
■ Edinboro
■ University
■ of Pennsylvania

1985
President's
Annual Report



Table of Contents

<i>A Message from the President</i>	2
<i>Edinboro University of Pennsylvania: A Regional Resource</i>	6
Maintaining Academic Quality with Access:	
<i>Admissions, Recruitment and Retention — A Winning Mix</i>	6
<i>Minority Outreach Expanded</i>	7
<i>Improvements Targeted for Student Life</i>	8
<i>Good Year for Disabled, Honors and International Programs</i>	8
<i>General Education Tied to Long-Range Planning</i>	10
Training Professionals for Public Needs:	
<i>A Tradition of Teacher Education</i>	11
<i>Lifelong Learning for Adults</i>	12
<i>Human Services Touching Everyday Lives</i>	12
Pursuing Scholarship of Civic Value:	
<i>Research on the Leading Edge</i>	14
<i>A Public Forum</i>	15
Extending Campus to the Community:	
<i>Clinical Help Available</i>	16
<i>Services for an Information Society</i>	16
<i>Living and Learning Experiences</i>	18
<i>Facilities Being Upgraded, Buildings Reopened</i>	19
Providing Culture and Recreation:	
<i>Culture on Campus</i>	20
<i>Nationally Prominent Athletics</i>	22
Financing for Future Security:	
<i>Income and Expenses</i>	24
<i>Alumni and Fund Raising</i>	26
<i>A Final Note</i>	28

A MESSAGE FROM THE PRESIDENT

Survival is a necessary condition for a desirable future, but hardly a sufficient one. Something else, something beyond a preoccupation with "getting by," must take root to make progress happen. Soon after coming to Edinboro in 1979, I introduced the notion that a university should perceive itself as an institution that delivers a very important product to consumers. The product, to spell out the comparison, consists of services involving the transmission, creation and application of knowledge; the delivery occurs within a unique environment of grounds, facilities and human expertise; the consumers are students, parents and others demanding the availability of higher learning.

My point, of course, was not to suggest that the educational process be fashioned after the manufacture of widgets, that a university be run as just another business. Rather, the point was to make educators consciously aware of and accountable for the on-the-job attitudes they have toward their constituents. For in fact the people paying tuition on a university campus or holding a vested interest in it enter into a contractual relationship entitling them to expect and receive a quality output from competent, committed and caring personnel.

One thinks of statements attributed to U.S. Secretary of Education William J. Bennett at a Senate subcommittee hearing earlier this year on the federal government's role in improving higher education. Testifying in support of a "truth-in-advertising" law for colleges, which would require them to actually teach the skills promised in their catalogs and promotional materials, he said: "There has to be some way, without intruding on the colleges, that we can be on the side of the consumer. There needs to be some kind of consumer protection for students." Significantly, he avowed at the same proceeding that whatever the merits of such proposed legislation, the primary responsibility for bettering postsecondary education should lie with the colleges themselves.

The implications of his remarks are inescapable. The best consumer protection for students ultimately derives not from governmental or legal mandate, but from the integrity of those who provide the educational product. I therefore am gratified that, thanks to the receptiveness of the entire institution — students, faculty, staff, administrators, trustees — a "customer-oriented" philosophy has become dominant at Edinboro over the last six years. Indeed, it has generated the sense of organizational credibility needed to sustain the University amid the challenges that face academe. And the challenges cannot be ignored. A national survey of undergraduates reported in the Feb. 5, 1986, issue of the *Chronicle of Higher Education* found that although most were satisfied with their academic preparation, many expressed disappointments. About 42 percent of the sampled students claimed they were treated like "numbers in a book," almost 37 percent felt bored in class, and more than one-fourth said their colleges were similar to high school.

The numbers raise a question: What has enabled Edinboro to survive the alienation that seemingly undercuts higher education today? The answer stems from the fact that to survive no longer is, nor can be, the sole objective of the University. This year, more than in any recent year, we have overcome



immediate operational concerns to consider alternatives for developing into an ever more effective, successful institution. What brought us to this juncture, past survival to the anticipation of new possibilities, was a willingness to serve our various publics, to be, in short, a regional resource.

A resource is a source of something repeatedly consumed and remains such only so long as it is worth consuming. Edinboro never has been more self-conscious of being a resource than while broadening the outreach, scale and significance of its offerings during 1985-86. A few highlights:

—Building on the strength of our honors students' curriculum, we hosted an unprecedented Pennsylvania Summer Honors Program in cooperation with the Exxon Education Foundation and the Pennsylvania State System of Higher Education (SSHE). Honors students and faculty from SSHE's 14 member universities participated in the interdisciplinary venture to promote cross-cultural appreciation for the humanities.

—Enlarging our recognized commitment to physically handicapped students, we also were the site for the 29th National Wheelchair Games this past summer. The week-long Olympic events for the country's top disabled athletes attracted ongoing media attention and thousands of visitors to our campus.

—Keeping up with demands for student life amenities, we set forth a five-year agenda of refurbishing residence halls. This initial year of the project entailed \$615,000 in improvements at several dormitories.

—Augmenting our educational responsibility to all social classes, we directed efforts at recruiting disadvantaged and retaining scholastically deficient students, yet were able to elevate admissions standards. In nearby Meadville and Erie, projects Success and Engage got under way for encouraging minority and low-income youths to enter college, while existing academic support programs reduced attrition among underachievers, and enrollment continued to be stable.

—Acting as a forum for public enlightenment, we held an Academic Festival and a conference of the Society for Applied Sociology. Both campus events featured faculty interaction with students and the community.

—Preparing for the impact of emerging demographic trends and educational realities, we adopted a Five-Year Plan and began to implement the strategic decisions it calls for. As two of the decisions, a professional continuing education series has evolved for non-traditional, adult learners, and general education requirements are being revised for undergraduates.

—Enriching our heritage as a living-and-learning center, we restored and are reopening two historic buildings for multiple uses. Reeder Hall now houses administrative offices and honors students' residences, and the Old College Union will furnish a home for theatrical productions and related cultural events.

—Underscoring the soundness of our fiscal management, we had a balanced budget bolstered by increased state revenue and streamlined financial practices. Edinboro received the second highest funding allotment given to SSHE universities and instituted a new accounting and computer software system.

—Seeking additional finances to expand activities, we initiated an Annual Giving Campaign and laid the groundwork for a Capital Campaign to commence in the fall. These private fund-raising methods will enable the University to establish an endowment for guest speakers, student scholarships, faculty development and capital improvements.

As you read through the following pages, you will understand in greater detail why we have focused on Edinboro as a "regional resource." The theme was not chosen at random. There is reality behind the rhetoric. Thus, I am announcing here the foundation of an Institute for Research and Community Services to complement the University's chief mission of pursuing excellence in teaching. In the months ahead, the Institute will become functional through a consolidation of existing programs. The idea is to create a central place where northwestern Pennsylvania's citizens can go for research and community services responsive to their economic, technical, social and cultural needs and interests. The management will be composed of a newly hired director, with faculty, staff and administrative appointees to make up an advisory board and coordinate subdivisions within the Institute revolving around research, community services, public issues, minority enhancement, senior citizens and future matters.



Of course, we duly note the importance of our associates to the Institute and any other enterprise Edinboro attempts. Last year's report alluded to the potential resource-sharing advantages of being affiliated with a state-owned system of universities. That potential has materialized in several ways through the assistance of SSHE's Board of Governors and Chancellor James McCormick. For instance, minority tuition waivers subsidized by the System have helped us increase black enrollment and retention, and a gift of library computer equipment has expedited our information services. Our Council of Trustees, headed by Chairman Paul Caron, has guided the University as well. Among their duties, the trustees serve on all major committees, take part in alumni affairs and minority recruitment, and have input into long-range planning. An intensified dialogue between faculty and administration is evident, too. I have begun meeting monthly with departmental chairpersons, an advisory group of faculty members has formed to communicate their views to me, and a faculty internship position has been created in my office.

Edinboro is at a moment when it can push ahead its time horizons, scan its options, pinpoint its opportunities, plot its courses. Whether we prosper at what we choose to do, however, depends more upon our eagerness to give rather than to get. In truth, we have achieved in proportion to the time and energy and unselfishness invested by those who recognize they have a stake in the University. For the considerable gains we can claim as an institution, our appreciation goes out to these stakeholders: employees, students, parents, alumni, legislators, residents of the community, friends of many sorts. During the upcoming Capital Campaign, we again will rely on their giving and that of new supporters. For with dedication on everyone's part, we renew ourselves as a regional resource. Without it, we dare hope to stay a thriving campus, merely a surviving one.



President,
Foster F. Diebold

Maintaining Academic Quality With Access

EDINBORO UNIVERSITY OF PENNSYLVANIA

A REGIONAL RESOURCE

Edinboro University is the largest and most diverse institution of higher learning in northwestern Pennsylvania. Our enrollment averages roughly 6,000 students, who may major in more than 100 undergraduate and graduate programs representing both liberal arts and professional fields, taught by some 350 faculty members, on a 42-building, 585-acre campus, with a complete line of auxiliary services, facilities and activities devoted to nurturing personal and intellectual skills and affording culture and recreation.

We are, in a sense, an infrastructure for regional human development. Certainly we are a resource for people wanting to discover and realize their potential for occupational, civic, social and self fulfillment.

In performing the role of a regional resource, Edinboro has taken care to avoid two pitfalls that often come with the territory. First, while satisfying what our constituents have come to routinely expect from us, we guard against complacency and its inevitable byproduct: mediocrity. For this reason, we have instituted measures to upgrade quality of admissions, student life and curricula. Second, although the standard of excellence behooves a university to maintain a certain exclusiveness, we cannot ignore our public obligation to be accessible to those with particular educational needs and interests. We have affirmed that obligation through retention provisions, equal-opportunity initiatives and specialized programming.

Admissions, Recruitment and Retention: A Winning Mix

On the premise that a body of thoughtful learners is critical to a university's academic health, we began the year with the objective of attracting better students. We succeeded in several respects. Incoming freshmen and transfer students showed measurably higher SAT scores and high school rankings than those reported the year before. The number of applicants the Office of Admissions rejected significantly exceeded figures from the past 13 years. Our academic suspension policy was made stricter by requiring students to attain passable grades within a shorter time period. Overall, then, enrollment was reduced by 200 students, but was solid considering that both admissions and readmissions became more selective and that 18-year-olds fell sharply in population because of national and especially tri-state aging trends projected to last through the early 1990s. Notably, blacks comprise 5.46 percent of the current entrance class, which surpasses the federally mandated mark of 5 percent.

Recruitment and retention played a key part in the University's strategy to elevate student caliber without excluding those whose upward mobility may depend most upon higher education, but whose backgrounds may equip them least for it. Under our Department of Academic Support Services, a handful of programs operates in tandem to prepare prospective students for college-level studies and discourage them from dropping out once admitted. Through the Act 101 Program, a state grant pays for financially and educationally needy youth to enroll at the University after receiving, if necessary, remedial work

in reading, writing and mathematics. About 200 of Edinboro's registered students have availed themselves of Act 101's counseling and orientation services. In partnership with the Greater Erie Community Action Committee's Upward Bound Program, Edinboro provides on-campus housing, cultural events, recreational activities and educational experiences for nearly 100 low-income high school students each year from Erie and Crawford counties. Project Retain, an internally funded program, enlists faculty and staff for referring Edinboro students with actual or potential academic adjustment problems to University personnel able to help. Additional opportunities for academically marginal, yet promising, students are available through the Developmental Studies, Trial Admissions and Tutoring programs. Statistically, the combined impact of these programs on retention appears substantial. Between 1980-85, when most of them took effect, Edinboro's student withdrawal rate was 39.5 percent, while that of comparative institutions is between 60 percent and 70 percent.

Minority Outreach Expanded

Many disadvantaged youths, heavily represented by blacks and other minorities, do not attend college because of poor academic preparation or lack of interest. Worse, many do not finish high school for the same reasons. Education, however, remains their best way out of the cycle of poverty and racism they are born into, a cycle with social costs — juvenile delinquency, urban blight, overburdened relief agencies — affecting the community at large.

Through joint ventures in the cities of Erie and Meadville, Edinboro initiated two projects this year for instilling underprivileged youth with the abilities, motivation and positive self-esteem they'll need to pursue postsecondary education. Project

Engage, headquartered at Burton School in Erie, is coaching 60 middle school students in communications, research and test-taking skills. Meanwhile, at the Odd Fellows' Hall in Meadville, Project Success is teaching similar skills to 113 students from grades 1-12 and giving them exposure to ethnic history, the arts and cultural outings. Both projects have sought advice from community representatives.



In more ways, Edinboro has proved its devotion to the principle of a non-discriminatory living and working campus. Monies from the Pennsylvania State System of Higher Education allowed us to award 47 minority tuition waivers to academically deserving students. Such scholarships are helping us implement our Affirmative Action policy of decreasing enrollment and retention disparity between black and white students. Additionally, the federal Office of Civil Rights cited Edinboro last year as having made the most progress of any SSHE university toward its black hiring goal.

Improvements Targeted for Student Life

Good students do not matriculate at a university simply because they are wanted and urged to stay. They must be shown hospitality in all areas of life, starting with housing. Accordingly, our Division for Student Affairs has embarked on a five-year schedule of refurbishing residence halls expected to cost \$2,350,000. Through an initial \$615,000 expenditure, improvements were targeted at various dormitories. Scranton and Shafer halls are getting new roofs and wheelchair ramps. Lawrence Towers is being outfitted with new lounge furnishings, doors and a roof. Dormitory furniture has been installed in Reeder Hall.



Keeping students physically fit and orienting parents to the campus are active concerns of student affairs professionals. Toward the first end, exercise equipment has been placed in dormitories, an aerobics class is open to students, employees and community residents at Dearborn Hall, and renovations are being considered at Crawford Gym to permit more weekend recreation. Toward the second end, a program is in the planning stage to familiarize parents with the University's different policies and the family changes that occur when a son or daughter begins college.

Good Year for Disabled, Honors and International Programs

Specialized programming has become an institutional strength at Edinboro over the years. These days, of course, many colleges and universities try to market themselves through certain curricula offered to a relatively narrow clientele of students. Edinboro's "special-interest" programs, however, are among those that stand out for having taken a lead in accommodating students whose needs are exceptional. This year, the University came into full view for its leadership in serving disabled, honors and international students. As site for the 29th National Wheelchair Games, host for the Pennsylvania Summer Honors Program and representative of higher education for an Erie delegation's trip to China, Edinboro had a very good year indeed.

In conjunction with Hammarville Rehabilitation Center of Pittsburgh and the National Wheelchair Athletic Association of Colorado Springs, Colo., Edinboro was selected to field the June 11-15 games because of its almost total campus accessibility and its advocacy on behalf of the handicapped. About 350 qualifying wheelchair athletes, seven of them

from the University itself, vied for national championships in track and field, air weapons, table tennis, billiards, swimming, slalom and weight-lifting. World-famous "wheelers" like George Murray, a trackster who has been pictured on Wheaties cereal boxes, set records during the elite games at Edinboro. For the opening ceremonies, personalities like Franco Harris, former Pittsburgh Steeler football star, and General George Miller, secretary-general of the U.S. Olympic Committee, were present. Thousands of spectators turned out, including Ginny Thornburgh, wife of Pennsylvania Gov. Dick Thornburgh, who toured Edinboro's facilities for the disabled. The Entertainment and Sports Programming Network aired an hour-long television documentary about the games, and newspapers ranging from the *Pittsburgh Press* to the *Erie Times-News* ran features.

The significance of the games, however, transcended athletics. For they demonstrated that a person's disability needn't prevent him or her from enjoying a mobile, independent lifestyle or participating in the same activities able-bodied people do. That is the assumption Edinboro has acted on through its own Office of Disabled Student Services, which administers programs of personal care, academic aid and social recreation to the physically, visually and hearing impaired. Since the office originated 12 years ago, the number of disabled students enrolled at Edinboro has grown to more than 200, at least 80 of whom are in wheelchairs.

Edinboro's specialized programming gained distinction through another unique event held on campus: the 1985 Summer Honors Program. Twenty-eight honors students, two from each of SSHE's 14 universities, including Edinboro, were nominated to participate in the five-week program, along with a number of gifted graduating high school students planning to enroll within the System. Faculty members from seven of the universities instructed, and four secondary school teachers of the

gifted assisted. Three visiting scholars — Donald S. MacDonald of Georgetown University's School of Foreign Service, Dorothy Robins-Mowry of the Aspen Institute for Humanistic Studies and art historian Diane Shafer Strachan — took part in a lecture series open to the public. Classes and colloquies focused on the theme, "Global Realities: East Meets West," from a multidisciplinary perspective. The emphasis was on the role of the humanities — art, music, drama, literature, philosophy, religion and history — in shaping the cultures of Eastern countries such as China, Japan and Korea, and Western countries such as the United States and Canada. A \$40,000 grant from the Exxon Education Foundation helped make the program possible.

It was a natural progression for Edinboro to conceive and host a project that expanded the curricula, showcased the talent and entailed the cooperation of honors programs within an entire university system. Specially devised courses for high-ability students began nearly a decade ago at Edinboro and have become a model for many of Pennsylvania's institutions of higher learning. At present, the University Honors Program has an enrollment of close to 100 students. Through the Edinboro Summer Academy, gifted students from ages 9 to 16 also may benefit from advanced courses under the University's auspices. This year, almost 700 youth from several states enjoyed educational recreation in the Academy's camp-type setting.

It was appropriate, too, that a global consciousness characterized the premiere statewide honors collaboration at Edinboro. As it is, we live in an age in which the destinies of nations and people appear increasingly intertwined, politically, economically, environmentally. Hence, the University seeks to bring about intercultural understanding and concern for world issues.



We do that to a considerable extent through our International Education Program, which currently enrolls 90 foreign students from 28 countries. With an eye to cultivating more linkages abroad, President Diebold visited the People's Republic of China last summer upon invitation from a party headed by Louis Tullio, mayor of Erie, and Henry Fish, board chairman of American Sterilizer Co. The delegation made the journey to advance a "sister city" relationship between Erie and Zibo, a mainland industrial metropolis of 2.8 million people. During the trip, the President met with Chinese university officials and students as part of the Erie group's assignment to explore prospects for exchanges in business, technology, health, culture and education. Months later, representatives from Zibo toured Erie and were honored with a dinner at the University, where the President announced that four of the Chinese city's students will receive scholarships to attend Edinboro. A continuing education course also has been arranged for a travel-study of China's Shandong Province, where Zibo is located. Edinboro's contact with China has been broadened further this year by the presence of a visiting scholar on campus, Shu Zonglai, a foreign language instructor of English at Central China Normal School.

General Education Tied to Long-Range Planning

Without a firm sense of identity, a university accepts by default the self-defeating and impossible task of being all things to all people. Wary of that danger, Edinboro this year formally adopted a Five-Year Plan. The

document is a statement of the University's mission for 1985-90. It looks back at Edinboro's heritage, identifies its strengths and weaknesses, and projects realistic goals for the future. Of consequence is that the plan envisions Edinboro not as a self-enclosed entity, but as an institution sensitive to the surrounding region. It reaffirms the University's primary function of graduating intellectually and technically capable students. But now it explicitly commissions Edinboro to deliver programs and services beyond the boundaries of the campus and into the communities of northwestern Pennsylvania.

A revised core of general education requirements was one of the Five-Year Plan's strategic decisions pursued over the past year by the Division for Academic Affairs. The revision will have a substantive impact on curricula since all students must complete these requirements for graduation. The revision preserves the existing distribution of general education courses stipulated so that undergraduates have a common liberal-arts exposure to 10 content areas within arts and humanities, natural science and mathematics, and behavioral and social science. Each area is under review, however, to make sure it promotes critical thinking, presents theory-related knowledge and is a conceptual and methodological prerequisite for advanced learning in a discipline. The proposed introduction of nine credits of "University Studies" is a small but important component of the general education revision. Integrated with campus speakers and cultural events, these would be team-taught, interdisciplinary courses for addressing public issues such as "Unemployment and the Future of Post-Industrial Economies." The overall intent of the revision is to give general education more coherency by breaking down the artificial barriers between subject-matter specialties.

Training Professionals For Public Needs

In a democratic society, each person ideally has something to contribute to the welfare of all. Many make their contribution through a profession in which they can earn a living and serve others at the same time. We at the University try to assist people in finding marketable careers with social value. Our wide-ranging degree and non-degree programs are structured around both the perennial and changing needs of the public.

A Tradition of Teacher Education

The best hope for the ennobling of society as a whole is the ennobling of its citizens as individuals. To actualize that hope is the job of our schools, where minds and character are taught. Edinboro has a venerable tradition of educating teachers. We are the oldest teacher-training institution west of the Allegheny Mountains and the second oldest in the state. Of the more than 3,500 teachers employed by the Northwest Tri-County Intermediate Unit and the school districts within Crawford, Erie and Warren counties, 52 percent earned either a bachelor's or master's degree at Edinboro, according to statistics the University compiled last year.

Beyond staffing schools, we support local education in other respects. In Millcreek and General McLane school districts, at least 60 Edinboro education majors serve as teacher aides twice a week every semester. Through grants with

Lawrence and Mercer counties, Edinboro faculty give training sessions on locale to workers connected with the federal Head Start early childhood education program for impoverished children. At Miller Research Learning Center, 49 local preschool, kindergarten and primary school students are taught on campus without tuition charges, and more than 150 children receive day care at an auxiliary unit, the Parent-Child Development Center. Over the next two years, the Miller laboratory is to magnify in scope under a recently approved proposal to make it a site for continuing education of professional tri-state teachers.



Lifelong Learning For Adults

A new kind of student is emerging on the nation's campuses. Educators call them non-traditional learners. They are adults typically, not 18-to-21-year-olds. Having job or household obligations, they usually attend school part time instead of full time.



They are less likely to be seeking their first degree than they are an additional degree or a degree on which they once started and gave up. Often, they are not pursuing a degree at all, but simply a block of courses needed to keep up with their vocational fields, acquire credentials for professional advancement or prepare them to change careers. Too, they might register for a course only to satisfy a curiosity or enrich their lives.

Whatever their motivation, Edinboro's Center for Continuing Education has ample programs to accommodate non-traditional learners. For

example, the office sponsors an "Opportunity College" through which working adults can earn degrees in both liberal arts and professional majors by taking campus and off-campus courses during evenings and weekends. Enrollment in the Opportunity College increased by more than 100 full-time equivalent students this year.

In direct response to the management needs of northwestern Pennsylvania, a continuing professional education series of non-credit seminars also was introduced over the past year. The series features an accountancy education sequence as well as workshops and conferences for enhancing professionals in the skills of time and stress management, production efficiency, cost controls, strategic marketing, and interpersonal and written communication. Non-credit personal development courses continue to exist for people of all ages and interests, but have been streamlined into subject-matter groupings such as "fine arts."

Human Services Touching Everyday Lives

All of the University's academic programs relate to the world around us. Some shed light on human and natural phenomena, others are channels for aesthetic expression, still others address the concerns of economic enterprise. And then there are those so critical to our physical and social existence that omitting them from a modern curricula would be irresponsible. Because of their immediacy to life, those programs should entail some type of on-site, in-the-community education, which Edinboro makes a point of providing.

For instance, students in our Department of Nursing get hands-on patient experience in Erie and Meadville hospitals by their sophomore

years and clinical training in community health care by their senior years. The department, which has a graduate program and an undergraduate enrollment averaging 200 students, designed a curriculum last spring to enable registered nurses to earn a bachelor's degree in nursing.

Of the 250 or so undergraduates in the Department of Biology and Health Services, somewhat more than half are in applied programs that graduate technically-skilled personnel for institutional needs. Four-year programs in Anesthesia, Nutrition, Medical Technology and Nuclear Medical Technology and a two-year program in Dental Technology all give students classroom instruction and field experiences in the diagnosis and treatment of health problems. Clinical settings range from Hamot Medical Center in Erie to the Nuclear Medicine Institute of Hillcrest Hospital, Mayfield Heights, Ohio. A similar offering is the Hospital Equipment Technology Program under the Department of Chemistry and Physics. The associate degree program in biomedical instrument servicing has operated in conjunction with advanced training of workers at American Sterilizer Co. (AMSCO) in Erie.

Many of Edinboro's social sciences majors also learn and serve in community contexts. Following course work, master's degree candidates in the Clinical Psychology Program must complete a five-month internship at off-campus sites such as Warren State Hospital and Saint Vincent Mental Health Center. Graduate counselor education students from Edinboro and Gannon universities participate in an "Educators in Industry" course held at General Electric Co. in Erie. The company this year granted \$4,000 in tuition support for the students to gain familiarity with industrial careers and employee relations. Interns in the popular Criminal Justice Program of the Department of Political Science have apprenticed in the Allegheny

County public defender's and sheriff's offices, the Erie County juvenile probation office and the Clearfield County prison. Students in the Social Work Program of the Department of Sociology, Anthropology and Social Work must take a four-day-a-week fieldwork course that has them doing community projects, personal contacts and evaluation research for local human services organizations.



Pursuing Scholarship of Civic Value

Self-government by informed, responsible citizens is a value that runs deep in American education. It is a value which implies that education is incomplete if it does not foster community leadership along with technical know-how. Further, it suggests that accumulated knowledge is to little avail unless it somehow impacts the lives and enlarges the thinking of society's members. Through research, scholarly writings and professional activities, Edinboro's faculty promotes in-depth understanding of socially significant issues and events.

Research on the Leading Edge

Many professors at the University pursue scholarship that is noteworthy. Regrettably, space prevents paying tribute to each of them. What follows is a sample of individuals whose research has a practical bearing on three of the public's top concerns — health, education and conservation of the natural and aesthetic environment.

John McMichael, biology and health services, has conducted research into the treatment of such ostensibly diverse diseases as multiple sclerosis, chronic pain, juvenile diabetes and malignancies. In each case, he is learning to alter specific cell functions to restore the natural balance seen in healthy individuals. The therapeutic techniques derived from his work have attracted the attention of medical and veterinary practitioners in several states. Philosophy professor James Drane continued

his prolific authorship in the fields of philosophy, religion, psychiatry and medicine. A \$15,000 grant last year from the DeFrees Family Foundation of Warren, Pa., enabled him to do research for a forthcoming book on humanism in medical education. Subsequent to that research, he wrote articles on "Medical Paternalism" for the summer 1986 issue of *Health Matrix* and on "Institutional Ethics Committees: What, How, and Why" for the October 1985 issue of *Health Progress*.

James Currie, elementary education, served on a 10-member state committee that formulated diagnostic and prescriptive techniques for students having problems in mathematics. He helped devise the remedial procedures in connection with the Pennsylvania Department of Education's Testing for Essential Learning to and Literacy Skills (TELLS) program, and is demonstrating the methods tri-county public school teachers at in-service workshops. Jack Culbertson and Kenneth Milles, psychology and counseling, introduced computer-simulated social studies research to seniors at McDowell High School in Erie. Using a computer model they developed over the past nine years, the two are teaching the practice of science through a \$40,000 grant of Apple microcomputer equipment awarded jointly to Edinboro and Millcreek Township School District.

Paul Knuth, geosciences, was involved in the development of a manual on shoreline erosion for the Pennsylvania Department of Environmental Resources. He has been a speaker at public meetings on coastal management of Lake Erie's Presque Isle and has assisted the Army Corps of Engineers in studies. Dave Weinkauff, art, received a grant from the Pennsylvania Council on the Arts for the first of six documentary films he is making on the life and work of studio animators. His documentaries,

which concentrate on some of the creators of classic animated cartoons, were described in a fall 1985 *Media History Digest* article titled "Animation: Is It Headed for Extinction?"

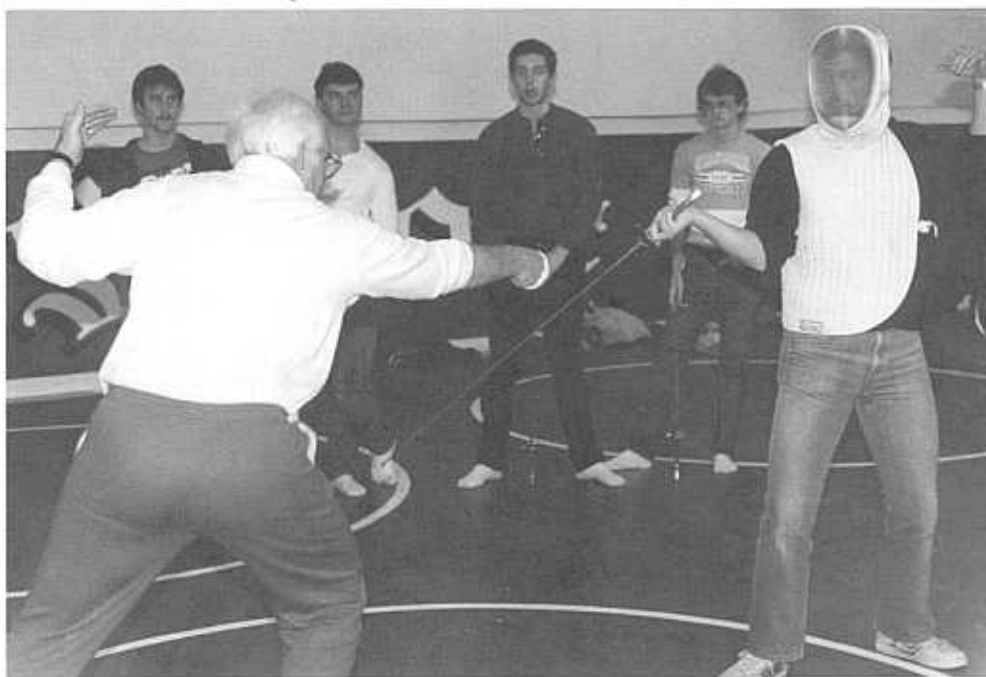
A Public Forum

Universities don an array of roles in a free society, not the least of which is to be a forum for public discussion and debate. In that vein, Edinboro this year hosted a number of academic events distinguished by intellectual give-and-take among faculty, students and community members.

Last fall, for example, we sponsored the annual conference of the Society for Applied Sociology. More than 100 professional sociologists from across the nation attended the three-day meeting, co-organized by Mark Iutovich of the Department of Sociology, Anthropology and Social Work. The opening night featured a panel of Erie community leaders who shared ideas on how sociologists can be useful in building public consensus, helping schools adapt to changing family trends, providing technical assistance for economic development and making human-services organizations more cost effective. During the remaining conference sessions, some of which were chaired by Edinboro's sociology faculty, participants exchanged views on prospects for applying sociology training to non-academic careers.

Our Academic Festival was another occasion during which faculty communicated their knowledge and research to peers, students and individuals from the community. The third annual event, coordinated by elementary education professor June Vance, took place for two and a half days in February with more than 1,000 students in attendance. Learning activities included a workshop on Japanese poetry writing, a demonstration of fencing techniques and a performance of Renaissance music. In addition to faculty lectures, there were panel discussions by students

on apartheid in South Africa, by campus representatives on religion and ministry in the public university and by senior citizens on life at Edinboro in the 1930s. Also scheduled was the premiere broadcast of the College Satellite Network, a new programming service for colleges, which televised a live interview between students telephoning from 300 campuses across the country and leading cinema directors responding to questions about the motion picture industry.



Edinboro's faculty and staff members enlighten the community in still more ways. Our Speakers Bureau is a directory service that, upon request, will arrange for University personnel to speak at group functions planned by businesses, agencies and organizations. Volunteering professors and administrators are prepared to talk about their areas of expertise, which encompass nearly every conceivable topic from adolescent behavior to wood design. Our Last Great Lecture Series, sponsored by the Edinboro Campus Ministry Board, regularly presents University speakers for the public to hear on campus.

Extending Campus To The Community

A public university is the province of its citizens. They were the ones who, through their legislators, enacted it into being, and they are the ones who have claim to its benefits. It is generally understood that the university executes its duties by educating students. Yet by virtue of its public nature, the university also is a social agency obligated to finding solutions to any and all human problems. This year, as in previous years, Edinboro extended to the greater community a multitude of campus services and facilities. Through these, we contributed tangibly to the welfare of both citizens and students, and in doing so exemplified a regional resource.

Clinical Help Available

Diagnostic and corrective services take place at several clinical settings throughout the University. At Leader Clinic, located in the annex of Compton Hall, interns, graduate assistants and faculty supervisors conduct speech and hearing evaluation and therapy for individuals and groups. During 1985, the staff provided some 1,700 hours of free services to pre-school, school-aged, university and adult clients from the tri-state region. A similar staff at the Reading Clinic, in Miller Research Learning Center, provides testing and tutorial services without charge to reading-impaired children from local schools

and adults from the community. The Math Clinic, in Butterfield Hall, evolved recently as part of a mathematics sequence for master's degree candidates in elementary education. School children from the Northwest Tri-County Intermediate Unit go to the clinic for remedial assistance in mathematics.

Services for an Information Society

The complexities of modern life have put a premium on rapid gathering and production of data. Edinboro attempts to meet the accelerating demand for knowledge through its computer, library and institutional research services.

Over the past three years, our Center for Computer Services has invested some \$2 million in making the transition from a humble 1970s system of mostly teletypes and key punches to a state-of-the-art 1980s system of video display terminals. The heart of the current system is a pair of Digital VAX super-mini computers upgraded this past summer for increased storage, usage and speed capabilities. With revolutionized technology, the computer center has become an asset for off-campus as well as on-campus users. External organizations that have accounts for computer time at the center include Brown-Thompson Newspapers, Community National Bank of Northwestern Pennsylvania, Saint Vincent Health Center, Millcreek Township School District and Lake Erie Institute of Rehabilitation. In addition to equipment, the center shares its personnel with the community. The Meadville Area Chamber of Commerce, for instance, invited Edinboro's computer staff to head a seminar on computer purchasing and applications for small businesses.

Edinboro's Baron-Forness Library is another informational source that extends user privileges to community patrons. The seven-story building has the largest holdings of any library in northwestern Pennsylvania — 350,000 volumes of books, bound magazines, recordings, filmstrips and soundstrips, with more than a million pieces of microform. This year, the library spent \$300,000 on acquisitions. Baron-Forness, along with libraries at the other state-owned universities, also received microcomputer equipment donated by SSHE for inter-library reference and volume searches.

By conducting studies and statistical analysis, the Office of Institutional Research and Planning helps keep Edinboro informed about whatever conditions affect the University's well-being. The office this year spear-

headed the implementation of a new Five-Year Plan, and has an ongoing responsibility to compile a data base for policy-making relevant to academic, student and financial affairs. The office lends its research expertise to organizations outside the University, too. Staff members are completing a study of the Greater Meadville population's air travel needs in conjunction with Allegheny College and the Meadville Area Chamber of Commerce. Once it finishes analyzing the results, the office will make recommendations regarding expansion of services at the Port Allegheny Airport. On behalf of the Erie Conference on Community Development, staff members also are assessing economic trends and reviewing literature on metropolitan growth.



Living and Learning Experiences

Education doesn't always take the form of textbooks and classrooms. Often, education is most rewarding when it results from a meaningful activity, from doing something or going somewhere, especially with others.

Our Senior Citizens Center, open three days a week in the basement recreation room of Dearborn Hall, bears witness to this fact. Upwards of 25 senior citizens from Erie County's southern tier regularly find friendship and enlightenment from a schedule of events featuring games, crafts and faculty presentations. Students as well have an opportunity to learn at the center. They interview the senior citizens for gerontology classes, check their blood pressure for health-care classes and, sometimes, stop in merely to chat. In linking younger and older generations, the center is a model of intergenerational learning that should be duplicated elsewhere, remarked Alma Jacobs, secretary of the Pennsylvania Department of Aging, during a tour of the facility last fall.



People of all ages are exploring the realm of space at the Edinboro University Planetarium in Cooper Hall, where more than 5,000 individuals attended seasonal shows and programs this past year. For local history buffs, the University's Department of Sociology, Anthropology and Social Work manages the Fort LeBoeuf Historical Museum. The museum, situated south of Erie in the town of Waterford, is site of the French fort that George Washington visited on the eve of the French and Indian War. Additionally, the museum is headquarters for archaeological excavations of the fort site by Edinboro students and gifted primary and secondary school youth in the University's Summer Academy program.

By arrangement with our Conference and Convention Center, outside groups having a wide spectrum of interests can avail themselves of the University's buildings and grounds. For example, the University of Pittsburgh football team trains here off season, the Church of God slates a state youth retreat here, and Girard High School has a marching band camp here. Moreover, Edinboro is one of a network of 700 international educational institutions that sponsor Elderhostel, a weekly program of non-credit courses and extracurricular activities for retirees. During May through August of 1983-85, the number of external groups and events the University hosted jumped from approximately 125 to 175, and the number of participants from 29,000 to 41,000.

Facilities Being Upgraded, Buildings Reopened

Attractive buildings and grounds reinforce learning on a campus. They emit an aura of tradition and expanse conducive to thought. More fundamentally, well-kept facilities catch the attention of prospective students and invite public participation in educational events. These are only some of the reasons Edinboro invests annually in the upkeep and improvement of its physical plant.

The investments aren't made solely out of self-interest. In a sense, our property belongs to the citizens of Pennsylvania, and we want them to take advantage of it. Thus, the University supplied potable water last summer to the tornado victims of nearby Albion borough and offered them shelter in Centennial Hall. As a Red Cross-designated disaster relief center, Edinboro stands prepared for ministering to the housing, food and bathing needs of the future misfortunate. For the benefit of area fire departments, Edinboro hosted a fire-fighting school and again made a major charitable contribution to the local volunteer fire and emergency unit. As other public services, we have provided mailing and computer assistance to the Edinboro Revitalization Committee, athletic facilities for high-school playoff games and rooms for legislative and commission hearings.

Toward keeping our facilities in good working order for maximum use, the floor of McComb Fieldhouse was refinished and a new monobond outdoor track laid in anticipation of the National Wheelchair Games. A new cross country course, which has been used for charity-sponsored races, was set up, as was a cross country ski trail for student and community recreation. The Student Affairs Division has initiated a five-

year, \$2.3 million project of refurbishing dormitories. Art offices and studios were moved into once-closed but now fully renovated Hamilton Hall. Also relocated there were the Office of Continuing Education and the Office of the Registrar.



Two more buildings, Reeder Hall and the Old College Union, both previously idle, are reopening through a \$3.6 million historic preservation effort. First occupied in 1908, Reeder Hall served as a dormitory until it was shut down in 1972. A facelift and interior remodeling, however, have made the massive three-story brick-and-stone structure completely functional again. The first floor contains the offices of the president and three of his divisional vice presidents. The second floor houses admissions offices and visiting scholars' apartments, while the third floor provides rooming for honors students. For campus and off-campus groups, the basement has been converted into a lecture and meeting hall. Built in 1906, the Old College Union is similar in construction to Reeder Hall and will be a performing arts center when its current restoration work is completed. Funding from alumni, friends and private foundations has supported much of the work being done on it. With the revitalization of Reeder Hall and the Old College Union, the twin buildings remain landmarks of the University's community presence.

Providing Culture And Recreation

Higher education should not only engage the intellect, but free the spirit and emotions. Learning loses balance otherwise. Edinboro provides for an equilibrium of curricular and extracurricular activity. While our academic programs sharpen students' reasoning abilities, our cultural and recreational programs instill aesthetic appreciation, encourage productive leisure pursuits and stimulate an awareness of feelings and an examination of beliefs. All of these arts and athletics programs are open to the public.

Culture on Campus

Culture is robust on our campus, originating from the students and faculty of our fine and performing arts departments, who frequently take their talents "on the road" to the community.

Through the Edinboro "Theatre for Children," nine students last spring toured elementary schools in Erie and Crawford counties to present an original play by Susan Woodland and Richard Andersen of the Department of English and Theatre Arts. Edinboro students also make up the "Off the Page" Readers Theatre. Under faculty adviser Doris Snell of the Department of Speech Communications, the students travel throughout northwestern Pennsylvania to perform animated readings of literary works. Recently, "Off the Page" members received a certificate of appreciation from the Meadville Medical Center's Mental Health Board for a program they presented to more

than 1,000 primary school children in conjunction with the Crawford County Tornado Outreach Project.



The public, of course, is invited to attend the many departmental arts activities that regularly take place on campus. The theatre arts staff puts on stage productions every semester. The Department of Music holds musicals, faculty recitals and seasonal concerts by student vocal groups such as the Scotsingers and the University Singers. The Department of Art has weekly student exhibits at Bates Gallery and rotating professional exhibits at Bruce Gallery. The shows defy classification: Oriental works lent by Edinboro's faculty and president, pieces by Henri Matisse and Andy Warhol from the University's permanent collection, "Mail Art" sent through a network of underground international contributors, a Smithsonian photographic display of black congressmen.

During Edinboro's Summer Arts Festival, accomplished campus and community performers come together for a five-week chamber music and theater series. Attendance at the public events has increased from 1,600 in 1984 to 3,500 in 1985. The musical portion of the festival last summer included "Iced Tea Concerts" performed by the Edinboro Summer Orchestra, which features musicians from the Erie Philharmonic and Erie Chamber orchestras and the Chautauqua Symphony. The dramatic portion by the Edinboro Theatre Company included regional players and productions by Erie director Ben Agresti.



Edinboro's cultural life often transcends regional confines. Our Concert and Lecture Series, funded through the Student Government Association and coordinated by the Office of Cultural Affairs, annually books renowned speakers and artists. Former Soviet diplomat Vladimir Sakharov and the National Shakespeare Company were but two of the highlights during the fall season. Other nationally acclaimed acts are brought to the University by special arrangement. Among them this past year were the Central City Choir of



Buffalo, an interfaith, intercultural group that grew out of a celebration honoring Dr. Martin Luther King, and Chuck Jones, an Academy-Award-winning animator who at one time worked with Warner Brothers and Walt Disney studios.

For audiences desiring listening alternatives, Edinboro's radio station, WFSE 88.9 FM, has a balanced format of information and entertainment. The student-run station broadcasts 24 hours a day within the tri-state region. Its programming includes full-service Associated Press Network News, local news and talk shows, public service announcements from campus and community organizations, church services, sports and music.

Nationally Prominent Athletics

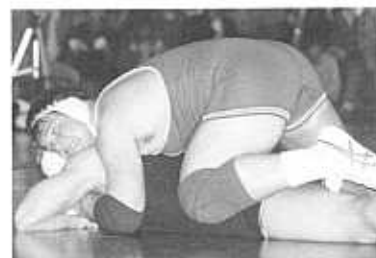
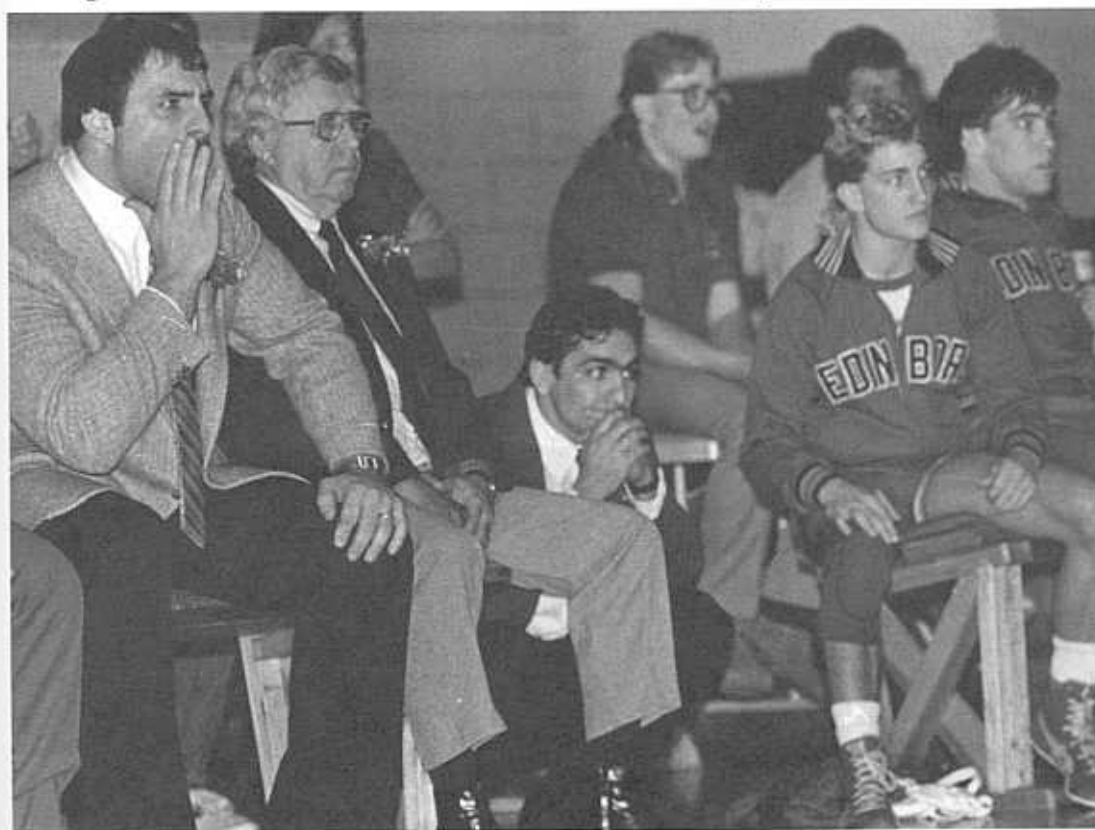
Few happenings appeal to a bigger cross-section of people than do sports. Fortunately, area fans needn't always travel to big-city stadiums and arenas for top-flight action. They can see it close to home, at the Edinboro campus, where athletes and staff uphold the University's reputation as the "Fighting Scots."

The athletic program welcomed three new faces at the outset of the 1985-86 year. Steve Szabo was named head football coach, replacing Denny Creehan, who departed for a position in Edmonton with the Canadian Football League. Todd Jay was appointed new sports information and promotions director, and George Roberts, a member of the U.S. Olympic Team training staff during the 1984 Los Angeles Summer Olympics, was hired as new athletic trainer.

Edinboro's winning ways continued in '85-86. The cross country squad, led by head coach Doug Watts, finished a strong second place in the NCAA Division II. Another highlight was our wrestling program, which jumped into national prominence under the coaching of Mike DeAnna and assistant Bruce Baumgartner. Last year, DeAnna was designated "Rookie Coach of the Year" by *Amateur Wrestling News*. This year, he propelled the Scots to No. 1 NCAA Division II ranking, heading them into the national cham-

pionships. The Edinboro basketball team topped off a successful season by competing in the Pennsylvania Conference Western Division playoffs. The squad's second-year coach, Jim Sims, was tabbed "Coach of the Year" for the division.

The induction of members into the University's Hall of Fame concluded the sports year. The inductees were former football standouts William Hoffman and Art Arrow-smith, former sports information and promotions director Paul Newman and former wrestling coach Fred Caro.



Financing For Future Security

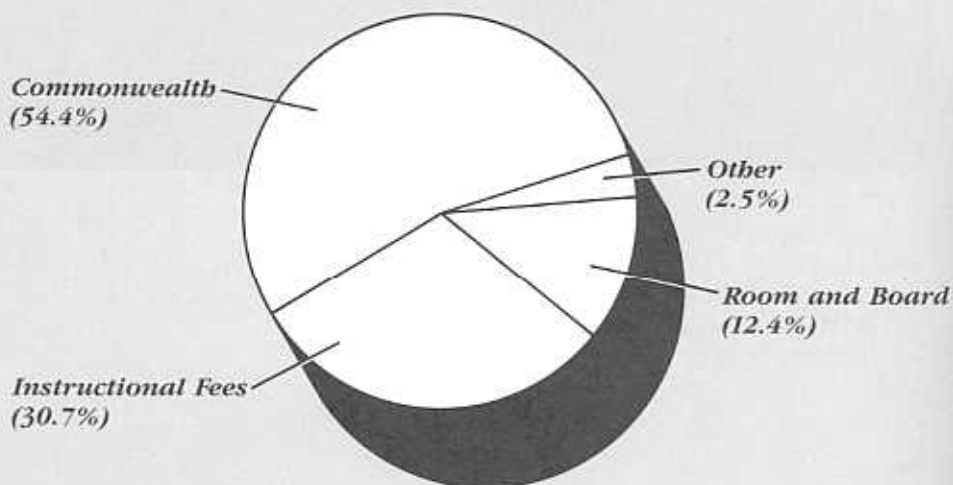
To universities, the possibilities for undertaking bigger and better things may seem infinite. Resources, however, are finite. Money is a limiting factor for practically any institution, Edinboro being no exception. Nevertheless, through sound fiscal management, we strive to do the most with what we have. Furthermore, through sophisticated fund-raising, we are intent to increase our finances. With universities, as with any purposeful enterprise, security lies in never being too easily satisfied.

Income and Expenses

A wealth of dollars routinely exits the University and enters the community. Edinboro ranks the eighth largest employer in Erie County, having more than 1,400 employees with a yearly payroll of \$20 million exclusive of fringe benefits. Obviously, these salaries undergird the regional economy to the extent they are out-laid to businesses, deposited in investing institutions and taxed by municipalities. What's more, the University spends millions on goods and services — advertising, house-keeping supplies, construction, refuse collection, travel arrangements — purchasing from local vendors whenever possible.

The "ripple effect" of this spending only underscores the importance of the University's financial solvency. Accordingly, Edinboro

Income

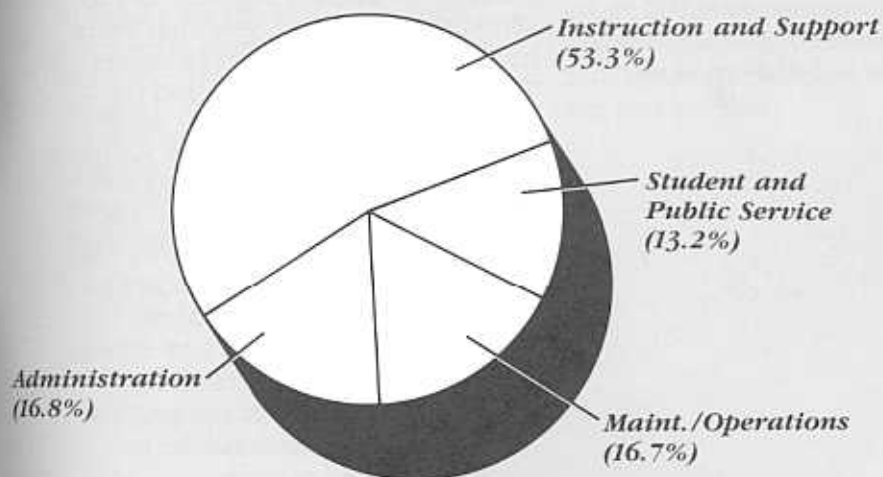


showed a balanced budget of \$35 million for the year. Income exceeded expenses, prior to disbursements on capital improvements, by nearly \$1.26 million. Comparing the 1984-85 and 1985-86 budgets, revenue increased by 5.7 percent while expenditures grew by 7 percent. Negotiated salary hikes, together with a planned decline in admissions, largely account for the modest percentage difference. Although less money was available for capital improvements as a result, the University had a \$300,000 surplus this year, up from \$160,072 last year. As always, fluctuating state appropriations impacted on finances, but positively so in '85-86. Of the 14 universities within the State System of Higher Education, Edinboro received the second highest funding from SSHE based on a formula of enrollment and campus size. We also received a \$284,000 special apportionment for purchasing instructional equipment.

Under our Division for Finance and Administration, two management innovations were adopted. The first

was a changeover to Generally Accepted Accounting Principles, by which the University records and reports financial data on an accrual basis instead of a cash-received basis. One advantage of the changeover is that it permits a comparative analysis of financial statements from similar institutions, and thereby facilitates assessment of institutional operations by government and private funding sources. Besides overhauling accounting practices, Edinboro instituted a computerized financial software system for rapid monitoring of accounts. The programming package enables personnel to call up on computer terminals monthly reports, ledger entries and other information pertaining to departmental transactions.

Expenses



Alumni and Fund Raising

Contrary to what perhaps is popular belief, the Commonwealth does not provide all the revenue for public universities like Edinboro. In fact, state appropriations underwrite little more than half of our budget. To be sure, that is a sizable and certainly appreciated portion, but nonetheless inadequate to cover the manifold costs we incur. Student tuition and fees, the second biggest category of income, constitute a bit above 40 percent of the budget. Given those two relatively fixed funding proportions, it is apparent that if a public university wants to better the diversity and quality of its people, programs and services, it will have to procure money from unconventional sources, sources in many cases from the private sector.

That is a task we have taken to heart, turning first to our alumni. Through personal, telephone and direct mail appeals from the Office of Alumni Affairs, Edinboro's graduates had pledged by midyear nearly \$100,000 for a variety of charities benefiting the University. Their multiplying generosity over the years has built up a permanent scholarship fund totaling a separate \$100,000 to date. Interest from the fund furnished 14 scholarships to Edinboro students

this year. Two additional awards have been established in honor of individual donors: the Christea-Warthman scholarship for elementary education students and the Frank Hawthorne scholarship for freshmen mathematics and computer science majors. Apart from scholarships, alumni giving has afforded increased charitable support for admissions recruiting, cultural affairs, athletics, library acquisitions and other University endeavors.

The achievements of our graduates widen the University's reputation as a public asset. Recipient of the Distinguished Alumni Award last year was Keith Skelton, class of 1939. As a lawyer, he has practiced before the U.S. Supreme Court, the U.S. Court of Military Appeals and the Federal Courts of the Oregon District. He served in the Oregon House of Representatives between 1957 and 1975, and currently directs the Oregon Institute on Workers' Compensation Research and the Oregon Association of Workers' Compensation Defense Attorneys. Two more of the many alumni notables over the past year were David Steadman, '73, and Sandra Nagy, '67. Steadman is a research associate with the Smithsonian Institution and curator of birds, mammals and reptiles at the New York State Museum in Albany. He was featured on a recent segment of the "Smithsonian World" television series by the Public Broadcasting System. The program showed him and his assistant — artist brother Lee Steadman, '82 — unearthing fossils on the Galapagos Islands to update the scientific work first done there 150 years ago by evolutionist Charles Darwin. Nagy, a mathematics teacher at Westwood High School in Mesa, Ariz., was one of 104 teachers nationwide honored with a Presidential Award for Excellence in recognition of outstanding professionalism in secondary school service.



Mobilization of an Annual Giving Campaign and a Capital Campaign marked a milestone for the University's Division for Development and Planning this year. The campaigns aim at making Edinboro more financially self-sufficient and enriching the academic environment in ways not viable through normal funding. The purpose of the Annual Giving Campaign is to endow a Distinguished Speakers Forum for inviting authors, scientists, scholars and public figures to lecture on campus. Gifts from employees, parents, friends, trustees and their advisory board members surpassed the target goal upon first solicitation. The campaign is a facet of our institutional advancement and development program, whose overall fund-raising activities generated more

than \$166,000 halfway into the 1985-86 year. Purposes of the Capital Campaign are to create an interest-bearing scholarship fund, set up a faculty development endowment for research and conferences, deepen support for disabled student services and upgrade science facilities at Cooper Hall. The campaign will begin in late 1986, its initial intensive phase of a three-year pledge period. The fund-raiser has been approved for scheduling by the Erie Conference on Community Development, and the campaign's leadership structure has been put into place during the past months.

A FINAL NOTE

The University accepts with enthusiasm and pride its role as a regional resource. The preceding text related many of the ways Edinboro invigorates the life of northwestern Pennsylvania particularly and the Commonwealth generally. Our comprehensive academic programming is accessible to the gifted, to the disadvantaged, to the foreign born. Our long-range planning placed continued emphasis on the needs of the adult learner, the disabled, the aged. Our scholarly interests give balance to our career offerings, and both have a civic, public good. Our tradition of teacher training, diversity of cultural fare and stewardship of campus facilities remain solidly intact. Our Institute for Research and Community Services will combine and add to the educational extension services we already perform. Finally, our new fund-raising campaigns provide an opportunity for private investment in higher education affecting the community.

In sum, 1985-86 was a year of achievement and aspiration for Edinboro. We again fulfilled our most basic mission: delivering high quality education at the lowest possible cost. Equally important, and as an indicator of success, we finished the year with anticipation toward the coming one. At all levels, the University seems more aware than ever of its service responsibility to students and the surrounding region alike. The awareness isn't of somber duty, however, but of commitment charged with challenge. It is an awareness that progress ensues only by exceeding, not merely meeting, the expectations of others. Having attempted that this year, Edinboro can aspire to no less next year.



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