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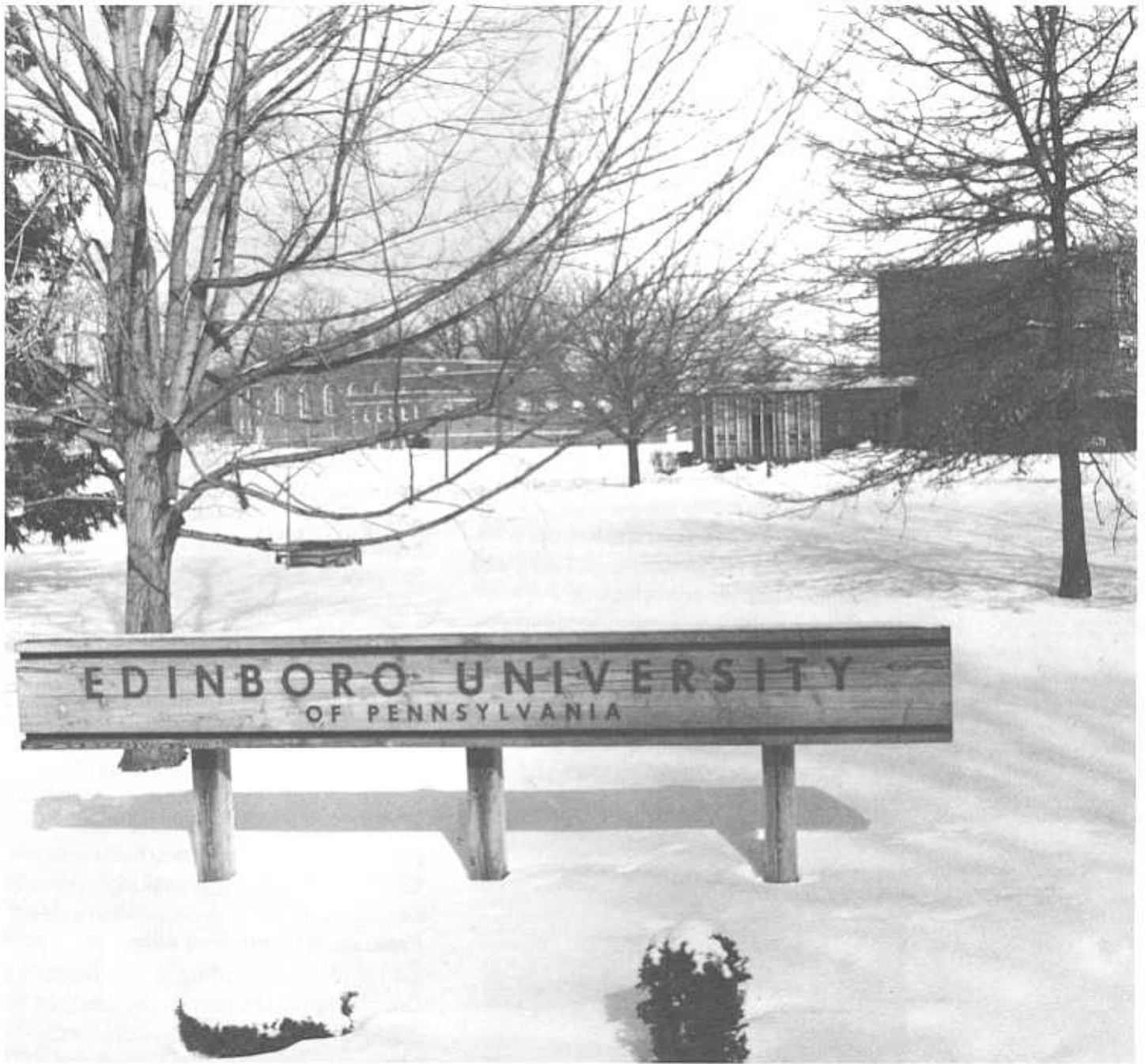
EDINBORO UNIVERSITY OF PENNSYLVANIA

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President's Annual Report  
1984



Focus on Excellence



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## A Message from the President

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Several years ago, we adopted the slogan, "Edinboro University... committed to people and ideas." In this Annual Report for 1984, it seems appropriate to comment on what we mean by this slogan and how it translates into what we have done and what we hope to do as an institution of higher learning. Certainly, all institutions of higher learning are concerned primarily with people, and Edinboro University is no exception. The work at Edinboro is done by people, not machines, and our products are well-educated, professionally-trained men and women. While we are primarily a teaching institution, we also recognize that we have a responsibility to serve the public and to assist faculty and students in research activities. People and ideas are our greatest resources as we carry out our teaching, public service, and research missions.

This fall, over six thousand students enrolled at Edinboro University of Pennsylvania. We are pleased, not only with the growth in our student body, but also in the caliber of our students. Each year since 1980, the average SAT scores of entering freshmen have improved, and there has been a steady increase in the number of students who qualify for the University Honors Program. These enrollment statistics reflect an institution that is healthy and growing. As we attract greater numbers of well-prepared and high-achieving students, we are taking steps to increase the options available to students through our Honors Program. Edinboro University of Pennsylvania has taken a leadership role and will host a special 1985 Summer Honors Program for students from the fourteen universities of the State System of Higher Education.

As we move to expand our programs for the academically talented, we have not forgotten our equally important responsibility to the disadvantaged. In recent months, new initiatives have been taken in the Erie, Meadville, Sharon, and Farrell communities to increase the number of disadvantaged and minority students who plan to go on to higher education.

Edinboro University was one of the first institutions of higher learning to give disabled students an opportunity for higher education. The Disabled Student Services Program began over a decade ago with only a handful of students; today it serves 234 students. This summer we will be hosting the National Wheelchair Games.

Our commitment to people extends well beyond that of providing access to higher education within the framework of traditional undergraduate and graduate credit programs. Each year, more senior citizens are taking advantage of the low-cost Elderhostel Program. The office of Continuing Education is expanding its Outreach Programs, particularly in the areas of continuing education for educators, professional education programs for certified public accountants, and support programs for small businesses. 1985 will mark the ninth year of the Edinboro Summer Academy for Gifted, Talented, and Creative Youth.

Certainly we cannot be all things to all people; but we can, within the framework of our resources, provide diverse educational opportunities to the people of our area. In addition to academic programs, we also offer an extensive program of cultural and athletic events open to the public, library

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resources, a speakers bureau, and extensive facilities which may be used by local groups.

While certainly we have good reason to be proud of the many services we provide to our students and to the people of our area, we must always be alert to new ideas for improving our present programs and services. Our Office of Institutional Research can assist in identifying areas where improvement is needed, but all of us share in the responsibility of bringing forward ideas on building campus citizenship, on cost saving measures, on increasing participation in campus cultural and social events, on campus beautification, on improving services to students, and on strengthening our present academic programs.

Our slogan, "Edinboro University...committed to people and ideas" expresses our willingness to pursue excellence. Through our commitment to people and ideas we can become a stronger institution, one which serves those who look to us for advanced educational opportunities and one which uses the best ideas of all campus constituencies: faculty, students, staff, parents, community leaders, alumni, etc. As you read through the following pages you will understand how fortunate this University is to have in its service creative professional educators who set high standards of performance. We have also been fortunate in having had the support of Chancellor McCormick and his staff, our own Council of Trustees, alumni, parents, and many leaders in the local area. We count on their continued support and encouragement in the years ahead.

And so, in closing, let me thank all of you who have already contributed so much to the building of this University. In the months that lie ahead, let us continue to build together by sharing ideas about what we as an institution of higher learning want to accomplish and creatively finding ways to meet the many challenges we face. In being committed to people and ideas, let us not lose sight of the fact that it is the people we have served, our graduates, whose achievements in business, in the arts, in education, and in all other personal and professional endeavors demonstrate our excellence as an institution of higher learning.



President Foster F. Diebold

## Introduction

On July 1, 1983, advanced learning in Pennsylvania was granted perpetual existence as a corporation through an amendment to the Public School Code of 1949 known as Act 188. It also was an acknowledgment that the state's obligation to provide public education does not stop at the primary and secondary school levels: public education at higher levels is vital to the Commonwealth's quality of life. Hence, the General Assembly enacted, and the Governor authorized, the establishment of a State System of Higher Education (SSHE) consisting of the fourteen successor institutions to the state normal schools. The institutions were given university status, and Edinboro State College became Edinboro University of Pennsylvania.

The change was not merely in name. The System, through its Board of Governors, has authority to define the role and scope of each of the institutions and to set priorities and procedures for the operation and development of their

institutional, research, and public-service programs. In effect, the universities are endowed with a common destiny — the pursuit of excellence. Chancellor James McCormick, the System's chief executive officer, has communicated that destiny in the form of six goals for each member to share and fulfill: to provide quality programs serving Commonwealth needs; to implement strategic planning; to assure equal educational and employment opportunities; to promote sound fiscal management and university excellence; to develop comprehensive System data; and to enhance human resources.

Last year, Edinboro worked diligently in preparation for university status. This year, the first as a university, Edinboro worked as hard to prove it deserved such status. What follows is a testament to our success in incorporating the Chancellor's goals and actualizing them within our own service region of northwestern Pennsylvania. Edinboro, we believe, has met the standard of proof.



*Academy Hall, the oldest structure on the Edinboro campus, still stands as one of the University's forty buildings.*



## #1: To Provide Quality Programs Serving Commonwealth Needs

As a single enterprise dedicated to excellence, the State System of Higher Education can be only as good as its individual members. Edinboro University endeavors to set a standard for excellence through the quality of its programs. This past year, the Division of Academic Affairs began an extensive all-program review to identify which disciplines warrant expansion, reduction, or reappraisal. The purpose of the review is to limit the number of course selections to the amount of human and financial resources available for their effective implementation, while also affording opportunity for expansion into new and emerging areas of student need. A task force of administrators, faculty members, and students also has been organized to develop a new liberal arts core curriculum. Designation of a block of liberal arts requirements will help programmers make better assumptions about the academic preparation students have received.

While our efforts to assure quality will tighten our academic programming, evolution and diversity nevertheless remain hallmarks of the curriculum. Accordingly, the hospital equipment technician certificate program has been upgraded to an associate of science degree. An associate of arts degree in liberal arts studies is under development and also has been approved, and an information science degree is under consideration. As always, students have their choice of many fields in which to specialize. Programs showing increases this year in the number of declared majors included speech communications,

hospital equipment technology, criminal justice, psychology, and elementary education. Other degree programs that had large enrollments were fine arts, nursing, computer science, economics-general business, and business administration. The general studies program, which gives an opportunity for students to pursue a wide sampling of academic preparation before declaring a major, has become a popular curriculum for entering freshmen.



*Nationally recognized sociologist Charles Babbitt (left) talks with an undergraduate student about a contemporary sociological theory.*

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By drafting new programs and revising old ones, Edinboro continues to give students both the intellectual imagination and practical skills necessary for dealing with the future. The future, demographic projections indicate, will see a steady increase in part-time, adult students as the nation's population grows older. Like its graduates, however, Edinboro is an institution adaptable to change. Thus, we are prepared to accommodate the trend in non-traditional learners through our Opportunity College. Tailored especially for persons wanting to earn a degree while maintaining a household or job, the program offers weekend and evening classes at both on-campus and off-campus sites. Moreover, an evaluation by our Life Experience Center allows students to be awarded college credits for equivalent competencies from life and work experiences.

Ultimately, quality programs must start with quality personnel. That is why Dr. Burton Witthuhn was named Provost and Vice President for Academic Affairs in 1984, a position he previously held in an acting capacity. He has done extensive research in Africa and China and having served as chairman of the Geography Department, and as associate vice president for academic affairs, is well prepared to administer curriculum and faculty development.

The faculty, of course, is what breathes life into curriculum, vitalizing it with ideas and concepts which stretch the student's intellect. Edinboro's faculty excels not only in the classroom, but also in the areas of research and performing arts. To single out

individuals always invites a risk of slighting some of our approximately 350 faculty members, yet several attained such distinction during 1984 that omission of their achievements would represent a greater slight.

Consider Dr. James F. Drane, a philosophy professor who specializes in medical ethics. His articles on patients' rights of consent to treatment appeared in the *Journal of the American Medical Association* and the *Bulletin of the Menninger Clinic*. His most recent book titled, *Your Emotional Life and What You Can Do About It*, received endorsement by the renowned psychiatrist Karl Menninger. Another example was Dr. Max Azicri, a political science professor whose writings on Latin American politics were published in the journal, *Revista/Review Interamericana*, and in a collection of essays titled, *Dynamics of Latin American Foreign Politics*. He also had the honor of being one of fifteen American scholars selected to serve as official observers of the general election in Nicaragua. Dr. Charles Babbitt was the editor of a unique book — *The Sociological Galaxy: Sociology Toward the Year 2000* — published by the Pennsylvania Sociological Society. His book represents the first publication of a collection of scholarly papers by a state sociological society.

Financial support from public and private agencies facilitated ongoing research by our faculty members. A grant from the U.S. Navy allowed Dr. Charles Sink to continue his work on a calibration method for chemical analysis of jet fuel. In previous years, the chemistry professor had been awarded summer fellowships at the Naval



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Research Laboratory in Washington, D.C. Dr. Jack Culbertson and Dr. Kenneth Milles of the Psychology and Counseling Department have secured two grants of computer equipment from the Tandy Corporation and Apple Corporation. The equipment will assist them in their project to develop students' skills in doing computer-simulated experiments. Various forms of funding keep in progress the activities of other faculty members, namely, Dr. John McMichael's work in immune disorders, Dr. James LoPresto's contributions to astronomy, Dr. Thomas Walkiewicz's research in nuclear physics, and Dr. Renata Wolynee's archaeological excavations for the Fort LeBoeuf Historical Museum.

In the performing arts as well, Edinboro's faculty is rich in talent. Art professor James Vredevoogd combined acting with his painting expertise in WQLN-TV's production of "Eugene Iverd and the Golden Age of Illustration," aired over the Pennsylvania Public Television Network. Vredevoogd portrayed the life and work of Erie's George Ericson, a depression-era illustrator of *Saturday Evening Post* covers who worked under the pseudonym "Eugene Iverd." Priscilla Fullerton-Rock, a member of the music faculty, has performed piano recitals featuring compositions by women composers. She plays with the Erie Philharmonic Orchestra and has had engagements in several cities and universities.

Cooperating with the personnel of other institutions is also a way of enhancing our academic excellence. In a unique collaboration between public and private higher education, Edinboro and neighboring Alliance College have announced possibilities for cross-enrolling students, sharing visiting scholars and faculty, coordinating academic calendars, and undertaking of other cooperative activities. Further, we have entered into partnerships with local industry, government, and schools to prepare undergraduates for high technology careers and to benefit the economic well-being of Pennsylvanians. Notably, the University is the recipient of Ben Franklin Partnership Awards from two of the Commonwealth's four advanced technology centers. Awards from the Carnegie Mellon University/University of Pittsburgh Center and the Pennsylvania State University Satellite Center enable us to train people in the hospital equipment technology field. Elsewhere, Edinboro is working with Erie's American Sterilizer Co. (AMSCO) to provide technical training for its workers, and with General McLane School District to offer a computer enrichment program for middle school teachers. Under the University's aegis, employees can take credit courses at Hammermill Paper Co. and participate in an "Educators in Industry" program at General Electric Co.



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*Edinboro students receive hands-on training at AMSCO while earning a degree in hospital equipment technology.*

## #2: To Implement Strategic Planning

Being part of an unprecedented system of universities, Edinboro faced a unique challenge during 1984-85: on the one hand, it sought to fulfill the broad goals of the State System of Higher Education within the Commonwealth as a whole; on the other, it sought to fulfill the specific goals of the University within the distinctive service region of northwestern Pennsylvania. The challenge has been met through our two-year-old Division of Development and Planning. Headed by Vice President Robert Beagle, one of its major accomplishments was the refinement of sophisticated research and communication methods for promoting the University and its membership in the System.



But behind the effort was a vision of the kind of university possible and desirable for Edinboro to be. This vision is contained in our Five Year Plan, an institutional self-evaluation completed in anticipation of the System's need for strategic planning. At the outset, Edinboro's affiliation with a large public corporation of higher education is viewed as a fundamental condition for progress. Consequently, the plan focuses direction and activities in the areas of off-campus programming, fiscal planning, campus enhancement, student recruitment, special student programming and services, and expanded self-sufficiency. By stating assumptions about our social, economic, and political environment and by devising a clear set of institutional goals, the plan further serves as a guide to the future. It allows us to **act** on anticipated external and internal circumstances rather than **react** to them.

Above all, the plan recognizes and seeks to maximize Edinboro's existing strengths. One such strength is a highly qualified and sizable faculty able to carry out traditional curricular areas yet retrain for future areas. For example, with the addition of \$50,000 of kilns for the University's largest department, art, we now have enviable ceramic resources in both tools and staff. The diversity and caliber of our students add a complementary strength. We currently have ninety international students from twenty-six countries and sponsor an International Education/Visiting Scholars Program.

Thanks to expanded marketing strategies in admissions, strategies based, in part, on our marketing studies, we also have enrolled the largest freshman

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and transfer class in a decade. A record number of 1,500 new students registered for the 1984-85 academic term as total enrollment rose from 5,900 last year to more than 6,000 this year. Along with the increased enrollment came increased quality, for although we generated more applicants, we were more selective in our acceptance. For example, average SAT scores of the new applicants were ten points higher in the current year over the previous year.

In planning for the future, we reaffirm our historical role in teacher education. As the need for qualified teachers increases again, our programs continue to place education students in positions responsive to the needs of both rural and urban communities. Edinboro University remains northwestern Pennsylvania's major resource for providing professional personnel to local school districts, and we continue to seek innovative ways to promote educational opportunities by working closely with the regional intermediate unit and area schools to ensure the excellence our state and nation demand.



*The Honorable Louis J. Tullio, mayor of the city of Erie, talks with Dr. M. R. El-Tahlawi, dean of the College of Engineering at Assiut University in Egypt, who visited the Edinboro campus in 1984.*



*Teacher education programs at Edinboro continue to grow in response to projections of increased needs in the 1990's.*

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### #3: To Assure Equal Educational and Employment Opportunities

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Commonwealth institutions have an obligation to operate in a non-discriminatory manner in relation to all segments of society. Edinboro emphasizes that obligation as it actively pursues equal educational and employment opportunities for its students and employees.

Toward our goal of doubling minority student enrollment, we have geographically extended our recruitment strategies in cooperation with minority community leaders and inner-city guidance counselors. Particularly in schools of surrounding counties, we are working to convince minority students that higher education at Edinboro can be an option in their lives. To accomplish these goals, a new position has been created in the Academic Affairs Division to assist in establishing a variety of appropriate off-campus linkages within our primary service area.

For easing their entry into university life, we have in place trial admissions and academic amnesty policies, as well as remedial and tutorial assistance. As a result of these efforts, graduation rates among Edinboro's black students have increased nearly seven percent over the last three years.

Similarly, Edinboro commits itself to personnel procedures without regard to race, color, religion, sex, national origin, age, or physical or mental disability. As evidence is our formulation of an Affirmative Action/Desegregation Plan and Policy Statement. We are also proud to have received positive results from an on-site review conducted in October by the Office of Civil Rights. The University was evaluated for its progress in fulfilling Title VI non-discriminatory requirements of the 1964 Civil Rights Act.



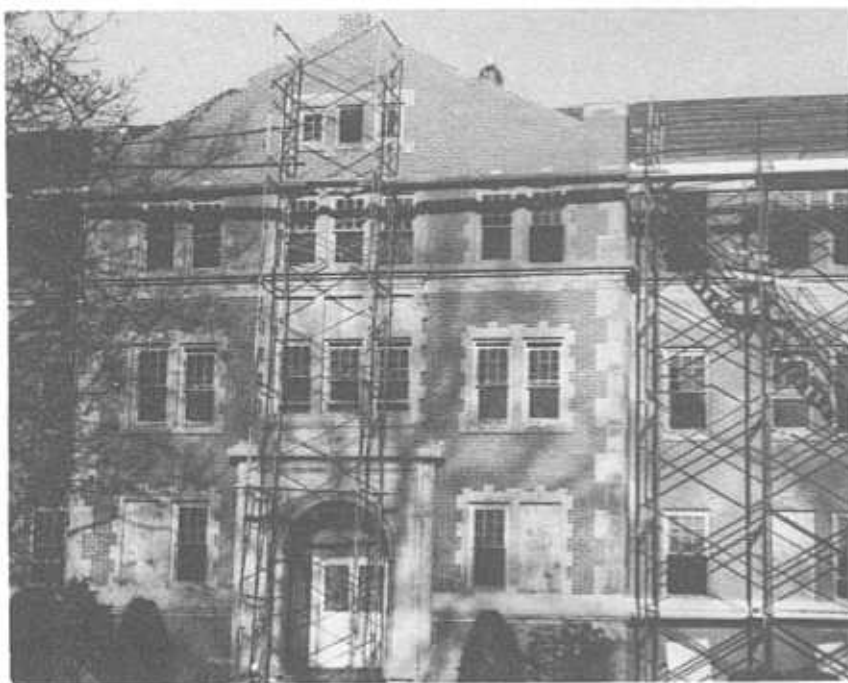


## #4: To Promote Sound Fiscal Management and University Excellence

Providing high quality education at the lowest possible cost to students calls for both restrained spending and careful investment in an era of economic uncertainty. For another year, Edinboro has proved that its financial house is in order. It continues to operate on a balanced budget while moving ahead with capital construction and repairs.

Since appearance usually is the first impression visitors have of the University, we are conscious of exhibiting a well-groomed campus. Our new long-range plan, therefore, identifies the building and grounds, orders them according to physical deficiencies, and estimates costs of repairs. It also specifies that a fixed percentage of the annual operating budget be allocated for facilities enhancement. This will ensure priority funding for maintenance needs that had been unattended to in the past. For 1984-85, the budget allots \$575,000 for alterations such as roof repairs, building renovation, and weatherization.

*Newly renovated Reeder Hall will become fully operative in 1985.*



Over the past year, our Office of Facilities and Campus Development completed a number of projects for meeting deferred maintenance needs and beautifying the University. Roofs were replaced in Earp, Earley, Dearborn, and Rose Halls. Classrooms in Compton Hall were remodeled for speech and drama instruction. Van Houten Dining Hall had walls refinished, windows caulked, and plans laid for replacement of beverage stations and salad bars. New steps and ramps for the disabled were affixed to Ross Hall.

Many projects are currently under way for access to the handicapped. Power doors are to be placed in Baron-Forness Library, Ghering Health Center, Reeder Hall, Ross Hall, and the University Center, where a lodge-style fireplace also is planned. An all-weather track is being constructed at Sox Harrison Stadium to accommodate the 1985 National Wheelchair Games and our own athletic and recreational needs.

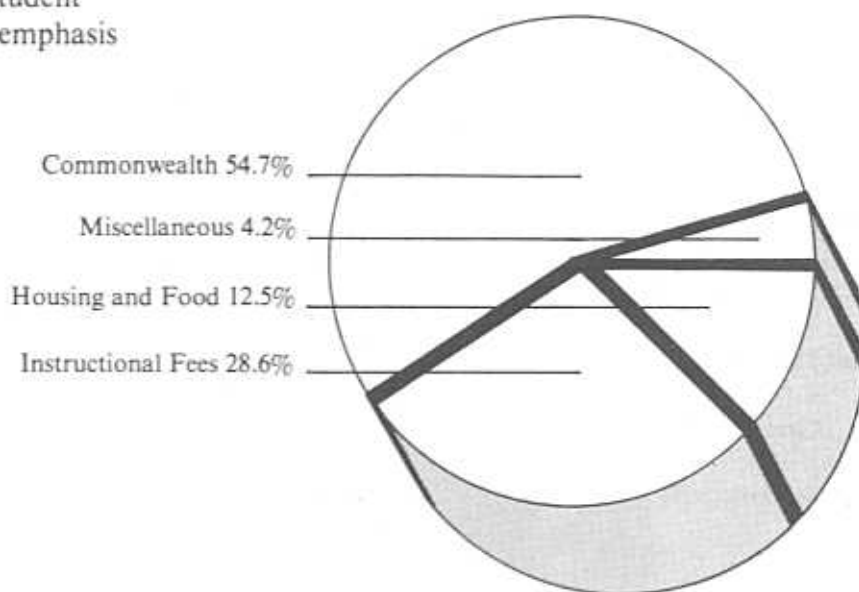
In short, Edinboro is a good steward of its physical holdings. Admittedly, for the past three years, we have been catching up on repairs that unfortunately had been neglected in past years because of insufficient resources. Now, however, those repairs are largely behind us. We have refurbished many of our buildings for safety, energy efficiency, and attractiveness, and we are nearly ready to begin a program of preventive, rather than deferred, maintenance. Our goal is to make Edinboro the showcase campus of northwestern Pennsylvania, and we are confident we will.

An expression of that confidence is the current \$3.6 million project to restore Reeder Hall (built in 1908) and the Old College Union (built in 1907).

Revitalizing the two historical buildings, both of which had been sitting idle, represents a pinnacle in our investment in physical resources, but more, it has helped lay a foundation from which our newly created Development Office can structure a network of potential funding for future ventures. In one year, the Office coordinated the raising of nearly \$1 million in gifts and grants, in support of a variety of projects, from corporations, foundations, government agencies, and other friends. Many of the donations marked the first time that private sources had given to a public university. The Alumni Office assumed a sustaining role in the fund-raising by soliciting more than \$70,000 in cash and pledges during its annual Phone-a-Thon. Part of that success resulted from regional alumni gatherings that were held to broaden contact with former Edinboro students. Alumni involvement is also being extended into the student recruitment area, with a special emphasis on minority recruitment.

Apart from enriching the living and working environment, investment in campus property does have a direct monetary return. Rental fees from outside use of the buildings and grounds generate an alternative source of revenue, although the University provides its facilities without charge to many area groups as a public service. Last summer, Edinboro was host to nearly 150 different groups and events totaling more than 33,000 participants.

### Revenue

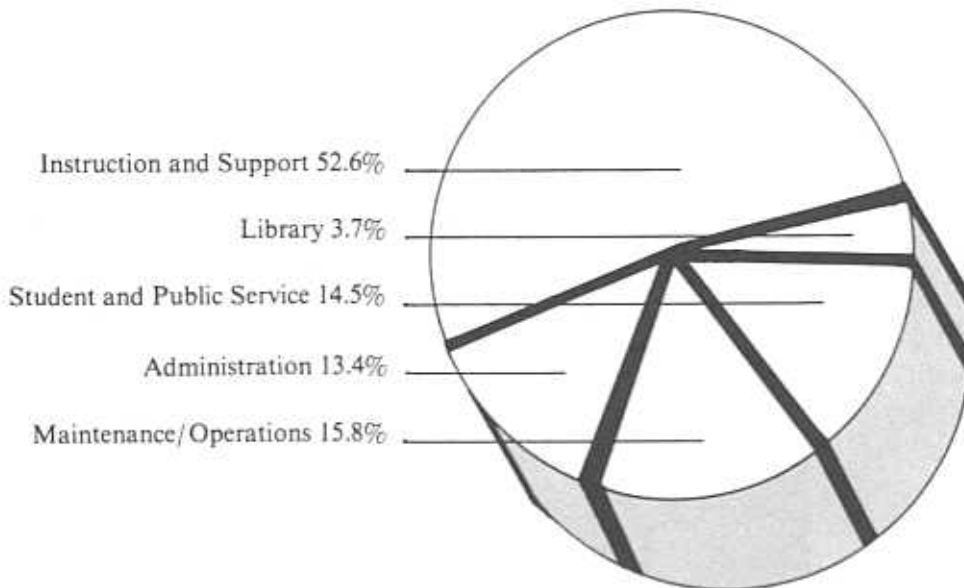




Coordinated by our Conference and Convention Center and the Continuing Education Office, activities ranged from band camps to athletic camps, private receptions to fraternity reunions, theater festivals to chamber concerts. Among visitors to our campus were senior citizens enrolled in the Elderhostel Program, a non-credit Continuing Education course, and spectators attending the annual Cleveland Browns-Buffalo Bills football scrimmage.

Another indicator of the University's fiscal health was the state of last year's balanced budget. To keep us on the right track, our new annual budget process will be fully computerized and will be based on standards of the American Institute of Certified Public Accountants and the National Association of College and University Business Officers. Additionally, the fiscal philosophy will reflect one of the tenets of our Five Year Plan in that programs should "drive" the budget. The idea is that past patterns of spending should not dictate current spending; rather, our identified institutional priorities are to become the rationale for determining which programs receive how much money. Keeping a judicious eye on the budget is our new Vice President for Finance and Administration, Richard Morley. A certified public accountant, Morley previously was dean of business affairs for Lehigh County Community College. He will have supervision over accounting and revenue, human resources, employee relations, purchasing, and related operating units.

## Expenditures





*The Hartford Ballet was just one of many special programs sponsored by the Edinboro University Cultural Series.*

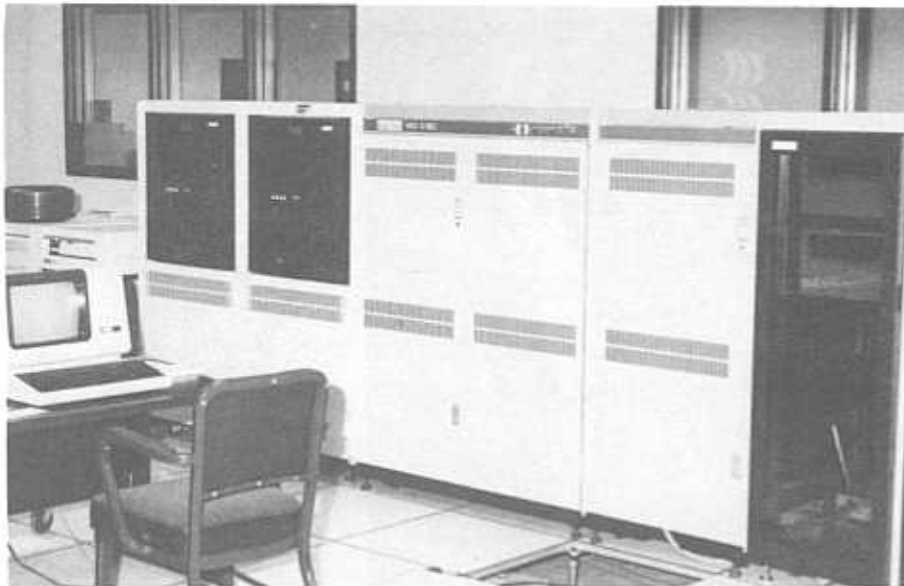
## #5: To Develop Comprehensive System Data

In an information-oriented society, a broad data base is needed to plan, manage, inform, and advocate the System and its members. At Edinboro, progress has been well under way with last year's installation of a comprehensive VAX computer system for dual use by students and administrators.

The portion allocated for administrative use affords us the advantage of rapid access to information in conjunction with the Center for Computer Services. Daily operations are expected to become even more efficient with plans for having the University's individual offices establish their own computer record-keeping, where feasible in time and staff. With a wider distribution of communications resources, each organizational unit should have a greater ability to maintain current and accurate files. Funds recently allocated for additional computer software will make it possible for administrative units to create data bases and interface with those of other units.



*Edinboro's comprehensive computer operation serves more than 400 computer majors each year through undergraduate, graduate, and continuing education programs.*



*Edinboro University's Center for Computer Services is equipped with two Digital mainframes and is one of the largest centers in northwestern Pennsylvania.*

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Besides assisting day-to-day activities, the information we collect helps chart year-to-year management of the University. For instance, the Office of Institutional Research and Planning relies upon such data to conduct studies of our internal and external relations. On the basis of these studies, we can diagnose institutional problems and take courses of action appropriate with organizational assets and limitations. In fact, our long-range planning includes an institutional research agenda to determine why our students came here, what makes them stay or not stay here, and how they fare when they leave here. Specifically, we are studying demographic characteristics of the students so that we can tailor successful marketing and recruitment strategies relative to those characteristics. In the same vein, we are studying the critical academic and non-academic variables that explain student attrition and retention. The findings should reveal which operations of the University need modification.

Lastly, we are studying how graduates assess the value of their education and the quality of their lives. That feedback, in turn, will give an indication of the University's overall performance in fulfilling its mission.



## #6: To Enhance Human Resources

Carrying out the purposes of the System will require a steady input of human resources. In upholding those purposes, Edinboro exemplifies a commitment to enhancing the efficiency of its management and the effectiveness of its instruction.

Several activities consequently have been introduced to stimulate the interests of our faculty. The annual Academic Festival invites faculty members to share their ideas and projects with colleagues. A research council has been created to facilitate their studies. Ways of re-clustering classes have been proposed so that faculty members can enjoy release time for research. Grants have been awarded to support scholarly efforts.

Through in-house educational programs, Edinboro employees can take advantage of other opportunities to learn. This year, about seventy of our supervisory personnel underwent training sessions of some type. Staff

from the University and state agencies across northwestern Pennsylvania attended on-campus management seminars in the areas of budget and employee development, labor relations, and project management. Our employees also availed themselves of tuition waivers for pursuing academic course work on campus.

Separation of the Division of Student Life from the Division of Finance and Administration has streamlined management as well. Now independent in organization and equal in rank, the two divisions will have improved budget control and better delivery of services. Dean of Student Life is Dr. Glenda Lawhorn, who formerly served as assistant vice president for student affairs at Southern Illinois University. As head of the new student division, she has responsibility for building a team effort on the part of her individual directors for residence life, student development, student services, international education, and disabled student services. At present, Student Life conducts programs on personal safety and alcohol awareness. Additionally, it has taken on an extensive revision of the student code to make it more consistent with law and to encourage moral reasoning rather than mere fear of punishment.

The integration of extracurricular life with academic life is central in enhancing human resources. As a part of many of our students' lives, athletics rounds out their educational experience and contributes to the recreational attraction of our campus. Edinboro takes exceptional pride in the caliber of the University's seventeen intercollegiate sports.

*Drs. Jack Culbertson and Ken Milles were selected in 1984 by the Apple Education Foundation to coordinate a partnership program with the Millcreek Township School District.*



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Edinboro's expansive athletic facilities have made the University a home for numerous local, state, and national events. The hub of these events has been spacious McComb Fieldhouse, which has a seating capacity of 4,000, an Olympic-sized swimming pool, and a separate diving tank. To further enhance the facility, we have constructed a new weight training room described by the Universal Gym Company as one of the finest first-class physical fitness centers in the East. The Universal and Nautilus equipment provide forty-four stations, supplemented by chromed free weights, dumbbells, curling bars, and four Monarch Pro Bikes for cardiovascular exercise. Purchase of this weight training room was made possible through funding provided by the Student Government Association.

Edinboro's athletic program has been noted for its tradition of outstanding coaches along with its many successful men and women athletes. Keeping the tradition alive, Edinboro added three new members to the coaching staff during the past year. Selected to help move us into the major-league wrestling ranks was Mike DeAnna. He was a four-time All-American grappler at the University of Iowa and an aide to U.S. Olympic Wrestling Coach Dan Gable. Appointed assistant coach to DeAnna was Bruce Baumgartner, the Olympic super heavyweight gold medalist. As new head basketball coach, Jim Sims brings to the position his experience as a former Edinboro basketball standout and a mentor of the sport.

Edinboro's heritage of success continued during the 1983-84 sports campaign. For the twenty-fifth

consecutive year, the Fighting Scots' men and women ended up with winning seasons. Ten of Edinboro's seventeen sports teams ranked among the top five finishers in the fourteen-member Pennsylvania Conference, the largest and most respected NCAA Division II conference in the nation. Highlighting the year was a football team that ranked eighth nationally with an 8-2 record.

Advancing the University likewise involves giving priority to the specialized programs for which Edinboro has earned a reputation. Since 1974, our ongoing commitment to the physically handicapped has positioned us as a national leader. With a campus featuring nearly 100 percent accessibility, Edinboro currently attracts 235 disabled students from across the United States. Opportunities to assist the handicapped appear even brighter in light of our being named host for the 1985 National Wheelchair Games. Financial support



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from the private sector also made possible the establishment this year of a Life Skills Center to help disabled students become more personally self-sufficient.

Like the Office of Disabled Student Services, the University Honors Program has a specialized appeal for admissions candidates. The program permits opportunities for individualized study commensurate with the interests, abilities, and career objectives of academically talented and creative students. Having begun honors classes as early as 1977, Edinboro became an initiator of a program subsequently adopted by numerous other Pennsylvania colleges and universities. A related program for children between ages 9 and 16 was founded at the same time and similarly has proved a model for campus development elsewhere. Running for three one-week sessions, the Edinboro Summer Academy involves youth from Pennsylvania and ten other states in learning and recreational activities. Last summer, enrollment in the Academy's ninety courses increased from 600 to 700 participants. The majority of the courses are taught by Edinboro faculty, with teachers from across the state serving as live-in counselors.



*Carol Bigelow receives her diploma from President Diebold.*



*Talented youngsters who participate in the Summer Academy receive recreational and social programming to complement their academic work.*

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## Summary

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This year is remembered as the inauguration of a new epoch in the history of Edinboro University of Pennsylvania. Edinboro has been an evolving institution over the past 127 years. Now it is emerging with thirteen sister institutions into the State System of Higher Education. It is an association that enhances the status of all the institutions and promises exciting new opportunities and resources for mutual benefit.

But will Edinboro seem overshadowed in significance to its many public- and private-sector constituencies? No, for Edinboro is an integral, not interchangeable, part of the System. Its strengths and uniqueness cannot be replaced, but rather will continue to grow in stature.

So we think back on advancements in quality programming, reviews of curriculum, partnerships with business, publications and performances by faculty, courses for non-traditional learners. We recall progress in strategic planning: the record number of new applicants, the completion of a long-range plan, and ability to anticipate trends. We are reminded of efforts in equal

opportunity: recruitment of minority students and formulation of affirmative action policies. We take pride in fiscal management: improving the buildings and grounds, operating on a balanced budget, finding new sources of revenue. We note initiatives in developing a data base: decentralization of communications, integration of organizational research with marketing. Finally, we recognize the value of human resources: a potential to vitalize faculty and staff members, our athletic programs, our disabled students program, and our honors program.

Edinboro takes heart in its accomplishments this year; at the same time it remains alert to the dangers of complacency. Living up to the standard of excellence will require continued dedication on the part of our entire academic community — students, faculty, support staff, and administrators. Fortunately, our sense of direction is clear, our mission manifest: to be northwestern Pennsylvania's focal point of intellectual depth, personal development, and creative activity. Edinboro, in sum, is an enterprise worthy of investment.



**GOVERNOR OF THE COMMONWEALTH**

Richard P. Thornburgh

**BOARD OF GOVERNORS OF THE STATE SYSTEM OF HIGHER EDUCATION**

F. Eugene Dixon, Jr., Chairman

**CHANCELLOR OF THE STATE SYSTEM OF HIGHER EDUCATION**

James H. McCormick

**EDINBORO UNIVERSITY COUNCIL OF TRUSTEES**

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Ms. Edith Benson

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Mr. C. Richard Johnston

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Mr. Harry Thomas

Mr. R. Benjamin Wiley

**EXECUTIVE MANAGEMENT TEAM**

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Dr. Burton Witthuhn

Provost and Vice President for Academic Affairs

Mr. Robert Beagle

Vice President for Development and Planning

Mr. Richard Morley

Vice President for Finance and Administration

Dr. Glenda Lawhorn

Vice President for Student Affairs

Mr. Daryl Lake

Associate Vice President for Human Resources and Employee Relations

Mr. Robert Ruffin

Assistant to the President/ Affirmative Action Officer

Ms. Mary Jane Barretta

Assistant to the President