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Faculty Newsnotes

September 29, 2003
Edited by Stacy Miller

Issue #361

Provost Office

Section 504

USD recognizes that it is most important that all members of the community know the requirements contained in Section 504 of the Rehabilitation Act of 1973. Therefore, we publish annually the following information regarding academic and employment areas:

- no student may be excluded from any course or any course of study solely on the basis of handicap;
- modifications in degree or course requirements may be necessary to meet the requirements of some handicapped students (examples: extended time, fewer units per semester);
- prohibitive rules, such as those banning tape recorders from the classroom, must be waived for some handicapped students;
- auxiliary aids must be permitted in the classroom when they are required to ensure the full participation of handicapped students;
- alternate testing and evaluation methods for measuring student achievement will be necessary for students with impaired sensory, manual, or speaking skills (except where those are the skills being measured);
- classes may have to be rescheduled to permit access for students with mobility impairments;
- special equipment or devices used in the classroom (and in some cases teaching techniques that rely upon the sight, hearing, or mobility of students) may require adaptation in individual cases;
- it is discriminatory to counsel handicapped students toward more restrictive careers than non-handicapped students, unless such counsel is based on strict licensing or certification requirements in a profession;
- auxiliary aids are made available by the institution for students with impaired sensory, manual, or speaking skills;
- there may be no discrimination on the basis of handicap in any employment decision or action, policy, procedure, or practice;
- prior to posting or advertising any job, essential and nonessential functions of the job should be defined;
- alternate tests are available for applicants or employees with impaired sensory, manual, and speaking skills, and should be used whenever employee testing is affected by such impaired skills;
- there may be no pre-employment medical examinations required;
- there must be no discrimination based on handicap in recruitment, advertising, or processing forms for employment;
- tests and criteria that screen out handicapped persons must not be used;
- either: 1) pre-employment questions regarding the nature or severity of handicaps may not be asked if not taking voluntary, remedial, or affirmative action; or 2) pre-employment questions regarding the nature or severity of handicaps may (or must) be asked because the institution is taking voluntary, remedial, or affirmative action;
- pre-employment questions regarding one's ability to perform essential functions of a job effectively and safely may be asked;
- reasonable accommodations will have to be made to the known physical and mental limitations of otherwise qualified handicapped persons;
- there may be no discrimination based on handicap regardless of the provisions in contractual agreements with unions, employment or referral agencies, providers of fringe benefits, providers of training or apprenticeship programs, and similar organizations;

- recreational and social opportunities for employees must be provided equally to handicapped employees;
- handicapped persons must have an equal opportunity to use parking and housing facilities provided to employees;
- there may be no discrimination based on handicap in any leave programs, including sick leave, vacation, leaves of absence, and so forth;
- there may be no discrimination based on handicap in opportunities for apprenticeships, internships, and staff or professional development, including travel to meetings and conferences; and
- handicapped applicants and employees must not be counseled toward more restrictive careers than non-handicapped persons.

Academic Publications

Faculty Newsnotes Publication Dates and Deadlines

Listed below are the remaining dates of publication for 2003-2004 *Faculty Newsnotes*. Please direct all entries to Stacy Miller, Director of Academic Publications, Founders Hall 108, or e-mail to stacyc@sandiego.edu.

<u>Publication Date</u>	<u>Submission Deadline</u>
October 27, 2003	October 17, 2003
November 17, 2003	November 7, 2003
December 8, 2003	November 28, 2003
January 26, 2004	January 16, 2004
February 23, 2004	February 13, 2004
March 29, 2004	March 19, 2004
April 26, 2004	April 16, 2004
May 3, 2004	April 28, 2004

Registrar

Attached to these *Newsnotes* is a report on students who reserved classes for Fall 2003 and comparative numbers. Also attached are important changes in FERPA law.

Student Affairs

Student Computing

During the first two weeks of the fall semester the Student Technology Consultants from Student Computing assisted their fellow students in connecting to the campus network in their residence halls and installing virus protection software. In all, they connected over 1,153 computers (850 of them in the first 5 days!). Student Computing also presented classes in the residence halls on "How to Use Your Unet Account." Many thanks go to our Lead Student Technology Consultants Adam Petersen, Annalisa Johnson, Jason Whitney, Meghan Donohue, Jordan Anderson, and Maria Kammerzell for their hard work and excellent service.

Red Cross Blood Drive

Thank you to all blood donors. This past August, USD received the San Diego Blood Bank Award for Outstanding University for most pints donated! A total of 411 USD members donated blood this past year. Staff, faculty, and students are to be commended for your donations. For further information, please contact Antonieta Manriquez in UC Operations, ext. 4796.

Varia

Paula Cordeiro, School of Education, was the keynote speaker and presented a paper at the American Association of Colleges for Teacher Education conference in Melbourne, Australia in July. Dean Cordeiro's paper was titled "A Call for the Internalization of Teacher Education in an Era of Globalization."

Iris Engstrand, History Department, presented an address on "Spanish Settlement in the Southwest" at the Autry Museum of Western Heritage on September 11. She also spoke to the Friends of the Central Library (San Diego) on "Solving Pacific Mysteries: Early Exploration of the California Coast and Beyond" on September 21 and to the Invisible University on USD's role in the new millennium on September 24.

Dr. Engstrand also co-authored a book for young audiences entitled *John Sutter and the California Gold Rush* published by PowerPlus Books in New York. She will be commenting on a panel discussing the history of Dominican Missions in Baja California at the Western History Association annual meeting in Fort Worth on October 9.

Larry Hinman, Philosophy Department and Director of the Values Institute, presented several papers during the spring semester and summer 2003: "The Possibility of Reconciliation: Sayyid Qutb's Critique of the West," *War and Reconciliation: Perspectives of the World Religions*, at Clare Hall, Cambridge University, England, May 28; "Smallpox Vaccination: Ethics and Science in the Era of Bio-Terrorism," Scripps Research Institute, May 13; "Philosophypapers.com: Internet Plagiarism and What to Do About It," American Philosophical Association, session arranged by the American Association of Philosophy Teachers, Central Division Meeting, Cincinnati, April 24; a workshop presentation on "Ethical Theories and Their Applicability to Bioethics," Kaiser Ethics Committee Retreat, San Diego, April 23; Commentator on James Kellenberger, "War, Justice, and Religion," Conference on *War and Reconciliation: Perspectives of the World Religions*, Chapman University, April 1; "Extending Ethics across the Curriculum to the Middle School and High School Levels," with Sandra Foy, Seattle Prep, Association of Practical and Professional Ethics, April 1; and "Programming Excellence," Ethics Centers Colloquium, APPE, February 27.

In addition, Dr. Hinman led a discussion at the UCSD Biomedical Ethics Series on "Quincy Troupe, Academic Integrity, and UCSD: What Have We Learned?" on May 21 and moderated a session with Gregory Stock on "Biotechnology and the Genetic Future of Humans" on March 12. Dr. Hinman was the co-organizer and chair of a session, "Service Learning and Ethics," Committee on Teaching and Philosophy, American Philosophical Association, Pacific Division, March 27. His essay, "Teaching with a Screen," appeared in the *APA Newletters*, Vol. 02, No. 2 (Spring 2003), pp. 225-229, and is being reprinted in *The Socratic Tradition: Essays on Teaching Philosophy*, edited by Tziporah Kasachkoff, 2nd ed. (Lanham: Rowman & Littlefield, forthcoming).

Dr. Hinman had several media interviews including an interview with Robin Wilson, *Chronicle of Higher Education*, February 25, about Quincy Troupe for Robin Wilson; "Fall From Grace. One lie, retold over 26 years, undoes a professor's teaching career," for an article that appeared, with quotes, in the *Chronicle of Higher Education*, April 4; Kevin Fagan, "A new battle of the sexes: Men and women view the war and its coverage with fundamental differences," *San Francisco Chronicle*, March 2; an interview with KUSI television news about cloning endangered species, April 12; an interview with FoxNews television about FCC deregulation on June 2; a one hour appearance on KPBS radio *These Days* on June 9; "The State of Ethics Today," an interview with FoxNews television about publication of Hussein photos on July 25; and an op-ed article, "Do Hussein photos serve to inform or inflame?" in the *San Diego Union-Tribune*, July 25. Most recently, Dr. Hinman was quoted in an article on cheating and computer games by Jonathan Sidener titled "Codes of Dishonor," *San Diego Union-Tribune*, August 25.

Dr. Hinman also co-directed two workshops on Ethics across the Curriculum: a one-day workshop (with Sandra Foy) on Ethics across the Curriculum for Middle and High School Administrators and Teachers, School of the Assumption, Seattle, May 3; and a five-day workshop (with Sandra Foy, Seattle Prep) on Ethics across the Curriculum for Middle and high School Administrators and Teachers, University of San Diego, June 17-21.

Dr. Hinman worked on organizing several ethics-related events on campus including a lecture by Linda MacDonald Glenn, LL.M., Senior Fellow, Institute for Ethics, AMA, "When Pigs Fly: Legal and Ethical Issues in Transgenics and the Creation of Chimeras," April 15; a lecture by Gregory Velasco y Trianosky on "Mestizo Identity," April 14; and a USD campus visit of Paul Steven Miller, EEOC Commissioner, July 17, for a discussion of "Ethics and Disability Issues." Dr. Hinman was also a co-organizer of the James Bond Stockdale Lecture on Ethics and Leadership, April 8, with H. R. McMaster, author of *Dereliction of Duty: Johnson, McNamara, the Joint Chiefs of Staff, and the Lies That Led to Vietnam*, as the Visiting Lecturer.

Dr. Hinman was elected to the Executive Committee for the Association for Practical and Professional Ethics, 2003-06 and Chair of the national Committee on Teaching and Philosophy and ex officio Member of the American Philosophical Association's National Board of Officers for 2003-05. He was also named a Faculty Affiliate in the UCSD Research Ethics Program and selected as one of the "Fifty People to Watch in San Diego 2003" by *San Diego Magazine*, January. In addition, Dr. Hinman served as a consultant on a Carnegie-Mellon grant application to revise CMU's Computer Skills Workshop (CSW) to include consideration of ethical issues and socially responsible uses of computers (to NSF and FIPSE).

Michael Ichiyama, Psychology Department, authored "Reflected Appraisals of Significant Others: Whose Opinion Matters?" The research presentation was made at the annual convention of the Western Psychological Association in Vancouver, Canada, May 1-4.

Dr. Ichiyama was co-author of "Social Contexts of Heavy Drinking Among American and Canadian Undergraduates," a research presentation made at the 111th Annual Convention of the American Psychological Association in Toronto.

Ken Keith, Psychology Department, authored "Is There a Correlation Between Quality of Life & Type-A Personality?" (with student Shirine Kashfian) and "Health-Related Behaviors and Quality of Life: A Correlational Study" (with student Gabriela Gonzalez). Both research presentations were made at the annual convention of the Western Psychological Association in Vancouver, Canada, May 1-4.

Dr. Keith was faculty mentor for a research paper, "Individualistic and Collectivistic Attitudes Toward Marriage," authored by USD students Melissa Bausch, Maryel Giron, and Aimee Sepp, that appeared in the most recent issue of the *Journal of Psychological Inquiry*. Dr. Keith was also author of a review of "Learning Disability – A Social Approach," by David G. Race, appearing in the April issue of *Mental Retardation*.

Dr. Keith was co-author, with **Lisa Baird**, Biology Department, of "Summer Undergraduate Research Experience: It's a SURE Thing," a research presentation made at the 111th Annual Convention of the American Psychological Association in Toronto.

Dr. Keith was an invited participant in the American Psychological Association's national Educational Leadership Conference in Washington, D.C., Sept. 5-8.

Kristen McCabe, Psychology Department, authored "The Relation Between Violence Exposure and Conduct Problems Among Youth" (with student Sara Lucchini and others). The research presentation was made at the annual convention of the Western Psychological Association in Vancouver, Canada, May 1-4.

Dr. McCabe was author of "One Size Fits All? Adapting Evidence-Based Treatments for Ethnic Minorities," a research presentation made at the 111th Annual Convention of the American Psychological Association in Toronto.

Donald McGraw, Associate Provost, has had the following papers published/in press since his last submission (September 2001) to *Faculty Newsnotes*: "Claude ZoBell and the Foundations of Marine Microbiology: 1940-1946" presented at XXI International Congress of the Union of History and Philosophy of Science, Section on Oceanography, Mexico City, July, 2001, and published in *Historisch-Meereskundliche Jahrbuch* 8:103-124, 2001; "Claude ZoBell and the Foundations of Marine Microbiology: 1933-1939," *Proceedings of the VI International Congress on the History of Oceanography*, Qingdao, People's Republic of China, 1998, to be published by UNESCO shortly; "Andrew Ellicott Douglass and the Giant Sequoias in the Founding of Dendrochronology," *Tree-Ring Research* 58(2):in press, 2003; "Douglass, Andrew Ellicott," *Biographical Encyclopedia of Astronomers*, Ed. by Thomas Hockey (Netherlands: Kluwer Press, 2003); review of *Children of the Tide: Microscopic Life in the Plankton*, D and A Productions (Seattle, WA) 24 min. color video, *Science Books & Films* 38(2), 2002; review of *Germ: Biological Weapons and America's Secret War*, Judith Miller, et al. (New York: Simon and Schuster, 2001), *SB&F* 38(3):401, 2002; review of *The Deadly Truth: A History of Disease in America*, Gerald Grob (Cambridge: Harvard, 2002), *SB&F* 39(3):112, 2003.

Dr. McGraw has also given the following talks: in March 2002, he delivered a talk on his 2001 book on dendrochronology and sequoias at the annual meeting of the Association of American Geographers, Los Angeles; and in February 2003, he presented a 'think piece' on select aspects of that book at the inaugural Southwest Colloquium in the History and Philosophy of the Life Sciences, at Tempe, Arizona; that same month he also gave a talk, "Seeds in a Suitcase," (illustrated lecture on conifers and dendrochronology) at USD's Invisible University. Most recently (June 2003), he spoke on his yet-unpublished paper, "The Founding of Modern Marine Microbiology: Claude ZoBell and His *Magnum Opus*, 1946," at the American Association for the Advancement of Science/Pacific Division meetings in San Francisco. Dr. McGraw's dissertation (a history of the antibiotic vancomycin) is acknowledged on page 292, referenced on page 297, and virtually the entire text of the book from mid-page 39 through mid-page 43 is verbatim from the dissertation in Shnayerson, Michael, and Mark J. Plotkin's *The Killers Within: The Deadly Rise of Drug-Resistant Bacteria* (New York: Little, Brown).

Dr. McGraw was a recent recipient of the Meritorious Public Service Award, United States Navy. The medal pinned and citation written/read by Vice Admiral Alfred. G. Harms, Commander, Naval Education and Training Command (CNET). The citation reads, in part, "...He actively provided professional collegiate level representation and perspective to the National Association [of NROTC Colleges and Universities] forwarding progressive insights to improve the quality of the NROTC Program at the national level for numerous institutions...[and for] contributions and support [to CNET and USD] and [who] went above and beyond...by his leadership..." The award was presented on at the annual USD NROTC Commissioning ceremony on Memorial Day, May 26.

Adriana Molitor and **Ken Keith**, Psychology Department, were participants in the Best Practices in Teaching Introductory Psychology Conference in Atlanta, September 26-27. Dr. Keith was chair of a symposium titled "Advanced Placement Psychology: It Will Change Your Life" and Dr. Molitor made a presentation titled "Student-Generated Interactive Teaching Exhibits."

Dan Moriarty, Psychology Department, authored "Effectiveness of a Fladry Barrier in Captive Wolves" (with students Shane Rilling, Heather Lindquist, Laura Kelly, and Kevin Scully), a research presentation made at the annual convention of the Western Psychological Association in Vancouver, Canada, May 1-4.

Rodney G. Peffer, Philosophy Department, was Visiting Professor of Philosophy at St. Clare's International College, Oxford, during the spring semester. During that time he also participated in seminars in moral, social, and political philosophy at All-Souls, Nuffield, and Merton Colleges of Oxford University.

Dr. Peffer's presentations while in Oxford included: "World Hunger, Moral Theory, and Radical Rawlsianism," Nuffield College, Oxford University, February; "World Hunger and Human Rights," St. Clare's International College, March; "UFOs, Aliens, and Alien Abductions: A Critical Evaluation," Blackfriars, Oxford University, April.

Dr. Peffer's presentations outside of Oxford in spring and summer included: "Radical Rawlsianism and Critical Theory: Towards Convergence?" Critical Theory Conference on Philosophy and Social Science, Prague, May; and "World Hunger and Social Justice: Rawlsian Theories vs. Sen's Approach," Institute of Philosophy, Havana, June. He also read at the 15th Conference between North American and Cuban Philosophers and Social Scientists, University of Havana, June.

At the 21st World Congress of Philosophy in Istanbul in August Dr. Peffer was one of only 14 participants out of more than 1,400 to appear on the program five or more times, with three paper presentations and two chaired sessions (not counting a paper presented to a special UNESCO seminar run in conjunction with the Congress). The presentations consisted of: "World Hunger and Moral Theory," Political Philosophy Section, 21st World Congress of Philosophy, Istanbul, August; "World Hunger and Western-Style Political Democracy: A Critique of Amartya Sen," in Roundtable "World Hunger and Moral Theory," 21st World Congress of Philosophy, Istanbul, August; "Rawls's The Law of Peoples: A Critique," Roundtable "Rawls and Global Justice," 21st World Congress of Philosophy, Istanbul, August; and "Starvation and Malnutrition as a Violation of a Positive (and Basic) Human Right to Subsistence," UNESCO Cross-Cutting Poverty Project's Special Seminar: Extreme Poverty as Violation of Human Rights, held in conjunction with the 21st World Congress of Philosophy, Istanbul, August.

In addition, later in August at the University of Athens' Department of Philosophy and History of Science, Dr. Peffer presented a paper titled "Can a Radical Rawlsian Theory of Justice be Realized in the Real World?"

Dr. Peffer's publication "World Hunger, Moral Theory, and Radical Rawlsianism" has just appeared in the Special Issue "Topics in International Moral Theory," *International Journal of Politics and Ethics* (Vol. 2, no. 4, 2003) and his essay "The Problems We Face at the Start of the 21st Century" is forthcoming in *Varlyk* (the oldest literary journal in Turkey) as part of invited answers to these questions by "distinguished philosophers from all over the world" according to the editor Yucel E. Kayyran. (Dr. Peffer's book *Marxism, Morality, and Social Justice*, Princeton University Press, 1990, was previously translated into Turkish and published by Ayunti Publishers in Istanbul as *Marksizm, Ahlak ve Toplumsal Adalet*.)

Linda Robinson, School of Nursing and Health Science, received the Excellence in Education Award from the Zeta Mu Chapter of Sigma Theta Tau International, the honor society of nursing.

Sandra Sgoutas-Emch, Psychology Department, authored "Success in Biological Psychology Courses: Who, Why, and How" (with student Erik Nagel) and "Introductory Psychology Students: Perceptions and Choices." Both research presentations were made at the annual convention of the Western Psychological Association in Vancouver, Canada, May 1-4.

Annette Taylor, Psychology Department, authored "The Death of Princess Diana: Decay of a Flashbulb Memory" (with student Rachel Heise), "Academic Integrity: Assessment of the Effectiveness of an Honor Pledge" (with student Cathine Sancimino), and "Ability, Cognitive Engagement, Instruction, and Changes in Students' Psychological Misconceptions" (with Patricia Kowalski and students Ashley Guggia and Monica Grande). The research presentations were made at the annual convention of the Western Psychological Association in Vancouver, Canada, May 1-4.

Elizabeth Walsh, English Department, delivered a paper titled "Images of the Dormition of the Virgin: East and West" at the Medieval Academy meeting in Minneapolis in April.

Elaine Worzala, School of Business Administration, received the 2003 Achievement Award for her "outstanding achievement in real estate research, education, and practice at the international level" during the annual meeting of the European Real Estate Society in Helsinki, Finland. The International Real Estate Society (IRES) honored Dr. Worzala with this prestigious award for her significant leadership role and major contributions in the area of international real estate research. According to Graeme Newell, executive director of IRES, "Professor Worzala's contributions have been further reinforced by her leading role in the organization over the last 10 years, including president, as well as her active contribution in the American Real Estate Society and fostering the development of regional real estate societies in Asia, Africa, and Latin America."

Dr. Worzala and Louis Galuppo, Esq., USD Real Estate Institute, were selected for Best Paper in Real Estate Education, sponsored by Dearborn Financial Publishing. Their manuscript, "A Study Into the Important Elements of a Masters Degree in Real Estate" was presented at the Annual Meeting of the American Real Estate Society held in April and will be published in the *Journal of Real Estate Practice and Education*. Both authors have been working on the development of a new Master of Science in Real Estate program that is scheduled to begin in August 2004.

U.S. News Rankings, 2003

Holly Burke, Enrollment Management
Cel Johnson, Institutional Research & Planning
September 2003

U.S. News published its first national rankings in 1983, based on an opinion survey of college and university presidents. The "peer assessment" survey is now sent to presidents, provosts, and deans of admission, who rate all schools in their U.S. News category from 1 (marginal) to 5 (distinguished). The categories are based on the types of programs schools offer, and U.S. News ranks the schools within each category.

Category	Schools
National Universities—Doctoral **includes USD**	248
Liberal Arts Colleges—Bachelor's	217
Universities—Master's (by region)	573
Comprehensive Colleges—Bachelor's (by region)	324

Until this year, U.S. News published the numeric ranks for only the top 50 schools. The remaining schools were divided into Tiers 2 through 4 based on their ranks, and the schools were listed alphabetically within each tier. In this year's publication, released August 22, 2003, U.S. News published the ranks of 126 National Universities—Doctoral in the top two tiers and alphabetically listed the schools in Tiers 3 and 4. USD was ranked 99 of 126 and shared that rank with six other schools: American University, Loyola University Chicago, Michigan Technological University, Texas Christian University, University of Alabama, and Washington State University.

How Are the Ranks Determined?

U.S. News has added other "key measures of quality" to their ranking formula over the years. Now the peer survey results account for 25% of a school's rank. U.S. News groups their indicators into seven categories:

Weight	Category	Measures
25%	peer assessment	academic excellence
20%	retention	success in providing needed classes and services
20%	faculty resources	commitment to instruction
15%	student selectivity	abilities and ambition of the student body
10%	financial resources	variety of programs and services offered
5%	graduation rate performance	effect of programs and policies on students
5%	alumni giving rate	student satisfaction

The table below shows the indicators included in the ranking formula for National Universities—Doctoral, how each is weighted in the formula, and the values for USD compared to values averaged for the top ten schools and the bottom ten schools.

Weight	Indicator, Fall 2002	Top 10	USD (99)	Bottom 10
—	overall score	95	43	40
25%	peer assessment score	4.67	2.8	2.96
16%	average six-year graduation rate, 1993-1996	93%	67%	58%
10%	average educational expenditures per student	no data published		
7.5%	SAT/ACT scores (75th and 25th percentiles)	1368-1538	1060- 1260	1021- 1258
7%	faculty compensation	no data published		
6%	percent of classes (not subsections) with 1-19 students	70%	42%	45%
6%	percent of students in top 10% of their high school class	92%	46%	25%
5%	graduation rate performance (actual vs. predicted)	+1%	+4%	-0.4%
5%	alumni giving (B.A. donors as percent of living alumni)	44%	11%	17%
4%	average freshman retention rate, 1998-2001	97%	88%	83%
3%	percent of full-time faculty with terminal degrees	no data published		
2%	percent of classes with 50 or more students	9%	0.4%	13%
1.5%	percent of applications accepted	18%	53%	71%
1%	full-time faculty (as percent of full-time plus 1/3 part time)	92%	74%	87%
1%	student/faculty ratio	7/1	15/1	16/1

U.S. News uses several methods to collect data. Most come from the Common Data Set, a collaboratively designed data collection instrument also used by The College Board and Peterson's. (See USD's Common Data Set on the web.) *U.S. News* publishes most, but not all, of the data they use to calculate ranks. They publish the weights applied to the different indicators, but not the formula actually used to calculate the ranks. For more information about indicators, definitions, and rankings, see Methodology on the *U.S. News* website.

The values above show that the combination of indicators gives a school its rank rather than the value of any particular indicator. In order to know how a change in one indicator would affect a school's ranking, one would have to know the formula used for the calculation. *U.S. News* never publishes the formula and changes it slightly from time to time. This year, they omitted the yield rate (percent of accepted applicants who enroll).

How Do We Compare To Our Peers?

Some of the schools we often think of as competitors for the same students are not in USD's category of National Universities—Doctoral. For example, three of the eight schools in the table below are in the Universities—Master's category and ranked in the western region rather than nationally. Is it "better" to be ranked low among doctoral universities nationally or high among master's universities regionally?

Comparing institutions by the values of their indicators is more instructive, although not all indicators are comparable across categories. Peer assessments among schools in different categories are not comparable, of course, because different populations of administrators are surveyed. Similarly, overall scores come from category-specific formulas. But note the considerable variation in some of the indicators that are not given much weight in the formulas.

Indicator, Fall 2002	UCLA	USC	Pepperdine	USD	USF	Santa Clara	Loyola Mary-Mount	St. Mary's College
<i>U.S. News</i> rank	Doctoral, National 26	Doctoral, National 30	Doctoral, National 51	Doctoral, National 99	Doctoral, National 117	Master's, Western 2	Master's, Western 3	Master's, Western 9
overall score	74	69	57	43	40	91	84	69
peer assessment	4.3	3.8	3.1	2.8	2.8	4.1	3.8	3.3
graduation rate	85%	76%	75%	67%	67%	81%	71%	68%
educ. expenditures	no data published							
SAT/ACT scores	1141-1390	1240-1420	1090-1300	1060-1260	1020-1220	1110-1310	1040-1280	1000-1200
faculty compensation	no data published							
classes with 1-19	49%	61%	70%	42%	63%	32%	52%	43%
top 10% of HS class	97%	82%	72%	46%	27%	75%	95%	77%
grad performance	+1%	+3%	+1%	+4%	+9%	not calculated for Master's		
alumni giving	13%	34%	17%	11%	13%	26%	19%	18%
freshman retention	97%	94%	88%	88%	83%	93%	87%	88%
fac. terminal degrees	no data published							
classes with 50+	23%	11%	2%	0.4%	3%	4%	1%	0.2%
applications accepted	24%	30%	37%	53%	82%	70%	56%	85%
full-time faculty	91%	83%	77%	74%	91%	83%	75%	64%
student/faculty ratio	18/1	10/1	12/1	15/1	14/1	12/1	13/1	13/1

What Do the Rankings Really Measure?

According to *U.S. News*, the rankings measure quality. But researchers at The Learning Alliance for Higher Education have a different opinion. They believe the rankings measure competitive advantage: "the higher the ranking, the better an institution is positioned to attract high-caliber students, prominent faculty, and increased revenue" (*Change*, September-October 2003, p. 58). Their research shows that the *U.S. News* rankings can be reduced to two major factors: ratings by peer administrators, and students' momentum toward graduation.

Ultimately, however, the *U.S. News* rankings may be of more interest to us than to our students. Only 7.2% of USD's respondents to last fall's Freshman Survey, administered during freshman orientation, said that rankings in national magazines were "very important" to them in choosing their school. The figure for students at all private universities was higher at 27.5%—but lower than one might expect from the publicity surrounding the rankings.

Students who reserved classes during April and May for Fall 2003 (as of September 18, 2003) and comparative numbers.

	Pre-Registered				
	May-03	May-02	May-01	May-00	May-99
Graduates	294	262	291	286	314
Seniors	533	482	455	410	371
Juniors	1054	1119	1136	1047	1000
Sophomores	810	910	981	975	885
Freshmen	845	817	878	862	920
Special	1	1	1	1	0
TOTALS	3537	3591	3742	3581	3490

Attending									
Fall 2003		Fall 2002		Fall 2001		Fall 2000		Fall 1999	
282	96%	242	92%	276	95%	269	94%	295	94%
513	96%	466	97%	442	97%	399	97%	357	96%
1021	97%	1083	97%	1064	96%	1018	97%	973	97%
775	96%	865	95%	944	96%	928	95%	835	94%
799	95%	772	94%	826	94%	812	94%	862	94%
1	100%	1	100%	1	100%	1	100%	0	0%
3391	96%	3429	95%	3583	96%	3427	96%	3322	95%

	Not Pre-Registered				
	May-03	May-02	May-01	May-00	May-99
Graduates	1007	891	815	778	858
Seniors	975	1033	952	911	844
Juniors	68	61	69	59	71
Sophomores	199	142	102	128	129
Freshmen	82	92	84	88	113
Special	3	8	13	36	0
TOTALS	2334	2227	2035	1999	2025

Attending									
Fall 2003		Fall 2002		Fall 2001		Fall 2000		Fall 1999	
489	49%	398	45%	401	49%	368	47%	395	46%
36	4%	39	4%	38	4%	44	5%	44	5%
41	60%	35	57%	34	49%	35	60%	47	66%
136	68%	92	65%	29	28%	43	34%	61	43%
15	18%	23	25%	14	17%	18	20%	34	30%
0	0%	2	25%	2	15%	3	8%	2	20%
717	31%	589	26%	518	25%	511	26%	583	29%

IMPORTANT CHANGES IN FERPA LAW

After September 11, 2001, a new law, the USA PATRIOT Act was passed and the changes it brought about in the Family Educational Rights and Privacy Act (FERPA, or "the Buckley amendment" of 1974, as amended) require that the educational community become more informed about the protection of both student privacy rights and national security. The University of San Diego has created a website:

<http://www.sandiego.edu/registrar/ferpa/>

which explains these changes. One of the requirements associated with the changes in FERPA and the promulgation of the PATRIOT Act is that all "school officials" must become familiar with the law (FERPA primarily, but only a single paragraph of PATRIOT) and must demonstrate that they have such familiarity. The University has determined, after careful study, that it is virtually impossible to determine who might be termed a "school official" (defined at the site) under FERPA at any given moment. For this reason, the need to become familiar with FERPA, as amended, will be required of ALL USD employees EXCEPT those in Maintenance and Food Services. Many persons have occasion to see some one part or another of a student's record at the University at some time and so therefore must know about the law which protects that student's rights.

Please go to the website noted above and become familiar with the organization of the site. Note that in the light blue column on the left, there is a table of contents. Please read the entire main section and the sections for students, parents, faculty, and staff for a comprehensive overview of the law. You will see, in the blue column, a reference to a Tutorial. Once you have read through the materials at this website thoroughly, you will need to take the Tutorial. There are questions that must be answered correctly throughout the Tutorial in order for you to move to the next screen. Incorrect answers will not allow you to progress. This is why you need to read through the full website before taking the Tutorial with its embedded questions.

At the end of the Tutorial, there is a form which you will need to complete and sign electronically. Once you have passed the Tutorial and 'signed' the form at its end, you will be automatically registered as having successfully completed the necessary training in matters dealt with by FERPA/PATRIOT.

In order to comply with this federal mandate, ALL employees who function as "school officials" MUST complete the Tutorial and electronically sign the final form. The University has set November 1, 2003 as the latest date by which this can be done. Please move forward on this as rapidly as possible. Those not in compliance after that date will be contacted and asked to proceed with the Tutorial/completion form.

This announcement will be made annually to cover all new employees. If you have questions, please call Associate Provost Dr. McGraw, the University Registrar or the Law School Registrar.

Faculty Housing Available



1325 Elevation Street

This three story, three bedroom, two bath, 1,825 square foot house is available to USD faculty for \$1,850 per month!

USD provides an opportunity for faculty to rent housing, for a transitional period of two years, at below market rates. In this month's Faculty Newsnotes, we are featuring this single family home located at 1325 Elevation Street. With sweeping views of both Mission Bay to the west and USD to the east, this home is affordably priced at \$1,850 per month.

USD's faculty housing program was designed to provide both attached and detached homes on a rental basis to allow faculty to ease into the rental housing market in San Diego. These homes can be leased for up to two years. Since availability is limited, you must act fast!

Please contact Lisa Ledbetter at StepStone Real Estate Services, 619-231-9606, for more information on this and other rental homes available to faculty.