

LAFAYETTE COLLEGE

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MEMORANDUM FROM THE OFFICE  
OF THE PROVOST

A Summary of Model C-2000 1969.

A Proposal for the Introduction of Coeducation at Lafayette College

The proposed introduction of coeducation at Lafayette has resulted in extensive and intensive study of the programs and needs of Lafayette College. Over the last two years several models of future possible development have been proposed and examined. When in June 1969 the Trustees accepted in principle the Faculty recommendation that women be admitted, the Board requested the definition of a model of the College showing the ultimate size and enrollment characteristics.

After extensive consultation with faculty and student committees, and after study and revision by Trustee Committees a comprehensive model has been developed. This model is called C-2000, i.e. a coeducational college of 2000. The detailed presentation will be considered by the Board at its December meeting.

This relatively brief summary of the final C-2000 model has been prepared for the information of the faculty and student body. Comments and suggestions for improvement of the proposed development may be submitted to the Office of the Provost and will be appreciated.

It should be remembered that this model is for planning purposes. The constraints of time, the hazards of projections and the complexity of the problems will undoubtedly result in further changes and modifications. The model of Lafayette College described here remains to be implemented when and if adopted.

One of our basic assumptions must also be emphasized in presenting this C-2000 model of Lafayette College.

In view of the problematic (even precarious) position of independent institutions of higher learning in a period of expanding public education, it is prudent for a college of our order to expand programs and size only as its resources allow and to preserve and enhance the features that have produced support of the institution.

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## Enrollment Assumptions

Enrollment will increase gradually from the present 1826 to approximately 2000 in 1974-75. Women will be admitted in September, 1970. By 1974-75 there will be a minimum of 1500 men and a maximum of 500 women, a ratio of 3:1 and a generally accepted proportion for a college of our size. The accompanying table indicates the admissions, growth and composition of the student body in the years ahead.

With the continued selectivity and quality of students admitted, it is assumed that attrition rates and readmissions will remain at present levels. Transfer students, especially in their junior year, will be admitted to maintain upperclass sizes, academic balance, and the desired social mix. The number of engineering students will remain at the same level as in recent years. (580).

The 2000 total enrollment will make the most efficient use of existing and planned facilities while maximizing the contribution of our endowment. The 3:1 ratio of men and women will insure the continuation of existing programs while providing a truly coeducational campus.

## Educational Assumptions

All registration projections have been based on present academic requirements, calendar, program and teaching methods. If the faculty changes basic requirements, or further independent study is developed, or more remedial counseling or new teaching methods are instituted, adjustments may have to be made. These changes might be shifts of personnel and enrollment among departments and programs but within the totals now planned. Coeducation will permit the expansion and improvement of several departments in the College which are currently small.



Enrollment Projections <sup>1</sup>

	<u>1968-69</u>	<u>1969-70</u>	<u>1970-71</u>	<u>1971-72</u>	<u>1972-73</u>	<u>1973-74</u>	<u>1974-75</u>	<u>1975-76</u>	<u>1976-77</u>
<b>Males</b>									
Seniors	433	425	400	475	445	360	360	360	360
Juniors	431	404	480	450	365	365	365	365	365
Sophomores	432	482	475	375	375	375	375	375	375
Freshmen	530	512	400	400	400	400	400	400	400
<b>Females</b>									
Seniors	-	-	-	10	10	90	115	115	115
Juniors	-	-	10	10	100	120	120	120	120
Sophomores	-	-	10	105	130	130	130	130	130
Freshmen	-	-	115	135	135	135	135	135	135
Male Total	1,826	1,823	1,755	1,700	1,585	1,500	1,500	1,500	1,500
Female Total	-	-	135	260	375	475	500	500	500
<b>TOTAL</b>	<b>1,826</b>	<b>1,823</b>	<b>1,890</b>	<b>1,960</b>	<b>1,960</b>	<b>1,975</b>	<b>2,000</b>	<b>2,000</b>	<b>2,000</b>

Class Sizes During Transition

Seniors	425	405	485	455	450	475	475	475	475
Juniors	404	490	460	465	485	485	485	485	485
Sophomores	482	480	480	505	505	505	505	505	505
Freshmen	512	515	535	535	535	535	535	535	535

1 - Minimum number of men, maximum number of women

Because of the increase in enrollment, particularly in the two upper classes, no declines from recent course registrations or numbers of departmental majors are projected except in Economics. Above average increases in course registrations and departmental majors are anticipated in the Humanities and Education. The engineering program is being maintained at its present level, allowing continued development of flexible programs and courses for non-majors.

#### Faculty Assumptions

The number of faculty will increase as enrollment rises, but the faculty-student ratio will be permitted to rise from its present 1 to 13.1 to 1 to 13.6. This slightly increased student-faculty ratio will not adversely affect actual teaching relationships since larger numbers of students will be in advanced courses which are lightly enrolled at present.

The proportional size of faculty ranks is expected to change from the 1968-69 distribution of 25% at each rank to approximately 27% in each of the upper two ranks, 33% at the assistant professor rank and 13% at the instructor rank by 1974-75. Such a change in rank proportion will be required to maintain a quality faculty in the period when the total number is relatively stable.

In order to compete effectively for well-qualified faculty members, faculty compensation will increase so that the College can continue its efforts to achieve higher rankings on the appropriate AAUP Salary Scales.



### Administrative and Auxiliary Assumptions

(Auxiliary Enterprises are student services provided for and financed by fees, including housing, dining programs, bookstore, the health center and student activities.)

The addition of women and a larger student body create the need for expansion and improvement of student services and for additional personnel in the health center, dean's office, physical plant, and other offices. Additional personnel will be needed for increasing alumni, development and admission activities. The number of clerical staff in faculty, department and service areas will increase in relation to the expansion of students, faculty, departments, offices and services.

Professional, secretarial and other staff salaries are expected to rise to meet inflation and to improve the College's competitive position.

### Residential Assumptions

Lafayette will remain a relatively small, predominantly residential college, emphasizing small group living and social arrangements with a common and unifying educational experience. The fraternal and social living groups will be continued along policies presently in effect and shall be responsive to future needs of the student body. The freshman quadrangle with its dining facilities will be continued at least during the transitional period, and counseling and advisory services will be maintained at present levels.

### Capital Assumptions

Since the College is in the middle of a fund-raising campaign, it is desirable that our present planning stay within the range of

that campaign. It is not possible to make a complete and detailed presentation of our capital program at this time. The impact of inflation complicates the task. Reconciling campus needs, the demands of our constituencies and financial realities is a difficult task but decisions must be made. At this point our model is tentative at best, but the following are now our major objectives for the future.

Additional residential facilities will be required by our expanding enrollment. The conversion of New Freshman Dorm for female occupancy by September, 1970 and Watson Hall by the following year are scheduled. By 1972 a new dormitory housing 110 women must be constructed and additional housing for 95 women will be needed the next year. Some fraternity houses will be built to replace existing but inadequate units, and refurbishing Gates Hall is also planned.

In the academic area, the construction of the physical education complex and the refurbishing of Jenks Hall have high and immediate priority. By 1976 an addition to Skillman Library and an Engineering Laboratory Building will be needed. Additional academic facilities, perhaps involving the use of Hogg Hall, may also be required in this period.

Among other needed physical facilities are the new health center planned for 1972 and new quarters for the physical plant staff. Expanded student center facilities are under consideration but these must await decisions on the use of existing buildings such as Alumni Gymnasium and Hogg Hall. More effective utilization and adaptation of our present student activities quarters is also being investigated.

In planning for future construction, the needs and requirements of women must be met as well as the recognition and anticipation of added and improved educational and social objectives.



## Financial Assumptions

As the basic assumption emphasized, financial feasibility remains a powerful constraint on our choices for Lafayette. In a period of rising costs, it is even more imperative that the College remain competitive in all aspects of its budget. Tuition presently produces two-thirds of the income for the general and educational operations budget. In the future this share may grow if other income does not increase proportionately to the rise in costs of operation.

In order that charges may reflect costs on an annual basis, increases in tuition and fees may have to be instituted annually beginning in 1970-71. Auxiliary services, such as residence, food, health and student activities center, will continue to be covered in full by fees and charges. There will be increases in these fees sufficient to meet projected costs and expanded services. However, tuition and fees should be competitive with other institutions of our size and character.

Because of increased costs to students, the percentage of students who are recipients of financial aid will increase from 28% in 1968-69 to a minimum of 30% in 1976-77.

It is expected that gifts from the Presbyterian Church will fall while support from foundations, corporations and government seem likely to remain at present levels. There should be increasing support from our alumni. The anticipated increases in endowment for general funds and student financial aid are at an average rate of one million dollars a year. Even with continued increases in endowment and gifts, the additional income generated from these sources is expected to be below anticipated increases in costs and needs.

We have assumed that academic facilities are funded through gifts but auxiliary facilities are financed by raising 30% and amortizing 70% of construction costs. Increases in operating and maintenance costs will put an added strain on future College budgets. Despite our relatively sound economic condition, we must make difficult choices in allocating our resources for the future.

#### Conclusion

The Trustee decision of June, 1969 to introduce coeducation at Lafayette College included an implied imperative to reexamine virtually every phase of the College. That which is good from the past--total devotion to undergraduate education, a tradition of vigorous extra-curricular participation, small group living and governance, the curricular mix of engineering, the arts and sciences--must be capitalized upon and made stronger through the addition of young women to Lafayette.

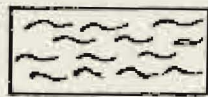
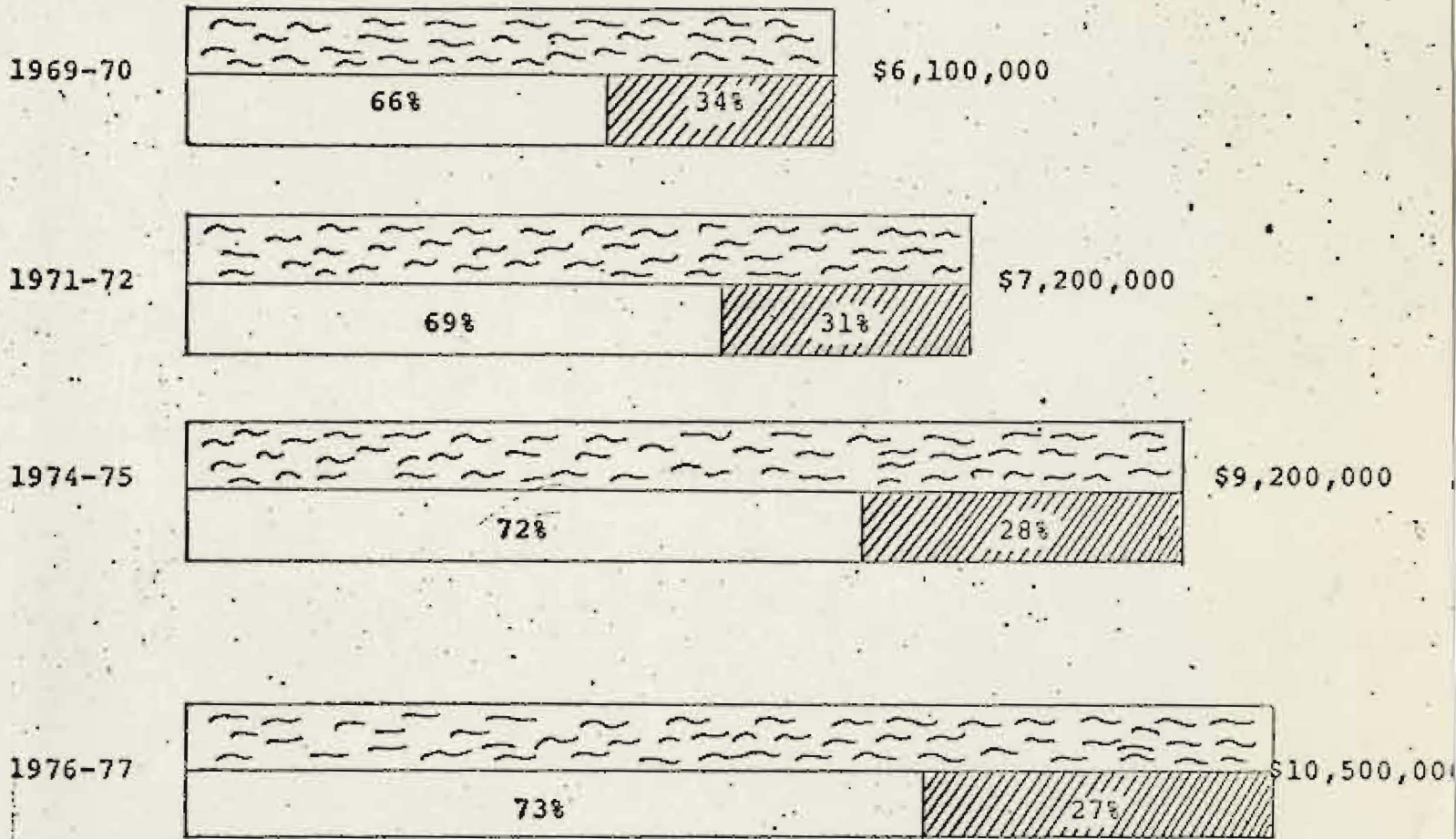
This brief summary of the educational, residential and financial aspects of changing an all-male college of 1800 students to a coeducational institution of 2000 illustrates the effort to meet that imperative. The need to be realistic yet imaginative has required adjustment and compromise, but the result can lead to a better and stronger Lafayette. This now becomes our task--implementation of coeducation in an atmosphere of creativity and change.

December 2, 1969



EDUCATION AND GENERAL OPERATIONS

EXPENDITURES AND INCOME



Estimated budget



% tuition income



% endowment and gift income