

# Edinboro State College



Academy Hall - 1857

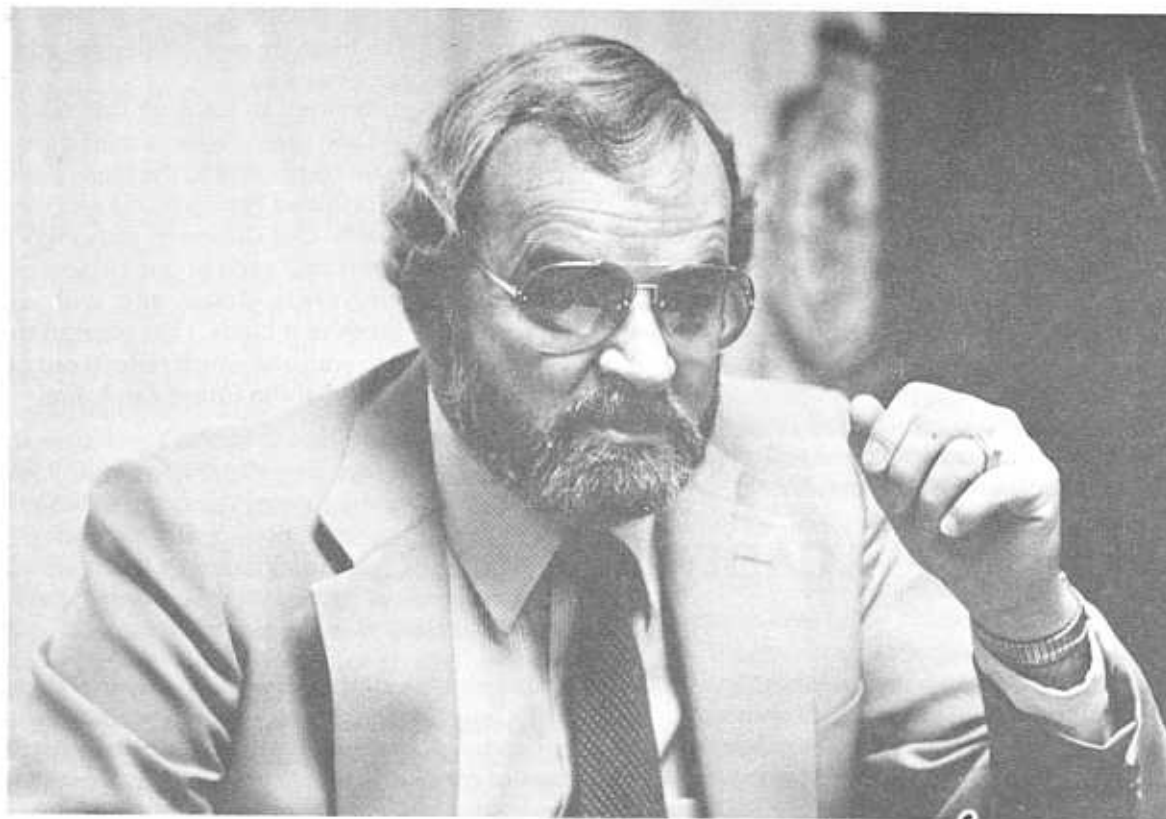
## President's Annual Report 1982



Baron Furness Library - 1976

COLLEGE ARCHIVES

## PRESIDENT'S MESSAGE



*President Foster F. Diebold*

On December 12, 1857 an advertisement in the *Erie Weekly Observer* announced the opening of the Edinboro Academy. Several days later 110 young people took their places in the new two-story Academy Building, where they were met by a principal and two teachers. In its earliest years, the private Edinboro Academy served to educate youngsters. Later, it was established as a state-owned teacher training institution. Over the years, the initial one building Academy evolved through a variety of forms and missions, until today a multi-purpose institution comprised of 5,800 students, 42 buildings, 391 faculty, 107 degree programs, and a 29 million dollar budget now stands. Even with its growth and evolution, however, Edinboro retains the vision which shaped its founding in 1857 - the providing of needed educational services and opportunities to the people of Northwestern Pennsylvania and beyond.

Now, with our 125th year completed, we have made a rededication to this vision. Our evolution from Academy to Normal School to State Teachers College to State College has been completed with the passage of the State System of Higher Education legislation. On July 1, 1983 Edinboro and its sister state-owned institutions will become universities. There we stand, poised for yet another opportunity to influence the educational, cultural, and economic growth of this section of the Commonwealth.

During the past three years, we have continually positioned ourselves to take advantage of this newly acquired status and to fully realize the potential that we have always recognized as existing within us. Our positioning has involved, among other things, a reorganization plan that involved the judicious movement of the talented leadership already available in the College. In each of the three years of my tenure as President, a specific area was designated for strengthening through realignment where necessary and through revitalization to release the tremendous energy of faculty, staff, and students. Those changes have been reported in detail in past Annual Reports, and the progress they have spawned will be further chronicled in this 1982 Report.

Given our past successes and the promising future which lies ahead, it would be easy to become complacent. But to do so, would be a mistake of considerable magnitude. There can be no doubt that for even the most prepared of institutions, the remainder of the 1980's will be difficult. Shrinking pools of young adults, an unsettled economy, changed societal attitudes toward higher education, and tightened resources have all combined to make the future of higher education challenging and difficult. Only proper planning, integrating all aspects of an institution, can provide a necessary, viable response to these forces. Thus, during

the past year, we created a Vice Presidency for Development and Planning which, among other things, has been charged with helping to establish this necessary integrated planning focus.

This planning concept comes at a propitious time in our history. Our response to the factors identified above will help determine, to a large extent, our transition from college to university. As just one example, Academic Affairs working in conjunction with the Office of Institutional Research and Planning is presently undertaking an extensive program review. This review is focusing on both undergraduate and graduate programs in terms of current strengths and viability, as well as projections and forecasts for the future. This examination will, to a great extent, impact on the planning required relative to budget and financial resource-allocation, admissions recruitment, and, perhaps most importantly, the overall direction Edinboro will take in the years ahead. We must, and we will, begin now the process of determining what kind of university we will be and what kind of educational role we will play in northwestern Pennsylvania and elsewhere.

## ACADEMIC AFFAIRS

Given the goals and aspirations set forth in last year's Report, it is no surprise that 1982 proved to be an active, productive year in which the administrative changes discussed last year began to produce important results while also positioning the Academic Affairs area for new thrusts and activities. As examples of these positive changes, the All-College Honors Program continued to gain strength, new programs and activities were added to Continuing Education, comprehensive planning involving all faculty and administrators moved forward in anticipation of the Middle States Association evaluation, review of the General Education program continued and a comprehensive, resourceful plan for dealing with the long standing problem of student retention was put into place.

### Reorganization - One Year Later

The reader will recall from last year's Report that a college-wide reorganization, with a major impact on the Academic Affairs branch of the College, was implemented with the beginning of the 1981-82 academic year. The previous somewhat fractionalized organizational pattern was replaced by a structure consisting of two Faculties (a Faculty of Professional Studies and a Faculty of Arts and Sciences) each with a Dean and Associate Dean. The Dean of Graduate Studies and the Dean of Education positions were eliminated and those functions included in the new positions of Dean of Academic Administration and Graduate Studies, and Dean of Continuing Education.

The reorganization of Academic Affairs on such a large scale required intensive efforts on the part of the

In last year's report to you, I set forth nine goals that I felt were critical for a new beginning for Edinboro. I can happily report that we have met and exceeded those, and have done so in a compressed timetable. This is due, in great measure, to the vitality of a dedicated faculty and staff and a resourceful management team. I continue to believe that Edinboro possesses the strength and the vision to meet its new challenges and to seize upon its new opportunities.

I remain committed to insuring that Edinboro will have a continued and carefully determined growth, and that we will remain responsive to the many needs which will emerge in Northwest Pennsylvania and throughout the Commonwealth. Our university status will facilitate those efforts. I trust that each of our citizens shares my pride in our university status, and will join us in achieving the promise it holds. I am pleased to present this 1982 Report to you, one which reflects our past while contemplating on what the future can bring.

administrative staff to change the course designations, the General Education requirements, transcripting procedures, changes in policies and procedures, and a host of other activities intended to facilitate operations under the new organization. These changes are, for the most part, now completed.

### Program Evaluations

The evaluation of all Teacher Education Programs during 1981 was announced last year, with the results of that evaluation received early in 1982. We are proud to report that all of our Teacher Education Programs were approved by the Pennsylvania Department of Education's Division of Teacher Education. This is a comprehensive evaluation and speaks well for the quality of our programs. The Council on Rehabilitation Education reviewed our Rehabilitation Counselor Education Program and certified it for accreditation as well.

A major project during this past year has been evaluation of all programs and operating units. While this activity is reported in more detail in another section, it should be noted here that this effort is part of a comprehensive institutional planning program which includes preparation for an evaluation in the Spring of 1983 by the Middle States Association of Colleges and Schools.

### New Programs

Throughout the 1981-82 academic year, approval was given by the Pennsylvania Department of Education for three new programs: an Associate of Science Degree



in Medical Technology, a Bachelor of Arts Degree in Anthropology, and a Bachelor of Science Degree in Health Sciences. Since the College already has a Baccalaureate Degree in Medical Technology, the Associate Degree in that area is a valuable adjunct for those individuals wishing to complete a two-year program for employment as a technician. Since the Associate Degree program articulates with the baccalaureate program, students completing the first degree can reenroll and achieve the second degree without loss of credit. With an Anthropology concentration already in place as part of our baccalaureate degree concentration, our new authorization will permit students to achieve an independent Anthropology degree. And since Edinboro has health services as one of its primary missions, the approval of the B.S. in Health Sciences will enable students with specialized professional interests to develop the kind of expertise necessary for graduate level specialization and related career opportunities.

Each year the College submits to the Bureau of Academic Programs of the Pennsylvania Department of Education an Institutional Planning Summary projecting new programs for three years. The response to that Summary included approval to develop new programs in the areas of Nuclear Medical Technology, Fire Protection, Dental Technology, and Liberal Studies. Approval for further development of an M.S. in Allied Health and a B.A. in English/Professional Writing remains under consideration. Specific proposals for implementation of each of the four approved programs are proceeding through the approval bodies of the College for ultimate approval by the President and submission for review by the Bureau of Academic Programs.

In last year's Report we announced the implementation of an academic minors program. This program has proven to be very popular, and an increasing number of students are opting to add a minors program to their credentials.

During the past year, we upgraded our Intensive English offerings for International students. Our foreign students, representing nearly 20 nations, are tested to determine their level of English proficiency and then assigned varying levels of course requirements for improvement of their oral and written English skills dependent upon their levels of proficiency. We believe that a well developed International Education Program adds an important cultural dimension to the programs of the College, and that an Intensive English program is needed to improve the effectiveness of that program.

1982 was the second full year of our Visiting Scholars program, which adds another dimension to our International Programming. During the year we hosted four scholars (representing the fields of literature, history, and physics) from the People's Republic of China. Each scholar not only engaged in research, but presented lectures and seminars on campus. Several of the Scholars have been active in sharing their cultural and professional experiences and backgrounds with off-campus professional and civic groups.



*Mr. Huang Hai Chao is currently serving as a Visiting Scholar from South China Institute of Technology.*

The implementation of an Academic Amnesty policy has given certain students who have been academically suspended for at least one semester, the opportunity to be readmitted on a probationary basis. While the program requires considerable individualized attention, it is proving to be eminently worthwhile by providing an opportunity for students who possess the proper motivation, to achieve degrees when otherwise they would have been denied this opportunity.

### **CONTINUING EDUCATION**

Edinboro has accepted its responsibility to provide life-long educational programs for its constituents. An increasing proportion of our programs are attracting students in the twelve to eighteen year-old group and in the twenty-two years old and upward population. Such programs are not only essential to the continued viability of the College but are also recognized for their benefits to society.

Special courses have been implemented for talented youngsters. These courses are offered on campus during the school week, and occur in conjunction with special weekend and Summer projects. Project Enhance, special computer workshops, and the Edinboro Summer Academy have been instituted to meet the needs of talented young people. Project Enhance is a program designed for junior and senior high school students who wish to pursue educational and cultural programs at an advanced level. These students attend classes and use the facilities of the College on a part-time basis as a supplement to their basic education. A three-credit computer workshop was given for talented high school students during the Summer for which students earned advanced placement college credit. The Edinboro Summer Academy has become a fixture and attracts talented high school youth (from age 10-16) to a program of advanced academic study, cultural enrichment,

and recreation. The Academy conducted two weekly workshops this Summer, attracting 430 students. Because of the high demand for admission to this special program, at least three weekly sessions will be scheduled for 1983.

1982 was the third year for offering special programs for adult learners through the use of unique delivery systems. Our former Project for Adult Continuing Education (PACE) was incorporated into the "Opportunity College". This "College" features, among other things, weekend courses and evening courses held both on and off-campus. Specialized counseling undergirds the delivery system for this program.

Edinboro State College is also offering programs and/or courses at off-campus locations in order to provide educational services to a variety of constituents. On-going programs have been established for the American Sterilizer Company (AMSCO), Hammermill Paper Company, and Hamot Medical Center. Additionally, a wide variety of courses are taught in off-campus locations, largely on a self-supporting basis using Edinboro faculty. We have also initiated a combination correspondence-on-campus delivery system for select courses and select programs. This delivery system has been particularly effective for technicians employed by the American Sterilizer Company (AMSCO) who are pursuing advanced training as hospital equipment technicians. In-service education and training courses are taught on a contractual basis for industries, businesses, governmental agencies, and schools as a component of our Continuing Education program. Negotiations are continuously underway to expand such programs of offerings for constituencies in our service area. The College is also entering its fourteenth year of a program of non-credit Continuing Education courses designed to meet the diverse interests of our adult

constituents. Courses are taught each semester and also during the Summer Sessions.

Our second year of participation in the Elderhostel program was completed during the Summer of 1982. This program, designed for senior citizens, is a combined residency, educational, cultural, and recreational program with participants coming from across the nation. Three weekly sessions with different courses each week were conducted during the month of June. Examples of the courses offered were: *Sky Happenings*, *Common Stock Investment*, *Psychology for Everyday Living*, *Consumer Problems and Issues*, and *The Quest for Extra-terrestrial Intelligence*. The courses, the activities, and the personalized attention received by the hostellers have resulted in very favorable evaluations of the program, and the College is committed to continuing with it in future years.

An analysis of the services and programs provided by the Institute for Community Services as part of the Continuing Education program clearly showed that while those services and programs expanded in recent years to include state-wide and national constituencies, programs designed for constituents within the College's basic service area declined. A reevaluation of the Institute's program has now been completed and available faculty and staff energies will be focused on programs and activities more closely related to our basic service area. The Institute features a speaker's bureau, workshops, educational programs, and publications.

Edinboro State College clearly recognizes that there are many potential constituent groups in its service area which can profit from Continuing Education courses and programs, and we remain committed to the expansion of courses, programs, and services for adult students as part of the life-long learning process.

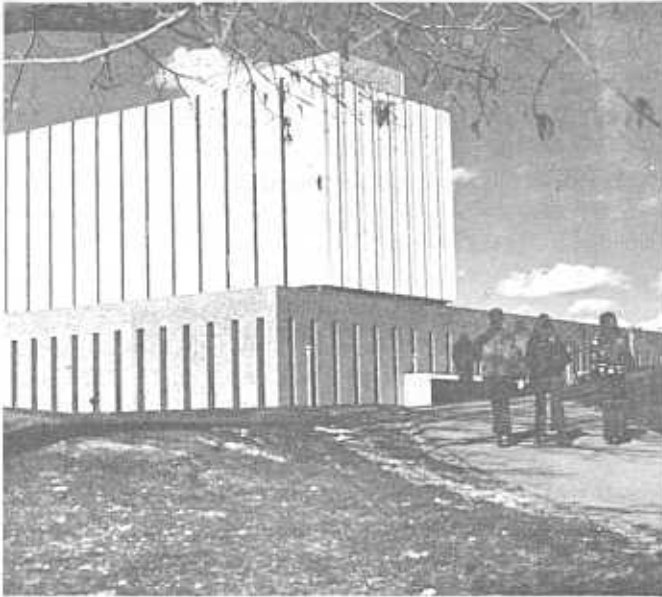
## LIBRARY STATISTICS

1977 - 1982

	Total Volumes in Collection	New Volumes Added	No. of Book Titles Represented by Microforms	No. of Physical Units of Microform 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
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
1981-82	353,914	6,906	68,879	431,029	2,150	13,300	526,898	198,071	1,247,815

\* Does not include fringe benefits

\*\*Redefinition of title count



*Baron-Forness Library*

### **LIBRARY**

The ability of Baron-Forness Library to provide the services and materials needed to augment instruction is critical to the academic reputation of the College. We are, therefore, continuously updating its services and holdings within the budgetary resources available, and during the past year there has been a planned program for increasing library instruction on a multi-level basis from beginning instruction to sophisticated search skills. The College initiated an on-line searching service this year which enables the inquirer to access a large national computer data bank, thus supplementing our own library resources. Requests for materials from other libraries has tripled, largely resulting from our capability to request and receive materials through the On-Line Computer Library Center (OCLC). Some materials were microfilmed this year for inclusion in the College Archives. A new circulation system which is dependent on a microcomputer for operations has been tested and will become operational in early 1983.

### **STUDENT RETENTION**

Throughout my Presidency, I have explained the need for Edinboro State College to provide its students not only with quality educational programs, but with corollary services and activities designed to maximize each student's intellectual and personal potential. Since we have determined that the existing retention rate is unacceptable, a variety of initiatives, involving both Academic Affairs and Student Life, have been developed and put into place. Working on the advice of a specially created All-College Retention Committee, we have put into place a campus-wide early alert system and a follow-up "ferret" activity. The purpose of the early alert system is to identify those students whose behavior suggests they may become drop-outs. The purpose of the ferret component is to establish a coordinated

linkage between each identified student and the total resources of the college in order to avoid, if at all possible, a drop-out situation. The goal established for the first year of operation is to exceed, if at all possible, the average retention rate for the Pennsylvania State College and University System. The responsibility for coordinating this campus-wide effort has been assigned to the Academic Development Center. We believe these efforts will have a salutary effect on retention of students, and we expect that further recommendations from the Retention Committee will result in supplementary efforts which will further reduce student attrition.

### **COLLEGIALITY AND FACULTY-ADMINISTRATION DIALOGUE**

Reliance on the specially created Retention Committee typifies the expanded involvement which standing committees of the College Senate and ad hoc groups have with matters of institutional concern. As noted last year, a strengthening of the Senate through a greater utilization of its restructured committee system, and an overall strengthening of the collegial process has been a primary goal since the beginning of my Presidency. This goal, by all standards of measurement, was achieved with considerable success in 1982. A close and on-going working relationship between the President of the Senate and the President of the College was established; the Senate considered critical issues and forwarded recommendations for managerial consideration on a regular basis; the President of the College was requested to provide specific projects, areas of involvement, and advice to such Senate Committees as Admissions, Computer Use, International Education, Student Life, and Academic Standards. Additionally, and as shown throughout this Report, ad hoc groups have provided faculty, student, and staff input to such vital institutional areas as planning, general education, and the Middle States review process.

Faculty-Administration dialogue has been further enhanced by "Brown Bag-It with the President" sessions. Senior faculty members are invited (in groups of ten) to lunch informally with the President where any topic or issue can be pursued. These "no agenda" sessions, held regularly throughout the year, provide opportunity for mutual understanding and for direct faculty input and suggestion. Campus response to this activity clearly indicates that it has become another important dimension of our emphasis on the collegial process and has served to promote positive relationships between the Central Office and the faculty.

### **CENTER FOR ACADEMIC DEVELOPMENT AND GENERAL STUDIES**

The previously referred to Academic Development Center was created to centralize and coordinate a diverse group of services available to students and to



provide an administrative organization for further development of needed programs and services. As noted in last year's Report, the Center was initiated in 1980 and its operations have increased in scope and in levels of service since that time. Currently the Center includes the Upward Bound Program, the Office of Disabled Student Services, the Act 101 Program, the Trial Admissions Program, the Developmental Studies Program including Tutoring, and the Institute for Talent.

The Upward Bound Program is a cooperative program with the Greater Erie Community Action Center (GECAC), and is designed to augment the education, social, and cultural experiences of economically and educationally disadvantaged youth from the high schools of Erie County. Forty high school students participated in the 1982 Summer Sessions Program which included course work and cultural and recreational activities. Additionally, there were forty participants in the educational program during the regular academic year, a program which involved instruction, tutorial experiences, recreational, and cultural experiences.

The program of services for our disabled student population continues to expand and to improve in quality. The major construction (reported in another section) which is designed to make the facilities of the College completely accessible to disabled students is well underway and should be completed during 1983. Our recreational and athletic programming for severely disabled students included the implementation of a "Wild Wheelers" Basketball team which, among other activities, played a game against a team from the Pittsburgh Steelers. A recreation-exercise room on the ground floor of Shafer Hall is available to these students and is also being used by patients from the St. Vincent's Hospital Rehabilitation Program. Additionally the construction of a new Physical Therapy Center in McComb Fieldhouse is underway. An instructional swimming program was established and a special talent show is becoming popular as an annual event. I.B.M. recently awarded the College a Kurzweil Reading Machine for visually impaired students, and the Westinghouse Electric Company has provided funding for the purchase of exercise equipment for the recreation-exercise room. A recent campus visit and tour of disabled student facilities by Mrs. Ginny Thornburgh has added another dimension to the national reputation which Edinboro has achieved for its disabled student programming and has provided a further inspiration to the more than 300 disabled students being serviced on campus.

Our special Summer Program designed to assist visually impaired students to acclimate themselves to college campus life was again given external funding and involved thirteen students. Negotiations are underway currently with the Office of Vocational Rehabilitation to develop new programs for learning disabled adults and for college-bound severely physically disabled students. Some funding from external sources to support our handicapped programs was curtailed this past year, thus necessitating additional

commitment from institutional resources.

The Act 101 Program obtained its highest level of funding in history from the Pennsylvania Department of Education for the current academic year. This award is indicative of the growth and the impact of a program designed to be of direct assistance to educationally, economically, and socially disadvantaged youth aspiring to a college education. The tutoring component of that program is receiving particular attention in 1983 as we strive to improve our effectiveness in working with students who have particular academic difficulties.

A new program was instituted in the Summer of 1981 and continued in the Summer of 1982 which permits students who did not meet normal admissions requirements to attend Summer Sessions on a trial basis. This program enables us to determine the motivation and aptitude of the students prior to regular admissions. Thirty-six persons accepted our invitation in the Summer of 1981 with twenty-two completing a full year of academic work.

The Developmental Studies Program is one having a course component, an advisory component, and a tutorial component. The purpose behind the program is to assist students with basic educational deficiencies to bridge the gap between their high school education and first level college courses. The program has been staffed by faculty (as part of their full-time loads) who have particular interest in working with students with academic difficulties.

The Institute for Talent was initiated during the Summer of 1982. The first program was a three-week workshop offered to academically talented high school sophomores and juniors. In addition to offering Summer courses and experiences, it is anticipated that a program of advanced placement for high school students, which will involve testing and other supplementary educational experiences, will be implemented.

During the year a new TRS 80 mini-computer was installed for use by the Center for Academic Development, and will be used to maintain student files and to develop computer assisted instruction and computer-based curriculum planning.

## GENERAL EDUCATION

A specially appointed All-College Committee has completed more than two years of study and development of proposals for the revision of the General Education Program. A proposal was reported from the Committee for review by the Faculty and Administration in the Spring of 1982. It is anticipated that the Committee will present a revised report to the College Senate and to the President before the 1982-83 second semester. It is important to note that no specific time line has been established for implementation of the new requirements. Rather, we are concerned that the new requirements be responsive to the best interests of the College and its students, both now and in the foreseeable future. It appears that the format for the Program will include a core of required courses with interdisciplinary course

work as part of that core. It is also probable that there will be some distributional requirements within the program and that a portion of the program will provide elective possibilities for students.

### **HONORS PROGRAM**

Students may qualify to participate in the Honors Program as freshmen if they have high academic aptitude scores and excellent high school records. Students already enrolled at Edinboro may qualify for this program by achieving and maintaining a high quality point average. The scope of this program and the number of students participating in it have improved so dramatically during the past year that the number of students enrolled has increased from 53 to 100. An attractive Honors Scholarship Program and special Honors courses have been implemented and specially designed admissions and public relations efforts should continue to heighten public awareness of this distinctive program. A new National Honorary Fraternity, Alpha Chi, was initiated for junior and senior students. This new organization complements Phi Eta Sigma, a freshmen honorary fraternity.

Independent study continues to be a cornerstone for this program. Talented gifted students have the opportunity to work with interested professors, beyond the scope of regular classes while being required to prepare research papers which promote intellectual growth and inquiry.

While several other Pennsylvania colleges and universities are now creating Honors programs, Edinboro remains in the forefront as an initiator and leader in offering special, innovative programs and services for gifted young people.

The new organization which was implemented last year, and the new administrative alignment to support that organization, promise to provide a functional base for the continued development of academic programs to support the missions of the College. During this period of limited fiscal resources for the support of programs, prudent managerial decisions are necessary to insure the continued viability and reputation of the College's academic programs. We remain prepared to meet these challenges with the full expectation that the reputation of our academic programs will continue to grow.

## **ADMINISTRATION AND STUDENT PERSONNEL SERVICES**

During the past year, the primary goal of the division of Administration and Student Personnel Services was to continue to improve upon the effectiveness of the many new and wide ranging programs put into place during the previous year. While 1981 was a year of great change, 1982 was more a period of consolidation and stabilization of personnel and assignments. Innovative efforts to improve the fiscal procedures of the College and the quality of student life became institutionalized and are now part of the continuing operation of the College.

### **FINANCIAL AID**

Considerable change took place in the Financial Aid area during the past twelve months, a change resulting primarily from the shift in the national philosophy of federal aid to students. Expected growth of Pell Grant resources was eliminated by federal budget cuts while the eligibility criteria for guaranteed loans became more stringent. At the same time, new federal requirements for validation of parent financial data greatly increased the time required to process student financial aid requests.

Edinboro responded to these challenges in several ways. First, the Commonwealth Employment Program was revised to assure jobs to needy students. Secondly, the College continued to expand its own scholarship program, making significant gains in the number of

scholarships available. Thirdly, the college purchased word processing equipment which greatly assisted the ability to respond to increased reporting requirements by federal and state agencies. The result has been that three quarters of Edinboro's students participated in financial aid programs during the past year.

### **STUDENT DEVELOPMENT**

The Office of Student Development, the organization responsible for implementing the programs devised last year to give effect to the new College philosophy of student life, used the past year to move forward fulfilling the institutional commitment on behalf of a new, positive living and learning atmosphere for students. Activities ranged from coordinating a revised student orientation program (which included a far greater proportion of the campus community than ever before) to establishing programs designed to combat problems of alcohol and drug abuse. Through a broad testing program, the staff has attempted to learn more about who students are and what they need. The results of these tests have provided new and useful data to the decision-makers in the Student Life area and have also been made available to the students themselves for use in career planning.

The Career Counseling and Placement Center has direct responsibility for assisting students in making



career planning decisions. In addition to its counseling role, the Center presented two career fairs - the Annual Nursing Career Day and the General Studies Fair. While the national employment picture has been bleak, Edinboro graduates continue to be hired at a rate which exceeds the national average.

Student Activities increased considerably during the past year with better planning allowing for better utilization of space and programming. Among the expanded activities were: films, concerts, dances, carnivals, talent shows, and such outdoor recreational sports as cross-country skiing and white water rafting.

The Student Development Office also has responsibility for the College disciplinary and judicial systems. With the retirement at mid-year of Dean James Harrison, the person who had administered this area for twenty years, the College was faced with a significant challenge. Under the leadership of a new Coordinator of Student Standards, a system has been established which allows students who admit to offenses to deal directly with the Coordinator and other appropriate College officers.

Perhaps the most exciting aspect of the Student Development area in the past year involved the remodeling of the College Union. The College Union should be a place where the educational purposes of the institution can be furthered in a relaxed and informal atmosphere. It should be a place where faculty, students and administration and staff mingle freely, exchanging ideas, opinions and fellowship. Concerned that the Union was not fulfilling those objectives, we set about to create a new atmosphere. With resources provided by Student Services, Inc., the Student Government, and the Commonwealth, and private donors, the College Union first floor was completely remodeled. The results are dramatic, the response has been enthusiastic, and the "new look" promises to achieve the desired results.

### **RESIDENCE LIFE**

Efforts have continued to increase the quality of life in the College residence halls with a primary thrust being an attempt to upgrade the quality of staff performance. Resident assistants, those upperclass students who provide floor by floor supervision, are now being more selectively chosen and an intensive staff training program has been put into place. New programs which promote cultural and social development and awareness were established for the residence halls, while faculty members are offering seminars, workshops, and special interest discussions there as well. The goal in the development of the residence life concept is to make the activities in the halls consistent with, and complementary to, the educational objectives of the College. The work of the resident assistants is enhanced by a once a semester meeting with the President. These meetings represent an opportunity for dialogue and discussion on residence hall life and provide the Administration with valuable input.

### **HEALTH SERVICES**

The mission of the College's Ghering Health Center is to meet the comprehensive health care needs of the student population. Nearly 8,000 patients were examined during the past year, an increase of 20% over the previous year.

The College entered into an agreement in 1981 to establish a satellite mental health care center of Saint Vincent Health Center on campus. This counseling Center is now providing comprehensive psychiatric and counseling services to the Edinboro area. The Family Planning Center of Northwestern Pennsylvania Primary Health Services provides continuing services to Edinboro students through its location in the east wing of the Ghering Health Center. This past year also saw a shift in operating procedure with more emphasis being given to preventive medicine and an early diagnosis of existing problems.

### **FINANCE**

For the second consecutive year, the College budget was balanced, an accomplishment not seen at Edinboro in many years. While the balancing required increased restraint in College spending, careful planning and strict expenditure controls were the keys to meeting the obligations of the College. Among the strategies being employed are a weekly internal budget report to each cost center and a centralized accounting report program (CARP) which ties the institution's accounting office to accounting offices in Harrisburg through a common computer program.

Early in 1982, the business affairs functions were placed into a reorganized structure under the Associate Vice President for Administration and Student Personnel Services. Three separate divisions were established - Revenue, Accounting, and Purchasing. The Revenue Office has improved its provider/consumer relationship with the student body as billing procedures have been improved both in clarity and in timeliness. The Revenue Office is also developing systems for dealing with other clients of the College such as special groups, corporations purchasing educational services and other users of campus facilities and staff.

In the accounting area, improved procedures have been implemented for dealing with the various accounting functions of the institution. Significant success has been realized in improving relationships with banks and other financial institutions. The College's investment program has been revised and is subject to on-going evaluation. Significant changes have occurred in the loan collection function of the Accounting Office in order to maintain the institution's low default rate with student loans.

The changes in purchasing procedures have centered on the restrictions imposed by Act 146. This Pennsylvania Legislative Act, both through its intent and its deadlines, has imposed stringent time tables upon the



*Van Houten Dining Hall (left) and the ESC College Union*

purchasing function. Therefore, a time table of purchasing has been developed to conform to its requirements. The result of this time table is a reduction in the lapse and deficit potential innate in the legislation.

These various activities have allowed our small business affairs staff to compile one of the best records for fiscal management in the state colleges and university system, and have helped Edinboro State College receive commendation for its commitment to fiscal responsibility.

### **FACILITIES**

During the past year, the College has continued its effort to overcome more than a decade of deferred maintenance. With special assistance provided by Governor Thornburgh, a number of critical roof repair projects were begun and a new roof was constructed for Van Houten Dining Hall. While our roof repair problem remains very serious - indeed, roof repairs yet to be completed have been estimated at more than one million dollars - we are beginning to make progress on a problem which had nearly become overwhelming.

This year saw major purchases of furniture for the residence halls and a heightened effort to increase the quality of life for those students residing on campus. Trees and flowering bushes were planted, buildings were repainted and reapointed, and eight new activi-

ties fields plus a new softball field were constructed. These fields have made it possible to increase even further our ability to accommodate visiting athletic teams who were among the 15,000 persons using College facilities this past summer for conferences, conventions, and similar gatherings.

A major effort in the facilities area has been in energy conservation. The Honeywell BOSS energy demand limiting system was installed in eleven buildings on campus with the intent that this system will reduce the College's electric energy consumption by as much as 15%. A campaign to make every member of the campus community more conscious of problems of energy waste has been well received. Our efforts to use the major natural gas deposits beneath the campus to offset our electrical costs continue. There are complex legal and financing problems to be solved in this venture, but we have had excellent cooperation from all levels of state government. We remain optimistic that drilling may occur sometime in the future.

### **AFFIRMATIVE ACTION**

The concept of affirmative action at Edinboro State College rests upon the belief that an institution of higher learning must continually analyze its policies and practices to assure that they promote and facilitate

equity for all groups. Affirmative action involves many aspects of campus life--employment, desegregation of student body and staff, equal opportunity in sports, mainstreaming of disabled students--and as a result must be approached on the basis of a comprehensive, institution-wide program of action.

In the area of minority enrollment, the College continues to achieve its goal of 6%. Minority enrollment has increased from 2.5% in 1975 to 5.8% in 1981. Further progress is reflected in the minority percentage of first-time freshman enrollees; in 1980 it was 7.7% and in 1981 it was 7.3%. Of these groups, 6.3% in 1980 were black and 6.2% in 1981 were black. These two years constitute the first periods in which minority enrollment has exceeded the 6% goal in a freshman class and the 5.4% black goal in a freshman class. Edinboro's success is all the more impressive when placed in a national context since many colleges and universities are reporting a substantial drop in the number of minority freshmen enrolled, especially blacks. The United States Census Bureau, in fact, notes that over the last five years, minority student access to higher education at the national level has flattened out.

While enrollment figures reflect an active and positive recruitment effort, minority retention at Edinboro continues to be the serious concern it is at most other institutions of higher learning. An extensive study of this problem was undertaken during the past year, a study which resulted in a revised minority student retention plan involving all aspects of the College. A key feature of this plan was the appointment of a Coordinator of Student Retention Programs who has a special responsibility for implementing the plan. A college-wide Retention Committee, appointed by the President, continues to address retention problems and to initiate procedures to alleviate those problems; minority concerns are brought to the attention of this group through three of its members: a minority student, a minority staff member, and the Affirmative Action Officer.

Progress continues to be made in the mainstreaming of disabled students. Blueprints for extensive campus modifications were approved by the Department of General Services and contracts awarded in August. These modifications are funded by Act 130, under which Edinboro State College received \$717,000, the largest sum granted to any of the state colleges and university. As noted elsewhere, the College has sought to increase its commitment to the disabled through external support. As just several examples of our concern, we can point to the renewal of the Charlotte W. Newcombe Foundation grant of \$10,000 with an increase of \$5,000 specifically to aid disabled students in meeting the expenses of internships. Further progress was made in meeting the special needs of visually handicapped students when the College was awarded a Kurzweil Reading Machine III by the Xerox Corporation. The KRM, valued at approximately \$30,000, is a computer consisting of an optical scanner, a mini-computer, a keyboard, and a speaker, which reads printed material and converts it into spoken English via a mechanical voice.

In the area of employment, significant progress was made in new hires and promotion. Of the new employees, 66% were women and nearly 11% were minorities. Within faculty hiring, minorities constituted 9% of the total and women constituted 75%. Two women were added to the previously all-male admissions staff. Impressive progress has also been made in providing upward mobility for employees through tuition waivers and workshops. Women employees in particular have taken advantage of this opportunity to gain skills which have aided them in moving from clerical to non-clerical positions. New positions included administrative assistant in the President's Office, public relations director, fiscal assistant and fiscal technician. In addition, the President is engaged in a comprehensive and on-going mentoring process with four women employees in order to assist them in identifying and achieving their professional goals while providing them with background in higher education management.

Clearly, progress has occurred. Affirmative action goals that have been created are being met, and thoughtful consideration is given toward the work which still remains.

**TOTAL EXPENSES**  
\$27,273,971

Telephone \$435,126
Supplies \$855,856
Food \$1,373,798
Electricity \$1,721,809
Other Expenses \$1,412,186
Personnel Cost \$21,475,196

**TOTAL REVENUES**  
\$27,273,971

Other \$597,327
Housing \$1,459,870
Meals \$1,498,150
Instructional \$7,137,325
State Appropriation \$16,581,299



# DEVELOPMENT AND PLANNING

## 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 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 and Planning has been combined with the Computer Center and other units of the College into a new administrative unit under the Vice President for Development and Planning. As expected, this approach 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, including preparation for Middle States re-accreditation,
- c. the development and maintenance of a management information system,
- d. an integrated institutional approach to the development and planning for this institution,
- e. 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 the many which were published during the past year:

#### 1. Fall, 1982 Incoming Transfer Survey

Edinboro State College is attracting an increasing number of transfer students who might have otherwise enrolled in private or other institutions of higher education to complete their degrees. This study was undertaken to obtain information that would be of value in the College's admissions/marketing thrust. The study sought to obtain information from new transfer students concerning which colleges/universities they previously attended and the major reason they chose to transfer to Edinboro State College.

Transfer students were interviewed by OIRP and Admissions Office staff and the major findings were as follows: (1) the largest percentages entered the following curricula: Computer Technology/Computer Science, General Studies, Economics/Business, and Biology; (2) within Pennsylvania, 23% of the students transferred from private colleges, 18% were from the state-related universities, 12% were from other state colleges, and 14% were from out-of-state institutions;

and (3) the major reasons for transferring to Edinboro were as follows: quality/variety of curricula, desirable location, reasonable cost, and influence of family and friends.

#### 2. Study of the Fall, 1980 "No Show" Freshmen

The Office of Institutional Research and Planning is engaged in a series of studies to determine the reasons why students who applied and were accepted by the College did not matriculate. The above study has now been completed and the major findings are reported in this section. Other studies in this series are reported in the next section.

Each freshman who applied, was accepted, but did not enroll at Edinboro State College for the Fall of 1980 was contacted to determine why he/she did not enroll. Major findings from this study were as follows: (1) nearly 90% of these students applied to other institutions in addition to Edinboro State College -- allowing them to be classified as "multiple applicants"; (2) these students were accepted by 91-100% of the other institutions to which they applied; (3) when asked why they chose another institution over Edinboro, closer location to home was the number one choice of respondents (over three-fourths elected to attend institutions within 100 miles of their home).

#### 3. A Comparison of Edinboro State College with Selected Institutions Within the Pennsylvania State College and University System

Since Edinboro State College is presently one of fourteen members of the Pennsylvania State College and University System, we believe comparative data could be useful for the purposes of institutional self-analysis and overall planning. Thus, we have completed a study comparing Edinboro with institutions similar in size within this System. The study presented an analysis of 1980-81 data and selected findings are as follows: (1) Edinboro State College had the smallest number of support personnel in the clerical/secretarial, technical/paraprofessional, service/maintenance and skilled crafts areas of similar-sized institutions; (2) the College was highest in the number of students per support personnel and lowest in the number of students per faculty; (3) within the system, Edinboro expended the highest proportion of its budget for instruction and the lowest for physical plant and student services; and (4) the instructional cost of producing a credit at Edinboro was second highest of the eight comparably-sized institutions.

#### 4. Characteristics and Attitudes of Entering College Freshmen Fall, 1981

The Office of Institutional Research and Planning provided detailed analysis of a study conducted by the American Council on Education of students who entered U.S. colleges and universities in the Fall of 1981. Major findings were as follows: (1) the overwhelming majority of entering college freshmen were 18-19 years

old, white Caucasian and came from 1/5, 2/5, and 3/5 of their high school classes; (2) nearly two-thirds attended a college within 100 miles of their homes; (3) nearly one-half indicated parental incomes between \$15,000 and \$34,999 annually; (4) the occupation of their fathers' in rank order were as follows: businessman, skilled worker, engineer, semi-skilled worker; and (5) the mothers' occupation included: homemaker, clerical, business, educator, and nurse. This study provides information that is of value in comparing entering freshmen at Edinboro State College with the national group.

The following studies are currently underway and are nearing completion:

5. 1982 Survey Concerning Reactions to the Edinboro State College Brochure/Sound Sheet

In the Fall of 1982, a brochure and a sound sheet providing information about Edinboro State College was mailed to approximately 40,000 high school students who had taken the Scholastic Aptitude Tests in the Spring of 1982. The Office of Institutional Research and Planning drew a random sample consisting of 2,000 individuals to be contacted to obtain their reactions to these materials. OIRP, with the assistance of a senior sociology major, designed a detailed questionnaire which was sent to these individuals. The major thrust of the study is to discover how secondary school students reacted to these materials and to obtain their suggestions for improvement. Since special post cards were enclosed with the brochure/sound sheets, it will be possible to determine which inquiries directed to the Admissions Office came as a result of this mailing.

6. Study of the Fall, 1981 "No Show" Freshmen

The above study is a replication of the 1980 investigation described in the previous section. The data has been processed and the study findings should be available early in 1983.

7. Studies of the Fall, 1982 "No Show" Freshmen and Transfers

A number of investigations are underway regarding the above groups. In the first study, all students who made advance payment and who did not matriculate are being contacted by telephone to determine what they are currently doing and why they did not choose to attend the College.

The second study involves contacting a random sampling of freshmen who applied, were accepted, but did not matriculate for the Fall of 1982 to determine why they did not attend the College and what they are now doing, e.g. attending another institution, military service, etc. The third study is similar to the second, but in this case, a random sampling of transfer students is being interviewed. For the fourth study, during the Summer of 1983, all "no show" freshmen and transfers, not covered in previously-mentioned studies, will be contacted with a detailed questionnaire to obtain information of the type gathered for the 1980 and 1981 groups described earlier.

8. Factors Involved in the Selection of Edinboro State College by Fall, 1982 Freshmen

A study is being conducted by OIRP of reasons why members of the entering freshmen class for the Fall of 1982 chose Edinboro State College. In addition, parents are being contacted to obtain reasons for their endorsement of this institution. This study will also obtain the views of these students concerning the positive and negative aspects of the College now that they have been here for several weeks. The findings will be made available for usage in both Admissions recruitment and academic retention planning.

### Management Information System

One of the responsibilities of the Institutional Research and Planning Office is to work with the Office of the Vice President for Development and Planning and the Computer Center in the establishment of a comprehensive management information system. The first step in the 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 and 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.

The Admissions Office reporting system was chosen as a primary data base for the Management Information System. Because these figures impact on academic planning in terms of scheduling and course offerings as well as fiscal affairs and the dynamics of budgets driven by enrollment, the accuracy and timeliness of this information is of paramount importance. A computer generated report will display the complete status of the current enrollment data. An additional feature will be an academic profile by program to assist in planning by academic managers. As a data base is developed over a time period, forecasting accuracy will be improved.



## COMPUTER CENTER

During the past year the Computer Center:

- a. provided computing resources and services to approximately 2830 students (duplicated count). This represents a 47% increase over the previous year, and the Center now serves over 30% of the total undergraduate student body,
- b. initiated the installation of a microcomputer lab to supplement the instructional computing resources and for development in the areas of word processing and data collecting,
- c. completed 72 systems/programming requests, one of which was the successful implementation of the On-Line Scheduling System, including master schedule creation/updating and drop/add processing,
- d. provided service to 42 local area agencies, groups, educational institutions and businesses,
- e. working with the Computer Management Review Committee, developed a comprehensive multi-year computing plan for the College,
- f. continued extensive long-term redesign of the College's Management Information System in order to provide greater integration, security, accessibility, and response.

### Plans for the Future

In the introduction of this section, five basic functions were outlined for the Office of Institutional Research and Planning and, as the reader can see, substantial progress continues to be made toward fulfilling each of those functions. With a Middle States evaluation process moving toward its final stages, and with a new statement of institutional mission and goals in place, it is now time to turn our planning activities to the future. Specifically, a major thrust of OIRP will be to provide important assistance to the Executive Management Team as it finalizes a new five-year plan for the College, one which is carefully tied to the academic program review now taking place. This five year plan will account for the perspective derived from the Middle States review and from the suggestions brought forward by the College Planning Team by, among other things, building upon the statement of mission and goals.

## COLLEGE PLANNING

Previous Annual Reports have spoken to the need for more effective planning at Edinboro State College. During 1980-81, we accepted a *Comprehensive Development Document (CDD)* which included a planning model and a draft mission statement for the College. The CDD, which was developed by a specially-appointed ad hoc committee, contained timelines and a listing of various committees needed to produce both a Middle States 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 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.

As a result of the work of the College Planning Team, which recommended selected actions to my Office, the College was reorganized effective with the beginning of the 1981-82 academic year. The 1980-81 Report provided detailed information concerning the rationale for the reorganization, the process followed, and anticipated benefits of this action.

As the College Planning Team became more involved with the various facets of the planning process, it was evident that Edinboro State College needed to have a clear and succinct statement of mission and goals. This statement was needed to provide the College with a clear and updated sense of purpose, mission, and direction. The previous report provides information concerning the special Presidential Mission and Goals Task Force. Again, using the principle of broad representation and widespread campus involvement, a statement of mission and goals for the College was developed. On October 30, 1981, this statement was officially approved.

Edinboro State College, through its planning model, is preparing both a Middle States Report and a Five-Year Plan. Combining these processes will achieve maximum efficiency of our human and other resources. In preparation for these activities, a special Evaluation Task Force was appointed, which was broadly representative of the College community. This group developed instruments which were used by academic departments and other operating units in their self-evaluation and planning activities. Prior to their use, these instruments were recommended to my Office by the College Planning Team and were approved.

In October, 1981, the College Planning Team recommended to my Office personnel to serve on the various Middle States Committees which would write chapters of this report. After approval, the committees began the task of obtaining information and writing draft chapters with the Office of Institutional Research and Planning providing the leadership and support for these groups.

In December, 1982, a draft Middle States report was submitted for review and reaction by the College community. This report will be revised by the College Planning Team and submitted to the President. After consultation with the Board of Trustees, College Senate, and other appropriate individuals and groups, we will forward the report to Middle States, during February, 1983. In April, 1983, a visiting team, appointed by the Commission on Higher Education of the Middle States Association of Colleges and Schools, will visit Edinboro



State College to verify the contents of the report and to develop an accreditation recommendation.

Along with the previously described activity, the College Planning Team will be considering the information obtained from operating units, academic departments, and other sources in order to offer suggestions and recommendations regarding what kind of institution Edinboro should be in the years ahead. As the Executive Management Team, composed of the President and three Vice Presidents, moves forward developing the working activities and assumptions lying behind the challenge and opportunities which lie ahead, a final five-year plan will evolve. The College Planning Team will provide important recommendations for determining Edinboro's future rank and role as a public university.

In summary, the planning process at Edinboro State College is proceeding as anticipated. 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. There has been a high degree of involvement, excitement, and anticipation. The College has in place a planning model which will produce a Middle States report and a five-year plan which stakes out future directions by tying together academic programming, financial resources, admissions recruitment, and overall institutional capabilities. It is clear that the groundwork for careful and effective planning, that has been laid over the past two years, is beginning to pay off in helping Edinboro State College move forcefully and effectively in meeting the challenges of the 1980's.

### ADMISSIONS

In July, the Admissions operation became part of the newly implemented Development and Planning Vice Presidency. Even before this, other important changes had occurred. Two new recruiters were employed, thus enabling the College to more effectively and efficiently cover its basic service area, while developing new market areas as well. The result of this effort was clearly one of the most complete recruitment efforts ever attempted at this Institution. Some 27 counties of the Commonwealth had every secondary school within its boundaries visited by an Admission's representative at least once during the year. Many more counties had their principle secondary schools visited, and increased attention was given to the neighboring states of Ohio and New York.

Adding to these activities were participation in over 50 College Fairs. One of the most important of these was held in our own McComb Fieldhouse in cooperation with the Erie County Guidance Counselor Association. This Fair attracted more than 5,000 students and over 100 colleges and other post-secondary schools.

All of these efforts, coupled with visits and counseling sessions with community colleges, county guidance counselor meetings, and renewed vigor in display materials at major athletic and cultural events at the



College itself, produced one of Edinboro's best recruiting years, with nearly 1,600 new students arriving on Campus this past September.

Important to the underlying service philosophy of the College is the regional distribution of the new freshman class. For the second year in a row, Erie County leads all others in providing new students. The counties of Warren, Crawford, and Mercer also increased in student counts, demonstrating their awareness of Edinboro as a higher education resource, and their confidence in our ability to deliver a high quality experience. Allegheny County continues to provide a high percentage of students, and it is also important to note that for the first time ever, the number of students from Central and South Central Pennsylvania increased, thereby adding to the geographic balance of the Institution.

Over 20 new foreign students joined the Edinboro student body this year. As noted in the Academic Affairs section, the cultural exchange and on-going dialogue between foreign and domestic students contributes greatly to the total experience of the undergraduate. Students from Sweden, Nigeria, France, China, Japan, Venezuela, and Pakistan are but a few of the countries represented in this international community. Joining with our Visiting Scholars, they give willingly of their time, and regularly participate in all phases of the academic, cultural, athletic, and social life of the College community.

Admissions at Edinboro is an on-going process. Even while one class is being registered, the next class is already being formed. Under its new reporting line to the Vice President of Development and Planning, the Admissions Office is undertaking a self-study looking toward a developmental process that will improve its internal and external efficiencies.

During the past academic year, direct mail-response campaigns were tested in a variety of situations. Working through a Presidential Task Force, studies were made with the goal of a complete marketing plan being in

place for the 1982-83 recruitment effort. As a result, market-tested, direct-response mailing will be used in the current recruitment year. This plan is integrated with radio, television, and print media advertisement, and is designed to give the prospective student sufficient information in order to make a positive decision for Edinboro.

A key component of our 1982-83 marketing effort will be a specially designed sound recording, which was mailed to more than 40,000 students this past September. The recording, in an attractive folder, was created entirely from resources and persons on Campus, and made use not only of the talents of campus individuals, but alumni as well.

The Admissions data has been designated a base in a newly implemented Management Information System. This data base will be used by a variety of managers to forecast budgets, academic program needs, and a host of other projections necessary to operate the institution at a high level of efficiency. Its inclusion in the Development and Planning division demonstrates the manner in which this integrated approach to planning will be of long term benefit to the university, and also indicates how long-range planning, itself, will become a key characteristic of the Admissions operation.

#### **COLLEGE RELATIONS AND DEVELOPMENT**

In a continuing effort to increase public awareness of Edinboro State College, the College has implemented a realignment that moved the Public Relations and Publicity area into the Development and Planning enterprise. The College has many internal and external constituencies, who need to be continually kept informed. Because of the great diversity of this clientele, a variety of approaches to public information must be taken.

In the area of publications, Edinboro is producing attractive and effective brochures of high quality and new marketing thrusts. The acquisition of a new typesetting machine has enabled the institution to turn out materials of a professional nature. Special publications include the monthly "ESC Thought You'd Like To Know" devised for external constituencies and the monthly "Administrative Update" devised for all campus employees and prepared by the President's Office.

The electronic media has been utilized at a considerably higher level during the past year. In an effort to target specific groups, both radio and television messages are created for the different listening and viewing audiences. An important sidelight to these messages is that they were entirely produced on campus through the College Film Unit and the Public Relations Office.

With the rise of importance in the Continuing Education endeavor and its outreach efforts, considerable work has been done to promote their programs to industry and extension centers. A monthly advertisement has been prepared for each issue of the "Erie Story" Magazine, which focuses on some facet of Edinboro's industrial services. These advertisements

have been acclaimed by many, and have resulted in a series of posters which are found on bulletin boards of many production areas of Erie and Crawford County industry.

The on-going program of news releases to local papers concerning faculty and student achievements has met with wide acceptance by the print media. Over 800 stories of this nature were released last year, and have served to heighten the overall awareness of the accomplishments of Edinboro. These news stories have been supplemented by a special series entitled "What's it Like to be an Edinboro Student?" spotlighting student's achievements, desires, and perceptions and by a complementary series entitled "Focus on Faculty" which spotlights distinguished faculty research and teaching achievements.

The celebration of Edinboro's 125th anniversary began in February with an inaugural dinner. Over 300 people attended this affair, including leading industrial, governmental, educational, and business leaders from our four-county service area. Special year-long anniversary projects included a commemorative plate depicting Academy Hall (Edinboro's first building), an anniversary calendar (containing drawings of twelve of Edinboro's buildings), and a guest lecture series involving speakers from the arts, science, and industry.

All of this, combined with a revised speakers bureau, an Annual Legislator's Day, a Legislative Information Program, and a variety of promotional activities on behalf of specific College activities, have served to make this past year one of the busiest and most productive years in the College's history of Public Relations' efforts. As we approach university status, it will be continually important to emphasize the academic excellence and related services found at Edinboro State College.

#### **ATHLETICS**

Behind new, aggressive leadership, Edinboro State's athletic program enjoyed an exceptionally successful 1982 sports year that saw our men and women student athletes bring national recognition to the College while numerous organizational changes and innovations paved the way for an exciting intercollegiate sports future. Increased emphasis on fund raising to provide a sound scholarship foundation has become a top priority so that Edinboro might remain competitive in a conference which is fast becoming one of the most highly respected among NCAA Division II schools. We have continued to maintain our on-going commitment of providing a well rounded, quality athletic program which is responsive to the particular interests of our student athletes, the general interest of the student body and expectations of the various publics we serve.

Through various sports promotions and private donations more than \$160,000 has been raised during the past year to assist athletes who participate in Edinboro's 16 men's and women's intercollegiate sports. Newly created organizations such as the Century Club



and the Curly Halmi Fund along with numerous other athletic activities provide additional financial support.

One of the most significant events in the school's athletic history took place this past spring with the establishment of the Edinboro State College Athletic Hall of Fame. It was created to honor ESC men and women athletes who distinguished themselves in the field of athletics at Edinboro either by virtue of their performances on athletic teams or by meritorious service on behalf of Edinboro's athletic program. Eighteen individuals were inducted as charter members at the prestigious ceremony which was attended by more than 500 people. Sox Harrison, who gave 34 years of service to Edinboro as an athletic director, coach and physical education instructor, received special recognition at the event as the Hall of Fame's first inductee.

Numerous physical changes took place in the building which serves as the heart of Edinboro State's athletic program - McComb Fieldhouse. Two new trophy cases were constructed in the Fieldhouse lobby while the gymnasium floor was completely refinished and decorated. Four new Nautilus exercise machines have been installed in the fieldhouse weight room and a new security system utilizing student monitors is in effect throughout the facility seven days a week. In addition a women's softball field has been constructed and several new athletic fields have been added to accommodate an anticipated 20 pre-season football teams.

Edinboro's long standing competitive tradition has continued itself throughout the year as Fighting Scot men and women athletes maintained their winning ways. Enroute to a spectacular 22-8 season record, the men's basketball team captured the Pennsylvania Conference's Western Division title and then won runnerup honors in the NCAA Division II East Regional hosted by

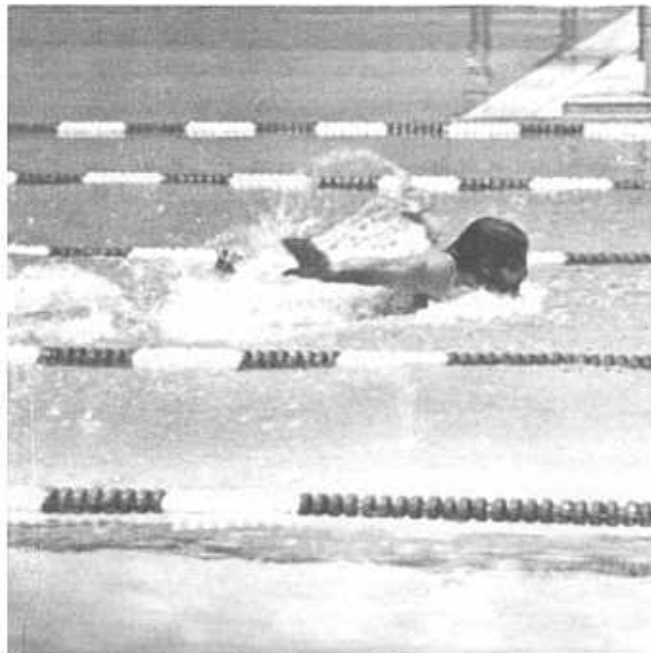
Edinboro State. Head Coach Guy Conti was chosen by his conference counterparts to receive PC Coach of the Year honors. The Fighting Scots football team also claimed a divisional championship this past fall and was just edged, 24-22, in its quest for the Pennsylvania Conference crown. Numerous post season team and individual awards of national accord were bestowed and Head Coach Denny Creehan was voted Pennsylvania Conference Coach of the Year by his peers. On the strength of an impressive 31-10 record, the women's volleyball squad annexed an unprecedented third straight Pennsylvania Conference championship and then earned a berth in the NCAA Division II Regional Tournament hosted by Coach Patrick McLane's Lady Scots. Coach Doug Watts' men's cross country team pushed the Scots even further into the national limelight as senior Greg Beardsley won the NCAA individual championship and led an ESC team that finished ninth in the country. Edinboro athletes were collectively quite successful as they combined their talents for a 123-105-3 overall record.

In a major move to enhance both its status and operational effectiveness, the Pennsylvania State Athletic Conference, comprised of Edinboro and its 13 sister institutions, created a commissioner's post to provide the members with a chief administrative representative. Charged with the responsibility of promoting PSAC programs and activities at the state, regional and national levels, the commissioner will serve as the chief liaison officer between the PSAC and the state college and university presidents while also coordinating championship events for the 19 men's and women's sports of the participating schools.

In a continuing effort to enhance Edinboro's inter-collegiate sports program and provide maximum service to the students and the public, athletics has been placed in the new division of Development and Planning at the College. This move facilitates increased cooperation among athletics and such key related areas as Alumni Affairs, External Development, and Public Relations/Institutional Promotion. We are extremely pleased with the various changes which the athletic program has undergone, and we continue to recognize athletics as an integral part of the educational process at Edinboro.

#### EXTERNAL RESOURCE DEVELOPMENT

An exceptional charitable tradition exists in the United States. It has led to the successful funding of educational institutions, international relief programs, and charities far beyond the experience of any other nation in history. Because of the long-term growth of public education, publicly owned and operated institutions often did not enter the scramble for grants and did not, therefore, share in the tradition. The ESC Development Office is now charged with helping to alter the public perception of giving to this College, and of directing agents, gifts and awards from external and internal sources. To overcome the inertia of the past, the Development Office seeks new ways of obtaining funds.



The pool in McComb Fieldhouse features underwater sound and lighting systems, diving tank and one and three-meter diving boards.





*The Wild Wheelers, a wheelchair basketball team, are just part of the Disabled Students Services program at Edinboro.*

The office supervises all fund raising by faculty, staff, students and friends which take place in the name of the College. Many approaches to federal and state agencies, private foundations or friendly groups are initiated by the Development Office and all college applications are reviewed prior to submission so that a coherent and consistent vision of our efforts are presented to potential supporters.

One concern, through this year, has been to upgrade our abilities in the entire external resource development area. This is not only a matter of achieving a higher level of self-sufficiency, but also of becoming more responsive to the needs of our region. Our success can be measured by the increasing public and private support for our efforts.

We are continuing to place emphasis upon all kinds of scholarship funds, since this will affect Edinboro's ability to attract and retain outstanding students. During this past year, the Development Office conducted an ongoing series of fund raising campaigns. For the first time, the Erie County professional community of doctors and attorneys were approached to contribute to the Pre-Law and Pre-Healing Arts scholarship programs at the College. This was matched with an internal fund raising program called "Dollars for Honors," drawing upon payroll deductions from faculty and staff. A combination of individual donors, faculty, staff and civil service employees now support more than a dozen scholarships at ESC. The College was also the recipient of its largest gift in recent history, when the estate of Grace Crowe provided more than \$100,000 to be added to the College Endowment Funds. The Athletic Scholarship Fund, which did not exist prior to the 1981-82 academic year, now has accumulated nearly \$100,000 through the support of alumni, friends of the College and area businesses.

As noted elsewhere, 1982 was the 125th anniversary of Edinboro State College and many local businesses gave support to the College in a variety of ways. The various anniversary celebrations were assisted by gifts from the House of Edinboro, General Telephone, Student Services, Inc. and the Edinboro Alumni Association, while the Sears and Roebuck Company provided paint for the restoration of Academy Hall, the original building on the College campus.

Additional gifts were forthcoming for a variety of those projects. Included were donations from several hundred individuals and companies to establish an athletic scholarship in memory of Mr. Curly Halmi, an Edinboro businessman and long time friend of the College, who died in an accident in 1981. Additional gifts have been provided for internships and scholarships by AMSCO, Marine Bank, and Student Services, Inc. AMSCO also provided the College with surplus materials for use by the Biology Department, while Hamot Hospital in Erie offered hospital equipment, which has been utilized by the Hospital Equipment Technicians program.

Although the Disabled Student Program has been detailed elsewhere in this report, it should be noted here that support for this program has come from special grants received from the Pennsylvania Office for the Visually Handicapped, the Xerox Corporation (which provided a Kurzweil Reading Machine), and the Newcombe Foundation of Princeton, NJ (to support internships and special aid to the handicapped). The Blaisdell Foundation and Westinghouse Educational Foundation of Pittsburgh made contributions which helped us equip an exercise facility for the disabled.

The Erie Community Foundation provided \$5,000 to buy equipment which will be the first stage of a new program to train students in the operation of micro processors.

A summer food grant was also awarded to support the summer Upward Bound program on the campus. Small awards have also been forthcoming to assist in the development of an educational computer center, while the activities of several individual faculty members were supported through the Pennsylvania Humanities Council.

The advantages to Edinboro State College of the broad support which it is receiving is quite obvious. In addition to the more than \$600,000 of goods, services, and cash donations received during the past year, the College has achieved a new stature and recognition. These awards present an opportunity to strive for excellence, support, scholarly work, provide for distinguished students, and generally improve the welfare of the intellectual community which is Edinboro State.

As indicated at the outset of this section, the challenge of organizing and operating a state college Development Office is to overcome the wide-spread belief that state-owned institutions are supported at the public level and, therefore, do not need the support of individuals and corporations. As a new enterprise, Edinboro's development program is still in early stages

of growth, as shown by a limited staffing situation. Since businesses, industries, foundations, and government agencies increasingly find Edinboro graduates well educated and our faculty responsive to local, regional, and national needs, we feel certain support for Edinboro's development efforts will continue to expand.

### ALUMNI AFFAIRS

The Edinboro State College Alumni Association has experienced a year of transition and development in its program of increasing strength. It has gone from an organization essentially waiting for things to happen (to which it can respond), to an organization which seeks new areas where it can provide services to Edinboro alumni and to Edinboro State College. This improved responsiveness is being achieved as a result of improved communication with Alumni, greater efforts by the Alumni Board, and more aggressive fund raising efforts.

College support of the Alumni Association has been notable during the past three years. In addition to the Director of Alumni Affairs, the College provides office space in Academy Hall, a professional secretary, and a budget to cover office expenses. Since alumni can play an important role in student recruitment, external financial support, and general public relations, the College commitment is designed to strengthen the Association, thereby providing for a healthier college environment. As evidence of this commitment, Alumni Affairs has been given an important position under the newly created Office of the Vice-President for Development and Planning.

One of the most important activities of the Association has been to expand its scholarship support for Edinboro students. During 1982, a fifth alumni scholarship was added to the annual program. Additionally, a special donation from Mr. Frank Hawthorne has resulted in the implementation of a Hawthorne scholarship for a Math and Computer Science student, and Mr. Hawthorne has endowed a second scholarship for 1983. When added to the "Butch" McBride athletic scholarship, the Alumni support of Edinboro students is seen to be quite extensive.

Other Alumni contributions to the College have included a grant to the Baron-Forness Library, contributions to Cultural Affairs programming, and the providing of assistance to various academic departments and athletics. Money was also provided to support the opening of the Athletic Hall of Fame.

Many of these improvements are due to new success in obtaining financial support from alumni. Our first ever Phone-A-Thon drew wide support from student and faculty volunteers, raising nearly \$30,000. The class of 1932 made a special 50-year gift to the College, and many alumni have given generously of energy, time, and ideas.

During 1982, the Alumni Office acquired equipment to improve the efficiency of mailing and office operations. A computer terminal now ties the Alumni Office directly into the college main computer, allowing

for rapid updating of office files. The Association purchased an inserting machine, a labeler, and a copy machine which serve to speed up the process of labeling and mailing the more than 100,000 pieces of mail passing through the Office every year. The offices have moved from the second floor to the first floor of Academy Hall to simplify the handling of newspapers and mailers.

The attractive new format for the *Alumni News* has caught the attention of many alumni and the flow of information about their family experiences and job development has increased. Computerization of our files has resulted in a better understanding of alumni needs.

The Association still has much work to do. It is seeking to continue the expansion of activities by local chapters. While the number of donors nearly tripled during the past year, and the amount of money collected in the fund drives nearly doubled, the Association plans to significantly increase both donors and dollars collected in the coming year. As the flow of funds increases, the ability of the Association to direct more substantial resources to all areas of the College will increase. 18,000 Edinboro Alumni spread throughout Pennsylvania and 49 other states represent a significant group in the ongoing development of their communities and Edinboro State College. They will play ongoing roles in recruitment, scholarships, continuing education, and program development.

### COLLEGE/COMMUNITY RELATIONS

Edinboro enjoys a special relationship with the Community in which it is located. Interaction between the College and the Borough is at a high level of communication and mutual assistance. Participation on the various campus committees by members of the community is complemented by the active involvement of College personnel in local governmental bodies. Ongoing contact between Borough and College officials is supplemented by regular meetings between top College management, including the President, and Borough Council.

The second annual Edinboro State College Community Conference, sponsored by the Speech Communications Department, brought this special relationship into focus. Its natural extension was begun this year by participation of government officials from county government, as well as business leaders from the Erie Chamber of Commerce.

Recognizing that each political entity cannot stand alone, cooperative efforts have been extended by the Borough of Edinboro, the General McLane School District, and Edinboro State College. The sharing of police department resources, as well as the annual high school commencements held each spring in the Fieldhouse, are two visible examples of this spirit. It is a desirable relationship coveted by every college or university, but present in only a few.

It has been long recognized that Edinboro State College is an institution where large numbers of citizens

have received a quality education. However, the College's role as a provider of jobs and its economic impact has received less attention. To that end, the Office of Institutional Research and Planning was commissioned to conduct an Economic Impact Study. Following is a brief summary of the findings of that study: the College has an economic impact of \$53.1 million annually; College employees, visitors, students, and the College itself directly expended \$26.6 million and this amount had an impact far greater than its original value through the "multiplier effect" (money that is respent); the College's presence was responsible for approximately 3,206 jobs and with the addition of student employees, this increased to 4,865 jobs; College employees had on deposit approximately \$3 million in local financial institutions; and an estimated 94,555 persons attended cultural events, athletic contests, and other activities on campus, also adding significantly to the economic impact of the College. Clearly, Edinboro State College is one of northwestern Pennsylvania's leading educational, economic, and cultural resources, one which is continually aware of its role and the cooperative, supportive relationship it must maintain with its local constituencies.

#### LEGISLATIVE LIAISON

Recognizing that the welfare of public institutions is critically dependent upon positive legislative understanding, special efforts have been made to develop a close working relationship between the President's Office and regional legislators. The major focus of these efforts is the providing of assistance to legislators in the

areas of constituent service and issue understanding by responding promptly to legislative inquiries and expressions of interest. Legislative interests and concerns are also attended to by the providing of information about Edinboro State College students, faculty, programs, service, and managerial planning. Legislators and their spouses enjoy standing invitations to participate in a variety of campus events and activities.

#### BOARD OF TRUSTEES

The Administration of Edinboro State College prides itself on maintaining productive and routine interaction with the Board of Trustees who meet on a regular basis, with each agenda including both action items and informational-discussion items. At least one academic, administrative, or student personnel area of the College reports at each meeting in addition to a report from the President's Office. These 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 various legislative affairs activities. Board members assume a key role in the many official functions held on campus, and are routinely called upon to help represent the College at various off-campus functions.





Recently, the Board began a series of deliberations designed to focus and improve its operating procedures by recodifying its by-laws. In anticipation of a greater degree of autonomy connected with university status, and as part of the continuing effort to involve Board members in the managerial oversight of the institution, it was felt new by-laws and the adoption of select standing committees would be appropriate at this time.

Under provisions of the legislation for university status, the current Board of Trustees will become known as a Council of Trustees consisting of eleven members, at least two of which will be alumni and one an undergraduate student.

Among the powers and duties of the Council will be:

1. To assist the President of the university in developing proper relations and understanding between the institution and its programs and the public, in order to serve the interests and needs of both.
2. To approve school and academic programs.
3. To review and approve the recommendations of the President pertaining to annual operating and capital budget requirements for forwarding to the Board.
4. To review and approve the recommendations of the President as to standards for the admission, discipline and expulsion of students.
5. To review and approve all contracts and purchases negotiated or awarded by the President with or without competitive bidding and all contracts for consultative services entered by the President.

During deliberations regarding the adoption of university system legislation, the commission of Presidents of the presently constituted state college and university system spoke strongly on behalf of increased responsibilities for local institutional Trustees.

It should also be noted here that in accordance with the enabling legislation for the university, a Commonwealth Board of Governors has been established. This Board will consist of sixteen members, of which three will be students who are presidents of their local student bodies, and five persons who serve as members of their local Council of Trustees. In addition to being charged with the selection of a Chancellor to be the chief executive office of the system, this Board will be responsible for a broad range of policy-making decisions.

It is anticipated that each local Council of Trustees will have considerable input to the State Board of Governors. The work of the local Board will continue to be of great importance, as it pertains to the representation and the management of Edinboro.

### CULTURAL AFFAIRS

Most recently, Edinboro State College began a program to reemphasize the importance of enrichment activities for students and faculty, as well as the residents

of northwest Pennsylvania. In our judgment, one of the expected activities for any leading educational institution in a geographical area is the establishment of a program which brings national and international figures to the area.

During the past year, Edinboro has met that responsibility to its various constituencies by hosting groups from China, Japan, and Germany, which performed as part of the "Programs of Distinction" Cultural Series. The lecture series included talks by the 20th century's most distinguished architect - Buckminster Fuller, by national pollster George Gallup, and by retired Pittsburgh Steeler running back Rocky Bleier. Other programs included a group of music and dance students from Taiwan, the Suzuki Children from Japan, and the Chautauqua Chamber Singers' Presentation of Handel's *Messiah*.

Over 9,000 persons attended events in the Cultural Life Series last year. This effort stands alone among the colleges and universities of Erie County as an important commitment to the enrichment not only of its student body, but of its citizens as well. This sense of obligation and commitment continues to grow as Edinboro moves ahead to fulfill its goals as an emerging university.



A performance by the Suzuki Children of Japan was among the many cultural events held throughout the year.

# OMBUDSWOMAN

The passing of 1982 left the Office of the Ombudswoman with a brief but significant past. Even though it is still a recent operation, there is now a record of experience, a multitude of figures to tell the story of its transition from a concept to a reality. Growth has been steady with tangible evidence found in the statistics of the past year. An increase of 32% in case load referred directly to this Office is significant of more than increase in sheer volume. With nearly predictable regularity the student client is referred by professor or administrative personnel.

Complaints were distributed evenly throughout the year. September/October was the peak period of activity with 28% of the total cases followed closely by the January/February 25% rate. This follows the classic pattern of other colleges and universities. Problems occur with greater frequency at the beginning of a semester, although the problem is often related to the closing of the previous term.

Academic problems continue to constitute the major problem area of student complaints. Also showing

small increases are financial and parking problems which are only insignificant contributors to the total picture. Food Service and Facilities showed a decrease while Health Service, Mainstream, Public Relations and Student Personnel were eliminated from the classifications of problems for the current year. Seventeen percent of all cases resulted in recommendations and at least one-half of the recommendations led to Presidential action.

Education on behalf of the concept of the Ombudswoman was a major thrust throughout the past year. The Ombudswoman gave an on-the-spot radio interview during Fall semester registration and recorded announcements which were aired over Station WFSE during the early weeks of the semester. Two thousand five hundred pieces of publicity were distributed. This course will be pursued in the efforts of the coming year to increase the quality and quantity of service. If the present level of service can be maintained or increased, the Office of the Ombudswoman will ultimately reach its full potential for service to Edinboro State College.

## CONCLUSION

In summary, our last year has been one marked with progress and a new stimulation to the progress which was begun 125 years ago. Because of this progress, we are now able to look into the future to see how we can best serve the citizens of Pennsylvania and elsewhere. If we permit our imagination to be tempered with our history, the future will be one to be anticipated with considerable excitement.

As shown in this Report, the Student Personnel and Residence Life offices have begun a program of positive action which will contribute to a student life concept at Edinboro that is unrivaled. Graduating classes of the eighties should be able to look back over their college careers at traditions they established that will be with them and classes to come for the rest of this century. The commitment on the part of the institution to the enrichment of their lives, through physical environment, health care, and creative stimulation of their organized activities, will be an integrated part of them forever.

Judicious use of resources, both physical and financial, has enabled a sense of stability to appear in our institutional life. Contemporary managerial techniques, implemented in the area of fiscal affairs and related area of student financial aid, permit Edinboro to offer its quality education while providing convenient ways of affording it. The physical plant is being made more attractive and is on a schedule of planned maintenance.

At the heart of our institution, however, is the quality of academic life. The wide variety of major programs available to students is complemented by an

increasing number of academic minors, thus permitting the student new flexibility in planning to meet a career goal. We have positioned ourselves, in terms of quality of our academic programs and faculty resources, that as our recently acquired university status begins to manifest itself, we will be ready with highly developed academic programs and plans that will provide for a planned sequence of offerings to accommodate a rapidly changing work force.

The theme of this year's Annual Report has been planning for the future. There is no question that colleges and universities which thrive for the balance of the century will be those who make plans to acquire their destiny as opposed to watching it occur. Edinboro retains the vision and beliefs of its founders of 125 years ago. Just as they took action, in terms of their ability to forecast events, so shall we.

The years ahead will bring to us some of the most challenging problems ever faced by higher education. I believe, however, that Edinboro has positioned itself correctly to understand these problems, and solve them in a creative way.



## UNIVERSITY STATUS

In September of 1982, the sojourn of the Edinboro Academy of 1857 was completed as the legislature of the Commonwealth created a State System of Higher Education, and designated us as a part of that system. In November, Governor Thornburgh signed this legislation into law. Just as the Normal School grew to become a teacher's college, the State Colleges have grown to become universities. Thus, beginning July 1, 1983, we will be known as Edinboro University of the State System of Higher Education.

This legislative act brings our present academic quality and administrative structure into focus. The development of our present administrative organization was designed to implement a university structure. This

was needed because the traditional "hallmarks" of the university were already in place at Edinboro. The quality of academic faculty in terms of advanced degrees, research, publications, and professional standing assuredly stands the test of merit. The undergraduate and graduate programs have long reflected the diversity and quality required of a university. The Honors Program is but one example of our special preparedness for the designation of university.

While at the outset, there will be no apparent change in programs available, a number of other changes will impact our operations. A greater degree of local autonomy is anticipated as a result of this change. With this autonomy, however, comes a wide range of



responsibilities. These will strain our resources as they become realities, and we are beginning now to explore ways of implementing these changes. Among other changes anticipated are an expanded community service role, strengthened graduate programming, more system-wide coordinated planning and increased emphasis on self-sufficiency.

The system of university governance will reflect a new organizational scheme. A newly created Board of Governors will direct this system. This sixteen-member Board will consist of the Governor or his designee, the Secretary of Education or his designee, and fourteen members of which three shall be students selected from the Presidents of local campus Student Government Associations. It is also provided that five members of the remaining eleven shall be trustees of constituent institutions with no more than one trustee from a given school.

The Chief Executive Officer of this System will be a Chancellor who will be employed by the Board of Governors. He will have the responsibilities of ad-

ministering policies prescribed by the Board and will recommend system-wide budgets and a variety of other important matters.

Locally, there will be an eleven-member council of trustees to administer the individual schools. Of these eleven, the legislation provides that two will be Alumni of the institution and one will be a full-time undergraduate student. The Presidents of the individual campuses will form a Commission of Presidents, in order to coordinate the activities of the many campuses, and will act in an advisory capacity to the Chancellor and the Governors.

This organization plan as outlined above will greatly facilitate good planning and efficient managerial practices. To a large extent, this legislation places the destiny of the public-owned universities in their own hands. With a Chancellor representing the interests of the System at the decision-making center, it is anticipated that the universities will attain greater flexibility in their operations while creating greater public awareness and support.



*An historic day for Pennsylvania's state-owned colleges was observed on November 12 when Governor Thornburgh signed into law Senate Bill 506, giving university status to each of the colleges and creating a comprehensive Commonwealth university system. The presidents of the institutions shared the spotlight that day with the Governor and Secretary of Education Scanlon (on the Governor's left.)*

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Richard P. Thornburgh

**SECRETARY OF EDUCATION**

Robert G. Scanlon, 1979 - 1983  
Robert C. Wilburn, 1983 -

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