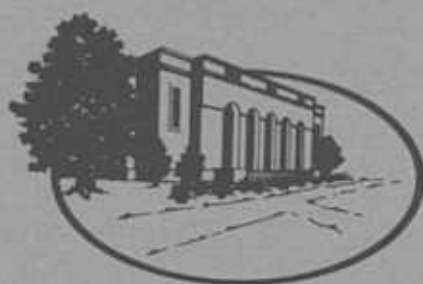


President's Annual Report 1983



EDINBORO UNIVERSITY OF PENNSYLVANIA

A MESSAGE FROM PRESIDENT FOSTER F. DIEBOLD



This year was a particularly significant one as we moved into our new position as a University. In my Annual Report last year, I shared with you the phases of our evolution from an initial one-building Academy to Normal School to State Teachers College to Edinboro State College and, finally, with the passage of the State System of Higher Education legislation, to Edinboro University. On July 1, 1983, with the passage of Act 188, we became Edinboro University of Pennsylvania of the State System of Higher Education (SSHE).

More than a measure of the accomplishments we have made, this Annual Report focuses on certain goals and objectives we have established to face the forthcoming challenges of this decade. Social and economic changes particularly, have prompted us to reevaluate our strategies as we attempt to structure the best higher education program we can within the limits of the resources made available to us. Many of my goals and objectives for this year continue to be diverted to

efficient and responsive management. This involves, first and foremost, an ongoing evaluation of what we have to offer our students in the way of an academic program. A comprehensive review of the total academic program was begun, and we continue to work on this task with a focus toward responsiveness to societal needs. Upon completion of this program review, considering guidelines developed by the University Senate, we will move forward in the achievement of a redefined liberal arts core (general education) for the University. As we move forward in the program review and restructuring of the curriculum, we are ever mindful of

and an institutional self-definition. This self-definition includes a mandate of building upon institutional strengths and priorities to achieve a fuller, more comprehensive, and more relevant partnership relationship with northwestern Pennsylvania business and industry in order to assist with the economic and social changes coming in the 1980's.

We are in an era which must recognize that even though we are now a University, we cannot become stagnant. We must continue to strive to enhance our public image through involved public understanding, acceptance, and support of this University. It is important that we seek to become more self-sufficient through the continued structuring of an institutional development program. We must continue to project sound fiscal responsibility through the continuation of a balanced budget. We must continue to upgrade the University's personnel management system through workshops and seminars. We must continue with our efforts to put into place a systematic recruitment process and a continued development of University personnel, with a special focus on opportunities for minorities and women. And finally, we must make fiscal affairs and

"Preparation for university status... 1982-83"

the need to develop new programming to satisfy societal needs in the decades to come.

We have worked diligently for the past two years with the implementation of the first phases of a new five-year plan which is predicated upon working assumptions

budget decision-making a tool of the planning process, not a determinant of the planning process.

The rigorous demands of higher education today require our careful attention. To meet the challenges and needs of our constituencies, I have required that we pay particular

attention to several areas. We are in the midst of installing a new computer system which will be one of the most comprehensive and powerful in the northwestern portion of Pennsylvania. We are constantly dedicating resources for planned usage and development of our campus facilities. We have launched a comprehensive fund-raising campaign on behalf of building refurbishments on this campus. I am seeking to increase the level of our Council of Trustee involvement and participation in the

management of the affairs of the University through a full implementation of newly created Council of Trustees' committees. And finally, we have in place an established plan of action designed to increase the overall quality of incoming freshmen with a particular emphasis upon candidates for the University Honors Program. This same recruitment program is also designed to improve both the numbers and the quality of minority students.

Edinboro University of Pennsylvania will meet the challenges of our new role and of the future. We have, during the past two years, charted a very defined course, one which depends on the cooperation, commitment, and support of many individuals and groups.

The theme for my report this year is "Preparation for university status...1982-83." The following pages highlight this theme and demonstrate the initiatives we have already taken as we journey on this charted course.



COUNCIL OF TRUSTEES

Under the provisions of the legislation for University status, the Council of Trustees has assumed a new, more comprehensive role. The membership has increased from nine to eleven and the powers and duties include:

- To make recommendations to the chancellor for the appointment, retention or dismissal of the president following consultation with students, faculty and alumni.
- To assist the president in developing proper relations and understanding between the institution and its programs and the public, in order to serve the interests and needs of both.
- To review and approve the recommendations of the president as to standards for the admission, discipline and expulsion of students.
- To review and approve the recommendations of the president pertaining to policies and procedures governing the use of institutional facilities and property.
- To approve schools and academic programs.
- To review and approve the recommendations of the president pertaining to annual operating and capital budget requirements for forwarding to the board.
- To review and approve charges for room and board and other fees except student activity fees.
- To conduct an annual physical inspection of facilities and make recommendations regarding maintenance and construction to the board.
- To review and approve all contracts and purchases negotiated or awarded by the

president with or without competitive bidding and all contracts for consultative services entered into by the president.

In my tenure here at Edinboro University, I have enjoyed a very positive and productive relationship with our Council of Trustees. We meet on a regular basis with a busy agenda for formal meetings, including items requiring official action by the Council and informational-discussion items. In addition to reports at each meeting from each major division of the University, a great deal of additional information is routinely forwarded from my office to the Council members.

In response to the increased need of Council members to become more involved in University activities, the Council recently structured three committees which coincide with the three major divisions of the University.

We now have Council of Trustees Committees on Academic Affairs, Fiscal Affairs, and Development and Planning. These committees meet periodically with the vice presidents of the University and then bring to the Council as a whole, recommendations and reports for consideration.

The Council of Trustees is a dynamic and active group of people. Their efforts are extremely important to the well-being of this institution.

In addition to our local council, a sixteen-member Commonwealth Board of Governors has been established as a result of the creation of the State System of Higher Education charged with major leadership responsibilities. This Board, I am pleased to report, enjoys the membership of one of our local Council of Trustee members, Mrs. Eve Murphy.



Dr. Herald Green, Chairman of the Edinboro University Council of Trustees.

ACADEMIC AFFAIRS

Over the last two years, initiatives have been undertaken in the Academic Affairs Division of the University to prepare the institution's academic program for university status within the newly created System. As you might recall, many of the programs supporting these initiatives were outlined in the President's Annual Report of 1982. Examples of these initiatives are: concern for the non-traditional learner, the gifted student, the disabled student, and the numerous other population subsets requiring special support services. The Library, Continuing Education Office, Academic Development Center, Office of Disabled Students, Honors Program, and Institute for Community Services have contributed to the quality of this new programming.

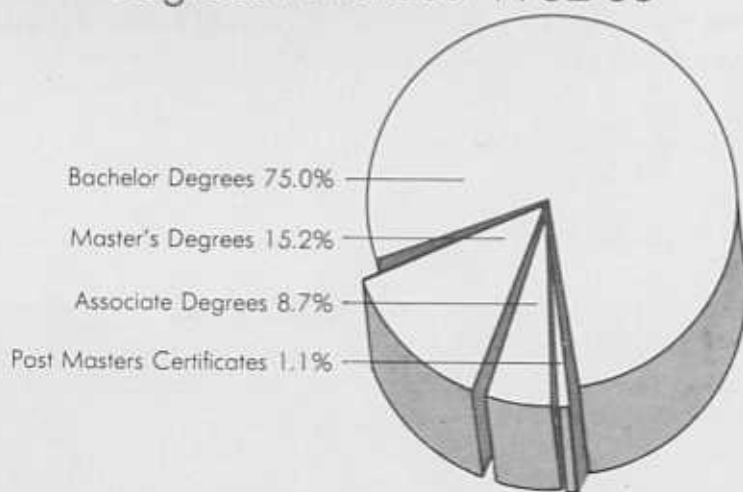
visitation in April 1983. It is my pleasure to report that this year the Middle States Association of Colleges and Schools fully accredited Edinboro University and its programs—the **first University in the State System of Higher Education to receive such recognition**. In fact, the announcement of our full accreditation came on the very eve of our new University status.

As indicated in last year's Annual Report, in a continuing effort to adjust the programs of the University to changing student needs within the limits of personnel, facilities, and funding, a comprehensive review of the total academic program was begun in 1982. This effort will result in a smaller, but more flexible, number of programs at the certificate, associate, baccalaureate, and

NEW PROGRAMS

As a result of increased demand, several degree programs are currently under consideration for implementation. These include an Associate of Arts in Liberal Studies, an Associate of Science in Hospital Equipment Technology, an Associate of Science in Information Science, an Associate of Science in Office Administration, a Bachelor of Science in Information Science and a Master of Science in Information Science. A complete revision of the Bachelor of Science in Secondary Education program is anticipated, and a review is being made to determine the feasibility of moving forward with the implementation of an Associate of Science in Dental Technology, an Associate of Science in Fire Prevention and an Associate of Science in Microprocessing. Specific proposals for changes and/or implementation of any of these programs will proceed through the routine approval bodies of the University for ultimate revision and approval by the president, the Council of Trustees, and the Board of Governors.

Degrees Awarded 1982-83



PROGRAM EVALUATIONS

As a part of the institutional commitment to long-range planning, a comprehensive self-evaluation of all operating units and programs was initiated in 1982. This review was done, in part, to assist in the preparation for a Middle States Association of Colleges and Schools comprehensive evaluation and site

graduate levels. The program core will be announced early in 1984. As part of an ongoing planning process, periodic review will be undertaken of all academic programs to ensure that the curricular offerings of the University meet student needs.

ACADEMIC STANDARDS

Several new academic standards were approved this year after collegiate review and on the recommendation of the University Senate. Policies dealing with class attendance, class withdrawal, repeat of courses, and academic suspension were implemented. The new class attendance policy requires increased responsibility by both the student and faculty member. With this policy in effect, now more than ever, students are expected to show more responsibility in their courses of study. Greater flexibility has been permitted

for course withdrawal. Students may withdraw between the third and twelfth week, but such action will become part of the student record. The new policy for repeating courses allows students, with encouragement from their advisor, more liberty in repeating courses to improve their quality point average. Coupled with these standards is a change in the standards required for continuation. These have been made more demanding to ensure that all students will achieve a 2.0 quality point average by the end of the sophomore year.

CONTINUING EDUCATION

As I indicated in last year's report, Edinboro University has accepted its responsibility to provide life-long educational experiences and programs for its constituents. To meet this commitment, the University is entering its fifteenth year of a program of non-credit Continuing Education courses designed to meet the needs of a widely diverse population. These program offerings range from services for the very young to services for senior citizens. These services are recognized as essential to the continued viability of the University and for their overall benefit to society.

Opportunity College

The Opportunity College was established in the Fall of 1982 to be responsive to non-traditional student needs. Since its inception, nearly seven-hundred students have enrolled in this program. To better serve the non-traditional learner, programming has been scheduled offering eleven baccalaureate and three associate degrees which can be completed in evening and weekend courses. A

special one-stop registration procedure eliminates much of the frustration experienced by non-traditional clients. Evening office hours and regular scheduling of courses in convenient Erie and Meadville locations make it easier for many students to work and learn at the same time. Where sufficient employee interest exists, industrial programs have been established and are being offered, for example, at the Hammermill Paper Company and the American Sterilizer Company (AMSCO).



Students receive hands-on training at American Sterilizer.

Institute for Talent and Summer Academy

The Institute for Talent, established in the Fall of 1982 to provide special educational opportunities for talented youth, brought to the campus the competition of the Northwestern Pennsylvania Regional Olympics of the Mind. Other activities included delivery of a computer literacy activity for gifted children from the Warren



The Summer Academy provides learning experiences for gifted children.

County schools and individualized instruction in microcomputers for forty elementary and middle school students from the Erie City schools. Another part of the Institute's activities has been the Summer Academy. In 1983 the Summer Academy celebrated its seventh year by offering an expanded educational recreation program to over seven-hundred talented and gifted young people ranging in age from nine to sixteen. As predicted in last year's Report, the 1983 Summer Academy was extended to a three-week period in order to meet the increased demand. Youngsters traveled from all parts of Pennsylvania to attend the many academic, cultural and recreational offerings of this program.

Other Activities

The Continuing Education operation regularly schedules non-credit mini-courses designed to serve the vocational and avocational interests of residents of this area. Additionally, through the Institute for Community Services, the Office of

Continuing Education offers a variety of special purpose workshops. Recent topics have included Alzheimer's disease, Pennaroma, microcomputers, and cooperative workshops, such as the Nursing Research Symposium, and others involving various departments of the University.

During this past year, the Life Experience Center was made a part of the Continuing Education operation. By providing opportunity for the academic evaluation of real life experiences, the Life Experience Center makes possible easy matriculation into University programming.

Edinboro University has just completed its third consecutive year of participation in the Elderhostel Program. This program is designed for senior citizens and is in keeping with the institutional commitment to the community and to people of all ages. Participants in this program came to Edinboro this year from as far away as Colorado, Florida, Michigan, and Connecticut and took advantage of nine non-credit courses, three during each of the three one-week sessions. These included such courses as Nutrition for Healthy Living, Psychology for Everyday Living, Egypt...Civilization and Politics, Music: I Know What I Like, and Philosophy of Life Stages. Participants were also involved in a series of extra-curricular activities and cultural events.

Edinboro University recognizes the value to our constituents of Continuing Education courses and programs, and is committed to the expansion of courses, programs, and services for adult students.

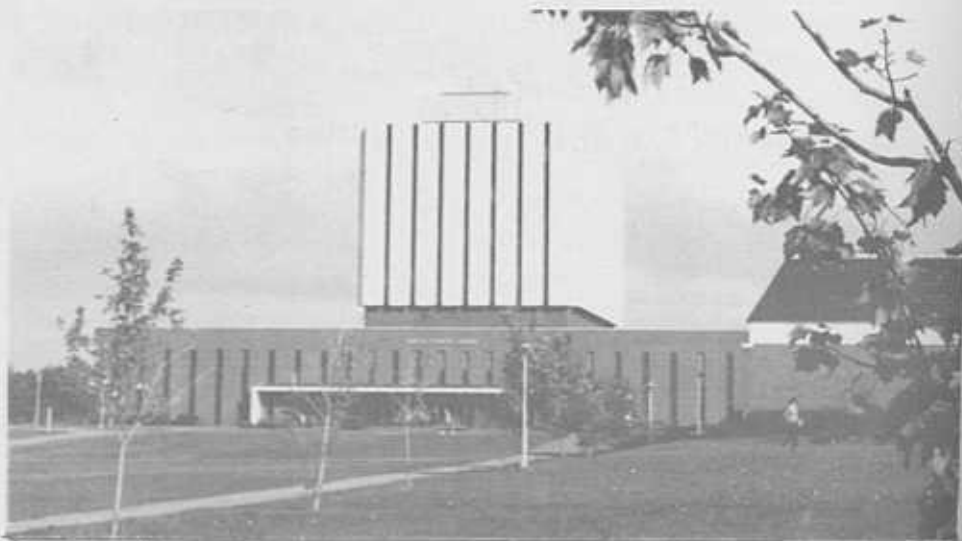


Retired citizens enjoy university life in the Elderhostel program.

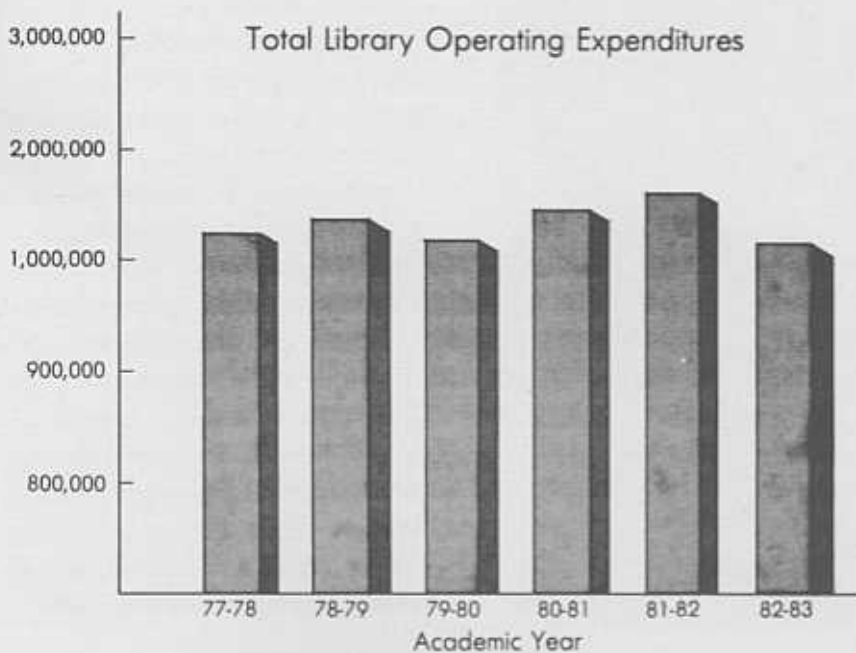
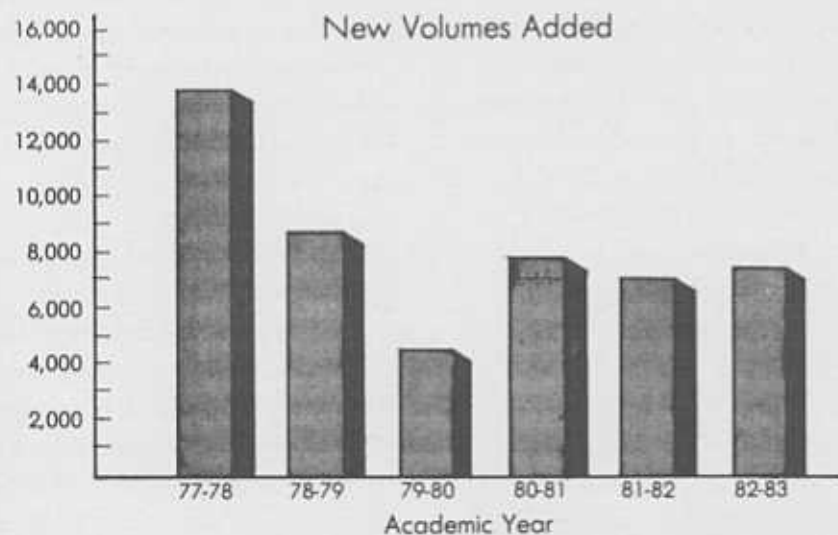
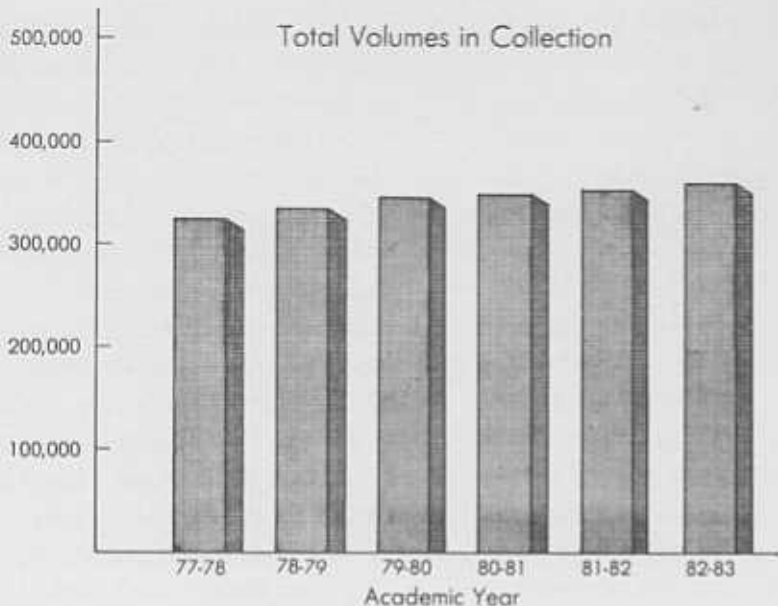
LIBRARY

The Baron-Forness Library, with nearly 400,000 volumes, including 50,000 bound magazines, 9,500 recordings, and 2,500 film strip and sound strip sets, provides services and materials for students and faculty to aid in instruction and the transmittal of knowledge. Library services and holdings have been augmented and enhanced within the budgetary resources available for this year. Library instruction continues to meet the changing needs of the student body and a new freshman English library program has been initiated which has already proven to be

successful. The On-Line Computer library Center (OCLC) provides access to large national data bases, supplementing the resources in Baron-Forness. New data bases covering other subject areas continue to be added. The number of requests for materials from other libraries has grown, and students and faculty from regional institutions are using the resources and services of the Baron-Forness Library to an increasing extent. Baron-Forness has been designated an Affiliate State Census Data Center, one of twenty-four in the Commonwealth. This program provides ready access to census bureau reports and general assistance in the use of these reports.



Baron-Forness Library



Through the addition of special machinery, visually handicapped students can now have materials read and vocalized to them automatically. The library is committed to providing the best possible technical services for users of the library.

HONORS PROGRAMMING

The Honors Program has grown over the last two years to one hundred participants. Edinboro University remains in the forefront as an initiator and leader in honors programming throughout the state. The opportunities for enriched learning experience and recognition for academic excellence have been important factors in attracting new students to the program. Although most individuals involved are from western Pennsylvania, the program has attracted students from as far away as Maine.

Entering freshmen who qualify for admission as honors students are eligible to apply for the Presidential Honors Scholarships, the American Sterilizer Founders Fund Honors Scholarship, the University Services Incorporated Honors Scholarship, the Marine Bank Honors Scholarship, the Freshmen Scholarship, and the Crowe Freshmen Honors Scholarship. For upperclass students in the program, financial assistance is awarded on a semester-by-semester basis from monies provided by the Grace A. Crowe Fund, University Services, Inc., and a Dollars for Honors fund. Participants in the Honors Program have an opportunity to enjoy priority scheduling, guarantee of independent study, provision for special honors course work, and the privilege of contractual class obligations, in addition to participation in honors societies and regular recognition for academic progress. With the

scheduled completion of the renovation of Reeder Hall in the Fall of 1984, some of the honors students will have the option to elect special on-campus housing facilities and other services dedicated to further enhancement of the Honors Program. Additionally, special speakers and seminars have been planned to nurture the independent thought and individual inquiry so essential to the academically talented.

As a program of recognition, the University sponsors an annual Honors Convocation which allows the University to recognize the outstanding academic achievement of its students. In the spring of each year, this event provides an opportunity to award medallions to those seniors graduating with honors and to the graduates from each department who have been selected for special recognition. Certificates are also presented to those students who have achieved outstanding scholastic performance through a sustained appearance on the Dean's List.

CENTER FOR ACADEMIC DEVELOPMENT AND GENERAL STUDIES

The Center for Academic Development and General Studies is an enterprise used to provide a variety of support services for students. Since its creation in 1980, the Center has expanded and diversified its program offerings. Currently, the Center has responsibility for the Act 101 Program, the Developmental Studies Program, the Office of Disabled Student Services, Project Retain, the Tutoring Program, the General Studies Program, the Upward Bound Program, and the Trial Admissions Program. It is anticipated that additional support services for

students will be added in the near future.

The Act 101 Program is designed to assist educationally, economically, and socially disadvantaged youth aspiring to a university education. In the Summer of 1983, forty freshmen entered the University after instruction in basic writing skills, developmental reading, mathematics and university orientation. The group also received individual and group counseling, and a variety of special programming to enable them to better cope with university life. There are now over two-hundred students enrolled in the University who have taken advantage of the special Act 101 services.

The Developmental Studies Program provides the counseling and tutorial assistance needed by students experiencing academic difficulty. Through the course component, advisory component, and tutorial component of this program, many students initially facing serious adjustment problems do succeed in a transition between their high school education and first level university courses.



Edinboro's campus is almost completely accessible to disabled students.

The Office of Disabled Student Services continues to expand its scope and quality of services for the disabled student. A major construction program which was started last year has now been completed and provides disabled students with access to 98 percent of the University's facilities. Through a special grant from the Stackpole-Hall Foundation of Elk County, the University has recently acquired two new vans especially equipped to transport disabled individuals. The Digital Equipment Corporation has provided the University with a \$45,500 Industrial Grant which was utilized for the purchase of twelve personal computers and four printers for use by the disabled students. The Xerox Corporation has given the University a Kurzweil reading machine for assistance to the visually impaired.

In the Summer of 1983, the University completed its eighth consecutive year of providing a unique pre-university experience for the visually impaired. The program, jointly undertaken by Edinboro and the Pennsylvania Office of Blindness and Visual Services, is designed to assess individual competencies and to give instruction in the areas of orientation and mobility, communication skills, activities for daily living, and college preparation. Sixteen students completed the program in the Summer of 1983 and four enrolled at the University as freshmen.

Project Retain, initiated last year as a result of a recommendation from the newly-formed Retention Committee, is a cooperative effort involving the Academic Affairs division and the Student Personnel Services division of the University. A special "ferret system" has been established where faculty and staff members

identify students with academic and/or adjustment problems. The students, often potential candidates for attrition, are directed to the Center for counseling, tutoring, or referral to other agencies. During the Fall of 1982-83, 305 students were identified for special attention. Of these, 225, or 74 percent, finished the academic year. During the second semester an additional 59 students were referred to the Center and 47, or 80 percent, finished the term. This program has assisted a large number of students to cope with adjustments to university life.

The Tutoring Program is constantly being improved. Within the last two years much of the tutoring activity has been centralized in the Baron-Forness library. The Coordinator of Tutoring works cooperatively with departments to provide the best possible tutorial assistance for our students.

The General Studies Program provides the high school student, who is undecided as to curriculum objectives, an opportunity to make this decision after entering the University. The program has expanded to the point where 28 percent of the 1983 entering freshman class enrolled in the General Studies Program. These students receive academic and career counseling and the opportunity to enroll in a career decision-making course to enable them to better choose the curriculum of their choice. Students are encouraged to make a curriculum decision by the end of the first year.

The University and Greater Erie Community Action Center (GECAC) work cooperatively in the Upward Bound Program to provide educational, social, and cultural experiences for economically and socially disadvantaged youths from

Erie County high schools. In the 1983 Summer Program, fifty students participated in special courses, recreational, and cultural events. Their program includes a Saturday component during the academic year, and, in addition to this, some forty youths come regularly to the campus twice a month for special instruction.

The Trial Admission Program (TAP) was initiated in 1981 as a summer program to provide individuals not meeting the normal standards for admission with the opportunity to prove their ability for University enrollment. In 1983, fifty-five persons were provided opportunity for enrollment in TAP. Forty-three of these individuals achieved sufficient success to be admitted as regular students in the fall semester.

THE FUTURE

Many initiatives are under way to strengthen the academic programming of Edinboro University. There is an ongoing concern about the quality of education in the nation, and we seek to be responsive to this concern. The question of quality and productivity is being addressed on many levels. There is concern that

personal skills in reading, writing, listening, and computing be sufficient for the demands of university life. There is concern that a basic core of knowledge be available to all students guaranteeing adaptability to the challenges of a rapidly changing world. There is concern about what constitutes the most desirable mix between the liberal arts and career/professional training. While it is obvious that a systematic program review is essential to the ensurance of a quality program, it is also necessary to reach out to new challenges and new vistas.

The University is in the process of forming new alliances and partnerships to better serve the Commonwealth and Nation. Most significant of these is the opportunity we now have as a participant in the new State System of Higher Education (SSHE). Edinboro University has combined with thirteen other schools to form an educational resource second to none in the Commonwealth in terms of numbers of the students served, facilities, and faculty. This partnership provides opportunity for future program developments that tax the imagination.



Partnerships between industrial, public, and higher education interests are growing geometrically. The Ben Franklin Partnership Program is illustrative of the benefits that can grow out of such relationships. It is interesting to note that this program is funded by the Commonwealth to advance high technology in Pennsylvania through education, research, and joint ventures with industry. This is described in more detail in a later section of this Report, but it is important to acknowledge at this point that the union of industry with higher education should assure common response to real needs. Similar partnerships are maturing between other public agencies and the higher education sector with positive and productive results.

Edinboro University is prepared to meet the challenges of the 1980's. It is preparing to cope with the 1990's. Many faculty, mindful of changing societal needs, are retraining to meet changing curriculum demands. Much effort is being devoted to the preparation of a curriculum base to meet the educational and training needs of both traditional and non-traditional students. The future is bright. The challenge is evident, and it pleases me to announce that as a university we are willing and ready to meet our institutional needs and satisfy the demands of our mission.

ADMINISTRATION AND STUDENT PERSONNEL SERVICES

During the past year, new planning initiatives were generated in this Division as a result of our new university status. Many of the provisions of Act 188, which established the State System of Higher Education, relate to new levels of fiscal autonomy for the University. Therefore, much of the past two years has been devoted to preparing for the shift in financial responsibility from the Pennsylvania Department of Education to the Central Office of the State System of Higher Education and on to Edinboro University. It is a top priority that the institution remain in a position to assume this responsibility.

During 1982-83, the Student Personnel Services branch continued to develop enhancement programs for student life. Special emphasis was placed on student development and life in the residence halls.

ADMINISTRATION

The Administrative branch of the Division of Administration and Student Personnel Services is comprised of: Personnel Services; Business Affairs (encompassing budget, revenue, purchasing, and accounting); Police; and several other campus auxiliary services. A high level of accountability exists in each since nearly six thousand students, over six hundred staff, and assorted other citizens of the Commonwealth are the consumers of these services. The 1982-83 year was a success and a time of progressive movement.

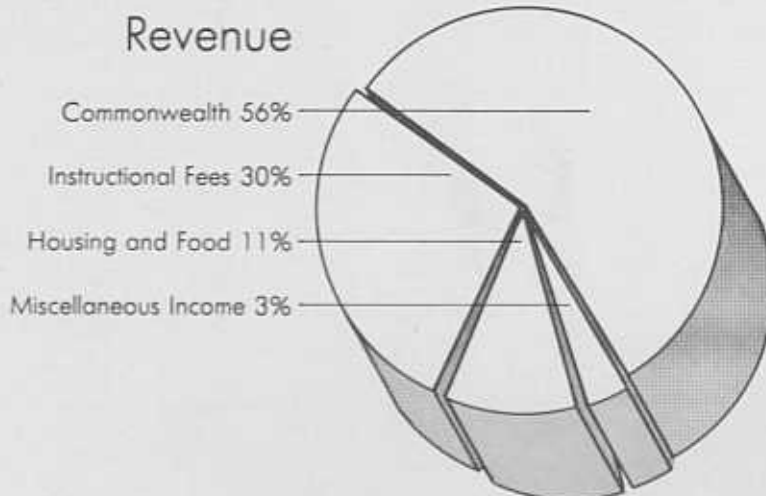
Personnel Services

Special attention was also required to plan for the local autonomy related to personnel management functions of the University. Beginning in January 1983, a complete evaluation of these functions commenced. This was done under the leadership of a new Director of Personnel. The role of the Personnel Office began to evolve into the full service functions needed by a university with our profile. One result of the evaluation was that additional staff was needed in order to satisfy the needs of the University. It was known that the University would no longer participate with the Civil Service Commission; and, therefore, the University would become totally responsible for the recruitment and selection of new employees. In addition, renewed emphasis was to be placed on employee training. By June 30, 1983, the staff of the Personnel Office was expanded and developed so that its new role would be satisfied at the level demanded by Act 188.

Business Affairs

As a state-owned institution which existed as an integral part of the Commonwealth of Pennsylvania Department of Education, the essential business functions were initiated at the College but were culminated by the Department of Education. The primary responsibility for cash flow, purchasing, and accounts payable was handled at the state level; but since July 1, 1983, it has been known that those responsibilities are now in local control.

During the 1982-83 year, a Business Affairs Council was established to guide the planning necessary to advance local services to the level required for self-administration. Each institution within the State System of Higher Education was a participant. Each of the processes was reviewed to identify new procedures for the upcoming task. The Business Affairs Council provided an exchange of ideas and expertise between the various offices involved and proved to be invaluable to all fourteen campuses. Business



Residence life is viewed by the administration at our University as an important and positive part of the total educational experience.

Financial Aid Services

Changes in federal and state financial aid regulations continue to drive the workload of the Financial Aid Office. This past year began with new need assessment requirements for the guaranty loan program and ended with the additional requirement of proof of draft registration for all federal aid applicants.

The Financial Aid Office has been able to accommodate these new requirements through the use of automation to reduce the workload in other areas. The Financial Aid Office continues to be one of the most automated offices on campus. Its needs are served by the campus

Center for Computer Services and the mainframe at the Pennsylvania Higher Education Assistance Agency (PHEAA). During the 1982-83 year a Pell Grant recipient data exchange was initiated with the federal government. This system reduced office workload and improved accounting capabilities for the \$1.6 million Pell Grant program. During the year new PHEAA hardware was installed to facilitate the management of the \$4.2 million in guaranty loans and \$800,000 in state grants.

Three-fourths of the student body received services from the Financial Aid Office during the 1982-83 year.

Health Services

Marked improvements in services at the Ghering Health Center have resulted in a record number of examinations, admissions, and

referrals. During the 1982-83 year, the number of students examined increased by 10 percent over the previous year while admissions increased by 50 percent. The services offered by the Health Center are essential since the closest primary care health service is at a distance of twenty miles, and the health needs of the nearly six thousand students on this campus are dependent upon these services.

In addition, the Family Planning Center of Northwest Pennsylvania occupies a suite in the Health Center where services are available to our students and community. Also located on campus is the Saint Vincent's Satellite Mental Health Care Center. Edinboro's students have quality health care services available to them through each of these services. When additional health services are needed, the institution provides transportation to the health care facilities of Erie.

DEVELOPMENT AND PLANNING

Created in July of 1982, the Division of Development and Planning was given important responsibilities in conjunction with the Middle States Accreditation, articulating the many changes brought about by university status, and the creation of a multi-year plan. All of these responsibilities merged on July 1, 1983, when, on the eve of becoming a university, Edinboro was also notified, as noted earlier, of its complete accreditation by the Middle States Accrediting Agency.

In many respects, it can be said that because of the planning emphasis and initiatives already in place, Edinboro was, by design, well on its way to becoming a university before the actual act of the legislature. Through careful planning over the past two years, in particular, as well as a wise use of institutional research data, we reorganized both the academic and administrative components of the Institution. These efforts helped in the transition from college to university.

An important goal of the University during the past year was a campaign to heighten public awareness of the Institution. Through market research and judicious use of public relations resources, a media campaign designed to focus on quality education and community service was implemented. The effort was deemed highly successful as prospective students responded by enrolling the largest freshman class since 1976, and the northwestern Pennsylvania region demonstrated rekindled interest in every campus activity.

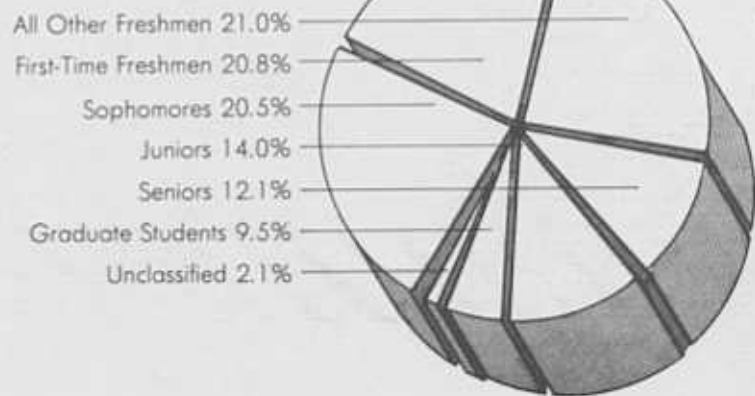
This awareness will become

increasingly important as the University seeks additional capital resources to enhance the campus through renovations and improvements. Alumni should take special pride in their university, as many of these projects will be in direct response to the restoration of buildings familiar to their days on campus.

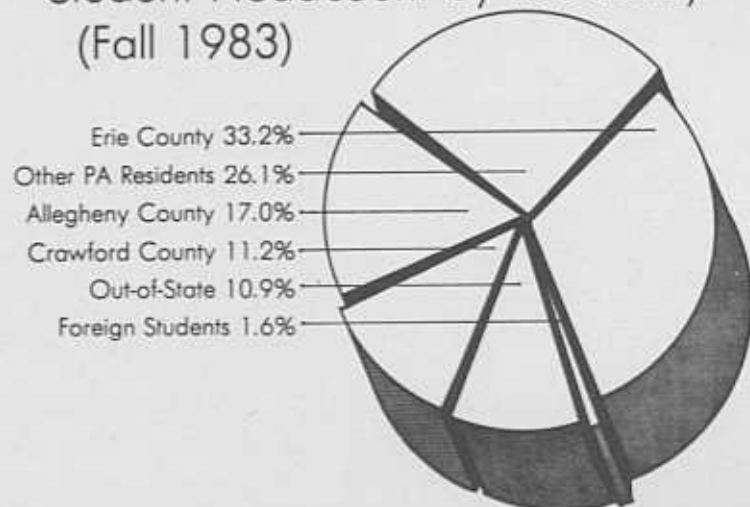
ADMISSIONS

The past year represented a renewed emphasis on quality in student recruitment. At a time of nationally declining enrollments, Edinboro University opened its doors to the largest freshman class since 1976, while at the same time practicing the highest selectivity of

Fall 1983 Student Headcount by Class



Student Headcount by Residency (Fall 1983)



admissions in past years. This increase in competitive admissions can be attributed to new initiatives in target marketing and personalized recruitment.

Unique programming also aids in Edinboro's continuing attractiveness to high-quality students. The Edinboro Honors Program, as already mentioned, is such a facet of the University's offerings, attracting students of high academic caliber who seek challenging course work. In yet another example, the Nursing Department experienced a dramatic increase in the level of SAT scores as a result of increased demand on a limited-space class. In addition, the University Marketing Committee adopted sophisticated marketing strategies in an effort to target student populations demonstrating academic abilities necessary to succeed on the collegiate level. Approximately 70 percent of this year's class of 1,600 freshmen and transfers graduated within the upper 3 quintiles of their graduating classes, and represented 34 Pennsylvania counties, 19 states, and 22 foreign countries.

Enrollments from Erie and Crawford counties continue to grow, a trend which began approximately three years ago. These two counties contributed to almost one-third of the new class. The greater Pittsburgh metropolitan area remains a very strong source of new students for Edinboro University, as well as Ashtabula, Lake and Cuyahoga counties in northeastern Ohio, and Chautauqua, Erie, and Niagara counties in western New York. The Institution continues to fulfill its regional service philosophy while at the same time striking a balanced geographic distribution of its student body. This is evidenced by increased numbers from northern and southcentral Pennsylvania counties.

Intensified research has also served as a part of the Admissions Office's improved marketing techniques. Extensive research into who it is that Edinboro can best serve, where those prospective students reside, what programs they wish to pursue, and when our recruitment efforts will result in maximum returns is constantly being carried out and interpreted. It is imperative that admission/recruitment efforts be planned, designed, implemented, and evaluated in a systematic process in order to maximize returns on investment.

New and strengthened ties have been cemented over the past year between the Admissions and other operating units of the University including not only Institutional Research, but Public Relations and Computer Services as well. It is no longer possible for the Admissions operation to act independently of these departments, as the planning, implementation, and evaluation of a recruitment campaign must rely upon their assistance. There remains an ongoing daily interaction between Admissions and the offices of Financial Aid, Housing, and Scheduling in an effort to assist the new class in a smooth transition to university life.

The professional personnel of the Admissions Office have assumed specific responsibilities in the overall recruitment plan. In addition to their visit to nearly seven hundred high schools and college fairs, each member of the staff has accepted other duties such as minority recruitment, marketing information, newsletters, and a host of other responsibilities.

This past year also included the "Student Search" mailing of over forty thousand specially designed soundsheets, which successfully increased the number of qualified

leads and eventual applications. It is important to note that throughout this new emphasis in marketing techniques, the Admissions Office has retained its pledge to personalization by encouraging individual interviews and tours for every interested applicant. The staff conducted over fifteen hundred office interviews with prospective students in an effort to clearly convey the academic, social, cultural, and athletic opportunities of the University.

The Admissions Office continues to develop a flow of information to the Management Information System. This statistical information is used by a variety of managers to forecast budgets, academic and student personnel programming, as well as various other projections dependent upon current information concerning new student enrollment. This information, in conjunction with support from the Office of Institutional Research and Planning, points up the University's commitment to both long- and short-range planning, and the inclusion within the Admissions operation of that goal.

COMPUTER SERVICES

The Center for Computer Services has recently completed an extensive year-long technical evaluation and cost evaluation which awarded Digital Equipment Corporation a contract to provide computing services to the University.

The dual CPU configuration will provide extensive and expanded services to our students, faculty, and administration. The Digital VAX 11/780 will be dedicated solely to support computer instruction and provide the needed support to the Associate of Science in Information Processing, the Bachelor of Science in Computer Science, and the Computer Science/Information Processing minor (see Student Enrollment Chart). The

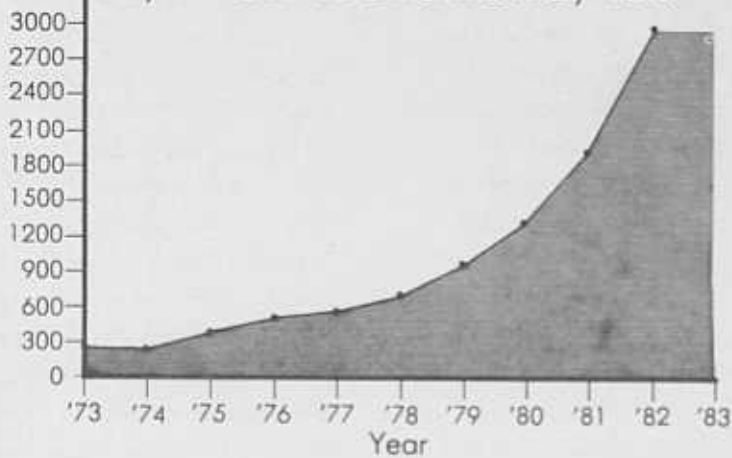
CULTURAL AFFAIRS

The University witnessed another successful series of programs, and looks forward to maintaining its commitment to the arts at Edinboro with a wide range of programming scheduled for the 1983-84 academic year.

The Spring Semester was highlighted by the appearance of the Duquesne University Tamburitzans and the Theatre of West Virginia, as well as two mini-events: a master class hosted by flutist Ransom Wilson and a one-week residency by jazz flutist Leslie Burrs. The major event of the summer was a sold-out concert by the Glenn Miller Orchestra.

In an attempt to balance programming and reach as many areas of the University community as possible, Cultural Affairs expanded its

CS/CT Course Enrollment By Year



administrative Digital VAX 11/750 will support all current administrative systems and, after a total conversion and within a timely manner, will provide expanded administrative services.

Upon its arrival, the new equipment and the Center for Computer Services will be relocated in the newly renovated Ross Hall. The new facility will dedicate over eleven thousand square feet to support every aspect of computing on campus. It will provide office space for the permanent staff members, house the new Digital configuration, provide a student video lab containing forty-five stations, three seminar rooms, and a Tutor/Remote Printer station.

Complementing this equipment are the twelve personal computers (VT180's), mentioned earlier, received from the Digital Equipment Corporation in recognition of the University's commitment to the disabled. These microcomputers will be dedicated to instruction and computer literacy for students with a variety of handicaps. They are especially suited to this application because of a separate keyboard which can be easily placed in a variety of positions and levels, thereby making it easily accessible to the disabled.

Additionally, the establishment of Computer Literacy Laboratories is occurring, which will contain thirty-four Digital VT180 (Robin's) Personal Computers and ten printers. They will be utilized to enhance and provide computer literacy experiences needed in all student disciplines.



Joe Paterno



The Amazing Kreskin



The Mainz Chamber Orchestra

lecture series to include two speakers from the roster of the Pennsylvania Humanities Council. It is expected that this concept might be expanded for next year with additional input from the faculty and students as to the type of lecture presentations which would be successful on our campus.

Opening the fall season, the Jose' Greco Dance Company played to a near capacity audience of over seven-hundred, 70 percent of which was comprised of students and staff from Edinboro University. These figures represent an ever-increasing commitment on the part of the student body in response to Cultural Affairs programming.

Special staged events for the coming school year include The National Shakespeare Company, pianist James Tannenbaum, and the Mainz Chamber Orchestra. Major speakers for the series will include Nicholas Von Hoffman, General William Westmoreland, and Joe Paterno. The final event of the year will be a special performance by Kreskin, world renowned mentalist.

Future plans include an expanded summer "season" with emphasis on theatrical events and related arts activities during a four week period in the months of July and August. With over ten thousand persons attending events on the cultural calendar, Edinboro University stands preeminent in cultural programming in northwestern Pennsylvania.

UNIVERSITY DEVELOPMENT

During the past year, a separate and distinct position of Director of Development was established in an effort to upgrade our abilities in the entire external resource development area.

Institutional self-sufficiency has become a top priority, particularly with the coming of university status. The Director of Development's responsibility is to establish, manage, and execute a comprehensive program designed to increase the external resource capability of the University.

Primary areas of interest for the Development Office include the development of relationships with corporations, foundations, and individual friends of the University, as well as government grants and other special opportunities. The office also supervises all fund-raising by faculty, staff, and students which takes place in the name of the University.

The successful building of a scholarship endowment fund continues to be a priority for the Development Office, because of the University's strong commitment to providing internal financial aid to both gifted and truly needy students. Total scholarship funds now available amount to nearly a half million dollars. The University's "Dollars for Honors Program," drawing upon payroll deductions from faculty and staff, has been significant in providing scholarships for Edinboro's most distinctive student academicians.

The University has, indeed, been fortunate in the support it has received in recent months from corporations and foundations. Strong relationships continue to exist with, for example, AMSCO, Marine Bank, The General Electric Foundation, the Sharonsteel Foundation, The Charlotte Newcombe Foundation, and many others.

As previously noted, Edinboro was the recipient of a gift from the Digital Computer Corporation in the amount of \$45,500 for computer equipment. This gift was in recognition of the important work

being done on our campus on behalf of the disabled. The twelve microcomputers and associated peripherals will help to provide special computer training and literacy to an ever-expanding program for the disabled at the University.

In June, Edinboro received a Kurzweil Reading Machine from the Xerox Corporation, and in July, the Disabled Students Program took possession of two new vans which were funded through a grant from the Stackpole-Hall Foundation.

To assist the University in building new relationships and partnerships with corporations and foundations, Edinboro's Council of Trustees are hosting a series of Leadership Awareness programs throughout the region. The purpose of these programs is to begin a communication channel with community leaders about Edinboro and benefit from their ideas relative to potential areas of mutual concern.

In response to regional needs, the University has become active in the previously mentioned Ben Franklin Partnership Program. Edinboro is the only institution in northwestern Pennsylvania to be selected to participate in two separate consortiums for this Partnership: one with the Pennsylvania State University Satellite, and the other with the University of Pittsburgh and Carnegie-Mellon University. Edinboro's involvement in this program has been quite successful, and future significant accomplishments in this area are anticipated.

Edinboro continues to pursue ideals whose goals are common to its students and the region. In commemoration of university status and as mentioned elsewhere in this Report, Edinboro seeks to restore and revitalize two historically and functionally significant buildings on its

campus: Reeder Hall and the Old College Union. First opened in 1908 and 1906 respectively, these landmarks served the institution during exciting years of challenge and growth. Their refurbishment is not only of functional importance, but is an essential part of Edinboro's overall campus revitalization. Aesthetic enhancement of the University's 585-acre/42 building campus has been, and will continue to be, an institutional priority.

The restoration of these historic buildings is the goal of a \$3.66 million project undertaken by Edinboro University. In advance of an effort to secure commitments from private sector sources, the Commonwealth of Pennsylvania has pledged support in the amount of \$2.16 million. This support lowers the amount to be secured from private sources from \$3.66 million to \$1.5 million, and will be used essentially in the Reeder Hall Complex.

In last year's Report, I had indicated that our success in external resource development rests in part in our ability to increase public and private support for our efforts. It can be demonstrated that Edinboro University of Pennsylvania is being seen by the external community as a place of quality and excellence, worthy of their consideration for gifts of significance. These gifts will be important contributions to the University's future, both in terms of scholarship designations and in special projects, as well as annual giving campaigns.

INTERNATIONAL EDUCATION

Increased recruitment activities and linkages with foreign universities were keynotes of the International Education effort this year. A total of thirty-eight new students were



The Old College Union



Reeder Hall

enrolled this year, bringing the number of international students attending Edinboro close to one hundred. This is the second largest population of such students in the State System of Higher Education. Presently, students from twenty-five nations are attending Edinboro University.

New initiatives were undertaken to diversify the geographic base of the international student, with a new emphasis on the continent of Europe. To that end, linkages were established with academic institutions in West Germany and Switzerland. Negotiations are presently under way to formalize agreements for the exchange of faculty and students with

key universities of these countries.

Community service remains an important mission of International Education at Edinboro. Over twenty-three presentations were made by international students and visiting scholars to schools, service clubs, and other organizations during the past year.

In recognition of the increased activity in International Education, an International Student Advisor's post was filled this year. This person is responsible for assisting the international students with academic, social, and cultural issues as they live and study thousands of miles from their homes. This individual also serves as an advisor to the

International Student Organization, which serves as an activity center for foreign students. This club annually presents a festive dinner consisting of foods and delicacies cooked by the students themselves, followed by dances and songs of their native countries. This event has become one of the most important on the University calendar, and last year attracted over two hundred fifty persons.



Last year's visiting scholars traveled from Pakistan, India, and China to participate in cultural and academic life at Edinboro.

The University Program of Visiting Scholars expanded during the year to include visits from six scholars. Professors from the Peoples Republic of China, India, Austria, and Pakistan enriched the lives of students and faculty, as well as area industry and commerce. The Council for International Exchange of Scholars awarded a Fulbright Grant to Edinboro University, under which Dr. R. A. Shah of Pakistan visited the campus from February through August.

Another important activity of the International Education effort was initiated through the Pennsylvania Council on International Education. Operating under a Fulbright Group Study Abroad Award, the Coordinator of International Education and the Director of the

University Honors Program will visit Egypt this winter for an intensive study of Egyptian culture and educational systems. They will be joined by other professors and administrators throughout the State System of Higher Education.

As Edinboro assumes university status, the International Education initiatives come into important focus. The cosmopolitan atmosphere created by the contingent of

international students and the intercultural exchange possibility serve to enrich the lives of everyone on the campus and reflect one of the many increased responsibilities as we meet the challenges in our new role as Edinboro University.

PUBLIC RELATIONS

The Public Relations Office has continued its efforts to increase public awareness of Edinboro University and present to its constituents information and facts which support its image of overall quality. The University has many internal and external constituencies who must be kept informed to provide them with the understanding necessary to build their support. A variety of approaches to inform the public have been taken to meet this need.

This past year has been devoted primarily to publicizing the change to university status and coordinating the many events scheduled throughout the year to celebrate this achievement. While the official legislative name change took place on July 1, 1983, and immediate corrections were made on such items as stationery, envelopes, business cards, and academic brochures, many projects were delayed until the official inauguration dinner held in September. The formal dinner, scheduled for a time when both faculty and students would be on campus, was held in the University's dining hall. Nearly six hundred people attended the affair, including industrial, governmental, educational, and business leaders from our four-county area, as well as faculty, staff, and students of the University.

Also in conjunction with the assumption of university status, a 24-page tabloid was produced and distributed as part of the Brown-Thompson newspaper. The publication contained information and photographs on academic life at the University, athletics, community service, and history of the Institution, as well as a message from Governor Thornburgh and the University of Edinburgh in Scotland. Sixty thousand copies were produced and distributed to alumni, area business people, and friends of the University.

The continuing program of news releases to local papers concerning faculty and student achievements has continued to meet with wide acceptance by the print media. Nearly one thousand stories of this nature were released last year and have served to heighten the overall awareness of the accomplishments at Edinboro University. These news stories were supplemented by a special series of newspaper

advertisements highlighting student and faculty achievements. This campaign has now been expanded and coordinated to include radio and television messages, complementing the newspaper series.

As part of the division of Development and Planning, Public Relations has worked closely with the Admissions Office and the Development Office to enhance student recruitment and external resource development. The success of both of these related areas centers around the public perception and evaluation of Edinboro University as a whole. The Public Relations Office has made continuous efforts in this area through individual student and faculty releases, general news releases concerning activities or events on campus, feature stories, upgraded brochures and pamphlets, attractive advertisements, and high-quality messages geared for radio and television.

The outreach program of the University continued with new emphasis on the Speakers Bureau which annually sends nearly one hundred Edinboro faculty and staff to address public service and other organizations on a variety of topics. Additionally, a program for community leaders was put into place where selected individuals from a targeted community lunched with me and the vice presidents of the University to get new information about the school and how it affects their communities.

Unquestionably, the past year has been one of achievement and success as the University tries to disseminate information about its faculty, students, and programs. Making the community aware of how the University contributes to their daily lives is important work.

ATHLETICS

Edinboro University's athletic program has experienced dynamic changes over the past several years to pave the way to attract men and women student athletes who demonstrate both academic and athletic talent. These numerous organizational changes and innovations have set the stage for what promises to be an exciting sports future for the Fighting Scots in intercollegiate competition. Top priorities in this effort have been programs to promote the academic success of the University's student athletes and fund-raising projects to provide a sound scholarship foundation to support Edinboro's men and women student athletes. Much effort has been expended to attain both of these ongoing goals so that Edinboro might remain competitive in the Pennsylvania Athletic Conference which is fast becoming one of the most highly respected among the country's NCAA Division II schools and is, at present, the largest conference.

Through various sports promotions projects and private donations, more than \$160,000 was raised this past year to assist athletes who participate in Edinboro's seventeen men's and women's intercollegiate sports. Over the past two years, more than \$308,000 has been raised. This total ranks among the highest in the State System of Higher Education's athletic programs. The University's athletic program has an even more ambitious goal for 1983-84.

All of the money which the Athletic Department generates, and particularly, the scholarship money, returns to the University and serves as an added base of support for the Institution.

A number of scholarships specifically designated for student athletes have also become significant segments of the fund-raising effort over the past two years. Most notable of these programs are the Curly Halmi, the Sox Harrison, and the Grace Crowe Scholarship funds which now provide a base of almost \$70,000 from which the derived





interest provides annual scholarship assistance. Other organizations and individuals which augment this total include the Fighting Scots Century Club, University Services, Inc., the Giltinan-Overheim and the John "Butch" McBride scholarships.

The long-range goal of these combined efforts is to eventually raise one million dollars to serve as an interest-funded endowment for the athletic scholarship program. Once that amount is reached within the six-to-seven-year time-line that is now projected, the excess amounts raised annually will provide expanded financial aid to the men and women athletes who participate in all sports offered by the University.

Classroom activity is a chief concern for Edinboro's student athletes; and to further promote their academic success, the University has adopted a new academic policy for all athletes. The athletic staff, in cooperation with the administration and faculty, has initiated a program to assist student athletes in their progress toward a degree and to ensure the continued academic integrity of the University. This special effort on behalf of the athlete is testimony of the University's commitment to young people with special talents in many fields.

Evidence of this is shown in the pride Edinboro University takes in one of its special student athletes, Kirby Burkholder. A May, 1983 graduate, Kirby is currently pursuing his doctorate in nuclear engineering at Massachusetts Institute of Technology and has been named to the national Academic All-American team.

The academic help program is prescribed for any student athlete who does not maintain a cumulative grade point average of 2.0 or better and incoming freshmen who were not ranked in the top half of their high school graduating class. Other upper classmen and freshmen who feel a need for academic assistance, whether regularly or periodically, are also encouraged to get help from the program. Vital points of this program include a study table, tutoring services, a classroom evaluation, and increased contact with the student's academic advisor.

With the special efforts being put forth to ensure both athletic and academic success, the outlook is bright for Edinboro's entrance to intercollegiate competition at the university level. Edinboro's long-standing competitive tradition should continue in the years to come with noteworthy individual and team accomplishments focusing much

deserved public attention to our University at the local, state, and national levels.

Typifying these are the significant accomplishments recorded by Edinboro's student athletes over the past year. Edinboro's cross country team, which finished as national runners-up the year prior, followed this past fall with Greg Beardsley's claiming of the NCAA Division II individual championship in cross country. Edinboro's football team won the Western Division of the Pennsylvania Conference and climbed as high as eighth in the nation in NCAA Division II rankings. The Lady Scots volleyball team raced to a sparkling 31-10 slate and hosted the NCAA regional tournament following a season that featured a third straight Pennsylvania Conference championship. In addition, Greg Beardsley captured another All-America award in track, while a trio of Fighting Scot swimmers also earned First Team All-America scrolls.

Edinboro University will continue to enhance its intercollegiate athletic program and recognizes the vital role it plays in the total education process.

INSTITUTIONAL RESEARCH AND PLANNING

Institutional Research Studies

The Office of Institutional Research and Planning (OIRP) was established in 1979 to improve Edinboro's ability to gather and interpret relevant and crucial data about those internal and external factors affecting Edinboro's future as an institution. These activities are

calculated to enable the University to make carefully determined policies based upon long-range goals and understandings. The success of this approach is only partially evidenced by Edinboro's recent elevation to university status and reaccreditation by the Middle States Association of Colleges and Universities. OIRP provided a major leadership role for the Middle States activities and also worked closely with Academic Affairs by coordinating numerous studies made in the process of academic program evaluation and review. These examples help illustrate why OIRP is at the heart of Edinboro's overall planning process, whereby this office serves to provide a data base and subsequent analyses for diverse operating units of the University.

A greater efficiency of operation and improved coordination of University-wide activities have been experienced by OIRP as this office reports directly to the Vice President for Development and Planning. These are achieved while continuing to provide the following formalized functions:

- institutional research studies that provide the data needed for a systematic and sound implementation of objectives and strategies,
- support for the all-college planning effort,
- cooperation with the Center for Computer Services in the maintenance of a Management Information System,
- an integrated institutional approach to the development and planning for this Institution,
- responding to requests for information of a statistical nature about the University from internal and external sources.

A number of institutional research studies have been completed by this office and used as the basis for the University's planning and self-assessment activities. Typical of the many studies conducted during the past year were monographs detailing departmental productivity over a three-year period; program productivity and costs; analysis of non-matriculant students in the freshman class; an academic survey and analysis of the successful Edinboro student; and a special study designed to assess the impact of recruitment materials.

This year's planned activities included projects designed to serve non-returning students, family background of Edinboro students who transfer from Edinboro, and a student activities survey.

Long Range Planning

Long range planning and institutional research are closely related functions. The University's commitment to planning is well documented and, as mentioned earlier, was the focus in the Middle States evaluation exercise.

Planning is a form of taking charge, but it is a form of taking charge systematically and purposefully through carefully developed alternatives and possibilities, objectives and strategies, deadlines and measurements. In short, planning charts a clearly defined course of action through the establishment of clear-cut goals.

Good planning depends on accurate, timely information, and good plans have action steps that depend on such information. The institutional research profile developed by the Office of Institutional Research is such information and is used in the formulation of plans and actions.

During the past year, the University Executive Management Team, using the Middle States Report as a departure point, began work on a five-year planning sequence. Taking into account economic, demographic, and programmatic information, a design for the future of the University is being created. All segments of the campus will have opportunity for input into the plan. Clearly, the University is moving toward action that takes into account a variety of data that has meaning and timeliness.

Briefly stated, the plan calls for the University to be a strong and dynamic institution serving its public through an emphasis on strong undergraduate education and off-campus service programming. It will be characterized by a stable enrollment, appropriately balanced and distributed faculty and support staff, and fiscal stability and a balanced budget.

This plan, based on solid data, will be in a dynamic state of revision and will serve as the design for not only the next five years, but beyond. Through this method, the University will be able to draw on its strengths and increase the number of options to review as it makes key decisions. It also ensures the institution of a well-defined future beyond the 1980's.

UNIVERSITY FACILITIES

Charged with the responsibility of maintaining 42 buildings and 585 acres, the Office of University Facilities is one of the keys to the smooth operation of the Institution. Enhancement and beautification of grounds and buildings has had a high priority during the past several years in recognition of the importance of the total environment's impact on learning, working, and the perception of the University by the general public. A program of tree planting is

now completed, and a general schedule of buildings and grounds is on a periodic maintenance basis, thus assuring a well-groomed campus during all seasons.

Previous years of deferred maintenance remains an oppressive problem to the University's physical plant. The process of prioritizing the maintenance schedule for buildings lags behind the fiscal procedure to the extent that insufficient resources exist to bring all buildings to standard in a given time frame. Special appropriations are being sought to help alleviate this problem, but the University continues to be dedicated to the eventual funding of these items on an annual basis from operating revenues. Completed projects this year include new roofs for Hamilton, Centennial, and Cooper halls. Scheduled for the future will be Earley Hall, as well as selected buildings which are to become part of the priority sequence.

The renovation and restoration projects have been a major operating unit project this year. As the reader will recall, Ross Hall (formerly a dining hall) has been renovated to house the expanded Center for Computer Services. Included in this project were areas to house a new Digital Equipment Corporation mainframe computer, student work stations, and a staff area for programmers and system analysts. When completed, the building will house a modern, contemporary computer program center designed to keep the University at the cutting edge of computer technology.

Now in the pre-engineering/design stage is the second phase of the historical restoration projects involving Reeder Hall and the Old College Union. The Old College Union has served in a variety of capacities over eight

decades. Prior to its closing, it was a small, flexible theatre devoted to dramatic activities. In a development campaign for private funds, the building is being redesigned to become a center for a variety of performing arts. The University's Facilities Office is working closely with the architects in the early stages of design, and it is anticipated that the theatre will complement its sister building, Reeder Hall, and provide a heritage for all Edinboro graduates of the past and future.

Energy conservation continued to be a dominant objective of the University Facilities Office. In October of 1983, Governor Thornburgh presented the University with an award complimenting the various divisions and personnel for the outstanding work done in programs dealing with the conservation of energy and cost effective steps established throughout the campus. Edinboro ranks first in the State System of Higher Education for programs installed dealing with energy conservation.

Conference and Convention Center

As part of the University Facility operation, the Conference and

Convention Center reported its best year ever. Over two hundred external groups and events were hosted during the past year. Over half of these visited the campus during the summer months when buildings and grounds in the past were under utilized. Over twenty-eight thousand persons used the campus facilities during May, June, July, and August. The visitors ranged from senior citizens in the Elderhostel Program to young people involved in the most comprehensive activities in northwestern Pennsylvania. The summer concluded with football and band readiness camps that saw dormitories and food service operations at capacity. This additional utilization of facilities is making a significant contribution to the life of the University.

Edinboro University Senior Citizens Center

One of my long-term goals at this University has been the establishment of a center on this campus for our senior citizens in and around the immediate community. Among my hopes for the implementation of this program was that it could be "intergenerational" in



President Diebold and Dorothy Cooper Allshouse (class of 1919) at the ribbon cutting ceremony for the Senior Citizens Center.

nature. In other words, a mixing of our youth with our senior citizens. Just this past November, I shared the pleasure with Mrs. Allshouse, our leading senior citizen advocate, of cutting the ribbon for our new Edinboro University Senior Citizens Center located in the Dearborn Hall Lounge. Our senior citizens are sharing a facility with our students. The center is open three days a week, and the activities are endless in terms of quantity and variety.

Legislative Liaison

Recognizing that the welfare of public institutions is critically dependent upon positive legislative understanding, special efforts have been made to develop a close working relationship between the President's Office and regional legislators. The major emphasis on these efforts is the providing of assistance to legislators in the areas of constituent service and the understanding of issues by responding promptly to legislative inquiries and areas of interest. Legislative concerns are also attended to by the providing of information about Edinboro University students, faculty, programs, services, and managerial planning. Legislators and their spouses have standing invitations to participate in a variety of campus events and activities.

OFFICE OF THE OMBUDSPERSON

In an attempt to bring to the attention of students the service role of the Office of the Ombudsperson, one thousand printed brochures were distributed through the residence halls during the first week of the school year and one thousand letters were sent out at the end of the first month. The service of the office was explained in a meeting of resident counselors, as well as subsequent dormitory meetings of resident assistants.

The kinds of problems experienced by students change little from year to year. Seventy-eight percent of all complaints fell within the classifications of academics, finances,

and housing. The appearance of housing among top-ranking problems was largely affected by off-campus housing. Because University officials have no authority off campus, these cases are sometimes difficult to resolve, although excellent relations exist between the University and officials representing the Borough of Edinboro.

Two thousand five hundred pieces of publicity were distributed in 1982-83. Evaluation cards were mailed to clients in an attempt to evaluate the individual's perception of the service. Seventy-one percent of the responses rated the service excellent; twenty-nine percent

indicated good or average. Second only to responding to student concerns, is the purpose of promoting change through recommendations. As in 1982-83, seventeen percent of all cases resulted in recommendations. The extent to which actual change was produced is immeasurable. Presidential action followed promptly on those issues which could be treated in that way.

The service of the Ombudsperson will continue into 1983-84 as one of the responsibilities of the Assistant to the President. As reported last year, the goal of this enterprise is to increase the quality and quantity of service to our students.

AFFIRMATIVE ACTION

In February 1983, Judge Pratt ruled the Commonwealth of Pennsylvania in non-compliance for violation of affirmative action. Each of the 14 institutions in the State System of Higher Education were given 120 days to design new action plans targeting the minority population. Edinboro University distinguished itself as one of three institutions which produced an acceptable plan on first evaluation. A plan was submitted by Edinboro University on May 13, 1983. After minor revisions, it was officially accepted in August. It has been distributed to members of the Council of Trustees, vice presidents, deans, directors, supervisors, and department chairpersons. The availability of copies has been announced in the student newspaper and the daily bulletin. Copies have also been placed in the Baron-Forness Library and the Student

Government Office.

"Parity" is the key word in State and Federal mandates. Parity—a balance between black/white proportionate to their presence in the population in all areas of the University.

Edinboro University is committed to exploring and implementing all reasonable avenues to reduce any disparity between the proportion of blacks and whites graduating from this University and specifically, to reduce existing disparities in retention of undergraduate black and non-black students by at least 40 percent by 1985. The preceding commitment also applies to the disparity in the retention of black graduate students.

An examination of retention rates at Edinboro University has shown a steady improvement in terms of black retention. The difference between male and female retention

has also narrowed. Retention rates for all students have increased since the middle to late seventies. Certainly, the Developmental Studies Program figures significantly in this upward trend. Tutoring, Project Retain, and Career Counseling are all vital to retention according to the Federal Office of Civil Rights.

As President of Edinboro University, I am committed to new racial integration in higher education in general, and on the Edinboro University campus specifically. This commitment involves a dedication which will support and sustain individual efforts in this area for the coming decade.

Through cooperation of all constituents of the University, we will continue to uphold the tradition of equality and move toward the achievement of its new commitments.

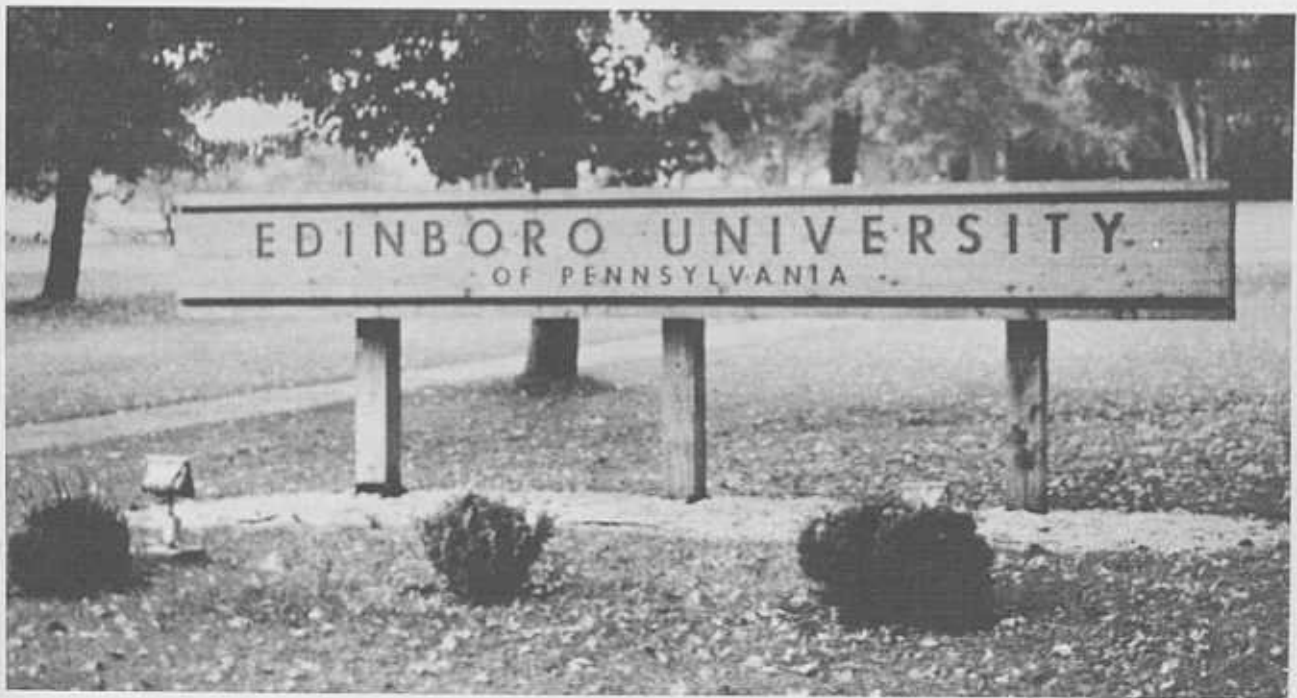
SUMMARY

As you reviewed the pages of this Annual Report, you could, I think, observe that this past year has been in many respects, an historical event which will be highlighted in our 126 years of history. We are actively involved in an academic program review process which will assure us of qualitative academic offerings. We have moved ahead with our fiscal planning and continue to maintain a balanced budget. We have, despite inadequate resources, improved our facilities and continue to move in this direction with the refurbishment and restoration of Reeder Hall and the

Old College Union facilities. And finally, we are planning. We continue to look into the future and to position ourselves to be ready for the challenges which are waiting. We are an institution which continues to be prepared to bring quality services to the many constituents we serve. We will continue with a balanced program of commitment to both career/professional training and the liberal arts, and we are mindful of our responsibilities as northwestern Pennsylvania's largest and most diverse institution of higher learning.

We will meet these responsibilities and will continue to serve the citizens of the Commonwealth of Pennsylvania.

I have attempted to document our last two years in this Report. These have been two years of planning our destiny as opposed to watching it occur. The years ahead will, indeed, be some of the most challenging years we have ever faced. I believe, however, with our preparation and continued initiatives, we are ready to meet these challenges.



GOVERNOR OF THE COMMONWEALTH

Richard P. Thornburgh

BOARD OF GOVERNORS OF THE STATE SYSTEM OF HIGHER EDUCATION

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INTERIM CHANCELLOR OF THE STATE SYSTEM OF HIGHER EDUCATION

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June Vance Assistant to the President (Ombudswoman)
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Donald Panhorst Associate Vice-President for Academic Affairs
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George P. Shoemaker Associate Dean, Faculty of Arts and Sciences
R. Harriet Phillips Dean, Faculty of Professional Studies
Martin P. Farabaugh Associate Dean, Faculty of Professional Studies
Jack Williams Dean, Graduate Studies/Academic Administration
Frank Johnson Acting Dean, Continuing Education
Robert M. Beagle Vice-President for Development and Planning
Clifford L. Cox Associate Vice-President for Development and Planning
Vincent P. Trotta Acting Vice-President for Administration and Student Personnel Services
M. Roy Strausbaugh Associate Vice-President for Administration and Student Personnel Services

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