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EDINBORO UNIVERSITY  
OF PENNSYLVANIA

1992  
REPORT OF THE  
PRESIDENT



# TABLE OF CONTENTS

## EDINBORO UNIVERSITY OF PENNSYLVANIA REPORT OF THE PRESIDENT, 1992

MESSAGE FROM CHANCELLOR JAMES H. McCORMICK .....	2
MESSAGE FROM PRESIDENT FOSTER F. DIEBOLD.....	3
ACADEMIC AFFAIRS .....	4
STUDENT AFFAIRS	
STUDENT DEVELOPMENT .....	8
HEALTH AWARENESS PROGRAMS .....	8
GHERING HEALTH CENTER .....	8
RESIDENCE LIFE AND HOUSING.....	8
OFFICE FOR STUDENTS WITH DISABILITIES.....	9
ADMINISTRATION AND INSTITUTIONAL ADVANCEMENT	
ALUMNI .....	10
ATHLETICS .....	12
DEVELOPMENT.....	14
ENROLLMENT.....	15
FACILITIES .....	16
FINANCIAL OPERATIONS.....	18
EXECUTIVE OPERATIONS .....	19
AFFIRMATIVE ACTION AND DIVERSITY.....	20
ADMINISTRATIVE GROUPS.....	21
A LOOK TO THE FUTURE.....	22

*A member of the State System of Higher Education,  
Edinboro University of Pennsylvania is committed to affirmative action  
for all persons in its educational programs, activities, and employment practices.*



# FROM THE CHANCELLOR



efforts, Edinboro University is poised to become a leader in national education reform.

To be sure, the State System has faced many challenges in recent years. Yet, while mindful of the Commonwealth's fiscal uncertainty, the state-owned universities have balanced academic excellence with prudent spending. The universities, with the leadership of the Board of Governors, the presidents, and the assistance of all constituencies – trustees, faculty, staff, students, alumni, and the legislature – continue to ensure that quality educational opportunities remain available to the citizens of Pennsylvania.

*James H. McCormick, Chancellor  
State System of Higher Education*

Pennsylvania's State System of Higher Education marks its tenth anniversary on July 1, 1993. Recognition of this milestone offers an opportunity to reflect upon the System's achievements during the past decade and to look to the promise of the future.

Since 1983, the System has served more students, created System-wide faculty professional development initiatives, stabilized financial planning, and gained authority to oversee capital construction projects. Recently, the American Association of State Colleges and Universities cited Pennsylvania's State System of Higher Education as a model of an effective public university system. Edinboro University of Pennsylvania and its sister institutions throughout the Commonwealth have contributed to these accomplishments and many more over the past several years.

Edinboro University is striving to develop its own national education model with the "Thrust Toward Excellence" initiative. The University is seeking to improve education at all levels, and while this is no small task, the rewards for success are great. Through these



# FROM THE PRESIDENT

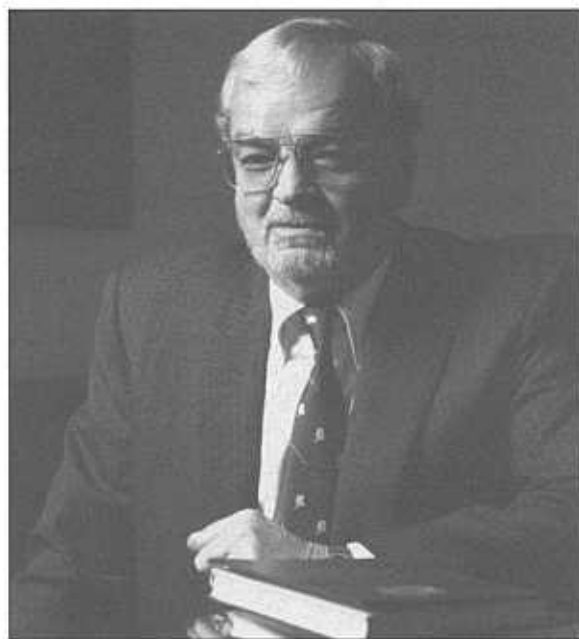
As 1992 came to a close, it marked the conclusion of the first year of a creative and visionary program within the School of Education we call the "Thrust Toward Excellence." This far-reaching blueprint for Edinboro's educational role in the 21st century was drawn by a task force I established in May of 1991.

Early this year, the group presented 85 recommendations for shaping Edinboro's future in teaching and teacher preparation. The University's response was to create the Center for Excellence in Teaching which consists of four institutes: Ethics and Values in Education; Literacy; Early Childhood Education; and Curriculum, Instruction and Collaboration.

The Thrust Toward Excellence – now successfully demonstrated in the School of Education – has become a model, an ideal, for the rest of the University.

The plans we have set in motion to achieve excellence in education will soon be emulated in other areas of the University. We are able to do so now because of work this administration began almost 14 years ago. When I first came to this institution, the task before me was not to embark on a long-range plan or project. My challenge was much more immediate: to overcome the many service problems of a very troubled institution near collapse.

Since those bleak and uncertain times we have turned the institution around. We became a University with the creation of the State System of Higher Education. We have developed one of the finest programs in the world for students with disabilities. We created the Institute for Research and Community Services to meet the needs of the people of northwestern Pennsylvania. Our enrollment has reached record levels – exceeding 8,200 this year. The creation of the Porreco Extension Center, a gift to the University, has brought our services closer to the people of Erie. Our Academic Festival is a showcase for our many talented faculty. We have reached out to establish international linkages with institutions in Pakistan and China and forged articulation agreements with several community colleges.



All of these achievements have enabled Edinboro to position itself as northwestern Pennsylvania's leading educational resource for the next century. It is from this vibrant foundation that we are now able to analyze, in an organized and precise way, how we can direct our resources and focus our energy in a "thrust toward excellence."

I must note that our pursuit of excellence is coming at a time when Edinboro is facing severe budgetary constraints. It is, therefore, encouraging to report that many of the recommendations presented by the task force cost little or no money. Excellence need not be expensive; becoming a better university does not necessarily mean increasing the size of our budget.

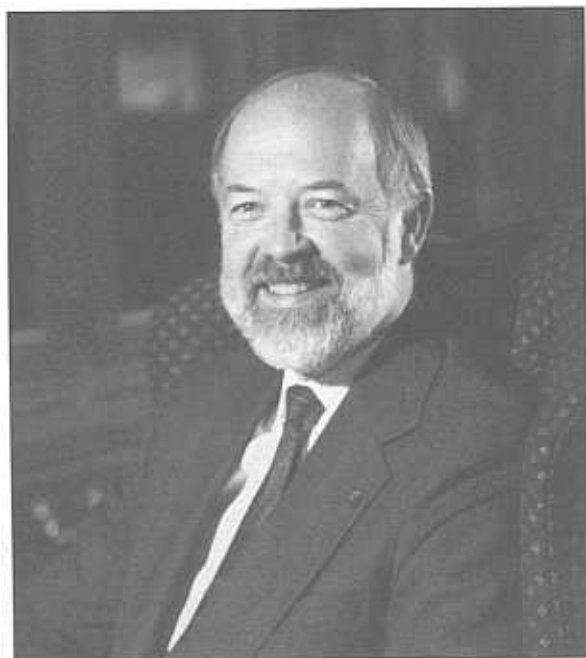
In the report that follows you will see that the desire to achieve excellence is diffused throughout the University and is becoming the norm for the entire institution.

A handwritten signature in cursive script that reads "Foster F. Diebold".

*Foster F. Diebold, President  
Edinboro University of Pennsylvania*



# ACADEMIC AFFAIRS



*Dr. John F. Fleischauer, Provost and Vice President for Academic Affairs*

With sound leadership and proper motivation, academic distinction and the pursuit of excellence are possible even in times of budget restrictions. This has been a time of team building for the Division of Academic Affairs. Dr. Jerry Covert is now dean of the School of Science, Management, and Technologies; and Dr. Shirley Stennis-Williams is dean of the School of Education. Dr. Michelle Howard-Vital joined the management team as associate vice president for academic programs and dean of the new University College, a restructured composite of services to undecided and high-risk students. Several people joined the team in 1991. Dr. Jerry Kiel became associate dean of records and registration in the spring. Dr. Raymond Dombrowski took on duties as dean of the Institute of Research and Community Services in the summer, and Ms. Judy Kubeja assumed the position of executive assistant to the provost in November. Dr. Marilyn Sheerer became director of the Miller School in January of 1992, Dr. Donald Dilmore joined the staff as director of libraries, and

Mary Lou Adonizio was appointed director of continuing education. A complete and talented academic management team is now in place, which augers well for the years ahead in spite of, or in the face of, financial threats.

In 1992 the School of Education embarked on a visionary program that is profoundly changing teacher education at Edinboro serving as a model of excellence for the rest of the University. A "Thrust Toward Excellence" task force presented its findings in February in the form of 85 recommendations to the University. From those recommendations has emerged the Center for Excellence in Teaching and its four institutes: the Ethics and Values Institute; the Literacy Institute; the Curriculum, Instructions and Collaboration Institute; and the Early Childhood Institute.

Already the four institutes have initiated programs and drafted proposals in several areas. The Values Institute is making plans to host a System-wide conference on values in May of 1993, and is exploring the creation of a statewide values newsletter. A course on values and ethics will be part of the new General Education curriculum. The Literacy Institute operates a program in community service for adult literacy and is investigating the possibility of offering literacy sessions to the new area prisons. The other institutes are also planning conferences and collaborative programs with other agencies. Also, the School of Education – in cooperation with Westminster College – created a letter of eligibility program for school superintendents. The unique public/private collaboration offers a post-master's certificate for those wishing to become superintendents.

The new University College functions as an umbrella academic support structure. Under its aegis are the interdisciplinary bachelor of specialized studies degree program, Act 101, academic assistance, freshman outreach, tutoring, general studies, The Center for Advising and Career Services, and internships. The focus of University College is on collaboration with faculty who teach develop-





mental courses, cooperation with student affairs for student orientation activities, and administration of the student academic assistance programs. The Center for Advising and Career Services presents career information seminars for undecided students, as well as job placement assistance for seniors. A learning center has been inaugurated for math skills enhancement. A student retention guidebook has been produced, student advisement guides have been developed, and a newsletter recently debuted. A consultant was employed to review the operations of the University College following its first full year of existence.

Edinboro University has signed articulation agreements with the following community colleges: Community College of Allegheny County (Pittsburgh, Pa.), Butler County Community College (Butler, Pa.), Westmoreland County Community College (Youngwood, Pa.), Genesee Community College (Batavia, NY), and Jamestown Community College (Jamestown, NY). Edinboro University holds 3/2 engineering arrangements with the University of Pittsburgh, Case Western Reserve University, and Penn State University. A new 3/2 program was signed with Penn State Erie-The Behrend College. In addition to these institutions, Edinboro also maintains articulation agreements with the Ohio College of Podiatric Medicine in Cleveland. Edinboro



President Diebold presented an honorary doctor of laws degree to former Pennsylvania Governor Raymond P. Shafer for his contributions to international affairs.

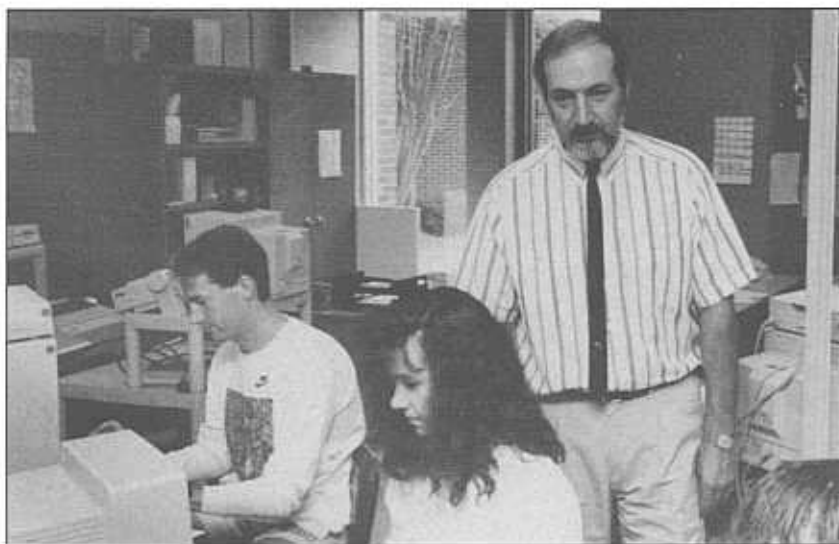
has recently joined with other State System institutions in ratifying an articulation agreement with the Community College Association to enhance access to higher education throughout the Commonwealth.

On April 20, the Council of Trustees ratified a new general education curriculum for the University. The ratification of this program is an important event in our history as a comprehensive university. It marks a new direction of progress and trust among the faculty and a new focus on the welfare of students and the needs of society. The provost and the dean's council have been instructed to develop a system for implementing the general education curriculum by the fall semester of 1993 and to create an evaluation process which will permit adjustment of the program over time.

Other academic programs have received scrutiny as well. In the School of Liberal Arts, the bachelor of social work program was reaccredited by the National Council on Social Work Education for the next seven years, and accreditation from the American Speech and Hearing Association has been granted for our speech pathology program. A department of Counseling and Human Development was established within the School of Education, and faculty transferred from the former Department of Psychology and Counseling in the School of Liberal Arts. A joint doctoral program in elementary education was finalized in February, 1991 with Indiana University of Pennsylvania, extending the highest academic degree to the Erie area. In October of this year the University announced that it will not be affiliated with the National Council for Accreditation of Teacher Education after December 31. Instead, Edinboro will join other state colleges and universities in the Teacher Education Council of State Colleges and Universities, an organization dedicated to high program standards which is seeking reforms in NCATE's accreditation process.

The faculty of the Academic Affairs division can cite many accomplishments during the past two years. Among the most notable of published works by faculty are *The Non-Reality of Free Will* by Dr. Richard Double, *Health Care, Politics, Policy, and Distributive Justice* by Dr. Robert Rhodes, *How We Live Now* by John Repp and *Instructor's Manual With Test Items for Sociology* by Lawrence Mennotti. Drs. Culbertson and Milles presented a paper on the use of computers in psychology





A group of students from rural schools throughout Erie, Crawford, Mercer and Warren counties participated in 1992's Rural Education Access Program (REAP) with Dr. Daniel Shelley, elementary education.

at the American Psychological Association, and Dr. John Bello-Oguno presented papers on Afrocentricity at the National Association of Black Cultural Centers. Art professor Steven Kemenyffy's work was selected for the permanent collection of the Smithsonian Institute. Professor Robert Matthews was awarded a National Endowment for the Humanities grant to study at Harvard University, and Dr. Leroy Williams chaired the Music Department for the Governor's School for the Arts. Dr. Renata Wolyneec was appointed co-chair of the Education Committee of the Pennsylvania Archeological Council, a computer laboratory was established in Doucette Hall for the applied media arts program. Criminal justice professor Jim Fisher obtained a pardon for Jerry Pacek, wrongfully imprisoned for murder, and received considerable statewide and national publicity, as well as a nomination by Edinboro University for the Governor's Award for Excellence.

The School of Liberal Arts hosted a two-day workshop on cultural diversity, featuring presentations by Temple University professor Molefi Asante on Afrocentricity, and Dr. Connie Mullineaux received a grant for a minority art exhibition and contest. The experimental psychology avians laboratory, supported by a grant from the National Institute for Health, is now in full operation, and interactive video technology is being developed for use by several departments.

Achievements in the School of Science, Management and Technologies include the

creation of a new certificate program in tooling and precision machining; cooperation with the National Institute for Flexible Manufacturing in Meadville, giving Edinboro's students access to top-line, high-tech equipment; the creation of a new teaching/learning computer laboratory in physics and technology; and development of a new field learning curriculum in environmental studies at the State System's McKeever Center to replace a previous program at Pymatuning Reservoir. A new freshman testing program has been initiated by the Department of Mathematics and Computer Science to match similar programs already underway in reading and English; and the Chemistry Department has been awarded affiliate status by the Institute for Chemical Education, with funding for public school science incentive activities provided by a National Science Foundation grant. The School also sponsored its annual High School Science Conference, attracting more than 500 high school students interested in science, mathematics, and business studies.

Edinboro faculty submitted 14 grant proposals to the SSHE Faculty Professional Development Council. The proposals for research and teaching projects were sent to Harrisburg to compete for parts of a pool of research funds aimed at improving the quality of instruction on university campuses. During 1991-92, 54 other proposals were submitted through the Grants Office of the Institute for Research and Community Services. Twenty-five were funded for a total of \$489,941. Two joint proposals with community agencies were also funded in 1991 for \$333,000. Non-credit continuing education activities generated approximately \$173,000 in 1992 with 64 courses offered and a total enrollment of 1,984. The Elderhostel Program was again a success, with an enrollment of 68, and the Edinboro Summer Academy for gifted youth celebrated its 15th year in 1991 with an enrollment of 499. Faculty were awarded \$14,337 during the 1991-92 main funding cycle under the President's University Senate Research Program for 11 projects involving 31 faculty. A mini-funding cycle provided another 20 grants in the spring of 1992. The IRCS has increased notification to the University community regarding grant opportunities and has enhanced the grants library.

Presently, about 200 students from 46 foreign countries study at Edinboro University, enriching the experience of resident students



while benefiting themselves and their home countries.

The Porreco Extension Center, established in 1987, has grown to maturity as a site for education in the Erie urban area. About 40 courses were offered during each of the regular semesters and summer. A series of teleconferences on quality management was co-sponsored at the Porreco Center with the Erie Chamber of Commerce, as well as a teleconference for professional secretaries.

The University's rapid growth during the past five years has brought about a comprehensive approach to enrollment planning, aimed at stabilizing enrollment at an appropriate level in order to maintain sound academic programming with the best combination of faculty and students for Edinboro's facilities. Failure of the state government to provide sufficient building maintenance funding or to finance capital building projects has forced a realization that current campus facilities represent our realistic physical limits. An Enrollment Management Team chaired by the provost developed a plan which led to phased student population stability at the current 8,200 level, with a planned faculty complement of approximately 425. The University reached this goal during the 1991 academic year, just as the State System invoked a freeze on enrollment growth in order to reformulate the allocation of state appropriations. Dwindling state resources contributed to the enforcement of an enrollment cap throughout the System just as Edinboro University reached its maximum planned capacity. Recognizing an increasing enrollment of "non-traditional" students who reflect an adult population seeking employment-related education, the University has been able to make good use of the Porreco Extension Center in Erie and to balance residential housing capacity on campus with available housing in the community and a sizable commuter population from the surrounding region. Planned allowances in the incoming class each year permit transfer students from our affiliate community colleges and other universities to replace "stop-outs" and others who leave the University for academic reasons. In this way, we have been able to retain enrollments in upper-level courses while maintaining academic standards, in our mission to provide the best quality education at the least cost for the citizens of the Commonwealth.

Responding to increasing student interest in mid-year commencement as the University's population increased, Edinboro held its first winter commencement in 16 years in December, 1991. Three-hundred twenty-one of a graduating class of 652 attended the commencement exercises in spite of cold weather. This year, 460 of a graduating class of 769 attended and heard a commencement address by Edinboro Liberal Arts Dean Robert C. Weber. The new ceremonies were very well received by students and faculty and provided many students an opportunity to experience the ritual of graduation who might not otherwise have been able to attend the traditional May ceremonies.



In a ceremony held at the Governor's House in the city of Karachi, Province of Sindh, Pakistan, President Diebold (right) was awarded the honorary degree of Doctor of Laws, *honoris causa*, by the Governor of the Province and Chancellor of the University of Sindh, Mr. Mahmoud A. Haroon. One of only a very small number of honorary degrees ever awarded, it was the first conferment of a doctorate by Pakistan to an American. The citation accompanying the degree commends Diebold for "meritorious services rendered . . . toward the cause of higher education in Pakistan."

Edinboro is scheduled to undergo its ten-year reaccreditation review by the Middle States Association in April, 1993. A self-study steering committee is now in operation under the direction of Associate Vice President Dr. Michelle Howard-Vital and Professor James Watson of the Mathematics and Computer Science Department. "Focus area" committees have begun their investigative tasks to prepare our self-study report, and a timetable leading to the regional accreditation site visit has been announced.





# STUDENT AFFAIRS



*Dr. Glenda Lawhorn  
Vice President for Student Affairs*

## Student Development

Students are the heart of any educational institution. Our students have shown outstanding community spirit on behalf of national and local service projects. More than 600 students representing 30 organizations joined with community members in raising funds for and constructing a wheelchair-accessible playground. Edinboro and Gannon University students collaborated on the PLEDGE (Project Literacy Especially Designed by Gannon and Edinboro) program. They acted as "reading pals" for students in grades K-4 at an Erie elementary school. The project was designed to encourage students with limited access to books to experience reading as an enjoyable pastime.

Volunteerism thrives among our Greek organizations as well. Sororities and fraternities volunteered during the Red Cross and Community Blood Bank drives, assisted in building the disabled accessible nature trail and playground, and co-sponsored a mock DUI trial during Alcohol Awareness Week.



The most visible improvements within Student Affairs took place in the University Center where Student Government Association (SGA) funds were used to renovate the second floor. New offices were built for the *Spectator*, yearbook, and SGA; a wheelchair-accessible computer lab with ten personal computers was created; and offices were made for student development, intercultural relations, and for the assistant vice president for student affairs.

Participation in intramural sports, campus recreation and outdoor recreation is at record levels. Three new intramural sports have been added, and specialized instruction is being provided to student officials/referees.

## Health Awareness Programs

A four-member team from Edinboro took part in intensive week-long training in college health issues at the New Jersey Collegiate Summer Institute for Health Education. The nurse coordinator of health awareness programs, the assistant to the vice president for student affairs, a health and physical education faculty member and an undergraduate student represented the University. They learned the most current strategies on comprehensive health promotion and development of health education policies and programs specific to the needs of the Edinboro campus community.

## Ghering Health Center

Increased student usage of the Health Center and commitment to professional development highlighted the past year. Five of the Center's six full-time nurses received certification as college health nurses through the American Nurses Association.

## Residence Life and Housing

The recent merger of the University's housing operations with the residence life

office allowed the residence life staff to pursue a student development philosophy in the day-to-day operations of the residence halls.

The philosophy states that students are accountable for their behavior and actions; conflicts are best resolved at the lowest level possible; and residence hall living encourages students to grow and develop and to assume greater responsibility for themselves. As a result, the housing operation became less service-oriented and emphasized student development and growth.

In light of predicted enrollment declines nationally and the changing college student profile due to increased numbers of non-traditional students, we must begin to examine alternative forms of housing available to the student who is not 18 years old and single. Critical to our ability to meet the needs of students in the '90s is our ability to maintain a full complement of staff and to refurbish and renovate existing residence halls.

## Office for Students with Disabilities

The enactment of the Americans with Disabilities Act has brought nationwide changes in the way we respond to the needs of those with disabilities. Edinboro has given a new name – Office for Students with Disabilities (OSD) – to what was known for many years as the office of disabled student services.

By whatever name, it continues to be a national leader in providing services to students. Its learning disability program experienced significant growth in enrollment, service provision, and involvement at the State System level. Enrollment of students with learning disabilities increased from 53 students in January 1990 to 133 in January of 1992.

The University established the Surinder S. Dhillon Memorial Awards to recognize Edinboro students with disabilities who exemplify the spirit of determination and courage which Surinder S. Dhillon demonstrated during his lifetime. One Dhillon award is given to an individual with disabilities who demonstrates courage, fortitude and pursuit of personal goals through participation in the National Wheelchair Games or associated events. The other Dhillon award provides travel assistance to student with disabilities for study abroad opportunities at University-approved sites.



Rep. Karl Boyes, Rep. Teresa Brown, and Sen. Bob Robbins participated in Ability Awareness Week, an observance of the abilities, rather than disabilities, of persons once known as the handicapped.

The leadership of OSD was further confirmed when it received a grant from the System's social equity office to co-sponsor a System-wide conference to assist other SSHE universities in preparing their faculty and staff for the special needs of students with learning disabilities. The conference was attended by Chancellor James McCormick and members of his staff, representatives from most of the 14 universities, and nationally-known presenters. As a follow-up we also received funding to provide a state-wide information/referral network which other System schools can access 24 hours per day via computer. In addition, Dr. Jane Jarrow, executive director of the Association on Higher Education and Disability, was contracted to visit each of the System universities to provide training to faculty and staff in accommodating students with learning disabilities.

The tactile computer lab is enhancing the services offered to students with visual impairments. This lab has special equipment designed to provide tactile instructional materials including Braille, graphs, and maps for students who are visually impaired.



# ADMINISTRATION AND INSTITUTIONAL ADVANCEMENT



*David M. O'Dessa, Vice President for  
Administration and Institutional Advancement*

## Alumni

Alumni programs at Edinboro have realized substantial growth over the past year, both in the expansion of existing programs and in the development of new ones. One of the most exciting developments is the progress made by the Alumni Association Board of Directors. Revitalized by a board retreat and a number of new directors, the Board has taken an aggressive leadership role in promoting greater support for Edinboro University by its graduates.

The Alumni Association's bold three-year goal for the Annual Fund Drive is just one example of the Directors' commitment to increased support for the University. In the 1991-92 academic year, the Annual Fund Drive raised an additional \$25,000 for the establishment of a Dean's Scholarship for the School of Education. Over the next two years, the goal includes establishing similar scholarships for the schools of Liberal Arts and Science, Management, and Technologies, as well

as creating significant grants to attract gifted students to Edinboro.

Reunion Weekend at Edinboro has experienced steady growth in recent years, establishing for the first time regularly scheduled class reunions for alumni celebrating anniversaries of 25 years or more. Edinboro graduates who returned to campus for Reunion Weekend 1992 enjoyed one of the best celebrations in the University's history. In addition to the usual casual picnic, Alumni Day Luncheon, campus tours, class meetings and dinner dance, they also participated in a moving ceremony to break ground for the Normal Hall Clock Tower, which is being erected in memory of one of Edinboro's most beloved buildings. The Distinguished Alumni Awards, conferred during the Alumni Day Luncheon honored alumni who have distinguished themselves in the fields of education, arts and humanities, business and industry, natural and social sciences, and public service.

Homecoming programming has grown, as well. This year, hundreds of Edinboro graduates returned to campus, many with their families, to enjoy a full weekend of activities. In addition to the ever-popular President's Reception, parade, and football game, a pre-game tailgate picnic and a larger alumni tent were added. Two new sports-related activities were also held on Homecoming Weekend. A Friday afternoon golf outing kicked off the weekend's festivities. This co-ed outing emphasized fun on the links, with a shotgun start for foursomes. Both skill-based and humorous prizes were awarded at the reception afterwards.

Homecoming Weekend concluded this year with the first annual 5-K Run and Fun Walk. Serious runners followed a course through campus that finished inside Sox Harrison Stadium, while a colorful group of fun walkers, which included students from Miller School led by Mrs. Patricia Diebold, babies in strollers, and puppies on leashes, walked from the stadium to Academy Hall on the other side of campus. Both new events are



sure to become a permanent part of Edinboro's Homecoming activities.

In its second year, Legacy Weekend is for Edinboro graduates with children who will one day attend college. The whole family is invited to campus where they stay in a dorm and enjoy the recreational facilities at Edinboro. On Saturday, the grads and their children who are old enough to begin the college planning process attend a program about Edinboro University today, while the younger children take part in a variety of special programs tailored for their age groups. Topics covered during the informational sessions include admissions, academics, student support services, financial aid, and career planning. Legacy Weekend participants enjoyed socializing during meals and free times, and many conclude the weekend having made new friends as well as being updated about their alma mater.

The Alumni Career Hotline is an exciting program just being developed. A bank of alumni volunteers is now being compiled who will give their time to assist current students and fellow alumni in their quest for employment. The volunteers will become involved in a number of ways, including receiving and forwarding resumes to interested colleagues, granting informational interviews, offering internship and shadowing opportunities, and speaking to students and



Each year graduates return to the Edinboro campus to perform in the Alumni Marching Band.

others on campus about careers in their fields. The potential this program has, both for Edinboro students and graduates and for the University, is significant. It will create a network of alumni helping fellow graduates and Edinboro students, while the alumni volunteers in the program bring prestige to their alma mater.

Another exciting new program this year is the series of Gold Key receptions for Edinboro graduates who live relatively near the campus – in the Erie, Edinboro, and Meadville areas. The program informs these graduates about the cultural events series at the University with a brochure mailed to their homes. They are then invited to attend receptions before some of the performances and lectures on campus. Held in Bruce Gallery, the dessert receptions enable graduates to view an art exhibition. Special seating is reserved in Memorial Auditorium for Gold Key guests, enhancing their enjoyment of the performance or lecture. This new program is an excellent way to highlight the cultural events that are sponsored by the University, while bringing graduates back to campus for an enjoyable experience.

Alumni regional chapter development is also growing. The Three Rivers Alumni Chapter for graduates living in the greater Pittsburgh area now sponsors two events each year. The Maryland/Washington D.C./Virginia Chapter held two very popular dinners in the D.C. area this year, with plans underway for a similar schedule in future years. A group of Jamestown alumni gathered for the first time this year to begin organizing an alumni regional chapter in their area, and plans are being formulated for chapter development in other areas, as well.

The Art Achievement Awards program, also in its second year, recognizes Edinboro graduates who have distinguished themselves in art careers. Recipients have included art educators on university, secondary, and primary levels; working artists; commercial artists; and those who both teach and produce art. The premier award was made posthumously to Waldo Bates, who founded the Art Department at Edinboro in 1920. This program has focused attention on the excellence of the University's art program and on the many fine graduates who have gone on to noteworthy careers in their fields.

A number of other programs, reunions, and events are held each year for special







Major contributors to the Normal Hall Clock Tower Fund participated in the ground-breaking ceremony during Reunion Weekend 1992.

groups of alumni, ranging from pre-game receptions before Edinboro/Gannon basketball matches to reunions honoring men who played football under Coach Arthur McComb. This growing alumni program is enhancing a mutually beneficial relationship between the University and its graduates.

### Athletics

The athletic accomplishments of Edinboro University over the past three years is unmatched among Pennsylvania State Athletic Conference (PSAC) schools and across the country on the NCAA Division II level.

Six teams finished among the nation's top 20 in final national rankings last year with the Scots capturing two East regional team championships, a pair of PSAC titles and three state runners up trophies.

Men's (6th) and women's (5th) cross country, men's (9th) and women's (10th) swimming, women's basketball (17th) and football (15th) all finished among the nation's elite, while the Scot wrestlers took 30th at the NCAA Division I championships in Oklahoma City. Both cross country teams won the east regional and PSAC crowns while women's volleyball and both basketball teams advanced to the state finals. The football squad, ranked as high as third on the Division II level during the regular season, advanced to the national championship field of 16 for the third time in five years. Their 8-1-1 regular

season record was the Scots' best since the 1971 Lambert Bowl trophy team.

The feature attraction for the year took place at the McComb Fieldhouse when the United States Olympic freestyle wrestling team, led by captain and Edinboro University head coach Bruce Baumgartner, soundly defeated a Russian team in dual meet competition. Using the match to prepare for the XXV Olympic Games in Barcelona, Spain, Baumgartner went on to win the gold medal in the heavyweight division, becoming the first United States wrestler ever to capture three medals in three consecutive Olympics.

Also highlighting the spring slate was the third annual Edinboro University Scholar-Athlete banquet and the eleventh Athletic Hall of Fame ceremonies.

A total of 82 student-athletes were recognized for their cumulative grade point average of 3.0 or better in April. President Foster F. Diebold and Dr. Thomas Nuhfer, professor in the Math and Computer Science Department, were the headline speakers for an evening which featured an introduction of the honored students and members of the Edinboro University faculty. The annual Hall of Fame banquet recognized Mark Drennen (swimming), Ed Erdos (swimming coach), James Hazlett (football, basketball, baseball), Ron Link (football), John McBride (track, football) and Tina Skidmore (basketball) with induction.

Along with the many team achievements came a number of individual performances worth noting. Last winter, women's basketball featured first-team Kodak All-American Tammy Walker-Strode. Her performance for Stan Swank's 22-8 Lady Scots earned Walker-Strode Edinboro's Nancy Acker Award as the school's top female athlete for 1992. She concluded her shining two-year career as the NCAA Division II's 6th all-time leader in points per game (22.3) and fourth in rebounding (13.6)

The swim team turned in an eye-opening performance at the national championships in March as 14 Scots came home All-Americans. Led by two-time PSAC scholar-athlete of the year Kara Hopkins, who took national honors in six events, both teams finished in the top ten among Division II schools.

Also turning in top efforts were wrestlers Brett Porter and Tom Shifflet and men's basketball's Adam Cheek. Porter, at 126 pounds,





Guard Adam Cheek was named Most Valuable Player at the third annual Daniel Overheim Basketball Tournament.

closed out his career with an eighth place All-American finish at the Division I national championships, while Shifflet, at 142, became Edinboro's first freshman All-American, placing seventh. Cheek, who joined the Fighting Scots after serving in the United States Army as part of Operation Desert Storm, set a new Edinboro single-season standard with 594 points and a 20.5 points per game mark for Greg Walcavich's 20-9 Scots.

Last Spring, Lady Scot Marty Marczak topped the running charts with her double winner performance at the PSAC track and field championships. The junior scholar-athlete captured the 800- and 1500-meter races to lead the Edinboro charge. Marczak, under the watchful eye of mastermind coach Doug Watts, then qualified and participated in the 800-meter race at the 1992 Olympic Trials in New Orleans.

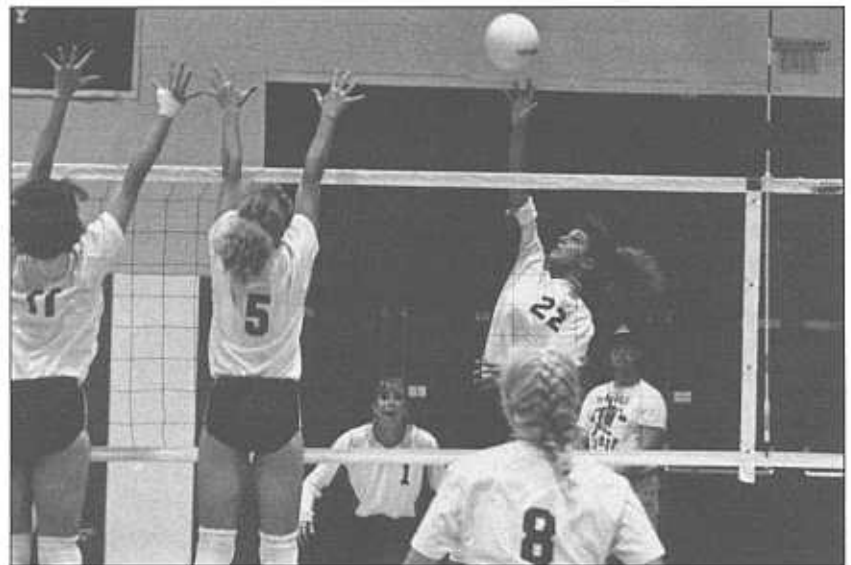
The fall of 1992 also saw many individuals rise to All-American levels. In cross country, the Lady Scots were led by senior Donna Thibert-Matthews who overcame injury and illness to capture individual titles at the PSAC and east regional championships. Her third-place finish at the NCAA II national championship race guided the Lady Scots to a

fifth-place team showing, the highest for any women's team sport in school history. Deb Springer also earned All-American honors with her 18th place showing.

The men's team, part of a strong tradition that has brought Edinboro six national cross country titles, finished sixth with an all underclassmen lineup. Sophomore Martin Lyons, the 1991 individual national champion, took team honors finishing 20th while freshman Carl Leonard, winner of the PSAC and east regional races, was close behind in 22nd.

The Scot football team, under the leadership of fifth-year coach Tom Hollman, advanced to the national playoffs for the third time in four years. Individually, running back Larry Jackson, quarterback Jody Dickerson and wide receiver Wrentie Martin were showcased on offense while linebacker Jason Perkins, end Anthony Ross, cornerback Georj Lewis and safety Mike Barnes all had banner seasons for the defense.

The women's volleyball team went 25-5 due to efforts of juniors Melanie Skolny and Laura Beatty and freshman Rosi Weisenseel. Skolny and Beatty were named to the all-tournament team at the PSAC championships



All-Atlantic Region performer Melanie Skolny was named 1992's Pennsylvania State Athletic Conference Athlete of the Year.





Student callers celebrated the all-time records set in the 1992-93 fall Alumni Phonathon.

and both were selected to the All-PSAC first team for the third consecutive season.

In all, 1992 was another outstanding year for Edinboro University sports. The success of the past three years has reflected the strength of the Fighting Scot athletic program.

## Development

The University's Development program continues to gather momentum. Planned and deferred gifts, foundation gifts, and Annual Fund programs continue to be the bulwark of Edinboro's fund-raising efforts. As the 1991-92 fiscal year concluded on June 30, gifts for the year totalled \$1,245,672, far exceeding the \$544,345 of the 1990-91 year.

The 1992-93 school year is the second of the Alumni Association's three-year plan to work jointly with the University to raise scholarship dollars for Edinboro students. This innovative plan is designed to meet the needs of current students and to bring academically talented young people to the University by offering freshman achievement or "merit" awards.

In the first phase of the three-year plan, fiscal 1991-92, alumni giving increased dramatically, reaching an all-time high of \$173,465. That figure represented a dollar increase of \$45,185 (35.2%), while the 4,283 alumni donors represented a 17.4% increase in the number of gifts over the previous year.



Support for tangible needs such as equipment, scholarships, and academic programs is further generated by two very cost-effective programs – matching gifts and gifts-in-kind. Over the fiscal year 1991-92, an additional \$72,186 was received in "gifts-in-kind." Corporate matching gifts added another \$12,355.00 as 93 alumni, friends, and parents utilized the matching gift programs of 67 companies to double or triple their own support. Each match follows the intent of the donor's original gift to the extent that it complies with the company's policy.

While the annual fund is the foundation for all fund-raising activities, major gifts from alumni and friends play an important role in facilitating opportunities for students. Many people choose to create an endowed student scholarship fund. One such fund started this past year was the Helen Hornaman Parker Memorial Endowed Scholarship which will be awarded to an elementary education student with a 3.3 grade average who has the greatest financial need. Through the generosity of the daughters of the late Helen Hornaman Parker, Cynthia Parker Adams of Williamsville, New York and Barbara Parker Shephard of South Bend, Indiana, a corpus of \$20,000 has been invested to establish a gift that keeps on giving.

Through creative gift planning, Mr. Stuart Palmer of Palm Coast, Florida, has provided for an endowed scholarship to honor the memory of his late wife, Ruth Boyd Palmer, a 1928 Edinboro graduate. In 1991, Mr. Palmer established the scholarship to be awarded to an entering freshman student. One year later he added \$5,000 to the corpus of the fund through a codicil to his will.

Important programs can also begin with the combined contributions of many individuals. The Nelle G. Hudson Memorial Scholarship project is a tribute to the firm leadership and inspiration of one of Edinboro's most dedicated teachers and administrators. Initiated by Dorothy Gray Padden '32 and seven of her fellow graduates of the Erie Branch, it is now nearing the \$10,000 endowed level. Appeals to fellow Erie Branch grads and Edinboro students who were acquainted with Miss Hudson have generated both contributions and warm sentiments about Miss Hudson. Through this living memorial her spirit will continue to influence others, as it gives them a chance to grow and develop.



An endowment is placed in an investment with only the earnings being used for the benefit of the university and its students. The principal is never spent, thus, it remains, to be carried forward for generations in "perpetuity." Businessman Mike Redlawsk, president of James Properties, Inc., was well aware of this concept when he created the James Properties Scholarship with an interest in giving something back to the campus where he got his start.

Another successful businessman has chosen to give in yet another way. Through gifts totalling \$40,000, he has created a grant fund from which students can benefit by receiving money to complete their financial aid packages. His wish is to assist students anonymously so they can earn a college degree without incurring substantial debt.

Preparing our graduates to live and work in today's complex world requires broad commitment from every facet of the educational enterprise. We must continue moving ahead with new programs and innovative educational initiatives. We are grateful for the excellent support we receive from alumni and friends.

## Enrollment

There is no better testimony to the pursuit of excellence at Edinboro University than the growth of our enrollment during the past five years. Since 1987, enrollment has increased from 6,409 to 8,202. In 1991 student population was capped at the 8,200 level; our residence halls are at full occupancy.

Central to Edinboro's enrollment success story is the work of the admissions office. The University has an aggressive, proactive philosophy of recruiting new students – not waiting until prospective students come to us, but actively reaching out to them.

In 1992 our admissions counselors visited more than 400 hundred high schools, attended over 250 college nights, conducted more than 2,500 student interviews, and hosted dozens of group visits to the campus. Among the numerous mailings conducted by the admissions office every year are 45,000 student search pieces, 7,000 honors pamphlets, more than 8,000 brochures for minority students, and 13,000 early recruitment letters.

Its efforts are enhanced by the uniform look the University adopted for its recruit-



President Diebold welcomed more than 100 area high school guidance counselors at the fall Counselor Information Day hosted by Edinboro.

ment materials which prominently features the tartan plaid and the piper logo you see throughout this report.

The University supports these efforts with an extensive advertising program in the print and electronic media. Our television commercials won an award from the *Admissions Marketing Report* for their excellence. The admissions office also makes extensive use of telephone follow-up calls and phonathons to ensure maximum yield of applicants to enrolled students.

The results of these combined efforts are record numbers of applications, higher standards for admission (over 75% of the freshman class graduated in the top three quintiles of their high school class), and capacity enrollment. In 1992 the University received nearly 6,000 applications from which 1,540 freshmen and 420 transfer students were enrolled for the fall 1992 semester.

Edinboro attracted applicants from 65 of Pennsylvania's 67 counties, 34 states, the U.S. Virgin Islands, the District of Columbia, and 46 foreign countries. The top five counties in Pennsylvania by enrollment are Erie, Allegheny, Crawford, Westmoreland, and Mercer. Most out-of-state students come to Edinboro from Ohio and New York, with concentrations from the Cleveland, Buffalo, and Rochester areas. Students from 459 high schools were in the new freshman class.

An important decision at the State System level has had significant repercussions on our







The students of the Miller School proudly presented a card to President Diebold in appreciation for their new playground equipment.

campus. The SSHE institutions now limit the number of out-of-state students to 10 percent of total enrollment. The effect at Edinboro is two-fold: we must now deny more out-of-state applicants, and we must make up for those losses by increasing our efforts to recruit more in-state students. We are now spending more time in areas farther away from Edinboro such as Harrisburg, Wilkes-Barre, and Scranton. Our sister schools are facing the same situation and, as a result, are recruiting more heavily in the traditional Edinboro markets.

This policy change is evident in our enrollment numbers. In 1990, 337 new out-of-state students enrolled at Edinboro; in 1991 that number fell to 294 – a 13 percent decrease. This past year, the number decreased by an additional 23 percent to 226 new out-of-state students.

Perhaps more significant than raw enrollment numbers are the kinds of students attending the University. More than 25 percent of the student population is made up of non-traditional adult learners. The University is very aware of the needs of these students as they pursue a career change or choose a career path for the first time. We are also strengthening our ties to community colleges in Pennsylvania and elsewhere through articulation agreements which facilitate transfer from two-year colleges to Edinboro.

Critical to our enrollment success has been the use of \$22 million in scholarships

and financial assistance. The University takes full advantage of the Board of Governors scholarship program for minority students. In 1992 we awarded 73 of those scholarships and increased the value of our Presidential Honors Scholarships to \$1,200 for freshman honors students who score over 1200 on the SAT and graduate in the top five percent of their high school class. This year we presented 12 students with such awards, the highest number ever given.

And Edinboro continues to provide an exceptional value. Excellence in education need not mean expensive education. We believe the increasing demand for an Edinboro education is our proof.

## Facilities

One of the hallmarks of the past 14 years of the University has been the care and attention given to preserving and improving the physical surroundings of the campus. In recent years two buildings near campus, Taylor House and Biggers House, have been restored and remodeled to provide faculty and administrative office space.

This year, another chapter was begun in the legacy of one of Edinboro's most revered landmarks – Normal Hall. In June ground was broken to erect a clock tower on the site where Normal Hall stood. The tower will recall the memory of the grand building and help tie together generations of our alumni – those who knew Normal Hall and those who will learn of it through the Normal Hall clock tower.

Certainly the most vital improvement to campus this year was the installation of a state-of-the-art fire alarm system in all of the dormitories. The alarms are tied to a computer panel in the University police station which will immediately notify security personnel where the fire alarm is activated.

The University received \$85,800 in matching grant monies from the U.S. Department of Energy for energy conservation programs in Ross and Centennial halls. The grant will enable us to change the electrical boilers in both buildings. The 30-year-old Ross Hall was once the campus dining facility and now houses the Computing and Communications Center. The new equipment is expected to pay for itself in less than three years.

Earlier in the year we received a \$5,000 grant from the Pennsylvania Electric Compa-



ny for an energy conservation study done on the two buildings.

A 1991 study by the State System of Higher Education reported that Edinboro had the second lowest energy use per student among the System's 14 universities. At the others, energy use ranged from 20 to 63 million BTUs per student. Edinboro, the report found, used just 23 million BTUs per student.

The second phase of renovations to Cooper Hall will be completed in the spring of 1993. This includes the installation of 23 modern fume hoods donated by American Sterilizer, Inc., for the science laboratories. Cooper's ground floor has been completely remodeled. It now houses faculty rooms and preparation and storage areas.

Several resident coordinator apartments in the dormitories were remodeled, and extensive renovations to Loveland Hall were completed. The roof, windows, doors and a skylight were replaced in Loveland, and the interior received a new coat of paint.

Our Student Government Association presented a \$25,000 check to the University to construct new walkways to the gazebo. The money will be used to build paved sidewalks from the McComb Fieldhouse south parking lot and from Mallory Lake to the gazebo. A bridge will be built to span the stream



BRUCE! Three-time Olympic medalist Bruce Baumgartner led the homecoming parade with his wife, Linda, and their two-year-old son, Bryan.



Fall of 1992 marked the fifth anniversary of classes at Edinboro's Porreco Extension Center. Originally projected to offer 24 undergraduate classes with 700 seats, the Center had 40 classes and 1,000 seats by the fall of 1989.

between McComb and the gazebo, and lighting will be installed along the entire length of both sidewalks.

A rewiring project for Memorial Auditorium which will upgrade the electrical distribution system will be finished in January. The auditorium in Doucette Hall is in the midst of an acoustical renovation. Tiered seating and carpeting are being installed, as are new light and sound systems.

We completed the removal of all electrical transformers with high levels of PCBs and replaced them with new ones. All transformers on campus now comply with regulations of the Environmental Protection Agency. The antiquated filter in the McComb Fieldhouse swimming pool was replaced to improve water quality.

Finally, the architectural firms have been selected for two important projects for 1993: the replacement of East Hall and renovations to Compton Hall. East Hall was destroyed by fire after it was struck by lightning on Saturday, June 15, 1991. The simple wood frame building had many uses over the years, including serving as a dormitory and science laboratory. Most recently it housed the art department's advanced and graduate ceramic studios.



# FINANCIAL OPERATIONS



*Richard E. Morley*  
*Vice President for Financial Operations*

The budget constraints that have affected every part of the University have probably been most acutely felt in Financial Operations. In our thrust toward excellence, however, we have mechanisms in place which help the University carefully choose where and how it allocates its resources.

In May of 1990, the Administrative Operations Committee was formed. It combined and/or replaced several other committees including budget, institutional resources, and planning. The new committee allows the University vice presidents to carry out divisional responsibilities more efficiently. It also greatly streamlines the budget process as the committee screens, reviews and recommends virtually everything that is presented to the President. This mechanism has proven to be very helpful in managing the current budget difficulties.

Fiscal year 1991-92 was a year of further belt-tightening, pressed between fiscal year 1990-91, a year with a severe mid-year budget cut, and fiscal year 1992-93, a year with a

decrease in state appropriations. Salaries and fringe benefits were reduced by \$1,070,000 (2.3 percent) during 1991-92, variable operating expenses were maintained below the rate of inflation, and the capital budget was \$320,000 (14 percent) less than the previous year. The year ended with a modest excess of revenues over expenditures totaling \$166,000 (.3 percent of revenues). This excess is dedicated to needed maintenance of our physical plant.

Through prudent management of our human and fiscal resources, Edinboro University has made selective reductions in staff and detailed realignment of operating and capital budgets, so that there have been only minimal reductions in service to our students and the publics we serve. It is a tribute to each employee that they have put forth the extra effort required to accomplish more with fewer resources.

The Commonwealth's funding of its public universities has continued to erode. In 1991-92, the Commonwealth provided only 43 percent of our funding, with tuition providing 37 percent. Only five years earlier the Commonwealth provided 53 percent and tuition covered 26 percent. Regrettable as these tuition increases have been, the increases of less than 10 percent a year over the five years did not fully offset the loss of Commonwealth revenue, thereby requiring more intensive planning and budget control.

During 1991-92, the University hired an internal auditor to provide assistance in maintaining internal control as fiscally required efficiencies realign some of the systems and procedures that have been in place for many years. The internal auditor can also immediately review high impact/high cost operations to enhance the University's overall effectiveness. The internal auditor reports directly to the President, and internal audit reports are issued to the Council of Trustees.

At the beginning of the 1992-93 school year, the operations of the former Office of Disabled Student Services transferred to the





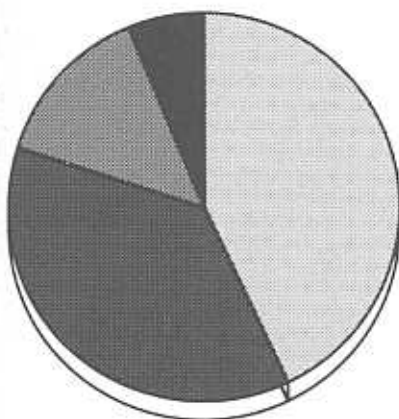
Financial Operations division. The move was prompted by the passage of the Americans with Disabilities Act, which places a greater burden on fiscal management and regulation compliance, and the program's increasing demand for financial resources. In late October, the program's name was officially changed to the Office for Students with Disabilities.

After five years of successful audits with another CPA firm, the State System of Higher Education hired the firm of Deloitte & Touche to audit each of the 14 universities starting with fiscal year 1990-91. Edinboro received unqualified audit reports from Deloitte &

Touche, as well as Pennsylvania's auditor general, for the years 1990-91 and 1991-92.

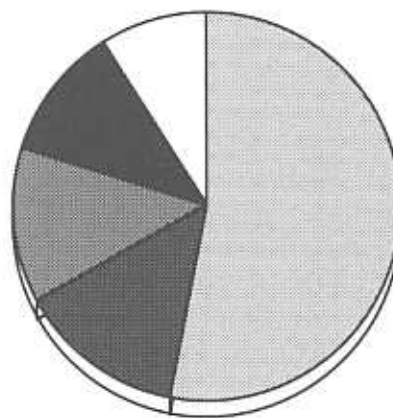
Edinboro University has weathered two difficult years of inadequate funding. Our physical plant is sound but will require significant amounts of money every year for the foreseeable future to maintain compliance with all applicable laws and regulations. Our overall level of service to students and the public has been only marginally affected to date. To the extent that the lack of future funding impacts our operations, all necessary steps will be taken to maintain a positive financial position and provide the best service possible.

1991-92 Income



- Commonwealth (43%)
- Tuition (37%)
- Auxiliary Enterprises (14%)
- Other (6%)

1991-92 Expenses



- Instructional & Support (53%)
- Auxiliary Enterprises (14%)
- Maintenance & Operation (13%)
- Administration (11%)
- Student & Public Service (9%)

## EXECUTIVE OPERATIONS

Under the direction of the executive assistant to the President are the Computing and Communications Center and the Office of Cultural Affairs.

Responsibility for the University's computing and telecommunications needs resides with the Computing and Communications Center. It oversees 11 computer labs and maintains three VAX computers which handle the data processing chores for academics, administration, and the library. In 1992 Edinboro became a member of PA-SSHEnet, which provides electronic communication to

23 locations throughout the State System, including the office of the Chancellor.

The Office of Cultural Affairs oversees the Alternative Film Festival, Bruce Gallery exhibitions, and the Concert and Lecture Series. Headlining the 1991-92 series were Margaret Augustine, director of space biospheres ventures for Biosphere II; contemporary jazz from the Jack Dejohnette Trio; the award-winning musical comedy *Nunsense*; Pulitzer Prize-winning investigative journalist Carl Bernstein; and the North Carolina Dance Theatre.





# AFFIRMATIVE ACTION AND DIVERSITY

Edinboro University has a strong and consistent commitment to promoting equality and diversity through its academic programs, cultural activities, housing policies, and other activities. We believe that diversity is an important component of a quality education and recognize the increasingly interdependent national and international environment.

## Curriculum

For more than a decade, the University has been developing a new General Education program. The new curriculum should assist students in becoming enlightened citizens of the world and developing values rooted in a commitment to equality and diversity.

The University offers students an opportunity to study the accomplishments and rich culture of African-Americans in the Bachelor of Arts in Black Studies program. A minor in that field is now being developed within the history department. In 1990, an African-American historian, Andre Smith, was hired to teach African-American history. Currently, the University has provided Smith a partial educational leave for doctoral studies and has taken other steps to assist him in that effort. He has received an appointment as an African-American Studies Fellow at Syracuse University for 1992-93. Another recently hired African-American scholar, Dr. Dennis Hickey, has published a monograph in African-American studies and is a member of the African Studies Association. Dr. Katherine Sotol, a newcomer to the English and theatre arts department, teaches Afro-American literature, as well as women's literature.

In February, Dr. Benjamin Hooks, executive director of the NAACP, was the keynote speaker for Black History Month. Baron-Forness Library displayed materials on four great orators: Frederick Douglass, Dr. Martin Luther King Jr., Sojourner Truth, and Booker T. Washington. Dr. Rob Ruck from the University of Pennsylvania lectured on "Kings on the Hill: Black Baseball before Jackie Robinson." Dr. J. Everet Green from Mercer College and Dr. Molefi Asante from Temple University

spoke on campus as part of a State System Social Equity Grant received by the School of Liberal Arts.

Women's issues are also a growing part of the Edinboro curriculum. This past September, Dr. Jerra Jenrette was hired to teach the history of women, and Dr. Kathleen Golden of the speech and communication studies department began developing a graduate level course called "Gender and Communication" which will first be offered in the summer of 1993. A committee on women's studies, which formed in the fall of 1989, has developed a course, "Introduction to Women's Studies," which is now under consideration for approval.

In seeking to enhance gender awareness in the curriculum, a Commission on the Status of Women was created to make the campus aware of the importance of using gender-neutral language in course titles and attempt to sensitize the campus community to women's concerns in academic and non-academic areas.

Women have proven especially successful as students at Edinboro. At the April 1992 Honors Convocation, 70 percent of the *summa cum laude* graduates were women, 74 percent of *magna cum laude* graduates were women, and 68 percent of *cum laude* graduates were women. They comprise 58 percent of the Edinboro student body.

## Recruitment

The University continued in 1991-92 to demonstrate its commitment to diversity through its active recruitment of minority, international and non-traditional students, faculty and staff. Deidre Jackson joined the faculty of English and theatre arts, and Dr. Jerry Lovelace was hired by the chemistry department. Dr. Shirley Stennis-Williams was appointed dean of the school of education, and Michelle R. Howard-Vital is the new associate vice president for academic programs and dean of the University College.



For the ten-year period from 1982 through 1991, the University made significant progress in diversifying its student and employee populations. In 1982 there were only two full-time black female employees and 202 white females. By 1991 those numbers improved to 24 and 348 respectively – a total gain of 168 women. The number of black males nearly doubled – from 10 to 18.

Among undergraduate students from 1984 through 1991, the number of black women increased from 89 to 139, while the number of all women grew from 2,821 to 4,302 – a gain of 1,481.

The credit for these gains must go to the University's proactive recruitment efforts, as well as a variety of programs for students in high school. These include Project Engage, the Partnership for Academic Progress, the Latino Education Project, and others.

## Retention and Diversity

The Department of Academic Support Services (DASS) collaborates with the admissions office in providing academic support services for students from diverse backgrounds. These services include Act 101, adult learner referrals, the Westinghouse Partnership program, and others.

DASS provides the Freshman Outreach Program as a means of assisting a select group of high-risk freshmen in making a successful transition to higher education. Of the 333 freshmen who participated during the 1991-92 academic year, 33 (10 percent) were African-American females; 39 (12 percent) were African-American males; and 127 (38 percent) were caucasian females.

# ADMINISTRATIVE GROUPS

In the course of administering a modern university it is often helpful to reach out beyond the resources of the executive offices to tap into the knowledge and expertise of professionals both on and off campus. As we continue our Thrust Toward Excellence in the 1990s, the University will grow immeasurably.

The **Council of Trustees** plays one of the most critical roles in the governance of the University. It is charged with evaluating the performance of the President and approving the University's budgets, expenditures, fees, admissions standards, and academic programs. The trustees spend many hours in service to the University without reward. They represent a host of different constituencies from different areas of our region and act as contacts for people in the community. They are a conduit for information and ideas flowing between the University and the community.

The **Faculty Advisory Group** and the **Board of Advisors** were established in the mid-1980s to provide new and different viewpoints to the University's management. The Faculty Advisory Group was created initially to give faculty members more direct input into the President's Office. It has served two important roles: to provide advice and counsel on a variety of subjects, and to convey a

message of what goes on internally to many of our external constituents.

This year marks an important milestone in the organization as its membership expanded from 10 to 25 faculty. The first projects were modest, and as the organization grew, the type of projects assigned have emerged from the simple to the more complex and delicate subjects such as the evaluation of important task force and commission reports.

The group has offered its advice on such matters as the Porreco Extension Center, general education, academic advisement, and the Women's Commission report. Currently, the group is working on a project involving international education.

The Board of Advisors brings together 20-25 civic and community leaders from the fields of business and industry, the professions, education, and the community at large to provide advice and a sounding board for planning and decision making. Board members also help the University keep in touch with the educational, community service and research needs in the region. The size and diversity of the Board's membership give added perspective and proportion to the advisories and governance provided to the University by its Council of Trustees.



# A LOOK TO THE FUTURE

It is customary in many annual reports to offer a prediction of an institution's future. It has been my experience in higher education, however, that making accurate forecasts – especially beyond several years – is very difficult. Perhaps we would be better served not to predict what events are likely to happen, but rather to focus on how we prepare ourselves to respond to events as they occur.

The future is not trouble free. We face a continued challenge as a result of society's failure to understand fully the global impact of all actions. The budgetary problems facing Edinboro University are linked to the economic difficulties facing the Commonwealth, the nation and much of the world.

As a society we can successfully adapt to the future by doing three things. First, anticipate change and adjust to that change from within. Historically, society has not done all that well in its planning for the future. We tend to be reactionary, spending much of our energy trying to catch up.

Second, elevate our thinking to consider humanity in terms of groups rather than in terms of the individual. We should reject thinking that suggests: "What is good for me is good; therefore I should justify that good,

so it appears to be more than just good for the individual." We must come to realize that in a society some of us may have to relinquish our individual luxuries for the betterment of humanity as a whole.

Third, we must come to an understanding that everything we do has a global impact. There is no escape from that reality. The crops we plant in Iowa or the factories we build in Pennsylvania have an impact on agriculture and industry in the rest of the world.

What, then, do these ideas mean to Edinboro University? It becomes our responsibility to try to anticipate the future and, as best we can with our resources, attempt to fit in that future. It becomes our responsibility to the people we teach – the people we impact most directly – to encourage them to think in terms of the greater good of the people rather than the more specific good of the individual. Finally, and perhaps most importantly, it becomes our responsibility as an institution of learning to fully recognize the global consequences of our actions and to share that recognition with our students. What we teach by word and example in the classroom today will reach out to change the world tomorrow.



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