizenship and participation. We continue to promulgate the message that we all must live responsibly with attitudes of both fairness and caring.

We see the following issues as important challenges attainable in the near future: continued improvement in the freshman orientation and advising process to enhance the already strong craftsman-apprentice relationship between faculty and students; sustained efforts to care for the historic buildings which are our finest residence halls; and increased efforts in the area of campus security, to maintain the safe atmosphere this campus has traditionally enjoyed.

On a day-to-day basis, our professional efforts find us conducting campus activities, managing residential life, working with students to support their academic endeavors, meeting the needs of students who are handicapped, and developing the leadership skills of students.

Admissions

The 1987-88 academic year marked a turning point at Wilkes University, as enrollment took a major step up. Since then, the admissions staff has consistently recruited a high number of applicants to each Freshman class. This continued success is attributed to the excellent professional staff and a heightened cooperation between the Admissions staff and the entire University community.

In conjunction with the academic departments, the Admissions staff has organized career awareness programs to attract more high school students to the campus and heighten their awareness of our programs and majors. Now, we annually host two Open House Programs, offering high school students the opportunity to hear presentations by the faculty of their prospective academic departments. We also invite students to our science exposition and informative sessions about pre-medicine, pre-law, journalism, and business. These well-attended programs have enhanced both the number and the quality of applicants in these fields.

Currently, the Admissions staff is working in conjunction with the Public Relations staff and the Marketing committee to create and implement new marketing strategies. A chief effort has been the production of a University video. Highlighting the apprentice-craftsmanship approach and campus life, the video is a vibrant new part of our admissions campaign. Other efforts have included advertising for our Trustee and University Commemorative Scholarships in major target areas throughout our Middle Atlantic regional student base and publicizing our career awareness programs and the recruitment of outstanding admissions candidates. As a result of new Admissions strategies, we now think cohesively as a University community in areas of recruitment. We will continue to involve alumni in the recruitment process and work closely with high school counselors. All these efforts will enable us to strengthen our localities and vigorously recruit in the Mid-Atlantic region.

*"prepared
for
future
success"*

"A wide background opens more possibilities in life," said Kelli Furlong, who has earned the 1990 honors as the top student in the College of Liberal Arts and Human Sciences. "If you focus too narrowly, you limit your possibilities."

Practicing her own philosophy, she has majored in international studies because she wants to know more about the world and in French because she enjoys it. She hopes for a job with the federal government and has taken business courses to make herself a more attractive candidate. She has also enjoyed her science

courses, especially environmental science which she expects to crop up repeatedly in government work. Her co-op experience with the Northeast Section of the Pennsylvania Planning Association and a semester in Paris have completed the broad educational background she wanted. But Kelli didn't stop there. She has been a cheerleader three years and was active in the History, Political Science and International Studies club. She was vice president of her dorm, a participant in Intercollegiate Leadership and the Women's Athletic Association and has done work study in the campus Learning Center. As she reflects on four very happy years, she took time out to express her gratitude for the help of others. Without the A. Rifkin Company Scholarship, her liberal arts education would have been nearly impossible, she said.

University facilities play an important role in attracting and retaining students and in sustaining an atmosphere for its employees that fosters interactive learning.

The architecture of the University combines the charm and grace of the old with the simpler lines of the new. Nine of the 50 buildings spanning the 23-acre campus have been recognized as historic landmarks, placing them either on the national or state register. In December 1988, the University opened the doors to the new Arnaud C. Marts Center, a multi-purpose sports and conference center. Fortinsky Hall and Rifkin Hall were recent gifts to the University. Fortinsky Hall, located on South Franklin Street, houses the School of Business, Society and Public Policy. Rifkin Hall, located on South River Street, is the newest addition to our residence halls.

In the past few years, major renovations have been made to enhance the facilities. To keep pace with computer technology, the University has been rewiring residence halls and office buildings to accommodate personal computers and allow dial-up access to the University's computers. The University replaces worn out roofs and repoints buildings as needed. During the Fall of 1989, a majority of the lounge areas of the residence halls were refurbished to provide resident students with a more comfortable atmosphere for relaxation. Also in 1989, more than a dozen campus facilities were converted from coal-fired steam heat to a more cost-effective heating with natural gas. The green areas of our campus are kept tidy to enhance the natural beauty and to insure the safety of the community. A newly acquired parcel of land is expected to provide an additional sixty parking spaces in the Fall of 1990.

Planning Ahead

Developing Wilkes University as a "regional center for interactive learning, applied research, public service and cultural affairs" is the overarching goal of the current Wilkes University Strategic Long-Range Plan. This goal was made explicit during a process that began with the clarification of the institutional mission and included an intensive study of the admissions process by Enrollment Management Consultants to identify potential opportunities and threats in the environment in which Wilkes recruits students. The recently completed self-study, leading to Middle States reaccreditation, identified specific institutional strengths and weaknesses.

Faculty have also played a key role: in focus group discussions of the institution's strengths; in faculty meetings on the Strategic Long-Range Plan, and in a survey to build consensus on the relative importance of the projects.

Wilkes University and its environment — its strengths, weaknesses, opportunities and threats — are discussed in the Wilkes University Strategy Statement, which identifies five key characteristics or "signature" characteristics: high quality academic programs; craftsman-apprentice learning environment; preparation for future success; location and campus setting, and moderate cost for high quality.

Each project included in the Strategic Long-Range Plan is intended to further develop and enhance these characteristics. The current draft of the Strategic Long-Range Plan incorporates twenty-one strategic projects. Twelve are identified as projects to be supported by available operating funds: making faculty salaries nationally competitive; expanding graduate programs; increasing faculty develop-



They admit to being a little nervous, but they know this is the best way to finish learning the job. So each year, several dozen accounting majors give up their winter Saturdays to fill out 1040 forms for low income and elderly people throughout the community. The student tax preparers are generally juniors, enrolled in their second semester tax courses. They work for experience, for the addition to their resumes which will be put to work in seeking internships midway through their senior years, and also for the "pleasure of helping people," said junior Lori LaMorte of Peckville. Though the students may be nervous, their clients are not. People come back year after year to meet the students and avail themselves of the students' fledgling expertise.

ment funds; renovating laboratories; hiring additional faculty; renovating the Nursing Building; increasing admissions and development staff; improving the appearance of residence halls; upgrading computer support for the library; offering more scholarships, and enhancing the diversity of faculty and staff. The estimated total cost of all twelve projects is more than \$6 million over the next five years.

The remaining nine projects, designed to be financed with external funds as they become available, are to construct a classroom building, construct a new student center, expand or renovate the library, fund special scholarships to enhance the ethnic and racial diversity of the student body, augment parking, increase residence hall capacity, create an audio-visual support center, construct a football practice field and refurbish and enlarge the shower and locker room building at Ralston Field.

Development

There is little question that the most significant work of the Development division, under its vice president Thomas Hadzor, has been the WILKES TOMORROW Campaign. The successful completion of this \$23 million comprehensive fund-raising effort has been the primary objective of all offices in this area — Capital Campaign, Annual Giving, Foundations and Grants, Community Relations and Alumni. And with \$18.4 million in commitments to date, it is by far the most successful of all our Campaign efforts.

The Trustees established goals for WILKES TOMORROW in late 1985. They identified endowment funds for scholarship and faculty support, resources to construct a sports and conference center and annual operations as important objectives. The Campaign was launched in September, 1986.

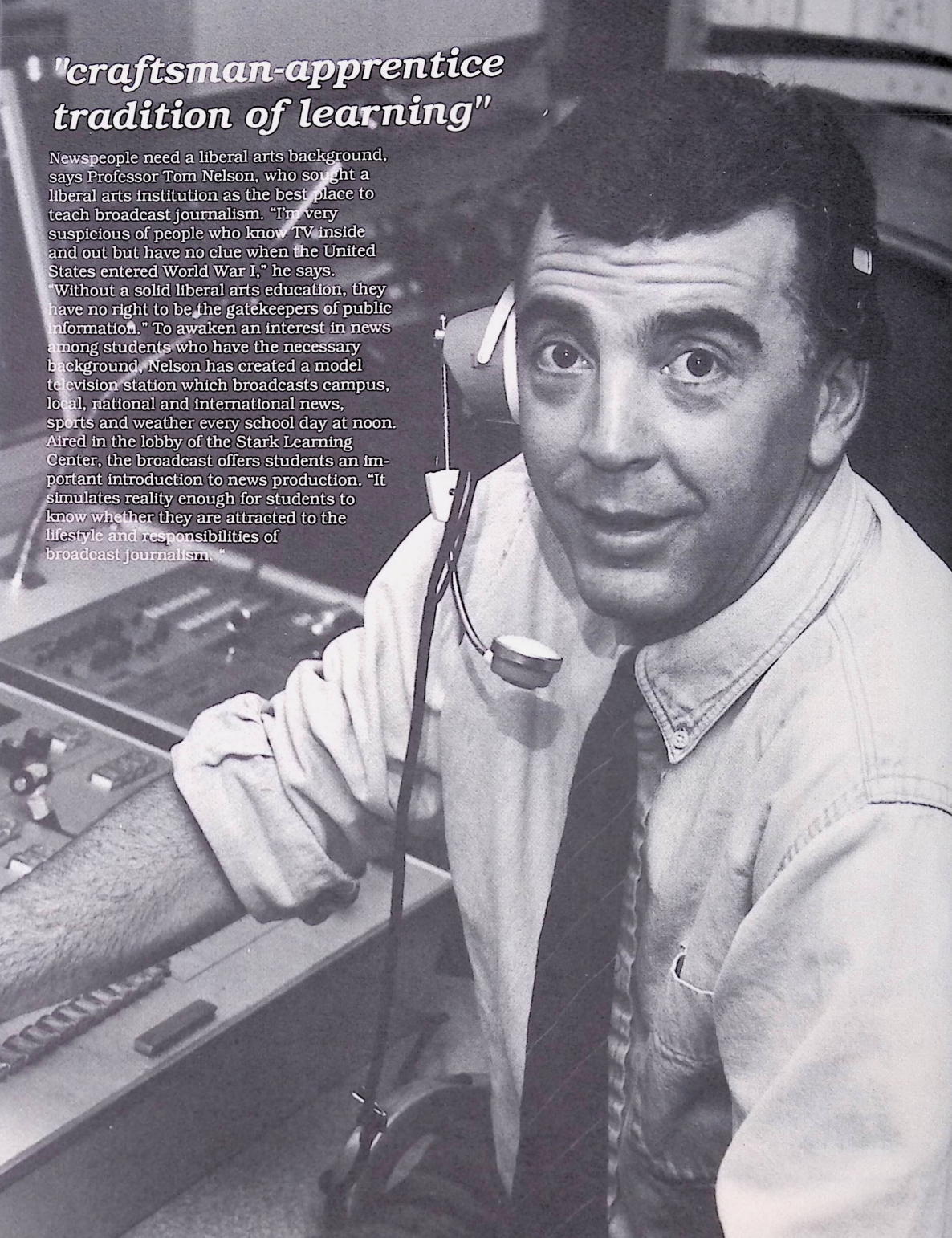
Trustees have shown their allegiance and leadership by pledging more than \$4 million so far. The original \$18 million goal was increased in February, 1989, when it became evident the target would be surpassed well ahead of schedule. The increased goal is reflective of new ambitions at the University and will, with the help of loyal alumni and many friends, be surpassed by the end of 1991. The Arnaud C. Marts Sports and Conference Center is a dazzling symbol of the success of the efforts and its eventual full funding will be a great financial achievement for Wilkes.

Perhaps the most important long-term result of the Campaign will be increased alumni involvement. Wilkes is still young at 57 years of age. With 17,000 alumni, most of whom have graduated within the last 20 years, we are coming of age. Bucknell University Junior College, Wilkes College, and now Wilkes University graduates have appreciated their preparation for graduate school, employment, and family and community life. Their stories are varied, but the theme is consistent. Wilkes has worked for them. At alumni gatherings in 24 cities around the country, graduates are sharing their success stories. This affirming and reaffirming encourages still more alumni pride and more willingness to share stories of life accomplishments.

Alumni events on campus have also kindled new spirit. June Reunion Weekends bring each graduating class together every five years, providing an opportunity for classmates to visit with classmates. Our first two Reunion Weekends have been most positive.

"craftsman-apprentice tradition of learning"

Newspeople need a liberal arts background, says Professor Tom Nelson, who sought a liberal arts institution as the best place to teach broadcast journalism. "I'm very suspicious of people who know TV inside and out but have no clue when the United States entered World War I," he says. "Without a solid liberal arts education, they have no right to be the gatekeepers of public information." To awaken an interest in news among students who have the necessary background, Nelson has created a model television station which broadcasts campus, local, national and international news, sports and weather every school day at noon. Aired in the lobby of the Stark Learning Center, the broadcast offers students an important introduction to news production. "It simulates reality enough for students to know whether they are attracted to the lifestyle and responsibilities of broadcast journalism."



The National Executive Committee of the Alumni Association, with all posts filled for the first time in recent memory, is reworking a mission statement for the Alumni Office. Under the direction of the Association, alumni are being encouraged to help with admissions, career services and fundraising.

The Foundations and Grants Office has contributed significantly to our development efforts. Institutional and faculty oriented proposals (about 55 per year) are sent to private foundations and governmental agencies. An enviable approval ratio has been achieved, garnering approximately \$2 million of activity per year. National funding bodies, such as The National Science Foundation, U.S. Department of Education, and the Pew Charitable Trusts, are recognizing and contributing to the work of Wilkes.

Community Relations activities have increased dramatically, winning rave reviews for their variety and quality. Fund-raising dinners, lecture programs, neighborhood parties, convocation and commencement activities, gallery exhibition openings, the Scholarship Donors' Luncheon, and other happenings are important aspects of life at the University. Our objectives are twofold: to make friends and alumni feel at home on campus and share our pride in physical improvements and cultural programming; and to offer them a significant role in the institution. We are receiving increased support from these constituencies.

Planned giving activity has increased as more people understand vehicles for supporting Wilkes through estate plans. The University has received major gifts through a variety of means, such as wills, trusts and annuities, from an increasing circle of friends. Most gifts have enhanced the endowment, which has tripled to \$12,000,000 in five years. These long-term plans provide for Wilkes's future health.

The cornerstone on which all philanthropic activity rests at an educational institution is the Annual Fund. New approaches and techniques are being incorporated by our Annual Giving Office and early results are encouraging. Most significantly, alumni participation has grown from single digits to 20% during the last few years. The most recent John Wilkes Club dinner (for donors of \$1,000 or more) went from a previous high of 135 guests to 180 this past December. We have grown rapidly from an annual average of 750 gifts per year to the current level of nearly 2,500. A new fiscal year (June 1-May 31) has been instituted, and many aspects of the effort are being revised — The John Wilkes Club, The Farley Club, the phonathon, corporate, community and University family support and mail campaigns. New ideas include reunion giving, a senior class gift program, an alumni class agent system and parent giving. This is an exciting time for annual giving, one of huge potential and our most broad based appeal.

The last word in any discussion must be "thanks" to volunteers. Volunteerism is increasing nationally and Wilkes is the beneficiary of that new idealism. The Board of Trustees, the National Executive Committee of the Alumni Association, the Capital Campaign Steering Committee, Phonathon volunteers, Corporate, Community, and University Family volunteers, Alumni Admissions Representatives, those that assist in a variety of ways with Career Services, Homecoming and Reunion workers, Presidential Inauguration delegates — all perform an invaluable service for Wilkes. Our work is made easier and the reputation of Wilkes University is spreading.

**"ideal
academic
environment"**



As a botanist and ecologist, Dr. Ken Klemow sees the Tubs as a unique natural area that must be preserved. As a biology teacher, he sees the Tubs as a wonderful classroom. Once threatened by dumping, the Tubs area — a series of glacial potholes along Wheelbarrow Run just up the hill from Wilkes-Barre — is on the brink of becoming a county park, thanks to the efforts of Klemow, other Wilkes faculty researchers and several environmentally-minded people in the community. Preserving natural areas is only one facet of Klemow's career, however. He has also represented Wilkes at several conferences on improving science education, organized an education section for the Ecological Society of America, and become a spokesman for the concept that liberal arts institutions teach science best. His philosophy has developed from his experience in dealing with students who had to be enticed to enjoy the subject, then encouraged to do well. When students fail, they move on, not only lacking the informational background but also with an intense dislike for the subject, he says, concluding: "We can no longer weed out students; we must cultivate them."

The financial management of Wilkes University is under the direction of Paul A. O'Hop, Vice President for Business Affairs/Auxiliary Enterprises. He is supported by four professional staff members including two certified public accountants. The financial records of the University are audited annually by the independent audit firm of Cavalari, McHale, Matlowski and Company, Certified Public Accountants.

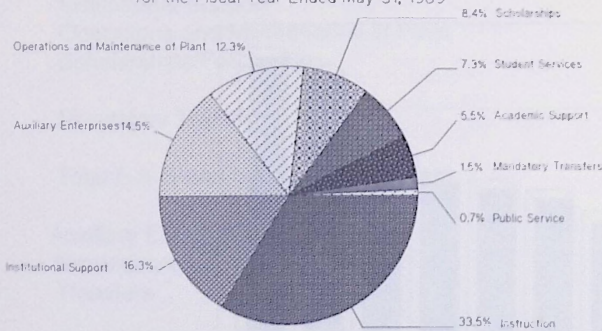
The fiscal year ended May 31, 1989, marked another milestone in the financial success of Wilkes University marking the sixteenth consecutive year and the fortieth of forty-one years of operations without a deficit. Wilkes only deficit year was 1973, immediately after the Agnes flood.

During fiscal 1989, revenues rose 13%. The percentage increase in tuition, fees and room and board charges was only 7.8%, which is far below increases both locally and nationally. An increased student population, growth in the endowment fund and prudent cost management by the administration made it possible to channel these additional revenues to fund increases in faculty salaries, faculty development and student financial aid.

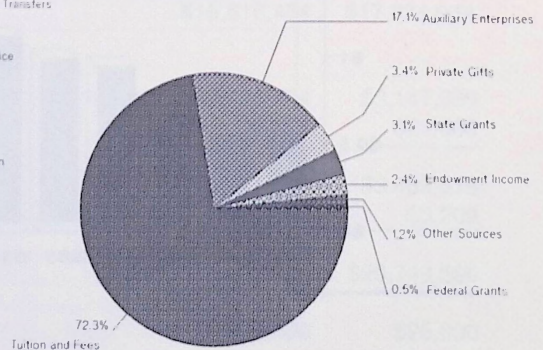
Although the current unrestricted fund shows an excess of revenues over expenditures of only \$25,000, more than \$500,000 was transferred into a contingency reserve account. It is interesting to note that in each of the last four years, budget excess dollars have been specifically designated to campus renewal and capital improvements.

A comparison of Wilkes to competing institutions reveals that Wilkes is operating on a sound fiscal basis. The pie charts on this page show the sources of revenue into the University and the use of these funds by functional category. Bar graphs on the following page outline growth in market value of the endowment fund and growth in financial aid over the past decade.

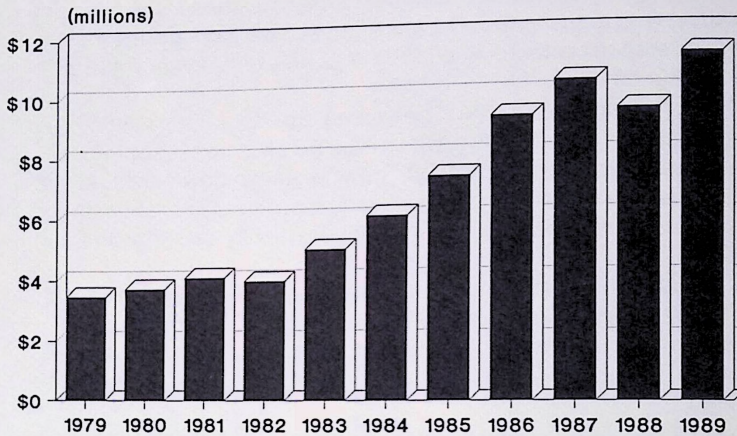
Current Unrestricted Fund – Expenditures
for the Fiscal Year Ended May 31, 1989



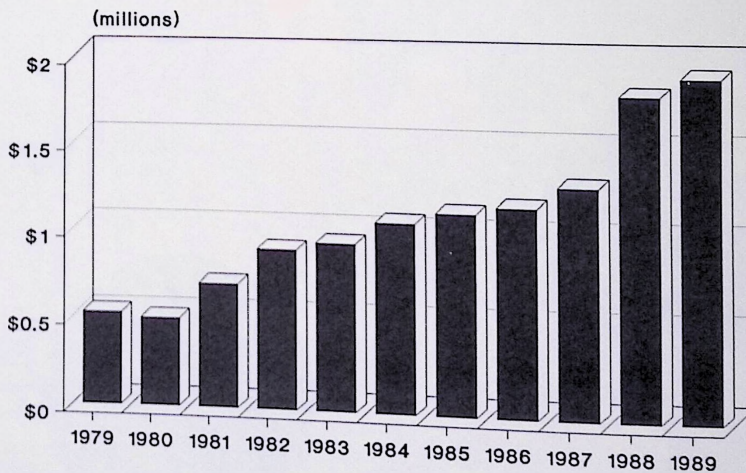
Current Unrestricted Fund – Revenues
for the Fiscal Year Ended May 31, 1989



Market Value - Endowment Fund 1979-1989



Institutional Financial Aid 1979-1989



Statement of Current Unrestricted Fund
Revenues, Expenditures and Other Transfers
for the Years Ended May 31, 1988, 1989

	Fiscal 1989	Fiscal 1988
REVENUES:		
Educational and General:		
Tuition and Fees	\$16,992,830	\$14,632,239
Federal Grants and Contracts	119,838	43,856
State Grants and Contracts	726,751	594,836
Private Gifts/Grants/Contracts	806,203	843,488
Endowment Income/Similar Funds Income	554,628	713,653
Other Sources	<u>280,389</u>	<u>238,575</u>
Total E & G Revenues:	\$19,480,639	\$17,066,647
Sales and Services of Auxiliary Enterprises	<u>\$ 4,018,349</u>	<u>\$ 3,701,922</u>
TOTAL REVENUES:	<u>\$23,498,988</u>	<u>\$20,768,569</u>
EXPENDITURES:		
Educational and General:		
Instruction	\$7,690,444	\$6,578,756
Public Service	161,234	154,635
Academic Support	1,262,681	1,161,616
Student Services	1,663,906	1,424,099
Institutional Support	3,749,598	3,138,738
Operations and Maintenance of Plant	2,816,319	2,680,497
Scholarships/Fellowships	1,919,593	1,815,054
Mandatory Transfers	<u>352,679</u>	<u>317,649</u>
Total E & G and Mandatory Transfers	\$19,616,454	\$17,271,044
Auxiliary Enterprises:		
Expenditures	\$2,995,794	\$3,147,989
Transfers	<u>326,112</u>	<u>321,330</u>
Total Auxiliary Enterprises	\$3,321,906	\$3,469,319
Other Transfers (net)	<u>\$535,628</u>	<u>\$3,206</u>
TOTAL EXPENDITURES:	<u>\$23,473,988</u>	<u>\$20,743,569</u>
NET INCREASE IN FUND BALANCE	\$25,000	\$25,000

Endowed Named Scholarships

Mohamad Abraham Scholarship
The Ballet Society of Wyoming Valley Scholarship
Kevin Edward Barker Memorial Scholarship
Ethel G. and Alvan E. Baum Art Scholarship
The William Bernhard 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
Class of 1970 Scholarship
Conyngham Post No. 97, Grand Army of the Republic Scholarship
Dr. and Mrs. S. M. Davenport Scholarship
Esther and William Davidowitz Scholarship
Charles and Sadie Donin Memorial Scholarship
The George F. Elliot Memorial Scholarship
Dr. John Henry Ellis IV Scholarship
Eugene S. and Eleanor Coates Farley Scholarship
The Leslie Fay Companies Scholarship
The Chlora Fey Scholarship
The Fortinsky Scholarship
Sidney and Pauline Friedman Scholarship
William R. Gasbarro Scholarship
The Mildred Gittins Memorial Scholarship
Brynly R. Griffiths Scholarship
Margaret Mary Hagelgans Memorial Scholarship
Harold J. Harris M.D. and Angeline Elizabeth Kirby Memorial Health Center Scholarship
Klaus Holm Scholarship
Arthur J. Hoover Scholarship
Jewish War Veterans, Wilkes-Barre Post 212 Scholarship
William D. Jonathan Memorial Scholarship
The Grace C. Kimball Scholarship in Biology
Francis A. and Maryann V. Kopen Scholarship
Koral's Fashion Scholarship
Esther Lamb Scholarship
The William Langfelder Scholarship
The Anne Vanko Liva Scholarship
The Charlotte V. Lord Scholarship
The Kathryn H. MacAvoy Scholarship
The Kathryn 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
Thomas J. Moran Scholarship in Journalism
Dr. Jaroslav G. Moravec Memorial Scholarship
Mabel and John C. Mosteller Scholarship
The Taft Achilles Rosenberg Naparsteck Scholarship
Nesbitt Memorial Hospital Scholarship
The Ellen Webster Palmer Scholarship
Peking Chef Scholarship for International Understanding

Pennsylvania Institute of Certified Public Accountants Scholarship
Craig C. Piatt Memorial Scholarship
Henry Blackman Plumb and Edith Plumb Scholarship
Kenneth L. Pollock Scholarship
George and Helen Ralston Scholarship
The Charles B. Reif Scholarship for the Biological Sciences
The Lillian Wilkins Rinehimer R.N. Scholarship
The Dr. Samuel A. Rosenberg Memorial Scholarship
The Sidney and Theodore Rosenberg Scholarship
Amedeo Obici and Thomas P. Sangiuliano Scholarship
Robert Marc Schub Memorial Scholarship
The Frances D. Shotwell Memorial Scholarship
The Samuel H. Shotwell Memorial Scholarship
The Mark Slomowitz Memorial Scholarship
Merritt W. and Marjory R. Sorber Scholarship
Surdna Foundation Scholarship
The Cromwell E. Thomas Outstanding Freshman Scholarship
The Reed P. and Dorothy Travis Memorial Scholarship
Francis A. Umphred Memorial Scholarship
Esther Weckesser Walker Scholarship
Daniel S. Wilcox, Jr. Fund
Myvanwy Williams Theater Scholarship
The Ira B. Zatcoff Memorial Scholarship
Emory and Mamie Ziegler Scholarship

Annual Named Scholarships

The Boscov's and Alexander W. Dick Foundation Scholarship
Elkay Industries, Inc. Scholarship
Franklin First Federal Savings and Loan Association of Wilkes-Barre Scholarship
Laventhol and Horwath Scholarship
Intermetro Industries
Letterwomen's Club
Pennsylvania Miller's Mutual Insurance Company
The Polish Room Committee Scholarship
Prudential Bache
A. Rifkin and Company
Wilkes University Faculty Women's Club Scholarship
Wilkes-Barre Rotary Club Scholarship

Special Endowed Funds

Abraham and Anna Baron Memorial Book Fund
Tom Bigler Distinguished Professorship in Communications
The Robert S. Capin Endowed Teaching Chair in Accounting
The Donald Fell Carpenter Endowment Fund for Excellence in Teaching
The Commemoration Fund
The Dorothy Dickson Darte Center Endowment
Allan Hamilton Dickson Chair for English Literature
The Wilkes University Faculty Endowment
Physicians' Chair in the Health Sciences
Rosenn Lecture Series
Weckesser Hall Endowment

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Lisa Primatic was

silent a long time before she decided that her father, Agosino, must be the best musician in her all-Wilkes family. He got the children started. But it wasn't an easy choice. Her brother, Agosino Jr., majored in engineering and is on a fast-track master's program courtesy of Bell Laboratories where he works now. But he plays trumpet well enough to have majored in music. Her brother, Stephen, who's working on a master's in music at the University of Miami, Florida, is also a candidate for top family musicianship honors, along with Lisa herself, a sophomore music major who plays the flute. Lisa was intrigued by brother Agosino's career choice, but said she couldn't follow that lead. "I don't think I'd survive. I don't think I'd love anything else as much as music, and if I'm going to do it for the rest of my life, I want to love it." So she was relieved to do well in ear training, the course that makes or breaks music majors. "It means you have a future," she explained. "If you can't hear it, you can't feel it and you can't perform it, you can't write it, you can't do it." But she isn't narrow minded. She loves Fortran computer programming and English literature classes. "Analyzing music and literature are the same," she said. "I listen and delight in how they used words or music. A lot of music is feeling. Very analytical people judge music by how it's done. I judge it by how it makes me feel the first time I hear it. That's why I'm afraid of astronomy." Though she loves the stars and thinks the life of an astronaut would be grand, she is afraid of the courses. "I'm afraid there would be too many logical explanations."