



Campus Master Plan & Action Plan Executive Summary

Marywood University
Scranton, Pennsylvania

January 2002



Performa
creating high performance environments



Marywood University
Scranton, Pennsylvania

**Campus Master Plan
& Action Plan
Executive Summary**

January 2002

Performa
DePere, Wisconsin

INTRODUCTION

Project Kick-Off

In January 2001, Performa was commissioned by Marywood University to prepare a Campus Master Plan to guide its physical development during the next 10 years. Beginning with a kick-off meeting in late January 2001, where we met with the University's Executive Cabinet, a clear direction was set for the entire campus master planning process.

Campus Opportunity Assessment

In March 2001, Performa continued the planning process with a three-day campus visit, called the Campus Opportunity Assessment visit, intended to gain an understanding of the campus resources in terms of their ability to support the University's mission and strategic plan.

Establishing Alternate Scenarios

In order to further understand the campus and its operations, additional visits were made in April and June 2001. Campus needs were established and prioritized. We assisted the University in establishing an Institutional Model, which reflects the future growth of the institution and its implication on all aspects of the University's operation, including staffing. In areas identified as high-priority issues for Marywood University, additional focused planning analysis was provided. Alternate Master Plan Scenarios were then developed from the information gained during our analysis based on overarching campus planning and design concepts. The preferred scenario was refined into the Campus Master Plan and contains all proposed capital projects, including renovations, additions, new construction, and other improvement projects for Marywood University.

Campus Action Plan

The Campus Action Plan was the final step in the planning process. The Action Plan provides a practical and comprehensive plan of action for converting the recommendations of the Campus Master Plan into reality. Project sequencing and scheduling was identified, financial modeling completed to reflect the potential financial conditions within the next five years based on the University's Institutional Model, and a Capital Spending Plan developed which links the University's Financial Model with the Campus Master Plan and Action Plan.

IMPERATIVES

Key "drivers" ...

Imperatives are the key "drivers" that should guide Marywood University, inform decision-making, and form the foundation for future planning efforts.

The Mission Statement "test"

The Mission Statement can be considered the "gate-keeper" in the University's decision-making process. Initiatives that are consistent with the Mission Statement are deserving of future consideration.

The ultimate prioritization of those needs that pass the Mission Statement “test” should be based on the imperatives.

Four Identified Imperatives

We discussed imperatives with Sr. Mary Reap, President of Marywood University, and her Cabinet. Based on those discussions – as well as our independent assessment of the situation at Marywood – we have identified the following four imperatives for the University:

Stewardship of Resources

1. *Stewardship of Resources.* The stewardship of human, physical and financial resources is paramount at Marywood University. Marywood’s human resources include all faculty, staff, students, alumni, Board of Trustee members, and friends of the institution. Nurturing the University’s community culture, which is based on mutual respect and the belief in the value of each person, is a goal for the institution. In conjunction with human resources, the campus’ physical resources – property and equipment – are important for the University to care for properly. An equally important stewardship role is placed upon the institution’s financial resources. Therefore, the balance between human, physical and financial resource stewardship is sometimes tenuous.

Values Based Perspective

2. *Values Based Perspective.* Marywood University has identified five core values that the campus community is focused on. They are:
 - Catholic identity; rooted in spiritual values in the context of a faith community
 - Education as a means of enabling access and removing obstacles. Education of the whole person as a lifelong process.
 - Respect for all persons; sense of community; diversity
 - Service to the community
 - Commitment to excellence in all areasThese values permeate all aspects of the University including its identity, and are manifested in numerous ways such as the University’s responsiveness to unmet educational needs of its geographical area; in its hiring, employment, and social justice practices; and in the University’s dedication to providing widespread access to its resources.

Student Centeredness

3. *Student Centeredness.* Traditionally, Marywood University’s manner of being student centered focused on the community’s **service to** students. Current student centeredness philosophy at the University includes the expectation that students are partners in their own education, and suggests that students be fully engaged in the Marywood experience. Responsibility, service, leadership, and participation in varied curricular and co-curricular

offerings are key attributes of this experience. In addition, the current student centeredness philosophy allows students to be considered “customers”, and includes thinking more globally about student needs -- including their desire for fun activities to occur on campus, improved physical and information resources, and other amenities in addition to the tradition of providing service to students.

Identity / Image

4. *Identity/Image.* The identity of Marywood University, or perspective of the institution from internal audiences, is critical to the overall success of the University’s image, or external perspective of the institution. The identity of Marywood is based on its mission, vision and values, is focused on the strengths of the institution, and is quite clear to many at the University. However, it is not articulated consistently across the campus.

Weighing the Imperatives

The four imperatives agreed upon by the University’s Executive Cabinet were weighted by the Cabinet for use as criteria in prioritizing needs on campus.

The relative weighting of the imperatives, based on a total of 100 percent, is as follows:

Stewardship of Resources (25%)

Values Based Perspective (30%)

Student Centeredness (30%)

Identity/Image (15%)

CAMPUS OPPORTUNITY ASSESSMENT

Campus Climate Analysis

We conducted qualitative research.

To get a better understanding of the issues important to the students, faculty, staff, administration, alumni, members of the Scranton community, Sisters of the IHM Congregation, and members of the Board of Trustees at Marywood University, we conducted qualitative research with these constituencies. This involved a combination of focus groups, individual interviews, observation analysis, and review of institutional documentation.

Overall campus climate is positive.

The overall campus climate at Marywood University is very positive. There are certainly issues and concerns that need to be addressed involving the University’s identity, image, diversity, restructuring, and technology to name just a few. In addition, atmospheric issues in the physical environment present challenges and opportunities campus-wide. However, when one reflects upon “what’s working,” the campus climate issues that need

attention are not insurmountable and need only to be prioritized and tackled. With a collective effort to address the concerns outlined in this section, Marywood University will position itself for continued growth and long-term success.

Strategic Basis

Based on meetings with members of the Executive Cabinet and review of relevant documents, we gained an understanding of the institution's strategic goals and key operational issues in the areas of enrollment, academics, student life, institutional advancement, and administration and finance.

Strategic Plan is underway.

Marywood University is well on its way to fulfilling its strategic plan to become a regional University in Scranton, PA, serving the varied needs of multiple undergraduate and graduate student cohorts, as well as the educational needs for the surrounding community. The largest issue related to the Universities strategic goals are the numerous obstacles created by the aging instructional facilities (primarily the Liberal Arts Center, and the Learning Resource Center), which must be solved to ensure that the campus environment is supportive of the approved academic re-structuring that has begun to be implemented at Marywood.

Detailed Planning Analysis

Assessing the general condition.

This section assesses the general condition of Marywood University in the master planning dimensions of *Site Systems, Space Systems, Plant Systems and Technology Systems*. We describe issues and opportunities in the various components of each system in order to assist the institution in prioritizing its planning needs for future focused analysis and recommendations.

Critical issues....

Marywood University's campus and facilities are generally well-maintained and create an overall visually appealing campus. However, several critical issues should be addressed in the future to improve the master planning dimensions related to the physical assets the Marywood University has. They following is a general list of the most critical issues identified during this process:

...land acquisition;

1. A land acquisition strategy should be considered and encouraged for a number of reasons. First, the remaining acreage to the west would be expensive to build on due to unfavorable subterranean conditions. Second, the purchase of the complete residential block along North Washington and/or the Holy Family Residence property would allow more and better options for Marywood's future campus growth. And finally, at this time the Congregation has no wish to sell any of its land to the University.

campus arrival;

2. Getting to the campus and finding one's way around the campus in a car is a bit difficult. Access to campus is through several miles of business and older residential areas with some directional signage that could be improved. The arrival point on campus along North Washington could be improved as well. It is currently difficult to tell when you have arrived on campus. For a first-time visitor, or a prospective student and family, there may be some difficulty finding the three admissions offices on campus, much less any easily accessible parking adjacent to them.

vehicular & pedestrian traffic conflicts;

3. Vehicular traffic through the campus is currently a problem in relation to pedestrian traffic. Service traffic should be restricted to the northwest entrance along North Washington to avoid conflict with the visitor/admissions traffic entering to the southwest along North Washington.

site lighting;

4. Site lighting was mixed in terms of adequacy. Pathways were typically well lit, however additional attention should be given to nighttime lighting to showcase the buildings and bring more life to the campus.

ADA accessibility;

5. It was noted that accessibility by the disabled on campus pathways, ramps and stairs between buildings had been thought through and was generally acceptable. However, accessibility into the buildings themselves was typically not acceptable. Many entrances have non-complying steps or thresholds.

site signage;

6. Site signage on campus is not adequate. Whereas the signage for the individual buildings themselves is well done, the pedestrian and vehicular way-finding between the buildings is almost non-existent or misplaced. More directories should be placed throughout the campus and more directional signage should be installed for vehicular as well as pedestrian traffic.

classroom recommendations;

7. Based on Marywood's classroom planning and construction already in progress, achieving 67% room and station utilization rates, increasing the average class size for undergraduates and graduates to 18, and preparing for an increased Continuing Education program, the Master Plan recommended breakdown for general-purpose classrooms is a total of 56 general-purpose classrooms of varying sizes. These classrooms should be equipped with flexible furniture configurations and the appropriate instructional technology.

central focus;

8. The University lacks a center or central focus area where University constituents can gather on a formal or informal basis. If provided on campus, this area would reinforce the essence and values of Marywood University.

campus information;

9. There appears to be a strong need for a centralized campus information source. Currently many people handle scheduling

of campus spaces in isolated “silos” and there are ongoing “turf issues” and “ownership issues”.

existing residence halls;

10. One type of facility stands out as consistently below par with the rest of the campus and that is student housing. Most of the older housing facilities are outdated and in need of refurbishing.

Nazareth Hall;

11. Nazareth Hall is too many things to too many people. The students need a space to “hang out”, a place they can call their own and have more control over how the space is used. Currently Nazareth Hall has the conflicting functions of dining, conferencing, special events and student activities. These functions need to be separated to minimize the conflicts in the use of common spaces. In addition, the dining facilities in Nazareth Hall require renovation. The dining hall is too dark and uninviting and the kitchen and serving areas need upgrading to increase their efficiency and appeal.

LRC;

12. Learning Resources Center is underutilized and is not the focal point for students and faculty that it should be. The facility is poorly lighted, poorly ventilated, and difficult to move around in. The circular plan has proven to be inefficient in terms of laying out useable spaces. The LRC will require major renovation to compete with what is available at other institutions and to create the campus focal point that a LRC should be.

and the LAC.

13. The Liberal Arts Center (LAC) is one of the older structures on campus and is continually being remodeled to meet the needs of the academic departments housed within it. The building requires an HVAC (heating, ventilating and air conditioning) upgrade to improve the efficiency of the units, provide more sophisticated energy management controls, and provide air conditioning. Technological upgrades are also required to bring the LAC classrooms more in line with the technological capabilities available in McGowan. Informal gathering spaces are also needed to promote student-faculty interaction. And finally, multiple teaching pedagogies require different spaces for lectures, seminars, interactive teaching, individual teaching and distance learning and these spaces need to be considered when remodeling the LAC.

CAMPUS NEEDS ASSESSMENT & PRIORITIZATION

Needs identification.

In the spring of 2001, Perfor~~m~~a met with campus and community user groups to identify issues and facility needs as they relate to the master plan, and clustered the information into seventeen campus needs.

Needs prioritization.

Perfor^{ma} then facilitated a needs prioritization session with the Cabinet during which the weighted imperatives were used to prioritize the 17 identified campus needs. Each of the campus needs was evaluated in terms of its ability to support each of the four imperatives

Results.

The results of this needs prioritization process are presented below. The seventeen campus needs are listed in priority order, beginning with the most important – as ranked by the President and her Executive Cabinet at Marywood University. The total score for each campus need is also listed.

1. Provide opportunities for formal and informal interaction on campus to improve communication and enhance the sense of community. (500)
2. Continue to provide excellent academic programs at Marywood University. (500)
3. Improve functionality and utilization of existing facilities on campus. (485)
4. Improve “customer service” on campus. (460)
5. Articulate and communicate a clear identity for Marywood University. (445)
6. Improve the aesthetic appearance of campus. (425)
7. Improve compensation packages for staff and faculty. (410)
8. Promote the use of University assets by ensuring safe and adequate access to campus resources for use by all campus constituents as well as the local community. (405)
9. Improve diversity on campus. (405)
10. Provide adequate and appropriate instructional space, instructional support space, furniture, and equipment on campus. (400)
11. Explore and establish collaboration/partnership opportunities. (395)
12. Improve the quality and quantity of student amenities (e.g. food, transportation, fun, etc.) on and off campus. (390)
13. Develop and implement a long-range Enrollment Management Plan and strategy. (380)
14. Provide adequate and appropriate residence hall space on and off campus to meet the needs of the enrollment management plan for the future. (340)
15. Provide an improved “front door” and “entry procession” to Marywood University. (305)
16. Develop an appropriate long-term property acquisition plan. (270)
17. Improve Parking on campus. (215)

These prioritized needs became the basis for Perfor^{ma}’s subsequent planning efforts, including the development of the Campus Master Plan.

INSTITUTIONAL MODELING

Enrollment Scenario.

In order to inform the development of the Campus Master Plan and to establish parameters for the Action Plan, the projected growth of Marywood University over the next five years must be established. The President and Cabinet at Marywood University identified a projected plan of growth for the University. The enrollment scenario impacts all aspects of the University and therefore needs to be understood in some detail.

Marywood University is targeting modest growth for the next five years, primarily in the area of graduate education and continuing education. However, an increase in undergraduate residential students is a goal, from approximately 38% of the UG population to approximately 41%. This growth implies the need for a small number of additional beds on campus in the future, and some demand for increased instructional space on campus.

CAMPUS MASTER PLAN

Facilities responses.

Performa developed facilities responses to address the previously identified and prioritized campus needs. Informed by overarching design guidelines and planning assumptions, we developed the campus master plan involving the various facilities responses to the campus needs.

Design Guidelines & Planning Assumptions

Design guidelines and planning assumptions.

The Design Guidelines and Planning Assumptions informing the campus master plan include the following:

1. The main approach to campus will be from North Washington Avenue (driving north) to Seminary Street, approaching the campus on axis with the statue of Mary. This entry will be enhanced by providing a well-designed landscaped zone (with or without built structures) and campus sign(s) at the north and south corners of the intersection between Seminary Street and North Washington Avenue.
2. Vehicular traffic will be minimized in the center of campus, creating a clear area of pedestrian-only pathways linking most of the campus buildings. The vehicular road extending from the front loop road to the campus entrance on College Avenue will be eliminated, and pedestrian paths and green space will be put in its place.
3. A visitor's center, to include a component of Admissions "welcoming", will be located at the front entrance to campus.
4. A new Chapel to be located southwest of Nazareth Hall, will be constructed in the near future on campus.
5. The Liberal Arts Center will be completely renovated,

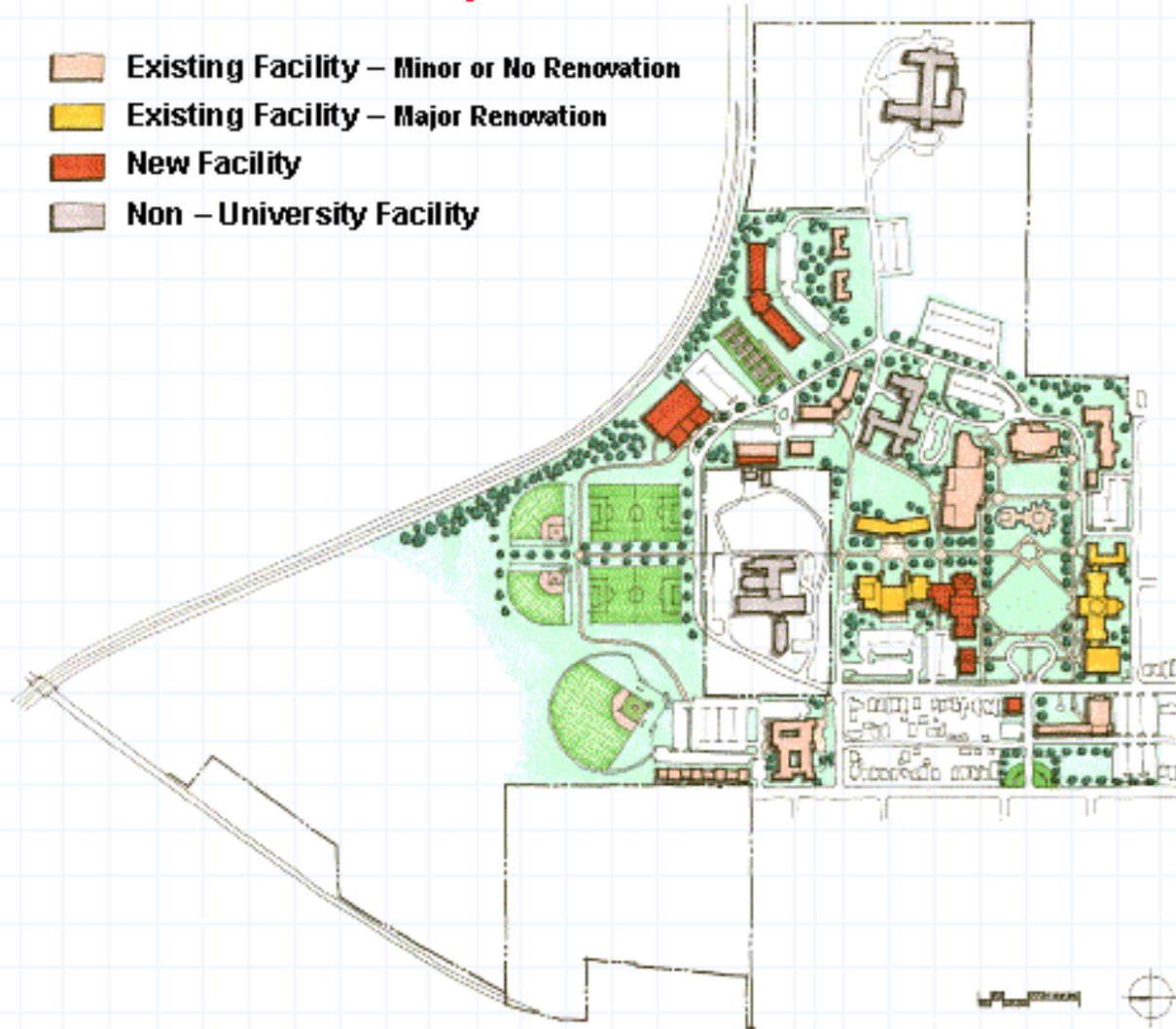
- including infrastructure systems, interior re-partitioning, and exterior tuckpointing and cleaning.
6. Nazareth Hall will be renovated for use exclusively by students for activities, food service and retail operations.
 7. The first floor of Immaculata Hall will be converted back to its original use as residential space for students, once the administrative functions currently located there are relocated to alternate places on campus.
 8. Renovate the first floor of Regina Hall for campus-wide special purpose gathering and meeting space, as well as residence hall lounge and activity space for students living in Regina.
 9. Expand Physical Plant facilities to include a Central Shipping, Receiving and Storage operation.
 10. Add one softball field and one soccer field adjacent to the existing fields on the north portion of the existing campus.
 11. Demolish the mail center, McCarty Hall, Perpetual Help Hall, and the Sculpture Studio to create a parking lot.
 12. Several buildings on campus will not be modified. They include the McGowan Center, Center for Natural Health Sciences, Studio Arts Center, Day Care Center, Early Childhood Center, and Healthy Family Center.
 13. A long-term property acquisition plan will be established to purchase as much of the residential property located on the block between Adams Avenue and North Washington, from University Avenue to Seminary Street. In addition, if the opportunity to acquire the Holy Family Residence presents itself in the future, Marywood University should consider purchasing it for future academic development on campus.
 14. A new athletic facility will be built on campus, and the existing Health and Physical Education Center will be used primarily for recreational purposes.
 15. A new Learning Resources Center will be constructed to provide the University with a central information center and support for Academics that the current LRC cannot provide. The existing LRC will then be renovated to serve a purpose not yet identified, but will be given detailed planning consideration to meet future University needs.
 16. The campus's "green space" will be enhanced by providing improved pedestrian pathways, creating pedestrian nodes (gathering spaces) and outdoor program space for community interaction.

The following page contains the Proposed Campus Master Plan drawing.



Campus Master Plan

-  Existing Facility – Minor or No Renovation
-  Existing Facility – Major Renovation
-  New Facility
-  Non – University Facility



ACTION PLAN

Framework for converting the Campus Master Plan into reality.

The Action Plan provides an overall framework for converting the capital projects proposed in the Campus Master Plan into reality. It provides a practical and comprehensive plan of action for Marywood University to align its resources with its strategic goals and direction for the future. This section includes:

- A phase-by-phase explanation of the proposed implementation plan
- The proposed sequence and schedule of the projects (with 2001 and escalated project costs).
- The proposed Capital Spending Plan identifying the total estimated project costs, broken down by phase and suggested funding source.
- The financial model prepared by the University, based on the assumptions underlying the Campus Master Plan, and the projects contained in it.

IMPLEMENTATION PLAN

Some projects have already begun implementation

A number of projects envisioned as part of this master planning process have already begun their implementation, namely the Healthy Families Center, and the Chapel. These projects are included on the Campus Master Plan Sequence and Schedule to show the progress that has already been made in implementing the Campus Master Plan. They are not, however, discussed further in this section.

Phase I.

The first phase of implementation (called Phase I) is comprised of those projects for which funding has already been secured or can be secured through the annual operating budget as well as the current and next fundraising campaign (which will begin immediately upon completion of the current campaign). Most of these projects are critical for the continued smooth operation of the University. The only new building that is proposed during this phase for which funding has not been secured is the Athletic Center, including additional fields and parking. The first step in this project includes planning and design of the project, which will be funded in phase I, while phase II includes the funding for the construction of this project. Phase I of the Campus Master Plan is projected to extend until Fall 2003.

Phase II.

Phase II of the Campus Master Plan extends from Fall 2003 until 2007/2008 and focuses on projects that can be funded through the next capital campaign as well as debt financing. The current debt capacity and future potential debt capacity (based on the financial model) suggests that many of the renovation and upgrade projects to existing University facilities may be implemented during this phase. Projects in this phase include renovations of existing campus residence halls, academic facilities and recreational spaces.

An addition to the physical plant is scheduled during this phase as well. In addition, a major landscaping/exterior quadrangle improvement project will be completed to improve the campus' "green" space and provide opportunities for increased outdoor gathering and interaction. New facilities to be constructed during this phase are a modestly-sized visitor's center, the new Athletic Center mentioned previously, and potentially a new Learning Resources Center, if fundraising efforts for the next campaign are successful.

Phase III

Projects included in the third phase of the Campus Master Plan are projects whose funding is anticipated to be either beyond the scope of the next capital campaign and/or to be financed through a future bond issue. Current financial modeling does not project out beyond 2006; therefore, the details of the action plan for this phase are still in development. This phase extends from 2008 to 2009 and possibly beyond. The scope of these projects are less defined at this point in time but include new residence halls on campus, continued phases of renovation of the LAC and Madonna Hall, and the potential renovation of the existing LRC (library).

Sequencing and Scheduling

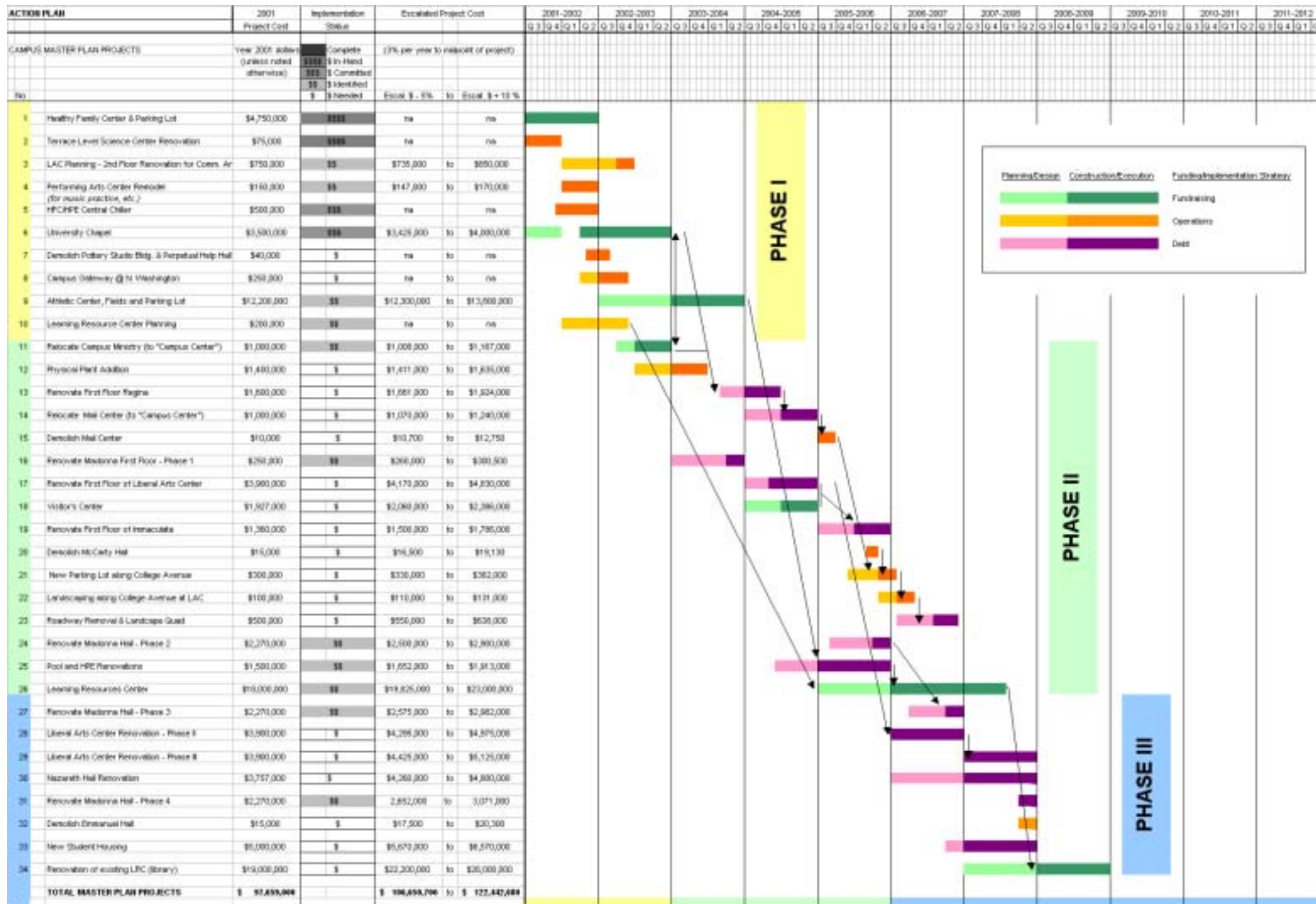
In addition to the suggested sequence and duration of each project (including planning, design, and construction stages), the following Campus Master Plan Project Sequence and Schedule diagram graphically depicts the interrelationships and necessary logistical/temporal connections among the projects. It also indicates the proposed source of funding for each project.

Capital Spending Plan.

The following Capital Spending Plan summarized the financial information by phase, showing the amount in each phase to be funded by the various sources (fundraising, operations, and debt financing). These diagrams are useful graphic counterparts to the narrative in this section.

Marywood University
Campus Master Plan Project Sequence and Schedule

December 5, 2001



Marywood University
Capital Spending Plan

December 5, 2001

Funding Source	Phase 1 2001-2003 <small>(Does not include projects completed before 2001)</small>			Phase 2 2003-2007			Phase 3 2008-2010			TOTAL 2001-2010		
	2001 Project Cost	Escalated Project Cost		2001 Project Cost	Escalated Project Cost		2001 Project Cost	Escalated Project Cost		2001 Project Cost	Escalated Project Cost	
Fundraising												
Capital Projects	\$20,450,000	\$20,475,000	to \$22,550,000	\$20,927,000	\$22,893,000	to \$26,553,000	\$19,000,000	\$22,200,000	to \$26,000,000	\$60,377,000	\$65,568,000	to \$75,103,000
Property Acquisition	\$0	\$0	to \$0	\$0	\$0	to \$0	\$0	\$0	to \$0	\$0	\$0	to \$0
Total	\$20,450,000	\$20,475,000	to \$22,550,000	\$20,927,000	\$22,893,000	to \$26,553,000	\$19,000,000	\$22,200,000	to \$26,000,000	\$60,377,000	\$65,568,000	to \$75,103,000
Operations												
Capital Projects	\$1,965,000	\$1,947,000	to \$2,085,000	\$1,825,000	\$1,867,500	to \$2,167,130	\$15,000	\$17,500	to \$20,300	\$3,805,000	\$3,832,000	to \$4,272,430
Property Acquisition	\$0	\$0	to \$0	\$0	\$0	to \$0	\$0	\$0	to \$0	\$0	\$0	to \$0
Total	\$1,965,000	\$1,947,000	to \$2,085,000	\$1,825,000	\$1,867,500	to \$2,167,130	\$15,000	\$17,500	to \$20,300	\$3,805,000	\$3,832,000	to \$4,272,430
Debt/Bond												
Capital Projects	\$0	\$0	to \$0	\$12,360,000	\$13,363,000	to \$15,531,500	\$21,097,000	\$23,877,000	to \$27,523,000	\$33,477,000	\$37,240,000	to \$43,054,500
Property Acquisition	\$0	\$0	to \$0	\$0	\$0	to \$0	\$0	\$0	to \$0	\$0	\$0	to \$0
Total	\$0	\$0	to \$0	\$12,360,000	\$13,363,000	to \$15,531,500	\$21,097,000	\$23,877,000	to \$27,523,000	\$33,477,000	\$37,240,000	to \$43,054,500
TOTAL												
Capital Projects	\$22,415,000	\$22,422,000	to \$24,635,000	\$35,132,000	\$38,123,500	to \$44,251,630	\$40,112,000	\$46,094,500	to \$53,543,300	\$97,659,000	\$106,640,000	to \$122,429,930
Property Acquisition	\$0	\$0	to \$0	\$0	\$0	to \$0	\$0	\$0	to \$0	\$0	\$0	to \$0
Total	\$22,415,000	\$22,422,000	to \$24,635,000	\$35,132,000	\$38,123,500	to \$44,251,630	\$40,112,000	\$46,094,500	to \$53,543,300	\$97,659,000	\$106,640,000	to \$122,429,930
Performance Benchmarks	01/02	02/03	03/04	04/05	05/06	06/07						
Enrollment												
FT UG's On-Campus	551	586	610	620	630							
Total UG & Grad Enrollment	2,282	2,295	2,313	2,327	2,347	2,372						
Financial Projections												
Net Available from Operations	\$1,007,000	\$1,612,000	\$1,612,000	\$1,512,000	\$1,412,000							

FINANCIAL MODELING

Institutional modeling used to generate a 5-year financial model.

Marywood University used the projections identified in the Institutional Modeling section of this document to generate a financial model for the next five years. This financial model projects the available funds derived from the University's annual operating budget. These funds can be used for a variety of purposes: salaries, institutional financial aid, technology upgrades, endowment enhancement – and the capital projects included in the Campus Master Plan. A summary of this model is presented on the following page.

MARYWOOD UNIVERSITY OPERATING BUDGET ANALYSIS

Five Year Projection

	AMENDED BUDGET <u>2000-2001</u>	PROJECTED BUDGET <u>2001-2002</u>	PROJECTED BUDGET <u>2002-2003</u>	PROJECTED BUDGET <u>2003-2004</u>	PROJECTED BUDGET <u>2004-2005</u>	PROJECTED BUDGET <u>2005-2006</u>
REVENUES:						
Tuition & Fees	\$ 34,998,000	\$ 36,570,000	\$ 38,515,000	\$ 40,600,000	\$ 42,850,000	\$ 45,200,000
Federal Grants & Contracts	520,000	595,000	595,000	625,000	656,000	689,000
State Grants & Contracts	1,086,000	1,446,000	997,000	1,047,000	1,099,000	1,154,000
Private Restricted Gifts & Grants	572,000	340,000	340,000	340,000	340,000	340,000
Private Unrestricted Gifts	662,500	665,000	698,000	733,000	770,000	809,000
IHM Scholarship Gift	395,000	350,000	250,000	250,000	250,000	250,000
Endowment Income	738,250	755,000	1,250,000	1,300,000	1,325,000	1,325,000
Sales & Services	238,000	240,000	252,000	265,000	278,000	292,000
Other Income	298,000	296,000	311,000	327,000	343,000	360,000
Interest Income	370,000	355,000	373,000	392,000	412,000	433,000
Auxiliary Enterprises	<u>5,092,250</u>	<u>5,542,000</u>	<u>6,001,000</u>	<u>6,229,000</u>	<u>6,467,000</u>	<u>6,716,000</u>
Total Revenues	<u>\$ 44,970,000</u>	<u>\$ 47,154,000</u>	<u>\$ 49,582,000</u>	<u>\$ 52,108,000</u>	<u>\$ 54,790,000</u>	<u>\$ 57,568,000</u>
EXPENDITURES:						
Salaries	\$ 19,610,000	\$ 20,887,000	\$ 21,835,000	\$ 22,829,000	\$ 23,877,000	\$ 24,976,000
Employee Benefits	5,645,000	6,150,000	6,545,000	6,800,000	7,175,000	7,516,000
Supplies & Expenses	7,537,000	7,430,000	7,275,000	7,472,000	7,693,000	7,914,000
Utilities	1,040,000	1,160,000	1,218,000	1,279,000	1,340,000	1,404,000
Capital Outlay	375,600	378,000	397,000	418,000	433,000	449,000
Debt Service	33,000	35,000	43,000	945,000	1,264,000	1,472,000
Marywood Student Aid	9,498,000	10,160,000	10,785,000	11,460,000	12,175,000	12,975,000
Federal/State Student Aid	<u>446,000</u>	<u>504,000</u>	<u>529,000</u>	<u>555,000</u>	<u>583,000</u>	<u>612,000</u>
Total Expenditures	<u>\$ 44,185,000</u>	<u>\$ 46,704,000</u>	<u>\$ 48,627,000</u>	<u>\$ 51,758,000</u>	<u>\$ 54,540,000</u>	<u>\$ 57,318,000</u>
Excess of Revenues over Expenditures	\$ 785,000	\$ 450,000	\$ 955,000	\$ 350,000	\$ 250,000	\$ 250,000
Beginning Fund Balance	<u>1,822,000</u>	<u>907,000</u>	<u>1,007,000</u>	<u>1,612,000</u>	<u>1,612,000</u>	<u>1,512,000</u>
Fund Balance Before Transfers	\$ 2,607,000	\$ 1,357,000	\$ 1,962,000	\$ 1,962,000	\$ 1,862,000	\$ 1,762,000
OTHER TRANSFERS:						
Plant – Projects	(350,000)	(350,000)	(350,000)	(350,000)	(350,000)	(350,000)
Other Plant – Surplus	<u>(1,350,000)</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Ending Fund Balance	<u>\$ 907,000</u>	<u>\$ 1,007,000</u>	<u>\$ 1,612,000</u>	<u>\$ 1,612,000</u>	<u>\$ 1,512,000</u>	<u>\$ 1,412,000</u>
Credits	62,500	65,020	65,456	65,956	66,464	67,026
Fall Residents	481	530	570	570	570	570
Spring Residents	465	510	551	551	551	551
UG Tuition (per credit)	\$ 495	\$ 520	\$ 546	\$ 573	\$ 602	\$ 632