

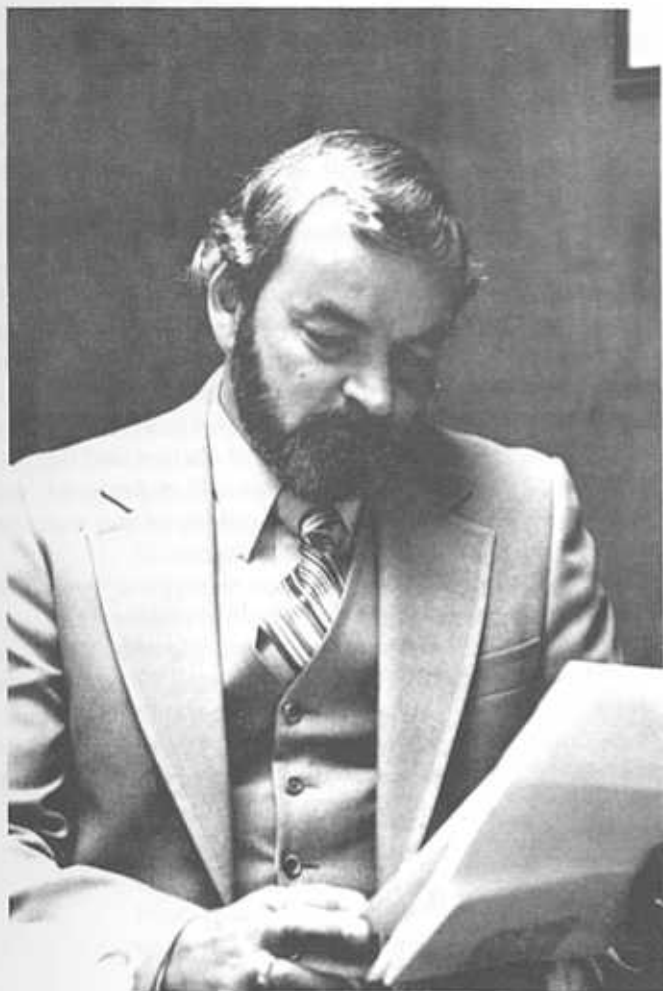
110

COLLEGE ARCHIVES

Annual Report 1980-81 Edinboro State College

Foster F. Diebold - President

PRESIDENT'S MESSAGE



When I assumed the Edinboro Presidency just prior to the beginning of the 1979-80 academic year, I outlined a series of goals which would guide the efforts of my first years. Some of those goals were based upon the problems and the opportunities which I knew to exist at Edinboro, while others reflected what I thought were necessities for any college or university wishing to progress during the difficult 1980's.

My concern was not just with solving the College's existing and more immediate problems, but with positioning the institution to create its own opportunities by capitalizing upon its inherent resources. I believed that an institution with more than 100 academic degree programs, a highly trained and highly experienced faculty, a large and geographically diverse student body, and expansive campus facilities had the potential to not only survive, when other institutions might fail, but to assume a leadership role within higher education during the 1980's.

With this in mind, I set forth the following goals:

1. Establishment of a Comprehensive Planning Process that would provide for long-term institutional decision-making based upon anticipated and planned for change, thus providing for a more effective delivery of academic services directed toward emerging and shifting educational needs within our society.
2. Establishment of a Comprehensive Planning Process that is also tied to fiscal affairs, thereby enhancing the ability of the institution to make both short term and long-range decisions on the basis of existing and projected resources both fiscal and otherwise. In accordance with this objective, there has been the need to eliminate the long-standing practice of making administrative and academic decisions in isolation from one another and on an individualized basis apart from institutional-wide fiscal considerations and conditions.
3. An evaluation of the institution's academic and administrative organizational structure with a view to providing a structure designed to meet changing student and societal needs through the utilization of faculty resources in broad-based and inter-disciplinary ways.
4. Concurrent with the above objective has been the need to thoroughly re-examine the College's general education requirements and overall curriculum design with the intent of establishing a more carefully determined balance between a student's intellectual and career needs.
5. Elimination of an existing 2.5 million dollar deficit, and the establishment of a new budgetary process utilizing tight fiscal controls aimed at producing an annual balanced budget, required under the laws of the Commonwealth and also providing for the most efficient usage possible of existing resources.
6. Reversal of the College's steady enrollment decline and the creation of a stabilized enrollment situation based upon a quality and realistic number of students with an appropriate balance and distribution among academic majors.
7. Reversal of the College's erosion in public support and acceptance, and a re-establishment of positive relationships with the institution's many and varied public constituencies. Concurrent with this has been the desire to expand upon the College's available resources through expanded efforts in the area of external development.
8. An improvement in the overall appearance of the College campus and an improvement in the student working and living environment.
9. A strengthening of the All-College Senate through a greater utilization of its standing committees, and an overall strengthening of

the collegial process by the creation of special committees which rely significantly on faculty involvement and input.

Undergirding each of these goals, and our subsequent planning and decision-making, is the need to develop, where possible, new academic programming while redirecting, wherever necessary, current programs in order to respond to the evolving needs of the 1980's. Our basic, guiding rationale in the development and pursuit of these goals is our commitment to providing our students, regardless of background, experiences, or age, with programming designed to satisfy their combined intellectual and career needs as well as their social and cultural desires. We believe this commitment is now being met, and the following pages of this 1980-81 President's Annual Report will provide specific evidence of the progress we have made while demonstrating in a detailed way how that progress has reflected our nine goals.

The support I have received from all segments of our campus community and from our various external publics has made it possible for me to commit my administration to meeting these goals and to pursuing them with confidence and vigor. I can assure you that Edinboro State College is emerging during the 1980's as a very strong, viable, and qualitative institution. But, we will not be content to rest upon past and current successes. The 1980's - the future - pose rugged challenges. To meet these challenges and to continue to

progress, it will be necessary for colleges and universities to plan very carefully. This planning must be shaped by available resources (both human and fiscal), by the needs and interest of students, and by the desires and expectations of our various publics.

There are those widely quoted soothsayers of gloom and doom (and there are many of them) who see higher education's future as being fixed by external forces and uncontrollable fate, and who do not believe the challenges of the 1980's can be successfully met. Unfortunately, while these soothsayers command much public attention, the final report of the recently concluded Carnegie Commission on Policy Studies, which stressed a different future, has largely gone unnoticed. According to the Commission, "A downward drift in quality, balance, integrity, diversity, and dynamics. . . is not only possible, it is quite likely. But it is not required by external events. It is a matter of choice and not just fate." In short, the outcomes we will experience will depend to a large extent on the quality of our external response to our changed environment.

At Edinboro State College we agree with this Carnegie Report, and, as our 1980-81 President's Report shows, we have made a number of important choices based upon carefully determined goals. Having made those choices, we have set about to act upon them in ways that will preclude us from being guided by fate. We are optimistic about the quality of our institutional response.

OFFICE OF INSTITUTIONAL RESEARCH AND PLANNING

One of the first, and most important choices made by this Administration, was the establishment of a comprehensive planning process which could facilitate our efforts to anticipate change and to make carefully determined decisions on both a short term and long range basis. To accomplish this, the Office of Institutional Research was combined with the Computer Center into one administrative unit directly responsible to the President. As expected, this organizational approach with its direct linkage to the President's Office, has enhanced the effectiveness of our institutional planning process by providing the following functions:

- a. institutional research studies that provide the data needed for a systematic and sound implementation of objectives and strategies;
- b. leadership for the all-college planning effort;
- c. the development and maintenance of a management information system;
- d. responding to requests for information of a statistical nature about the College from internal and external sources.

ACCOMPLISHMENTS

Institutional Research Studies

A number of institutional research studies have been completed by this Office and used as the basis for the College's planning and self-assessment activities. The following studies are representative of those which were published during the past year:

1. SURVEY OF FACULTY OPINION WITH REGARD TO THE POSSIBLE NEED FOR ACADEMIC REORGANIZATION AT EDINBORO STATE COLLEGE. In conjunction with our desire to evaluate our overall organizational structure and to determine the most effective ways to allocate internal resources while improving upon our academic programming, a survey was conducted throughout the campus community concerning the need for reorganization. A clear majority of respondents (81%) saw a need for change, particularly at the School level. Faculty views obtained from this study were considered by the College Planning Team in making the final reorganization recommendations reported elsewhere in this report.

2. EVALUATION OF EDINBORO STATE COLLEGE BY GRADUATING SENIORS: MAY, 1980. Members of the class of 1980 were surveyed to obtain their perceptions of the College. The results clearly showed a highly positive perception of the College, and of the services and activities offered. This is the first time that an effort has been made at Edinboro to obtain an evaluation of the College by its students. The information obtained through the study has been given to the appropriate units within the College for their usage in evaluating their services and activities.
3. PROJECTED POPULATION AND HIGH SCHOOL GRADUATES BY COUNTY IN PENNSYLVANIA 1980-90. This study, using information furnished by the Admissions Office and the United States Census Bureau, established enrollment trends at the College from the various counties of the Commonwealth. Obviously, this study has important long-range implications for the College's admissions/recruitment efforts and will be used by both the Admissions and the Public Relations Offices as part of their planning.

The following studies are currently underway and are nearing completion:

4. HOLDING POWER OF EDINBORO STATE COLLEGE CURRICULA: 1973-75. "Holding power" is being studied for each of the undergraduate programs offered at the College. Based upon student records from the years 1973-75, this study is designed to provide information regarding whether or not students who enroll in a particular curriculum will eventually be graduated from that curriculum. Since curricula appear to vary considerably in their ability to "hold" those who enter them, this study will identify those curricula which are having problems in that regard. The results should be of considerable value to the planning of each academic department within the College.
5. CALENDAR PREFERENCES OF EDINBORO STATE COLLEGE FACULTY, STAFF, AND STUDENTS. Responding to the concerns of students and faculty, the President's Office directed the College Calendar Committee, in conjunction with the Office of Institutional Research and Planning, to survey campus opinion regarding an academic year calendar. Based upon the information obtained from this study, a calendar for the 1982-83 academic year was designed which will reconcile educational and academic priorities with student travel and employment needs. At the present time, the development of a calendar system for 1983-84 and beyond which ties together student interests, institutional needs and academic concerns is being prepared by

the College Calendar Committee for consideration by the President.

6. A STUDY OF ACCEPTED STUDENTS WHO DID NOT ENROLL AT EDINBORO STATE COLLEGE: FALL 1980. Each student who applied and was accepted, but did not enroll at Edinboro State College for the Fall of 1980, was contacted in order to determine why he/she did not enroll. Information is also being solicited regarding the alternative plans these students may have pursued, including information about which higher educational institution(s) they may be attending. The information gained from this study will have important implications and will provide understandings for the College's marketing/recruitment efforts and represents a typical way that the Office of Institutional Research and Planning provides the data necessary for decision-making and planning by other areas throughout the College.
7. SUCCESS AT EDINBORO STATE COLLEGE IN TERMS OF RANK IN HIGH SCHOOL CLASS AND SAT SCORES. In keeping with our desire to improve upon the student success rate, a study has been initiated which focuses upon the academic high school class rank and success of Edinboro students in relationship to their high school class rank and SAT total test scores. Among other things, it is anticipated that student retention can be improved if potential drop-outs are identified prior to admission. The results of this survey will also prove helpful to the activities being undertaken by the newly implemented Student Life Program.

Management Information System

One of the responsibilities of the Institutional Research and Planning Office is the increased development and enhancement of the College's management information system. The first step in this process, now completed, was to analyze how each of the offices of the College deals with information. The second step, now underway, will focus upon the management information system at Edinboro State College will ensure that accurate data reaches appropriate College offices in a timely fashion, thus enabling management to make recommendations and decisions based upon appropriate and relevant information.

Computer Center

During the past year the Computer Center:

- a. supported another yearly increase of approximately 20% in student usage. About 15% of the entire undergraduate student body now utilizes the computer as an integral part of its coursework;
- b. obtained approval for system memory expansion and the acquisition of microcomputers to enhance instructional resources;

- c. received Commonwealth approval and support for relocation of the Center from its present Hendricks Hall location to Ross Hall;
- d. completed 83 system/programming requests including the successful implementation of the Internal Budget Request System;
- e. provided service to twenty-five local area agencies, groups, institutions, and businesses;
- f. embarked on an extensive, long-term redesign of the College's data base in order to provide greater integration, accessibility, and response to management information needs.

Plans for the Future

In the introduction to this section, four basic functions were outlined for the Office of Institutional Research and Planning, and, as we have shown, substantial progress has been made toward fulfilling each of those functions. With the considerable groundwork laid in the very first year of operation, this Office will be moving more vigorously into the All-College planning effort during the 1981-82 academic year.

Since there is a continuing need for the College to have a clear sense of priorities, a *Missions and Goals Task Force* was appointed in June, 1981 and charged with

recommending a statement of mission and goals for the College. The Office of Institutional Research and Planning has provided support for this All-College group and a preliminary statement has been developed based upon input received from all sectors of the College community.

The *Comprehensive Development Document* reported in detail in another section, spells out the planning process for Edinboro State College, and it is anticipated that this Office will play a key role in the implementation of the various provisions of the plan.

For too many years, Edinboro State College lacked a clearly defined purpose and a corollary sense of direction. Decisions were arrived at intuitively and without consideration of the many internal and external factors that impact upon decisions and policies. With the establishment of a planning process, and with an institutional research effort tied to that process, neither academic nor administrative decisions will be made in isolation from each other nor will they be made without an understanding of relevant fiscal consideration. Both immediate and long-range decision, whether academic, administrative, or fiscal will be based upon the clearly defined mission and goals of the institution as a whole.

ACADEMIC AFFAIRS

As was the case in every other area of the College during 1980-81, Academic Affairs was characterized by evaluation and by planned change. A complete reorganization, preparation for program evaluation, implementation of minors programs, the installation of an Honors Fraternity with a concurrent expansion of the Honors Program, improvement upon delivery systems, introduction of two new degree programs, implementation of the Academic Development Center, and evaluation of all of the Teacher Education programs by the Pennsylvania Department of Education were the highlights during the past year.

REORGANIZATION

As indicated in the opening pages of this Report, one of the primary objectives established at the beginning of this Administration was the evaluation of the College's academic structure to determine in what ways, if any, a better allocation of internal resources could be provided that would provide a greater satisfaction of changing student and societal needs. As reported elsewhere, a faculty wide survey and other forms of campus wide input indicated a clearfelt need for an academic reorganization that could accomplish several specific and inter-related objectives: (1) the creation of a more functional and productive academic and administrative structure; (2) enhanced opportunities for a more diversified use of existing faculty resources; (3) an enhanced viability of certain academic programs; (4) positioning of the College to be more adaptable to

changed student interests and demands.

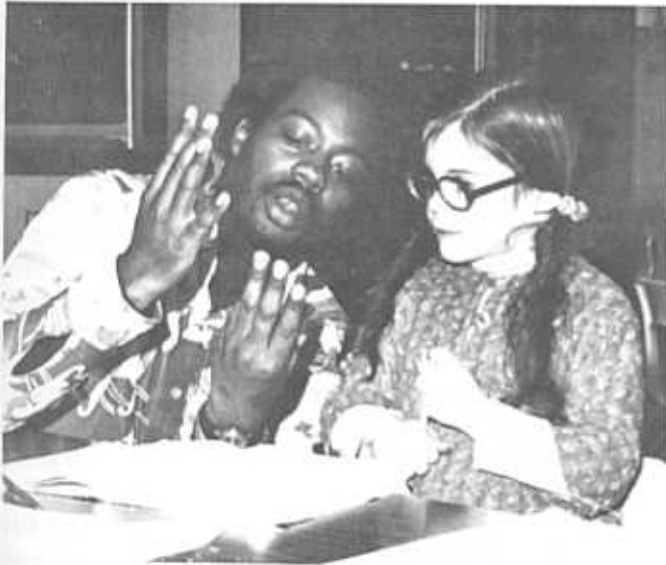
The newly adopted academic structure groups the faculty under two Deans. Dr. Richard Gromen serves as the Dean of the Faculty of Arts and Sciences and is responsible for the Schools of Communications, Fine Arts, Humanities, and Sciences, while Dr. Harriet Phillips serves as the Dean of the Faculty of Professional Studies and is responsible for the Schools of Education, Nursing and Human Services, and Business Information Management and Public Services. Although the concept of a School which is built around a core of knowledge has been retained, there is no administrative staff in the new structure for any of these Schools. The faculties of the individual Schools are expected to meet and to communicate for purposes related to the achievement of interdisciplinary foci and interests.

Dr. Jack Williams serves as Dean of Graduate Studies and Academic Administration responsible for providing leadership in Graduate Studies and Academic Administration, including the support areas of registrar and scheduling. Also included under Dr. Williams' jurisdiction are the design and the maintenance of the expanding Continuing Education program and the Graduate Office.

Completing the academic structure are the operational units managed by the Director of the Academic Development Center, the Director of the Library, and the Director of the Honors Program.

NEW PROGRAMS

During the 1980-81 academic year, two new programs were approved by the Pennsylvania Department of Education. These were an Associate of Science Degree to prepare Preschool Education Paraprofessionals and a Bachelor of Science Degree in Life Management Services. The preschool paraprofessional program provides the training necessary for helping with the education of toddlers, while the Life Management specialist is prepared to assist the handicapped to live non-institutionalized, productive lives. Both programs were developed as a response to a growing need for professionals in these areas.



Another curriculum development of great significance was the implementation of a minors program. Designed to allow students to choose elective courses which will not only complement their major but which also have a separate identity, the minors program is designed to be self-advised and requires an average of twenty-one semester hours of work. For many students the program will enable them to enrich their main course of studies, to develop additional competencies, and to make a more functional use of their open electives. This minors program represents yet another way that Edinboro State College is attempting to blend the intellectual interests of students with their long range career needs.

1980-81 was also the year in which we initiated a Visiting Scholars program, a program designed to complement our International Education program. We were very proud to host three scholars - two from the Peoples Republic of China and one from Taiwan - who spent the year researching and studying. They also taught special non-credit seminars on campus while presenting research papers at professional conferences. Housed on campus and participating extensively in campus cultural and social events, these scholars have brought to our faculty, students, and staff important inter-cultural understandings as well as unique intellectual experiences and perspectives.

A significant innovation during the past year was the adoption of an Academic Amnesty Policy. This policy enables those students who, because of academic difficulty have been required to sit out at least one semester, to become eligible for conditional re-entry if they agree to participate in the Developmental Studies Program, enroll in the General Studies Curriculum, and achieve at least a "C" average in their first semester of return. Up to thirty-three credit hours of previously earned "C" or better work may be credited to a student's new academic history.

A specialized entry program has also been initiated for students who are otherwise ineligible for college entry. Such students are admitted to Edinboro on a trial basis and are provided with specialized summer coursework in reading and basic communications skills. Specialized counseling and advisement is provided in order to maximize their chances for achieving continuing academic success. Twenty-four students were included in the first trial group, of whom twenty-one were admitted for the 1980-81 academic year based upon their satisfactory achievement in the special courses during the Summer of 1980. Based upon this success, the College admitted an additional group of students on a provisional basis for the Summer of 1981. Of the thirty-five students who attended during the past Summer, twenty-seven qualified for admission on a full time basis for the 1981-82 academic year.

HONORS PROGRAM

Established in 1979, the All-College Honors Program has received major emphasis during this past year. Directed by Dr. Donald Swift, a highly respected scholar and professor in the History Department, the Program offers specially designed courses, advanced research projects, and independent study to the academically gifted. Recent graduates of Edinboro's Honors Program have gone onto medical school and graduate study. New scholarships supported by contributions to "Dollars for Scholars" (a program based upon support from the Edinboro Faculty, Staff, and Administration) and by outside grants from Marine Band and the American Sterilizer Company (AMSCO) have enabled the College to actively recruit gifted graduating high school students. Among other things, Edinboro's Honors students are provided with preferential scheduling, a unique class attendance policy, and appropriate recognition for their special achievements. Last Winter when Edinboro's efforts to provide honors programs were recognized nationally, Phi Eta Sigma, a national honors fraternity, installed a local chapter. A major and successful objective of the College has been to gain Commonwealth approval for the refurbishing of historically significant Reeder Hall as an Honors Center, an objective that will enable us to offer a variety of new intellectual and cultural opportunities to the entire campus community as well as providing a common focal point for the Honors Program itself. Recent indications are that the proposed Reeder project will be moving forward on a scheduled timetable of completion.

For the first time ever, students who achieved meritorious academic status were recognized at Commencement by wearing honors medallions with differentiated ribbons. In addition, the College held its largest ever Honors Convocation when twelve hundred students were recognized for outstanding academic achievement, including Dean's List work. Approximately five thousand persons, including relatives and friends of honored students, attended this Convocation.

Edinboro's annual Summer Academy, under the leadership of Dr. Joseph Comi, attracted nearly 150 students (ages 10-16) from all parts of Pennsylvania. This program offers gifted young people advanced instruction in areas of special intellectual interest while providing them with cultural and social enrichment opportunities as well. In 1982, Edinboro will institute a program for advanced college placement credit, a program designed to complement this Summer Academy.

DELIVERY SYSTEMS

In our continuing effort to meet the needs of students of all ages and backgrounds, several innovations were initiated during the 1980-81 academic year. The American Sterilizer Corporation (AMSCO) contracted with the College for a program designed for hospital equipment technicians, a program which combines correspondence courses with the unique feature of bringing all students onto the campus for an intensive, one week, culminating activity. A separate program has also been developed for AMSCO dispatchers and service representatives, and focuses upon the enhancement of employee communication skills. This program is taught on site at AMSCO.

The Evening School Program has continued to grow with eleven curriculums now offering three year delivery plans for the providing of a properly sequenced progression of required and elective courses. The evening class schedule has also been adjusted to enable the part-time learner a better accessibility to course offerings.

The Project for Adult College Education (PACE) expanded its offerings in both the Erie and Meadville areas. Enrollment in the program has doubled in this past year, and further expansion is anticipated. Full time students in this program take three courses each semester with one course given on television. Provision is made for students taking courses by television to meet with their Edinboro instructor at a convenient location on a regular basis. A second course is taken as a weekend on-campus course during four weekends, and the third course is taught on a weekly basis off-campus at a location convenient to the students. As a public institution and as an educational leader in Northwestern Pennsylvania, Edinboro State College is committed to developing such innovative procedures and delivery systems to better serve the varying needs of individuals of all ages and of varying background experience, including those students already on-campus who experience serious academic adjustment difficulties.

ACADEMIC DEVELOPMENT CENTER

In last year's Report, we discussed the creation of the Academic Development Center which would provide specialized and integrated services to students with unique needs. During the Center's first year, three programs which have been operating independently under the office of Academic Affairs - the Disabled Student Services program, the Act 101 program, and the Developmental Studies program - became integral parts of the Academic Development Center. Beginning with the current 1981-82 academic year, the General Studies program, which have formerly been supervised by the Office of Continuing Education, became an additional entity under the Academic Development Center. The Center also serves as the College's Testing Center.

The Disabled Student Services program at Edinboro State College is one that has achieved local, state, and national recognition. Because of the size of our program and our long tradition of service to disabled persons, Edinboro State College is one of only two state-owned institutions in Pennsylvania designated in 1981 for special funds to upgrade the accessibility of college facilities for the handicapped. During the 1980-81 academic year, there were 44 wheelchair students on campus, thus making Edinboro the largest wheelchair campus in the Commonwealth of Pennsylvania. There were also nine students receiving support from the Office of Visually Handicapped. Additionally, the College, through external support, offers a seven week pre-college training program each Summer for the visually handicapped. Overall, Edinboro enrolls about one hundred fifty disabled students. Our success in offering educational opportunities to the disabled, and our potential for growth in the area, were clearly evidenced when we received a special \$10,000 grant from the nationally-based Newcombe Foundation.

The College also has a long tradition as a participant in the Act 101 program, a program for socially, educationally, and economically disadvantaged students. Thirty-eight students were enrolled in the 1981 Summer Program which was designed to assist students to prepare for fulltime admission as regular students. There are approximately one hundred eighty students in the total year round program, and each of them receives special counseling, tutorial and other services. We are quite proud of the fact that the retention of students in the Act 101 program has increased to the point where it is virtually equivalent to the retention rate for all students at the College.

Students who have critical deficiencies in their pre-college preparation participate in the Developmental Studies program either by choice or through assignment as a requirement for their acceptance and retention at Edinboro State College. In addition to taking a specially designed group of courses, students in the Developmental Studies program are given special counseling until such time as their quality point average meets minimal college requirements for continuation on a regular student basis. Outstanding upperclassmen supplement the program by serving as tutors. In 1980-81, 72% of

the students who were in the Program improved their quality point average to the point where they were released from that program and assigned to regular academic advisors for the programs in which they are majoring.

The purpose of the General Studies component of the Academic Development Center is to encourage students with undeclared majors to explore alternative academic programs, and to do so with special counseling. Students are required to transfer into a declared major within two years.

MIDDLE STATES EVALUATION

The past year has been one of considerable activity as we prepare for the 1983 evaluation by Middle States. As discussed in the Planning section of this Report, an All-College Planning Team has been set in place and, among other responsibilities, charged with serving as the Evaluation Steering Committee for the Middle States review. The evaluation documents to be used in the assessment of operating units, departments, and programs have already been finalized, and the previously discussed reorganization plan will constitute the basis of the evaluation. Most importantly, the evaluation process has been integrated into the development of an Edinboro State College long range planning document. Since we do not consider the Middle States evaluation as something that should exist by itself and in isolation, we are forging a close linkage between the evaluation and our on-going, long-range institutional planning efforts.

TEACHER EDUCATION EVALUATION

Since the Pennsylvania Department of Education requires a periodic review of all approved Teacher Education programs for each institution in the Commonwealth, a major review of all Edinboro Teacher Education programs by the PDE review team recently took place. Extensive documentation was provided for the evaluation team prior to its visit, and it seems clear that the recommendation from the evaluation team will be for continuing approval of our programs. As reported last year, Edinboro State College has again received National Commission for Accreditation of Teacher Education (NCATE) approval for all of its Teacher Education programs. Since some improvements were made in critical parts of the program as a result of the NCATE review, there is every reason to expect that PDE approval will be forthcoming.

THE OUTREACH OF THE COLLEGE

In 1981 the State of Ohio granted Edinboro State College permission to teach selected graduate education courses at predetermined sites in Ohio. This permission clearly acknowledges the cooperation which is possible between states, and breaks down the artificial barriers that sometimes exist among states.

The continuing relationship with Hamot Medical Center in Erie (PA) in the education of Anesthesia and Pharmacy students is indicative of the possibilities of cooperation between institutions that are different in

scope but have many common objectives.

The continuing support of the Greater Erie Community Action Committee (GECAC) for the training of Dental Technicians, pre-pharmacy aides, hospital equipment technicians, and nurses aides has enabled a substantial number of students to obtain entry into meaningful occupations. Moreover, these programs have demonstrated how Edinboro is able to meet the challenge of developing new and needed curriculums from within its existing personnel resources.

The cooperative nutrition program with Villa Maria and Mercyhurst Colleges exemplifies the strengthening of programs that is possible through a merger of program efforts. This is one of two such programs in the U.S.

The previously discussed arrangements between AMSCO and Edinboro are indicative of other outreach programs and of the possibilities which exist between higher education and industry in the northwestern Pennsylvania area. Similar kinds of programs with other Erie area industries are presently being explored and negotiated.



RETENTION OF STUDENTS

An inherent part of our responsibility as a state-owned institution is to provide post-secondary education opportunities for students of varying abilities who wish to pursue the kinds of educational programs Edinboro makes available. Although the College does not guarantee admission to any applicant, students with somewhat limited academic credentials who aspire to a college degree are given the opportunity to demonstrate their academic proficiency and to improve upon their past experience and situation. As indicated earlier, one of the major purposes of the Academic Development Center is to enhance the potential success of such students. Two efforts which will impact positively on student retention are in the final stages of development for implementation during the current 1981-82 year. These are the student life component (reported in greater detail in another section of this Report) which will attempt to improve student success through an early identification of problems and a referral to the appropriate campus office which can deal with the problems, and a renewed emphasis on faculty advising. Efficient and empathetic advisement is a key to student retention, and all faculty will be required to participate in in-service workshops on advisement which will be conducted in each academic department during the 1981-82 academic year. The goal, of course, is to improve upon the quality of advisement now available in order to provide individualized counseling based upon each student's intellectual interest and needs as well as their particular career interests.

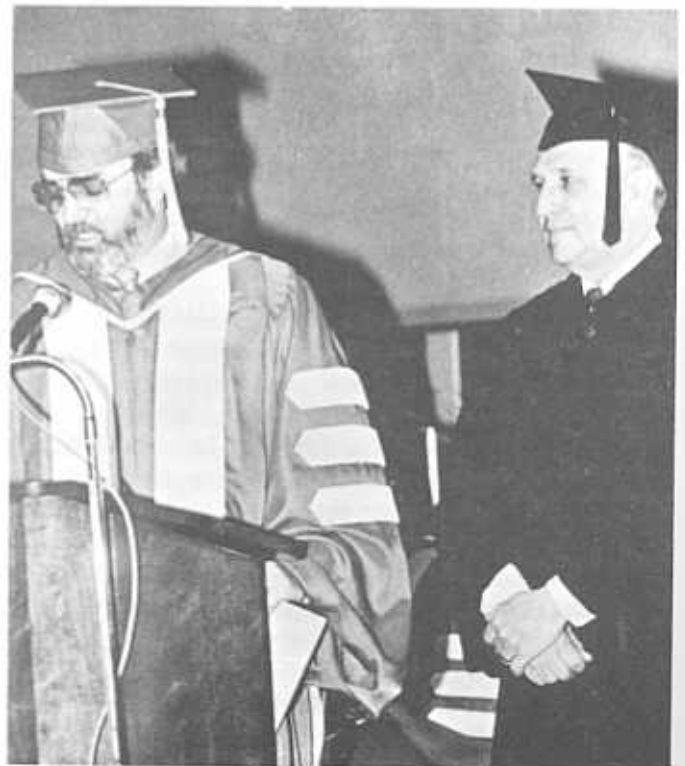
GENERAL EDUCATION

It has been approximately twelve years since the undergraduate General Education program has undergone change. Since that time, many changes have occurred in course offerings, in student interests, and in societal expectations regarding the nature and goals of a college degree. A special All-College Committee established by the President has been reviewing Edinboro's current set of requirements, as well as studying available literature regarding General Education programs and analyzing General Education programs at comparable institutions across the nation. After conducting a series of faculty hearings, the Committee's final report and recommendation will be submitted to the College Senate, an elected body composed of faculty, administration, and students. That body will forward its view onto the President's Cabinet prior to a final decision by the President. It is anticipated that a new set of General Education requirements will be adopted which are designed to combine the traditional purposes of a general education with the particular needs of students who earn a college degree in the 1980's.

COMMENCEMENT EXERCISES

The annual Commencement exercise, attended by more than 6,000 people, is the most significant academic event of the year. Several special features contributed to the dignity and success of this year's ceremony. A

Presidential Medallion, created by Professor Henry Katzwinkel of the Art Department, was presented and worn for the first time. This Medallion symbolizes the authority and the role of the President and is to be worn at all official College functions. Honors graduates also wore medallions with specially colored ribbons designating their academic attainment. Mr. Harry Grube, General Manager of the Northwest Rural Electric Cooperative Association, received a Certificate of Merit in recognition of the human and community services of the Association to the people of Northwestern Pennsylvania, while Mr. Charles Webber, Commissioner of the Alaska Department of Commerce and Economic Development, received the first honorary doctoral degree ever awarded by Edinboro State College. Commissioner Webber also delivered the main Commencement address. Thirty-eight associate degrees, seven-hundred sixteen baccalaureate degrees, and two-hundred sixteen master's degrees were awarded during the ceremony.



As we move through this new decade, we remain confident that Edinboro State College will continue to provide a variety of quality educational experiences to students of varying ages and varying backgrounds. The newly adopted organizational structure should enable us to maximize our capability to sustain the best of our tradition while meeting new challenges. We are fully aware that the 1980's will require careful planning in order to achieve the maximum benefits from the resources made available to us. 1981 was an important and successful step in that direction. It was clearly a year in which Edinboro State College positioned itself to meet the challenges and opportunities that await it.

LIBRARY STATISTICS

1975 - 1981

	Total Volumes in Collection	New Volumes Added	No. of Book Titles Represented by Microforms	No. of Physical Units of Microform not Represented in Title Count	Total Periodical Subscriptions	No. of Hours of Student Assistance	Salaries and Wages of Library Staff*	Library Materials	Total Library Operating Expenditures
1975-76	310,482	7,913	152,305	646,736	2,261	27,923	515,696	143,878	896,226
1976-77	318,132	7,555	152,305	647,947	2,080	18,650	545,340	293,835	1,035,444
1977-78	328,423	13,842	170,008	648,239	2,080	15,510	579,810	233,927	1,062,560
1978-79	337,265	8,714	**47,046	805,451	2,080	16,522	564,225	233,928	1,098,785
1979-80	340,962	4,482	49,152	806,624	1,984	13,907	598,698	196,628	1,050,970
1980-81	348,849	7,887	51,082	832,769	2,065	13,263	572,617	246,436	1,110,937

* Does not include fringe benefits

**Redefinition of title count



ADMINISTRATION AND STUDENT PERSONNEL SERVICES

Clearly, an underlying theme of this year's Annual Report is the fact that numerous changes were planned and/or implemented throughout the College during the past year. These changes were designed to streamline and thus better coordinate institutional functions, to better utilize existing personnel and resources, and, ultimately, to enable the institution to be more responsive to changing student interests and demands. Nowhere were these changes more evident than the results which occurred through a unification of Student Personnel, College Administration, and the Athletic Program under the direction of one Vice President, Dr. Robert Carothers. To assist Dr. Carothers, who had been serving as the Dean of Arts and Humanities prior to his Vice Presidential appointment, Mr. Vincent Trotta was appointed Associate Vice President, and two Assistant Vice Presidents, Mr. Gary Jamison in the area of Student Life and Mr. David O'Dessa in the area of College Facilities, were created. Within each of these specific areas much reorganization took place.

STUDENT LIFE

Included under the realm of student life are the following areas:

Admissions

During the 1980-81 academic year approximately 500 high schools from throughout Pennsylvania and parts of several other states were visited by Edinboro admissions recruiters. An expanded effort was also made to reach the potential transfer student. Additional student recruitment occurred through a personalized mailing campaign and through attendance at such special events as college fairs. A first ever college fair was held on the Edinboro campus and attracted 4,000 high school students and nearly 100 institutions of higher learning.

Although nationally the available student pool of college-age students is declining, Edinboro State College has, for the past two years, experienced an increase of 5% to 7% in the number of students who apply and enroll. As a result, the new class for the Fall semester attracted more than 1,700 students, Edinboro's largest class since 1974. The current group of transfer students is the largest ever. Overall, this new class is derived from 52 counties in Pennsylvania and nine states, with dramatic enrollment gains made in northwestern Pennsylvania counties and in the adjacent areas of Ohio and New York. Of particular interest is the fact that Erie County, with a 15% increase over last year, has now become the largest supplier of new Edinboro students. Among other things this fact attests to the College's success in gaining very positive understanding and support in its home area, thus overcoming the lack of public confidence that had existed for a number of years.

Contributing further to this enrollment success are 25 new international students representing nine foreign countries. More than 100 international students now attend Edinboro, and their academic, cultural, athletic, and social participation contribute to cultural exchange and understanding within the College community. Japan, China, France, Nigeria, Saudi Arabia, Iran, Venezuela, and Holland are but a few of the countries from which Edinboro's foreign students are drawn. In addition to having their own social center, our international students have formed an International Relations Club and an off-campus speaker's bureau. The speaker's bureau provides an international dimension to topics being discussed in local high schools, elementary schools, and community social organizations.

Financial Aid

Nearly 75% of Edinboro's students receive some form of student aid with approximately \$8,000,000 in student grants, loans, employment earnings and scholarships awarded during the 1980-81 academic year. In addition, on-campus data processing improvements resulted in free need analysis services to students, thereby saving individual families a \$5 processing fee (or a total of approximately \$19,000).

During the year, Mr. Kenneth Brandt was appointed as the new Director of Financial Aid, replacing Mr. Trotta, and Ms. Mona Higgins was selected as the new Assistant Director. The Financial Aid staff maintains an open-door policy for student counseling, a policy which enables students and their parents to obtain readily available assistance with budgeting, costs information, application procedures and aid packaging decisions.

Student Development

Recognizing that academic achievement can be affected by a number of non-academic factors, the Student Development area has been designed to meet student counseling needs, through a variety of functions:

ORIENTATION, which is now a coordinated effort between the Admissions Office and the Academic Affairs area, is designed to acquaint prospective freshmen and transfer students with the College.

PEER COUNSELING, which plans, coordinates and implements self-awareness and social/personal growth programs.

MINORITIES, HUMAN RELATIONS, and OUT-REACH SERVICES, which plans, coordinates, and implements developmental programming in the area of human relations, leadership skills, values clarification, decision-making, and self-awareness.

COMMUNITY INVOLVEMENT and WELLNESS PROGRAMS, which serve as a liaison with the College Health Center and those academic programs related to health. This area is also responsible for the planning, coordi-

nation and implementation of developmental programming in the areas of alcohol and drug abuse, stress reduction, sexuality and nutrition.

STUDENT STANDARDS, which advises and counsels students in regard to the disciplinary process, and which plans, coordinates, and implements developmental programming in the area of student rights, privileges and responsibilities.

CAREER COUNSELING and PLACEMENT, which is responsible for the career/life planning and placement aspects of Student Development. The percentage of employment of 1981 E.S.C. graduates is above the national average, with graduates being employed in 80 school districts, 25 hospitals and 130 companies and agencies in 28 states and 3 foreign countries. Graduates of last year's class are also pursuing graduate degrees at 27 institutions throughout the United States.

While national figures indicate that recruiting on individual campuses showed no increase at all or was slightly below last year's figures, it increased by nearly 5% at E.S.C. during the past year. This is the fourth consecutive year that Edinboro experienced an increase in recruitment activity.

The **STUDENT ACTIVITIES PROGRAM**, which is broad based and is designed to meet a wide variety of student interests through funding from the Student Activity Fee. The Student Government Association makes its recommendations to the Student Budget Ad Hoc Review Committee, a special Committee initiated by the President during the 1980-81 academic year and comprised of administration, faculty and student representatives. This Committee reviews the S.G.A. proposed budget and then makes recommendations to the President of the College, who has final responsibility for the budget through approval and/or revision.

Among the many activities supported by the S.G.A. are the College athletic program, the intramural program, the student newspaper and radio station, art exhibits, music and drama productions, lectures and concerts, and recreational activities.

Residence Life

The area of residence life has been designed to accommodate and unify all aspects of residence hall living. While the typical college student spends approximately 17 hours a week in the classroom, a major concern of student life is to make the non-classroom time as pleasant and as productive as possible and to provide each student with an appealing living and working environment. During the past year, a variety of steps were taken within the Student Personnel area to help achieve this goal. Among these were the adoption of a policy which allows students to paint their own rooms based upon their own color scheme preferences and the adoption of a unique "Christmas Gifts from Home" program. Efforts are also being made to upgrade the role and the contribution of the Resident Assistants, students who serve as paraprofessionals in the Student Life Program. Each Resident Assistant now participates in an in-depth orientation program and pursues a specially designed course in the Counselor Education Depart-

ment. It is felt that this training will better equip the R.A.'s to deal with student living and emotional needs.

Health Services

Ghering Health Center provides services designed to meet the comprehensive health care needs of the student population through the prevention and early detection of health problems, treatment of short-term acute injuries and illnesses, and health education. In addition, Primary Health Services of Northwest Pennsylvania, a family planning unit funded in part by state and federal monies, is located in Ghering Health Center.

While the primary function of Ghering is to provide medical services to students, major emphasis is now being placed upon preventive student health care through a variety of outreach programs. Although as yet not fully implemented, these programs will provide students with the awareness which is necessary to begin developing responsible life-long patterns of health. To direct the many facets of Edinboro's health services, Dr. Edward Mercier, retired Chairman of the Department of Medicine at St. Vincent's Health Center (Erie), has been appointed Administrator of the Ghering Health Center.

COLLEGE FACILITIES

In keeping with our desire to improve the overall appearance of the campus and to improve the environment where our students, faculty, and staff live and work, numerous campus improvements were planned and/or implemented during the past year. Among these were the repair of the inter-campus road, the installation of new drains in all of the acid sinks in Cooper Hall, the installation of a new sound system in Memorial Auditorium, the painting of many campus buildings and dormitory interiors, and the erection of identification signs at three main campus entrances. Additionally, the College received a special Commonwealth appropriation of more than \$500,000.00 which will facilitate the repair of several long-standing roofing problems.

One hundred ninety-five thousand dollars was spent during the past year on the purchase of new furniture for the residence halls, and \$25,000.00 has been allocated for handicap barrier removal at McComb Fieldhouse and Shafer Hall. The installation of a gymnasium and archery range for the physically disabled in Shafer Hall basement will be a major part of this renovation.

A continuing highlight of both our academic programming and our campus facilities is radio station WFSE-FM. Over 100 students, many of them Speech Communication majors, serve as station managers, news reporters, programmers, and disc jockeys. The station provides an excellent focal point for campus and community exchange and offers valuable practical experience to those students interested in broadcasting as a career. WFSE is a combined effort among the College Board of Trustees (the license holders), the Student Government Association, and the College itself. Receiving strong support from the Central Office for its activities and accomplishments, WFSE is planning an increase from its current 10 WATT capacity to 3000 WATTS.



The E.S.C. Police Department, formerly known as Campus Law Enforcement, has now completed its move into renovated quarters on the ground floor of Earley Hall. The College and its many supporting publics can take great pride in recent statistics which show that, during the 1980-81 academic year, major violations were reduced 66% from their previous all-time high in 1977, even though a number of officers on the police force has been reduced through complement attrition. Presently the E.S.C. Police Department is focusing on the campus vandalism problem and is actively participating in a campus-wide attempt to increase awareness of the problem.

We strongly believe that through campus improvement efforts, a better living and working environment is being created for everyone. Substantial progress has been made toward creating an aesthetically appealing and satisfying campus, one in which the entire college community, and our many campus visitors can take pride.

ATHLETICS

Edinboro's men and women student athletes continued to distinguish themselves in both individual and team competition throughout the 1980-81 sports season. Two major changes in the program highlighted the year with the appointment of new Athletic Director, James McDonald, and the College's decision to become solely

affiliated with the NCAA as its national intercollegiate sports association. McDonald, a highly successful former basketball coach, was named to lead the athletic program on the basis of his aggressive leadership capabilities and his anticipated role in the projected increase in fund-raising activities. Although the College had enjoyed an extremely successful and mutually beneficial relationship with the NAIA, a recent decision by the Pennsylvania Conference to realign its members as NCAA Division II institutions initiated a change to a single national affiliation.

The Pennsylvania Conference's collective representation as Division II competitors immediately prompted an offer by the NCAA to recognize the 13 state colleges and university as an NCAA Allied Conference. The result of this was an extension of an automatic berth to the NCAA Division II playoffs for the Pennsylvania Conference champion. The automatic bid affected a new conference playoff structure, a move that saw the Edinboro basketball team receive an opportunity to participate in these first-ever playoffs. Automatic extensions by the NCAA in other sports are expected and Edinboro's sole NCAA affiliation should reap substantial benefits for its athletes.

In keeping with Edinboro's long-respected competitive tradition, the College's men's and women's varsity teams finished with an overall 108-98-3 record. The

women's volleyball and men's tennis teams proved to be the most successful with their respective 37-9 and 16-3 record-breaking win-loss marks. The Lady Scot volleyball squad won the Pennsylvania Conference championship and the EIAW Regional title to earn a trip to the AIAW Division II National Volleyball Tournament in California. The men's cross country team remained perfect in dual competition by staying unbeaten in five meets. Many of our athletes also brought distinction to the College through their All-American and All-Conference honors.

After adding women's track to the intercollegiate program in 1980, men's volleyball and women's cross country have been added this past year with varsity competition in each scheduled in the near future. Edinboro now offers 17 men's and women's intercollegiate varsity sports, the most expansive program to be found among area colleges and universities.

We support an on-going commitment to maintaining a well-rounded, quality athletic program that will be continually responsive to the particular interests of our student athletes and the general interest of the total student body.

ADMINISTRATION AND FINANCE

Edinboro State College began the 1980-81 fiscal year determined to utilize the \$75 per semester instructional fee increase, along with stronger budgetary controls, to meet the challenges that rising inflation is presenting to educational institutions everywhere, both public and private. The Budget Office was reorganized in order to establish the stronger controls which this administration felt were necessary for proper budgetary decision-making and long-range planning.

A major portion of Edinboro's operating budget was the \$16,961,678.59 appropriated by the State legislature. Other income was derived from augmentation -- fees which are collected from various sources and combined with the state appropriation to make up the total institutional budget. The total amount of the fees collected in 1980-81 was \$9,235,514.

Edinboro's total income comes from five major areas: instructional revenue, housing fees, meals, auxiliary fees, and sundry. The following comparative figures show increases or decreases from the previous fiscal year:

	1979-80	1980-81	Increase/ (Decrease)
Instructional	5,359,006	6,020,665	661,659
Housing	1,090,333	1,124,417	34,084
Meals	1,034,601	1,212,353	177,752
Auxiliary	474,924	452,395	(22,529)
Sundry	424,616	425,684	1,068
TOTAL	8,383,480	9,235,514	852,034

During 1980-81, Edinboro State College was able to make many purchases of equipment which had been ignored in previous years. These purchases ranged from large tractors for grounds maintenance to laboratory equipment for the sciences to the most modern system.

for physical fitness presently available. In addition, careful budgetary planning has allowed us to begin a systematic and planned program of building maintenance and repair. This kind of continuing interaction between the College Planning effort and the Budget Office is the key to a future of financial stability.

This approach proved to be an effective one when the College ended the fiscal year 1980-81 with a balanced budget, a feat which had not been accomplished for many years. Our emphasis on budgetary control will become even more essential as we approach increasingly difficult fiscal periods. With the sound budgeting system that has been implemented, 1981-82 will see a system of direct control which should permit optimum use of College resources in a time of an inflationary economy and restricted resources at the Commonwealth level. While these latter factors promise to make 1982-83 a very difficult fiscal year, we are convinced that with careful planning and creative management, our available resources can be developed to achieve maximum benefit in programming and services.

TOTAL EXPENSES

\$26,197,193

TOTAL REVENUE

\$26,197,193

Telephone \$423,798	Other Revenue \$878,079
Supplies \$1,038,474	Housing \$1,124,417
Food \$1,196,317	Meals \$1,212,353
Electricity \$1,460,576	Instructional \$6,020,665
Other Expenses \$2,282,687	State Appropriations \$16,961,679
Personnel Cost \$19,795,341	

AFFIRMATIVE ACTION

Affirmative Action involves many aspects of campus life: initial employment and continuing conditions of employment; numerical desegregation and psychological integration of student body and staff; equal opportunity in sports; and mainstreaming of disabled students.

Desegregation of the Edinboro State College student body has almost reached the 6% numerical goal established in 1974 by HEW as part of the Commonwealth's system-wide desegregation plan. In 1975, the percent of minorities in the student body was 2.5%; in 1980, it was 5.5%. Even more promising is the fact that, of the freshmen entering in the fall of 1980, minorities constituted nearly 8%. While these are encouraging enrollment figures, minority retention remains a significant problem and is being addressed by an ad hoc Minority Retention Committee, chaired by Dr. Mary Alice Dye, Affirmative Action Officer.

The Human Relations Office, working with the Affirmative Action Office, has been making strong efforts in minority recruitment and retention with particular emphasis given to the provision of appealing and high quality programs such as Ambassador Andrew Young, Pulitzer Prize Winner Gwendolyn Brooks, and classical pianists Delphin and Romain. The Human Relations Plan for 1980-81 was ranked second in the Pennsylvania State College and University system by the Bureau of Equal Opportunity and was funded at the

highest level (\$38,500) the College has received since the Bureau began evaluating each institution's plan in 1975.

By far the most significant progress in affirmative action has been made in 504 compliance, that is, in the mainstreaming of disabled students. Under Act 130, Edinboro State College received \$717,000 to complete the physical modifications necessary for program accessibility. This amount was the largest sum granted to any of the state colleges or university. Recognition of Edinboro's on-going, highly successful commitment to the disabled came this past year from the Princeton-based Charlotte W. Newcombe Foundation. A \$10,000 grant from the Foundation was awarded and is to be used exclusively in support of our educational services for disabled students. The grant will be specifically targeted for the implementation of off-campus internships in business or industry, for transportation expenses, for tuition scholarships, and for the establishment of an emergency aid fund.

Finally, it should be noted that despite the continuing impact of budgetary constraints, significant progress was made during the past year in the area of minority hiring and promotion, within both the faculty and the non-instructional complement. As this fact clearly demonstrates, Edinboro State College is continuing equal opportunities and services to its own personnel and students, and to the public at large.

OFFICE OF THE OMBUDSMAN

The meaning of the Swedish word "Ombudsman" is "grievance man" and, according to authority, it is a title which cannot be translated. At the end of the first full year of having an "Ombudsman" at Edinboro State College, the term "Ombudsman" has, in deference to the gender of the present office holder, become Ombudswoman. Regardless of what title is used, the role of the Office remains one of classic definition. Through the experiences of the past year, the various college constituencies have learned that this administrative official poses no threat, that she does, in fact, serve to minimize rather than maximize bureaucracy and so her office has become an accepted part of campus life. Created in the winter of 1980 as one of the first administrative and academic initiations of the new Administration, this position, the only one of its kind in the Pennsylvania state college/university system, continues to stir a lively interest in local and state communities.

On a typical day, the Ombudswoman would find it hard to agree with Professor Hurvitz of Denmark (who is credited with the international revival of the Ombudsman concept) when he said "Only a small percentage of the population has any complaints at all." Statistics for

the academic year 1980-81 show that this is true of the Edinboro State College population. Of the five categories of constituencies -- students, staff, faculty, administration, and external -- seventy-two percent of the complaints came from the students. At first glance, this would suggest that students were the most discontent and that faculty with its seventeen percent share of the complaints was only slightly less content than the staff with its twelve percent. However, that is not the case. Following an inverse equation, eleven percent of the one-hundred ninety nine staffers made complaints as compared to six percent of the faculty; less than two percent of the total student body registered complaints.

Students directed their complaints at all campus segments -- administration, faculty, and staff. One-half of their complaints were based upon such issues as (1) procedures and restrictions of dropping/adding classes, (2) course offerings, (3) scheduling, (4) attendance, and (5) fees and penalties. A preponderance of the relatively small percentage of complaints involving faculty had to do with unfair treatment of some nature. Most, however, directly or indirectly, reflected a concern about grades. Students showed little dissatisfaction with staffers responsible for maintaining the campus. Finance and

parking came in for a greater portion of complaints than food or health services.

Complaints of staff and faculty were almost equal in number and by virtue of the organizational design were directed toward the Administration. While staff complaints were primarily concerned with the terms and conditions of employment, faculty complaints were of a general nature falling into the classification of professional relations. All cases of staff and faculty were handled within the framework of the respective labor contracts.

An interesting pattern has emerged in the volume of business. Complaining has its peak season. The past year disclosed that, although the pattern is influenced by the preponderance of students, peak periods do not coincide with the beginning or the end of the semester as statistics from other campuses suggest. Edinboro students seemingly try to "work things out" and take steps to deal with the problem only when there is strong evidence that a problem does exist. This causes the peak periods to fall toward the last half of a semester. Seasonal activity seems to distract from their problems; examination periods and fraternity and sorority pledge periods discourage registered complaints, and problems are forgotten as holidays approach.

Monthly reports inform the President and his Cabinet of the nature of the various problems and their

origin. Twenty-percent of the cases of the past year carried recommendations for action which would minimize or eliminate the problem area. When practical, the recommendation is implemented by the appropriate Administrative official, thereby, accomplishing a secondary goal of the Ombudswoman -- policy and procedural change.

The profundity of the term Ombudsman and its concept remains an obstacle to service to the student body. Difficulties inherent to pronouncing or spelling the work are insignificant, but ignorance of its meaning and the function of the office lend urgency to the need for education of the population. A new attack on this problem has already begun with the appearance of the Ombudswoman before the dormitory councils and student organizations; a table at registration, spot announcements on the campus radio station, a leaflet in the registration package, and a telephone number posted at telephones in public areas. It is not the intention of the Ombudswoman to solicit business but rather to provide a service to the greater number of students. By helping to uncover and then resolve campus problems, the Ombudswoman plays a vital role in achieving a major institutional objective -- the development of an appealing and satisfying living and working environment for students, faculty, and staff.

COLLEGE RELATIONS AND DEVELOPMENT

Introduction

Just two short years ago the public image of Edinboro State College and its relationships with its various external constituencies were a major concern facing the institution. Several years of negative publicity combined with the lack of a well-organized, aggressive, and imaginative public information effort had resulted in a general loss of public confidence in Edinboro while creating a variety of negative perceptions and feelings toward the institution. A precipitous decline in student enrollment was, in part, related to this negative public image while relationships with legislators, media, and representatives from the private sector had been allowed to deteriorate.

Given the increasing concern that public institutions must have relative to public acceptance, and given the increased attention that must be given to relationships with a variety of constituencies, major steps were taken to rebuild the loss which had occurred in support and acceptance. To facilitate the achievement of this goal, public relations and publicity, alumni affairs, external resource development, sports information and legislative affairs were combined into one centralized reporting unit, thereby creating an integrated approach to college relations and development.

Two objectives were established as being immediately important to this new thrust:

1. To develop an extensive and comprehensive

public information program targeted to a variety of individuals, groups, and constituencies;

2. To improve upon our relations with a variety of Northwestern Pennsylvania constituencies and to cultivate an active and positive interest in the affairs of Edinboro State College.

Alumni Affairs

Recognizing that alumni can serve as vital components of a public communication network, and realizing that public institutions such as Edinboro must increasingly rely upon their alumni for expanding their bases of financial support, we have been working to strengthen our alumni operation. In addition to integrating it with the other external affairs activities, the following specific measures have been undertaken:

- a. The appointment of Dr. Donald Hoffman as Alumni Director, an appointment which occurred from within existing complement resources;
- b. The upgrading of our alumni newsletter and the creation of other special publications;
- c. The up-dating of alumni files;
- d. The initiation of special projects, among them a Fall 1981 phone-a-thon.

A major objective established for the 1981-82 academic year is the development of regionally-based

alumni groups and the sponsorship of special alumni events in various geographical areas, events which will be combined with admissions recruitment activities.

Development Office

Grants and fund raising by Edinboro State College are handled by the Development Office. All external applications for funds flow through this Office and procedures for assisting administrators and faculty with grant applications have been established. The *GRANTS AND RESEARCH BULLETIN* has been initiated as a means of advising all faculty on upcoming grant possibilities. Results from these efforts can be seen in the receipt of awards from a substantial number of foundations, federal agencies, individuals and state departments. These include the National Science Foundation, the National Endowment for the Arts, the General Electric Foundation, Pittsburgh Plate Glass Foundation, WJET-TV in Erie, American Sterilizer Founders Fund, Pennsylvania Council on the Arts, the Newcombe Foundation, the Pennsylvania Department of Education and the McCormick Charitable Trust.

A number of faculty members have been accorded recognition for their scholarly achievements during this past year. Professor Robert Rhodes has a year-long grant from the National Endowment for the Humanities to work at the University of Indiana (Bloomington) while Professors James Monroe and Edgar Ansell received 1981 NEH summer awards to attend Yale and Hampshire College. Professors Donna Nicholas and Marie Palmer were cited by the Commonwealth of Pennsylvania by receiving distinguished faculty awards. In keeping with the College's service role, many faculty in science, education, the arts, humanities and the social sciences provide services to federal agencies, school districts, local government, state offices, hospitals and civic organizations.

With fund raising and development being key activities of this Office as well, contributions have been received to support the athletic program, pre-medical scholarships, the honors program and the disabled student program. In January, 1982, the College will begin its 125th Anniversary celebration, and a fund is being established to support this celebration.

Community Relations

Historically, Edinboro State College and the Borough of Edinboro have had an outstanding and mutually supporting relationship. Several new initiatives have been taken to further enhance contact between the President's Office and the community:

1. Quarterly meetings between the President and borough officials;
2. Inclusion of borough leaders and community opinion leaders as part of our informational services program, thereby keeping them fully apprised of college developments and activities;
3. Establishment, through the efforts of the Speech Communications Department, of an E.S.C. - Community Conference, a Conference which brings together college of-

ficials, community leaders, and students for discussion on a wide variety of issues. Areas of concern which are identified at this Conference are forwarded to appropriate college and borough officials for follow-up. This year's conference, the first ever, was attended by nearly 200 people.

Legislative Liaison

Recognizing that the welfare of public institutions is critically dependent upon positive legislative understandings, special efforts have been made to develop a close working relationship between the President's Office and the state legislature. The heart of our legislative liaison program is an on-going informational effort through which legislators are kept routinely informed about Edinboro State College students, faculty, programs, special events, and managerial planning. This informational approach is supplemented by personal contacts, including participation by legislators and their spouses in campus events. Wherever possible, the College provides assistance to legislators in the areas of constituent service and issue understanding.

Service to the Community

Edinboro State College takes great pride in its role as a public service institution. It is estimated, for instance, that the College annually provides approximately \$300,000 worth of facilities and services to the residents of the region, while over 85,000 individuals attend a variety of athletic events on campus. Over 5,000 individuals from Edinboro and surrounding communities borrowed materials from Baron-Forness Library during the current academic year, with nearly 900 of these being students and faculty from other area colleges and universities. The College has also developed such special programming services as the reading clinic, the speech and hearing clinic, the mathematics, learning clinic, continuing education opportunities, elderhostel, and Project Enhance for advanced high school students.

Our working relationship with Erie County officials resulted in the selection of the Edinboro State College campus as the site for Erie County Expo '81. Designed to serve as a business, industrial, educational, cultural, and recreational showcase for the County, Expo '81 brought approximately 40,000 external visitors onto our campus during a three-day period in July. Among the participants was the Governor of Pennsylvania, Dick Thornburgh.

In order to ascertain the complete magnitude of our service relationship to the public at large, the Office of Institutional Research and Planning was directed to conduct an institutional economic impact study. This study clearly indicates the vital role Edinboro State College plays in the economic life of not only the community of Edinboro, but the cities of Erie and Meadville as well. A real measure of our significance is seen when we realize that Edinboro's presence is responsible for creating over 3200 jobs, mostly in this region, and for generating more than \$53 million in expenditures throughout the Northwest Pennsylvania area. In a striking way, the Economic Impact Study

demonstrates that, while Edinboro State College is an educational leader in northwestern Pennsylvania, it is an economic leader as well, ranking among the largest industries in this part of the Commonwealth.

Board of Trustees

The Edinboro State College Board of Trustees meets on a monthly basis, with each agenda including both action items and informational-discussion items. It is our policy to have at least one academic, administrative, or student personnel area of the College provide a report at each monthly meeting in addition to the monthly report from the Central Office. These monthly informational reports are supplemented by materials routinely received from the President's Office and other academic-administrative areas.

In response to the interests and desires of Board members, efforts have been made to involve the Board in a working way with the various outcomes of the College. The Chairman of the Board of Trustees, for instance, serves as a voting member of the All-College Planning Team, while individual Board members are actively involved in our various legislative affairs activities.

Overall, we are extremely pleased with the improvements that have occurred in the area of college relations. Levels of public acceptance and understanding have

been improved, as evidenced by the dramatic rise in new student enrollments from the northwestern Pennsylvania area. Identified in 1979-80 as being necessary if the College were to regain its standing among its many constituencies, a comprehensive, public information program has been established. This program has resulted in a greater dissemination of information to our constituencies and has helped to create a closer working relationship with them.

No institution, of course, can continue to be responsive to the interests, needs, and expectations of its constituencies without some knowledge of their views and feelings. In addition to the various surveys which are conducted by the Office of Institutional Research and Planning, we initiated this past year a "Tell It to the President" form. This form was used as a part of our external information program and as part of our students' pre-billing material. With the opportunity to provide suggestions and express concerns directly to the President of the College, nearly 400 individuals (students, parents, and external sources) responded. Each individual received a personalized answer from the President, and an appropriate follow-up to the suggestion or concern was carried out. We will utilize this valuable form of constituent contact and feedback again this year as we continue with our efforts to forge close working linkages with our various publics.



COLLEGE PLANNING

Early in our Administration, it became evident that Edinboro State College needed to improve upon its planning process. In the past, decision-making had often been done on an ad hoc basis without careful planning or an anticipation of consequences. Furthermore, the academic planning effort was not tied closely to the budgeting process and to an overall allocation of institutional resources. The College's structure and organization, designed during the 1960's in anticipation of a continuously expanding enrollment and increasing state funding, had not undergone any serious re-evaluation despite a changed external environment, precipitous decline in enrollment, years of deficit financing, and a deteriorating campus environment. Clearly, there was a need to implement a new and comprehensive planning process.

In an effort to improve the organizational, structural, academic, and financial aspects of the College operation, while simultaneously providing for a more effective delivery of academic services and a more effective usage of internal resources, an ad hoc committee was established to prepare a recommended planning process. This process was intended to specifically provide for: long term institutional decision-making based upon anticipated and planned change; the integration of planning with fiscal affairs, thereby creating the ability to make both short-term and long-range decisions on the basis of existing and projected fiscal resources; evaluation of the institution's organization so that a structure could be developed to allocate internal resources to meet changing student and societal needs; and a corollary re-examination of the College's General Education Requirements and curricular design.

The ad hoc committee produced the *Comprehensive Development Document (CDD)* which included a planning model and a draft mission statement for the College. The planning model contained timelines and a listing of the various committees needed to produce both a Middle States evaluation report and a comprehensive five-year plan for Edinboro State College. This proposal was subjected to widespread campus review, and after appropriate revisions, was granted final Presidential approval in March, 1981.

In January, 1981, the College Planning Team, a broadly based group made up of representatives of the administration, faculty, students, Board of Trustees, and non-instructional employees was appointed by the President and charged with carrying out the provisions contained in the CDD. Enabling each campus constituency to actively participate in the planning process represented still another way that we were attempting to strengthen the collegial process.

One of the actions called for in the CDD was a self-evaluation of departments, other operating units, and degree programs. Through this activity, currently underway, it is anticipated that the programs offered by Edinboro State College will be improved upon, and that

the academic departments and other units will operate in a more responsive and future-oriented way. The instruments to be used in the evaluation of degree programs, operating units, and academic departments were developed by a specially created Evaluation Task Force.

The College Planning Team was also charged with the responsibility of recommending a reorganization plan for Edinboro State College. The College was last reorganized in the Fall of 1969, at a time when enrollments were anticipated to grow to the 12,000 - 14,000 student range and university status was thought to be part of Edinboro's future plans. Subsequent events demonstrated that these plans were unrealistic. In fact, during the 1970's the College suffered a 27% decline in student enrollment. The purpose of the reorganization was to establish a more functional organizational structure and to streamline the College's operations to provide for effective use of personnel, particularly the utilization of faculty in inter-disciplinary ways. Consolidation of several departments will further facilitate the teaching of courses by a more diverse group of faculty, thereby enriching the programs offered to students.

From the very beginning of the reorganization process, the Team requested input from all members of the College community. A tentative organizational plan was developed and presented at several campus hearings. Based upon input received at these hearings, a final reorganization plan was constructed and adopted by the President on April 28, 1981.

This new organizational structure became fully effective with the beginning of the 1981-82 academic year. During the Summer the necessary steps were taken so that the plan could take effect e.g., election of new department chairpersons, re-location of selected faculty and administrators, and modifications of appropriate physical facilities. The Plan called for the elimination of the six previous schools of the College and their replacement by two faculty units: the Faculty of Arts and sciences and the Faculty of Professional Studies. The number of academic departments was reduced from twenty-six to nineteen and the number of academic deans from six to two. In the consolidation within the Administration and Student Personnel Services area three units were established: Student Life, College, and Business Office. All of the necessary administrative appointments have been made to provide leadership for the units created under the new organizational structure.

As the College Planning Team became more involved with the various facets of the planning process, it became evident that Edinboro State College needed to have a clear, and succinct, statement of mission and goals. Although the various publications of the College contain statements of philosophy, these statements do not provide sufficient direction for the various units



within the College. Previous sections of this Report have pointed to the need for the College to have a clear and updated sense of purpose, mission and direction. Thus, the team recommended that a task force be established to develop a statement of mission and goals for Edinboro State College. Again, using the principle of broad representation, a special Presidential Mission and Goals Task Force was appointed in June, 1981. Over the summer, this group worked intensively and developed a tentative statement of mission and goals which was achieved as a result of input from a wide variety of individuals and groups on the campus. It is anticipated that this statement will receive final approval sometime during the Fall, 1981, semester.

In summary, the planning process at Edinboro State College is proceeding as anticipated. It has been characterized by a high degree of excitement, involvement, and participation. Students, faculty, administrators, and other College employees have been given an unprecedented opportunity to have their ideas heard and considered in all of the activities related to the

planning process. The strides that have been made in less than one year have been astonishing. For the first time ever, the College has in place a fully-approved planning process which delineates timelines and activities that will provide a five year detailed plan as well as a Middle States report. In addition, a complete reorganization of the College has taken place. We look forward to 1981-82 and to those planning activities that will enable the College to move ahead in fulfilling its mission.

There can be no doubt that, through careful planning; through innovative academic and administrative decision-making tied to fiscal considerations; through a revised organizational structure maximizing faculty resources and student opportunities; through self-evaluation utilizing combined faculty, student and administrative input; and through an imaginative, well coordinated approach to external relations, Edinboro State College has moved forcefully and effectively in meeting the challenges of the 1980's.

GOVERNOR OF THE COMMONWEALTH

Richard P. Thornburgh

SECRETARY OF EDUCATION

Robert G. Scanlon

BOARD OF STATE COLLEGES AND UNIVERSITY DIRECTORS

Roberta J. Marsh, Chairman

COMMISSIONER FOR HIGHER EDUCATION

James P. Gallagher

EDINBORO STATE COLLEGE BOARD OF TRUSTEES

Harold E. Bell
Paul J. Caron
Herald D. Green
Louise Hamilton
C. Richard Johnston
Lawrence W. Krespan
Eve Y. Murphy, Chairman
Phyllis Sheppard
(one vacancy)

PRESIDENT'S CABINET

Foster F. Diebold President
Robert M. Beagle Executive Assistant to the President
John K. Fisher Executive Assistant for Institutional Research and
Planning
James E. McKinley Vice-President for Academic Affairs
Burton O. Witthuhn Associate Vice-President for Academic Affairs
Robert L. Carothers Vice-President for Administration and Student
Personnel Services
Vincent P. Trotta Associate Vice-President for Administration and
Student Personnel Services

DEANS

Richard J. Gromen Dean, Faculty of Arts and Sciences
George P. Shoemaker Associate Dean, Faculty of Arts and Sciences
R. Harriet Phillips Dean, Faculty of Professional Studies
Martin P. Farabaugh Associate Dean, Faculty of Professional Studies