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## FACULTY NEWSNOTES

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Edited by Debbie Gough

October 31, 1980

#118

### OFFICE OF THE PRESIDENT

In a recent communication from John Zeterberg, Director of Physical Plant, I received the alarming news that the costs of electricity have risen even faster than our predictions. Following is the text of his memo:

In the past twelve months the cost of electricity has increased by 92% as you will see in the attached tables of consumption and cost. Most of the increase took place in the last few months of FY 79-80, and therefore had little impact upon last year's budget status. However, we are now entering the FY 80-81 budget year with electrical rates which already exceed budget.

The FY 80-81 budget is predicated upon an average rate of \$.077 per KWH. In September we paid an average of \$.096 per KWH, up from \$.050 in September, 1979. Assuming another 10% average increase over the next twelve months, and a 7% reduction in consumption, our electrical costs for the current year will be approximately \$517,000 (\$.106/KWH), an over-run to budget of \$156,000.

In order to minimize the large negative budgetary impact of the increased rates, I would like to ask all members of the USD community to help immediately by a conscientious effort to reduce electricity consumption. Obviously, I am not asking to cut the electricity which is essential; rather, I am asking to cut waste - hopefully, to eliminate it. To reduce total consumption by 20% is a realistic goal if everyone becomes conservation conscious.

As you are aware, full time equivalent enrollment increased, but failed to meet budget expectations. There simply aren't adequate reserve funds to absorb both the under enrollment and increased energy costs. Additionally, whatever funds are spent for wasted electricity consumption can better be used for more productive purposes.

Thank you for helping.

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### OFFICE OF THE PROVOST

#### Undergraduate Majors at USD:

The Registrar's Office, at the request of my office, has provided a listing of the number of students indicating a major in the various disciplines. This information

has been provided each semester for the past several years. The data is applicable for fall semester, 1980 (see Newsnotes for November 2, 1979 and October 27, 1978 for last two years' fall data) - though of course all will realize that data on declaration of majors is in constant flux as students change their majors or move from "undeclared" status to declaration of major. The data should, therefore, be considered only an approximation. Because changes of major are rare among seniors, less common among juniors, and quite usual among sophomores and freshmen, it is relevant to know the level of students listed. Therefore, the information on undergraduate majors has been subdivided into upper division and lower division students.

### Undergraduate Majors - Fall, 1980

<u>COLLEGE OF ARTS AND SCIENCES</u>	<u>UPPER DIVISION</u>	<u>LOWER DIVISION</u>	<u>TOTAL</u>
AMERICAN STUDIES	4	0	4
ANTHROPOLOGY	4	0	4
ART	15	5	20
BEHAVIORAL SCIENCE	21	8	29
BIOLOGY	63	22	85
CHEMISTRY	9	1	10
DIVERSIFIED LIBERAL ARTS	66	9	75
ENGLISH	40	7	47
EUROPEAN STUDIES	0	0	0
FRENCH	6	2	8
HISPANIC/LATIN AMERICAN STUDIES	1	0	1
HISTORY	33	10	43
INTERNATIONAL RELATIONS	24	14	38
MATHEMATICS	6	2	8
MUSIC	12	4	16
NON-WESTERN STUDIES	0	0	0
PHILOSOPHY	11	1	12
PHYSICS	2	0	2
POLITICAL SCIENCE	34	10	44
PSYCHOLOGY	71	22	93
RELIGIOUS STUDIES	20	01	21
SOCIOLOGY	24	4	28
SPANISH	13	1	14
UNDECLARED	126	1223 (816 freshmen)	1349
TOTAL	605	1346	1951
<u>SCHOOL OF BUSINESS ADMINISTRATION</u>			
PRE-BUSINESS	172	216	388
ACCOUNTING	82	5	87
BUSINESS ADMINISTRATION	199	13	212
BUSINESS ECONOMICS	14	2	16
ECONOMICS	7	1	8
	474	237	711
<u>SCHOOL OF NURSING</u>	71	---	71
GRAND TOTAL	1150	1583	2733

### 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, 1980) 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, November 17, 1978, and November 16, 1979) 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, April 24, 1979, and April 11, 1980).

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 and Associate 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 or Associate 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 discipline 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.

## VARIA

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Professor John Chambers, Political Science Department, attended a conference of Wilton Park Fellows at the University of Southern California. The theme for discussion was "World Dangers Now." Wilton Park Fellows are Americans who have received grants from the British Foreign and Colonial Office to support their participation in international conferences at Wilton Park, Sussex, England. A dinner marked the conclusion of the conference. The dinner was hosted by Sir Hugh Foot, Lord Caradon, who was United Kingdom Permanent Representative at the United Nations, with the additional title of Minister of State for Foreign Affairs.

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Thomas Cosgrove, Associate Dean of Students, attended a Symposium on "Promoting the Development of College Students" at Purdue University October 16-18. Featured speakers were Dr. Lee Knefelkamp of the University of Maryland and Dr. Stanley King, author of Five Lives at Harvard.

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Sister Sally Furay gave a presentation on "Incentive Programs for Early Retirement" at the Third Annual Conference on Legal Problems in Independent Higher Education on October 20, 1980. The Conference was held at the Center for Constitutional Studies at Notre Dame Law School. Sister Furay also participated in a panel on "Planning for Government Agency Audits and Site Visits."

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Dr. Sandra A. Wawrytko, Philosophy Department, recently attended the Fourth Third World Conference in Omaha, Nebraska. Dr. Wawrytko presented two papers



relating to the international and interdisciplinary concerns of the annual conference: "Detente: A Linguistic Trifle or a Political Reality?" (co-authored by Professor Joseph Ghougassian, also of USD's Philosophy Department) and "Terrorist Tactics as an International Phenomenon: Can the Ends Justify the Means?" The former paper is scheduled for publication in International Interactions, and the latter in International Terrorism. Dr. Wawrytko also participated as a discussant for a panel on International Terrorism: Its Domains and Defenses. As an indication of the growing audience for the Third World Conference, Dr. Wawrytko was interviewed for the Voice of America radio station, which is planning an in-depth report on the conference for broadcast to its 80 million listeners around the world. Dr. Wawrytko also participated in the Third World Conference last year, presenting a paper on Kant and Confucius which is soon to be published in Philosophy East and West.

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Dr. James Daniels, School of Business Administration, was one of approximately thirty educators from across the country to be invited to attend a seminar on oil and gas taxation in Dallas, Texas on October 30-31, 1980. The seminar was offered by The American Taxation Association, with financial support provided by Peat, Marwick, Mitchell & Co. and Atlantic Richfield Company.

Dr. Daniels' article, "Federal Income Tax Benefits in Hiring Cooperative Education Students," (which appeared in the Fall, 1979 issue of Journal of Cooperative Education) has been selected to be included in the Cooperative Education Information Clearinghouse, a publication of the Cooperative Education Resource Center, Boston, Massachusetts.

University of San Diego												STUDENTS												FACULTY											
SCHOOL / COLLEGE	Courses offered			Total class enrollment			Avg. students per course			Student units generated			Instructional FTE by level			Instr'l FTE	FTE Fac.	FTE fac. in sabb.	Avg. fac. load	Stu. un. per inst'l FTE	Instructional s/f ratio by level			Instr'l s/f ratio	Instructional s/f ratio by level			Instr'l s/f ratio	Instructional s/f ratio by level			s/f ratio including sabbatical			
	A			B			B ÷ A C			D			(12 units) E			(12 un) F	G	H	I	D ÷ F J	K			L	M			D ÷ 15 un ÷ F G	D ÷ 15 un ÷ F N						
	LD	UD	Grad	LD	UD	Grad	LD	UD	Grad	LD	UD	Grad	LD	UD	Grad						LD	UD	Grad		LD	UD	Grad		LD	UD	Grad				
Arts & Science	276.9	141.4	6.7	7229	2752	92	26.1	19.5	11.5	21279	8084	279	69.48	34.98	1.93	106.39	109.39	14.39	-	279	20.4/1	15.4/1	9.6/1	18.6/1	18.1/1	17.3/1									
Anth/Soc.	16	12		429	207		26.8	17.3		1287	621		4.0	2.75		6.75	7.0	7.0	12	283	21.5/1	15.1/1		18.8/1	18.2/1	18.2/1									
Biology	14	10		303	152		21.6	15.2		1006	512		4.6	2.9		7.5	7.75	9.75	12.3	202	14.6/1	11.8/1		13.5/1	13.1/1	10.4/1									
English	36	12	1	852	241	4	23.7	20.1	4	2556	712	12	9	3	.25	12.25	12.5	12.5	12	268	18.9/1	15.8/1		17.9/1	17.5/1	17.5/1									
Environ.St.	2			76			38.0			228			1			1	1	1	-	228	15.2/1			15.2/1	15.2/1	15.2/1									
Fine Arts	26.9	19.1		754	314		28.0	16.4		1890	796		6.08	3.7		9.78	10.03	10.03	12.1	275	20.7/1	14.3/1		18.3/1	17.9/1	17.9/1									
For. Lang.	32	7.9	.1	725	82	1	22.7	10.4		2175	246	3	8	1.73	.03	9.76	10.01	10.01	12	248	18.1/1	9.5/1		16.6/1	16.1/1	16.1/1									
History	12	10.4	1.6	476	275	36	39.7	26.4	22.5	1428	825	111	3	2.6	.40	6.0	6.25	6.25	12	395	31.7/1	21.2/1	18.5/1	26.3/1	25.2/1	25.2/1									
Math	49	4		1175	46		24.0	11.5		3617	138		11.6	1		12.6	12.85	12.85	12	298	20.8/1	9.2/1		19.9/1	19.5/1	19.5/1									
Philosophy	25	16		703	357		28.1	22.3		2109	1071		5.75	4.75		10.5	10.75	10.75	12	303	24.5/1	15.1/1		20.2/1	19.7/1	19.7/1									
Phys. Sci.*	22	12		486	155		22.1	12.9		1233	462		5.7	3.65		9.35	9.6	11.6	12.1	177	14.4/1	8.4/1		12.1/1	11.8/1	9.7/1									
Pol. Sci.	7	10	2	239	286	19	34.1	28.6	9.5	717	806	57	1.75	2.3	.5	4.55	4.8	4.8	12	347	27.3/1	23.4/1	7.6/1	23.2/1	21.9/1	21.9/1									
Psychology	13	11		343	249		26.4	22.6		1029	731		3.25	2.6		5.85	5.10	7.1	12	301	21.1/1	18.7/1		21.0/1	19.2/1	16.5/1									
Rel.Studies	22	17	3	668	388	32	30.4	22.8	10.7	2004	1164	96	5.75	4.0	.75	10.5	10.75	10.75	12	311	23.2/1	19.4/1	8.5/1	20.7/1	20.2/1	20.2/1									
Business Adm.	24	54	17	899	1383	367	37.5	25.6	21.6	2697	4149	1095	6.5	14.75	5.0	26.25	26.75	26.75	12	303	27.7/1	18.8/1	14.6/1	20.2/1	19.8/1	19.8/1									
Education		7	30		172	460		24.6	15.3		516	1578		1.74	7.7	9.44	10.52	10.52	12	222		19.7/1	13.7/1	14.8/1	13.3/1	12.7/1									
External Deg.			2		29				14.5			93		.58		.58	58	58		160			10.7/1	10.7/1	10.7/1	10.7/1									
Law			107			4458			41.7			12933			45.5	45.5	46.8	48.8		281			18.9/1	18.9/1	18.4/1	17.7/1									
Nursing		9	13		229	153		25.4	11.8		1071	473		4.88	4.29	9.17	9.17	9.17	10.9	168			14.6/1	7.4/1	11.2/1	11.2/1	11.2/1								

\*Most labs counted as separate classes.

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	FTE Fac.	FTE fac. in. sabb.	Avg. fac. load	Stu. un. per instr'l FTE	Instr'l s/f ratio by level			Instr'l s/f ratio	s/f ratio	s/f ratio including sabbatical													
	A			B			B ÷ A C			D			(12 units) E			(12 un) F	G	H	I	D F J	K			D ÷ 15un ÷ F L	D ÷ 15un ÷ G M	D ÷ 15un ÷ H N													
	LD	UD	Grad	LD	UD	Grad	LD	UD	Grad	LD	UD	Grad	LD	UD	Grad						LD	UD	Grad																
Anthro-Sociology																																							
Anthropology	9	3		186	39		20.7	13.0		558	117		2.25	.75		3.0	3.12	3.12	12	225	16.5/1	10.4/1		15.0/1	14.4/1	14.4/1													
Sociology	7	9		243	168		34.7	18.7		729	504		1.75	2.0		3.75	3.88	3.88	12	329	27.8/1	16.8/1		21.9/1	21.2/1	21.2/1													
Environ. Studies	2			76			38.0			228			1.0			1.0	1.0	1.0	-	228	15.2/1			15.2/1	15.2/1	15.2/1													
Fine Arts																																							
Art	7	9		259	129		37.0	14.3		777	387		1.75	2.25		4.0	4.1	4.1	12	291	29.6/1	11.5/1		19.4/1	18.9/1	18.9/1													
Music	14.9	7.1		379	103		25.4	14.5		877	163		3.5	.7		4.2	4.3	4.3	12.3	248	16.7/1	15.5/1		16.5/1	16.1/1	16.1/1													
Speech	3	2		80	58		26.7	29.0		160	174		.5	.5		1.0	1.05	1.05	12	334	21.3/1	23.2/1		24.9/1	23.7/1	23.7/1													
Theatre Arts	2	1		36	24		18.0	24.0		76	72		.33	.25		.58	.58	.58	-	255	15.4/1	19.2/1		17.1/1	17.1/1	17.1/1													
Foreign Lang.																																							
French	8	4		199	34		24.9	8.5		597	102		2.25	.75		3.0	3.1	3.1	12	233	17.7/1	9.1/1		15.5/1	15.0/1	15.0/1													
German	4	1		53	5		13.3	5.0		159	15		1.0	.25		1.25	1.25	1.25	12	139	10.6/1	4.0/1		9.3/1	9.3/1	9.3/1													
Latin	1			10			10.0			30			.25			.25	.25	.25	-	120	8.0/1			8.0/1	8.0/1	8.0/1													
Spanish	17	2.9	.1	428	43	1	25.2	14.8		1284	129	3	4.0	.73	.03	4.76	4.91	4.91	12	297	21.4/1	11.8/1		19.8/1	19.2/1	19.2/1													
Italian	2			35			17.5			105			.5			.5	.5	.5	-	210	14.0/1			14.0/1	14.0/1	14.0/1													
Physical Sci.																																							
Chemistry*	13	10		350	137		26.9	13.7		819	395		3.4	2.9		6.3	6.43	7.43	11.6	193	16.1/1	9.1/1		12.8/1	12.6/1	10.9/1													
Physics*	9	2		136	18		15.1	9.0		414	67		2.3	.75		3.05	3.17	4.17	12.5	158	12.0/1	6.0/1		10.5/1	10.1/1	7.7/1													

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