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## FACULTY NEWSNOTES

Edited by Provost's Office

November 16, 1979

#108

### OFFICE OF THE PROVOST

#### Analysis of Student/Faculty Statistics:

I am attaching at the back of these Newsnotes, for your information, two pages summarizing and interrelating for the current semester (Fall, 1979) courses offered, class enrollments, average students per course, student units generated, FTE faculty, student/faculty ratio, etc. As many of you know, we have published comparable information each fall semester since 1972 (Newsnotes of December 15, 1972, November 2, 1973, November 8, 1974, November 14, 1975, November 17, 1976, November 9, 1977, and November 17, 1978) as well as spring semester data for several years (Newsnotes of May 24, 1974, May 30, 1975, April 23, 1976, April 14, 1977, May 15, 1978, and April 24, 1979).

The student/faculty statistics need some explanation, and I ask you to read the data in the light of the annotations which follow:

1. Figures are comparable to those of prior years, since the same basis was used for figuring out the statistics. There was one exception. In the School of Education, all units taken by graduate students (and paid for as such) have been listed in the graduate column, even if taken in an undergraduate numbered course open to graduate students; prior to Fall, 1975, units were listed in the column appropriate to the course number.
2. The official student/faculty ratio figure is Column N - or Column M if one does not include sabbaticals. Both Columns M and N include administrative time (such as department chairmanships) and any special project time as well as instructional time. However, Column L - which gives an instructional student/faculty ratio - is included also, since the comparison between Column L and Columns M and N indicates the effect of faculty administrative time on the student/faculty ratio.
3. The administrative time of the Deans of the five schools/college is NOT included anywhere in the chart; their instructional time is included, in that the student units are counted, but the FTE faculty is not increased by virtue of the fact that a Dean is teaching a course.
4. Where a faculty member is teaching in the External Degree program as part of his or her regular semester's faculty load, the proportion of teaching time in the External Degree program has been removed from the department and disci-

pline column and added to the External Degree line.

5. The various national, regional, and professional groups to which the University belongs (such as the American Bar Association) often specify particular formulae for computing student/faculty ratio. Computations according to these formulae cannot be ignored, especially in the case of an accrediting body. But computations according to these formulae sometimes differ from the computations on the attached sheets, which are based on the number of student units and full-time equivalent faculty. As soon as we are aware of differing student/faculty ratios computed according to formulae of various associations, we will communicate them in these Newsnotes.
6. We are using a formula that was new in the fall of 1976, for determining the number of classes, and hence the average students per class, for laboratory courses. This formula counts each lab section of a course with several labs as a class section, but does not count the lecture as a class. Courses with lecture and single associated lab are counted as one class. This change only affects figures in Columns A and C for those departments offering lab courses, and results in some incomparability with earlier years.
7. The chart reflects Fall Semester figures. We will also publish computations for Spring Semester.

Note: One key element in student/faculty statistics is not reflected on a chart such as this, namely, the advising load. A discipline may have a fairly high student/faculty ratio, but a small number of majors for its faculty members to advise. Another discipline may have the same or smaller student/faculty ratios, along with a hundred or more majors to advise.

#### Financial Aid Trends:

Somewhat over a year ago, at an all-University presentation, Financial Aid Award trends for several years were summarized. These trend charts have now been updated for the fiscal year just ended (September, 1978 - August, 1979), with estimates for the current fiscal year included.

For the information of members of the academic community, I am attaching two charts to these Newsnotes: 1) Undergraduate-Graduate Financial Aid Trends from 1975-1976 to the present, sub-divided by "Federal, State, and Private" funds and by "USD Funds"; 2) Law School Financial Aid Trends from 1975-1976 to the present. If explanations of the charts are needed, please consult Mr. Herb Whyte in Serra Hall, or Associate Dean Doris Alspaugh or Ms. Judy Gutterman at the Law School.

#### SCHOOL OF NURSING

##### Graduate Program in Advanced Psychiatric Nursing:

The National Institute of Mental Health, a division of the Department of Health, Education, and Welfare, has notified the University of San Diego of a Graduate Training Award for a graduate program (Master of Science in Nursing) in Advanced Psychiatric Nursing. Dr. Janet L. Blenner, Assistant Professor of Nursing, is the Director of the Program.

The award for the initial year (September 28, 1979 through June 30, 1980) is \$80,321. Support for the remaining four years of the project is in excess of \$200,000 per year. The grant pays full tuition and stipends for eight students the first year, with the number increasing each year until the several groups have completed the two-year program.

#### Capitation Grant:

The Philip Y. Hahn School of Nursing was notified in the end of September of the receipt again this year of funds under the Nursing Capitation Grant Program. This year's amount is \$10,366.

#### VARIA

Dr. Steven Schoenherr, Department of History, delivered a paper on "Audiovisual Aids in Teaching American Diplomatic History" at the Fifth National Meeting of the Society for Historians of American Foreign Relations at the University of Kansas August 9, 1979.

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Dr. James Otte, Department of History, has had an article on "The 'Resurrection' of Frederick II of Hohenstaufen" accepted for publication by the Journal of the Rocky Mountain and Western States Medieval and Renaissance Association.

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Dr. Iris Engstrand, Department of History, has had her book entitled In Pursuit of Truth: Scientific Expeditions in New Spain during the Age of Enlightenment accepted for publication by the University of Washington Press.

\* \* \* \* \*

History Department member, Dr. James R. Moriarty, III, has received notice of his appointment to membership of the world famous Explorer's Club of New York and London. This honor was based on explorations Dr. Moriarty has participated in over the last 35 years. With two companions he was the first man to ascend the heights of the Laruma Pass in southern New Guinea. In addition, he conducted the first underwater exploration that discovered prehistoric sites on the ocean bottom off southern California. Recently, the People's Republic of China honored Dr. Moriarty with the publication of his research and discoveries relating to evidence of trans-pacific-Asian voyages in pre-Columbian times. Dr. Moriarty will receive formal induction in the Explorer's Club at the annual meeting in New York in early 1980.

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Dr. Edward DeRoche, Dean, School of Education has had an article published in the Milwaukee Sentinel on "How to Argue With a Teen and Win." It appeared in the October 30, 1979 issue.

He also gave a speech to the California Reading Association meeting on November 9, 1979.

Dr. Ruth Houk, Special Education, attended the seminar of Structure of the Intellect, Early Identification of Learning Disabilities, at the University of Nevada at Las Vegas, Nevada, November 2 through November 4, 1979.

\* \* \* \* \*

Dr. Robert Nelson, Dr. Ruth Houk, and Dr. DeForest Strunk attended the Annual Conference of the California State Federation, Council for Exceptional Children, held at the Disneyland Hotel in Anaheim, CA, November 9 through November 11th. Eighteen students in Special Education also attended the conference with the faculty.

Dr. Robert Nelson, Special Education, has been elected for another year's term on the Manpower Training Commission, Special Education for the State of California.

\* \* \* \* \*

Dr. DeForest Strunk is the author of an article appearing in the Spring issue of California Journal of Teacher Education, "California's Answer to P. L. 94-142 Staff Development". His Co-authors are Dr. Ida Malian from San Diego State University and Dr. Paul Finkbeiner of the Commission for Teacher Preparation and Licensing of the State of California.

Dr. Strunk attended the National meeting of the American Association of the Education of the Severely/Profoundly Handicapped held in Chicago on October 18th through the 21st.

Dr. DeForest L. Strunk, Special Education, is serving as a member of a panel on Professional Standards of the California State Federation of the Council for Exceptional Children.

He spoke on the topic "Who are We, Where are We Going" at the 26th Annual Convention of the California State Council for Exceptional Children in Anaheim, CA on November 11, 1979.

\* \* \* \* \*

A video tape cassette of Dr. Gary Macy's interview of October 7, 1979, on Channel 10's "Newsmakers" television program is available at the Media Center. The tape is filed under "Pope John Paul."

Dr. Macy, Assistant Professor of Religious Studies, discussed with Channel 10 staff the political implications of the Pope's recent U.S. visit. It was aired one half hour before ABC's live coverage of the Pope's Washington, D.C. mass.

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Professor Patrick Hurley and Professor Dennis Rohatyn, Department of Philosophy, delivered a paper entitled "Einstein, Extensionality and the Principle of Relativity" at the Albert Einstein Centennial Conference, held at Hofstra University in Hempstead, New York on November 9. The paper was heard and witnessed by about 100 spectators, and included a question and answer period afterwards.



Fall, 1979

University of San Diego										STUDENTS										FACULTY									
Arts & Sciences	Courses Offered			Total class enrollment			Avg. students per course			Student units generated			Instr'l FTE by level			Instr'l FTE (12 un) F	FTE Fac. G	FTE fac. in. sabb. H	Avg. fac. load I	Stu. un. per instr'l FTE D F J	Instr'l s/f ratio by level			Instr'l s/f ratio L	s/f ratio M	s/f ratio including sabbatical N			
	A LD	UD	Grad	B LD	UD	Grad	B ÷ A C LD	UD	Grad	D LD	UD	Grad	E LD	UD	Grad						K LD	UD	Grad						
Behavioral Sci.	Anthropology	8	2		202	43		25.3	21.5		606	129		2.0	.5		2.5	2.55	2.55	12	294	20.2/1	17.2/1		19.6/1	19.2/1	19.2/1		
		Psychology	12	8		361	167		30.0	20.8		1086	489		2.9	1.8		4.7	5.0	6.0	12	335	25.0/1	18.1/1		22.3/1	21.0/1	17.5/1	
		Sociology	8	9		237	218		29.6	24.2		711	654		2.0	2.25		4.25	4.40	4.40	12	321	23.7/1	19.4/1		21.4/1	20.7/1	20.7/1	
Environ. Studies		2			66			33.0			198			.41			.41	.41	.41	-	483	32.2/1			32.2/1	32.2/1	32.2/1		
Fine Arts	Art	7	9		218	101		31.1	11.2		654	303		1.75	2.25		4.00	4.10	4.10	12	239	24.9/1	9.0/1		16.0/1	15.6/1	15.6/1		
	Music	12.6	8.4		272	94		21.5	11.2		668	194		2.9	1.4		4.3	4.4	4.4	12.3	201	15.3/1	9.2/1		13.4/1	13.1/1	13.1/1		
	Speech	3	2		74	48		24.6	24.0		148	144		.5	.5		1.0	1.05	1.05	12	292	19.7/1	19.2/1		19.5/1	18.5/1	18.5/1		
	Theatre Arts	2			64			32.0			128			.33			.33	.33	.33		388	25.9/1			25.9/1	25.9/1	25.9/1		
Foreign Lang.	French	7	4		168	36		24.0	9.0		504	108		2.0	.75		2.75	2.85	2.85	12	223	16.8/1	9.6/1		14.8/1	14.3/1	14.3/1		
	German	4	1		48	3		12.0	3.0		144	9		1.0	.25		1.25	1.25	1.25	12	122	9.6/1	2.4/1		8.2/1	8.2/1	8.2/1		
	Latin	1			18			18.0			90			.42			.42	.42	.42		214	14.3/1			14.3/1	14.3/1	14.3/1		
	Spanish	14	2.7	.3	344	57	5	24.6	21.1	16.6	1032	171	15	3.5	.68	.08	4.26	4.41	4.41	12	286	19.7/1	16.8/1	12.5/1	19.1/1	18.4/1	18.4/1		
	Italian	2			32			16.0			96			.5			.5	.5	.5	-	192	12.8/1			12.8/1	12.8/1	12.8/1		
Mathematics		37	3		987	45		26.6	15.0		3075	145		9.66	.75		10.41	10.66	11.66	12	309	21.2/1	12.8/1		20.6/1	20.1/1	18.4/1		
Physical Sci.	Chemistry*	13	10		333	120		25.8	12.0		755	307		3.28	2.44		5.72	5.85	5.85	11.51	186	15.3/1	8.4/1		12.4/1	12.1/1	12.1/1		
	Physics*	9	2		134	22		14.8	11.0		399	81		2.33	.75		3.08	3.20	3.20	12.3	156	11.4/1	7.2/1		10.4/1	10.0/1	10.0/1		

\* Most labs counted as distinct sections of a course.