

**MINUTES OF RHODES COLLEGE
BOARD OF TRUSTEES RETREAT**

NorthRiver Yacht Club, Tuscaloosa, Alabama
February 5-7, 1990

FEBRUARY 5, 1990 - "Where We've Been"

2-90-1 The meeting of the Rhodes College Board of Trustees Retreat began with registration at 3:00 p.m. on Monday, February 5, followed by cocktails at 6:30 and Dinner at 7:30 p.m.

After dinner, President Daughdrill welcomed the participants and stated that the retreat agenda was divided into three parts: "Where We've Been, Where We Are, and Where We Are Going." In taking a look as to where we've been, President Daughdrill stated that six years ago, in 1984, the Board met in a planning retreat at Point Clear, Alabama. There, decisions were made and priorities were chosen that set the College on the course of being one of the finest colleges of the liberal arts and sciences in the nation. To help the participants know where we've been, the College's audio visual, "The History of the College" was shown.

Afterwards, Mrs. Helen Norman, Assistant to the President, in a fast-paced presentation, entitled "Rhodes on the Rise: A Trip Down Melody Lane," with appropriate background music, led the group through the past six years--from the planning Retreat at Point Clear to the present. A highlight of her presentation was a large poster made from a slide of the cover of TIME magazine in which Rhodes was listed as one of the "nine nifty colleges." She ended her presentation with an effective TIME Magazine cover overlay stating that Rhodes was the top small liberal arts college in the nation. (Exhibit A, p. 5-8)

FEBRUARY 6, 1990 - "Where We Are"

2-90-2 Dr. Winton M. Blount called the meeting to order on Tuesday, February 6, at 8:00 a.m.

2-90-3 The following participated in the Retreat:

SYNOD OF LIVING WATERS

Robert H. Buckman, '90
Bland W. Cannon, '91
Billy M. Hightower, '92
Frank M. Mitchener, Jr., '90
James H. Prentiss, '90
K. C. Ptomey, Jr., '91
Henry B. Strock, Jr., '92
Ray U. Tanner, '91
Mary Elizabeth Walker, '92

ELECTED BY TRUSTEES

Dunbar Abston, '90
Robert W. Amis, '90
Edgar H. Bailey, '91
Winton M. Blount, '90
William H. Bryce, Jr., '92
Kenneth F. Clark, Jr., '92
Charles P. Cobb, '90
Nancy H. Fulmer, '91
Henry Goodrich, '91
C. Stratton Hill, Jr., '90
Nancy Huggins, '91
Michael McDonnell, '90
W. Neely Mallory, '90
William J. Michaelcheck, '92
L. Frank Moore, '92
Joseph Orgill, III, '91
Harry J. Phillips, Sr., '92
S. Herbert Rhea, '92
Joseph L. Roberts, Jr., '92
Vicki G. Roman, '91

James A. Thomas III, '91
David D. Watts, '92
Spence L. Wilson, '92
S. Ray Zbinden, '91

EX OFFICIO MEMBER

James H. Daughdrill, Jr.

FACULTY-ELECTED TRUSTEES

Robert Entzminger, '92
Terry W. Hill, '90
F. Michael McClain, '91

STUDENT-ELECTED TRUSTEES

Kearsten C. Angel
Tsega Gebreyes
Margaret A. Pomphrey

HONORARY TRUSTEES

Mertie Buckman
Frank M. Norfleet
Alvin Wunderlich

ADMINISTRATIVE CABINET

Allen Boone
Harmon Dunathan
Don Lineback
Helen Norman
Tom Shandley
Loyd Templeton
Sally Thomason
Sybil Todd
Dave Wottle

ADMINISTRATIVE STAFF

Trey Clark
Sherry Fields
Jo Hall

CONSULTANT

G. Douglass Alexander

GUESTS

Connie Abston
Lucille Amis
Ann Bailey
Carolyn Blount
Cindy Boone
Dorothy Bryce
Libby Daughdrill
Mary Lou Entzminger

Judy Lineback
Joyce Mollerup
Suzanne Mallory
Judith Mitchener
Jean Norfleet
Weetie Phillips
Carol Prentiss
Linda Rhea

Anne Shandley
Lois Strock
Kakky Tanner
David Walker
Becky Wilson
Jan Wottle
Marjorie Wunderlich
Peggy Zbinden

2-90-4 The following Trustees were unable to attend:

SYNOD OF LIVING WATERS

W.L. Davis, Jr., '90
William F. Winter, '91

ELECTED BY TRUSTEES

Jack A. Belz, '90
Neville F. Bryan, '91
Bruce E. Campbell, Jr., '91
Ruthie J. Frierson, '90
Ronald Terry, '92

LIFE TRUSTEES

Palmer Brown
Margaret Hyde
Paul Tudor Jones
Robert D. McCallum
William C. Rasberry
P.K. Seidman
John W. Wade

HONORARY TRUSTEES

Emily Alburty
E.A. Alburty
Thomas B. Davis
Edward Jappe

John M. McMillan
Morrie A. Moss
Harold F. Ohlendorf

Lorna Reimers
John B. Ricker, Jr.
Jeannette Spann

2-90-5 Dr. Blount's opening remarks follow:

"At regular Board meetings we deal with business of the College. There is little time to think about the College's future direction.

"But here it won't be "business as usual." Here we want to consider some exciting things, and by the time we leave NorthRiver, I hope we will all have a clear picture of where Rhodes is today and a vision of where we want it to be in the next century, and what it will take to move it there.

"I believe this is one of the few most important moments in the history of the College. Some of you remember another historic event at Point Clear in 1984, when Rhodes was set on a path to national excellence.

"I believe we will look back on this meeting at NorthRiver as one of those pivotal points in the history of Rhodes College, like that of Point Clear, or the decision to move the College from Clarksville, Tennessee to Memphis. When you look back on this event, I think you will be proud to say you were there.

"Our goal today is to obtain the facts about Rhodes' recent progress and answer the question: Where are we? Tomorrow we will fully discuss and then decide on the most important priorities for the College in the new decade and the next century.

"I hope spouses will participate in all discussions, as well as trustees. The staff members are here to provide information for our discussions, but will keep their counsel during the discussions in order to give free rein to the ideas and opinions of the trustees and their spouses.

"At the end of the meeting tomorrow I will ask for a consensus on the priorities we discuss, and we will form Work Groups who will be responsible for studying the priorities and recommend to the Board at a later date the particular level of achievement.

"We have had to schedule these two days very tightly because of the volume of work to be done. I apologize to those who would like more free time, but I am certain you will come away from this meeting just as invigorated as if you'd won the doubles tennis tournament! You will leave here with a renewed sense of what Rhodes is and what it can become.

"Now let's begin today session. This will be a series of reports by the chairs of Board Committees. They have been asked to report the progress Rhodes has made in their area since 1984, and also to report any shortcomings.

"You are welcome to ask any question at any point, and we have scheduled in ample time throughout the day for discussion.

"I hope you enjoy the day."

2-90-6 The following reports, preceded by an introduction, were followed by group discussion.

REPORT AND GROUP DISCUSSION	PRESENTED BY	RESOURCE PERSON
Faculty & Educational Program (Exhibit B p. 9-32)	Mr. Dunbar Abston, Jr., Chair	Dean Harmon Dunathan
Students & Campus Life (Exhibit C, p. 33-37)	Mr. Kenneth F. Clark, Jr., Chair	Dean Tom Shandley
Enrollment Admissions/Financial Aid/ Special Studies) (Exhibit D, p. 38-62)	Mr. Ray Tanner, Chair	Dean Dave Wottle Dean Sally Thomason
Buildings & Grounds (Exhibit E, p. 63-66)	Mr. Harry J. Phillips, Sr., Chair	Dean Allen Boone
Finance (Exhibit F, p. 67-91)	Mr. Herbert Rhea, Chair	Dean Boone
Development (Exhibit G, p. 92-106)	Mr. James A. Thomas III, Chair	Dean Don Lineback

2-90-7 Dr. Blount told the meeting that the discussions held today, would lead directly into tomorrow's agenda. He felt that the group had a good feel as to how far Rhodes has come, and that tomorrow would plot its future course.

The meeting adjourned around 5:30 p.m. At 7:00 p.m. the group gathered for cocktails and dinner at the Yacht Club.

FEBRUARY 7, 1990 - "Where We're Going"

2-90-8 Dr. Blount convened the meeting on Wednesday, February 7, at 8:00 a.m. The meeting theme for day three was "Where we're Going".

President Daughdrill gave the following remarks. (Exhibit H, p. 107-108)

Mr. Doug Alexander, the College consultant, having conducted a study of the Board of Trustees' views on several priority issues, gave the Summary Findings of his study. The findings summarized the Trustees' view of Rhodes most distinctive characteristics, and the physical plant priorities and attitudes toward the long-term funding of programs. At the conclusion of his report he presented a set of recommended actions for the Board's consideration. (Exhibit J, p. 109-141)

2-90-9 President Daughdrill chaired the discussion on Rhodes' "Options for the Future." After much discussion, the following goals were unanimously adopted:

I.
STRENGTHENING THE LIBERAL ARTS WITH A GLOBAL PERSPECTIVE
 GOAL: TO PREPARE STUDENTS
 TO LIVE AND TO LEAD
 AS CITIZENS OF A GLOBAL COMMUNITY

II.
STRENGTHENING THE RHODES FACULTY
 GOAL: TO ATTRACT AND KEEP THE FINEST FACULTY POSSIBLE
 BY SUPPORTING THE DEVELOPMENT OF THEIR FULL POTENTIAL
 AS TEACHERS AND SCHOLARS

III.
SPORTS, FITNESS, AND STUDENT LIFE FACILITIES
 GOAL: TO MAKE RHODES' SPORTS, FITNESS, AND STUDENT LIFE FACILITIES
 AMONG THE BEST OF THE NATION'S LEADING LIBERAL ARTS COLLEGES

IV.

RESIDENCE HALL FACILITIES

GOAL: TO PROVIDE ADEQUATE RESIDENCE HALL FACILITIES ON CAMPUS TO MEET THE NEEDS OF THE STUDENTS

V.

FOCUSING ON STUDENT OUTCOMES

GOAL: TO FOCUS ON STUDENT OUTCOMES IN TERMS OF COMPETENCIES AND HIGH ETHICAL VALUES

VI.

STUDENT SUPPORT SERVICES

GOAL: TO STRENGTHEN STUDENT SUPPORT SERVICES

The members were asked to write down their work group preferences Goals I through VI. Members would then be assigned to Work Groups, chairs appointed, with members of the administrative cabinet serving as staff to each committee. The work groups would be asked to study their assigned goal and recommend their implementation to the Board at either the April or October Board meeting, depending on when their work was completed.

2-90-10 Before adjourning Dr. Blount convened the meeting into a formal session of the Board.

Mr. Kenneth Clark, secretary, stated that a quorum was present. (See roll call 2-90-3)

2-90-11 The Board approved the minutes of the October 19 and 20, 1989 meeting of the Board of Trustees as mailed.

2-90-12 The Board voted unanimous approval of the actions taken immediately preceding this meeting regarding the six motions (six goals) or major priorities of the College during the next few years: (2-90-9).

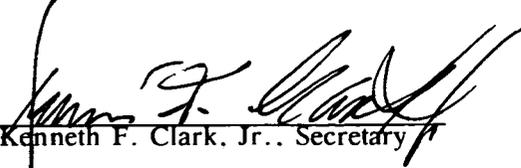
2-90-13 Dr. Blount said that he felt this was an outstanding meeting, that the trustees and spouses were marvelous participants, that the staff had done a superb job in preparing for the meeting, and that Mr. Alexander's report was enormously helpful in helping to focus on the College's problems. The committee chairs had done an outstanding job in presenting the material in an attractive and understandable format. He added that under the leadership of President Daughdrill that this is going to be one of the outstanding events in the life of Rhodes.

2-90-14 President Daughdrill added his thanks to those who are on the faculty and the staff for the time and effort and the very hard work they gave to this effort. He said that the trustees may have felt from time to time that they were receiving some forced feeding, maybe a little bit more than they wanted to know on a great many subjects, but that Rhodes will be a better college for it. He thought the goals that were set for the College to focus on will do just that, and will help focus us for the future. He added that Oscar Hammerstein wrote in his musical, "South Pacific," "If you don't have a dream, how are you going to make the dream come true?." He closed the meeting with words of John Masefield who wrote this about a college:

"It is a place where those who hate ignorance may strive to know, where those who perceive truth may strive to make others see; where seekers and learners alike, (banded together in the search for knowledge), will honor thought in all its finer ways, will uphold ever the dignity of learning, and will exact high standards in all these things.

"Wherever a college stands, wherever it exists, free minds, urged on to full and fair inquiry, may still bring wisdom into human affairs."

2-90-15 The meeting adjourned at 11:45 a.m.


Kenneth F. Clark, Jr., Secretary

RHODES ON THE RISE: A TRIP DOWN MELODY LANE
NorthRiver Board of Trustees Retreat
Monday, February 5, 1990

Helen Norman
Assistant to the President for Public Information

Good Evening. For those of you who don't know me, I'm Helen Norman, Assistant to the President for Public Information. And it's my job to get Rhodes into the news . . . Well, sometimes it's my job to keep us out of the news, too. But we don't need to go into that.

Tonight . . . I'd like to give you some background on just how far Rhodes has come in terms of visibility and reputation in recent years.

To know how far we've come, it helps to know where we started, to understand our roots. And what better way to get to know those roots than the home movies we saw tonight.

Still . . . no movie can keep up with the fast pace of developments at Rhodes. So we're going to leave the movie house and take you to the music hall for a fast and fun trip down melody lane.

You know, music is so much a part of our lives that many people have a theme song, a tune that they identify with, that tells who they are. That's true even for Rhodes and the many departments on campus. See if you can guess which department or divisions at Rhodes might embrace this little ditty:

SONG: Money makes the world go round, the world go round, the world (clank, clank), money makes the world go round, the clinking, clanking sound of . . . money, money, money, money, money, get a little, get a little, money, money...

Let's face it, Don Lineback and Allen Boone don't exactly sing like Liza Minnelli and Joel Gray, but the development and administrative services staffs do know that money makes the College go round. And they work hard to find and invest the funding that's needed to keep the College in a high orbit.

And then there's this theme song that surely runs through the heads of our student affairs staff:

SONG: "Yes, we're going to a party, party. Yes we're going to a party, party. Yes we're going to a party, party.

Whether it's putting on parties or shutting 'em down, pulling dorm rooms out of magic hats, or just generally boosting the quality-of-life on campus, Tom Shandley's staff has worked hard to make our students "the guests of honor" during their four years at Rhodes.

For the Public Information Office, I couldn't pick just one theme song to express all the exciting things that have been happening, so instead I assembled the Rhodes College "I've-Got-Rhythm-and-Reputation" Good Times band to help tell the story of our journey from regional excellence into national consciousness . . . you might call it Helen's Hit Parade.

I think you'll hear some familiar tunes.

The first big hit of Rhodes' Rhythm and Reputation band was one that you, our Board, helped write back in 1984 at the retreat in Point Clear.

SONG: "One Singular sensation. Every step that he takes. One thrilling combination. Every move that he makes One smile and suddenly nobody else will do... (let music fade out and do voice over)

Your unanimous vote that this College would be one of the best liberal arts colleges in the

nation signaled a new era, a commitment to being a great college, not just a good one.

Of course, being a sensation, whether you're a performer or a college, takes talent, distinctiveness and a clear notion of where you're going. We had the talent and the uniqueness all right back in '84, and you helped supply the direction.

But there's a fourth ingredient that's crucial if you want to be a singular sensation:

SONG: Theme from the stripper.
(couple of seconds into music, do voice over " public exposure....and plenty of it.")

Yes, one of the biggest challenges this College faced in 1984 was to strip away the cloak of secrecy that hid the campus from public view and to capture some of the national limelight. It doesn't help to be one of the best if no one knows it.

So, we set about to make our mark in the national media, to build the reputation of the College, to gain some.

SONG: R-E-S-P-E-C-T, find out what it means to means to me, R-E-S-P-E-C-T...(Aretha Franklin).

In building our base of national respect and identity, one of our first steps was to take a good hard look at our name.

SONG: "Nick, nick bo bick.....the Name Game. (don't fade until song is over)

In the college recruiting game, our name was a problem. It didn't say what we were--a college--nor where we were. After all, how many times can you explain why Southwestern isn't in the Southwest. And how many times can you afford to be confused with the dozens of other institutions with similar names. When the College Board sent a batch of SAT scores to the wrong Southwestern-- the one in Georgetown, TX-- we knew we had troubles.

After months of study, and some real soul-searching, the Board decided to change the name in June of that year to Rhodes College in honor of Peyton Nalle Rhodes.

And by choosing the name Rhodes, the Board made sure the world would

SONG:" Remember my name. remember, remember, remember, remember, remember, remember, remember, remember, remember my name ..Fame..."

Yes, thanks to the name change you don't have to take a Dale Carnegie course in name recall to remember our name. And while full-blown fame may still be on the horizon, a memorable name has made a big difference in our climb in reputation.

To illustrate the increasing regularity with which Rhodes has found its name in print and on the airwaves during the past five and a half years, I'd like to replay pieces of a few of my favorite songs. You've heard about putting a spin on the news. Well, we're giving that phrase new meaning tonight.

SONG: If I can make it there, I'll make it anywhere. It's up to you New York, New.....York.

Yes, making it in the big apple is tough, whether it's getting your name in lights or in print. Nonetheless, Rhodes has scored several times in the New York Times. There've been articles about our Institute for Executive Leadership and last year's commencement and an op-ed piece by economics professor, Ben Bolch.

But newspapers aren't the only medium discovering Rhodes these days

SONG: "Well, Come and listen in to the radio station, where the mighty hosts of heaven sing, Turn Your Radio On, turn your radio. Turn your radio on, turn your radio on...

Hundreds of thousands of listeners have turned their radios on when Rhodes faculty were on. In the past few years Rhodes professors have had their comments broadcast many, many times on radio stations from Albany, N.Y. to Baltimore to Denver, sharing their expertise and their ideas.

And most important in the reputational hit parade is this ballad about being named one of the Nifty Nine...Hot Colleges on the Climb.

SONG: Time, Time, Time is on my side, yes it is. Time, Time, Time is on my side, yes it is . . .

Thanks to TIME being on our side and touting Rhodes as one of the nine niftiest colleges in the U.S., that spring of '86, we got so many inquiries, applications and deposits that even an Olympic gold medalist like Dave Wottle had a hard time keeping pace.

SONG: "When you hot, you hot. (spoken) When you're hot you're hot, when you're not, you're not."

Our students, too, have done their share to build Rhodes' reputation.

SONG: " Eiyiyiyi, South of the Border, Down Mexico Way (by Patsy Cline)

One of my personal favorites, it, of course, spotlights a group of our students and the well-deserved national recognition they got on Cable News Network last spring for a work-trip to a poor Mexican border town.

There have been countless other mentions or stories of Rhodes in the national media in recent years. International studies professor Andrew Michta appearing before millions on C-Span Television which broadcasts worldwide. Articles by or about professors and administrators in Christian Science Monitor, the Chronicle of Higher Education, Psychology Today and other big-time papers and magazines. Writeups in Southern Living and U.S. News; Mentions in USA Today and the Wall Street Journal. And coverage from Sumner to Singapore of our globe-trotting Maid of Cotton Gay Daughdrill.

When it comes to putting a college on the map, though, the power of the press is matched only by the power of our president.

SONG: "Jim Dandy to the rescue.. Go Jim Dandy, Go Jim Dandy...go, go, go Jim Dandy

Yes, Jim Dandy, I mean Daughdrill, has been the ultimate communicator, spreading the word about Rhodes in important places and to influential people.

And we can't forget the other half of our dynamic Daughdrill duo.

SONG: Theme song from Tara (fade after about 12 seconds)

Rhodes, of course, has only one steel magnolia . . . Libby Daughdrill who has charmed more journalists than a Scarlet O'Hara and won more friends for Rhodes than any Melanie Hamilton.

Yet despite the growing recognition of the College....

SONG: "It Don't Come Easy. You know it don't come easy. It don't come easy. You know it don't come easy." (Ringo Starr)

The job of getting and keeping Rhodes' name in the public eye only gets tougher.

Today, every institution has entered the public relations race. The stakes are high and growing higher. A strong national identity is crucial for a college to compete successfully with other

well-known colleges-- to recruit good students and faculty and to land major grants from foundations and businesses. A strong reputation also is critical to the College's graduates as they seek jobs and acceptance into med school, law school, business and other graduate programs.

Future growth in reputation will depend on our ability to define what is truly unique about Rhodes and to accentuate and build on that distinctiveness. This Board is critical to that process. The decisions you make tomorrow, Wednesday, and in the coming months will determine what reporters will be writing and what the public will be reading and hearing about Rhodes in years to come.

SONG: (It fades in) Remember, remember, remember, remember, remember, remember my name ...FAME

Yes, what you do this week and after will profoundly affect whether the world remembers our name.

In closing, I'd like to share my secret fantasy for the future, a picture of what might be--with your help.

SONG: 2001 Theme Song.

Drums duh, duh, (fade) As we move into the next millennium, there are no limits to the quality Rhodes can achieve fade up--crescendo duh, duh duh duh duh duh duh and no boundaries to the reputation Rhodes can build. duh duh duh (fade) duh (turn up) duh crescendo The sky is the limit.

(UNVEIL TIME MAGAZINE COVER)

Thank you.

**BOARD OF TRUSTEES RETREAT
FACULTY AND EDUCATIONAL PROGRAM REPORT**

Six years ago, at Point Clear, Rhodes Trustees heard a report on the Faculty and Educational Program of the College. That Report in turn looked back to "The Case for Southwestern at Memphis," which was produced in 1975.

The tone of the 1984 report is confident, calm and somewhat self-satisfied. It measured the very real progress made in the previous ten years - such as the new physical facilities, the augmented curricular offerings, the improvements made in several academic areas. While deficiencies were mentioned, and mild disappointment registered about some areas, this report did not reflect any sense of urgency about needed change or any concern about Southwestern's position in higher education.

The Point Clear Retreat was, however, an historic one. It reflected concern and gave rise to change and, in fact, represented a turning point in the history of the College. It led, of course, to the new and well accepted name Rhodes, but more importantly, to an expressed determination to excel and a revised statement of the College's ambition. Rhodes committed itself to be counted among the very best, to become a truly national college, and to position itself to compete with the few dozen top liberal arts colleges in the country. This new ambition defined new goals and set new standards.

This morning, we will describe the major changes of the past six years, paint a picture of the College's faculty and academic program in 1990, and discuss in general terms the challenges presently facing Rhodes' academic program. This report will not be as calm or confident as that of 1984. Rhodes has made remarkable progress but so have other colleges; our curriculum has evolved and improved, but the rate of change in the world threatens to overwhelm the most up-to-date course, the most farsighted department, or the most qualified faculty. We were playing pretty good ball in 1975, and certainly better in 1984, but today, while we may still be playing the same game, we are in a different league. To be sure, Rhodes has made remarkable progress since 1984:

FUNDAMENTAL IMPROVEMENTS IN ADMISSIONS

CURRICULAR CHANGE

SCIENCE DEVELOPMENT

FACULTY DEVELOPMENT: professional travel, summer research, special research leaves.

NEW GOVERNANCE DOCUMENTS: faculty policies and procedures.

FACILITIES: Library renovation, new central computer, Special Studies building, Buckman Hall.

RHODES TODAY

These improvements and consolidations find Rhodes in a strong condition at the beginning of this decade. Let me use some figures to describe in more detail the College of 1990.

What is the shape of a Rhodes Education:

The requirements for a Rhodes degree changed little in the 80's. The College requires completion of a major, an English writing course, a foreign language through the level of the third semester, four courses in the "Search" or "Life" sequence, and course work in each of the four divisions of the College: Humanities, Science, Fine Arts, and Social Science. In completing these divisional requirements, Rhodes students have considerable choice in choosing from a broad range of courses. All told a student must earn 112 semester credit hours with a grade average of at least a "C" (2.0).

The 112 semester credit hours are the equivalent of about 37 normal "3 hour" courses. With a typical major requiring 15 courses and the remaining requirements met with about 15 courses, the average student is then able to freely choose some 7 courses.

The next few slides describe in more detail how students meet these requirements:

SLIDE A - How the Class of 1989 met the language requirement.

SLIDE B - How the Class of 1989 met the science requirement.

STUDENT ENROLLMENTS 1983-84 TO 1988-89

SLIDE C - Humanities Division

SLIDE D - Natural Sciences

SLIDE E - Social Sciences

SLIDE F - Fine Arts

SLIDE G - Trends in grades earned, academic probation and suspension.

What new programs exist:

In recent years students have been encouraged to choose majors that combine work in at least two different departments. Some 13 interdisciplinary majors are listed in the 1989/90 catalogue. They range from a combination of Business Administration and International Studies to Latin American Cultural Studies. In addition to these well-defined interdisciplinary majors, students can and do petition a faculty committee to approve other combinations of courses that together will provide the depth required in a major.

A further option exists within many departments - the choice of a particular emphasis within the department's major. For example, an English major may choose the writing "track" or the literature "track" within the department. The former consists of seven writing courses and eight literature courses, the latter of two writing courses and 13 in literature. Biology majors may choose a broad general biology major or one of several more focused "tracks" such as molecular biology.

In Fall 1989, the faculty and trustees approved the offering of "minors" each consisting of about six courses, and offered both within traditional departments and within the newly approved interdisciplinary programs. The faculty has or is in process of approving these minors and programs:

PROGRAMS:

Asian Studies (in process)

American Studies (in process)

Women's Studies

MINORS:

Foreign Languages & Literature
(Classics, French, German, Japanese,
Russian/Soviet Studies, Spanish)

Music

Philosophy

English

Psychology

Mathematics

Computer Science

(Most departments plan to offer minors. Many will be approved for faculty action this spring.)

What is the nature of the faculty in 1989-90:

SLIDE H - The overall makeup of the faculty by rank and status.

SLIDE I - Faculty positions in Humanities Division by Department and status.

SLIDE J - Faculty positions in Humanities Division by Status and gender.

SLIDE K - Faculty positions in Social Science Division by department and status.

SLIDE L - Faculty positions in Social Science Division by status and gender.

SLIDE M - Faculty positions in Fine Arts Division by department and status.

SLIDE N - Faculty positions in Fine Arts Division by status and gender.

SLIDE O - Faculty positions in Science Division by department and status.

SLIDE P - Faculty positions in Science Division by status and gender.

SLIDE Q - Faculty by age, rank and gender.

SLIDE R - Faculty, years experience at Rhodes, by division.

SLIDE S - Faculty salaries comparative data.

What is the tenure status of faculty in 1989-90:

In 1974 80% of Rhodes tenurable faculty positions were occupied by tenured faculty; in 1984 this % had dropped to 67%. This year only 55% of the current 96 tenurable positions are occupied by tenured faculty. Inevitably this % does not apply to all departments: three smaller departments are

completely tenured: Philosophy, Physics, Music. However, some of the larger departments have few tenured faculty: English - 27%; History - 37%; International Studies - 40%.

The drop in overall % tenured is the result both of retirements under the early retirement program and growth of the College by 30% since the early 80's. As newly hired faculty come to the tenure decision, the % will inevitably rise, particularly since the College plans to remain near 1340 in size for several years. Projections, made with reasonable assumptions, show the % tenure rising to a high of about 65% in 2000 before falling again due to the large number of faculty now in their mid to late 50's who will be retiring then.

FACULTY DIVERSITY:

Before 1985, Rhodes had appointed only one black faculty member. He did not remain beyond the probationary years. A single black faculty member appointed in 1985/86 with tenure left Rhodes after 1986/87. 1988/89 saw the appointment of two black faculty members, one in a tenured position.

In each year starting in 1986/87 Rhodes has been able to appoint a minority faculty teaching fellow. These faculty members teach a reduced load while completing their advanced degree. Rhodes is now part of a consortium of 30 colleges that recruit minority faculty members for such positions.

Since 1986-87, Rhodes has appointed several Asian Americans to the faculty.

Since the retirement of Professor Robinson in 1974, Rhodes has had no woman tenured as a full professor. In 1989-90 four women hold tenured positions on the faculty, all as Associate Professors, and 19 are in tenure track positions. They comprise 53% of the probationary faculty, but only 8% of the tenured faculty. Women are disproportionately represented in non-tenurable and part time positions, 58% and 60% respectively.

What of new activities beyond the campus?

In the last two years Rhodes has become part of several groups of liberal arts colleges working together for very specific or quite general purposes:

In 1988, a group of 10 colleges and 2 universities joined forces to apply for science support from the PEW MEMORIAL TRUSTS. A grant of \$1.4 million made in late 1988 has supported a number of activities in this consortium - ranging from summer research opportunities for faculty and students to faculty workshops devoted to new developments in a particular science.

Pew Consortium Members

Beloit College	Hope College	Macalester College	Trinity University
Carleton College	Kalamazoo College	Rhodes College	University of Chicago
Grinnell College	Knox College	St. Olaf College	Washington University

In 1988, Rhodes joined a group of 30 well known colleges in forming the consortium for a strong minority presence in liberal arts colleges. This group has successfully recruited a number of minority faculty for its member campuses.

The old Southern College and University Union, a consortium of some eight colleges and one university including Rhodes, was not a very active group. Early in 1989, it dissolved, returning all interest in the summer British Studies at Oxford Program to Rhodes. A new, enlarged, and much more ambitious consortium - the Associated Colleges of the South - was immediately formed from those ashes and is now at the point of naming its new president. The ACS plans a broad range of semester off-campus programs, faculty and curricular development activities. The members are:

- Birmingham-Southern College
- Centenary College
- Centre College
- Furman University

Millsaps College
Morehouse College
Rhodes College
University of Richmond
University of the South

In the meantime, our 1989 BSAO program completed its 20th successful year under the direction of Professor Yerger Clifton. Both the legal judgment of 1987 and the formal action of the Southern College and University Union in 1989 made clear that this program and its reserve fund belong to Rhodes.

No other Rhodes program has the national visibility and reputation of BSAO. Involving some 130-150 students each summer, BSAO in 1989 enrolled 76% of its students from colleges in the former SCUU group, (23% from Rhodes), and 24% from 33 other colleges and universities in 22 states.

In fall 1988 Professor Clifton's efforts led to the establishment of a semester long European studies program (then called Rhodes in Europe). Now jointly sponsored by Rhodes and the University of the South, the program aims to enroll 25 students for fall 1990.

Through the efforts of Professor Bruce Stanley, Rhodes students and faculty have been included in the Middle East semester program of the Great Lakes College Association.

Internships. The Rhodes catalogue has referred to academic internships since 1971-72. In this program students earn academic credit while working with professionals in a broad variety of businesses, government offices, public institutions, etc.

The number of credits earned and students involved in this program has increased rapidly.

STUDENTS ENROLLED IN INTERNSHIPS

Academic Year	Number of Students	Size of Senior Class
82-83	91	236
83-84	61	216
84-85	71	203
85-86	74	184
86-87	97	184
87-88	121	211
88-89	120	260
89-90	152	325

What are our students accomplishing?

Professional Schools: Rhodes continues to provide high quality preparation for the professions. Our 15 year record in premedical training has seen 93% of 304 applicants to medical school accepted. In recent years 15 to 25 members of each class have applied to medical school.

Rhodes seniors have been equally successful in gaining admission to law schools. The last three graduating classes saw a total of 63 seniors applying to law school of whom 61 were successful.

Business school applicants are more difficult to record since graduates often apply some years after graduation.

Fulbright, Rhodes Scholarships. Increasingly Rhodes seniors are applying for prestigious fellowships in national competition. Since 1985 four Rhodes seniors have been successful in obtaining Fulbright fellowships for study abroad. This is a remarkable success rate.

Our seniors have been less successful in competition for Rhodes and Marshall Scholarships. However, both in 1988 and 1989, Rhodes students reached the final level of regional Rhodes Scholarship competition.

Honors and directed inquiry. Since the 1984 retreat the number of Rhodes seniors who successfully undertake Honors work has doubled to about 20, or 8% of the graduating class. These students complete lengthy Honors theses that are judged by a faculty committee. Not only have the student numbers increased, but also the number of different departments and faculty advisors involved has multiplied.

RHODES' FUTURE

Noting these accomplishments of the past six years and the good health of the College in 1990, one might be tempted to adopt the same tone of satisfaction and confidence that was reflected in the report of 1984. But the truth is, we are still short of our goals:

- not yet truly national.
- not uniformly strong in all departments.
- still lag our "50" in important respects: salary, facilities, library.

And even if we had met these goals, we recognize that private liberal arts colleges will face new challenges in the 90's:

- financial, public competition.
- "the gap" - less well prepared 18-year-olds, ever more sophisticated work in most disciplines.
- rapid change, global, scientific/technical.

What do these challenges mean to Rhodes in the 90's?

Prescriptions:

- persevere in efforts to become a truly national institution - not just in cultural or geographic characteristics of our student body, but in recognition, reputation, and fields of interest.
- attack weaknesses wherever they are detected within the college.
- make more effective use of our current resources - such as employing our faculty most productively, appraising our performance honestly and constructively, offering financial aid where it will best be used.
- build strengths where we need to - in physical facilities, in equipment to facilitate learning, in resources to improve the quality of our faculty.

In the academic program:

- strive for intellectual depth and intensify the educational experience to counteract knowledge "gaps"
- which persist with disquieting impact - in such areas as scientific ignorance, verbal illiteracy, linguistic competence.
- be prepared to shift resources to keep up with the truly significant changes in our world - and this means a willingness to alter our curriculum to keep it relevant, to change our teaching and testing methods as needed, to walk that fine line between seeking to be timely as opposed to being merely fashionable or modish.
- to continue to inculcate an awareness of and an appreciation for enduring values but at the same time discerning topical trends of the times and responding constructively to them.

Obviously, this means we must continually discern the changing shape of our world, and increasingly this will require that we develop a global perspective in all that we do. While we strive to become an admirable institution of national stature, we must become a recognized center of international awareness.

Leaving these lofty expressions of noble intent, how do we translate this into specific intentions?

Our present view encompasses these features:

(1) While there may be shifts of emphasis - and perhaps the addition and/or deletion of particular disciplines or departments - we see Rhodes continuing to operate as a college of and science with four academic areas of interest: fine arts, humanities, natural sciences, and social sciences.

(2) We recognize that in spite of our successes and our aspirations, we simply cannot be supreme in all areas, nor can we be all studies to all students. We will be forced to determine our areas of interest and focus our talents and resources accordingly - which may mean the elimination of certain areas presently included.

(3) In spite of our desire to be responsive to changing times, we do not visualize radical changes in the teaching/learning process: there will still be lectures; there must continue to be dialogue and communication among students and teachers; there will still be requirements for written reports; there will still be examinations; there will still be grades. There probably will be increased use of audio/visual and computerized educational aids.

(4) This means there will still be a requirement to attract and retain superior teachers/scholars to comprise our faculty. We suspect that while scholarship and professional prestige will remain important attributes, teaching skills, testing techniques, and effectiveness with students will increase in importance and in our methods to appraise faculty performance.

(5) We believe that certain actions must be taken to achieve the quality faculty this college requires. Two of these areas - establishing endowed faculty chairs and improved support services for the entire faculty - will be the subject of specific plans to be presented and considered tomorrow.

(6) We recognize that appropriate and adequate physical facilities and supporting equipment are necessary ingredients of an effective learning experience. Proposals to meet the most pressing of these needs will be made tomorrow.

(7) Cognizant of the strengths Rhodes has in international studies and economics, and mindful of the need and the opportunity this institution now has to emphasize greater knowledge and expertise in these areas, we endorse the idea of offering a program aiming at 'a global education' - which will also be presented and considered tomorrow.

(8) As we view Rhodes' academic future and as we commit to facilities, faculty, and programs to carry this college upward in the decades ahead, we visualize the time when undergraduate studies will simply not be enough. Mindful of the cost of such expansion and wary of the penalties for poorly planned or too hastily made moves in these areas, we nevertheless approve in principle thoughtful consideration of plans to offer programs of graduate study in selected disciplines in future years as the trustees, the administration, and our resources permit. The need for such academic offerings clearly exists within our community. The quality of an institution suggests that ultimately we can and should fulfill that need.

A

How the Class of '89 Met the Foreign Languages Requirement

Language	Total # of Students	Completed at Rhodes	Passed by Exam	Transferred Credits
French	114	106	4	4
Spanish	83	71	8	4
German	25	23	2	0
Italian	11	10	0	1
Latin	10	8	2	0
Russian	5	5	0	0
Arabic	4	4	0	0
Japanese	3	3	0	0
Hebrew	3	3	0	0

Five students met the requirement by exam in other languages: Gujarati (2), Chinese, Norwegian and Turkish.

(B)

How the Class of '89 Met the Science Requirement

Requirement: Three courses, one with lab, chosen from more than one of these disciplines: Biology, Chemistry, Mathematics/Computer Science, Physics, Astronomy, Geology and Natural Science

Discipline	At Rhodes	Adv. Placement	Transfer	Lab Credit
Biology	235	4	15	120
Chemistry	37	4	9	34
Math/Comp. Sci.	153	4	20	N/A
Physics	41	0	8	34
Astronomy	65	0	10	6
Geology	37	0	9	28
Natural Science	15	0	0	
Total	583	12	71	

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Minutes of Board of Trustees, Retreat held February 5-7, 1989
Exhibit B

Humanities Division

Student Enrollment 1983-84 to 1988-89

()'s indicate additional interdisciplinary majors

Department	Total Enrollment		Credit Hours Attempted		Majors in Senior Class	
	83-84	88-89	83-84	88-89	83-84	88-89
English	864	1220	2587	3577	16 (2)	29
Foreign Lang. and Literatures	783	1066	2705	3927	8 (1)	7 (1)
History	584	864	1758	2615	9 (2)	26 (3)
Philosophy	137	227	406	685	1	5 (1)
Religious Studies	349	891	1047	2674	2 (4)	3
Humanities	815	619	2445	1857	N/A	N/A

D

Natural Sciences Division

Student Enrollment 1983-84 to 1988-89

()'s indicate additional interdisciplinary majors

Department	Total Enrollment		Credit Hours Attempted		Majors in Senior Class	
	83-84	88-89	83-84	88-89	83-84	88-89
Biology	763	819	2126	2104	27 (3)	15 (1)
History <i>CHEMISTRY</i>	605	611	1301	1307	6 (6)	1 (8)
Mathematics and Computer Science	532 249	528 116	1574 429	1705 348	2 (2) (2)	(3) (1)
Physics	340	213	820	467	4	3
Geology	44	80	88	160	N/A	N/A

(E)

Social Sciences Division

Student Enrollment 1983-84 to 1988-89

()'s indicate additional interdisciplinary majors

Department	Total		Credit Hours Attempted		Majors in Senior Class	
	83-84	88-89	83-84	88-89	83-84	88-89
Anthropology-Sociology	335	485	1002	1441	11 (6)	11 (1)
Economics	499	658	1497	1935	4 (12)	6 (17)
Business Administration	526	671	1559	2019	23 (16)	31 (10)
Education	188	115	438	351	N/A	N/A
International Studies	395	579	1023	1663	15 (7)	30 (13)
Political Science	545	511	1153	1436	15	9 (7)
Psychology	570	799	1760	2401	5 (14)	38 (1)

(F)

Fine Arts Division

Student Enrollment 1983-84 to 1988-89

()'s indicate additional interdisciplinary majors

Department	Total Enrollment		Credit Hours Attempted		Majors in Senior Class	
	83-84	88-89	83-84	88-89	83-84	88-89
Art	334	295	954	853	5	5
Music	685	822	1281	1532	2	(1)
Theatre and Media Arts	284	374	814	1131	8 (1)	7 (2)

2

Grades Earned, Academic Probation and Suspension

1983-84 to 1988-89

Acad. Year	Percentage of All Grades						GPA by Term			% students, end of yr.	
	A's	B's	C's	D's	F's	Other				Prob.	Susp.
83-84	32.3%	34.5%	14.2%	3.3%	1.8%	13.9%	2.86	2.91	3.12	2.2%	1.1%
84-85	30.1%	35.2%	15.6%	3.6%	1.8%	13.7%	2.88	2.99	3.07	1.99%	1.19%
85-86	30.0%	34.5%	15.2%	3.8%	1.5%	15.0%	2.92	2.99	3.08	1.75%	1.56%
86-87	30.5%	34.9%	15.7%	3.7%	1.1%	14.1%	2.95	3.06	3.20	1.01%	0.51%
87-88	30.4%	36.6%	16.2%	3.6%	1.5%	11.7%	2.93	3.02		2.3%	1.35%
88-89	31.6%	35.5%	14.6%	3.5%	1.7%	13.1%	2.97	3.03		3.34%	1.86%

J

Humanities Division

Faculty Positions by Status and Gender, 1989-90

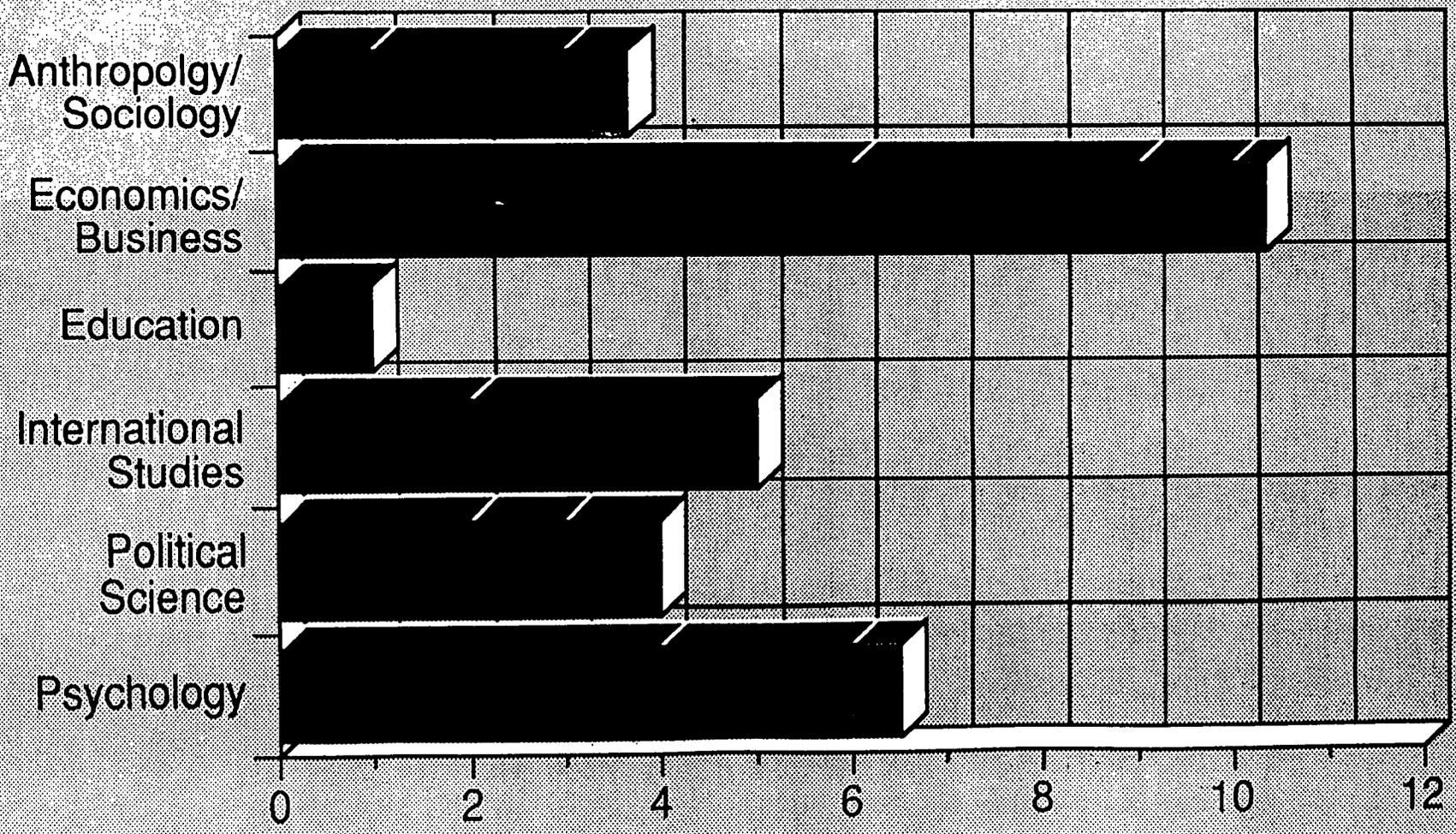
Status	Men	Women	Total
Full-time tenured	19	0	19
Full-time probationary	8	11	19
Full-time non-tenure tracks	2	4	6
Part-time (in full-time equiv.)	2 5/6	4 1/6	7

K

Social Sciences Division

Faculty Positions by Department and Status, 1989-90

■ Tenured ■ Probationary ■ Non-Tenurable ■ Part-time



(4)

Social Sciences Division

Faculty Positions by Status and Gender, 1989-90

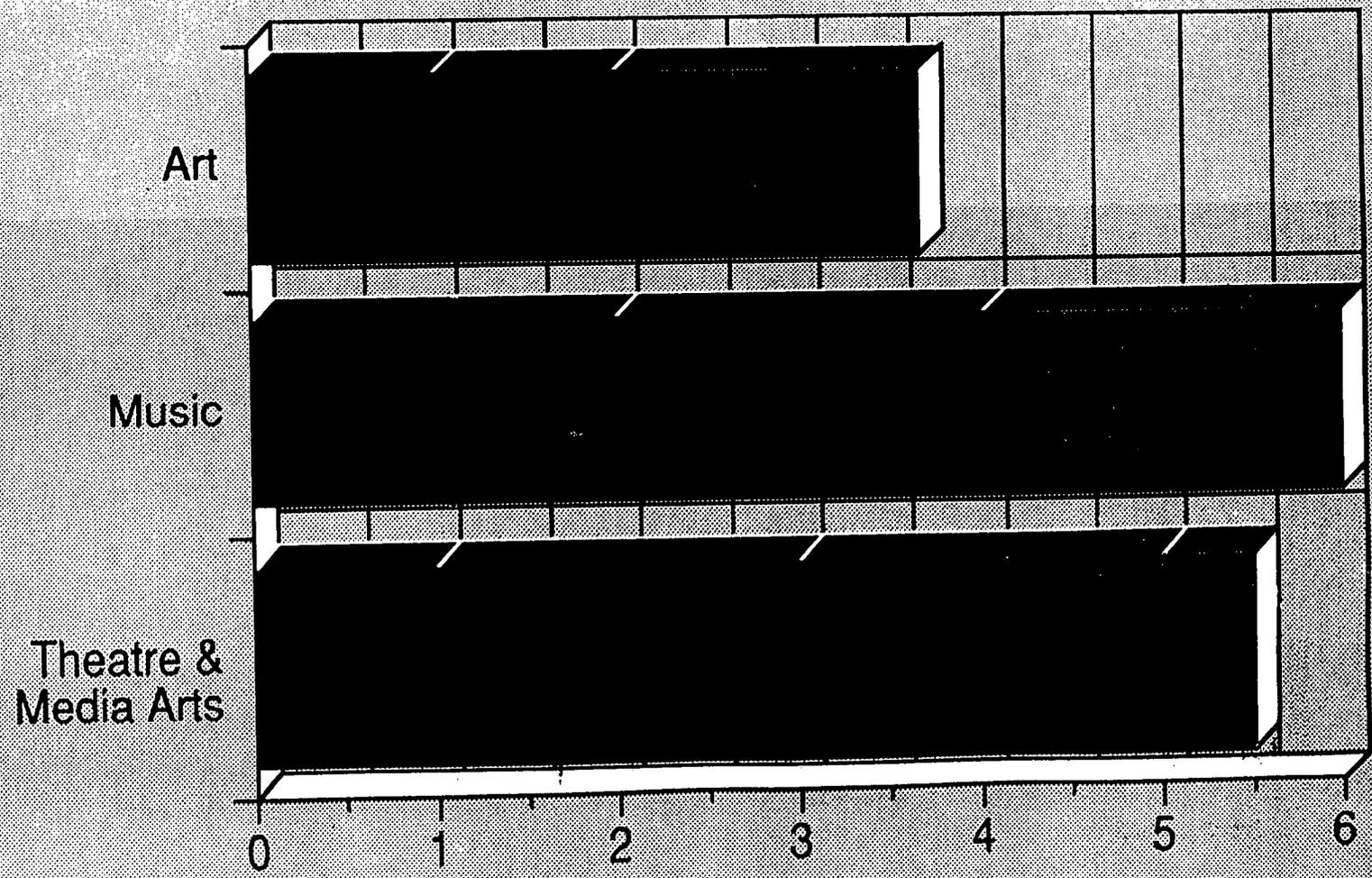
Status	Men	Women	Total
Full-time tenured	13	3	16
Full-time probationary	6	5	11
Full-time non-tenure tracks	1	1	2
Part-time (in full-time equiv.)	5/6	2/3	1 1/2

M

Fine Arts Division

Faculty Positions by Department and Status, 1989-90

■ Tenured ■ Probationary ■ Non-Tenurable ■ Part-time

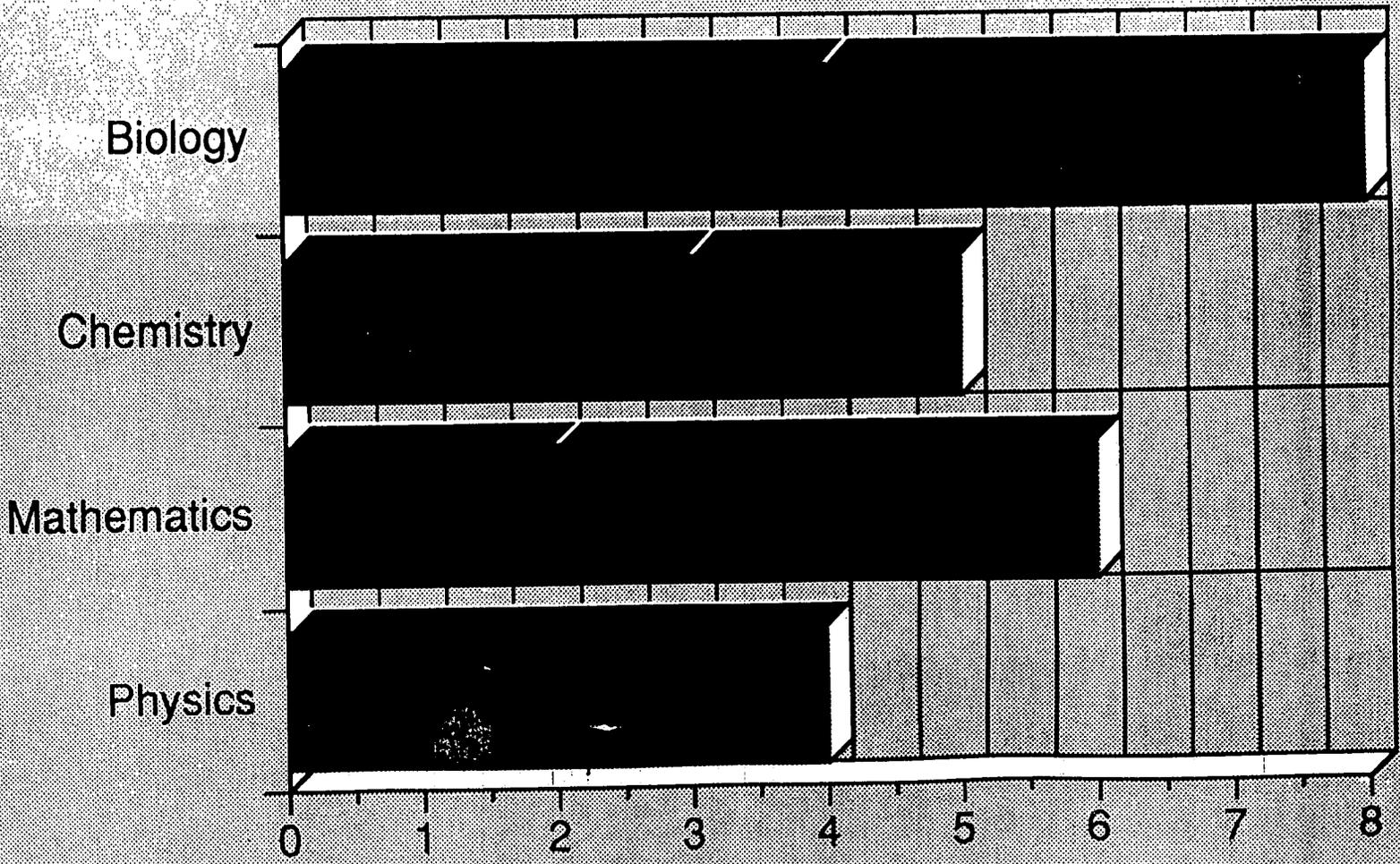


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Natural Sciences Division

Faculty Positions by Department and Status, 1989-90

■ Tenured ■ Probationary ■ Non-Tenurable ■ Part-time



8

Natural Sciences Division

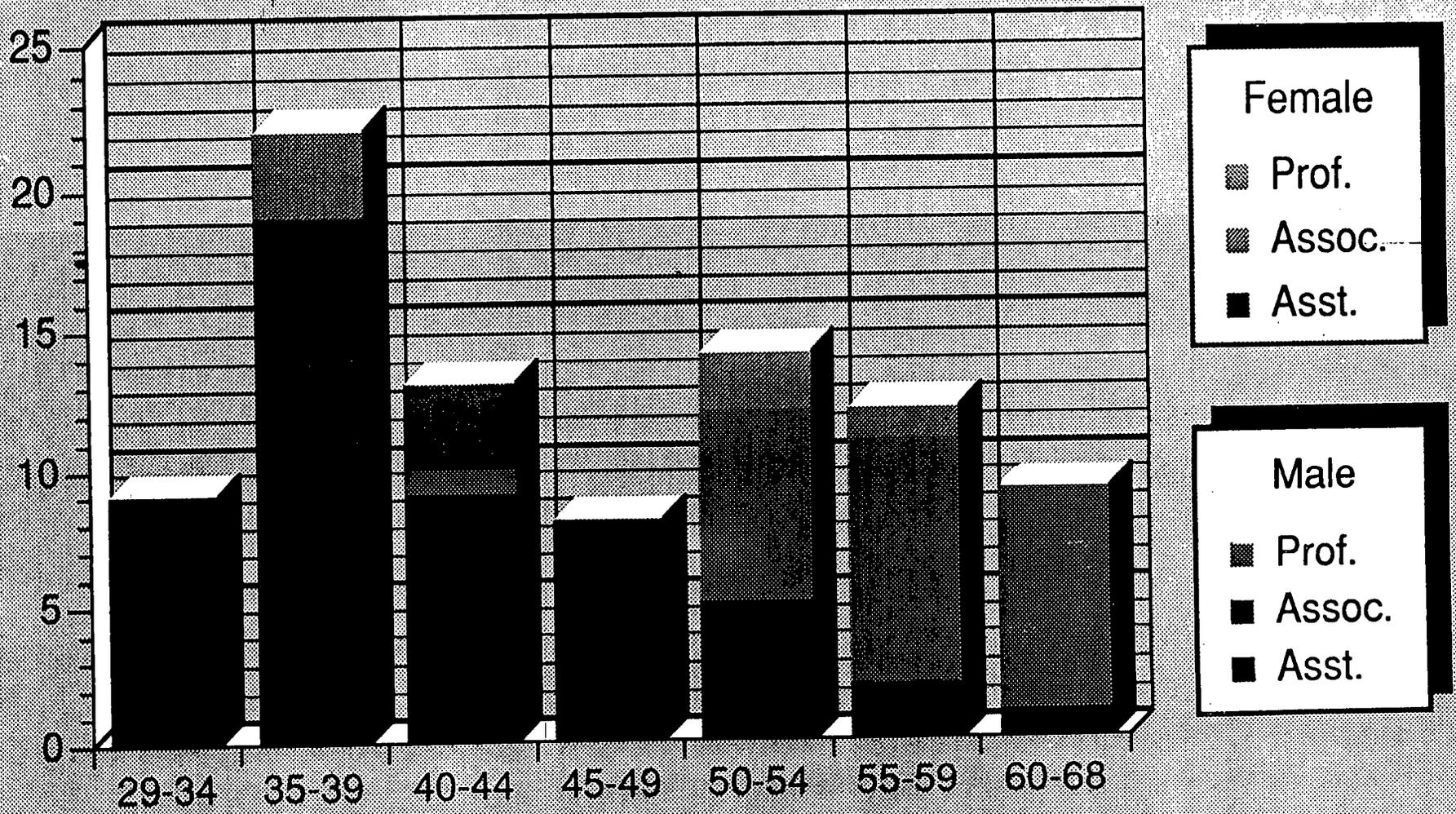
Faculty Positions by Status and Gender, 1989-90

Status	Men	Women	Total
Full-time tenured	13	0	13
Full-time probationary	8	2	10
Full-time non-tenure tracks	0	0	0
Part-time (in full-time equiv.)	0	0	0

9

Full-time Faculty Distribution, 1989-90

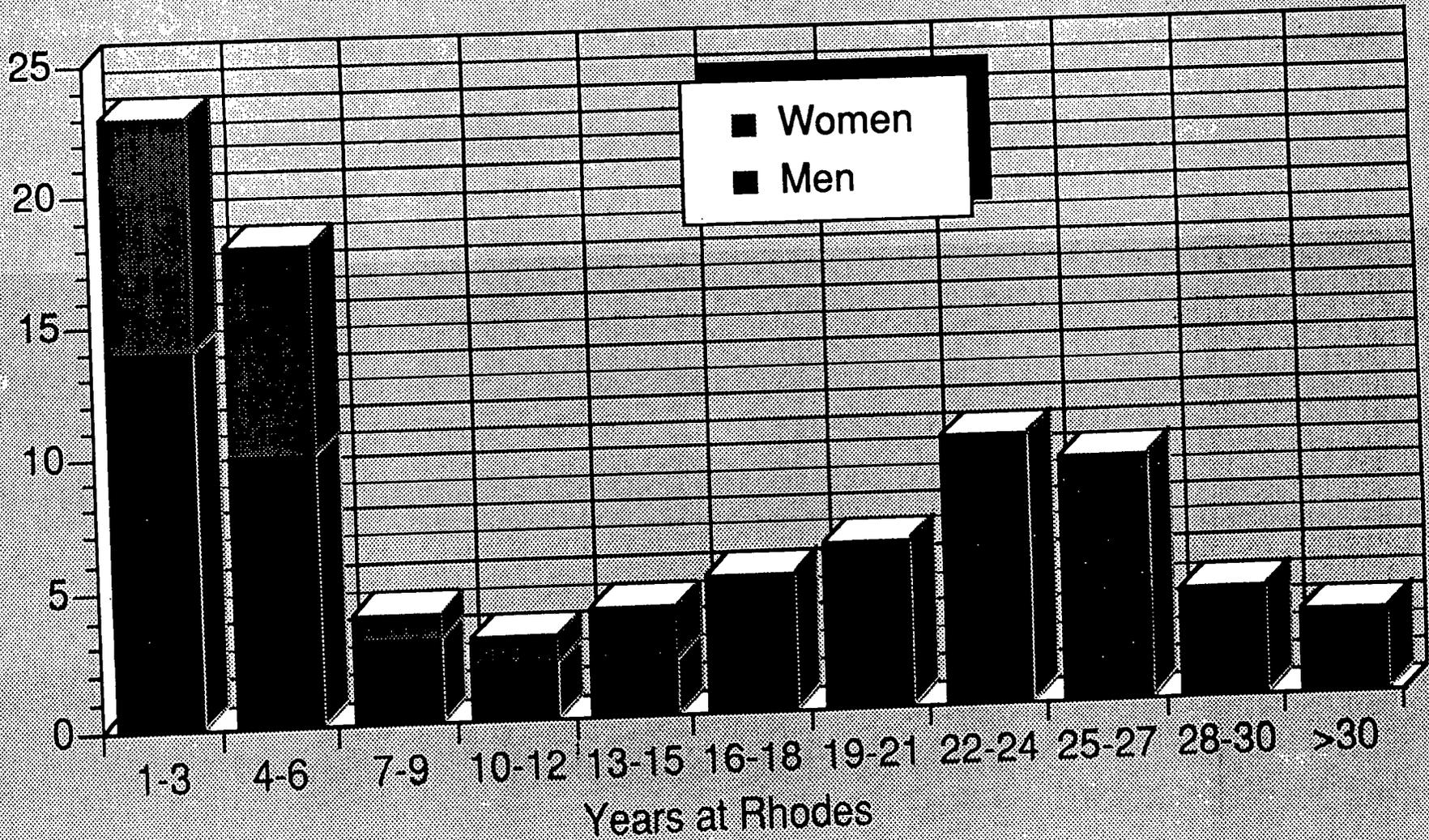
By Age, Rank and Gender



R

Full-time Faculty Distribution, 1989-90

By Years at Rhodes and Gender



Individuals

(H)

Full-time Faculty by Rank and Status, 1989-90

Rank	Tenured	Probationary (1)	Non-Tenurable (2)	Temporary	Total
Prof.	26	0	0	1	27
Assoc.	27	1	1	0	29
Asst.	0	34	4	7	45
Inst.	0	1	5	3	9
Total	53	36	10	11	110

- (1) Full-time faculty in positions that are tenurable who are in the probationary period (usually six years.)
- (2) Full-time faculty in positions which are not tenurable although the individual in the position can be reappointed indefinitely.

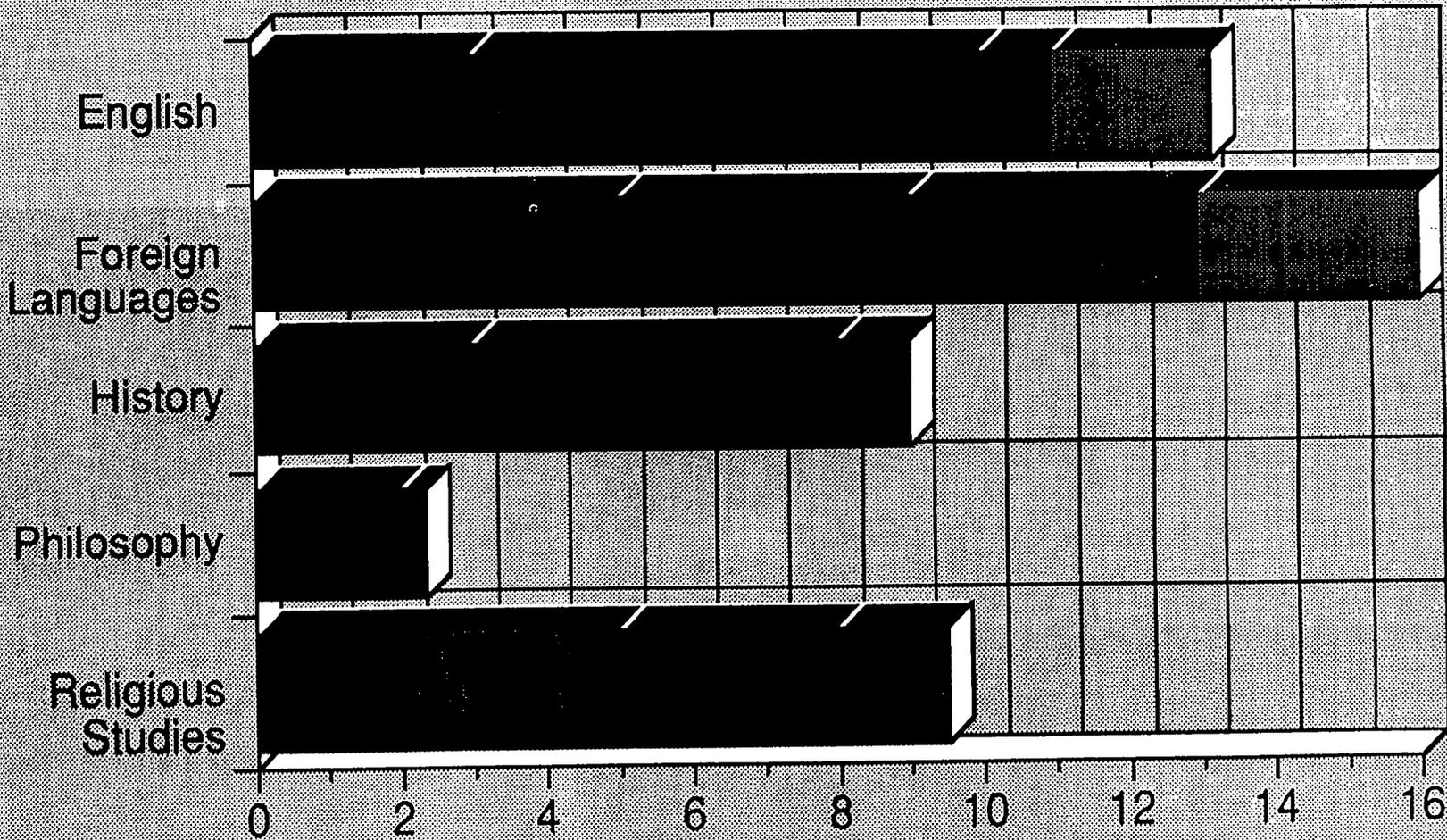
Positive

I

Humanities Division

Faculty Positions by Department and Status, 1989-90

■ Tenured ■ Probationary ■ Non-Tenurable ■ Part-time



5

Average Faculty Salary by Rank

Rank	1980-81		1983-84			1988-89		
	Rhodes	% of Goal (1)	Comp. Colleges (2)	Rhodes	% of Goal	Comp. Colleges (2)	Rhodes	% of Goal
Prof.	\$25,400	88%	\$34,500	\$32,100	90%	\$50,073	\$43,330	91%
Assoc.	20,500	87%	27,045	26,900	91%	37,631	34,500	89%
Asst.	14,600	75%	21,518	21,200	88%	30,115	28,000	88%

1. Since 1983-84 our goal for faculty salaries has been to be ten percent above Level 1 of the AAUP IIB group of general baccalaurate institutions. This is a large group of approximately 500 institutions. Level 1 is defined as the 80th percentile.

2. The comparison colleges are a group of liberal arts and sciences college in relation to which Rhodes monitors several areas of concern. This group initially included 93 institutions; it is now a group of 50 prominent liberal arts and sciences colleges.

**BOARD OF TRUSTEES RETREAT
STUDENTS AND CAMPUS LIFE REPORT**

Southwestern at Memphis, as we knew it at the time of our last retreat in 1984, was a fine regional college with a student population of just under 1000. Then, as now, the College was largely residential, with even Memphis students preferring to live on campus. Emerging then as focal points of student interest in their educational experience were increased opportunities for study abroad, increased involvement in campus governance, the strengthening of religious life and the expansion of career development facilities and services.

Socially, the Greek system provided the major focal point, with over 65% of the students involved in sororities and fraternities and most of the campus-wide social events located in their chapter houses. Few options existed outside of the Greek system for students wishing to get involved in student social activities, there being less than 10 non-greek organizations on campus. Indeed, the Pub in the Briggs Student Center, for those participating in social activities outside of a fraternity or sorority, was the focal point of their social life. Operated principally by students, the Pub served beer, wine, and other refreshments (a practice no longer feasible under our state law).

In the athletic area, the new Alburty Pool represented a bright new addition to the physical plant, and the addition of men's and women's soccer, and a stepped-up intramural program represented positive changes in involvement by students in organized athletics.

But despite these and other kinds of growth and improvement, the gymnasium facilities, residence halls, and Student Center were known to be inadequate to the then student population.

THE CHALLENGE

At the 1984 retreat, the Students and Campus Life committee concluded its report as follows:

"In order to attract and retain good students, the excellence of the academic program must be matched by the excellence of extracurricular life."

PROGRESS SINCE 1984

Responding to the challenge from the last Retreat, significant progress has been made in virtually all areas affecting student life at Rhodes since 1984. The following comments are broken down to reflect enhancements to each area within the Division of Student Affairs.

Residential Life

- Robinson Hall, an 84 bed residence hall, was built in 1985.
- New Dorm, a 64 bed facility, was constructed in 1986.
- The Spann Hall townhouses, constructed in 1987 on University Drive, while not providing new spaces, have upgraded 30 spaces designated as living / learning centers, which permit students having common academic interests, particularly in foreign languages, the opportunity of living together.
- Stewart Hall was refurbished in 1989 with a \$900,000 upgrading of heating and cooling systems and general redecoration.
- Two Assistant Directors of Residence Life were added in 1989 to live on campus and provide after-hours counseling, programming and crisis management in the residence halls.
- Quiet hours for study have been strengthened and enforced in each residence hall.
- The social rooms in a number of residence halls have been upgraded to include new furnishings and televisions, providing an attractive place to study and/or interact.

- "Commons" programs, consisting of educational programs involving the residents, faculty, staff and others, have been expanded.
- The faculty advisors to the freshman class reinstated a discussion of classical literature as an integral part of Orientation meetings between the advisor and his/her freshman advisees.

Student Activities

- The number of student organizations has grown from fewer than 20 in 1984 to over 60.
- Many of the new student organizations reflect the students' perceptions of societal needs: Campus Green (an ecology-conscious group), Habitat for Humanity, and Souper Contact (a group which sponsors a weekly soup kitchen at a neighboring Methodist church).
- An activities fee was established in 1988 to provide additional means of support for co-curricular activities for all students.
- Two new predominantly black sororities were invited to colonize at Rhodes in 1988.
- The Black Student Association, spurred by the 41% increase in black enrollment since 1984, has grown considerably in size and importance and has been provided with its own office space in Tuthill Hall.
- An annual debate with touring international teams (Japan and Britain) has been initiated.
- The College's mock trial team has won regional and national honors.

Health Services

- In addition to the College's full-time nurse, a nurse practitioner has been hired to increase the preventive health-care education of the students.
- An annual "Health Fair" involving health testing, information on nutrition, wellness, alcohol and drug abuse, etc., began in 1988.
- A "health food" line has been established by the campus food service.

Leadership and Student Responsibility

- An annual student leadership retreat is now being held each fall.
- A leadership materials library has been established in the office of the Dean of Student Affairs.
- The sexual harassment policy was significantly revised in 1989 to provide a more comprehensive method of identifying, reporting and handling incidents of purported sexual harassment on campus.
- Students are currently working on a "Code of Student Responsibility" that will set forth the standards of social conduct that they agree to live by.
- In 1988, Tuthill Hall was converted to provide meeting and office space as a student organization center.
- A grant was obtained in 1989 from Federal Express Corporation specifically to fund minority student retention programs.

Career Development

- Workshops on "Job Search Strategies," "Resume Writing," and "Interviewing Skills" are now offered throughout the year.
- A computerized instrument in career guidance, called SIGI Plus, has been purchased to assist students in developing career options and making career decisions.
- Since 1986 a program has been established to survey all graduating seniors concerning their post-graduate plans.
- An Alumni Career Network was established in 1988 to assist students with internship and career opportunities. Over 345 alumni have agreed to help in cities such as Atlanta, Dallas, Nashville, Washington, D.C., New York and New Orleans as well as Memphis.

Personal Counseling

- Individual workshops on stress management, self-esteem, leadership development, time management and other personal development issues are now sponsored.
- Annual "awareness weeks" have been established for AIDS, alcohol and drug use/abuse, human sexuality, career development, and health issues.
- A BACCHUS chapter, a peer group promoting the responsible use of alcohol, was established in 1987.

Community Service

- Over 400 students participate annually in the Kinney program of community service.
- The Kinney program was strengthened through the appointment of a full-time Kinney Director/Chaplain.
- An annual Spring Break trip to Mexico to assist an impoverished village with their medical facility needs began in 1988.
The Habitat for Humanity program was established and successfully completed a house in the "Free the Children" project area of Memphis.

Religious Life

- Campus worship services and prayer meetings are sponsored weekly .
- Spiritual and personal counseling has increased considerably with the appointment of a full-time chaplain.

Athletics

- a full-time Intramural Director was added to the staff in 1988, allowing for increased intramural and sport club activities.
- In women's intercollegiate athletics, the tennis team competed in the NCAA Nationals in 1985.
- In men's intercollegiate athletics, the football team went to the NCAA Division III playoffs in 1988 for the first time ever.
- Private donations allowed for the expansion of the weight training program for athletes and other students.

DEMOGRAPHICS AND DYNAMICS AFFECTING CAMPUS LIFE

Some of the important demographics and other major dynamic forces that now affect student life at Rhodes College include the following:

- A 41% increase in enrollment from a head count of 985 in 1984 to 1386 in 1989 is causing overcrowding in classrooms, residence halls, the Student Center and other campus facilities.
- An emphasis on national enrollment has reinforced an increasing demand for student housing which reached an all-time high of 1121 resident students in 1989.
- A switch from a 3-term to a 2-term academic calendar has led to increased course loads for students spread out over a longer period of time.
- A greater involvement by students in campus governance, with student representation in faculty meetings, membership on the President's Roundtable, and on the Board of Trustees and its several committees.
- A raising of the legal drinking age from 18 to 21 years.

UNFULFILLED GOALS AND PLANS

Despite significant achievements realized in areas of co-curricular campus life opportunities and experiences of our students since 1984, the significant demographic and dynamic factors outlined

above have caused our 1984 and earlier goals and plans to be constantly moving targets destined to be unfulfilled at any given point in time. As we move to "catch up" with our larger, more academically talented student body and our more visible national reputation, the challenge to provide co-curricular experiences comparable to the academic standards of one of the nation's finest colleges of the liberal arts and sciences reveals, today, a number of unfulfilled opportunities worthy of brief summary.

Residential housing to meet present demand and stated future growth. As we become more national in our enrollment and reputation, the percentage of nonresident students drawn from the Memphis area may be expected to decrease and the number of residential applicants to increase. Similarly, as we value increasingly the importance of on-campus living to the academic performance and personal involvement of students, we must consider making available additional residential space.

As noted earlier, Rhodes has grown rapidly in the last five years and the demand for on-campus housing has grown proportionately. Presently, we are providing alternative living spaces for 104 students whose preference it is to live on-campus. In addition, the original design capacity of our existing residence halls is presently exceeded by some 71 students. Current demand alone, therefore, justifies the addition of 175 residential beds. We deem this a significant shortfall and "Job One" for fulfillment of our present goals.

Sports, recreation and fitness center facilities. The 1984 retreat report noted that major improvements were needed in the athletic facilities, including a deteriorating track and hard surface indoor practice courts. Despite a major increase in the size of the student body and the interest of the general student population, faculty and staff in matters of fitness and wellness, the athletic facilities are a deteriorating vintage 1953 clearly out of step with the times and our competition for bright minds and wholesome persons whether they be students, faculty or administrative staff.

Additionally, the 1984 report noted the inadequacy of the Student Center for major student events and this need, too, remains unfulfilled at this date. A multipurpose facility, eventually to replace our relics of the past, demands a priority status equal to residential housing.

Career development services. While vocational training and job placement clearly is not the focal point of the liberal arts educational experience, a failure of the institution to provide quality assistance in career planning and placement falls short of present day expectations of students and their parents and can tarnish an otherwise sparkling educational experience. The Career Development Office has attracted an increasing number of interviewers on campus each year since 1984, but the perception of students is that more interviewers looking for non-business majors need to be brought in. In addition, internship opportunities with local business and professional firms are generally handled by separate academic departments with only minimal coordination of opportunities or solicitation of additional internships. Students perceive that the College is not taking full advantage of its location and reputation in a large metropolitan area whose business and professional firms should be encouraged to provide student internships with the hope of attracting top flight future career applicants.

Mental health and personal counseling services. The College presently employs but one Personal counselor, 85% of whose time is devoted to individual counseling leaving little time for special interest programs. At times, students seeking her services are confronted with a two-week waiting list -- time for which some crises might not wait. Group programs are more cost-effective in assisting students with their mental health adjustments and personal development and should be offered to students covering such topics as AIDS, stress management, time management, study skills, eating disorders, alcohol and drug abuse. The budgeting for, and filling the position of, a second personal counselor is deemed appropriate to a student population approaching 1400.

Encouragement of student responsibility and leadership development. With the completion and adoption of "Standards of Student Responsibility," an important companion piece for the students'

role in campus governance will have been set in place. Though its implementation will require additional training for members of the Social Regulations council, the fulfillment of this project should enhance the campus life experience for all students and send an important message to applicants and their parents as to the role appropriate social conduct plays in the life of the serious liberal arts student.

Though all students may not be leaders on campus, a reasonable extension of a developing sense of social responsibility should be exposure to, and an understanding of, leadership skills to enhance the postgraduate life of our students. While much has been done to increase leadership development opportunities for our students, our co-curricular challenge requires a constant monitoring of existing and potential organizational opportunities.

Student-faculty relationships. The two greatest resources of our college are an increasingly talented and curious student body and an accessible and high quality faculty. They are joined on a small, homogeneous campus and we will miss an extraordinary opportunity for co-curricular liberal arts experience if we do not do a better job of exposing our students to the faculty out of the classroom and in the residence and recreational halls. Discussions led by faculty on a variety of topics in the social room spaces of residence halls would contribute to a greater "living/learning" environment and would, for many of our faculty, provide a challenging and enriching experience. As basic research and publishing should enhance the professional stature of faculty members, so too should credit be accorded the undergraduate teaching skills exercised in any conducive setting, whether it be the classroom, a residence hall, a faculty residence or a quiet corner of the Student Center.

FUTURE DIRECTIONS

The traditional role of institutions of higher learning may have been limited to exposing young minds to the collective wisdom of the past, expanding horizons of thought and teaching the skills of disciplined learning, but our goals for the future should insure that the liberal arts experience is nurtured in an environment conducive to rounding our the whole person, mentally, physically, emotionally, and socially. To focus on the mind alone to the exclusion of the body and spirit is to deprive our future graduates of a wholeness which should be the diploma of a truly fine college of the liberal arts and sciences. Thus, we should provide:

1. A homogeneous, collegial setting through the addition of residential halls providing no fewer than 175 additional beds;
2. A replacement for the 1953 vintage athletic facilities designed for a student body of 400, with athletic, wellness and fitness, multipurpose facilities in step with society's emphasis on lifelong fitness; and
3. A coordinated program for developing student awareness of social responsibilities with particular emphasis on freshman orientation exposure to student responsibility; the avoidance of aberrational social conduct, including substance abuse, sexual harassment and other aggressive behavior; and health issues related to irresponsible sexual activities; all followed up with support services to facilitate study skills, career planning and coping with mental and emotional stress.

The challenge for the future will be to find the capital funds necessary to upgrade our physical facilities, the operational funds to accommodate out-of-class support services, and the moral courage to redirect our efforts toward the whole person and to demand of him that he meet the institution halfway.

**BOARD OF TRUSTEES RETREAT
ADMISSIONS, FINANCIAL AID, AND SPECIAL STUDIES REPORT**

(SLIDE 1 - TITLE SLIDE)

My presentation today will concentrate on two major areas of the College: the traditional admissions and financial aid picture and our more recent focus on Special Studies.

For those of you who were present at our first Board Retreat five years ago in Point Clear, you will be pleased to note that my comments on Rhodes' enrollment today will be of a completely different nature. At that time the College was struggling with an enrollment problem. Enrollment had been dropping for three years, the student body numbered less than 1,000 and, while the number of applications rose dramatically in the 1982-83 academic year, the admissions division had been unable to meet its enrollment goals for several years.

While the discussions five years ago touched on the quality of the entering class, the Board concentrated most of its time and energy on ways of increasing the number of students on campus. Knowing that quality could be improved only after enrollment was first stabilized, this became the plan. Goals were established to increase enrollment sufficiently to enable the College to become more selective in its admission of new students.

And what a difference five years makes! The course the Board decided to follow in 1984 proved to be correct. The admissions picture at the College has been completely turned around - the goals set at our first Retreat have been fulfilled, and in many cases greatly surpassed.

This is not to say that the years ahead will not be trying ones. On the contrary, the next few years could very well prove to be the most trying in recent history. In fact, we may find that future admission goals may prove elusive without properly positioning the College and then marketing it well. And in these times of demographic decline of the college age cohort, we may very well have to concentrate more on retaining those students who are already at Rhodes, realizing it is much more cost effective to retain a student than to recruit another. In this regard, greater emphasis on student services becomes paramount to the welfare of the College.

Well, before I go any further, and so that we may all have a common understanding of where we were and where we wanted to go, I believe it appropriate to briefly summarize the goals set for the admissions division in the 1984 version of the Plan for Excellence. (SLIDE 2 - 1984 PLAN FOR EXCELLENCE GOALS - making note of the steady 4% to 6% increases expected in applications and in new students, and expected increases of 7% to 11% in FTE(full-time equivalent). In 1984 we projected specific admissions goals for only the next four years since we felt our crystal ball became rather fuzzy after that - thus the reason for not setting goals for 1988-89 and 1989-90 at the 1984 Retreat).

Through the efforts of the Board and the entire Rhodes community, all of these goals were not only achieved, but surpassed - so much so that in the spring of 1988 our FTE was frozen at 1320 for five years to allow our physical plant to catch up to the needs of our student body. Allow me to briefly show you how we have progressed in the past six years.

SLIDE 3 - ADMISSIONS INQUIRIES - Except for the 1988-89 academic year, inquiries (students requesting information about the College) have grown steadily. Currently we are at an all-time high of over 17,500.

SLIDE 4 - ADMISSIONS APPLICATIONS - As you can see, in the four years following our first Retreat we consistently surpassed our goals in applications. The reason for the drop in applications between 1988 and 1989 was probably two fold: one was the tremendous surge in applications we received in 1988 from the TIME magazine article, a pace we could not maintain and, two, the backlash we received from our low acceptance rate, 55%, in 1988 - thus marginal students were less inclined to apply the following year.)

SLIDE 5 - ADMISSIONS ACCEPTANCE RATES - The good news in this slide is that our acceptance rate

dropped dramatically from 1984 to 1988. The bad news is that it is rising again - a reflection on the increased competition for the better students, whose numbers are decreasing.

SLIDE 6 - NEW STUDENT ENROLLMENT - We experienced very erratic new student enrollments as we struggled to establish ourselves in admissions and to meet the enrollment goals of the College. Once our position was established, however tentative, we were able to do a better job of controlling the entering class size.

SLIDE 7 - TOTAL ENROLLMENT - We have been able to reach or surpass our enrollment goals in all but one year. What has made our growth all the more remarkable has been a parallel increase in quality.

SLIDE 8 - ENROLLMENT AT PEER COLLEGES - So that we are not looking at our enrollment statistics in a vacuum, this graph shows the enrollment figures at several peer institutions. As can be seen, Rhodes has indeed bucked the trend. Please note that W&L went co-ed in 1985-86.

SLIDE 9 - PERCENT FRESHMEN IN TOP 10% OF GRADUATING CLASS - Students graduating in the top 10% of their graduating class have stabilized in the mid 50% range.

SLIDE 10 - AVERAGE SAT SCORES OF FRESHMEN - And our average SAT composite score has shown a good increase as well.

Is the future just as bright? To set the stage for our future discussions, let me touch on some future trends, or possibly megatrends, that may have a significant effect on our ability to build upon our recent admissions successes. Dr. Robert Sevier of the Research and Marketing Division of Stamats Communications has identified twenty trends, of which I believe ten are most relevant to Rhodes.

TREND #1: DEMOGRAPHIC UNCERTAINTY (SLIDE 11)

- o Let me give you two realities:
 - We are now experiencing a 20 percent decrease in the number of high school graduates from 1980 through 1995 and the increase in the college-going-rate will not offset this drop.
 - The period from 1988 to 1992 will see a 12 percent drop in the number of high school graduates. The drop represents 1.5 million students. This decline will cause some \$11 billion to be lost from higher education's \$108 billion budget.
 - There is a general outward migration of population from the Midwest to the South and to the Coasts.

TREND #2: LOWER PUBLIC CONFIDENCE IN HIGHER EDUCATION (SLIDE 12)

- o Education has an extremely poor image in our society. In fact, it is one of the few areas whose image is going down more rapidly than politics!
- o Surveys on confidence in public institutions shows that education has declined dramatically.
 - The military is now the most respected of all public institutions.
- o Negative press over rising tuition costs while college endowments continue to grow.

TREND #3: CONCERN OVER RISING COST (SLIDE 13)

- o Between 1971 and 1987, college tuition rose by 232 percent. During this same period, the consumer price index rose only by 182 percent, the difference being spent chiefly on rising services and amenities for students, plus financial aid.
- o Most people think it costs even more to attend college than it actually does.
 - A recent Gallup Poll indicates that most high school students and parents estimate the cost of attending a typical college as 77 percent more expensive than it actually is.

- o Gary Quehl in his recent Report to the Campus stated "But the debate is not only cost containment. It is also about whether parents will use more of their discretionary income to support their children's education."

TREND #4: RISE IN NARROW CAREERISM (SLIDE 14)

- o It doesn't take a genius to figure out which majors are popular right now:
 - Business - Engineering
 - Computer Science - Communications
 - At Rhodes we have also seen high interest in International Studies, Psychology, and Biology.
- o And which majors are not:
 - English - Languages
 - History - The Arts
 - Education
 - Although at Rhodes, English and History are two of our most popular majors.
- o There is a decline in interest in the liberal arts. Consider a statement by Alexander Astin, author of The American Freshman: Twenty-Year Trends, 1966-86.
 - Increased student interest in career-specific majors such as business has been accompanied by rising materialistic and power values.
 - Decreased student interest in education, social sciences, the arts, humanities, social work and the clergy are reflected in declining altruism.

TREND #5: MAJOR UPHEAVAL IN STUDENT RECRUITING (SLIDE 15)

- o Sharp increase in recruitment budgets.
 - Ten years ago the typical private college spent about \$470 to recruit a freshman.
 - This year the amount is about \$1,200. The average of colleges participating in a recent Higher Education Data Sharing (HEDS) Consortium study was \$1,731.
- o Increased use of direct mail
 - Seven years ago the average high school senior was contacted by about 3.2 colleges.
 - This year that number, depending on test scores, may range from 50 to more than 100.
- o Emergence of public colleges in recruitment market.
 - Once considered marketing neophytes, public colleges have recently demonstrated an exponential increase in marketing expertise (i.e. very upscale publications).
 - Very low list price will be tremendous benefit.
- o More reliance on technology to recruit students.
 - As colleges adapt a marketing stance, they are more likely to use technology to mimic or replace personal contact.
 - Decrease in number of high school visits.
 - For "high touch" colleges like Rhodes, this is particularly problematic.
- o Nationalization of student recruitment.
 - Emergence of what Zemsky and Oedel in The Structure of College Choice call the "national" student, those students with the best grades and the widest geographic aspirations.
 - Regional colleges will do less well; colleges must move toward national presence.
- o Changing college choice migration patterns.
 - Number of students leaving their home state to attend a college is up 25 percent over the past 10 years.

TREND #6: SOPHISTICATION OF PROSPECTIVE STUDENTS (SLIDE 16)

- o Students (and their parents) know they are in a buyer's market.
 - Expect (even demand) personalized approach.
 - Reject colleges that cannot meet these expectations.
- o Most visually sophisticated of any consumer (i.e. MTV, fashions).
- o Extremely critical of "second class" publications.

TREND #7: SHIFTING OF FINANCIAL AID PATTERNS (SLIDE 17)

- o Rise in number of no-need, or merit-based, scholarships.
- o Shift in responsibility for financial aid from the federal government to the state government to the individual.
- o Shift from all forms of government aid to college-sponsored aid and private sector loans.
- o Financial aid burden being borne by colleges and students - we're seeing this at Rhodes.
- o Students graduating with more debt.

TREND #8: INCREASED NUMBER OF UNDER-REPRESENTED ETHNIC GROUPS (SLIDE 18)

- o By the year 2000, nearly 1/3 of the college age population will be under-represented ethnic groups.
 - Prefer to go to college near home.
 - Can experience tremendous culture/social shock.
 - Will require aggressive retention efforts.
 - Less likely to be full-pays.
 - Can radically change character of an institution (i.e. alumni, giving rate).
- o The result of this increase is a corresponding decrease in our traditional age market.

TREND #9: INCREASED NUMBER OF NON-TRADITIONAL STUDENTS (SLIDE 19)

- o Extremely difficult to recruit and predict enrollment.
- o Average age of college student is shifting upward.
- o More drop-ins and part-time students.
- o Not always degree oriented.
- o Juggle multiple responsibilities.
- o These students are harder to teach and demand more from a college.

TREND #10: IMPACT OF INTERNATIONAL STUDENTS (SLIDE 20)

- o Currently there are about 352,000 international students in US.
 - Increasing number of Asian students.
 - Decreasing number of Latin America, African, and Middle East students.
- o 65 percent of international students are registered at public colleges (35% at private colleges).

- o Number of international undergraduate students is decreasing.
- o Pros and Cons of recruiting international students:
 - Pros
 - International students bring tremendous cultural diversity and enrich educational opportunities.
 - More rigorously trained academically.
 - Increase campus' understanding of global issues.
 - Cons
 - Very difficult and expensive to recruit.
 - Can require more social services.
 - Not always full-pay students.
 - Don't make great alums.
 - Recruitment of significant numbers can change character of college.

In considering these trends and their possible impact on Rhodes, it is important to remember that the admissions office exists and works in the environment, or image, that the College has in the market place. It is the responsibility of the Board to determine what that image is to be and then work toward creating that image in the decades ahead.

Similar to the increases experienced in admissions, the College's investment in student financial aid (SLIDE 21) has grown steadily as well. During the past six years, expenditures on financial aid increased 113%. The increase in Rhodes funds can be traced in our sizable increase in enrollment, to stalled federal and state funding, and the implementation of our merit-based scholarship program in 1982-83, which reached full strength in 1886-87.

(SLIDE 22) During the past six years, outside sources of financial aid have accounted for a smaller percent of our total financial aid budget, thus putting more pressure on the College to provide more of its own resources toward student aid. However, while Rhodes' percentage of tuition revenue applied toward financial aid is higher than that of our competitors, the College has taken steps to control future increases in financial aid funding.

(SLIDE 23) The financial aid budget is fixed at 38.25 percent of tuition income (FYI - at times in the past the percentage has been higher than 38.25). It is an interesting paradox...providing adequate financial aid packages to remain competitive while keeping the financial aid budget in check.

This past year the College reduced, for the first time since 1981, the number of merit-based scholarships awarded to incoming students, a decrease of 16 scholarships, or 12%. Need-based funds were reduced as well. The percent of gift aid (grants and scholarships) in financial aid packages was reduced from 65% to 59%. So far, these steps have kept our financial aid budget in the black while not adversely affecting enrollment. But one year does not a trend make and the verdict is still out as to whether we can further reduce our aid and, at the same time, maintain or expand our enrollment and quality of students. Important questions we may wish to explore during our discussion time.

You will remember in my discussion of trends that one of those trends had to do with the increased number of non-traditional age students in the decade ahead. To its credit, the College recognized the significance of this trend several years ago with the establishment of the Special Studies division. While Special Studies is rather new, continuing education at Rhodes is not.

Since the 1940's, community outreach and continuing education have been an integral part of the College, offering courses and programs in the liberal arts and sciences in a practical and serious way to the greater Memphis community. Originally called the Center for Adult Education, the administration of the program was under the office of the Academic Dean and through the years has been known for outstanding programs in urban and future studies as well as "Great Books" discussion type courses.

In 1969, the name was changed to the Meeman Center for Continuing Education, when J. Edward Meeman, an ardent believer in civic education and Editor Emeritus of the Press Scimitar, endowed the program.

In 1985, recognizing that the market and mission for the Center's programs were very different from the regular traditionally aged student body, the Center was made a separate division of the College to include not only continuing and adult education, but summer conferences and campus facility rentals. Reflecting the more inclusive programming, the name was changed to the **Meeman Center for Special Studies** at that time.

When Special Studies was reorganized in 1986, it was agreed that the Center would be financially self-sufficient within five years and would work closely with the other divisions of the College to accomplish a number of things:

First to increase the visibility of Rhodes in the larger community.

To involve the "friends" of the College in quality educational programming and projects.

To bring business and professional leadership to the campus by offering meeting and conference space and support.

To respond to demographic trends and enrich the diversity of the student body by bringing non-traditional aged students to Rhodes.

To increase the exposure of the Rhodes faculty in the community and expand the accessibility of Rhodes as an important community resource.

These objectives are being met through a number of programs. (SLIDE 24)

- * CONTINUING EDUCATION COURSES in the liberal arts and sciences taught in various formats by regular Rhodes faculty and qualified scholars from the community, which include unique educational trips within the U.S. as well as abroad.
- * INSTITUTES AND SEMINARS in leadership for managers and professionals--Special Studies offers the Institute for Executive Leadership, for middle and top business managers, the Institute on the Profession of Law, a seminar for lawyers on values and ethics, the Primary Arts Management Institute for people just starting out in arts administration, and a number of one or two-day business seminars in leadership development.
- * The ADULT DEGREE PROGRAM is a re-entry program for individuals over 24 years of age, which admits adults to Rhodes for a provisional year without the necessity of furnishing the standard admission documents of test scores and class rank. The program provides encouragement and support for these non-traditional aged students in the transition phase. After the first year the adult degree students are main-streamed into the regular student body and no academic distinctions are made.
- Examples of the RHODES SUMMER RESIDENTIAL PROGRAMS are Summer Scholars for high school students and Elderhostel for those 60 and over. These programs give the participants mini courses in the Rhodes academic experience as well as a good time on our campus.
- * SPECIAL EVENTS such as the C. Whitney Brown Management Seminar and the M.L. Seidman Memorial Town Hall Lecture Series feature speakers of national prominence and attract impressive numbers from the community to our campus. In fact, the Brown Seminar has become so popular that we have to hold it off campus in an auditorium that can seat up to 1,000.
- * To bring additional guests (both local and afar) and revenue to the College,

Special Studies contracts with corporate, professional and not-for profit organizations, providing space and support for both residential and non-residential conferences and meetings.

How has Special Studies been doing? (Slide 25) We see that participation in continuing education and conferences has about tripled over the past four years. Income has done about the same. (Slide 26). For a better understanding of those statistics we can look at a programatic break down of participation (Slide 27) and income (Slide 28) of 86-90.

One thing we are interested in considering is how we are doing in comparison to other comparable Colleges. Figures are not available in the continuing education and conference area but we can compare Rhodes Adult Degree program to similar institutions. (Slide 29).

Two years ago a group of community leaders served on the Rhodes Commission on the 21st Century addressing the future of the College. The objectives identified in this year long project, by the Community Outreach task force of the Commission, were--Rhodes should:

- * Address the educational/intellectual needs of the non-traditional aged student.
- * Utilize innovative delivery systems.
- * Hold the education of the person/individual as the foremost goal.
- * Provide information and insights to promote consideration of community issues by the leadership of Memphis.
- * Issues should be identified and presented that expand Rhodes constituency's perspective on the future--particularly in the International area.
- * There should be more interchange between business and community organizations and the College.

We are considering a lot of future trends at this retreat and there is one more set of trends which bear directly on Special Studies I want us to consider: (Slide 30)

- * Today over 50% of those attending colleges and universities are over 24 years of age and this does not include the millions who are enrolled in not-for-credit continuing education and continuing education offered by business and professional groups. The numbers will continue to grow in the 1990's. Change is occurring because:
- * The increased complexities of society demand life long learning. People need new knowlege in order to function in an ever changing and expanding world. The internationalization of our environment is but one example.
- * People are living twice as long as they did a century ago when the College was founded.
- * The increasing number of women entering the work force need more education. This takes on added significance when we think of the increasing number of single parents earning the livelihood for future generations. We are noting this trend in the Adult Degree Program.
- * Life is no longer a predictable progression of youth, school, marriage, family, work, retirement, but is organized in various phases determined by individual choice--there are increasing educational demands as individuals move from one phase to another.

So, this should give you a brief overview of Special Studies. The questions I hope we will address for this relative new Division of the College are: (Slide 31)

- * What is the criteria for success for Special Studies?
- * Is future success based on numerical increase?
- * Are there particular areas or programs that should receive priority?
- * Is 5% of the student body an appropriate goal for the Adult Degree Program?

Important questions...questions that need to be addressed. But one answer seems to be clear - if Rhodes is to prosper in the 1990's and beyond, we must have a clearly defined market niche - an identity all our own. And it is our responsibility as a Board to determine that niche.

Also, we can not neglect the writing on the wall. The 1990's will be a buyer's market. The expectations of our traditional-age students and of our special studies students will be high. They will expect good classrooms and living quarters, a quality faculty, excellent facilities for extra-curricular activities and diversity among their classmates. It is incumbent upon Rhodes, if it is to actually achieve its goal of being one of the finest colleges of the liberal arts and sciences in the nation, to anticipate and provide for our future students needs and desires.

And the time to position ourselves properly is now, before we are in the demographic pit. Many colleges will opt to wait until it is too late; they will react to present conditions rather than carve out a niche for themselves while the time is favorable. This Board has continually shown by its past actions that it possesses the ability and desire to set a course for the College that will not only insure the success of its admissions efforts, but will also enable Rhodes to become one of the best colleges in the nation. That time is at hand.

EXHIBIT D

3



Trustee Retreat

February 5-8, 1990

Admissions,
Financial Aid and
Special Studies Report

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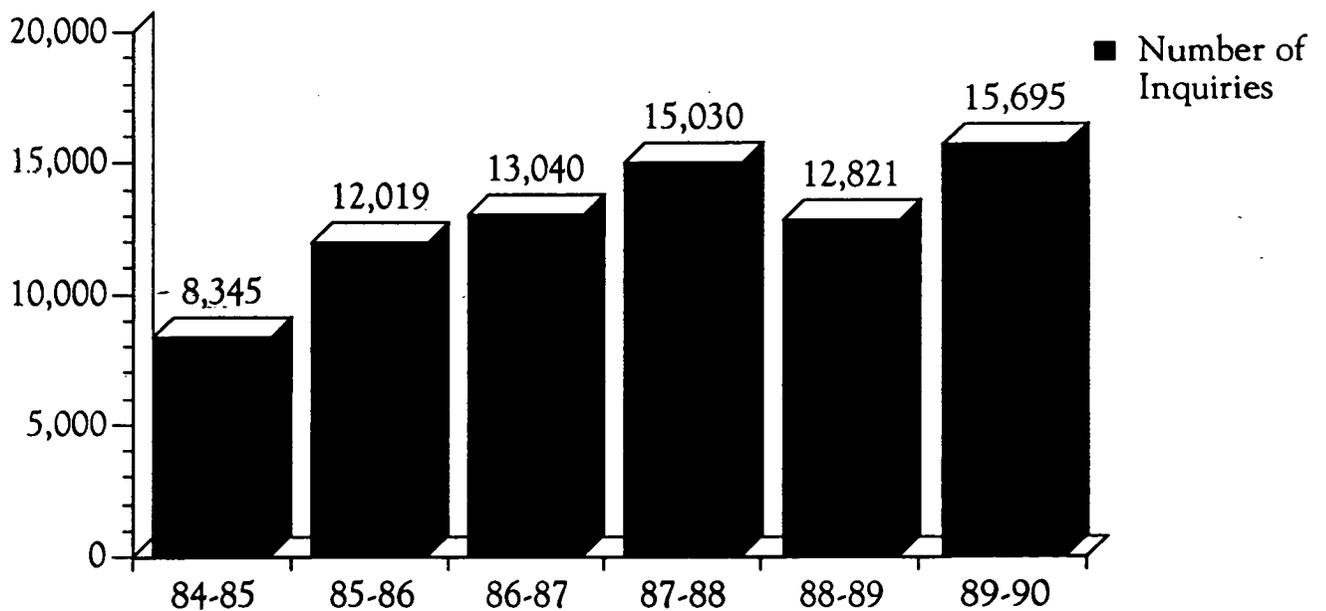
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1984 Plan for Excellence Goals

Academic Year	Applications	New Students	FTE
84-85	1164	349	1010
85-86	1230	369	1081
86-87	1283	385	1198
87-88	1333	400	1280

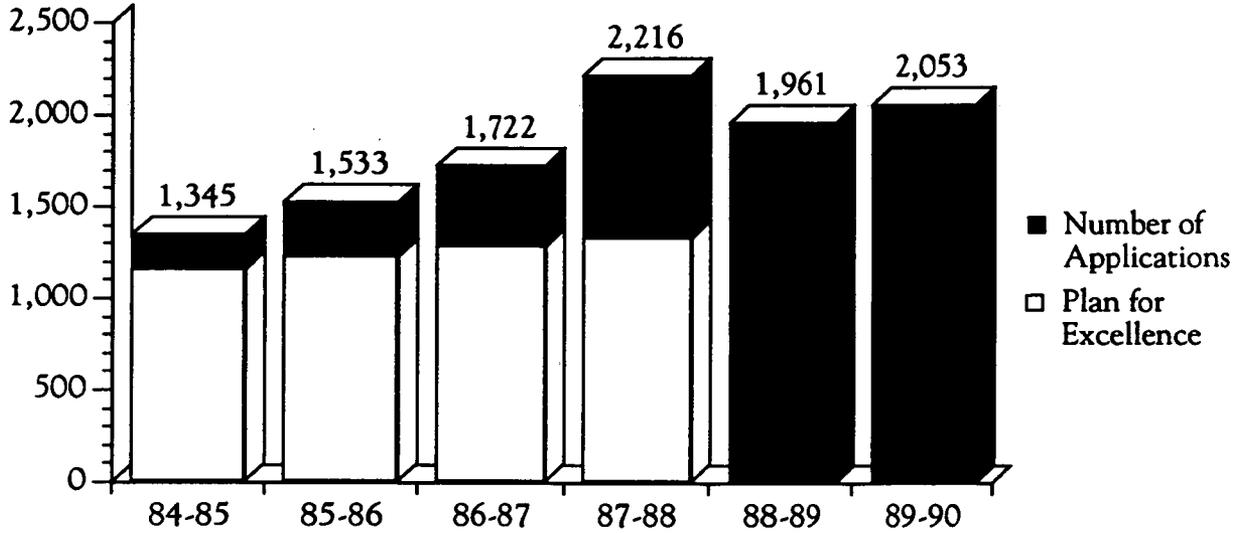
Admission Inquiries

1984-85 to 1989-90



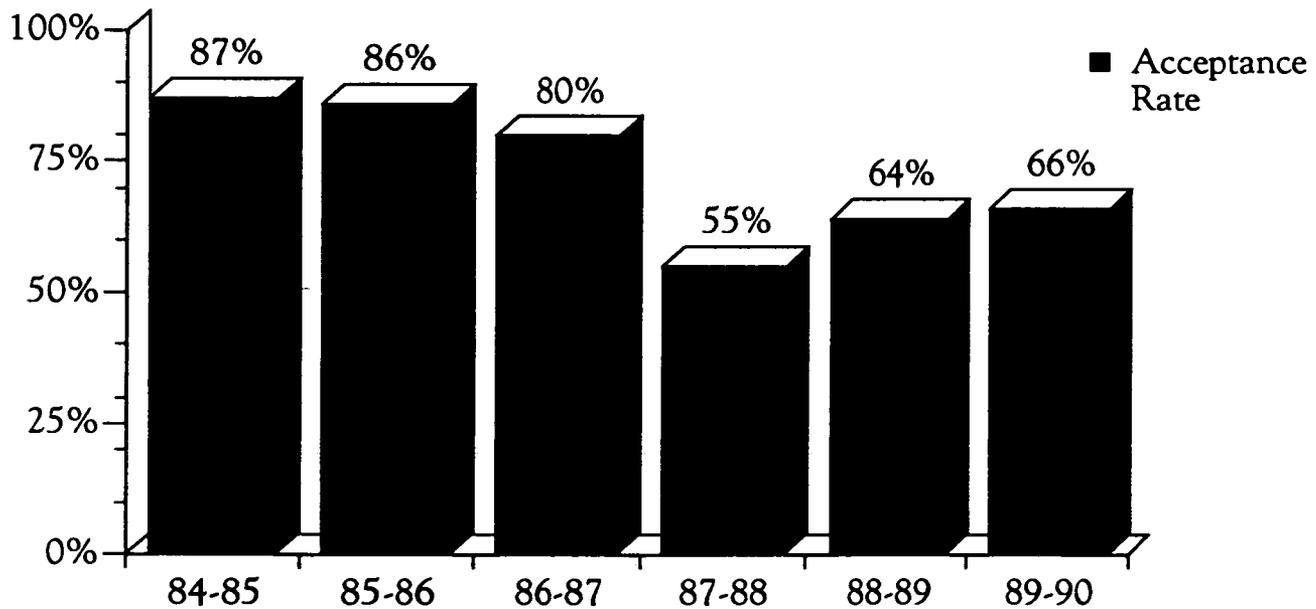
Admission Applications

1984-85 to 1989-90

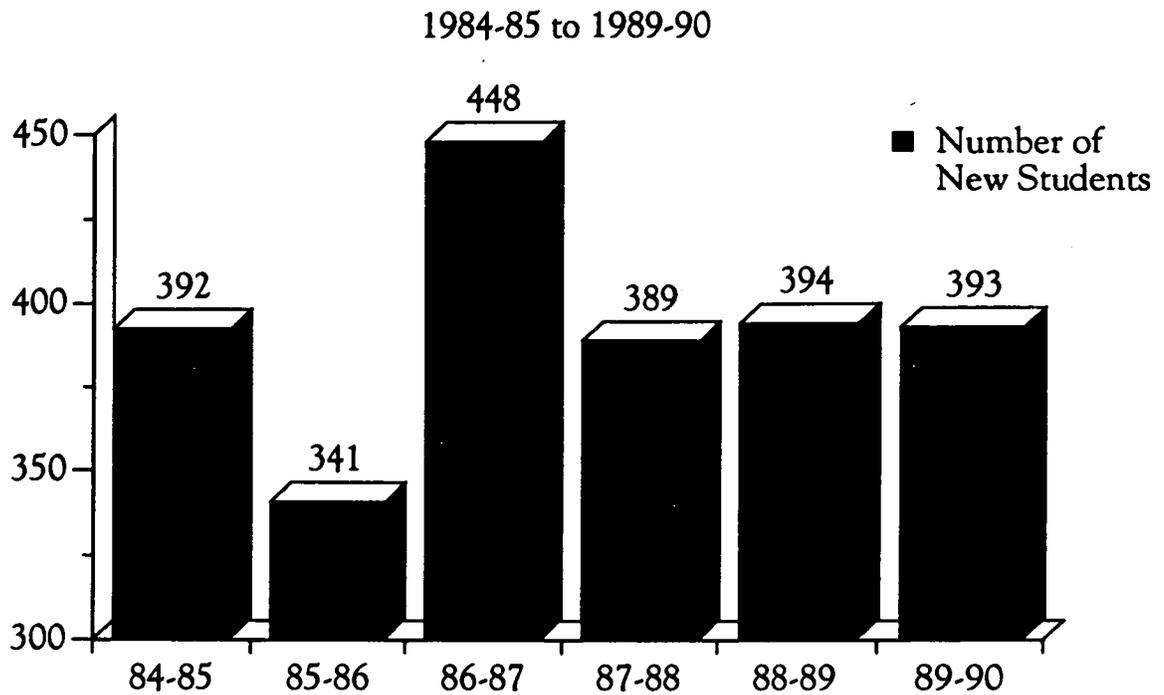


Admission Acceptance Rates

1984-85 to 1989-90



New Student Enrollment



Total Enrollment

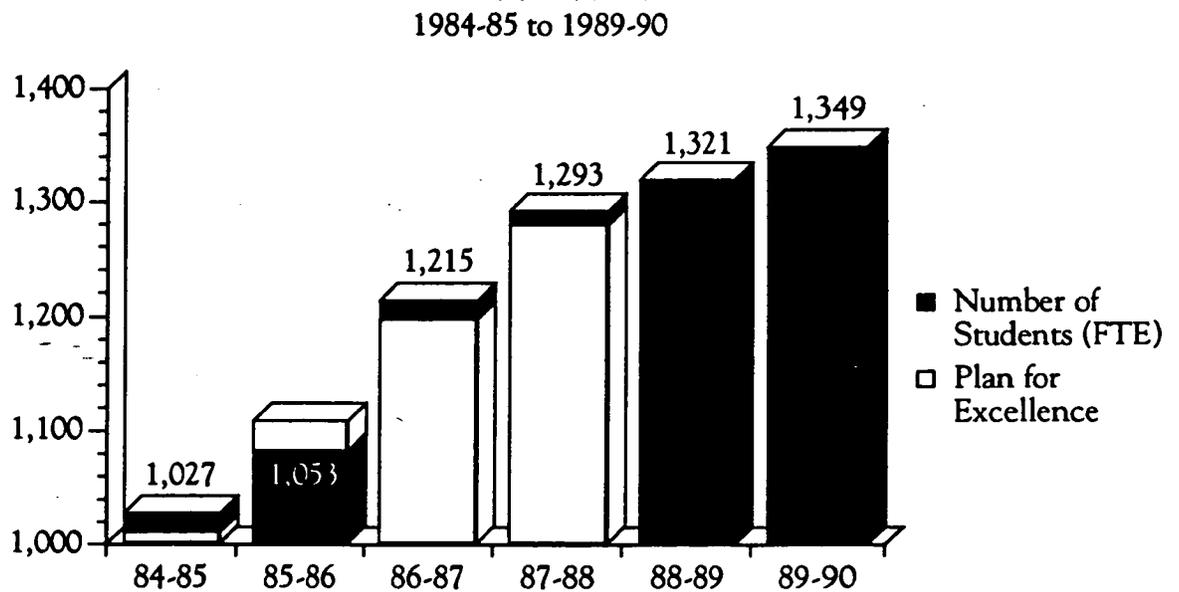
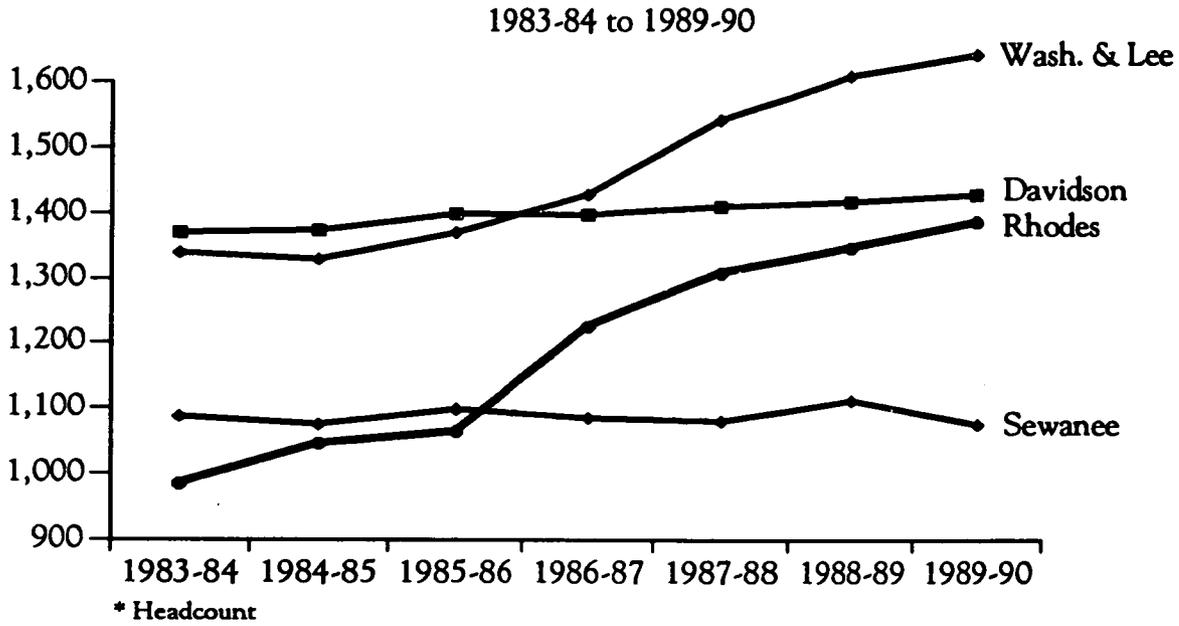
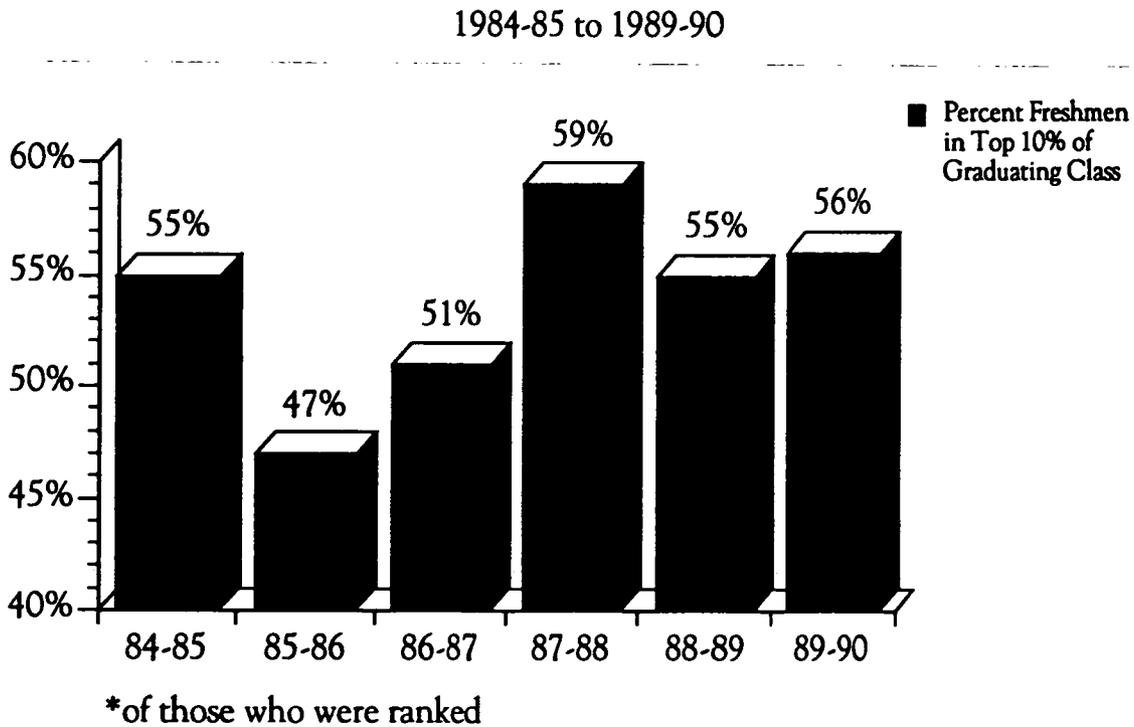


Exhibit D

Enrollment at Peer Colleges*

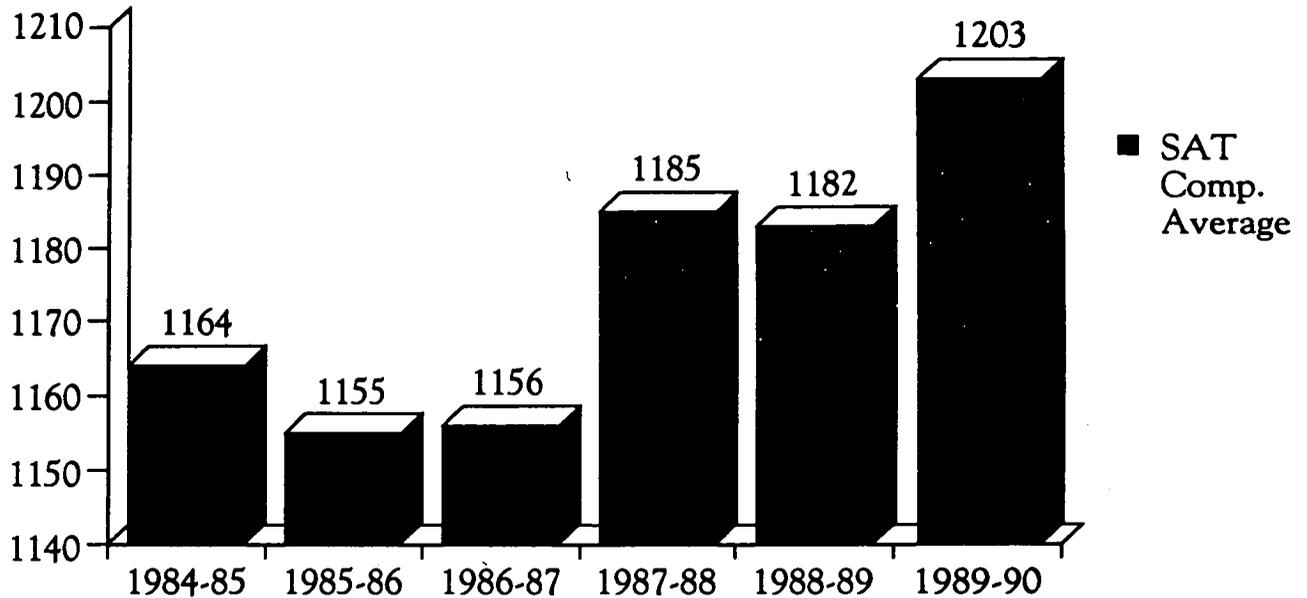


Percent Freshmen in Top 10% of Graduating Class*



Average SAT Scores of Freshmen

1984-85 to 1989-90



Trend #1: Demographic Uncertainty

- 20 Percent Decrease in Number of High School Graduates from 1980 through 1995
- 12 Percent Decline from 1988 to 1992
- Outward Migration of Population

Trend #2: Loss of Public Confidence in Higher Education

- Education has Poor Image
- Negative Press over Rising Tuition

Trend #3: Concern over Rising Costs

- Between 1971 and 1987, Tuition Rose by 232 Percent
- People Think College Costs More than It Does
- One in Four Students Forgo College Because of Cost

Trend #4: Rise in Narrow Careerism

- Popular Majors
- Non-Popular Majors
- Decline in Interest in the Liberal Arts

Trend #5: Major Upheaval in Student Recruitment

- Increase in Recruitment Budgets
- Increase Use of Direct Mail
- Emergence of Public Colleges
- More Reliance on Technology
- Nationalization of Student Recruitment
- Changing Migration Patterns

Trend #6: Sophistication of Prospective Students

- Students Know They Are in Buyer's Market
- Most Visually Sophisticated of Any Consumer

Trend #7: Shifting of Financial Aid Patterns

- Rise in No-Need Scholarships
- Shift in Responsibility for Financial Aid
- Shift in Forms of Aid
- Students Graduating with More Debt

Trend #8: Increased Number of Under-Represented Ethnic Groups

- By Year 2000, Nearly One-Third of College Age Population Will Be Under-Represented Ethnic Groups

Trend #9: Increased Number of Non-Traditional Students

- Difficult to Recruit
- Average Age of Student Shifting Upward
- Not Always Degree Oriented
- Juggle Multiple Responsibilities
- Harder to Teach / Expect More from a College

Trend #10: Impact of International Students

- Increasing Number of Asian Students
- Decreasing Number of Latin American, African and Middle East Students
- Most Enroll in Public Colleges
- Number of International Undergraduate Students Decreasing
- Pros and Cons of Recruiting International Students

Rhodes Funds Going to Financial Aid

1984-85 to 1989-90

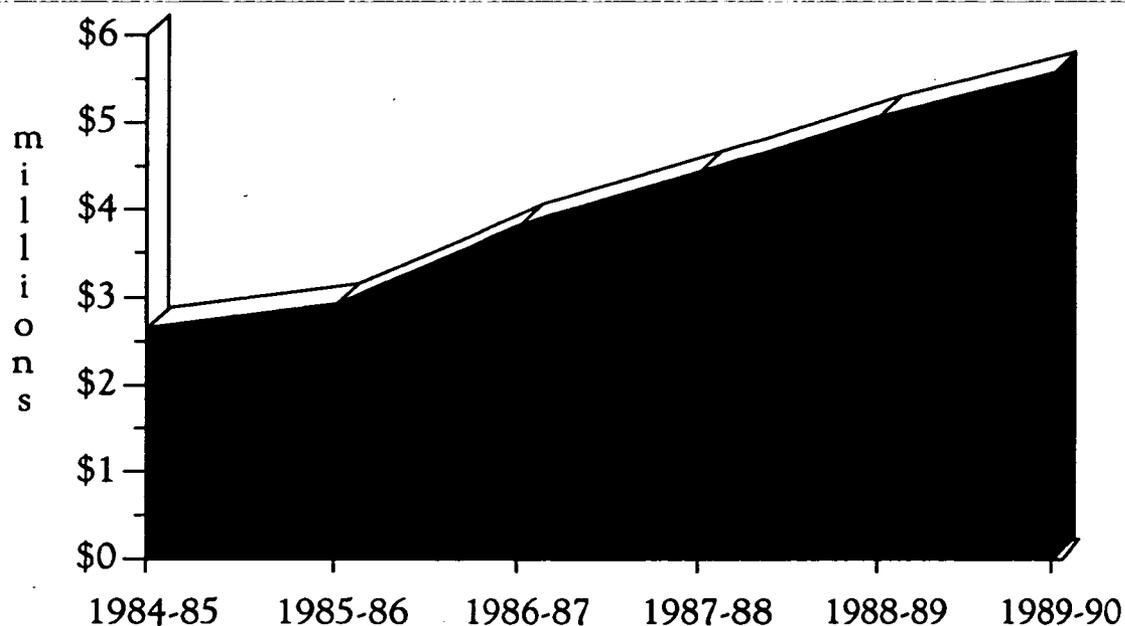
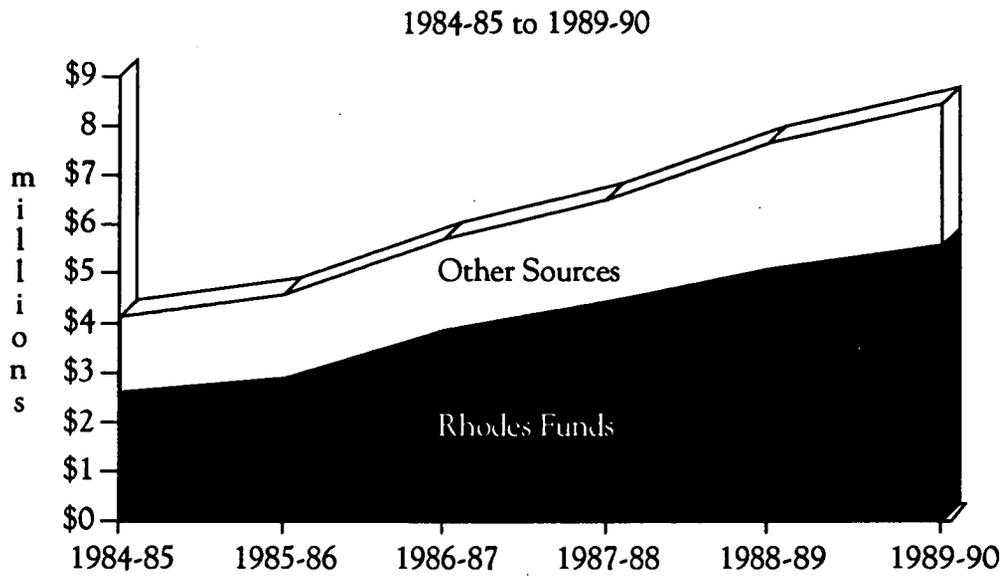
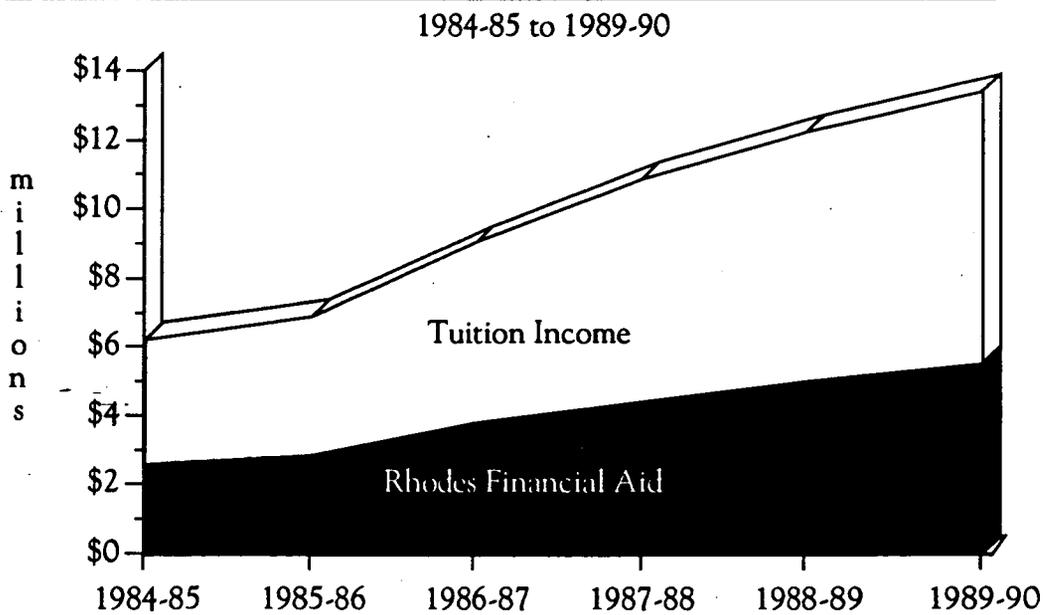


Exhibit D

Total Aid Compared to Amount from Rhodes and Amount from Other Sources



Rhodes Financial Aid vs. Tuition Income

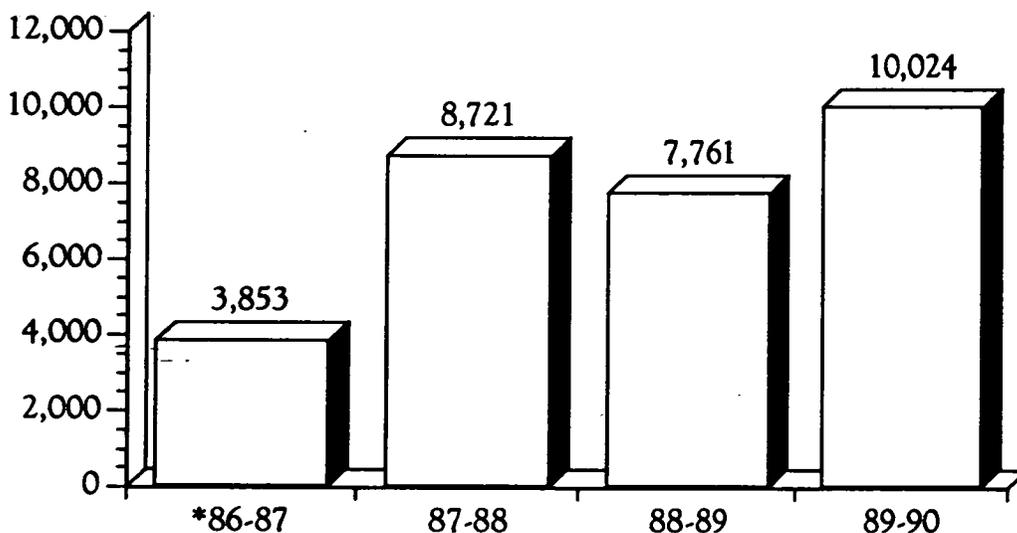


Current Programs

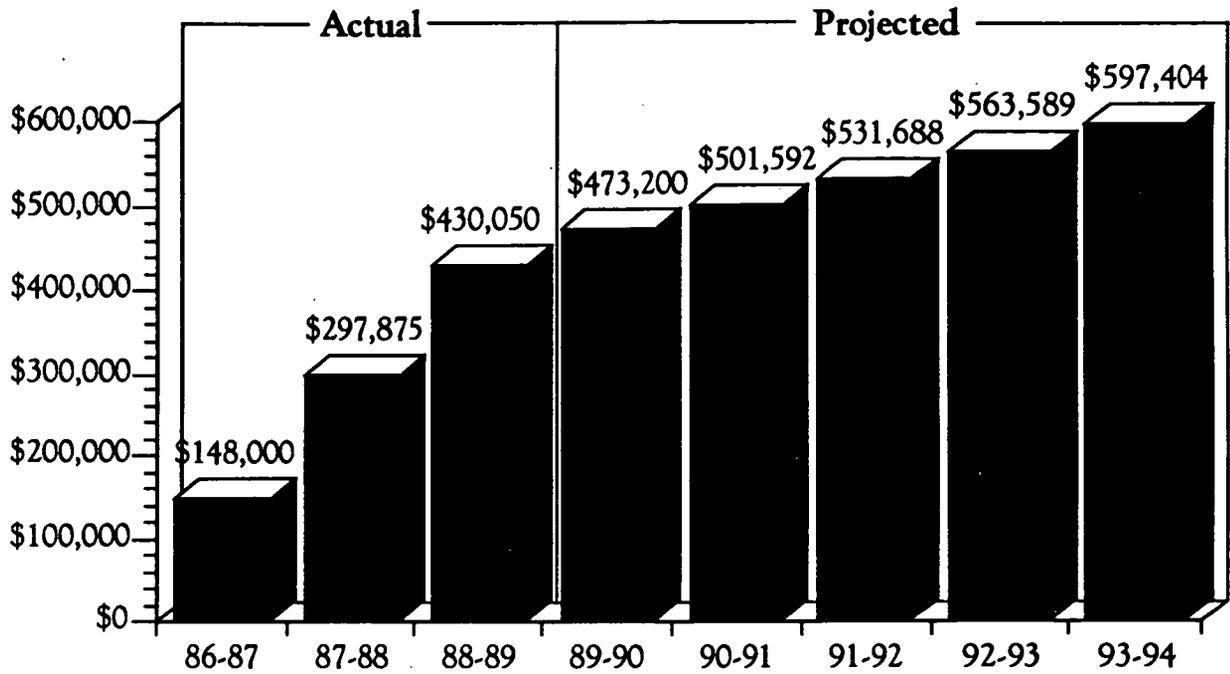
- Continuing Education Courses
- Institutes and Seminars
- Adult Degree Program
- Rhodes Sponsored Summer Residential Programs
- Special Events
- Contracted Conferences

Participants

*1986 Summer Conferences Income Not Reflected in Special Studies Budget



Meeman Center for Special Studies



Special Studies Income

Special Studies Participants

*1986 Summer Conferences Income Not Reflected in Special Studies Budget

Programs	*86-87	87-88	88-89	89-90
Sp. St. Courses	819	969	725	1,025
Seminars/Institutes	50	84	83	115
Rhodes Sponsored-Residential	65	105	140	130
One Day Events	700	1,100	650	700
Contracted Residential Conf.	632	1,010	3,078	3,470
Contracted Non-Resident. Conf.	1,587	4,247	2,070	3,060
Adult Degree	0	6	15	24
Non-Income Events	0	1,200	1,000	1,500
Total	3,853	8,721	7,761	10,024

Special Studies Income

*1986 Summer Conferences Income Not
 Reflected in Special Studies Budget

Programs	*86-87	87-88	88-89	89-90
Sp. St. Courses	\$35,000	\$57,000	\$40,000	\$42,500
Seminars/Institutes	28,000	42,470	54,965	92,875
Rhodes Sponsored-Residential	30,000	42,600	68,229	46,400
One Day Events	30,000	50,000	31,015	35,000
Contracted Residential Conf.	15,000	66,610	158,138	163,725
Contracted Non-Resident. Conf.	10,000	22,995	43,250	49,500
Adult Degree	0	16,200	34,453	43,200
Total	\$148,000	\$297,875	\$430,050	\$473,200

Adult Degree Programs at Comparable Colleges

College	Total Enrollment	Adult Degree Enrollment	Date Founded
Trinity (Hartford, CT)	2,000	185	1975
Wellesley	2,300	175	1970
Smith	2,500	350+	1975
Mt. Holyoke	1,950	107	1980
Connecticut College	1,600	150	1969
Millsaps	1,450	75	1982
Agnes Scott College	550	100	1978
Rhodes	1,320	22	1987

Trends for Special Studies

- Over 50% of students now in higher education over 24 years old
- Increased complexities of society demand life long learning
- People living twice as long as they did when College founded
- Increasing number of women entering work force need more education
- Life no longer predictable progression of youth, school, marriage, family, work, retirement but organized in various phases determined by individual choice—increased educational demands as individuals move from one phase to another

**BOARD OF TRUSTEES RETREAT
BUILDING AND GROUNDS COMMITTEE REPORT**

William Morgan, the author of Collegiate Gothic, The Architecture of Rhodes College, (show book) said that "the buildings of Rhodes College in Memphis, Tn. constitute one of the finest expressions of Collegiate Gothic style" in the country. Truly, Rhodes has one of the most beautiful campuses in America! Yet, it has not come without forethought, planning, adherence to strict architectural standards, money and the dedication of countless friends, trustees, staff and benefactors over the years.

The past ten years certainly reflect a continuation of these ideals and commitments. During those years, Rhodes' campus experienced significant construction and/or modernization to accommodate an approximate 26% increase in enrollment. Responding to the needs created by this dramatic growth, the College constructed or renovated over \$16,000,000 worth of facilities, not including Buckman Hall (\$9,000,000), scheduled for groundbreaking next month.

The following slide presentation will give you an idea of what has been accomplished:

<u>SLIDE</u>	<u>YEAR</u>	<u>PROJECT</u>	<u>COST</u>
1	1981	McCoy Theater (Includes renovation and expansion of ZTA sorority house for student theater productions.)	\$ 743,000
2	1981	Diehl Memorial Statue	\$ 180,000
3		LeMaster Gateway	
4	1983	Hassell Hall (Music building, practice rooms, faculty offices and Payne Recital Hall	\$2,000,000
5	1985	Frazier Jelke Renovation (Replacement of concrete deck and minor interior renovations.)	\$ 350,000*
6	1985	Robinson Residence Hall (New 84 bed residence hall.)	\$2,800,000*
7	1986	New Hall (New 64 bed residence hall.)	\$1,800,000*
8	1986-8	Burrow Library Renovation (Major renovation including new HVAC, furnishings, lighting, compact shelving, ceilings and floors.)	\$1,800,000
9	1987	Spann Place Townhouses (New 30 bed residence hall located across University St.)	\$1,000,000*
10 & 11	1987	Burrow Refectory Expansion (Major renovation of Refectory, West Hall addition, new service rooms, private dining rooms, modern kitchen and equipment.)	\$2,400,000*
12	1988	Trezevant Hall Renovation (Asbestos removal, new ceilings, lights, and carpet.)	\$ 175,000

13	1988	Moore Hall Renovation (Conversion of half of the infirmary to additional dormitory space.)	\$ 38,000
14	1987-8	Special Studies Bldg. Purchase (Purchase of Pi Kappa Alpha building and minor renovations.)	\$1,600,000
15 & 16	1989	Tuthill Hall Renovation (Renovation (original music bldg.) to provide meeting/recreational space for student organizations.)	\$ 60,000
17	1989	Stewart Hall Renovation (Major renovation of 100 bed residence hall including new bathrooms, HVAC, lights, furniture, fire alarm system.)	\$ 900,000*
18	1989	Rhea Student Lounge (Conversion of former East lounge into an attractive and comfortable student lounge.)	\$ 30,000

*Financed in whole or in part by bond issues.

Even with these exciting improvements, Rhodes has many unmet needs! If it is to remain competitive and provide the facilities required for the next century, much remains to be accomplished.

WHAT ARE SOME OF THESE CRITICAL NEEDS FOR THE FUTURE?

TOP PRIORITY:

1. New academic building.

Slide 19 Buckman Hall

The longed planned construction of Buckman Hall is scheduled for groundbreaking next month. While fund-raising efforts are well underway for this \$9,000,000 building, it's construction will help alleviate much of the office crunch for faculty, as well as consolidate three of our largest academic departments (International Studies, Economics and Business, and Political Science). The language lab and computer center will also be relocated to the new facility.

2. Sports, Recreation, and Fitness Complex.

To paraphrase Ken Clark in his report at the October Board Meeting, Rhodes' athletic facilities are **outdated, cramped, in poor condition and generally embarrassing, especially in comparison with our competitors.**

Mallory Gymnasium, built over 35 years ago, was designed to meet the needs of a student body about one third that of today. With the exception of the Hyde gym, no significant improvements and/or renovations have been made since the building was originally constructed.

In addition to its current condition, Rhodes' athletic facilities were designed in an era when intercollegiate (primarily male) sports were predominate. With women much more involved in sports/recreational activities and with today's strong emphasis on fitness/wellness as a lifestyle, Rhodes' athletic facilities are woefully inadequate.

SPECIFIC NEEDS:

- Renovation of offices and locker facilities, removal of asbestos, and new air conditioning.
- Indoor pool.
- Additional racquetball and squash courts
- New multi-purpose gymnasium suitable for basketball, tennis, indoor track and non-athletic convocations, concerts, or the like. -Remodeling of Mallory and Hyde gymnasiums with new flooring.
- Construction of new synthetic-surface outdoor running track.
- Remodeling of stadium including replacement of stadium bleachers.
- Additional lighting for outdoor fields, tennis courts, etc.

The following slides reflect some of the physical conditions:

- Slide 20 (asbestos wrapped pipes)
- Slide 21 Poor general conditions (Lighting, ceilings, etc.)
- Slide 22 Broken bleachers
- Slide 23 & 24 Poor track conditions

3. South Dormitories 1 & 2.

The College is faced with **severely overcrowded residence halls** with students crammed into social rooms or in spaces never designed for the current resident population. Compounding this problem is the scheduled **demolition of University Hall (31 beds)** this summer. Based on the age and overall condition of the building, it is not economically feasible to renovate.

To make up for the current and projected shortfall of dormitory beds, Rhodes has been forced to lease apartments (University Cabanas) and provide incentives to encourage another 50 students to move off campus.

Slide 25 Cabanas

Currently, about 30 students reside in the Cabana Apartments and that number is expected to double in the fall with the planned demolition of University Hall.

Construction of two new dormitories, housing approximately 225 students at a cost of \$8,000,000 would relieve overcrowding as well as provide additional space for future growth in enrollment.

FUTURE NEEDS:

4. Auditorium.

The College currently has no facility on campus to host events involving more than 200 people, let alone the student body. Off campus facilities (Evergreen Church, Idlewild Church, etc.) are often used for various functions including lecture series, performing arts, and the like. An auditorium housing up to 2000 (estimated to cost approximately \$12-\$15,000,000) people is needed for the increasing number of large and important functions hosted by Rhodes.

Finally, there are a number of renovations and or expansions needed, particularly among some of the College's older buildings. These include:

5. Various Renovations.

Palmer Hall	\$1,500,000
Kennedy Hall	\$1,200,000
McCoy Theater Expansion	\$1,000,000
Voorhies, Townsend, Trezevant Dormitories	\$1,500,000
Bookstore Expansion	\$1,000,000

SUMMARY:

While there has been much progress over the past few years, the growth in Rhodes' student body, increasing competitiveness among our peer colleges, and the changing attitudes about athletics/fitness within the College community require that the Board focus its energies in some of these key areas. While realistically all of what we have discussed cannot be achieved in the short term, a sports, recreation and fitness complex and new residence halls appear to be among the top building and grounds priorities.

Finance Committee Presentation



Board of Trustees

Retreat at NorthRiver
Yacht Club

February 5-7, 1990

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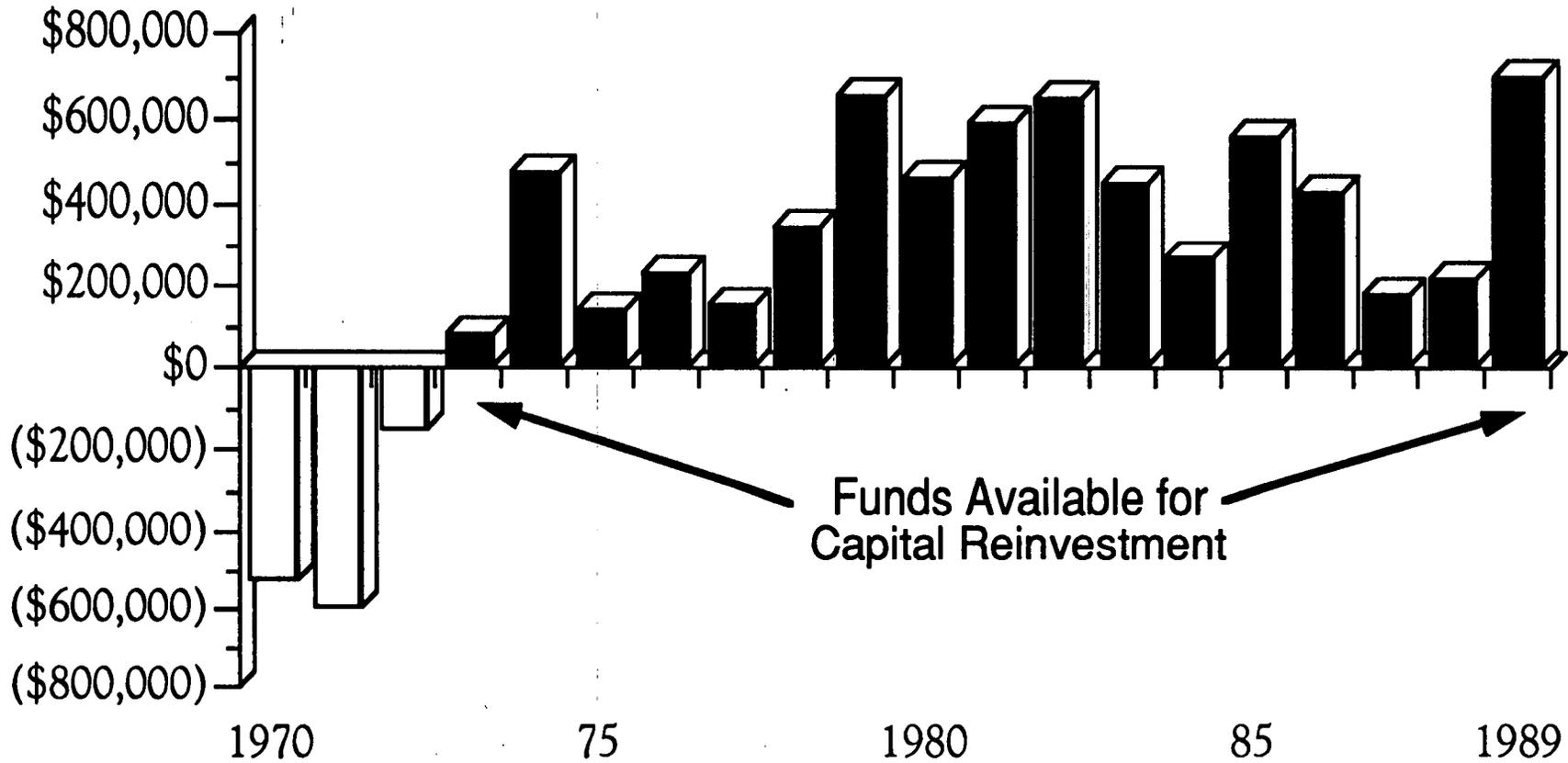
CURRENT OPERATIONS

This chart shows the year-end income over expenses from the College operating budget. Rhodes has completed its 17th year "in the black".

Each year the College budgets 3% of its gross income for renovation and replacement needs and expends these funds in accordance with Board priorities. Thus, any operating "surplus" is always reinvested for capital equipment and maintenance needs of the College.

Current Operations

Fiscal Years Ending 1970-1989



#1

RHODES COLLEGE

TOTAL BUDGET

This chart reflects the growth in the annual operating budget over the past decade. The budget is nearly four times that of 1980. Expenditures per student are about three times that of 1980 reflecting the significant increase in student enrollment.

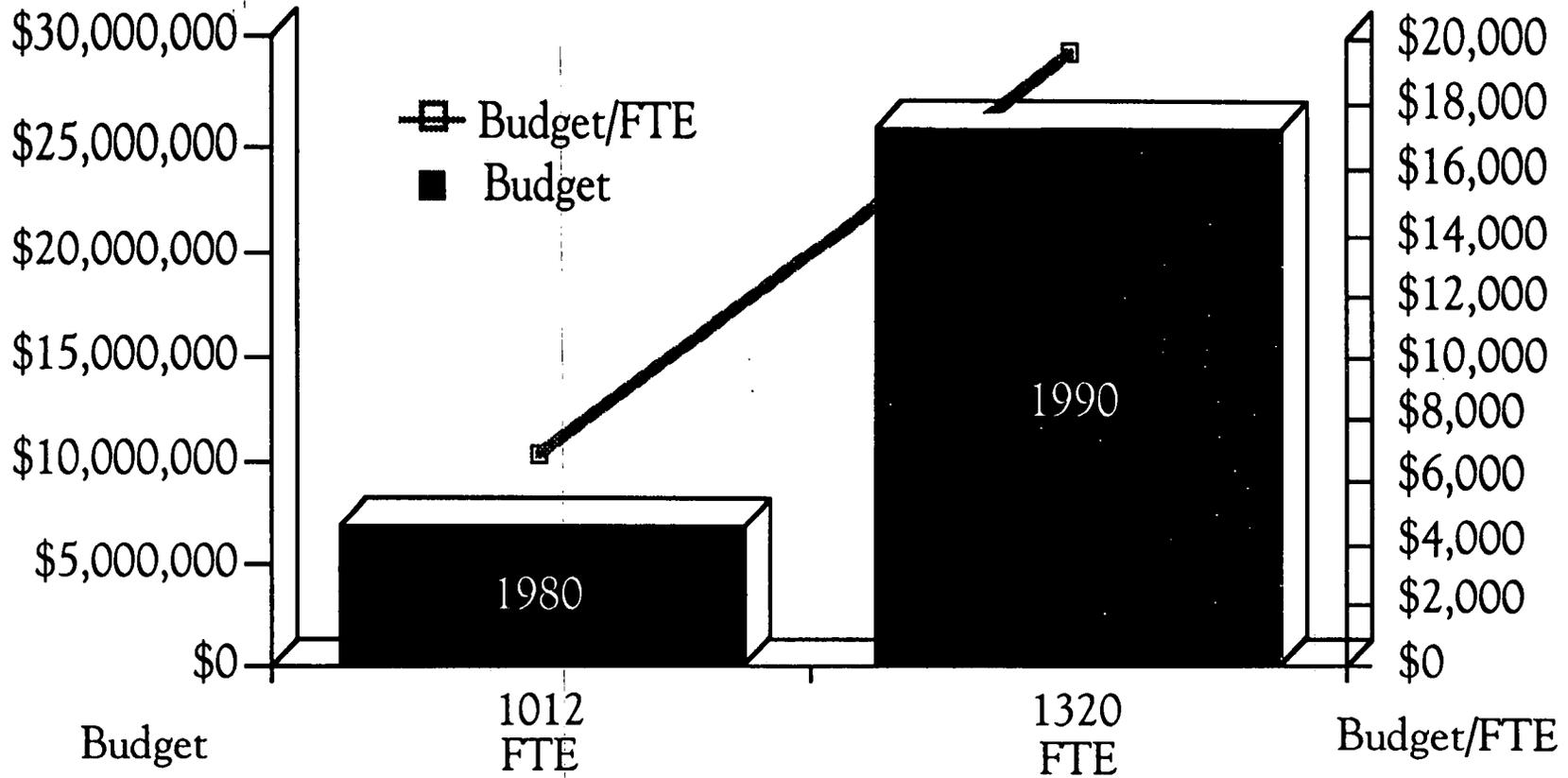
Expenditures per student:

1980 \$6898 per student

1990 \$19,556 per student

Total Budget

Fiscal Years Ending 1980-1990



#2

RHODES COLLEGE



ENDOWMENT

This chart shows the steady growth of the endowment fund with only a slight dip in the 1987-88 fiscal year due to the stock market "correction".

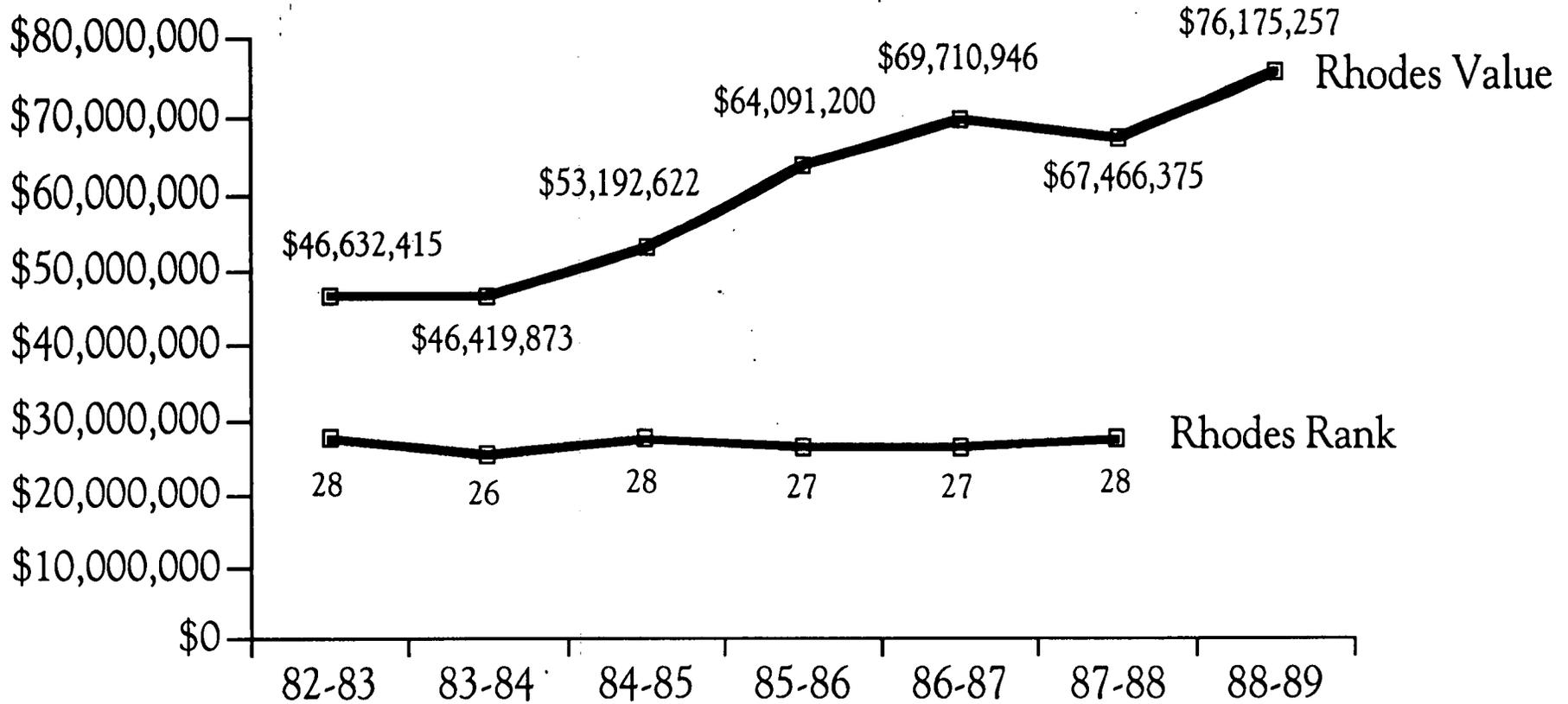
As of the period ending June 30, 1989 the endowment grew to \$76,175,257, reflecting the dramatic recovery from the prior year.

One negative observation is that Rhodes' rank among its peer group of liberal arts colleges remains relatively unchanged (28th out of 50) over the past few years.

(Rhodes ranking for 88-89 not yet available).

Endowment

At End of Fiscal Year



#3

RHODES COLLEGE



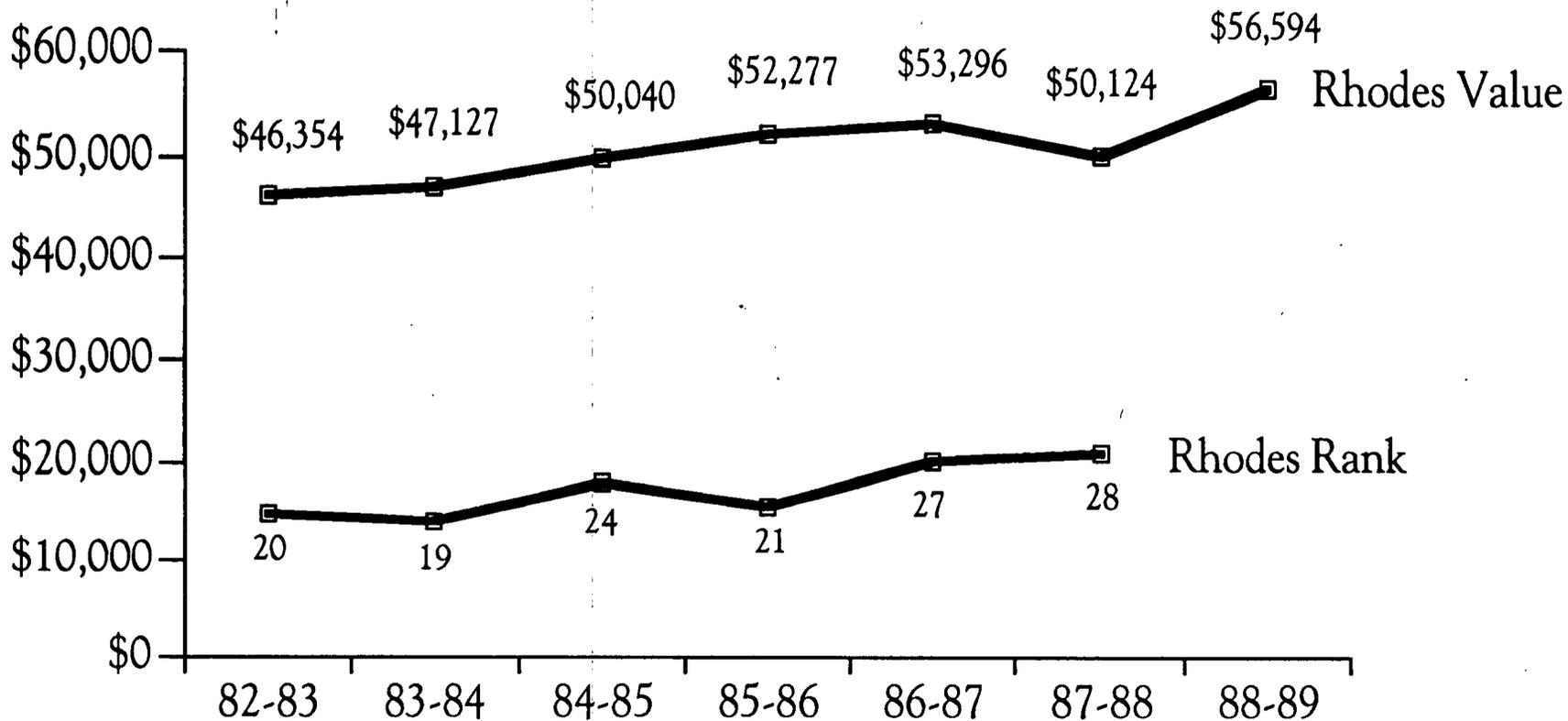
ENDOWMENT PER STUDENT

Similarly, with the exception of 1987-88, endowment per student has shown steady growth even with increases in student enrollment. Yet compared with the peer group, Rhodes' rank in endowment/student has actually declined (19th out of 50 in 83-84 and 28th out of 50 in 87-88).

(Rhodes ranking for 1988-89 not yet available).

Endowment Per Student

At End of Fiscal Year



#4

RHODES COLLEGE

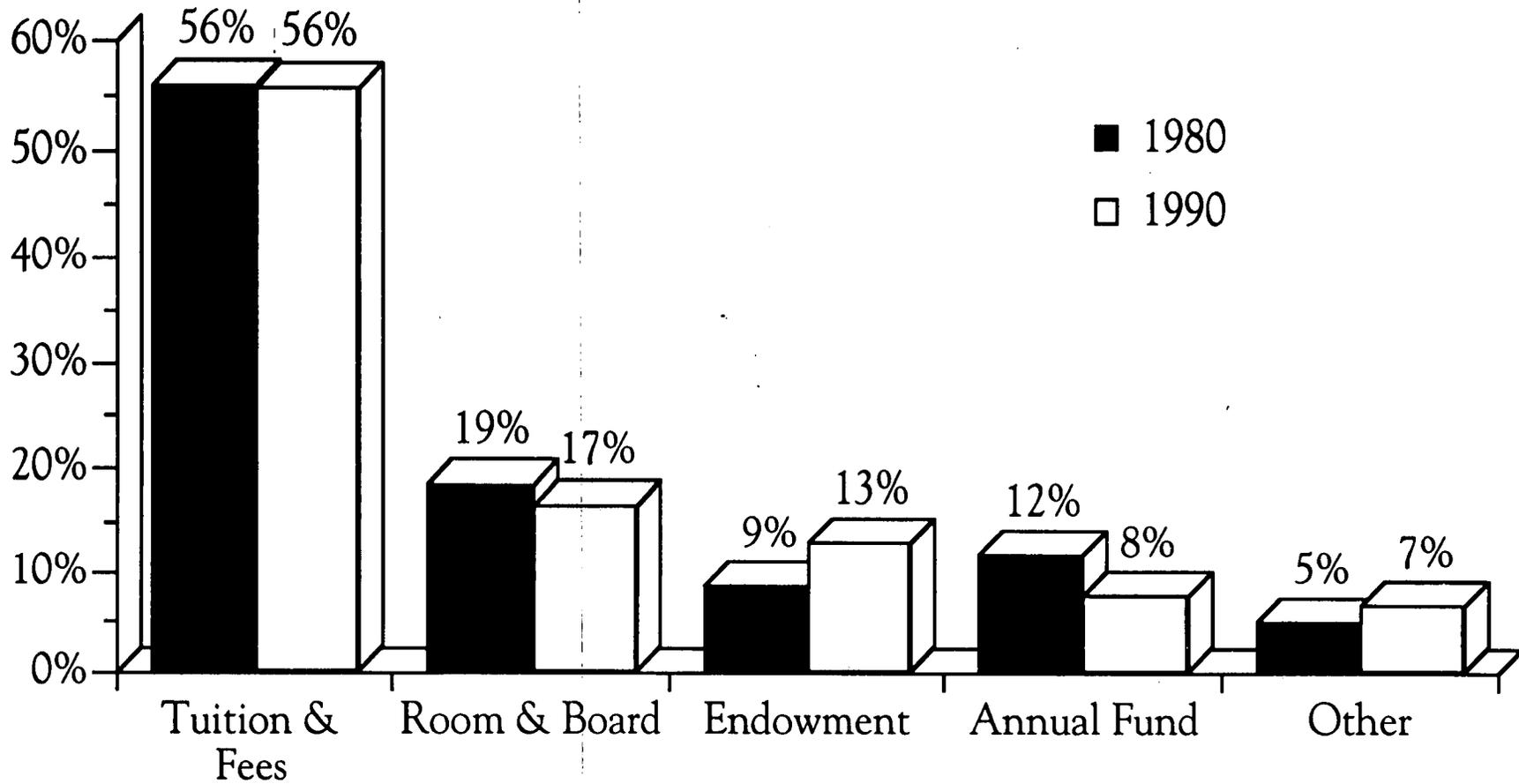


INCOME BUDGET COMPARISONS

This chart reflects the major sources of budgeted income from FY 1980 to FY 1990. While Tuition and Fees remain constant, Room & Board, and Annual Fund categories show slight decreases as a percent of total revenue. These are offset by increases in Endowment and Other Income (includes the Special Studies Program and other Auxiliary Enterprises).

Income Budget Comparisons

Fiscal Years Ending 1980-1990



#5

RHODES COLLEGE

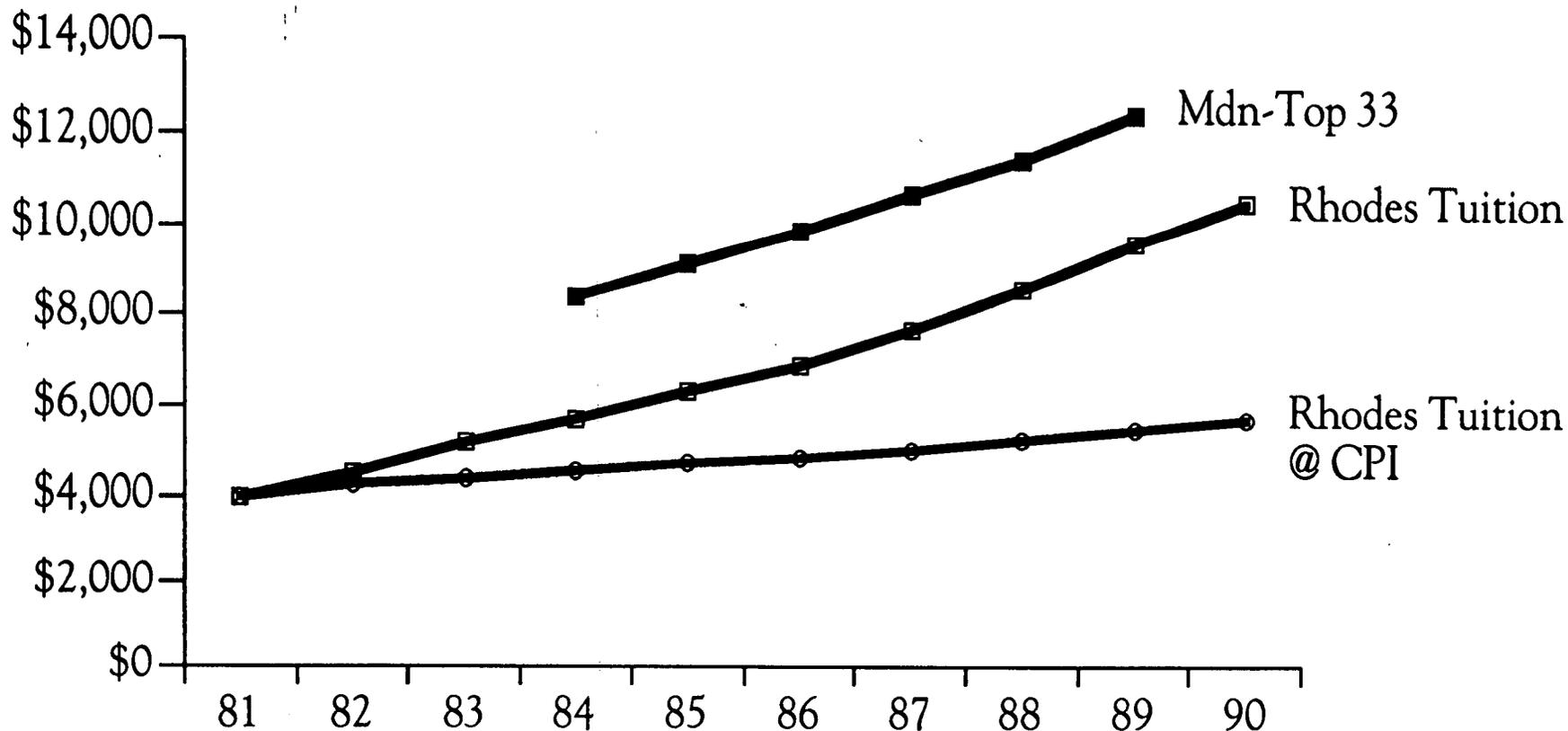


TUITION/ROOM & BOARD COMPARED TO CPI AND MEDIAN TOP 33 COLLEGES

Charts 6 and 7 compare increases in Tuition and Room/Board over the past decade with what they would be had they only increased at the rate of the Consumer Price Index (CPI). In addition, Rhodes Tuition and Room & Board are compared with the median of the top 33 liberal arts colleges. While the College increased its tuition rate significantly over the CPI, and to a lesser extent the room & board rate, Rhodes still ranks near the bottom (47th) among its peer group in the comprehensive fees charged. Not unlike many institutions, Rhodes has sought to "recover" some of the ground lost to double digit inflation during the previous decade.

Rhodes Tuition

Compared to CPI & Mdn-Top 33

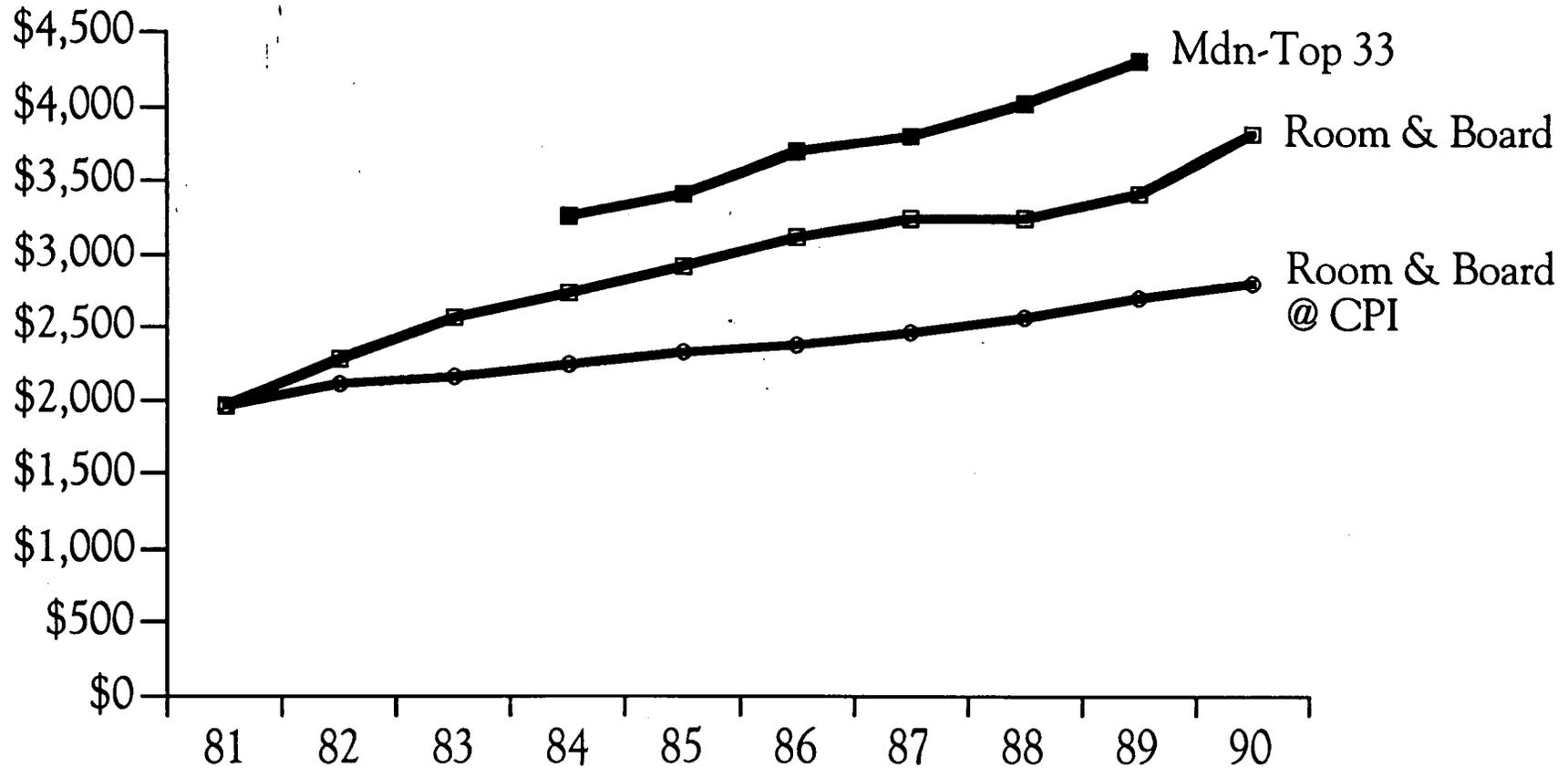


#6

RHODES COLLEGE

Rhodes Room & Board

Compared to CPI & Mdn-Top 33



#7

RHODES COLLEGE



EXPENSE BUDGET COMPARISONS

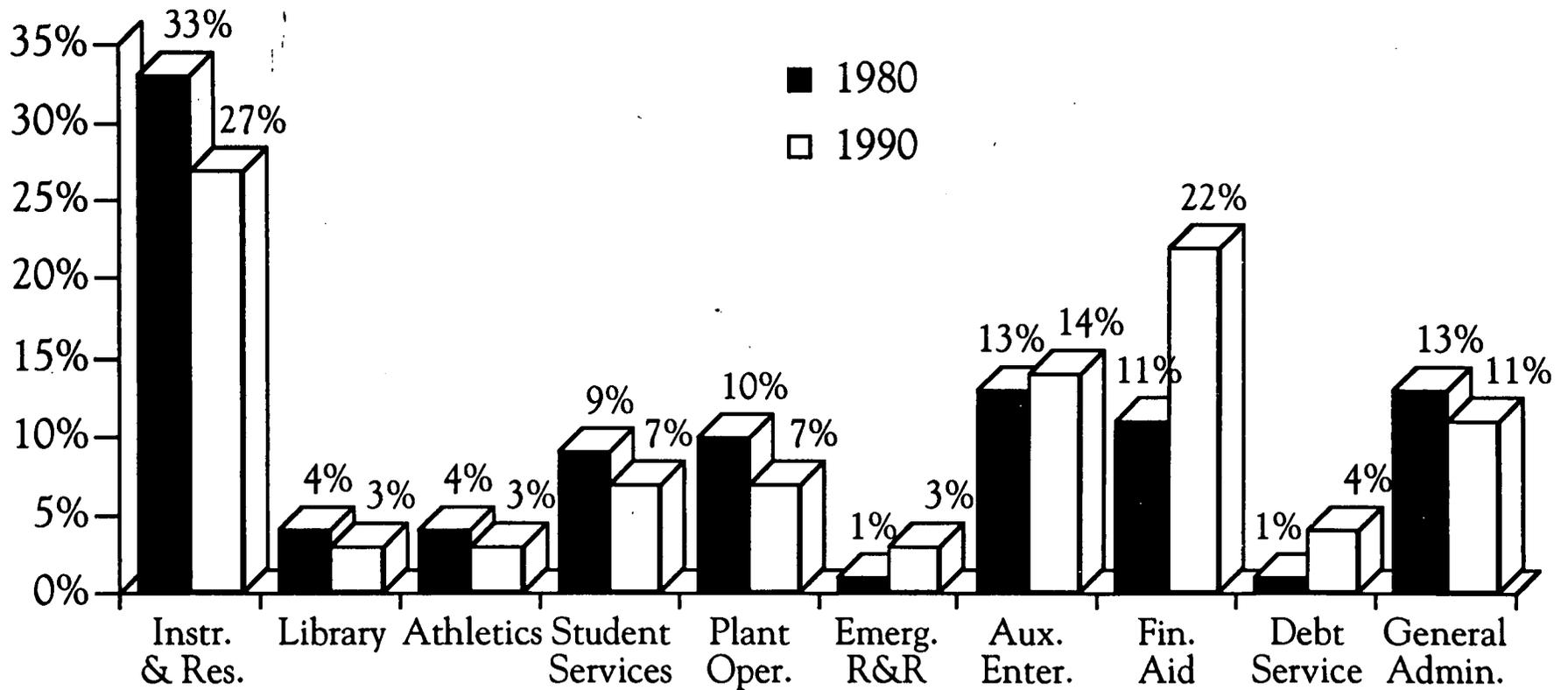
This chart reflects changes in expense budget categories over the past decade. Decreases in most categories were offset by increases in Auxiliary Enterprises, Financial Aid, Debt Service, and Emergency/R&R.

Notes:

- Debt Service is indicative of the two bond issues totalling \$9,500,000.
- Auxiliary Enterprises include: Special Studies, Food Service Operations, Residence Halls, Bookstore, Parkway House, Swimming Pool, Theater.
- Emergency/R & R funds are reinvested in plant, equipment and maintenance.
- Financial Aid reflects large increase in merit/need based grants.

Expense Budget Comparisons

Fiscal Years Ending 1980-1990

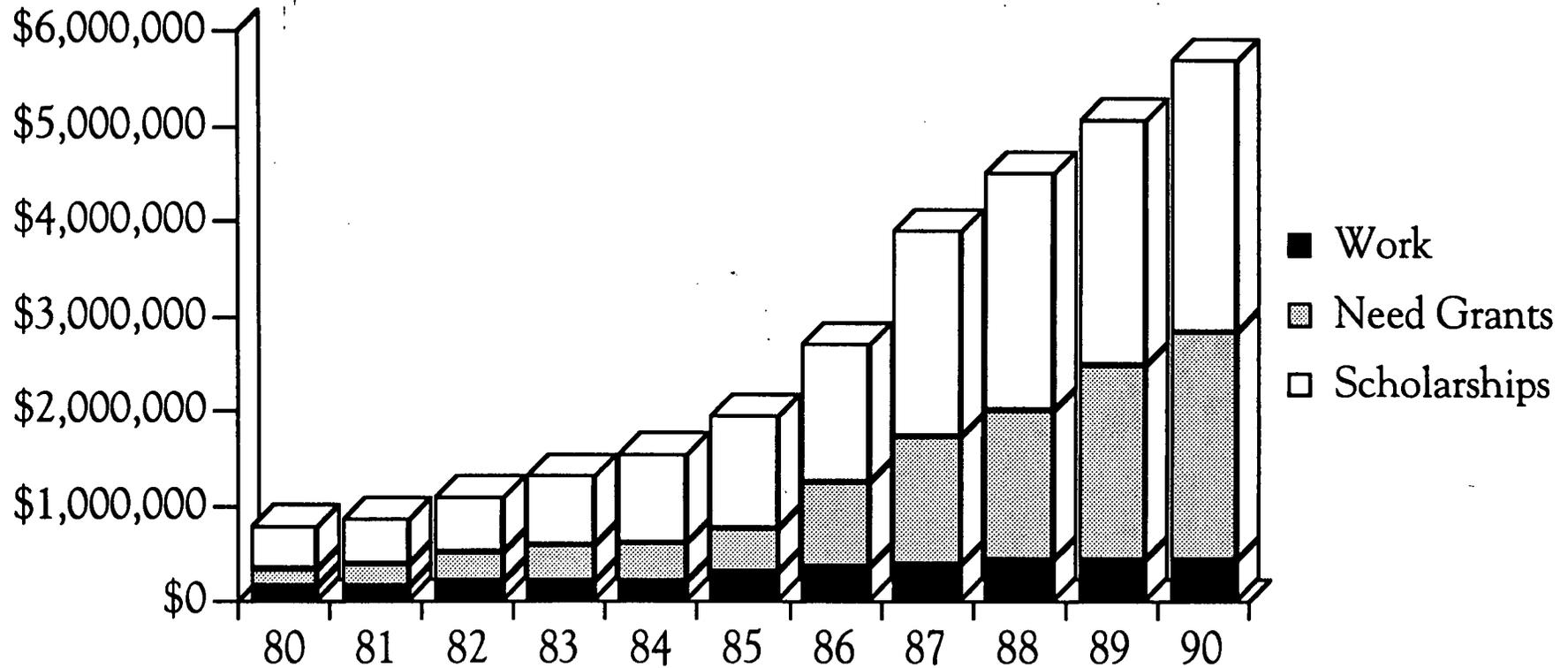


FINANCIAL AID EXPENDITURES, PERCENT OF TOTAL BUDGET

Graphs 9 & 10 show the significant growth in expenditures for financial aid, especially in merit and need based assistance. Financial Aid expenditures, including student wages, are about twice what they were in 1980, as a percent of the operating budget.

Financial Aid Budget

Fiscal Years Ending 1980-1990

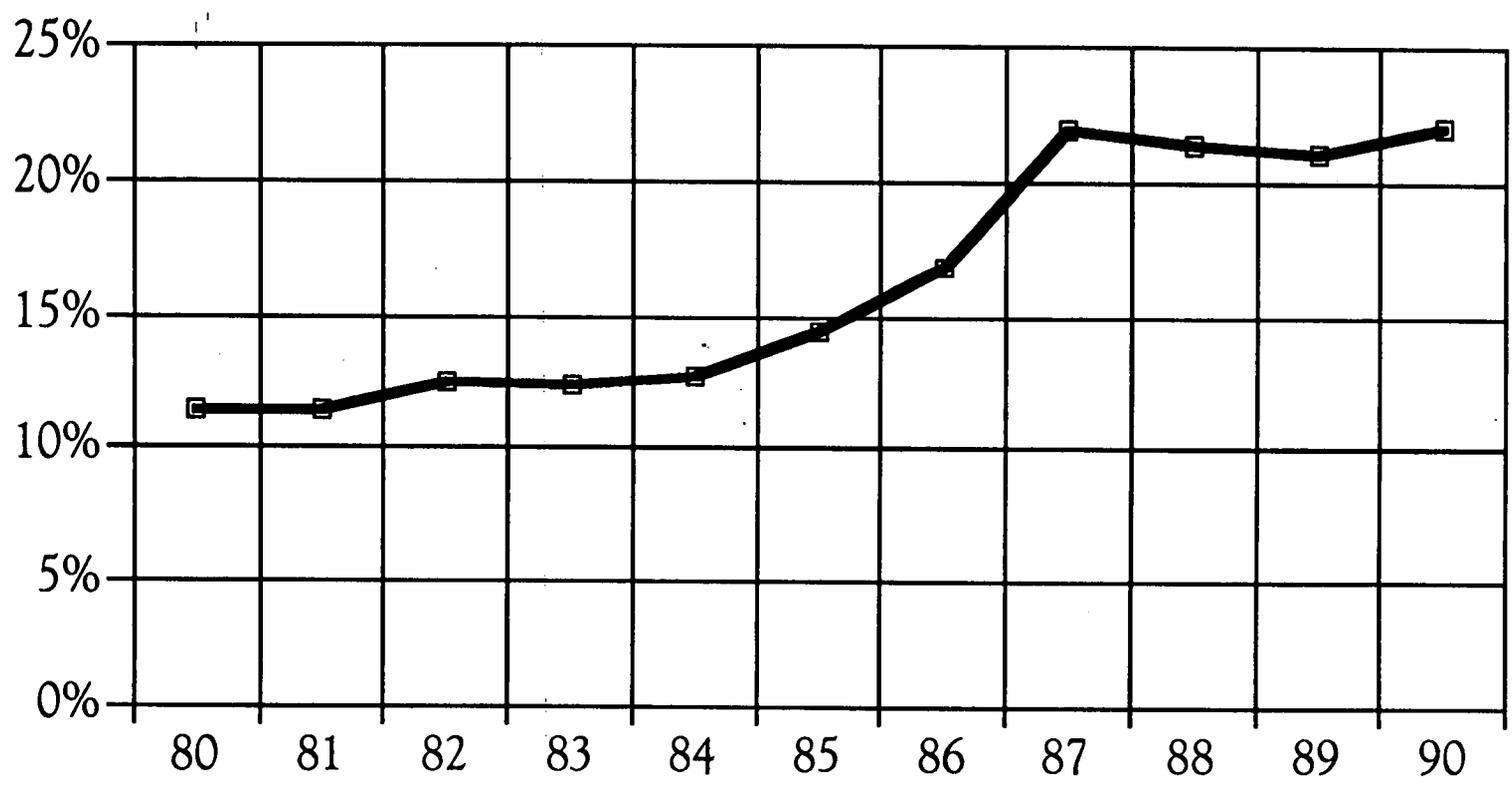


#9

RHODES COLLEGE

Financial Aid Budgets (FY80-90)

Percent of Total Budget



#10

RHODES COLLEGE

DEBT PER STUDENT

Rhodes borrowed \$9,500,000 during the 1980's by floating two revenue bond issues. Proceeds from these bonds funded the construction of three new dormitories, the renovation of a fourth, and the expansion/modernization of the refectory.

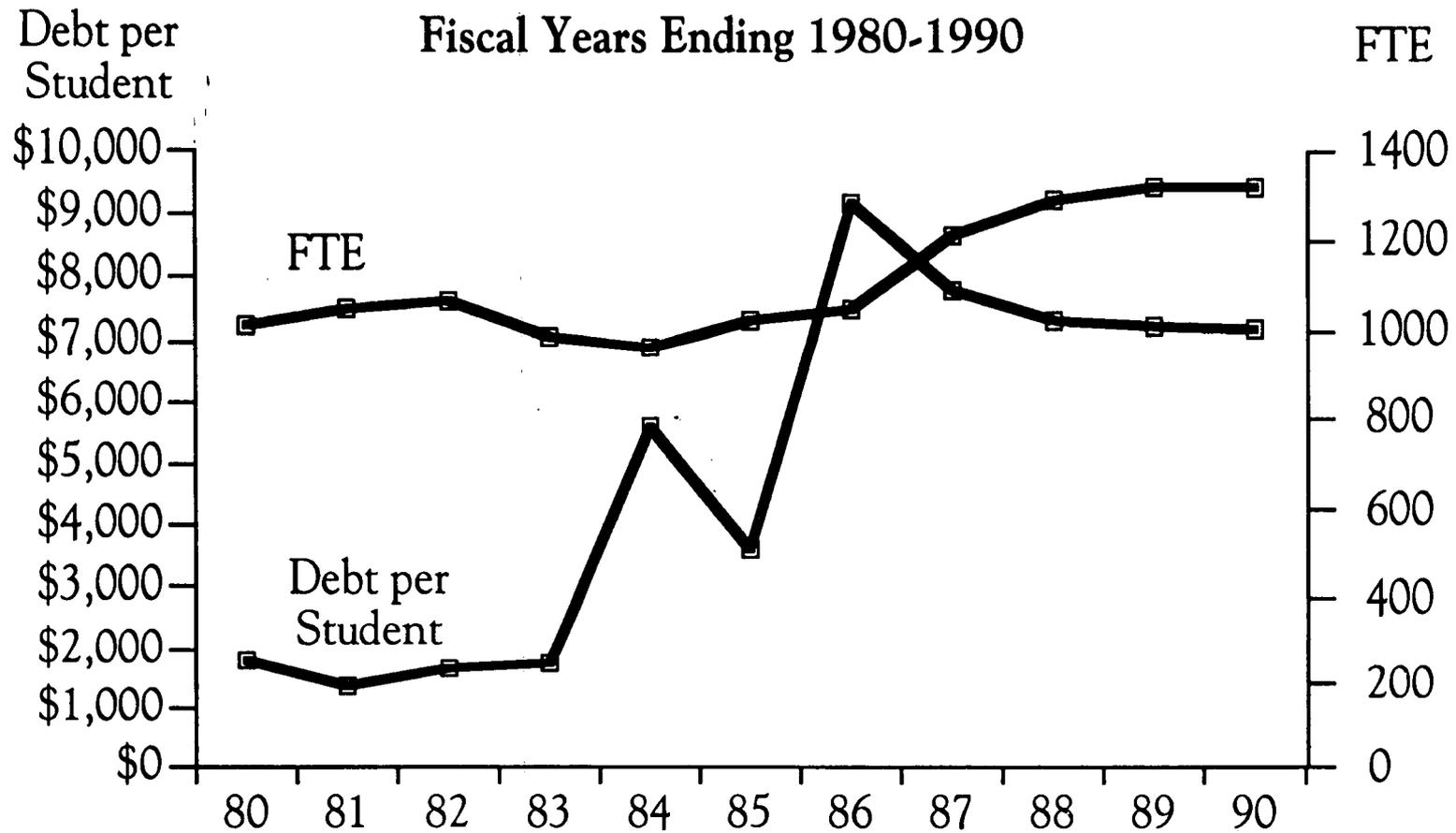
Debt per student, while increasing sharply in 1984 and 1986, began to decline as enrollment increased during this period. Rhodes' outstanding debt as a percent of endowment is comparatively low compared to the average debt burden of other "A" rated institutions (approximately 13% vs over 20%).

One of the biggest problems facing the College over the next few years is how to finance additional facilities to allow for future growth. New dormitories, academic space, and athletic facilities are needed!

Yet, without significant increases in its revenue base, the College has limited additional debt capacity.

Debt Per Student

Fiscal Years Ending 1980-1990



#11

RHODES COLLEGE



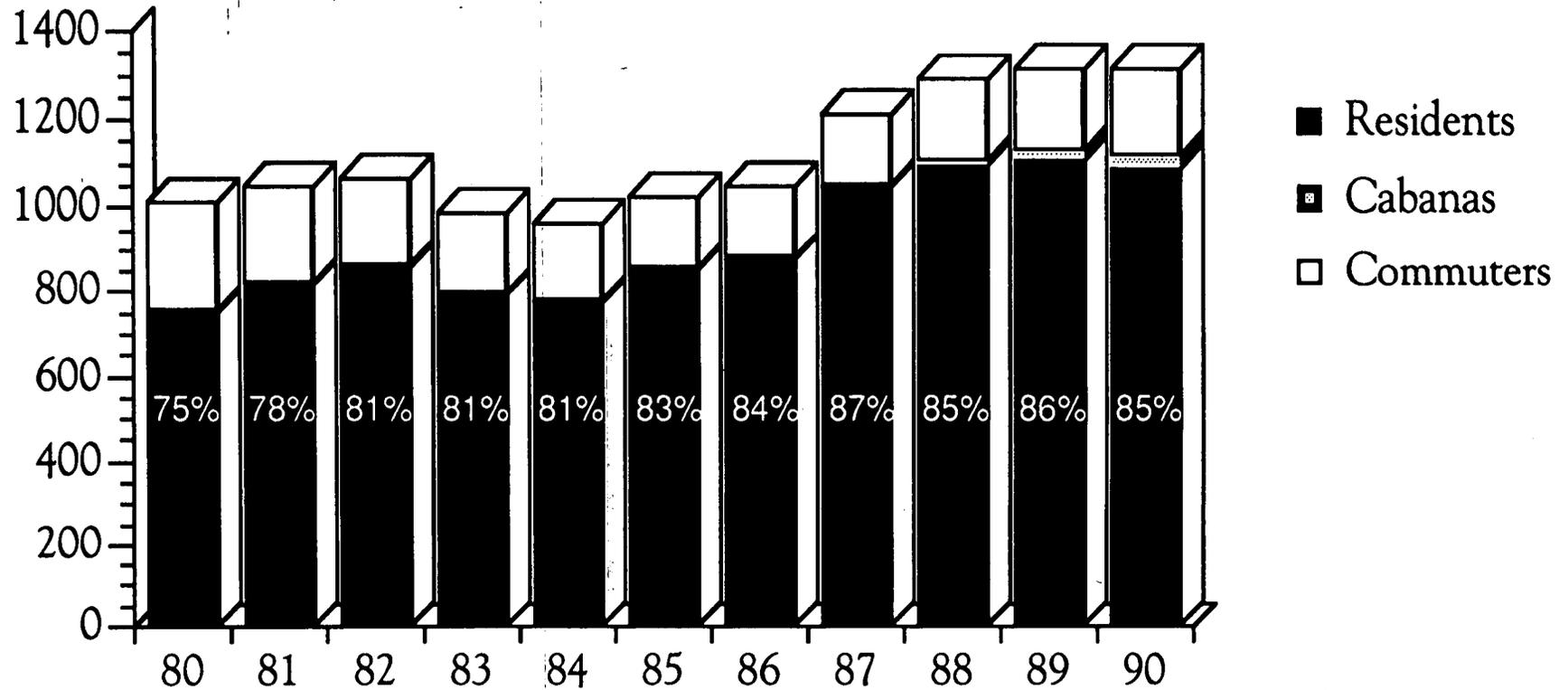
RESIDENTIAL OCCUPANCY

The final chart reflects both the increase in enrollment and rising demand for on-campus housing. The residential percentage has ranged from a low of 75% to a high of 87% of FTE. In an effort to relieve overcrowding, Rhodes has begun placing students in rented apartments (Cabanas) a few blocks north of the campus. In addition, the College has offered various incentives (preferential parking, free lunch tickets, etc.) to encourage students to move off campus.

Construction of additional dormitories would help relieve overcrowding plus provide space for future growth in enrollment.

Residential Occupancy

Fiscal Years Ending 1980-1990



CONCLUSIONS:

1. The College has budgeted conservatively and consistently operated "in the black" due to sound fiscal discipline. This "surplus" is reinvested back into the College for equipment and maintenance needs each year (see Chart 1).
2. Steady growth in the endowment fund and a conservative withdrawal policy (5%) has provided a stable source of revenue to help fund annual operating expenses (see Charts 3 & 5).
3. Rhodes has a fairly diversified revenue base and its dependency on tuition income has remained approximately the same due to increases from the endowment and auxiliary enterprises (see Chart 5).
4. Large increases in the financial aid and debt service expense categories have occurred since 1980 (see Chart 8). These expenditure levels will continue for a long time.
5. Rhodes' enrollment has peaked at around 1330. While the College has made remarkable progress in many areas, overcrowded dormitories, inadequate athletic/student life facilities, and cramped academic spaces have caused dissatisfaction. Solutions to these problems must be found.

BOARD OF TRUSTEES RETREAT DEVELOPMENT REPORT

The Development program exists solely to support Rhodes students and faculty. Upon approval by the Board, the needs of the students and faculty turn into objectives for the Development program. Our objectives include support for the annual operation of the College, which provides 8 to 9% of the budget. And it includes endowment and building funds, both of which take the College quantum leaps ahead.

In the process, we try to make sure donors know that every gift does make a difference, including that first \$25 by a young graduate who is beginning a lifetime of support for Rhodes.

Some gifts have made a very great difference indeed, like Walter Bellingrath's endowment, Mertie Buckman's gift that led to Buckman Hall, and the gifts by an anonymous trustee for faculty research and travel.

Since the Development program supports all the areas reported on today, most of my report has already been given. Much of what you have heard is the result of voluntary gifts -- or of the lack of them.

What I'd like to do is to compare three points in our fund-raising efforts. We'll look at the figures from the time of the Point Clear retreat (through December 1983), the end of the 10-year campaign (through December 1987), and this past December. I'll show you cumulative figures from the start of the 10-year campaign in 1977, as well as a year-by-year breakdown.

First, let's look at the total amount raised. This chart shows actual receipts on the bottom, and outstanding pledges on the top of each bar. All the receipts have been spent or were added to the endowment, where they provide income in perpetuity. (Chart 1)

"Outstanding pledges" include not only pledges with a current payment schedule, but also irrevocable gifts such as trusts and paid-up life insurance, and revocable gifts such as bequests. The bulk of outstanding pledges is in the form of these estate plans, many of which will not come to Rhodes until well into the next century.

All of these types of pledges were included in the campaign by the policy set by the Board in 1977. No government grants of any kind were included in the campaign or in these figures.

All estate plans that have "matured" are shown as a receipt. In the 1983 receipts you see the Bellingrath endowment, which was not counted in the campaign until after we passed the campaign goal of \$50 million in receipts and pledges.

As you see, in the final campaign total in 1987, we surpassed that goal in receipts alone. Some people have seen the \$73.1 million in receipts and thought all this has gone into endowment. This isn't so. The next group of charts shows what went where.

First we have gift additions to the endowment (Chart 2); again, receipts are on the bottom and pledges are on the top.

Next we have gifts for plant improvement (Chart 3); most of these outstanding pledges are for Buckman Hall.

Then we have gifts for the general operation of the College (Chart 4), through the annual fund: here we count only receipts and cancel any unpaid pledges at the end of each fiscal year.

Finally we have capital gifts (Chart 5) that are unrestricted or whose purpose is unknown; this group comprises mostly estate plans currently in force.

What these four charts tell us is that we've been raising both current funds and estate plans at a fairly good pace. But depending on the decisions of the Board over the next few months, we'll need to increase

the pace of outright funding. And we need to do this without reducing our efforts to obtain estate gifts.

Next I want to show you how well the key constituent groups -- alumni, trustees and friends -- have responded to the needs of the College since 1977 (Chart 6). Again, the solid bar shows receipts. Walter Bellingrath's endowment could be included 'most anywhere: he was certainly a friend of the College; the endowment came through his foundation; and he was even an honorary alumnus. For this chart we've placed his endowment of \$21.9 million (the value on the date it was received) under Foundations. You see that, except for the Bellingrath Endowment, the three most important groups are alumni, trustees and individual friends of the College. Included in both the Alumni and Trustee bars is \$8 million from alumni who are also trustees.

The next charts show the relative amounts from the different groups. First (Chart 7), with the Bellingrath Endowment; and the second (Chart 8), without. In most successful campaigns, trustees of an institution set the pace with contributions of about 1/4 to 1/3 of the campaign, and as you see [in the second chart] Rhodes Trustees come in at 27.7%. We can be proud of this leadership and commitment.

Now let's look at total contributions by year (Chart 9). Again we have receipts on the bottom. The top part of each bar shows new (not cumulative) pledges outstanding. And the dotted line shows the three-year average. The three-year average is the best way to look at how well we're doing, since there is no annual schedule for maturing estate plans (although we can guarantee that donors of estate plans to Rhodes will live at least 20% longer!)

Finally (Chart 10), I want to show you the cost of doing business in the Rhodes Development program. We aim for the 12% to 16% range, and generally we've succeeded. For fiscal year 1990, we believe we'll hit in the neighborhood of 12%. Again, this figure can change dramatically when a major gift is received.

So far we've seen only numbers. But what about our achievements and shortcomings? We clearly achieved many of our goals in numbers. Beyond that, we accomplished several significant things:

- 1) We involved over 2,000 volunteers, many of whom never went to Rhodes.
- 2) We have linked 5,000 donors to a place of quality and beauty where they can permanently attach their names.
- 3) We have built three new buildings with gifts rather than bonds.
- 4) Donors provided one fully endowed professorship, two major endowments for support, some 200 new scholarships, three lecture series, and we have renovated the Burrow Library.
- 5) Finally we have helped build a College that can have major aspirations as it approaches its 150th year.

In the process we have altered our thinking from "What can the donor do for Rhodes?" to "What can Rhodes do for the donor?" When we answer that question, then the rest takes care of itself.

And we are seeing an increasing sense of ownership of the College by the alumni themselves. We have proof that in this room, with the younger alumni trustees, and they're looking younger all the time!

Where have we fallen short? I'd name the following:

- 1) We have fallen just short of the goal in annual giving for 4 of the past 5 years.
- 2) We ended the campaign with only one fully endowed professorship, and two others that are being developed. Our chief competitors in the search for the best faculty have an average of about 9.
- 3) We ended the campaign with an endowment that is some 30% smaller than it should be, based on a comparison with other national colleges.
- 4) In addition to endowed professorships, we lack adequate funding of other support for the faculty, including travel and research funds and even clerical help. (There is one secretary for every 19 faculty members.)

The future will challenge the Development program in significant ways. We need to be able to answer the

question: How can this College and this Board raise and provide the outright funds needed to underwrite our vision of the College? And how can we do this while continuing to build the number and amount of planned gifts, to ensure the College's future strength?

How well we answer these two questions will determine how bright the future is for Rhodes.



Trustee Retreat

NorthRiver Yacht Club
February 5-8, 1990

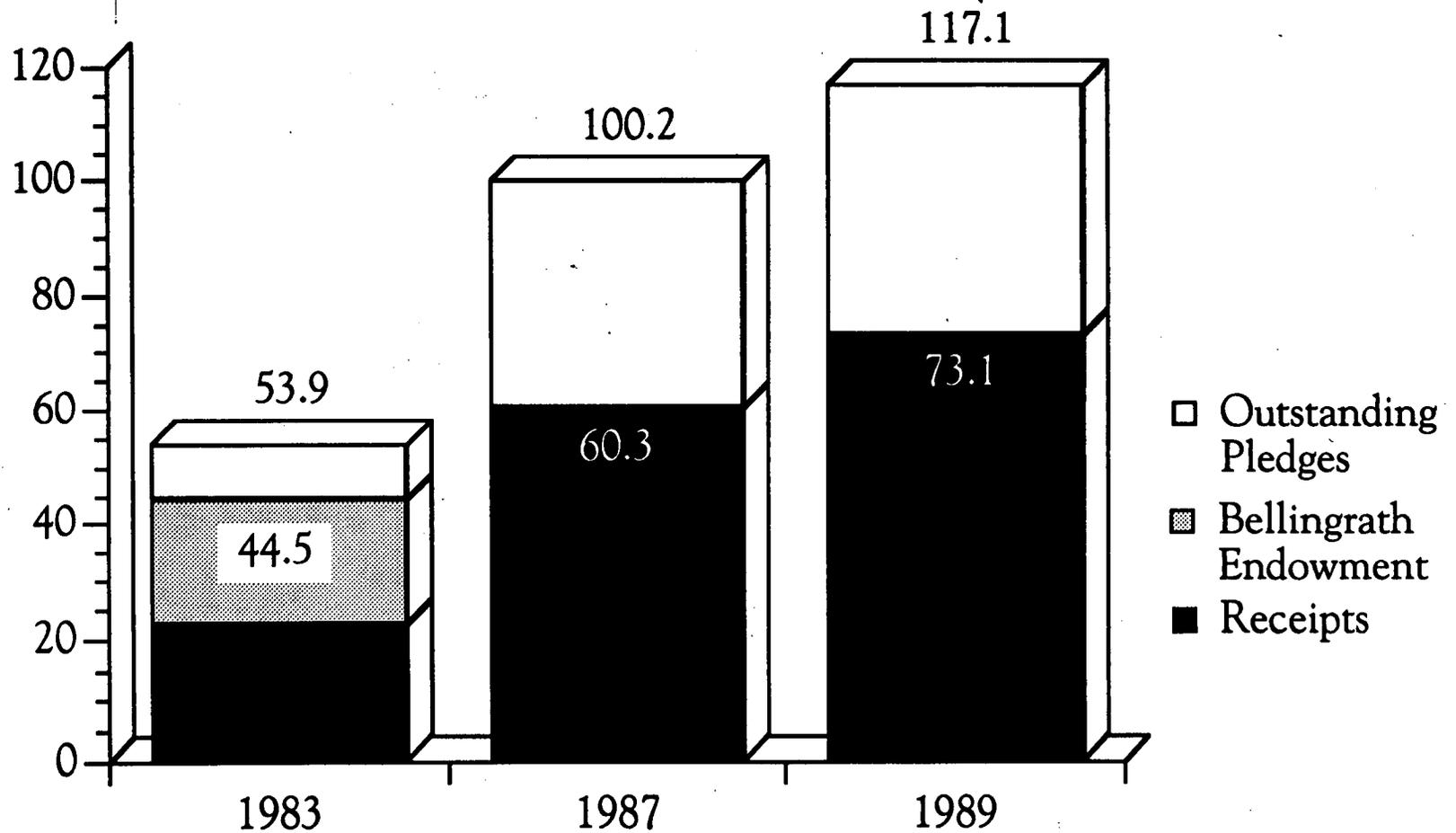
Development Report

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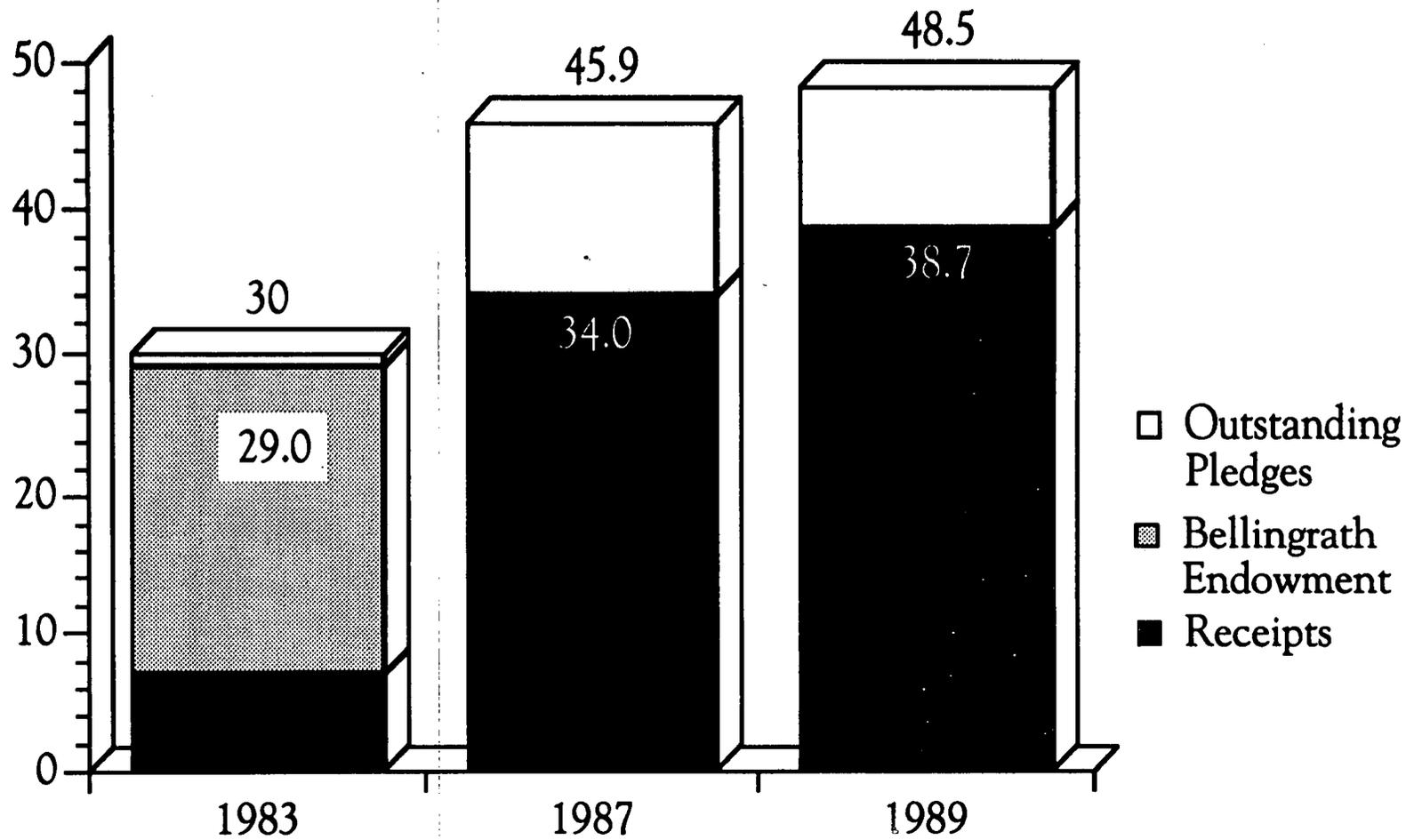
Receipts and Pledges

in millions of dollars, cumulative since 1977



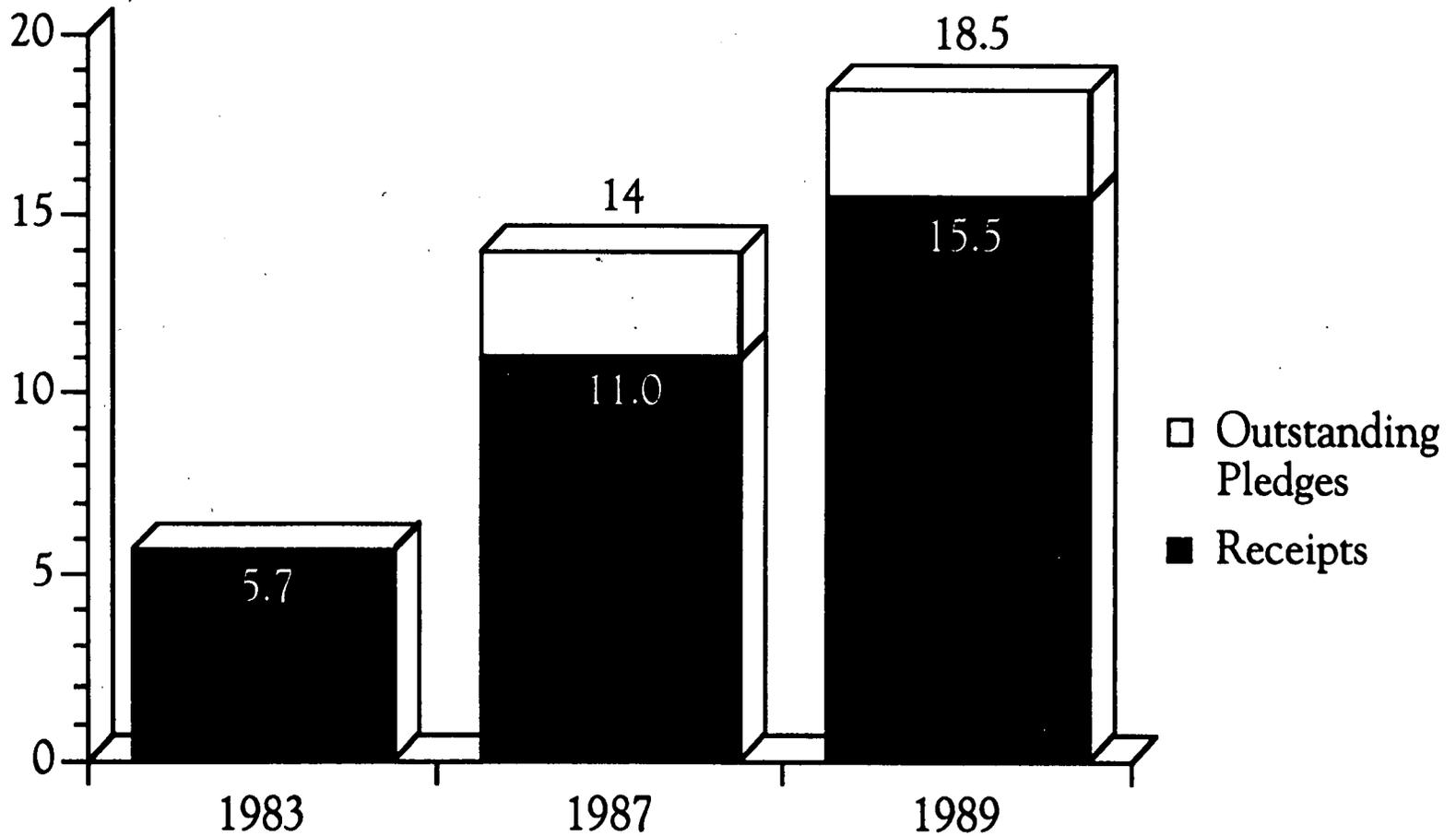
Commitments for Endowment

in millions of dollars, cumulative since 1977



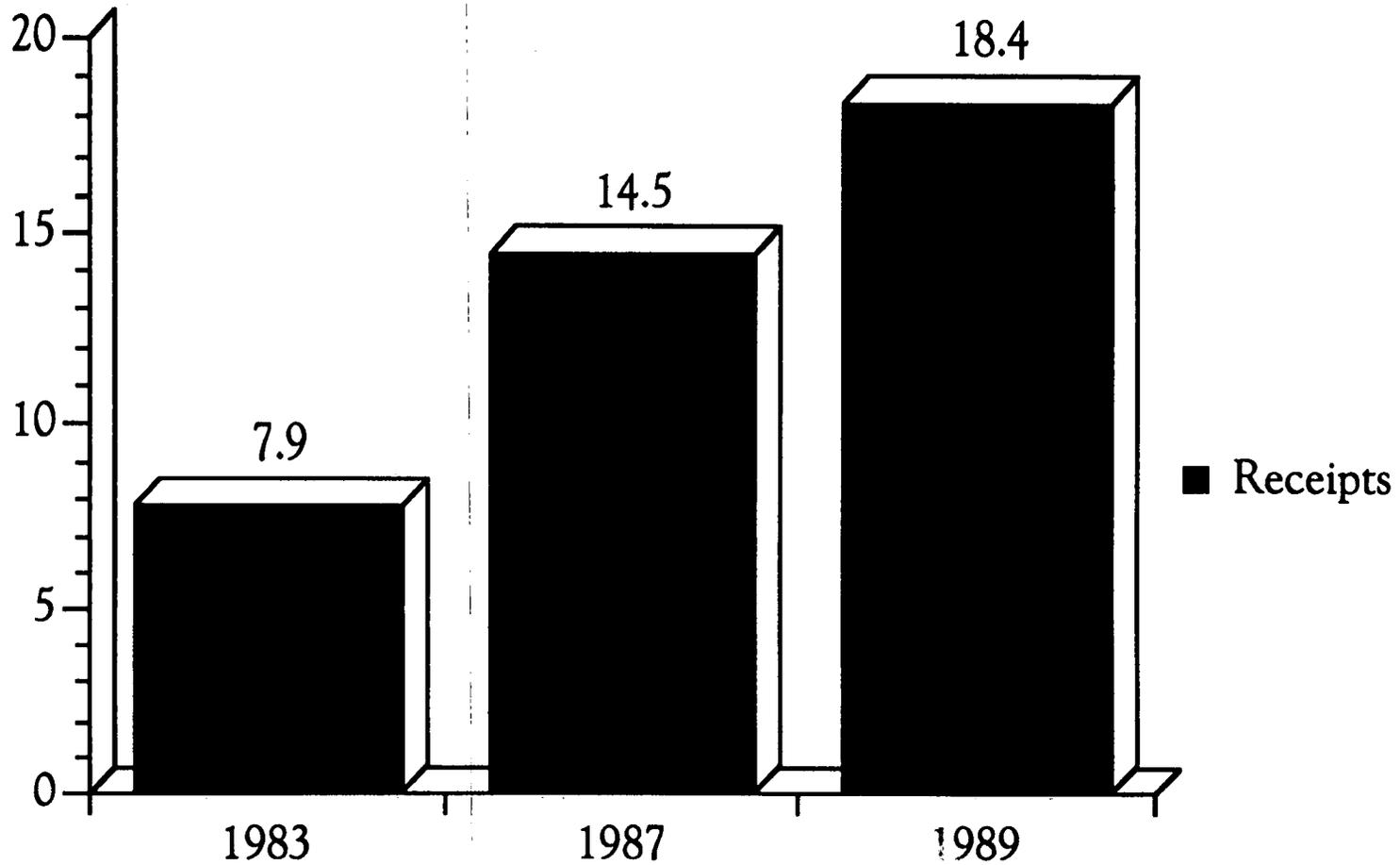
Commitments for Plant Improvement

in millions of dollars, cumulative since 1977



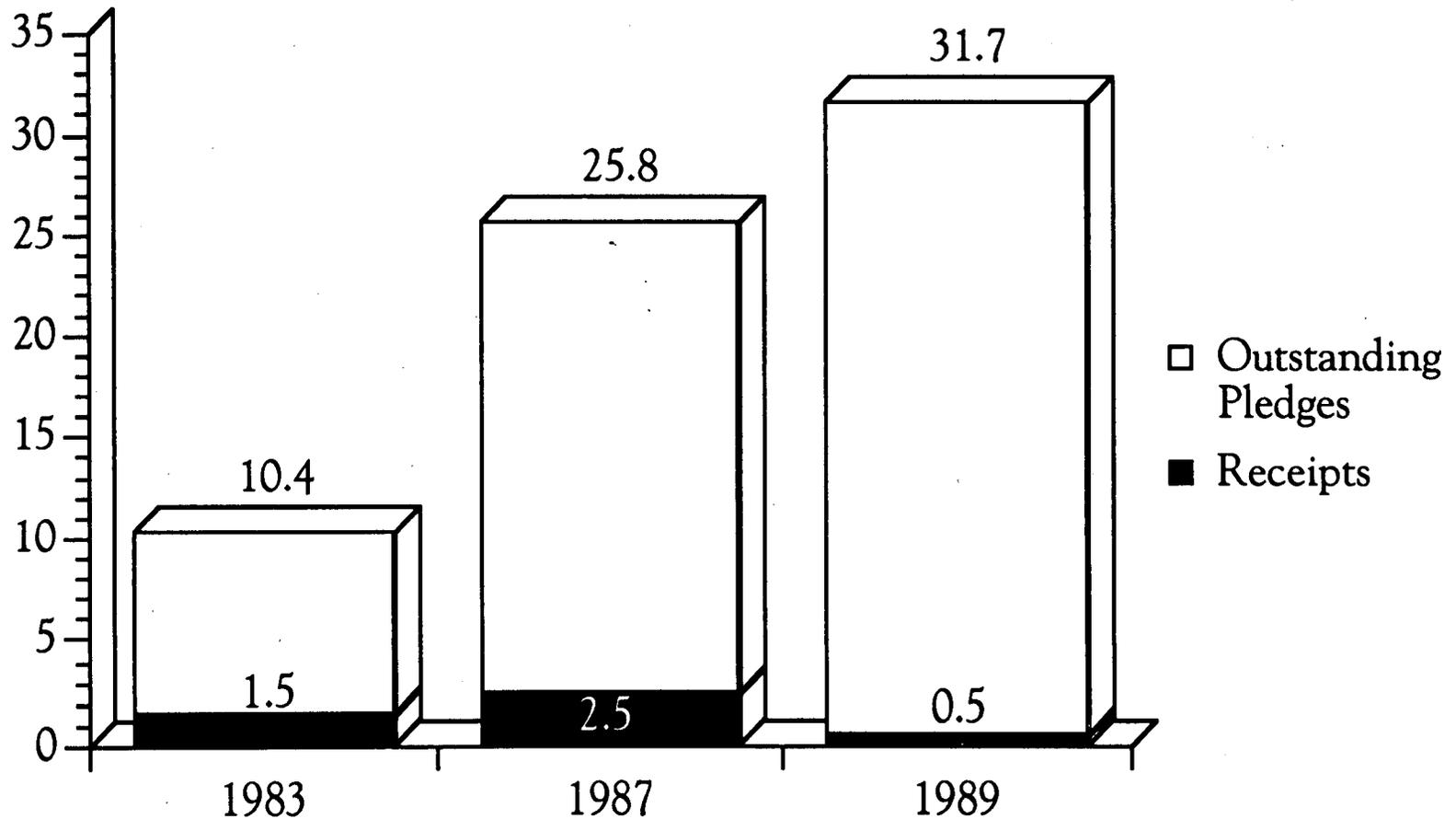
Commitments for General Operating Budget

in millions of dollars, cumulative since 1977



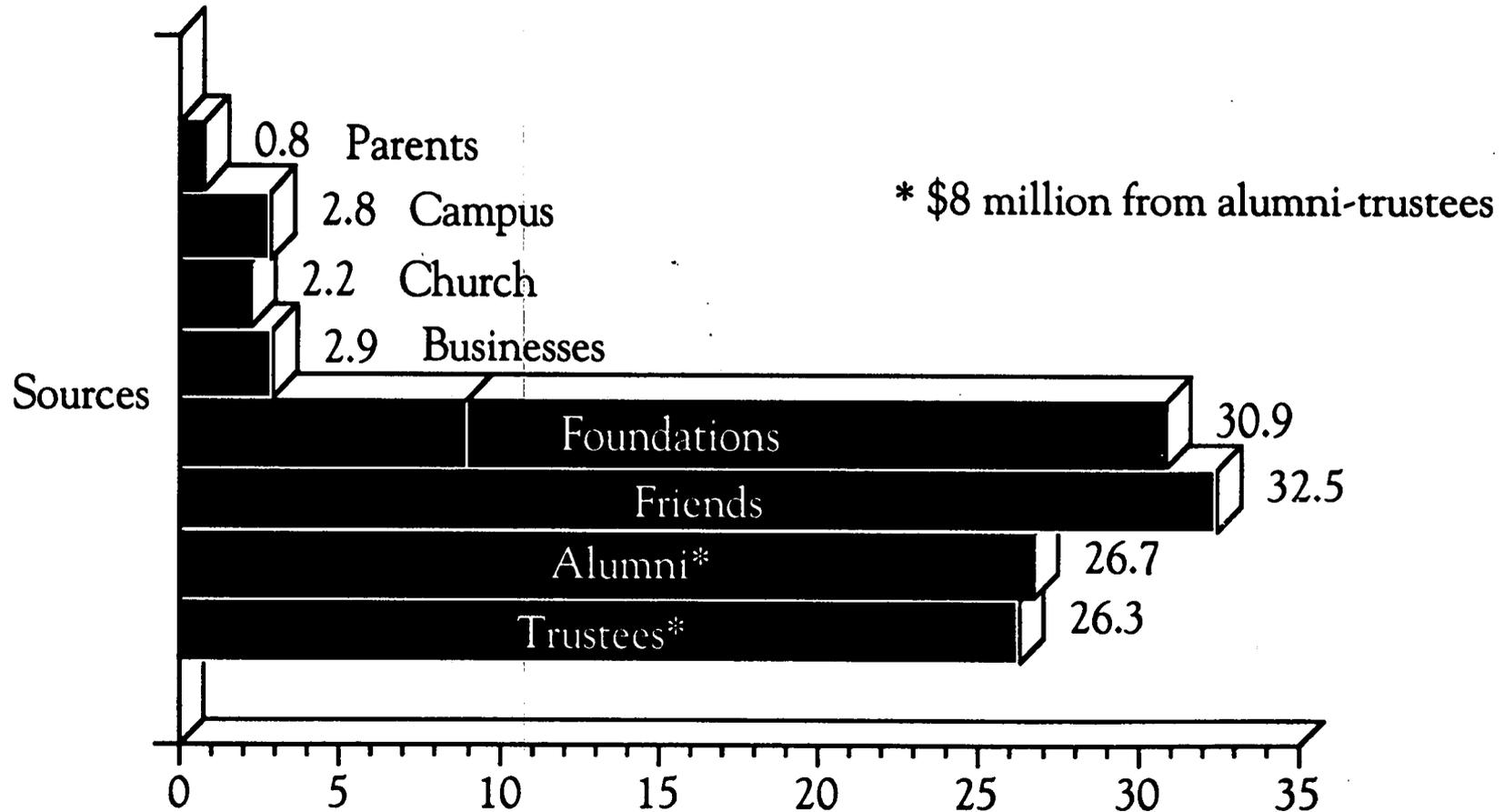
Commitments: Capital Unrestricted or Purpose Unknown

in millions of dollars, cumulative since 1977

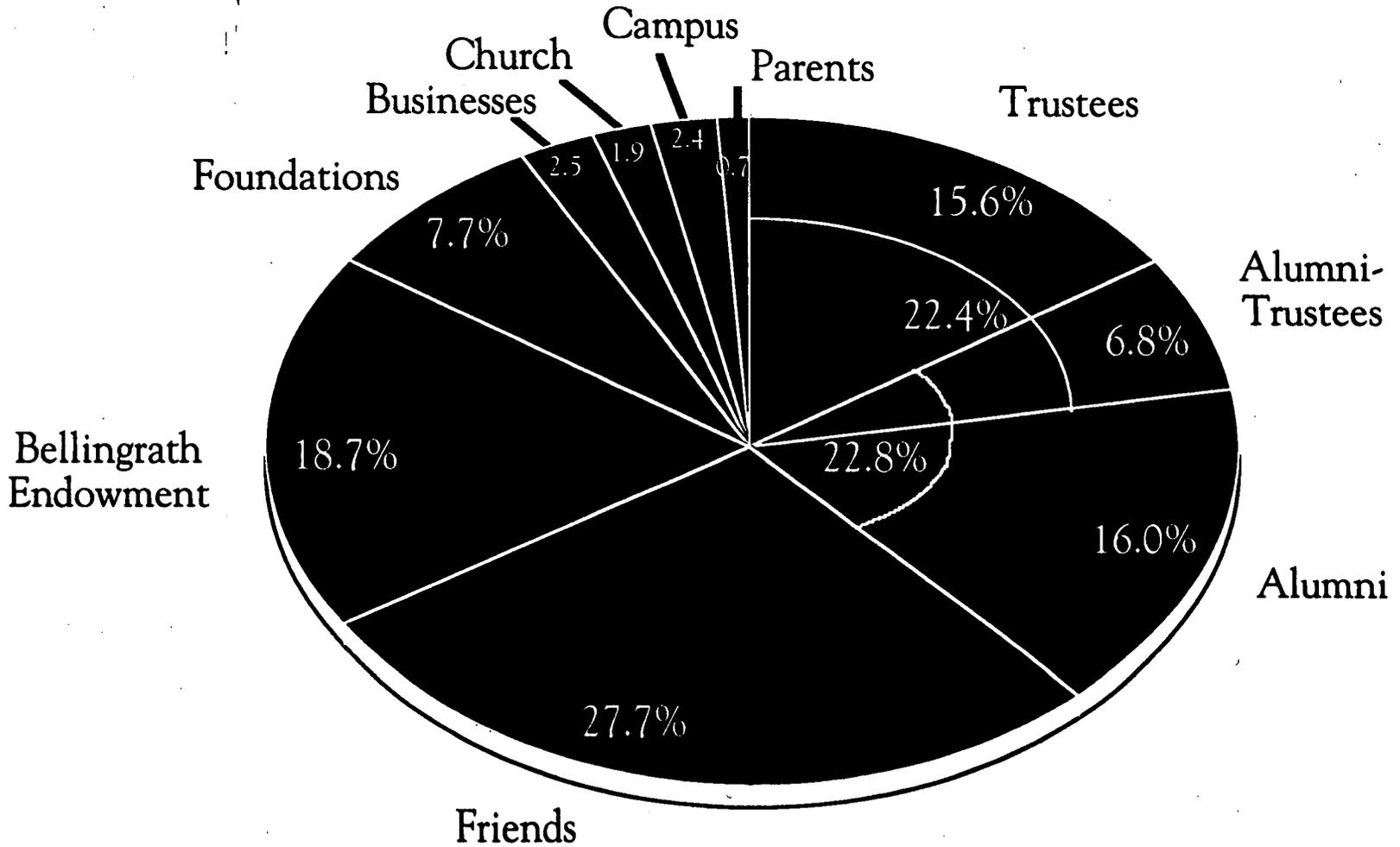


Commitments by Source

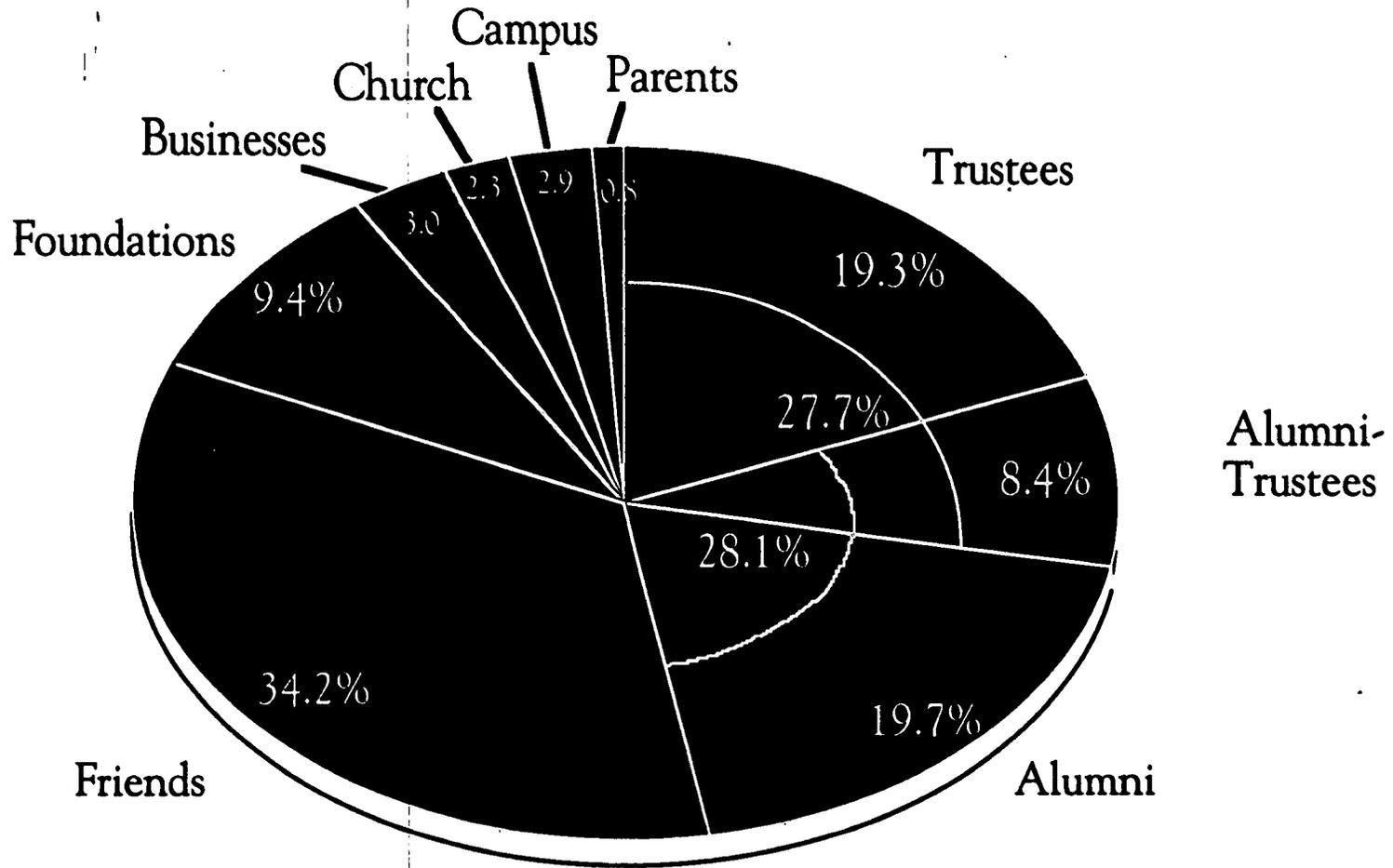
in millions of dollars, cumulative since 1977



Percentage Support by Source with Bellingrath Endowment



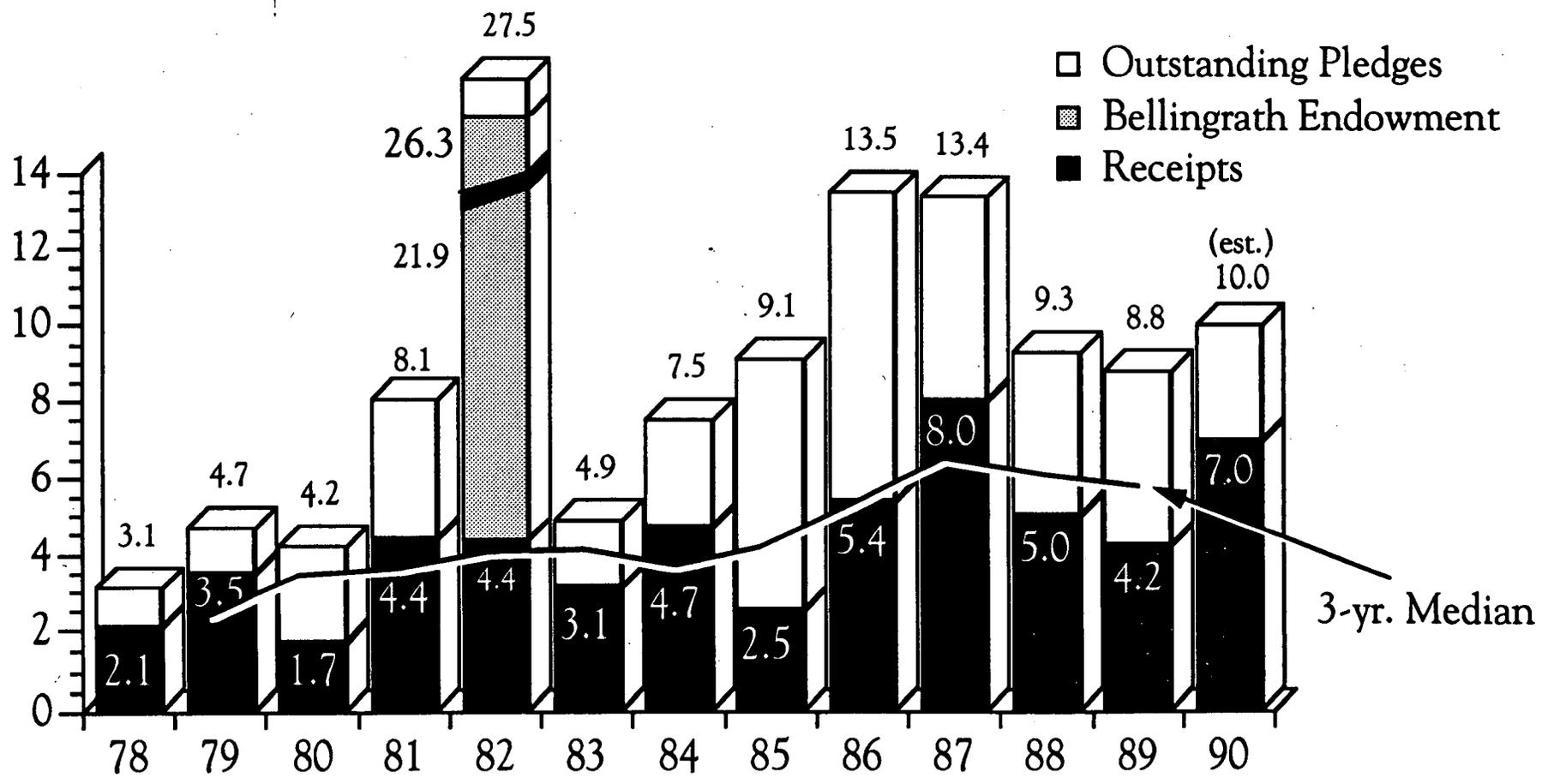
Percentage Support by Source without Bellingrath Endowment



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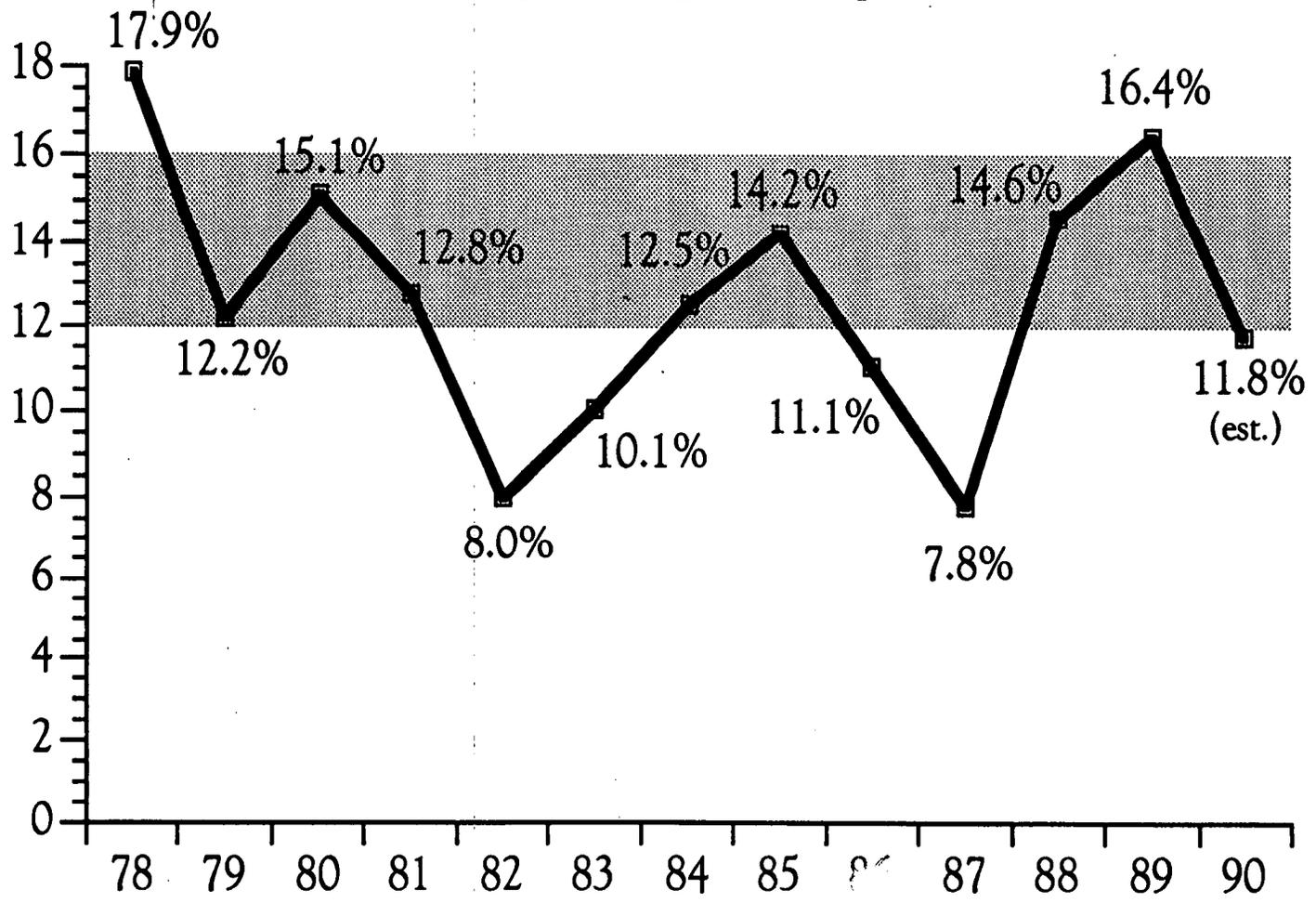
Total Commitments by Year

in millions of dollars



Cost of Raising Money

as a percentage of receipts



RHODES BOARD OF TRUSTEES RETREAT NORTH RIVER, ALABAMA - February 7, 1990
REMARKS BY JAMES H. DAUGHDRILL, JR., PRESIDENT, RHODES COLLEGE

The academic enterprise has never been more exciting or more important than it is today. Not only are the winds of freedom blowing afresh in Eastern Europe; not only do walls come tumbling down; not only are there sudden shifts from Marxism to the Market; but history itself is changing.

For thousands of years history focused on kings and armies, on governments and military. Now, that is changing. History is now focusing on the new internationalists --- the private sector.

History is focusing on the Tigers and the Pacific Rim, on the European Community '92, on Federal Express and free trade, on Blount, Inc. and BDO Seidman, on Sony and Coca-Cola, on Browning-Ferris and CNN, on Bavarian Motors and Buckman Laboratories; and on a million entrepreneurs rising from the shackles of collectivist suppression.

The history of these years is being written not by governments, but by the new internationalists weaving a free and interdependent world bursting with new opportunities. This is the most exciting time for education since the Renaissance. And the need for visionary leadership has never been greater.

Rhodes has chosen you very carefully in asking you to be its leaders. There are only a few who can lead it best and love it best. And you have chosen Rhodes very carefully because of its mission, because of its excellence, its beauty, its genuineness, and because of the people associated with it.

You have chosen Rhodes because we hold that the fear of the Lord is the beginning of wisdom, the source of human dignity, and the foundation of sisterhood and brotherhood.

Sue Kidd describes a "Peanuts" cartoon. that shows Charlie Brown and Lucy standing on the deck of a cruise ship. Lucy says, "Life is like this cruise ship, Charlie Brown. Some people take their deck chairs to the front of the ship so they can see where they are going. Other people take their deck chairs to the back of the ship so they can see where they've been. What kind of person are you, Charlie Brown?" And Charlie Brown says, "I can't even get my deck chair open."

We had an experience similar to Sue Kidd's on the only cruise ship I've taken -- a one-day cruise from Athens, Greece. A few years ago, Libby, Risha, Gay and I visited 3 Greek islands on this one-day cruise. On the first leg of our trip we sat at the front of the ship. On the second leg, we sat at the back. But neither view completely suited us. (One view without the other was limited.) But on the third leg of our trip, we discovered a small deck on top of the ship with a view of the entire horizon. We could see where we had been (the wake of the ship, the flags fluttering, the seagulls following us) and we could see where we were going (distant at first, then clearer as we got nearer). This view from the top of the ship was the best view of all!

The purpose of this planning retreat is to take our deck-chairs to the top-of-the-ship for a view of the entire horizon. We remember where we've been and what we've learned from it. Then, we'll reach for where we want to go. And we'll challenge ourselves in a way that will challenge and inspire everyone who loves Rhodes.

What will our students need in order to live in the Third Millenium?

As we enter the 1990's the world has become a global village. Our students must have the knowledge, the attributes, the competence, and the sensitivities to live in a world community. We must insure that all aspects of the liberal arts and sciences help our students to see themselves as world citizens. We want them not only to cope in the global village, but to be leaders -- to help shape the economy, the environment, the laws, and the values of the global community.

To do this our students will need: a strong sense of personal responsibility, community responsibility, and the discipline to govern themselves (both as individuals and together). And, in addition to knowledge, our students will need to grow spiritually and to be healthy, and physically fit. We want our

students to grow as whole persons - strong of mind, - strong in body, - strong in spirit.

To these ends, I am asking our students, our faculty, and our Trustees to focus on important priorities.

Students

First, I am asking our students -- while they are at Rhodes -- to see themselves as world citizens, to develop an understanding of another language and culture, and to seek-out and to take courses that will give them understanding, confidence, and competence to live in a world community.

Also, I am asking students to continue to develop responsible self-government which, in turn, is based upon a strong sense of personal responsibility. They have made good beginnings. They are developing a Code of Student Responsibility that will shape the kind of resident community they want to live in.

Faculty

Next, I am asking our faculty to help to internationalize the educational experience of our students while they are at Rhodes.

I am asking the faculty, also, to increase the diversity-of-viewpoints within each department, so that our students' educational experience at Rhodes will be one of lively debate within every department. seek truth together.

And, I am asking the faculty to develop long range academic plans to set priorities within each division, and to focus on educational outcomes.

Trustees

Finally, I am asking you, the Trustees, to set priorities and goals at this retreat. Rhodes cannot be all things to all people.

At the Board Retreat at Point Clear, in 1984, the Board committed the College to being one of the finest colleges of the liberal arts and sciences in the nation.

Today and tomorrow, we gather to chart the course of the College for the years ahead.

I have a sign that I'm going to have framed to put in every office at Rhodes where they want one. The sign says:

- "Excellence can be attained if you . . .
- Care more than others think is wise.
- Risk more than others think is safe.
- Dream more than others think is practical.
- Expect more than others think is possible."

These words describe what you have always done.

The quality of a college never rises above that of its Board of Trustees, but it nearly always rises to the level of their vision and commitment.

And I believe that the History of Rhodes College will record that you, and the goals you adopt at this meeting made Rhodes an even greater College -- one which will always be grateful to you: - for your vision, - for your leadership, and - for your love.

ALEXANDER O'NEILL
HAAS & MARTIN

THE REPORT ON
RHODES TRUSTEES INTERVIEWS
CONDUCTED IN PREPARATION
FOR THE
FEBRUARY 1990 RETREAT

February 1990

OUTLINE
THE REPORT ON RHODES TRUSTEES INTERVIEWS CONDUCTED IN
PREPARATION FOR THE FEBRUARY 1990 RETREAT

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I. INTRODUCTION

In September 1989 the Board of Trustees of Rhodes College commissioned the consulting firm of Alexander O'Neill Haas & Martin, Inc., of Atlanta, to conduct a study in preparation for the February 5-8, 1990 Board retreat. The purpose of the study was to canvass all the Trustees regarding their perception of Rhodes' most distinctive characteristics and greatest strengths, as well as the potential for obtaining the financial resources needed to establish the national preeminence identified as a strategic goal.

The "Plan for Excellence 1978-98" describes the vision and goal for Rhodes by the end of this century: to be one of the top liberal arts colleges in the country. This report addresses the issues of how Rhodes will continue to pursue this goal and, specifically, how strategic goal plans were viewed by the Trustees. As the decision making process for Rhodes is participatory and requires the personal and collective leadership of the Trustees, this report is designed to provide a basis for making decisions in the academic program and physical plant area and in developing plans to gather the financial resources to make the vision a reality and Rhodes a college of national preeminence.

As President Daughdrill so appropriately stated in the Rhodes Annual Report of 1988-1989, "Success, as the saying goes, is a journey not a destination." Rhodes has been on such a journey in recent years and the purpose of this report and the February Board retreat is to further clarify the future direction of Rhodes College.

II. METHODOLOGY/PROCESS OF STUDY

A. Methodology

This report represents approximately four months of work in preparation for the retreat to be held in Tuscaloosa, Alabama. Of the 60 members of the Board, 30 were personally interviewed, 2 were interviewed by telephone, and 28 were not interviewed or they provided written opinions making for a total of 60. The personal interviews were conducted in an unstructured format and averaged over one hour each.

B. Trustees' Perceptions of the College and Its Needs

The unstructured discussion format was used with Trustees to help provide information about the Trustees' individual perceptions and thoughts about the following:

1. the characteristics of Rhodes that distinguish it from other colleges.
2. the concept of developing a distinctive academic program to strengthen liberal arts education and a marketing strategy for Rhodes to achieve national distinction.
3. the prioritization of programs to achieve these purposes.
4. the priorities of physical plant needs.
(Dormitories, Sports and Fitness Center, etc.)
5. the funding of projects.
6. other issues that were of concern to the Trustees that relate to the retreat and/or strategic plan of the College.

C. Funding of Needs

Each trustee was asked about their personal long-term financial intentions, plans and commitments to the College including such questions as:

1. where does Rhodes rank among your philanthropic interests?
2. do you have a long-term financial plan that includes Rhodes?
3. what will be your "ultimate" contribution to Rhodes?

These questions were posed to try to determine:

1. both how and to what extent the priorities outlined could be funded in the long-term;
2. the impact this would have on the possibility of developing a nationally distinctive program for Rhodes; and
3. if Rhodes can achieve its goal of becoming one of the top liberal arts colleges in the nation.

D. Discussion of Miscellaneous Situations

It should be noted that many of the Trustees felt some frustration about situations that are continually discussed but are not resolved expeditiously. In addition to the physical plant needs, some of the areas of discussion related to several miscellaneous issues essential to making decisions about Rhodes' strategic plan. These issues included such things as the ultimate size of the College and the project-oriented fund-raising philosophy of Rhodes.

III. FINDINGS

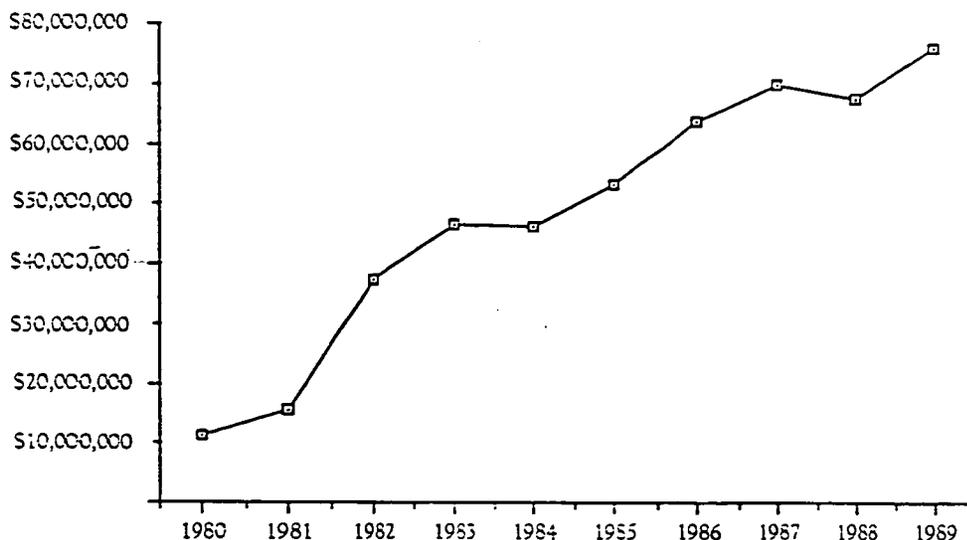
A. Background

Rhodes' ambition necessitates a comparison with other generally regarded national quality colleges. For the sake of comparison, the recent listings in U.S. News and World Report are used throughout this report. Other financial data used here was gathered from reports of the Council for Financial Aid to Education.

The success of any strategic plan is intricately related to the ability of an institution to adequately fund the demands of the plan. If the "bottom line" of the plan is to place Rhodes among the top colleges of its type in the United States, substantial growth of faculty endowment is absolutely key to this national distinction. The following charts dramatically demonstrate the position of Rhodes today.

Chart A shows the growth of the Rhodes endowment over the previous nine years. The growth is impressive and has allowed Rhodes to assume a premier position in the South.

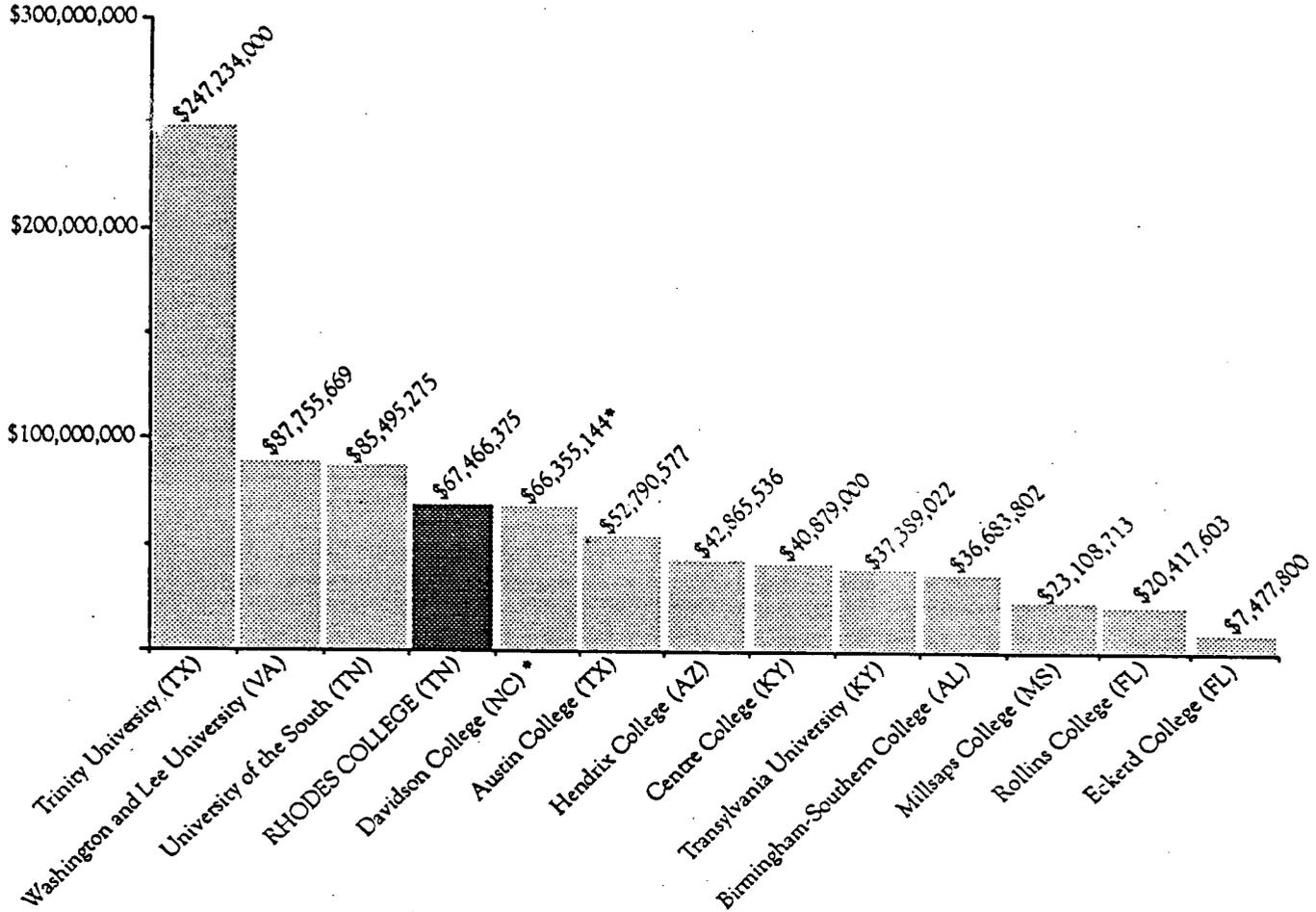
Rhodes College
Endowment Growth 1980-1989*



*Endowment figures are market value as of June 30 of each year.

Chart B shows the relative position of Rhodes' endowment to other top southern liberal arts colleges. Rhodes compares very favorably in this category.

Endowments of Top Southern Liberal Arts Colleges

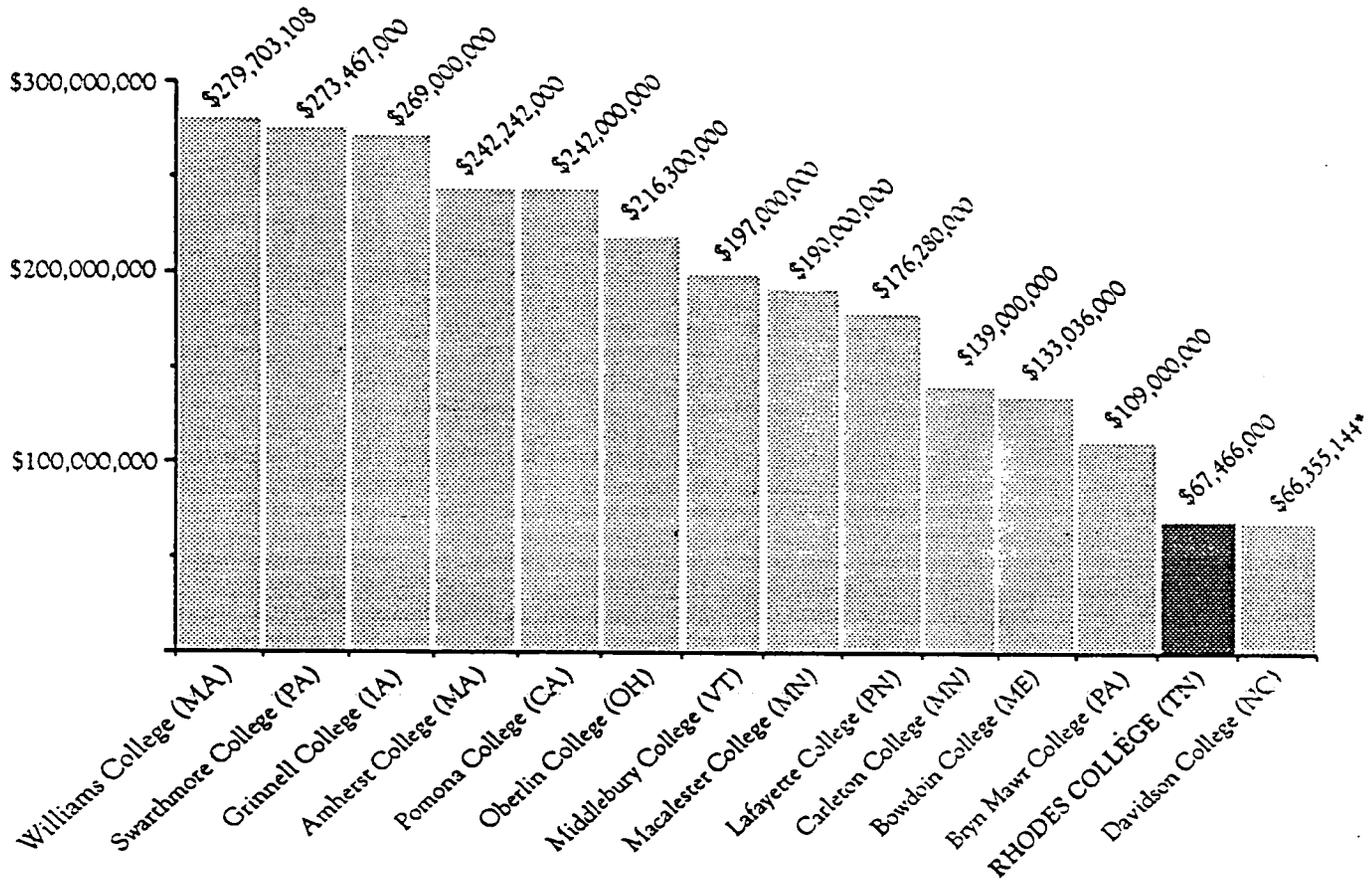


* Does not include approximately \$30,000,000 held by the Duke Endowment

Endowment figures are from Voluntary Support of Education 1987-1988, Council for Aid to Education.

Chart C compares Rhodes' endowment to other premier colleges throughout the United States.

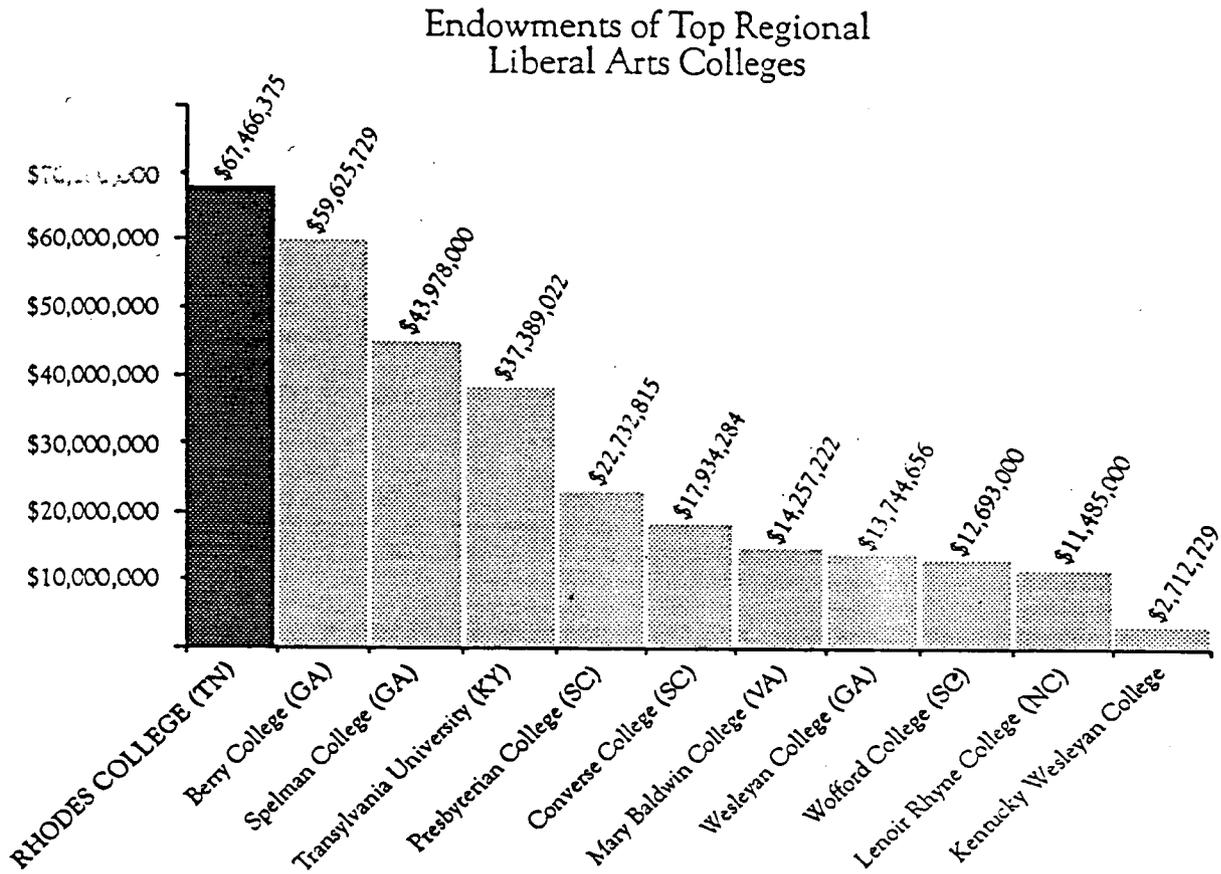
Endowments of Top U.S. Liberal Arts Colleges
 1987-1988



* Does not include approximately \$30,000,000 held by the Duke Endowment

Endowment figures are from Voluntary Support of Education 1987-1988, Council for Aid to Education.

Chart D shows the relative position of Rhodes' endowment to other top regional liberal arts colleges.

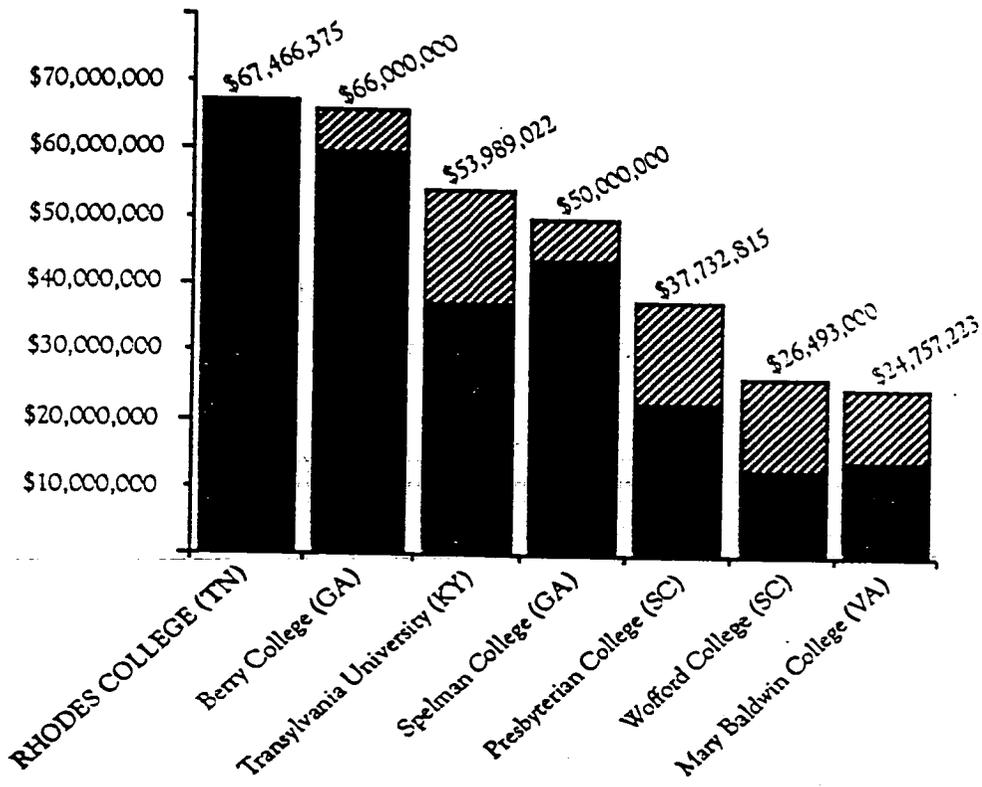


Endowment figures are from Voluntary Support of Education 1987-1988, Council for Aid to Education.

The top southern liberal arts colleges are chosen from "America's Best Colleges," U.S. News & World Report, October 16, 1989

The previous comparison represents figures which are one to two years old. They do not take into account growth or proposed campaigns of the colleges included. Chart E includes colleges that are currently in campaigns or have had growth in their endowment over the past year. Rhodes will have to increase its endowment in order to stay above these schools as their endowments keep growing.

Current Endowments and Projected Endowment Growth of Selected Top Regional Colleges



 Projected endowment
 Current endowment

Endowment figures are from Voluntary Support of Education 1987-88, Council for Aid to Education

The following figures taken from the CFAE Report show Rhodes' endowment ranks 28th among 50 colleges in its peer group:

<u>Rank</u>	<u>50 College Peer Group</u>	<u>Endowment (Market Value) As of July 1, 1988</u>
1	Smith	\$ 294,522,000
2	Wellesley	293,297,000
3	Williams	279,703,108
4	Swarthmore	273,467,000
5	Grinnell	269,777,000
6	Wesleyan Univ. (CT)	245,007,000
7	Amherst	242,242,923
8	Pomona	242,000,000
9	Oberlin	216,967,526
10	Vassar	212,806,000
11	Middlebury	197,563,000
12	Macalester	190,000,000
13	Mount Holyoke	153,064,722
14	Carleton	139,566,000
15	Bowdoin	133,039,000
16	Occidental	130,005,000
17	Wabash	116,835,162
18	Trinity (CT)	114,229,517
19	Colorado College	109,724,204
20	Bryn Mawr	109,477,204
21	Whitman	104,624,475
22	Hamilton	99,713,441
23	Washington and Lee	87,755,669
24	Sewanee (Univ. of South)	85,495,275
25	Claremont McKenna	80,300,000
26	Haverford	71,300,000
27	Franklin and Marshall	70,592,902
28	Rhodes	67,466,375
29	Lawrence	67,426,581
30	Holy Cross	67,021,980
31	Davidson	66,355,144
32	Colby	66,105,000
33	Denison	64,179,218
34	Reed	63,992,615
35	Wooster	63,456,540
36	Goucher	54,663,791
37	Bates	53,629,863
38	Centre	40,879,000
39	Dickinson	39,145,885
40	Wheaton (MA)	38,115,782
41	Kalamazoo	34,498,805
42	Washington-Jefferson	34,437,104
43	Kenyon	31,107,243
44	Connecticut College	30,114,846
45	St. Olaf	27,398,405
46	Lake Forest	24,397,445
47	Knox	23,808,635
48	Sarah Lawrence	12,002,721
49	Hampshire	8,611,693
50	Bennington	3,699,909

It is evident that Rhodes' endowment fund does not compare well with the national institutions. We are well aware that there are many reasons - age of the institutions, wealth of the area in which the colleges are located, calibre of students attracted to the school and the professions in which they eventually work, etc. - but the chart clearly demonstrates that Rhodes must substantially increase its faculty and student endowment and develop distinctive programs if it is to achieve its goal of educational preeminence.

The following pages summarize the Trustees' views of several specific questions. It is encouraging that there was not a great divergence of views regarding the future of the College and that there were strong feelings about Rhodes' future.

B. Rhodes' Distinctive Characteristics

The discussion of Rhodes' most distinctive characteristics yielded the most consistent view of the College. The pride and concept of the quality of the students, faculty and staff and the integrity of the campus architecture were mentioned by virtually every person.

The following lists the characteristics most often mentioned in descending order of frequency mentioned:

- campus architecture
- high quality of students
- dedication of staff and faculty
- Jim Daughdrill's leadership
- adherence to principles and liberal arts
- size, quantity and homogeneity of student body
- success of pre-professional programs

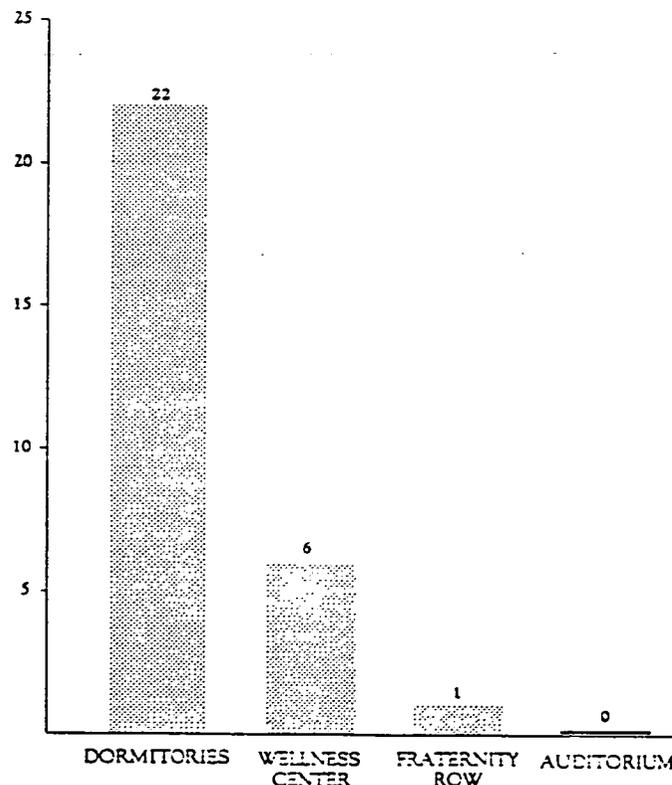
It is interesting to note that -- other than referring to the liberal arts -- little mention was made of any specific academic program. The Trustees did not seem to have enough specific information for a discussion of the strengths of the sciences, international studies, economics/business, or other programs. However, there was unanimous support for insuring that the liberal arts be the core and "raison d'etre" for Rhodes.

C. Physical Plant Priorities

Several physical plant needs have been a major concern of the administration and Trustees for some time. The enrollment has increased faster than the projected rate, and a substantial increase in the percentage of students living on campus (currently 87%) is taxing the infrastructure of the college, particularly in the student housing area.

The situation in the physical education and athletic facilities was also a main topic of concern and was further magnified as a result of the detailed report by Ken Clark at the most recent Board meeting. However, the Wellness Center was viewed as a #1 physical plant priority by six members of the Board. To summarize the situation the following quote typifies the attitude: "It would be nice to have a Wellness Center but the \$8 - \$12 million price tag is too much unless we can get 1 - 2 donors to give several million dollars. It is critically needed but we must address the dormitory needs first."

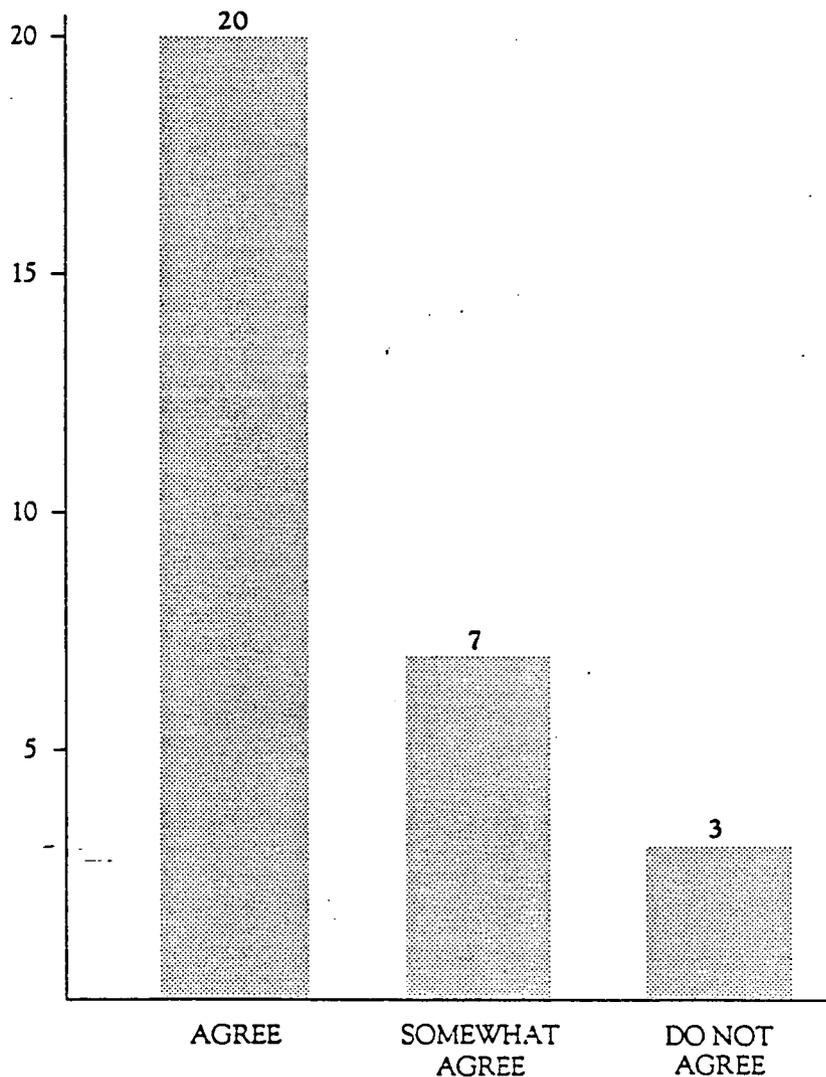
The following shows the distribution of Trustee prioritization of #1 physical plant needs:



D. Trustee Attitude -- The Concept Of A Distinctive Program As A Strategy For National Distinction

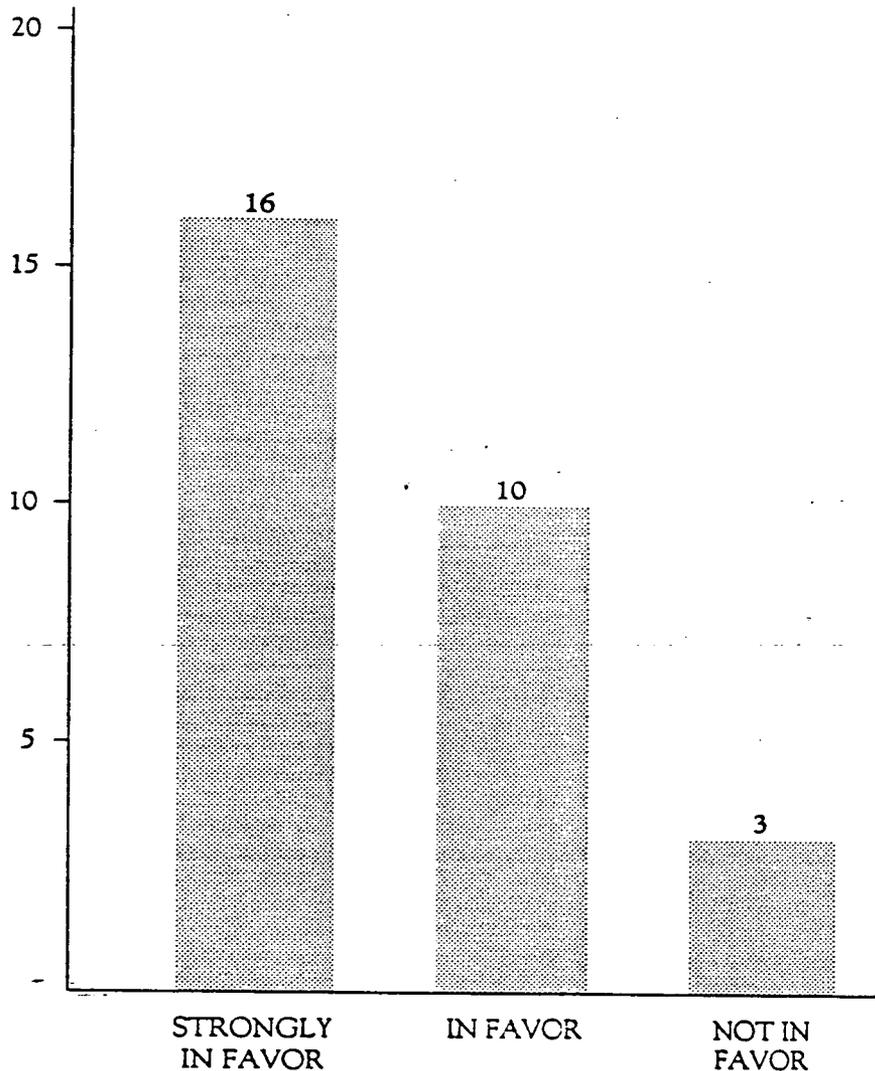
In the initial conversations we asked about international studies, the sciences, etc. as a possible academic "niche" for Rhodes. After several interviews we felt it important to ask if indeed the concept of a "niche" was appropriate for Rhodes before discussing particular areas.

The following shows the distribution of Trustee attitudes:



E. Trustee Attitude - Global Studies

After discussing the strategy for a "niche" concept, the Trustees were asked what that niche should/could be. Most immediately referred to the "institute for international studies." The following chart shows the distribution of "Strongly in Favor," "In Favor," and "Not in Favor" of the concept as a niche for Rhodes.

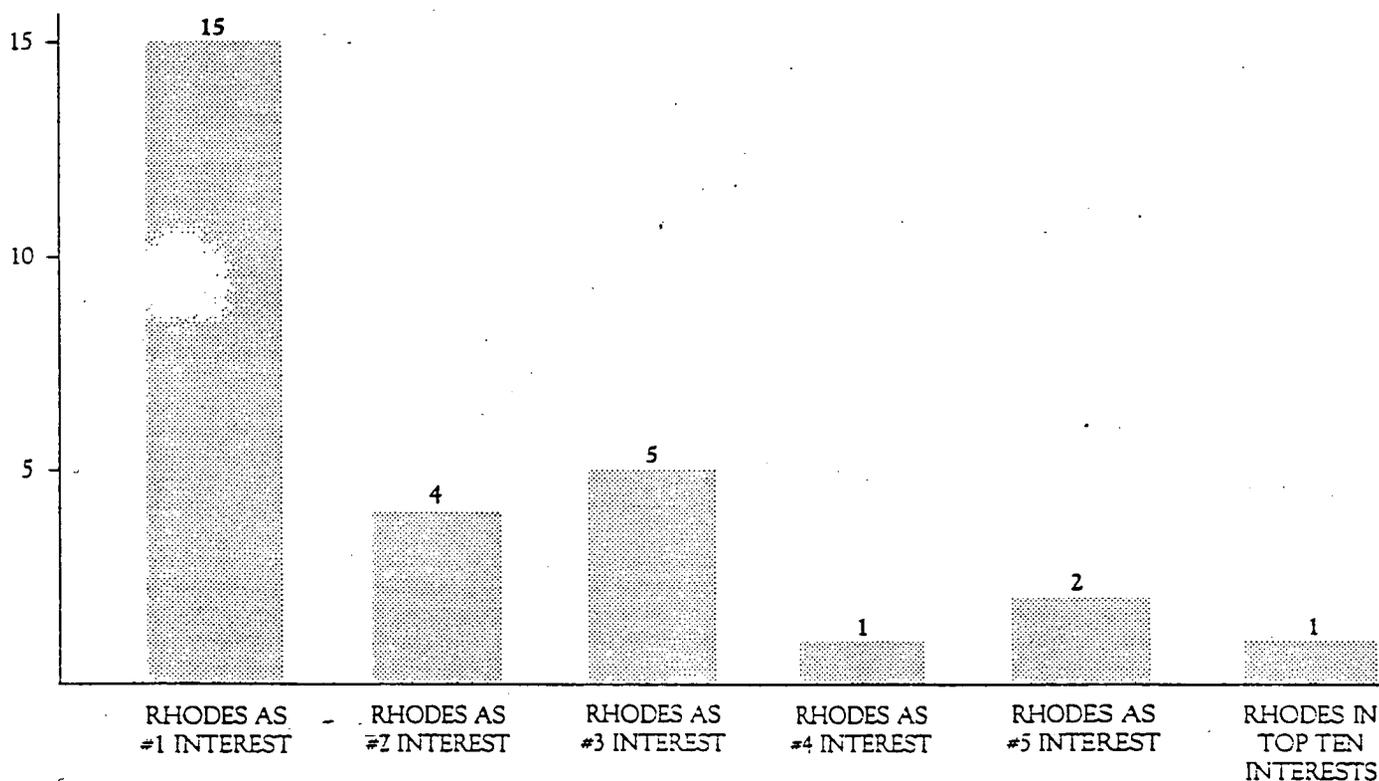


Two Trustees stated that Rhodes should have 2 - 3 distinctive programs, not just one. Two Trustees said they would be strongly in favor of a plan which included a masters degree program.

F. Rank Of Philanthropic Interests Of Rhodes College Trustees

Each Trustee was asked where Rhodes ranked among their philanthropic interests as we felt it was important to ascertain this information to determine if Rhodes will have the potential for substantial long-term support from its Trustees. It was very encouraging that most of the Trustees listed Rhodes in their top 3 - 4 philanthropic interests and the vast majority ranked Rhodes as first. Those that ranked Rhodes as first usually named their church or, in those cases of non-Rhodes graduates, their own alma maters.

The following shows the distribution of the rankings:

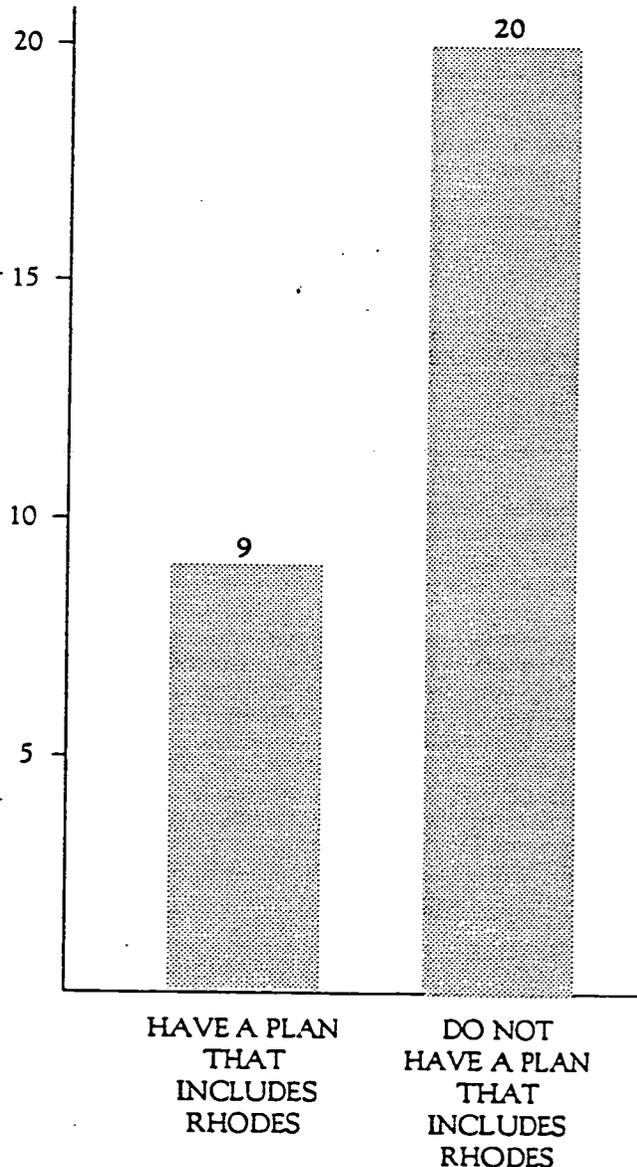


Two Trustees indicated little or no philanthropic intent/ranking of their personal giving.

G. Trustees Who Possess a Long-Term Financial Plan That Includes Rhodes

The Trustees were also asked if they had a long-term personal financial plan which included Rhodes. It is interesting to note that those who answered in the negative also quickly stated that they had intentions to and would at some point have a plan including Rhodes. The fact that they had not included Rhodes appeared to be more that they did not have a personal plan as opposed to lack of intent or interest in including the College in their estate plan.

The following indicates the distribution of Trustees with/without financial plans for Rhodes:



H. Ultimate Contribution

One of the major purposes of the interviews was to determine what an individual Trustee would view as his/her most important contribution to Rhodes over his/her lifetime. It was interesting to observe the categories of reactions:

- (1) little thought of their role as an individual Trustee,
- (2) a specific mission for the College to accomplish*; or
- (3) a definite financial commitment related to a particular program or project at the College**.

*Specific mission

- Increased enrollment.
- A stronger national presence in student recruitment and career counseling.
- A long-term financial plan for managing the endowment.
- Stronger Board leadership.
- Development of a stronger faculty/Trustee relationship.
- Continue to fund programs already in existence.
- Work to make others, in addition to myself, aware of what they can do financially. (2)

**Financial commitment related to program/project

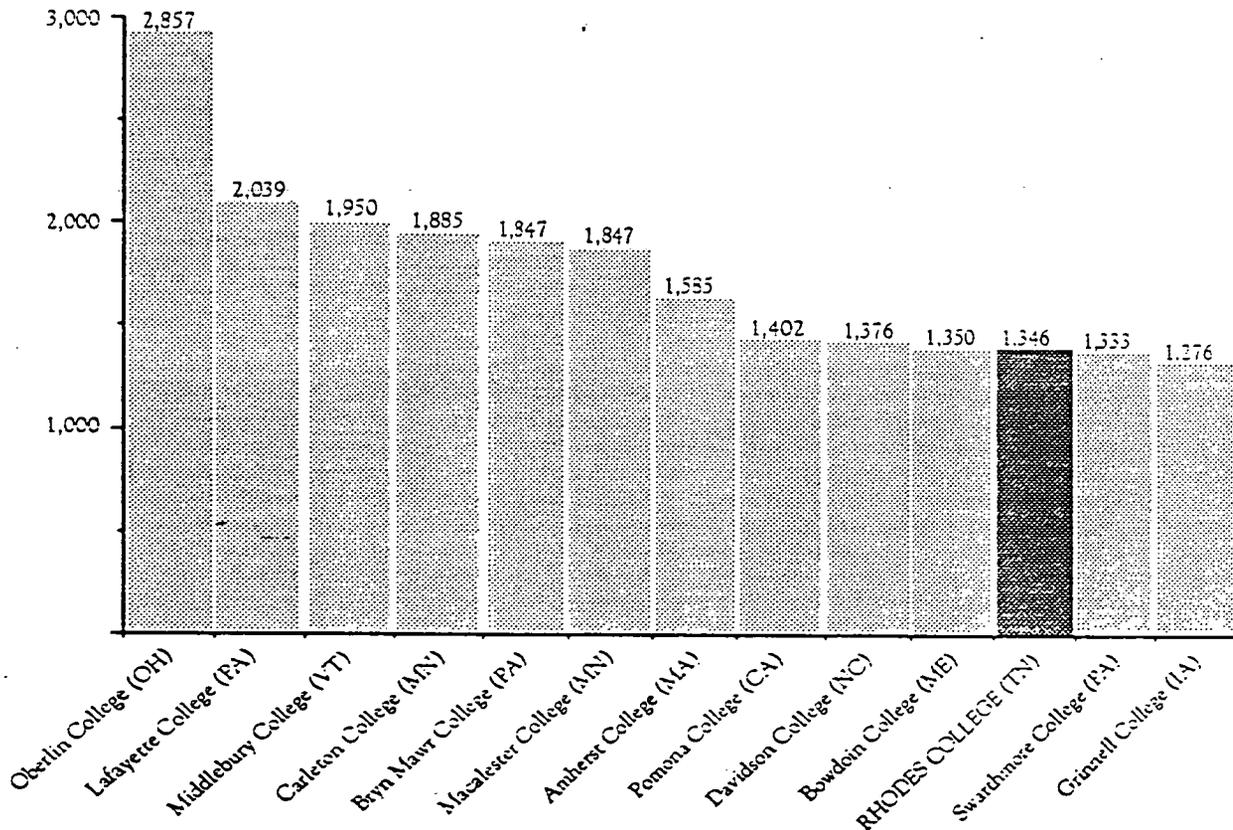
- Endow a Chair in Political Science.
- Fully endow a student scholarship fund. (2)
- Endow a Chair in Liberal Arts.
- Funds to increase faculty salaries.
- Endow a Chair in Economics.
- "Significant" unrestricted endowment gift. (2)
- Endow a Chair in International Studies/Business.

I. Other Issues

1. Project-oriented fund-raising campaigns - when discussions were held about the future financial needs necessary to place Rhodes among the top colleges in the country, there were questions about the most effective way to mobilize both short and long-term support. This specific issue is addressed in the Recommendations/Suggestions section of the report.

2. Ultimate size of the College - even though there have been projections made in the "Plan for Excellence" about the ultimate size of Rhodes there are several Trustees who feel the College is too small to be nationally preeminent. The following comparison of Rhodes to other nationally known liberal arts colleges should be helpful in addressing this issue.

Enrollments of Top U.S. Liberal Arts Colleges
1988-89



Source: Peterson's Competitive Colleges

3. The "Southernness" of Rhodes as it relates to housing a Center for International Studies. What will the impact of additional foreign students be on the campus? Will Rhodes continue to serve the region and those who will live here and work to make it better, or will that mission be altered?
4. Institutional marketing program - several Trustees questioned how the College would capitalize on securing national exposure if indeed an academic niche was developed. The fact that the College does not have a designated chief marketing officer was a concern.
5. Trustee orientation/education - was viewed as important especially in view of the retreat. It was a concern that all the Trustees should be making decisions with the same base of knowledge.
6. Executive Vice President/Provost - this position was mentioned by those involved in the search process. A major strength of Rhodes has been the leadership of President Daughdrill, and there is concern about both clearly defining and filling this position.

J. Summary of Findings

Findings:

- Substantial growth of the endowment is key to Rhodes gaining national distinction.
- Rhodes' endowment compares well with top regional liberal arts schools.
- Rhodes' endowment does not compare well with top U.S. liberal arts colleges.
- Quality of students, faculty and staff and integrity of campus architecture were mentioned by virtually all Trustees as Rhodes' most distinctive characteristics.
- A specific academic program received little mention from the Trustees as they did not have enough specific information to discuss strengths of any certain program.
- Insuring that the liberal arts be the core for Rhodes received unanimous support.
- The Wellness Center was viewed as the #1 priority of the physical plant by only six of the Trustees interviewed. 76% viewed the dormitories as the top priority of the physical plant.
- The appropriateness of the concept of a "niche" for Rhodes was favored by 90% of the Trustees interviewed.
- The Institute for Global Studies was strongly favored/favored by 89% of the Trustees interviewed.
- Rhodes was in the top 5 philanthropic interests of the majority of the Trustees interviewed. Half of the Trustees listed Rhodes as their #1 philanthropic interest.
- 69% of the Trustees interviewed do not currently have a long-term financial plan which includes Rhodes but intend to at some point. 31% currently have a financial plan that includes Rhodes.

- The categories of reaction to what the Trustees' ultimate contribution to Rhodes would be were:
 1. little thought of their role as an individual Trustee,
 2. a specific mission for the College to accomplish,
 3. a definite financial commitment related to a particular program or project at the College.

- The Trustees were concerned about:
 1. the most effective way to mobilize both short and long-term support for Rhodes,
 2. the ultimate size of the College - some Trustees feel Rhodes is too small to be nationally preeminent,
 3. the impact of housing a Center for International Studies at Rhodes,
 4. the need for Trustee orientation/education,
 5. the issue of how Rhodes would receive national exposure if an academic niche was developed without a chief marketing officer and
 6. clearly defining and filling the Executive Vice President/Provost position.

IV. RECOMMENDATIONS/SUGGESTIONS

A. Introduction

Many of the discussions by the Board regarding the strategic plan will have fund-raising implications for the College. Rhodes has been extremely successful in fund raising in recent years. This has been evidenced by the growth in endowment, securing of numerous national foundation grants, a successful planned giving program and a growing annual fund.

One of our concerns is what the future development operation should look like. The "\$100,000,000 campaign" was not a campaign in the traditional sense of outlining the needs, developing a campaign case statement with specific goals and running a continuous fund-raising effort over a ten-year period. Rather, over ten years:

- there were several intense efforts to fund specific projects;
- the Bellingrath gift and several other large donations were received, and
- the annual support program was conducted.

As stated earlier, the College has been very successful in its fund-raising program. However, we question whether a "project oriented" on-going program over the next ten years can both sustain itself and maximize the giving potential of the various Rhodes' constituencies. Several Trustees mentioned that they are "hit again and again" and wonder if there is not a better way. We hope that this concern is not an indication that they want to give less but that there is a more effective way to solicit both short-term and long-term commitments to the College and thus maximize the giving potential of the various constituencies.

B. Dormitories

An issue that must be resolved is a definite plan of action to alleviate the currently unacceptable housing conditions of 150 - 200 Rhodes students. We do not visualize this as a fund-raising situation (unless a major donor can be found to name a new facility); rather, it is primarily a financing decision. With \$9 million in long-term debt, an analysis of the maximum bonding ability of the College needs to be done. While cognizant of the bonding limits of the College, the problem with construction costs of new buildings on the main campus and other issues, we strongly recommend that a long-term financing plan be developed to improve dormitory space as soon as possible and no later than the April Board meeting.

C. Size of College

We are recommending that a study be conducted to determine the maximum capacity of the College's facilities (classroom, faculty, parking, dining, etc.) without regard to dormitory space. This information could then be used to set a "never exceed" enrollment figure.

D. Executive Vice President Search

It is also recommended that a report on the status of the Executive Vice President search be given to the Trustees.

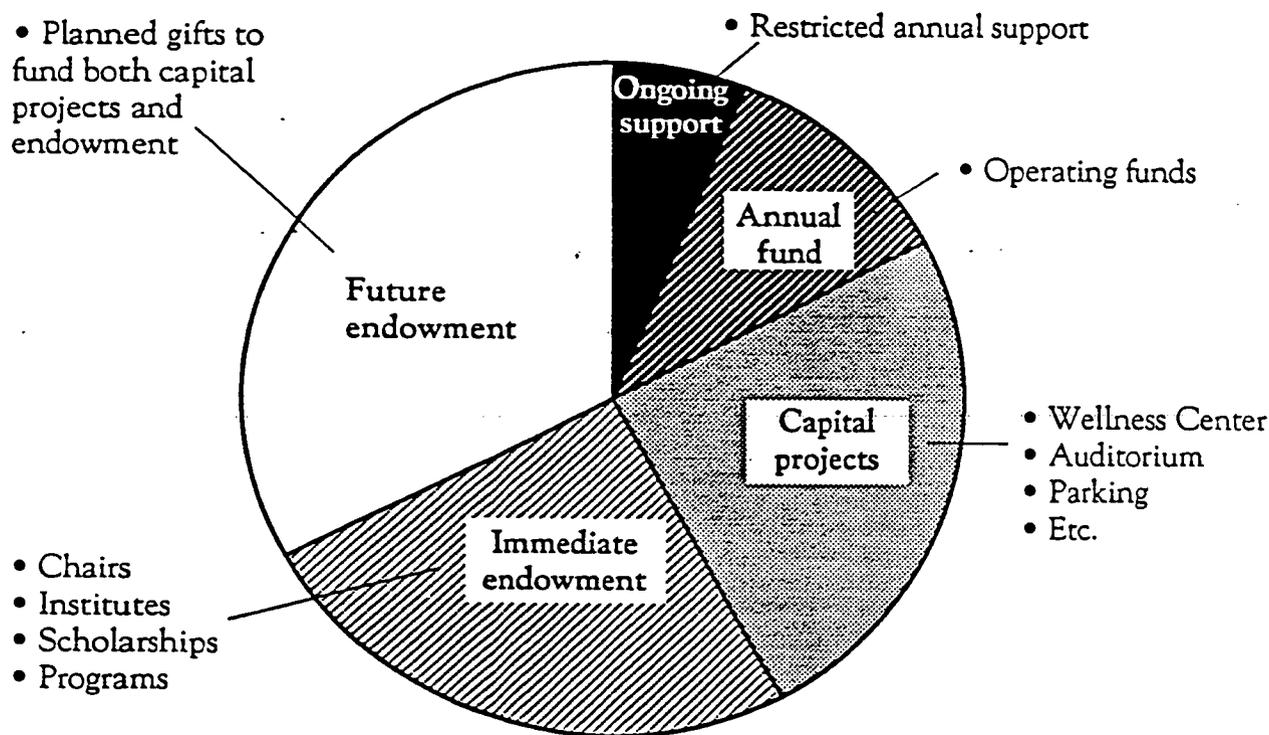
E. College Marketing Plan

A written plan to market the College nationally should be developed, especially if the "niche" concept is adapted by the Board.

F. Comprehensive Campaign

We believe that the Board should first set the academic program and physical plant priorities for the next 5-10 years. Second, consider a major comprehensive capital and endowment fund-raising campaign. We further propose that in order to maximize the potential and be sensitive to the needs of the donors, a program of both short-term and long-term goals be incorporated in this plan. By this we mean separate goals for annual giving, on-going support, capital projects (primarily buildings), immediate endowment and long-term endowment (primarily planned giving).

COMPREHENSIVE CAMPAIGN GOALS



This type of campaign structure will enable Rhodes to develop a case statement that defines its fund-raising goals to fulfill its strategic plan.

We also recommend that consideration be given to conducting a Sesquicentennial Campaign to be completed by 1998, the 150th anniversary of the founding of the College.

Again, this type of program would alleviate some of the on-going discussions regarding the emphasis of the development program focusing too much on short-term goals versus maximizing giving potential by having a long-term view of a donor's potential.

We have not attempted to determine what projects should be included or what a tentative goal should be but, if the campaign concept were to be adopted, there would be several crucial next steps in the process. These would include:

- development of the projects to be included in a campaign and the associated costs, hopefully by the April Board meeting.
- development of a preliminary campaign plan including a schedule, goal analysis, organizational chart, etc.
- formation in April of a Campaign Planning Committee to make final recommendations on how to proceed with the campaign.

V. CONCLUSION

Rhodes College can achieve its goal of national distinction by significantly increasing its endowment over the coming years. While there are many characteristics of a preeminent institution -- leadership, dedicated faculty, high admission standards, etc. -- the one consistent distinguishing characteristic is the size of the faculty endowment.

We believe that the decisions made by the Board and the initiation of a campaign, as previously described, will assure that both Rhodes' short-term goals and long-term ambitions can be met in a planned, cohesive manner.

We thank you very much for the opportunity to have been a part of the process to build the nation's next great liberal arts college.

VI. SELECTED QUOTES

"Our enrollment needs to be 1,500 but never more than 1,600."

"If you have an Institute, you must have a graduate program."

"We must have a better student recruiting program geographically."

"Our enrollment needs to be at least 2,000."

"What do we have to do to move the liberal arts up one more notch?"

"We need to emphasize international studies everywhere without an institute."

"Sports should have a higher role."

"We must resist the trade school concept."

"We need more bodies in the development office."

"Other programs and benefits will flow if we do international studies institute."

"We need a donor to give half the money for the Wellness Center."

"Can a college of 1,300 students on the banks of the Mississippi River convince students that it is an international center?"

"Project fundraising is a poor and ineffective way to raise money. We need a longer term vision."

"We must clean up fraternity row."

"Our placement program is weak."

"We need an analysis of how much of our student -aid is unfunded."

"Is the Board willing to make a commitment to international studies without up-front money?"

"International studies is a great way to have a graduate program without getting into department politics."

"At the retreat we must decide on the process for deciding."

"We should spend more than 5% of the endowment income each year."

"International studies is not unique enough to be a niche."

"International studies needs some parameters. We need to prove that it is unique."

"We should have a better orientation of Trustees."

"The worst thing that can come out of the retreat is for us not to be focused or to be confused."

"We need 2 or 3 niches, not just one."

"The dormitory issue is not when, it's how."

"The retreat must get all the Trustees on the same thinking level."

"We must have a \$100,000,000 endowment by the year 2000."

"We can't be a school just for the ivy-league rejects."

"We must maintain our Southerness or we will be in the same position as Richmond."

"We should build dormitories across the street and not worry about the architecture."

LIST OF INTERVIEWEES

Dunbar Abston
Robert W. Amis
Edgar Bailey
Jack Belz
Winton M. Blount
Snowden Boyle
Mertie Buckman
Robert Buckman
Bruce E. Campbell
Blair Cannon
Kenneth Clark
Henry Goodrich
Nancy Huggins
Margaret Hyde
Mike McDonnell
Neely Mallory
William J. Michaelcheck
Frank Mitchener
Frank Norfleet
Joe Orgill
Harry Phillips
James H. Prentiss, III
S. Herbert Rhea
P. K. Seidman
Jim Thomas
Mrs. David Walker
David D. Watts
Spence Wilson
Al Wunderlich
Ray Zbinden



BOARD OF TRUSTEES

September 29, 1989

Mr. R. W. Amis
President
Advance Acceptance Corporation
14576 21st Avenue North
Plymouth, MN 55447-3443

Dear Bob,

The Board of Trustees has commissioned the consulting firm of Alexander O'Neill Haas, Inc. of Atlanta to conduct a study in preparation for our February Board retreat. The purpose of the study is to canvass all Trustees regarding their perception of Rhodes' most distinctive characteristics and greatest strengths as well as the financial resources needed to establish national preeminent. Your responses will be invaluable as we meet in February to set the direction for the College for the next decade and beyond.

Doug Alexander, President of Alexander O'Neill Haas, will be conducting the study. As you can imagine, talking to every Trustee presents him a great logistical challenge. Since you will be attending the Board meeting in Memphis on October 19 and 20, I ask that you make time on early Friday afternoon to talk to Doug. He will be contacting you to arrange a convenient time for the interview.

I appreciate every effort you can make to be accommodating during this study process, so that we will be well prepared at the Board.

Thank you for your help in this important undertaking!

Sincerely,

Winton M. Bloomer

- Winton M. Bloomer, Chairman
- Charles P. Carl, Vice Chairman
- Donald F. Clark, Jr., Secretary
- Herbert Rhea, Treasurer
- H. Daugherty, Jr., President of the College
- Robert Abston, Jr.
- James H. Bailey
- William W. Baker
- John H. Caldwell, Jr.
- W. Lipscomb Davis, Jr.
- John Richard de Witt
- James E. Fogelman
- John Jones Friesen
- Samuel Hill Fulmer
- Henry Goodrich
- Stanton Hill
- James Huggins
- R. Lee Jenkins
- Michael McDonnell
- W. M. Malloy
- M. Mitchem, Jr.
- W. Ogil III
- J. Phillips, Sr.
- H. Prentiss
- Dr. Lawrence P. ...
- Robert E. ...
- Ray U. Tanner
- Reynold Terry
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- James L. Wilson
- James F. Winter
- Ray Zbinden
- Trustees
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- Stephen Ruffin H. ...
- Paul ... Jones
- Paul D. McCaffrey
- William C. Rishert
- ... Soule
- Norbert Turner
- John W. Wade
- Trustees
- ... A. All ...
- Emily Peake A'Hunter
- B. Snowden Boyle
- ... W. Beckman
- ... B. Davis
- ... Fourn ...
- Edward Jappe
- John M. McMillan
- ... A. Moss
- ... E. O'Brien
- Anderson B. ...
- ... Jr.
- ... on
- ... h.