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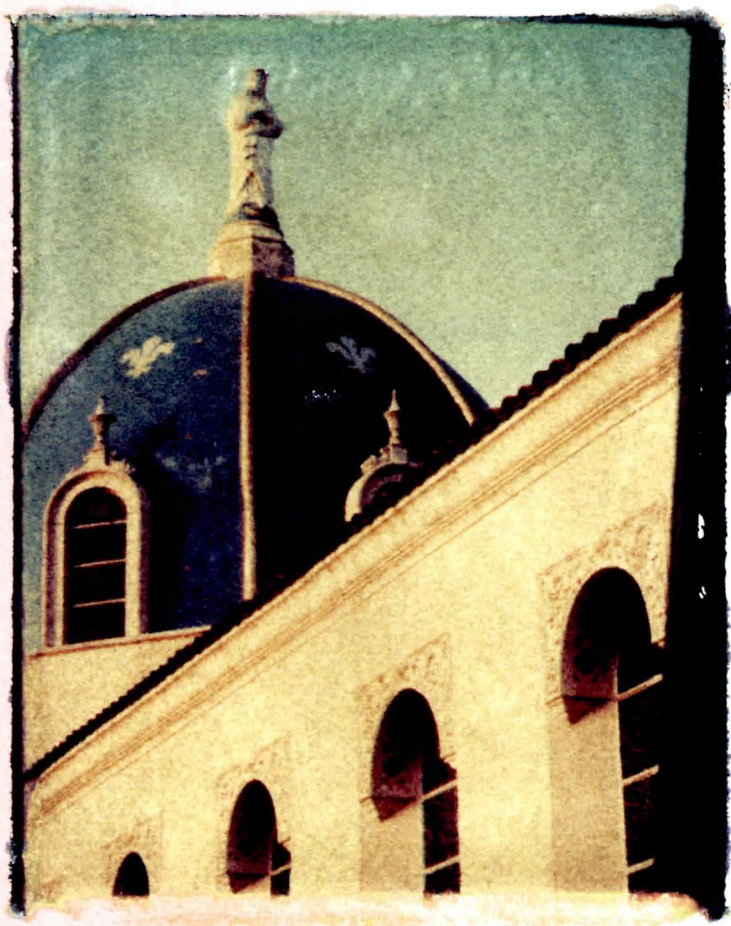
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UNIVERSITY OF SAN DIEGO
President's Report

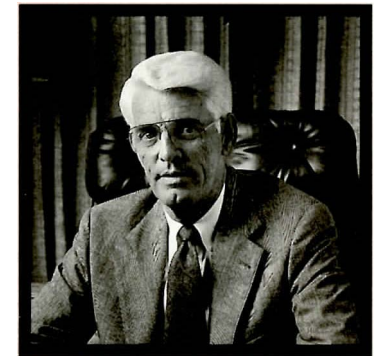
*Education in
the '90s:
Meeting the
Challenge*



LETTER FROM THE PRESIDENT

M

Many like to refer to higher education as the “ivory tower,” and those of us involved in education as living within that tower. Unlike a true “ivory tower,” however—a sheltered haven where outside forces play no role—a university is a part of the world in which it operates, a part of the lives of the people it educates. And it would be naïve to say that any university in this country had been unaffected by the events of 1992. Such events—the election of a new president, the continued economic woes of the nation at large, the escalating national debt—brought up a complex set of issues that will challenge American universities for years to come. The University of San Diego is no exception. Thanks to the generosity of our friends and benefactors, our “Education for a New Age” capital campaign, completed in 1992, left USD in better financial shape than many universities during these difficult times. But the 1990s will require all of us in higher education to re-examine our priorities and our systems of operation. We will face challenges along the way, but I am confident that we can respond with imagination and ingenuity. The text of this report explains some of those challenges, and how we hope to meet them. Despite challenging times, I am proud to say that the University of San Diego in 1992 continued to grow in stature and quality. Some 94 percent of our faculty are now doctorally qualified, and they remain dedicated to working with our undergraduate and graduate students both in the classroom and on a personal basis. They are the strength upon which the future of this university is based. Our accomplishments in 1992 were not limited to the classroom, however, as USD saw the graduation of its first four-time All-American student-athlete, tennis player Jose Luis Noriega. And the Men’s Soccer Team proved the word “underdog” meaningless this year by becoming the second-ranked team in the country, falling only to Virginia in the NCAA finals. Back on campus, we continued to successfully pursue the goal of a diverse student body that realistically reflects the world at large, and at the same time continued to stress international concerns both in our classrooms and throughout university life. Though circumstances prevented us from hosting one of the internationally televised presidential debates this past fall, our selection as one of the original debate sites by the National Commission on Presidential Debates nonetheless introduced USD to many members of the national media and brought the community together for weeks of intensive preparations. Our students gained both insight into and an interest in the election process that lasted through the election itself. We said goodbye to an old friend, John D. Boyce, who retired as vice president for financial affairs after 17 years. We welcomed a new friend to that position, Vice President Fred Brooks. And we welcomed an old friend to a new position as Monsignor I. Brent Eagen, a longtime member of our Board of Trustees, agreed to join the university administration as Vice President for Mission and Ministry. Finally, we mourned the loss on Dec. 28 of Ernest Hahn, who through unswerving loyalty and boundless generosity, not only as chairman of our Board of Trustees but as our friend, helped to make the University of San Diego what it is today. We miss him greatly.



Arthur E. Hughes, Ph.D.
President



During the coming years, educators will work within an increasingly uncertain financial framework to face issues that will determine their institutions' relevance and success for future generations.

USD PRESIDENT'S REPORT

The 1960s was a decade of unrest in American higher education, as universities grappled with the breakdown of their role *in loco parentis*, students exercised newfound freedoms, racial issues reached a crucial point, and all faced the specter of a nation divided over participation in the Vietnam War. What followed in the 1970s was a decade of experimentation and rapid growth wrought by the changes of the '60s. University curricula expanded to reflect the interests and inclinations of students, and enrollments expanded to absorb the full brunt of millions of "Baby Boomers" intent on a college education. By contrast, the 1980s was a period of relative calm. Enrollment stabilized, and most universities reached a happy medium in developing curricula that reflected the wants of the students and the educational needs identified by their faculty and administration. For educators and their institutions, all three decades were, in retrospect, periods of self-discovery. And so, too, will be the likely retrospective on the 1990s, which will be seen in future years as a crucial decade in the ongoing development of American higher education. During the coming years, educators will work within an increasingly uncertain financial framework to face issues that will determine their institutions' relevance and success for future generations: issues of diversity, multiculturalism, dwindling numbers of teaching faculty, rising numbers of undergraduate students, relationships with state and federal governments and, for universities with religious affiliations, with the church. Such issues are no strangers to the University of San Diego, which began its own process of self-discovery 20 years ago with the 1972 merger of the College for Men, the School of Law and the College for Women. Though both colleges had been chartered in 1949, the 1972 merger forced university officials to prioritize and plan what was essentially a new institution in its organization and scope, based on the strength of the values and traditions of the past. That planning has served USD well for the past 20 years, resulting in a 1992 university that is comprehensive in scope and continues to grow in stature as it matures. As immediate past-chairman of the board of the National Association of Independent Colleges and Universities and current chair of the board of directors of the Association of Catholic Colleges and Universities, Dr. Author E. Hughes has watched the patterns that higher education has followed for the past several decades.



As president of USD since that critical year of 1972, Dr. Hughes has guided the University of San Diego either with those patterns or, by design, against them. So his position as he peers into the crystal ball of the 1990s is one born of experience and insight. It is also one much influenced by the trends higher education, and the University of San Diego, began experiencing in 1992. What Dr. Hughes sees in his crystal ball is the beginning of several years of challenge as USD and other private and public institutions of higher learning around the United States reorganize, re-prioritize and reposition themselves for the 21st century.

While the challenges facing universities in the 1990s vary widely, all are influenced in one way or another by a factor that stands in contrast to the lofty principles of education: money. Put simply, American higher education is feeling the crunch of recession, and USD is located in a region that has been the hardest-hit of all. The financial woes of public universities have been highly publicized, and their dependence on dwindling state funds has left them pummeled by recession, particularly in California. Although not dependent on state money for operating capital, private universities are experiencing recessionary times as well, and USD is no exception. On the national level, universities both public and private are experiencing both a reduction in the amount and a shift in the type of government funding they receive for student aid, for example. "What is happening is the withdrawal of federal support for students who are unable to pay the cost of going to college themselves," Dr. Hughes says. "In the support that is provided, there is a growing shift away from grants—out-and-out gifts to pay tuition, room and board, and so on—toward loans, which students must repay." At the same time that financial aid support is decreasing, demands for financial aid are on the rise. Caught in a crunch between supply and demand, universities are struggling to meet the financial needs of their students. As the recession has permeated Southern California, more students find themselves in need of aid than ever before, and USD—like its sister schools around the region—has struggled to meet their needs as best it can. A cut in state grants (CalGrants) by the California Legislature and an increase in the number of aid applicants resulted in an \$800,000 gap for USD in 1992-93 between the amount of financial aid dollars available and the amount needed by students. USD had no choice but to make up the difference from university funds.





"We feel it's our responsibility to society, as well as good educational policy, to have a variety of students from different backgrounds and cultures as part of our community."

USD PRESIDENT'S REPORT

We find ourselves in a situation of increasing our allocation of student aid by taking from our operating budget," Dr. Hughes says. "That leaves less left over for things like salaries, curriculum innovation, faculty research and travel needs, and new kinds of programming. So we do without. It becomes necessary to very tightly prioritize those things that you feel are most important to the institution because you know there won't be funding coming in to support them as there has been in the past." One positive adjunct to the issue of student financial aid is USD's low default rate on repayment of student loans. Though the rate has increased slightly due to the recession, USD's 5.5 percent default rate for 1990 was just over half the national default rate of 10.4 percent. University operating budgets are being further strained by a reduction in federal funding to support mandates requiring colleges to provide for minority, women and handicapped students and to meet required security provisions. "With the withdrawal of support by state and federal governments, we are increasingly trying to pay for those mandates out of institutional operating funds," Dr. Hughes says, explaining that most private colleges in the United States are, like USD, dependent on student income to form their annual operating budgets. "So what private universities have had to do—including USD—is spend increasing proportions of our budgets on meeting government mandates without the related income flow from the federal government to support those mandates," Dr. Hughes says. "The more economically deprived a student is, the more finances required to support that student. And if that support is not coming from the source of the mandate to provide an education for the student, we have to do it ourselves." One example at USD, Hughes says, is the university's diversity program, aimed at increasing minority student enrollment in order to create a community better reflective of the world at large and offer a more well-rounded learning environment for all students. The program—similar to those at universities throughout the nation—involves more aggressive recruiting and the ability to provide financial aid, neither of which is inexpensive. Not providing such programs would not be an option, even if they weren't required, Dr. Hughes stresses. "We happen to believe it's right, whether it's policy or not," he says. "And here in San Diego in particular, where we have a large minority representation, we feel it's our responsibility to society, as well as good educational policy, to have a variety of students from different backgrounds and cultures as part of our community. Yet the funds aren't there to support what we would like to do."



Though USD and other private institutions do not depend on state budgets for their own operating and capital expenses, they are nonetheless impacted by what happens in the arena of public higher education.

USD PRESIDENT'S REPORT

One source of hope is President Bill Clinton, who, in his candidacy, left the impression that education would be a priority for his administration. After attending a recent meeting of the NAICU organization in Washington, D.C., Dr. Hughes says the mood in the nation's capital was upbeat. "There seems to be a much more positive attitude about solving problems rather than letting the problems absorb us," he says. He cited Clinton's campaign suggestion of instituting a system, developed by Northwestern University sociologist Charles Moskos, whereby any student who needed a federal loan to attend college could get one, as long as it was paid back through community service or a percentage of wages. "It's a very complex notion, but it's a positive notion in the sense that it could have a double impact—in terms of benefiting the broader needs of our society and providing a source of income for students to attend college," Dr. Hughes says. Because the Clinton agenda is still unclear on the breakdown of aid—work-study, grants and loans, in addition to service—Dr. Hughes is taking a wait-and-see attitude. "Clinton's record as governor of Arkansas was very positive as it related to education, K-through higher education," he says. "And if the president is predisposed toward trying to invest in the future of this country through its people's education, it could be a very positive experience. But it all has to be weighed within the economic condition of the country, specifically its deficit situation, and how Congress and the administration decide to give priority—or not give priority—to education as a prevailing national need. Time will tell." Time will also tell how the State of California solves its own budget dilemmas and treats education in the process. Though USD and other private institutions do not depend on state budgets for their own operating and capital expenses, they are nonetheless impacted by what happens in the arena of public higher education. Right now, everything is a question mark. "We haven't seen yet how the state is going to cope with its economic situation," Dr. Hughes says. "The approach in the past has been to constantly raise fees in the state universities—the University of California and the California State systems—without commensurate increases in financial aid. That is disastrous for people who are economically disadvantaged." Also disastrous for the California educational system have been the widely publicized cuts in state spending for education.



A According to a national study conducted at Illinois State University, California's 12 percent cut in education spending over the past two years was the nation's second-largest, behind Virginia. As a result, more and more students who would normally attend the state university system have started looking elsewhere. A record number of new high school graduates enrolled in regional or two-year community colleges this fall, for example, following a three-year national trend. Others have elected to attend private universities, where the issues of overcrowding and underfunding are sometimes problematic but not as acute as in the state systems, where cancelled or overcrowded classes make graduating in four years next to impossible. And, finally, universities outside the state have stepped up recruiting in California, hoping to lure disillusioned Golden State students and faculty to their campuses. And while 3.3 percent fewer Californians enrolled at the 20-campus California State University system this fall, some universities outside California reported increases. According to an informal survey by the *Chronicle of Higher Education*, the number of California freshmen attending the University of Colorado, for example, is up 34 percent from last year; the number attending the University of Oregon is up 50 percent. Something, obviously, will have to change but, as usual, there are no easy solutions at hand. "Maybe the state has reached a point where its commendable goal of being able to provide a 'free education' for everybody is no longer realistic," Dr. Hughes observes. "The state simply can't afford it. But who will pay for it? Well, obviously those students who can afford it ought to pay for it, and the state ought to be helping those who can't. That seems very logical, but I can assure you it will be a long time in coming. Or at least it's going to be painful in coming." As other universities begin recruiting in California, universities in California may need to begin recruiting more heavily outside the region in order to admit more students who are able to pay full tuition. "If the University of San Diego were solely dependent on Southern California for enrollment and Southern California were to go into a serious recession—which it has—then we would be in difficulty, too," Dr. Hughes notes. "The fact that we have more students this year with the need for greater financial aid than in the past is a reflection of the Southern California economy and what that, in turn, has done to families."



If a university such as USD begins to recruit more heavily outside California for financial reasons—to admit students in less financial need—it must, at the same time, look to preserve the overall student mix and look for students whose academic abilities meet the university's criteria.

USD PRESIDENT'S REPORT

But going outside the region for more paying students isn't quite that simple, Dr. Hughes notes. The university has always tried to admit a good mix of students from different geographic areas as a matter of educational philosophy. USD, for example, maintains a mix that includes around 61 percent of the students hailing from California, an important percentage since USD is a vital part of the community and region. The remaining 39 percent come from the other 49 states and other countries. Fifty-four different nations were represented among students for 1992-93. Such a mix allows students to learn from others of different backgrounds and upbringings, supplementing what they learn in the classroom. So the first and foremost reason for recruiting outside California is to find qualified students who will be assets to the USD student body, both as scholars and as members of the university community.

☞ If a university such as USD begins to recruit more heavily outside California for financial reasons—to admit students in less financial need—it must, at the same time, look to preserve the overall student mix and look for students whose academic abilities meet the university's criteria. ☞ “It isn't just a simple thing where you can say, ‘We'll be willing to take students who can pay,’” Dr. Hughes explains. “That would mean we had to accept students without regard to academic quality, that we shift financial status to our top priority in admissions. We would abhor making a move like that.” ☞ So USD officials are in the process of looking at options should a worst-case scenario occur in which there is another major shortfall between requests for aid and incoming funds. USD's operating budget cannot afford a larger blow than it took this year in meeting financial aid requests, Dr. Hughes says. “It simply can't get worse. The idea of continuing to take from the university's operating income to increase our contribution to financial aid has to slow down.” ☞ “The reason for it is obvious. The more we take from the operating revenue to use as student aid, the less that is available to underwrite the ongoing operation of the institution. We don't really have a choice.” ☞ So like universities across the country, USD is entering a period of self-study, carefully examining where and how funds are spent. “We have to look at the priorities that were established for admitting students and for recruiting students in the past,” Dr. Hughes says. “We haven't been able to finance every student who wanted to come here as much as he or she needed. We have never been in that situation, and most private universities aren't.” ☞



“But we have been able to help them significantly, and it’s the amount of significant help we’ll be giving that will be decreased. Then we have to ask: Can we afford to continue supporting our diversity program? Our activities programs, like intercollegiate athletics and music? Our academic grants, which underwrite the excellence concept of getting more and more brighter students? “Those kinds of things have to be weighed, and we’re in the process of doing that.”

While the operating budget covers the day-to-day cost of running the university, program expansions and equipment come from capital funds, which are endowment funds obtained through fund raising. It is an area in which private higher education has generally held an upper hand. While most public universities receive the bulk of their funding from the state, private institutions have always depended on the generosity of donors, both individual and corporate. But as public universities experience difficulties brought on by drops in state funding, they are becoming more involved in fund raising, once the near-exclusive domain of the privates. At the same time that educational fund-raising efforts nationwide are increasing, the number of potential donors is adversely affected by recession and a weak economy. While USD’s recent \$47.5 million “Education for a New Age” capital campaign, which ended in 1992, bolstered the university’s capital funds, Dr. Hughes says USD must be prepared to sharpen its own development efforts in the future. “We must be able to capitalize the growth of the university,” he explains, adding that capital funding includes endowment money to provide for student aid as well as money needed for the future growth of the university—*if* USD decides that growth is what it wants. Adding another few hundred undergraduates might bring in enough additional income to boost operating funds, for example, but the capital costs are complex and far from small. “Imagine, for example, that we want to add a thousand students, and 600 of them are to be undergraduates,” Dr. Hughes says. “Where are they going to live? We would need to build more residence halls. How many more science labs would we need? How many more classrooms? Offices? Health facilities? Dining facilities? Recreation facilities? And where would the capital come from to develop those facilities? We don’t have an answer to those questions.”



Competition among universities for faculty members is keen, though there has been less movement among faculty ranks in the past two years because of the economic conditions of the colleges and universities.

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One thing Dr. Hughes does have an answer for is how USD will compete with other universities in an increasingly competitive fund-raising arena. He, quite simply, believes in the "product." "It's going to be competitive, but the University of San Diego is an institution we believe in and one we will be working to convince others they should invest in," he says. "We have to spell out our uniqueness—why people should give money to this institution. I think we can do that; it's easier today than it was 20 years ago because we're more certain of who we are. We also have the advantage of being the institution that we are—recognized for what we are, as a comprehensive private university—in a geographic area where other private institutions don't offer the same things." "Another way of saying that is that we've found our market niche. We know who we are, and we need to keep honing in on that and improving and perfecting it."

Beyond the direct realm of financial concerns—though how universities will handle them will depend largely on finances—are the anticipated changes the next decade will bring in the level of available students and faculty members. Specifically, within the next decade, universities are expected to have fewer Ph.D.s available to teach a greater number of students. "There is a serious shortfall expected in the supply of Ph.D. faculty members throughout the country, resulting from a decline in Ph.D. programs because of an oversupply in the 1960s," Dr. Hughes says. "Beginning in 1996-97, the nation will also see an upsurge in enrollment — assuming the financial matters are resolved and we can accommodate more students." As part of the planning process in the next few years, then, USD will be looking at issues of staffing, looking for the same caliber of faculty members that have made the 1992-93 USD faculty 94 percent doctorally qualified. "These are excellent people," Dr. Hughes says. "We must find a way to sustain the excellence of the faculty. It is because of that excellence that we are able to offer the quality of education that we do." Competition among universities for faculty members is keen, though there has been less movement among faculty ranks in the past two years because of the economic conditions of the colleges and universities. "Colleges and universities simply aren't able to expand right now, even though the enrollment is there—particularly in the public universities—to support larger numbers of faculty," Dr. Hughes says.



Once the financial outlook becomes rosier and hiring begins again, however, the shortfall is expected to hit hard at higher education. "We probably won't get the real impact of the Ph.D. shortage until the late 1990s, but we can't wait until then to plan what we're going to do about it," Dr. Hughes notes.

There must also be planning for how to handle an anticipated increase in students beginning in the mid 1990s, an increase based on the growth of the population base at large. "If we don't increase the number of institutions that we have now, and if the institutions that are here cannot afford to increase in size, where will these additional students go to school?" Dr. Hughes asks. "Who is going to get left out, and on what basis? Is our population, our citizenry, convinced that the investment in higher education should be a high priority? Because if they aren't, the funding won't be available for the students who have the desire and ability to receive a college education."

As universities across the nation, public and private, plan for a future that sometimes seems to have more questions than answers, USD enters its own planning secure in the knowledge that, as Dr. Hughes says, "we know who we are." The academic quality of the USD education is enhanced by the less tangible qualities that set it apart from its counterparts—qualities that "build the uniqueness of a USD experience as opposed to an experience at UC-Berkeley or Claremont," Dr. Hughes says. As USD goes through its own long-range planning process (just beginning for the 1995-2005 period) and sets out to find answers to the questions being raised by the issues of the 1990s, those qualities will remain. First, he says, a cornerstone of the university's strength is its commitment to a liberal arts education for undergraduates, taught by faculty members with a commitment to teaching. Next, the university draws on its Catholic tradition to emphasize values. "We stress human values—honesty, fidelity and truth, both in the curriculum and through experience," Dr. Hughes says. "We stress social values—peace, justice, altruism. And we stress transcendental values—faith, hope, love. Because those draw from our tradition, we automatically have a difference from institutions that aren't church-related." USD also defines itself by its view of the student. "*In loco parentis* went out during the 1960s," Dr. Hughes says. "There was an assumption that 18-year-olds were adults in all ways."



“Well, I would argue that we are in a constant process of maturing—all of us—and that the 18-year-old is no different than anyone else. There are certain kinds of things that can be done for him or her in addition to intellectual formation. So we look at our students’ social development, physical development and spiritual development, and provide experiences here through which they can grow in those dimensions.” A fourth element of the USD character is its commitment to diversity. It is more than a government mandate. “We accepted diversity largely on the basis of its educational importance to our students, recognizing that the world in which they live and are going to live in the future is a very diversely populated world,” Dr. Hughes says. “We have an obligation as an institution of higher education to see that is done. I don’t think we’re any better at it—or any worse—than any place else, but we certainly can’t ignore it. The student going to school here is going to be immersed in a population of very different people.” Finally, the fifth thing that sets USD apart is its concern for internationalism. “Universities have always regarded themselves as an important variable in the development of citizenship,” Dr. Hughes says. “Traditionally, that has meant American citizenship. It still does, in that it’s part of understanding both the histories and cultures from which our people come, as well as our American culture.” “But the students who are graduating now are going to be world citizens. They are going to travel more; they are going to do business across international boundaries; they are going to be involved in research that extends beyond the U.S. borders. They need to begin thinking much more globally and looking at problems that are much more globally oriented than my generation did.” Taken together with a dedicated faculty, staff and administration, the USD students leave with a head start on productive lives and careers, something to which all universities aspire. “I’m not sure the students know what’s happening to them while they’re here,” Dr. Hughes says. “But later on, they realize we’ve made a positive difference in their lives.”

JANUARY THROUGH MARCH

USD introduced Southern California's first professional training center for family-owned businesses in January with the founding of the Family Business Institute. The institute was formed to help entrepreneurs overcome the range of difficulties—emotional as well as financial—that can undermine a family business. The institute's first program, "In Search of Solutions for Family Businesses," was presented March 12.



In February, USD President Author E. Hughes took on a leading national role in Catholic education as chair of the board of directors for the Association of Catholic Colleges and Universities. ACCU represents more than 200 regionally accredited Catholic colleges and universities. That same month, he completed his term as chair of the board of the National Association of Independent Colleges and Universities. The national organization represents about 850 private colleges and universities on public policy issues with the legislative, executive and regulatory branches of the federal government.



The USD community was saddened by the loss of longtime board member James W. Colachis, who died Jan. 6 after a battle with cancer. A member of the USD board since 1981, Colachis was chairman and CEO of the J.W. Colachis Co., a real estate investment and management firm maintaining extensive holdings in California and Arizona. James Colachis' wife, Kathryn Colachis, continues to serve on the USD board.



Archbishop John R. Quinn of San Francisco joined the USD Board of Trustees this spring, marking a homecoming of sorts. Archbishop Quinn was the university's first provost as well as a member of its board in the late 1960s. He was installed as Archbishop of the Archdiocese of San Francisco in 1977.



USD announced that, beginning with the fall 1993 season, the university's football program will end 30 years of independent status in NCAA football by joining the Pioneer Football League. The decision to join the new league resulted from the elimination of NCAA multidivision classification and the lack of support for proposed 1-AAA legislation. Current members of the Pioneer Football League are Dayton, Butler, Valparaiso, Evansville and Drake universities.



USD Assistant Professor of Engineering Michael Morse set the pace for a February "Walk on Water" competition sponsored by the USD Department of Electrical Engineering. Contestants were required to design human-powered buoyancy shoes and use them to cross the surface of the Olympic-sized swimming pool in the USD Sports Center. The purpose? Morse: "We want to dispel the image of an engineer as someone who walks around with a pocket protector and a calculator."



U.S. Secretary of Housing and Urban Development Jack Kemp discussed "Restoring Economic Growth in the 1990s" at the 10th annual USD Corporate Associates Luncheon, held March 12 in the Hahn University Center.



APRIL THROUGH JUNE

U.S. Supreme Court Justice Sandra Day O'Connor presented the annual Nathaniel L. Nathanson Memorial Lecture on April 9 at Shiley Theatre, speaking on the late Oliver Wendell Holmes. O'Connor also met earlier in the day with students of the USD School of Law.



USD senior tennis player Jose Luis Noriega competed in the NCAA championships in May, hoping to win the final leg of the Collegiate Grand Slam. Though he fell short in the finals, Noriega nonetheless went out a winner. On the court, he captured the national singles title at the 1992 Rolex National Indoor Championship on Feb. 6-9; he had earlier won the National Clay Court championship in 1989. The native Peruvian also excelled in the classroom, becoming USD's first four-time All-American and graduating in four years despite speaking little English when he arrived at USD as a freshman.



Statesman Elliot L. Richardson addressed responsibility within the political process as the speaker at USD's undergraduate commencement ceremonies on Sunday, May 24. Richardson, who served the Bush administration as special representative of the president for the Multilateral Assistance Initiative for the Philippines, also received one of two honorary degrees. The other was awarded to the graduate commencement speaker, Robert E. Wycoff, chair and chief operation officer of the Atlantic-Richfield Corp. of Los Angeles and chairman of the California Business Roundtable. Leading American consumer advocate Ralph Nader served as speaker for the School of Law commencement.



USD announced the addition of two new members to its Board of Trustees. Kathryn S. Colachis, chairman and CEO of The J.W. Colachis Co., and William D. Jones '80, investment manager of The Prudential Realty Co., joined the board May 15, both for three-year terms.

JULY THROUGH SEPTEMBER

After 17 years as vice president for financial affairs at USD, John D. Boyce retired Aug. 1. During his tenure, the university saw the financing, design and construction of Hahn University Center, Olin Hall, Manchester Executive Conference Center, Hahn Nursing School, Copley Library, Loma Hall, Mission Crossroads Housing Complex, the Alcalá Vista Housing Complex and the soccer field. He also purchased the university trams and oversaw automation of the university's two libraries and the media center, construction of a cogeneration plant, and upgrade of the university's computer system.

Joining USD as the new vice president for finance and administration was Frederick V. Brooks, formerly senior vice president for finance and administration at the IIT Research Institute in Chicago.

USD's Loma Hall opened for business with the fall semester. The new building, located behind Guadalupe Hall, provides facilities for the Campus Bookstore and Mail Center and contains classrooms and laboratory facilities.

In August, USD was named by the National Commission on Presidential Debates as one of three proposed sites for internationally televised debates between the candidates for President of the United States. The campus community engaged in two months of hurried preparation for the debate, but was disappointed when the event had to be canceled a week before its Oct. 4 scheduled date. The campaign for Bill Clinton had agreed to the USD site, but the campaign for then-President George Bush did not wish to debate in California.

The USD Philip Y. Hahn School of Nursing in September was awarded a \$242,753 three-year contract by the Health Resources and Services Administration to begin training family nurse practitioners in the specialty of migrant health care. The contract, one of only two awarded nationwide by the Division

of Nursing in HRSA's Bureau of Health Professions, is an effort to address chronic health problems among Southern California's estimated 200,000 migrant farm workers and their families.

The USD electrical engineering program received professional accreditation from the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology, the national accreditation organization for university engineering programs. The accreditation was retroactive to spring 1991, covering students from the program's first graduating class.

OCTOBER THROUGH DECEMBER

Homecoming Weekend brought more than 1,000 alumni and their families to USD in October for three days of reunions and activities. Sister Sally Furay, RSCJ, Vice President and Provost, received the Mother Rosalie Hill Award.

Students and faculty at USD gathered in the Hahn University Center on Sunday, Oct. 11, to watch and discuss the live broadcast of the first presidential debate with President George Bush, then-Ark. Gov. Bill Clinton and Texas businessman Ross Perot. After the debate, the USD Associated Students staged a special candlelight tribute to the candidates.

The Rev. Monsignor I. Brent Eagen, VF, was named Vice President for Mission and Ministry at USD. Monsignor Eagen, then pastor of the Mission Basilica San Diego de Alcalá, joined the university on January 15, 1993. He joined the faculty of the San Diego College for Men in 1960 and was appointed director of school relations in 1964. He became a member of the USD Board of Trustees in 1968. (In 1972, the San Diego College for Men and San Diego College for Women merged to form the University of San Diego.) In 1980, USD awarded him an honorary doctorate, recognizing his accomplishments as an educator and administrator.

Hundreds of mourners gathered at the Immaculata Dec. 30 to honor the memory of Ernest W. Hahn, chairman of the USD Board of Trustees, who died Dec. 28 after a long bout with cancer. His legacy at USD lives on through the Hahn University Center and the newly established Hahn Chair of Real Estate Finance.

REVENUES	1992	1991
Tuition	\$68,272,794	\$62,143,665
Government grants	653,076	710,753
Private gifts, grants and other contracts	705,418	757,303
Athletics, recreation and other	275,181	285,570
	\$69,906,469	\$63,897,291
Sales and services of auxiliary enterprises	18,120,789	17,248,717
Other sources	1,648,809	2,122,124
TOTAL REVENUES	\$89,676,067	\$83,268,132

EXPENDITURES AND MANDATORY TRANSFERS	1992	1991
Education and general	66,240,852	58,571,867
Auxiliary enterprises	14,246,255	13,197,652
Mandatory transfers for debt service and matching grants	3,892,288	3,567,073
TOTAL EXPENDITURES AND MANDATORY TRANSFERS	84,379,395	75,336,592

NONMANDATORY TRANSFERS	5,254,322	7,779,744
Net Increase in Fund Balance	42,350	151,796
CURRENT UNRESTRICTED FUND BALANCE	1,378,554	1,336,204

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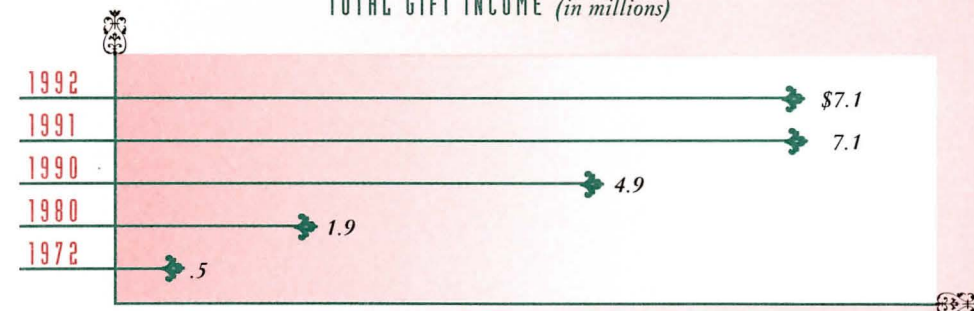
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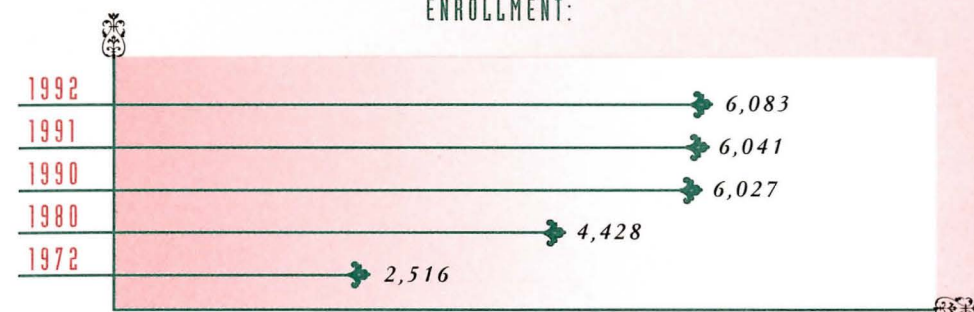
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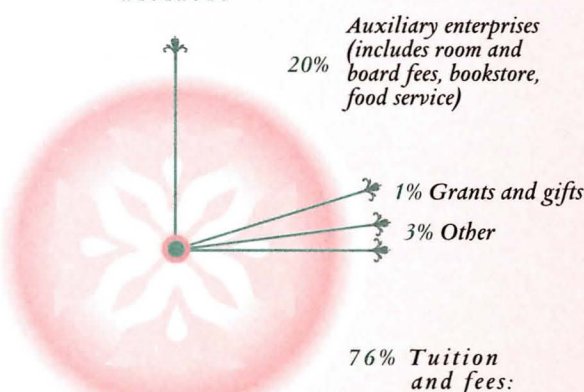
TOTAL GIFT INCOME (in millions)



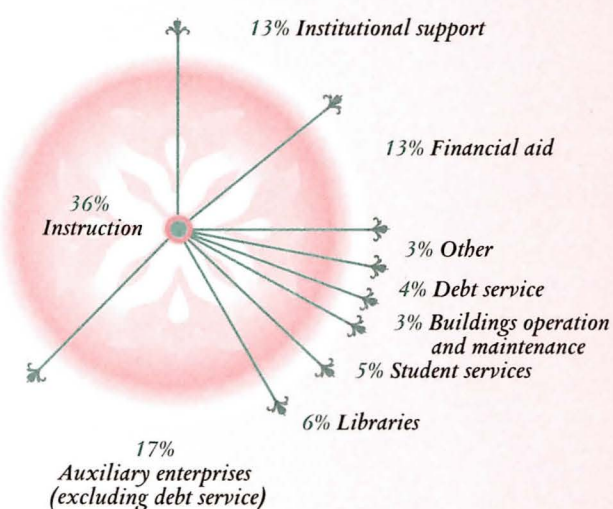
ENROLLMENT:



REVENUES



EXPENDITURES AND MANDATORY TRANSFERS



GIFT SUPPORT

Almost 5,000 individuals, corporations and foundations expressed their commitment to USD by making financial gifts totaling some \$7.1 million during 1991-92, including \$2.9 million to the Annual Fund.

Annual Fund gifts help make up the difference between tuition revenue and the cost of educating USD students. The gifts support student scholarships, help fund faculty projects and provide technical and computer equipment essential to maintaining USD's competitive standing in higher education.

ENDOWMENT FUND

Market value of the endowment for the year ending Aug. 31: \$22,714,669.

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