

EDINBORO UNIVERSITY

FIVE-YEAR STRATEGIC PLAN

2006-2011

OF PENNSYLVANIA



Building a prosperous future through academic excellence and civility

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MISSION STATEMENT

The mission of Edinboro University is to create and share knowledge by providing access to education and learning experiences for the academic, cultural and personal growth of the students and the larger community we serve.

VISION STATEMENT

Edinboro University is the leading institution of higher education in the region, and a cornerstone of excellence in academics, technology and the arts. Clearly identified with our special mission, we strive to meet the ever-changing needs of the world around us by providing access to our institution for the benefit of all.

Diversity is apparent by the breadth and richness of our programs, faculty, administration, staff, and students. We provide research, community services, and educational programs in accordance with the social, cultural, economic and technical needs of the region and Commonwealth. The University meets the specific needs of underrepresented groups, students with disabilities, and those faced with social or economic hardship or inadequate educational preparation.

Our faculty, staff, and administration are highly qualified and committed to our mission and clearly demonstrate a commitment to personal and professional development. The environment we create at Edinboro is inspirational, yet challenging. It is interactive, creative, fair and civil, and it demonstrates the highest community values. In fulfilling our responsibilities, we nurture a strong sense of respect and dignity.

Recognizing that knowledge creates opportunity, Edinboro University instills in our students a corresponding sense of responsibility with their freedom of choice. Our programs help students develop an interest in higher social values and encourage intellectual pursuits, personal development, and a commitment to lifelong learning and service. All who experience Edinboro University are inspired to even greater achievement.

GUIDING PRINCIPLES

In service to our mission, as a community, we recognize the uniqueness of each individual and embrace the opportunity and responsibility to:

- Pursue excellence in lifelong learning and scholarship.
- Promote collaboration, openness, honesty, and respect.
- Foster integrity.
- Champion fairness, social justice, diversity, and civility.
- Encourage creativity and innovation.
- Serve others within and outside the Edinboro Family.



Edinboro University of Pennsylvania is an equal opportunity education institution and will not discriminate on the basis of race, color, national origin, sex and disability in its activities, programs or employment practices as required by Title VI, Title IX, Section 504 and the ADA.

For information regarding civil rights or grievance procedures, contact Dr. Richard Arnold, Associate to the President for Equity, Special Programs and Staff Development, Title VI, Title IX, Section 504, McNerney Hall, Edinboro, PA 16444 (814-732-2167). For information or assistance regarding services, activities and facilities that are accessible to and useable by persons with disabilities, contact Dr. Robert McConnell, Office for Students with Disabilities (814-732-2462 V/TTY).



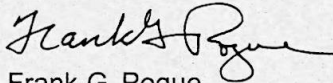
It is a pleasure to present this Five-Year Plan for Edinboro University of Pennsylvania. This document represents the academic aspirations of our faculty, staff, and administrators in service to our students and the Commonwealth of Pennsylvania and beyond. It exemplifies our allegiance to academic excellence as the core of our mission **to create and share knowledge by providing access to education and learning experiences for the academic, cultural and personal growth of the students and the larger community we serve.**

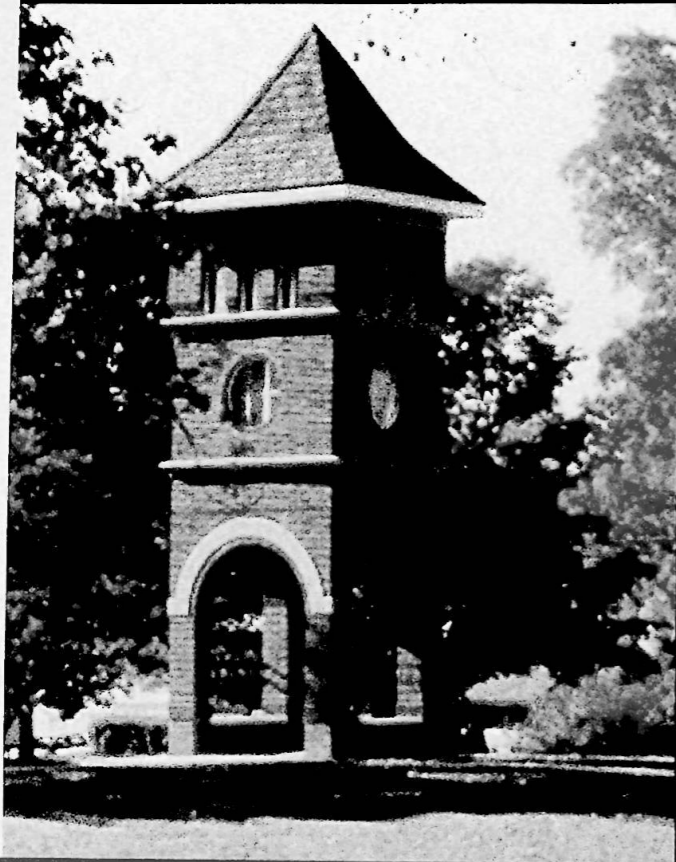
This plan is also a manifestation of the University's commitment to civility: fairness, tolerance, collegiality and civic responsibility. The corresponding University-wide theme that combines our mission and commitment to civility is: ***Building a prosperous future through academic excellence and civility.***

There is a direct relationship between the success of the University and the prosperity of northwestern Pennsylvania and the other regions of the state, nation and world that we serve. We believe that an inclusive and transparent planning process helps to ensure the excellence and civility necessary to enhance prosperity.

I express appreciation to the members of the 21st Century Planning Group for providing careful guidance for our planning process. Also integral to the development of our goals and the enhancement of our inclusive planning process are our Department Chairs, Directors and Members of the President's Executive Council. Special appreciation is extended to the members of our Council of Trustees. All of these individuals, and many more across the campus, contributed to this document and the ideas and ideals it presents.

Thank you for your interest in Edinboro University of Pennsylvania and our students.


Frank G. Pogue
President



During the 2006-07 academic year, Edinboro University of Pennsylvania will proudly celebrate its 150th anniversary – the Sesquicentennial. Achieving this milestone in the institution's history of academic excellence and service to the Commonwealth of Pennsylvania and the world not only calls for celebration, but it also calls for renewed consideration of the University's goals, objectives and initiatives. This will enable the University to be well positioned for the next 150 years. The Sesquicentennial is also significant because, during this year, we will mark the successful conclusion of the *Campaign for Excellence*, the University's \$15 million capital campaign.

The University's heritage and tradition began on December 15, 1857. On a snowy day in northwestern Pennsylvania, a modest one-building, community-funded school known as the **Edinboro Academy** opened its doors for business. It was the same year that Pennsylvania passed a Normal School Act providing for the training of teachers.

Joel Merriman, from Waterford Academy, was hired as Edinboro's first principal. On opening day, he and his two teachers greeted 110 cold children as they piled into Austin Hall (now Academy Hall) for the first day of school. Academy Hall still stands today, and it is believed to be the oldest normal school building in the United States that remains in use for educational purposes.

Edinboro opened as an academy but operated as a Normal School, a training school for teachers, from its earliest days. To be officially chartered as a Pennsylvania Normal School, Edinboro needed additional land and buildings. The school grew to meet those requirements, and was chartered as **Northwestern State Normal School** on January 26, 1861.

For 57 years, the school operated as a state-related entity until 1914 when the state purchased the school from the stockholders. From then until now, Edinboro has been a public institution in its truest sense.

In 1857, Pennsylvania saw a deficiency in teachers as its most pressing educational need. As time passed, the needs of society changed, and Edinboro evolved to meet those needs. In 1927, the school became **Edinboro State Teachers College** and began granting four-year college degrees in Education.

In 1960, it became **Edinboro State College** with the ability to confer degrees in the arts and sciences.

The years did not pass without high and low points. Two years after Edinboro became a State Teachers College, the Depression gripped the country. Pennsylvania made a ten percent across-the-board cut in spending and enrollment began a steady decline, from 600 in 1928 to 111 in 1944.

Just as Edinboro hit its lowest point, the Second World War ended. Returning GI's flooded the schools. The state-owned schools were asked to accept the overload from Penn State, which they were glad to do. In all, Edinboro accepted over 1,000 assignees, more than any other state-owned school.

As times began to improve, Dr. Thomas Miller was hired as president. From 1954 to his untimely death in 1966, Dr. Miller oversaw an increase in the student body from 636 to over 3,400. During that same period, the campus expanded by over 500 acres.

Dr. Chester McNerney succeeded Dr. Miller as president. During his tenure, the institution continued to see a rapid increase in the student body. He shepherded the school through the turbulent Vietnam era.

The next evolution of the school occurred under the leadership of President Foster F. Diebold who collaborated with colleagues statewide to usher the creation of the Pennsylvania State System of Higher Education via Act 188 of 1983. Edinboro State College became **Edinboro University of Pennsylvania**. President Diebold greatly expanded the international outreach of the University while also leading the institution through a significant fiscal crisis.

Dr. Frank G. Pogue assumed the presidency of Edinboro University in July of 1996. He continued to build upon the academic quality of the institution, and he also introduced the concept and philosophy of the Edinboro Family and engaged the entire campus in working toward the development of a student-centered environment that supports the pursuit and achievement of academic and personal excellence. Dr. Pogue brought a wealth of higher education experience to the campus through his professional associations with organizations such as the Middle States Association of Colleges and Schools.

He introduced an inclusive strategic planning process that links budgeting to planning, and outlined priorities for the University that were established following wide consultation and dialogue across the campus and throughout the University's primary service region. In addition to growing enrollment, expanding programmatic accreditations, and creating new academic programs and support services, the physical campus has undergone a transformation that is unparalleled in the University's history. Major life-cycle renovations and additions were completed for eight campus buildings, the first new building in more than 20 years was constructed (the R. Benjamin Wiley Arts & Sciences Center), the campus infrastructure was replaced, a campus-wide information network was installed, new signage was designed and installed, a classroom facility was established in Meadville, and the renovation of the oldest campus building, the historic Academy Hall, is under way. Plans are also under way for a major renovation of Cooper Science Hall, the construction of a new music building, and the construction of a building to house the Institute for Human Services and Civility.

Edinboro University of Pennsylvania has benefited immensely from the varied leadership talents and visions of its principals and presidents. The University has withstood crisis, economic devastation, world wars, and many other challenging and trying times. Amidst myriad transitions, Edinboro's core academic mission has remained stable and constant – to provide access to high quality education.

Some 150 years after the doors of Academy Hall opened, the University's outstanding education programs continue to thrive, as do many other academic offerings which include 100 majors and 57 minor programs. Through strategic planning and resource stewardship, we are perpetuating this rich educational legacy. We proudly celebrate the University's 150th anniversary as we guide the campus toward an even brighter future; one of continued excellent academic service in the interest of our students – past, present, and future. Edinboro University is building a prosperous future through academic excellence and civility.

Dr. Frank G. Pogue was appointed the 15th president of Edinboro University of Pennsylvania on July 1, 1996. Subsequently, at the 1996 Fall University-wide Convocation Dr. Pogue articulated eight primary priorities that would serve as a guide for all that is done in the interest of students and the creation of a student- and learner-centered environment. These priorities, in line with those of the Pennsylvania State System of Higher Education (PASSHE), were identified as a result of campus and community-wide consultation.

As further evidence of the democratic environment at Edinboro University, "Enhance Academic Excellence" was added to the University-wide priorities. This priority was added in 2003 after campus deliberations resulting from the University's collaborative Middle States Association self-study process. The campus community agreed that University-wide planning priorities should not just address areas in need of improvement, but should also highlight our academic mission to create and share knowledge by providing access. Edinboro University's accreditation process received commendation from the Middle States Association, along with an unconditional re-affirmation of accreditation. These priorities guided Edinboro University from 1996 until 2004, serving as the foundation of the University's inclusive budget, planning, and Continuous Improvement process.

PRIORITIES 1996-2004

- Increase enrollment to 8,000 students in the next several years through enhanced enrollment and retention strategies
- Enhance academic excellence
- Enhance technology campus-wide
- Create a just community that is student centered
- Enhance the advancement arm of the institution
- Create a collaborative administrative team both on and off campus
- Create an inclusive planning process that ties budgeting to planning
- Increase diversity
- Enhance graduate studies

Following the University's collaborative Middle States Association self-study process, a new set of priorities were developed in 2004-2005. These "new" priorities were updated to reflect the University's changing realities and vision for the future. These priorities continue to be consistent with the goals and objectives of the Pennsylvania State System of Higher Education's strategic plan, "Leading the Way."

These strategic priorities were determined through the dedication and deliberation of the membership of the 21st Century Planning Group after they prioritized the recommendations of the Middle States self-study. The 21st Century Planning Group also reviewed the University's Mission and Vision Statements, PASSHE strategic goals, performance indicator results and other pertinent research reports prior to recommending new priorities to President Pogue.

There are many changes and challenges facing Edinboro University of Pennsylvania, now and in the future, such as increased accountability, decreased state appropriations, changing student demographics, decreased amounts of student financial aid, and increased demands for technology. However, Edinboro University remains committed to our mission to "create and share knowledge by providing access." These new priorities were developed in order to guide the University in effectively addressing our vital mission.

This five-year plan is a natural extension of our inclusive budget, planning and Continuous Improvement process. It builds on our tradition of collaboration and shared governance to enable the realization of the University's promising vision.

Building a prosperous future through academic excellence and civility.



UNIVERSITY-WIDE PRIORITIES – 2004 AND BEYOND

ACADEMICS:

1. Enhance quality academics.
2. Emphasize research, scholarship, and creativity.
3. Promote graduate education.
4. Enhance a technology infrastructure that supports learning objectives.
5. Encourage collaboration across disciplines, division, community colleges, and with K-12 schools.

STUDENTS:

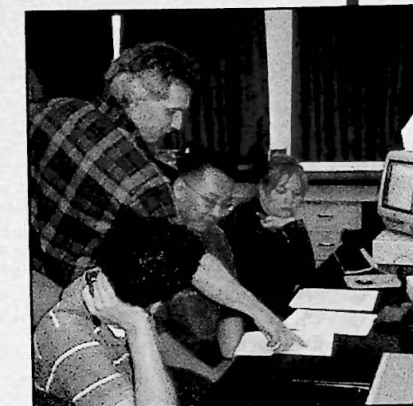
1. Recruit, retain, and graduate talented students.
2. Enhance success for all students.
3. Nurture a learning environment that is just, civil, diverse, and student centered.
4. Enhance services for non-traditional students.

REVENUE ENHANCEMENT:

1. Enhance extramural funding.
2. Promote grantsmanship.
3. Enhance community/corporate alliances.
4. Refine marketing efforts to accomplish academic and community goals.

COMMUNITY:

1. Meet the specific needs of diverse groups, including the underrepresented and the under-prepared.
2. Contribute to the economic and social development of the region.
3. Strengthen continuing education programs.



ACADEMICS:

1. Enhance quality academics.

Edinboro University will provide the highest quality undergraduate education to a diverse student population. This is core to the University's educational access mission. The Fall 2005 headcount of 6,523 undergraduate and 1,168 graduate students reflects a decline from previous years. Part of this decline is attributed to record graduating classes but also is indicative of declining demographic trends in northwestern Pennsylvania with fewer traditional students in the region. However, graduate enrollment has increased steadily since 1997 with a 46 percent growth in graduate enrollment. This initiative is a foundation of the University's strategic plan for 2006-2011.

Strategic Initiatives:

- Pursue accreditation in targeted academic programs by 2009.
- Create/implement an electronic NCATE Assessment System.
- Highlight academic excellence and our programmatic offerings.
- Convert temporary faculty positions into tenure-track positions where warranted by enrollment trends and program development.
- Renumber courses across the disciplines to better reflect curricular level.

2. Emphasize research, scholarship, and creativity.

Edinboro University will support high-quality research, scholarship and creative activities that support the University's academic mission.

The efforts of faculty members combined with the leadership provided by the School of Graduate Studies and Research and the Grants and Sponsored Programs Office have resulted in record levels of grant funding awards for the University. To reach an even higher level of prominence, more will be done to support these efforts.

Strategic Initiatives:

- Increase recognition of scholarship and presentation of papers.
- Prioritize graduate assistant research assignments.
- Support faculty/student research and interdisciplinary collaboration.
- Improve access to library research materials.
- Expand the "Dialogues Across the Disciplines" program by increasing the number of programs and attendance.
- Further develop the Honors Program, Latin American Studies and other interdisciplinary programs.

3. Promote graduate education.

Edinboro University will increase its emphasis on high-quality graduate education to meet the professional education needs of the northwestern Pennsylvania region and beyond. Graduate programs play a key role in the development of the region's economy and improve the quality of life of its citizens. Edinboro University has, for four of the last five years, enrolled a record number of graduate students and we expect the trend to continue.

Strategic Initiatives:

- Continue to expand online graduate programming.
- Develop a Master of Science degree in Criminal Justice Administration.

- Develop a graduate certificate in End-of-Life Care.
- Develop a Ph.D. in Counselor Education.

4. **Enhance a technology infrastructure that supports learning objectives.**

To ensure access to a high-quality education, Edinboro University will sustain and improve its technology resources, services and infrastructure. We will continue to provide students and faculty with appropriate technology to meet their academic needs. Using a collaborative approach, we will create effective learning environments and support the academic enterprise as it develops new learning modalities within specific disciplines.

Strategic Initiatives:

- Continue providing state-of-the-art networks and telecommunications for Edinboro University.
- Expand the wireless infrastructure by 2007 to achieve a totally wireless campus.
- Deploy technology fee resources that result in improving learning.
- Develop ubiquitous computing to include mobile laptop computer classrooms and handheld technologies.
- Increase online library resources and supply the tools to enhance information literacy.
- Increase technology resources for student access and to all suitable classrooms with appropriate support.
- Improve technology services in the residence halls to provide a safe and effective connection to learning resources.
- Implement a planned replacement strategy for technology.
- Determine the best role for alternate open-source technologies and implement where feasible.

- Maintain a secure computing environment to ensure access to our academic resources.
- Recognizing that the community we serve reaches beyond the physical campus, technology will be deployed to address the growing needs for learning from a distance that is flexible in regards to location and time.
- Develop a campus portal that provides students, faculty, and staff with a customized web environment to improve communications and information access.

5. **Encourage collaboration across disciplines, division, community colleges and with K-12 schools.**

Edinboro University is committed to, and is distinctive in the region, for valuing strategic partnerships. Collaboration is evident throughout the University's internal and external operations. Successful collaboration is key to Edinboro University's success as a leading educational provider in northwestern Pennsylvania.

Strategic Initiatives:

- Enhance regional educational alliances.
- Expand professional development K-12 schools from three to six.
- Continue Instructional Leaders' Academy with area administrators – Pre K-12.

STUDENTS:

The enhancement of a student-centered environment is a core University value. Edinboro University will become more aggressive in the recruitment, retention and graduation of our students. We will improve our second-year persistence and four- and six-year graduation rates in order to achieve the PASSHE targeted goals. We will provide the highest quality educational experience and make an Edinboro University education surpass that which is offered at other universities.

Strategic Initiatives:

1. Recruit, retain, and graduate talented students.

- Revisit the Out-of-State Tuition Policy.
- Enhance attraction and retention of international students.
- Matriculate increased numbers of students from outside the northwestern Pennsylvania area.
- Assess effectiveness of living-learning communities in promoting retention.
- Expand the number of living-learning communities, including learning communities for commuter students.
- Establish an academic advising center.
- Enhance the Orientation experience.
- Create a group meeting room for video presentations and an office/building environment suitable for the attraction of new students.
- Develop retention/graduation plans for academic departments.
- Identify alumni to recruit students from their workplaces in targeted disciplines.

2. Enhance success for all students.

- Enhance the role of the Parent/Family Organization in promoting student success.
- Ensure that student-athletes maintain academic requirements while traveling to and from events through the procurement of Gateway Tablet PCs, as well as continued emphasis on scheduled study tables and peer assistance.
- Offer a developmentally-focused support group for women of color.
- Develop a workshop series for resident students dealing with multicultural issues.

3. Nurture a learning environment that is just, civil, diverse, and student centered.

- Challenge the Residence Hall Association to focus on issues of student satisfaction related to residence hall living.
- Increase faculty participation in living-learning programming.
- Develop a housing strategy that is reflective of the needs of millennial students, honor students, single parent students, graduate students and non-traditional students to address their needs well into the future.

4. Enhance services for non-traditional students.

- Expedite non-traditional student enrollment service needs - actuate the non-traditional enrollment student strategy plan such as the non-traditional student viewbook.
- Enhance support for non-traditional students such as the creation of a non-traditional student mentor program with the Alpha Sigma Lambda honors students as mentors.
- Further integrate non-traditional students into the Edinboro University community.

- Create an electronic student union for non-traditional and commuter students.
- Establish real-time video connection to the reference librarian from Porreco and Meadville locations.

REVENUE ENHANCEMENT:

Edinboro University of Pennsylvania needs resources to implement the strategic plan and its respective initiatives. The campus community has long been working smarter and more efficiently. We will continue to improve our ratings in the PASSHE Performance Indicators with respect to personnel ratio, instructional costs and ratio of total expenditures per student. Efficiency will be relentlessly pursued. However, new opportunities require capability, flexibility and additional resources. We will seek additional resources beyond typical state appropriated funding levels.

Strategic Initiatives:

1. Enhance extramural funding.

- Increase scholarship contributions from University Services, Inc., the Foundation, and the Alumni Association for additional scholarship offerings for new recruits.
- Enhance current scholarship programs to require fewer restrictions in order to expand scholarship funding for prospective incoming students.
- Develop a system to more efficiently track planned gifts, estate gifts, and trusts.
- Establish a "School District Scholarship" program.
- Establish a Student Philanthropy Day.

- Develop an automated online giving system.
- Provide cellular coverage for students, faculty and staff as well as community while producing monthly revenues from leased space agreements.

2. Promote grantsmanship.

- Increase grant proposals by 2 percent per year.
- Develop grants targeting needs of diverse populations.
- Support entrepreneurial revenue generators.
- Pursue development of a start-up fund for new faculty.
- Apply for funding from the Pennsylvania Liquor Control Board to combat underage and high-risk drinking among college students.

3. Enhance community/corporate alliances.

- Successfully achieve the \$15 million capital campaign goal by 2007.
- Create an annual fund for businesses to support campus events and programs.
- Establish Reunion Class Giving Campaign.
- Establish an employee and retired employee matching grant campaign for scholarships and endowments.
- Grow the Foundation endowment from \$10 to \$15 million.
- Finalize the installation of the Fighting Scot statue.
- Create a public recognition program for donors.
- Generate \$1 million for the new music building project.
- Upgrade donor/alumni software.
- Secure funding to create an automated phonathon room.
- Upgrade software and improve the database for better prospect list management.

4. **Refine marketing efforts to accomplish academic and community goals.**

- Increase presence and awareness of Edinboro University in the prime recruitment area of eastern Pennsylvania.
- Feature an academically-talented freshman, their high school, and their recruiter in marketing publications.
- Maintain consistent look and improved look for campus communications.
- Implement Alumni Online Community and quarterly e-newsletter.
- Create print ad series featuring faculty and expand ad presence in business/corporate publications.
- Conduct extensive market research concerning the University's public image, the image of the University in the minds of our current and prospective students, and, most importantly, what we need to do to recruit, enroll and retain more academically gifted students.

COMMUNITY:

Community is a core value of the Edinboro University Family. It is the foundation of our inclusive, collaborative, democratic campus environment. Edinboro University is committed to fostering a caring environment for students, faculty, staff, alumni, parents, partners, and others associated with us. We will continue to enforce policies and practices that ensure the development and fair treatment of all.

Strategic Initiatives:

1. **Meet the specific needs of diverse groups, including the underrepresented and the under prepared.**

- Promote the East Erie and Regional Choice programs, Professional Development Schools, and the Instructional Leaders' Academy.
- Secure extramural funding to expand Latino Leadership Development program into year-round, school-based program.
- Seek grant funding to establish College Assistance for Migrants Program (CAMP).
- Apply for funding from the Department of Justice to enhance the campus climate for women.
- Expand the Frederick Douglass Living-Learning community to increase African-American student persistence.

2. **Contribute to the economic and social development of the region.**

- Develop initiatives to address regional economic and social issues.
- Collaborate on the Keystone Innovation Zone.
- Effectively promote the role of the University as an economic engine for the region.
- Expand outreach, publicity, and impact of campus cultural and educational programs.

3. **Strengthen continuing education programs.**

- Implement credit-bearing Continuing Education.
- Develop academic summer camps.

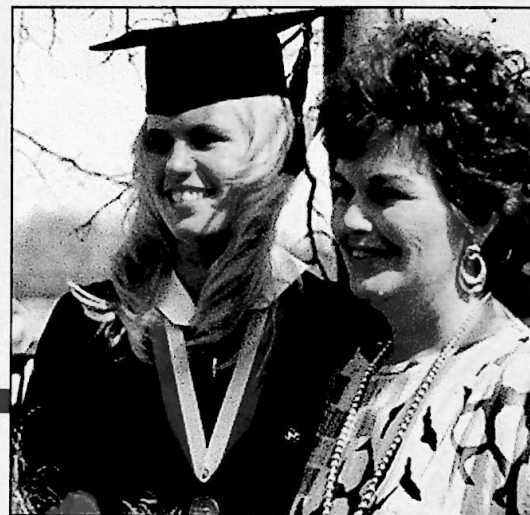
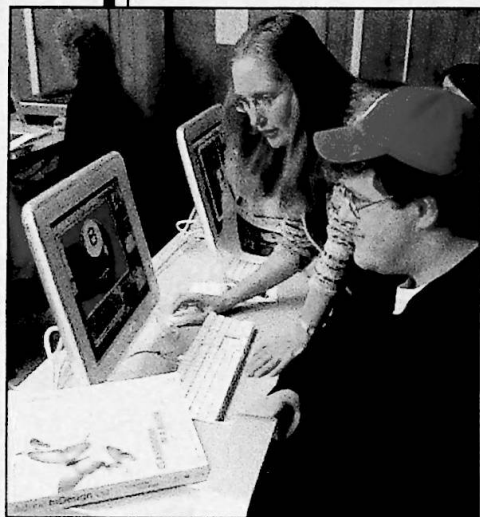


EDINBORO UNIVERSITY OF PENNSYLVANIA

Dr. Frank G. Pogue, *President*

COUNCIL OF TRUSTEES

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Mr. John A. Pulice
Ms. Teresa R. Scott
Dr. Judy G. Hample, (*ex officio*)



21st CENTURY PLANNING GROUP

The 21st Century Planning Group serves as a recommending body for the establishment and maintenance of priorities for Edinboro University of Pennsylvania during the 21st century. The Group has been charged with the responsibility of ensuring that all University programs and services remain consistent with the University Mission, goals and objectives and strategic plan.

One-Year Term	Ms. Jennifer Butler (<i>Student Representative</i>) Dr. David Ferster Ms. Marilyn Goellner Dr. Michael Hannan Ms. Patricia Heidelberg (<i>Student Representative</i>) Dr. Jerra Jenrette Ms. Monica Johnson (<i>Student Representative</i>) Dr. Rhonda Matthews Dr. Robert McConnell Dr. Lawrence Mencotti (<i>Retired Faculty</i>) Mr. David Tucker AFSCME Representative (<i>To be determined</i>)
Two-Year Term	Mr. Gordon Herbst Ms. Angela Onderko Mr. Kahan Sablo Ms. Loralyn Whitney
Three-Year Term	Dr. Richard Arnold Dr. R. Scott Baldwin Dr. Mary Margaret Bevevino, <i>Co-Chair</i> Dr. Jerry Kiel Dr. Andrew Lawlor Dr. Patricia Pineo, <i>Co-Chair</i> Dr. Eric Randall Dr. Terry Smith
Coordinator of 21st CPG	Dr. Michael A. Mogavero
University Planner	Dr. Erinn D. Lake

ADMINISTRATIVE ADVISORY GROUPS

President Pogue created Administrative Advisory Groups in key areas of responsibility in order to enhance collaborative decision making and communication and to create forums in which detailed discussions of goals, objectives, priorities and initiatives can take place. The groups are composed of University senior administrators as well as staff associated with the area of responsibility. The groups and their chairs are listed below.

Academic Affairs Advisory Group
Dr. Pearl Bartelt, *Chair*

Enrollment and Retention Advisory Group
Dr. Jerry Kiel, *Chair*

Budget Advisory Group
Mr. Gordon Herbst, *Chair*

Development and Marketing Advisory Group
Dr. Michael Mogavero, *Chair*

Technology and Communication Advisory Group
Dr. Andrew Lawlor, *Chair*

UNIVERSITY ADVISORY GROUPS

In addition to the Administrative Advisory Groups and the 21st Century Planning Group, a range of University Advisory Groups has been created to address specific issues and ensure broad-based consultation and input. The following groups are among the Advisory Groups that have contributed significantly to the planning process.

Campus Beautification Committee

Mr. William Coleman, *Co-Chair*

Mr. Lee Rexrode, *Co-Chair*

Commission on Civility

Dr. Joseph Laythe, *Chair*

Financial Aid Advisory/Appeals Committee

Ms. Dorothy Body, *Chair*

Personnel, Space and Policy Committee

Dr. Emily Sinsabaugh, *Chair*

Planning for Technology Committee

Dr. Andrew Lawlor, *Chair*

President's Commission on the Status of Women

Dr. Denise Ohler, *Co-Chair*

Ms. Suzanne Winterberger, *Co-Chair*

University Advisory Groups, cont'd:

Sesquicentennial Commission

Mr. David Obringer, *Co-Chair*

Dr. Emily Sinsabaugh, *Co-Chair*

Uniting for Success Advisory Groups

Student Retention and Student Graduation

Student and Employee Diversity

Optimal Undergraduate Program Mix

Optimal Graduate Program Mix

Optimal Resource Mix

Advancement

Faculty Terminal Degrees

Program Accreditation

UNIVERSITY SENATE

Dr. Renata Woly nec, <i>President</i>	Dr. Robert Hass	Dr. Barbara Rahal
Ms. Terri Astorino	Mr. Gordon Herbst	Ms. Eleanor Randall
Ms. Lisa Austin	Mr. Charles Johnson	Dr. Eric Randall
Dr. Scott Baldwin	Dr. Jean Jones	Dr. James Roberts
Dr. Pearl Bartelt	Dr. Patrick Jones	Dr. Janet Rogers
Mr. Bruce Baumgartner	Dr. Jerry Kiel	Dr. Corinne Schaeffer
Dr. Margaret Bevevino	Dr. Andrew Lawlor	Mr. Duane Schlosser
Ms. Ro Blair	Dr. William Mackay	Mr. Frederick Scruton
Dr. James Bolton	Dr. Rhonda Matthews	Dr. Terry Smith
Dr. Dan Burdick	Dr. Robert McConnell	Dr. Edward Snyder
Ms. Rachael Burke	Mr. Terry McKelvey	Dr. Ronald Spiller
Dr. Mary Carden	Dr. Grant McLaren	Ms. Jaynece Stafford
Mr. Gerald Carnes	Dr. Mary Jo Melvin	Dr. Janis Stamm
Mr. Robin Cole	Ms. Nodeia Mitchell	Dr. Kathleen Stevens
Mr. Robert Conlon	Dr. Michael Mogavero	Dr. Karen Stubenbort
Dr. Gary Connell	Mr. Joseph Molnar	Dr. Stephen Sullivan
Dr. Kevin Courtright	Dr. Kerry Moyer	Dr. Nina Thumser
Dr. Ronald Craig	Ms. Christiana Nwairo	Dr. Joyce White
Dr. Armendia Dixon	Mr. Ignatius Nwaokomah	Dr. Richard White
Dr. Karen Eisenhart	Mr. Igor Petrovski	Mr. Thomas White
Dr. James D. Fisher	Mr. Tim Pilewski	Mr. Bruce Whitehair
Dr. Kathleen Golden	Dr. Frank Pogue	Ms. Cathleen Wierzbowski
	Dr. John Polo	

PRESIDENT'S EXECUTIVE COUNCIL

Dr. Richard E. Arnold, *Associate to the President for Equity, Special Programs and Staff Development*
Dr. R. Scott Baldwin, *Dean of Education*
Dr. Pearl W. Bartelt, *Provost and Vice President for Academic Affairs*
Dr. Mary M. Bevevino, *Dean of Graduate Studies and Research*
Ms. Janet E. Dean, *Associate Vice President for Human Resources and Faculty Relations/University Ombudsperson*
Dr. Donald H. Dilmore, *Associate Vice President for University Libraries*
Mr. Gordon J. Herbst, *Interim Vice President for Finance and Administration*
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