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FACULTY NEWSNOTES

Edited by Debbie Gough

March 20, 1981

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OFFICE OF THE PRESIDENT

Phased Retirement Deadline:

Last fall (Newsnotes of October 3, 1980, #116), I indicated that the University's Board of Trustees had approved the Phased Retirement Option policy. The final copy of the policy and the Appendix were attached to that Newsnotes issue, with the suggestion that the attachment be pulled off and inserted in your Handbook.

I noted in October that the March 31 deadline, eighteen months ahead of the effective date, was not possible for the current year, and I adjusted that deadline. Since the policy is new, I would also like to adjust the current year's deadline. According to the policy, anyone interested in the Phased Retirement option beginning in 1982-1983 must apply by March 31, 1981. I am extending that deadline to April 30, 1981, for requests for Fall, 1982 and beyond. Requests should be addressed to me, with a copy to the Provost and the appropriate unit heads.

OFFICE OF THE PROVOST

Academic Calendar for 1982-1983 and 1983-1984:

On Monday, March 16, 1981, the ad hoc Committee to propose an academic calendar for all units of the University of San Diego except the School of Law, met to formulate a proposal for the academic calendars for 1982-1983 and 1983-1984. The School of Law is affected insofar as Commencement dates are the same for all units.

The Committee included administrators and faculty members from each of the four Schools/College (Arts and Sciences, Business, Education, Nursing), plus student representation. The ad hoc Committee's proposal is attached to these Newsnotes, in order to seek faculty comment prior to finalizing the calendar for the two academic years beginning in the fall of 1982. (Note: the academic calendar for 1981-1982 was set back in the fall of 1979, along with the calendar for the current academic year.)

Faculty comments may be forwarded in writing to my office. Those who prefer to make verbal comments may call Mrs. Debbie Gough (x4553); these verbal comments will be jotted down and included with any written comments. Comments should be received by Friday, March 27, 1981. If there is no substantial objection voiced, the two-year calendar proposed by the ad hoc Committee will be adopted for the College of Arts and Sciences, and the Schools of Education, Business Administration, and Nursing. Since you are the ones who have to teach according to the academic schedule, please let us know your views.

Director of Academic Computing:

A screening committee, composed of Drs. Bean, Rathswohl, White, Mr. Tiedemann, and myself has just met to screen applicants for the new full-time post of Director of Academic Computing. Candidates will be interviewed in the next few weeks by members of the Academic Computing Committee, by small groups from Business and Math/Physics, and by appropriate administrators. If anyone else wishes to be involved in the interviewing process, please contact Mrs. Gough at my office (x4553) at once.

COLLEGE OF ARTS AND SCIENCES

General Education:

Attached to this issue of the Newsnotes is a brief report to the University faculty entitled "Reviewing General Education at USD." It describes the G.E. review process now underway, the progress thus far, and the developments that will be taking place during the months ahead. An inter-college Special Committee on General Education, chaired by Dean Pusateri who also drafted the attached progress report, has the responsibility for the overall conduct of the review.

VARIA

Dean Edward DeRoche, School of Education, has recently had a book published by Allyn and Bacon, Inc. of Boston, entitled An Administrator's Guide for Evaluating Programs and Personnel.

In a welcome but unprecedented move, Mr. Herb Whyte, USD's Director of Financial Aid and last year's chairman of the Southern Association of AICCU's Financial Aid Officers, has been succeeded in office by John Sansone, USD's Assistant Director of Financial Aid. John will coordinate the group's activities throughout 1981.

Sister Maureen Cronin, Director of Institutional Research and Assistant to the Provost, will present a paper entitled "Canada Views NATO: 1980" at the Western Social Science Association's meeting in San Diego on April 23-25, 1981.

Professor Marjorie Hart, Fine Arts, attended the California Music Executives Annual meeting at the College of Notre Dame on February 20-21, 1981.

Dr. Edward Kujawa, School of Education, gave a presentation at the Association of

Teacher Educators Annual Conference in Dallas on February 17, 1981. The title of the presentation was "Teacher Supply and Demand: Past and Present."

On March 15, 1981, at the San Diego Museum of Art, the Silvergate Ensemble performed Dr. Henry Kolar's Divertimento, a musical composition for violin, contrabass, and french horn. Dr. Kolar has been invited to appear as a guest conductor of the Youth Mexican Symphony Orchestra during its 1981 Summer Session at Helenico, Mexico.

Dr. Joseph Rost, Director of the Educational Administration Program, had an article published in the January, 1981 issue of Urban Education. The title is: "Education Myth and Public Policymaking." He also made a presentation at the Association of California School Administrators' regional conference entitled "Leadership: The Latest Word on the Subject." The conference was on March 19 at the Town and Country Convention Center.

The academic calendar committee for 1982-1983 and 1983-1984 academic calendars met on Monday, March 18, 1981 and made the recommendations explained in this Report. The Committee approved circulation of their recommendations, and soliciting of comments, so that any substantive objections could be taken into account prior to finalizing the academic calendars for the two-year period.

There was virtually unanimous agreement among Committee members about certain general points.

1. The fall semester classes should begin after Labor Day and fall before Christmas.
2. The 55-minute basic class period should be retained, and a 40-minute class period should be retained, since returning to the 40-minute class period would necessitate a late August beginning for the fall semester. The Committee also recommended that this 55-minute basic class period be ongoing, eliminating the necessity of re-examining it every two years at calendar-setting time, unless someone wishes to bring it up specifically for review.
3. The long weekends (one in fall - one in spring) should be retained; Easter Monday holiday should be retained; holidays and pre-registration days during the same semester should be programmed for different days of the week, so as not to affect the same class day each time, and particularly not to affect evening classes adversely, since the loss of a day is usually the loss of a whole week of class. Further, the Committee recommended that no attempt be made to connect the fall holiday and spring holiday with state or federal holidays, but rather to set them at times which are convenient in the academic calendar and do not adversely affect the same class days.

March 16, 1981

REPORT OF THE AD HOC CALENDAR COMMITTEE

To: Faculty and Administration: College of Arts and Sciences
 School of Business Administration
 School of Education
 Hahn School of Nursing

Members of the ad hoc Calendar Committee:

Dean Irene Palmer
 Professor Patricia Pierson
 Dean James Burns
 Dr. Betty Arnold
 Dean Joseph Pusateri
 Dr. Mary Jane Warren
 Dr. James Otte
 Associate Dean Michael Haney
 Dean Ed DeRoche
 Dr. Susan Zgliczynski
 Dean Ray Brandes

Dr. Patricia Watson
 Sister Sally Furay
 Vice President Jack Boyce
 Mr. Tom Cosgrove for Vice President Burke
 Father Larry Dolan
 Mr. John Zeterberg
 Sister Maureen Cronin
 Mr. John Phillips, UG Student
 Mrs. Debbie Gough, Grad. Student
 Mrs. Lorraine Watson, Consultant to
 the Committee

The ad hoc Calendar Committee for 1982-1983 and 1983-1984 academic calendars met on Monday, March 16, 1981 and made the recommendations explained in this Report. The Committee approved circulation of their recommendations, and soliciting of comments, so that any substantive objections could be taken into account prior to finalizing the academic calendars for the two-year period.

There was virtually unanimous agreement among Committee members about certain general points:

1. The fall semester classes should begin after Labor Day and finish before Christmas.
2. The 55-minute basic class period should be retained (corollary to # 1 above, since returning to the 50-minute class period would necessitate a late August beginning for the fall semester). The Committee also recommended that this 55-minute basic class period be ongoing, eliminating the necessity of re-examining it every two years at calendar-setting time, unless someone wishes to bring it up specifically for review.
3. The long weekends (one in fall - one in spring) should be retained; Easter Monday holiday should be retained; holidays and pre-registration days during the same semester should be programmed for different days of the week, so as not to affect the same class day each time, and particularly not to affect evening classes adversely, since the loss of a day is usually the loss of a whole week of class. Further, the Committee recommended that no attempt be made to connect the fall holiday and spring holiday with state or federal holidays, but rather to set them at times which are appropriate in the academic calendar and do not adversely affect the same class days.

The Committee also dealt with the issue of the Class Horarium (time frames into which classes can be scheduled). There was extensive discussion of the possibility of temporary use of the Tuesday-Thursday 11:15 period for classes, until such time as our classroom shortage is alleviated by proposed new construction. Committee recommendations on this issue are as follows:

- Every effort should be made to retain the Tuesday-Thursday 11:15 meeting period, even in the "short run";
- Alternatives for temporary use of Nursing 106 (which Dr. Palmer indicated might be available for morning classes), the Board Room, the Multi-Purpose Room, the Faculty Lounge in Serra Hall, Salomon Hall, and any other available space should be explored;
- As a last resort, the Tuesday-Thursday 11:15 period could be used for sectioned classes on a temporary basis, as long as such use is limited as much as possible.

CALENDAR RECOMMENDATIONS

Fall Semester, 1982

Wed. -Thurs. -Fri.	Sept. 1-2-3	Registration
Monday	Sept. 6	Labor Day Holiday
Tuesday	Sept. 7	Classes begin
Friday	Oct. 22	Fall Holiday
Thurs. -Fri.	Nov. 25-26	Thanksgiving Holiday
Tuesday	Dec. 7	Pre-registration
Friday	Dec. 10	Last day of classes
Sat. -Sat.	Dec. 11 - Dec. 18	Final Examinations

Intersession, 1983

Wednesday, January 5 - Tuesday, January 25, 1983

Spring Semester, 1983

Thurs. -Fri.	Jan. 27-28	Registration
Monday	Jan. 31	Classes begin
Friday	March 4	Spring Holiday
Mon. -Mon.	Mar. 28-Apr. 4	Easter Holiday
Tuesday	May 3	Pre-registration
Wednesday	May 11	Last day of classes
Thurs. -Thurs.	May 12-May 19	Final Examinations
Sunday	May 22	Commencement

Summer Sessions, 1983

Pre-session: Tues., May 31 - Fri., June 17
 Main session: Mon., June 20 - Fri., July 29
 Post-session: Mon., Aug. 1 - Fri., Aug. 19

or two six-week sessions:
 Tues., May 31 - Fri., July 8
 Mon., July 11 - Fri., Aug. 19

Fall Semester, 1983

Wed.-Thurs.-Fri.	Aug. 31-Sept. 1-2	Registration
Monday	Sept. 5	Labor Day Holiday
Tuesday	Sept. 6	Classes begin
Friday	Oct. 21	Fall Holiday
Thurs.-Fri.	Nov. 24-25	Thanksgiving Holiday
Tuesday	Dec. 6	Pre-registration
Saturday	Dec. 10	Last day of classes
Mon.-Sat.	Dec. 12-Dec. 17	Final Examinations

Intersession, 1984

Wed., Jan. 4 - Tues., Jan. 24

Spring Semester, 1984

Thurs.-Fri.	Jan. 26-27	Registration
Monday	Jan. 30	Classes begin
Friday	March 16	Spring Holiday
Mon.-Mon.	April 16-Apr. 23	Easter Holiday
Tuesday	May 1	Pre-registration
Wednesday	May 9	Last day of classes
Thurs.-Thurs.	May 10-May 17	Final Examinations
Sunday	May 20	Commencement

Summer Sessions, 1984

Pre-session: Tues., May 29 - Fri., June 15	or two six-week sessions:
Main session: Mon., June 18 - Fri., July 27	Tues., May 29 - Fri., July 6
Post-session: Mon., July 30 - Fri., Aug. 17	Mon., July 9 - Fri., Aug. 17

Reviewing General Education at USD

A Progress Report

A General Education program can be defined as that body of coursework a university's undergraduate students pursue in common. It is the experiences, accomplishments, and appreciations an institution feels are essential for its graduates. At USD, the present three General Education plans were formulated and approved in late 1974, and after an interval of nearly seven years it is appropriate that a review of them be undertaken.

Some months ago a Special Committee on General Education, chaired by Dean Joseph Pusateri and including in its membership representatives from all of the University's undergraduate divisions, was organized to conduct the review. One of its first concrete actions was the adoption of a scenario setting forth the successive steps to be followed in the review process. Step one of that scenario called for the drafting of a "Statement of Principles" on General Education at USD, the purpose of which would be to both express the University's curricular philosophy and to provide guidelines and parameters for any proposed future revisions.

Last October the completed Principles Statement was submitted to and approved in substance by the University Senate. A key section of the Statement deals with the qualities a USD student should attain before receiving the baccalaureate degree. These qualities are termed "the minimum indispensables" (using a phrase coined by Sidney Hook), and they are six in number:

1. The ability to communicate clearly and effectively in a literate manner through writing and speech; to read, comprehend and discuss diverse materials critically and with sophistication;
2. A knowledge of how contemporary society functions, of the important historical, economic, political, and social forces that have shaped it, and of the future alternatives that still remain available to humanity;
3. An awareness of the world of nature and its determining forces--matters that are essential in an understanding of the place of human beings in the universe--including a stipulated proficiency in scientific and quantitative methods and the role of technology in our lives;
4. An informed acquaintance with the cultural legacies of civilization: its art, literature, and music; and a capacity to appreciate the nature and variety of the aesthetic experience;

5. An intelligent exploration of traditions and cultures other than our own since one essential quality of an educated person is the capability to view one's life in a wider context;

6. A concern with the ultimate questions, theological and philosophical, of men and women in all their varied relationships to God, and of the pressing moral and ethical issues of our time.

With the Statement of Principles adopted and in place, the General Education Committee has moved to the next important step in its scenario. It has established a series of Subcommittees consisting of faculty, student, and administrative representatives with faculty members in the majority, giving each group separate assigned areas of review responsibility. The individual Subcommittees will do their own specialized research, secure necessary expert advice and informed opinions through meetings, hearings, and written input, and then develop specific curricular recommendations.

Three such Subcommittees have now been created:

Subcommittee A, chaired by Dr. Lynne Small (Mathematics), will deal with "Core Skills." Its responsibility extends to reviewing our requirements and making recommendations on the vital areas of written and oral communication, quantitative skills, foreign and computer languages, and critical reasoning abilities.

Subcommittee B, chaired by Dr. Mike Soroka (Sociology), will examine what the General Education Committee calls the "Perspectives Component" of the curriculum, namely our distributional or breadth requirements in philosophy and religious studies, the humanities, the social and behavioral sciences, and the natural sciences.

Subcommittee C, chaired by Dr. Larry Hinman (Philosophy), has also been formed to investigate the desirability and feasibility of including an "Integrated Learning Component" in our General Education program. Recently, the Carnegie Foundation for the Advancement of Teaching in its study, Missions of the College Curriculum, argued strongly for "more opportunities for students to use instruction obtained from several departments and organized around significant themes and problems to provide an integrated learning experience." The Carnegie Foundation was simply adding its voice to others that have called for a multidisciplinary or interdisciplinary component of some kind in General Education. Subcommittee C will consider whether or not this is a common curriculum direction we wish to pursue as well.

In the weeks and months ahead each of the three Subcommittees will be requesting the thoughts, suggestions, and advice of the faculty on the subject of General Education. The Subcommittees will also be seeking input from students, alumni, and other members of the USD community. The General Education Committee has charged the Subcommittees with a deadline of December 1981 for the submission of their reports and recommendations. After that, it will become the responsibility of the General Education Committee to study those reports and, if modifications in our present program are recommended, to blend them into a new, revised common curriculum for all USD undergraduates.

Whatever, if any, revisions may be proposed by the General Education Committee would be placed before the faculties of the University's various undergraduate divisions for further discussion and then approval. Ultimately, any revisions in the University's General Education plans will also need acceptance by the Board of Trustees, as was the case in 1974 when the present G.E. plans were developed.

The above has been just a brief description of the review now underway. The General Education Committee is determined the process will be both careful and thoughtful. It will keep in mind the special character of the institution and the crucial necessity for all members of the University community having an opportunity for input. Then, with time, wide and generous participation, some good organization, and perhaps a little bit of luck, despite the dictum of Murphy's Third Law ("Whatever can go wrong, will go wrong--at the worst possible time."), the review should be successfully accomplished. In that way we can be certain USD's General Education program for the decade ahead will reflect the enduring and vital heritage of a liberal education and the special needs of educated persons in the 1980s.

C. Joseph Pusateri, Chairman
Special Committee on General
Education