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Self-Study Report Appendix Volume 2 2000

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SELF-STUDY REPORT

APPENDIX

Volume 2



University of San Diego

San Diego, California

September 15, 2000

APPENDIX

Volume 1

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University of San Diego

Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
4302	Special Projects	150000	SALARIES/ADMINISTRATIVE	47,500
		150201	SALARIES/PT STAFF	11,267
		151000	BENEFITS	14,862
		153100	PRINTING	1,700
		154000	COPYING & DUPLICATING	200
		154200	SUPPLIES	200
		154500	TELEPHONES	1,200
		154600	TRAVEL	1,512
		155600	PROGRAMS & PROJECTS	7,200
		156400	MISC.-INSTRUC. MATERIAL	648
				<u>86,289</u>

University of San Diego
Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
4303	Intrnatl Student Advisor	150000	SALARIES/ADMINISTRATIVE	84,730
		150200	SALARIES STAFF	29,382
		151000	BENEFITS	32,525
		152900	POSTAGE	1,026
		153100	PRINTING	4,000
		154200	SUPPLIES	2,000
		154500	TELEPHONES	1,000
		154600	TRAVEL	3,000
		156400	MISC.-INSTRUC. MATERIAL	4,200
				161,863

University of San Diego
Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
4305	Student Activities	153100	PRINTING	550
		154000	COPYING & DUPLICATING	300
		154200	SUPPLIES	675
		154500	TELEPHONES	1,000
		154600	TRAVEL	2,550
		155600	PROGRAMS & PROJECTS	3,720
		156400	MISC.-INSTRUC. MATERIAL	350
				<u>9,145</u>

University of San Diego
 Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
4306	Drug Education	153100	PRINTING	1,200
		154000	COPYING & DUPLICATING	100
		154200	SUPPLIES	800
		154500	TELEPHONES	300
		154600	TRAVEL	1,700
		155600	PROGRAMS & PROJECTS	26,006
		156400	MISC.-INSTRUC. MATERIAL	700
				<u>30,806</u>

University of San Diego

Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
4307	Assistant Dir. of Student Activities	150200	SALARIES STAFF	5,940
		151000	BENEFITS	398
		153100	PRINTING	800
		154000	COPYING & DUPLICATING	800
		154200	SUPPLIES	800
		154600	TRAVEL	1,500
				<u>10,238</u>

University of San Diego

Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
4308	Multicultural Programming	153000	PROFESSIONAL FEES	22,000
		156400	MISC.-INSTRUC. MATERIAL	1,800
		156454	HUMAN RELATIONS WORKSHOPS	22,000
		156456	SDCC/USD PROGRAM	700
				<u>46,500</u>

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Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
4309	Director of First Year Programs	153100	PRINTING	900
		154000	COPYING & DUPLICATING	200
		154200	SUPPLIES	300
		154600	TRAVEL	1,100
		155600	PROGRAMS & PROJECTS	11,610
		156400	MISC.-INSTRUC. MATERIAL	250
				<u>14,360</u>

University of San Diego
Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
4320	Campus Health Center	150000	SALARIES/ADMINISTRATIVE	51,771
		150200	SALARIES STAFF	23,421
		151000	BENEFITS	22,332
		153000	PROFESSIONAL FEES	93,901
		154000	COPYING & DUPLICATING	224
		154200	SUPPLIES	3,180
		154500	TELEPHONES	249
				195,078

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Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
8620	Special Events-Conferences	151200	PHYSICAL PLANT ALLOCATION	668,712
		151800	CONTRACT SERVICES	500,000
		152300	ENTERTAINMENT & PROMOTION	2,500
		152800	OUTSIDE LABOR-LECTURERS	1,500
		153100	PRINTING	2,500
		153300	RENT-Equipment	32,000
		154000	COPYING & DUPLICATING	3,000
		154200	SUPPLIES	30,000
		154500	TELEPHONES	4,000
				<u>1,244,212</u>

University of San Diego
 Budget for Fiscal Year 2000 - 2001

<u>Area</u>	<u>Department #</u>	<u>Department</u>	<u>Amount</u>	
Dining Services	8200	Dining Services Admin.	-1,222,558	
	8201	Bakery/Creamery	72,073	
	8202	Deli	238,081	
	8203	Grille	358,865	
	8204	Banquet/Catering	370,927	
	8205	Main Dining Room	1,058,338	
	8206	Mini Mart	89,679	
	8207	Faculty/Staff Dining	38,342	
	8208	Aromas Coffee House	121,439	
	8209	Concessions-Craig Pavilion	18,139	
				<u>1,143,325</u>

University of San Diego
Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
8200	Dining Services Admin.	150000	SALARIES/ADMINISTRATIVE	161,881
		150200	SALARIES STAFF	72,218
		150201	SALARIES/PT STAFF	11,121
		151000	BENEFITS	70,273
		151200	PHYSICAL PLANT ALLOCATION	217,249
		151300	AUTOMOBILE	2,000
		151700	EXPENDABLE EQUIP <\$5,000 EACH	63,200
		151800	CONTRACT SERVICES	130,000
		152010	C.O.S.-MEAT,SEAFOOD	450,000
		152020	C.O.S.-PRODUCE	190,000
		152030	C.O.S.-GROCERIES,COFFEE	792,200
		152040	C.O.S.-DAIRY,ICE CREAM	253,000
		152050	C.O.S.-BAKERY GOODS	200,000
		152060	C.O.S.-LIQUOR	20,000
		152070	C.O.S.-FROZEN FOODS	0
		152080	C.O.S. - SUNDRIES	50,000
		152300	ENTERTAINMENT & PROMOTION	2,000
		152400	EXPENSE CREDITS	-993,500
		152401	EXPENSE CREDITS-CONF.CHRG	-447,700
		152402	EXPENSE CREDITS-STUDENTS	-2,900,000
		152900	POSTAGE	3,000
		153100	PRINTING	20,000
		153600	REPAIRS & MAINTENANCE	45,000
		154000	COPYING & DUPLICATING	5,000
		154200	SUPPLIES	169,720
		154210	SUPPLIES-PAPER & PLASTIC	128,280
		154500	TELEPHONES	5,500
		154600	TRAVEL	7,000
		156000	LAUNDRY	50,000
				-1,222,558

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Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
8201	Bakery/Creamery	150200	SALARIES STAFF	19,490
		150201	SALARIES/PT STAFF	43,856
		151000	BENEFITS	8,727
				<u>72,073</u>

University of San Diego
 Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
8202	Deli	150000	SALARIES/ADMINISTRATIVE	33,555
		150200	SALARIES STAFF	81,827
		150201	SALARIES/PT STAFF	82,878
		151000	BENEFITS	39,821
				<u>238,081</u>

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Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Grille</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
8203			150000	SALARIES/ADMINISTRATIVE	78,985
			150200	SALARIES STAFF	113,860
			150201	SALARIES/PRT STAFF	101,917
			151000	BENEFITS	64,103
					<u>358,865</u>

University of San Diego
Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
8204	Banquet/Catering	150000	SALARIES/ADMINISTRATIVE	72,275
		150200	SALARIES STAFF	146,204
		150201	SALARIES/PT STAFF	82,062
		151000	BENEFITS	70,386
				370,927

University of San Diego
Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
8205	Main Dining Room	150000	SALARIES/ADMINISTRATIVE	69,180
		150200	SALARIES STAFF	507,236
		150201	SALARIES/PT STAFF	291,215
		151000	BENEFITS	190,707
				<u>1,058,338</u>

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Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
8206	Mini Mart	150200	SALARIES STAFF	54,267
		150201	SALARIES/PRT STAFF	18,083
		151000	BENEFITS	17,329
				<u>89,679</u>

University of San Diego

Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
8207	Faculty/Staff Dining	150200	SALARIES STAFF	17,661
		150201	SALARIES/PT STAFF	14,466
		151000	BENEFITS	6,215
				<u>38,342</u>

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Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
8208	Aromas Coffee House	150200	SALARIES STAFF	42,845
		150201	SALARIES/PT STAFF	61,733
		151000	BENEFITS	16,861
				<u>121,439</u>

University of San Diego
 Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
8209	Concessions-Craig Pavilion	150201	SALARIES/PT STAFF	17,000
		151000	BENEFITS	1,139
				<u>18,139</u>

University of San Diego
Budget for Fiscal Year 2000 - 2001

<u>Area</u>	<u>Department #</u>	<u>Department</u>	<u>Amount</u>
Housing	8400	Camino/Founders Housing	831,706
	8401	Camino/Founders Director	5,700
	8402	Maier Director	5,200
	8403	Maier Hall Housing	901,074
	8404	Residence Hall Counselor	1,000
	8411	Presidio Terrace Apartments	196,052
	8412	Presidio Terrace Coordinators	750
	8500	University Terrace Apartment	487,060
	8501	University Terrace Coordinators	1,600
	8700	Mission Housing - Apts.	1,051,424
	8708	Alcala Vista-Director	9,200
	8709	Alcala Vista Housing	2,223,250
	8710	Missions-A Housing	1,384,208
	8711	Missions-A Director	8,200
	8712	Missions-B Housing	1,017,939
	8713	Missions-B Director	6,700
	8720	Housing-Administration	772,815
	8721	Residence Life	226,946
	8722	Housing-Computer Support	521,410
	8723	Residence Hall Association	26,500
			9,678,734

University of San Diego

Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
8400	Camino/Founders Housing	150000	SALARIES/ADMINISTRATIVE	40,293
		151000	BENEFITS	11,967
		151200	PHYSICAL PLANT ALLOCATION	262,716
		151800	CONTRACT SERVICES	435,000
		153400	RENT	16,500
		153600	REPAIRS & MAINTENANCE	1,000
		153800	SCHOLARSHIPS	62,230
		154200	SUPPLIES	2,000
				<u>831,706</u>

University of San Diego

Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
8401	Camino/Founders Director	154200	SUPPLIES	1,500
		154600	TRAVEL	1,200
		155600	PROGRAMS & PROJECTS	3,000
				<u>5,700</u>

University of San Diego

Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
8402	Maheer Director	154200	SUPPLIES	1,000
		154600	TRAVEL	1,200
		155600	PROGRAMS & PROJECTS	3,000
				<u>5,200</u>

University of San Diego
 Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
8403	Maher Hall Housing	150000	SALARIES/ADMINISTRATIVE	23,235
		150304	STUDENT WAGES-PARTTIME	17,305
		151000	BENEFITS	8,060
		151200	PHYSICAL PLANT ALLOCATION	301,044
		151800	CONTRACT SERVICES	470,000
		153400	RENT	16,700
		153600	REPAIRS & MAINTENANCE	1,000
		153800	SCHOLARSHIPS	62,230
		154200	SUPPLIES	1,500
				901,074

University of San Diego

Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
8404	Residence Hall Counselor	154200	SUPPLIES	1,000
				<u>1,000</u>

University of San Diego

Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
8411	Presidio Terrace Apartments	150201	SALARIES/PT STAFF	7,014
		151000	BENEFITS	470
		151200	PHYSICAL PLANT ALLOCATION	127,368
		151800	CONTRACT SERVICES	40,000
		153400	RENT	8,200
		153600	REPAIRS & MAINTENANCE	5,000
		154200	SUPPLIES	8,000
				<u>196,052</u>

University of San Diego

Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
8412	Presidio Terrace Coordinators	154200	SUPPLIES	250
		155600	PROGRAMS & PROJECTS	500
				<u>750</u>

University of San Diego

Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
8500	University Terrace Apartment	150201	SALARIES/PT STAFF	14,028
		151000	BENEFITS	940
		151200	PHYSICAL PLANT ALLOCATION	271,092
		151800	CONTRACT SERVICES	150,000
		153400	RENT	34,000
		153600	REPAIRS & MAINTENANCE	5,000
		154200	SUPPLIES	12,000
				<u>487,060</u>

University of San Diego
 Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
8501	University Terrace Coordinators	154200	SUPPLIES	500
		155600	PROGRAMS & PROJECTS	1,100
				<u>1,600</u>

University of San Diego

Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
8700	Mission Housing - Apts.	151200	PHYSICAL PLANT ALLOCATION	425,424
		151800	CONTRACT SERVICES	275,000
		153300	RENT-Equipment	300,000
		153400	RENT	6,000
		153600	REPAIRS & MAINTENANCE	5,000
		153800	SCHOLARSHIPS	37,000
		154200	SUPPLIES	3,000
				<u>1,051,424</u>

University of San Diego

Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
8708	Alcala Vista-Director	154000	COPYING & DUPLICATING	500
		154200	SUPPLIES	2,000
		154600	TRAVEL	1,200
		155600	PROGRAMS & PROJECTS	5,500
				<u>9,200</u>

University of San Diego

Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
8709	Alcala Vista Housing	150000	SALARIES/ADMINISTRATIVE	24,165
		150304	STUDENT WAGES-PARTTIME	15,919
		151000	BENEFITS	8,244
		151200	PHYSICAL PLANT ALLOCATION	765,372
		151800	CONTRACT SERVICES	700,000
		153300	RENT-Equipment	550,000
		153400	RENT	24,900
		153600	REPAIRS & MAINTENANCE	15,000
		153800	SCHOLARSHIPS	114,650
		154200	SUPPLIES	5,000
				<u>2,223,250</u>

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Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
8710	Missions-A Housing	150000	SALARIES/ADMINISTRATIVE	23,235
		150300	STUDENT WAGES-FWS/CWO	11,000
		151000	BENEFITS	7,638
		151200	PHYSICAL PLANT ALLOCATION	332,015
		151800	CONTRACT SERVICES	390,000
		153300	RENT-Equipment	550,000
		153400	RENT	8,500
		153600	REPAIRS & MAINTENANCE	5,000
		153800	SCHOLARSHIPS	53,820
		154200	SUPPLIES	3,000
				<u>1,384,208</u>

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Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
8711	Missions-A Director	154200	SUPPLIES	3,000
		154600	TRAVEL	1,200
		155600	PROGRAMS & PROJECTS	4,000
				<u>8,200</u>

University of San Diego

Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
8712	Missions-B Housing	150000	SALARIES/ADMINISTRATIVE	24,255
		151000	BENEFITS	7,204
		151200	PHYSICAL PLANT ALLOCATION	311,100
		151800	CONTRACT SERVICES	550,000
		153400	RENT	8,500
		153600	REPAIRS & MAINTENANCE	10,000
		153800	SCHOLARSHIPS	104,880
		154200	SUPPLIES	2,000
				<u>1,017,939</u>

University of San Diego
 Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
8713	Missions-B Director	154200	SUPPLIES	2,500
		154600	TRAVEL	1,200
		155600	PROGRAMS & PROJECTS	3,000
				6,700

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<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
8720	Housing-Administration	150000	SALARIES/ADMINISTRATIVE	202,610
		150200	SALARIES STAFF	132,065
		150300	STUDENT WAGES-FWS/CWO	12,000
		150304	STUDENT WAGES-PARTTIME	64,738
		151000	BENEFITS	100,402
		151700	EXPENDABLE EQUIP <\$5,000 EACH	41,500
		152300	ENTERTAINMENT & PROMOTION	3,000
		152900	POSTAGE	5,500
		153100	PRINTING	10,000
		153400	RENT	20,000
		154000	COPYING & DUPLICATING	3,000
		154200	SUPPLIES	15,000
		154500	TELEPHONES	3,000
		154600	TRAVEL	10,000
		156400	MISC.-INSTRUC. MATERIAL	100,000
		156417	TELEPHONE RESALE DEPOSITS	50,000
				<u>772,815</u>

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Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
8721	Residence Life	150000	SALARIES/ADMINISTRATIVE	28,708
		150200	SALARIES STAFF	46,625
		150300	STUDENT WAGES-FWS/CWO	8,400
		151000	BENEFITS	12,213
		151800	CONTRACT SERVICES	40,000
		152300	ENTERTAINMENT & PROMOTION	3,000
		153100	PRINTING	3,000
		154200	SUPPLIES	5,000
		154500	TELEPHONES	6,000
		154600	TRAVEL	4,000
		155600	PROGRAMS & PROJECTS	70,000
				<u>226,946</u>

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<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
8722	Housing-Computer Support	150000	SALARIES/ADMINISTRATIVE	36,140
		150200	SALARIES STAFF	24,024
		150201	SALARIES/PT STAFF	89,388
		151000	BENEFITS	23,858
		151700	EXPENDABLE EQUIP <\$5,000 EACH	110,000
		153800	SCHOLARSHIPS	0
		154200	SUPPLIES	18,000
		154600	TRAVEL	15,000
		155600	PROGRAMS & PROJECTS	15,000
		159800	PRINCIPAL AND INTEREST	190,000
				521,410

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<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
8723	Residence Hall Association	152300	ENTERTAINMENT & PROMOTION	3,000
		152900	POSTAGE	500
		154000	COPYING & DUPLICATING	1,000
		154200	SUPPLIES	1,000
		154500	TELEPHONES	500
		154600	TRAVEL	5,000
		155600	PROGRAMS & PROJECTS	6,500
		156400	MISC.-INSTRUC. MATERIAL	9,000
				<u>26,500</u>

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Budget for Fiscal Year 2000 - 2001

<u>Area</u>	<u>Department #</u>	<u>Department</u>	<u>Amount</u>
Public Safety	5400	Public Safety	1,189,707
			<u>1,189,707</u>

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<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
5400	Public Safety	150000	SALARIES/ADMINISTRATIVE	140,744
		150200	SALARIES STAFF	670,124
		150300	STUDENT WAGES-FWS/CWO	2,400
		151000	BENEFITS	240,416
		151300	AUTOMOBILE	30,115
		151800	CONTRACT SERVICES	33,000
		152900	POSTAGE	500
		153100	PRINTING	4,200
		153600	REPAIRS & MAINTENANCE	1,200
		154000	COPYING & DUPLICATING	4,214
		154200	SUPPLIES	30,094
		154500	TELEPHONES	10,873
		156400	MISC.-INSTRUC. MATERIAL	1,827
		156410	EMPLOYEE TRAINING & DEVELOPMENT	20,000
				1,189,707

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<u>Area</u>	<u>Department #</u>	<u>Department</u>	<u>Amount</u>
Parking Services	5410	Parking Services	1,457,432
			<u>1,457,432</u>

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<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
5410	Parking Services	15000	SALARIES/ADMINISTRATIVE	26,390
		15020	SALARIES STAFF	111,290
		15021	SALARIES/PT STAFF	76,477
		15030	STUDENT WAGES-FWS/CWO	9,500
		150304	STUDENT WAGES-PARTTIME	48,375
		151000	BENEFITS	49,893
		151200	PHYSICAL PLANT ALLOCATION	119,350
		151300	AUTOMOBILE	30,804
		151700	EXPENDABLE EQUIP <\$5,000 EACH	2,660
		151800	CONTRACT SERVICES	7,156
		152900	POSTAGE	2,100
		153100	PRINTING	8,391
		153600	REPAIRS & MAINTENANCE	4,156
		153700	RESERVE	26,000
		154000	COPYING & DUPLICATING	3,500
		154200	SUPPLIES	9,648
		154500	TELEPHONES	1,500
		159800	PRINCIPAL AND INTEREST	920,242
				<u>1,457,432</u>

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Budget for Fiscal Year 2000 - 2001

<u>Area</u>	<u>Department #</u>	<u>Department</u>	<u>Amount</u>
University Center	8600	Special Events-USD	85,703
	8730	University Center - Oper.	736,177
	8731	University Center-Admin.	444,500
	8732	Univ. Ctr. Stud. Org.	6,300
	8733	Univ. Ctr. Outdoor Rec.	44,728
	8734	Asst Dir Studt Activities	3,075
			<u>1,320,483</u>

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Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
8600	Special Events-USD	150200	SALARIES STAFF	36,166
		151000	BENEFITS	8,920
		151800	CONTRACT SERVICES	30,000
		152300	ENTERTAINMENT & PROMOTION	1,000
		152800	OUTSIDE LABOR-LECTURERS	3,000
		153100	PRINTING	875
		153300	RENT-Equipment	1,000
		153600	REPAIRS & MAINTENANCE	800
		154000	COPYING & DUPLICATING	1,155
		154200	SUPPLIES	2,787
				<u>85,703</u>

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Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
8730	University Center - Oper.	150000	SALARIES/ADMINISTRATIVE	95,500
		150200	SALARIES STAFF	148,566
		150201	SALARIES/PT STAFF	78,392
		150300	STUDENT WAGES-FWS/CWO	137,028
		151000	BENEFITS	86,358
		151200	PHYSICAL PLANT ALLOCATION	144,833
		151700	EXPENDABLE EQUIP <\$5,000 EACH	22,800
		151800	CONTRACT SERVICES	3,200
		153100	PRINTING	500
		153600	REPAIRS & MAINTENANCE	2,400
		154000	COPYING & DUPLICATING	1,100
		154200	SUPPLIES	11,500
		154500	TELEPHONES	1,800
		154600	TRAVEL	1,400
		156400	MISC.-INSTRUC. MATERIAL	800
				<u>736,177</u>

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Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct. #</u>	<u>Description</u>	<u>Amount</u>
8731	University Center-Admin.	150000	SALARIES/ADMINISTRATIVE	283,924
		150200	SALARIES STAFF	26,740
		151000	BENEFITS	90,901
		151800	CONTRACT SERVICES	6,500
		152300	ENTERTAINMENT & PROMOTION	5,000
		152900	POSTAGE	200
		153100	PRINTING	11,150
		153400	RENT	8,000
		154200	SUPPLIES	2,085
		155600	PROGRAMS & PROJECTS	10,000
				444,500

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<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
8732	Univ. Ctr. Stud. Org.	153100	PRINTING	850
		154000	COPYING & DUPLICATING	100
		154200	SUPPLIES	475
		154600	TRAVEL	1,500
		155600	PROGRAMS & PROJECTS	3,000
		156400	MISC.-INSTRUC. MATERIAL	375
				<u>6,300</u>

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<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
8733	Univ. Ctr. Outdoor Rec.	150200	SALARIES STAFF	6,367
		151000	BENEFITS	427
		152000	COST OF GOODS SOLD	7,300
		153100	PRINTING	4,150
		153300	RENT-Equipment	1,500
		154000	COPYING & DUPLICATING	684
		154200	SUPPLIES	2,100
		154600	TRAVEL	2,300
		155600	PROGRAMS & PROJECTS	19,900
				44,728

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<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
8734	Asst Dir Studt Activities	153100	PRINTING	450
		154000	COPYING & DUPLICATING	175
		154200	SUPPLIES	300
		154600	TRAVEL	1,400
		155600	PROGRAMS & PROJECTS	500
		156400	MISC.-INSTRUC. MATERIAL	250
				<u>3075</u>

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<u>Area</u>	<u>Department #</u>	<u>Department</u>	<u>Amount</u>
Summer Camps	8900	Summer Camps	531,334
			<u>531,334</u>

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Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
8900	150000	SALARIES/ADMINISTRATIVE	41,175
	150200	SALARIES STAFF	25,168
	150201	SALARIES/PT STAFF	89,597
	150300	STUDENT WAGES-FWS/CWO	4,800
	150400	SALARIES-PT INSTRUCTORS	123,196
	151000	BENEFITS	34,283
	151100	ADVERTISING	26,165
	151800	CONTRACT SERVICES	132,115
	152325	AWARDS	13,955
	152900	POSTAGE	6,722
	153100	PRINTING	13,008
	154200	SUPPLIES	8,065
	154500	TELEPHONES	2,490
	154600	TRAVEL	1,353
	156400	MISC.-INSTRUC. MATERIAL	3,764
	157173	FINANCE CHARGES	5,478
			<u>531,334</u>

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Budget for Fiscal Year 2000 - 2001

<u>Area</u>	<u>Department #</u>	<u>Department</u>	<u>Amount</u>
Athletics	2551	QUASI END-COGGESHALL	58,914
	2552	JAMES ORWIG MEMORIAL FUND	1,339
	2553	ZABLE MENS BASKETBALL END	21,141
	2554	QUASI END-GOLF	2,795
	4400	Athletics-Administration	2,923,048
	4401	Baseball	357,622
	4402	Basketball	503,998
	4403	Football	222,337
	4404	Golf	40,504
	4405	Recreation	149,045
	4406	Men's Tennis	152,201
	4407	Volleyball	382,589
	4408	Women's Tennis	240,549
	4409	Women's Basketball	480,626
	4410	Intramurals	50,634
	4411	Swimming	176,203
	4412	Crew	18,992
	4413	Women's Softball	80,029
	4414	Cross Country	65,956
	4415	Men's Soccer	309,988
	4416	Sports Medicine	23,895
	4417	Sports Information	22,350
	4418	Women's Soccer	347,972
	4419	Athletic Development	22,342
4420	Women's Crew	18,992	
8800	Jenny Craig Pavilion	757,806	
		7,431,867	

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Budget for Fiscal Year 2000 - 2001

Athletics Endowment Dept's.

2551	QUASI END-COGGESHALL	556400	MISCELLANEOUS	58,914
2552	JAMES ORWIG MEMORIAL FUND	556400	MISCELLANEOUS	1,339
2553	ZABLE MENS BASKETBALL END	556400	MISCELLANEOUS	21,141
2554	QUASI END-GOLF	556400	MISCELLANEOUS	2,795
				<hr/>
				84,189
				<hr/>

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<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
4400	Athletics-Administration	150000	SALARIES/ADMINISTRATIVE	429,845
		150100	SALARIES-INSTRUCTIONAL	1,382,135
		150200	SALARIES STAFF	132,429
		150201	SALARIES/PT STAFF	20,200
		150400	SALARIES-PT INSTRUCTORS	158,189
		151000	BENEFITS	585,302
		151300	AUTOMOBILE	12,500
		151800	CONTRACT SERVICES	7,372
		152300	ENTERTAINMENT & PROMOTION	2,000
		152325	AWARDS	3,261
		152500	INSURANCE GENERAL	70,966
		152700	CONFERENCE DUES	21,000
		152900	POSTAGE	8,200
		153100	PRINTING	2,230
		153600	REPAIRS & MAINTENANCE	11,700
		153800	SCHOLARSHIPS	47,293
		154000	COPYING & DUPLICATING	3,777
		154200	SUPPLIES	4,649
		154500	TELEPHONES	8,000
		154600	TRAVEL	7,000
		156400	MISC.-INSTRUC. MATERIAL	5,000
				<u>2,923,048</u>

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Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
4401	Baseball	151000	BENEFITS	100
		151800	CONTRACT SERVICES	8,120
		152325	AWARDS	180
		153100	PRINTING	100
		153200	RECRUITING	2,500
		153800	SCHOLARSHIPS	299,222
		154200	SUPPLIES	8,800
		154300	GRADUATE FELLOWSHIPS	4,500
		154500	TELEPHONES	500
		154600	TRAVEL	31,100
		156400	MISC.-INSTRUC. MATERIAL	2,500
				<u>357,622</u>

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<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
4402	Basketball	151000	BENEFITS	500
		151800	CONTRACT SERVICES	18,490
		152325	AWARDS	75
		153100	PRINTING	200
		153200	RECRUITING	21,500
		153800	SCHOLARSHIPS	383,508
		154000	COPYING & DUPLICATING	50
		154200	SUPPLIES	8,450
		154300	GRADUATE FELLOWSHIPS	2,925
		154500	TELEPHONES	5,300
		154600	TRAVEL	37,500
		156400	MISC.-INSTRUC. MATERIAL	6,000
		156412	GUARANTEED CONTRACTS	19,500
				503,998

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<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
4403	Football	151000	BENEFITS	600
		151800	CONTRACT SERVICES	10,285
		152325	AWARDS	480
		152700	CONFERENCE DUES	2,500
		153100	PRINTING	300
		153200	RECRUITING	10,000
		153600	REPAIRS & MAINTENANCE	3,472
		154000	COPYING & DUPLICATING	1,200
		154200	SUPPLIES	19,000
		154300	GRADUATE FELLOWSHIPS	500
		154500	TELEPHONES	6,000
		154600	TRAVEL	134,000
		156400	MISC.-INSTRUC. MATERIAL	4,000
		156412	GUARANTEED CONTRACTS	30,000
				<u>222,337</u>

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Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
4404	Golf	152325	AWARDS	60
		153200	RECRUITING	400
		153800	SCHOLARSHIPS	29,144
		154200	SUPPLIES	2,300
		154500	TELEPHONES	500
		154600	TRAVEL	8,000
		156400	MISC.-INSTRUC. MATERIAL	100
				<u>40,504</u>

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<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
4405	Recreation	150300	STUDENT WAGES-FWS/CWO	135,000
		151000	BENEFITS	9,045
		154200	SUPPLIES	1,300
		156400	MISC.-INSTRUC. MATERIAL	3,700
				<u>149,045</u>

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Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
4406	Men's Tennis	151800	CONTRACT SERVICES	2,100
		152325	AWARDS	60
		153100	PRINTING	50
		153200	RECRUITING	3,000
		153800	SCHOLARSHIPS	126,403
		154000	COPYING & DUPLICATING	50
		154200	SUPPLIES	5,238
		154500	TELEPHONES	500
		154600	TRAVEL	14,600
		156400	MISC.-INSTRUC. MATERIAL	200
				<u>152,201</u>

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Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
4407	Volleyball	151000	BENEFITS	100
		151800	CONTRACT SERVICES	8,800
		152325	AWARDS	90
		153200	RECRUITING	5,000
		153800	SCHOLARSHIPS	340,253
		154200	SUPPLIES	3,046
		154300	GRADUATE FELLOWSHIPS	1,300
		154500	TELEPHONES	500
		154600	TRAVEL	23,400
		156400	MISC.-INSTRUC. MATERIAL	100
				<u>382,589</u>

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<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
4408	Women's Tennis	151800	CONTRACT SERVICES	2,100
		152325	AWARDS	60
		153100	PRINTING	50
		153200	RECRUITING	3,600
		153800	SCHOLARSHIPS	210,926
		154200	SUPPLIES	5,000
		154500	TELEPHONES	500
		154600	TRAVEL	18,125
		156400	MISC.-INSTRUC. MATERIAL	188
				240,549

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<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
4409	Women's Basketball	151000	BENEFITS	200
		151800	CONTRACT SERVICES	16,300
		152325	AWARDS	90
		153100	PRINTING	75
		153200	RECRUITING	21,500
		153800	SCHOLARSHIPS	383,801
		154200	SUPPLIES	9,500
		154300	GRADUATE FELLOWSHIPS	5,000
		154500	TELEPHONES	3,600
		154600	TRAVEL	39,035
		156400	MISC.-INSTRUC. MATERIAL	1,525
				<u>480,626</u>

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Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
4410	Intramurals	150400	SALARIES-PT INSTRUCTORS	18,451
		151000	BENEFITS	3,000
		151800	CONTRACT SERVICES	15,283
		152300	ENTERTAINMENT & PROMOTION	3,700
		152325	AWARDS	2,450
		153100	PRINTING	500
		154200	SUPPLIES	6,700
		156400	MISC.-INSTRUC. MATERIAL	550
				<u>50,634</u>

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Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
4411	Swimming	151000	BENEFITS	100
		151800	CONTRACT SERVICES	1,740
		152325	AWARDS	90
		153100	PRINTING	100
		153200	RECRUITING	2,000
		153800	SCHOLARSHIPS	142,337
		154200	SUPPLIES	4,614
		154300	GRADUATE FELLOWSHIPS	7,200
		154500	TELEPHONES	500
		154600	TRAVEL	15,700
		156400	MISC.-INSTRUC. MATERIAL	1,822
				176,203

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Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
4412	Crew	151800	CONTRACT SERVICES	3,405
		152325	AWARDS	120
		154200	SUPPLIES	1,942
		154300	GRADUATE FELLOWSHIPS	6,750
		154500	TELEPHONES	250
		154600	TRAVEL	3,750
		155300	OIL	2,725
		156400	MISC.-INSTRUC. MATERIAL	50
				<u>18,992</u>

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Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
4413	Women's Softball	151800	CONTRACT SERVICES	2,864
		152325	AWARDS	120
		153200	RECRUITING	500
		153800	SCHOLARSHIPS	56,020
		154200	SUPPLIES	2,300
		154300	GRADUATE FELLOWSHIPS	2,500
		154500	TELEPHONES	500
		154600	TRAVEL	14,300
		156400	MISC.-INSTRUC. MATERIAL	925
				<u>80,029</u>

University of San Diego
 Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
4414	Cross Country	151800	CONTRACT SERVICES	350
		152325	AWARDS	120
		153200	RECRUITING	300
		153800	SCHOLARSHIPS	58,286
		154200	SUPPLIES	2,500
		154500	TELEPHONES	200
		154600	TRAVEL	3,500
		156400	MISC.-INSTRUC. MATERIAL	700
				65,956

University of San Diego
 Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
4415	Men's Soccer	151000	BENEFITS	100
		151800	CONTRACT SERVICES	7,550
		152325	AWARDS	120
		153100	PRINTING	100
		153200	RECRUITING	4,600
		153800	SCHOLARSHIPS	267,638
		154200	SUPPLIES	5,000
		154300	GRADUATE FELLOWSHIPS	500
		154500	TELEPHONES	500
		154600	TRAVEL	22,500
		156400	MISC.-INSTRUC. MATERIAL	1,380
				309,988

University of San Diego

Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
4416	Sports Medicine	154200	SUPPLIES	16,995
		154500	TELEPHONES	500
		154600	TRAVEL	6,300
		156400	MISC.-INSTRUC. MATERIAL	100
				<u>23,895</u>

University of San Diego

Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct. #</u>	<u>Description</u>	<u>Amount</u>
4417	Sports Information	151000	BENEFITS	150
		152300	ENTERTAINMENT & PROMOTION	600
		153100	PRINTING	15,000
		154000	COPYING & DUPLICATING	1,000
		154200	SUPPLIES	2,500
		154500	TELEPHONES	500
		154600	TRAVEL	2,500
		156400	MISC.-INSTRUC. MATERIAL	100
				<u>22,350</u>

University of San Diego
Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
4418	Women's Soccer	151000	BENEFITS	100
		151800	CONTRACT SERVICES	5,200
		152325	AWARDS	120
		153100	PRINTING	100
		153200	RECRUITING	4,000
		153800	SCHOLARSHIPS	308,052
		154200	SUPPLIES	5,000
		154300	GRADUATE FELLOWSHIPS	500
		154500	TELEPHONES	500
		154600	TRAVEL	23,500
		156400	MISC.-INSTRUC. MATERIAL	900
				<u>347,972</u>

University of San Diego

Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
4419	Athletic Development	152300	ENTERTAINMENT & PROMOTION	9,500
		152700	CONFERENCE DUES	500
		152900	POSTAGE	3,294
		153100	PRINTING	4,500
		154200	SUPPLIES	1,500
		154500	TELEPHONES	1,000
		154600	TRAVEL	2,000
		156400	MISC.-INSTRUC. MATERIAL	48
				<u>22,342</u>

University of San Diego

Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
4420	Women's Crew	151800	CONTRACT SERVICES	3,405
		152325	AWARDS	120
		154200	SUPPLIES	1,942
		154300	GRADUATE FELLOWSHIPS	6,750
		154500	TELEPHONES	250
		154600	TRAVEL	3,750
		155300	OIL	2,725
		156400	MISC.-INSTRUC. MATERIAL	50
				<u>18,992</u>

University of San Diego

Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
8800	Jenny Craig Pavilion	150000	SALARIES/ADMINISTRATIVE	194,000
		150200	SALARIES STAFF	123,000
		150201	SALARIES/PT STAFF	72,000
		150300	STUDENT WAGES-FWS/CWO	81,682
		151000	BENEFITS	104,446
		151200	PHYSICAL PLANT ALLOCATION	133,678
		151700	EXPENDABLE EQUIP <\$5,000 EACH	10,000
		151800	CONTRACT SERVICES	17,700
		154200	SUPPLIES	16,300
		156400	MISC.-INSTRUC. MATERIAL	5,000
				<u>757,806</u>

University of San Diego
 Budget for Fiscal Year 2000 - 2001

<u>Area</u>	<u>Department #</u>	<u>Department</u>	<u>Amount</u>
VII. Mandatory Tran/Debt Servi	9080	Student Aid Transfers	310,980
	9090	Debt Service Transfers	4,165,541
	9100	Mand Tran/Other Debt Serv	500,000
			<u>4,976,521</u>

University of San Diego

Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
9080	Student Aid Transfers	159701	PERKINS MATCH-UG/GRAD	25,727
		159702	PERKINS MATCH-LAW	12,349
		159703	SEOG MATCH	136,427
		159704	FWS MATCH-UG/GRAD	49,337
		159705	FWS MATCH-LAW	12,761
		159706	EDUCATION LOAN FUND	20,000
		159707	NURSING LOAN FUND	25,000
		159708	LAW TUITION CREDIT LOAN	0
		159709	MISCELLANEOUS LOAN FUND	29,379
				<u>310,980</u>

University of San Diego
Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
9090	Debt Service Transfers	159800	PRINCIPAL AND INTEREST	-1,110,242
		159801	1998 CEFA PRINCIPAL	1,705,000
		159802	1998 CEFA INEREST	1,799,335
		159803	1999 CEFA PRINCIPAL	0
		159804	1999 CEFA INTEREST	960,000
		159805	1995 CEFA PRINCIPAL	385,000
		159806	1995 CEFA INTEREST	426,448
		159821	OTHER INTEREST AND FEES	0
				4,165,541

University of San Diego

Budget for Fiscal Year 2000 - 2001

<u>Department #</u>	<u>Department</u>	<u>Acct #</u>	<u>Description</u>	<u>Amount</u>
9100	Mand Tran/Other Debt Serv	159600	RENEWALS AND RENOVATIONS	500,000
				<u>500,000</u>

University of San Diego
Budget for Fiscal Year 2000 - 2001

INDEX BY DEPARTMENT NUMBERS AND NAMES

100	.....83	411	.....135	4308	.....230	5300	.....18
102	.....84	415	.....136	4309	.....231	5200	.....189
103	.....85	418	.....137	4320	.....232	5201	.....190
104	.....86	419	.....138	4400	.....281	5202	.....191
105	.....87	420	.....139	4401	.....282	5210	.....192
106	.....88	425	.....140	4402	.....283	5211	.....193
107	.....89	426	.....141	4403	.....284	5220	.....184
108	.....90	427	.....142	4404	.....285	5212	.....194
109	.....91	430	.....143	4405	.....286	5213	.....199
110	.....92	438	.....144	4406	.....287	5221	.....195
111	.....93	440	.....145	4407	.....288	5240	.....196
112	.....94	441	.....146	4408	.....289	5250	.....200
113	.....95	443	.....147	4409	.....290	5260	.....201
114	.....96	446	.....148	4410	.....291	5270	.....197
115	.....97	447	.....149	4411	.....292	5400	.....266
116	.....98	448	.....150	4412	.....293	5410	.....268
117	.....99	450	.....151	4413	.....294	5500	.....185
119	.....100	460	.....152	4414	.....295	5700	.....21
120	.....101	499	.....153	4415	.....296	5710	.....22
121	.....102	601	.....57	4416	.....297	5711	.....23
122	.....103	500	.....163	4417	.....298	5712	.....24
123	.....104	800	.....58	4418	.....299	5714	.....25
124	.....105	900	.....59	4419	.....300	5715	.....26
130	.....106	3020	.....61	4420	.....301	5716	.....27
134	.....107	3050	.....62	5000	.....12	5717	.....28
200	.....111	3100	.....179	5001	.....13	5719	.....29
219	.....112	3110	.....180	5020	.....14	5720	.....30
230	.....113	3120	.....182	5050	.....15	5721	.....31
240	.....114	3200	.....156	5100	.....63	5722	.....32
300	.....118	3300	.....109	5101	.....64	5723	.....33
310	.....119	4000	.....171	5102	.....65	5724	.....34
330	.....120	4010	.....172	5110	.....66	5725	.....35
340	.....121	4100	.....173	5120	.....67	5726	.....36
370	.....122	4200	.....176	5130	.....68	5727	.....37
400	.....127	4210	.....177	5140	.....69	5729	.....38
401	.....128	4300	.....223	5150	.....70	5730	.....39
402	.....129	4301	.....224	5160	.....71	5731	.....40
406	.....130	4302	.....225	5165	.....72	5732	.....41
407	.....131	4303	.....226	5170	.....73	5733	.....42
408	.....132	4305	.....227	5199	.....74	5735	.....43
409	.....133	4306	.....228	5105	.....183	5736	.....44
410	.....134	4307	.....229	5175	.....116	5737	.....45

University of San Diego

Budget for Fiscal Year 2000 - 2001

5738	46	8500	253	Athletics-Administration	281
5739	47	8501	254	Bakery/Creamery	236
5750	48	8620	233	Banquet/Catering	239
5600	206	8600	271	Baseball	282
5800	19	8700	255	Basketball	283
6000	207	8708	256	Benefit Costs	191
6005	208	8709	257	Biology	84
6010	209	8710	258	Board Of Trustees	13
6020	210	8711	259	Bookstore	202
6021	211	8712	260	Budget/Treasury	194
6022	212	8713	261	Building Maintenance	209
6030	213	8720	262	Bursar	193
6040	214	8721	263	Business Process Redesign	197
6100	215	8722	264	Business/Profssnal Courses	78
6200	157	8723	265	Camino/Founders Director	247
6911	216	8730	272	Camino/Founders Housing	246
7000	174	8731	273	Campus Card Office	199
7100	158	8732	274	Campus Diversity	70
7101	159	8733	275	Campus Health Center	232
7102	160	8734	276	CAMPUS MINISTRY	17
7103	161	8800	302	Capital Programs	30
8100	75	8900	277	Career Achievement Dinner	44
8121	76	9080	304	Career Services	69
8122	77	9090	305	Career Svcs-Law School	133
8123	78	9100	306	Chemistry	90
8000	202	9900	217	Child Development Center	124
8124	79	Academic Computing	182	Choral Scholars Program	103
8130	80	Academic Programs Incentives	74	Communication Studies	102
8200	235	Academic Publications	68	Community Svc Learning	64
8201	236	Admin. Data Processing	184	Concessions-Craig Pavilion	244
8202	237	Administrative Systems - New	195	Constituent Relations	23
8203	238	Admissions-Law School	131	Continuing Educ Admin	75
8204	239	Admissions-Undergraduates	171	Controller	192
8205	240	Advancement Services	31	Copley Library	179
8206	241	Alcala Vista Housing	257	Corporate Relations	34
8207	242	Alcala Vista-Director	256	Counseling Center	61
8208	243	Alumni Relations	37	Crew	293
8209	244	American Humanities	119	Cross Country	295
8300	204	Annual Fund Programs	35	Ctr Public Interest Law	135
8400	246	Annual Fund-Law	36	Custodial Services	211
8401	247	Anthropology	95	Custodial-Law School	157
8402	248	Aromas Coffee House	243	Dean, Arts & Sciences	83
8403	249	Assistant Dir. of Student	229	Debt Service Transfers	305
8404	250	Activities	229	Deit	237
8411	251	Asst Dir Studt Activities	276	Development	32
8412	252	Athletic Development	300	Devo,Alumni, Pub Relations	153
8550	124	Athletics Endowment Dept's	280	Dining Services Admin.	235
				Director of First Year Programs	
				Disability Services	231
				Donor Relations	62
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				Drug Educational Opportunities	228
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				Emergency Response	
				Management	216
				Engineering	112
				English	85
				Enrollment Mgt. Endowment	
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				Foreign Programs-Oxford	146
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				Heating & Utilities	214
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University of San Diego

Budget for Fiscal Year 2000 - 2001

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Inst. Christian Ministries.....	99	Registrar.....	176	Student Aid-LS Comm Svc.....	161
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JML Contemp Legal Issues.....	141	<u>Dept's</u>	115	Transborder Institute.....	71
Kroc Institute.....	72	School Of Education.....	118	Undergraduate Study Abroad.....	107
Law Faculty Development.....	151	School of Education Endowment		Univ. Ctr. Outdoor Rec.....	275
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9.8

Current Operating Budget for Auxiliary Operations for Fiscal Year
2000-2001

Included within 9.7



750 B Street
San Diego, CA 92101

October 8, 1999

CONFIDENTIAL

The Board of Trustees
University of San Diego

Ladies and Gentlemen:

We have audited the financial statements of the University of San Diego for the fiscal year ended June 30, 1999, and have issued our report thereon dated October 8, 1999. In planning and performing our audit of the financial statements of the University of San Diego (the University), we considered internal control in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide assurance on internal control. We have not considered internal control since October 8, 1999, the date of our report.

During our audit, we noted certain matters involving internal control and other operational matters that are presented for your consideration. These comments and recommendations, all of which have been discussed with the appropriate members of management, are intended to improve internal control or result in other operating efficiencies and are summarized as follows:

Utilization of Technology

Comment:

The University maintains a general ledger package that requires manual input of information from various sources in order to produce a complete trial balance. The University utilizes other subledgers and spreadsheets to track information; however, these subledgers are not integrated into the University's financial reporting system. We understand that the University is considering the purchase of an integrated information system, however, due to certain resource constraints and the time required to select and implement a new comprehensive system, the implementation of the new system is estimated to occur during the 2001-2002 fiscal year. We recommend that the University continue their efforts to acquire a new information system as quickly as is feasible to ensure that staff and resources continue to be utilized as efficiently and effectively as possible.

Benefit:

A comprehensive integrated information system will enhance the accuracy and usefulness of accounting and operational information. An important benefit would be the ability to generate more complete monthly trial balances that could be reviewed and modified to provide management with timely and accurate information with which to make decisions. Additionally, the integration of the University's information system will allow for the better assimilation of new staff responsibilities as less time will be required for manual reporting and reconciliation of University activities.



University Response:

The University released a detailed request for proposal to five vendors for an integrated information system for Human Resources, Finance, Student Administration, and Advancement applications on October 1, 1999. Responses have been received and the University is now in the process of evaluating them. We expect the selection process to take approximately 60 to 90 days after which implementation will begin. We expect the finance component to occur prior to the end of the 2001-2002 fiscal year.

Procurement Policy

Comment:

During our review of the procurement function, we noted that the University does not have a formal written policy requiring that bids be obtained from vendors for significant single purchases, large quantity purchases or repetitive purchases. Although numerous department directors have served the University for many years and have informal policies for obtaining the best prices, quality, and services, the University's procurement process is very decentralized. The University does utilize a full time purchasing agent, who is responsible for selecting vendors based on the needs of the user-department, as well as negotiating the best prices available. Additionally, for routine or specialized purchase requests, a buyer is utilized to select from a list of approved vendors. Although the purchasing agent periodically obtains bids, and consistently is searching for vendors which fit the University's needs, we recommend that the University establish a formal policy that requires competitive bids be obtained on a periodic basis for major purchases and contracts and that the results of these bids be incorporated into the University's approved vendor list.

Benefit:

Establishing such a policy will help the University ensure that they are receiving the best price and quality available and that approved vendor lists are current and complete. This policy will provide for consistent purchasing practices among all University departments and more efficient procurement practices as information on price and quality is centralized in the procurement office.

University Response:

The University will evaluate the need to develop a formal bid process and weigh that against the efficiencies gained by our current process which probably results in faster processing of requisitions.

Control Over Payment Authorizations

Comment:

During our review of cash disbursements procedures, we noted three invoices which were not specifically noted as approved for payment by a departmental authorized signer. One department had the administrative assistant sign two invoices. A construction project manager in facilities management, who is not an authorized signer for the department, authorized the third invoice.

Under University policy, the department directors may authorize additional signers if necessary. A list of authorized signers is maintained and distributed to the Accounts Payable Office by the Controller's Office. It may be appropriate for project managers for major construction projects to authorize payment of purchases, however, based on the University's policy, the invoice must be signed by an authorized signer.

The Controller's Office is currently compiling a list of authorized signers for the University. We recommend that this list be distributed on a periodic basis and that department directors review authorized signers and add or delete signers when appropriate.

Benefit:

Invoices that are properly authorized will help maintain the control of budget spending and expenses and misappropriation of University funds. Regular review of authorized signers will potentially limit the risk of misappropriation of assets.

University Response:

The Controller's Office will remind the University's managers that invoices must not be signed by other than their authorized signers and to encourage them to review their authorized signers list to make sure that all appropriate personnel are listed and up to date. This practice already occurs on an annual basis. In addition, the Accounts Payable Office will continue to monitor invoices to make sure that only authorized signers have approved their payment.

Safeguarding of Check Stock

Comment:

During our review of cash disbursement procedures, we noted that the Human Resources and Information Systems Departments share the use of a secured vault. Authorized personnel from both departments have access to the vault, thus giving the Information Systems Department access to blank payroll checks. We recommend that blank payroll checks be stored in a place where only appropriate Payroll personnel have access to them.

Benefit:

Implementation of this recommendation will help reduce the risk of misappropriation of assets, as only authorized personnel, who are in charge to the processing, use and control of the checks will have access to check stock. Custody should be limited to only personnel with the responsibility of maintaining the checks.

University Response:

The Information Systems Department has vacated the secured vault at issue. The combination to the vault has been changed and, therefore, vault access is now limited to three key personnel in the Human Resources Department.

Use of Employee Evaluations

Comment:

During our review of human resources procedures, we noted that the University does not prepare written employee evaluations for administrative employees after their initial probationary period evaluation. KPMG noted that all administrative employees are hired per one-year contracts, and thus a mitigating factor currently in place is the re-appointment each year, which evidences that each employee's performance is considered each year. However, the University should consider implementing a policy to require written performance appraisals for all employees on an annual basis. The evaluation should be prepared by the employee's immediate supervisor, signed by the employee and filed in the employee's personnel file.

Benefit:

Formal employee evaluations can be beneficial to improving the performance and maintaining the morale of the University personnel by providing feedback, recommendations for improvement and recognition of quality service.

University Response:

The University plans to address this issue at its next administrative retreat, currently scheduled for January 2000. Currently, University policy does not require formal written evaluations, however, most administrative employees are informally evaluated annually. The results of the retreat may result in the creation of a requirement for a uniform written policy

Pre-Numbering Donor Receipts

Comment:

During our review of the University's development procedures, we noted that all donors receive a receipt as proof of a gift for tax purposes. The receipts are not pre-numbered, nor is a receipt number printed on the receipt at the time of issuance. These receipts are stored next to the printer during operating hours, and are not properly protected. The University uses a system in which each receipt is driven by a gift transmittal form, which is scanned, and includes the donor's name, the date of the transaction and the donor's unique donor-number. However, blank receipts are accessible to any employee, and are available for manual receipt generation.

We recommend that receipts be pre-numbered, which will provide additional control over the receipt process. We additionally recommend that a sequential log be kept of issued and voided receipts. We recommend that the Development Office follow up on any missing receipts. Access to the blank receipts should be restricted to designated personnel and maintained in a locked cabinet until needed for use.

The Board of Trustees
October 8, 1999
Page 5

Benefit:

The use of pre-numbered donor receipts will help ensure the maintenance of a complete and accurate listing of gifts received by the University and provide assurance that these gifts are being tracked and properly recorded in the University's accounting records. Implementation of this procedure will additionally help protect and prevent the University against possible misappropriation of donation receipts and will help ensure complete and accurate records of donor activities.

University Response:

The University Relations Division will increase security over acknowledgement cards to ensure that they are adequately safeguarded, which will prevent their unauthorized removal from Advancement Services, individually or in bulk.

* * * * *

We appreciate the cooperation extended to us by University personnel throughout the course of the audit process. This letter is, by its nature, critical and does not present the many positive aspects of the University's financial and administrative practices. Also, our audit procedures are designed primarily to enable us to form an opinion on the financial statements, and therefore may not bring to light all weaknesses in policies or procedures that may exist. We aim, however, to use our knowledge of the University of San Diego gained during our work to make comments and suggestions that we hope will be useful to you.

We would be pleased to discuss these comments and recommendations with you at any time.

This report is intended solely for the information and use of the Board of Trustees, management, and others within the organization.

Very truly yours,

KPMG LLP

RESPONSES TO THE KPMG MANAGEMENT LETTER

1. Utilization of Technology.

The University of San Diego released a detailed request for proposal to five vendors for an integrated information system for Human Resources, Finance, Student Administration, and Advancement applications on October 1, 1999. Responses have been received and the University is now in the process of evaluating them. We expect the selection process to take approximately 60 to 90 days after which implementation will begin. We expect the finance component to occur prior to the end of the 2001-2002 fiscal year.

2. Procurement Policy.

The University will evaluate at the need to develop a formal bid process and weigh that against the efficiencies gained by our current informal process which probably results in faster processing of requisitions.

3. Control Over Payment Authorizations.

The Controller's Office will remind USD's managers that invoices should not be signed by other than their authorized signers and to encourage them to review their authorized signers list to make sure that all appropriate personnel are listed and up to date. This practice already occurs on an annual basis. In addition, the Accounts Payable Office will continue to monitor invoices to make sure that only authorized signers have approved their payment.

4. Safeguarding of Check Stock.

The Information Systems Department has vacated the secured vault at issue. The combination to the vault has been changed and, therefore, vault access is now limited to three key personnel in the Human Resources Department.

5. Use of Employee Evaluations.

The University plans to address this issue at its next administrative retreat, currently scheduled for January 2000. Currently, University policy does not require formal written evaluations, however, most administrative employees are informally evaluated annually. The results of the retreat may result in the creation of a requirement for a uniform written policy.

6. Pre-Numbering Donor Receipts.

The University Relations Division will increase security over acknowledgement cards to ensure that they are adequately safeguarded, which will prevent their unauthorized removal from Advancement Services, individually or in bulk.

Deloitte & Touche LLP



Suite 1900
701 "B" Street
San Diego, California 92101-8198

Telephone: (619) 232-6500
ITT Telex: 4995722
Facsimile: (619) 237-1755

December 7, 1998

Board of Trustees
University of San Diego
5998 Alcalá Park
San Diego, California 92110-2492

Dear Members of the Board of Trustees:

The approach of the year 2000 presents significant issues for many financial, information, and operational systems. Many systems in use today may not be able to appropriately interpret dates after December 31, 1999, because such systems allow only two digits to indicate the year in a date. As a result, such systems are unable to distinguish January 1, 2000, from January 1, 1900, which could have adverse consequences on the operations of the entity and the integrity of information processing, causing safety, operational, and financial issues.

Our audit of the financial statements of the University of San Diego (the "University") for the year ended August 31, 1998, will not provide any assurances, nor will we express any opinion, that the University's systems or any other systems, such as those of the University's vendors, service providers, customers, unconsolidated subsidiaries or joint ventures in which the University has an investment, or other third parties, are year 2000 compliant. In addition, we are not engaged to perform, nor will we perform as part of our audit engagement, any procedures to test whether the University's systems or any other systems are year 2000 compliant or whether the plans and activities of the University or any third parties are sufficient to address and correct system or any other problems that might arise because of the year 2000. Accordingly, we will not express any opinion or provide any other assurances with respect to these matters.

However, we have made limited inquiries about the University's activities to address the year 2000 issue. We have not performed any procedures to test the accuracy or completeness of the responses to our inquiries, but we have included our observations resulting from those inquiries in the following paragraphs. Our observations are as of December 7, 1998, the date of this letter. Accordingly, we encourage management and the Board of Trustees to continue its oversight of the University's year 2000 activities which are currently in process.

Summary Responses to Inquiries

- University vice presidents are each responsible for year 2000 ("Y2K") compliance within their own departments. The University has identified three groups for confirming that the University's mission critical computing and telecommunications systems within these groups are Y2K compliant as follows: Information Systems ("IS"), Academic Computing and Student Affairs Special Project Office.
- Management of the University stated that each group has inventoried its equipment and software, identified problems that exist and developed remediation strategies; possible costs and labor requirements have been projected; and the required resources have either been or will be made available by management.
- The University's personnel represented that they are performing code renovation for critical systems which are not Y2K compliant and that identified non-compliant hardware which performs date sensitive functions will be modified or replaced.
- Management informed us that the University is placing particular emphasis on the Y2K activities of the IS group as it develops and maintains the University's financial, accounting and other application systems.
 - According to management, the computing platform, VAX/VMS 6000, and associated systems have been certified by the Digital Equipment division of Compaq Computer Corp. as being Y2K ready.
 - According to management, the Hewlett Packard Windows NT servers have been certified by HP and Microsoft as being Y2K ready.
 - In the opinion of management, substantially all of the IS desktop systems and administrative data network equipment is Y2K compliant.
 - According to management, as programs are converted, they are tested and reviewed by supervisory personnel. If approved, the programs are immediately released for production use.
 - According to management, 1,300 VAX/COBOL programs that constitute the University's principal administrative computing software have been evaluated for Y2K compliance; 400 programs required modification; 300 COBOL programs have been modified, tested and released without incident; completion of the remaining 100 programs is scheduled for the first quarter 1999. In the opinion of management, no difficulties are anticipated in meeting the scheduled completion.
- In the opinion of management, the Lucent Technology voice communication equipment is Y2K compliant, with the some exceptions, most notably the Interactive Voice Response system for registration. Management has appropriated funds for the replacement of this system, and Lucent is bringing the remaining non-compliant systems into compliance.

- The University's department directors within each group are responsible for contacting vendors and service providers through written communications requesting evidence of Y2K compliance of the product or service and the status of the vendors' or service providers' compliance efforts.
- The Vice President of Finance and Administration is responsible for oversight of the Administrative Information System group; the Provost is responsible for oversight of the Academic Computing group; and the Vice President of Student Affairs is responsible for oversight of the Student Affairs System group.
- Management stated that the University has developed an emergency preparedness plan which encompasses contingency plans in the event systems do not function properly on January 1, 2000.

This report is intended solely for the information and use of management, the Board of Trustees and others within the organization and is not intended to be and should not be used by anyone other than these specified parties .

Yours truly,

Deloitte & Touche LLP

Deloitte & Touche LLP



Suite 1900
701 "B" Street
San Diego, California 92101-8198

Telephone: (619) 232-6500
ITT Telex: 4995722
Facsimile: (619) 237-1755

November 25, 1998

Board of Trustees
University of San Diego
San Diego, California

Dear Members of the Board of Trustees:

In planning and performing our audit of the financial statements of the University of San Diego for the year ended August 31, 1998 (on which we have issued our report dated November 25, 1998), we developed the following recommendations concerning certain matters related to the University's internal control and certain observations and recommendations on other accounting, administrative, and operating matters. Our comments are presented in Exhibit I.

In our letter dated December 7, 1998, we informed you that (1) we made limited inquiries of management regarding their activities to address the year 2000, (2) our audit of the University's financial statements for the year ended August 31, 1998, does not provide any assurances, nor will we express any opinion, that the University's systems or any other systems, such as those of the University's vendors, service providers, customers, unconsolidated subsidiaries or joint ventures in which the University has an investment, or other third parties, are year 2000 compliant, and (3) we were not engaged to perform, nor did we perform as part of our audit engagement, any procedures to test whether the University's systems or any other systems are year 2000 compliant or whether the plans and activities of the University or any third parties are sufficient to address and correct system or any other problems that might arise because of the year 2000, nor will we express any opinion or provide any other assurances with respect to these matters.

This report is intended solely for the information and use of the Board of Trustees, management, and others within the organization and is not intended to be and should not be used by anyone other than these specified parties.

We will be pleased to discuss these comments with you and, if desired, to assist you in implementing any of the suggestions.

Yours truly,

Deloitte Touche
Tohmatsu
International

1. RETIREMENT PLAN ADMINISTRATOR

Observation: The University is named as the Plan Administrator of the retirement plan.

Background: As the University is designated as the Plan Administrator, the pension laws recognize anyone within the University that makes decisions about the plan to be a fiduciary with respect to the plan and its participants. As a result, the Board of Trustees and senior management of the University are potential fiduciaries with the related personal liability.

Recommendation: To better manage the potential liability, the University should consider forming a retirement plan committee and amend the plan document to name the committee as the Plan Administrator.

2. PAYROLL

Observation: Eleven employees have the combinations to both the locked vault and the locked safe inside, which contains blank checks, blank Department Action Forms ("DAF"), direct deposit memos, and backup tapes for the Information Systems ("IS") department. Two of the eleven employees, the Operations employee and the General Accounting Manager, have access to the blank checks and also have control of the keys which run the check printing machine.

Recommendation: The DAFs, direct deposit forms, and IS backup tapes currently stored in the locked safe should be removed and placed in a fire-proof, locked file cabinet and stored in the first section of the vault. In addition, the combination to the safe should be changed and provided only to the Payroll Manager and Director of Accounting.

3. PRINT SHOP AND MISCELLANEOUS SALES

Observation: Sales receipts used by the Print Shop are numbered by Print Shop personnel. In addition, pre-numbered sales receipts used for miscellaneous departmental sales are not currently reconciled.

Background: As the Print Shop numbers its own sales receipts, receipts with the same control numbers or gaps in the sequence of receipt numbers could occur, weakening controls over sales. In addition, although the Accounting department tracks the first and last numbers of the sales receipts issued to departments for miscellaneous sales, no process is in place to ensure that all receipts distributed are used or otherwise accounted for. As a result, miscellaneous sales may occur and not be properly reported.

Recommendation: The Accounting department should issue pre-numbered sales receipts to the Print Shop and reconcile the Print Shop receipts and the used and unused receipts for miscellaneous sales on a regular basis.

4. VACATION POLICY

Observation: The University does not have a policy requiring mandatory vacations for key personnel.

Background: Mandatory vacations are an effective method of ensuring that the duties of key employees can be performed by other individuals in the event of an emergency. In addition, such a policy can deter or facilitate the detection of certain types of fraud.

Recommendation: The University should develop a policy of mandatory vacations for employees performing key duties and control functions.

5. ALLOWANCE FOR LOANS

Observation: Trust loans and other loans outstanding for over 120 days and over two years, respectively, are reserved at 100% of the outstanding balance. No reserve is established for trust loans and other loans outstanding for less than the respective periods.

Recommendation: The University should calculate allowances for all categories of loans based on historical collection experience.

6. BOOKSTORE INVENTORY

Observation: Bookstore inventory and sales activity is not reconciled to the general ledger by bookstore personnel on a regular basis.

Background: The University performs a physical inventory of the bookstore annually and reconciles the physical inventory to the general ledger. On a monthly basis, sales amounts are provided to the Accounting Department by the bookstore, cost of goods sold is estimated, and inventory is adjusted for the estimated cost of goods sold.

Recommendation: Bookstore revenue and cost of goods sold recorded in the general ledger should be reconciled to the bookstore's records on a monthly basis. In addition, periodic cycle counts of bookstore inventory should be made throughout the year.

7. INVESTMENTS

Observation: Transaction fees are netted with realized capital gains and losses and investment income.

Background: Netting of investment fees with investment income does not allow for tracking of investment expenses and review of such expenses for reasonableness.

Recommendation: Investment transaction fees and investment income should be recorded in separate accounts.

8. PROPERTY DISPOSALS

Observation: The University does not maintain a schedule of property disposals

Background: As property disposals have not been significant in the past, the University has not developed a formal method of tracking such disposals. However, a method for tracking disposals would act as a control to safeguard the University's property and to ensure that disposals are appropriately authorized and recorded.

Recommendation: The University should implement a process by which all property disposals are tracked and approved by a designated individual in the Accounting Department.

* * * * *



December 5, 1997

The Board of Trustees
University of San Diego
5998 Alcala Park
San Diego, California 92110-2492

Dear Members of the Board of Trustees:

The approach of the year 2000 presents significant issues for many financial, information, and operational systems. Many systems in use today may not be able to appropriately interpret dates after December 31, 1999, because such systems allow only two digits to indicate the year in a date. As a result, such systems are unable to distinguish January 1, 2000, from January 1, 1900, which could have adverse consequences on the operations of the entity and the integrity of information processing, causing safety, operational, and financial issues.

Our audit of the financial statements of the University of San Diego (the "University") for the year ended August 31, 1997, will not provide any assurances that the University's systems or any other systems, such as those of the University's vendors, service providers, customers, unconsolidated subsidiaries or joint ventures in which the University has an investment, or other third parties, are year 2000 compliant, nor will our audit provide any other assurances regarding the year 2000. In addition, we are not engaged to perform, nor will we perform, any procedures to test whether the University's systems or any other systems are year 2000 compliant or whether the plans and activities of the University are sufficient to address and correct system or any other problems that might arise because of the year 2000. Accordingly, we will not express any opinion or provide any other assurances regarding the year 2000.

However, we have made limited inquiries about the University's activities to address the year 2000 issue. We have not performed any procedures to test the accuracy or completeness of the responses to our inquiries in the following paragraphs. Our observations are as of December 5, 1997, the date of this letter. Accordingly, we encourage management and the Audit Committee to continue its oversight of the University's year 2000 activities which are currently in process.

- University personnel are aware of the possible implications of the year 2000 compliance issue and have begun work on becoming year 2000 compliant; however a formal plan to become compliant has not been completed.

- The University has several significant application systems which were developed internally and are at various stages in the process of becoming year 2000 compliant, as follows:

♦ Payroll -	Complete
♦ Student Accounting -	Approximately 10% complete
♦ Undergraduate Records -	Approximately 25% complete
♦ General Ledger -	Have not started.
♦ Financial Accounting -	Have not started.
♦ Accounts Payable -	Approximately 50% complete.

- We were informed that application development and maintenance activity is performed internally by University personnel. Therefore, conversion of these applications to year 2000 compliance will require a significant effort from University personnel. We were informed that data processing personnel have performed an initial assessment of the amount of work required to complete the year 2000 conversion for certain applications and that an additional assessment for each significant system not yet analyzed is planned. We have been informed that data processing management believes that adequate resources are available to achieve year 2000 compliance on all critical applications; however, in order to achieve year 2000 compliance, department priorities may require adjustment based on the level of remaining year 2000 work identified.
- The primary operating systems in use at the University are Vax VMS and Windows NT. Although the University has not received documentation certifying the operating system software as year 2000 compliant, both products are well known throughout the industry as utilizing eight digit date storage. As such, both Vax VMS and Windows NT are considered year 2000 compliant.

This report is intended solely for the information and use of management, the Board of Trustees, and others within the organization.

Yours truly,

Deloitte & Touche LLP



November 27, 1995

University of San Diego
5998 Alcala Park
San Diego, California 92110

Attention of Mr. Fred Brooks,
Vice President of Finance and Administration

Dear Mr. Brooks:

In planning and performing our audit of compliance with applicable requirements set forth in the Office of Management and Budget ("OMB") Circular A-133 for the year ended August 31, 1995, for the University of San Diego (the "University"), we noted the following immaterial findings related to the internal control structure and certain other administrative and operating areas.

A. Federal Financial Reporting

Condition: We noted two instances in which the University did not submit the Financial Status Reports (FSRs) to the federal awarding agency (HHS) within the required 90-day filing period.

Criteria: The University is required to submit annual reports no later than 90 calendar days after the end of the grant year, as required by OMB Circular A-110, Appendix A.

Cause: The University filed grant year end FSRs for HHS-PNPT Grant and HHS-Nurse Practitioner/Midwifery 10-18 days after the required due date for the period ended June 30, 1995.

Effect: Filing delayed FSRs could lead to delayed funding from the awarding agency.

Recommendation: The University should ensure that it has adequate resources available to comply with federal reporting requirement timelines.

B. Federal Work-Study Payments

Condition: We noted two instances in which the University's Law School did not pay federal work-study students at least once a month.

Criteria: The University is required to pay students working under the Federal Work Study program at least once a month.

Cause: Tutors in the University's Law School federal work-study program were paid their entire award for a semester in two payments which occurred in the same month.

Effect: Federal work-study students do not receive payments for work performed on a timely basis as required.

Recommendation: The University should revise its current federal work study disbursement policies and procedures to pay a student at least once a month.

C. Procurement System

Condition: The University does not have procedures in place to ensure that transactions do not occur with parties included on the General Services Administration's List of Parties Excluded from Federal Procurement or Non Procurement Programs, as required by OMB Circular A-110, Appendix A.

Criteria: The University is required to have procurement procedures in place to ensure compliance with OMB Circular A-110, Appendix A.

Cause: The University does not have written policies and established procedures to ensure compliance with the above requirement.

Effect: The University has no procedures in place to ensure that vendors receiving federal funds are not included on the General Services Administration's List of Parties Excluded from Federal Procurement or Non Procurement Programs.

Recommendation: The University should revise its current procurement policies and procedures to include subscribing to and comparing its vendor listing to the General Services Administration's List of Parties Excluded from Federal Procurement or Non Procurement Programs to ensure that the University does not do business with such parties.

Sincerely,

Deloitte & Touche LLP



University of San Diego

Accounting

MEMORANDUM

TO: Fred Brooks
Vice President, Finance and Administration

FROM: Neal R. Hoss *Neal*
Director of Accounting

DATE: February 13, 1996

RE: Management Response to A-133 Compliance Audit Non-Material Findings

The following are management responses to the non-material findings resulting from the A-133 federal compliance audit performed by Deloitte & Touche for the fiscal year ended August 31, 1995:

A. Federal Financial Reporting

The university's will schedule federal financial report filings in accordance with the project end-date instead of the university's fiscal year-end.

B. Federal Work-Study Payments

The federal work-study payment practices in the Law School have been changed to ensure compliance with federal disbursement requirements.

C. Procurement System

The university has revised its procurement practices to include subscribing to and comparing its vendor listing to the General Services Administration's List of Parties Excluded from Federal Procurement or Non-Procurement Programs to avoid doing business with the listed vendors.

Cc: Gary Bottfeld, Deloitte & Touche



November 19, 1993

University of San Diego
Alcala Park
San Diego, California 92110

Attention of Mr. Fred Brooks,
Vice President of Finance and Administration

Dear Mr. Brooks:

In planning and performing our audit of compliance with applicable requirements set forth in the Office of Management and Budget ("OMB") Circular A-133 for the year ended August 31, 1993, for the University of San Diego (the "University"), we noted the following immaterial findings related to the internal control structure and certain other administrative and operating areas.

A. ALLOWABLE COSTS/COST PRINCIPLES

Condition: The University requested and received reimbursement for postage charged to a Department of Health and Human Services research grant which was supported by a voucher authorizing the payment as well as the canceled check.

Criteria: OMB Circular A-133 and OMB Circular A-21, requires recipients of federal funds to maintain adequate documentation to support charges to federal grants.

Cause: The University has policies and procedures to properly document costs charged to federal grants; however, such policies and procedures were not followed in this instance.

Effect: The University was reimbursed by the federal government for \$116 in expenditures for which additional documentation in the form of a third-party receipt was not present. Total expenditures tested for compliance with Allowable Costs/Cost Principles was \$60,847.

Recommendation: The University should implement a system that ensures the return of third-party receipts or invoices to the University.

B. PROPERTY MANAGEMENT

Condition: We noted that the University has not implemented a property management internal control system that complies with federal regulations.

Criteria: OMB Circular A-110, Attachment N, requires a federal grantee to maintain a property management system that is in accordance with federal guidelines.

Cause: The University has developed procedures for a property management system that complies with federal regulations, these procedures were not in effect throughout fiscal 1993.

Effect: The University charged \$4,663 in fixed asset purchases to federally funded programs during fiscal 1993. Without a system in place to properly procure and manage fixed asset purchases made in connection with federal award programs, fixed asset purchases could result in questioned costs.

Recommendation: The University should begin to follow its procedures developed for the property management system that meet the guidelines of OMB Circular A-110, Attachment N.

C. PROCUREMENT

Condition: The University did not have adequate documentation to support their efforts to use small and minority-owned businesses as sources for supplies and services.

Criteria: Purchases made with federal funds must be in accordance with OMB Circular A-110, Attachment O.

Cause: The University has not implemented procedures to ensure compliance with the above requirements.

Effect: Without a process in place to ensure consideration of small or minority-owned businesses in the procurement system, purchases made with federal funds could result in questioned costs.

Recommendation: The University should implement a procurement system to reflect the requirement regarding the consideration of small or minority-owned businesses based on OMB Circular A-110, Attachment O.

D. STUDENT FINANCIAL AID - SCHOOL OF LAW

Condition: We noted a financial aid transcript from another university, indicating a student was in default on his Perkins Loan. This conflicted with the CSS Form Need Analysis Report from the Department of Education, that stated the student was not in default. The University did not adequately document the resolution of the conflicting information before lending the student additional federal funds.

Criteria: As stated in the 1992-1993 Department of Education's Federal Student Financial Aid Handbook, a borrower who has defaulted on a federal loan is ineligible for further aid from federal student financial aid programs.

Cause: The University has policies and procedures to ensure that proper documentation of student loan status verification is maintained. However, such policies and procedures were not completely followed in this instance.

Effect: The University may not have adequate evidence to support its decision to lend federal student financial aid.

Recommendation: The University's School of Law should, in all instances, follow its existing policies and procedures for documenting its review and follow-up of all available documentation in a student's financial aid file for compliance with federal eligibility requirements before the loans are granted.

E. STUDENT FINANCIAL AID - UNDERGRADUATE/GRADUATE

Condition: The University's Student Financial Aid Office for the Undergraduate/Graduate Schools provided Pell Grant and Supplemental Educational Opportunity Grant (SEOG) funds to a student who became ineligible between the time of the original application for financial aid and the actual disbursement of aid. After his initial application for financial aid, the student was awarded a baccalaureate degree, making him ineligible for certain types of federal financial aid. However, the student failed to notify the financial aid office of his change in eligibility prior to disbursement of Pell and SEOG funds. The Financial Aid Office discovered the error and advised the auditors of the corrective action taken.

Criteria: As stated in the 1992-1993 Department of Education's Federal Student Financial Aid Handbook, students who have earned a bachelor's or first professional degree are not eligible to receive Pell or SEOG funds to pursue a second undergraduate degree.

Cause: The University has policies and procedures to prevent disbursing federal funds to students who have previously earned a baccalaureate degree. However, in the federal application for financial aid, the question related to degree status may be answered truthfully, yet allow a student who earns a baccalaureate degree between July 1 and registration in the University's fall semester, to appear eligible.

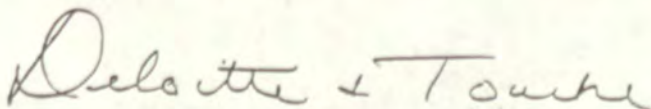
Effect: When a student's degree status is not correctly reflected in the financial aid records, an ineligible student may receive federal financial assistance.

Recommendation: The University should confirm a student's eligibility with respect to degree status before financial aid is awarded.

We have reviewed the immaterial findings reported in the audit of the University for the year ended August 31, 1992. All prior-year immaterial findings, with the exception of items B and C above which are currently being corrected, have been satisfactorily resolved. There were no material findings in fiscal 1993 or in prior years.

Attached please find management's response to fiscal 1993 immaterial findings.

Sincerely,



OMB A-133 Audit
Fiscal Year Ended
August 31, 1993

Management Response to Fiscal 1993
Immaterial Findings and Questioned Costs:

A. Allowable Costs/Cost Principles

University policy requires adequate documentation for all purchases. Since the check was made payable to the U.S. Postmaster, a receipt was not required. Certain vendors, such as the U.S. Postmaster, do not accept purchase orders. Therefore, checks for payment of goods and/or services must be drawn in advance of receiving a receipt or invoice. We believe that a voucher authorizing the payment and receipt of the canceled check preclude the necessity of receiving additional third-party verification in order to provide adequate documentation. Establishing a system that would ensure return of additional third-party verification in such instances would not be cost effective.

B. Property Management

The University's property management system for federally funded fixed assets is currently being followed in accordance with OMB Circular A-110, Attachment N.

C. Procurement

The University's efforts to use small and minority-owned businesses are not formally documented. Since we do not have any federal awards in excess of \$500,000 annually, we are not required to implement a system to document those efforts.

D. Student Financial Aid - Law School

The University's Law School Financial Aid Office confirmed by telephone with the student's former university, information on the CSS Form Need Analysis Report from the Department of Education, that stated the student was not in default. The telephone call was documented by written notation in the student's file. The student's former university failed to send a corrected financial aid transcript to the Law School Financial Aid Office, as requested.

E. Student Financial Aid - Undergraduate/Graduate

After discovering the error, the Financial Aid Office returned the unused funds to the Department of Education and revised the Fiscal Operations Report. The Office of Undergraduate Admissions has agreed to electronically code all records of students who are being admitted for a second undergraduate degree, whether or not the student has actually completed the first degree at the time of application. This will ensure that such students will not be awarded federal financial aid by the Financial Aid Office, regardless of how the student answers the related questions on the federal financial aid application.

**Deloitte &
Touche**



UNIVERSITY OF SAN DIEGO

*Financial Statements for the Year Ended August 31, 1998
and Independent Auditors' Report*

and

*Schedule of Expenditures of Federal Awards
For the Year Ended August 31, 1998
And Reports in Compliance with
Office of Management and Budget Circular A-133*

UNIVERSITY OF SAN DIEGO

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INDEPENDENT AUDITORS' REPORT

To the Board of Trustees
University of San Diego:

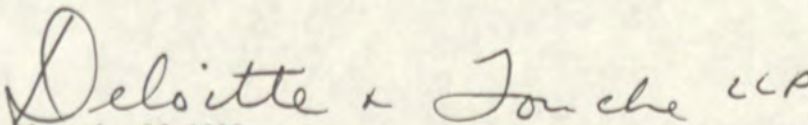
We have audited the accompanying statement of financial position of the University of San Diego (the "University") as of August 31, 1998 and the related statements of activities and of cash flows for the year then ended. These financial statements are the responsibility of the University's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, such financial statements present fairly, in all material respects, the financial position of the University as of August 31, 1998, and the changes in its net assets and its cash flows for the year then ended in conformity with generally accepted accounting principles.

In accordance with *Government Auditing Standards*, we have also issued a report dated November 25, 1998 on our consideration of the University's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grants.

Our audit of the financial statements was performed for the purpose of forming an opinion on the basic financial statements of the University taken as a whole. The accompanying Schedule of Expenditures of Federal Awards is presented for the purpose of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is not a required part of the basic financial statements. This schedule is the responsibility of the management of the University. Such information has been subjected to the auditing procedures applied in our audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects when considered in relation to the basic financial statements taken as a whole.


November 25, 1998

UNIVERSITY OF SAN DIEGO

STATEMENT OF FINANCIAL POSITION

AUGUST 31, 1998 (COMPARATIVE AMOUNTS AT AUGUST 31, 1997)

ASSETS	1998	1997
Cash and cash equivalents	\$ 4,225,857	\$ 16,379,667
Short-term investments	21,635,342	23,268,586
Receivables	21,172,990	19,370,029
Other assets	3,533,682	3,373,788
Contributions receivable	6,598,049	7,187,392
Property	144,383,953	133,422,243
Long-term investments	<u>134,200,009</u>	<u>92,153,932</u>
 TOTAL ASSETS	 <u>\$ 335,749,882</u>	 <u>\$ 295,155,637</u>
 LIABILITIES AND NET ASSETS		
LIABILITIES:		
Accounts payable and accrued expenses	\$ 8,946,975	\$ 10,799,280
Deferred tuition revenue	27,800,924	24,481,648
Other liabilities	1,544,269	1,733,960
Bonds payable	49,518,817	46,290,170
Refundable advances	<u>7,570,129</u>	<u>7,165,630</u>
 Total liabilities	 <u>95,381,114</u>	 <u>90,470,688</u>
 NET ASSETS:		
Unrestricted:		
Undesignated	120,741,753	113,620,431
Designated	<u>11,220,053</u>	<u>10,805,889</u>
	131,961,806	124,426,320
Temporarily restricted	59,723,964	33,076,383
Permanently restricted	<u>48,682,998</u>	<u>47,182,246</u>
 Total net assets	 <u>240,368,768</u>	 <u>204,684,949</u>
 TOTAL LIABILITIES AND NET ASSETS	 <u>\$ 335,749,882</u>	 <u>\$ 295,155,637</u>

See notes to financial statements.

UNIVERSITY OF SAN DIEGO

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED AUGUST 31, 1998 (COMPARATIVE TOTALS FOR THE YEAR ENDED AUGUST 31, 1997)

	1998				Total	1997 Total
	Unrestricted Undesignated	Unrestricted Designated	Temporarily Restricted	Permanently Restricted		
REVENUES, GAINS AND OTHER SUPPORT:						
Tuition and fees	\$ 104,070,747				\$ 104,070,747	\$ 94,754,091
Less: scholarships and financial aid	(23,293,811)				(23,293,811)	(21,502,289)
Net tuition and fees	80,776,936				80,776,936	73,251,802
Sales and services of auxiliary enterprises	21,758,151				21,758,151	20,272,939
Athletics, recreation and other revenue	1,496,178	\$ 414,499	\$ 61,655	\$ 753	1,973,085	1,836,245
Grants and contracts	238,964	812,435	1,846,593		2,897,992	2,055,776
Contributions	1,509,288	806,474	29,972,573	1,048,344	33,336,679	19,961,759
Investment income	2,294,294	(9,007)	633,769	451,655	3,370,711	17,229,956
Net assets released from restrictions	8,249,675	(2,234,736)	(6,014,939)			
Total revenues, gains and other support	116,323,486	(210,335)	26,499,651	1,500,752	144,113,554	134,608,477
EXPENSES:						
Educational programs	56,300,318				56,300,318	51,710,678
Management and general	22,853,907				22,853,907	21,579,629
Auxiliary enterprise	19,297,247				19,297,247	17,979,690
Athletics and recreation	4,106,556				4,106,556	3,724,955
Public service	943,832				943,832	1,572,203
Research	896,919				896,919	722,056
Total expenses	104,398,779				104,398,779	97,289,211
REVENUES, GAINS AND OTHER SUPPORT IN EXCESS OF (LESS THAN) EXPENSES	11,924,707	(210,335)	26,499,651	1,500,752	39,714,775	37,319,266
FIDUCIARY TRANSFERS	(772,429)	624,499	147,930			
NET INCREASE IN NET ASSETS BEFORE EXTRAORDINARY ITEM	11,152,278	414,164	26,647,581	1,500,752	39,714,775	37,319,266
EXTRAORDINARY LOSS ON EXTINGUISHMENT OF BONDS	(4,030,956)				(4,030,956)	
NET INCREASE IN NET ASSETS	7,121,322	414,164	26,647,581	1,500,752	35,683,819	37,319,266
NET ASSETS AT BEGINNING OF YEAR	113,620,431	10,805,889	33,076,383	47,182,246	204,684,949	167,365,683
NET ASSETS AT END OF YEAR	\$ 120,741,753	\$ 11,220,053	\$ 59,723,964	\$ 48,682,998	\$ 240,368,768	\$ 204,684,949

See notes to financial statements.

UNIVERSITY OF SAN DIEGO

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED AUGUST 31, 1998

(COMPARATIVE AMOUNTS FOR THE YEAR ENDED AUGUST 31, 1997)

	1998	1997
CASH FLOWS FROM OPERATING ACTIVITIES:		
Increase in net assets	\$ 35,683,819	\$ 37,319,266
Adjustments to reconcile increase in net assets to net cash provided by operating activities:		
Depreciation and amortization	3,022,274	2,697,263
Provision for bad debts	120,000	65,000
Net unrealized and realized loss (gain) on investments	2,262,886	(12,560,607)
Loss on extinguishment of bonds	4,030,956	
Contributions restricted for long-term investment	(809,840)	(1,911,906)
Contributions and investment income restricted for revolving student loan fund	(523,812)	(4,823,823)
Contributions restricted for investment in long-lived assets	(29,540,334)	(3,566,976)
Contributions of long-lived assets	(76,950)	(905,000)
Forgiveness of loans	(20,775)	(2,653,461)
Changes in operating assets and liabilities:		
Receivables	(403,810)	173,385
Contributions receivable	589,343	(4,358,970)
Other assets	(205,666)	122,020
Accounts payable and accrued expenses	(1,852,305)	2,484,571
Deferred tuition revenue	3,319,276	251,723
Other liabilities	(26,141)	(740,152)
Net cash provided by operating activities	<u>15,568,921</u>	<u>11,592,333</u>
CASH FLOWS FROM INVESTING ACTIVITIES:		
Proceeds from maturities/sales of investments	124,365,558	130,106,549
Purchases of investments	(167,041,277)	(137,038,052)
Disbursement of student loans, net	(1,519,151)	(764,435)
Purchase of property	(13,827,144)	(15,267,996)
Net cash used in investing activities	<u>(58,022,014)</u>	<u>(22,963,934)</u>
CASH FLOWS FROM FINANCING ACTIVITIES:		
Principal payments on notes payable, net	(142,775)	(97,625)
Principal payments on bonds payable	(1,390,000)	(1,775,000)
Advances for government loan funds	404,499	228,476
Contributions restricted for long-term investment	809,840	1,911,906
Contributions and investment income restricted for revolving student loan fund	523,812	4,823,823
Contributions restricted for investment in long-lived assets	29,540,334	3,566,976
Net proceeds from issuance of bonds	40,326,004	
Extinguishment of bonds	(39,772,431)	
Net cash provided by financing activities	<u>30,299,283</u>	<u>8,658,556</u>
NET DECREASE IN CASH AND CASH EQUIVALENTS	(12,153,810)	(2,713,045)
CASH AND CASH EQUIVALENTS AT BEGINNING OF YEAR	<u>16,379,667</u>	<u>19,092,712</u>
CASH AND CASH EQUIVALENTS AT END OF YEAR	<u>\$ 4,225,857</u>	<u>\$ 16,379,667</u>
SUPPLEMENTAL DISCLOSURES:		
Cash paid for interest	\$ 1,707,183	\$ 2,996,735
Non-cash transactions:		
Contributions of long-lived assets	76,950	905,000
Forgiveness of loans	20,775	2,653,461

See notes to financial statements.

UNIVERSITY OF SAN DIEGO

NOTES TO FINANCIAL STATEMENTS YEAR ENDED AUGUST 31, 1998

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

In 1972, the San Diego College for Women merged with the University of San Diego College for Men forming the University of San Diego (the "University"). The University is an independent Catholic university chartered in 1949 under the nonprofit public benefit corporation law and governed by its Board of Trustees. The University includes a College of Arts and Sciences, and four professional schools: the School of Business Administration, the School of Education, the School of Law, and the Philip Y. Hahn School of Nursing.

Basis of Presentation - The accompanying financial statements for the year ended August 31, 1998 present the financial position and activities of the University according to three net asset categories: unrestricted, temporarily restricted, and permanently restricted, based on donor-imposed restrictions. The University separately distinguishes unrestricted net assets whose use has been designated by the Board of Trustees.

Contributions - Contributions of cash, unconditional pledges, and other assets are recorded as revenue in the period that donor commitments are received and are classified as permanently restricted, temporarily restricted, unrestricted designated, or unrestricted undesignated, based on donor stipulations and Board designations. Unconditional pledges with terms greater than one year are recorded at their estimated net present value.

Cash Equivalents - The University considers liquid investments which fund the daily operating activities of the University and have a maturity of three months or less at the date of purchase to be cash equivalents.

Refundable Advances - The University serves as an agent for the federal government in administering the Perkins Student Loan Fund Program; therefore, amounts received in conjunction with this program are recorded as a liability and disbursements to students in accordance with the Federal Cash Management Requirements are recorded as student loans receivable. Included in receivables at August 31, 1998 is \$8,340,156 related to this program.

Functional Expense Classifications - Functional expenses, including certain allocated expenses, are recorded in three major categories: educational programs, auxiliary enterprises, and management and general. Auxiliary enterprises include student residence and board, food services, bookstore, parking services, printshop, and special events. Management and general consist of general institutional support, including expenses for fundraising of \$3,029,619 for the year ended August 31, 1998.

Use of Estimates in Preparation of Financial Statements - The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Income Taxes - The University files annual tax returns based on its current exemption from federal and state taxes on related income.

2. INVESTMENTS

Investments, other than real estate, are reported at their fair values based on quoted market prices. Real estate is reported at historical cost. Investments designated for plant and operating reserves, endowment gifts and accumulated earnings, and revolving loan funds have been classified as long-term investments in the accompanying Statement of Financial Position.

The University pools certain of its investments from the various net asset categories. Interest, dividend income, and gains and losses of the pooled investments are all distributed to the appropriate net asset category based upon the carrying value of the various net asset categories' assets when pooled, adjusted for purchases or gifts specifically identified to a given net asset category.

Investments at August 31, 1998:

Cash and cash equivalents	\$ 28,225,696
Fixed income securities	34,502,517
Equity securities	3,689,621
Real estate	1,156,528
Pooled investments	<u>88,260,989</u>
	<u>\$ 155,835,351</u>

Pooled investments at August 31, 1998:

Fixed income securities	\$29,805,078
Equity securities	<u>58,455,911</u>
	<u>\$88,260,989</u>

Investment income for the year ended August 31, 1998 includes:

	<u>Unrestricted</u>		Temporarily Restricted	Permanently Restricted	Total
	Undesignated	Designated			
Dividends and interest	\$2,909,682	\$ 225,252	\$2,039,464	\$ 459,199	\$ 5,633,597
Net realized and unrealized losses	<u>(615,388)</u>	<u>(234,259)</u>	<u>(1,405,695)</u>	<u>(7,544)</u>	<u>(2,262,886)</u>
	<u>\$2,294,294</u>	<u>\$ (9,007)</u>	<u>\$ 633,769</u>	<u>\$ 451,655</u>	<u>\$ 3,370,711</u>

3. RECEIVABLES

Receivables at August 31, 1998:

Student loans receivable	\$ 19,153,993
Student accounts receivable	2,517,767
Other receivables	<u>441,230</u>
	22,112,990
Less allowance for doubtful accounts	<u>940,000</u>
	<u>\$21,172,990</u>

4. CONTRIBUTIONS RECEIVABLE

Contributions receivable at August 31, 1998 are expected to be received in the following periods:

Unconditional pledges:	
Less than one year	\$2,580,677
One year to five years	<u>971,252</u>
	3,551,929
Less present value discount (8%)	(258,798)
Less allowance for uncollectibility	<u>(992,898)</u>
Net pledges receivable	2,300,233
Split-interest agreements:	
Over five years	<u>4,297,816</u>
	<u>\$6,598,049</u>

5. PROPERTY

Property at August 31, 1998:

Land and improvements	\$ 21,365,373
Buildings and improvements	122,079,462
Furniture, equipment and library books	<u>36,347,731</u>
	179,792,566
Less accumulated depreciation	<u>37,595,600</u>
	142,196,966
Art collection	<u>2,186,987</u>
	<u>\$ 144,383,953</u>

Property is stated at cost or fair value at the date of donation and is depreciated on a straight-line basis over estimated useful lives of seven to 50 years. The art collection consists of various pieces of donated and purchased artwork, antique furniture and artifacts whose value is expected to increase over time and, therefore, is not depreciated. Depreciation expense totaled \$2,942,384 for the year ended August 31, 1998.

6. NET ASSETS

Temporarily restricted net assets are available for the following purposes:

Educational programs	\$ 14,755,809
Scholarships	10,094,566
Athletic and recreation	305,585
Public service	<u>312,028</u>
Total program support	25,467,988
Management and general support	387,426
Buildings and land improvements	<u>33,868,550</u>
	<u>\$ 59,723,964</u>

Permanently restricted net assets are restricted to:

Revolving student loan funds from private sources	\$ 15,513,703
Investment in perpetuity, the income from which is expendable to support:	
Educational programs	19,350,012
Scholarships	12,767,261
Athletics and recreation	245,246
Public service	<u>338,892</u>
Total program support	32,701,411
Management and general support	<u>467,884</u>
	<u>33,169,295</u>
	<u>\$ 48,682,998</u>

7. BONDS PAYABLE

Bonds payable consists of the following at August 31, 1998:

1998 California Educational Facilities Authority revenue bonds (the "1998 bonds") bearing effective interest of 4.86% payable on April 1st and October 1st of each year, maturing: Serial bonds, annually through October 2009	\$21,155,000
Term bonds, due October 2015	8,715,000
Term bonds, due October 2022	<u>11,620,000</u>
	41,490,000
Unamortized original issue discount	<u>(389,357)</u>
	<u>41,100,643</u>
1995 California Educational Facilities Authority revenue bonds (the "1995 bonds") bearing effective interest of 5.79% payable on June 1st and December 1st of each year, maturing: Serial bonds, annually through December 2005	2,495,000
Term bonds, due December 2007	575,000
Term bonds, due December 2014	2,560,000
Term bonds, due December 2020	<u>3,110,000</u>
	8,740,000
Unamortized original issue discount	<u>(321,826)</u>
	<u>8,418,174</u>
	<u>\$49,518,817</u>

In February 1998, the University issued the 1998 bonds in the amount of \$41,490,000 to refund certain bond issues. The University used the bond proceeds to purchase U.S. government securities which were deposited in an irrevocable trust with an escrow agent to provide debt service payments on the refunded bonds until the call dates of the bonds. The refunding met the requirements of an extinguishment; therefore, neither the liability for the refunded bonds nor the asset for the escrow deposit are reflected on the University's financial statements; at August 31, 1998, the balance outstanding on the refunded bonds totaled \$37,250,000. The University recognized a book loss of \$4,030,956 from the extinguishment of the bonds. However, the University's investment advisors determined that the refunding resulted in a total net present value economic gain of approximately \$2,200,000 on the associated debt service over the life of the bonds.

The 1998 and 1995 bonds are secured by the University's full faith and credit. The bond agreements place certain restrictions on the University with which, in the opinion of University management, the University has complied. Bond discounts and issuance costs are amortized using the straight-line method over the life of the bonds.

The University estimates that the fair value of its bonds at August 31, 1998 is approximately \$50,246,000. The fair value was derived using estimated market prices on publicly traded debt.

The University's principal payment requirements on bonds payable for each of the next five years and thereafter:

Year ending August 31	1998 Bonds	1995 Bonds	Total
1999		\$ 355,000	\$ 355,000
2000	\$ 1,430,000	370,000	1,800,000
2001	1,705,000	385,000	2,090,000
2002	1,785,000	400,000	2,185,000
2003	1,870,000	230,000	2,100,000
Thereafter	<u>34,700,000</u>	<u>7,000,000</u>	<u>41,700,000</u>
	<u>\$41,490,000</u>	<u>\$8,740,000</u>	<u>\$50,230,000</u>

Line of Credit - The University had a \$5,500,000 variable rate line of credit with a bank at August 31, 1998. The unsecured line of credit is effective through April 2000 and may be used for working capital purposes. No amounts were outstanding under the line of credit during the year ended August 31, 1998.

8. EMPLOYEE BENEFITS

The University has a retirement health care program that pays a specified fixed amount to supplement the medical insurance payments made by retirees. As of August 31, 1998, the University had an accumulated postretirement benefit obligation estimated to be approximately \$916,000. The University has internally designated specific investments toward covering this obligation. The fair value of the designated assets was approximately \$972,000 as of August 31, 1998.

The University has a defined contribution retirement plan which covers all benefit-eligible employees. For those participating employees, the University contributes a fixed percentage of the employee's eligible compensation to the plan. Both employee and University contributions are employee-directed into various funding vehicles as provided by the terms of the plan. The University's related expense for the year ended August 31, 1998 was approximately \$4,362,000.

9. COMMITMENTS AND CONTINGENCIES

Loan Programs -The University participates in loan programs with unrelated outside foundations for funds used to make student loans. Additional installments received annually are used to make loans to students. The notes payable to the foundations are non-interest bearing and due three years after demand. The University guarantees repayment of all loans made to students who use the foundation loan programs. Notes payable under the loan programs are \$426,080 at August 31, 1998.

In April 1997, the University began participating in the California State Loan Program. No assets or liabilities are recorded by the University for amounts loaned. However, the University is contingently liable for a portion of the outstanding loans, limited to a maximum of 12% of the outstanding loans, plus accrued interest and fees. The amount of this contingency was approximately \$366,000 at September 30, 1998, the nearest date available.

Legal - The University is party to certain legal actions arising in the ordinary course of business. In the opinion of management, liabilities, if any, under these actions will not result in material charges against assets or net assets.

10. YEAR 2000 ISSUE (UNAUDITED)

Year 2000 risks include both financial and operational computer and equipment failures, business disruption caused by vendor and other third party year 2000 issues, and failures in community infrastructure (such as banking or utility provision).

The University has developed a plan to mitigate year 2000 issues that includes: (1) management awareness; (2) hardware and software assessment; (3) hardware and software remediation; (4) testing of remediated hardware and software; and (5) implementation of remediated hardware and software. In addition, the University has developed a contingency plan to accommodate failures in the primary plan. The University expects to complete the implementation phase for critical systems prior to the end of 1999.

The University believes that with implementation of this plan, the year 2000 issue will not pose significant operational problems for the University or result in a material impact on the financial statements of the University.

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UNIVERSITY OF SAN DIEGO

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
 YEAR ENDED AUGUST 31, 1998

	CFDA Number or Other Identifying Number	Pass-Through Grant or Contract Number	Expenditures
STUDENT FINANCIAL AID			
<u>Department of Education</u>			
Federal Pell Grant Program	84.063		\$ 1,633,473
Federal Supplemental Education Opportunity Grants	84.007		442,627
Federal Work-Study Program	84.033		1,018,048
Federal Perkins Loan Program - Federal Capital Contributions	84.038		<u>344,834</u>
Total Student Financial Aid			<u>3,438,982</u>
 RESEARCH AND DEVELOPMENT			
<u>National Science Foundation</u> - direct program			
Genetic Regulation of Neurotransmitter Choice	IBN-9796217		76,596
Fluorescent DNA Base Analogs	CHE-9709965		7,076
Experimental Studies of Chaotic Dynamics and Transport Processes in Plasmas Using Laser-Induced Fluorescence	PHY-9722658		45,717
Andrew Ellicott Douglas and the Big Trees: The Role of the Giant Sequoia in the Development of Dendrochronology	SBR-9728828		12,519
<u>National Science Foundation</u> - passed through Texas A&M Research Foundation - U.S. Science Support Program	Not available	USSSP-178	<u>302</u>
Total Research and Development from National Science Foundation			142,210
<u>U.S. Department of Health and Human Services</u>			
<u>Public Health Service</u>			
Nurse Practitioner and Nurse-Midwifery Education Program	93.298		<u>184,134</u>
Total Research and Development			<u>326,344</u>
 OTHER PROGRAMS			
<u>National Science Foundation</u>			
Addition of Fluorescence Instrumentation to Upper Division Laboratory Courses	DUE-9750919		28,277
An Optoelectronics Laboratory for Undergraduates	DUE-9796201		5,570
Optoelectronic Materials and Device	ECS-9796220		58,426

(Continued)

UNIVERSITY OF SAN DIEGO

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS (Continued)
 YEAR ENDED AUGUST 31, 1998

	CFDA Number or Other Identifying Number	Pass-Through Grant or Contract Number	Expenditures
<u>U.S. Department of Labor</u>			
The Impact of NAFTA on U.S./Mexican Wage Differentials and Occupational Trends	B9K53136		1,333
<u>National Foundation on the Arts and the Humanities</u>			
National Endowment for the Arts Promotion of Humanities - Seminars and Institutes	45.163		725
<u>U.S. Department of Housing and Urban Development</u>			
Community Outreach Partnership Center Program	14.511		114,924
<u>U.S. Department of Health and Human Services</u>			
Professional Nurse Traineeships	93.358		83,743
Scholarships for Health Professions Students from Disadvantaged Backgrounds	93.925		<u>3,872</u>
TOTAL EXPENDITURES OF FEDERAL AWARDS			<u>\$ 4,062,196</u>

(Concluded)

See accompanying notes to Schedule of Expenditures of Federal Awards.

UNIVERSITY OF SAN DIEGO

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
 YEAR ENDED AUGUST 31, 1998

	CFDA Number or Other Identifying Number	Pass-Through Grant or Contract Number	Expenditures
STUDENT FINANCIAL AID			
<u>Department of Education</u>			
Federal Pell Grant Program	84.063		\$ 1,633,473
Federal Supplemental Education Opportunity Grants	84.007		442,627
Federal Work-Study Program	84.033		1,018,048
Federal Perkins Loan Program - Federal Capital Contributions	84.038		<u>344,834</u>
Total Student Financial Aid			<u>3,438,982</u>
RESEARCH AND DEVELOPMENT			
<u>National Science Foundation</u> - direct program			
Genetic Regulation of Neurotransmitter Choice	IBN-9796217		76,596
Fluorescent DNA Base Analogs	CHE-9709965		7,076
Experimental Studies of Chaotic Dynamics and Transport Processes in Plasmas Using Laser-Induced Fluorescence	PHY-9722658		45,717
Andrew Ellicott Douglas and the Big Trees: The Role of the Giant Sequoia in the Development of Dendrochronology	SBR-9728828		12,519
<u>National Science Foundation</u> - passed through Texas A&M Research Foundation - U.S. Science Support Program	Not available	USSSP-178	<u>302</u>
Total Research and Development from National Science Foundation			142,210
<u>U.S. Department of Health and Human Services</u>			
Public Health Service			
Nurse Practitioner and Nurse-Midwifery Education Program	93.298		<u>184,134</u>
Total Research and Development			<u>326,344</u>
OTHER PROGRAMS			
<u>National Science Foundation</u>			
Addition of Fluorescence Instrumentation to Upper Division Laboratory Courses	DUE-9750919		28,277
An Optoelectronics Laboratory for Undergraduates	DUE-9796201		5,570
Optoelectronic Materials and Device	ECS-9796220		58,426

(Continued)

UNIVERSITY OF SAN DIEGO

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS (Continued)
 YEAR ENDED AUGUST 31, 1998

	CFDA Number or Other Identifying Number	Pass-Through Grant or Contract Number	Expenditures
<u>U.S. Department of Labor</u>			
The Impact of NAFTA on U.S./Mexican Wage Differentials and Occupational Trends	B9K53136		1,333
<u>National Foundation on the Arts and the Humanities</u>			
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<u>U.S. Department of Housing and Urban Development</u>			
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Professional Nurse Traineeships	93.358		83,743
Scholarships for Health Professions Students from Disadvantaged Backgrounds	93.925		<u>3,872</u>
TOTAL EXPENDITURES OF FEDERAL AWARDS			<u>\$ 4,062,196</u>

(Concluded)

See accompanying notes to Schedule of Expenditures of Federal Awards.

UNIVERSITY OF SAN DIEGO

NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS YEAR ENDED AUGUST 31, 1998

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting - The accompanying Schedule of Expenditures of Federal Awards has been prepared from the University's accounting records and is presented on the accrual basis of accounting.

Because the Schedule of Expenditures of Federal Awards presents only a selected portion of the activities of the University, it is not intended to and does not present either the financial position or changes in net assets of the University.

2. LOAN PROGRAMS

Federal Perkins Loan Program - During the year ended August 31, 1998, new Perkins loans of \$1,672,505 were made to eligible students. Outstanding loans at August 31, 1998 under the Federal Perkins Loan Program are \$8,340,156.

Federal Family Education Loans Program - The University participates in the Federal Family Education Loans Program ("FFELP") (CFDA Number 84.032), which includes Stafford Loans and Parent Loans for Undergraduate Students. The dollar amounts are not listed in the Schedule of Expenditures of Federal Awards as the University is not the recipient of the funds. Such program is considered a component of the Student Financial Aid program. During the fiscal year ended August 31, 1998, new FFELP loans of \$37,758,120 were made to eligible students.

* * * * *



**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE AND ON INTERNAL CONTROL
OVER FINANCIAL REPORTING BASED ON AN AUDIT OF FINANCIAL STATEMENTS
PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

To the Board of Trustees
University of San Diego:

We have audited the financial statements of the University of San Diego (the "University") as of and for the year ended August 31, 1998, and have issued our report thereon dated November 25, 1998. We conducted our audit in accordance with generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Compliance

As part of obtaining reasonable assurance about whether the University's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance that are required to be reported under *Government Auditing Standards*.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered the University's internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide assurance on the internal control over financial reporting. Our consideration of the internal control over financial reporting would not necessarily disclose all matters in the internal control over financial reporting that might be material weaknesses. A material weakness is a condition in which the design or operation of one or more of the internal control components does not reduce to a relatively low level the risk that misstatements in amounts that would be material in relation to the financial statements being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions. We noted no matters involving the internal control over financial reporting and its operation that we consider to be material weaknesses. However, we noted other matters involving the internal control over financial reporting that we have reported to the management of the University in a separate letter dated November 25, 1998.

This report is intended solely for the information and use of the Board of Trustees and management of the University, federal awarding agencies, and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Deloitte & Touche LLP
November 25, 1998



**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE WITH REQUIREMENTS
APPLICABLE TO THE MAJOR PROGRAM AND INTERNAL CONTROL OVER
COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133**

To the Board of Trustees
University of San Diego:

Compliance

We have audited the compliance of the University of San Diego (the "University") with the types of compliance requirements described in the *U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement* that are applicable to its major federal program for the year ended August 31, 1998. The University's major federal program is identified in the accompanying Summary of Auditors' Results. Compliance with the requirements of laws, regulations, contracts and grants applicable to its major federal program is the responsibility of the University's management. Our responsibility is to express an opinion on the University's compliance based on our audit.

We conducted our audit of compliance in accordance with generally accepted auditing standards; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on the major federal program has occurred. An audit includes examining, on a test basis, evidence about the University's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination on the University's compliance with those requirements.

In our opinion, the University complied, in all material respects, with the requirements referred to above that are applicable to its major federal program for the year ended August 31, 1998.

Internal Control Over Compliance

The management of the University is responsible for establishing and maintaining effective internal control over compliance with requirements of laws, regulations, contracts and grants applicable to federal programs. In planning and performing our audit, we considered the University's internal control over compliance with requirements that could have a direct and material effect on its major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133.

Our consideration of the internal control over compliance would not necessarily disclose all matters in the internal control that might be material weaknesses. A material weakness is a condition in which the design or operation of one or more of the internal control components does not reduce to a relatively low level the risk that noncompliance with applicable requirements of laws, regulations, contracts and grants that would be material in relation to a major federal program being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions. We noted no matters involving the internal control over compliance and its operation that we consider to be material weaknesses.

This report is intended solely for the information and use of the Board of Trustees and management of the University, federal awarding agencies, and pass-through entities and is not intended to be used and should not be used by anyone other than these specified parties.

Deloitte + Touche LLP

November 25, 1998

UNIVERSITY OF SAN DIEGO

SUMMARY OF AUDITORS' RESULTS YEAR ENDED AUGUST 31, 1998

I. Summary of Auditors' Results

We have audited the financial statements of the University of San Diego as of and for the year ended August 31, 1998 and have issued our reports thereon dated November 25, 1998. We conducted our audit in accordance with generally accepted auditing standards; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and with the requirements of the *U.S. Office of Management and Budget (OMB) Circular A-133*. The results of our audit are as follows:

Financial Statements

Type of auditors' report issued:	Unqualified opinion
Internal control over financial reporting:	
Material weakness identified?	No
Reportable condition identified not considered to be a material weakness?	None reported
Noncompliance material to the financial statements noted?	No

Federal Awards

Internal control over major program:	
Material weakness identified?	No
Reportable condition identified not considered to be a material weakness?	None reported
Type of auditors' report issued on compliance for the major program	Unqualified opinion
Audit findings required to be reported in accordance with section 510(a) of OMB Circular A-133?	No
Major program:	Student Financial Aid
Dollar threshold used to distinguish Type A and Type B programs	\$300,000
Qualification of auditee as a low-risk auditee	No

II. Financial Statement Findings

The audit disclosed no findings which are required to be reported.

III. Federal Award Findings and Questioned Costs

The audit disclosed no findings which are required to be reported.



UNIVERSITY OF SAN DIEGO

**Financial Statements for the Year Ended August 31, 1997
and Independent Auditors' Report**

and

**Schedule of Expenditures of Federal Awards
For the Year Ended August 31, 1997
And Related Reports in Compliance with
Office of Management and Budget Circular A-133**

UNIVERSITY OF SAN DIEGO

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INDEPENDENT AUDITORS' REPORT

To the Board of Trustees
University of San Diego:

We have audited the accompanying statement of financial position of the University of San Diego (the "University") as of August 31, 1997 and the related statements of activities and of cash flows for the year then ended. These financial statements are the responsibility of the University's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, such financial statements present fairly, in all material respects, the financial position of the University as of August 31, 1997, and the changes in its net assets and its cash flows for the year then ended in conformity with generally accepted accounting principles.

In accordance with *Government Auditing Standards*, we have also issued a report dated December 5, 1997 on our consideration of the University's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grants.

Our audit of the financial statements was made for the purpose of forming an opinion on the basic financial statements of the University taken as a whole. The accompanying Schedule of Expenditures of Federal Awards is presented for the purpose of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is not a required part of the basic financial statements. This schedule is the responsibility of the management of the University. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

Deloitte & Touche LLP

December 5, 1997

UNIVERSITY OF SAN DIEGO

STATEMENT OF FINANCIAL POSITION

AUGUST 31, 1997, WITH COMPARATIVE AMOUNTS AT AUGUST 31, 1996

	1997	1996
ASSETS		
Cash and cash equivalents	\$ 16,379,667	\$ 19,092,712
Investments	23,268,586	30,966,732
Receivables	19,370,029	18,843,979
Other assets	3,373,788	3,539,464
Contributions receivable	7,187,392	2,828,422
Property	133,422,243	119,852,046
Long-term investments	<u>92,153,932</u>	<u>64,963,676</u>
TOTAL ASSETS	<u>\$ 295,155,637</u>	<u>\$ 260,087,031</u>
LIABILITIES AND NET ASSETS		
LIABILITIES:		
Accounts payable and accrued expenses	\$ 10,799,280	\$ 8,314,709
Deferred tuition revenue	24,481,648	24,229,925
Other liabilities	1,733,960	5,225,198
Bonds payable	46,290,170	48,014,362
Refundable advances	<u>7,165,630</u>	<u>6,937,154</u>
Total liabilities	<u>90,470,688</u>	<u>92,721,348</u>
NET ASSETS:		
Unrestricted:		
Undesignated	113,620,431	100,585,055
Designated	<u>10,805,889</u>	<u>9,622,555</u>
	124,426,320	110,207,610
Temporarily restricted	33,076,383	17,708,789
Permanently restricted	<u>47,182,246</u>	<u>39,449,284</u>
Total net assets	<u>204,684,949</u>	<u>167,365,683</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 295,155,637</u>	<u>\$ 260,087,031</u>

See notes to financial statements.

UNIVERSITY OF SAN DIEGO

STATEMENT OF ACTIVITIES

FOR THE FISCAL YEAR ENDED AUGUST 31, 1997, WITH COMPARATIVE TOTALS FOR THE YEAR ENDED AUGUST 31, 1996

	1997				Total	1996
	Unrestricted Undesignated	Unrestricted Designated	Temporarily Restricted	Permanently Restricted		Total
REVENUES, GAINS AND OTHER SUPPORT:						
Tuition and fees	\$ 95,214,107				\$ 95,214,107	\$ 87,647,021
Sales and services of auxiliary enterprises	19,812,923				19,812,923	18,598,446
Athletics, recreation and other revenue	1,256,448	\$ 529,535	\$ 49,719	\$ 543	1,836,245	1,492,686
Grants and contracts	119,617	796,395	1,139,764		2,055,776	3,288,183
Contributions	2,707,822	1,215,159	9,405,971	6,632,807	19,961,759	9,330,487
Investment income, net	5,822,597	1,114,385	9,913,187	379,787	17,229,956	8,338,821
Net assets released from restrictions	7,993,141	(2,764,577)	(5,228,564)			
Total revenues, gains, and other support	132,926,655	890,897	15,280,077	7,013,137	156,110,766	128,695,644
EXPENSES:						
Educational programs	51,710,678				51,710,678	48,419,431
Research	722,056				722,056	679,638
Scholarships	21,502,289				21,502,289	19,755,807
Athletics and recreation	3,724,955				3,724,955	3,434,561
Public service	1,572,203				1,572,203	2,131,192
Auxiliary enterprise expenditures	17,597,762				17,597,762	17,258,853
Management and general expenses	21,961,557				21,961,557	20,269,782
Total expenses	118,791,500				118,791,500	111,949,264
REVENUES, GAINS AND OTHER SUPPORT IN EXCESS OF EXPENSES	14,135,155	890,897	15,280,077	7,013,137	37,319,266	16,746,380
FIDUCIARY TRANSFERS	(1,099,779)	292,437	87,517	719,825		
NET INCREASE IN NET ASSETS	13,035,376	1,183,334	15,367,594	7,732,962	37,319,266	16,746,380
NET ASSETS AT BEGINNING OF YEAR:						
As previously reported	100,585,055	9,622,555	10,635,452	46,522,621	167,365,683	150,619,303
Reclassification due to change in accounting policy (Note 1)			7,073,337	(7,073,337)		
As restated	100,585,055	9,622,555	17,708,789	39,449,284	167,365,683	150,619,303
NET ASSETS AT END OF YEAR	\$ 113,620,431	\$ 10,805,889	\$ 33,076,383	\$ 47,182,246	\$ 204,684,949	\$ 167,365,683

See notes to financial statements.

UNIVERSITY OF SAN DIEGO

STATEMENT OF CASH FLOWS FOR THE YEAR ENDED AUGUST 31, 1997, WITH COMPARATIVE AMOUNTS FOR THE YEAR ENDED AUGUST 31, 1996

	1997	1996
CASH FLOWS FROM OPERATING ACTIVITIES:		
Increase in net assets	\$ 37,319,266	\$ 16,746,380
Adjustments to reconcile increase in net assets to net cash provided by operating activities:		
Depreciation and amortization	2,697,263	2,481,587
Provision for bad debts	65,000	83,000
Net unrealized and realized gains on long-term investments	(12,560,607)	(3,928,079)
Contributions restricted for long-term investment	(1,911,906)	(3,531,422)
Contributions and investment income restricted for revolving student loan fund	(4,823,823)	(1,528,495)
Contributions restricted for investment in long-lived assets	(3,566,976)	(421,088)
Contributions of long-lived assets	(905,000)	(442,669)
Forgiveness of loans	(2,653,461)	(196,874)
Changes in operating assets and liabilities:		
Receivables	173,385	210,508
Contributions receivable	(4,358,970)	(79,998)
Other assets	122,020	(496,121)
Accounts payable and accrued expenses	2,484,571	617,419
Deferred tuition revenue	251,723	(13,766)
Other liabilities	(740,152)	(2,082,995)
Net cash provided by operating activities	<u>11,592,333</u>	<u>7,417,387</u>
CASH FLOWS FROM INVESTING ACTIVITIES:		
Proceeds from maturities/sales of investments	130,106,549	16,904,093
Purchases of investments	(137,038,052)	(24,903,538)
Disbursement of student loans, net	(764,435)	(1,247,527)
Purchase of property	(15,267,996)	(11,892,352)
Net cash used in investing activities	<u>(22,963,934)</u>	<u>(21,139,324)</u>
CASH FLOWS FROM FINANCING ACTIVITIES:		
Principal payments on notes payable, net	(97,625)	(52,475)
Payments on bonds payable	(1,775,000)	(2,590,000)
Advances for government loan funds	228,476	376,767
Contributions restricted for long-term investment	1,911,906	3,531,422
Contributions and investment income restricted for revolving student loan fund	4,823,823	1,528,495
Contributions restricted for investment in long-lived assets	3,566,976	421,088
Proceeds from bonds, net	<u>8,934,685</u>	<u>8,934,685</u>
Net cash provided by financing activities	<u>8,658,556</u>	<u>12,149,982</u>
NET DECREASE IN CASH AND CASH EQUIVALENTS	(2,713,045)	(1,571,955)
CASH AND CASH EQUIVALENTS AT BEGINNING OF YEAR	<u>19,092,712</u>	<u>20,664,667</u>
CASH AND CASH EQUIVALENTS AT END OF YEAR	<u>\$ 16,379,667</u>	<u>\$ 19,092,712</u>
SUPPLEMENTAL DISCLOSURES:		
Cash paid for interest	\$ 2,996,735	\$ 3,155,198
Non-cash transactions:		
Contributions of long-lived assets	905,000	491,336
Forgiveness of loans	2,653,461	196,874

See notes to financial statements.

UNIVERSITY OF SAN DIEGO

NOTES TO FINANCIAL STATEMENTS YEAR ENDED AUGUST 31, 1997

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

In 1972, the San Diego College for Women merged with the University of San Diego College for Men forming the University of San Diego (the "University"). The University is an independent Catholic university chartered in 1949 under the nonprofit public benefit corporation law and governed by its Board of Trustees. The University includes a College of Arts and Sciences, and four professional schools: the School of Business Administration, the School of Education, the School of Law, and the Philip Y. Hahn School of Nursing.

Basis of Presentation - The accompanying financial statements for the year ended August 31, 1997 present the financial position and activities of the University according to three net asset categories: unrestricted, temporarily restricted, and permanently restricted, based on donor-imposed restrictions. The University separately distinguishes unrestricted net assets whose use has been designated by the Board of Trustees.

Change in Accounting Policy - Effective October 2, 1996, retroactive to September 1, 1995, the University has implemented the following policy to account for realized and unrealized gains in excess of the specified spending limit (4% in 1997) for use in current operations. All realized and unrealized gains on investment transactions, not subject to any donor stipulations, will be accounted for in the same net asset category as the dividend and interest income generated from such investments. In connection with this policy change \$7,073,337 has been reclassified from permanently restricted net assets to temporarily restricted net assets.

Contributions - Contributions of cash, unconditional pledges, and other assets are recorded as revenue in the period that donor commitments are received and are classified as permanently restricted, temporarily restricted, unrestricted designated, or unrestricted undesignated, based on donor stipulations and Board designations. Contributions whose restrictions are met in the same period that they are received are recorded as revenue in temporarily restricted net assets and as net assets released from restrictions. Unconditional pledges with terms greater than one year are recorded at their estimated net present value.

Contributions of services are recognized if the services received (a) create or enhance nonfinancial assets or (b) require specialized skills, are provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation. The University reports such contributions at their estimated fair value when received.

Cash Equivalents - The University considers all liquid investments with a maturity of three months or less at the date of purchase to be cash equivalents.

Refundable Advances - The University serves as an agent for the federal government in administering the Perkins Student Loan Fund Program. Amounts received in conjunction with this program are recorded as a liability. Disbursements made to students in accordance with the Federal Cash Management Requirements are recorded as student loans receivable. Included in student loans receivable at August 31, 1997 is \$7,712,103 related to this program.

Functional Expense Classifications - Functional expenses, including certain allocated expenses, are recorded in three major categories: program expenses, auxiliary enterprise expenditures, and management and general expenses. Auxiliary enterprises include student residence and board, food services, bookstore, printshop, and special events. Management and general expenses consist of general institutional support, including expenses for fundraising. Fundraising expenses totaled \$2,999,517 for the year ended August 31, 1997.

Use of Estimates in Preparation of Financial Statements - The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Income Taxes - The University files annual tax returns based on its current exemption from federal and state taxes on related income.

2. INVESTMENTS

Investments, other than real estate, are reported at their fair values based on quoted market prices. Real estate is reported at historical cost.

The University pools certain of its investments from the various net asset categories. Interest, dividend income, and gains and losses of the pooled investments are all distributed to the appropriate net asset category based upon the carrying value of the various net asset categories' assets when pooled, adjusted for purchases or gifts specifically identified to a given net asset category.

Investments consist of the following at August 31, 1997:

Cash and cash equivalents	\$ 5,228,378
Bonds and government securities	25,974,812
Real estate	1,364,528
Pooled investments	<u>82,854,800</u>
	<u>\$ 115,422,518</u>

Included in pooled investments at August 31, 1997:

Cash and cash equivalents	\$ 1,000,000
Bonds and government securities	22,594,292
Equity securities	59,198,508
Real estate	<u>62,000</u>
	<u>\$ 82,854,800</u>

Investment Return - The following schedule summarizes the investment income for the year ended August 31, 1997:

	Unrestricted		Temporarily Restricted	Permanently Restricted	Total
	Undesignated	Designated			
Dividends and interest	\$ 2,718,416	\$ 161,143	\$ 1,413,426	\$ 376,364	\$ 4,669,349
Realized and un-realized gains	<u>3,104,181</u>	<u>953,242</u>	<u>8,499,761</u>	<u>3,423</u>	<u>12,560,607</u>
	<u>\$ 5,822,597</u>	<u>\$ 1,114,385</u>	<u>\$ 9,913,187</u>	<u>\$ 379,787</u>	<u>\$ 17,229,956</u>

3. RECEIVABLES

The following is a summary of receivables at August 31, 1997:

Student loans receivable	\$ 17,634,842
Student accounts receivable for tuition and fees	2,447,618
Other receivables	<u>107,569</u>
	20,190,029
Less allowance for doubtful accounts	<u>820,000</u>
	<u>\$ 19,370,029</u>

4. CONTRIBUTIONS RECEIVABLE

Contributions receivable at August 31, 1997 are expected to be received in the following periods:

Unconditional pledges:	
Less than one year	\$2,356,889
One year to five years	<u>2,270,007</u>
	4,626,896
Less present value discount (8%)	(350,768)
Less allowance for uncollectibility	<u>(1,344,690)</u>
Net pledges receivable	2,931,438
Split-interest agreements:	
One year to five years	20,737
Over five years	<u>4,235,217</u>
	<u>4,255,954</u>
	<u>\$7,187,392</u>

5. PROPERTY

The following is a summary of property at August 31, 1997:

Land and improvements	\$ 21,113,815
Buildings and improvements	113,779,162
Furniture, equipment, and library books	<u>31,074,326</u>
	165,967,303
Less accumulated depreciation	<u>34,653,216</u>
	131,314,087
Art collection	<u>2,108,156</u>
	<u>\$133,422,243</u>

Property is stated at cost or fair value at the date of donation and is depreciated on a straight-line basis over estimated useful lives of seven to 50 years. The art collection consists of various pieces of donated and purchased artwork, antique furniture, and artifacts whose value is expected to increase over time and, therefore, is not depreciated. Depreciation expense totaled \$2,602,799 for the year ended August 31, 1997.

6. NET ASSETS

Temporarily restricted net assets are available for the following purposes:

Educational programs:	
Academic support	\$15,035,846
Student services	284,395
Scholarships	10,339,858
Athletic and recreation	332,076
Public service	281,730
Research	<u>16,418</u>
Total program support	26,290,323
Management and general support	694,066
Buildings and land improvements	<u>6,091,994</u>
	<u>\$33,076,383</u>

Permanently restricted net assets are restricted to:

Revolving student loan funds from private sources	\$ 14,991,146
Investment in perpetuity, the income from which is expendable to support:	
Educational programs:	
Academic support	18,712,801
Student services	147,475
Scholarships	12,014,200
Athletics and recreation	244,163
Public service	<u>338,722</u>
 Total program support	 31,457,361
Management and general support	<u>733,739</u>
	 <u>32,191,100</u>
	 <u>\$47,182,246</u>

Transfers - As part of a conditional matching pledge program, which expired December 31, 1996, the University transferred approximately \$700,000 of unrestricted net assets into the permanently restricted revolving student loan program in order to maximize the matching gift.

7. BONDS PAYABLE

Bonds payable consists of the following at August 31, 1997:

1995 California Educational Facilities Authority ("CEFA") revenue bonds (the "1995 bonds") bearing effective interest of 5.79%, payable on June 1st and December 1st of each year, maturing:	
Serial bonds, annually through December 2005	\$ 2,835,000
Term bonds, due December 2007	575,000
Term bonds, due December 2014	2,560,000
Term bonds, due December 2020	<u>3,110,000</u>
	 9,080,000
Unamortized original issue discount	<u>336,290</u>
	 <u>8,743,710</u>
 1992 California Educational Facilities Authority ("CEFA") revenue bonds (the "1992 bonds") bearing effective interest of 6.72%, payable on May 1st and October 1st of each year, maturing:	
Serial bonds, annually through October 2002	2,675,000
Term bonds, due October 2008	3,965,000
Term bonds, due October 2022	<u>18,040,000</u>
	 24,680,000
Unamortized original issue discount	<u>411,209</u>
	 <u>24,268,791</u>

1989 California Educational Facilities Authority ("CEFA") revenue bonds (the "1989 bonds") bearing effective interest of 6.92%, payable on April 1st and October 1st of each year, maturing:	
Serial bonds, annually through October 1999	2,190,000
Term bonds, due October 2002	2,670,000
Term bonds, due October 2008	7,185,000
Term bonds, due October 2015	<u>1,575,000</u>
	13,620,000
Unamortized original issue discount	<u>342,331</u>
	<u>13,277,669</u>
	<u>\$46,290,170</u>

The 1995, 1992, and 1989 bonds are secured by the University's full faith and credit. Additionally, payment of principal and interest for the 1989 bonds, when due, is insured by a municipal bond insurance policy issued by Municipal Bond Investors Assurance Corporation. Terms of the 1989 CEFA bond issue require the University to maintain, with a trustee, an amount at least equal to six month's interest. The bond agreements place certain other restrictions on the University with which, in the opinion of University management, the University has complied. Bond discounts and issuance costs are amortized using the straight-line method over the life of the bonds.

The University estimates that the fair value of its bonds at August 31, 1997 is approximately \$49,500,000. The fair value was derived using estimated marked prices on publicly traded debt.

The following table sets forth the University's principal payment requirements on bonds payable for each of the next five years and thereafter:

Year ending August 31	1995 Bonds	1992 Bonds	1989 Bonds	Total
1998	\$ 340,000	\$ 365,000	\$ 685,000	\$ 1,390,000
1999	355,000	410,000	730,000	1,495,000
2000	370,000	435,000	775,000	1,580,000
2001	385,000	460,000		845,000
2002	400,000	485,000		885,000
Thereafter	<u>7,230,000</u>	<u>22,525,000</u>	<u>11,430,000</u>	<u>41,185,000</u>
	<u>\$9,080,000</u>	<u>\$24,680,000</u>	<u>\$13,620,000</u>	<u>\$47,380,000</u>

Line of Credit - The University had a \$6,000,000 variable rate line of credit with a bank at August 31, 1997. The renewable line of credit is effective through April 1, 1998 and may be used for working capital purposes. No amounts were outstanding under the line of credit during the year ended August 31, 1997.

8. EMPLOYEE BENEFITS

The University has a retirement health care program that pays a specified fixed amount to supplement the medical insurance payments made by retirees. As of August 31, 1997, the University had an accumulated postretirement benefit obligation estimated to be approximately \$973,000. The University has internally designated specific investments toward covering this obligation. The fair value of the designated assets was estimated to be approximately \$973,000 as of August 31, 1997.

The University has a defined contribution retirement plan which covers all benefit-eligible employees. For those participating employees, the University contributes a fixed percentage of the employee's eligible compensation to the plan. Both employee and University contributions are employee directed into various funding vehicles as provided by the independent plan sponsors. The University's related expense for the year ended August 31, 1997 was approximately \$4,126,000.

9. COMMITMENTS AND CONTINGENCIES

Loan Programs -The University participates in loan programs with outside foundations for funds used to make student loans. Additional installments received annually are used to make loans to students. The notes payable to the foundations are non-interest bearing and due three years after demand. The University guarantees repayment of all loans made to students who use the foundation loan programs. Notes payable under the loan programs are \$382,130 at August 31, 1997.

In April 1997, the University began participating in the California State Loan Program. No assets or liabilities are recorded by the University for amounts loaned. However, the University is contingently liable for a portion of the outstanding loans, limited to a maximum of 12% of the outstanding loans, plus accrued interest and fees. The amount of this contingency was \$143,889 at September 30, 1997, the nearest date available.

Legal - The University is party to certain legal actions arising in the ordinary course of business. In the opinion of management, liabilities, if any, under these actions will not result in material charges against assets or net assets.

* * * * *

UNIVERSITY OF SAN DIEGO

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED AUGUST 31, 1997

	CFDA Number or Other Identifying Number	Pass-Through Grant or Contract Number	Expenditures
MAJOR PROGRAM			
STUDENT FINANCIAL AID			
<u>Department of Education</u>			
Federal Pell Grant Program	84.063		\$ 1,601,484
Federal Supplemental Education Opportunity Grants	84.007		413,810
Federal Work-Study Program	84.033		547,916
Federal Perkins Loan Program - Federal Capital Contributions	84.038		<u>200,628</u>
Total Student Financial Aid			<u>2,763,838</u>
NONMAJOR PROGRAMS			
RESEARCH AND DEVELOPMENT			
<u>National Science Foundation</u> - direct program			
Sterically Hindered Ligands and Studies of Their Biomimetic Metal Complexes			
	CHE-9208192		8,703
Genetic Regulation of Neurotransmitter Choice	IBN-9410974		1,032
Fluorescent DNA Base Analogs	CHE-9709965		686
Experimental Studies of Chaotic Dynamics and Transport Processes in Plasmas Using Laser-Induced Fluorescence	PHY-9722658		9,280
<u>National Science Foundation</u> - passed through Texas A&M Research Foundation - U.S. Science Support Program			
	Not available	USSSP-178	<u>5,206</u>
Total Research and Development from National Science Foundation			24,907
<u>U.S. Department of Health and Human Services</u>			
Public Health Service			
Nurse Practitioner and Nurse-Midwifery Education Program	93.298		<u>112,091</u>
Total Research and Development			<u>136,998</u>
OTHER PROGRAMS			
<u>National Science Foundation</u>			
Oceanography Short Course for Instructors of Undergraduate Marine Science			
	DUE-9455073		9,109
Integration of Computational Chemistry and Molecular Modeling in the Undergraduate Curriculum	DUE-9551889		800
Optoelectronic Materials and Device	ECS-9796220		7,554

(Continued)

UNIVERSITY OF SAN DIEGO

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS (Continued)
 YEAR ENDED AUGUST 31, 1997

	CFDA Number or Other Identifying Number	Pass-Through Grant or Contract Number	Expenditures
<u>U.S. Department of Labor</u> The Impact of NAFTA on U.S./Mexican Wage Differentials and Occupational Trends	B9K53136		1,208
<u>National Foundation on the Arts and the Humanities</u> National Endowment for the Arts Promotion of Humanities - Seminars and Institutes	45.163		81,305
<u>U.S. Department of Housing and Urban Development</u> Community Outreach Partnership Center Program	14.511		63,154
<u>U.S. Department of Education</u> Law School Clinical Experience - Child Advocacy Clinic	84.097A		991
<u>U.S. Department of Health and Human Services</u> Professional Nurse Traineeships	93.358		83,401
Scholarships for Health Professions Students from Disadvantaged Backgrounds	93.925		<u>9,180</u>
TOTAL FEDERAL AWARDS			<u>\$ 3,157,538</u>

(Concluded)

See accompanying notes to Schedule of Expenditures of Federal Awards.

UNIVERSITY OF SAN DIEGO

NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS YEAR ENDED AUGUST 31, 1997

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting - The accompanying Schedule of Expenditures of Federal Awards has been prepared from the University's accounting records and is presented on the accrual basis of accounting.

Because the Schedule of Expenditures of Federal Awards presents only a selected portion of the activities of the University, it is not intended to and does not present either the financial position or changes in net assets of the University.

2. LOAN PROGRAMS

Federal Perkins Loan Program - During the year ended August 31, 1997, new Perkins loans of \$1,016,534 were made to eligible students. Outstanding loans at August 31, 1997 under the Federal Perkins Loan Program are \$7,712,103.

Federal Family Education Loans Program - The University participates in the Federal Family Education Loans Program ("FFELP") (CFDA Number 84.032), which includes Stafford Loans and Parent Loans for Undergraduate Students. The dollar amounts are not listed in the Schedule of Expenditures of Federal Awards as the University is not the recipient of the funds. Such program is considered a component of the Student Financial Aid program. During the fiscal year ended August 31, 1997, new FFELP loans of \$37,646,329 were made to eligible students.

* * * * *



**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE AND ON INTERNAL CONTROL
OVER FINANCIAL REPORTING BASED ON AN AUDIT OF FINANCIAL STATEMENTS
PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

To the Board of Trustees
University of San Diego:

We have audited the financial statements of the University of San Diego (the "University") as of and for the year ended August 31, 1997, and have issued our report thereon dated December 5, 1997. We conducted our audit in accordance with generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Compliance

As part of obtaining reasonable assurance about whether the University's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance that are required to be reported under *Government Auditing Standards*.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered the University's internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide assurance on the internal control over financial reporting. Our consideration of the internal control over financial reporting would not necessarily disclose all matters in the internal control over financial reporting that might be material weaknesses. A material weakness is a condition in which the design or operation of one or more of the internal control components does not reduce to a relatively low level the risk that misstatements in amounts that would be material in relation to the financial statements being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions. We noted no matters involving the internal control over financial reporting and its operation that we consider to be material weaknesses.

This report is intended for the information of the Board of Trustees and management of the University, federal awarding agencies, and pass-through entities. However, this report is a matter of public record and its distribution is not limited.

Deloitte & Touche LLP

December 5, 1997



**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE WITH REQUIREMENTS
APPLICABLE TO THE MAJOR PROGRAM AND INTERNAL CONTROL OVER
COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133**

To the Board of Trustees
University of San Diego:

Compliance

We have audited the compliance of the University of San Diego (the "University") with the types of compliance requirements described in the *U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement* that are applicable to its major federal program for the year ended August 31, 1997. The University's major federal program is identified in the accompanying Summary of Auditors' Results. Compliance with the requirements of laws, regulations, contracts and grants applicable to its major federal program is the responsibility of the University's management. Our responsibility is to express an opinion on the University's compliance based on our audit.

We conducted our audit of compliance in accordance with generally accepted auditing standards; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on the major federal program has occurred. An audit includes examining, on a test basis, evidence about the University's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination on the University's compliance with those requirements.

In our opinion, the University complied, in all material respects, with the requirements referred to above that are applicable to its major federal program for the year ended August 31, 1997.

Internal Control Over Compliance

The management of the University is responsible for establishing and maintaining effective internal control over compliance with requirements of laws, regulations, contracts and grants applicable to federal programs. In planning and performing our audit, we considered the University's internal control over compliance with requirements that could have a direct and material effect on its major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133.

Our consideration of the internal control over compliance would not necessarily disclose all matters in the internal control that might be material weaknesses. A material weakness is a condition in which the design or operation of one or more of the internal control components does not reduce to a relatively low level the risk that noncompliance with applicable requirements of laws, regulations, contracts and grants that would be material in relation to a major federal program being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions. We noted no matters involving the internal control over compliance and its operation that we consider to be material weaknesses.

This report is intended for the information of the Board of Trustees and management of the University, federal awarding agencies, and pass-through entities. However, this report is a matter of public record and its distribution is not limited.

Deloitte + Touche CP
December 5, 1997

UNIVERSITY OF SAN DIEGO

SUMMARY OF AUDITORS' RESULTS YEAR ENDED AUGUST 31, 1997

We have audited the financial statements of the University of San Diego as of and for the year ended August 31, 1997 and have issued our reports thereon dated December 5, 1997. We conducted our audit in accordance with generally accepted auditing standards; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and with the requirements of the *U.S. Office of Management and Budget (OMB) Circular A-133*. The results of our audit are as follows:

Type of Report Issued on the Financial Statements:	Unqualified opinion
Material Weaknesses in Internal Control Over the Major Program	None
Material Noncompliance Disclosed by Audit of the Financial Statements	None
Type of Report Issued on Compliance for the Major Program	Unqualified opinion
Audit Findings Required to be Reported Under Sec. 510(a) of OMB Circular A-133	None
Major Program	Student Financial Aid
Dollar Threshold Used to Distinguish Type A and Type B Programs	\$300,000
Qualification of Auditee as a Low-Risk Auditee	No



UNIVERSITY OF SAN DIEGO

**Financial Statements for the Year
Ended August 31, 1996 and
Independent Auditors' Report**

and

**Schedule of Federal Awards for the
Year Ended August 31, 1996 and
Related Reports in Compliance with
Office of Management and Budget Circular A-133**

UNIVERSITY OF SAN DIEGO

FINANCIAL STATEMENTS FOR THE YEAR ENDED
AUGUST 31, 1996 , INDEPENDENT AUDITORS' REPORT,
SCHEDULE OF FEDERAL AWARDS, AND REPORTS
IN COMPLIANCE WITH OFFICE OF MANAGEMENT AND BUDGET
CIRCULAR A-133 FOR THE YEAR ENDED AUGUST 31, 1996
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INDEPENDENT AUDITORS' REPORT

To the Board of Trustees
University of San Diego
San Diego, California:

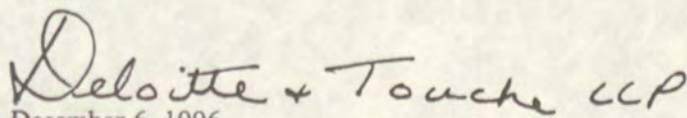
We have audited the statement of financial position of the University of San Diego (the "University") as of August 31, 1996, and the related statements of activities and of cash flows for the year then ended. These financial statements are the responsibility of the management of the University. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, such financial statements present fairly, in all material respects, the financial position of the University of San Diego as of August 31, 1996, and the results of its operations and the changes in its net assets and its cash flows for the year then ended, in conformity with generally accepted accounting principles.

In accordance with *Government Auditing Standards* we have also issued a report dated December 6, 1996 on our consideration of the University's internal control structure and a report dated December 6, 1996 on its compliance with laws and regulations.

Our audits were conducted for the purpose of forming an opinion on the basic financial statements taken as a whole. The accompanying Schedule of Federal Awards and note is presented for purposes of additional analysis and is not a required part of the basic financial statements. This additional information is the responsibility of the University's management. Such information has been subjected to the auditing procedures applied in our audit of the basic financial statements and, in our opinion, is fairly stated in all material respects when considered in relation to the basic financial statements taken as a whole.


December 6, 1996

UNIVERSITY OF SAN DIEGO

STATEMENT OF FINANCIAL POSITION

AUGUST 31, 1996

ASSETS

Cash and cash equivalents	\$ 19,092,712
Investments	56,008,138
Receivables:	
Student loans and accounts receivable	19,380,375
Notes and other receivables	218,604
	<u>19,598,979</u>
Less allowance for doubtful accounts	(755,000)
	18,843,979
Inventories	1,592,752
Deferred charges and other assets	1,946,712
Contributions receivable, net	2,828,422
Land, buildings, equipment, and collections:	
Land and improvements	19,550,215
Buildings and improvements	102,222,344
Furniture, equipment, and library books	28,024,988
Collections	2,104,916
	<u>151,902,463</u>
Less accumulated depreciation	(32,050,417)
	119,852,046
Assets permanently restricted as to use:	
Cash and cash equivalents	2,712,985
Investments	37,209,285
	<u>39,922,270</u>
TOTAL ASSETS	<u>\$ 260,087,031</u>

LIABILITIES AND NET ASSETS

LIABILITIES:

Trade accounts payable and accrued expenses	\$ 8,314,709
Deferred tuition revenue	24,229,925
Student deposits	1,884,482
Notes payable	3,340,716
Bonds payable	49,155,000
Less unamortized discounts	(1,140,638)
	<u>48,014,362</u>
Refundable advances	6,937,154
Total liabilities	<u>92,721,348</u>

NET ASSETS:

Unrestricted:	
Undesignated	100,585,055
Designated	9,622,555
	<u>110,207,610</u>
Temporarily restricted	10,635,452
Permanently restricted	46,522,621
Total net assets	<u>167,365,683</u>

TOTAL LIABILITIES AND NET ASSETS

\$ 260,087,031

686

See notes to financial statements.

UNIVERSITY OF SAN DIEGO

STATEMENT OF ACTIVITIES FOR THE FISCAL YEAR ENDED AUGUST 31, 1996

	Unrestricted		Temporarily Restricted	Permanently Restricted	Total
	Undesignated	Designated			
REVENUES, GAINS AND OTHER SUPPORT:					
Tuition and fees	\$ 87,647,021				\$ 87,647,021
Athletics and recreation	357,800	\$ 103,761			461,561
Other revenue	849,093	108,727			957,820
Sales and services of auxiliary enterprises	18,598,446				18,598,446
Federal grants and contracts	184,063	745,622	\$ 1,354,996		2,284,681
Other grants and contracts		1,003,502			1,003,502
Contributions	1,424,969	966,001	1,941,949	\$ 4,939,295	9,272,214
Changes in the value of split-interest agreements	51,005		7,268		58,273
Investment income, net	3,533,698	498,949	1,947,798	2,358,376	8,338,821
Interest on student loans receivable		71,477		1,828	73,305
Net assets released from restrictions:					
Satisfaction of program restrictions	5,891,776	(1,640,715)	(4,251,061)		
Satisfaction of equipment restrictions	371,985	(371,985)			
Total revenues, gains, and other support	118,909,856	1,485,339	1,000,950	7,299,499	128,695,644
EXPENSES:					
Educational programs	48,419,431				48,419,431
Research	679,638				679,638
Scholarships	19,755,807				19,755,807
Athletics and recreation	3,434,561				3,434,561
Public service	2,131,192				2,131,192
Auxiliary enterprise expenditures	17,258,853				17,258,853
Management and general expenses	20,269,782				20,269,782
Total expenses	111,949,264				111,949,264
NET INCREASE IN NET ASSETS	6,960,592	1,485,339	1,000,950	7,299,499	16,746,380
NET ASSETS AT BEGINNING OF YEAR	93,624,463	8,137,216	9,634,502	39,223,122	150,619,303
NET ASSETS AT END OF YEAR	\$100,585,055	\$9,622,555	\$10,635,452	\$46,522,621	\$167,365,683

See notes to financial statements.

UNIVERSITY OF SAN DIEGO

STATEMENT OF CASH FLOWS FOR THE YEAR ENDED AUGUST 31, 1996

CASH FLOWS FROM OPERATING ACTIVITIES:

Increase in net assets	\$ 16,746,380
Adjustments to reconcile increase in net assets to net cash provided by operating activities:	
Depreciation and amortization	2,481,587
Provision for bad debts	83,000
Net unrealized gain on long-term investments	(3,928,079)
Contributions restricted for long-term investment	(3,531,422)
Contributions restricted for revolving student loan fund	(1,407,873)
Interest and dividends restricted for revolving student loan fund	(120,622)
Contributions of long-lived assets	(442,669)
Forgiveness of loans	(196,874)
Changes in operating assets and liabilities:	
Student loans and accounts receivable	210,508
Contributions receivable	(79,998)
Inventories	(295,325)
Deferred charges and other assets	(200,796)
Trade accounts payable and accrued expenses	617,419
Deferred tuition revenue	(2,082,995)
Student deposits	(13,766)
Net cash provided by operating activities	<u>7,838,475</u>

CASH FLOWS FROM INVESTING ACTIVITIES:

Proceeds from maturities/sales of investments	16,904,093
Purchases of investments	(24,903,538)
Disbursement of student loans	(2,815,842)
Collection of student loans	1,568,315
Purchase of property, plant and equipment	(11,892,352)
Net cash used in investing activities	<u>(21,139,324)</u>

CASH FLOWS FROM FINANCING ACTIVITIES:

Proceeds from notes payable	158,025
Proceeds from bonds	9,043,398
Debt issuance costs	(108,713)
Principal payments on notes payable	(210,500)
Principal payments on bonds payable	(2,590,000)
Advances for government loan funds	376,767
Contributions restricted for long-term investment	3,531,422
Contributions restricted for revolving student loan fund	1,407,873
Interest and dividends restricted for revolving student loan fund	120,622
Net cash provided by financing activities	<u>11,728,894</u>

NET DECREASE IN CASH AND CASH EQUIVALENTS	(1,571,955)
CASH AND CASH EQUIVALENTS AT BEGINNING OF YEAR	<u>20,664,667</u>
CASH AND CASH EQUIVALENTS AT END OF YEAR	<u>\$ 19,092,712</u>

SUPPLEMENTAL DISCLOSURES:

Cash paid for interest	\$ 3,155,198
Non-cash transactions:	
Contributions of gifts-in-kind and long-lived assets	491,336
Forgiveness of loans	196,874

UNIVERSITY OF SAN DIEGO

NOTES TO FINANCIAL STATEMENTS YEAR ENDED AUGUST 31, 1996

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

In 1972, the San Diego College for Women merged with the University of San Diego College for Men forming the University of San Diego (the "University"). The University is an independent Catholic university chartered in 1949 under the nonprofit public benefit corporation law and governed by its Board of Trustees. The University includes a College of Arts and Sciences, and four professional schools: the School of Business Administration, the School of Education, the School of Law, and the Philip Y. Hahn School of Nursing.

Basis of Presentation - For the fiscal year ended August 31, 1996, the University adopted Statement of Financial Accounting Standards No. 117, "Financial Statements of Not-for-Profit Organizations" (FAS 117). In accordance with FAS 117, the accompanying financial statements present the financial position and activities of the University according to three net asset categories: unrestricted, temporarily restricted, and permanently restricted, based on donor-imposed restrictions. The University separately distinguishes net assets whose use has been designated by the Board of Trustees in the unrestricted designated category.

Accounting Changes - For the fiscal year ended August 31, 1996, the University has adopted the provisions of Statements of Accounting Standards No. 116, "Accounting for Contributions Received and Contributions Made" (FAS 116) and No. 124, "Accounting for Certain Investments Held by Not-for-Profit Organizations" (FAS 124).

FAS 116 generally requires that not-for-profit organizations recognize contributions, including unconditional promises to give cash or other assets, at fair value in the period received. Additionally, contributions of works of art and other collection items are required to be recognized as assets and revenues. Net asset balances as of August 31, 1995 were restated to reflect the cumulative effect of the adoption of FAS 116. The adoption resulted in a decrease in net assets of \$1,849,718 at August 31, 1995.

FAS 124 generally requires that not-for-profit organizations report investments in equity securities with readily determinable fair values and debt securities at their fair values and report gains and losses in the statement of activities. Net asset balances as of August 31, 1995 were restated to reflect the cumulative effect of the adoption of FAS 124. The adoption resulted in an increase in net assets of \$9,219,457 at August 31, 1995.

Contributions - Contributions of cash, unconditional pledges, and other assets are recorded at fair value as revenue in the period that donor commitments are received and are classified as permanently restricted, temporarily restricted, unrestricted designated, or unrestricted undesignated, based on donor stipulations and Board designations. Contributions whose restrictions are met in the same period that they are received are recorded as revenue in temporarily restricted net assets and as net assets released from restrictions.

Contributions of services are recognized if the services received (a) create or enhance nonfinancial assets or (b) require specialized skills, are provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation. The University reports such contributions at their estimated fair value when received.

Cash Equivalents - The University considers all liquid investments with a maturity of three months or less at the date of purchase and available for daily operations to be cash equivalents. The carrying amount reported in the statement of financial position for cash and cash equivalents approximates its fair value.

Student Loans and Accounts Receivable - Student loans receivable total \$16,965,329 at August 31, 1996. Student accounts receivable for tuition and fees total \$2,415,046 at August 31, 1996.

Inventories - Inventories are stated at the lower of cost (first-in, first-out method) or market value.

Land, Buildings, Equipment, and Collections - Land, buildings, equipment, and collections are stated at cost or fair value at the date of donation. Buildings are depreciated on a straight-line basis over estimated useful lives of 50 years using a salvage value of 20 percent. Building improvements are depreciated on a straight-line basis over a 40-year period. Furniture and equipment are estimated to have useful lives of 7 years and are depreciated on a straight-line basis. Library collections are depreciated on a straight-line basis over estimated useful lives of 40 years. The art collection consists of various pieces of donated and purchased artwork, antique furniture, and artifacts whose value is expected to increase over time and, therefore, is not depreciated. Depreciation expense totaled \$2,360,456 for the fiscal year ended August 31, 1996.

Refundable Advances - The University serves as an agent for the federal government in administering the Perkins Student Loan Fund Program. Amounts received in conjunction with this program are recorded as a liability. Disbursements made to students in accordance with the Federal Cash Management Requirements are recorded as student loans receivable. Included in student loans receivable at August 31, 1996 is \$7,701,806 related to this program.

Functional Expense Classifications - Functional expenses, including certain allocated expenses, are recorded in three major categories: program expenses, auxiliary enterprise expenditures, and management and general expenses. Auxiliary enterprises include student residence and board, food services, bookstore, printshop, and special events. Management and general expenses consist of general institutional support, including expenses for fundraising. Fundraising expenses, including allocations for depreciation and non-capitalized plant expenditures, totaled \$2,451,745 for the fiscal year ended August 31, 1996.

Use of Estimates in Preparation of Financial Statements - The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Income Taxes - The University files annual tax returns based on its current exemption from federal and state taxes on related income.

2. CONTRIBUTIONS RECEIVABLE

Unconditional pledges and irrevocable split-interest agreements are recorded at their estimated net present value in the period that donor commitments are received. Pledges and irrevocable split-interest agreements are classified as permanently restricted or temporarily restricted, based on donor stipulations.

Contributions receivable at August 31, 1996 are expected to be received in the following periods:

Unconditional pledges:	
Less than one year	\$ 881,623
One year to five years	<u>229,298</u>
	1,110,921
Less present value discount (8 percent)	(65,144)
Less allowance for uncollectibility	<u>(737,301)</u>
Net pledges receivable	308,476
Split-interest agreements:	
Over five years	<u>2,519,946</u>
Total contributions receivable, net	<u>\$2,828,422</u>

At August 31, 1996, the University had a conditional matching pledge of \$4,704,699 benefiting the student loan program. If matching funds of that amount are raised by December 31, 1996, the University will receive forgiveness of notes payable of \$3,136,466 and cash contributions of \$1,568,233. The University has raised \$4.1 million in cash from private and internal sources and another \$600,000 in pledges, and expects the entire match to be completed and verified by December 31, 1996.

3. INVESTMENTS

Investments with readily determinable fair values are reported at their fair values in the statement of financial position. Other investments totaling \$1,147,528, whose fair values are not readily determinable are reported at cost. The recorded cost of cash and equivalents approximates fair value. The fair value of bonds, government securities, and equity securities was derived using quoted market prices as of August 31, 1996.

The University pools certain of its investments from the various net asset categories. Interest, dividend income, and gains and losses of the pooled investments are all distributed to the appropriate net asset category based upon the carrying value of the various net asset categories' assets when pooled, adjusted for purchases or gifts specifically identified to a given net asset category. All gains and losses arising from the sale, collection, or other disposition of investments (other than those pooled) and other non-cash assets are accounted for in the net asset category owning such assets.

Investments consist of the following at August 31, 1996:

	Unrestricted		Temporarily Restricted	Permanently Restricted	Total
	Undesignated	Designated			
Money market funds	\$ 10,340,958			\$ 9,047	\$ 10,350,005
Bonds and government securities	20,625,780			120,000	20,745,780
Real estate				579,528	579,528
Pooled investments	<u>11,884,954</u>	<u>\$ 5,394,026</u>	<u>\$ 7,762,420</u>	<u>36,500,710</u>	<u>61,542,110</u>
	<u>\$ 42,851,692</u>	<u>\$ 5,394,026</u>	<u>\$ 7,762,420</u>	<u>\$ 37,209,285</u>	<u>\$ 93,217,423</u>

Included in investments are the following pooled investments at August 31, 1996:

Money market funds	\$ 3,007,131
Bonds and government securities	19,158,652
Equity securities	38,808,327
Real estate	<u>568,000</u>
	<u>\$61,542,110</u>

Investment Return - Under the University's endowment spending policy for the fiscal year ended August 31, 1996, 4½ percent of the average of the fair value of endowment balances at the end of the previous year is appropriated to support current operations (see Note 5 regarding endowment). Investment return in excess of amounts designated for current operations remains in the net asset category in which the investment income was earned and serves as a hedge against inflation and financial market fluctuations. The following schedule summarizes the investment return and its classification in the statement of activities:

	Unrestricted		Temporarily Restricted	Permanently Restricted	Total
	Undesignated	Designated			
Dividends and interest	\$ 1,896,730	\$ 126,938	\$ 1,509,738		\$ 3,533,406
Realized and unrealized gains (losses):					
Fair value investments	903,675	367,545	522,755	\$ 2,237,754	4,031,729
Other investments	<u>(21,082)</u>	<u>(8,751)</u>	<u>(84,695)</u>		<u>(114,528)</u>
Return on investments	2,779,323	485,732	1,947,798	2,237,754	7,450,607
Interest on cash and cash equivalents	<u>754,375</u>	<u>13,217</u>		<u>120,622</u>	<u>888,214</u>
Total investment return	3,533,698	498,949	1,947,798	2,358,376	8,338,821
Investment return designated for current operations	<u>(1,708,195)</u>	<u>(215,400)</u>	<u>(750,056)</u>		<u>(2,673,651)</u>
Investment return in excess of amounts designated for current operations	<u>\$ 1,825,503</u>	<u>\$ 283,549</u>	<u>\$ 1,197,742</u>	<u>\$ 2,358,376</u>	<u>\$ 5,665,170</u>

Notes And Bonds Payable - Bonds payable consists of the following at August 31, 1996:

1995 California Education Facilities Authority ("CEFA") revenue bonds (the "1995 bonds") bearing effective interest of 5.79%, payable on June 1st and December 1st of each year, maturing:	
Serial bonds, annually through December 2005	\$ 3,160,000
Term bonds, due December 2007	575,000
Term bonds, due December 2014	2,560,000
Term bonds, due December 2020	<u>3,110,000</u>
	9,405,000
Unamortized original issue discount	<u>350,754</u>
	<u>9,054,246</u>
1992 California Educational Facilities Authority ("CEFA") revenue bonds (the "1992 bonds") bearing effective interest of 6.72%, payable on May 1st and October 1st of each year, maturing:	
Serial bonds, annually through October 2002	3,010,000
Term bonds, due October 2008	3,965,000
Term bonds, due October 2022	<u>18,040,000</u>
	25,015,000
Unamortized original issue discount	<u>427,851</u>
	<u>24,587,149</u>
1989 California Educational Facilities Authority ("CEFA") revenue bonds (the "1989 bonds") bearing effective interest of 6.92%, payable on April 1st and October 1st of each year, maturing:	
Serial bonds, serially through October 1999	
Term bonds, due October 2002	3,305,000
Term bonds, due October 2008	2,670,000
Term bonds, due October 2015	7,185,000
	<u>1,575,000</u>
	14,735,000
Unamortized original issue discount	<u>362,033</u>
	<u>14,372,967</u>
Total bonds payable	<u>\$ 48,014,362</u>

The 1995, 1992, and 1989 bonds are secured by the University's full faith and credit. Additionally, payment of principal and interest for the 1989 bonds, when due, is insured by a municipal bond insurance policy issued by Municipal Bond Investors Assurance Corporation. Terms of the 1989 CEFA bond issue require the University to maintain, with a trustee, an amount at least equal to six month's interest.

Bond discounts and issuance costs are amortized using the straight-line method over the life of the bonds. Bond amortization expense of \$89,761 is included in interest and fees on indebtedness in the statement of activities.

The bond agreements place certain other restrictions on the University with which, in the opinion of University management, the University has complied.

The University estimates that the fair value of its bonds at August 31, 1996 is approximately \$51,000,000. The fair value was derived using estimated marked prices on publicly traded debt.

The following table sets forth the University's principal payment requirements on bonds payable for each of the next five years and thereafter:

Year ending August 31,	1995 Bonds	1992 Bonds	1989 Bonds	Total
1997	\$ 325,000	\$ 335,000	\$ 1,115,000	\$ 1,775,000
1998	340,000	365,000	685,000	1,390,000
1999	355,000	410,000	730,000	1,495,000
2000	370,000	435,000	775,000	1,580,000
2001	385,000	460,000		845,000
Thereafter	<u>7,630,000</u>	<u>23,010,000</u>	<u>11,430,000</u>	<u>42,070,000</u>
Total	<u>\$ 9,405,000</u>	<u>\$25,015,000</u>	<u>\$14,735,000</u>	<u>\$49,155,000</u>

Notes Payable - The University participates in loan programs with outside foundations for funds used to make student loans. Additional installments received annually are used to make loans to students. The notes payable to the foundations are non-interest bearing and due three years after demand. The University guarantees repayment of all loans made to students who use the foundation loan programs. Notes payable under the loan programs are \$2,925,716 at August 31, 1996.

During fiscal 1994 the University purchased a building from a related party, The Roman Catholic Bishop of San Diego, a corporation sole, for \$7,000,000. The purchase was made using \$6,170,000 of proceeds from the 1992 CEFA Bond issue and the issuance of an \$830,000 non-interest bearing note. The note principal is due in four equal annual payment beginning fiscal 1995 and has a balance of \$415,000 at August 31, 1996.

Line of Credit - The University had a \$5,500,000 variable rate line of credit with a bank at August 31, 1996. The renewable line of credit is effective through April 1, 1998 and may be used for working capital purposes. No amounts were outstanding under the line of credit during the year ended August 31, 1996.

5. NET ASSETS

Temporarily restricted net assets are available for the following purposes:

Educational programs:	
Academic support	\$ 3,685,794
Student services	206,577
Research	36,934
Scholarships	4,777,758
Athletics and recreation	136,129
Public service	<u>213,892</u>
Total program support	9,057,084
Management and general support	135,559
Buildings and land improvements	<u>1,442,809</u>
	<u>\$10,635,452</u>

Permanently restricted net assets are restricted to:

Revolving student loan funds from private sources	\$ 9,313,336
Investment in perpetuity, the income from which is expendable to support:	
Educational programs:	
Academic support	18,661,334
Student services	194,294
Scholarships	16,788,077
Athletics and recreation	316,995
Public service	<u>367,915</u>
Total program support	36,328,615
Management and general support	<u>880,670</u>
	<u>37,209,285</u>
	<u>\$46,522,621</u>

The University has established an endowment fund that provides a permanent source of income in support of the programs listed above. The endowment consists of the following amounts at August 31, 1996:

Permanently restricted	\$37,209,285
Temporarily restricted	7,762,420
Unrestricted	<u>6,025,925</u>
	<u>\$ 50,997,630</u>

6. POSTRETIREMENT BENEFITS OTHER THAN PENSIONS

The University has a retirement health care program that pays a specified fixed amount to supplement the medical insurance payments made by retirees. As of August 31, 1996, the University had an accumulated postretirement benefit obligation estimated to be approximately \$898,000. The University has internally designated specific investments toward covering this obligation. The fair value of the designated assets was estimated to be approximately \$908,000 as of August 31, 1996.

7. EMPLOYEE BENEFITS

The University has a defined contribution retirement plan which covers all benefit-eligible employees. For those participating employees, the University contributes a fixed percentage of the employee's eligible compensation to the plan. Both employee and University contributions are employee directed into various funding vehicles as provided by the independent plan sponsors. The University's related expense for the year ended August 31, 1996 was approximately \$4,000,000.

8. COMMITMENTS AND CONTINGENCIES

Unemployment Insurance - Although the University is subject to the unemployment insurance laws of the State of California, it has elected to be self-insured with respect to this employment benefit. Related to this benefit, the University incurred expenses of \$122,000 for the year ended August 31, 1996.

Legal - The University is party to certain legal actions arising in the ordinary course of business. In the opinion of the University, liabilities, if any, under these actions will not result in material charges against operations or net assets.

* * * * *

UNIVERSITY OF SAN DIEGO

SCHEDULE OF FEDERAL AWARDS YEAR ENDED AUGUST 31, 1996

Federal Grant or/Pass-through Grant or/Program Title	Federal CFDA Number	Undergraduate Federal Expenditures	School of Law Federal Expenditures
MAJOR PROGRAMS			
Student Financial Assistance:			
U.S. Department of Education:			
Federal Pell Grant Program	84.063	\$ 1,352,678	
Federal Supplemental Educational Opportunity Grants	84.007	404,292	
Federal College Work-Study Program	84.033	425,813	\$ 187,382
Federal Perkins Loan Program	84.038	228,378	108,145
Total		<u>2,411,161</u>	<u>295,527</u>
Total Student Financial Assistance		<u>2,411,161</u>	<u>295,527</u>
Research and Development:			
National Science Foundation	Various	15,191	
U.S. Department of Health and Human Services	Various	<u>124,947</u>	
Total Research and Development		<u>140,138</u>	
Other Major Programs:			
U.S. Department of Education:			
Law School Clinical Experience Program	84.097A		143,132
Graduate Academic Facilities Program	84.172		<u>371,985</u>
Total Major Programs		<u>2,551,299</u>	<u>810,644</u>
NONMAJOR PROGRAMS			
Other Federal Assistance:			
U.S. Department of Health and Human Services	Various	143,143	
U.S. Department of Education	Various	70,097	
National Science Foundation	Various	25,307	
U.S. Department of Labor		<u>1,450</u>	
Total Other Federal Assistance		<u>239,997</u>	
Total Federal Awards		<u>\$2,791,296</u>	<u>\$ 810,644</u>

See note to Schedule of Federal Awards.

UNIVERSITY OF SAN DIEGO

NOTE TO THE SCHEDULE OF FEDERAL AWARDS YEAR ENDED AUGUST 31, 1996

1. Outstanding loans at August 31, 1996 under the undergraduate and School of Law Perkins Student Loan Programs are \$4,563,709 and \$3,138,097, respectively.

While not listed, the University also participates in the Federal Family Education Loan Program (FFELP) (including Stafford Loans and Parent Loans for Undergraduate Students). The dollar amounts are not listed in the Schedule of Federal Awards as the University is not the recipient of the funds. Such programs are considered as a component of the Student Financial Assistance major program. During the fiscal year ended August 31, 1996, new FFELP loans of \$20,306,144 and \$14,478,699 were made to eligible undergraduate and School of Law students, respectively.



**INDEPENDENT AUDITORS' REPORT ON THE INTERNAL CONTROL
STRUCTURE BASED ON THE AUDIT OF THE FINANCIAL STATEMENTS**

To the Board of Trustees
University of San Diego
San Diego, California:

We have audited the financial statements of the University of San Diego (the "University") as of and for the year ended August 31, 1996, and have issued our report thereon dated December 6, 1996.

We conducted our audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

The management of the University is responsible for establishing and maintaining the internal control structure. In fulfilling this responsibility, estimates and judgments by management are required to assess the expected benefits and related costs of internal control structure policies and procedures. The objectives of an internal control structure are to provide management with reasonable, but not absolute, assurance that assets are safeguarded against loss from unauthorized use or disposition, and that transactions are executed in accordance with management's authorization and recorded properly to permit the preparation of financial statements in accordance with generally accepted accounting principles. Because of inherent limitations in any internal control structure, errors or irregularities may nevertheless occur and not be detected. Also, projection of any evaluation of the structure to future periods is subject to the risk that procedures may become inadequate because of changes in conditions or that the effectiveness of the design and operation of policies and procedures may deteriorate.

In planning and performing our audit of the financial statements of the University for the year ended August 31, 1996, we obtained an understanding of the internal control structure. With respect to the internal control structure, we obtained an understanding of the design of relevant policies and procedures and whether they have been placed in operation, and we assessed control risk in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide an opinion on the internal control structure. Accordingly, we do not express such an opinion.

Our consideration of the internal control structure would not necessarily disclose all matters in the internal control structure that might be material weaknesses under standards established by the American Institute of Certified Public Accountants. A material weakness is a condition in which the design or operation of one or more of the specific internal control structure elements does not reduce to a relatively low level the risk that errors or irregularities in amounts that would be material in relation to the financial statements being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions. We noted no matters involving the internal control structure or its operation that we consider to be material weaknesses as defined above.

This report is intended solely for the information of the Board of Trustees, management, and officials of the U.S. Departments of Education, Health and Human Services and National Science Foundation and should not be used for any other purpose. However, this report is a matter of public record and its distribution is not limited.

Deloitte + Touche LLP
December 6, 1996



**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE BASED
ON THE AUDIT OF THE FINANCIAL STATEMENTS**

To the Board of Trustees
University of San Diego
San Diego, California:

We have audited the financial statements of the University of San Diego (the "University") as of and for the year ended August 31, 1996, and have issued our report thereon dated December 6, 1996.

We conducted our audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

Compliance with laws, regulations, contracts, and grants applicable to the University is the responsibility of the management of the University. As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we performed tests of the University's compliance with certain provisions of laws, regulations, contracts, and grants. However, providing an opinion on overall compliance with such provisions was not the objective of our audit of the financial statements. Accordingly, we do not express such an opinion.

The results of our tests disclosed no instances of noncompliance that are required to be reported herein under *Government Auditing Standards*.

This report is intended solely for the information of the Board of Trustees, management, and officials of the U.S. Departments of Education, Health and Human Services and National Science Foundation and should not be used for any other purpose. However, this report is a matter of public record and its distribution is not limited.

Deloitte & Touche LLP

December 6, 1996



**INDEPENDENT AUDITORS' REPORT ON THE INTERNAL CONTROL
STRUCTURE USED IN ADMINISTERING FEDERAL AWARDS**

To the Board of Trustees
University of San Diego
San Diego, California:

We have audited the financial statements of the University of San Diego (the "University") as of and for the year ended August 31, 1996, and have issued our report thereon dated December 6, 1996. We have also audited the University's compliance with requirements applicable to major federal programs and have issued our report thereon dated December 6, 1996.

We conducted our audits in accordance with generally accepted auditing standards; *Government Auditing Standards*, issued by the Comptroller General of the United States; and Office of Management and Budget (OMB) Circular A-133, *Audits of Institutions of Higher Education and Other Nonprofit Institutions*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement and about whether the University complied with laws and regulations, noncompliance with which would be material to a major federal awards program.

In planning and performing our audits for the year ended August 31, 1996, we considered the University's internal control structure and assessed control risk in order to determine our auditing procedures for the purpose of expressing our opinions on the University's financial statements and on its compliance with requirements applicable to major programs, and to report on the internal control structure in accordance with OMB Circular A-133. This report addresses our consideration of internal control structure policies and procedures relevant to compliance with requirements applicable to federal awards programs. We have addressed internal control structure policies and procedures relevant to our audit of the financial statements in a separate report dated December 6, 1996.

The management of the University is responsible for establishing and maintaining an internal control structure. In fulfilling this responsibility, estimates and judgments by management are required to assess the expected benefits and related costs of internal control structure policies and procedures. The objectives of an internal control structure are to provide management with reasonable, but not absolute, assurance that assets are safeguarded against loss from unauthorized use or disposition, that transactions are executed in accordance with management's authorization and recorded properly to permit the preparation of financial statements in accordance with generally accepted accounting principles, and that federal award programs are managed in compliance with applicable laws and regulations. Because of inherent limitations in any internal control structure, errors, irregularities, or instances of noncompliance may nevertheless occur and not be detected. Also, projection of any evaluation of the structure to future periods is subject to the risk that procedures may become inadequate because of changes in conditions or that the effectiveness of the design and operation of policies and procedures may deteriorate.

For the purpose of this report, we have classified the significant internal control structure policies and procedures used in administering federal programs in the following categories:

Accounting Applications

- Revenues/receipts
- Purchases/payments
- Payroll
- Fixed assets
- Journal entries and general ledger
- Investments
- Budgets

General Requirements

- Political activity
- Davis-Bacon Act
- Civil rights
- Cash management
- Federal financial reports
- Allowable costs/cost principles
- Drug-Free Workplace Act
- Administrative requirements

Specific Requirements

- Types of services allowed or not allowed
- Eligibility
- Matching, level of effort, or earmarking
- Reporting
- Cost allocation
- Monitoring subrecipients
- Special tests and provisions

Claims for Advances and Reimbursements

Amounts Claimed or Used for Matching

For all the internal control structure categories listed above, except for certain administrative and specific requirements pertaining to the processing of billings, collections, account maintenance and general forms processing of revolving loan funds that are performed by AFSA Data Corporation, we obtained an understanding of the design of relevant policies and procedures and determined whether they have been placed in operation, and we assessed control risk.

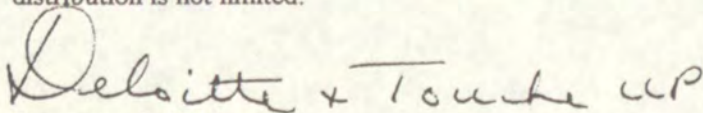
During the year ended August 31, 1996, the University expended 93.3 percent of its total federal awards under major federal award programs.

The internal control structure policies and procedures relating to the processing of billings, collections, account maintenance and general forms processing of revolving loan funds are performed at AFSA Data Corporation. For these control structure categories, other auditors obtained an understanding of the design of relevant policies and procedures, determined whether they have been placed in operation, and assessed control risk. The other auditors' report has been furnished to us; however, the scope of our work did not extend to these internal control structure policies and procedures established and maintained at AFSA Data Corporation.

We performed tests of controls, as required by OMB Circular A-133, to evaluate the effectiveness of the design and operation of internal control structure policies and procedures that we considered relevant to preventing or detecting material noncompliance with specific requirements, general requirements, and requirements governing claims for advances and reimbursements and amounts claimed or used for matching that are applicable to each of the University's major federal programs, which are identified in the accompanying Schedule of Federal Awards. Our procedures were less in scope than would be necessary to express an opinion on these internal control structure policies and procedures. Accordingly, we do not express such an opinion.

Our consideration of the internal control structure policies and procedures used in administering federal awards would not necessarily disclose all matters in the internal control structure that might constitute material weaknesses under standards established by the American Institute of Certified Public Accountants. A material weakness is a condition in which the design or operation of one or more of the internal control structure elements does not reduce to relatively low level the risk that noncompliance with laws and regulations that would be material to a federal awards program may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions. We noted no matters involving the internal control structure used in administering federal award programs that we consider to be a material weakness as defined above.

This report is intended solely for the information of the Board of Trustees, management, and officials of the U.S. Departments of Education, Health and Human Services and National Science Foundation and should not be used for any other purpose. However, this report is a matter of public record and its distribution is not limited.


December 6, 1996



**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE WITH
SPECIFIC REQUIREMENTS APPLICABLE TO MAJOR FEDERAL
AWARD PROGRAMS**

To the Board of Trustees
University of San Diego
San Diego, California:

We have audited the financial statements of the University of San Diego (the "University") as of and for the year ended August 31, 1996, and have issued our report thereon dated December 6, 1996.

We have also audited the University's compliance with the requirements governing types of services allowed or unallowed; eligibility; matching, level of effort, or earmarking; reporting; cost allocation; monitoring subrecipients; special tests and provisions; claims for advances and reimbursements; and amounts claimed or used for matching that are applicable to each of its major federal programs, which are identified in the accompanying Schedule of Federal Awards, for the year ended August 31, 1996. The management of the University is responsible for the University's compliance with those requirements. Our responsibility is to express an opinion on compliance with those requirements based on our audit.

We conducted our audit of compliance with these requirements in accordance with generally accepted auditing standards; *Government Auditing Standards*, issued by the Comptroller General of the United States; and Office of Management and Budget (OMB) Circular A-133, *Audits of Institutions of Higher Education and Other Nonprofit Institutions*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether material noncompliance with the requirements referred to above occurred. An audit includes examining, on a test basis, evidence about the University's compliance with those requirements. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the University complied, in all material respects, with the requirements governing types of services allowed or unallowed; eligibility; matching, level of effort, or earmarking; reporting; cost allocation; monitoring subrecipients; special tests and provisions; claims for advances and reimbursements; and amounts claimed or used for matching that are applicable to each of its major federal award programs for the year ended August 31, 1996.

We did not audit the University's compliance with the requirements governing the processing of billings, collections, account maintenance and general forms processing of revolving loan funds. Those requirements govern functions performed by AFSA Data Corporation. Since we did not apply auditing procedures to satisfy ourselves regarding compliance with those requirements, the scope of our work was not sufficient to enable us to express, and we do not express, an opinion on compliance with those requirements.

AFSA Data Corporation's compliance with the requirements governing the functions it performs for the University were tested by other auditors, whose report has been furnished to us. Based on our audit and the report of other auditors, we have determined that all of the compliance requirements included in the Office of Management and Budget's *Compliance Supplement for Audits of Institutions of Higher Learning and Other Non-Profit Institutions* that are applicable to the programs in which the University participates are addressed in either our report or the report of other auditors.

This report is intended solely for the information of the Board of Trustees, management, and officials of the U.S. Departments of Education, Health and Human Services and National Science Foundation and should not be used for any other purpose. However, this report is a matter of public record and its distribution is not limited.

Deloitte & Touche LLP

December 6, 1996



**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE WITH THE
GENERAL REQUIREMENTS APPLICABLE TO FEDERAL AWARDS**

To the Board of Trustees
University of San Diego
San Diego, California:

We have audited the financial statements of the University of San Diego (the "University") as of and for the year ended August 31, 1996, and have issued our report thereon dated December 6, 1996.

Except as described below, we have applied procedures to test the University's compliance with the following requirements applicable to its federal programs, which are identified in the accompanying Schedule of Federal Awards, for the year ended August 31, 1996:

- Political activity
- Davis-Bacon Act
- Civil rights
- Cash management
- Federal financial reports
- Allowable costs/cost principles
- Drug-Free Workplace Act
- Administrative requirements

The requirements of the Davis-Bacon Act are not applicable to the University's federal awards programs, which are identified in the Schedule of Federal Awards.

Our procedures were limited to the applicable procedures described in the Office of Management and Budget's *Compliance Supplement for Audits of Institutions of Higher Learning and Other Nonprofit Institutions*. Our procedures were substantially less in scope than an audit, the objective of which is the expression of an opinion on the University's compliance with the requirements listed in the second paragraph. Accordingly, we do not express such an opinion.

With respect to the items tested, the results of those procedures disclosed no material instances of noncompliance with the requirements listed in the second paragraph of this report. With respect to items not tested, nothing came to our attention that caused us to believe that the University has not complied, in all material respects, with those requirements.

We did not test the University's compliance with the requirements governing the processing of billings, collections, account maintenance and general forms processing of revolving loan funds. Those requirements govern functions performed by AFSA Data Corporation. Since we did not apply auditing procedures to satisfy ourselves regarding compliance with those requirements, the scope of our work was not sufficient to enable us to express, and we do not express, an opinion on compliance with those requirements.

AFSA Data Corporation's compliance with the requirements governing the functions it performs for the University were tested by other auditors, whose report has been furnished to us. Based on our audit and the report of other auditors, we have determined that all of the compliance requirements included in the Office of Management and Budget's *Compliance Supplement for Audits of Institutions of Higher Learning and Other Non-Profit Institutions* that are applicable to the programs in which the University participates are addressed in either our report or the report of other auditors.

This report is intended solely for the information of the Board of Trustees, management, and officials of the U.S. Departments of Education, Health and Human Services and National Science Foundation and should not be used for any other purpose. However, this report is a matter of public record and its distribution is not limited.

Deloitte & Touche LLP

December 6, 1996



**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE WITH
REQUIREMENTS APPLICABLE TO NONMAJOR FEDERAL
AWARD PROGRAM TRANSACTIONS**

To the Board of Trustees
University of San Diego
San Diego, California:

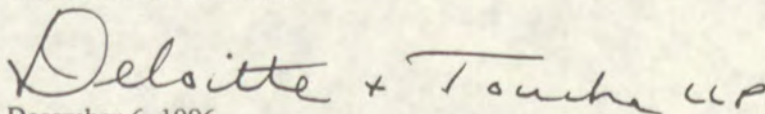
We have audited the financial statements of the University of San Diego (the "University") as of and for the year ended August 31, 1996, and have issued our report thereon dated December 6, 1996. We have also audited the University's compliance applicable to requirements of major federal award programs and applied procedures to test compliance with general requirements applicable to federal award programs and have issued our reports thereon dated December 6, 1996.

In connection with our audit of the fiscal 1996 financial statements of the University and with our consideration of the University's internal control structure used to administer federal programs and our assessment of control risk, as required by Office of Management and Budget (OMB) Circular A-133, *Audits of Institutions of Higher Education and Other Nonprofit Institutions*, we selected certain transactions applicable to certain nonmajor programs for the year ended August 31, 1996.

As required by OMB Circular A-133, we have performed auditing procedures to test compliance with the requirements governing types of services allowed or unallowed; matching, level of effort, or earmarking; reporting; and special tests and provisions that are applicable to those transactions. Our procedures were substantially less in scope than an audit, the objective of which is the expression of an opinion on the University's compliance with these requirements. Accordingly, we do not express such an opinion.

With respect to the items tested, the results of those procedures disclosed no material instances of noncompliance with the requirements listed in the preceding paragraph. With respect to items not tested, nothing came to our attention that caused us to believe that the University had not complied, in all material respects, with those requirements.

This report is intended solely for the information of the Board of Trustees, management, and officials of the U.S. Departments of Education, Health and Human Services and National Science Foundation and should not be used for any other purpose. However, this report is a matter of public record and its distribution is not limited.


December 6, 1996



UNIVERSITY OF SAN DIEGO

**Financial Statements for the Years
Ended August 31, 1995 and 1994 and
Independent Auditors' Report**

and

**Schedule of Federal Awards for the
Year Ended August 31, 1995 and
Related Reports in Compliance with
Office of Management and Budget Circular A-133**

UNIVERSITY OF SAN DIEGO

FINANCIAL STATEMENTS FOR THE YEARS ENDED AUGUST 31, 1995 AND 1994 AND INDEPENDENT AUDITORS' REPORT AND OFFICE OF MANAGEMENT AND BUDGET CIRCULAR A-133 REPORTS FOR THE YEAR ENDED AUGUST 31, 1995 TABLE OF CONTENTS

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INDEPENDENT AUDITORS' REPORT

To the Board of Trustees
University of San Diego
San Diego, California:

We have audited the balance sheets of the University of San Diego (the "University") as of August 31, 1995 and 1994, and the related statements of changes in fund balances and current funds revenues, expenditures, and other changes for the years then ended. These financial statements are the responsibility of the management of the University. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with generally accepted auditing standards and *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the University of San Diego as of August 31, 1995 and 1994, and the changes in fund balances and the current funds revenues, expenditures, and other changes for the years then ended, in conformity with generally accepted accounting principles.

Our audits were conducted for the purpose of forming an opinion on the basic financial statements taken as a whole. The accompanying Schedule of Federal Awards and Note to the Schedule of Federal Awards are presented for purposes of additional analysis and are not a required part of the basic financial statements. This additional information is the responsibility of the University's management. Such information has been subjected to the auditing procedures applied in our audit of the basic financial statements and, in our opinion, is fairly stated in all material respects when considered in relation to the basic financial statements taken as a whole.

In accordance with *Government Auditing Standards* we have also issued a report dated November 27, 1995 on our consideration of the University's internal control structure and a report dated November 27, 1995 on its compliance with laws and regulations.

Deloitte & Touche LLP
November 27, 1995

Loan Funds		Endowment and Similar Funds		Plant Funds			
1995	1994	1995	1994	Unexpended and Debt Service		Invested in Plant	
1995	1994	1995	1994	1995	1994	1995	1994
\$ 3,020,204	\$ 3,226,560	\$ 38,058,178	\$32,408,386	\$ 8,506,239	\$ 8,424,382	\$ 6,591,062	\$ 6,188,509
15,316,909	13,291,344						
15,316,909	13,291,344						
522,000	430,000						
14,794,909	12,861,344						
						902,795	948,202
						18,739,464	18,689,094
						93,325,155	91,185,761
						25,840,573	23,972,573
						137,905,192	133,847,428
						29,689,959	27,092,635
						108,215,233	106,754,793
(400,652)	64,537	467,034	791,104	7,184,734	2,984,608	(941,274)	855,456
<u>\$17,414,461</u>	<u>\$16,152,441</u>	<u>\$ 38,525,212</u>	<u>\$33,199,490</u>	<u>\$ 15,690,973</u>	<u>\$11,408,990</u>	<u>\$ 114,767,816</u>	<u>\$114,746,960</u>
\$ 2,967,565	\$ 2,893,250	\$ 132,793				\$ 622,500	\$ 830,000
						41,513,772	42,462,428
						1,130,391	1,153,542
<u>2,967,565</u>	<u>2,893,250</u>	<u>132,793</u>				<u>43,266,663</u>	<u>44,445,970</u>
6,260,388	5,936,670	35,782,014	\$30,517,048				
8,186,508	7,322,521	2,610,405	2,682,442				
				\$ 15,690,973	\$11,408,990		
						71,501,153	70,300,990
<u>14,446,896</u>	<u>13,259,191</u>	<u>38,392,419</u>	<u>33,199,490</u>	<u>15,690,973</u>	<u>11,408,990</u>	<u>71,501,153</u>	<u>70,300,990</u>
<u>\$17,414,461</u>	<u>\$16,152,441</u>	<u>\$ 38,525,212</u>	<u>\$33,199,490</u>	<u>\$ 15,690,973</u>	<u>\$11,408,990</u>	<u>\$ 114,767,816</u>	<u>\$114,746,960</u>

Loan Funds		Endowment and Similar Funds		Plant Funds			
				Unexpended and Debt Service		Invested in Plant	
1995	1994	1995	1994	1995	1994	1995	1994
\$ 334,908	\$ 337,080						
280,434	229,862	\$ 4,186,585	\$ 9,115,294	\$ 800,923	\$ 494,985		
163,912	16,810	1,725,134	1,095,396	413,773	234,174	\$ 377,822	\$ 366,506
210,683	166,036					2,523,712	4,090,854
						1,192,500	910,000
989,937	749,788	5,911,719	10,210,690	1,214,696	729,159	4,094,034	5,367,360
		794,080	601,815				
135,326	49,240						
139,529	121,927			1,192,500	910,000		
				2,853,741	2,836,710		
				2,523,712	4,090,854		
						239,528	596,956
						2,597,325	2,797,406
274,855	171,167	794,080	601,815	6,569,953	7,837,564	2,836,853	3,394,362
(83,728)	(59,500)			(3,861,892)	(3,766,919)	57,018	146,433
	(98,230)		397,412		(406,373)		
(83,728)	(157,730)		397,412	(3,861,892)	(4,173,292)	57,018	146,433
191,127	13,437	794,080	999,227	2,708,061	3,664,272	2,893,871	3,540,795
798,810	736,351	5,117,639	9,211,463	(1,493,365)	(2,935,113)	1,200,163	1,826,565
(377,000)	(86,000)			(5,775,348)	(4,536,902)		
(11,895)		(75,290)	(87,582)				
(388,895)	(86,000)	(75,290)	(87,582)	(5,775,348)	(4,536,902)		
1,187,705	822,351	5,192,929	9,299,045	4,281,983	1,601,789	1,200,163	1,826,565
13,259,191	12,436,840	33,199,490	23,900,445	11,408,990	9,807,201	70,300,990	68,474,425
\$ 14,446,896	\$ 13,259,191	\$ 38,392,419	\$ 33,199,490	\$ 15,690,973	\$ 11,408,990	\$ 71,501,153	\$ 70,300,990

UNIVERSITY OF SAN DIEGO

STATEMENTS OF CURRENT FUNDS REVENUES, EXPENDITURES, AND OTHER CHANGES YEARS ENDED AUGUST 31, 1995 AND 1994

	1995			1994		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
REVENUES AND OTHER ADDITIONS:						
Tuition and fees	\$83,391,475		\$ 83,391,475	\$78,224,586		\$ 78,224,586
Government grants	825,512	\$3,341,862	4,167,374	770,138	\$3,096,665	3,866,803
Private gifts, grants and contracts	803,340	3,762,637	4,565,977	665,990	4,137,962	4,803,952
Athletics, recreation, and other	831,630		831,630	725,423		725,423
	<u>85,851,957</u>	<u>7,104,499</u>	<u>92,956,456</u>	<u>80,386,137</u>	<u>7,234,627</u>	<u>87,620,764</u>
Sales and services of auxiliary enterprises:						
Student residence and board	10,476,610		10,476,610	10,720,251		10,720,251
Food services	1,355,196		1,355,196	1,323,602		1,323,602
Bookstore and print shop	5,698,661		5,698,661	5,353,465		5,353,465
Special events	1,763,155		1,763,155	1,578,961		1,578,961
	<u>19,293,622</u>		<u>19,293,622</u>	<u>18,976,279</u>		<u>18,976,279</u>
Other sources:						
Interest and dividend income	1,382,240		1,382,240	969,059		969,059
Vending commissions and miscellaneous	255,705		255,705	284,049		284,049
	<u>1,637,945</u>		<u>1,637,945</u>	<u>1,253,108</u>		<u>1,253,108</u>
Total revenues and other additions	<u>106,783,524</u>	<u>7,104,499</u>	<u>113,888,023</u>	<u>100,615,524</u>	<u>7,234,627</u>	<u>107,850,151</u>
EXPENDITURES AND MANDATORY TRANSFERS:						
Educational and general:						
Instruction	35,886,462		35,886,462	34,099,065		34,099,065
Research		706,373	706,373		644,305	644,305
Academic support	4,157,878	567,456	4,725,334	3,918,445	413,510	4,331,955
Student services	5,127,869	71,397	5,199,266	4,885,356	66,762	4,952,118
Institutional support	14,178,522	484,229	14,662,751	13,085,268	408,570	13,493,838
Operation and maintenance of plant	3,255,508		3,255,508	3,048,463		3,048,463
Scholarships	14,173,985	3,755,173	17,929,158	13,779,669	3,547,805	17,327,474
Athletics and recreation	4,487,848	286,648	4,774,496	4,205,013	262,939	4,467,952
Public service		2,196,577	2,196,577		2,083,617	2,083,617
	<u>81,268,072</u>	<u>8,067,853</u>	<u>89,335,925</u>	<u>77,021,279</u>	<u>7,427,508</u>	<u>84,448,787</u>
Auxiliary enterprises:						
Student residence and board	7,114,544		7,114,544	7,028,233		7,028,233
Food services	1,058,457		1,058,457	1,116,110		1,116,110
Bookstore and print shop	5,014,688		5,014,688	4,881,764		4,881,764
Special events	1,686,191		1,686,191	1,592,138		1,592,138
	<u>14,873,880</u>		<u>14,873,880</u>	<u>14,618,245</u>		<u>14,618,245</u>
Mandatory transfers - from (to):						
Principal and interest	3,804,874		3,804,874	3,620,486		3,620,486
Loan fund matching grant	83,728		83,728	59,500		59,500
Work-study program matching grant	348,590	(348,590)		379,437	(379,437)	
Other	143,069	(143,069)		108,471	(1,280)	107,191
	<u>4,380,261</u>	<u>(491,659)</u>	<u>3,888,602</u>	<u>4,167,894</u>	<u>(380,717)</u>	<u>3,787,177</u>
Total expenditures and mandatory transfers	<u>100,522,213</u>	<u>7,576,194</u>	<u>108,098,407</u>	<u>95,807,418</u>	<u>7,046,791</u>	<u>102,854,209</u>
EXCESS OF REVENUES AND OTHER ADDITIONS OVER EXPENDITURES AND MANDATORY TRANSFERS						
	6,261,311	(471,695)	5,789,616	4,808,106	187,836	4,995,942
NONMANDATORY TRANSFERS (TO) FROM:						
Plant expenditures	5,775,348		5,775,348	4,477,589	59,313	4,536,902
Students' loan grant	377,000		377,000	86,000		86,000
Endowment	57,840	29,345	87,185	217,930	(130,348)	87,582
	<u>6,210,188</u>	<u>29,345</u>	<u>6,239,533</u>	<u>4,781,519</u>	<u>(71,035)</u>	<u>4,710,484</u>
NET INCREASE (DECREASE) IN FUND BALANCE	<u>\$ 51,123</u>	<u>\$ (501,040)</u>	<u>\$ (449,917)</u>	<u>\$ 26,587</u>	<u>\$ 258,871</u>	<u>\$ 285,458</u>

See notes to financial statements.

UNIVERSITY OF SAN DIEGO

NOTES TO FINANCIAL STATEMENTS YEARS ENDED AUGUST 31, 1995 AND 1994

I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

General - The University of San Diego (the "University") revenues and other additions are classified for accounting and reporting purposes into funds to ensure the observance of restrictions, if any, placed on the use of such revenues and other additions. Although separate accounts are maintained for each fund having restrictions, funds having similar characteristics have been combined into fund groups in the accompanying financial statements. Accordingly, all financial transactions for those separate fund accounts have been recorded and reported by fund group.

Where appropriate, fund balances restricted by outside sources are indicated and are distinguished from unrestricted funds allocated to specific purposes by action of the Board of Trustees. Externally restricted funds may only be utilized in accordance with the purposes established by the source of such funds and are in contrast with unrestricted funds over which the Board of Trustees retains full control to use in achieving any University purposes.

Unrestricted revenue is accounted for in the unrestricted current fund. Restricted gifts, grants, contracts and other restricted resources are accounted for as additions to the appropriate restricted funds. Restricted current funds are reported as revenues and expenditures when actually spent for current operating purposes. Any remaining amounts received or spent are reflected as an addition to or deduction from the fund balance. Pledges are not recorded in the accounting records until the cash or other assets are received.

Investments - Investments purchased are carried at cost. Investments received by gift or bequest are stated at market value on the date received. Investment gains and losses are recognized in the accounts upon realization or at such time as the University's management determines a permanent decline in value exists.

The University pools certain of its investments from the various funds. Interest, dividend income, and gains and losses of the pooled investments are all distributed to the appropriate fund based upon the carrying value of the various funds' assets when pooled, adjusted for purchases or gifts specifically identified to a given fund.

All gains and losses arising from the sale, collection or other disposition of investments (other than those pooled) and other non-cash assets are accounted for in the fund owning such assets.

Cash Equivalents - For purposes of financial statement presentation, the University considers all liquid investments with a maturity of three months or less at the date of purchase to be cash equivalents. The carrying amount reported in the balance sheet for cash and cash equivalents approximates its fair value.

Income Taxes - The University files annual tax returns based on its current exemption from federal and state taxes on related income.

Current Funds - The current funds are used to record the activities involved in the normal operation of the University and consist of unrestricted and restricted resources. Unrestricted current funds include revenues which are expendable for any purpose in performing the primary objectives of the University such as instruction and related costs.

To the extent current funds are used to finance plant assets, the amounts so provided are accounted for as (1) expenditures, in the case of normal replacement of movable equipment; (2) mandatory transfers, in the case of required provisions for debt amortization and interest; and (3) nonmandatory transfers in all other cases, including equipment and other additions to plant.

Inventories are stated at the lower of cost (first-in, first-out method) or market value.

Tuition and fee revenue is recognized at the standard catalog rate. Tuition received in one academic year which is applicable to the following year is reflected as deferred revenue. Scholarships and allowances are recorded as expenditures during the period to which they apply.

Loan Funds - The loan funds represent mostly grants received from the federal government under the Perkins Loan program and advances and grants received through a foundation (see note 3). The federal and foundation loans and grants provide long-term, low-interest and no interest loans, respectively, to students requiring financial assistance.

The University must match annual federal appropriations generally, at a ratio of one to three, which amounts are treated as mandatory transfers from the current fund. The loans are repayable to the University as agent for the sponsor of this program.

Endowment and Similar Funds - The endowment and similar funds consist of gifts which are to be maintained either in perpetuity or for specified periods of time with income derived therefrom expendable only for designated purposes.

Any portion of the quasi-endowment may be expended for any Board-approved purpose.

Plant Funds - The plant funds consist of the unexpended and debt service fund and the invested in plant fund. The unexpended and debt service fund provides the resources to construct or acquire plant assets. Amounts transferred from the current funds for plant expenditures are classified in this category until they are expended for plant assets at which time they are shown as an addition to the invested in plant fund. The invested in plant fund consists of all University property, equipment and library resources, which have been recorded at cost.

Buildings are depreciated on a straight-line basis over estimated useful lives of 50 years using a salvage value of 20 percent. Building improvements are depreciated on a straight-line basis over a 40 year period. Furniture and equipment are estimated to have useful lives of 7 years and are depreciated on a straight-line basis. Library resources are depreciated on a straight-line basis over estimated useful lives of 40 years. The University recognized depreciation expense of \$2,597,325 and \$2,797,406 for the years ended August 31, 1995 and 1994, respectively.

Costs associated with the issuance of bonds are included in deferred charges and other assets and are amortized over the life of the bonds using the straight-line method.

New Accounting Pronouncements - In June 1993, the Financial Accounting Standards Board issued Statements No. 116, "Accounting for Contributions Received and Contributions Made" (FAS 116), and No. 117, "Financial Statements of Not-for-Profit Organizations" (FAS 117), that will be adopted

by the University for fiscal year 1996. FAS 116 generally requires that not-for-profit organizations recognize contributions at fair value in the period received. Additionally, an unconditional promise to give cash or other assets is recognized in the period the promise is made, less appropriate allowances for amounts deemed uncollectible. The impact of the adoption of FAS 116 on the financial statements has not been determined. FAS 117 requires that an organization disclose amounts for permanently restricted, temporarily restricted and unrestricted net assets in a statement of financial position and that changes in these categories be displayed in a statement of activities. There will be no financial impact resulting from implementation of FAS 117.

2. INVESTMENTS

Investments consist of the following at August 31:

	1995		1994	
	Recorded amount	Fair value	Recorded amount	Fair value
Cash and equivalents	\$ 5,394,123	\$ 5,394,123	\$ 2,938,691	\$ 2,938,691
Bonds and government securities	38,125,147	39,387,200	40,841,494	41,260,408
Corporate stock	26,979,235	34,936,636	22,818,546	27,774,357
Land and buildings	1,264,722	1,264,722	2,136,343	2,136,343
	<u>\$71,763,227</u>	<u>\$80,982,681</u>	<u>\$68,735,074</u>	<u>\$74,109,799</u>
Current Funds:				
Cash and equivalents	\$ 3,153,134	\$ 3,153,134	\$ 1,285,492	\$ 1,285,492
Bonds and government securities	14,795,370	15,026,781	19,775,180	19,640,971
Pooled investments	659,244	768,126	653,125	708,569
	18,607,748	18,948,041	21,713,797	21,635,032
Endowment and Similar Funds:				
Cash and equivalents	120	120	179,952	179,952
Bonds and government securities	120,000	120,000	504,106	463,985
Pooled investments	36,673,336	44,059,943	29,587,985	34,240,955
Land and buildings	1,264,722	1,264,722	2,136,343	2,136,343
	38,058,178	45,444,785	32,408,386	37,021,235
Plant Funds:				
Cash and equivalents	45,493	45,493	589,754	589,754
Bonds and government securities	6,545,569	6,633,212	5,598,755	5,724,248
Pooled investments	8,506,239	9,911,150	8,424,382	9,139,530
	<u>15,097,301</u>	<u>16,589,855</u>	<u>14,612,891</u>	<u>15,453,532</u>
	<u>\$71,763,227</u>	<u>\$80,982,681</u>	<u>\$68,735,074</u>	<u>\$74,109,799</u>

Of the \$384,826 and \$130,831 of realized net gains on investments sold during 1995 and 1994, respectively, \$299,933 and \$103,906 were allocated to the endowment funds, and \$78,774 and \$25,800 were allocated to the unexpended and debt service funds, and \$6,119 and \$1,125 were allocated to the current unrestricted funds, respectively.

The fair value of cash and equivalents approximates the recorded amount which is stated at cost. The fair value of bonds, government securities, corporate stock and pooled investments was derived using quoted market prices as of August 31, 1995.

Pooled investments at August 31, consist of:

	1995		1994	
	Recorded amount	Fair value	Recorded amount	Fair value
Current Funds:				
Cash	\$ 33,518	\$ 33,518	\$ 28,941	\$ 28,941
Corporate stock	389,878	491,942	388,222	445,126
Bonds and government securities	<u>235,848</u>	<u>242,666</u>	<u>235,962</u>	<u>234,502</u>
	<u>\$ 659,244</u>	<u>\$ 768,126</u>	<u>\$ 653,125</u>	<u>\$ 708,569</u>
Endowment and Similar Funds:				
Cash	\$ 1,729,359	\$ 1,729,359	\$ 481,250	\$ 481,250
Corporate stock	21,558,771	28,097,160	17,422,814	21,587,747
Bonds and government securities	<u>13,385,206</u>	<u>14,233,424</u>	<u>11,683,921</u>	<u>12,171,958</u>
	<u>\$36,673,336</u>	<u>\$44,059,943</u>	<u>\$29,587,985</u>	<u>\$34,240,955</u>
Plant Funds:				
Cash	\$ 432,498	\$ 432,498	\$ 373,302	\$ 373,302
Corporate stock	5,030,587	6,347,534	5,007,510	5,741,483
Bonds and government securities	<u>3,043,154</u>	<u>3,131,118</u>	<u>3,043,570</u>	<u>3,024,745</u>
	<u>\$ 8,506,239</u>	<u>\$ 9,911,150</u>	<u>\$ 8,424,382</u>	<u>\$ 9,139,530</u>

3. NOTES AND BONDS PAYABLE

Notes and bonds payable consist of the following at August 31:

Bonds Payable	1995	1994
1992 California Educational Facilities Authority ("CEFA") revenue bonds (the "1992 bonds") bearing effective interest of 6.72%, payable on May 1st and October 1st of each year, maturing:		
Serial bonds, annually through October 2002	\$ 3,335,000	\$ 3,660,000
Term bonds, due October 2008	3,965,000	3,965,000
Term bonds, due October 2022	<u>18,040,000</u>	<u>18,040,000</u>
	25,340,000	25,665,000
Unamortized original issue discount	<u>444,493</u>	<u>461,135</u>
	24,895,507	25,203,865

Bonds Payable	1995	1994
1989 California Educational Facilities Authority ("CEFA") revenue bonds (the "1989 bonds") bearing effective interest of 6.92%, payable on April 1st and October 1st of each year, maturing:		
Serial bonds, serially through October 1999	\$ 4,350,000	\$ 4,850,000
Term bonds, due October 2002	2,670,000	2,670,000
Term bonds, due October 2008	7,185,000	7,185,000
Term bonds, due October 2015	<u>1,575,000</u>	<u>1,575,000</u>
	15,780,000	16,280,000
Unamortized original issue discount	<u>381,735</u>	<u>401,437</u>
	15,398,265	15,878,563
1976 CEFA serial bonds (the "1976 bonds") bearing effective interest of 7.43%, payable on April 15th and October 15th of each year, through April 2001:		
Revenue Bonds, Series A	720,000	815,000
Lease Revenue Bonds	<u>500,000</u>	<u>565,000</u>
	<u>1,220,000</u>	<u>1,380,000</u>
Total Bonds Payable	<u><u>\$41,513,772</u></u>	<u><u>\$42,462,428</u></u>
Notes Payable		
Loan Funds	\$ 2,967,565	\$ 2,893,250
Plant Fund	<u>622,500</u>	<u>830,000</u>
	<u><u>\$ 3,590,065</u></u>	<u><u>\$ 3,723,250</u></u>

CEFA Bonds - During the year ended August 31, 1992, the University used a portion of its 1992 CEFA bond proceeds to buy securities irrevocably placed in trust which will be used solely to satisfy the specific debt service requirements of 1985 CEFA revenue bonds. The advance refunding of the 1985 bonds was accounted for as an in-substance defeasance. The principal balance of the 1985 bonds outstanding at August 31, 1995 and 1994 was \$12,890,000 and \$13,235,000, respectively. On October 2, 1995, the entire remaining principal balance of the 1985 bonds was paid-off.

The 1992 and 1989 bonds are secured by the University's full faith and credit. Additionally, payment of principal and interest for the 1989 bonds, when due, is insured by a municipal bond insurance policy issued by Municipal Bond Investors Assurance Corporation.

The 1976 bonds are secured by the University's pledge of undergraduate tuition fees to the extent of 1.5 times the maximum annual debt service on the 1976 bonds, or approximately \$380,000 per year.

Terms of the 1989 CEFA bond issue require the University to maintain, with a trustee, an amount at least equal to six months' interest. The 1976 CEFA bond issue requires the University to maintain, with a trustee, an amount at least equal to the maximum annual debt service. Invested in plant assets at August 31, 1995 and 1994 include cash and investments of \$990,788 and \$928,326, respectively, which had been deposited with the trustees for this purpose.

The bond agreements place certain other restrictions on the University with which, in the opinion of University management, the University has complied.

The University estimates that the fair value of its bonds at August 31, 1995 is approximately \$45,000,000. This fair value was derived using estimated market prices on publicly traded debt.

The following table sets forth the University's principal payment requirements on bonds payable for each of the next five years and thereafter:

Year ending August 31	1992 Bonds	1989 Bonds	1976 Bonds	Total
1996	\$ 325,000	\$ 1,045,000	\$ 170,000	\$ 1,540,000
1997	335,000	1,115,000	180,000	1,630,000
1998	365,000	685,000	195,000	1,245,000
1999	410,000	730,000	210,000	1,350,000
2000	435,000	775,000	225,000	1,435,000
Thereafter	<u>23,470,000</u>	<u>11,430,000</u>	<u>240,000</u>	<u>35,140,000</u>
Total	<u>\$25,340,000</u>	<u>\$15,780,000</u>	<u>\$1,220,000</u>	<u>\$42,340,000</u>

Notes Payable - Loan Fund - The University participates in loan programs with outside foundations for funds used to make student loans. Additional installments received annually are used to make loans to students. The notes payable to the foundations are non-interest bearing and due three years after demand. The University guarantees repayment of all loans made to students who use the foundation loan programs.

Notes Payable - Plant Fund - During fiscal 1994 the University purchased a building from a related party, The Roman Catholic Bishop of San Diego, a corporation sole, for \$7,000,000. The purchase was made using \$6,170,000 of proceeds from the 1992 CEFA Bond issue and the issuance of an \$830,000 non-interest bearing note. The note principal is due in four equal annual payments beginning in fiscal 1995.

The University has a \$2,500,000 line of credit and a \$1,000,000 equipment line of credit to be used for the purchase or lease of equipment. No amounts were outstanding under lines of credit during the years ended August 31, 1995 and 1994.

4. POSTRETIREMENT BENEFITS OTHER THAN PENSIONS

The University has a retirement health care program that pays a specified fixed amount to supplement the medical insurance payments made by retirees. The University accounts for these benefits in accordance with Statement of Financial Accounting Standards No. 106, "Employers' Accounting for Postretirement Benefits Other Than Pensions." This statement requires accrual of postretirement

benefits during the years an employee provides services. As of August 31, 1995, the University had an accumulated postretirement benefit obligation of approximately \$832,000. The University has internally designated specific investments toward covering this obligation. The fair market value of the designated assets was approximately \$806,000 as of August 31, 1995.

5. EMPLOYEE BENEFITS

The University has a defined contribution retirement plan which covers all benefit-eligible employees. For those participating employees, the University contributes a fixed percentage of the employees eligible compensation to the plan. Both employee and University contributions are employee directed into various funding vehicles as provided by the independent plan sponsors. The University's related expense for the years ended August 31, 1995 and 1994 was approximately \$3,900,000 and \$3,700,000, respectively.

6. COMMITMENTS AND CONTINGENCIES

Unemployment Insurance - Although the University is subject to the unemployment insurance laws of the State of California, it has elected to be self-insured with respect to this employment benefit. Related to this benefit, the University incurred expenses of \$119,000 and \$105,000 for the years ended August 31, 1995 and 1994, respectively.

Legal - The University is a party to certain legal actions arising in the ordinary course of business. In the opinion of management, liabilities, if any, under these actions will not result in material charges against assets or fund balances.

* * * * *

UNIVERSITY OF SAN DIEGO

SCHEDULE OF FEDERAL AWARDS YEAR ENDED AUGUST 31, 1995

Federal Grant or/Pass-through Grant or/Program Title	Federal CFDA Number	Undergraduate Federal Expenditures	School of Law Federal Expenditures
MAJOR PROGRAMS			
Student Financial Assistance			
U.S. Department of Education:			
Federal Pell Grant Program	84.063	\$ 1,123,447	
Federal Supplemental Educational Opportunity Grants	84.007	430,200	
Federal College Work-Study Program	84.033	438,533	\$ 198,218
Federal Perkins Loan Program	84.038	<u>227,282</u>	<u>107,626</u>
Total		<u>2,219,462</u>	<u>305,844</u>
Total Student Financial Assistance		<u>2,219,462</u>	<u>305,844</u>
Research and Development			
National Science Foundation	Various	78,175	
U.S. Department of Health and Human Services	Various	<u>358,901</u>	
Total Research and Development		<u>437,076</u>	
Other Major Programs			
U.S. Department of Education:			
Law School Clinical Experience Program	84.097A		133,644
U.S. Department of Health and Human Services:			
Family Nurse Practitioner Program for Migrant Health Care		<u>172,775</u>	
Total Major Programs		<u>2,829,313</u>	<u>439,488</u>
NONMAJOR PROGRAMS			
Other Federal Assistance			
U.S. Department of Health and Human Services	Various	98,687	
U.S. Department of Education	Various	51,290	
National Science Foundation	Various	115,959	
U.S. Department of Labor		<u>5,982</u>	
Total Other Federal Assistance		<u>271,918</u>	
Total Federal Awards		<u>\$3,101,231</u>	<u>\$ 439,488</u>

UNIVERSITY OF SAN DIEGO

NOTE TO THE SCHEDULE OF FEDERAL AWARDS YEAR ENDED AUGUST 31, 1995

1. Outstanding loans at August 31, 1995 under the undergraduate and School of Law Perkins Student Loan Programs are \$4,258,485 and \$2,902,683, respectively.

While not listed, the University also participates in the Federal Family Education Loan Program (FFELP) (including Stafford Loans and Parent Loans for Undergraduate Students). The dollar amounts are not listed in the Schedule of Federal Awards as the University is not the recipient of the funds. Such programs are considered as a component of the Student Financial Assistance major program. During the fiscal year ended August 31, 1995, new FFELP loans of \$18,486,323 and \$14,350,740 were made to eligible undergraduate and School of Law students, respectively.



**INDEPENDENT AUDITORS' REPORT ON THE INTERNAL CONTROL
STRUCTURE BASED ON THE AUDIT OF THE FINANCIAL STATEMENTS**

To the Board of Trustees
University of San Diego
San Diego, California:

We have audited the financial statements of the University of San Diego (the "University") as of and for the year ended August 31, 1995, and have issued our report thereon dated November 27, 1995.

We conducted our audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

The management of the University is responsible for establishing and maintaining the internal control structure. In fulfilling this responsibility, estimates and judgments by management are required to assess the expected benefits and related costs of internal control structure policies and procedures. The objectives of an internal control structure are to provide management with reasonable, but not absolute, assurance that assets are safeguarded against loss from unauthorized use or disposition, and that transactions are executed in accordance with management's authorization and recorded properly to permit the preparation of financial statements in accordance with generally accepted accounting principles. Because of inherent limitations in any internal control structure, errors or irregularities may nevertheless occur and not be detected. Also, projection of any evaluation of the structure to future periods is subject to the risk that procedures may become inadequate because of changes in conditions or that the effectiveness of the design and operation of policies and procedures may deteriorate.

In planning and performing our audit of the financial statements of the University for the year ended August 31, 1995, we obtained an understanding of the internal control structure. With respect to the internal control structure, we obtained an understanding of the design of relevant policies and procedures and whether they have been placed in operation, and we assessed control risk in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide an opinion on the internal control structure. Accordingly, we do not express such an opinion.

Our consideration of the internal control structure would not necessarily disclose all matters in the internal control structure that might be material weaknesses under standards established by the American Institute of Certified Public Accountants. A material weakness is a condition in which the design or operation of one or more of the specific internal control structure elements does not reduce to a relatively low level the risk that errors or irregularities in amounts that would be material in relation to the financial statements being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions. We noted no matters involving the internal control structure or its operation that we consider to be material weaknesses as defined above.

However, we have communicated other observations involving the internal control structure and its operation to the management of the University in a separate letter dated November 27, 1995.

We also performed procedures on the internal control structure and its operation used to administer federal award programs, which we reported to management of the University in a separate report dated November 27, 1995.

This report is intended solely for the information of the Board of Trustees, management, and officials of the U.S. Departments of Education, Health and Human Services and National Science Foundation and should not be used for any other purpose. However, this report is a matter of public record and its distribution is not limited.

Deloitte & Touche LLP

November 27, 1995



**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE BASED
ON THE AUDIT OF THE FINANCIAL STATEMENTS**

To the Board of Trustees
University of San Diego
San Diego, California:

We have audited the financial statements of the University of San Diego (the "University") as of and for the year ended August 31, 1995, and have issued our report thereon dated November 27, 1995.

We conducted our audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

Compliance with laws, regulations, contracts, and grants applicable to the University is the responsibility of the management of the University. As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we performed tests of the University's compliance with certain provisions of laws, regulations, contracts, and grants. However, the objective of our audit was not to provide an opinion on overall compliance with such provisions. Accordingly, we do not express such an opinion.

The results of our tests disclosed no instances of noncompliance that are required to be reported herein under *Government Auditing Standards*.

We noted certain immaterial instances of noncompliance that we have communicated to the management of the University in a separate letter dated November 27, 1995.

We also tested compliance with laws and regulations related to federal awards, which we reported to the University's management in our reports dated November 27, 1995 on compliance related to federal award programs.

This report is intended solely for the information of the Board of Trustees, management, and officials of the U.S. Departments of Education, Health and Human Services and National Science Foundation and should not be used for any other purpose. However, this report is a matter of public record and its distribution is not limited.

Deloitte + Touche LLP

November 27, 1995



**INDEPENDENT AUDITORS' REPORT ON THE INTERNAL CONTROL
STRUCTURE USED IN ADMINISTERING FEDERAL AWARDS**

To the Board of Trustees
University of San Diego
San Diego, California:

We have audited the financial statements of the University of San Diego (the "University") as of and for the year ended August 31, 1995, and have issued our report thereon dated November 27, 1995. We have also audited the University's compliance with requirements applicable to major federal programs and have issued our report thereon dated November 27, 1995.

We conducted our audits in accordance with generally accepted auditing standards; *Government Auditing Standards*, issued by the Comptroller General of the United States; and Office of Management and Budget (OMB) Circular A-133, *Audits of Institutions of Higher Education and Other Nonprofit Institutions*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement and about whether the University complied with laws and regulations, noncompliance with which would be material to a major federal awards program.

In planning and performing our audits for the year ended August 31, 1995, we considered the University's internal control structure and assessed control risk in order to determine our auditing procedures for the purpose of expressing our opinions on the University's financial statements and on its compliance with requirements applicable to major programs, and to report on the internal control structure in accordance with OMB Circular A-133. This report addresses our consideration of internal control structure policies and procedures relevant to compliance with requirements applicable to federal awards programs. We have addressed internal control structure policies and procedures relevant to our audit of the financial statements in a separate report dated November 27, 1995.

The management of the University is responsible for establishing and maintaining an internal control structure. In fulfilling this responsibility, estimates and judgments by management are required to assess the expected benefits and related costs of internal control structure policies and procedures. The objectives of an internal control structure are to provide management with reasonable, but not absolute, assurance that assets are safeguarded against loss from unauthorized use or disposition, that transactions are executed in accordance with management's authorization and recorded properly to permit the preparation of financial statements in accordance with generally accepted accounting principles, and that federal award programs are managed in compliance with applicable laws and regulations. Because of inherent limitations in any internal control structure, errors, irregularities, or instances of noncompliance may nevertheless occur and not be detected. Also, projection of any evaluation of the structure to future periods is subject to the risk that procedures may become inadequate because of changes in conditions or that the effectiveness of the design and operation of policies and procedures may deteriorate.

For the purpose of this report, we have classified the significant internal control structure policies and procedures used in administering federal programs in the following categories:

Accounting Applications

- Revenues/receipts
- Purchases/payments
- Payroll
- Fixed assets
- Journal entries and general ledger
- Investments
- Budgets

Controls Used in Administering Federal Programs

General Requirements

- Political activity
- Davis-Bacon Act
- Civil rights
- Cash management
- Federal financial reports
- Allowable costs/cost principles
- Drug-Free Workplace Act
- Administrative requirements

Specific Requirements

- Types of services allowed or not allowed
- Eligibility
- Matching, level of effort, or earmarking
- Reporting
- Cost allocation
- Monitoring subrecipients
- Special tests and provisions

Claims for Advances and Reimbursements

Amounts Claimed or Used for Matching

For all the internal control structure categories listed above, except for certain administrative and specific requirements pertaining to the processing of billings, collections, account maintenance and general forms processing of revolving loan funds that are performed by AFSA Data Corporation, we obtained an understanding of the design of relevant policies and procedures and determined whether they have been placed in operation, and we assessed control risk.

During the year ended August 31, 1995, the University expended 92.3 percent of its total federal awards under major federal award programs.

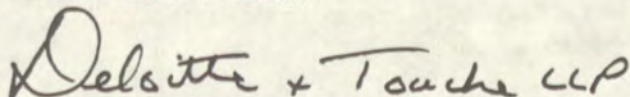
The internal control structure policies and procedures relating to the processing of billings, collections, account maintenance and general forms processing of revolving loan funds are performed at AFSA Data Corporation. For these control structure categories, other auditors obtained an understanding of the design of relevant policies and procedures, determined whether they have been placed in operation, and assessed control risk. The other auditors' report has been furnished to us; however, the scope of our work did not extend to these internal control structure policies and procedures established and maintained at AFSA Data Corporation.

We performed tests of controls, as required by OMB Circular A-133, to evaluate the effectiveness of the design and operation of internal control structure policies and procedures that we considered relevant to preventing or detecting material noncompliance with specific requirements, general requirements, and requirements governing claims for advances and reimbursements and amounts claimed or used for matching that are applicable to each of the University's major federal programs, which are identified in the accompanying Schedule of Federal Awards. Our procedures were less in scope than would be necessary to express an opinion on these internal control structure policies and procedures. Accordingly, we do not express such an opinion.

Our consideration of the internal control structure policies and procedures used in administering federal awards would not necessarily disclose all matters in the internal control structure that might constitute material weaknesses under standards established by the American Institute of Certified Public Accountants. A material weakness is a condition in which the design or operation of one or more of the internal control structure elements does not reduce to relatively low level the risk that noncompliance with laws and regulations that would be material to a federal awards program may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions. We noted no matters involving the internal control structure used in administering federal award programs that we consider to be a material weakness as defined above.

However, we have communicated other observations involving the internal control structure and its operation to the management of the University in a separate letter dated November 27, 1995.

This report is intended solely for the information of the Board of Trustees, management, and officials of the U.S. Departments of Education, Health and Human Services and National Science Foundation and should not be used for any other purpose. However, this report is a matter of public record and its distribution is not limited.


November 27, 1995



**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE WITH
SPECIFIC REQUIREMENTS APPLICABLE TO MAJOR FEDERAL
AWARD PROGRAMS**

To the Board of Trustees
University of San Diego
San Diego, California:

We have audited the financial statements of the University of San Diego (the "University") as of and for the year ended August 31, 1995, and have issued our report thereon dated November 27, 1995.

We have also audited the University's compliance with the requirements governing types of services allowed or unallowed; eligibility; matching, level of effort, or earmarking; reporting; cost allocation; monitoring subrecipients; special tests and provisions; claims for advances and reimbursements; and amounts claimed or used for matching that are applicable to each of its major federal programs, which are identified in the accompanying Schedule of Federal Awards, for the year ended August 31, 1995. The management of the University is responsible for the University's compliance with those requirements. Our responsibility is to express an opinion on compliance with those requirements based on our audit.

We conducted our audit of compliance with these requirements in accordance with generally accepted auditing standards; *Government Auditing Standards*, issued by the Comptroller General of the United States; and Office of Management and Budget (OMB) Circular A-133, *Audits of Institutions of Higher Education and Other Nonprofit Institutions*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether material noncompliance with the requirements referred to above occurred. An audit includes examining, on a test basis, evidence about the University's compliance with those requirements. We believe that our audit provides a reasonable basis for our opinion.

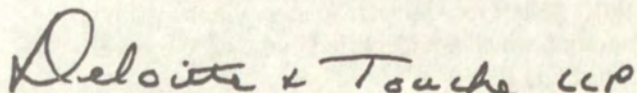
The results of our audit procedures disclosed immaterial instances of noncompliance with the requirements referred to above, which we have communicated to the management of the University in a separate letter dated November 27, 1995. We considered these instances of noncompliance in forming our opinion on compliance, which is expressed in the following paragraph.

In our opinion, the University complied, in all material respects, with the requirements governing types of services allowed or unallowed; eligibility; matching, level of effort, or earmarking; reporting; cost allocation; monitoring subrecipients; special tests and provisions; claims for advances and reimbursements; and amounts claimed or used for matching that are applicable to each of its major federal award programs for the year ended August 31, 1995.

We did not audit the University's compliance with the requirements governing the processing of billings, collections, account maintenance and general forms processing of revolving loan funds. Those requirements govern functions performed by AFSA Data Corporation. Since we did not apply auditing procedures to satisfy ourselves regarding compliance with those requirements, the scope of our work was not sufficient to enable us to express, and we do not express, an opinion on compliance with those requirements.

AFSA Data Corporation's compliance with the requirements governing the functions it performs for the University were tested by other auditors, whose report has been furnished to us. Based on our audit and the report of other auditors, we have determined that all of the compliance requirements included in the Office of Management and Budget's *Compliance Supplement for Audits of Institutions of Higher Learning and Other Non-Profit Institutions* that are applicable to the programs in which the University participates are addressed in either our report or the report of other auditors.

This report is intended solely for the information of the Board of Trustees, management, and officials of the U.S. Departments of Education, Health and Human Services and National Science Foundation and should not be used for any other purpose. However, this report is a matter of public record and its distribution is not limited.


November 27, 1995



**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE WITH THE
GENERAL REQUIREMENTS APPLICABLE TO FEDERAL AWARDS**

To the Board of Trustees
University of San Diego
San Diego, California:

We have audited the financial statements of the University of San Diego (the "University") as of and for the year ended August 31, 1995, and have issued our report thereon dated November 27, 1995. We have also audited the University's compliance applicable to requirements of major federal programs and have issued our report thereon dated November 27, 1995.

Except as described below, we have applied procedures to test the University's compliance with the following requirements applicable to its federal programs, which are identified in the accompanying Schedule of Federal Awards, for the year ended August 31, 1995:

- Political activity
- Davis-Bacon Act
- Civil rights
- Cash management
- Federal financial reports
- Allowable costs/cost principles
- Drug-Free Workplace Act
- Administrative requirements

The requirements of the Davis-Bacon Act are not applicable to the University's federal awards programs, which are identified in the Schedule of Federal Awards.

Our procedures were limited to the applicable procedures described in the Office of Management and Budget's *Compliance Supplement for Audits of Institutions of Higher Learning and Other Nonprofit Institutions*. Our procedures were substantially less in scope than an audit, the objective of which is the expression of an opinion on the University's compliance with the requirements listed in the second paragraph. Accordingly, we do not express such an opinion.

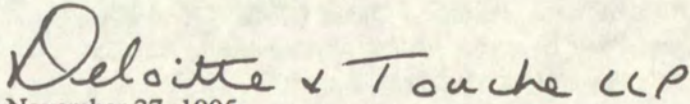
With respect to the items tested, the results of those procedures disclosed no material instances of noncompliance with the requirements listed in the second paragraph of this report. With respect to items not tested, nothing came to our attention that caused us to believe that the University has not complied, in all material respects, with those requirements. However, the results of our procedures disclosed immaterial instances of noncompliance with those requirements, which we have communicated to the management of the University in a separate letter dated November 27, 1995.

We also reported on compliance with laws and regulations related to our audit of the financial statements and with requirements related to major and nonmajor federal award programs, which we reported to the University's management in our reports dated November 27, 1995.

We did not test the University's compliance with the requirements governing the processing of billings, collections, account maintenance and general forms processing of revolving loan funds. Those requirements govern functions performed by AFSA Data Corporation. Since we did not apply auditing procedures to satisfy ourselves regarding compliance with those requirements, the scope of our work was not sufficient to enable us to express, and we do not express, an opinion on compliance with those requirements.

AFSA Data Corporation's compliance with the requirements governing the functions it performs for the University were tested by other auditors, whose report has been furnished to us. Based on our audit and the report of other auditors, we have determined that all of the compliance requirements included in the Office of Management and Budget's *Compliance Supplement for Audits of Institutions of Higher Learning and Other Non-Profit Institutions* that are applicable to the programs in which the University participates are addressed in either our report or the report of other auditors.

This report is intended solely for the information of the Board of Trustees, management, and officials of the U.S. Departments of Education, Health and Human Services and National Science Foundation and should not be used for any other purpose. However, this report is a matter of public record and its distribution is not limited.


November 27, 1995



**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE WITH
REQUIREMENTS APPLICABLE TO NONMAJOR FEDERAL
AWARD PROGRAM TRANSACTIONS**

To the Board of Trustees
University of San Diego
San Diego, California:

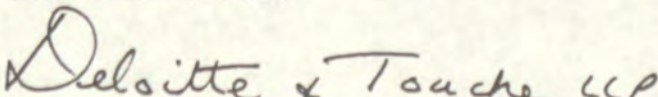
We have audited the financial statements of the University of San Diego (the "University") as of and for the year ended August 31, 1995, and have issued our report thereon dated November 27, 1995. We have also audited the University's compliance applicable to requirements of major federal award programs and applied procedures to test compliance with general requirements applicable to federal award programs and have issued our reports thereon dated November 27, 1995.

In connection with our audit of the fiscal 1995 financial statements of the University and with our consideration of the University's internal control structure used to administer federal programs and our assessment of control risk, as required by Office of Management and Budget (OMB) Circular A-133, *Audits of Institutions of Higher Education and Other Nonprofit Institutions*, we selected certain transactions applicable to certain nonmajor programs for the year ended August 31, 1995.

As required by OMB Circular A-133, we have performed auditing procedures to test compliance with the requirements governing types of services allowed or unallowed; matching, level of effort, or earmarking; reporting; and special tests and provisions that are applicable to those transactions. Our procedures were substantially less in scope than an audit, the objective of which is the expression of an opinion on the University's compliance with these requirements. Accordingly, we do not express such an opinion.

With respect to the items tested, the results of those procedures disclosed no material instances of noncompliance with the requirements listed in the preceding paragraph. With respect to items not tested, nothing came to our attention that caused us to believe that the University had not complied, in all material respects, with those requirements. However, the results of our audit procedures disclosed immaterial instances of noncompliance with those requirements, which we have communicated to the management of the University in a separate letter dated November 27, 1995.

This report is intended solely for the information of the Board of Trustees, management, and officials of the U.S. Departments of Education, Health and Human Services and National Science Foundation and should not be used for any other purpose. However, this report is a matter of public record and its distribution is not limited.


November 27, 1995

**Deloitte &
Touche**



UNIVERSITY OF SAN DIEGO

**Financial Statements for the Years
Ended August 31, 1993 and 1992 and
Independent Auditors' Report**

UNIVERSITY OF SAN DIEGO

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INDEPENDENT AUDITORS' REPORT

To the Board of Trustees
University of San Diego
San Diego, California:

We have audited the balance sheets of the University of San Diego (the "University") as of August 31, 1993 and 1992, and the related statements of changes in fund balances and current funds revenues, expenditures, and other changes for the years then ended. These financial statements are the responsibility of the University's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with generally accepted auditing standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the University of San Diego as of August 31, 1993 and 1992, and the changes in fund balances and the current funds revenues, expenditures, and other changes for the years then ended, in conformity with generally accepted accounting principles.

November 19, 1993

Endowment and similar Funds		Plant Funds						Total - all Funds	
		Unexpended and debt service		Invested in plant					
1993	1992	1993	1992	1993	1992	1993	1992	1993	1992
						\$ 12,097,544	\$ 10,095,174		
						500,000	2,500,000		
\$ 22,518,911	\$ 20,273,184	\$ 5,957,733	\$ 5,352,951	\$ 12,154,752	\$ 13,073,885	62,412,759	58,232,920		
						14,685,601	12,780,243		
						<u>281,808</u>	<u>217,749</u>		
						14,967,409	12,997,992		
						<u>832,231</u>	<u>729,500</u>		
						14,135,178	12,268,492		
						1,943,670	1,322,875		
						993,609	957,236		
						14,418,628	13,514,286		
						87,670,397	86,835,568		
						<u>22,477,097</u>	<u>20,438,417</u>		
						124,566,122	120,788,271		
						<u>24,579,686</u>	<u>21,981,278</u>		
						99,986,436	98,806,993		
<u>1,381,534</u>	<u>(52,760)</u>	<u>3,849,468</u>	<u>7,711,095</u>	<u>(150,537)</u>	<u>(4,987,789)</u>				
<u>\$ 23,900,445</u>	<u>\$ 20,220,424</u>	<u>\$ 9,807,201</u>	<u>\$ 13,064,046</u>	<u>\$ 112,984,260</u>	<u>\$ 107,850,325</u>	<u>\$ 192,751,509</u>	<u>\$ 184,839,301</u>		
								\$ 2,686,597	\$ 2,517,775
						\$ 43,336,084	\$ 44,159,740	43,336,084	44,159,740
						1,173,751	1,127,506	6,548,559	6,261,110
								669,814	759,412
								<u>21,508,962</u>	<u>20,482,396</u>
						44,509,835	45,287,246	74,750,016	74,180,433
								1,413,953	1,378,554
								1,968,629	1,799,718
								5,565,606	5,232,009
								6,871,234	6,401,038
\$ 21,194,729	\$ 17,635,281					21,194,729	17,635,281		
2,705,716	2,585,143					2,705,716	2,585,143		
		\$ 9,807,201	\$ 13,064,046			9,807,201	13,064,046		
				68,474,425	62,563,079	68,474,425	62,563,079		
<u>\$ 23,900,445</u>	<u>\$ 20,220,424</u>	<u>\$ 9,807,201</u>	<u>\$ 13,064,046</u>	<u>\$ 112,984,260</u>	<u>\$ 107,850,325</u>	<u>\$ 192,751,509</u>	<u>\$ 184,839,301</u>		

Plant Funds

Endowment and similar Funds		Unexpended and debt service		Invested in plant		Total - all Funds	
1993	1992	1993	1992	1993	1992	1993	1992
						\$ 95,318,766	\$ 89,676,067
						3,196,785	2,805,240
\$ 2,758,271	\$ 2,334,557	\$ 555,065	\$ 599,436			7,381,765	7,867,826
1,430,207	1,096,936	342,944	313,212	\$ 577,123	\$ 199,555	2,363,809	1,770,588
						283,086	197,578
				7,631,506	4,463,672	7,631,506	4,463,672
				860,000	802,500	860,000	802,500
4,188,478	3,431,493	898,009	912,648	9,068,629	5,465,727	117,035,717	107,583,471
620,304	283,534					80,454,675	72,673,594
						14,618,260	14,246,255
						13,293	9,619
						108,599	126,745
		860,000	802,500			860,000	802,500
		2,912,809	2,749,947			2,912,809	2,749,947
		7,631,506	4,463,672			7,631,506	4,463,672
				449,199	988,383	449,199	988,383
				2,644,751	2,793,179	2,644,751	2,793,179
					1,878,627		1,878,627
620,304	283,534	11,404,315	8,016,119	3,093,950	5,660,189	109,693,092	100,732,521
		(3,726,563)	(3,532,175)	63,333	390,107		
(50,000)	(50,000)						
(50,000)	(50,000)	(3,726,563)	(3,532,175)	63,333	390,107		
570,304	233,534	7,677,752	4,483,944	3,157,283	6,050,296	109,693,092	100,732,521
3,618,174	3,197,959	(6,779,743)	(3,571,296)	5,911,346	(584,569)	7,342,625	6,850,950
		(3,522,898)	(5,392,570)				
(61,847)	22,000						
(61,847)	22,000	(3,522,898)	(5,392,570)				
3,680,021	3,175,959	(3,256,845)	1,821,274	5,911,346	(584,569)	7,342,625	6,850,950
20,220,424	17,044,465	13,064,046	11,242,772	62,563,079	63,147,648	110,658,868	103,807,918
\$ 23,900,445	\$ 20,220,424	\$ 9,807,201	\$ 13,064,046	\$ 68,474,425	\$ 62,563,079	\$ 118,001,493	\$ 110,658,868

UNIVERSITY OF SAN DIEGO

STATEMENTS OF CURRENT FUNDS REVENUES, EXPENDITURES, AND OTHER CHANGES
YEARS ENDED AUGUST 31, 1993 AND 1992

	1993			1992		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
REVENUES AND OTHER ADDITIONS:						
Tuition and fees	\$ 73,449,556		\$ 73,449,556	\$ 68,272,794		\$ 68,272,794
Government grants	703,228	\$ 2,860,262	3,563,490	653,076	\$ 2,468,717	3,121,793
Private gifts, grants and contracts	688,328	3,882,288	4,570,616	705,418	3,786,539	4,491,957
Athletics, recreation, and other	<u>263,655</u>		<u>263,655</u>	<u>275,181</u>		<u>275,181</u>
	75,104,767	6,742,550	81,847,317	69,906,469	6,255,256	76,161,725
Sales and services of auxiliary enterprises:						
Student residence and board	10,843,486		10,843,486	10,746,638		10,746,638
Food services	1,233,624		1,233,624	1,175,682		1,175,682
Bookstore and print shop	5,024,330		5,024,330	4,294,349		4,294,349
Special events	<u>1,462,368</u>		<u>1,462,368</u>	<u>1,904,120</u>		<u>1,904,120</u>
	18,563,808		18,563,808	18,120,789		18,120,789
Other sources:						
Interest and dividend income	1,456,525		1,456,525	1,479,046		1,479,046
Vending commissions and miscellaneous	<u>193,666</u>		<u>193,666</u>	<u>169,763</u>		<u>169,763</u>
	<u>1,650,191</u>		<u>1,650,191</u>	<u>1,648,809</u>		<u>1,648,809</u>
Total revenues and other additions	<u>95,318,766</u>	<u>6,742,550</u>	<u>102,061,316</u>	<u>89,676,067</u>	<u>6,255,256</u>	<u>95,931,323</u>
EXPENDITURES AND MANDATORY TRANSFERS:						
Educational and general:						
Instruction	32,975,610		32,975,610	30,452,736		30,452,736
Research		745,168	745,168		441,316	441,316
Academic support	3,654,104	370,182	4,024,286	3,507,850	424,490	3,932,340
Student services	4,545,878	17,898	4,563,776	4,085,928	66,753	4,152,681
Institutional support	12,158,247	393,600	12,551,847	11,332,533	213,242	11,545,775
Operation and maintenance of plant	2,891,003		2,891,003	2,772,452		2,772,452
Ships	12,610,343	3,633,420	16,243,763	10,649,226	3,282,857	13,932,083
Athletics and recreation	3,850,931	216,596	4,067,527	3,440,127	204,437	3,644,564
Public service		<u>1,771,391</u>	<u>1,771,391</u>		<u>1,516,113</u>	<u>1,516,113</u>
	72,686,116	7,148,255	79,834,371	66,240,852	6,149,208	72,390,060
Auxiliary enterprises:						
Student residence and board	7,370,921		7,370,921	7,777,429		7,777,429
Food services	934,597		934,597	809,371		809,371
Bookstore and print shop	4,779,448		4,779,448	3,970,512		3,970,512
Special events	<u>1,533,294</u>		<u>1,533,294</u>	<u>1,688,943</u>		<u>1,688,943</u>
	14,618,260		14,618,260	14,246,255		14,246,255
Mandatory transfers - from (to):						
Principal and interest	3,663,230		3,663,230	3,142,068		3,142,068
Loan fund matching grant	37,400		37,400	37,400		37,400
Work-study program matching grant	489,841	(489,841)		366,722	(366,722)	
Other	<u>96,622</u>	<u>(46,622)</u>	<u>50,000</u>	<u>346,098</u>	<u>(296,098)</u>	<u>50,000</u>
	<u>4,287,093</u>	<u>(536,463)</u>	<u>3,750,630</u>	<u>3,892,288</u>	<u>(662,820)</u>	<u>3,229,468</u>
Total expenditures and mandatory transfers	<u>91,591,469</u>	<u>6,611,792</u>	<u>98,203,261</u>	<u>84,379,395</u>	<u>5,486,388</u>	<u>89,865,783</u>
EXCESS OF REVENUES AND OTHER ADDITIONS OVER EXPENDITURES AND MANDATORY TRANSFERS	3,727,297	130,758	3,858,055	5,296,672	768,868	6,065,540
NONMANDATORY TRANSFERS (TO) FROM:						
Plant expenditures	3,522,898		3,522,898	5,231,322		5,231,322
Students' loan grant	69,000		69,000	45,000	161,248	206,248
Endowment	<u>100,000</u>	<u>(38,153)</u>	<u>61,847</u>	<u>(22,000)</u>		<u>(22,000)</u>
	<u>3,691,898</u>	<u>(38,153)</u>	<u>3,653,745</u>	<u>5,254,322</u>	<u>161,248</u>	<u>5,415,570</u>
INCREASE IN FUND BALANCES	\$ <u>35,399</u>	\$ <u>168,911</u>	\$ <u>204,310</u>	\$ <u>42,350</u>	\$ <u>607,620</u>	\$ <u>649,970</u>

See notes to financial statements.

UNIVERSITY OF SAN DIEGO

NOTES TO FINANCIAL STATEMENTS YEARS ENDED AUGUST 31, 1993 AND 1992

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

General - The University of San Diego (the "University") revenues and other additions are classified for accounting and reporting purposes into funds to ensure the observance of restrictions, if any, placed on the use of such revenues and other additions. Although separate accounts are maintained for each fund having restrictions, funds having similar characteristics have been combined into fund groups in the accompanying financial statements. Accordingly, all financial transactions for those separate fund accounts have been recorded and reported by fund group.

Where appropriate, fund balances restricted by outside sources are indicated and are distinguished from unrestricted funds allocated to specific purposes by action of the Board of Trustees. Externally restricted funds may only be utilized in accordance with the purposes established by the source of such funds and are in contrast with unrestricted funds over which the Board of Trustees retains full control to use in achieving any University purposes.

Investments purchased are carried at cost. Investments received by gift or bequest are stated at market value on the date received. Investment gains and losses are recognized in the accounts upon realization or at such time as the University's management determines a permanent decline in value exists.

The University pools certain of its investments from the various funds. Interest, dividend income, and gains and losses of the pooled investments are all distributed to the appropriate fund based upon the carrying value of the various funds' assets when pooled, adjusted for purchases or gifts specifically identified to a given fund.

All gains and losses arising from the sale, collection or other disposition of investments (other than those pooled) and other non-cash assets are accounted for in the fund owning such assets.

Unrestricted revenue is accounted for in the unrestricted current fund. Restricted gifts, grants, contracts and other restricted resources are accounted for as additions to the appropriate restricted funds. Restricted current funds are reported as revenues and expenditures when actually spent for current operating purposes. Any remaining amounts received or spent are reflected as an addition to or deduction from the fund balance.

Pledges are not recorded in the accounting records until the cash or other assets are received.

The University is presently exempt from federal and state taxes on income.

Current Funds - The current funds are used to record the activities involved in the normal operation of the University and consist of unrestricted and restricted resources. Unrestricted current funds include revenues which are expendable for any purpose in performing the primary objectives of the University such as instruction and related costs.

To the extent current funds are used to finance plant assets, the amounts so provided are accounted for as (1) expenditures, in the case of normal replacement of movable equipment; (2) mandatory transfers, in the case of required provisions for debt amortization and interest; and (3) nonmandatory transfers in all other cases, including equipment and other additions to plant.

Inventories are stated at the lower of cost (first-in, first-out method) or market value.

Tuition and fee revenue is recognized at the standard catalog rate. Tuition received in one academic year which is applicable to the following year is reflected as deferred revenue. Scholarships and allowances are recorded as expenditures during the period to which they apply.

Loan Funds - The loan funds represent mostly grants received from the federal government under the Perkins Loan program and advances and grants received through a foundation (see note 3). The federal and foundation loans and grants provide long-term, low-interest and no interest loans, respectively, to students requiring financial assistance.

The University must match annual federal appropriations at a ratio of one to nine, which amounts are treated as mandatory transfers from the current fund. The loans are repayable to the University as agent for the sponsor of this program.

Endowment and Similar Funds - The endowment and similar funds consist of gifts which are to be maintained either in perpetuity or for specified periods of time with income derived therefrom expendable only for designated purposes.

Any portion of the quasi-endowment may be expended for any Board-approved purpose.

Plant Funds - The plant funds consist of the unexpended and debt service fund and the invested in plant fund. The unexpended and debt service fund provides the resources to construct or acquire plant assets. Amounts transferred from the current funds for plant expenditures are classified in this category until they are expended for plant assets at which time they are shown as an addition to the invested in plant fund. The invested in plant fund consists of all University property, equipment and library resources, which have been recorded at cost.

Buildings are depreciated on a straight-line basis over estimated useful lives of 50 years using a salvage value of 20 percent. Building improvements are depreciated on a straight-line basis over a 40 year period. Furniture and equipment are estimated to have useful lives of 7 years and are depreciated on a straight-line basis. Library resources are depreciated on a straight-line basis over estimated useful lives of 40 years. The University recognized depreciation expense of \$2,644,751 and \$2,793,179 for the years ended August 31, 1993 and 1992, respectively.

Costs associated with the issuance of bonds are included in deferred charges and other assets and are amortized over the life of the bonds using the straight-line method.

2. INVESTMENTS

Investments consist of the following at August 31:

	1993		1992	
	Recorded amount	Fair value	Recorded amount	Fair value
Cash and equivalents	\$ 1,017,860	\$ 1,017,860	\$ 2,992,962	\$ 2,992,962
Bonds and government securities	44,203,702	45,819,790	42,211,486	43,498,263
Corporate stock	16,530,847	20,487,132	12,451,944	14,809,342
Land and buildings	<u>660,350</u>	<u>660,350</u>	<u>576,528</u>	<u>576,528</u>
	<u>\$ 62,412,759</u>	<u>\$ 67,985,132</u>	<u>\$ 58,232,920</u>	<u>\$ 61,877,095</u>
Current Funds:				
Cash and equivalents	\$ 563,874	\$ 563,874	\$ 458,583	\$ 458,583
Bonds and government securities	<u>21,217,489</u>	<u>21,262,079</u>	<u>19,074,317</u>	<u>19,288,044</u>
	21,781,363	21,825,953	19,532,900	19,746,627
Endowment and Similar Funds:				
Cash and equivalents	120	120	120	120
Bonds and government securities	120,000	120,000	120,000	120,000
Pooled investments	21,738,441	26,270,044	19,576,536	22,070,781
Land and buildings	<u>660,350</u>	<u>660,350</u>	<u>576,528</u>	<u>576,528</u>
	22,518,911	27,050,514	20,273,184	22,767,429
Plant Funds:				
Cash and equivalents	57,900	57,900	1,761,009	1,761,009
Bonds and government securities	12,096,852	12,452,460	11,312,876	11,488,939
Pooled investments	<u>5,957,733</u>	<u>6,598,305</u>	<u>5,352,951</u>	<u>6,113,091</u>
	<u>18,112,485</u>	<u>19,108,665</u>	<u>18,426,836</u>	<u>19,363,039</u>
	<u>\$ 62,412,759</u>	<u>\$ 67,985,132</u>	<u>\$ 58,232,920</u>	<u>\$ 61,877,095</u>

Of the \$518,967 and \$266,823 of realized net gains on investments sold during 1993 and 1992, respectively, \$409,569 and \$203,826 were allocated to the endowment funds, and \$109,398 and \$62,997 were allocated to the unexpended and debt service funds, respectively.

Pooled investments at August 31, consist of:

	1993		1992	
	Recorded amount	Fair value	Recorded amount	Fair value
Endowment and Similar Funds:				
Cash	\$ 230,997	\$ 230,997	\$ 441,142	\$ 441,142
Corporate stock	12,766,413	16,127,303	9,852,662	11,568,819
Bonds and government securities	<u>8,741,031</u>	<u>9,911,744</u>	<u>9,282,732</u>	<u>10,060,820</u>
	<u>\$ 21,738,441</u>	<u>\$ 26,270,044</u>	<u>\$ 19,576,536</u>	<u>\$ 22,070,781</u>
Plant Funds:				
Cash	\$ 164,969	\$ 164,969	\$ 332,107	\$ 332,107
Corporate stock	3,764,434	4,359,828	2,599,284	3,240,524
Bonds and government securities	<u>2,028,330</u>	<u>2,073,508</u>	<u>2,421,560</u>	<u>2,540,460</u>
	<u>\$ 5,957,733</u>	<u>\$ 6,598,305</u>	<u>\$ 5,352,951</u>	<u>\$ 6,113,091</u>

3. NOTES AND BONDS PAYABLE

Notes and bonds payable consist of the following at August 31:

<u>Bonds Payable</u>	1993	1992
1992 California Educational Facilities Authority ("CEFA") revenue bonds (the "1992 bonds") bearing effective interest of 6.72%, payable on April 1st and October 1st of each year, maturing:		
Serial bonds, annually through October 2002	\$ 3,965,000	\$ 4,255,000
Term bonds, due October 2008	3,965,000	3,965,000
Term bonds, due October 2022	<u>18,040,000</u>	<u>18,040,000</u>
	25,970,000	26,260,000
Unamortized original issue discount	<u>477,777</u>	<u>494,419</u>
	25,492,223	25,765,581

<u>Bonds Payable</u>	1993	1992
1989 California Educational Facilities Authority ("CEFA") ; revenue bonds (the "1989 bonds") bearing effective interest of 6.92%, payable on April 1st and October 1st of each year, maturing:		
Serial bonds, serially through October 1999	5,310,000	5,745,000
Term bonds, due October 2002	2,670,000	2,670,000
Term bonds, due October 2008	7,185,000	7,185,000
Term bonds, due October 2015	<u>1,575,000</u>	<u>1,575,000</u>
	16,740,000	17,175,000
Unamortized original issue discount	<u>421,139</u>	<u>440,841</u>
	16,318,861	16,734,159
1976 CEFA serial bonds (the "1976 bonds") bearing effective interest of 7.43%, payable on April 5th and October 5th of each year, through April 2001:		
Revenue Bonds, Series A	900,000	980,000
Lease Revenue Bonds	<u>625,000</u>	<u>680,000</u>
	<u>1,525,000</u>	<u>1,660,000</u>
Total Bonds Payable	<u>\$43,336,084</u>	<u>\$44,159,740</u>

Notes Payable

Non-interest bearing note, due three years after notice of demand	<u>\$ 2,686,597</u>	<u>\$ 2,517,775</u>
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CEFA Bonds - During the year ended August 31, 1992, the University sold, under the aegis of CEFA, \$26,260,000 par value Revenue Bonds (University of San Diego Project), Series 1992, at a discount of \$499,245.

A portion of the 1992 bond proceeds was used during the year ended August 31, 1992 to buy securities irrevocably placed in trust which will be used solely to satisfy the specific debt service requirements of 1985 CEFA revenue bonds. The advance refunding of the 1985 bonds was accounted for as an in-substance defeasance. During the year ended August 31, 1992, the University recorded in the plant fund a \$1,878,627 loss on the refunding of the 1985 bonds. The principal balance of the 1985 bonds outstanding at August 31, 1993 and 1992 was \$13,235,000 and \$13,840,000, respectively.

The 1992 and 1989 bonds are secured by the University's full faith and credit. Additionally, payment of principal and interest for the 1989 bonds, when due, is insured by a municipal bond insurance policy issued by Municipal Bond Investors Assurance Corporation.

The 1976 bonds are secured by the University's pledge of undergraduate tuition fees to the extent of 1.5 times the maximum annual debt service on the 1976 bonds, or approximately \$380,000 per year.

Terms of the 1989 CEFA bond issue require the University to maintain, with a trustee, an amount at least equal to six months' interest. The 1976 CEFA bond issue requires the University to maintain, with a trustee, an amount at least equal to the maximum annual debt service. Invested in plant assets at August 31, 1993 and 1992 include cash and investments of \$959,156 and \$823,057, respectively, which had been deposited with the trustees for this purpose.

The bond agreements place certain other restrictions on the University with which, in the opinion of University management, the University has complied.

The University estimates that the fair value of its bonds at August 31, 1993 is approximately \$49,000,000.

The following table sets forth the University's principal payment requirements on bonds payable for each of the next five years and thereafter:

Year ending August 31	1992 Bonds	1989 Bonds	1976 Bonds	Total
1994	\$ 305,000	\$ 460,000	\$ 145,000	\$ 910,000
1995	325,000	500,000	160,000	985,000
1996	325,000	1,045,000	170,000	1,540,000
1997	335,000	1,115,000	180,000	1,630,000
1998	365,000	685,000	195,000	1,245,000
Thereafter	<u>24,315,000</u>	<u>12,935,000</u>	<u>675,000</u>	<u>37,925,000</u>
Total	<u>\$ 25,970,000</u>	<u>\$16,740,000</u>	<u>\$ 1,525,000</u>	<u>\$ 44,235,000</u>

Notes Payable and Other Obligations - The University participates in foundation loan programs. Additional installments received annually are used to make loans to students. During the years ended August 31, 1993 and 1992, the University received installments of \$293,475 and \$335,625, respectively, bringing the total balance of the foundation loans at August 31, 1993 and 1992, to \$2,686,597 and \$2,517,775, respectively. The University guarantees repayment of all loans made to students in connection with the foundation loan programs.

The University has a \$2,500,000 line of credit, which requires no compensating balance or commitment fee and a \$1,000,000 equipment line of credit to be used for the purchase or lease of equipment. No amounts were outstanding under lines of credit during the years ended August 31, 1993 and 1992.

4. EMPLOYEE BENEFITS

The University has a defined contribution retirement plan which covers all benefit-eligible employees. On January 1, 1989 the plan was changed to mandate employee participation for all those eligible employees hired on or after January 1, 1989. For those participating employees, the University contributes a fixed percentage of the employees annual gross compensation to the plan. The University's related expense for the years ended August 31, 1993 and 1992 was approximately \$3,550,000 and \$3,202,000, respectively.

5. COMMITMENTS AND CONTINGENCIES

Unemployment Insurance - Although the University is subject to the unemployment insurance laws of the State of California, it has elected to be self-insured with respect to this employment benefit. Related to this benefit, the University incurred expenses of \$98,000 and \$59,000 for the years ended August 31, 1993 and 1992, respectively.

Legal - The University is a party to certain legal actions arising in the ordinary course of business. In the opinion of management, liabilities, if any, under these actions will not result in material charges against assets or fund balances.

9.10 AUDITS BY GOVERNMENTAL AGENCIES

There were no audits by governmental agencies conducted in the past three years.

9.12 BUDGET FORMATION AND BUDGET CONTROL PROCEDURES

Budget Formation

See attached memo.

Budget Control Procedures

Budget expense control and monitoring is a collaborative effort that involves the President down to the Administrative Assistants that are assigned to track expenses for their related department or school. There are two monthly accounting reports that are forwarded to Department Heads, Deans, and Vice Presidents that compare actual expenses by classification to date to the budget and calculates the amount over or under budget and the related percentage. One report is a summary by Department by Account (Expense) while the other report is detailed by Department by Account (Expense). It is the responsibility of the Department Head to manage within their budget. The Budget Office monitors negative budget variances and contacts the respective Budget Manager for corrective action. In non-response situations, the cognizant Vice President is requested to take corrective action.

The President receives a two-part quarterly report that allows the budget to be monitored globally. The first part is a summary of budget versus actual by account classifications by President/Vice Presidential area. The second part of the report is detailing by President/Vice Presidential area, by Department/Division the budget versus actual and related difference and percentage used. This report is useful in that they are able to look at the budget status globally to spot any concerning variances and go to the second part to identify where the specific variances are occurring. The Vice Presidents receive a copy of their part of the report. The President corresponds any concerns to the Budget Office for research and follow-up.

Departments can correct any budget line deficiency by submitting a Budget Appropriation request to the Budget Office. The Budget Office reviews all requests to make sure the department is not utilizing salary or benefit lines to correct deficiencies and that there are sufficient amounts in the lines being transferred from. The Vice President and/or the President need to approve transfers from salary/benefit and equipment lines. In situations, where additional expense will be incurred because of positive enrollment variances, mainly salaries and financial aid, the Budget Office acknowledges the variances and adjusts the appropriate revenue and expense lines.

Revenue budgets are monitored on academic terms, Semester, Summer, Intersession, and reconciled to enrollment statistics. The Budget Office works with the Provost Office (Enrollment) and the Student Affairs Office (Housing) to make any adjustments necessary. Enrollment variances are broken down by division, reported to the appropriate management level, and included in the Operating Report that is presented to the Finance Committee.



University of San Diego

Budget and Treasury

Budget Formation

- I) Budget Process for 2001-02/2002-03 Budget
- II) Budget Priorities
- III) *New* and *Replacement* Faculty and Staff for 2001-02/2002-03
- IV) Special Expenses

This document outlines the new budgeting schedule process that will allow the community more time to identify and discuss strategic issues. The major changes are the timing and the involvement at an earlier stage of the executive leadership and the Cabinet and will provide the Budget Committee more time to discuss and resolve issues.

The budgeting cycle involves two processes going on simultaneously; they are similar but have different objectives, which are:

- 1) The first process is to formulate a final budget proposal for *year one* for presentation and Board approval in December. This is possible since year one was the prior year's year two for which the Board previously approved the tuition rates.
- 2) The second process or objective is developing a *year two* budget projection on a macro basis to establish a tuition rate proposal for Board approval at the same December meeting.

Other changes in the budget process include the separation of Expendable Equipment requests and Renovation Expenses (MCO) from this process. Equipment and MCO requests are now handled outside the budget process. In addition, the requirements to zero base certain expense categories each year has been eliminated.

The budget schedule and broad responsibilities follow.

I) BUDGET PROCESS

February

The President and Vice Presidents meet to review and evaluate the anticipated resources and envisioned needs for the next two fiscal years i.e. 01-02/02-03 and recommend a course of action. Issues to be reviewed and evaluated among others are: current enrollment mixes and trends, new programs, on-going strategic initiatives, strategic long range plan, budget trends, unanticipated issues affecting the institutions financial health, and revenue and expense projections.

March

The Cabinet will review and discuss the budget plan coming out of the President/Vice Presidents meeting and advise accordingly.

April

The Vice Presidents will receive from the Budget Office a detail budget projection based on the strategic plan endorsed by the President and Vice Presidents.

Each division will be responsible for submitting its unit's budget requests to the Budget office for summarization and analysis prior to the April committee meeting. The Budget office will furnish instructions and format.

The Budget Committee will meet to discuss the "Strategic Plan" and the analysis of institutional resource needs as identified by each division and the corresponding tuition increases needed to support such needs. During the course of the meeting, the committee will discuss and explore mechanisms to balance the budget, if necessary, while meeting the overall institutional needs as forwarded by the President/Vice Presidents.

April – September

The Budget office will assist the individual divisions to evaluate the needs in preparing for the October Budget Committee meeting.

October

A Budget Committee meeting will be scheduled for a final review and to obtain a consensus of the two fiscal year's budgets for presentation to the December Board of Trustees meeting.

December

The Board will be asked to approve two separate items. Item one is the final approval of the budget increment for year one (i.e. 2001-02), and item two is the approval for the Tuition Rate increase for year two (i.e. 2002-03).

It is intended for this process to be ever evolving as we fine-tune it.

II) BUDGET PRIORITIES

As part of the University budgeting process, we are seeking, as we have in past years, to ascertain your budget priorities for the 2001-02/2002-03. I ask that you seek input concerning the items you feel should be included in the 2001-02/2002-03 priority list, and the order of their importance. As in the past years, the budget priority list will doubtless outstrip the amount of increased disposable income. It then becomes extremely significant to know the relative importance of the various items on the list, since we have to be realistic.

As a university, we can make better decisions about the allocation of personnel and material resources only if we have a shared vision of our mission and of the specific goals we seek to accomplish. That mission and those goals are set out in the University's Strategic Long-Range Plan (Plan) which the University community worked so long and hard to produce. As you prepare your budget priority requests this year, **please refer to the Plan and illustrate in your specific requests how the Plan has helped shape your priorities.** Your stated priorities should reflect both the broad goals set out in the Plan and your understanding of the consensus in your unit on how those goals are translated into specific resource needs.

Input can be sought in various ways, but the process should be as broadly participative as possible among members of departments or Schools, with input wherever possible from students and staff members as well as from faculty. Be sure that your constituents give attention to relevant requests, which may not be in their own budgets. For example, library, media services, and computer needs may be of great importance to the academic enterprise, even though not in the School/department budgets; student recruiting and financial aid, staff salaries, employee benefits, summer session needs, etc., may also be addressed by academic personnel who do not carry these items in their own budgets but who are "users."

III) NEW AND REPLACEMENT FACULTY, ADMINISTRATION, AND STAFF

Guidelines for new personnel, faculty, or staff, are listed below. Requests for new slots or retention of existing slots, which are filled on a temporary basis, should be justified in terms of each of the guidelines. For purposes of this Memorandum, "New Faculty" is defined as full-time or regular part-time positions in your units now held by persons whom you know at this time will not be on your faculty in 2001-02/2002-03, or now filled on a temporary basis - for example, those on terminal appointment, those who have signified their intent to leave USD, those part-time persons filling a portion of positions budgeted as full-time positions. Other replacements may arise which are not known at this time; they will be handled separately.

"New Administration" is defined, as administrative or professional positions not budgeted. "New Staff" is defined as support staff positions not budgeted. Those who are proposing such positions should develop a job description and review it in advance with Mr. Thom Barnett in Human Resources to help ascertain the appropriate classification within USD's salary grades. It will be assumed for budgeting purposes that full-time staff jobs are 37.5 hours per week and that persons will be hired at the minimum salary level of the appropriate grade, unless there is some compelling reason to treat the position differently. Benefits at **29.7%** should be listed for each new full-time or benefits-eligible position. Benefits at **6.7%** should be listed for non-benefit eligible part-time and student positions.

A. General Guidelines:

The 1995-2005 long-range plan places USD in a very modest enrollment growth mode, which should mean few new personnel institution-wide. Requests for new personnel will be carefully scrutinized, both by the Tuition and Budget Committee and by the Board of Trustees. The Finance Committee of the Board will individually review all additions.

B. Guidelines for New Faculty Positions:

The University will use again this year the following Cabinet-approved guidelines:

- A school or departmental or individual major student/faculty ratio which is significantly above the institutional average. (Note: You have in past *Faculty Newsnotes* issues prior years' fall and spring semester student/faculty ratio charts; student/faculty ratios are being worked out for fall semester, 2000, on an institution-wide basis, and will be published in charts similar to last year's as soon as completed, but doubtless not in time for consultation in April or October);
- An increasing number of majors and minors, increased number of students in graduate or professional programs, or increasing participation in interdisciplinary studies;
- An expanding curricular program in line with institutional priorities;
- Careful and efficient cycling of existing and proposed courses;
- At least the minimum number of faculty required to support a program, which the University maintains it offers.

C. Guidelines for New Administration and Staff:

Although the Cabinet has not articulated specific guidelines for new staff, the practice of the Tuition and Budget Committee is to scrutinize requests for additional personnel on the basis of such factors as priority of the position requested in light of all University needs; effect on an area of the University's growth patterns; University priority for a new direction or service of some kind; exigencies for a new building; any other relevant factors demonstrated in the request. As nearly as possible, the area requesting additional personnel should indicate the effect upon productivity. Requests are discussed with the understanding that most University areas could profitably utilize additional personnel, but that only the most critical needs can be met in a particular year. The Board of Trustees has requested that new personnel be limited, since enrollment is close to "steady state."

IV) SPECIAL EXPENSES

Areas/units sometimes have "special expenses" which go beyond any authorized inflationary increases for a particular year, but which are not expendable equipment. These expenses should be anticipated and requested separately. New program expenses are also included in this category. **Please pay particular attention to funds you may be spending currently that are not in the budget base.** Other examples are non-recurring costs such as accreditation visits; increments for rapid growth areas; special malpractice or other insurance needs; repair/maintenance requests that are not "renovation" expenses, etc.

PROCEDURES FOR SUBMITTING 2001-02/2002-03 BUDGET REQUESTS

Please note that for the May 1, 2000 meeting, the committee will use the 2001-02 requests that were submitted last fall and estimates will be used for the 2002-03 Budget Year. After the May meeting, further instructions will be forwarded for submitting 2002-03 and any revisions to 2001-02 requests in preparation for next October's meeting

Each request - for personnel, supplies, travel, etc. - must be listed in one of three categories:

1. Mandatory: Items we will have to pay whether we budget them or not (for example, utilities; legally required employee benefits increments; debt service; etc.). Personnel and capital items are virtually never in this category. Items, which belong in one of the other two categories, should not be included here.
2. Urgent: This category will prevent non-applicable items from going into the Mandatory category. Items whose absence would create a severe adverse impact on a sizeable segment of the University should be the only ones included here (for example, necessary services within buildings, capacity to teach new or increased numbers of students - at least part-time faculty unless the area already has a high proportion of such persons, University-wide salary increments, etc.). Obviously, there is an element of judgment about what goes into this category. Priorities should be very carefully drawn and distinguished.
3. Important: Items which the University could get along without, but which we really should have to do the job (for example, full-time personnel rather than less expensive part-timers, on-going equipment needs, new program needs, etc.).

All budget requests will be in one of the three categories, and all items must be listed in priority order within the categories.

Once the items are in order of relative importance within the categories, "price tags" need to be approximated for the various items. These price tags can be in the form of percentage increments (for such items as salaries), or in the form of exact costs, or as dollar amounts (for example, for financial aid or faculty research or library increments).

This year we standardizing the way each division submits their budget requests. The ***Budget Request Worksheet*** form will be used for submitting requests. The reason for the new form/procedure is to take advantage of electronic technology and eliminating the duplication of effort. The flow of information is accomplished by sending the worksheet via e-mail, no paper. Data (budget requests) are entered by the deans/department heads, then transfers the file by e-mail to their VP for review, consolidation and approval and who in turn will forward the file to Budget office. The Budget office will summarize the requests for inclusion in the Budget proposal/projections. Sounds simple, and it is. We have already used this procedure with the recent Equipment Request process and it was well received. The form is an Excel worksheet and will be distributed by e-mail by the Budget Officer for your area. The above general guidelines still apply; the format has just changed.

Specific instructions and guidelines will accompany the Worksheet.

TIMETABLE (Current Year)

April 12, 2000	President/Vice President's Meeting
To be Determined, April, 2000	Cabinet review/evaluation
May 1, 2000	Committee Meeting 2:30 - 5:00 p.m. University Center, Room 107
October 4, 2000	Open Budget Hearings 2:30 - 4:00 p.m. and 5:00 - 6:30 p.m. University Center, Room 107
October 17, 2000	Committee Meeting 2:30 - 5:00 p.m. University Center, Room 107
Wednesday, December 6, 2000	Budget Proposals to Finance Committee and Academic Affairs Committee

9.13 DEBT SERVICE

	ACTUAL			BUDGET		
	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02
DEBT SERVICE:						
CEFA* Bonds Payable						
1999 Bonds				1,112,000	960,000	960,000
1998 Bonds			2,092,252	3,299,873	3,504,335	3,505,810
1995 Bonds	814,410	815,438	815,229	813,913	811,448	807,700
1992 Bonds	1,929,938	1,158,114				
1989 Bonds	2,027,388	1,123,633				
Total	4,771,736	3,097,185	2,907,481	5,225,786	5,275,783	5,273,510
Notes Payable	210,500	210,500	3,000	3,000	3,000	-
TOTAL DEBT SERVICE	4,982,236	3,307,685	2,910,481	5,228,786	5,278,783	5,273,510

* California Educational Facilities Authority (CEFA)

9.14 ENDOWMENT FUND

ENDOWMENT FUND BALANCES

Corpus

	ACTUAL			PROJECTED		
	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02
Beginning balance	33,811,697	42,243,384	50,816,390	55,244,000	50,880,000	55,461,000
Additions	8,431,687	8,856,799	4,598,098	4,485,000	4,581,000	4,680,000
Spending (temporarily restricted gifts)		(283,793)	(170,422)	(8,849,000)		
Ending balance	42,243,384	50,816,390	55,244,066	50,880,000	55,461,000	60,141,000
Accumulated Investment Returns						
Beginning balance	17,255,765	26,993,100	24,872,039	41,427,000	52,161,000	61,912,000
Annual Return	11,115,290	(277,187)	18,420,254	12,694,000	11,711,000	13,057,000
Spending	(1,377,955)	(1,843,874)	(1,865,348)	(1,960,000)	(1,960,000)	(1,960,000)
Ending balance	26,993,100	24,872,039	41,426,945	52,161,000	61,912,000	73,009,000
TOTAL ENDOWMENT FUND	69,236,484	75,688,429	96,671,011	103,041,000	117,373,000	133,150,000

9.16 MANAGEMENT REPORTS GIVEN TO THE BOARD

Annual Financial Statements:

This annual report presents the audited Statements of Financial Position and the related Statement of Activities and Statement of Cash Flows for the most recent fiscal year. Also presented are the notes to those financial statements and any relevant supplemental schedules, as well as the Independent Auditor's Report on the financial statements. (ANNUALLY)

Unrestricted Operating Report:

This report provides summary and some detail information about the current unrestricted operations from the beginning of the fiscal year through the most recent fiscal month. Tuition revenue is measured against enrollment targets and any major budget variances are researched and explained. (4 TIMES A YEAR)

Cost and Revenue Allocation Report:

This annual report presents the revenues earned and the costs, including allocated management and general expenditures, incurred for each of the academic and auxiliary areas of the University. The Board reviews the performance of the various operating segments and any resulting plans are discussed. (ANNUALLY)

Cash Report:

This report summarizes current cash balances and how it has been invested as well as the current yields. Inflow/outflow patterns are reviewed and excess cash balances are identified for possible long-term investment in order to maximize investment revenue. (ANNUALLY)

Portfolio Performance Analysis:

This report presents the investment mix and market performance for its long-term investments. Results are presented by investment manager and type of investment, e.g., large cap, small cap, bonds, etc. The performance of the managers is reviewed assessing the risk level of each manager and determining if an acceptable return was achieved based on that risk. Asset allocation percentages are measured against the Investment Policy and rebalancing plans are presented for approval, if necessary. (4 TIMES A YEAR)

Annual Budget:

The final annual operating budget is presented to the Board. (ANNUALLY)

Capital Project Plans:

Financing plans are presented for specific major projects that the University proposes, e.g., academic buildings, housing, athletic facilities, parking structures, etc. These plans identify total project costs and sources of funding such as bonds, gifts, and reserves. (AS NEEDED)

Various Ad Hoc Reports:

These reports are related to significant matters of University business and are presented on an as needed basis. Examples include reports related to insurance, employee benefits, bond financing, real estate transactions, student financial aid, land development, and other key business issues. (AS NEEDED)

ADDITIONAL DOCUMENTATION

UNIVERSITY OF SAN DIEGO
Geographical Distribution of Entering Freshmen, Fall Semesters

Number (Percentage of Column Total)	1991	1992	1993	1994	1995	1996
<u>Entering Class of:</u>						
<u>Geographical Region</u>						
California	535 (60.8)	594 (63.9)	617 (69.6)	564 (65.4)	650 (66.2)	665 (63.5)
San Diego County	165 (18.8)	213 (22.9)	243 (27.4)	214 (24.8)	231 (23.5)	247 (23.6)
S. California*	189 (21.5)	197 (21.2)	246 (27.8)	211 (24.5)	257 (26.2)	248 (23.7)
N. California**	181 (20.6)	184 (19.8)	128 (14.4)	139 (16.1)	162 (16.5)	170 (16.2)
Non-California West	169 (19.2)	167 (17.9)	131 (14.8)	153 (17.7)	148 (15.1)	193 (18.4)
Arizona	40 (4.5)	45 (4.8)	36 (4.1)	41 (4.8)	37 (3.8)	58 (5.5)
Nevada	24 (2.7)	29 (3.1)	16 (1.8)	14 (1.6)	16 (1.6)	10 (1.0)
Other	105 (11.9)	93 (10.0)	79 (8.9)	98 (11.4)	95 (9.7)	125 (11.9)
Midwest	51 (5.8)	53 (6.0)	42 (4.7)	42 (4.9)	56 (5.7)	71 (6.8)
South	46 (5.2)	34 (3.7)	20 (2.3)	24 (2.8)	18 (1.8)	27 (2.6)
East	39 (4.4)	39 (4.2)	39 (4.4)	37 (4.3)	54 (5.5)	37 (3.5)
Alaska	2 (0.2)	2 (0.2)	2 (0.2)	3 (0.3)	2 (0.2)	2 (0.2)
Hawaii	18 (2.0)	16 (1.7)	11 (1.2)	17 (2.0)	17 (1.7)	25 (2.3)
Other Territories	8 (0.9)	5 (0.5)	2 (0.2)	3 (0.3)	4 (0.4)	1 (.09)
Foreign Countries	12 (1.4)	20 (2.2)	22 (2.5)	19 (2.2)	32 (3.3)	27 (2.6)
Total	880	930	886	862	981	1048

* Los Angeles County and South

** North of Los Angeles County

GEOGRAPHICAL DISTRIBUTION BY HIGH SCHOOL LOCATION

CALIFORNIA	664 (63.8%)	SOUTH	11 (1.1%)
San Diego	162	Alabama	1
Imperial Valley	14	Arkansas	1
Orange County	59	Florida	5
San Bernardino/Riverside	19	Georgia	1
Los Angeles	129	Louisiana	2
Central California	101	South Carolina	1
California Coast	14	SOUTHWEST	127 (12.2%)
San Francisco Bay Area	138	Arizona	41
Northern California	28	Colorado	37
OTHER STATES/U.S. TERRITORIES	344 (33.0%)	Nevada	24
Northwest/Mountain States	97 (9.3%)	New Mexico	6
Idaho	3	Oklahoma	5
Montana	3	Texas	14
Oregon	32	MIDWEST	52 (5.0%)
Utah	5	Illinois	14
Washington	54	Indiana	2
Northeast/Mid Atlantic	34 (3.3%)	Iowa	2
Connecticut	6	Kansas	4
Maine	2	Michigan	2
Maryland	1	Minnesota	8
Massachusetts	6	Missouri	9
New Hampshire	1	Nebraska	4
New Jersey	3	Ohio	1
New York	4	Wisconsin	6
Pennsylvania	4	NON-CONTIGUOUS	23 (2.2%)
Rhode Island	4	Alaska	2
Virginia	3	Hawaii	20
		Puerto Rico	1
Other Countries	29 (2.79%)		
Australia 1	India 1	Mexico 3	Sweden 2
Brazil 2	Indonesia 1	Netherlands 1	Switzerland 3
Canada 1	Italy 1	Norway 1	South Korea 1
Costa Rica 1	Japan 2	Saudi Arabia 1	United Arab Emirates 1
Germany 2	Malaysia 2	Singapore 2	

Country	Freshman	Transfer	Total	Country	Freshman	Transfer	Total
Australia	1	1	2	Malaysia	1	1	1
Brazil	2		2	Mexico	3	1	4
Canada	3		3	Norway	1	4	5
France		2	2	Peru		1	1
Germany	1	2	3	Russia		1	1
Hong Kong		1	1	Singapore	1		1
Indonesia	2	1	3	Sweden	2	1	3
Italy		1	1	Switzerland	1		1
India	2		2	Taiwan		2	2
Japan	1	2	3	Zimbabwe		1	1
Kuwait		3	3				
		Freshman	Transfer	Total			
		International	21	26			47
		United States	1020	270			1290
		Total	1041	296			1337

FRESHMAN PROFILE

FALL, 1999

October 10, 1999

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GEOGRAPHICAL DISTRIBUTION - FRESHMEN

OTHER COUNTRIES		SOUTHWEST		MIDWEST	
Subtotal	12 1.2%	Colorado	38	Minnesota	30
CALIFORNIA		Arizona	35	Missouri	10
San Diego	131	Nevada	35	Nebraska	8
Los Angeles	118	Texas	29	Illinois	8
San Francisco Bay Area	101	New Mexico	10	Ohio	7
Central California	73	Oklahoma	2	Michigan	4
Orange County	57	Sub-Total	149 15.0%	Wisconsin	4
San Bernardino/Riverside	28	SOUTH		Indiana	4
Northern California	20	Florida	4	Kansas	3
Imperial Valley	17	Arkansas	1	Iowa	3
California Coast	11	Louisiana	1	South Dakota	1
Sub-Total	558 56.1%	North Carolina	1	Sub-Total	82 8.3%
OTHER STATES/TERRITORIES		South Carolina	1	Freshmen - Other Countries	
Subtotal	423 42.7%	Tennessee	1	Mexico	3
	991 100.0%	Sub-Total	9 0.9%	China (Mainland)	1
Northwest/Mountain States		Northeast/Mid Atlantic		Cyprus	1
Washington	55	New York	10	Egypt	1
Oregon	41	Massachusetts	8	Guatemala	1
Idaho	7	Rhode Island	8	Japan	1
Utah	6	New Jersey	7	Kenya	1
Montana	5	Maryland	5	Sweden	1
Sub-Total	114 11.5%	Connecticut	5	Turkey	1
NON-CONTIGUOUS		Virginia	4	United Kingdom	1
Hawaii	14	Pennsylvania	3	Sub-Total	12 1.2%
Alaska	1	New Hampshire	2	Total Freshmen	
Sub-Total	15 1.5%	Vermont	1	991 100.0%	
		Maine	1		

ENROLLED STUDENTS (By Country of Citizenship)

Country	Freshman	Transfer	Total	Country	Freshman	Transfer	Total
Australia		1	1	Kenya	1		1
Brazil		4	4	Kuwait		2	2
Canada		1	1	Mexico	3	5	8
China	1		1	Norway		1	1
Cyprus	1		1	Saudi Arabia		1	1
Egypt	1		1	Spain		2	2
France		5	5	Sweden	1		1
Guatemala	1		1	Switzerland		1	1
Germany		4	4	Taiwan		1	1
Hong Kong		1	1	Turkey	1	1	2
Indonesia		2	2	UAE		2	2
Italy		1	1	UK	1		1
Japan	1	1	2	Total	12	36	48

NEW STUDENT ENROLLMENT

	United States	International	Total
Freshman	979	12	991
Transfer	316	36	352
Total	1295	48	1343

TO: All Members of the USD Community

FROM: Cultural Competence Project Team
Susan Zgliczynski, Project Director

RE: Irvine Foundation Project Grants
Creating Cultural Competence

DATE: February 23, 1998

We are pleased to share information with the campus community on the process for submitting proposals for funding provided by the Irvine Foundation Grant to the University of San Diego for "Creating Cultural Competence". The foundation provided the university with funding for "discretionary projects" which would have the purpose of developing cultural competence in members of the USD community. All project proposals must demonstrate a clear tie to the cultural competence document which has been prepared by the Cultural Competence Project Team. Proposals are encouraged from all members of the campus community - faculty, staff, undergraduate and graduate students and administrators. Funding will be awarded by the Provost after recommendation from the Cultural Competency Project Team Review Panel as required by the Irvine Foundation.

The final reports from the funded projects will be utilized in developing the final version of the cultural competence document and in developing a model of how the work on creating cultural competence will continue at USD after the grant project is completed in January 2000. The Irvine Foundation Project Grants to develop cultural competence have the potential for fostering a more inclusive environment at USD, but this can only happen if we, the members of the USD community, take the task at hand seriously, consequently, your ideas for creating and implementing innovative ways of furthering cultural competence are strongly encouraged.

Types of Funding Opportunities

In order to help facilitate the growth of these innovations, two opportunities for support will be available under the Irvine Foundation's Creating Cultural Competence Project at USD.

Small Project Grants

Proposals submitted for funding up to \$1000
Proposals submitted any time during the Grant cycle of 3/1/98 - 10/1/99
Approximately \$50,000 total available for distribution throughout the Grant cycle

Comprehensive Project Grants

Proposals submitted for funding of \$1,000 - approximately \$50,000
Three due dates for proposals - 4/6/98, 8/3/98, 2/1/99
Approximately \$50,000 total funding is available for distribution for each due date.
There is a higher probability of funding projects with budgets of \$5,000 - \$10,000 than those with larger funding requests, but the proposed project's impact on "creating cultural competence" in the USD community remains a major selection criterion.

Types of Projects

Many types of projects can be submitted and we encourage all members of the campus community to be creative in their efforts. All proposals must be focused on creating cultural competence for members of the campus community at USD and must show a direct tie to one or more competence areas defined in the cultural competence document. **Proposals for funding for one individual to obtain competence by attendance at a conference, workshop or class will not be funded.** (Other sources such as the interdisciplinary Travel Funds, Faculty Research Grants, Internationalization of the Curriculum Grants and other funding sources should be considered.) The following is a list of project types which have been shown to develop cultural competence and to promote inclusion in educational and business settings and would definitely support the goals of the cultural competence project:

- *Programs which mentor and support students, staff or faculty in their learning or professional development
- *Assessment of the long-term effectiveness of USD's efforts to create cultural competence
- *Activities and projects which bring together individuals or groups who have not worked or learned together in the existing USD structure
- *Orientation and support programs for new students, staff and faculty which help them become a part of the USD community and develop their cultural competence
- *Projects which include review and update of policies and procedures that will facilitate inclusion within the USD community.
- *Curriculum projects which provide opportunities for competence development and demonstration for students and instructors
- *Proposals which focus on development of new skills needed for cultural competence in learning and work environments

The above list is illustrative of the types of eligible projects; members of the campus community are encouraged to consider a wide range of possibilities for projects. We also encourage the development of projects which are eligible for current funding, but also would be included in a long range model of a culturally competent institution.

Proposal Submission

All proposals should be submitted to the Campus Diversity Development Office, Founders 106, (260-6827) by 5:00pm on the listed due date. Please follow the specific format required for each type of project proposal.

Questions on Proposal Development

Members of the Cultural Competence Project Team are ready to answer your questions about the proposal development and submission process. We would also be happy to talk with individuals and groups about the Creating Cultural Competence document. A copy of the cultural competence document can be obtained in the Campus Diversity Development Office, Founders 106. Look for the announcement of several information sessions on the document and proposal development process. Contact Susan Zgliczynski if you would like to arrange an information session for your student, staff, faculty or administrative group.

Anita Buckley-Rogers (Human Resources/ Career Services)	x4654	anitar@acusd.edu
Kokila Doshi (Business)	x4843	kdoshi@acusd.edu
Yvette Fontaine (International Resources)	x4678	yvettef@acusd.edu
Reuben Mitchell (Diversity Development/Human Res.)	x8750	reubenm@acusd.edu
Joe NaIVEN (Law)	x2819	jnalven@acusd.edu
Susan Zgliczynski (Education)	x4287	zgli@acusd.edu

Attention: All USD Students, Staff, Faculty and Administrators

Call for Proposals for Small Project Grants
Irvine Foundation - Creating Cultural Competency Project
Proposals submitted 3/1/98 - 10/1/99 Awards Up to \$1,000

The Cultural Competence Project Team invites submission of proposals for Small Project Grants which will be awarded to persons or groups who want to develop projects to help in Creating Cultural Competence at USD. Proposals requesting funding for amounts up to \$1,000 can be submitted any time during the Project cycle of Irvine Grant II which will run from March 1, 1998 until October 1, 1999. Approximately \$50,000 will be available in the Project cycle for Small Project Grants.

Two copies of your proposal should be submitted to the Diversity Development Office, Founders 106, 260-6827, a minimum of two weeks before the start date of the proposed project. Questions on proposal development can be asked of these Cultural Competency Project team member: Anita Buckley-Rogers (Human Resources/ Career Services) x4654, Kokila Doshi (Business) x4843, Yvette Fontaine (International Resources) x4678, L. Reuben Mitchell (Diversity Development/Human Res.) x8750, Joe Nalven (Law) x2819, Susan Zgliczynski (Education) x4287 or zglnski@acusd.edu.

Proposals will be evaluated by the Cultural Competency Project Team using the following criteria:

- A. **Contribution** of the project to the goals of creating cultural competence. We are looking for new and creative ideas which go beyond activities and projects currently offered and funded at USD. Proposals for funding for one individual to obtain competence by attendance at a conference, workshop or class will not be funded.
- B. **Clarity** of the project description. Be sure your proposal clearly addressed all items requested in the format guidelines listed below.
- C. **Feasibility** of the project. Can the project be implemented using the time and budget described in the proposal? Will the project attract the proposed participants?
- D. **Evaluation** of the project. How will the success of your project be assessed?

A final report on the project of at least one page is due one month after the completion of project activities. Examples of possible projects include 1) bringing groups together to participate in self-assessment; community building activities which focus on development of cultural knowledge and understanding; study groups; specific training opportunities; group participation in competency building activities off the campus. Funding might be requested for a variety of needs including materials, light refreshments, honorariums for speakers, transportation, or copying.

FORMAT

Include the information requested using this form or submit the information in 1-2 typed pages.

Name: _____
(Proposals submitted by groups should list the group name and the contact person)

Campus Address: _____

Phone: _____ Email: _____

Title of the project: _____

Total amount requested: _____

DRAFT

DRAFT

DRAFT

UNIVERSITY PLAN FOR DIVERSITY AND INCLUSION

Introduction

The University of San Diego is an independent, Catholic university whose historic and religious heritage, as well as its resolute choice, leads it to assert the worth and dignity of each and every member of the campus community. The goals and objectives stated in the University's mission statement, including holism, Catholicism, and individual dignity provide the basis for the institution's commitment to developing a community which is characterized by a rich diversity of people and ideas, valuing of differences, and inclusion for all. In support of this commitment, the University has recently been engaged in two substantial diversity initiatives: *Institutionalizing Diversity* (1990-1994) and *Creating Cultural Competency* (1997-2000), both of which have been generously supported by the James Irvine Foundation.

The Planning Committee which has been directing the work of the latter of these to initiatives determined quite early in its deliberations that the University would be well-served with the creation of an explicit plan for enhancing diversity and supporting the development of cultural competency at USD. Between May 1998 and June 1999 members of the Committee wrote a Vision Statement, a Business Case for Diversity and conceptual model for inclusion. Two members of the Committee collaborated on an article, "Organizational Developmental Model of Inclusion," which explained the conceptual model and demonstrated how it could be implemented as an instrument for developing and assessing the inclusionary practices of an institution.

In January of 1999, the Planning Committee appointed a Steering Committee to develop a comprehensive plan for diversity. The Committee, working through three task forces, has investigated recruitment policies and procedures, the University's definition of underrepresented groups, supervisor evaluation and accountability, needs assessment protocols, and diversity educational and training programs. The Task Forces have submitted interim reports this draft is based upon those reports as well as the earlier work of the Planning Committee on the Organizational Developmental Model of Inclusion (ODMI).

Definitions

- Diversity:** Diversity is the heterogeneity of cultures of the individuals who compose a group.
- Inclusion:** Inclusion is the set of organizational norms and values that promote the development of an institutional culture in which diversity is valued and promoted and individuals feel empowered within an atmosphere of trust, safety and respect.
- Cultural Competency:** Cultural Competency is the ability and willingness to interact respectfully and effectively with individuals and groups, acknowledging the common and different elements of our cultural identities. It is a process that promotes the development of skills, beliefs, attitudes, habits, behaviors and policies which enable individuals and groups to interact appropriately, showing that we accept and value others even when we may disagree with them.

Planning Assumptions

1. Within the context of its mission as a Catholic institution, the University of San Diego affirms the basic dignity and worth of every person and will not tolerate any discrimination. The University supports this affirmation in its policies, its administrative procedures, and its instructional, training and leadership programs.
2. The University seeks to develop an ethnically and culturally diverse campus community in which all members feel secure, respected, and fulfilled.
3. The precursor of security is safety, of respect is tolerance, and of fulfillment is inclusion.
4. Diversity and inclusion are the responsibility of all, but supervisors have a special responsibility to practice and teach inclusion.
5. Diversity and inclusions are enhance by the development of cultural competency in individuals and institutions.
6. Cultural competency derives from both moral disposition and specific learned interpersonal skills.
7. The University's geographical region will change to a "no majority group" society with in the period of this plan.

Vision Statement

As a value-based, Catholic educational and learning community, rooted in a tradition of respect for the dignity of the individual, the University of San Diego is committed to:

1. actively recruiting, retaining and supporting a diverse population of students, faculty, staff and administrators;
2. continually evaluating systems and structures to ensure that diverse perspectives are included, valued and rewarded;
3. providing continuous and systematic educational and professional development in order to prepare culturally competent individuals capable of functioning effectively in local and regional communities and a global society.

Planning Environment

The University addresses the development of its Plan for Diversity in the dual context of the Organizational Diversity Blueprint set forth in the work of Dr. Patricia Arredondo (Successful Diversity Management Initiatives, 1996) and the Organizational Developmental Model of Inclusions (ODMI) developed by Dr. Moises Barón and Mr. Reuben Mitchell (of Appendix 1). These two documents have assisted us in understanding both appropriate steps necessary to create a comprehensive and sustainable diversity effort and the manner in which to implement and evaluate the institutional process of change which is necessary to develop a diverse and culturally competent community.

This Strategic Plan is one of seven steps necessary to create the organizational infrastructure which will support a diverse and culturally competent organization. It has been preceded by a period of organizing and preparing for the initiative, developing and writing the Vision Statement, clarifying the business motivations for diversity (of Appendix 2) and gathering data. Although the development of implementation tactics usually follows the Plan, at USD we have used the Irvine Project Funds to begin that process already and will continue to develop more implementing tactics after the Plan is complete. Finally, we will evaluate our work and reconsider goals, objectives, and tactics.

The ODMI was designed to provide a comprehensive, process-oriented framework through which to assess and implement USD's efforts at creating an inclusive working environment (Baron and Mitchell, 1999). It proposes a continuum of development for the institution, characterized by the relative importance assigned to change the external or internal motivation for change, and the enablers or barriers to change. It identifies four stages of development on the path from exclusion to inclusion and stipulates the behavioral practices that characterize each stage. The Model is equally helpful as a guide to actions and a tool for assessing progress.

Over the course of several meetings of the Diversity Steering Committee, the group determined that the University of San Diego, on average, was situated somewhere between the second (symbolic Inclusion) and third (Prescribed Inclusion) stages of inclusion on the ODMI, and it identified major areas of endeavor in which to focus its efforts and in which to develop the goals and objectives of this Plan.

Goals

- I. the University will increase the recruitment and retention of faculty, students, administrators, and staff of color.
- II. The University will establish benchmarks for diversity of employees and students and hold supervisors accountable for meeting these benchmarks.
- III. The University will evaluate its policies and procedures to determine the degree to which they enable or hinder the development the University's commitment to increasing diversity.
- IV. The University will provide continuing programs of education and development for diversity, inclusions and cultural competency among students and employees.
- V. The University will complete the current Irvine Grant initiative "Creating Cultural Competency" and design appropriate structures to coordinate further diversity, inclusion, and cultural competency activities.

Specific Objectives

- I.1 To develop, publish and begin implementing a recruitment and retention plan for students from underrepresented groups
- I.2 To assess the current plans for the recruitment and retention of faculty, administrators and staff from underrepresented groups
- I.3 To design a plan to assist current employees from underrepresented groups to obtain the educational degrees necessary to compete for full-time faculty positions
- II.1 To develop a database of the ethnic demographic of four comparable universities in the region upon which to develop benchmarks for USD
- II.2 To increase the percentage of full-time faculty from underrepresented groups to approximately 20% by 2005
 - 2.a To emphasize increasing the number of such faculty particularly in Business Administration and Nursing.
 - 2.b To emphasize particularly the addition of Hispanic and African American faculty.
- II.3 To increase the percentage of administrators from underrepresented groups to approximately 15% by 2005
 - 3.a To emphasize increasing the number of such administrators particularly in Academic affairs and University Relations.
- II.4 To increase the percentage of students from underrepresented groups to approximately 30% by 2005
 - 4.a To emphasize increasing the number of African American students from 2.5% to 4% of the student body by 2005

- 4.b To emphasize increasing the number of Native American students from 1% to 2% of the student by 2005
- II.5 To establish appropriate benchmarks as well for Catholic and international students and to seek appropriate gender balance in the student body
- II.6 To obtain TRIO grants for Student Support Services (by 2001) and Talent Search (by 2002)
- II.7 To seek, from internal and external sources, an addition of \$1,000,000 of financial aid funds for underrepresented students by 2005
- III.1 to conduct, in Spring 2000, an ODMI assessment of inclusionary practice in one school or college and follow with additional academic and administrative units each year
- III.2 To complete the process of updating the University's procedures for advertising, recruiting and appointing faculty and administrators by September 2000.
- III.3 To appoint a task force of the Irvine Steering Committee to survey *The Policy and Procedures Handbook* to identify policies, procedures or other regulations which might hinder inclusion
- IV.1 To complete the final discretionary projects of the Irvine Grant, including a project on improving communication about diversity and inclusion programs at USD
- IV.2 To evaluate the general effectiveness of the Irvine initiative, write a final report, and publish (on the World Wide Web and elsewhere) the documents created during the initiative
- IV.3 To consult broadly on the structures within which the University's work in diversity, inclusion, and cultural competency will be coordinated and supported after the Irvine Grant is completed

Schedule

The plan is designed to guide the University's efforts in diversity, inclusion, and cultural competency for the years 2000-2005. These dates are congruent with the University's recently revised Strategic Long Range Plan, and they provide a reasonable period within which to accomplish the objectives stipulated above.

The following schedule is a suggested guide for the accomplishment of the Specific Objectives:

PERIOD	OBJECTIVE	ACTIVITY
Jan.-June 2000	III.1.	Conduct an assessment of inclusion in the School of Education
	V.1.	Finish the discretionary projects of the Irvine Grant
	IV.3.	Refine the role and charge of the Cultural Competency Project Team
July - Dec. 2000	I.1	Develop the plan for recruitment of underrepresented students
	II.6.	Write and submit proposal for TRIO Student Support Services grant
	III.2.	Complete the process of updating the University's procedures for recruiting and appointing faculty and administrators
	IV.3.	Provide additional support for Student Affairs Human Relations program
	IV.3.	Reconstitute the Campus Diversity Committee
	V.1.	Finish the discretionary projects of the Irvine Grant
	V.2.	Evaluate the Irvine Initiative and write the final report

	V.3	Begin process of determining structure with which to coordinate diversity and inclusion activities
	II.1	Develop a database of ethnic demographics at four regional universities comparable to USD and develop benchmarks
Jan.-June 2001	III.1.	Conduct an assessment of inclusion in a second school and one administrative service area
July - Dec. 2001	III.3	Appoint a task force to survey <i>Policy and Procedures Handbook</i>
	IV.2	Continue support for Student Affairs Human Relations Programs
Jan. - June 2002	III.1.	Conduct an assessment of inclusion in a third school and two administrative service area
	IV.3.	Incorporate instruction on inclusion and cultural competency in administrative and staff orientations
July - Dec. 2002	II.5	Establish appropriate benchmarks for Catholic, male, and international students
	IV.2	Formal assessment of the effectiveness of Human Relations programs in Students Affairs and the faculty orientation program
Jan. - June 2003	I.2	Identify at least one employee from an underrepresented group, willing to complete credentials and begin training
	III.1.	Conduct an assessment of inclusion in the College of Arts and Sciences and in three administrative service areas
Jan. - June 2004	I.1	Revise the student recruitment plan in light of effectiveness thus far
	II.2.	Assess the effectiveness of faculty, administrator, and staff recruitment thus far and make appropriate changes.
July - Dec. 2004	II.1-4	Assess results of students recruitment and revise plans and procedures as appropriate

YOU ARE INVITED...

TO PARTICIPATE IN A VALUES SURVEY

WE NEED YOUR HELP

TO HELP DETERMINE WHETHER THE UNIVERSITY OF SAN DIEGO
PRACTICES WHAT IT PREACHES ABOUT ITS MISSION AND GOALS

The USD Values Survey Committee has enclosed a values survey designed to assess the relationship between the stated mission and goals of USD and the reality of your day-to-day life on campus. We are hopeful that you will respond.

The purpose of this research is to assess whether the University of San Diego "practices what it preaches" about its Mission and Goals. This survey provides an opportunity for you to express your perceptions and attitudes about whether you believe that USD adheres to its Mission and Goals Statement and does indeed "practice what it preaches" about the values of the University. The results of this survey will be part of a report describing student and personnel perspectives of the "values climate" on campus. This report will be presented to Dr. Alice Hayes, President, and the Board of Trustees.

The enclosed survey should take 15-20 minutes to complete. Your participation is voluntary and you may refuse to answer any or all questions on the survey. You will not be identifiable in any report or summary generated from this survey. We are hoping that will agree to participate as your input is a valuable piece of this study. As a member of the USD community, you have unique insights and experiences that will help inform the President and Board of Trustees about the day-to-day reality for students, staff and faculty.

Please return your completed survey in the enclosed addressed envelope. If you have any questions or concerns, please contact one of the members of the sub-committee listed below. We appreciate any consideration you give to our request for your participation as your input is most valuable as the University plans for the future.

Thank you.

The Values Survey Executive Committee

Rev. Msgr. I. Brent Eagen, University Ministry	X4270
Larry Gardepie, Finance and Administration	X4822
Anne Hendershott, Arts and Sciences Faculty	X4023
Eric Karakis, Associated Students	X4909
Joe Nalven, School of Law	X2819
Sr. Virginia Rodee, University Ministry	X2634
Diane West, Arts and Sciences Staff	X2614

STUDENT SURVEY

When answering each question, please consider how strongly you agree or disagree with the following statements--and how important you think each statement is for you at USD. Please draw upon your past experiences at USD when responding to each question.

Please circle your responses

PART I

Requests your perceptions of the faculty you know at USD:

THE USD FACULTY MEMBERS I KNOW:

1. Set high academic standards for students

Level of Agreement

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me

Very Important....Somewhat Important....Not Important

2. Respect students as individuals

Level of Agreement

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me

Very Important....Somewhat Important....Not Important

3. Revise syllabi & update lectures to include current information

Level of Agreement

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me

Very Important....Somewhat Important....Not Important

4. Enforce college policy on cheating

Level of Agreement

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me

Very Important....Somewhat Important....Not Important

5. Maintain a classroom environment that is free from sexist and racist behavior

Level of Agreement

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me

Very Important....Somewhat Important....Not Important

THE USD FACULTY MEMBERS I KNOW:

6. Support the USD mission of Catholicity in their faculty position

Level of Agreement

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me

Very Important....Somewhat Important....Not Important

7. Support the USD mission of respect for individual dignity

Level of Agreement

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me

Very Important....Somewhat Important....Not Important

8. Provide service to the San Diego community by volunteering to share professional expertise with the community

Level of Agreement

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me

Very Important....Somewhat Important....Not Important

9. Encourage students to become involved in programs and activities that will help them explore careers and find jobs.

Level of Agreement

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me

Very Important....Somewhat Important....Not Important

10. Encourage students to become involved in helping those in the community

Level of Agreement

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me

Very Important....Somewhat Important....Not Important

11. Are responsive to student needs

Level of Agreement

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me

Very Important....Somewhat Important....Not Important

THE USD FACULTY MEMBERS I KNOW:

12. Demonstrate fairness in grading

Level of Agreement

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me

Very Important....Somewhat Important....Not Important

13. Set high ethical standards for students

Level of Agreement

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me

Very Important....Somewhat Important....Not Important

PART II

FROM MY OWN PERSPECTIVE:

14. USD has provided an environment in which I have grown in my
academic skills

Level of Agreement

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me

Very Important....Somewhat Important....Not Important

15. USD has provided an environment in which I have become more
aware of the needs of diverse students

Level of Agreement

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me

Very Important....Somewhat Important....Not Important

16. USD has provided an environment in which I have become more
aware of the economic and social needs of others

Level of Agreement

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me

Very Important....Somewhat Important....Not Important

22. I am more tolerant and accepting of others because of my experiences at USD

Level of Agreement

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me

Very Important....Somewhat Important....Not Important

23. I have a greater understanding of the Catholic faith because of my experiences at USD

Level of Agreement

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me

Very Important....Somewhat Important....Not Important

24. I have a greater appreciation for the Catholic Church because of my experiences at USD

Level of Agreement

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me

Very Important....Somewhat Important....Not Important

25. I feel that I am treated with respect and dignity at USD

Level of Agreement

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me

Very Important....Somewhat Important....Not Important

26. I have a greater appreciation of complex moral and ethical issues because of my experiences at USD

Level of Agreement

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me

Very Important....Somewhat Important....Not Important

27. At USD I have personally experienced: (circle all that apply)

- a. discrimination because of my gender
- b. discrimination because of my race/ethnicity
- c. discrimination because of my religion
- d. discrimination because of my sexual orientation
- e. none of the above

17. USD has provided an environment in which I have become more aware of San Diego/Tijuana border issues

Level of Agreement

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me

Very Important....Somewhat Important....Not Important

18. USD has provided an environment in which I have become more aware of the social needs of people outside the United States

Level of Agreement

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me

Very Important....Somewhat Important....Not Important

19. USD has provided an environment in which I have become more aware of the spiritual needs of myself and others

Level of Agreement

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me

Very Important....Somewhat Important....Not Important

20. USD has provided an environment in which people feel free to express their religious beliefs

Level of Agreement

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me

Very Important....Somewhat Important....Not Important

21. USD has provided an environment which has encouraged me to contribute to programs that meet the needs of San Diego's communities.

Level of Agreement

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me

Very Important....Somewhat Important....Not Important

38. How strongly do you agree or disagree with the following:

	Strongly Disagree	Disagree	Agree	Strongly Agree
Under no circumstances is cheating justified	_____	_____	_____	_____
Reporting someone for cheating is worse than cheating	_____	_____	_____	_____
USD Faculty show little consistency in handling cases of cheating	_____	_____	_____	_____
USD faculty do not try very hard to catch cheaters	_____	_____	_____	_____
Cheating is a serious problem at USD	_____	_____	_____	_____
Honesty is desirable but not as important as loyalty to classmates	_____	_____	_____	_____
I am bothered by the cheating that goes on at USD	_____	_____	_____	_____
Cheating is common in American society. It is an acceptable way to get ahead	_____	_____	_____	_____
USD's judicial process is fair and impartial	_____	_____	_____	_____
Students should be responsible for monitoring the academic integrity of other USD students	_____	_____	_____	_____

39. How likely is it that:

	Very Unlikely	Unlikely	Likely	Very Likely
You would report an incident of cheating that you observed	_____	_____	_____	_____
The typical USD student would report such violations	_____	_____	_____	_____
A USD student would report a close friend	_____	_____	_____	_____

PART IV

This final section asks about your involvement in service

40. Since entering USD, in which community service/volunteer activities have you participated?

	Have Participated		Of Interest	
Education:				
Tutoring/literacy training	YES	NO	YES	NO
Human Needs:				
Providing health education	YES	NO	YES	NO
Providing counseling/mentoring	YES	NO	YES	NO
Providing childcare	YES	NO	YES	NO
Providing service to elderly	YES	NO	YES	NO
Providing homeless support	YES	NO	YES	NO
Providing legal assistance	YES	NO	YES	NO
Providing immigration support	YES	NO	YES	NO
Public Safety:				
Crime Prevention	YES	NO	YES	NO
Juvenile delinquency prevention	YES	NO	YES	NO
Conflict mediation	YES	NO	YES	NO
Substance abuse awareness	YES	NO	YES	NO
Environmental Issues:				
Environmental awareness	YES	NO	YES	NO
Community Cleanup/rebuilding	YES	NO	YES	NO
Religious/ethical participation:				
Religious education	YES	NO	YES	NO
University Ministry service	YES	NO	YES	NO

41. Was your community service performed: (circle all that apply)

As part of Service Learning in a course	YES	NO
As part of a USD-sponsored activity other than Service Learning	YES	NO
As part of University Ministry	YES	NO
As part of a USD-sponsored club/organization	YES	NO
As part of a non-USD-sponsored activity	YES	NO

42. Last semester, how many hours did you devote to community service/volunteer activities each week?

- a. none
- b. 1-2 hours per week
- c. 3-4 hours per week
- d. 5 or more hours per week
- e. I was not at USD last semester

The following questions request information that will be used only in summary form. You will NOT be individually identifiable in any report or summary generated from these questions

43. Gender

- a. male
- b. female

44. Race/Ethnicity

- a. American Indian or Alaskan Native
- b. Asian or Pacific Islander
- c. Black/African American
- d. Hispanic/Latino
- e. White/Caucasian
- f. Other _____

45. Enrolled In:

- a. College of Arts & Sciences
- b. School of Business
- c. School of Education
- d. School of Law
- e. School of Nursing

46. Year:

- a. First Year
- b. Second Year
- c. Third Year
- d. Fourth Year
- e. Fifth Year (undergraduate)
- f. Graduate Student

47. Religious Affiliation:

- a. Catholic
- b. Orthodox
- c. Jewish
- d. Muslim
- e. Hindu
- f. Buddhist
- g. Latter Day Saints
- h. Baptist
- i. Episcopalian
- j. Lutheran
- k. Methodist
- l. Presbyterian
- m. Non-Denominational
- n. None
- o. Other _____

48. How frequently do you attend religious services?

- a. daily
- b. about once a week
- c. about once a month
- d. every few months
- e. seldom
- f. never

49. Which of the following have you attended at USD?

- a. Mass of the Holy Spirit (beginning of Fall semester)
- b. All-Faith Worship Service (beginning of Spring semester)
- c. Lenten/Advent Services
- d. Reconciliation Service
- e. Bible Study
- f. Prayer Breakfast
- g. Retreats
- h. InterVarsity Christian Fellowship
- i. None of the above

For these last questions please review the attached Mission and Goals Statement of USD

50. From my perspective, the value that is MOST visible in my day-to day life at USD is:
- a. Academic Excellence
 - b. Values Based Education
 - c. Individual Dignity
 - d. Holism
 - e. Catholicity

51. From my perspective, the value that is LEAST visible in my day-to-day life at USD is:
- a. Academic Excellence
 - b. Values Based Education
 - c. Individual Dignity
 - d. Holism
 - e. Catholicity

52. From my perspective, the value that I would like to see MORE visible in my day-to-day life at USD is:
- a. Academic Excellence
 - b. Values Based Education
 - c. Individual Dignity
 - d. Holism
 - e. Catholicity

Please feel free to add any comments that you believe would be helpful to bring USD closer to the values you would like to see more visible in your day-to-day life at USD.

Thank you for participating in this Values Survey

28. At USD, I am aware of students who have experienced:
 (circle all that apply)
- a. discrimination because of their gender
 - b. discrimination because of their race/ethnicity
 - c. discrimination because of their religion
 - d. discrimination because of their sexual orientation
 - e. none of the above

Part III

The following questions explore academic integrity at USD

Check the appropriate category:

29. How frequently do you think the following occur at USD?

	Never	Very seldom	Seldom	Often	Very often
Plagiarism on written assignments	_____	_____	_____	_____	_____
Cheating during tests or exams	_____	_____	_____	_____	_____

30. How often have you seen another student cheat during a test or exam at USD?
 Never_____ Once_____ A few times_____ Several times_____

31. How often have you reported another student for cheating?
 Never_____ Once_____ A few times_____ Several times_____

32. Which of the following do you think should be involved in setting penalties and dealing with cases of cheating at USD?
Check all that you believe should be involved
 Students_____ Faculty_____ Administration_____

33. If someone asked for your help during a test or exam, what would you do? (Please check ONLY ONE choice)

- _____ Give him/her the answer
- _____ Say nothing but expose your paper so he/she can copy
- _____ Ignore or turn down the request
- _____ Express disapproval informally but not report the student
- _____ Report him/her to the appropriate authorities
- _____ Other _____

34. What would you do if you saw a student cheating on a test?

(Please check ONLY ONE choice)

- Report him/her to the instructor
- Ask the student to report himself/herself and report the incident if the student fails to do so
- Express disapproval informally to the student but not report him/her
- Mention the incident to other students but not report it
- Ignore the incident
- Other _____

	Very Low	Low	High	Very High
35. How would you rate:				
a. The competitiveness for grades at USD	___	___	___	___
b. The pressure you feel for good grades	___	___	___	___
c. Severity of penalties for cheating	___	___	___	___
d. Most students' understanding of USD's policies concerning student cheating	___	___	___	___
e. The faculty's understanding of USD's policies concerning student cheating	___	___	___	___
f. The faculty's support of these policies	___	___	___	___
g. The effectiveness of these policies	___	___	___	___

36. Many factors may motivate an individual to do his/her academic work honestly. For each of the following items, please indicate its importance in your decisions to act honestly in your academic work at USD.

	Not Important	Somewhat Important	Fairly Important	Very Important
My personal beliefs	___	___	___	___
Chance of getting caught	___	___	___	___
USD's policies	___	___	___	___
Penalties for cheating	___	___	___	___
Respect for my teachers	___	___	___	___
Respect for others	___	___	___	___

37. Which of the following measures is most likely to be taken by a professor at USD who learns of a student cheating on a test

(Please check ONLY ONE choice)

- 1. Probably nothing
- 2. Reprimand student and warn him/her
- 3. Fail the student on the exam
- 4. Fail the student for the course
- 5. Report the student to the appropriate authority
- 6. Other _____

Using the above numbers, indicate what action you think a professor would take if he or she caught a student cheating on a major writing assignment or paper?

MISSION AND GOALS OF THE UNIVERSITY OF SAN DIEGO

Mission

The University of San Diego is a community of scholars committed to the pursuit of truth, academic excellence, and advancement of knowledge in liberal arts and professional programs. Independent and comprehensive, the University of San Diego is dedicated to providing a value-based education to all students in its College and Schools.

A Roman Catholic institution, the University is committed to belief in God, to the recognition of the dignity of each individual and to the development of an active faith community. It is Catholic because it witnesses to and probes the Christian message as proclaimed by the Catholic Church.

The University welcomes and respects those whose lives are formed by different traditions, recognizing their important contributions to our pluralistic society and to an atmosphere of open discussion essential to liberal education. As a community the University is committed to collegiality, shared decision-making and academic freedom.

Education at the University is holistic, offering opportunities for intellectual, physical, spiritual, emotional, social and cultural development. Students are challenged to develop knowledge, values and skills to enrich their lives and to prepare them for careers which will provide service to their global, civic and faith communities.

Goals

Academic Excellence

Academic excellence is an integral part of the liberal arts tradition. The University commits itself to excellence in all its academic and professional pursuits. Its primary goal is to achieve a level of academic excellence in teaching and scholarship that, both in fact and in reputation, rivals the best comprehensive universities.

The University will strive to develop the human, environmental, programmatic, evaluative, supporting, and financial resources that are necessary to achieve excellence as an institution of higher education whose primary mission is teaching and encouraging research and scholarship supportive of the teaching/learning environment.

Values

The University will continue to emphasize its commitment to the values that characterize

the best in American higher education including Roman Catholic higher education. These values include academic integrity, academic freedom, the rigorous quest for understanding and truth, justice, prudence, temperance, fortitude, and compassion. The University's commitment to these values will permeate not only its undergraduate, graduate, and professional academic programs, but all of its programs, activities, and relationships.

Individual Dignity

The University will continue to promote and implement the principles that are associated with the dignity of the individual human being: individual responsibility; respect for each individual; sensitivity to the value of individual differences; and commitment to the view that a community is enriched by the diversity of points of view brought by individuals from a wide variety of cultural, ethnic, religious, and racial background.

Holism

Education at the University of San Diego addresses the fullest development of the person, intellectually, physically, spiritually, emotionally, socially, and culturally. The University will promote this goal by providing reasonable opportunities, suitable facilities, and appropriate support services for the holistic growth of all its students, faculty and staff.

Catholicity

The University is committed to its Catholic identity as intended by its founders and mandated by its corporate declaration and the Board of Trustees. It will communicate this identity, and the activities this identity inspires, to its various constituencies. It will continue to support an active Catholic faith community on campus through its university ministry program.

The University believes its commitment to the Roman Catholic tradition in American higher education is not only consistent with, but also supports, the other goals it has set for its foreseeable future and the spirit of ecumenism and tolerance of other religious beliefs those goals imply.

STAFF SURVEY

When answering each question, please consider how strongly you agree or disagree with the following statements--and how important you think each statement is for you at USD. Please draw upon your past experiences at USD when responding to each question.

PART I

These first questions ask for your opinions about USD supervisors and administrators.

MOST OF THOSE IN SUPERVISORY/ADMINISTRATIVE POSITIONS AT USD:

1. Treat the staff with respect & dignity

Level of Agreement:

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:

Very Important....Somewhat Important....Not Important

2. Have a clear sense of the direction (future) of USD

Level of Agreement:

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:

Very Important....Somewhat Important....Not Important

3. Support the Catholic Mission of USD

Level of Agreement:

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:

Very Important....Somewhat Important....Not Important

4. Demonstrate fairness in hours and schedules

Level of Agreement:

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:

Very Important....Somewhat Important....Not Important

5. Administer the merit pay process in a fair and equitable way

Level of Agreement:

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:

Very Important....Somewhat Important....Not Important

MOST OF THOSE IN SUPERVISORY/ADMINISTRATIVE POSITIONS AT USD:

6. Demonstrate fairness in promotions

Level of Agreement:

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:

Very Important....Somewhat Important....Not Important

7. Are committed to hiring more women for supervisory positions

Level of Agreement:

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:

Very Important....Somewhat Important....Not Important

8. Are committed to hiring more minority group members for supervisory positions

Level of Agreement:

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:

Very Important....Somewhat Important....Not Important

9. Encourage staff to become more involved in service to the San Diego community

Level of Agreement:

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:

Very Important....Somewhat Important....Not Important

PART II

The following questions ask about your impression of USD faculty

MOST OF THE USD FACULTY MEMBERS I KNOW:

10. Set high academic standards for students

Level of Agreement:

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:

Very Important....Somewhat Important....Not Important

MOST OF THE USD FACULTY MEMBERS I KNOW:

11. Set high ethical standards for students

Level of Agreement:

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:

Very Important....Somewhat Important....Not Important

12. Maintain a classroom environment that is free from sexist and racist behavior

Level of Agreement:

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:

Very Important....Somewhat Important....Not Important

13. Support the USD mission of Catholicity in their faculty position

Level of Agreement:

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:

Very Important....Somewhat Important....Not Important

14. Treat the support staff with respect and dignity

Level of Agreement:

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:

Very Important....Somewhat Important....Not Important

PART III

MOST OF THE USD STUDENTS I KNOW:

15. Treat the support staff with respect and dignity

Level of Agreement:

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:

Very Important....Somewhat Important....Not Important

PART IV

From my own perspective:

16. USD has provided an environment in which I have grown in my work-related skills

Level of Agreement:

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:

Very Important....Somewhat Important....Not Important

17. USD has provided an environment in which I have become more aware of the spiritual needs of myself and others

Level of Agreement:

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:

Very Important....Somewhat Important....Not Important

18. USD has provided an environment in which I have become more aware of the needs of diverse students and staff

Level of Agreement:

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:

Very Important....Somewhat Important....Not Important

19. USD has provided an environment in which I have become more aware of the economic and social needs of others

Level of Agreement:

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:

Very Important....Somewhat Important....Not Important

20. USD has provided an environment in which I have become more aware of the San Diego/Tijuana border issues

Level of Agreement:

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:

Very Important....Somewhat Important....Not Important

21. USD has provided an environment in which I have become more aware of the social needs of those outside the U S.

Level of Agreement:
Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:
Very Important....Somewhat Important....Not Important

22. USD provides an environment in which people feel free to express their religious beliefs

Level of Agreement:
Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:
Very Important....Somewhat Important....Not Important

23. I am a better person because of my experiences at USD

Level of Agreement:
Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:
Very Important....Somewhat Important....Not Important

24. I am more tolerant and accepting of others because of my experiences at USD

Level of Agreement:
Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:
Very Important....Somewhat Important....Not Important

25. I have a greater understanding of the Catholic faith because of my experiences at USD

Level of Agreement:
Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:
Very Important....Somewhat Important....Not Important

26. I have a greater appreciation for the Catholic Church because of my experiences at USD

Level of Agreement:
Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:
Very Important....Somewhat Important....Not Important

27. I feel that I am treated with respect and dignity at USD
Level of Agreement:
Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:
Very Important....Somewhat Important....Not Important

28. I am satisfied with the training I have received at USD.
Level of Agreement:
Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:
Very Important....Somewhat Important....Not Important

29. There is a good working relationship among the staff in my
area
Level of Agreement:
Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:
Very Important....Somewhat Important....Not Important

30. There is a spirit of cooperation for staff in departments and
areas throughout the University
Level of Agreement:
Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:
Very Important....Somewhat Important....Not Important

31. I am confident in my abilities because of my experiences at USD
Level of Agreement:
Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:
Very Important....Somewhat Important....Not Important

32. I understand the mission and goals of USD
Level of Agreement:
Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:
Very Important....Somewhat Important....Not Important

33. The people I work with understand the mission and goals of USD
Level of Agreement:
Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion
Importance to Me:
Very Important....Somewhat Important....Not Important

34. My supervisor has good communication with the staff in my
department/area
Level of Agreement:
Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion
Importance to Me:
Very Important....Somewhat Important....Not Important

35. My supervisor understands my concerns and plans
Level of Agreement:
Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion
Importance to Me:
Very Important....Somewhat Important....Not Important

36. My supervisor seeks my input/advice on matters of importance
Level of Agreement:
Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion
Importance to Me:
Very Important....Somewhat Important....Not Important

37. My supervisor listens to my opinions
Level of Agreement:
Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion
Importance to Me:
Very Important....Somewhat Important....Not Important

38. I feel that I am contributing to my department/area
Level of Agreement:
Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion
Importance to Me:
Very Important....Somewhat Important....Not Important

39. At USD I have personally experienced: (circle all that apply)

- a. discrimination because of my gender
- b. discrimination because of my race/ethnicity
- c. discrimination because of my religion
- d. discrimination because of my sexual orientation
- e. none of the above

40. At USD, I am aware of students who have experienced:
(circle all that apply)

- a. discrimination because of their gender
- b. discrimination because of their race/ethnicity
- c. discrimination because of their religion
- d. discrimination because of their sexual orientation
- e. none of the above
- f. unable to observe

41. At USD, I am aware of faculty who have experienced:
(circle all that apply)

- a. discrimination because of their gender
- b. discrimination because of their race/ethnicity
- c. discrimination because of their religion
- d. discrimination because of their sexual orientation
- e. none of the above
- f. unable to observe

42. At USD, I am aware of staff who have experienced:
(circle all that apply)

- a. discrimination because of their gender
- b. discrimination because of their race/ethnicity
- c. discrimination because of their religion
- d. discrimination because of their sexual orientation
- e. none of the above
- f. unable to observe

43. At USD, I am aware of administrators who have experienced:
(circle all that apply)

- a. discrimination because of their gender
- b. discrimination because of their race/ethnicity
- c. discrimination because of their religion
- d. discrimination because of their sexual orientation
- e. none of the above
- f. unable to observe

49. Highest academic level attained:

- a. elementary school
- b. high school
- c. BA/BS
- d. MA/MS/MBA/MFA
- e. JD/PhD/EdD

50. Position at USD

- a. Clerical
- b. Technical
- c. Service
- d. Grounds/Maintenance
- e. Housekeeping/Custodial
- f. Dining Services
- g. Security
- h. Other _____

51. Years of Service at USD:

- a. less than 5yrs
- b. 5-10 yrs
- c. 11-15 yrs
- d. 16-20 yrs
- e. more than 20 yrs

52. Religious Affiliation:

- a. Catholic
- b. Orthodox
- c. Jewish
- d. Muslim
- e. Hindu
- f. Buddhist
- g. Latter Day Saints
- h. Baptist
- i. Episcopalian
- j. Lutheran
- k. Methodist
- l. Presbyterian
- m. Non-Denominational
- n. None
- o. Other _____

53. How frequently do you attend religious services?

- a. daily
- b. about once a week
- c. about once a month
- d. every few months
- e. seldom
- f. never

54. Which of the following have you attended at USD?

- a. Mass of the Holy Spirit (beginning of Fall semester)
- b. All-Faith Worship Service (beginning of Spring semester)
- c. Lenten/Advent Masses
- d. Reconciliation
- e. Bible Study
- f. Prayer Breakfast
- g. None of the Above

For these last three questions, please review the enclosed Mission and Goals Statement of USD.

55. From my perspective, the value that is MOST visible in my day-to day life at USD is:

- a. Academic Excellence
- b. Values Based Education
- c. Individual Dignity
- d. Holism
- e. Catholicity

56. From my perspective, the value that is LEAST visible in my day-to-day life at USD is:

- a. Academic Excellence
- b. Values Based Education
- c. Individual Dignity
- d. Holism
- e. Catholicity

57. From my perspective, the value that I would like to see MORE visible in my day-to-day life at USD is:

- a. Academic Excellence
- b. Values Based Education
- c. Individual Dignity
- d. Holism
- e. Catholicity

Please feel free to add any comments that you believe would be helpful to bring USD closer to the values you would like to see more visible in your day-to-day life at USD.

Thank you for participating in this Values Survey

MISSION AND GOALS OF THE UNIVERSITY OF SAN DIEGO

Mission

The University of San Diego is a community of scholars committed to the pursuit of truth, academic excellence, and advancement of knowledge in liberal arts and professional programs. Independent and comprehensive, the University of San Diego is dedicated to providing a value-based education to all students in its College and Schools.

A Roman Catholic institution, the University is committed to belief in God, to the recognition of the dignity of each individual and to the development of an active faith community. It is Catholic because it witnesses to and probes the Christian message as proclaimed by the Catholic Church.

The University welcomes and respects those whose lives are formed by different traditions, recognizing their important contributions to our pluralistic society and to an atmosphere of open discussion essential to liberal education. As a community the University is committed to collegiality, shared decision-making and academic freedom.

Education at the University is holistic, offering opportunities for intellectual, physical, spiritual, emotional, social and cultural development. Students are challenged to develop knowledge, values and skills to enrich their lives and to prepare them for careers which will provide service to their global, civic and faith communities.

Goals

Academic Excellence

Academic excellence is an integral part of the liberal arts tradition. The University commits itself to excellence in all its academic and professional pursuits. Its primary goal is to achieve a level of academic excellence in teaching and scholarship that, both in fact and in reputation, rivals the best comprehensive universities.

The University will strive to develop the human, environmental, programmatic, evaluative, supporting, and financial resources that are necessary to achieve excellence as an institution of higher education whose primary mission is teaching and encouraging research and scholarship supportive of the teaching/learning environment.

Values

The University will continue to emphasize its commitment to the values that characterize

the best in American higher education including Roman Catholic higher education. These values include academic integrity, academic freedom, the rigorous quest for understanding and truth, justice, prudence, temperance, fortitude, and compassion. The University's commitment to these values will permeate not only its undergraduate, graduate, and professional academic programs, but all of its programs, activities, and relationships.

Individual Dignity

The University will continue to promote and implement the principles that are associated with the dignity of the individual human being: individual responsibility; respect for each individual; sensitivity to the value of individual differences; and commitment to the view that a community is enriched by the diversity of points of view brought by individuals from a wide variety of cultural, ethnic, religious, and racial background.

Holism

Education at the University of San Diego addresses the fullest development of the person, intellectually, physically, spiritually, emotionally, socially, and culturally. The University will promote this goal by providing reasonable opportunities, suitable facilities, and appropriate support services for the holistic growth of all its students, faculty and staff.

Catholicity

The University is committed to its Catholic identity as intended by its founders and mandated by its corporate declaration and the Board of Trustees. It will communicate this identity, and the activities this identity inspires, to its various constituencies. It will continue to support an active Catholic faith community on campus through its university ministry program.

The University believes its commitment to the Roman Catholic tradition in American higher education is not only consistent with, but also supports, the other goals it has set for its foreseeable future and the spirit of ecumenism and tolerance of other religious beliefs those goals imply.

FACULTY/ADMINISTRATOR SURVEY

When answering each question, please consider how strongly you agree or disagree with the following statements--and how important you think each statement is for you at USD. Please draw upon your past experiences at USD when responding to each question.

PART I

Requests your perceptions of most of the USD faculty you know at USD. Please circle your responses.

MOST OF THE USD FACULTY MEMBERS I KNOW:

1. Set high academic standards for students

Level of Agreement:

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:

Very Important....Somewhat Important....Not Important

2. Respect students as individuals

Level of Agreement:

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:

Very Important....Somewhat Important....Not Important

3. Revise syllabi & update lectures to include current information

Level of Agreement:

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:

Very Important....Somewhat Important....Not Important

4. Enforce college policy on cheating

Level of Agreement:

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:

Very Important....Somewhat Important....Not Important

5. Maintain a classroom environment that is free from sexist and racist behavior

Level of Agreement:

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:

Very Important....Somewhat Important....Not Important

MOST OF THE USD FACULTY MEMBERS I KNOW:

6. Support the USD mission of Catholicity in their faculty position

Level of Agreement:

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:

Very Important....Somewhat Important....Not Important

7. Support the USD mission of respect for individual dignity

Level of Agreement:

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:

Very Important....Somewhat Important....Not Important

8. Provide service to the San Diego community by volunteering to share professional expertise with the community

Level of Agreement:

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:

Very Important....Somewhat Important....Not Important

9. Encourage students to become involved in programs and activities that will help them explore careers and find jobs

Level of Agreement:

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:

Very Important....Somewhat Important....Not Important

10. Encourage students to become involved in helping those in the community

Level of Agreement:

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:

Very Important....Somewhat Important....Not Important

11. Are responsive to student needs

Level of Agreement:

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:

Very Important....Somewhat Important....Not Important

MOST OF THE USD FACULTY MEMBERS I KNOW:

12. Are supportive to new/junior faculty

Level of Agreement:

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:

Very Important....Somewhat Important....Not Important

13. Are collegial with each other

Level of Agreement:

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:

Very Important....Somewhat Important....Not Important

14. Have a collegial relationship with administrators

Level of Agreement:

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:

Very Important....Somewhat Important....Not Important

15. Treat the support staff with respect and dignity

Level of Agreement:

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:

Very Important....Somewhat Important....Not Important

PART II

The following questions ask for your perceptions
about USD administrators:

THOSE IN ADMINISTRATIVE POSITIONS AT USD:

16. Have a collegial relationship with the faculty

Level of Agreement:

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:

Very Important....Somewhat Important....Not Important

THOSE IN ADMINISTRATIVE POSITIONS AT USD:

17. Have a collegial relationship with other administrators

Level of Agreement:

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:

Very Important....Somewhat Important....Not Important

18. Look for feedback from faculty and other administrators

Level of Agreement:

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:

Very Important....Somewhat Important....Not Important

19. Seriously consider faculty suggestions

Level of Agreement:

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:

Very Important....Somewhat Important....Not Important

20. Are committed to hiring more women for administrative/
leadership positions

Level of Agreement:

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:

Very Important....Somewhat Important....Not Important

21. Are committed to hiring more minority group members for
faculty/administrative positions

Level of Agreement:

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:

Very Important....Somewhat Important....Not Important

22. Administer the merit pay process in a fair and equitable way

Level of Agreement:

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:

Very Important....Somewhat Important....Not Important

THOSE IN ADMINISTRATIVE POSITIONS AT USD:

23. Encourage faculty & staff to become involved in service to the San Diego community

Level of Agreement:
Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:
Very Important....Somewhat Important....Not Important

24. Encourage faculty to implement the college policy on cheating

Level of Agreement:
Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:
Very Important....Somewhat Important....Not Important

25. Encourage faculty to become involved in service to University Ministry

Level of Agreement:
Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:
Very Important....Somewhat Important....Not Important

26. Support the USD mission of Catholicity in their administrative position

Level of Agreement:
Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:
Very Important....Somewhat Important....Not Important

27. Treat the faculty and staff with respect & dignity

Level of Agreement:
Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:
Very Important....Somewhat Important....Not Important

28. Have a clear sense of the direction (future) of USD

Level of Agreement:
Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:
Very Important....Somewhat Important....Not Important

PART III

This final section asks about your own experiences at USD

FROM MY OWN PERSPECTIVE:

29. USD has provided an environment in which I have grown in my professional activity

Level of Agreement:

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:

Very Important....Somewhat Important....Not Important

30. USD has provided an environment in which I have become more aware of the needs of diverse students and staff

Level of Agreement:

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:

Very Important....Somewhat Important....Not Important

31. USD has provided an environment in which I have become more aware of the economic and social needs of others

Level of Agreement:

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:

Very Important....Somewhat Important....Not Important

32. USD has provided an environment in which I have become more aware of the San Diego/Tijuana border issues

Level of Agreement:

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:

Very Important....Somewhat Important....Not Important

33. USD has provided an environment in which I have become more aware of the social needs of people outside the U. S.

Level of Agreement:

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:

Very Important....Somewhat Important....Not Important

34. USD has provided an environment in which I have become more aware of the spiritual needs of myself and others

Level of Agreement:
Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:
Very Important....Somewhat Important....Not Important

35. USD has provided an environment in which people feel free to express their religious beliefs

Level of Agreement:
Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:
Very Important....Somewhat Important....Not Important

36. I am a better person because of my experiences at USD

Level of Agreement:
Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:
Very Important....Somewhat Important....Not Important

37. I am more tolerant and accepting of others because of my experiences at USD

Level of Agreement:
Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:
Very Important....Somewhat Important....Not Important

38. I have a greater understanding of the Catholic faith because of my experiences at USD

Level of Agreement:
Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:
Very Important....Somewhat Important....Not Important

39. I have a greater appreciation for the Catholic Church because of my experiences at USD

Level of Agreement:
Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:
Very Important....Somewhat Important....Not Important

40. I feel that I am treated with respect and dignity at USD

Level of Agreement:

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:

Very Important....Somewhat Important....Not Important

41. I am confident in my abilities because of my experiences at USD

Level of Agreement:

Strongly Agree....Agree....Disagree....Strongly Disagree
No Opinion

Importance to Me:

Very Important....Somewhat Important....Not Important

42. At USD I have personally experienced: (circle all that apply)

- a. discrimination because of my gender
- b. discrimination because of my race/ethnicity
- c. discrimination because of my religion
- d. discrimination because of my sexual orientation
- e. none of the above

43. At USD, I am aware of students who have experienced:

(circle all that apply)

- a. discrimination because of their gender
- b. discrimination because of their race/ethnicity
- c. discrimination because of their religion
- d. discrimination because of their sexual orientation
- e. none of the above

44. At USD, I am aware of staff who have experienced:

(circle all that apply)

- a. discrimination because of their gender
- b. discrimination because of their race/ethnicity
- c. discrimination because of their religion
- d. discrimination because of their sexual orientation
- e. none of the above

45. AT USD, I am aware of faculty who have experienced:

(circle all that apply)

- a. discrimination because of their gender
- b. discrimination because of their race/ethnicity
- c. discrimination because of their religion
- d. discrimination because of their sexual orientation
- e. none of the above

46. Many factors may motivate an individual to do his/her work honestly. For each of the following items, please indicate its importance in your decisions to act honestly in your work at USD.

	Not Important	Somewhat Important	Fairly Important	Very Important
My personal beliefs	_____	_____	_____	_____
Chance of getting caught	_____	_____	_____	_____
USD's policies	_____	_____	_____	_____
Penalties for behavior	_____	_____	_____	_____
Respect for my superiors/ leaders	_____	_____	_____	_____
Respect for others	_____	_____	_____	_____

47. What would you do if you saw an employee (at any level) stealing or damaging University property?

- _____ Report him/her
- _____ Ask the employee to report him/herself and report him/her if they fail to do so
- _____ Express disapproval informally to the employee but not report him/her
- _____ Mention the incident to other employees but not report it
- _____ Ignore the incident
- _____ Other _____

48. Which of the following measures is more likely to be taken by someone in a position of supervision at USD who learns of an employee's dishonest behavior?

- _____ Probably nothing
- _____ Warn him/her
- _____ Official reprimand (for an employee in his/her area)
- _____ Report to the appropriate authority
- _____ Other _____

The following questions request information that will be used only in summary form. Neither you nor your job function will be individually identifiable in any report or summary generated from these questions.

49. Gender

- a. male
- b. female

50. Race/Ethnicity

- a. American Indian or Alaskan Native
- b. Asian or Pacific Islander
- c. Black/African American
- d. Hispanic/Latino
- e. White/Caucasian
- f. Other _____

51. Highest Academic Degree

- a. AA
- b. BA/BS
- c. MA/MS/MBA/MFA
- d. EdD/JD/PhD

52. Position at USD

- a. Full-Time Faculty
- b. Part-Time Faculty
- c. Administrative Personnel
- d. Professional/Salaried Personnel

53. Are you Tenured?

- a. Yes
- b. No

54. Employed In:

For Faculty:

- a. College of Arts & Sciences
- b. School of Business
- c. School of Education
- d. School of Law
- e. School of Nursing

For Administrative Employees:

- f. Academic Affairs
- g. Finance and Administration
- h. Student Affairs
- i. University Relations
- j. Mission and Ministry

55. Years of Service at USD:

- a. less than 5 yrs
- b. 5-10 yrs
- c. 11-15 yrs
- d. 11-15 yrs
- e. 16-20 yrs
- f. more than 20 years

56. Religious Affiliation:

- a. Catholic
- b. Orthodox
- c. Jewish
- d. Muslim
- e. Hindu
- f. Buddhist
- g. Latter Day Saints
- h. Baptist
- i. Episcopalian
- j. Lutheran
- k. Methodist
- l. Presbyterian
- m. Non-Denominational
- n. None
- o. Other _____

57. How frequently do you attend religious services?

- a. daily
- b. about once a week
- c. about once a month
- d. every few months
- e. seldom
- f. never

58. Which of the following have you attended at USD?

- a. Mass of the Holy Spirit (beginning of Fall semester)
- b. All-Faith Worship Service (beginning of Spring semester)
- c. Lenten/Advent Services
- d. Reconciliation Service
- e. Bible Study
- f. Prayer Breakfast
- g. None of the above

For these last questions please review the enclosed Mission and Goals Statement of USD.

59. From my perspective, the value that is MOST visible in my day-to day life at USD is:
- a. Academic Excellence
 - b. Values Based Education
 - c. Individual Dignity
 - d. Holism
 - e. Catholicity
60. From my perspective, the value that is LEAST visible in my day-to-day life at USD is:
- a. Academic Excellence
 - b. Values Based Education
 - c. Individual Dignity
 - d. Holism
 - e. Catholicity
61. From my perspective, the value that I would like to see MORE visible in my day-to-day life at USD is:
- a. Academic Excellence
 - b. Values Based Education
 - c. Individual Dignity
 - d. Holism
 - e. Catholicity

Please feel free to add any comments that you believe would be helpful to bring USD closer to the values you would like to see more visible in your day-to-day life at USD.

Thank you for participating in this Values Survey

MISSION AND GOALS OF THE UNIVERSITY OF SAN DIEGO

Mission

The University of San Diego is a community of scholars committed to the pursuit of truth, academic excellence, and advancement of knowledge in liberal arts and professional programs. Independent and comprehensive, the University of San Diego is dedicated to providing a value-based education to all students in its College and Schools.

A Roman Catholic institution, the University is committed to belief in God, to the recognition of the dignity of each individual and to the development of an active faith community. It is Catholic because it witnesses to and probes the Christian message as proclaimed by the Catholic Church.

The University welcomes and respects those whose lives are formed by different traditions, recognizing their important contributions to our pluralistic society and to an atmosphere of open discussion essential to liberal education. As a community the University is committed to collegiality, shared decision-making and academic freedom.

Education at the University is holistic, offering opportunities for intellectual, physical, spiritual, emotional, social and cultural development. Students are challenged to develop knowledge, values and skills to enrich their lives and to prepare them for careers which will provide service to their global, civic and faith communities.

Goals

Academic Excellence

Academic excellence is an integral part of the liberal arts tradition. The University commits itself to excellence in all its academic and professional pursuits. Its primary goal is to achieve a level of academic excellence in teaching and scholarship that, both in fact and in reputation, rivals the best comprehensive universities.

The University will strive to develop the human, environmental, programmatic, evaluative, supporting, and financial resources that are necessary to achieve excellence as an institution of higher education whose primary mission is teaching and encouraging research and scholarship supportive of the teaching/learning environment.

Values

The University will continue to emphasize its commitment to the values that characterize

the best in American higher education including Roman Catholic higher education. These values include academic integrity, academic freedom, the rigorous quest for understanding and truth, justice, prudence, temperance, fortitude, and compassion. The University's commitment to these values will permeate not only its undergraduate, graduate, and professional academic programs, but all of its programs, activities, and relationships.

Individual Dignity

The University will continue to promote and implement the principles that are associated with the dignity of the individual human being: individual responsibility; respect for each individual; sensitivity to the value of individual differences; and commitment to the view that a community is enriched by the diversity of points of view brought by individuals from a wide variety of cultural, ethnic, religious, and racial background.

Holism

Education at the University of San Diego addresses the fullest development of the person, intellectually, physically, spiritually, emotionally, socially, and culturally. The University will promote this goal by providing reasonable opportunities, suitable facilities, and appropriate support services for the holistic growth of all its students, faculty and staff.

Catholicity

The University is committed to its Catholic identity as intended by its founders and mandated by its corporate declaration and the Board of Trustees. It will communicate this identity, and the activities this identity inspires, to its various constituencies. It will continue to support an active Catholic faith community on campus through its university ministry program.

The University believes its commitment to the Roman Catholic tradition in American higher education is not only consistent with, but also supports, the other goals it has set for its foreseeable future and the spirit of ecumenism and tolerance of other religious beliefs those goals imply.



University of San Diego

VALUES SURVEY REPORT:

Ethics Across The Campus

**University of San Diego
San Diego, California**

SPRING 1998



University of San Diego

Office of the President

February 5, 1998

To: The USD Community

I wish to express my thanks to the many members of the University of San Diego community who shared their insights and suggestions during the process of assessing our campus values climate. I have been privileged to read many of the thoughtful comments from community members who took the time and energy to help us complete the inspiring work that the Rev. Monsignor I. Brent Eagen began over one year ago.

Special thanks are owed to members of the Values Survey Committees. They have done an extraordinary job of preparing, administering and distributing surveys, planning focus groups and university Town Hall meetings, and directing the collection and analysis of the data. This has been a major university project, and the results of this work will provide valuable guidance for university initiatives for years to come.

Having read the comments and seen the data, I believe that the positive response to the focus groups, the strong attendance at the Town Hall meetings, and the completion of more than 1,500 surveys is perhaps the strongest statement from the community that USD students, faculty and staff members want to work together to fulfill our Mission and Goals. Indeed, the spirit of cooperation shown by the members of the Values Survey Advisory Committee coupled with the dedication and hard work of the Values Survey Executive Committee is itself testimony to both the legacy of Monsignor Eagen, and a true commitment to the university.

It is my hope that you will not only read the results, but will use these data to renew your commitment to enable USD to "practice what it preaches" about its Mission and Goals. Our candid self-survey shows that, while these goals are clearly valued and important, we want to be more effective than we have been in fulfilling our mission. The areas in which we fall short of our expectations present a challenge for the future. In order to truly fulfill the mission statement, every student, faculty and staff member needs to experience and express the institution's values in day to day work. Thank you for your participation in these efforts to make USD a university that lives its ideals.

Sincerely,

A handwritten signature in cursive script that reads "Alice B. Hayes".

Alice B. Hayes
President

RESPONSES TO THE VALUES SURVEY

Many individuals responded to the Values Survey by writing comments. Thank you! The Executive Committee members of the "Ethics Across the Campus" project have reported the comments as they were written, with the exception of extremely long comments or those which could reveal the identity of a department or a respondent. In order to shorten the comments or to retain the anonymity of individuals, comments were edited.

Staff Values Survey: Comments

Staff 001: As a long term employee, I have seen many excellent improvements and growths. Many of them are wonderful. I would like to see more humane yet professional work attitudes toward students, all employees, faculty, and staff and administrative people. Encourage people to be the best we can be here and in our personal lives, professionally and ethically. Just use the "Golden Rule."

Staff 015: To be trusted and respected as a human being by faculty and administration. To be able to voice our objections regarding faculty treatment without any repercussions. To be heard on controversial matters.

Staff 016: Staff is apparently treated on a lower plane: not being invited to the President's Convocation; not being included in the bilingual education (Spanish) program offered T TH 4:30 (Only faculty and Administration.) Staff performance management program, which is highly inequitable and poorly role-modeled and administered. All staff will receive the same 4 % whether they complete paperwork or not. Staff being asked to pay for lower staff to be brought up a "notch." Don't you think high-paid administration should pay for this? Administration delegates even sometimes "dumps on" staff, but doesn't want to practice ethics with them.

Staff 020: Is this another survey which will lead to no changes? Will the results be reported honestly or twisted to make the campus look good? I kept the last sheet to remind myself about our goals.

Staff 024: I think this is a waste of time and money.

Staff 026: Please stop making exceptions to values based on the monetary [status] or the position of the individual. Promote fairness in departments, concentrate on individual departments and take care of major problems first. This will filter out - up, down, and across the community with honesty, fairness and integrity. Perception is important.

Staff 037: I think open communication is the key. If you have leadership (administrators) at USD who have no values or humanistic tendencies other than harmony [then] the mission of USD is hard to vision.

Staff 038: When are we going to realize that we are all in this thing together? It shouldn't matter where you work here on campus. For example, why does the... charge more than Office Depot two blocks away? Why does... charge (excessively) for work they should do because it would improve the University? Why do we allow incompetent individuals to remain in positions that effect us daily? (I realize that this isn't necessarily what the questionnaire was all about, but thanks for listening).

Staff 040: Commuter students should be treated better. They are treated as outsiders by a lot of groups.

Staff 046: I believe USD does a great job of trying to achieve its mission and goals. However, sometimes we talk it but don't walk it. More emphasis on objective, impartial treatment of individuals with discipline and compassion... would be a positive step toward fulfilling those goals in the Mission Statement. Marginal employees should be offered training opportunities or assisted in finding more suitable employment. Student discipline should be prompt and consistent. Ethics among faculty

members should be a first priority with swift sanctions against those who don't comply. Our mission statement is positive in its motivating themes, but underlying the goals is the need to "enforce" them when necessary. USD doesn't always do this - we "let things slide" which makes us appear hypocritical. This is the main area for USD to work on.

Staff 049: The University operates on a two tier system. Those in the first tier are treated in accordance with our mission and goals. Those in tier two are not. Also, there are managers who are bigots and racists. [They] admit they are; their directors know they are, and nothing is being done about it.

Staff 053: Departments working together! Respecting what a particular department stands for.

Staff 054: The University is Catholic and there are women who dress like prostitutes here every day. There are homosexuals hired and their boyfriends are invited to socialize here. Prayer is non-existent in most of the school. It is very liberal. Is this Catholicism?

Staff 060: Staff salaries fall well below average for comparable positions in San Diego. PROVIDE HIGHER SALARIES. More diversity workshops (require attendance).

Staff 063: USD, which claims to practice Christian values, does not encourage family values. The University does not pay its employees well enough to provide a good home for their children and they don't provide any help with subsidized day care or health benefits.

Staff 066: "Values based" means what exactly? What/whose values? I have worked at... and have found it to be extremely toxic, dehumanizing and demeaning. There have been gross internal politics, inequities, discrimination and disrespect for the individual. Any and all attempts to remedy this have been white-washed or ignored.

Staff 067: It's hard to comment about "all" administrators and supervisors. My supervisors have been fair and open, but I have heard of other departments where that is not true. But I have no personal experience to base my judgment on. Each department on campus is its own little universe with different interpretations of rules and policies. I consider myself an honest person but to report on another employee [requires] more than personal honesty. If I and their supervisor see the same behavior and the supervisor does nothing, how can I report that to the same supervisor? I may consider it "dishonest behavior" but obviously the supervisor doesn't. Many staff see their peers "wasting time" but nothing comes of it. That is the same as stealing from the University. But those same employees get good evaluations and continued employment at USD. The supervisors, [and] administrators are extremely hesitant to say negative comments to their staff or just a few staff, and others are expected to do more to make up the work. I suppose it comes down to favoritism by immediate supervisors that is condoned by administrators.

Staff 077: There are faculty that profit themselves charging \$200 an hour for opinions and work outside [the University] using [their] work telephone and USD equipment, and they are way unethical in their private affairs.

Staff 082: In section one an additional question regarding promotions should have included the following: Demonstrate promotions regardless of age. I feel there is discrimination because of age in the University. It is still a wonderful place to work.

Staff 083: I love USD.

Staff 085: Some people trained in treating people should especially review the Mission Statement. Thanks for the opportunity! Staff often is not offered the chance for input.

Staff 095: Stop the hateful and evil undertones that surface their ugly heads from time to time. Expose and flush them out.

Staff 098: It would be good to include the missions/goals page at the initial part of the survey rather than at the end. In order for USD to reach its goals stated in the Mission Statement, [then in addition] it must find more minority faculty members. Minority students need to be able to identify with professors of the same background. It would be nice to make public the results of the program evaluation (diversity). Has the Irvine part been successful, in other words?

Staff 100: USD is a wonderful place to work. I actually love coming to work each day. However, there is not a lot of diversity among students/staff. I am always treated with respect, however, and I am thankful for the opportunity to express my opinions.

Staff 101: A mission statement from my department that outlines the intention and commitment to achieve our departmental as well as University-wide goals. The leadership of my department does not encourage involvement outside of just doing your 40 hours, then [going] home. It's really SAD. P.S. This is the first time I have ever seen the University's Mission Statement.

Staff 112: Have supervisors go to a training program on the mission statement. Be accountable for evaluations in fairness. [Make] salaries of employees doing the same job equal.

Staff 117: Remember the people who wear uniforms: have [had] education, gone to school, prefer to use their hands in creating, need to be recognized!!

Staff 120: Pay at comparable institutions is far more for staff positions than here at USD. Yet, pay for administrators here at USD is extremely high compared with colleges across the nation. What does this mean? A university is a class system. In the past, has the top [administrator] paid his/her administrators well for their loyalty and forgotten about the rank-and-file workers that keep this place running. I think this may be close to the truth. It seems to me there is a value here which is not being addressed. I found this student [doing something destructive] when our housekeeping personnel would be required to pay \$200.00 [for the same], and yet, they were unable to pay for...practical coverage.

Staff 136: I would like to see individuals dealt with in a just manner when they violate basic human moral codes such as blatant lying and verbal abuse. This is from the "professional" staff at USD. I have witnessed different employees report serious indignities and nothing has been done. People at USD just turn their heads. These employee complaints have even gone as far as the... office with no reprimands whatsoever.

Staff 138: I would like to see staff personnel be given more opportunities to move up to administrative/management positions; i.e. [There is a] so called "glass ceiling" that seems to have been imposed - consciously or unconsciously by departments hiring. How about taking care of USD's own first, and not [making] the hiring process a game or sham (having someone already in mind, but just going through the formalities of interviews).

Staff 144: I would like to see more opportunities for staff to move into administrative offices. I would like for the university to be more open to change. My biggest complaint is as a non-religious person with my own personal beliefs. I realize this is a Catholic school, but it should not be a Catholic office. I am put in many uncomfortable positions for not having the same beliefs as everyone in my office.

Staff 148: I went to... as an undergrad - I feel that USD should increase its academic expectations.

Staff 153: There should be more freedom and flex hours with people with families - there are some people in the... faculty that are inconsiderate and very arrogant with other administrators and staff - especially the people that are on their personal gain ladder. One person that is...damaging to the... is on several search committees for a new dean, and all... does is spend the whole day giving ...kudos... at

the expense of other administrators and departments. Someone on campus should look at the... and recognize some very hard working depts., [while] others that are just blowing smoke. [They] make their area seem to be growing or well run.

Staff 156: I would like to see some sort of control in the number of undergraduates let in every year. I feel there are too many students for such a small school. The class sizes are getting bigger and bigger every semester. The reason I came to USD was because it's a small campus and [has a] small [number] of students in every class... have [one on one] conversation with professors. I feel that by letting in more undergraduates (freshmen) every fall, they are taking away from the quality of my education that I am paying for. I hope you take this into consideration. Thank you.

Staff 157: I have been a student ... years and I have worked in various areas all of those years. In that time, while I have grown much, I have seen a severe degradation [of] the Catholic faith at USD. In the ...department this is most apparent. The department simply is not Catholic, As an Anglo-Catholic, I have seen raging feminists discriminate against males (me), and I have very rarely ever seen the faith taught. All we have heard about is "poor" women that can't be priests because of a sexist Church; I have seen a homosexual club carry the USD logo (in violation of the moral law of the Church); and I have seen pro-abortionists speak their non-Catholic views. Knowing the faith as well as I do, puts me in a position to notice that changes made in Mass to the English language in order not to offend women, [is] a clear violation of the Roman Church's laws on worship. As far as the Catholic faith [is concerned], I am deeply saddened to say that USD is an absolutely disgraceful representative.

Staff 158: Let staff attend workshops on management courses, safety, first aid, and let staff employees attend mass without feeling bad about leaving [the] work space because management is upset when left. [I'd] give staff more "thank-you's" on jobs that are well done, maybe they can put this in writing.

Staff 160: More cultural activities at night. Also commuter and transfer students seem to be "disconnected" from the rest of the students and campus activities.

Staff 164: A better understanding of different ethnicity on campus and help promote more unity.

Staff 165: I've had many encounters [with] USD employees who [have] had negative experiences - supervisors, merit, promotion, etc. My observation is that there has been lack of response from Human Resources. I've always wanted to be in academia, but USD has not set a good example. In fact, I'm disgusted with some of the faculty members' arrogance and attitude. It remains an enigma, if such behavior is typical of all institutions.

Staff 168: I like working at USD very much. The friendly, respectful attitude towards each other is everywhere - students, staff and faculty. Some management could use help concerning listening to input from subordinates. Once management sets a good example, it's easy to follow. (None of this "do as I say and not as I do" business!)

Staff 174: As a Catholic University, I see things that are apparently (although I am not certain) sanctioned by USD which go against Catholic doctrine (e.g. the... organization). I know that I am quite conservative and proud of my Christianity and perhaps take a hard line in defending it. I do also know that schools such as Stubenville University are able to incorporate the Catholic teaching with a "like it or leave it" attitude. We as a society have become so tolerant of everyone's opinion that there is no absolute truth. "Everyone's opinion is okay and no one has the right to legislate morality." Without a return to basic Christianity, abortions, unwed mothers, divorce, etc., will continue to increase. I have no idea whether this information will be useful to you or whether it answers your question. I've stopped myself from continuing but felt compelled to share some of my feelings with you. I want USD students to graduate with the academics but also with the desire to know more about the way, the truth and the life! Thank God that we can legislate morality or murder would be perfectly acceptable!

Staff 178: Training in supervisory skills for managers. Virtually all employees I have known have mentioned this at one time.

Staff 186: Higher standards in the classrooms, BS and BA degrees!

Staff 189: I am very displeased with the new implementation of the merit pay system. Why should I [a person] work hard and try to do my best if I have to evaluate myself. That gives someone room to slack and will be able to compare themselves with others, like myself, who really work hard! I feel if you have proven yourself worthy, you should be rewarded. It just proves whoever came up with this new system is not personable at all, but selfish. As far as administrators/faculty [go], some are very nice and will even speak in passing. Most that I have observed, have their noses so far up in the air, that if it rained, they would certainly drown! Thank you for your time.

Staff 190: Cultural diversity is still at the token level at USD. There does not appear to be any plan for the future. When incidents happen to indicate a problem, a "band-aid" response follows. Where is the leadership? What are they doing? Is there a plan for next year? 5 years? 10 years? The "diversity" at USD is not keeping pace with San Diego or Southern California. It is difficult to be a minority student at USD. It is even more difficult to have a different sexual orientation and be accepted as "okay." The pay scale at USD for staff is very low, especially compared to outside industry and other schools. How does this correlate with meeting the goals of the Mission Statement with regard to "Individual Dignity"? Upward job mobility is poor. Parking fees are increased at a far greater rate than salaries! What is left over for United Way, Annual Gift, etc., etc.? - also important needs. Equipment for staff use is of far better quality in areas of "importance": Law School, Business School, Dean's Office, etc. What kind of a message does this send to everyone else? The administrators and others "in command" have very little visibility except for formal events. They need to be more (informally) visible so as to connect with "ordinary" (employees and students) at all levels and in all areas. Maybe they could "hang out" at Aromas for an hour once a month and make themselves available for questions and simply "connecting" with others.

Staff 191: In the... area people (staff) should be made aware of the Point Systems by which they are judged. People should be evaluated by their supervisors - not strangers. People who have been here for a long time feel the University wants them to quit (at top of their level and unable to advance) so the University can hire someone at the lower level and save money.

Staff 195: There are very few options at USD for a low level employee to make suggestions and provide feedback to their supervisor. His/her job would be in jeopardy if he/she complained about a supervisor/director treating their employees in an unfair manner. Employees should be able to rate the performances of his/her supervisor and make them accountable for their actions. This would be the only way to ensure fairness on both... and in both... Thanks.

Staff 197: There are too many contradictions. Not do as we do, but do as we say. No room or fairness in promotion, financial rewards. No consistency due to "hands off approach by..." - they are the Feds - each department is a state and each state operates off its own rules and regulations. What is good for USD is not always good for the employees - i.e. parking structure! Talk about a conflict of values. USD ...\$11 million and expects its employees to pay for it - terrible message- builds up mistrust.

Staff 198: Diversity - Integrity - Respect - Values. Let's all begin to remember to treat everyone like we would want to be treated. Let's remember we are suppose to be a Catholic Christian University and adhere to these values. What happened?

Staff 200: I am very concerned about the way in which the performance management program implementation has and is being handled, and who is handling it. I have attended meetings in which...has spoken about this new program, and comes across as very arrogant and standoffish...actions and attitudes were very unprofessional. The program is very new and a big leap from what we have been 863

doing for the ten years that I have been here. I find it very unproductive and unethical for the management representative, trying to sell the program to the staff, to respond in a defensive or non-responsive manner when asked questions about the why's and how's of the program. Evaluation is a sensitive issue, and although I felt that change was necessary, I don't think the way in which the new program was implemented was ethical. I don't remember being able to go to any type of open discussion about this program prior to it being implemented. It is as if it is being forced on us with little to no clarification or explanation. I don't believe that this... decision had the employees and University's best interest in mind.

Staff 201: For supervisors and administrators to remember that people under them should be treated with respect and fairness when it comes to schedules, promotions, and raises.

Staff 215: I would like to see more social advocacy and community projects supported by the higher administration.

Staff 239: A mediator to be available to come meet a department to help settle or set up better working conditions. When immediate supervisor does nothing - but is a good listener. Preferably person who is unknown to all employees involved.

Staff 240: I have seen many cases where supervisors and those above them expect employees to bow down or massage their egos. It starts with...and ends up with [department].

Staff 241: Favoritism is rampant in [department]. I have personally experienced discrimination because of my race/ethnicity. I would like to see opportunities for advancement. Intimidation and abuse of power is what we now have from our [specific department] administrators. I would like to see somebody do something about it. We do have guidelines that other departments do not have, and that is not right. [Department] lets... do as... pleases with the department, and once again it's not right.

Staff 253: We need to get rid of all the structured...that are cheated in our... We are not... one happy family or community. We need to be educated in a positive way - every day... people not by name but how we see them.

Staff 256: When there is a lack of respect and moodiness, it is difficult to have a good working place. Not everyone is happy. [Not all] enjoy their work. People don't get along. How can you make people get along?

Staff 257: Tenure is a cancer that is destroying academic excellence. And egos [are] destroying soul qualities. USD professes to promote spiritual freedom of choice, but only if her spiritual choice coincides with [that of] Catholicism. For instance, I once went to put up a flier for an event at our church. It was refused. No reason given. I wasn't even told it was refused nor was the flier returned to me. I thought we were all children of God.

Staff 262: I have been a long-time employee of USD, and I am very proud to be part of this academic community. I have grown because of the work and opportunities I have been given here and the people I have come in contact with. However, I have seen a distinct separation of "professionals" and staff and people treated unfairly. I have personally experienced years of no raises, no discussions of possible reclassification and a couple of years with no evaluations done. [Department] is aware of this treatment, but nothing has been done to address these issues. WHERE CAN I GO FOR HELP?

Staff 268: Before placing someone in an administrative level, I feel they should have some management background and some people skills. Most of all, I would hope they were honest. These things are lacking in my department.

Staff 271: Dignity and respect incorporate more than surface gestures and specific phrasing. Attitude and mannerisms speak louder than the aforementioned. There are a number of instructors who could use some human experiences so they could speak more "to" students than "at" or "down to".

Staff 272: The supervisors and managers in my department are very inept. I can give my supervisor a paper that contains vital information concerning my job, and he'll ignore it, or ask you about it only after you ask him. Little things mount up, and now we question if he can read. Favoritism is rampant in my department. You must be a pal or crony of the supervisor before you get a decent evaluation, much less a raise. Employees are treated differently. That's why I marked discrimination for favoritism in the survey. USD has helped me grow as a person in the years I was first here. There was a real sense of unity. Everyone pitched in together. All that changed gradually and the environment is totally different now. Have you noticed that at the employee picnics, departments stick together? Very "cliquey." Nobody ventures to speak to others or mingle. Barriers need to be broken down, and all need to realize they are equal. After all, why is everyone working here? For money, only money. Is anyone here volunteering their time? 8 hrs. a day, 5-6 days a week? I think not. So we all have the same goal. Whether you live in Tijuana or Rancho Santa Fe, earning a living is the reason we are here. Hence, when evaluations come around, one should be judged by the work performed, not where they are in the salary range, or who they are related to. The work performed. Did you do your share of work? Are tardiness and absenteeism under control? Is there cooperation with coworkers? Do you understand your job? Etc. It should not be because you're the son of whozits or you're the wife of whozits II, and such. That's nothing but toadyism. [Comments regarding people with different surnames but who are related.] That everyone has different surnames through marriage and what not, well you can see how favoritism abounds. Back when I was first hired, the unspoken rule was for people in control to keep their professional distance from the rest of the people they managed. Nowadays, everyone parties things out together, and the result is discrimination in the form that if the boss'crony doesn't feel like working, you are pulled to do his job along with your own. Going to... doesn't help.

Missions and goals at USD? Personally, what USD preaches, they do not practice. Why? Well because for one thing, the student with money is always catered to. Rules are not enforced and students are not held responsible. Granted, they are our bread and butter, but that should not allow them to trample over simple guidelines that they should follow. One can only carry tolerance so far. And money or not, they should be responsible for their actions. Catholicism? I believe in the old teaching of the Church. For example, homosexuality is wrong. For USD to sponsor a group, I don't agree with that. To teach tolerance of it is one thing, but to teach acceptance of it, is something else. No one is perfect, myself included, and we are all guilty of one or all of the seven deadly sins. Remember those? But don't we always strive to better ourselves. So maybe I'm too old-fashioned.

I can see the changes at USD. It has gotten worse, but I hope we will get better. I like the current president. It is good to see her walking around the campus. I've heard nothing but positive feedback of her on the campus grapevine, along with... So now, I hope some improvements can be made. It will take time. Isn't it always easier to destroy something than it is to rebuild? We need to look at ourselves and realize that in order to better things, we may need to clean house. Not only in ourselves, but in the environment too.

Staff 273: In hiring minorities an effort should be made, a conscious effort to broaden the ethical and cultural population at USD, specially at the faculty and administration level.

Staff 276: We have to increase our multi-cultural diversity program. Create a learning experience for other cultures to provide an opportunity for advancement.

Staff 277: Equality in pay, promotion, assignment, etc. (SOP [Standard Operating Procedure] to show steps regarding promotion (i.e. time in service, time in position, professional attainment). Assignments should mean equal rotation, not choice assignments only for a chosen few.

The University of San Diego must first focus its attention on each department. My department was and still is a cliquish department. Most of the people promoted ahead of me have less education and less experience. The only possible reasons may have been my ethnicity/race or even my national origin.

Even with solid years of an almost perfect work record, I can't get promoted. When I put promotion qualifications in writing, as was suggested, they were almost always unheard and ignored. I feel like my department intentionally designed the promotion system in order that it be manipulated and be corrupted. I have seen promotions in my department using quid pro quo. My department promotes people who scratch its back even if these persons are not qualified. What matters is the person be "one of them." I have seen people promoted to higher rank who were even the most junior in the echelon. Seniority is either used or ignored, depending to whom it is being applied. If it happens that you are one of the "fair-haired boys," you don't have to work as hard. and you don't have to possess the qualifications for the job.

There are lots of things to look at closer in my department, such as promotion, treatment of personnel, salary, equal opportunity and morale, to mention a few. I have seen and participated in lots of department surveys. They were a waste of time, money and energy. To this date, it remains the same clique that runs the department.

I believe that each person in the community of the University is as important as the other. To exemplify this belief, I would liken this belief to an excellently working human anatomy. The head, heart, kidney, arms, legs, nose, eyes and all the rest are working in unison. Not even one single part of the body is considered unimportant. In other words, one part of the body and the next support each other and make it into a single living body. There is what we call symbiosis. One cannot live without the other.

I am only an average person mentally. I do not possess any doctor's initials before or after my name. I am sure as human beings we respect the students. If we put the students as high and mighty, what kind of respect do you think they have of us in the University who do not belong to their class? Is it fair, just and politically correct to lower ourselves, way below students? Remember, it is written that they are the most important persons on the campus; they are not dependent on us, but we are on them; giving us the favor of serving them. If they are important, the most important, I wonder what they will become without us. You decide!!

Staff 279: I think USD should seriously evaluate the values, practices and beliefs of their employees...especially those that deal directly with students (such as faculty, financial aid, AS Administrators, Admissions, etc.). I have witnessed several incidents of an unfair, biased, discriminatory and negative nature – torturous to the student. Those who possess a true grasp of Christian values and faith would never treat students in such a way as to violate their person. Policy implementation is important, but several administrators and faculty are insensitive and lack an understanding of students and their circumstances.

RESPONSES TO THE VALUES SURVEY

Many individuals responded to the Values Survey by writing comments. Thank you! The Executive Committee members of the "Ethics Across the Campus" project have reported the comments as they were written, with the exception of extremely long comments or those which could reveal the identity of a department or a respondent. In order to shorten the comments or to retain the anonymity of individuals, comments were edited.

Student Values Survey: Comments

Student 5: It takes more than a teacher offering help to get a student's attention. They must go beyond and actually make time specifically for that student. It's the teacher's duty to teach, and if the student isn't learning, then it's the teacher's fault. For they are the teachers.

Student 6: More creative classes. Less parking tickets/parking hassles.

Student 17: What about discrimination or problems with race and sexual orientation? There are problems with it on campus. Does the University not want it as a goal for everyone to feel safe here?

Student 18: More diversity.

Student 28: Make the survey more concise instead of this sprawling mess.

Student 33: Interesting survey.

Student 34: A little less length and a little more content next time.

Student 38: The only real complaint that I have concerning USD and its teachers is that I found it difficult to be in a religion class (3 taken at USD) [in] which my teachers were atheists. They had us question whether the Bible was real or fake. Attending a Catholic school, I never imagined a professor of religion telling students that the Bible isn't real.

Student 53: USD is run like a high school, so the students act accordingly. Or, maybe I've just taken all the wrong classes. I don't know.

Student 72: As a freshmen I don't know the rules or consequences of what goes on when a student is caught cheating. We should have more stuff like O-week, I feel cheated!

Student 78: Less fake people.

Student 79: Have higher standards of individuals who come here, not let such ignorant sheltered students attend because they have money. More diversity! Less institution feeling. Less ignorance.

Student 81: The diversity at this University is pathetic. I have not had 1 minority teacher in 4 years. The school is a joke. All of the concerns are money and image. The administration cares only for the student when it comes to getting paid.

Student 85: I think USD could benefit from a more diverse student body. I have noticed a greater number of minorities but we still have a long way to go. I also believe that we need to stand up for the rights of people no matter what their sexual orientation may be. As Catholics, Jesus told us to love one another. During his time he lived among and ate with people who were whores and "low lifes." It's our responsibility as good Christians to respect them and love them because they are also the children of God.

Student 90: USD Catholicity is not seen by many parents and students. I would like to see USD become a Catholic University true to itself.

Student 92: Include a more diverse community.

Student 101: Favoritism is common at USD. It must stop.

Student 104: I don't feel welcome at the church here. It seems to me that the church isn't practicing what it preaches. In Mass at the beginning of the year, the priests said, "We welcome all those who believe in... the body and blood of Christ to [receive] Communion." But, because I'm not Catholic I'm not allowed to participate in something that is very important to my spiritual beliefs. Taking communion or receiving the sacrament is part of my being forgiven of my sins, and I can't do that here.

Student 105: More real people saying "Hello. How do you do? Would you like to come over to watch a movie and eat rice crispy treats?"

Student 107: It seems to be a foolish prospect to expect students to report their fellow [students] Most honor codes will not [require] any student to become involved in another student's business, or see another student's cheating as their business. Furthermore, the vulgar display of personal wealth is almost as sickening as being judged because of it.

Student 108: I came to USD with high expectations and in my first 3 months here they have not only been met, but exceeded. I've only been here a short time, but I find very high standards and high expectations where cheating isn't even a possibility. I know that sounds idealistic, but it's my point of view.

Student 111: There should be support groups for drug addicts at this school because most USD students have a dependency on a drug or other substance.

Student 115: I think students and especially professors/administration need to be more aware that there are gay and lesbian students in their classes as well, as other minorities, and should strive to treat EVERYONE with respect and dignity.

Student 116: Would like to see an administrative response to the hate graffiti. The way the school handled this problem does not say we promote diversity. It was simply a response.

Student 120: All classes should be like honors classes - where the different disciplines are emphasized simultaneously with a course. Also, discussion takes an important role as does the creativity and interest of each student (research project @ the end of each course) GATE progressing in elementary school, AP in high school and other such programs shouldn't continue @ this level of education. All students should have to meet high expectations. The professors do their part but the structure - and environment seems to work against them.

At USD the concern seems to be with maintaining a cosmetic appearance rather than allowing for the richness and instability of ideas to flourish. I've been to other campuses where I have to choose between programs, speakers and films to see. For example, the films aren't [the] box office [type] but look at social issues and controversy. (Under Values in the mission statement - identified the sentence: These values include academic integrity, academic freedom, the rigorous quest for understanding and truth, justice, prudence, temperance, fortitude and compassion. - Then the following comment appeared) - Let transformation be a part of these. Allow for the "growing pains" of intellectual maturing to be experienced. USC has a library open 24 hours a day!! Stanford and UCSD includes 'sections' for discussion. The responsibility is ours, the students, for our academic and personal growth but an environment more... would help. I have a... major and am in the... program and I wouldn't have minded one major challenging me enough.

Student 121: I believe USD is a wonderful place to seek a worthwhile education. I assert that all of the negativity being generated reflects the type of students being admitted and being reared by their families and societies. All of this victim hoopla is really getting out of hand. People need to start taking responsibilities for their actions. I cherish my education here and feel that any problems I have had have probably been self-generated.

Student 126: I don't think this can be an accurate representations of the teachers at USD because some are at an extremely high level while others are not!

Student 129: Less division among faculty. I do not think a professor should advise a student to take classes somewhere else because [the] department here is bad. This shows a student the lack of unity among us all.

Student 134: Upset to learn about absence of sexual orientation included in non-discrimination policy.

Student 135: I think some of the faculty need to be reminded that this is a Catholic University and some of their teachings need to be more in conjunction with the Catholic faith. It does not look good when some of the professors go strongly against the teachings of the Catholic Church and then the non-Catholics in the classes get a bad impression of the Catholic faith.

Student 143: Although better than when I started,... Hopefully, more light is shed on the lack of diversity and tolerance by the white student majority. Thank You.

Student 145: More discussion outside of class about academics; more of [an] academic climate incorporating ethical values to incorporate into daily life.

Student 148: That USD would focus more on "applied" academic excellence, not to knowledge to... but, why it's relevant, how it's applied to teach students how to think, reason, find the "principles" to go beyond the book, to [be]exposed to the professors expertise and how this can be applied in the "real world."

Student 149: Become more diverse!

(Student surveys were numbered out of sequence to facilitate coding.)

Student 1007: USD in my experience so far is very elite-based. Many students come from an upper class background and it shows. There is very little true empathy and understanding of diversity, in part due to the religious focus and the extremely high tuition. Of the people who received law school scholarships, I know of none who come from a low-class financial background, why? Remember it's difficult to get a 4.0 GPA when you work full-time and perhaps support your parents. People, in general, lack a real sense of the world, perhaps because they've never been exposed to it. This type of diversity enrichment I believe can only add to the overall appeal of a school. Even if I was rich, I would have never attended [USD] as an undergraduate for the above reasons. Law school by virtue of its professional appeal invites more diversity, but still I feel like a stranger in a privileged society since I've been here. Just so you know I'm in my early twenties and I attended... as an undergraduate.

Student 1008: In the first section, regarding professors we know, I would have put "strongly agree" (etc.) for many but for many questions there was one professor that didn't fit the answer. I would like to see more spiritual based (non-denominational) fellowship activities on the campus (perhaps a once-a-week spiritual coffee hour with a short talk or a particular topic to discuss). In the law school I do not feel any spiritual (or religious) influence at all. The professors do not seem to commit one way or another.

Student 1009: I think the school is great other than that a central focus seems to be around money.

Student 1012: Do you really want a law student to fill this out!

Student 1022: I have had nothing but difficulties and frustrations with the administrative policies which de-humanize the students. Some teachers are good, but half are not, should the school really allow that for \$20,000 per year?

Student 1025: This survey puts much of the responsibility in the hands of professors. I think it would help if professors were present at their own finals. The best way to address the cheating that [occurs]... is to monitor the bathrooms during the finals for concealed outlines. Professors are not a big part of the problem.

Student 1031: I came to USD because I desired a law education that was founded on more than merely a secular ethical base. While it seems a bit more transparent at the Law School level than at the undergrad level, I know that I am at a Christian School. It is evident in the fact that it's acceptable (and expected at times) that a student have some religious convictions. And it's evident in the way in which people deal with one another on a day-to-day basis - even in routine matters. I really like it. The way the faculty and administration behave seems warmer/friendlier/more helpful etc. than I think is prevalent in a secular school. So, even if not bold and explicit, Christian values are evident here... My undergrad was... [school] and the big emphasis there was professionalism and success. Definitely a "colder" environment although heavy emphasis on honor, courage (moral and physical) dedication etc. I do like the honor concept of... because it allows each student to exercise his/her own integrity in handling situations. It seems to encourage individual growth and helps prepare one for tough (post-school) choices in life. Thank you for this opportunity for me to contribute.

Student 1033: re: cheating on exams: This is a common problem that will escalate if there is not a major change in the reporting process. This is a small school - those who have filed reports in the past have been deemed the "bad guys." It should be the responsibility of the school, not the students, to catch people cheating on exams. Further, a sole proctor cannot regulate multiple "trips to the bathroom." We need more proctors!

Student 1035: First off, a survey of this length is too cumbersome. It will not keep the attention of the taker, and this will create a high degree of [error] in your results. The optimal length is 2 to 3 pages. That will keep the [maximum] attention of the taker. In the future, you may want to consult someone who has taken a marketing plan before creating a survey of this magnitude.

Student 1045: Huge problem with racism, classism, homophobia.

Student 1058: The idea that a tenured professor can have full reign and not [exhibit] excellent effort is ludicrous. We must have closer supervision and peer review to weed out poor professors!

Student 1059: I think USD suffers from a severe racial (upper-class) problem that might stem from the socio-economic isolation (upper-class) experienced by most students. This isn't experienced in the classroom, but during activities (i.e. in Maher Hall). I don't know how to solve this problem. It may be that it's lack of cultural sensitivity in classroom lectures, which perpetuate the belief that Anglos are the fathers/mothers of the rest of us. (Holism)*

Student 1061: As I mentioned earlier, this survey seems to address the "younger" student, whose parents are paying for all expenses and who have time to participate in school activities and do volunteering. You may consider including an area that measures the age and lifestyles of your respondents, thus making your survey more accurate.

Student 1062: I came to USD to [increase] my knowledge and be surrounded by other Catholics - hoping to find a strong fellowship for network and support throughout my life after school. So far I have not identified one other Catholic classmate, and rarely see students at daily mass. I would prefer to see more Catholic ideals in fellow students.

Student 1065: I feel that if Catholicity was more visible, USD would meet the value of holism. Cheating questions were difficult to answer if you were not involved with that aspect.

Student 1072: This school seems to exclude commuters and especially commuting transfer students. Perhaps events that catered to these students would help [increase] involvement numbers and would give these students an opportunity to be a part of USD's "value-based" programs.

Student 1074: Note: to save space and paper, please print double sided next time.

Student 1081: No racism. More diversity.

Student 1083: The one fact which causes me to question the ethics of the University is that a convicted person returned... The fact that a convicted man... returned, causes me to question the ethics of the University!

Student 1085: Structure faculty. Better communication between faculty and students.

Student 1092: There are a lot of us that wish to involve our parents in USD activities but we can't because of the language factor. There are no bilingual or Spanish meetings [allowing] our parents [to know] about the advantages of USD. This makes it hard for us students and our parents to keep close (as far as school is concerned).

Student 1093: I believe that USD administrators should try to seek out more people from diverse ethnic groups. The campus needs to be more diverse in its people.

Student 1095: Tougher admission requirements. Get this school's national ranking up, please.

Student 1099: Eliminate the tenure policy. It promotes laziness in professors that is completely unacceptable.

Student 1113: I would like to see more African-Americans on this campus, especially among faculty.

Student 1114: I'm not sure why this survey is so based on cheating. I have not seen too much cheating here. And from what I have seen, it does not make much of a difference. Also, I think most people here have all chosen their religious direction in life. That is one thing I love about this school - all of the different people, and their different religious convictions. I feel [no one's] religion is better than another, so leave it alone.

Student 1117: Honor codes don't work!! There are issues at USD that should be dealt with before you try to solve honor codes. Honor codes are the least of your problems. What about SAFETY? What about DISCRIMINATION? What about DIVERSITY? NO DIVERSITY at USD! Safety is of no concern to you! The school is full of discrimination! I think you should show more concern for these things before you start asking about cheating or Catholicity! You're not a so-called "good Catholic," if you don't try to encourage diversity and safety and discourage discrimination.

Student 1124: I think that the students need to be made more aware of what is available to them in terms of community service, jobs, activities, etc. I didn't know that there was a job board in Hughes until I asked someone. Maybe announcements could be made or flyers sent through our mail. Maybe for those who live on campus their RA's could make students aware of what's available.

Student 1131: I am a new graduate student, so much of this I am not aware of, or is not applicable to me, or I am in the first impressions stage. Please take this into consideration. I do, however, appreciate your efforts!

Student 1139: An individual's integrity is more important than their grades, activities, achievements, etc..

Student 1153: Personally, for freshmen the living environment in which we are expected to live is a joke. Three and four to a room is too much. To achieve academic excellence a student needs an environment in which he can work. A dorm room doesn't offer this. I feel that definitely needs to be looked into.

Student 1155: For being a Catholic University there is very little emphasis on the importance of having a spiritual relationship with Christ. It's the University's responsibility to encourage such a relationship amongst its students.

Student 1165: I fail to see the value most visible in my day-to-day life at USD, for the Mission and Goals statement of USD seems almost valueless. Not once have I believed the University to be faithfully upholding its own Mission statement in my time here.

Student 1166: I think you're making a big deal out of nothing - people cheat, they lose. I don't and know what I learn will benefit me.

Student 1170: The older faculty often times still discriminate and aren't treating students equally. This needs to be addressed without a doubt.

Student 1174: I think that USD needs to become more diverse and open minded and 100% less shallow than it is now. It puts too much emphasis on money and not enough focus on the things that really count, esp. for a Catholic University. I think that the students need to be taught to value their beliefs and morals more and to become more down-to-earth.

Student 1178: I like the way USD is now.

Student 1179: I really couldn't answer the last 3 because it seems that the majority of the student body is concerned with looking good and having a good time. That is something that USD cannot control and it's part of what our college is like. Those of us who have the same values and perspective will find each other.

Student 1185: You will lose many people in instituting an honor code. This is not the 1950's. There is enough stress on campus with academics as it is. In a test situation, the last thing I need is to worry about some classmate who thinks they saw me cheating. I don't cheat! But you open me to danger by giving students the power to report [another] and encouraging them to do it. Nobody has time for required community service, either. I don't pay \$20000 + dollars to have the University tell me that I have to serve San Diego. I am comfortable in my religion and I don't need USD to dictate how I worship. Quit meddling in things the University has no right to have their hand in! Student life is rigorous enough - Don't make it worse with a "brilliant" new policy.

Student 1192: USD could benefit greatly if the attitudes were changed from [seeing it as] the place where the rich kids hang out. The administration and the school itself needs to promote an awareness of the students.

Student 1201: Get rid of the [top administrators] and do away with the "it's not who you are; it's who you know" policy that they live by.

Student 1213: Teachers treat student athletes more leniently than non-athletes. I am an athlete and have noticed this with my roommates. Sometime I catch myself almost taking advantage of it.

Student 1225: As for cheating - I feel full-time faculty take it much more seriously than the part time profs I have had. My full time profs appear to have more respect for the values and mission.

Student 1227: Establish a diversity requirement in the curriculum.

Student 1232: When I saw/read the article and news about the hate crimes what bothered me was that the school tried to cover it up pretending nothing is wrong. Instead of fixing the situation they are covering it up like saying this is a diverse campus. Balony. Stop pretending something is not wrong with the school when in reality it is.

Student 1233: A lot of teachers are very USA-centered and are close-minded about the outside world. Values and respect for everyone is important. I was told I was going to hell because I do not believe Jesus was the divine son of God by a USD student. Make organizations less race-centered. I have never been invited by... to a meeting (which they do) because I am Caucasian. I have never lived in a western country before [now] and I am white.

Student 1235: People just don't have respect. A lot of it is because we have the reputation of [being a] University of "spoiled daughters." It is because of the type of people that are accepted here.

Student 1246: I think that USD-sponsored programs don't necessarily promote what they set out to promote, but instead support the "privileged kid" background that most USD students come from.

Student 1274: People don't care if other classmates cheat because USD is not competitive [and] because its classes don't focus enough on education and how it will effect our future careers.

Student 1275: USD is too caught up in social status.

Student 1277: I believe for the tuition we pay to go here, that the food should be healthier and better, and the valley not be neglected in cleaning, fumigating, and repairs.

Student 1278: I think that students don't have respect for USD because often people in the USD community (non-students)... [don't] respect or try to understand students. I have personally had problems with...losing things or just not doing their jobs. Due to their mistakes I have lost jobs, had to call people long distance. My experience would not be so bad or frustrating, if the USD staff would try to understand that there are some students at USD that work very hard to be here. I also know stories of professors that give students undesirable grades due to the fact that they have lost final tests and don't even try to fix the problem. Even going to the Deans don't seem to fix this problem.

Student 1283: I would like to see a more ethnically diverse student body. You wasted a bunch of paper by not printing on both sides of the pages.

Student 1287: Part I of the survey is very difficult to complete since the faculty varies greatly between departments.

Student 1296: Bigger, better library. More faculty with diverse backgrounds and specialties. Keep an open mind towards all religions/spirituality. If one seeks religion/spirituality he/she will find it.

Student 1298: Respect for other people. Helping others. Community involvement.

Student 1299: Where do you find out about retreats and events of the church? How do you go about getting more involved in church when you have been away for a long period of time?

Student 1305: I would like to see less snobby selfish, unthinking people at USD. People should be more selective... Some students without old money in their families should be considered. This place is strictly a fashion show high school. The low integrity of students tarnishes USD's image outside of the school grounds.

Student 1310: I would like to see more awareness and acceptance of the many ethnic groups on campus. I would like to see awareness of the racial tension on campus so something could be done. I would like to see more diversity classes offered dealing with ethnicity.

Student 1318: The feeling of community at USD is one never experienced by me prior to coming here. Any interaction I've had with administration was always welcoming by the administrator, and [I was] dealt with professionally [even with] poor grades my first two semesters. I was expelled and readmitted by the dean. I appreciate that he realized that I was worth extending that opportunity because I was admitted in the first place.

Student 1320: In general, I feel that many people who attend this school are less moral than me. They would be willing to lie or cheat to their friends to get ahead. This not the fault of the school alone, but if the school could somehow make its attendees "better" people, it would truly be an excellent institution.

Student 1321: A wonderful University and a privilege to attend. Thank you.

Student 1322: I think the required religion courses are idiotic. Forcing students to take 3 courses in religion is wrong! The only thing it does is get USD more money.

Student 1324: I would like to see more awareness and care for international students. There aren't that many international students at USD, and it [would] be great if more issues [were] brought up just for their benefits. Ex. More job opportunities for them either on or off campus.

Student 1325: Providing a better value based education will result in higher attendance and personal responsibility. I also don't feel that having a student report another student benefits the reporting student in anyway. It actually puts the student in a negative light [and] is not benefiting anyone. We are here for [other] contacts as well as academic. It should be [the responsibility of the] administration and faculty to handle cheating, not the student's [responsibility]. They have enough to worry about.

Student 1326: My biggest disillusion was in the field of academic excellence. This is not an academically challenging college, in my opinion. The fault may not be one [of] the faculty and/or staff, but rather [of] the students who are not [concerned] about academic excellence, but values [of sophistication.] This results in an environment which is not prompt to advance spiritual ideas and reach to better our society. As a mother, [I believe] it contributes to worsen some aspects. People are far too sheltered in the USD environment and need to be more aware of American society's problems - and the whole job of values it breaches on a daily basis.

Student 1330: I would like to see a University where people smile at each other, a University where one can see us working with in our surrounding [community including] TJ. I want values where people care about each other in an environment of learning. I'd like us to learn through hands on experience. I'd like to see lower income people on the board of trustees. I'd like to keep the class sizes small. I'd like teachers to get rid of scantrons. I value professors who care. I want an environment where even if you are not the smartest person, your professors teach you. Thank you - I have had the best experience at USD, and I love this University.

Student 1331: Faculty is great. Students lack morals and an open mind. Most likely from family background (upper-class) and southern California attitude.

Student 1334: As a young man finishing my higher education, I feel that USD lacks the reality of the real world. Instead of addressing issues that affect our lives off campus, we are sheltered from them.

Student 1335: Requiring the students to report cheaters puts them in a very particular situation. Loyalty to your friends is one of the hardest things to break!

Student 1336: My comment is directed toward the policy against cheating. I have read in the academic integrity packet that a student will be failed in the course if he/she is caught. In my view this is too high a penalty. A student may feel the need to cheat because of the pressure for good grades. The student may have worked hard all year, but one act of indiscretion and he/she is failed. I feel an 'F' for the test or paper is more appropriate.

Student 1339: Because USD is a private, Catholic school with an extremely large tuition, it is not accessible to everyone. I think... that's particularly why the school isn't very diverse. I'm not sure how that can be changed. USD is a community, but often that feeling of community is lost - not because of things that USD does, but because the way that individual students treat each other - which is often without respect or/and value.

Student 1341: I think the consequences are too grave for cheating. Teachers don't want to report it and get a student kicked out, so they choose to ignore it.

Student 1353: These questions are hard to answer because some teachers are honest and some are not. Each teacher has a different focus. It's hard to put them in one category.

Student 1393: I would like to see USD become more involved in the community in all aspects. USD has to make naïve students aware of certain issues in San Diego.

Student 1397: I'm graduating, USD is cool! Getting good grades is tough here, especially when people cheat! Stay the same.

Student 1402: In "Individual dignity" sexual orientation needs to be included in the individual differences.

Student 1403: I feel that discrimination in race is highly evident here at the University. I believe that knowledge of a severe penalty and a mandatory program should be conducted to have an effect on this problem.

Student 1418: A lot of teachers don't take the time to personally get to know their students. At a small, private school - this should be an advantage.

Student 1421: There is a majority of one type of person - children who have been handed life on a silver platter. It's a tough environment to work with.

Student 1426: The teachers thus far have been fairly poor. Especially the... teachers. It's ridiculous!

Student 1434: To me, allowing clubs to be ethnic in nature causes fragmentation and a "me against you" attitude. Because I'm half Hispanic and half White, I feel offended by the attitudes of these groups on campus. Clubs would be of more worth if they brought all people together, like with Outdoor Adventures or Community Service. Stop allowing people to think of themselves as different... Bottom line, we are all HUMAN first.

Student 1436: Every day I hear that USD is a multi-cultural community that promotes diversity in its academic pursuits.. But that is a very, very, very false and inaccurate statement. What is happening to the educational system here at USD... [When will someone who works hard] get the recognition he so strongly deserves for sacrificing his time to help that "multi-cultural" population that USD so proudly promotes.

Student 1437: I've commented on the superficial attitudes of some students who seem more content to wallow in apathy and [have] neutral opinions than [to] speak their truths...what can USD do to help people wake up and speak their minds? I do not find this attitude in everyone...many are stuck in perpetuating stereotypes and disinterest...teach provocative classes on race and gender...stir people up before they go into the world with superficial delusions...education should be a mirror...you need African American, Native American, Chinese, Japanese, Chicano, (You Name It)... Please listen, you can't afford not to... make this school REAL! It's in "the hood" and it should act like it...Know people who are transferring because it is so white-dominated and some of them are white...it's not scary it won't ruin the integrity at the school. Face this issue before it blows up in your face with law-suits, etc... I sound intense because this is intense...this is about life not some European bureaucratic dream in the making.

Student 1440: I love my R.A. He is like a big brother.

Student 1452: Revise... program and curriculum! Pay attention to teacher performance and student complaints!

Student 1458: As you can tell, I am against Greek life at USD. I feel it discriminates against people because of the status people feel they need to succeed. The [dollar] on this campus is disgusting, and the way it is flaunted makes this school a disgrace to the Catholic faith. Individuals are WAY too into themselves and want to get more, more, more money. This... I'm not returning next semester.

SUMMARY REPORT
ETHICS ACROSS THE CAMPUS PROJECT
August, 1999

The goal of the Ethics Across the Campus project has been, since its inception in the Fall of 1996 until the most recent Town Hall Meeting in May of 1999, to explore the perceptions and attitudes of members of the University of San Diego community regarding the Mission and Goals. To facilitate this process of discernment, eleven focus groups were assembled, three campus-wide Town Hall meetings were held, and an extensive survey was administered to students, staff, faculty and administrators. The survey was designed to generate data about perceptions regarding the living of the Mission and Goals, resulting in a dialogue that took into consideration a wide variety of voices from the University community.

Five subcommittees were formed from members of the existing Ethics Across the Campus Advisory Committee, which were responsible for the study and analysis of the Values Survey results. The Vice President for Mission and Ministry, Monsignor Dillabough, chaired the committee, since the project had been initiated through the efforts of Monsignor Eagen. Each subcommittee was charged with a close analysis of survey data and making recommendations which could be drawn from the data. Each subcommittee focused on one of the five University goals of academic excellence, values-based education, individual dignity, holism and Catholicity

Through this process, the Ethics Across the Campus project has demonstrated the commitment of the University community to realize common values and to address areas of concern. While the project attempted to identify the perceptions and experiences of community members regarding the University's Mission and Goals, it acknowledged that the Values Survey was limited in scope and allowed for variation in individual appreciation of the Mission and Goals. Academic standards and educational programs, for example, were not examined in detail, while academic integrity was reviewed more thoroughly. Further, with the exception of academic integrity questions, there was no comparative cross-institutional data. Still, a sensitive discourse was achieved that helped the community to sharpen its understanding of and appreciation for the University's identity and values. The process revealed the shared concern of the USD community to achieve the Mission and Goals and suggested avenues for further conversation and institutional action.

The reports of the subcommittees and their recommendations, accepted by the whole Committee, are available in the full reports. Following the final Town Hall meeting a synthesis of the recommendations were made as follows:

- 1. To develop methods for more comprehensive and effective communication of the University's Mission and Goals through**
 - review of the mission statement to explore how the goals are an expression of its Catholic character.
 - discussions throughout the University regarding the Mission and Goals including its Catholic identity, tradition, vision and teaching on social justice and how these are incorporated in professional activities and the work environment.
 - review of selection and orientation process of administration, faculty, staff and students to assure a fuller understanding of the history and Mission and Goals of the University.
 - enhancement of the contribution of the Catholic tradition through various events, resources and academic courses.

- 2. To explore more deeply the commitment to excellence in all academic and professional endeavors through**
 - strengthening of academic integrity to include wider student-faculty discussion and enhanced faculty accountability in implementing academic integrity policy and procedures.
 - continued integration of ethics and values into the curriculum of both graduate and undergraduate school programs.

- 3. To renew the University's commitment to promote the dignity of the individual human person through**
 - continued discussion of the fundamental role that the Mission and Goals play in the University's commitment to respect persons, particularly regarding diversity.
 - increased discussion, development and participation in diversity training, including service involvement in the San Diego/Mexico border areas.
 - more pro-active efforts to eliminate discrimination.
 - continued review of personnel policies, procedures and accountability, and in particular, attention to the merit pay process so that it be clear, understandable, equitable and systematically evaluated.
 - further training of supervisors to assure fairness, equity and respect of those they supervise.
 - continued attention to the on-going training of employees.
 - on-going study of faculty/student relations with regard to fair treatment and respect.
 - development of new procedures for shared governance including a review of the purpose and function of advisory and policy making groups.

Several of the recommendations and suggestions reinforced efforts currently in progress, such as improving academic integrity and revising orientation efforts of students, staff, faculty and administrators to emphasize the history and Mission and Goals of the University. Other recommendations will need to be considered for action by the appropriate bodies. Still others, such as employee relations with supervisors and staff compensation, are highly complicated matters which will necessitate further study and will require multifaceted and prolonged institutional response. The scope of the Ethics Across the Campus project was not to develop reforms of existing institutional practices, but rather to probe the data, engage in preliminary analysis, provoke dialogue, and make recommendations to institutional and administrative bodies.

In conclusion, the results of this three-year project have provided compelling evidence that USD is indeed an environment that endeavors to promote the well-being of its community members. At the same time, there are clear signs that there are areas in need of clarification, strengthening and deepening that which is central to the identity and spirit of USD. The recommendations are some concrete suggestions toward that end. As the Ethics Across the Campus Advisory Committee makes these recommendations to the President, it is hoped that both in the formal administration and in the informal interaction of the USD community the dialogue regarding its Mission and Goals will continue to grow, deepen and exemplify that "we practice what we preach."

Committee Members

Edward De Roche
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A Seven Domain Model to Map Assessment
University of San Diego
April 1999

Domains

1. Student Academic Profile

(Who is invited to participate)

Includes eligibility and entrance requirements, major/minor/non-major status, diversity, special statuses (e.g., distant learner, readmission), retention and graduation.

2. Program Philosophy and Mission

(To what series of events and outcomes are they invited?)

Includes values and principles, goals and objectives, core curriculum, and curriculum plan.

3. Program Resources

(How much and what kind of energy is available)

Includes faculty, physical facilities, crosstown arrangements with other universities or institutes, learning materials, trendlines on FTE, clerical support.

4. University Initiatives

(What special emphases distinguish this program?)

Includes internationalization, diversity, values-base, community service learning, leadership, writing across the curriculum, ethics, etc.

5. Faculty-Student Interaction

(How learning happens; describing the methods and processes)

Includes learning outcomes, keystone and capstone courses, internships, academic integrity, pedagogy, interaction with alumni.

6. Program Self-assessment of Outcomes

(How well does it work; results)

Includes cybernetic use of outcome data, evaluative standards and criteria, course

outcomes, measurement of critical thinking skills, comparison to national standards or other universities' departments, comparison to department's or program's previous performance, alumni job placement and career paths, written policies and procedures, retention of faculty, staff and students.

7. Public Disclosure

(Who knows about the program)

Includes communicated philosophy of learning/training, information to prospective students, to other departments on campus, at professional conferences. As appropriate, also includes accreditation processes and current status.

The **department or program** (e.g., Honors, Physics, preceptorials, Master's in Global Leadership, General Education, Career Services) is the **basic unit mapped** by each domain. The seven domains of the model encompass assessment of all facets of the department or program, and map it from start to finish.

The mapping

- a) begins with initial components,
- b) flows through processes,
- c) identifies and examines outcomes and results,
- d) then uses them to inform, transform and strengthen the program.

Using assessment to inform and transform the program can be represented best by the **figure** below, in which each strand represents an assessment or evaluation initiative, yet all return to the body of work to strengthen it.



Past, current and future assessment initiatives can be color-coded for timeliness of interest in a program issue or area (i.e., under discussion - yellow; evaluation in progress - orange; cooperative assessment - red, and required/routine/archived - blue.

September 25, 1995

OFFICE OF INSTITUTIONAL RESEARCH
ENTERING FRESHMEN CLASS OF FALL 1991
ATTRITION REPORT # 4

876 Entering Class of Fall (Original class size 880 but 4 never matriculated)

432 Graduate

172 Continuing Students

6 On leave of absence (Fall '94 and Spring '95)

610 Potential graduates (70%)

266 Drop-outs (30%)

Transfer Preference for 129

71:

2	California State University-Chico	3	Santa Clara
2	Drake University	3	University of Hawaii
2	Gonzaga University	3	University of Nevada-Reno
2	Kansas University	4	San Diego State University
2	Loyola Marymount	4	University of Portland
2	St. Mary's College	5	University of Oregon
2	Southern Methodist University	6	Arizona State University
2	University of Massachusetts	6	University of Colorado-Boulder
2	University of North Carolina	7	University of Arizona
2	University of San Francisco	10	University of Southern California

1 Each (58):

Bellevue Community College	Emporia State University
Biola State University	Grossmont College
Boise State University	Indiana State University
Cal. Poly., Pomona	John Carroll University
Cal. Poly., San Luis Obispo	Loma Linda University
Cal. State University Long Beach	Long Beach City College
Cal. State Fullerton	Mills College
Citrus Community College	Missouri
Claremont McKenna College	Northern Arizona University
Community College	Occidental College
Cuesta College	Ohio State University
Cuyamaca Community College	Ohio Wesleyan University

Oregon State University	University of CA, Davis
Penn State	University of CA, Irvine
Pierce College	University of CA, Los Angeles
Puget Sound	University of CA, Riverside
Rancho Santiago Community College	University of CA, San Diego
Saddleback College	University of CA, Santa Barbara
Santa Barbara City College	University of Denver
Santa Rosa Community College	University of Guam
Seattle University	University of Minnesota
Southwestern College	University of New Mexico
St. Edwards University	University of Saint Thomas
St. Thomas University	University of South Carolina
State University of New York-New Paltz	University of Texas, Austin
Stephens College	University of Vienna
United States Naval Academy	University of Washington
University of Alabama	Westmont College
University of CA, Berkeley	William Jewell College

Other Reasons:

52 Scholastic disqualification or failure to return from probation
 45 Failure to return from leaves of absence (Spring '93 and before)
 13 Personal reasons
 11 No reason given
 9 Other reasons
7 Financial reasons
 137

Ethnic Diversity	Entering Students	Graduate	Continuing	Drop-outs
White non-Hispanic	639 (72.9%)	328	111 (17.4%)	200 (31.3%)
Hispanic	107 (12.2%)	48	31 (29.0%)	28 (26.2%)
Asian	86 (9.8%)	40	25 (29.1%)	21 (24.4%)
African American	21 (2.3%)	6	6 (28.6%)	9 (43.0%)
American Indian	5 (0.5%)	2	1 (20.0%)	2 (40.0%)
Other/Unknown	18 (2.1%)	8	4 (22.2%)	6 (33.3%)
Total	876 (100%)	432	178 (20.3%)	266 (30.4%)

July 8, 1996

OFFICE OF INSTITUTIONAL RESEARCH
ENTERING FRESHMEN CLASS OF FALL 1992
ATTRITION REPORT # 4

- 918 Entering Class of Fall 1992 (Original class size 930 but 2 are deceased
and 10 never matriculated)
615 Potential Graduates (67%) (Including Leaves of Absence, Fall 95 - Spring 96)
417 Graduates (45.4%)
198 Potential Graduates (21.6%)
303 Drop-outs (33%)

Transfer Preference for 119:

64:

- | | | | |
|---|------------------------------------|---|---------------------------------|
| 2 | Cabrillo Community College | 3 | University of Nevada, Las Vegas |
| 2 | Irvine Valley Community College | 3 | Northern Arizona University |
| 2 | Palomar Community College | 3 | University of Wisconsin |
| 2 | Pennsylvania State | 4 | University of New Mexico |
| 2 | University of CA, Los Angeles | 4 | University of Oregon |
| 2 | University of Montana | 4 | Calif. State Univ., San Diego |
| 2 | Colorado University - Boulder | 4 | Loyola Marymount University |
| 2 | UOP | 5 | University of Minnesota |
| 2 | Calif. State Univ., San Bernardino | 6 | Unknown |
| 3 | Notre Dame | 7 | University of Arizona |

1 Each (55):

- | | |
|---|--------------------------------------|
| Auburn University | Colorado University-Boulder |
| Boston University | Colorado University-Denver |
| California State University-Chico | Columbia University |
| California State Univ., Dominguez Hills | Community College of Southern Nevada |
| California State University, Fresno | Concordia College |
| California State University, Fullerton | Connecticut College |
| Claremont-McKenna College | De Anza Community College |
| Colorado State University | Emerson College |

Transfer Preference 1 each (continued):

Howard University	University of California, Riverside
James Madison University	University of California, San Diego
Loyola - Chicago	University of Colorado
Marquette University	University of Denver
Miramar Community College	University of Hawaii
Moorpark College	University of Louisville
New Mexico State	University of Massachusetts
Northland Community College	University of Nebraska
Northwestern	University of Nevada, Reno
Occidental College	University of Oregon
Point Loma Nazarene College	University of San Francisco
Saddleback Community College	University of Southern California
St. Mary's	University of Tennessee
San Diego Mesa College	University of Texas, Austin
Santa Clara University	University of Utah
School of the Visual Arts	University of Washington
Stanford University	Washington State University
Syracuse University	Weber University
Trinity College	West Montana State University
UABCS Mexico	

- 73 Disqualified, Probation or Academic Failure
- 12 Personal/Medical Reasons
- 3 Military Service
- 6 No Reason Given
- 13 Financial Reasons
- 77 Failure to return from leaves (Spring 95 and before)

Ethnic Identification			
Ethnicity		Continuing	Drop-outs
White non-Hispanic	626	420	206
Hispanic	142	95	47
Asian	96	68	28
African American	25	15	10
American Indian	4	1	3
Other	25	16	9
Total	918	615	303

August 11, 1997

OFFICE OF INSTITUTIONAL RESEARCH
ENTERING FRESHMEN CLASS OF FALL 1993
ATTRITION REPORT # 4

880 Entering Class of Fall 1993 (Original class size 886, 1 is deceased
and 5 never matriculated)

422 Graduates

193 Continuing Students

4 On Leave of Absence

619 Graduates and Potential Graduates (70.3%)

261 Drop-outs (29.7%)

Transfer Preference for 118:

58:

3	Arizona State University	4	University of Arizona
2	California State University, Fresno	3	University of California, Los Angeles
11	California State University, San Diego	2	University of California, Santa Barbara
4	CU, Boulder	2	University of California, San Diego
2	New York University	3	University of Oregon
3	Point Loma Nazarene College	3	University of Southern California
3	St. Mary's College	2	Washington State University
2	State University of New York	9	Unknown

1 Each (60):

Albertson College	Chaffee College
Brown University	Chapman College
Bloomsburg University of Pennsylvania	CU, Fort Collins
Cal. Poly., Pomona	College of Redwoods
California State University, Chico	College of St. Benedict
California State University, Haywood	College of William and Mary
California State University, Long Beach	Creighton University
California State University, Sacramento	Diablo Community College
California State University, San Francisco	FIDM
California State University, San Jose	Florida State University
California State University, San Marcos	Georgetown University
California State University, Sonoma	Gonzaga University

Transfer Preference 1 each (continued):

Loyola Marymount University	Southern Methodist University
Marist College	Stonehill College
Mira Costa Community College	University of California, Davis
Morehouse College	University of California, Santa Barbara
North Carolina State	University of Chicago
Northern Arizona University	University of Georgia
Notre Dame University	University of Maryland
Pacific University	University of Montana
Portland State University	University of Nevada, Las Vegas
Rhodes College	University of New South Wales
Rutgers State University	University of Puget Sound
Saint Louis University	University of Texas, San Antonio
San Antonio College	University of Saint Thomas
San Diego City College	University of San Francisco
Seattle University	University of Utah
Seton Hall	Willamette University
South Oregon State University	Xavier University
South Utah University	

Other Reasons:

- 9 No reason given for leaving
- 51 Did not return from leaves of absence
- 17 Personal reasons
- 13 Financial
- 51 Scholastically disqualified or did not return from probation
- 1 Medical reasons
- 1 Other reasons

ETHNIC IDENTIFICATION				
Ethnicity		Continuing	Drop-outs	%
White non-Hispanic	616	439	177	28.7
Hispanic	119	84	35	29.4
Asian	93	67	26	28.0
African American	26	13	13	50.0
American Indian	7	3	4	42.9
Other	19	13	6	31.6
Total	880	619	261	29.7

OFFICE OF INSTITUTIONAL RESEARCH
ENTERING FRESHMEN CLASS OF FALL 1994
ATTRITION REPORT # 4

860 Entering Class of Fall (Original class size 862, but 2 never matriculated)

414 Graduates

203 Potential Graduates (24%)

243 Drop-outs (28.2 %)

Transfer Preference for 89:

51:

8 San Diego State University	2 Fort Lewis College
4 University of Colorado, Boulder	2 University of CA, Santa Barbara
4 University of Southern California	2 University of Oregon
4 University of Washington	2 University of San Francisco
4 California State University, Fullerton	2 Cal Poly S.L.O.
4 University of Arizona	2 University of Utah
3 Boston College	2 California State U., Long Beach
2 American University of Paris	2 University of California, Davis
2 Arizona State University	

1 Each (38):

Albertson College	Grinnel College
Azusa Pacific University	Loyola Marymount University
Baylor University	Maric College
CSU, Bakersfield	Mesa College
CSU, Humboldt	New York University
CSU, San Jose	Northwestern
CSU, San Francisco	Notre Dame University
CSU, Sacramento	Ohio State University
CSU, San Marcos	Orange Coast C.C.
Chapman University	Pitzer College
Colorado College	Santa Monica C.C.
Glendale Community College	St. Thomas University

Attrition Report # 4 - Entering Freshman Class of Fall 1994
Page 2

Transfer Preference 1 each (continued):

Seattle Pacific University	University of Hawaii
Southwestern College	University of New Mexico
SUNY	University of St. Thomas
US Air Force Academy	Wentworth Inst. of Technology
University of CA Riverside	West Washington University
University of CA Santa Cruz	Whitman College
University of So. Alabama	Unknown

Other Reasons:

- 7 No reason given for leaving
- 33 Personal reasons
- 19 Financial
- 46 Scholastically disqualified or did not return from probation
- 50 Leave of Absence, did not return

Ethnic Diversity	Entering Students		Continuing		Drop-Out		Graduated	
White non-Hispanic	592	(69%)	122	(60.9%)	169	(69.3 %)	301	(73.4%)
Hispanic	147	(17.1%)	45	(22.7%)	43	(17.7%)	59	(14.3%)
Asian	94	(10.9%)	28	(13.5 %)	26	(10.7%)	40	(9.8%)
African-American	13	(1.5%)	8	(3.9%)	1	(.4%)	4	(.10%)
American Indian	6	(.7%)	2	(.9%)	3	(1.2%)	1	(.2%)
Other/Unknown	8	(.9%)	2	(.10%)	1	(.4%)	5	(1.2%)
Total	860	(100%)	207	(23.6%)	243	(28.4%)	410	(48%)

April 1999

OFFICE OF INSTITUTIONAL RESEARCH
ENTERING FRESHMAN CLASS OF FALL 1994
ATTRITION REPORT # 4

860 Entering Class of Fall
178 Continuing Students (20.6%)
8 On Leave of Absence (0.1%)
186 Potential Graduates (21.6%)
427 Graduates (49.7%)

247 Drop -outs (28.7%)

Transfer Preference for 91:

56:

2	American University of Paris	4	U of Alabama
2	Arizona State University	2	UC, Davis
3	Boston College	2	UC, Santa Barbara
4	CSU, Fullerton	4	U of Colorado, Boulder
2	CSU, Long Beach	2	U of Oregon
2	Fort Lewis College	2	U of San Francisco
8	SDSU	4	USC
8	St. Thomas University	2	U of Utah
		3	U of Washington

1 Each (35):

Albertson College	Grinnell College
Azuza Pacific University	LMU
Baylor University	Maric College
Chapman University	Mesa College
Colorado College	New York University
CSU Bakersfield	Northwestern University
CSU Humboldt	Notre Dame
CSU Sacramento	Ohio State
CSU San Francisco	Orange Coast Community College
CSU San Jose	Pitzer College
CSU San Marcos	Santa Monica Community College

Transfers cont'd

Glendale Community College
 Southwestern College
 SUNY Oswego
 UC Riverside
 UC Santa Cruz
 University of Hawaii
 University of New Mexico

Seattle Pacific University
 University of Southern Alabama
 USAF Academy
 Wentworth Institute of Technology
 Western Washington University
 Whitman College
 unknown school

Other Reasons:

- 21 No reason given for leaving
- 28 Personal Reasons
- 17 Financial Reasons
- 42 Scholastically disqualified or did not return from probation
- 46 Did not return from leaves through Spring, 1995
- 2 Medical Reasons

Ethnic Diversity	Entering Students		Continuing		Drop-Out	
	Count	Percentage	Count	Percentage	Count	Percentage
White	594	(69.1%)	109	(61.2%)	167	(67.6%)
Hispanic	139	(16.2%)	42	(23.6%)	41	(16.6%)
Asian	81	(9.4%)	20	(11.2%)	23	(9.3%)
African American	13	(1.5%)	4	(2.3%)	3	(1.2%)
American Indian	8	(.9%)	2	(1.1%)	4	(1.6%)
Other/Unknown	25	(2.9%)	1	(.6%)	9	(3.7%)
Total	860	(100%)	178	(100%)	247	(100%)

Entering students of Fall 1994 not listed in continuing/dropout categories have graduated.

INTRODUCTION

In the Fall of 1996, the Reverend Monsignor I. Brent Eagen assembled a group of USD students, faculty, administrators and staff members to explore whether we, as members of the University of San Diego, "practice what we preach" regarding our Mission and Goals. The attached report reflects the culmination of the work of this "Ethics Across the Campus" Committee.

The overall objective of the Values Survey was to provide an opportunity for USD community members to express their perceptions and attitudes about whether they believe that USD adheres to its Mission and Goals Statement and does indeed "practice what it preaches" about the values of the University.

The investigation consisted of three major stages. First, Dr. John Wilcox of the Center for Professional Ethics of Manhattan College was invited to the campus to assist the "Ethics Across the Campus" Advisory Committee in formulating their study. In November 1996, Dr. Wilcox conducted twenty-three individual interviews, met with the Advisory Committee, and conducted a Town Hall Meeting for the USD community. Dr. Wilcox identified major themes for the Advisory Committee to explore in the upcoming stages of the Values Survey.

To implement the second stage of the study, Monsignor Eagen appointed a six-member Executive Committee drawn from the Advisory Committee. This sub-committee created eleven focus groups to explore members' perceptions and attitudes as to whether USD adheres to its Mission and Goals Statement. There were two goals for this qualitative research. First, the data were intended to provide information to help inform the survey construction. But, as importantly, the focus group data provide some of the anecdotal data which accompany the quantitative data in the attached report. A total of seventy-three USD administrators, faculty, staff and students were randomly selected to participate in the focus groups. All focus groups followed a structured format, as members were asked to read the USD Mission and Goals Statement and respond to eight focus questions designed to elicit responses about perceptions of whether the Mission Statement applies to the respondent's day-to-day life at USD.

Following the focus group data collection, a second Town Hall Meeting was held in the Spring of 1997. Led by Dr. John Wilcox, over 150 USD community members participated by responding to the same eight questions that focus group participants had previously considered. Similar themes and concerns emerged, which greatly assisted the sub-committee in constructing the quantitative survey.

Finally, the third stage of data collection began during the summer of 1997 as the Executive Committee, working closely with Dr. Wilcox and the Advisory Committee, created the survey. Through campus mail, surveys were mailed to faculty, administrators

and staff members. Students were invited to participate within their classes by faculty who had volunteered to administer the survey.

The Executive Committee members were gratified to receive over a 40% (N=373) response rate from faculty and administrators; and a 34% (N=287) response rate from staff members. Nine hundred and fifteen students (915) also participated. We are especially encouraged that (with the exception of low response rates from some staff areas), the respondent demographics (see Tables 1A and 1B) closely mirror the demographics of the University. This representation helps give support to these findings. Assistance in data analysis was provided by Dr. Pamela Richards, an evaluation research consultant.

There are five main sections of this report. Each section directly addresses each of the five goals of the University's Mission and Goals Statement including Academic Excellence, Values Based Education, Individual Dignity, Holism, and Catholicity. Each goal is examined by drawing from questions from the survey which were designed to measure participant attitudes about the goal. Survey data is integrated with focus group data to provide additional information.

The Executive Committee believes that this encouraging response rate is evidence that the USD community is truly committed to working toward fulfillment of the Goals that Monsignor Eagen so strongly supported. Indeed, members of the USD community have shown that they will continue to work toward creating a University that truly adheres to its Mission as a community committed to the pursuit of truth, academic excellence, a value based education, a recognition of the dignity of each individual, and a commitment to its Catholic identity. The Executive Committee thanks the entire University community for their support in the entire Values Survey Process.

This report is submitted by:

Virginia Rodee, RSCJ
Anne Hendershott
Joe Nalven
Larry Gardepie
Diane West
Eric Karakis
Pamela Richards

TABLE 1A: PARTICIPANT PROFILES

GENDER

	<u>Students</u>	<u>Staff</u>	<u>Faculty</u>	<u>Admin.</u>
Male	39.0%	26.2%	45.2%	61.4%
Female	<u>61.0%</u>	<u>73.8%</u>	<u>54.8%</u>	<u>38.6%</u>
	100%	100%	100%	100%

RACE/ETHNICITY

	<u>Students</u>	<u>Staff</u>	<u>Faculty</u>	<u>Admin.</u>
White/Caucasian	65.4%	67.6%	91.6%	90.0%
Hispanic/Latino	12.0%	16.7%	5.3%	4.7%
Black/African-Amer.	2.6%	2.9%	1.6%	.9%
Asian/Pacific Isl.	11.7%	6.9%	1.6%	4.5%
Other	<u>8.9%</u>	<u>5.8%</u>	<u>0.0%</u>	<u>.9%</u>
	100%	100%	100%	100%

RELIGIOUS AFFILIATION

	<u>Students</u>	<u>Staff</u>	<u>Faculty</u>	<u>Admin.</u>
Catholic	53.0%	49.1%	35.4%	54.5%
Protestant	23.4%	30.9%	29.7%	27.7%
Jewish	2.0%	1.5%	8.3%	1.8%
Other	9.6%	7.0%	13.5%	9.0%
None	<u>11.9%</u>	<u>11.6%</u>	<u>13.0%</u>	<u>7.1%</u>
	100%	100%	100%	100%

TABLE 1B: PARTICIPANT PROFILES

ADDITIONAL STUDENT DEMOGRAPHICS

ENROLLMENT STATUS		YEAR	
Arts and Sciences	58.2%	First	26.6%
Business	21.6%	Second	19.8%
Education	9.3%	Third	20.2%
Law	6.8%	Fourth	20.0%
Nursing	<u>4.1%</u>	Fifth	6.4%
	100%	Graduate	<u>7.0%</u>
			100%

ADDITIONAL STAFF DEMOGRAPHICS

EMPLOYED IN:		YEARS SERVED	
Clerical	55.3%	less than 5	50.9%
Technical	10.6%	5-10	32.3%
Service	6.2%	11-15	8.6%
Grounds/Maintenance	3.0%	16-20	4.6%
Housekeeping/Custod.	1.9%	20 + years	<u>3.6%</u>
Dining Services	9.5%		100%
Security	1.9%		
Other	<u>11.4%</u>		
	100%		

ADDITIONAL FACULTY DEMOGRAPHICS

EMPLOYED IN		YEARS SERVED	
Arts and Sciences	53.8%	less than 5	32.1%
Business	16.1%	5-10	30.1%
Education	8.5%	11-15	15.3%
Law	14.6%	16-20	11.7%
Nursing	<u>7.0%</u>	20 +	<u>10.7%</u>
	100%		100%

ADDITIONAL ADMINISTRATOR DEMOGRAPHICS

EMPLOYED IN		YEARS SERVED	
Academic Affairs	25.4%	less than 5	41.9%
Finance & Admin.	22.0%	5-10	28.2%
Student Affairs	34.7%	11-15	13.7%
Univ. Relations	13.6%	16-20	6.0%
Mission and Min.	<u>3.4%</u>	20 +	<u>10.3%</u>
	100%		100%

ACADEMIC EXCELLENCE

Academic excellence is a key component of USD's Mission and Goals statement: "The University commits itself to excellence in all its academic and professional pursuits." Among the survey items that address the issue of academic excellence are three that are summarized in Table 2.

TABLE 2: ACADEMIC EXCELLENCE

Most of the USD faculty members I know set high standards for students.

	Students	Staff	Faculty	Admin.
Strongly Agree	37.0%	23.0%	35.4%	54.5%
Agree	60.0%	67.3%	29.7%	27.7%
Disagree	2.7%	8.3%	8.3%	1.8%
Strongly Disagree	<u>.3%</u>	<u>1.4%</u>	<u>13.5%</u>	<u>9.0%</u>
	100%	100%	100%	100%

Most of the USD faculty members I know revise syllabi and update lectures to include current information .

	Students	Staff	Faculty	Admin.
Strongly Agree	31.0%		25.8%	29.0%
Agree	59.1%		57.2%	66.7%
Disagree	9.7%	n/a	14.4%	4.3%
Strongly Disagree	<u>.2%</u>		<u>2.6%</u>	<u>0.0%</u>
	100%		100%	100%

USD has provided an environment in which I have grown in my academic skills.

	Students	Staff	Faculty	Admin.
Strongly Agree	42.5%			
Agree	50.6%	n/a	n/a	n/a
Disagree	5.9%			
Strongly Disagree	<u>1.0%</u>			
	100%			

Ninety-seven percent of the students surveyed agreed or strongly agreed that faculty members set high standards for students, as did 90% of the staff. Administrator and faculty endorsement of this item was very strong, with 83% of administrators and 65% of faculty in agreement.

Academic excellence is also reflected in the degree to which faculty revise and update syllabi and lectures. Over 90% of students and administrators agreed that the faculty they know update and revise material to include current information. Faculty agreement was only slightly lower, at 83%. Students overwhelmingly agree (93%) that they have grown in their academic skills while at USD.

As the table indicates, faculty participants were somewhat more concerned about academic excellence issues than were other groups. Their comments on the surveys suggest that central concerns are grade inflation, and what they see as student expectations about getting good grades:

"Grade inflation is undermining academics."

"Students at USD expect to be like the characters in Garrison Keillor's fictional "Lake Wobegon" where all of the children are above average. Average performance = B (above average), [and] I wish we could change this."

"More stress on academics as the center of campus life."

VALUES

The key values emphasized in USD's Mission and Goals statement include two that were measured in the values survey: academic integrity, and justice/compassion. The questionnaire items and response distributions appear in Table 3.

TABLE 3: VALUES

ACADEMIC INTEGRITY

The USD faculty members I know set high ethical standards for students.

	Students	Staff	Faculty	Admin.
Strongly Agree	31.8%	23.9%		
Agree	60.2%	55.8%		
Disagree	7.9%	15.2%	n/a	n/a
Strongly Disagree	0.1%	5.1%		
	100%	100%		

The USD faculty members I know enforce college policy on cheating.

	Students	Staff	Faculty	Admin.
Strongly Agree	44.3%		36.3%	20.3%
Agree	46.5%		51.3%	59.4%
Disagree	7.5%	n/a	10.6%	18.8%
Strongly Disagree	1.7%		1.9%	1.6%
	100%		100%	100%

JUSTICE/COMPASSION

USD has provided an environment in which I have become more aware of the economic and social needs of others.

	Students	Staff	Faculty	Admin.
Strongly Agree	13.5%	11.3%	10.9%	18.7%
Agree	33.7%	46.7%	28.4%	42.1%
Disagree	38.4%	31.7%	52.5%	33.6%
Strongly Disagree	<u>14.4%</u>	<u>10.4%</u>	<u>8.2%</u>	<u>5.6%</u>
	100%	100%	100%	100%

Ninety-two percent of student participants agree or strongly agree that faculty set "high" ethical standards. Levels of "strongly agree" are particularly high (32%). Eighty percent of staff are also in agreement. Student, faculty, and administration respondents also strongly agree that faculty enforce policies about academic dishonesty (88-91% for faculty and students). Three faculty respondents made comments that directly bear on ethical behavior ("more emphasis") or academic honesty. One believed that there "appears to be considerable academic dishonesty among some student groups," and another was "shocked at attempted cheating by upperclass men and women." While there appears to be some student support for an honor code, there appears also to be some ambivalence.

Substantial proportions of participants also agree that they have become more aware of the economic and social needs of others while at USD. Well over half of the administrators and staff agree or strongly agree, as do 47% of students and 39% of faculty. One staff member recommended "more social advocacy and community projects supported by the higher administration."

INDIVIDUAL DIGNITY

As specified by USD's Mission and Goals statement, "Individual Dignity" includes respect for individuals, sensitivity to individual differences, and commitment to diversity of points of view. Survey items reflecting these issues are summarized in Tables 4A, 4B, and 4C.

TABLE 4A. INDIVIDUAL DIGNITY

RESPECT FOR EACH INDIVIDUAL

I feel that I am treated with respect and dignity at USD.

	Students	Staff	Faculty	Admin.
Strongly Agree	33.9%	22.8%	36.3%	27.2%
Agree	61.6%	54.1%	49.7%	58.8%
Disagree	4.1%	14.2%	8.8%	10.5%
Strongly Disagree	<u>0.4%</u>	<u>9.0%</u>	<u>5.2%</u>	<u>3.5%</u>
	100%	100%	100%	100%

At USD I have personally experienced discrimination because of my: (% responding "yes")

	Students	Staff	Faculty	Admin.
Gender	15.8%	13.5%	19.0%	24.6%
Race/ethnicity	14.6%	15.2%	9.2%	5.9%
Religion	7.2%	4.9%	8.3%	1.8%
Sexual orientation	2.8%	2.8%	3.6%	6.8%

The USD faculty members I know maintain a classroom environment that is free from racist and sexist behavior.

	Students	Staff	Faculty	Admin.
Strongly Agree	47.1%	28.4%	43.4%	25.7%
Agree	44.9%	58.0%	45.7%	62.2%
Disagree	6.9%	9.9%	10.4%	9.5%
Strongly Disagree	<u>1.2%</u>	<u>3.7%</u>	<u>0.6%</u>	<u>2.7%</u>
	100%	100%	100%	100%

Virtually all students feel that they are treated with respect and dignity at USD. Faculty and Administrators also had very high levels of agreement that they were treated with respect and dignity. Approximately one-quarter of the staff participants disagreed or strongly disagreed with that statement.

Staff comments about respect and dignity show that these are especially important issues for them, and for what they observe about the treatment of others:

"Some faculty [are] inconsiderate and arrogant."

"[I am] disgusted with some faculty members' arrogance and attitude."

"Dignity and respect incorporate more than surface gestures and specific phrasing; attitude and mannerisms speak louder."

The percentage of participants who said that they had personally experienced discrimination because of their gender ranged from 14% (staff) to 25% (administration). Those who said that they had experienced discrimination because of their race or ethnicity ranged from 6% (administrators) to 15% (students and staff). Fewer than 10% of any group reported discrimination based on religion or sexual orientation. There was also strong agreement among all groups that faculty maintained a classroom environment that was free from racist and sexist behavior. Faculty made more specific comments about discrimination issues than did staff, with several recommending stronger action:

"[We] need to respond quickly and clearly to incidents of discrimination; we should include sexual orientation in statement of non-discrimination."

"[The] administration needs to demonstrate more tangible efforts to put an end to [hate crimes] - not just public reprimand in magazines and [the] newspaper."

Perceptions of discrimination of others may have been influenced (in part) by the publicity surrounding hate crimes on campus during the time the survey was distributed.

Two-thirds or more of staff, faculty, and administrators believed that they were more tolerant and accepting of others because of their experiences at USD, as did over half of the student participants (Table 4B). Seventy-nine percent of administrators agreed that they were more aware of the needs of diverse students and staff, as did 76% of staff, 69% of faculty, and 63% of students. Substantial majorities of all groups also agreed that people at USD felt free to express their religious beliefs.

TABLE 4B. INDIVIDUAL DIGNITY

SENSITIVITY TO INDIVIDUAL DIFFERENCES/ENRICHMENT THROUGH DIVERSITY

I am more tolerant and accepting of others because of my experiences at USD.

	Students	Staff	Faculty	Admin.
Strongly Agree	15.6%	16.6%	15.1%	19.0%
Agree	39.6%	51.1%	48.2%	46.7%
Disagree	34.6%	25.1%	30.1%	31.4%
Strongly Disagree	<u>10.3%</u>	<u>7.2%</u>	<u>6.6%</u>	<u>1.6%</u>
	100%	100%	100%	100%

USD has provided an environment in which I have become more aware of the needs of diverse students and staff.

	Students	Staff	Faculty	Admin.
Strongly Agree	17.0%	18.7%	21.2%	34.8%
Agree	36.3%	56.9%	47.6%	44.6%
Disagree	35.4%	17.9%	27.0%	15.2%
Strongly Disagree	<u>11.3%</u>	<u>6.5%</u>	<u>4.2%</u>	<u>5.4%</u>
	100%	100%	100%	100%

USD has provided an environment in which people feel free to express their religious beliefs.

	Students	Staff	Faculty	Admin.
Strongly Agree	20.6%	17.5%	18.8%	19.3%
Agree	53.9%	61.0%	50.6%	58.8%
Disagree	20.7%	17.1%	26.1%	20.2%
Strongly Disagree	<u>4.8%</u>	<u>4.5%</u>	<u>4.5%</u>	<u>1.6%</u>
	100%	100%	100%	100%

Diversity was an important theme for faculty and staff. There was common agreement about a "need [for] more diversity across campus." Comments included:

"[The] University should do more to make this campus look like the region we live in; I was never class conscious until I began working here; economic diversity is important, too." (faculty/administration)

"[We] have to improve the multicultural program; create learning experiences for other cultures to provide an opportunity for advancement." (staff)

"USD needs to make more of a commitment to hiring people of color; faculty could be more diverse... [It] would make a difference to students." (faculty/administration)

"Cultural diversity is still at token levels at USD; does not appear to be a plan for the future..." (staff)

"I have heard nothing but wishes to increase the diversity of the students; USD cannot even hire diverse employees; USD should take a review of its hiring practices first and demonstrate its sincere interest in diversity."

Staff concerns about the value of individual dignity are reflected in several items included only in the staff survey (Table 4C). Over three-quarters of participants agreed that supervisors/administrators and students treated them with respect and dignity, as did 68% who responded to a similar question about faculty.

TABLE 4C. INDIVIDUAL DIGNITY: STAFF RESPONSES

Most of the USD students I know treat the support staff with respect and dignity.

Strongly Agree	16.7%
Agree	62.2%
Disagree	17.0%
Strongly Disagree	<u>4.1%</u>
	100%

Most of the USD faculty members I know treat the support staff with respect and dignity.

Strongly Agree	20.3%
Agree	47.6%
Disagree	21.1%
Strongly Disagree	<u>11.0%</u>
	100%

Most of those in supervisory/administrative positions at USD treat the staff with respect and dignity.

Strongly Agree	19.4%
Agree	56.4%
Disagree	17.2%
Strongly Disagree	<u>7.0%</u>
	100%

Most of those in supervisory/administrative positions administer the merit pay process in a fair and equitable way.

Strongly Agree	8.5%
Agree	33.3%
Disagree	31.0%
Strongly Disagree	<u>27.2%</u>
	100%

Most of those in supervisory/administrative positions demonstrate fairness in promotions.

Strongly Agree	10.7%
Agree	35.3%
Disagree	34.4%
Strongly Disagree	<u>19.5%</u>
	100%

Staff participants were less likely to agree that the merit pay and promotion processes were fair. Forty-two percent agreed that the merit pay process was fair; 46% agreed that the promotion process was fair. There were significant proportions of staff participants who strongly disagreed about the fairness of these two processes: 27% strongly disagreed about merit pay and 20% strongly disagreed about promotions.

HOLISM

Holism involves personal development in a variety of areas from the intellectual to the spiritual, social and cultural. Tables 5A and 5B present survey items that are part of these concerns.

Over 60% of students, staff, and administrators agreed or strongly agreed that they had become more aware of the spiritual needs of themselves and others. Thirty-nine percent of faculty registered that same level of agreement. At least three-quarters of all participants agreed that they were "confident" in their abilities because of their experiences at USD. Staff were the most likely to agree that they were better people because of their experiences at USD.

TABLE 5A: HOLISM

SPIRITUAL DEVELOPMENT

USD has provided an environment in which I have become more aware of the spiritual needs of myself and others.

	Students	Staff	Faculty	Admin.
Strongly Agree	18.4%	19.0%	10.9%	18.7%
Agree	41.7%	45.6%	28.4%	42.1%
Disagree	31.4%	27.4%	52.5%	33.6%
Strongly Disagree	<u>8.4%</u>	<u>8.0%</u>	<u>8.2%</u>	<u>5.6%</u>
	100%	100%	100%	100%

EMOTIONAL/SOCIAL DEVELOPMENT

I am confident in my abilities because of my experiences at USD.

	Students	Staff	Faculty	Admin.
Strongly Agree		26.5%	30.8%	31.0%
Agree		54.9%	44.5%	53.1%
Disagree	n/a	15.4%	18.7%	12.4%
Strongly Disagree		<u>3.2%</u>	<u>6.0%</u>	<u>3.5%</u>
		100%	100%	100%

I am a better person because of my experiences at USD.				
	<u>Students</u>	<u>Staff</u>	<u>Faculty</u>	<u>Admin.</u>
Strongly Agree		33.7%	10.9%	18.7%
Agree		46.2%	28.4%	42.1%
Disagree	n/a	14.9%	52.5%	33.6%
Strongly Disagree		<u>5.2%</u>	<u>8.2%</u>	<u>5.6%</u>
		100%	100%	100%

Another indicator of personal development is community involvement. Student participants were asked to describe their community service and volunteer activities. Almost 70% of student participants agreed that USD had encouraged them to contribute to community programs in San Diego. This is reflected in the frequency with which students have participated in community service. Thirty-five percent have provided tutoring /literacy training services, and almost 30% have participated in counseling/mentoring programs. Close to one quarter report involvement in religious education or University Ministry service, and homeless support and environmental issues are also frequent foci of activity.

TABLE 5B: HOLISM

CULTURAL DEVELOPMENT (Student Participants Only)

USD has provided an environment which has encouraged me to contribute to programs that meet the needs of San Diego's Communities.

Strongly Agree	17.8%
Agree	51.6%
Disagree	26.1%
Strongly Disagree	<u>4.5%</u>
	100%

Since entering USD, in which community service/volunteer activities have you participated?
(percent responding "yes")

Education:

Tutoring/literacy training	34.7%
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Human Needs:

Providing health education	7.0%
Providing counseling/mentoring	29.5%
Providing childcare	15.8%
Providing services to elderly	12.3%
Providing homeless support	21.1%
Providing legal assistance	5.2%
Providing immigration support	6.1%

Public Safety:

Crime prevention	9.8%
Juvenile delinquency prevention	11.6%
Conflict mediation	8.9%
Substance abuse awareness	13.8%

Environmental Issues:

Environmental awareness	18.9%
Community cleanup/rebuilding	24.1%

Religious/ethical participation

Religious education	25.9%
University Ministry service	21.3%

CATHOLICITY

One of the strongest themes identified in the report by consultant Dr. John Wilcox following his visit to campus in November, 1996 was "the need to attend to the Catholic identity question at USD." Dr. Wilcox indicated that there is a clear sense among many of those interviewed that Catholicity is a defining characteristic of USD. However, Dr. Wilcox stated that for other interviewees, "there was not a strong Catholic identity at USD."

This ambiguity about the theme of the Catholic identity and support for the goal of Catholicity emerged again in the focus groups last Spring and even more strongly in the survey. While Table 6 indicates that 47% of the students, and similar percentages of staff, faculty and administrators agreed that they had a greater understanding of the Catholic faith because of their experiences at USD, Table 7 demonstrates that 50% of the students found Catholicity the value that is "least visible" in their day-to-day life at USD. Similarly, Catholicity is the value that is identified as "least visible" by staff, faculty and administrators.

This definition of a lack of visibility of Catholicity is problematic considering the richness of the symbols of Catholicism throughout the campus as reflected in the architecture and the religious statues, as well as the crosses on buildings and within classrooms. These outward signs of Catholicism are a strong visible statement of the original founders' vision of the sacred.

Still, students have made an especially strong statement that they do not view these outward manifestations of Catholicity as creating a Catholic identity. The data are given more meaning when coupled with comments from the focus groups and statements on the values survey. One student claimed that the "Mission Statement is misleading to a student looking for a Catholic experience;" another felt that USD "tolerates a real spirit of anti-Catholicism." Similar sentiments are evident in the attached comments from faculty and staff. For example, one faculty member believes that "sometimes we apologize for our Catholicity."

The student definition of Catholicity as "least visible" can possibly be explained (in part) by reading the additional comments from students. For example, one student felt that it was inappropriate to question the authenticity of the Bible in a religion course. Other students referred to being surprised by assignments and readings which critically analyzed or questioned some of their religious beliefs. It may be possible that some students may struggle with learning critical thinking skills in their study of Theology and Religion. Those from Catholic high schools seem especially surprised that they no longer receive a catechetical approach to religious study which they may have become accustomed to in their high school.

Despite these concerns, as Table 6 also indicates, there is strong agreement that USD students, faculty, staff and administrators have a greater understanding and appreciation for the Catholic Church because of their experiences at USD. Likewise, many agree that USD faculty members support the USD Mission of Catholicity in their faculty positions. These findings are also given more meaning when coupled with the attached comments.

For example, a law student asserts that "I know that I am at a Christian School. It is evident in the fact that it's acceptable that a student have religious convictions. It is evident in the way in which people deal with one another...even if it is not bold and explicit, Christian values are evident here." Similar statements are found in the faculty comments: "I find it odd to be employed at an institution which constantly seems to be apologizing for its Catholicity to faculty...I think that those of us who are not Catholics have been made to feel welcomed by those who are...but, I do see the institution under repeated attack for its Catholic perspective."

TABLE 6A: CATHOLICITY

I have a greater understanding of the Catholic faith because of my experiences at USD.

	<u>Students</u>	<u>Staff</u>	<u>Faculty</u>	<u>Admin.</u>
Strongly Agree	16.5%	14.1%	15.0%	26.7%
Agree	30.2%	37.1%	39.3%	38.1%
Disagree	38.4%	37.6%	36.4%	31.4%
Strongly Disagree	<u>14.9%</u>	<u>11.3%</u>	<u>9.2%</u>	<u>3.8%</u>
	100%	100%	100%	100%

I have a greater appreciation for the Catholic Church because of my experiences at USD.

	<u>Students</u>	<u>Staff</u>	<u>Faculty</u>	<u>Admin.</u>
Strongly Agree	14.6%	15.9%	9.5%	19.0%
Agree	28.3%	34.8%	38.5%	38.0%
Disagree	42.4%	36.2%	39.6%	37.0%
Strongly Disagree	<u>14.7%</u>	<u>13.0%</u>	<u>12.4%</u>	<u>6.0%</u>
	100%	100%	100%	100%

The USD faculty members I know support the USD mission of Catholicity in their faculty position.

	<u>Students</u>	<u>Staff</u>	<u>Faculty</u>	<u>Admin.</u>
Strongly Agree	9.8%	16.3%	8.5%	6.2%
Agree	53.5%	50.4%	41.1%	63.1%
Disagree	31.2%	26.8%	42.6%	27.7%
Strongly Disagree	<u>6.5%</u>	<u>6.5%</u>	<u>7.8%</u>	<u>3.1%</u>
	100%	100%	100%	100%

Table 6B also indicates that over half of students, staff, and faculty have participated in various services and worship oriented activities while at USD. The Mass of the Holy Spirit is most frequently attended by all study participants, and the All-Faith Service, the Lenten/Advent Service, and the Reconciliation Service are also likely to be attended by all participant groups.

TABLE 6B: CATHOLICITY

Which of the following have you attended at USD? (percent responding "yes")

	Students	Staff	Faculty	Admin.
Mass of the Holy Spirit	35.6%	36.8%	45.9%	62.4%
All-Faith Service	16.0%	26.1%	36.4%	51.7%
Lenten/Advent Service	15.5%	16.1%	12.8%	27.4%
Reconciliation Service	7.6%	7.1%	4.1%	7.8%
Bible Study	5.7%	9.3%	2.0%	6.9%
Prayer Breakfast	0.5%	18.6%	11.7%	25.9%
Retreats	15.0%	n/a	n/a	n/a
Inter-varsity	6.5%	n/a	n/a	n/a
None of the above	49.5%	48.6%	43.1%	23.3%

VISIBILITY OF MISSION AND GOALS

This final section of this report focuses upon the final three survey questions. These items ask participants to identify the value that is most visible or least visible in their day-to-day lives. Participants are also asked to identify the value that they would like to see more visible at USD.

As the previous section indicates, Catholicity emerged strongly as the “least visible” value for all groups of participants in the Values Survey. While this finding is indeed suggestive of a need to look at the Catholic identity of the University, it is helpful to look closely at the final question tabulated in Table 7 which measures participants’ perceptions regarding value visibility.

Individual Dignity is a value that staff members and administrators clearly want to see more visible in their day-to day lives. This desire by staff and administrators to give more attention to individual dignity was a clear theme in both the focus group data and in the attached comments. This strong statement by staff and administrators is best illustrated by the following comments:

“[I want] to be trusted and respected as a human being by faculty and administration.”

“I’ve had many encounters of USD employees who’ve had negative experiences - supervisors, merit, promotion, etc.”

“When there is a lack of respect and moodiness, it is difficult to have a good working place. Not everyone is happy.”

“Dignity and respect incorporate more than surface gestures and specific phrasing attitude and mannerisms speak louder than the aforementioned.”

While staff and administrators indicated that Individual Dignity needed more visibility, faculty members strongly indicated that they would like to see Academic Excellence more visible. Faculty focus group data and attached comments support these findings. In fact, faculty focus group data reveal Academic Excellence as the least visible value. There is concern from the tenured faculty about lowering standards and grade inflation. Yet, on the other hand, many faculty regard the constant monitoring of grade distributions and student evaluations by the administration as being poor indicators of Academic Excellence.

TABLE 7: VISIBILITY OF MISSION AND GOALS

The value that is MOST visible in my day-to-day life at USD is:

	<u>Students</u>	<u>Staff</u>	<u>Faculty</u>	<u>Admin.</u>
Academic Excellence	50.4%	35.5%	40.0%	22.3%
Values Based Ed.	19.0%	15.9%	25.1%	24.3%
Individual Dignity	21.1%	35.5%	25.7%	28.2%
Holism	4.8%	8.0%	4.5%	1.6%
Catholicity	<u>4.7%</u>	<u>5.2%</u>	<u>5.1%</u>	<u>13.6%</u>
	100%	100%	100%	100%

The value that is LEAST visible in my day-to-day life at USD is:

	<u>Students</u>	<u>Staff</u>	<u>Faculty</u>	<u>Admin.</u>
Academic Excellence	5.5%	9.2%	15.9%	16.7%
Values Based Ed.	8.0%	10.9%	8.2%	13.7%
Individual Dignity	13.1%	23.9%	11.8%	22.5%
Holism	23.4%	25.6%	31.2%	12.7%
Catholicity	<u>50.0%</u>	<u>30.3%</u>	<u>32.9%</u>	<u>34.3%</u>
	100%	100%	100%	100%

The value that I would like to see MORE visible in my day-to-day life at USD is:

	<u>Students</u>	<u>Staff</u>	<u>Faculty</u>	<u>Admin.</u>
Academic Excellence	26.4%	15.1%	43.1%	16.1%
Values Based Ed.	22.7%	16.9%	18.6%	15.1%
Individual Dignity	29.4%	45.2%	17.4%	40.9%
Holism	11.3%	16.9%	13.8%	16.1%
Catholicity	<u>10.2%</u>	<u>5.9%</u>	<u>7.2%</u>	<u>11.8%</u>
	100%	100%	100%	100%

SUMMARY

The initial report by Dr. John Wilcox following his first visit to campus in November, 1996 stated strongly that "individuals love to work at USD...there seems to be a great reservoir of social capital because of respect for persons, pleasant working conditions and fiscal stability."

Overall, the results of this survey confirm this statement. As Table 4 indicates, most respondents indicate that they feel that they are treated with respect and dignity at USD, and that they have become more tolerant and accepting of others because of their experiences at USD. However we must acknowledge that there are indeed some members of our community who feel isolated and unable to participate. These findings are given more meaning when coupled with responses to the focus group question in which participants are asked whether they had personally changed since they arrived at USD. These responses were overwhelmingly positive.

For example, one staff focus group participant stated that "I am much more compassionate toward others and much more understanding of others who are different than I am...it has helped me to grow a lot." Another stated that "My job at USD has been the most rewarding experience in my life." Still another felt that "people at USD are really kind, generally everyone I come into contact with does their job and is really nice." Similar sentiments were voiced in the student focus groups: "I have learned more about my own culture and my involvement in BSU has helped me personally a lot." In the tenured faculty group, there were similar statements: one faculty member said that "coming from a public university, I now show more concern for my students...this is a much more collegial environment." Administrators voiced similar statements. "One of the most valuable things I have learned at USD is to be a listener not just a teacher." Another administrator said that "I don't think I expected to have changed so much but I have...I am a stronger and better person with a little more respect for the Catholic faith because I was not raised Catholic and it has made me stronger in my own faith."

There was concern at the conclusion of several of the focus groups that the survey process itself might in fact promote negativity. One focus group participant stated that "I sense a lot of irony here because all of us in the focus group sound very happy and we all seem to enjoy our work. But, we have very high expectations as to our complaints about things not being fulfilled from the mission statement. Yet, I get this overall feeling of fulfillment or happiness here." Similarly, staff focus group members pointed to the need to focus upon the positive as well as the negative: "USD is really a great place to be...I feel every day is a good day." A second staff member stated that "The jobs I had before made me miserable because the work environment was so stressful and full of scary people. Coming here I feel like USD is a very happy and safe place to work. I have changed because my stress level has dropped and I wake up every morning relieved that I am here instead of where I was."

The "Ethics Across the Campus" project from its beginning two years ago until now has endeavored to explore whether we, the members of the University community, "practice what we preach" regarding our Mission and Goals. In all stages of the project, and particularly in this final one of the Values Survey, the Goals and how they are presently understood and lived, have been a primary focus.

The results of the Survey coupled with the attached comments provide compelling evidence that USD is, indeed, an environment that promotes the well-being of its community members. The Mission and Goals are central and vibrant in the University. At the same time, there are clear signs that there are areas for strengthening and deepening that which is central to the spirit of USD. It is also clear that there are two major challenges that USD faces with regard to fulfilling our Mission and Goals. First, issues of Individual Dignity must be addressed, especially with regard to respect for staff. The second challenge relates to USD's Catholic identity. Students have made a powerful statement that we need to give more attention to our Mission of Catholicity, if we are truly to fulfill our Mission and Goals.

Recommendations, including these, will be made by the Advisory Committee to the President and Board of Trustees following the campus Town Hall meeting. Here is a call to deepen and integrate what is strong, and another to address what is yet lacking. More aware of its reality, the University community is committed to the pursuit of truth, academic excellence, a value based education, a recognition of the dignity of each individual and a commitment to its Catholic identity. May this awareness prompt us to take action so that, in fact, those Goals become a lived reality.

RESPONSES TO THE VALUES SURVEY

Many individuals responded to the Values Survey by writing comments. Thank you! The Executive Committee members of the "Ethics Across the Campus" project have reported the comments as they were written, with the exception of extremely long comments or those which could reveal the identity of a department or a respondent. In order to shorten the comments or to retain the anonymity of individuals, comments were edited.

Faculty/Administration Values Survey: Comments

F/A 002: I've spent 21 years at other Catholic institutions. USD is the richest and the least Catholic of these. I work in the... where practicing Catholics are such a minority that I think some of them feel too intimidated to express their religious beliefs. Many of the non-Catholics don't have a clue about Catholic history and doctrine but find Catholicity an easy target for casual jokes. The whole institution seems geared for the upper middle class who benefit from a school of entitlement, while reaching out to the less well-off through a sense of noblesse oblige. Too bad.

F/A 006: The struggle to be better is a daily challenge – if we could only accept it like the act of breathing (or for some, craving for the morning cup of coffee or glass of orange juice). Add to your to-do list: re-read the USD Mission Statement and pick one area you would like to reflect on - and perhaps even act on. Remind yourself to re-read the Mission Statement tomorrow and see if you accomplished what you set out to do yesterday.

F/A 007: I would like to see proof that women are equal to men on the salary scale especially on the Administration level - and Department level.

F/A 008: 1. Better pay for staff. 2. More respect for staff by mid-level administrators. 3. Allowing staff to participate in shared governance/decision-making. 4. Eradication of homophobia in the rank of USD Administration. 5. Curbing huge raises for administrators (i.e. Sharing the wealth). 6. Overcoming the current trend by the administration to think of USD as a business. 7. Allowing the staff to unionize (a solid Catholic teaching). 8. Less emphasis on being respected, accepted, or otherwise approved by the Catholic hierarchy, and more emphasis on the Gospel mandate to do justice (the same goal for our pastors towards the wealthy potential benefactors of the University.) 9. A thorough examination of the policies, staff and procedures of campus units profess to serve the needs of people.

F/A 014: We must provide more opportunities for advancement of our staff and of women and people of color. I am in a unique department that is very diverse and has wonderful opportunities to be challenged personally and professionally. We need more of that across campus. We need equality in our salaries. We need the authority to take corrective action with supervisors who treat their staff employees in a manner that is contrary to our mission statement. We need to take steps to enhance a sense of community and bring staff, administration and faculty together rather than continue to support activities that keep them separate.

F/A 019: In my department we have... people of color, about... white women, and approximately... white males - this is discouraging. I believe it would make a big difference if USD made more of a commitment to hiring more people of color...specifically, the faculty could be more diverse. In my discussions with students, this would make a difference to them. Also, if the administration continues to take serious action concerning hate crimes, students may feel more supported and welcomed.

F/A 020: I'd like to see a real attempt to eliminate sex-segregation in both staff positions and casual student labor. It is apparent that many non-professional job categories are sex-segregated. I've also had student complaints about the assignment of tasks for workstudy positions. One student in fact, wrote an

excellent paper describing how she and other women who were hired to work for... were routinely restricted to office work while male students got to go around campus...

F/A 030: Respect for individual dignity begins with individuals, with each of us standing up for what we believe in. We have to speak up when something offensive is said or done to us or to a colleague. As a community, USD should encourage all its members to speak up, to know that respect begins in the heart and is manifested through actions.

F/A 033: Caring - Training administrators and staff on management supervision, coaching and leadership. Our mission statement states holism, academic excellence and value based education for our students. We should extend that offer to our paid employees - whereby they in turn act/perform these values with others at USD.

F/A 036: I find myself dissatisfied with the survey instrument - I realize you are intending to create a snapshot of an inherently rebellious reality, but I think there's a tendency toward blandness built into questions emphasizing "most faculty I know" and "collegiality," etc. People can be perfectly cordial and decent to one another without any substantial intellectual exchange taking place, and at one level this might be seen as confident with respect for "individual dignity" while at another, it renders the concept meaningless. Perhaps a more flexible and nuanced instrument could be created to probe problem areas in a follow-up.

F/A 049: I feel there is not enough communication/interaction between the academic and administrative sides of the school.

F/A 055: I find it odd to be employed at an institution which constantly seems to be apologizing for its catholicity to faculty. I think those of us who are not Catholics have been made to feel welcomed by those that are. But I see the institution under repeated attack for its "Catholic" perspective (and I don't mean "universal") from non-Catholics or from Catholic faculty whose lifestyle choices deviate in some way from Church Doctrine. If we insist that we have a right to practice our religion as we see fit, why do we also seem to insist that administrators and faculty, who support the Church's more conservative and less popular rulings, must change their religious beliefs? The more unpopular rulings might include the Church's rules/views regarding birth control, abortion, homosexuality, no female priests, etc. These, too, are parts of "the Christian message as proclaimed by the Catholic Church!"

F/A 057: I believe that the best way to achieve academic excellence is to recruit highly accomplished faculty [knowing] that higher pay is required in order to do that.

F/A 058: I would like to say that although I have seen or been aware of shortcomings in areas of discrimination, lack of enforcement of rules, or a bias on some values more than others, working at USD has largely been a positive experience. The weaknesses need to be addressed, most certainly, but I think they are mostly isolated experiences.

F/A 063: Respect for faculty time. USD monopolizes faculty time during the year to the point where one's family and professional activities generally suffer. The teaching charge is high, the service expectations are high. Summer work for Chairs, directors, supervisors, coordinators is under-compensated or not at all. Too few summer teaching opportunities.

F/A 069: I am a new employee and I am very impressed with how polite all the students and faculty are. I feel there is great respect for every individual who is on this campus.

F/A 070: USD not consistent in its policies... comes to mind. If other employees had done what [that person] did - they would have been terminated. Others have been terminated for much less.

F/A 071: Avoid ecumenism. Promote Catholic values. Remember Bishop Buddy.

F/A 078: Representation in the upper administrative positions and on the board of trustees for people of color.

F/A 079: I believe overall, we do a fantastic job. However, it seems to me that sometimes we apologize for our catholicity. I feel strongly that our doors should be open to all people with all religious beliefs. However, I also believe that they should and will accept the fact that they are attending or working at a Catholic institution and should support the efforts of the institution to remain and be proud of the fact that we are Catholic.

F/A 081: The hypocrisy of academic leaders makes a farce of any notion of ethics or excellence. The latter are achieved in spite of, not because of, the leadership (at all levels) of the major academic offices.

F/A 083: The law school faculty has many wonderful value-oriented people teaching, however, the majority of faculty does not teach... with morals, values, integrity, rather than the stereotypical money, hungry win the case at all costs teaching techniques the law faculty seems to be arrogant, vindictive, selfish and want only to be left alone to their personal gain and personal mission in mind. The law school faculty and some administrators... are now wanting power and recognition for their own personal climb up the ladder.

F/A 085: Catholic focus is increasingly exclusive rather than inclusive. More focus needed on academic excellence instead.

F/A 089: Staff should be treated with more respect. The antiquated...merit pay, sick time, vacation time and time cards.../used is demeaning compared to the way faculty and administrators are treated. This is not fair to staff.

F/A 095: Grade inflation is undermining academics - check the percentage of A and B grades. Most students expect an A or B just by registering and paying tuition. Almost NO faculty accepts orthodox Roman Catholic beliefs and attend/participate in weekly parish/university services. They will respond to surveys as if they are religious. But they are not active participating members of any parish church. I do not believe that anything can be done about this problem. We are committed to living a diversity of well educated people. However, a firm belief in Orthodox Roman Catholic theology and morality (especially a rigid opposition to abortion, euthanasia, libertarianism, homosexuality, divorce and remarriage) makes the person almost unacceptable for a faculty position.

F/A 101: I would suggest that USD follow UCSD's lead (and the UC system) and drop Affirmative Action as a hiring strategy... I would also suggest that tenured faculty spend a minimum amount of time on the campus updating their notes and considering students needs in the classroom and out. I see about half of my department doing as little as possible. I also see major grade inflation every time anyone in my department posts grades (excepting one faculty member) although every member talks politically correct talk about the hazards of same. There appears to be an "every man/woman for him/herself" philosophy in the department.

F/A 103: It's not clear to me how you implement a "values based education." What specific action steps are identifiable. It sounds good on paper, but I suspect everyone at USD would have a different idea about what it means, and few would know how to "practice" it in the classroom.

F/A 108: The values I see most lacking at USD are support for a diverse community of learners and individuals and a standard for academic excellence and intellectual stimulation. Often, I see students continuing high school-like behaviors with little challenge from the university to challenge and move beyond the concept of university as mostly a "social" event.

F/A 110: Under the former [administrators], I felt that there was a genuine effort to conform the behavior of the university with its announced values. In the publicly visible arena, that is still the case,

but I think it is mostly PR. In the details of daily life, I think that [administrators] possess no normative commitment to this, and as a consequence, the University is becoming more and more like any other corporate entity. Politics, and personality matter more than drive and commitment and performance. ... telling that the... who was seen everywhere the first year, is now almost invisible, ...

F/A 114: The one thing I have felt is I'm not sure where all the money goes in this University. We are way behind in technology with registrars and admissions - students still have to share 6 to a dorm room, there is no priority - registration etc.-salaries are not that competitive-students have to use paper and pencil forms, not enough computer support, etc. Where does it all go?! That seems a value to me that is apparent at many institutions of higher education - we preach how important education is yet we pay PhD's and advisors measly salaries.

F/A 118: It seems always the same people are on the same committees making decisions that are at times antiquated, especially with respect to technology. It appears there are numerous and continuous complaints about the state of USD's Administrative network. No one appears to listen or care, at a level that would matter. Listening to those who use the technology is respecting them as people. This is not happening.

F/A 123: There is much discrimination, especially by administration to faculty. I know minority faculty have been hired at higher salaries with less experience than me. This push for diversity thus becomes Divisive! I have also seen this work against the minority hires in an unfair fashion, i.e., giving "x" years credit toward past experience but then delaying promotion because it was felt it was still not well known enough to make a judgment upon! A real catch 22. Rigorous quest for knowledge [the person] CANNOT be accomplished in...a before [establishing an] environment!

F/A 129: To include "sexual Orientation" in the EEO statement would make more heterosexual groups believe the university does stand against discrimination against lesbian, gay, bisexual and transgendered people on this campus.

F/A 133: More attention to needs of economically disadvantaged (minority) students.

F/A 136: One of my international students characterized USD as "a holding pen for rich people's kids." There is very little academic vigor.

F/A 143: I would like to see a monthly brown bag lunch with a variety of faculty, administrators and staff. ... The "panel" could choose a current topic or have the audience submit a few topics to comment on. The communication at USD needs to be a priority if we are to "value" its mission.

F/A 144: In her convocation, Dr. Hayes talked about the importance of "achievement" not "best efforts" or "good intentions." Let's raise the bar, teach our students how to climb over it and create a west coast university that is an attractive option for the whole nation.

F/A 161: I continue at USD primarily because of the emphasis on individual dignity, holism, quality education and service to the community and society. Generally speaking, faculty, staff, administrators and students exemplify the values USD espouses. However, there appears to be considerable academic dishonesty among some student groups with multiple violations every semester. I think a student honor code would go far toward correcting this problem.

F/A 167: I stopped going to the beginning of the semester service 2 years ago because I was deeply offended. It [was] clear that non-Catholics were not welcome at the Mass of the Holy Spirit and probably not welcome (...) at USD. I'm not interested in participating in anything that separates us. That year the prayer by... at the President's Address carried the feeling that I was looking for - we're all here together seeking wisdom and guidance in our appointed tasks.

F/A 169: More emphasis on ethical behavior, taking personal responsibility.

F/A 170: It would be good to see more understanding of values and their impact on daily life - and to see an appreciation of Catholic spirituality that is dynamic in its application.

F/A 180: I hope we can do more than just give public reprimand in our magazines and newspaper in regards to the recent hate crimes. I know we mean well - but the administration must demonstrate more tangible efforts to put an end to these things. I'm very proud of our University and the education I've received here. I'd hate to see anyone conclude that we indirectly condone these discriminatory behaviors.

F/A 184: Difficult to complete this survey at this time due to : 1) all of the changes in administration not sure that I know the new administrators well enough yet, and 2) I am very concerned about all of the discussion, re: ... status. If rumors of... being denied chair due to sexual orientation are true, I will be extremely discouraged and disappointed in the new administration.

F/A 187: In the time I have been here, I have heard nothing but wishes to increase the diversity of our students. However, how can you expect students of color to attend USD, if the University cannot even hire diverse employees (faculty and administrators) - the only talk of color is in staff positions. I think USD should take a close review of their own hiring practices first and demonstrate their sincere interest in diversity before they can expect the students to reflect that.

F/A 188: Diversity should be a value not a goal of the university.

F/A 191: Where is all that tuition money going to? Perhaps, if I as an employee were treated with more respect and dignity (benefits and a modicum of job security), I might be less cynical. The University really must do more to make this campus look more like the region we live in when it comes to student/faculty diversity. I was never class conscious until I started working here, and so economic background diversity is important as well.

F/A 196: I would like to see a change in the approach to diversity education. Currently, only the differences of ethnic groups are focused on, causing divisiveness. At times I have felt pressured to forego my own ethnic traditions in deference to those that are currently politically correct. I do not think it is right to be made to feel guilty for being of European ancestry. Cultural tradition, beliefs, etc. should be taught and shared among all ethnicities. However, there should also be a focus on the sameness of all ethnic groups. In the end, everyone on campus is of the same race; we are all members of the human race.

F/A 200: I believe that the University must commit [itself] to [being] a "community" and through that we must communicate! It seems that for certain committees, etc. individuals are "chosen" and most other employees are even unaware (ex. committee for VP Finance and Administration, Values Survey Committee, etc.) There is a great deal of "willing," "caring" and "devoted" employees (Administration and Staff) that are left "out of the loop" and, in essence, the University has lost out on a great deal of talent. It's sad. Even to have the campus operating before and after the staff employee recognition picnic is sad. Perhaps it should be a "whole" day of events, activities, etc., for the staff! I also think Administrators need an association such as the staff and faculty. How about a staff mentor program. Employee development is improving but still needs work. How about a "campus outreach" program for employee relations with the community. We could really be much more. There may already be a great deal in place but communication seems really poor. How about "out-sourcing"... and get this campus to some form of current technology...(very, very poor for a "learning" institution). Many priorities are in the wrong places! Thanks for this opportunity!

F/A 205: From a Liberal Catholic perspective, I think the Catholicity of USD needs much strengthening. A good percentage of the faculty has no understanding nor appreciation of a real Catholic University.

The... department is noticeably unconcerned with Catholic tradition in..., with a few exceptions. The... department is similarly disinterested in Catholic..., again with a few exceptions. The critical mass of faculty who have been trained in Catholic Universities and [who] care about their discipline's dialogue with Catholic Christianity is far too small at USD.

F/A 207: USD is a fabulous place to work and an incredibly open environment to share one's beliefs without fear. Thank You!

F/A 209: Better communication at all levels. Listening to others with respect and showing tolerance of views that are not your own.

F/A 210: Decisions at USD should be based and balanced by our Mission. In my experience, the overriding "value" seen in decision-making is the 1) PR fallout or 2) monetary values. (Example: The reserved parking created a tier of elite faculty/administration - who can afford reserved parking. Students not allowed to purchase reserved space; many hourly staff cannot afford. Target for solution to parking structure was \$1.1 million per year - at sacrifice to our community structure.). All decisions should be processed through a "Mission Checklist": How will this decision reinforce our Mission and Goals.

F/A 219: I think USD is doing a good job in accomplishing its goals!

F/A 220: Remain a fairly small University - Don't try to become a research institution - Don't use teaching assistants. Hire more faculty full-time.

F/A 221: I didn't like the survey - too general "most" but not necessarily "your"

F/A 224: More diversity in faculty and staff - need evidence of respect for diversity rather than claims to have it.

F/A 234: 60 and 61 are hard to answer. I think we basically do a good job with all 5.

F/A 235: Students at USD expect to be like the characters in Garrison Keillor's fictional "Lake Wobegon" where all the children are above average.

Average performance = B (above average). I wish we could change this.

F/A 243: An environmental ethic is as significant as any other. It is unfortunate that the authors of this survey chose to enclose a whole eight and a half by eleven inch sheet of paper for us to reply.

F/A 249: I hope the results of this survey will bear fruit at the University in the years to come. Thank you for the care and concern, the time and effort that have gone into the construction of this study.

F/A 250: 1) While we pay a bit of attention to individuals, I think we need to respond quietly and calmly to incidents of discrimination of any kind. 2) We should include sexual orientation in [the] statement of non-discrimination.

F/A 251: Academic excellence in practice isn't measured by cogent discussion or innovative thinking, but by tests and grades. I would love to see a multi-disciplinary approach to addressing environmental issues both as a topic of understanding and as an imperative to act. USD does not practice what it should preach regarding the importance of understanding and respecting our natural resources.

F/A 252: Racism and other forms of discrimination are getting out of hand at USD. Administrators "say" the right things, but, very little is really done to stop them.

F/A 253: I have taught 12 years for....., and... and have been shocked by the attempted cheating among USD upperclassmen/women. As a Catholic, I expected less at USD. Many of the students at USD have no stated religious affiliation, but I relaxed my normal level of monitoring for cheating, thinking it was a religious-affiliated school. I now supervise as tightly as I do in other schools.... The faculty are so warm to me here. They remember my name, help me find keys, xerox supplies, etc. It is an incredibly staff-orientated faculty....I have the lucky perspective to see all the schools, as a part-time instructor. The USD students tend to be wealthier, very naive and more demanding. I wonder how well USD prepares them for the real world.

F/A 255: Less "good 'ole boys" feeling in the administration. More respect for faculty from students and administration. Parking is one good example of this. The administration hires more and more part-timers (since they're cheaper), but does not provide adequate parking for staff/faculty. Same with office space. There are offices (small/windowless) with 3-8 part-timers...and only 1-3 desks! (4 part-timers = \$12,000/semester, 1 full-time = 16,000/semester + benefits). Use the extra to make improvements for faculty! Also, students steal faculty parking spaces and I have never seen them ticketed!!

F/A 262: As a part-time [instructor] I find that USD treats part-timers much better than most institutions.

F/A 265: I believe this survey should be given on a rundown basis for statistical accuracy. Those who complete it will self-select, which will harm validity.

F/A 268: USD's so-called values orientation is 80% public relations to establish a market niche and 20% effort to establish its reality, e.g. No funded multicultural center, inadequate non-discrimination policy. I believe a new... and... would be a good first step.

F/A 271: The only overt religious discrimination that is acceptable at USD is that against Catholics. The tenure system is set up at USD with incentives to claim discrimination (it's the only violation that "counts"). The administrators, in general, make a great show of their opposition to harassment, but almost never actually do more than talk to the perpetrator - even a repeat offender. Fear of "Church control" or favoritism of "good" Catholics has led to open discrimination in faculty hiring in departments like... where Catholics are welcome, but "traditional" Catholics are not.

F/A 275: What can I say. Promises made by the [administrators] never materialized. I do my research at a class of ... thank God with the support of a Vice President there. So how am I supposed to offer an evaluation on behalf of my own University?

F/A 280: There seems to be a connection between very wealthy students doing poorly academically - I'd hate to think they bought their way in. Why can't we focus more on recruiting students of color. We say we're a diverse community, but when out of 92 freshmen in my intro classes, I see 2 African Americans, 3 Latinos and 3 Asians, I doubt the rhetoric of diversity.

F/A 293: Some folks get a bit cynical about these programs. But I believe they are worthwhile. You must keep on trying.

F/A 298: When you asked about discrimination, you failed to include disability as one of the categories. I am not sure if it was an oversight or rather a way of not learning about disability (discrimination) on campus.

F/A 305: The overriding value at USD is fund-raising. The trustees are selected based on how much money they give, not their own values. The trustees are anti-academic, [anti-intellectual] and [anti] freedom. St. Thomas More's name was taken off a building for \$1,000,000!

F/A 307: Greater job equity and recognition for those in lower paid positions, especially those who maintain our facilities and grounds. Greater respect for differences in sexual orientation. More

autonomy in decision making throughout the ranks, greater openness to the expertise and ideas of those who handle daily routines and operations.

F/A 309: Non-discrimination policy, including sexual orientation. Financial and administrative support for gender studies. Financial and administrative support for ethnic studies. Financial and administrative support for multicultural center. Recruitment and retention of faculty and students of color. (For Faculty, Staff and Students).

F/A 313: Many scholarships and financial aid packages are given to freshmen. The GPA required to maintain these scholarships during sophomore year is too high. If all of the students receiving these scholarships would achieve these GPA's, grading would be inflated. Faculty are required to keep grades down. I think that these 2 conflicting dimensions make this situation an "act."

F/A 314: I would like to see greater respect for what part-time faculty have to offer to the University.

F/A 316: I believe USD is a very, very good place to work where people try their best to "practice what they preach," but there are a few patterns of bad behavior...: (1) too much consumption of alcohol at USD events (not students); (2) double standards/bend-the-rules mentality, especially for privileged students, parents, VIP's, donors, and trustees...; (3) when VIPs snap their fingers, people at the top make promises USD can't or shouldn't keep, then they dump the dirty work on employees (staff or low-ranking administrators). Sometimes the top people are: afraid to say "No" to their important friends; they like to show off their power. USD employees are not made of elastic. Just ask these questions of VIPs, deans, directors: "Do you ever ask your subordinates how they are managing their workloads? Or, is all your communication one-way orders (i.e., "Drop everything and do this." "I've told X you'll get her what she wants right away." "Report back to me by the end of the day.") What really hurts is when these orders are delivered in the presence of outsiders who are asking for things they shouldn't, and when these orders are delivered in a way that belittles the subordinate. Maybe its a coincidence, but these orders almost always are given by men to women in the presence of female outsiders making unreasonable requests. Thanks for asking about this. I'm sure Monsignor Eagen is smiling down on you for it.

F/A 319: I believe all considerations for promotion and tenure in [department] should be placed on hold, pending an investigation into several matters which involve ethics, respect for others, and treating others with dignity. [A series of questions were listed by the respondent which raised issues of: verbal abuse, harassment, slander and defamation of character, conspiracy of one employee against another, the ability of the director to understand the situation, political expedience over integrity, improper evaluation procedures, discrimination, morale, excessive micromanagement, yelling at students and/or employees, department personnel having trouble with their tempers.] What happened to our inner "knowingness" about what is good? Have we substituted handbooks and the like for inner integrity or inner strength? Is there enough wisdom at USD to devise a way of going about our daily business so that we rely on inner strength rather than handbooks? One way of developing inner strength is to make mediation mandatory for anyone who makes a complaint against another. That way, those on ego trips or those blinded by ambition and power will have some constraints on their behavior. Would this help hold people to expected standards of ethics and morality, and enable them to respect others and treat others with dignity?

F/A 321: Don't retain and cover-up for dishonest deans.

F/A 324: More stress on academics as the center of campus life. Less money spent on sports, more on academics.

F/A 335: There is much talk today of lowered academic standards. At the same time, there is a frustrating conflict, among faculty, between maintaining academic excellence and the expectation of flexibility and respect for the individual (emphasis on the value of student evaluation tends to add to the

pressure) Students who don't hold these standards and just want to get by, become cognizant of this dilemma and manipulate the faculty and the expectations of other students. Whining and manipulation are not one of the best parts of teaching, and causes even the most conscientious faculty member to succumb to lower standards.

F/A 339: A match between how resources are allocated and Mission Statement. Put money where mouth is.

F/A 341: While I do not feel that I have experienced "discrimination" at USD, I certainly have experienced alienation.

F/A 343: Although cultural diversity is being stressed at USD, many students - African Americans and Hispanics in particular - say they feel that their cultures are not understood or valued here. I have heard that this problem is much greater at the undergraduate than the graduate level.

F/A 344: It would be nice to see more action than lip service. I would like to see the student newspaper cleaned up. It contains more derogatory, disrespectful content than I have seen in any campus newspaper. I would like to see more respect from administrators regarding involvement in workload assignments, support of need for staff support, merit and cost-of-living increases, honoring commitments regarding pay rates—summer/intersession.

F/A 351: USD has created an image of opulence and arrogance by placing far too much emphasis on its physical appearance and giving relatively little attention to genuine academic excellence and personal dignity. Several students have left USD because they feel "out of place" here. Is this what Christianity is all about?!

No survey attached / no survey number

The problem with your survey questions, as I think others will indicate in their written responses, is that you do not get to the heart and soul of what creates ethical problems at USD and any other organization. ...an organization is only as ethical as its leadership. Ethical leaders create ethical organizations. Self-serving, unethical leaders corrupt their entire organizations. The major problem at USD is that the former administration created a corporate model in which the money flow was inevitably into various levels of administration and administrative salaries, while other areas of the university and other employees, were denied the necessary funds to function and, at times, to live with dignity. Eventually, we ended up with vice presidents and deans who were making more money than the presidents and chancellors of major universities. Meanwhile, our [past] president commanded a salary that was superior to the salaries of the presidents of Harvard and Yale. When this was discovered by The Chronicle of Higher Education, the university tried to do an end run on the press by giving our former president a token cut in salary, while simultaneously raising his fringe benefits. (And yes, at the same time, little effort was made to address the needs of those in the middle or at the bottom of the USD hierarchy.) Unfortunately, when you have such greed at the top of any organization, it creates ethical problems throughout the system. And the primary value you will promote is hypocrisy.

Please note that the former President of Coe College recently donated \$464,000 to that college. This was an amount equal to every dime he had ever been paid by the institution. He did so to insure that the next generation of students would have adequate financial support to pursue their goals and dreams. What the former President of Coe College did will send an ethical echo across that entire campus for years to come. Do you think it would ever happen on this campus with our grossly overpaid administrators?

The faculty and the staff have done more than their share to perform ethically, responsibly and professionally, even in the midst of such administrative greed. Our former administration, however, lost its moral and ethical compass, and we are all paying the price for their self-serving ways.

President's Advisory Council Members-Year 2000

Revised June 26, 2000

Alice B. Hayes	President	HC-222
Frank Lazarus	Vice President & Provost	HC-328
Paul Bissonnette	Vice President of Finance & Admin.	HC-320
Thomas Burke	Vice President, Student Affairs	UC-232
Msgr. Dan Dillabough	Vice President, Mission and Ministry	F191
John McNamara	Vice President, University Relations	HC-214
Curtis Cook	Dean, School of Business	O-343
Debbie Gough	Assistant Provost	HC-328
Daniel Rodriguez	Dean, School of Law	LS-200A
Paula Cordeiro	Dean, School of Education	HH-108
Patrick Drinan	Dean, College of Arts & Sciences	F-114
Janet Rodgers	Dean, School of Nursing	H-211
Mike Kelly	Chair, University Senate	LRC 314
Thomas Cosgrove	Associate Dean, Student Affairs	UC-232
Edward Starkey	Librarian	CL
Roger Manion	Director, Facilities Management	PP-103B
Tom Barnett	Acting Director, Human Resources	MH-127
Jack Pope	Director, Academic Computing	S-190
Libby Schiff	Director, Captial Programs	G206A
Rudy Spano	Director, Dining Services	UC 138
Warren Muller	Director, Enrollment Management Program	S203
Esther LaPorta	Director of Development	G110
Sr. Virginia Rodee	Assist. to the VP for Mission & Ministry	F175A
Larry Barnett	Director, Public Safety	HC 144
Tom Holliday	Director, Administrative Computing	M119
Janice Reiboldt	Associate Vice President, Finance & Admin.	HC320
Tom Coffin	Capital Planner	FM
Cyndi Thomas	SEA Representative	MN

CABINET MEMBERS 1999-2000

Revised June 27, 2000

Alice B. Hayes	President	HC 222
Frank Lazarus	Vice President & Provost	HC 328
Paul Bissonnette	Vice President of Finance & Administration	HC 320
Thomas Burke	Vice President, Student Affairs	UC 232
John McNamara	Vice President, University Relations	HC 214
Msgr. Daniel Dillabough	Vice President, Mission and Ministry	F 191
Daniel Rodriguez	Dean, School of Law	WH 200A
Paula Cordeiro	Dean, School of Education	HH 108
Patrick Drinan	Dean, College of Arts & Sciences	F 114
Curtis Cook	Dean, School of Business	O 343
Janet Rodgers	Dean, School of Nursing	H 211
Mike Kelly	Chair, University Senate	LRC 314
Debbie Gough	Associate Provost	HC 328

The President's Advisory Council

The President's Advisory Council is an advisory body that provides counsel to the President on university-wide administrative issues.

The **purposes** of the PAC are:

1. To advise the President on matters relating to the management of the University.
2. To serve as a vehicle for communication of viewpoints on policies and issues that do not involve academic programs and policies.
3. To participate in the review of the implementation and revisions of the University's Mission, Vision, and Strategic Plan.

The **membership** of the PAC shall be:

1. The senior managers of the university, including the President, the Vice Presidents, the Deans, and selected Directors appointed on an annual basis by the President.
2. The Chair of the University Senate.
3. A Staff Representative selected by the Staff Employee Association.

The **responsibilities** of members of the PAC shall be:

1. To bring appropriate topics to the agenda to engage the PAC in significant deliberation.
2. To provide information pertinent to the matters on the agenda. Those who bring an item to the agenda are responsible for providing information about the proposal for distribution to the members of the Council.
3. To carefully review agenda items and gather additional information from colleagues with pertinent knowledge and experience.
4. To provide the President with candid and honest advice.
5. To facilitate coordination across units or programs.
6. To communicate the outcomes of deliberations of the PAC to their constituencies.

7. To meet on a regular basis on a schedule to be set annually, with supplemental meetings as necessary.

The **topics** that are appropriate to the discussion of this body are those that relate specifically to management of the University. A list of typical of items, which is neither exclusive nor all-encompassing, nor in order of priority, follows:

1. Campus-wide non-academic policies.
2. New institutional non-academic programs.
3. Calendar and schedule issues.
4. University-wide events.
5. University services for employees.
6. Technology.
7. The University's mission, values, and strategic plan.

In some cases, management policies may affect faculty or students in their capacity as employees or in the exercise of their academic responsibilities. Such policies should be referred to the University Senate for review and recommendation. The representative of the University Senate is particularly responsible for identification of such issues.

In other cases, a management policy may have particular significance for staff employees. Such policies should be referred to the Staff Employees Association for comment. The representative of the Staff Employees Association is particularly responsible for identification of such issues.

Circulation of agenda items in advance of meetings gives these bodies an opportunity to be alert to potential areas of interest. The interest of these bodies in a PAC proposal does not restrict the PAC from deliberation on an item.

The **process** to be followed in deliberation of agenda items is as follows:

1. The proposal should be developed and approved within the division which brings the proposal to the PAC.
2. The item should be proposed for the PAC agenda. It will be scheduled at the earliest appropriate time. Pertinent information and materials in support of the proposal should be circulated in advance of the PAC meeting.

The Cabinet

The Cabinet is an advisory body that provides counsel to the President and to the Board of Trustees on institutional affairs.

The **purposes** of the Cabinet are:

1. To evaluate special projects and program proposals with respect to:
 - consistency with institutional mission and strategic plan;
 - the adequacy and financial integrity of the business plan;
 - the relationship of the proposal to existing programs; and
 - the potential effect of the proposal on university constituencies.
2. To review financial and strategic issues and priorities for the institutional budget.
3. To review and recommend candidates for emeritus status.
4. To participate in the review and implementation of the university's mission, vision, and strategic plan.
5. To serve as a vehicle for communication of viewpoints and issues that affect the institution as a whole.

The **membership** of the Cabinet shall be:

1. The President
2. The Vice Presidents
3. The Deans
4. The Chair of the University Senate
5. The Secretary to the Cabinet (a non-voting office)

If a member of the Cabinet is not able to attend a meeting, he or she may send a representative with voting authority. Non-Cabinet members may be invited to attend meetings to provide expertise.

The **responsibilities** of members of the Cabinet shall be:

1. To bring appropriate topics to the agenda in a timely fashion.
2. To provide information pertinent to matters on the agenda.
3. To facilitate coordination across units or programs.
4. To provide materials for presentation of proposals to the Academic Affairs Committee of the Board

of Trustees.

5. To communicate the outcomes of the deliberations of the Cabinet to their constituencies.

The **topics** that are appropriate to the discussion of this body include the following:

1. Academic projects and programs that have been reviewed and recommended by the faculty council and dean of a school in terms of academic content, which are reviewed by the Cabinet for consideration of factors affecting implementation.
2. The agendas of the Committees of the Board of Trustees.
3. The university budget proposals.
4. The university strategic plan and mission statement.
5. Other administrative matters which, in the judgement of the members of the Cabinet, call for the highest level of review.

The **process** to be followed in deliberation of agenda items is as follows:

1. The proposal should be developed and approved within the school or division which brings the proposal to the Cabinet and the faculty and the Deans' Council should be given an opportunity to review the proposal before it is brought to the Cabinet.
2. The proposal should be submitted for the Cabinet agenda, and it will be scheduled at the earliest appropriate time. Pertinent information and materials in support of the proposal should be circulated in advance of the Cabinet meeting. These materials should also be sent to the Executive Committee of the Senate.
3. The proposal should first be presented at the Cabinet for informational purposes. Policy proposals will be assigned an identification number, and will be presented with a cover sheet on which dates of submission, review, and action will be recorded together with the appropriate signatures for final action. After the preliminary informational presentation, a formal timeline for deliberation on the proposal will be set, sensitive to the complexity of the proposal and the need, if any, for broader consultation or gathering of information.
4. After appropriate information, consultation and deliberation, the Cabinet shall make a recommendation to the President.
5. The President will respond to the proposal within 3 months. The response could be: (1) refer the proposal back to the school or division for further consultation or information; (2) bring the proposal to the Board of Trustees; (3) initiate formal changes in the appropriate university documents and implement the approved program or project.

3. The proposal should first be presented at the PAC for informational purposes. This provides an opportunity for the Senate, the SEA, and other divisions to gather information, notify the PAC of any special interest they might have, and provide a sufficient foundation for formal deliberation. Proposals will be assigned an identification number, and will be presented with a cover sheet on which dates of submission, review, and action will be recorded together with the appropriate signatures for final action. The approved policy and cover sheet will be redistributed with the minutes.
4. After the preliminary informational presentation, a formal timeline for deliberation on the proposal will be set, sensitive to the complexity of the proposal and the need for broader consultation or information gathering.
5. After appropriate information, consultation and deliberation, the President may ask for a vote on a proposal to assess the consensus of the PAC. The results of the vote do not have the authority of approval or denial of the proposal, but provide helpful advice to the President for consideration in making a decision.
6. If the University Senate or the Cabinet consider the proposal to be within their area of responsibility, the President will establish a formal timeline for their deliberation. Ordinarily, these bodies will be expected to come to a resolution within their next 3 meetings. In cases of exceptional complexity, the timeline will be adjusted appropriately upon the request of the Senate or Cabinet.
7. The President will respond to the policy proposal within 3 months. The response could be: (1) refer the proposal back to the Senate or the Cabinet for further deliberation; (2) accept or reject the proposal; (3) bring the proposal to the Board of Trustees if appropriate; (4) initiate formal change in university documents and implement approved policies. The President will communicate the response to the PAC.
8. An annual executive summary of the deliberations of the PAC will be prepared by the Secretary.

FRANK LAZARUS ✓
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Faculty Newsnotes

February 28, 2000
Edited by Stacy Cunningham

#326

Office of the Provost

Faculty Research Report

Approximately \$474,000 was expended in 1998-1999 to support faculty research projects. Below are summarized the projects for which the Provost Office has received reports by the date of this publication. Reports received after February 14 will appear in a future issue.

College of Arts and Sciences

Dr. Maria Pilar Aquino, Theology and Religious Studies, created a USD Web site that offers links to various Church social documents including the classic texts of Catholic Social Teaching, significant documents, major lessons, principles and themes of Christian Social Justice.

Dr. Harriet Baber, Philosophy, wrote an article to be published in *Religious Studies*: "In Defense of Proselytizing," of which an earlier version was read at the Society of Christian Philosophers Meeting, University of Utah, April, 1999.

Dr. Lisa Baird, Biology, has purchased supplies for her experimental isolation of a pollen grain protein.

Dr. Dwight Bean, Mathematics and Computer Science, found an upper bound on the number of scheduling breaks required to optimally schedule a uniform TDMA satellite communications system.

Dr. James Bolender, Chemistry, examined fluorescence measurements which are used to elucidate the mechanism and rate of electron transfer in biologically relevant model systems.

Dr. Cynthia Caywood, English, completed a research tour of Paris, where she visited sites associated with the life and career of Molière and attended a production of *Scapin* at the Comédie Française.

Dr. Tammy J. Dwyer, Chemistry, studied the structure and thermodynamics of complex formation between the antibiotic distamycin A and the DNA oligomer d(ICITACIC)₂ using NMR spectroscopy.

Dr. Kim Eherenman, Foreign Languages and Literature, began translation and interview work on the works of Mexican poet, Alberto Blanco, for publication in the Fall.

Dr. Hugh Ellis, Biology, measured the metabolic rates in the endangered Florida Scrub-Jay during three different seasons in birds from both natural habitats and developed suburban habitats in Lake Placid, Florida.

Dr. Orlando O. Espín, Theology and Religious Studies, completed a long study, that has been accepted for publication, which examines the ordinary way doctrine develops within Catholic Tradition, and the intimate connections between popular Catholicism, *sensus fidelium*, and ordinary doctrinal development.

Dr. Florence Gillman, Theology and Religious Studies, did research on aspects that have led to improvements in her course (PT 214) including recent disciplinary research and technological changes.

Dr. Lawrence Hinman, Philosophy, completed the draft of several chapters on integrity and made several presentations of material in those chapters.

Sr. Mary Hotz, English, studied Elizabeth Gaskell, Victorian novelist, who assuages the threat of death proposed by contemporary burial reform discourse by portraying the issues of labor relations, death and domesticity as an opportunity to transform mid-Victorian society, especially through the individuation of women.

Dr. Michael Ichiyama, Psychology, examined the contextual risk factors and alcohol-related problems associated with the practice of binge drinking among a large sample of USD freshmen with the goal of using the findings to help develop effective campus prevention methods.

Dr. Ron Kaufmann, Marine and Environmental Studies, pursued his studies on the effects of pack ice on pelagic communities in the Antarctic.

Dr. Judith Liu, Sociology, has completed copyediting one book and completed a second, both of which will soon be published. A photographic project is also under way.

Dr. Molly McClain, History, explored *Beauty and Faith in Early American Life* which focuses on the way in which 18th century men and women understood and expressed their spirituality in an age of science and enlightenment.

Professor Duncan McCosker, Fine Arts, has purchased a rare form of photographic paper for printing his sabbatical leave photos.

Dr. Virginia Muller, Political Science, explored the nature and role of Gandhian sacrifice required by the non-violent politics of Satyagrah.

Dr. James Otte, History, completed one work (now in press) and continued work on another on the ancient Roman army.

Fr. Ronald Pachence, Theology and Religious Studies, visited Dachau museum and obtained study materials concerning Nazi prison camps to add new components to his course (TRS 161).

Dr. Marianne Pfau, Fine Arts, wrote a paper providing a formal and contextual analysis of Hildegard of Bingen's Sequences, shedding new light on her compositional processes and text-music relations.

Dr. Mike Pfau, Political Science, completed a manuscript on cross-border issues regarding both Mexico and Canada.

Dr. Leigh Plesniak, Chemistry, studied membrane associated peptides using fluorescent and NMR techniques.

Dr. Steven Schoenherr, History, developed a Web site on Old Town San Diego presenting the history of Old Town using multimedia techniques.

Dr. Greg Severn, Physics, and students, Mr. Tom Steffensen ('99) and Mr. Michael Leonard ('98), presented their research on chaotic dynamics in a low-temperature plasma and their progress on the development of a novel diagnostic for measuring diffusion coefficients in a plasma.

Professor David B. Smith, Fine Arts, developed two distinct projects: a stone in the sea...public projects by dbsmith, an artist catalogue covering the public work of david b smith from 1991 through 1997; and seven voices, a proposed temporary public art project for the USD campus, first presented in Founders Gallery in April, 1999; and he purchased artist catalogues to aid in his continuing research into the development of a critical theory of post post-modern art making.

Dr. Anne Sturz, Marine Science and Environmental Studies, continues to supervise an on-going effort begun in 1991 conducted by undergraduates from MARS Program at the University of San Diego aimed at establishing a data set delineating the base-line chemical composition of fluids associated with mud pots and mud volcanoes near the southeast shore of the Salton Sea; and she also continues to participate in an on-going investigation of

dissolved iron in seawater at Deception Island, Antarctica, with preliminary results indicating that hydrothermally-derived components are lower in the central bay and entry to the bay than near the shoreline.

Dr. Randy Willoughby, Political Science, studied and taught French Polynesian security issues and will publish a monograph on the subject.

Dr. Mark Woods, Philosophy, obtained a contract with Broadview Press for his manuscript in progress of *Rethinking Wilderness*.

Dr. Angela Yeung, Fine Arts, led three performances of string quartets by women composers in two concerts at the University of San Diego as sponsored by the Women's History Month in March and a third concert in Orvieto, Italy in July, 1999.

School of Education

Dr. Viviana Alexandrowicz prepared a proposal on cross-age tutoring in ESL, in collaboration with Kathleen Brewster, Director of the Sudanese After-School Program, for submission to several private foundations.

Dr. Jerome Ammer in collaboration with Tina Bangs designed the *Birth to Three Assessment and Intervention System* (BT3AIS) for PRO•ED, an international publishing house, consisting of a standardized norm referenced screening test (STDA: B-3), a criterion referenced test (CTDA: B-3), and a text for early childhood specialists to train parents and paraeducators (MTDA: B-3) to develop developmental skills in home and community settings.

Dr. Kathryn Bishop-Smith completed a textbook chapter which focuses on alternative assessment as a tool for assisting professionals to successfully meet the needs of children with disabilities in educational settings.

Dr. Steven Gelb did a study examining the health and developmental states of Hmong children, ages birth to three, living in the Linda Vista community.

Dr. C. Bobbi Hansen wrote a successful grant application and was awarded funding from the Service-Learning Research & Development Center, University of California, Berkeley, to support the teacher education faculty in their efforts to infuse service learning throughout the multiple subjects credential program.

Dr. Jo Ellen Patterson is publishing a book with several other authors which examines the integration of mental health services into primary care; W. W. Norton will make the book available in 2000.

Dr. Lonnie Rowell conducted on-going research on the emergence of professional counseling in China.

Dr. Mary Woods Scherr explored the spiritual dimension of the year 2000 as a Jubilee, resulting in a chapter on the inner journey of educational leaders, an essay on a personal vision of leadership, and several presentations.

Dr. Mary Williams submitted a co-authored article entitled "Character Education and Teacher Education: A Comparison of a State and National Survey," to the *Journal of Teacher Education*.

School of Law

Professor Larry Alexander completed two articles: one that analyzes criminal mens rea and concludes that purpose and knowledge should be considered components of recklessness; and a second article which explores the implications of deeming constitutional rights to be rights against certain rules rather than rights to certain actions.

Professor Stuart Benjamin comprehensively supplemented the Telecommunication Law and Policy casebook, which had become badly out of date, and began our full-scale revision of the casebook.

Professor Laura Berend prepared a draft of a chapter on arraignment, interviewing and counseling, and a chapter on preliminary hearings for a California criminal practice primer, as well as a Teacher's Manual for each chapter.

Professor Roy Brooks completed three projects: 1) an international human rights anthology dealing with claims from around the world that seek formal governmental apologies and reparations for human injustice; 2) the first

draft of a chapter of a book on jurisprudence; and, 3) a supplement incorporating into the main casebook recent civil rights cases and legal scholarship.

Professor Kevin Cole prepared chapters on the defenses of necessity, protection of others, protection of property, and law enforcement for his forthcoming book, *Criminal Law and Theory*.

Professor Robert Fellmeth wrote an article, "Advocacy for Public Investment in Children," covering the steps necessary to evaluate state budgetary spending on children; completed a report, the *California Children's Budget 1999-2000*, covering condition indicators affecting children in California and describing statutory and case law changes which affect funding, and adjusted spending levels since 1989 and as proposed for the next budget year; and completed a book, *Child Rights and Remedies*, a casebook for a survey course covering the broad spectrum of issues raised in the representation of the interests of children.

Professor Ralph Folsom completed a new edition to his popular *International Business Transactions* coursebook, a revised edition of *European Union Law in a Nutshell*, and a first edition of *NAFTA in a Nutshell*.

Professor Walter Heiser conducted legal research for a law review article entitled, "A Minimal Contacts Approach to Personal Jurisdiction," which argues for the relaxation of the current Due Process Clause restrictions on personal jurisdiction exercised by state courts over nonresident defendants.

Professor Gail Heriot conducted research for a full length book project which was drawn upon for presentations at the American Bar Association Annual Convention in Atlanta, Georgia on August 8, 1999 and at the Eleventh Annual Envisioning California Conference sponsored by California State University's Center for California Studies et al. in Sacramento, California on September 24, 1999.

Professor William Lawrence, together with his co-authors, published a one-volume student treatise that explains the current statutory provisions governing secured transactions, as well as the recently promulgated revisions to that law.

Professor Herbert Lazerow worked on his casebook, *Tax on International Transactions*, anticipated to be complete by October, 2001.

Professor Cynthia Lee made substantial progress towards completion of her book, *Defending Violence as Reasonable: Masculinity, Race, and Sexual Orientation in the Criminal Courtroom*, (forthcoming NYU Press).

Professor John H. Minan wrote an article exploring the emerging legal issues in Cyberspace, including such topics as personal jurisdiction, privacy, contract law and the Uniform Computer Information Transactions Act, copyright law, online gambling, sales and use taxation of electronic commerce and advertising through the use of e-mail.

Professor Jean Montoya drafted a "date rape" case file for the National Institute for Trial Advocacy (NITA) for use in *Criminal Law, Women and the Law*, and *Trial Advocacy* courses; and drafted chapters on plea bargaining and sentencing for a California criminal practice primer.

Professor Grant Morris edited volume 10 of the *Journal of Contemporary Legal Issues* (407 pages) and wrote two articles published in the *Journal*, *Defining Dangerousness: Risking a Dangerous Definition*, 10 *J. Contemp. Legal Issues* 61-101 (1999) and *Weaving a Tangled Web: The Deceptions of Psychiatrists*, 10 *J. Contemp. Legal Issues* 229-48 (1999) (With Ansar Haroun, M.D.).

Professor Virginia Nolan co-authored an article with Professor Ed Ursin entitled "Dean Leon Green and the Foundations of Modern Personal Injury Law," examining Dean Leon Green's role in shaping the common law strict liability and compensation plan alternatives to negligence with a view towards the implications his work holds for the development of modern tort law.

Professor Frank Partnoy wrote an article analyzing causes of, and efforts to prevent, market crashes.

Professor Saikrishna Prakash wrote a book review of Mark Tushnet's latest book and proposes the elimination of life tenure for federal judges (Book: *Taking the Constitution Away from the Courts*).

Professor Michael Ramsey wrote an article arguing that the framers of the Constitution thought foreign affairs power, like domestic power, arose only from grants of power within the constitutional text, although the Supreme Court has asserted that foreign affairs power arises outside the Constitution as an inherent aspect of national sovereignty.

Professor Michael Rappaport completed research on an article entitled "Replacing Independent Counsels with Congressional Investigations," proposing a method by which wrongdoing by high executive officials could be investigated by congressional committees rather than by independent counsels.

Professor Maimon Schwarzschild and Larry Alexander wrote a paper to be presented at Quinnipiac College in October at a conference on the work of Richard Epstein, the University of Chicago scholar; Schwarzschild and Alexander argue that Epstein's free-market libertarianism is not really consistent with his avowed utilitarianism, and is bound to leave some people ill off.

Professor Thomas Smith wrote an article that analyzes the business law of fiduciary duty in light of evolutionary psychology, behavior economics and game theory.

Professor Lester Snyder prepared a proposal to tax all businesses and investors equally.

Professor Ed Ursin co-authored with Professor Virginia Nolan an article which explicates Dean Leon Green's seminal role in developing compensation plan and (common law) strict liability alternatives to negligence law and explores the implications of his scholarship for tort law in the twenty-first century.

Professor Jorge Vargas wrote an article that analyzes the legal requirements that foreign investors must comply with when investing in Mexico.

Professor Paul Wohlmuth completed a multimedia videocassette presentation entitled "Infrastructure," developing traffic regulation as a prototype for the analysis of other regulatory systems.

Professor Chris Wonnell wrote an article exploring the proper roles for the reliance and expectation interests as central organizing principles of contract law.

Professor Fred Zacharias completed an article which proposes harmonizing the legal rules governing attorney-client privilege and the professional rules governing attorney-client confidentiality; and drafted three articles: 1) analyzes recent legislation governing the ethics of federal prosecutors and uses it to demonstrate the complexity of the question of how federal prosecutors should be regulated; 2) offers some insights into how the emerging fields of therapeutic jurisprudence and preventive law might be relevant to the field of professional responsibility; and 3) suggests that the bar's perception that courts are eroding attorney-client privileged is misguided.

Enhanced Student-Faculty Interaction Fund

The Enhanced Student-Faculty Interaction Fund has been exhausted for the 1999-2000 budget year. We hope faculty have found it of value. New monies will be available beginning July 1.

Human Resources

Increased Retirement Contribution

Changes to USD's retirement plan will become effective July 1 for faculty and administrators and July 3 for staff. In July, USD's retirement contribution will increase from 10% to 12%. Employees will no longer be required to contribute in order to receive the University's allocation. For employees in the waiting period, eligibility for the USD contribution begins in July. Employees hired after July 1 will be eligible on the first full pay period after the date of hire. An announcement during the week of March 13 will outline the process that will convert retirement payroll records along with a list of meetings that might interest you, and instructions for employees not yet enrolled.

Health Insurance Option for Low Income Families

The Healthy Families Program, a low cost health insurance program, is available to children in low income families who currently have no insurance and don't qualify for Medi-Cal. For further information contact Healthy Families at 1-800-880-5305 or Kaiser Permanente Cares for Kids Health Plan at 1-800-255-5053.

Faculty Newsnotes

FRANK LAZARUS
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APR 25 2000
PROVOST-USD

April 24, 2000
Edited by Stacy Cunningham

#328

Office of the Provost

Undergraduate Majors

The Registrar's Office has provided a listing of the number of students who have declared a major in the various academic disciplines. Data on declaration of majors is in constant flux and, therefore, should be considered only an approximation. Data is based on *official* declaration of major on proper forms in the Registrar's Office; informal arrangements with faculty or department chairs are not declarations of major.

University Professorships

The process for selection of the 15 University Professorships for 2001-2002 will occur in the coming Fall semester. The University Professorship Oversight Committee again strongly encourages the academic units to strike a balance between project-based and recognition-based Professorships for 2001-2002 and beyond.

This *Newsnotes* announcement is the formal invitation for applications for 2001-2002. Applications for project-based professorships come from interested faculty members themselves. There are no self-nominations for recognition professorships; peers must nominate candidates. Attached to these *Newsnotes* is a copy of the Policy and Procedures governing University Professorships.

- Nominations/applications due: Monday, October 16, 2000
- Recommendations from School/College committees to University Oversight Committee by Monday, November 13, 2000
- Ratification by University Oversight Committee by Wednesday, November 29, 2000
- Announcement by President: first week of December, 2000

Applications and nominations should be forwarded to the Dean of your academic unit. Since the Policy and Procedures guidelines allow flexibility to each academic unit to develop its own process, the Deans will send the information through the appropriate channels.

Faculty Research Addendum

Approximately \$474,000 was expended in 1998-1999 to support faculty research projects. Below are summarized project reports not included in the February 28th issue (#326) of *Faculty Newsnotes*.

College of Arts and Sciences

Dr. Mitch Malachowski, Chemistry, completed a project on the synthesis of metal complexes that are similar to those found in biological systems.

School of Business Administration

Dr. Jonathan Sandy worked on a proposal for funding to complete a thorough analysis of the capitalization of space rent into coach values was submitted to the Public Policy Institute of California (PPIC).

School of Nursing

Dr. Kathy James completed a project entitled, "What Do We Know about Obese Adolescents and Their Families," and is continuing the analysis of data related to obese adolescents as of Spring, 2000.

Dr. Linda Robinson completed two projects: 1) "Developing a KO-1 Proposal," and 2) "Grief Reactions Following a Sibling's Death from AIDS," a study which will help isolate the variables from the Corbin and Strauss Trajectory Model that most strongly influence symptom management among those afflicted with HIV/AIDS.

Dr. Mary Ann Thurkettle completed a project focused on examination of factors associated with health care access, utilization, and unmet need in a multicultural, multilingual community.

Human Resources

Summer Tuition Remission

For those interested in taking summer courses, now is the time to fill out tuition remission forms. Employees should fill out the *Tuition Remission Application*. The *Space Available Application for Spouses or Dependents* must be filled out for family members who wish to enroll. Forms are available in Human Resources during normal business hours, 8:00 a.m. to 5:00 p.m. weekdays. Please remember, dependents of employees will be admitted to summer courses on a *space available basis*.

Plan for a Prosperous Retirement

All employees who are new to USD's retirement plan are encouraged to attend a retirement orientation to become acquainted with investments offered by VALIC, TIAA-CREF and Scudder. An orientation is scheduled May 10 from 1:00 to 3:00 p.m. June and July orientations are also being scheduled. Call ext. 6537 to sign up.

Late Entrants to Blue Cross and Kaiser

A certificate of coverage from your previous health insurance company is required if you are a late entrant to a USD health insurance plan. Only a change in family status will allow you to modify your insurance coverage during the year. For further information, please contact Nina Sciuto, Assistant Benefits Manager, at ext. 8762.

May Timeline for Retirement Plan Change

In preparation for the July 1 increase in the USD retirement contribution, the following events are planned:

- May 8-12 Employees eligible for the retirement plan in July (but not yet enrolled) will receive a retirement enrollment packet through campus mail.
- May 10 Employees are invited to attend retirement orientation from 1:00 to 3:00 p.m. This session is open to all, especially employees who are not yet enrolled in the retirement plan. Call ext. 6537 to sign up.
- May 22-26 A schedule of events for June and July will be sent campus mail.
- May 31 Deadline for "Change Authorization" Forms.

University Ministry

Confirmation with Bishop Robert Brom

Sunday, May 7

7:00 p.m., Founders Chapel

Law School Graduation Mass

Friday, May 26

2:30 p.m., Founders Chapel

Baccalaureate Mass

Saturday, May 27

4:00 p.m., Torero Stadium

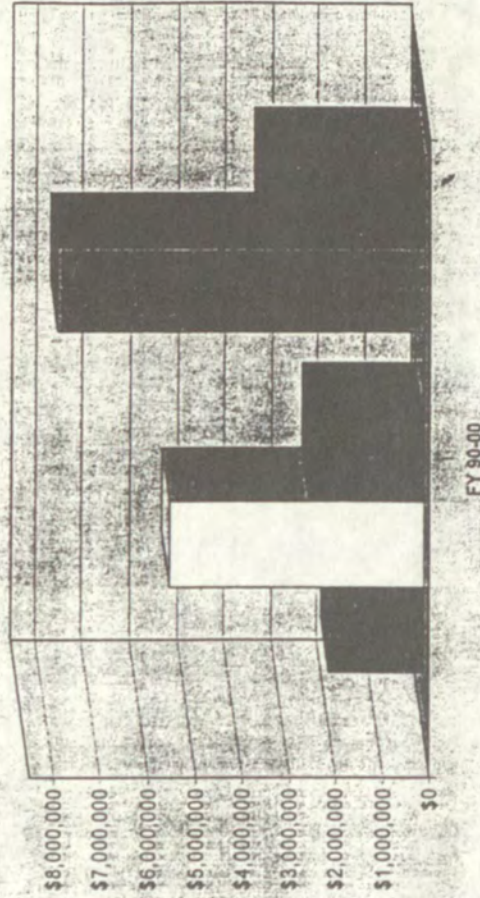
USD Award Summary FY 90-00

	Arts&Sciences	Administration	Business	Education	Law	Nursing	Total/Year
FY 90-91	\$557,994	\$62,319	\$67,000	\$0	\$200,000	\$217,811	\$1,105,124
FY 91-92	\$434,148	\$334,000	\$65,000	\$0	\$469,818	\$172,407	\$1,475,373
FY 92-93	\$456,309	\$63,200	\$0	\$0	\$1,400,147	\$459,757	\$2,379,413
FY 93-94	\$149,754	\$371,822	\$4,720	\$1,400	\$1,367,625	\$666,215	\$2,561,536
FY 94-95	\$405,824	\$19,429	\$9,973	\$0	\$1,048,799	\$658,796	\$2,142,821
FY 95-96	\$870,569	\$59,688	\$46,525	\$600	\$1,285,022	\$271,399	\$2,533,803
FY 96-97	\$989,208	\$533,735	\$24,001	\$2,750	\$696,279	\$355,435	\$2,601,408
FY 97-98	\$207,918	\$5,000	\$0	\$3,000	\$230,385	\$209,724	\$656,027
FY 98-99	\$706,254	\$600,000	\$208,850	\$7,000	\$77,924	\$205,332	\$1,805,360
FY 99-00	\$676,821	\$0	\$2,056,736	\$6,255	\$1,053,574	\$283,703	\$4,077,089
FY 90-00	\$5,454,799	\$2,049,193	\$2,482,805	\$21,005	\$7,829,573	\$3,500,579	\$21,337,954

USD Awards FY 90-00 by College/school/unit

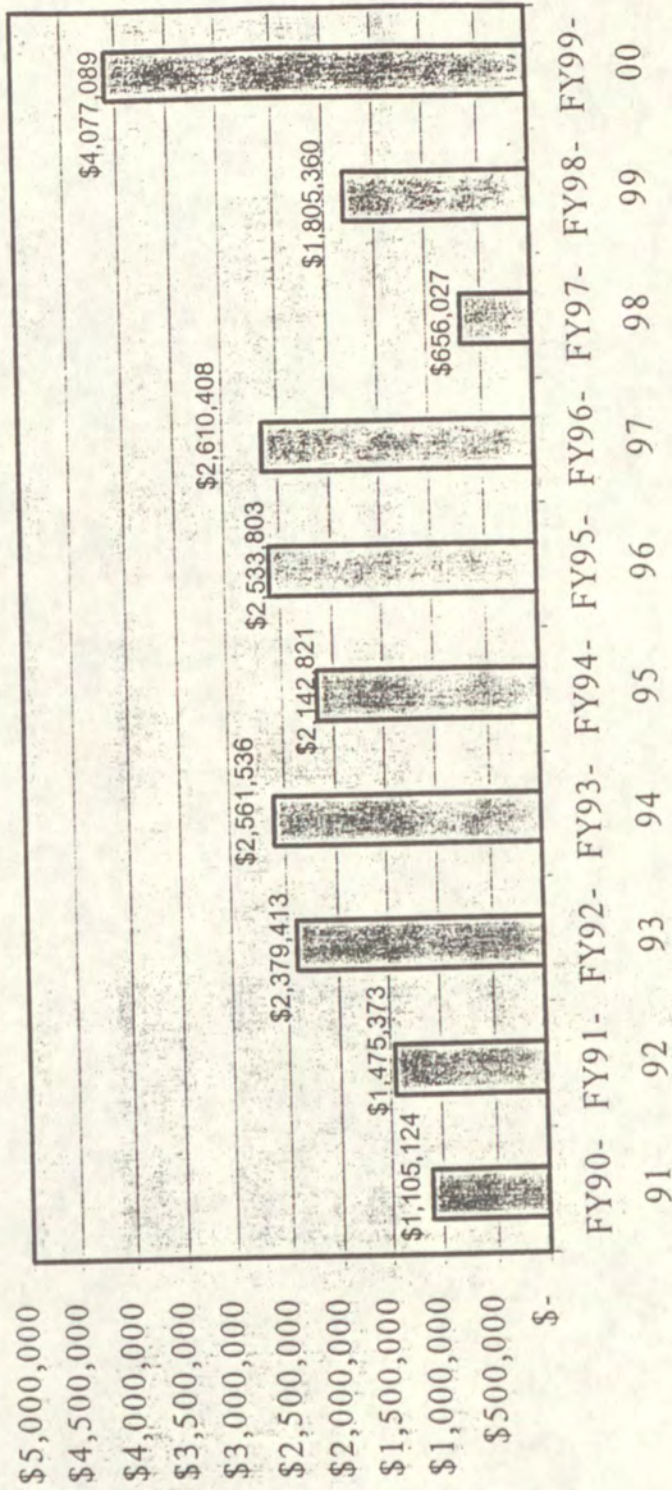
USD Awards FY 90-00 By School

■	Administration	(\$2,049,193)
□	Arts&Sciences	(\$5,454,799)
■	Business	(\$2,482,805)
▣	Education	(\$21,005)
■	Law	(\$7,829,573)
■	Nursing	(\$3,500,579)



USD Research & Sponsored Activity 1990-2000 Total Awards

Yearly Totals





University of San Diego

Department of Biology

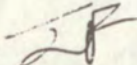
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JUL 27 2000

PROVOST-USD

MEMORANDUM

To: Dr. Alice Hayes
President

From: Jeremy Fields 
Chair, Health Sciences Student Evaluation Committee

Date: 25th July 2000

Re: Report from the committee for 1999-2000

Our students have met with mixed success this year in applying to medical, dental and veterinary schools. Seven of the 16 applicants have been accepted to medical school, The successful students are:

Ms. Raechelle Dow	Touro University
Mr. Joshua DuBois ('99)	Loma Linda
Mr. Andrew Freeman ('97)	Creighton
Ms. Cristina Ramirez	Georgetown (also USC, Chicago Medical College)
Mr. Jeffrey Ramos	Virginia Commonwealth
Ms. Nailah Thompson	University of the Health Sciences, Kansas
Ms. Laura Williams	Hawaii

Ms. Raechelle Dow has decided to forgo medicine and become a teacher. She is a single mother and concerns for her family responsibilities prompted this decision, but she may have changed her mind since she last spoke to me. Mr. DuBois interviewed at several UC schools - but I have not heard if he was accepted at any of them. Ms. Thompson was a member of the women's varsity basketball team. Her personal physician is an osteopath and she decided to apply only to osteopathic schools - otherwise I think she would have been competitive at allopathic schools. She had 6 acceptances in all. One applicant, Mr. Benjamin English, was accepted last year (I learned of this in December), but he wants to attend Colorado. So he withdrew and reapplied. I have not heard from him so far this year. Among the other students are two who were wait-listed with fairly high ranks. National data are not yet available for this year; for 1999 42% of the applicants matriculated. I have heard a rumor that the number of applicants declined again in 2000.

Of the three applicants to dental school none have been accepted, although one of these, Ms. Vi Tran, was accepted last year before deciding to withdraw owing to family problems. Other than a request for her letter to be sent out I have not heard from her - but I would be surprised if she is not accepted again this year.

Two of the three applicants to veterinary school have been accepted. The successful students are:

Ms. Ellie Bayliss	Kansas State
Ms. Colleen Mullaly	Ross University

The committee wrote 15 letters for students who will be applying in the 2000-2001 cycle. This is fewer than in recent years, perhaps because we are tracking the national trend of declining interest in the health professions. There have been declines in the past followed by renewed interest, time will tell if the pattern repeats.

cc: Dr. Frank Lazarus, Provost
Dr. Patrick Drinan, Dean, College of Arts and Sciences
Dr. Lisa Baird, Chair, Department of Biology
Dr. Thomas Herrinton, Chair, Department of Chemistry



University of San Diego

Department of Biology

File

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JAN 15 1999

PROVOST-USD

MEMORANDUM

To: Dr. Don McGraw
Associate Provost

From: Jeremy Fields
Chair, Health Sciences Student Evaluation Committee

JF

Date: 15 January 1999

Re: Information on medical school applicants

In answer to your queries:

A) There are records for USD undergraduate students who have applied to medical schools from 1983 through 1998. In that time span 223 students have applied for admission; 164 have matriculated. For the past 10 years, the numbers are 166 applicants and 118 matriculants. The yearly figures are shown in Table 1 (attached). The national success rate at allopathic medical schools has varied during this time from a high of 59% in 1989 to a low of 34.5% in 1996. In 1998 it was 39.4%. These changes are entirely explained by the surge in numbers of applicants during the early 1990s reaching a peak in 1996. The number of applicants has declined in each of the last two years and is predicted to decline again in 1999.

B) USD students have applied to all of the 18 osteopathic medical schools and most of the allopathic schools (at least one student once in the past ten years). They have matriculated at 44 different allopathic and osteopathic medical schools in the past 10 years. Creighton University, Western University of the Health Sciences and St. Louis University are the most prominent. The details are in Table 2 (attached).

C) A comparison of the average GPA and MCAT scores of USD students with the national applicant pool is shown in Table 3 and Table 4 (attached).

cc: Dean Patrick Drinan
Dr. Lisa Baird

Table 1. Yearly success of USD students applying to allopathic and osteopathic medical schools.

<u>Year</u>	<u>Applicants</u>	<u>Matriculants</u>
1989	16	11
1990	17	10
1991	21	13
1992	17	12
1993	22	14
1994	27	13
1995	21	7
1996	31	14
1997	30	14
1998	19	10

Note: The number of applicants will add to a number greater than 166 because some applied in more than one year. There were two students who received acceptances and declined to matriculate; another withdrew in his first year, reapplied the following year and matriculated at a different school -- he is only counted once as a matriculant but twice as an applicant.

Table 2. Medical schools that have had more than one USD student matriculating between 1989 and 1998.

Medical School	Number of USD Matriculants
Creighton University	30
Western University	10
St. Louis University	9
Columbia University	3
Hahnemann	3
University of Arizona	3
University of Colorado	3
University of Osteopathic Medicine	3
University of Nevada	3
Uniformed Services Univ. of the Health Sciences	3
Chicago College of Osteopathic Medicine	2
Georgetown	2
University of Hawaii	2
Howard University	2
Medical College of Wisconsin	2
San Francisco College of Osteopathic Medicine	2
Tufts University	2
Tulane University	2
University of Minnesota	2
University of Washington	2

Other schools with one USD matriculant include: Albert Einstein, Baylor, Bowman Gray, Dartmouth, Jefferson, Loyola University of Chicago - Stritch School of Medicine, Medical College of Ohio, NY College of Osteopathic Medicine, Northwestern, Nova Southeastern, University of Oregon, Rochester, SUNY Syracuse, University of Iowa, Miami, New England College of Osteopathic Medicine, New Mexico, Pittsburgh, University of Texas Houston, University of Texas San Antonio, University of Vermont, UC Davis, UC Los Angeles, UC San Francisco. Additional schools accepting USD students who matriculated elsewhere: Albany, University of Arkansas, George Washington, Philadelphia College of Osteopathic Medicine, Temple, Texas A & M, Texas Tech, University of Illinois, University of Southern California, UC San Diego, Vanderbilt, and Washington University.

Table 3. Grade point averages of USD medical school applicants and Matriculants for the years 1989 through 1998.

	Applicants		Matriculants	
	Science	Non-Science	Science	Non-Science
USD ('89-'98)	3.29	3.51	3.39	3.54
USD (1998)	3.27	3.48	3.57	3.59
National ¹	3.31	3.52	3.52	3.64

¹ These are data for 1998 only.

Table 4. MCAT averages of USD medical school applicants and Matriculants for the years 1992 through 1998¹

	Average MCAT Score							
	Applicants				Matriculants			
	VR ²	PS	WS ³	BS	VR	PS	WS	BS
USD ('92-'98)	8.4	8.6	P	8.5	8.6	8.9	P	8.5
USD (1998)	8.3	9.1	P	9.2	7.4	9.6	P	10.2
National ⁴	8.6	8.9	O	9.2	9.5	9.9	P	10.2

¹ In 1992 the format of the MCAT was changed from 6 sections to 4 sections.

² Key VR = Verbal Reasoning; PS = Physical Science; WS = Writing Sample; BS = Biological Science. The numerical scores are on a scale of 1 to 15.

³ The Writing Sample is scored on a scale of L through T. The median score is reported.

⁴ These data are for 1998 only.

R. Math

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MAR 03 2000

PROVOST-USD



February 19, 2000

Dean Patrick Drinan
College of Arts and Sciences
University of San Diego
5998 Alcalá Park
San Diego, CA 92110-2492

Dear Dean Drinan:

I greatly enjoyed my visit to the University of San Diego for an external review of the Department of Mathematics and Computer Science. I particularly enjoyed my conversations with the faculty, students, staff, and administration.

This letter and report reflects my reflections and tentative conclusions, based on my reading and discussions. As you know, the disciplines of mathematics and computer science have diverged over the years, so that now the two fields are distinct – with different perspectives, theory, approaches, and practices. During the middle part of this letter, therefore, I discuss these disciplines separately. However, several USD faculty currently teach courses in both disciplines, and the disciplines share a common environment. Hence, the first part of this letter identifies some important strengths that are common to both parts of the department, and a latter section discusses common environmental and departmental issues. The letter concludes with two final recommendations.

Central Departmental Strengths

The Mathematics and Computer Science Department has many important strengths. Some of the most notable are:

- Strong commitment to teaching by the faculty,
- High level of student-faculty interaction,
- Extensive offices hours to support student learning and advising,
- Excellent process for assessing the appropriate placement of incoming students in mathematics,
- Extensive service and committee work by members of the department, and
- Level of collegiality within the department.

The primary mission of the College of Arts and Sciences within the University of San Diego is to educate undergraduates. The faculty in the Department of Mathematics and Computer Science are strongly committed to this mission, and this commitment is seen in many ways. Faculty spend considerable time and effort preparing classes, developing course materials, and working with students. For example, while full-time faculty are required to spend 5 hours per week in office hours, the practice in the department is much higher. Quality teaching in mathematics and computer science requires considerable student-faculty discussion outside of class, and the faculty are to be commended for their work and dedication. Also, this dedication to teaching is widely noted both by students and by faculty outside the department.

The department uses a placement test, developed at UCSD, for the placement of incoming students into the appropriate level of mathematics courses. This process seems to work very well and gets high marks from faculty throughout the College of Arts and Sciences.

Faculty throughout the college note the very high level of service by members of this department. There seems to be considerable agreement that many faculty members in Mathematics and Computer Science do significantly more than their fair share of committee work. As with many contributions, however, such commitment and effort also can take its toll, giving these faculty somewhat less time for professional development and scholarship.

Department members comment regularly on the very high level of collegiality among their faculty. The department operates largely on a consensus basis, and members of the department indicate they find considerable support from their colleagues. For the most part, this seems very positive, although such an approach always introduces the danger that one out-spoken person may block general progress or development for the rest of the department. Also, taken to an extreme, the sense of collegiality also might discourage a department from addressing specific behaviors or views that might be disruptive, archaic, or counterproductive.

Computer Science at the University of San Diego

The computer science curriculum at USD follows national recommendations from national professional organizations and much of the structure suggested by the Liberal Arts Computer Science Consortium. More precisely, various national curricular proposals [1, 2, 3] identify 4 to 5 core computer science courses which follow an introductory sequence:

- § Sequential and Parallel Algorithms (core)
- § Computer Organization and Architecture (core)
- § Programming Language Concepts (core)
- § Theory of Computation (core)
- § Operating Systems (core or highly-recommended elective)

The department offers appropriate core courses in each of these areas as part of its Computer Science Major. Further, the department offers several courses that build upon this core, reflecting national guidelines.

Similarly, national curricular guidelines and the Consortium recommend a substantial mathematics component, emphasizing discrete mathematics. Again, the department requires appropriate course work in this area.

And, befitting the department's position within the College of Arts and Sciences with an orientation towards the liberal arts, the curriculum appropriately emphasizes the areas of theory, algorithms, and problem-solving.

In some areas, the department's curricular choices in specific areas are different than my tastes, but the choices seem well within the normal variation found at numerous schools. For example, it is becoming less common at liberal arts colleges to see separate courses for assembly language and hardware. With the advent of optimizing compilers, assembly language is not as important as in the past, and thus typically is somewhat de-emphasized. (Some assembly still is important, as it reinforces principles of computer organization that are very important.) Thus, the trend seems to be to combine the two topics within a single course - often for 4 credits. However, such comments should be considered in the realm of nitpicking, and the courses offered generally seem within the natural range of offerings at many liberal arts colleges.

Not only does USD's computer science curriculum parallel national curricular recommendations, but USD's computer science enrollments also have experienced a similar level of growth in recent years. In particular, as shown in Appendix 2, enrollments have about doubled in the last three or so years, and enrollments in virtually all courses are strong. In addition, Appendix 4 indicates that USD computer science graduates include about 33% women – about double the the national percentage.

Even with these strengths, curricular issues arise in three basic areas:

- CS-1. Lack of labs attached to courses,
- CS-2. Lack of consistency and standardization among parallel sections of courses, particularly CS 50, and
- CS-3. Lack of a capstone/research/development experience.

In addition, the computer science program is seriously hampered by at least two supporting issues:

- CS-4. Faculty workload precludes most professional development, and
- CS-5. Access of students to labs

Formal Labs: Several of these issues relate to the position of laboratories within computer science. As discussed in Appendix 5, the discipline of computer science combines vital perspectives of mathematics, experimental science, and engineering. Computer science blends theory and practice in many ways, so that both elements inform the other. Further, many vital principles may seem arbitrary or unnecessary to undergraduates without specific ties and experiences in the lab.

Beyond this general perspective of computer science, over the past several years, the computer science community has come to a wide-ranging agreement that laboratory work is now an essential part of the undergraduate curriculum. For example, 5 to 10 years ago, there was considerable discussion at national meetings among computer science faculty about whether formal labs should be part of the introductory sequence. Such discussions are now relatively rare, as the importance of such labs has become generally accepted [3].

As a practical matter, formal laboratory work also provides an efficient mechanism for faculty to guide students through environmental difficulties, to reinforce principles through focused problem solving, and to introduce experiments to test theories. Without labs, students still are likely to interact with faculty about these matters, but faculty must address such issues individually in an ad-hoc manner. In contrast, well-designed labs provide appropriate guidance to students in a controlled context which can decrease demands on faculty time. Student laboratory assistants can help further support learning.

With the modern emphasize on labs as an important component of an undergraduate computer-science curriculum, it is quite surprising to find that the USD curriculum includes very few scheduled labs. Also, student comments indicate that they may feel abandoned when asked to write various programs. While I expect this perception is unfair, the viewpoint may be reinforced by the lack of formal labs.

In addition, students complain about the lack of practical programming and applications. Again I expect this perception is not accurate, but the introduction of formal labs might make the ties between theory and practice clearer.

All of this leads to the following recommendation:

- ⇒ Formal, directive labs should be added to many of the computer science courses, possibly including CS 50, 51, 52, 60, 80, 100, 110, 145, 150, 155, and 165.

As a practical matter, the development of laboratory exercises requires considerable faculty effort. This leads to several secondary recommendations:

- ⇒ Formal labs will need to be phased in over several semesters.
- ⇒ Faculty should be given release time to develop labs for various courses.
- ⇒ As with other sciences, the computer science faculty should receive teaching credit for laboratories associated with courses. A reasonable target should be for a computer science faculty member to teach 5 courses a year, with several of these courses including one or more lab sections.
- ⇒ The computer science faculty should be expanded, so that the current courses can continue to be offered.
- ⇒ Student assistants should be trained to support additional help in labs during some designated evening and weekend times.

Additional comments regarding laboratory facilities and support is found in the general comments section later in this report.

Consistency Among Multiple-Section Courses: Overall, computer science education has benefited greatly by a remarkable level of experimentation and diversity over the past two decades. In addition to the use of labs in many ways, as mentioned above, faculty have experimented with problem-solving paradigms, languages, pedagogy, content, and emphasis.

While such experimentation is vital and must be encouraged, considerable care is needed within a single curriculum. In particular, students in multiple sections of one course should have equivalent preparation for a subsequent course, and instructors of one course should be able to build upon a common foundation from previous courses.

Unfortunately, it seems that the experience at USD in computer science has been uneven regarding equivalence of parallel sections. This difficulty has been most pronounced in CS 50, *Computer Programming I*, which serves as the prerequisite for CS 51 and all later courses.

I believe the basic difficulty here involves a philosophical consideration of the appropriate level and extent for the specification of parallel sections of a course. On the one hand, the principle of academic freedom should allow instructors some options in what material is covered and how it is presented. However, differences from one section to another should not create significant problems for students in a following course.

In my judgment, specification at the level of catalog descriptions usually is inadequate. Published course descriptions typically are extremely general - both at USD and elsewhere. High-level catalog copy provides an overview of some main topics, while allowing courses to evolve without subjecting every detailed change to a long approval process. For CS 50, it probably has been the case that recent offerings of the course have conformed to this high-level description. However, underneath this general overview, sections have differed markedly. A few years ago, for example, parallel sections involved different programming languages, a different emphasis on formal theory, and a different level of application. The three final exams I reviewed for CS 50 covered completely different material. More recently, the course has standardized on the Java programming language, but one suspects that there still may be substantial differences on the degree to which object-oriented problem solving is introduced. Large variations also may exist on the range of programming constructs and the amount of substantive problem solving, although this reviewer did not have time nor resources to review course content to any great degree.

Within the curriculum, many faculty at numerous institutions report that moving from one language to another in a course requires at least 2 to 3 weeks of class time. Similarly, moving from one programming environment to another (even with the same language) may require effort – especially for students at an elementary level. Introductory students typically have considerable difficulty learning new syntax, and upper-level students often have great difficulty in moving from imperative problem solving to object-oriented problem-solving. All of this leads me to conclude that agreement upon the content of CS 50 must include a specification of language constructs, problem-solving paradigm(s) and methodology, key algorithms, programming environments, and major applications. While it seems the faculty have made important strides in standardizing CS 50, it is not clear to what extent a consensus has emerged at this vital, more-detailed level.

To state my concern in another way, a introductory computer science covers a great deal more than simple syntax and semantics. Many schools indicate this broad view with an encompassing name, such as “Fundamentals of Computer Science I, II, III” or “An Introduction to Problem Solving with Java I, II, III”. Such courses emphasize problem solving, algorithms, and methodology, as well as specific syntax and machine environments. Since such courses fit together in an introductory sequence, each must provide appropriate exposure to each of these vital areas – not just to programming constructs.

The current lack of consistency among sections of introductory courses was, by far, the most common source of complaint of students in my discussions. It cannot be understated how important the students believe this situation should be remedied.

All of this leads to the following recommendation:

⇒ The computer science faculty should strive to reach an increased consensus regarding the content of each course which serves as a prerequisite for others (e.g., CS 50, 51, 52, 80, 100, 130).

Since the current catalog copy for CS 50 is written from an imperative perspective, a rethinking of this course may be needed with the move to Java and with the potential for shifting to a more object-oriented paradigm. The following recommendations reflect the impact that changes in CS 50 could have on CS 51 and 52.

⇒ The computer science faculty should review the role of object-oriented problem solving within the introductory computer science sequence.

⇒ The catalog description for CS 50, and perhaps for CS 51 and CS 52, should be reviewed to reflect clearly the role of object-oriented problem solving in those courses.

⇒ The computer science faculty should review the titles of CS 50, 51, and 52 to determine if the titles adequately reflect the breadth of material covered in those courses.

A Capstone/Research/Development Experience and Faculty Workload: National curricular guidelines, national trends in computer science, priorities in USD's College of Arts and Sciences, and current practice in the sciences at USD all call upon the computer faculty to increase opportunities for student research and independent projects. For example, Appendix 6 gives a reasonably extensive rationale and description for a Senior Project, as recommended by the Liberal Arts Computer Science Consortium[3].

Unfortunately, support of such a senior experience requires considerable faculty time and effort – well beyond what is possible for faculty under the current 4-3 teaching load.

More generally, current teaching and service expectations at USD are extremely time consuming for faculty in any department. For those in a rapidly-changing discipline, such as computer science, the teaching load seriously interferes with the faculty's ability to remain current in the field; present demands preclude virtually any possibility of professional development. Further, even a simple upgrading of computing equipment may require considerable effort in revising course content and materials, and such revision may consume virtually any time available for scholarship.

With such constraints, it seems impractical to implement any extended type of capstone opportunity or senior project at the present time. However, this report already has recommended that formal labs be added to many courses, with a corresponding reduction in the number of courses taught by each faculty member. While the introduction of such labs will take considerable start-up time, over the long term, the addition of labs may allow the computer science faculty to adopt a 3-2 load. In such a context, additional opportunities for capstones and projects might be reconsidered.

Mathematics at the University of San Diego

The mathematics curriculum provides a full range of courses in the traditional areas of undergraduate mathematics. Specifically, the department offers upper-division courses in such areas as real and complex analysis, differential equations, topology, geometry, abstract algebra, probability, statistics, and logic. Each of these areas represents an important, main-stream area of mathematics. The department also supports an appropriate sequence of courses aimed at those preparing for teaching at the elementary or secondary level.

In addition, the department is in the process of expanding its offerings in the area of applied mathematics. Already, the department offers courses in applied mathematics and combinatorics, and the department can anticipate additional courses in the area of applied mathematics and modeling.

While time and resources did not permit me to review the specific content of various courses, the catalog descriptions suggest that the department offers an appropriately varied collection of mathematics courses. The expansion of offerings in the area of applied mathematics should cover any significant gaps that might be present currently.

Within this context of strength, curricular issues arise in several areas.

- Math-1. The same basic curriculum has been in place since 1978 with little revision.
- Math-2. While every curriculum must find a balance between breadth and depth, the current curriculum is strongly skewed toward breadth over depth.
- Math-3. Linear algebra is a central topic within mathematics, but Math 114 is not a prerequisite to any other course.
- Math-4. The major does not require a year-long sequence at the upper level.
- Math-5. Few students declare mathematics majors.
- Math-6. Math 14 is taken by a very large number of students, but its dead-end nature does not encourage these students to take further math courses.

In addition, the mathematics program is hampered by at least three supporting issues:

- Math-7. The general education courses are of mixed quality, largely due to the heavy reliance on part-timers.
- Math-8. While communication with other science faculty and with the School of Education seems generally strong, communication with the School of Business and with the Engineering Department seems somewhat spotty.
- Math-9. Faculty workloads preclude professional development.

Breadth and Depth in the Mathematics Curriculum: Various schools package their mathematics courses in different ways to achieve a balance between breadth and depth. Extensive prerequisite chain allow courses to cover material with a high level of sophistication and depth. In contrast, relatively short prerequisite chains allow students considerable flexibility to take a variety of courses.

With only about six mathematics majors graduating each year, great care must be taken not to discourage potential majors due to unnecessarily long chains of prerequisites. However, the department reports that the great majority of mathematics majors start in Math 50 or above. Thus, while the curriculum begins well below the level of Math 50, course schedules for potential majors can be built based on the assumption that the majors will not take the introductory courses in algebra.

At present, Math 51, *Calculus II*, or Math 52, *Calculus III*, meet the prerequisite for most all mathematics courses, except for 2-semester sequences whose first course has Math 52 as prerequisite. Such a 3-course prerequisite chain is unusually short for colleges and may limit the level of depth possible in most of the upper division courses.

By contrast, most colleges include a course in linear algebra in the list of courses required by most upper-division courses. Such a prerequisite increases the amount of mathematics students have seen in later courses. More importantly, linear algebra is a theoretical, theorem-proof style course and provides students with considerable practice in writing formal mathematical proofs. The inclusion of linear algebra as a prerequisite for later courses therefore allows upper-division courses to proceed with greater rigor and to build on more specific content. When students start in Math 50 or later, there should be little difficulty in their taking linear algebra reasonably early in their careers, and this could allow upper-division courses to proceed at a more sophisticated level. This motivates the following recommendation.

⇒ The department should consider adding Math 114, *Linear Algebra*, as a prerequisite to all or most of the upper-division level mathematics courses.

The requirements for the current major appropriately ensure that students have a reasonable breadth of experience in mathematics. Further, the requirement of either Math 124 or 156 guarantees that students will have a solid exposure to an axiomatic approach to mathematics.

⇒ To balance the current requirement for breadth, the department should consider requiring a 2-semester, upper-division sequence to ensure a depth of study in some area.

Already, the department has three year-long sequences in differential equations (Math 119-120), applied mathematics for science and engineering (Math 121A-121B), and probability and statistics (Math 140-141). With the expansion of the department in the area of applied mathematics, a 2-semester sequence may be anticipated in the next few years. Requiring such a sequence would complement the requirement for breadth in the major.

Few Majors: While the current mathematics majors were generally very enthusiastic about their courses and the faculty, relatively few students choose to major in mathematics. Unfortunately, the reasons for the small numbers are not obvious – at least to this observer. Beyond the regular courses, faculty organize various social and intellectual activities, the department has its own newsletter and lecture series, and faculty work closely with students in many ways. Two female students did mention they had some troubles with one specific male teacher, but neither was willing to explain the nature of these problems, and neither thought these troubles extended to the department as a whole. There is no way for me to know if the few brief comments were isolated or indicative of a more general problem.

With so few majors, it seemed appropriate for me to brainstorm about how the department might attract more majors. Already various activities and efforts by the faculty are underway. One new approach might involve reviewing the curriculum with the view of encouraging students in one course to continue to a next one. With this in mind, Math 14, *Survey of Calculus*, stands out as it is a dead-end course with a very high enrollment. This motivates the following recommendation:

⇒ The mathematics faculty, together with faculty in the School of Business, should explore the possibility of changing Math 14 from a 3-credit course to a 4 credits, expanding the course's content to include the same calculus concepts that are covered in Math 50, replacing science-based applications in Math 50 by business applications, and allowing Math 14 to count as a prerequisite to Math 51.

The above recommendation would place Math 14 and 50 in parallel positions. The calculus content of each would be the same, although the applications would differ. While details would need to be worked out between the mathematics and business faculty, such a change might have several potential benefits:

- a. Business students taking Math 14 would have a somewhat greater exposure to calculus-related concepts (e.g., marginal cost and marginal revenue).
- b. Math 14 would have the chance to entice a large pool of students to take more mathematics.
- c. Business students interested in attending graduate school in either economics or business would be able to follow a natural track (e.g., Math 14, 51, 52, 114, 140, 141, 110B) for the strong preparation they will need later.

My initial conversations with Tim Dalton from the School of Business suggest that the business faculty might be open to such an option. Also, considering enrollment counts given in Appendices 3 and 4, the number of mathematics majors would double if only 1.5% of the students in Math 14 were enticed to add a math major to their undergraduate program. Such potential gains could make a significant impact on the number of mathematics majors, serve various business students better, and promote math-business relations. While details may turn out to make this approach impractical, some exploration of this option seems advised.

Part-Time Faculty: The department relies heavily on part-time faculty, largely to teach lower-division courses. This situation has several serious drawbacks:

- a. While some part-time faculty apparently do a wonderful job, the quality of teaching is mixed,
- b. Dr. Gump in the Registrar's Office reports a fair number of complaints regarding the mathematics courses which satisfy general-education requirements – largely due to the heavy reliance on part-timers,
- c. Part-time faculty contribute little to the overall life and activity of the department, and
- d. When part-time faculty must be hired at the last minute, it is particularly difficult to maintain quality.

Overall, it seems clear that the heavy reliance on part-time faculty has a noticeable negative impact on the quality of instruction in this department. While the administration has indicated an interest in decreasing this dependence, there still is a long way to go to resolve this problem.

⇒ The current movement to replace part-time faculty by full time faculty must be greatly expanded, so that only a few, carefully-selected part-timers teach mathematics or computer science courses.

Communication: Communication between members of this department and other faculty in the College of Arts and Sciences seems good. For example, science faculty appreciate the testing of incoming students in mathematics, and the communication of the results greatly helps advising in other science departments. Occasionally, it should be noted that this communication may break down somewhat. For example, when the department adopted the Harvard calculus, integrals were greatly de-emphasized in Math 50, but the physicists were not aware of this change. However, for the most part, the relations with colleagues in Arts and Sciences seems appropriate.

Similarly, communication with with School of Education seems quite positive. As one would expect, there is an on-going need for conversation regarding some of the mathematics courses required for prospective teachers, but for the most part faculty and administrators in the School of Education believe the current relationship with the department is very healthy.

Communication with the Engineering Department seems somewhat more spotty - although still not bad. Issues apparently arise most in the area of course scheduling, as engineering students must take several specific mathematics courses. This was not a particular problem several years ago, when the number of engineering majors was relatively small. However, with recent increases in the number of such majors, scheduling issues have become important. For example, now there apparently are a sufficient number of engineering majors to fill an entire calculus section. Thus, if a couple sections of calculus and/or physics conflict with each other or with an engineering lab, too many engineering students may need to take the calculus section that is left.

In the past, scheduling has proceeded with mathematics and physics first setting their class schedules and engineering then adjusting its class times. Such an approach seemed consistent with the styles of the various departments, as math and physics faculty typically expect to choose their own times for courses, while engineering faculty typically are given rather little choice. This arrangement caused mathematics courses to change times from semester to semester and provided the opportunity for unfortunate conflicts among math and physics. Resolution of such difficulties may need some extended conversations among these three departments. For example, the time slots for some courses may need to be fixed, or agreement may be needed on which days and time slots will be available for labs. While these issues do not seem overwhelming at present, all three parties may need to take a more active role in communicating with each other regarding class schedules.

Communication with the School of Business seems quite poor, although the causes of communication difficulties are not clear. For example, apparently several business faculty have been unaware of the math placement process, and these faculty complain that some business students are inadequately prepared for even the beginning business courses. However, it also seems that all advising in business is channeled through a single faculty advisor, who apparently is given the results of the math testing.

⇒ One or more general information meetings should be organized for the combined members of the mathematics faculty and the faculty of the School of Business.

At the very least, a few such meetings could go a long way to clarify procedures, courses, and placement options. Such a general meeting also could help determine whether perceived problems are resolved by current procedures or whether other issues need to be addressed. On a practical note, this type of general meeting also might provide a start for discussing a change in Math 14, as described earlier in this report.

Environmental and Departmental Issues

Three general environmental and department issues have a significant negative impact on the effectiveness of the department in both areas of computer science and mathematics. These issues include the departmental facilities, the relations with Academic Computing, and the position of the current departmental secretary.

Departmental Facilities: The current department offices, labs, and student space are dark, narrow, bleak, and uninviting. Several people at all levels described the departmental quarters as a dungeon. There are no areas for students to wait to talk to faculty. While the department has done a fine job placing information on the few existing bulletin board, there is little opportunity for the department to publicize the excitement of either discipline. Such an environment is in marked contrast to other space in Serra Hall, which is bright, open, and cheery. For students with any tendency toward math phobia, such a setting must contribute to a sense of panic. Further, these environmental factors actively work against the department in trying to recruit majors and even may affect admissions.

⇒ The Administration must find the means and mechanisms to renovate or upgrade the departmental facilities, so the improved quarters create a constructive, affirming atmosphere for learning.

In addition to the effect on current faculty and staff, it would not be surprising if the current environment had a serious negative effect in trying to hire a new computer science faculty member.

Relationship with Academic Computing: During virtually every discussion I had during my visit to USD, one or more individuals expressed extreme displeasure with their contacts with the Academic Computing Department. I heard countless examples of events during which there was a strong feeling that Academic Computing had not responded, responded inappropriately or slowly, took an undesirable action, or otherwise misbehaved.

At the same time, my conversations with Academic Computing and my interactions with similar groups on other campuses indicate to me that Academic Computing has been placed in the impossible position of having to be all things to all people. In an attempt to survive the onslaught, Academic Computing sets priorities, makes policies, and implements decisions to cope with the worst or most immediate crises.

Overall, the current situation has created an enormous strain between Academic Computing and the rest of campus. To many users, some Academic Computing support seems ineffective, inadequate, incomplete, and unnecessarily slow for reasonable requests. For Academic Computing, some departmental demands seem to go overboard within the organization's charge to maintain a campus-wide resource, although various requests may be appropriate for a departmental LAN. In short, the present environment is generating considerable heat and frustration on all sides.

While details and finger-pointing could continue endlessly, my various discussions lead primarily to one overwhelming conclusion:

⇒ *The current expectations, responsibilities, and structure for Academic Computing preclude adequate support for campus computing at USD. Stated another way, the current situation places Academic Computing in a position in which it cannot succeed.*

With this view that the current structure and environment is not workable, the natural corollary is

⇒ *USD must find another model for its support of computing on campus.*

While any such new model will require study and planning – well beyond the scope of this external review, some vital pieces seem clear.

⇒ *Most importantly, Academic Computing must be relieved of its current impossible position of having to be all things to all people.*

With this principle established, some recommendations follow rather naturally:

- ⇒ The Mathematics and Computer Science Department should control several department-oriented labs, which support the specialized hardware and software needed by the mathematics and computer science programs.
- ⇒ Similarly, other departments or clusters of departments should have control of labs which meet the specialized needs of their various academic groupings.
- ⇒ Technicians are needed to support these departmental areas.

At present, several departments, including Mathematics and Computer Science, Chemistry, and Physics, include computing support as part of faculty work assignments. This approach diverts valuable faculty time to lengthy technical details. In the proposed approach, when a lab serves an individual department (e.g. in math and computer science), the technician could report to the Department Chair. When a lab or collection of equipment serves several departments (e.g., interface equipment to connect experiments to labs in biology, chemistry, and physics), the technician could report to the Dean.

Overall, such a system of diversified control of software would take Academic Computing out of its current role of coordinating all components of all equipment. Academic Computing still might be responsible for hardware maintenance (e.g., for boards and cables), but software and maintenance would be handled by technicians. Such a move places Academic Computing in a much more manageable position, and my discussions with Jack Pope suggest such a change in role would be most welcome.

Along with this change in administration and support, students should be given expanded access to the various specialized departmental labs. Students must be able to schedule their time to meet assignment deadlines, but timing for projects can be extremely difficult to predict. Thus, unlimited access should be allowed – subject to natural security concerns:

- ⇒ Majors and students in upper-division classes should be allowed key-card access to departmental lab areas.
- ⇒ To support legitimate needs within these departmental labs – particularly for beginning students, departmental labs should be staffed by student lab assistants during regular evening hours.

Of course, lab assistants cannot and should not be on call throughout all hours of the day and night. However, reasonable posted hours can provide vital support for this component of the academic program. (At Grinnell, a lab assistant, called a User Consultant, is on duty in the math/computer science lab Monday through Thursday evening from 5:00pm to midnight, on Saturday from noon until 5:00 pm, and on Sunday from noon to midnight. These assistants are consulted heavily during much of the semester.)

Such assistants also are essential to support the anticipated increase in lab components of courses. Lab-based assignments also can promote active learning, and assistants may be needed for these activities as well. Overall, the current situation is woefully inadequate for courses that include a lab, and new pedagogies will require a different structure and increased level of support for labs.

Of course, with this change in model of computing, policies must be developed to clarify the specific roles of Academic Computing, the departmental labs, and support technicians.

⇒ USD must develop clear statements of policy regarding responsibilities, boundaries of responsibilities, and appropriate activities of computer use.

As previously noted, my conversations suggest that all of these recommendations seem acceptable in principle to Academic Computing as well as to various computing constituencies. Of course, this proposal for a shift in the model of computing at USD will require the working through of a multitude of details. However, the direction suggested seems appropriate and desirable to all constituencies I consulted.

As a side benefit of these changes, departments could be given some latitude in choosing an appropriate maintenance schedule for hardware and software. For example, in the current system, some departments complained that the software of secretaries and faculty often involved incompatible versions for common tasks, such as word processing. If local departments or groups of departments, working with a technician, could be given control of maintenance schedules, such difficulties might be reduced or eliminated. (From what I can tell, this maintenance issue is a major problem for many science departments, but not for mathematics and computer science – likely due to the major efforts of Luby Liao.)

Beyond the needs of isolated departments, USD should develop some mechanisms for department chairs and administrators to obtain and analyze planning data, in such areas as enrollment, class schedules, and grades. As a simple example, this reviewer was struck by the apparent difficulty of the relevant USD office to supply simple data on enrollment and majors. It seems that this seemingly straightforward request could be met only by a time-consuming effort and specialized programming, probably in COBOL. Even after receiving the raw data, I needed to spend 4–6 hours compiling by hand the summary sheets that appear in Appendices 2, 3, and 4. In the current age of relational databases, such a request should be trivial, requiring no specialized training and very little effort. Further, department chairs and administrators should be able to generate tables directly, without help, (although a brief training workshop might be needed). The old model of hierarchical databases and highly-technical programming to meet requests is both expensive and time consuming, and it should be a thing of the past.

Of course, with any system involving university records, safeguards are needed to maintain privacy and data integrity. It is not acceptable for anyone on or off campus to have potential access to such data. However, techniques, such as passwords and encryption, are available to address such security concerns.

In considering mechanisms for data access for department chairs and administrators, at least three models seem possible.

1. Authorized officers could run data extraction and analysis programs directly on the machines of the Registrar, Treasurer, or other offices. Here, the department chairs and administrators effectively could connect their local machines with the data servers to share programs and data.
2. Authorized officers could interact directly with the relevant databases through a query language, such as SQL, and to download the resulting reports to local machines for additional analysis and strategic planning. In this approach, queries would be run on the machines of the Registrar, Treasurer, etc., data would be transferred to local machines, and analysis programs would be run locally.

3. Authorized officers could download the relevant files from the machines of the Registrar, Treasurer, or other offices. All data extraction and analysis would be done on local machines.

Since modern query languages have become quite powerful, my initial thought is that option 2 might afford the simplest approach to combine security with appropriate access. SQL or other query languages can answer many types of questions directly, although some issues can be resolved in this way. In cases which can be handled directly, relatively little data must be transferred and security would be relatively easy to maintain. For more complex problems, queries would allow officers to download relevant tables for further processing. While this approach has some attractions, other options also should be considered during a more complete study. However, regardless of the mechanism, the resulting system should allow easy access and direct to relevant data for department chairs and administrators.

⇒ Department chairs and administrators should be able to easily access and analyze university data for strategic planning.

While this reviewer regrets any inconvenience caused by his request for such data, the reviewer is very grateful for the data supplied. The results were extremely helpful in putting together this review. With a modern system, requests by future reviewers should be able to be met easily and quickly.

Departmental Secretary Position: As the university has expanded, the role of the departmental secretary has expanded considerably. Currently the secretary handles needs of 29 or so full- and part-time faculty, coordinates graders and assistants, manages work-study students, and otherwise tries to support a department with enrollments of over 2500 students per year (based on the enrollments during the 1999 calendar year given in Appendix 3). Such activities require considerable managerial skills – well beyond those required by a typical secretary. The current expectations and needs of the department far exceed what might be reasonably expected by someone with the current title, wage, and status. Thus, any sense of equity and fairness yields the following recommendation:

⇒ The departmental secretary position should be upgraded to that of office manager, with an appropriate increase in salary and status.

Additional Observations:

Beyond the specific comments and recommendations made earlier in this report, this reviewer made a few observations in four miscellaneous areas. I include the following notes for completeness and because the observations seemed interesting – even if they are not obviously relevant to specific suggestions.

1. The stated departmental goals for both math and CS include development of oral and writing skills. However, except for the W courses, inclusion of oral and writing components of courses seems very spotty.
2. While SAT average scores have gone up dramatically over the past 15 years, no faculty in either mathematics or computer science mentioned any improvement. Rather the math faculty emphasized how weak and unprepared the students were. In contrast, faculty in other departments talked about opportunities and positive capabilities of the students. Regarding SAT scores, it also is curious that the USD booklet, *Just the Facts*, does not contain a student profile with data on SAT averages, quartiles, or high school rank.

3. In talking with quite a number of people on campus over a few days, it was interesting how few understood the goals or process of an external review. Certainly the majority of discussions began with my explaining why I was on campus and what I was supposed to be doing. This is just the reverse situation from what I have experience during reviews on other campuses.
4. Very modest anecdotal evidence suggests that classes in this department are paced somewhat slower than necessary. Further, courses may include considerable spoon-feeding of material, emphasize passive learning, and involve a fair amount of overlap with other courses. Course overlap may be more of an issue in computer science. Pacing may be more of an issue in mathematics. However, this review did not allow sufficient time for any systematic or detailed study in this area, and specific conclusions cannot be made at this time.

Final Recommendations

Both the mathematics and the computer science faculty need to dedicate a significant block of time to the discussion of curricular issues. With the current teaching load, however, it seems impossible for such discussions to take place during the academic year. Thus, another mechanism is needed to facilitate such discussions.

Computer Science: Extensive discussions are needed in two vital areas within computer science:

1. The computer science faculty must develop a consensus for the introductory programming course in such areas as programming language and environment, language constructs, problem-solving paradigm(s), algorithms, and the role of theory.
2. The computer science faculty needs to develop an implementation plan to introduce a lab component for many (but not all) courses.

Mathematics: At a general level, the mathematics curriculum apparently has remained about the same since 1978. While many elements still seem appropriate, the various recommendations given here regarding the mathematics curriculum suggest that it may be time for the department to review its offerings in mathematics, including the prerequisite structure. For each course, the department might consider such matters as what topics are covered, how the topics build on previous courses, and the appropriate level of rigor and proof.

Recommendation: The following recommendations are motivated by the need to accomplish the described consensus-building and planning for computer science and the extensive review for mathematics:

- ⇒ The Dean should fund two multiple-day workshops for computer science faculty to work toward consensus on the introductory computer science sequence and to develop an implementation plan to add labs to many computer science courses.
- ⇒ The Dean should fund a several day workshop for mathematics faculty to review the full mathematics curriculum in some detail.

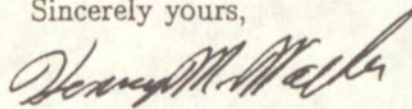
Logistics for these workshops will have to be negotiated with the faculty. One model might be to hold a workshop the week after the spring semester ends in May or June – before faculty disperse for the summer. Another model might involve holding a 2-3 day workshop one summer to start the discussion, continuing the discussion informally over the following academic year, and reconvening the next summer for another 2-3 day workshop.

Coda

As a separate matter, please note that Appendix 9 contains a detailed listing of my expenses for this trip. Please contact me if you have any questions or comments in this area.

In conclusion, I want to express again my thanks to all those who helped organize my visit and to those who handled various logistics. Particular thanks to Jane Friedman and Luby Liao for their efforts in coordinating my visit. I hope my visit and this follow-up letter have been helpful to you, the Department of Mathematics and Computer Science, and the University of San Diego. Please feel free to contact me if you would like further information in any of these areas or if I can answer additional questions.

Sincerely yours,



Henry M. Walker
Professor of Mathematics
and Computer Science

cc: Professor Luby Liao, Chair, Mathematics and Computer Science

Appendices:

- Appendix 1 References
- Appendix 2 Computer Science Enrollments by Course
- Appendix 3 Mathematics Enrollments by Course
- Appendix 4 Computer Science and Mathematics Graduates
- Appendix 5 Computer Science and the Liberal Arts
- Appendix 6 Discussion of a Senior Project
- Appendix 7 Diagram of Computer Science Courses at the University of San Diego
- Appendix 8 Diagram of Mathematics Courses at the University of San Diego
- Appendix 9 Expenses

Appendix 1: References

1. ACM/IEEE-CS Joint Curriculum Task Force, *Computing Curricula 1991*, ACM Press and IEEE Computer Society Press, 1991.
2. Gibbs, Norman and Allen Tucker for the Liberal Arts Computer Science Consortium, "A Model Curriculum for a Liberal Arts Degree in Computer Science," *Communications of the ACM* 29,3 (Mar. 1986), 202-210.
3. Walker, Henry M. and G. Michael Schneider for the Liberal Arts Computer Science Consortium, "A Revised Model Curriculum for a Liberal Arts Degree in Computer Science," *Communications of the ACM* 39, 12 (Dec. 1996), 85-95.

Appendix 2: Computer Science Enrollments by Course

The following table shows approximate enrollments in computer science courses at USD for the past 10 semesters. Numbers in parenthesis indicate the number of sections offered for multiple-section courses.

Course Number	Short Title	Spring 1995	Fall 1995	Spring 1996	Fall 1996	Spring 1997	Fall 1997	Spring 1998	Fall 1998	Spring 1999	Fall 1999
CS 6	Intro. Prog.	58(3)	37(2)	60(3)	38(2)	64(3)	35(2)	44(3)	20(2)	57(3)	33(2)
CS 50	Prog. I	30	23	33	41(2)	34	54(2)	30	41(2)	36(2)	45(2)
CS 51	Prog. II	11	8	13	13	25	17	26	10	13	14
CS 52	Prog. III		7	6	10	11	22	12	20	8	19
CS 60	Prog. Lang.					13					
CS 80	Assem. Prog.		9		20		23		19		22
CS 100	Hardware	19			16			31(2)			29(2)
CS 110	OS		13			17			20		20
CS 115	Sys. Prog.										
CS 120	Electronics										
CS 130	Data. Str.	5		5		16		20	12	17	9
CS 131	Num. Analy.		4			16			5		10
CS 145	DBMS				7				3		
CS 150	Graphics		14				20				13
CS 155	Dig. Model.			5				8			
CS 160	Prog. Lang.			12			19			21	
CS 165WS	Sftwr. Eng.	16			8			10		14	
CS 170	Theory			16			21			22	
CS 180	Algorithms	4				5				9	
CS 194	Sp. Topics					1			45(3)		32
CS 199	Internship	3	1	2	1				3		1
CS 199	Indep. Study	3	1	2		4	3	4	2	2	1
	Sections ex. 198-199	9	8	10	10	11	10	11	12	12	14
	All Sections	14	10	13	11	14	12	14	15	14	16

Appendix 3: Mathematics Enrollments by Course

The following table shows approximate enrollments in mathematics courses at USD for the past 10 semesters. Numbers in parenthesis indicate the number of sections offered for multiple-section courses.

Course Number	Short Title	Spring 1995	Fall 1995	Spring 1996	Fall 1996	Spring 1997	Fall 1997	Spring 1998	Fall 1998	Spring 1999	Fall 1999
Math 10	Int. Alg.	48(2)	138(6)	41(2)	171(6)	34(2)	135(7)	38(2)	98(6)	43(2)	68(4)
Math 11	College Alg.	212(7)	384(13)	210(7)	396(12)	236(8)	431(13)	254(8)	478(14)	222(7)	462(13)
Math 12	Trig.	5	7	2	3		1	1	5	10	5
Math 14	Calc. Survey.	152(7)	223(8)	168(7)	269(8)	174(7)	243(8)	207(7)	227(8)	212(6)	233(7)
Math 15	Prob.-Stat.	11		15		7		7		6	
Math 21	Modern Math.	32(2)	47(2)	21(2)	49(2)	37	41(2)	23(2)	44(2)	30	56(2)
Math 40	Logic	9		20		46(2)		38(2)		30(2)	28
Math 50	Calc. I	64(2)	172(5)	63(2)	154(5)	52(2)	174(5)	55(2)	163(6)	54(2)	199(7)
Math 51	Calc. II	46(2)	31	65(3)	32	84(3)	28	92(4)	34	81(4)	29
Math 52	Calc. III	7	19	18	36	8	35	12	50(2)	15	38(2)
Math 91	Elem. Mth. I		67(2)		65(2)		58(2)		57(2)		54(2)
Math 101	Elem. Mth. II	63(2)		68		57(2)		68(2)		47(2)	
Math 103W	Writing								15		
Math 107W	History				10						
Math 110A	Appl. Mth. I	6		16		26		23		28	
Math 110B	Appl. Mth. II		6		12		15		26		21
Math 114	Lin. Alg.	19		18		15		10		22	
Math 115	Thy. of Num.		7				9				13
Math 117	Prime. Tst.	2									
Math 119	ODE				22				10		
Math 120	PDE	1				4					
Math 121A	Adv. Calc. I		10		3		6		5		12
Math 121B	Adv. Calc. II			2						2	
Math 124	Topology	6				4		8			
Math 125	Complex						4				
Math 128	Geometry	11		3				12			
Math 131	Num. Analy.		4			16			5		10
Math 134	Combo.			8				5			
Math 140	Prob.-Stat. I	30		23		16		25		24	
Math 141	Prob.-Stat. II		8						7		1
Math 156	Alg. Str.				10					9	2
Math 181	Logic										
Math 194	Sp. Topics					1				6	
Math 197	Seminar						3		4		6
Math 198	Internship			1							
Math 199	Indep. Std.	2	3	3			2	1		1	
	Sections ex. 198-199	35	44	35	44	38	44	38	50	35	47
	All Sections	37	47	39	44	38	48	39	50	36	47

Appendix 4: Computer Science and Mathematics Graduates

The following table shows the number of majors graduating in computer science and in mathematics for the past decade, organized into four categories:

- All majors graduating in January, May, and September of each year.
- All majors graduating in each academic year (defined as the sum of the September, January, and May graduates).
- The number of women graduating in January, May, and September of each year.
- The number of women graduating in each academic year (defined as the sum of the September, January, and May graduates).

Major	Jan. '90	May '90	Sept. '90	Jan. '91	May '91	Sept. '91	Jan. '92	May '92	Sept. '92	Jan. '93	May '93	Sept. '93	Jan. '94	May '94	Sept. '94	Jan. '95	May '95	Sept. '95	Jan. '96	May '96	Sept. '96	Jan. '97	May '97	Sept. '97	Jan. '98	May '98	Sept. '98	Jan. '99	May '99	Sept. '99
CS: annual	6	6	6	6	6	6	6	6	6	3	3	4	4	4	4	8	8	10	5	5	18									
all majors	1	5	2	4	1	2	3	1	6	1	2	1	2	2	6	2	6	1	8	2	3	5	2	3	2	3	5	13		
annual women	1	2	3	2	3	3	3	3	3	0	0	1	1	1	2	2	2	5	1	1	6									
women	1	2	1	2	1	1	1	1	3	1	1	1	1	1	2	2	2	5	1	1	2	1	1	1	1	1	2	4		
Math: annual	6	4	6	4	6	6	6	6	6	13	13	6	6	6	6	11	11	3	6	6	7									
all majors	6	1	3	1	3	1	4	1	4	2	1	4	2	1	10	1	10	3	1	10	3	1	2	3	1	2	3	1	2	4
annual women	4	2	2	2	2	2	2	2	2	7	7	3	3	3	3	6	6	1	3	3	6									
women	4	2	1	2	1	1	1	1	4	1	1	4	1	1	5	1	5	1	1	5	1	2	2	1	2	2	1	2	4	

Totals:
 Computer Science: Total: 72 Average: 7.2/year 24 women (33 $\frac{1}{3}$ %)
 Mathematics: Total: 68 Average: 6.8/year 42 women (62%)

Appendix 5: Computer Science and the Liberal Arts¹

Over the past 50 years, computer science has evolved from an esoteric research field based on the solution of highly specialized problems to a broad discipline emphasizing theory, fundamental principles, and techniques of problem solving. With this rapid development of a new discipline, the vast majority of liberal arts colleges have found that computer science fits naturally within the undergraduate curriculum. For example, in speaking for the Liberal Arts Computer Science Consortium in 1986, Gibbs and Tucker noted that many liberal arts colleges already were offering a B.A.-degree program in computer science. These institutions

offer this program both because they view computer science as an essential discipline within their general academic mission, and because they see the major as preparation for a variety of career paths and graduate programs (inside and outside the computer science community). [2, p. 204]

While this statement depends upon an extensive analysis well beyond the size of this letter, some vital components include the breadth of the discipline, the multiple approaches to problem solving, and the development of core principles and theory. Each of these areas connects directly with central themes within the liberal arts. Further, widely accepted recommendations for an undergraduate computer science curriculum [2, 3] emphasize such themes over the vocationalism often found outside the liberal arts tradition.

Perhaps the most important starting point for any analysis of the discipline is to emphasize that *computer science is not the same as programming*. In this regard, the study of English or a foreign language provides a useful analogy. In language study, the first several courses include discussions of vocabulary and syntax, as well as material on culture, literature, and history. Mechanics of the language play a relatively minor role within a foreign language major, but students must become proficient in the language to understand relevant ideas and to communicate these ideas effectively. Within computer science, programming provides the grammar and syntax for similar communication. While programming is part of many beginning courses, well-designed courses move beyond the syntax to introduce broader ideas and concepts.

While any listing of topics within computer science will be incomplete or uneven, the primary computing societies recognize 10 areas as being vital for undergraduate computer science education [1]:

- Algorithms and Data Structures
- Architecture
- Artificial Intelligence and Robotics
- Database and Information Retrieval
- Human-Computer Communication
- Numerical and Symbolic Computing
- Operating Systems
- Programming Languages [e.g., precise expressions of problem-solving paradigms]
- Social, Ethical, and Professional Issues
- Software Methodology and Engineering [e.g., approaches to complex problems]

While students may write programs during the study of many of these areas, such work provides a means to communicate ideas effectively and precisely.

¹ Excerpts From a November 5, 1997 Letter from Henry M. Walker to John Fink, Chair, Department of Mathematics and Computer Science, Kalamazoo College. This letter summarized conversations during Walker's visit to Kalamazoo under the Pew Faculty-Consultation Program.

Consistent with a liberal arts perspective, a computer science curriculum should approach each of these topics using three basic methodologies or processes: theory, abstraction, and design. The following excerpts come from *Computing Curricula 1991* [1]:

One such process, called *theory*, is akin to that found in mathematics, and is used in the development of coherent mathematical theories. It has the following major elements:

- Definitions and axioms
- Theorems
- Proofs
- Interpretation of results

This process is used in developing and understanding the underlying mathematical principles that apply to the discipline of computing. [p. 9-10]

...

The second process, called *abstraction*, is rooted in the experimental sciences, and has the following elements:

- Data collection and hypothesis formation
- Modeling and prediction
- Design of an experiment
- Analysis of results

When persons engage in abstraction, they are modeling potential algorithms, data structures, architectures, and so forth. They are testing hypotheses about these models, alternative design decisions, or the underlying theory itself. [p. 10]

...

The third process, called *design*, is rooted in engineering and is used in the development of a system or device to solve a given problem. It has the following parts:

- Requirements
- Specifications
- Design and Implementation
- Testing and Analysis

When computing professionals are engaged in design, they involve themselves with the conceptualization and realization of systems in the context of real-world constraints. [pp. 10-11]

The first two of these perspectives (mathematical theory, scientific method) are widely accepted as fundamental elements of any liberal arts college. The third expands a student's view of problem solving even further.

Throughout the various subject areas and problem-solving methodologies, a liberal arts-oriented undergraduate computer-science curriculum emphasizes theory and core principles. In contrast to the perceptions of some incoming students, progress can be made on difficult problems only through careful analysis based on fundamental ideas. Further, while details of specific computer systems change rapidly, computer science embraces an underlying core of material which transcends such fleeting matters. A computer science curriculum within a liberal arts environment emphasizes such principles and thus is completely consistent with the spirit and value of a liberal arts education.

Appendix 6: A Senior Project

The following is taken from "A Revised Model Curriculum for a Liberal Arts Degree in Computer Science", developed by the Liberal Arts Computer Science Consortium [3].

Regardless of which electives are offered, the curriculum should be arranged so that each student will work on a significant project during his or her senior year. This project should allow seniors to participate either in a one-on-one scholarly endeavor with a faculty member or in a small, possibly interdisciplinary, team involving both students and faculty. This experience could last either one semester or possibly a full year, depending on the number of graduates, the number of faculty, and the amount of resources available. While this work could be done independently with a faculty member, it is expected that for the majority of students this experience will be included as part of an elective course. While the nature of the project will vary from school to school, at a minimum it should involve the following three important components:

1. a review of one or more scholarly papers from the primary literature of computer science,
2. the writing of a significant scientific paper or substantial technical document to give the student experience in writing for a scientific audience, and
3. an oral presentation to students and/or faculty.

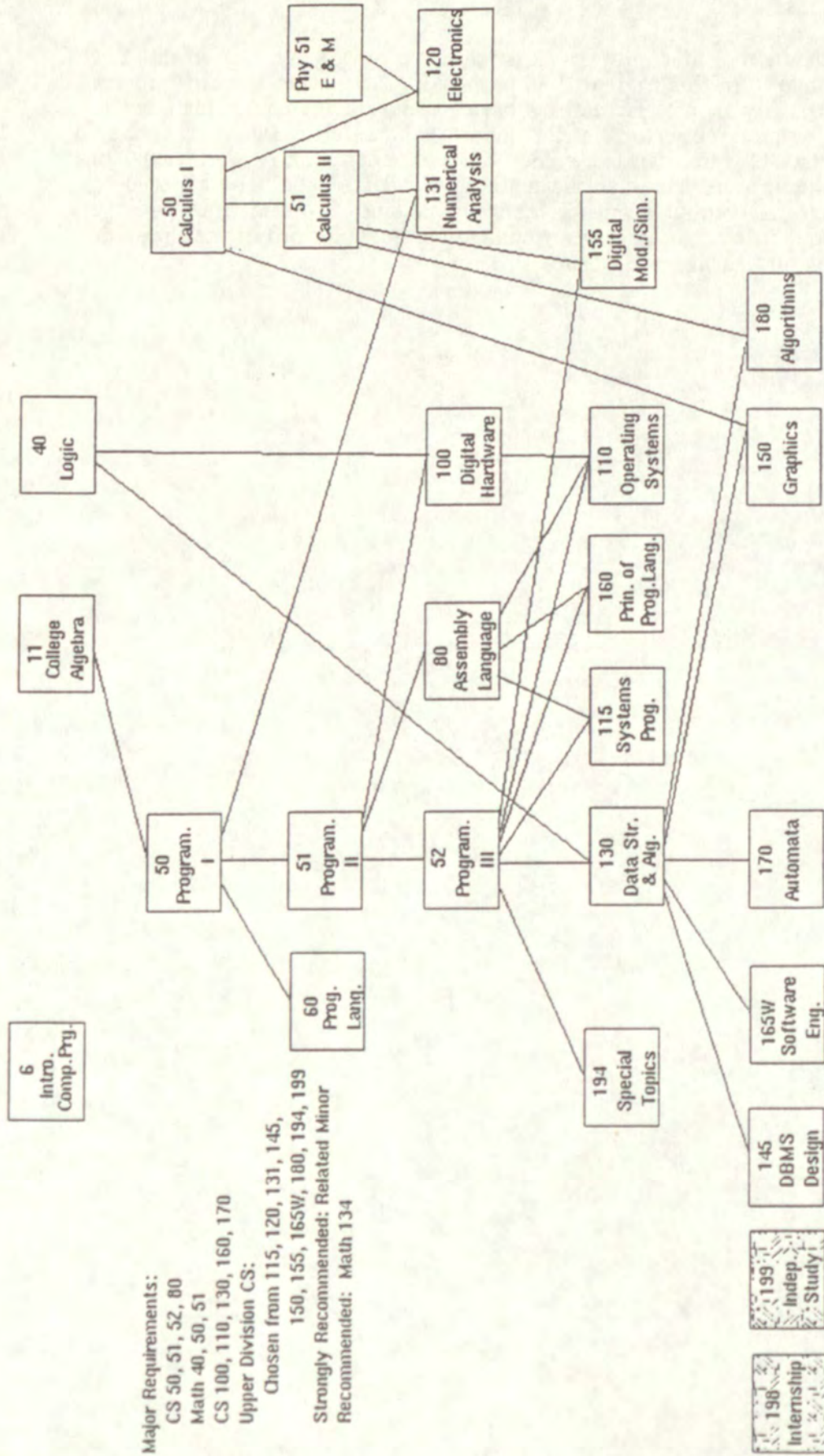
Additional details about the senior project will depend on both the interests and capabilities of the student and the time available to both students and faculty. Therefore, there must be flexibility and options on how this requirement can be fulfilled in order to meet the range of abilities and interests of the graduates. Some possibilities include:

- an actual research project involving a one-on-one research experience between the student and a faculty member lasting either 1 or 2 semesters. At many schools, this experience is called an Honors Project. This experience also may be integrated into an elective course at the senior level.
- a group software-engineering project involving a team of students specifying, designing, implementing and documenting a substantial software project over a 1 or 2 semester time frame.
- a special "senior research course" required of all graduating seniors. For example, this could be a course looking at important emerging areas of research within the discipline.
- a review of the literature within a specific area and the writing of a scholarly paper summarizing one's findings as part of an elective course.

All these models could be reasonable implementations of a senior project experience. The key concern is whether or not they include the three required characteristics listed above: exposure to the primary research literature of computer science, the writing of a scholarly technical paper, and an oral presentation of findings and results to ones peers.

This required senior project experience represents an important and unique change from the original 1986 proposal. Completing a major project can be extremely helpful for careers both in and out of computer science. Expanded research opportunities for undergraduates are vital, so that they, like graduate students, can experience the excitement (and frustrations) of scholarly inquiry and the scientific method. Students should be exposed to the literature of computer science, and they should be given practice with both oral and written technical communication. A senior project can provide these important learning experiences.

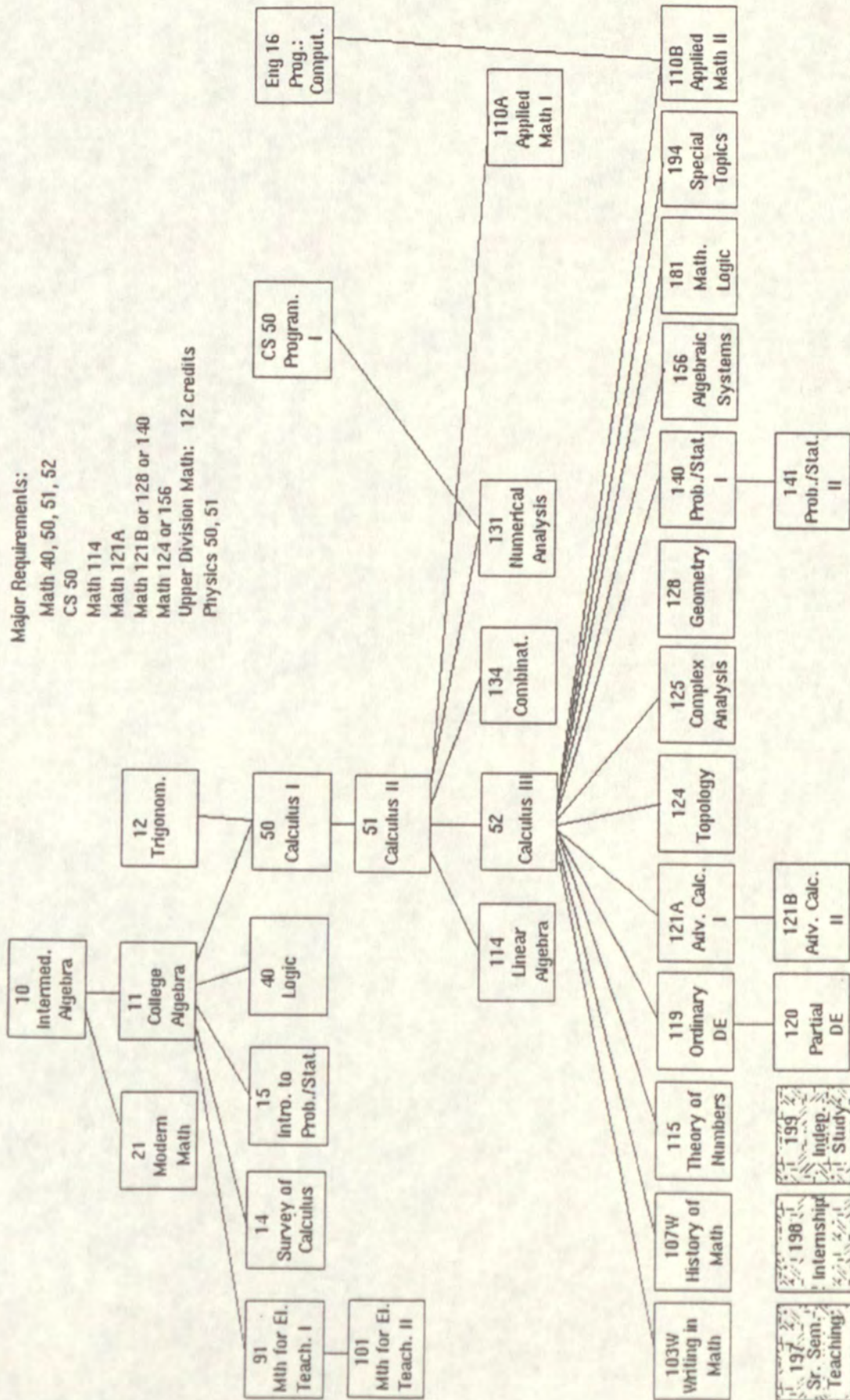
Appendix 7: Computer Science Courses at the University of San Diego



Major Requirements:
 CS 50, 51, 52, 80
 Math 40, 50, 51
 CS 100, 110, 130, 160, 170
 Upper Division CS:
 Chosen from 115, 120, 131, 145,
 150, 155, 165W, 180, 194, 199
 Strongly Recommended: Related Minor
 Recommended: Math 134

Appendix 8:

Mathematics Courses at the University of San Diego



Revised: February 17, 2000

MASTER OF SCIENCE

EXECUTIVE LEADERSHIP

The Master of Science in Executive Leadership is designed for professionals who are rising in their careers and who have responsibility for managing others. Offered by a partnership of the University of San Diego and The Ken Blanchard Companies, a globally recognized provider of training and development, this innovative program combines the best of contemporary leadership practices with interdisciplinary business skills and knowledge.

Delivery is in an executive education format where students meet for two one-week sessions (for the first and seventh courses) and monthly for two and half-day "weekends." Courses are team-taught by faculty from the University of San Diego and performance consultants from The Ken Blanchard Companies.

This is a cohort-based program where all students progress through a series of 12 courses over a two-year period. The cohort experience is a powerful one and compliments the executive education weekend format. Cohort programs foster supportive learning environments, expand business networks, and create life-long friendships.

The primary objectives of the program are to demonstrate effective leadership styles, develop a breadth of functional business skills, change behavior through self-knowledge, and nurture critical thinking. During class activities, students learn about effective leadership through analyses of their organizations and themselves. Essentially, they create laboratories in their work environments-a situation that enhances their individual learning experiences as well as their organizations.

This competitive program has similarities and differences with traditional MBA programs. Both build on an interdisciplinary core of information technology, customer and markets, financial management, financial controls, and business strategy. But, as a specialized masters degree, this program emphasizes understanding and developing skills in various leadership contexts, ranging from self-leadership to leadership that transforms organizations.

To maximize learning the program includes distinguished guest lecturers, audiotapes that support the in-class seminars, distance learning between on-site classes, and facilitator assisted analysis of the group's dynamics.

MASTER OF SCIENCE GLOBAL LEADERSHIP

The Master of Science in Global Leadership is specifically designed for military professionals who have the opportunity to use their organizations and operational environments as learning laboratories.

This is a cohort-based program where all students progress through a series of 17 one and two-unit courses over a one year period.

Delivery is in an executive education format where students meet twice for two-week intensive sessions connected by monthly "weekend" sessions. The first two-week period starts the course and the second two-week period is the culminating event of the course. After completion of the first on-campus two-week session, monthly sessions commence. These sessions consist of two and a half day "weekends," starting on a Thursday evening and finishing on Saturday afternoon with a single session each month.

During class activities, students learn about effective leadership, business management techniques, and geopolitical factors relevant in today's world. Case studies and lessons from the student's own organizations will be incorporated into the course. Significant focus will be placed on cohort teaming with key member interactions occurring throughout the course and between monthly class sessions.

To maximize learning, the program includes distinguished guest lecturers, multimedia that support the in-class seminars, distance learning between on-site classes, and facilitator-assisted analysis of the group dynamics.

This competitive program has similarities and differences with traditional business-oriented Masters programs. Both build on an interdisciplinary core of organizational challenges, program and financial management, and geopolitical impacts. But, as a specialized Masters degree designed with the help of active military officers, this program emphasizes understanding and developing skills in various leadership and management contexts projected into a global environment.

This course of study satisfies those who seek a personal development experience that highlights the leadership functions of developing people and organizations, improving individual capabilities to organize and manage projects, and developing a better understanding of relevant global issues in the geopolitical arena.

- It will encompass a relatively small number of students (up to 50 - 80 per year is the most ambitious target - or two to three cohorts). With small size and excellent quality control, the program has the potential to attract positive national recognition as a specialized, highly differentiated learning experience which effectively meets the needs of a very high-performing group of military leaders - both American and international.
- Although relatively small in scope, it will contribute positively to the University's goal to increase graduate enrollments of qualified students at USD and will demonstrate continued active support for a very significant stakeholder group in the San Diego region: the United States Navy and Marine Corps.
- Developing a distributed education capability will enhance individual faculty members in the use of technology across the educational horizon. Educational technology improvements will occur in traditional classroom settings, in individual student research methods, and in faculty designed courses for distributed education.

Beyond these direct benefits and progress toward University and School goals, this innovative program also generates an additional benefit. Besides serving the students and their organizational sponsors, faculty will also learn. As a group, these students are articulate, self-assured, intelligent and fully-engaged. They will not hesitate to challenge any premise - and will do so in a very intellectually sound manner. As a result, all faculty members have been energized to develop their personal capacities relative to course content and delivery. The military student brings a great deal to a curriculum which focuses on the global society, proven leadership skills and solid management experience. Most members of the current class have recent experience in humanitarian support (Serbia, Turkey, Bosnia, etc.) and all have proven leadership skills. The faculty has done an excellent job of tailoring each learning session to capitalize on the unique experiences of the students.

Additionally, due to the very heterogeneous nature of the undergraduate degrees of the students (there is no Navy or Marine requirement for a specific undergraduate degree type), significantly differently learning styles are embodied within the class. Professional training also influences learning style - including "learning tempo." Faculty have become more sensitive to differences in these learning styles and tempos as well as more adept at providing flexibility in pedagogy to deepen students' comprehension of focal learning objectives.

USD faculty will emerge with greater competence and pragmatism in understanding their discipline and will be better prepared to impact global business practice - whether that practice occurs in a "for profit" sector or a not-for-profit sector in which errors in management or leadership can produce catastrophic disaster.

5. Program Description

This portion of the report should include the following basic types of information:

- *A description and conceptual design of the program including how it will be administered;*
- *What will be the cumulative impact of this change on institutional resources, other recent institutional changes, and projected changes for the future?*
- *What are the specific outcomes and learning objectives of the program?*
- *Which courses are required or elective?*
- *A schedule of courses for at least the first two years of the program;*
- *The number of credits that students may transfer in;*
- *Whether residence is required;*

- *Student support services including ongoing academic advising;*
- *How pedagogical concerns are linked to the delivery mode;*
- *Is the program offered as a cohort model, and if so, what are the provisions for students who have to drop out of the cohort for a period of time?*
- *The timeframe of courses (accelerated, weekend, traditional, etc.) needs to be described in detail. If the course timeframe is abbreviated, an institution must allow adequate time for students to reflect on the material presented in class. (See Commission Standard 4.A. 8.) Faculty using the accelerated course format also should be expected to require pre- and post-course assignments, as appropriate. The Committee will expect course syllabi for accelerated courses to be adjusted accordingly to reflect the pre- and post-course assignments, and the accelerated nature of the curriculum.*

Program Objectives.

The Master of Science in Global Leadership is a specialized masters degree program designed for officers and leaders who are currently serving in leadership positions within in the Department of Defense. This program is designed for those leaders who seek improved knowledge and understanding of management and leadership of dynamic organizations operating in demanding environments.

The primary objectives are:

- To develop improved individual skill in self-leadership, team-leadership and leadership in a multicultural setting.
- To develop demonstrable skills for effective leadership guided by ethical values.
- To develop improved competence in key business management skills.
- To develop improved competence in comprehending and synthesizing factors impacting the global business-community environment.
- To develop a breadth of functional skills in an interdisciplinary framework.
- To nurture critical thinking and analytical skills needed to effect self and organizational change.
- To change behavior through self-knowledge, cultural sensitivity, and team dynamics.

Program Format.

The program consists of a 30 unit curriculum comprised of 17 separate 1 and 2 unit courses. All courses are required; there is no provision for elective courses. Students may not transfer coursework from other programs into the MSGSL degree program. The program is primarily a weekend schedule of courses except for those students who because of work assignment opt for the distributed education alternative for some courses. Residence is required for all students during the first two-weeks of the course and the final two-weeks of the course.

The MSGSL degree delivery commences with a two-week, on-campus session and a two-week finishing session which all students – Resident and Distributed Education – attend. During the intervening 13 months, the resident students return to campus for weekend sessions – one per month.

The distributed education students attend both two-week, on-campus commencing and finishing sessions with the residents students. During the intervening 13 months the distributed education students will pursue a parallel study track, maintaining parity with the residence students – with common learning objectives and similar course work and required deliverables.

A listing of courses is contained in Exhibit 1 – MSGSL Course Listing (following page).

April 27, 2000

Provost Frank Lazarus
University of San Diego
5998 Alcalá Park
SD, CA 92110-2492

Dear Provost Lazarus,

We wanted to thank you again for agreeing to introduce our keynote speaker at the 2nd International Conference & Academy on Character Education, to be hosted by our International Center for Character Education. The keynote introduction will be given at 8am on Monday 6/26/00 just before the keynote by Marvin Berkowitz (see attached conference brochure). Marvin, as you know, is now the Sanford McDonnell Chair in Character Education at the University of Missouri-St. Louis. This year we will include in-depth workshops for educators to polish their skills, a range of international speakers, an entire day on 'violence prevention' and 'self-esteem,' and a 'curriculum fair' where educators can review materials and programs. We are sponsoring an award program for California educators/programs that are exemplary models of character education. The 'Golden Ruler' awards are co-sponsored by the Templeton Foundation, and will be presented at the conference by Sam Swofford, the Executive Director of the California Commission on Teacher Credentialing. We are also sponsoring a counseling institute that will overlap with the Academy portion of events, widening the Center's reach to include counselor educators.

We also wanted to take this opportunity to update you on Center activities, and a new program that is an outgrowth of Center activities.

1. This spring we offered the Certificate in Character Education Program for the first time to educators. We had faculty from as far away as Ohio attend, and teacher education faculty from the Pine Ridge Indian Reservation participate in this seminal event, the first of its' kind in the country. Enrollment was double what we originally projected. As a result of the interest generated statewide and nationally over training in character education processes and practices, we are considering packaging the program for off-campus sites and putting the entire program on-line.
2. In the fall 2000 we will begin teaching courses for a new Masters in Education with a specialization in 'character education.' This masters degree specialization is the first of its kind in the country. We plan to advertise and market the program widely.

We have been very active in 1999/2000 and would like to meet with you to discuss the Center's future activities. The biannual report included with this letter details the purpose, need, and activities of the Center. In a meeting with Mal Rafferty on 4/25/00, we were informed that the Division of Continuing Education will no longer fund the center. Thus, after July 1, 2000 we are without a "home" and without funds. These two factors are quite disturbing to us and we need your advice and counsel on next steps. Therefore, we will make an appointment to see you within the next two weeks.

Thank you,

Edward F. DeRoche
260-2250

and

Mary M. Williams
260-4213

951

cc: Dean Cordeiro

April 27, 2000

President Alice Hayes
University of San Diego
5998 Alcalá Park
SD, CA 92110-2492

Dear President Hayes,

We wanted to thank you again for agreeing to give a welcome address at the 2nd International Conference & Academy on Character Education, to be hosted by our International Center for Character Education. The welcome will be given at 5:45pm on Sunday 6/25/00 just after dinner and before the keynote speakers from Russia and China speak (see attached conference brochure). This year we will include in-depth workshops for educators to polish their skills, a range of international speakers, an entire day on 'violence prevention' and 'self-esteem,' and a 'curriculum fair' where educators can review materials and programs. We are sponsoring an award program for California educators/programs that are exemplary models of character education. The 'Golden Ruler' awards are co-sponsored by the Templeton Foundation, and will be presented at the conference by Sam Swofford, the Executive Director of the California Commission on Teacher Credentialing. We are also sponsoring a counseling institute that will overlap with the Academy portion of events, widening the Center's reach to include counselor educators.

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2. In the fall 2000 we will begin teaching courses for a new Masters in Education with a specialization in 'character education.' This masters degree specialization is the first of its kind in the country. We plan to advertise and market the program widely.

We have been very active in 1999/2000. We wanted to keep you up-to-date about the Center's activities. We are including a copy of the biannual report of Center activities for your review. If you would like additional copies, please let us know.

Thank you for your support.

Edward F. DeRoche
260-2250

and

Mary M. Williams
260-4213

cc: Provost Lazarus, Dean Cordeiro



University of San Diego

Division of Continuing Education

International Center for Character Education

Two-year Report of Activities

[July 1998 - June 2000]

Edward F. DeRoche, Ph.D. & Mary M. Williams, Ed.D.
Co-directors and Professors

International Center for Character Education Statement of Activities (July 1998 - June 2000)

To The Reader:

On pages 1-5, we describe much of the proposal that was written in spring 1998 when we first proposed the idea of a Center for Character Education.

On pages 5-8, we list the activities of the Center during the past two years of operation. As you will note much has been accomplished and much is yet to be done.

Our special thanks goes to the faculty and administrators who have supported the goals, purpose, and activities of the Center.

Special thanks is noted here for Mal Rafferty, Director of the Division of Continuing Education for his continued support and advice regarding Center matters. Rennie Block and Jeanne Heaphy also deserve a note of thanks for their support and work on behalf of the Center. And, a note of thanks to Paula Cordeiro, Dean of the School of Education, for her confidence in and support of the Center's activities.

Introduction

The University of San Diego is a value-based institution of higher education. One of USD's goals states that the values of academic integrity, academic freedom, the rigorous quest for understanding and truth, justice, prudence, temperance, fortitude, and compassion will permeate not only the university's academic programs, "but all of its programs, activities, and relationships."

In this regard USD has established committees to implement its goals relating to ethics and values; two that apply to this proposal are the Ethics Across the Campus Committee and Ethics Across the Curriculum. USD has also recognized the value of service to others both on and off-campus. To this end, a community service center was created; selected courses were designated as courses with a service component; and community projects were developed where students volunteer their time and talents to helping others.

Why a Center on this topic at USD?

USD is a value-based institution with three decades of educating young people holistically. USD's faculty have "specialized" in fostering values, ethical, and service perspectives in programs, classes, and activities. USD is in a unique position to help the community, to assist parents, to train personnel in schools and youth agencies to promote positive values, ethical decision making, and citizenship behaviors which help contribute to the character formation of children and youth.

Because of the university's orientation and values-based reputation, and because of the schools' and public needs for education that attends to the character development of its children and youth, a Center for Character Education was established.

Why the International emphasis for the Center for Character Education?

There is no other center, with an emphasis on character education, based in a university or college in the US, that has an international focus for its' activities. By emphasizing international perspectives in Center activities, we fill a niche that no other center for character education housed in the US has been able to do.

What is the need?

The need for values formation, ethical decision making, citizenship skills, and character education in the P-12 schools is well documented. The 1980's and 90's in the US, for example, have witnessed widespread evidence of youth pathologies, a weakening of the American family, the influence of TV, and the lessened impact of institutions usually responsible for moral/ character/ethical development and values formation among children and youth.

In another example, Daniel Yandlovich (1995), the respected pollster and social analyst, sees a weakening of the common core values Americans share. He reports that moral confusion is widespread and that the nation's social morality is in a state of decline and decay. This social malaise calls for a re-examination of messages society sends to its' youth about life and living in a democratic society.

Ruchworth Kidder (1998), president of the Institute for Global Ethics, points out that "we will not survive the 21st century with the ethics of the 20th century." He cautions that "while we know we need to make changes in our ethical behavior, we are not in good shape to make those changes." In his discussion of why ethical relativism has failed, he urges a return to what he calls "obedience to the unenforceable," to the belief in a common set of values, standards, and ethical principles.

According to Kevin Ryan (1993), our society's malaise has also been witnessed in schools where, in certain areas of the school, students are in control; where there is widespread use of uncivil language; where there is destruction of school property; where physical intimidation and violence are witnessed by students and teachers; where dishonesty reigns and there is a pervading attitude of antagonism. He calls this condition "moral miseducation."

Given this scenario, Delattre and Russell (1993) ask: "Should we teach the young, in home and school, that some ways of behaving are really right and others are really wrong, or should we teach that what is right and wrong depends on what we as individuals believe?" Should a community, and particularly educators, remain silent when some of the media, rock stars, professional athletes, movie stars, and political leaders promote ways of life that are contrary to moral and ethical principles? (Jarvis, 1993)

The public has said "no" to both questions. Through polls and legislation, the public has said that it wants schools to address the value, ethical, and character formation of the young. The last two decades have witnessed a call from leaders and the public for schools to attend to the ethical and character development of children as much as they attend to children's physical and intellectual development. The public's call has been especially directed at P-12 schools and the personnel who serve them. State codes and mandates have underscored the need for values development, ethical decision making, citizenship, and character education of youth. School personnel have been given responsibilities to do something about it. School districts across the country are incorporating character education (a term more readily acceptable to the public than moral education) into school programs usually focusing on the consensus values of the community, such as: respect, responsibility, self-discipline, caring, compassion, civility, perseverance, tolerance, and civic responsibility.

Character education has been named by some as one of the largest reform movements in education in the United States today. School personnel, especially teachers, need to be educated about their roles and responsibilities as character educators. In order to do this they need time to read and reflect, discuss and digest the writings and ideas that underpin moral development, ethical thinking, value formation, and character development. They need opportunities to reflect upon the fact that character education is an inevitable part of educating the young at home as well as in the school and community. This need, as seen by the public, has created many new community and school programs and the emergence of a variety of "character education" materials. Character education programs that encompass values, ethics, and citizenship are being implemented in schools across this country and around the world, with little teacher preparation.

In response to the need for assistance in implementing character education programs effectively, the Co-directors of the Center collaborated on writing a book entitled, "Educating Hearts and Minds: A Comprehensive Character Education Framework." The book was released in December 1997, and one of the first activities for the Center (summer 1998) was for the co-directors to give presentations on character education to educators across the state of California. We quickly realized that to provide maximum effectiveness in character education programs the Center's activities would need to focus on training, and providing forums for educators to learn, share ideas, and put some ideas into practice.

- All school personnel, as well as parents and community leaders, need training:
- ⇒ In applying a character education framework for their schools and community;
 - ⇒ In strategies that will help them teach positive personal and prosocial values, ethical decision making, and citizenship behaviors in schools, classrooms, and homes;
 - ⇒ That will enable them to discern the value of the many programs, texts, and suggestions being promoted by commercial and private enterprises;
 - ⇒ That will help them integrate content related to values, ethics, citizenship, and character into the school curriculum, its environment, and school-wide activities;
 - ⇒ On how to help parents and the community become a part of the school's character education programs; and
 - ⇒ On ways to assess and report progress and outcomes.

What values and character traits are promoted by the Center?

The Center's main charge is to assist school personnel and community members/ agencies to come together to discuss values, ethics, and citizenship. The Center will also promote the following values (all learned behaviors) in its' programs and activities:

- Caring Citizenship Composure Commitment
- Civility Compassion Competence Courage

These values are consonant with the mission of the University of San Diego, are similar to the elements of character recommended by the US Department of Education, and are in the California Education Code. In addition to these specific values, the Center will highlight the need for and education about values, ethical decision making, and citizenship.

Why place the Center in the Division of Continuing Education (DCE)?

The DCE's mission states that it "is committed to academic excellence and the advancement of knowledge in its professional programs. DCE serves as a bridge between the university and the broader community providing programs, supporting the needs of working professionals facing increasing demands of a changing workplace. The Douglas F. Manchester Executive Conference Center provides a visible symbol of the University of San Diego as a gathering place where members of the community can meet for professional growth and personal enrichment..."

The key words in the DCE mission statement that were applicable as we began the Center for Character Education, and remain applicable, include:

Bridge – The Center hopes to bring community members, school personnel, and teacher educators together to discuss values, ethics, citizenship, and character and how best to foster these elements in school and community programs.

Needs – The Center plans to provide services and programs to help school personnel understand, appreciate, and act upon their responsibilities as character educators.

Knowledge – The Center's programs will add to the knoweldge school personnel have about their responsibilities as moral educators and character developers; it will also provide a place where the educators and the public can come to for study, reflection, and planning.

Enrichment – The Center's programs will serve the needs for the professional and personal development of school personnel, parents, and community leaders.

The mission of the DCE matches with the intent of the Center. DCE's thrust in the education profession is to provide conferences, programs, courses, seminars, and workshops that meet the needs of practicing professionals in the field of education. As described in the plans below, regarding what the Center intends to do, it is appropriate that the Center be a unit within the Division of Continuing Education.

Where will the Center be housed?

Organizationally, the Center will be a unit in the Division of Continuing Education (DCE) and the Co-directors of the Center will report to the Director of DCE. Additionally, the Center will have its own budget, raise funds, and pay for services provided by DCE. Physically, the Center will be housed in an appropriate office on campus, near to either the School of Education or Manchester Conference Center, as space permits.

What are the centers at colleges and universities that may compete or collaborate with the Center at USD?

Here is a partial list of centers that are involved in character education work which are located in colleges/universities:

Bonner Center, CSU Fresno
Center for Ethics, Marquette University
Center for the Advancement of Character & Ethics, Boston University
Character Education Institute, California University of PA
Studies in Moral & Character Education, University of Illinois
Center for Character Education, Duquesne University
Center for Educational Renewal, University of Washington
Center for Applied Ethics, Pace University
The Communitarian Network, George Washington University
The Center for the 4th and 5th R's, SUNY – Cortland

It is interesting to note that most college/university centers are on the east coast and there seems to be only two on the west coast, with one in California. To our knowledge there are no centers for character education in the west affiliated with a Catholic college or university.

What has the Center accomplished?

The goal of the Center is to enable school personnel, community leaders, youth organizations, and parents to come together to study, discuss, debate, learn, reflect, and write on the issues, problems, promises, programs, and strategies, and assessment efforts to educate children and youth about values, ethics, citizenship, and character.

To accomplish this goal, for the last two years, the Center and its' Co-directors implemented the following activities:

1. Train educators, parents, and community members:
 - a. The Co-directors have provided on-site training to public & private schools within California and around the country to over a dozen schools since 1998.
 - b. The Introductory Training Kit for Character Education was conceptualized for conducting a one-day inservice training in schools and districts. The kit has not been developed, because we are waiting for external funds to support it's development, packaging, and marketing.

- c. The Certificate in Character Education – offered on-campus Spring 2000 – is the first program of its' kind in the country to train/certify teachers and administrators in 'character education' through a series of seminars and a special project/internship.
 - d. We are now considering offering the Certificate Program off-campus [sites under consideration = Sacramento, Chicago, Twin Cities, and Orlando for 2000/2001]
 - e. We are trying to obtain external funds to put the Certificate Program on-line, so that we can extend the learning out to others more widely across the state, the country, and around the world. [e.g., FIPSE & Bradley Foundation Proposals]
2. Serve as consultants to public and private schools and the communities they serve:
 - a. The co-directors have consulted with administrators and teachers at over a dozen public and private schools in California and around the world, since summer 1998.
 - b. The co-directors have submitted a proposal to the San Diego Foundation to fund a host of school/community based activities for character education.
 3. Hold conferences, seminars, academies, and workshops for school personnel and others interested in values, ethics, and character education.
 - a. The Co-directors gave workshops for over 1,500 California teachers during the summer 1998
 - b. The Co-directors led seminars to fulfill requirements for the Certificate in Character Education Program, during spring 2000
 - c. The First International Conference on Character Education and Teachers'/ Principals' Academy (June 1999) - made \$15,000 in revenue after expenditures. We planned a National Leadership Academy for Teacher Educators to overlap with the Academy - we had to cancel as a result of low enrollment.
 - d. The Second International Conference and Academy on Character Education is scheduled for June 2000, and we expect similar levels of participation. This year we are hosting a Counseling Institute simultaneously with the Academy- we are collaborating with USD counseling faculty on this activity.
 4. Conduct research and support the research efforts of others
 - a. The Co-directors conducted a survey of CA Schools of Education regarding Character Education in Teacher Education programs around the state, and have written an article comparing our results with those of the national survey of teacher education programs on 'character education.' This article has been submitted to Action in Teacher Education.
 - b. The Co-directors were finalists in a search for experts in the field of character education by SRA/ McGraw Hill to co-author an elementary school program on character education and conflict resolution.
 5. Assist schools and communities with program implementation
 - a. The Co-directors have had numerous opportunities during the last two years to consult with administrators, teachers, and school boards on program implementation for character education programs.

6. Conduct assessments of school/community programs
 - a. The Co-directors have initiated & are hosting the 'Golden Ruler Awards' to provide recognition for outstanding educators and programs in California. We have a co-sponsor for the award [Templeton Foundation], and the awards will be distributed by Sam Swofford the Exec. Dir. of the CA Commission on Teacher Credentialing.
 - b. While we have reviewed assessment instruments and given workshops on assessing the effectiveness of character education programs, our most significant contribution to the assessment field is the idea of the 'Character Education Audit' that has been developed, presented, and refined, and written up as a chapter in Character Education: A Guide for School Administrators.

7. Provide internships and community service opportunities for undergraduate and graduate students.
 - a. In the Certificate in Character Education Program, participants will create an action plan or participate in an internship in their school, community agency, or through the center.
 - b. Students enrolled in the new MEd in Character Education will have opportunities for internships and community service in the courses.

8. Form collaborative partnerships with other character education organizations and with public/private schools. For example,
 - a. The Center is an organizational member of the Character Education Partnership - a coalition of organizations that support character education in P-12 schools and higher education.
 - b. The Center investigated forming a partnership with a Hollywood Producer to collaborate on 'The Simple Truth' an estimated \$10million project to create movie quality videos to teach children and youth about positive personal and prosocial values. [we decided that the outcome was not a priority and instead maintain a focus on training]

9. Publish articles, book chapters, write for newsletters, participate in radio and TV programs related to character education.
 - a. Since our initial book on this topic, we have prepared edition 2 of that volume, and were invited to publish another book specifically designed for school administrators, "Character Education: A Guide for School Administrators," soon to be released by Scarecrow Press. Since 1998, and we have written numerous articles and book chapters. All of our scholarly publications have been informed by our activities at the Center, and have been used in Center activities.
 - b. The Co-directors have appeared as guest on "These Days in San Diego" (June 27, 1999), and on a cable channel production - Three Part Series: 'Midpoints: Character Education - The Family.'

10. Sponsor lectures on values, ethics, citizenship, and character education
 - a. The Co-directors of the Center presented at and provided Center sponsorship of the "Groundbreaking Conference for the Kroc Institute for Peace & Justice." Attempts will be made to make further connections to the Kroc Peace & Justice Center activities.

11. Present, be panelists, and give keynote presentations at conferences, forums, and institutes.
 - a. The Co-directors have given keynote, panel presentations, and other presentations at conferences around the country, and have been invited as international speakers (Co-director vitae are available). For example,
 - 1) The Co-directors have been invited to give separate keynote presentations at the "First Institute on Social Responsibility" for The Consortium for Social Responsibility and Character in Education at the University of Central Florida in Orlando (6/00)
 - 2) Mary Williams will give a 3 hour presentation at the upcoming Conference for the Association of Moral Education in Glasgow, Scotland [July 2000]; and was invited to present in both China and India in 1999.
12. Advise and contribute to commissions and task forces on character education and ethics.
 - a. As Chair and Members of the National Commission on Character Education, the Co-directors have presented and written about character education in teacher education programs. The report of the commission was edited by Mary Williams and was published by the Character Education Partnership (CEP). Olin Foundation Funds, obtained by CEP, enabled the report to be sent to the Dean of every School of Education in the Country.
 - b. The Co-directors have appeared as panelists for the National Commission on Character Education at: Annual Meetings/Forums for CEP, The Association of Teacher Educators, and the American Association of Colleges of Teacher Education and it's affiliates AILACTE and California Panel 2042 Teaching Standards and Administrator Standards Task Force.
13. Provide opportunities for doctoral and masters degree students to do their dissertations and theses on topics applicable to the Center's focus and purposes.
 - a. The new Masters Degree (M.Ed.) specialization in Character Education to be offered (fall 2000) through the School of Education is a direct outgrowth of Center activities & fills a need regarding higher level training & knowledge about the literature and research on best practices in the area of character education.
14. Collaborate with faculty members from colleges and universities around the world to share ideas on the preparation of teachers for their roles and responsibilities in character education.
 - a. The Co-directors were chosen to be the US representatives to a UNESCO Conference "Strengthening Values Education: Innovative Approaches to Teacher Education for Peace and International Understanding" in Andra Pradesh, India [September 2000]
15. Offer a Character Education Certificate Program for educators interested in becoming leaders in their schools/community agencies as character educators [the first in the US].
 - a. As a result, we are now offering advisory memberships in the Center for those educators who have taken the Certificate Program and want to stay connected in a network, provide mentoring of interns, and participate more fully in Center activities.

NOTE: An individual and group membership plan was not implemented in the first two years. It will be implemented as a means of maintaining contact with educators who have participated in Center activities and want to stay connected with upcoming Center events and activities.

16. Design and teach a series of graduate courses that lead to a Character Education Specialization in our M.Ed. program [approved to begin Fall 2000, the first in the US]

It is the intent of the Center to communicate with community agencies and schools about services offered by the Center, through mailings, listservs and postings on the Center website. The Center website <http://teachvalues.org> has been operating since August 1998 and has had over 7,500 visitors.

Where has the Center sought funding?

The DCE has provided seed money (\$80,000) for each of two years to enable the Center to get started with its' activities. Because of limited resources at USD, the Center can only be fully operational when outside funding becomes available.

For the reasons listed above, the following foundations/funding sources, which have supported centers with similar programs and activities, were contacted:

FIPSE - \$250,000 (3 year) proposal - [not funded]
Bradley Foundation - \$425,000 (3 year) proposal - [not funded]
Shinnyo En Foundation - interested in funding projects in 2001
The San Diego Foundation - considering a proposal request for a variety of activities
Templeton Foundation - \$7,500 "Maxim" Project [not funded];
\$4,500 Sponsorship of the 'Golden Ruler' Awards [funded]

Letters of Inquiry were sent to:

The Annenberg Foundation
The Arthur Vining Davis Foundations
The Girard Foundation
The Boyd Foundation
Clarence B. & Joan F. Coleman Charitable Foundation
The Caruso Family Foundation
The William & Flora Hewlett Foundation
Jacobs Family Foundation
The Robert Wood Foundation
The Walter S. Johnson Foundation
The John & Catherine MacArthur Foundation
A.L. Mailman Family Foundation
The Pew Charitable Trusts
The SBC Foundation (Pacific Bell)
The Teagle Foundation
Washington Mutual - Community Relations

*We have made attempts, and will continue to seek a major donor who may wish to endow the Center and have it named after him/her or a family.

The following foundations/funding sources, will be contacted – or follow-up contacts will be made during 2000 to:

Shinnyo En Foundation – pending proposal to begin 1/2001
San Diego Foundation – proposal pending to begin 9/2000
FIPSE – pending proposal – to begin 9/2001
Dr. Seuss Foundation
Irvine Foundation
Lily Foundation
Carnegie Corporation
W.K. Kellogg Foundation
Ewing Marion Dauffman Foundation
John & James L. Knight Foundation
Nippon Life Insurance Foundation
The Sprint Foundation
The Spencer Foundation
Ralphs Foundation

Grants will continue to be sought from the federal and state government, including the Center for Substance Abuse Prevention and Mental Health Services Agency. Corporations/Businesses will be contacted to support specific programs and activities of the Center. To date we have contacted or will be contacting:

AT & T
Albertsons
Exxon
Kinko's
Mail Boxes Etc.
Mission Federal Credit Union
Sempra Energy
Target
Walmart

Among the major co-sponsors in California that will be invited to participate in programs at the Center will be the County Offices of Education, The Department of Education, California Youth Authority, California Office of Criminal Justice Planning, California Teachers Association, California School Counselors Association, the Association of California School Administrators, the California Commission on Teacher Credentialing, and the California Association of Teacher Educators.

NOTE: Curriculum vitae for the Co-directors of the Center are available upon request

**University of San Diego
Division of Continuing Education
International Center for Character Education**

MMW
4/25/00

USD- International Center for Character Education Activities and Projects for 1999/2000

Projects/Activities - Accomplished

I. International Conference on Character Education (99) (00)

Conference PURPOSE: To present international and national perspectives on the best practices in character education in schools and communities.

INTENDED PARTICIPANTS: International and national presenters (invited and chosen from proposals) for elementary and secondary teachers, administrators, counselors, and teacher educators interested in starting, maintaining, or assessing character education programs.

Contents: 2 1/2 days - Curriculum and teaching programs and practices for character education in diverse settings around the world. These programs and practices are intended to teach children positive personal, prosocial, and civic values in order to reduce violence.

II. Academy on Character Education (99) (00)

Academy PURPOSE: Immersion in best practices related to curriculum and teaching for character education in community, school, and classroom settings.

INTENDED PARTICIPANTS: teachers (elementary and secondary), administrators (principals and superintendents), counselors, teacher educators, and community members

Contents: Curriculum Fair (vendors), practitioner sessions and workshops, training sessions related to best practices. An academy can be held in conjunction with the International Conference, at other times during the year at USD or off-campus (on request).

III. Certificate in Character Education Program (spring 2000)

Certificate Program PURPOSE: To provide an in-depth series of seminars and projects that includes an internship in curriculum and methods of teaching for character education.

INTENDED PARTICIPANTS: Teachers, counselors, staff developers, curriculum specialists, school and district administrators, and character education specialists.

Contents: Standards, methods, strategies, programs, resources, materials, networking, partnerships, applications at the site level in the form of an internship or action research.

IV. Award Program - 'Golden Ruler' (99)

Award PURPOSE: The 'Golden Ruler' is an award given in recognition of exemplary leadership at a site level or district/community level for a character education initiative. This award is based upon a state-wide competition. **Award 1999 Co-sponsor:** Templeton Foundation.

Award Categories:

Site Categories: 1) School District, County, or Community Program; and 2) School or Agency

Personnel Categories: 3) School Administrator; and 4) School Teacher (elementary or secondary)

Process: Awards will be processed during the winter and awarded at the ICCE International Conference in June by Sam Swofford, Executive Director, CCTC.

USD- International Center for Character Education Activities and Projects for 1999/2000

Projects/Activities - Need Funding to be Implemented

V. ICCE Training Kit for Staff Development in 'Character Education'

KIT PURPOSE: The kit is a professional development toolkit designed to enable a teacher or administrator to conduct a staff development day in their school.

INTENDED USERS: The kit can be used by a school principal, teacher/leader, or curriculum specialist.

Contents of the KIT: The kit includes books, other reference materials, handouts, overhead transparencies, and video tapes to be used for staff development in consensus building and developing action plans at a school site.

VI. Certificate in Character Education Program (on-line)

Purpose of on-line course of study: To reach a larger audience (than above) nationally, and serve an international audience.

INTENDED PARTICIPANTS: Same as #III above, except a broader range of people

Contents: Same as #III - 'Certificate in Character Education'

VII. Secondary Ethics Guidebook for Teachers

Guide Purpose: To fill the need at the secondary level (grades 7-12) for a guidebook on how to infuse character education processes and practices into the curriculum for the content areas.

INTENDED Audience: Teachers, curriculum specialists, and administrators - secondary level (gr. 7-12)

Contents: The guidebook will be complete with a framework of strategies, teaching standards, curriculum infusion standards, models and tips, and may contain multimedia materials (videos, CDrom)

VIII. Scholarly Journal (on-line): "Character Education"

Journal Purpose: To provide researchers and practitioners with a forum to publish and share research and practice ideas and results with an international audience. Theory & practice will be highlighted.

INTENDED Audience: Teachers, curriculum specialists, administrators, counselors, character education specialists, and researchers (all grades).

Contents: The journal will be refereed, with an advisory board and list of reviewers with national reputations in the area of character education. An on-line medium will make this available to an international group of educators, students, and community members.

Committee for the Enhancement of Learning and Teaching

UOP Room 218
Friday, April 28, 2000 / 1:30-2:45

Product Agenda

REVIEW OF WORKSHOPS

1. Distance Learning - Dr. Mary Williams
2. Assessment - Dr. Stephen Klein

WORKSHOPS FOR FALL 2000 AND SPRING 2001

1. Problem Based Learning (PBL)
 - Dr. Ed Bridges
2. New Faculty Mentoring Program
 - Regular sessions that meet every 5 or 6 weeks:
 - creating better syllabi
 - presentation skills
 - working with small groups
 - performance assessment
 - creating better testing materials
 - peer evaluations
 - student/faculty advising
 - Sample flyer
3. Teaching Award Program (Campus-Wide)
 - Teaching with technology
 - Undergraduate teaching and mentoring
 - Graduate teaching and mentoring
 - Monetary awards \$1,000 each; maybe a plaque; library listing the new folks each year – this committee (center) and the provost's office be involved with selection
 - College of Arts and Science already has a teaching award? If so, is there a

monetary award? Is it just A & S or are all faculty who teach undergrads eligible?

- If it's a teaching and mentoring award -- Could this mean "or" rather than "and"? In other words, could someone who is not a professor, but has been an awesome mentor to lots of students (e.g., someone in student affairs) get this award?

NAME CHANGE

1. Committee or Center?
2. Why?

PROPOSED BUDGET

\$50,000.00

GRANTS

Researching funding opportunities specific to beginning Learning and Teacher Centers / Faculty Development related programs.

COORDINATOR REPLACEMENT

The new coordinator will be contacting each of you in the Summer.

Committee for the Enhancement of Learning and Teaching

UOP Room 218
Friday, April 28, 2000 / 1:30-2:45

Minutes

REVIEW OF WORKSHOPS

1. Excellent feedback from the Distance Learning workshop conducted by Dr. Mary Williams. A follow-up session is needed.
 - Need a follow-up session for interested faculty
 - Need a resource person – identified for the faculty – to help them design DL courses
 - Need good examples of how people are implementing DL components into their classrooms (roundtable discussions with small groups)
2. Invite Jack Pope to one of our committee meetings in the fall. Have Jack talk about WebCT and other technological resources available to USD faculty.
3. Excellent feedback from the Performance Assessment workshop conducted by Dr. Stephen Klein. For the next workshop on May 25, Steve will be incorporating more interactive hands-on activities. Many of the committee members will be attending the rescheduled workshop. They are also going to invite additional faculty members who may not have been able to attend the May 5 date.

WORKSHOPS FOR FALL 2000 AND SPRING 2001

1. Problem Based Learning (PBL)
Half-day event in September or October
Contact Dr. Ed Bridges
2. New Faculty Development Program
6 workshops throughout the duration of the year
Group lunches
Committee member facilitates the workshop or the "expert"

*new faculty
creating better syllabi
presentation skills
working with small groups
performance assessment
creating better testing materials
peer evaluations*

student/faculty advising
diversity

3. Teaching Award Program (Campus-Wide)
Teaching with technology
Undergraduate teaching
Graduate teaching

Candidates must be faculty members
Monetary award of \$1,000
The committee (center) is involved with the final selection
Awarded at graduation by the President

Send notices to all dean's explaining the new award. Ask their opinions on how to get faculty members nominated.

4. Distance Learning -- follow-up session

NAME CHANGE TO CENTER

Overall, "Center" sounds more permanent than a "Committee." If we become a center, we may want to think about having a director and possibly staff members. Also, if we propose a three year budget plan we can start recruiting those faculty members who are interested in pursuing faculty development -- work in the budget "stipend" and/or "release time."

PROPOSED BUDGET

Three year plan:

First year = \$50,000.00

Second year = \$100,000.00

Third year = \$150,000.00

What do we envision? What will be our purpose? What tasks follow from that purpose? How much support do we have? And by whom? What about faculty buy-in. Must continue to put on "quality" and "meaningful" workshops/events.

WEBSITE

As much as possible, put the content of our sponsored workshops on-line. Perhaps hire someone to work solely on developing the site.

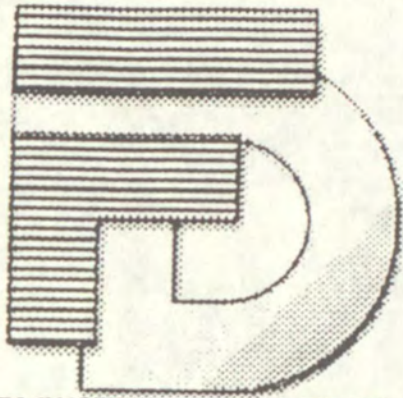
GRANTS

Research funding opportunities specific to beginning Learning and Teacher Centers / Faculty Development related programs.

COMMITTEE MEMBERS & COORDINATOR REPLACEMENT

All committee members, except for Jane Georges, will be with us next year. They are aware that Alana will be replaced in the fall by another GA.

www.acusd.edu/facdev/



FACULTY DEVELOPMENT

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UNIVERSITY OF SAN DIEGO
FACULTY DEVELOPMENT

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Questions

FACULTY DEVELOPMENT
University of San Diego, 5998 Alcalá Park, San Diego, CA 92110-2492

➤ Come to our "Student Performance Assessment Workshops" on May 25, 2000. See Upcoming Events.

REVIEWS AND ANNOTATIONS | DIRECTORY OF RESOURCES | UPCOMING EVENTS | QUESTIONS

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Contact AlanaNicas@aol.com submit comments about this web site.

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Reviews and Annotations

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Questions

Committee for the Enhancement of Learning and Teaching

The role of the Committee for the Enhancement of Learning and Teaching is to provide a variety of staff development opportunities for faculty related to teaching and/or assessment of student learning. The goal of providing these opportunities is to expand faculty understanding of teaching and assessment of student learning.

<http://www.emory.edu/TEACHING/Centers.html>

Committee Members:

Chair, Paula Cordeiro (cordeiro@acUSD.edu)

Coordinator, Alana Nicastro (AlanaNicas@aol.com)

College of Arts and Sciences, Mitch Malachowski (malachow@acUSD.edu) & Susan Briziarelli (susan3@acUSD.edu)

School of Education, Mary Williams (maryw@acUSD.edu)

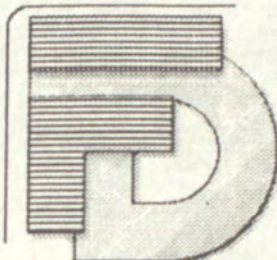
School of Nursing, Jane Georges (jgeorges@acUSD.edu)

School of Law, Chris Wonnell (cwonnell@acUSD.edu)

School of Business, Manzur Rahman (rahman@acUSD.edu)

If you have any questions about this website, submit comments to the committee's coordinator, Alana Nicastro (AlanaNicas@aol.com)

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FACULTY DEVELOPMENT

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DIRECTORY OF RESOURCES

University of San Diego, 5998 Alcala Park, San Diego, CA 92110-2492

2000 Sources of Faculty Development Opportunities:

Academic Initiatives Fund
Irvine II - Creating Cultural Competence
Faculty and Curriculum Diversity Programs
Enhanced Student Faculty Interaction Fund
Social Issues Committee
Internationalization of the Curriculum Committee
Experiential Education Committee
Writing Across the Curriculum Committee
Ethics Across the Curriculum Committee
Instructional Development Fund
Futures Project
Faculty Research Grants
University Professorships/Projects

Transborder Initiative
Interdisciplinary Travel

Check updates from Sponsored Programs:

<http://www.acusd.edu/sponsored-programs>

University-Wide Committees:

Committee for the Enhancement of Learning and Teaching (Chair, Paula Cordeiro)

Assessment Committee (Chair, Sister Maureen Cronin)

Health Sciences Evaluation Committee

Scholarship Committee

Experiential Education Committee

Academic Initiatives Committee

Internationalization of the Curriculum Committee

Library Committee

Interdisciplinary Travel Committee

Academic Computing Committee

Social Issues Committee

Committee on the Protection of Human Subjects

University Professorships Oversight Committee

Associated Student/United Front Human Relations Weekend

San Diego City College/USD Cooperative Program

Multicultural Community Service Workshops

Literacy Projects

Urban Studies Program

The Education Opportunity Program

Promotion of Professional Conferences for Students and Staff

Orientation Team Selection

International Student Orientation

Interfaith Mass

Faculty Mentoring

Ethics Across Campus

Honors: Team Teaching

Media Services

Office of Sponsored Programs

Suggested:

4. Student retention and rate of graduation data

86.4 percent of the students who started law school at USD in the years 1990 through 1994 graduated within five years.

5. Instruments used to measure program effectiveness

California bar passage rates, and standing relative to ABA-accredited California law schools. Number of California law schools was:

Pre Feb-97	16
Feb-97 to Jul-98	17
Post Jul-98	19

Date	USD 1st-time	State-Wide ABA 1st-time	USD All-Takers	State-Wide ABA All-Takers	USD Rank
Jul-96	79.4%	77.4%	72.2%	70.9%	8th
Feb-97	73.7%	69.8%	61.6%	62.6%	9th
Jul-97	84.8%	82.4%	78.8%	76.6%	8th
Feb-98	64.5%	62.8%	48.1%	49.4%	9th
Jul-98	69.0%	72.1%	65.1%	62.9%	11th
Feb-99	76.7%	55.8%	68.9%	50.6%	3rd
Jul-99	67.0%	55.8%	61.0%	50.6%	10th

Executive Summary
ETS Evaluation - MSN Program
1999-2000

In January 2000, ETS questionnaires and a set of program-specific supplemental questions were sent to 23 full-time and part-time faculty, 88 current students, and 189 alumni graduated since May of 1996, the last time an evaluation of the MSN program was conducted. Response rates for each of the three groups were as follows:

Faculty - 13 (57%) (8 full-time and 5 part-time faculty)
Students - 38 (43%) (NP - 30, HCS - 2, CMVP - 3, unspecified - 3)
Alumni - 75 (40%) (NP - 47, HCS - 8, CMVP - 6, unspecified - 14)

Subgroup analyses were derived from data provided by current NP students and NP, HCS, and CMVP alumni. Descriptive, positive, and negative findings of note are summarized below, followed by recommendations for action.

Descriptive Findings of Interest

1. Half (50%) of all students and 43% of NP students were over 40 years of age. Sixty-two percent of alumni respondents were age 40 or older.

. Fifty-three percent of current students and 63% of alumni reported full-time study during most of their program. Slightly fewer NP students (47%) reported full-time study. Most HCS alumni (63%) attended the program part-time compared to 30% of NP alumni and 67% of CMVP graduates.

3. The vast majority of students (89%) work at least part-time while enrolled, and 34% are full-time employees.

Positive Findings of Note

1. Overall, mean ratings by all groups of respondents (faculty, students, and alumni) on all ETS dimensions are favorable, with most ranging from "good" (a mean of 3 or higher) to "excellent" (a mean of 4).

2. Mean ratings for all three groups increased on all but two dimensions from 1995-96 to 1999-00, most by considerable margins. These gains offset comparable declines noted from 1991-92 to 1995-96.

3. The MSN program at USD received higher mean ratings on all dimensions than other nursing and health-related masters programs using the ETS self-evaluation program.

4. Current student ratings are higher on most dimensions than alumni ratings, suggesting program improvement over time.

5. At least 66% of students and 55% of alumni provided favorable responses to supplemental program-specific items, and the percentages of favorable responses exceeded those achieved in 1995-96 on most items common to both surveys.

Nearly all alumni (96%) indicated that the program satisfied their purpose for returning to school "fairly" (51%) or "extremely" (45%) well.

7. Almost all (97%) of alumni were employed immediately after graduation, and 96% were employed at the time of the present study.

8. Seventy-six percent of alumni have annual salaries in excess of \$40,000, and 61% have salaries over \$50,000.

9. Nearly one fourth (24%) of current students plan eventual doctoral study.

10. The mean faculty rating on administrative management of the school increased 1.03 points to 3.23 from 1995-96 to 1999-00. Other mean ratings on items in the dimension related to the faculty work environment remain high.

11. Fewer faculty (46%) agreed or strongly agreed that their faculty responsibilities create conflicting demands and personal strain than in 1995-96 (90%)

12. Faculty remain productive scholars in terms of publications and presentations.

Negative Findings of Concern

1. Alumni ratings of employment assistance remain low (mean 1.57). Although most graduates do not appear to need assistance in this area, there may be a need to provide more help for those who do.

2. Students and alumni both provided a mean rating below 3 on the ETS item related to advising.

3. HCS alumni provided lower mean ratings than NP and CMVP alumni on all but one ETS dimension. Mean ratings for this subgroup were only in the "fair" to "good" range for three dimensions (quality of teaching, curriculum, and departmental procedures), whereas mean ratings by the other two subgroups were in the "good" to "excellent" range.

4. Thirty-eight percent of HCS alumni reported they would be unwilling to enroll in the program again if faced with the choice.

5. CMVP alumni provided a rating below 3 on the ETS item related to the relevance of degree requirements.

6. Smaller percentages of CMVP alumni provided favorable responses on supplemental questions related to the overall MSN program than NP or HCS alumni.

Recommendations

1. Proceed with the recently identified need to reevaluate the focus and curriculum of the CMVP program.
2. Monitor the effects of recent changes in the HCS curriculum on future evaluation findings.
3. Monitor the quality of faculty advising in all MSN tracks.
4. Continue efforts to decrease faculty role conflict and strain.

Executive Summary
ETS Evaluation of DNSc Program, 1997-1998

During January 1998, ETS evaluation questionnaires were sent to faculty, currently enrolled students, and alumni of the DNSc program. Faculty questionnaires were sent to all full-time faculty and those part-time faculty who had been actively involved in teaching doctoral courses. Student questionnaires were sent to all current students including special students who were awaiting admission decisions. Alumni questionnaires were sent to alumni who graduated from the program from May of 1993 through August, 1997. Faculty, students, and alumni were also asked to respond to twenty additional program-specific items. Response rates were as follows: faculty - 92%, students - 57%, alumni - 79%. Highlights of the evaluation findings and recommendations for action are presented below.

Evaluation Highlights

- * Overall, the DNSc program received very favorable evaluations from faculty, current students, and alumni, and ratings in most major dimensions increased over 1993 ratings. With the exception of the resource availability dimension, USD ratings by faculty, students, and alumni are consistently higher than ETS comparison data.
- * Both current students and alumni report high levels of satisfaction with the program, although a small percentage of students (16%) indicated that they would transfer to another program if they could do so without losing credits.
- * Ninety percent of current doctoral students are over 40 years of age compared to 77% in 1993.
- * Most students (77%) are enrolled part-time in the doctoral program.
- * Faculty, students, and alumni are highly productive in their professional endeavors, although current students and alumni report fewer publications and less ongoing research than the 1993 comparison groups. Again, this may be partially a function of employment in community colleges where research and publication are not major considerations. Faculty are spending more time in teaching and less in scholarly activities than in 1993, and have fewer publications and presentations than in the previous evaluation. These findings may reflect a younger, less experienced faculty group at present.
- * Faculty differ fairly markedly from students in terms of the desired level of emphasis to be placed on preparation for teaching versus preparation for research (not addressed by alumni). Students expressed a desire for the same or less emphasis on research and more emphasis on teaching, whereas faculty desired the same or more emphasis on research and the same or more emphasis on teaching. Students tended to be more extreme in their desires for more teaching preparation than faculty with 26% wanting "much more emphasis" in this area. Students also indicated a desire for more clinical emphasis which faculty did not. Most alumni and students anticipate or are actually involved in teaching positions, particularly clinical teaching. Very few

alumni (7%) are employed in positions in which research is an expectation; however, 55% of current students anticipate employment combining teaching and research. There may be a need to revise the focus of the program based on the kind of employment in which alumni (and students) are involved.

- * Student ratings on the qualifying examination procedure remain relatively low (mean of 2.80). The effects of recent changes in the procedure remain unknown.
- * Procedures related to selection of the dissertation committee seem to be an area of concern among alumni (other groups do not respond to this item). Students may need more explicit guidance in this area, or difficulty in committee selection may reflect large groups of students reaching dissertation stage at the same time. One possible solution is to devise a more structured curriculum to move students through the program at a more measured pace.
- * 34% of alumni rated their association with major professors as of only "some" to "very little value," and 27% rated the dissertation experience in the same fashion.
- * Ratings related to library and computer services remain low, although library ratings have improved since 1993 and may continue to improve with the recent development of the library consortium.
- * Faculty expressed some concern regarding the breadth of their research activity to support student research efforts. This concern does not seem to be shared by students or alumni.
- * Health policy content utility received relative low ratings by current students, but not alumni. Health policy content is not systematically presented anywhere in the curriculum, and there may be a need to reinstate the core requirement in health policy.
- * Alumni provided slightly lower ratings on the quality of their preparation for research and opportunities for increasingly independent research activities than students or faculty. This may be a function of the lack of research emphasis in employment settings, or may indicate actual deficiencies in this area.
- * Faculty responses in the dimension related to the work environment are more favorable than in previous evaluations.
- * Faculty ratings on opportunities for faculty development declined from 1993 to 1998 and may reflect a need for attention to the professional development of younger faculty with fewer years of teaching experience than has previous been the case.
- * Faculty continue to report strain due to conflicting demands on their time. There may be a need to develop more efficient ways of fulfilling faculty responsibilities.

Recommendations

Based on the conclusions that may be drawn from the evaluation findings presented here, the following recommendations may be appropriate:

- * Review the extent of preparation for teaching available in the program and increase emphasis in this area if warranted.
- * Evaluate the effect of recent changes in the qualifying examination procedure.
- * Incorporate more guidance in the selection of dissertation committee members into interactions with students (particularly in NU 670, NU 673, and NU 664 courses) and/or create a more structured program in which requests for committee membership are more evenly distributed across time.
- * Explore in more detail, alumni concerns with the limited helpfulness of relationships with major professors and lack of value of the dissertation experience.
- * Explore the expressed lack of utility of health policy content and either find ways of making existing content more relevant or providing content more consistently to all students (eg, reinstate NU 648, Health Policy Analysis, as a core requirement).
- * Continue to screen applicants for their fit with faculty research interests and assign faculty with similar interests as initial advisors for new students.
- * Find ways to promote increasing development of research capabilities and increasingly independent study among students.
- * Develop more systematic ways of fostering faculty development..
- * Develop more efficient ways of fulfilling faculty responsibilities to decrease the role strain reported by faculty. In many instances, this effort will require the development of an infrastructure within the School and the University that fosters modes of efficiency (eg, better computer support services).



University of San Diego

Hahn School of Nursing and Health Science

To: Dr. Janet Rodgers, Dean
From: Dr. Patricia Roth, Chair
Doctoral Committee
Date: May 19, 1999

Summary of Initiatives in Response to the ETS Evaluation of the Doctoral Program 1997-1998

An Ad Hoc Doctoral Committee was formed in the Fall, 1996 to address issues concerning the Doctor of Nursing Science Program, including curriculum, policies, support services and strategic planning. At the recommendation of this committee, a standing committee was approved by the faculty in the Spring, 1997 to continue to address issues surrounding the doctoral program. The faculty by-laws were revised in the Fall of 1997 and the committee was fully operational in the Fall, 1997. In the Spring Semester 1998, a coordinator was appointed to chair the Doctoral Committee and to assume some of the organizational activities related to the program. The ETS Evaluation (1997-1998) results were reviewed on several occasions by the Doctoral Committee and were helpful in shaping the programmatic changes, and revisions in student policies.

In the Fall of 1998, the faculty determined that the goals of the doctoral program could best be served by transitioning the DNSc program to a PhD Program. The Doctoral Committee submitted a proposal for a transition from a Doctor of Nursing Science Program to a Doctor of Philosophy in Nursing Program to the Faculty of the School of Nursing in October, 1999. Following approval, the proposal was submitted to the Deans' Council, the Provost, and the President of the University. The change was approved by the Board of Trustees in December 1998 and the PhD Program was initiated in the Spring, 1999. Students currently enrolled are transitioning to the PhD Program and new students are currently enrolling in the Summer and Fall Sessions, 1999.

In response to the recommendations (see Attachment 1) drawn from the evaluation findings the following areas have been addressed :

1. The focus of the doctoral program is preparation for the role of researcher, not necessarily the preparation of nurse educators. However, with recognition that many graduates assume faculty roles, a new course was developed, Nu 698 Knowledge Dissemination to address this issue. Opportunities also exist for students to enroll in Nu 699 Residency to undertake practicums in university settings designed to enhance faculty role development.

2. The Qualifying Examination Procedure was revised and implemented in the Spring, 1998. The first students involved in the new procedure took their Qualifying Examination in the Fall, 1999. A preparatory seminar was initiated and implemented on an exploratory basis in the Fall, 1998. Based on student interest, a formal 1 unit preparatory seminar will be initiated in the Summer, 1999. The revised process affords greater flexibility for students in submitted their examination and a forum for scholarly discussion and critique as they formulate their papers.
3. Selection of dissertation committee members continues to be an area of emphasis in Nu 664 Dissertation Seminar. After a two-year transition period in which there were substantive changes in faculty composition, the faculty has stabilized and additional faculty are available to students for dissertation committees. External committee members are both suggested and encouraged.
4. The faculty continue to explore student-faculty relationships and considerable time and effort is vested in the dissertation experience. The committee noted that 76% of alumni consider their relationship with their major professor to be of considerable to great value and 77% felt the dissertation experience to be of considerable to great value. The committee noted that the demands of the doctoral program on faculty time is considerable due to admission interviews, qualifying examinations, individual mentoring of students and the dissertation experience. These activities are in addition to the usual faculty teaching and committee assignments.
5. In relation to the current elective course in Health Policy, the committee recognizes the value of the content and will continue to explore student response. With the recent curriculum revision, the committee formalized and strengthened the research component of the program. Further attention to the emphasis on leadership for global health will be part of the activities of the committee during the 1999-2000 academic year. During this process, this issue of content concerning health policy will be revisited.
6. The Doctoral Committee continues to interview every applicant to the program and carefully evaluates the fit between applicants goals, faculty strengths and programmatic goals. In response to the perceived need of potential applicants in faculty positions, a summer program will be initiated in the year 2000. During the last two years, the majority of applicants have been recruited from clinical and university level faculty positions .
7. Recent changes in the doctoral program include the development of a required 18 unit research component to enhance the knowledge base of students and to promote independent activities in developing a program of research. Additional computer resources on campus have been helpful in facilitating faculty and student research efforts.

8. The faculty and administration continue to explore ways to deal with faculty role strain related to teaching loads, scholarship demands and the need for continued involvement in clinical roles, as well as professional and community activities. Specific initiatives at the university level to develop the Teacher-Scholar Model may facilitate additional support for faculty involved in graduate programming. The demands on faculty are considerable since all faculty participate in the Qualifying Examination Process and the Dissertation Process.

Thank you for the opportunity to respond to this very helpful document.

ETS Evaluation Results
Bachelor of Science in Nursing Program
Executive Summary
1996-1997
Mary Jo Clark

In the Fall of 1996, evaluation questionnaires from the Educational Testing Service (ETS) and a 20-item set of program specific questions were mailed to 14 full-time faculty, 30 students currently enrolled in the BSN program, and 52 alumni graduated from the program since May of 1992. The currently enrolled student and alumni groups included both regular BSN and accelerated RN-MSN students. Response rates for each group were as follows:

Faculty	86%	(N=12)
Current students	70%	(N=21)
Regular BSN	57%	(N=4)
Accelerated RN-MSN	74%	(N=17)
Alumni	46%	(N=24)
Regular BSN	40%	(N=8)
Accelerated RN-MSN	50%	(N=16)

Generally speaking, evaluation findings were quite favorable, although there are some areas in which ratings have declined since the previous evaluation of the BSN program in 1992. Overall program satisfaction with the BSN program remains high, above a "good" rating of 3 on a 4-point scale, as do ratings by all three groups of scholarly excellence, quality of teaching, and concern for students. Mean student and alumni ratings of the effectiveness of clinical experiences were also above 3. Another positive finding is the increase in ratings on some aspects of the faculty work environment, particularly ratings of administrative management of the program. Major dimensions on which one or more group of respondents provided a mean rating below 3 included the curriculum, departmental procedures, resource availability and accessibility, and employment assistance. Of these, only the area of employment assistance received a mean rating below the "fair" level of 2. Specific areas in which mean ratings of one or more group declined include the following:

- * **Adequacy of library holdings:** Consistent with other recent program evaluations, faculty, students, and alumni all provided lower ratings in this area than in 1992. This may reflect the increased breadth of materials needed by faculty and students or the increase in the number or publications related, directly or indirectly, to nursing practice. It may be that library acquisitions can never keep up with the demand for materials and that there should be a shift in focus to providing access to electronic sources of information.
- * **Ability of faculty to work together to achieve program goals:** The mean faculty rating in this area was 2.91, while those by students and alumni remained above 3.
- * **Receptivity to new ideas and ways of doing things:** Faculty and student groups both provided lower ratings in this area than in the 1992 study. The faculty mean was particularly low (2.64).

- * **Student-faculty communication:** Student ratings in this area dropped from 3.33 in 1992 to 2.90. Students, faculty, and alumni also provided lower ratings on opportunities to interact with each other and students provided a lower mean rating of opportunities for input in program decisions. In part, these ratings may be a function of decreased student participation in the Undergraduate Nurses' Association and in faculty committees. It is hoped that the recent creation of a School of Nursing list server and an "official notices" area on the student bulletin board will foster faculty-student communication in the face of diminished faculty and student time for interaction.
- * **Course frequency:** Students provided higher ratings in this area than in 1992 while faculty and alumni provided lower ratings. Mean ratings by all three groups were lower than 3. Increased student ratings may be due to the ability to take core MSN courses during the summer as no other changes have been made in the frequency of courses taken by BSN students. Given the small number of students in strictly BSN courses, it is not feasible to offer courses more frequently than once a year.
- * **Course variety:** All three groups of respondents provided mean ratings below 2 in this area. Given the fact that BSN students usually have already taken most of the GE courses in which variety usually occurs in a BSN program, increased variety of courses is not likely.
- * **Interaction with other disciplines:** Although mean ratings in this area remained below 2, the ratings of all three groups increased over those in 1992. This may be a result of greater use of members of other disciplines as guest lecturers in BSN classes.
- * **Advising:** Although mean ratings by faculty increased to greater than 3, ratings by students and alumni remained below 2 and actually declined further from 1992 rates. This is consistent with the findings of the 1993 evaluation of the accelerated RN-MSN program in which the complexity of advising was noted as a problem. Hopefully, the recent changes in the regular BSN and accelerated RN-MSN curricula making the courses taken more consistent across groups will ease the confusion in advising students and improve ratings in this area.
- * **Clarity of degree requirements:** Ratings by students declined in this area. Hopefully the curriculum changes noted above will have a positive effect on this decline as well.
- * **Adequacy of facilities and equipment:** All three groups provided mean ratings below 3 on items in these areas. It is unclear, however, what the specific areas of deficiency are. Two possibilities include the supply of assessment equipment versus the demand and access to computer facilities. Hopefully, the latter is being addressed by increased availability of hardware and software in the School of Nursing computer lab. Additional support in this area may be derived from the Fuld Foundation grant if funded.
- * **Financial resources:** Ratings by faculty and students actually increased in this area, although student ratings still remained below 2. This increase is probably due to the efforts of Cathy Mumper to assist students with finding financial assistance.
- * **Training for clinical experiences:** Students provided lower ratings in this area than in 1992. The reason for this is not clear because student orientation for the two major off-campus clinical experiences has not changed appreciably since that time. It may be that this response is a function of difficulties with human subjects approval for one of the student projects last year which could be attributed to failure to alert students to this need.

- * **Clarity of program objectives:** Faculty provided lower mean ratings on this item than in 1992. In part this may reflect recent faculty discussion of the possibility of eliminating the regular BSN program and continued questions as to the viability of this program. Faculty decided instead to eliminate certain BSN courses and have all students take the comparable MSN courses instead. The effects of this decision remain to be seen.
- * **Preparation for work:** Alumni indicated greater disagreement with the statement that they were able to find a job for which they were prepared or were better prepared for their current job than in 1992. This is consistent with the very low rating on the dimension of employment assistance by this group (1.98) and may indicate a need for more systematic assistance with employment after graduation or a need to re-examine the employment market for nurse practitioner students and restrict enrollments in that program accordingly.
- * **Utility of seminar experiences:** Students and alumni were less likely than in 1992 to agree that seminar experiences enhanced their abilities to translate theoretical principles into practice.
- * **Student recruitment:** More alumni (but not students) indicated an unwillingness to recommend the program to friends with similar interests than in 1992 (17% versus 0%). This is probably not a serious issue at present given the continued overall high levels of program satisfaction, but may prove to be of concern if the trend continues. Graduates of all of the School of Nursing programs are one of our best recruiting resources.
- * **Preparation for graduate study:** Alumni provided lower ratings in this area than in 1992. Hopefully, decisions not to allow accelerated students to take graduate courses until their senior year and the reinstatement of the undergraduate assessment course will resolve this problem.

While quite favorable overall, the evaluation findings presented here generally raise more questions than they answer. The primary conclusions that can be reached is that there are no overwhelming problems with the BSN program at this time and that the program should be continued. Questions raised by the evaluation that may need further consideration by the faculty include the following:

- * Do recent changes in BSN degree requirements and course sequencing facilitate student learning and better prepare students for graduate study?
- * Are there ways in which faculty can work together more effectively to achieve program goals?
- * Are there more productive uses of seminar time that will better enable students to apply theoretical principles to nursing practice?
- * What are the effects of recent efforts to improve communication between faculty and students?
How can opportunities for communication, interaction, and input be further enhanced?
- * What is the basis for declining student and alumni ratings of the availability of equipment and facilities? How can conditions contributing to these declines be modified?
- * What is the effect of recent efforts to assist graduating students with finding employment? Should the number of admissions to the nurse practitioner track be examined in light of the local employment market? Should additional systematic employment assistance be provided?

- * Will the increased percentage of alumni unwilling to recommend the program to others be a continuing trend or is it a function of the transitions entailed in the implementation of the accelerated RN-MSN program?
- * What additional steps can be taken by the School of Nursing and the library to increase student access to electronic sources of information?

Summary Report
Use of Evaluative Findings
Bachelor of Science in Nursing Program
Spring 1998
Mary Jo Clark

The following is a summary of actions taken regarding specific areas of concern or questions raised by the 1996-1997 ETS evaluation of the BSN program.

Area of concern: Adequacy of library holdings

Responsible party: Library Committee

Action taken: Faculty continue to make recommendations for library acquisitions, all of which have been honored to date. The library recently entered into a consortium arrangement with other local university libraries to provide easy access to the holdings of four separate libraries. Hopefully, this will address students' concerns at least in relation to book holdings.

Area of concern: Faculty-student communication

Responsible party: Student Affairs Committee, Curriculum Committee, Associate Dean

Action taken: All new admissions are sent a letter informing them of the need to have an e-mail address. Students are asked to return a form including their e-mail address and addresses are subscribed to the School of Nursing e-mail list server. Use of one section of the student bulletin board for official SON notices seems to be helping as well. The Curriculum Committee is examining avenues for increasing student participation on faculty committees (eg, by giving elective credit for active participation and leadership).

Area of concern: Advising, clarity of degree requirements, clarity of program objectives

Responsible party: Curriculum Committee, Associate Dean

Action taken: Refinement of the BSN curriculum so that all students (regular and accelerated) take the same set of courses for the BSN degree. Advising guidelines for all programs provided to all faculty advisors. In-depth orientation of new faculty regarding program advisement. Revision of recruiting materials to reflect changes and change in brochure format to make changes easier to publicize.

Area of concern: Adequacy of facilities and equipment

Responsible party: Technology committee, Phil Plouffe

Action taken: Enhanced access to computer lab with some evening hour coverage. Acquisition of computer hardware and software. Replacement of lab equipment.

Area of concern: Training for clinical experiences

Responsible party: Faculty

Action taken: Orientation to clinical placement process for NP students. Continue in-depth orientation for BSN clinical courses.

Area of concern: Preparation for work

Responsible party: Student Affairs Committee,

Action taken: Include presentation from Career Services Office in new student orientation sessions. Disseminate information regarding career services availability to student organizations and via e-mail list server.

Area of concern: Utility of seminar experiences

Responsible party: Community Health Faculty

Action taken: Examined use of seminar as means of translating theoretical principles into action.

Area of concern: Preparation for graduate study

Responsible party: Advisors, Curriculum Committee,

Action taken: Undergraduate assessment course reinstated as prerequisite for NU 221. Greater emphasis on advising students not to take MSN courses until senior year.

Area of concern: Interaction with other disciplines

Responsible party: Course Faculty

Action taken: Continued use of members of other disciplines as guest lecturers.

Area of concern: Course frequency/variety

Responsible party:

Action taken: Given degree requirements and small numbers of students in BSN courses, no changes are anticipated in these areas. Core MSN courses taken by BSN students continue to be offered every other summer to provide somewhat more flexibility in scheduling.

Area of concern: Financial resources

Responsible party: Student Services Director, Dean

Action taken: Continued search for sources of assistance for nursing students. Encouragement of all eligible students to apply for loan/scholarship funds.

Area of concern: Receptivity to new ideas

Responsible party: Faculty

Action taken: No specific actions taken to date.

Area of concern: Student Recruitment

Responsible party: Student Affairs Committee, Student Services Director/Admissions Officer

Action taken: Continued monitoring of this area in subsequent evaluations and via periodic review of applications for source of knowledge of USD.

USD ENROLLMENT HISTORY AND PROJECTIONS

Official Statistics
9/12/00

	Freshmen		Sophomores		Juniors		Seniors		UG Total		Graduates			Grand Total			Annual Avg. FTE			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17			
Actual 1995-1996 FTE Head Ct.	1295 (1381) 1134.5	814 (875) 794.5	874 (929) 866.5	828 (921) 902.5	859 (934) 866.5	812 (890) 819.5	827 (890) 819.5	897 (993) 969	1041 (1177) 991	3754 (4111) 3872.5	712 (1201) 703	694 (1183) 704	4523 (5307) 4401	4279 (5111) 4401	4401	4600	4636	4753	4886.5	-5.9% -4.3% -5.7% -4.4% -6.5% -5.8% -3.7% -3% -4.4% -3.5% -5.8%
Actual 1996-1997 FTE Head Ct.	1439 (1528) 1242	1045 (1130) 842	828 (888) 819.5	897 (993) 969	812 (877) 819.5	859 (934) 866.5	827 (890) 819.5	897 (993) 969	1041 (1177) 991	3754 (4111) 3872.5	712 (1201) 703	694 (1183) 704	4523 (5307) 4401	4279 (5111) 4401	4401	4600	4636	4753	4886.5	-5.9% -4.3% -5.7% -4.4% -6.5% -5.8% -3.7% -3% -4.4% -3.5% -5.8%
Actual 1997-1998 FTE Head Ct.	1458.5 (1544) 1244	1029.5 (1094) 932	832.5 (888) 839	820.5 (927) 906	845 (904) 839	812 (877) 819.5	827 (890) 819.5	897 (993) 969	1041 (1177) 991	3754 (4111) 3872.5	712 (1201) 703	694 (1183) 704	4523 (5307) 4401	4279 (5111) 4401	4401	4600	4636	4753	4886.5	-5.9% -4.3% -5.7% -4.4% -6.5% -5.8% -3.7% -3% -4.4% -3.5% -5.8%
Actual 1998-1999 FTE Head Ct.	1405.5 (1474) 1208.5	1012 (1064) 987	931 (981) 948	816 (923) 931	965 (1023) 948	812 (877) 819.5	827 (890) 819.5	897 (993) 969	1041 (1177) 991	3754 (4111) 3872.5	712 (1201) 703	694 (1183) 704	4523 (5307) 4401	4279 (5111) 4401	4401	4600	4636	4753	4886.5	-5.9% -4.3% -5.7% -4.4% -6.5% -5.8% -3.7% -3% -4.4% -3.5% -5.8%
Actual 1999-2000 FTE Head Ct.	1580 (1670) 1300	1020 (1083) 954	954 (999) 975	912 (1011) 1023	996 (1050) 975	812 (877) 819.5	827 (890) 819.5	897 (993) 969	1041 (1177) 991	3754 (4111) 3872.5	712 (1201) 703	694 (1183) 704	4523 (5307) 4401	4279 (5111) 4401	4401	4600	4636	4753	4886.5	-5.9% -4.3% -5.7% -4.4% -6.5% -5.8% -3.7% -3% -4.4% -3.5% -5.8%
Projected FTE 2000-2001	1481 1266	1051 951	941 956	844 925	977 1006	812 (877) 819.5	827 (890) 819.5	897 (993) 969	1041 (1177) 991	3754 (4111) 3872.5	712 (1201) 703	694 (1183) 704	4523 (5307) 4401	4279 (5111) 4401	4401	4600	4636	4753	4886.5	-5.9% -4.3% -5.7% -4.4% -6.5% -5.8% -3.7% -3% -4.4% -3.5% -5.8%
Actual 2000-2001 FTE Head Ct.	1762 1456	1149 1020	1024 1071	958 1024	1118 1071	812 (877) 819.5	827 (890) 819.5	897 (993) 969	1041 (1177) 991	3754 (4111) 3872.5	712 (1201) 703	694 (1183) 704	4523 (5307) 4401	4279 (5111) 4401	4401	4600	4636	4753	4886.5	-5.9% -4.3% -5.7% -4.4% -6.5% -5.8% -3.7% -3% -4.4% -3.5% -5.8%

USD ENROLLMENT: LAW SCHOOL

	Day	Eve/PT	LLM/	Total	FTE
	Day	Day	MCL		
Fall, 1998	721	262+8	142	1133	992
Spr., 1999	645	295+6	137	1083	936
Fall, 1999	684	302	132	1118	971
Spr., 2000	625	308	131	1064	915
Fall, 2000	691	291	138	1100	952
Spr., 2001	618	290	131	1050	908

2000-2001 Projections (Annual Average)

Day 655 Eve/PT 291 LLM 1250 cr./1050 cr.

2000-2001 Actual

Day 655 Eve/PT 291 LLM 1075

2001-2002 Projections

Day 655 Eve/PT 290 LLM 1050

USD TOTAL HEADCOUNT

1995-96: Fall: 6416 Spr.: 6170 Annual Avg: 6293
 1996-97: Fall: 6603 Spr.: 6353 Annual Avg: 6478
 1997-98: Fall: 6694 Spr.: 6374 Annual Avg: 6534
 1998-99: Fall: 6753 Spr.: 6531 Annual Avg: 6642
 1999-00: Fall: 6858 Spr.: 6568 Annual Avg: 6713
 2000-01: Fall: Spr. Annual Avg:

1998-99 FACULTY SURVEY INSTITUTIONAL SUMMARY

	ALL RESPONDENTS					MALE RESPONDENTS					FEMALE RESPONDENTS							
	ALL	FTUG	PTUG	ADMN	GRAD	OTH	ALL	FTUG	PTUG	ADMN	GRAD	OTH	ALL	FTUG	PTUG	ADMN	GRAD	OTH
U of San Diego																		
Highest Degree Earned	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
bachelor's (B.A., B.S., etc.)	7.1	5.1	40.0	23.5	0.0	0.0	10.4	8.3	33.3	0.0	0.0	6.3	7.1	2.1	36.4	0.0	0.0	0.0
master's (M.A., M.S., etc.)	8.5	1.0	0.0	5.9	43.5	0.0	11.9	14.6	16.7	0.0	0.0	9.5	14.3	0.0	9.1	20.0	0.0	0.0
L.L.B., J.D.	0.0	0.0	0.0	0.0	0.0	0.0	4.5	4.2	0.0	9.1	0.0	1.6	2.4	0.0	0.0	0.0	0.0	0.0
M.D., D.D.S. (or equivalent)	0.0	0.0	0.0	0.0	0.0	0.0	1.5	2.1	0.0	0.0	0.0	7.9	9.5	0.0	10.0	0.0	0.0	0.0
other first professional	3.5	2.0	20.0	5.9	4.3	0.0	3.0	4.2	0.0	0.0	0.0	11.1	4.8	0.0	10.0	40.0	0.0	0.0
Ed.D.	77.3	89.8	40.0	64.7	39.1	0.0	4.5	4.2	16.7	0.0	0.0	9.5	9.5	20.0	0.0	0.0	0.0	0.0
Ph.D.	2.8	2.0	0.0	0.0	8.7	0.0	14.9	18.7	16.7	0.0	0.0	15.9	21.4	0.0	0.0	0.0	0.0	0.0
other degree	0.7	0.0	0.0	0.0	4.3	0.0	3.0	4.2	0.0	0.0	0.0	1.6	2.4	0.0	0.0	0.0	0.0	0.0
none	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Field of Highest Degree (2)																		
agriculture or forestry	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
biological sciences	8.5	7.8	40.0	18.7	0.0	0.0	10.4	8.3	33.3	0.0	0.0	6.3	7.1	10.0	0.0	0.0	0.0	0.0
business	10.8	14.4	0.0	6.3	0.0	0.0	11.9	14.6	16.7	0.0	0.0	9.5	14.3	0.0	0.0	0.0	0.0	0.0
education	6.9	4.4	20.0	6.3	14.3	0.0	4.5	4.2	0.0	9.1	0.0	1.6	2.4	0.0	0.0	0.0	0.0	0.0
engineering	1.5	2.2	0.0	0.0	0.0	0.0	1.5	2.1	0.0	0.0	0.0	7.9	9.5	0.0	10.0	0.0	0.0	0.0
English	5.4	6.7	0.0	6.3	0.0	0.0	3.0	4.2	0.0	0.0	0.0	11.1	4.8	0.0	10.0	40.0	0.0	0.0
health related	5.4	2.2	0.0	6.3	19.0	0.0	0.0	0.0	0.0	0.0	0.0	9.5	9.5	20.0	0.0	0.0	0.0	0.0
history or political science	6.9	6.7	20.0	18.7	0.0	0.0	4.5	4.2	16.7	0.0	0.0	15.9	21.4	0.0	0.0	0.0	0.0	0.0
humanities	15.4	20.0	0.0	6.3	0.0	0.0	14.9	18.7	16.7	0.0	0.0	16.7	21.4	0.0	0.0	0.0	0.0	0.0
fine arts	2.3	3.3	0.0	6.3	0.0	0.0	3.0	4.2	0.0	0.0	0.0	1.6	2.4	0.0	0.0	0.0	0.0	0.0
mathematics or statistics	2.3	3.3	0.0	0.0	0.0	0.0	3.0	4.2	0.0	0.0	0.0	1.6	2.4	0.0	0.0	0.0	0.0	0.0
physical sciences	4.6	6.7	0.0	0.0	0.0	0.0	7.5	10.4	0.0	0.0	0.0	1.6	2.4	0.0	0.0	0.0	0.0	0.0
social sciences	15.4	18.9	0.0	6.3	9.5	0.0	17.9	20.8	16.7	9.1	0.0	12.7	16.7	0.0	10.0	0.0	0.0	0.0
other technical	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
other non-technical	14.6	3.3	20.0	18.7	57.1	0.0	17.9	4.2	0.0	81.8	0.0	11.1	2.4	30.0	30.0	0.0	0.0	0.0
Year Highest Degree Earned																		
before 1961	4.3	2.0	0.0	11.8	8.7	0.0	1.4	0.0	0.0	7.7	0.0	7.1	4.2	18.2	10.0	0.0	0.0	0.0
1961 to 1965	4.3	2.0	0.0	0.0	17.4	0.0	7.0	2.0	0.0	30.8	0.0	1.4	2.1	0.0	0.0	0.0	0.0	0.0
1966 to 1970	2.8	0.0	0.0	11.8	8.7	0.0	2.8	0.0	0.0	15.4	0.0	2.9	0.0	18.2	0.0	0.0	0.0	0.0
1971 to 1975	11.3	9.2	0.0	29.4	8.7	0.0	14.1	14.0	33.3	7.7	0.0	8.6	4.2	27.3	10.0	0.0	0.0	0.0
1976 to 1980	17.7	19.4	40.0	23.5	8.7	0.0	25.4	28.0	50.0	7.7	0.0	10.0	10.4	9.1	10.0	0.0	0.0	0.0
1981 to 1985	19.1	21.4	20.0	11.8	13.0	0.0	14.1	16.0	0.0	15.4	0.0	24.3	27.1	18.2	10.0	0.0	0.0	0.0
1986 to 1990	16.3	19.4	20.0	5.9	8.7	0.0	15.5	18.0	16.7	0.0	0.0	17.1	20.8	0.0	20.0	0.0	0.0	0.0
1991 to 1995	18.4	19.4	20.0	5.9	21.7	0.0	16.9	18.0	0.0	15.4	0.0	20.0	20.8	9.1	30.0	0.0	0.0	0.0
1996 to 1998	5.7	7.1	0.0	0.0	4.3	0.0	2.8	4.0	0.0	0.0	0.0	8.6	10.4	0.0	10.0	0.0	0.0	0.0
Degree Currently Working Toward																		
bachelor's (B.A., B.S., etc.)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
master's (M.A., M.S., etc.)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
L.L.B., J.D.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
M.D., D.D.S. (or equivalent)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
other first professional	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Ed.D.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Ph.D.	4.5	2.9	0.0	33.3	0.0	0.0	0.0	0.0	33.3	0.0	0.0	10.5	7.1	100.0	0.0	0.0	0.0	0.0
other degree	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
none	95.5	97.1	100.0	66.7	100.0	0.0	100.0	100.0	100.0	100.0	0.0	89.5	92.9	0.0	100.0	0.0	0.0	0.0

(2) Disaggregated results for this item can be found on pages 17-19.

1998-99 FACULTY SURVEY INSTITUTIONAL SUMMARY

(7274)

U of San Diego Department of Current Faculty Appointment (3)	ALL RESPONDENTS					MALE RESPONDENTS					FEMALE RESPONDENTS								
	ALL	FTUG	FTUG	ADMN	GRAD	OTH	ALL	FTUG	FTUG	ADMN	GRAD	OTH	ALL	FTUG	FTUG	ADMN	GRAD	OTH	
agricultural or forestry	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
biological sciences	6.2	5.6	40.0	20.0	0.0	0.0	9.0	8.3	33.3	0.0	0.0	3.2	2.4	11.1	0.0	0.0	0.0	0.0	
business	13.2	16.7	0.0	6.7	4.8	0.0	13.4	16.7	16.7	0.0	0.0	12.9	16.7	0.0	0.0	10.0	0.0	0.0	
education	7.0	4.4	20.0	13.3	14.3	0.0	6.0	4.2	16.7	9.1	0.0	8.1	4.8	11.1	20.0	0.0	0.0	0.0	
engineering	1.6	2.2	0.0	0.0	0.0	0.0	1.5	2.1	0.0	0.0	0.0	1.6	2.4	0.0	0.0	0.0	0.0	0.0	
English	4.7	6.7	0.0	0.0	0.0	0.0	3.0	4.2	0.0	0.0	0.0	6.5	9.5	0.0	0.0	0.0	0.0	0.0	
health related	7.0	3.3	0.0	6.7	19.0	0.0	1.5	2.1	0.0	0.0	0.0	12.9	4.8	11.1	40.0	0.0	0.0	0.0	
history or political science	5.4	5.6	0.0	13.3	0.0	0.0	3.0	2.1	16.7	0.0	0.0	8.1	9.5	11.1	0.0	0.0	0.0	0.0	
humanities	15.5	20.0	0.0	6.7	0.0	0.0	14.9	18.7	16.7	0.0	0.0	16.1	21.4	0.0	0.0	0.0	0.0	0.0	
fine arts	2.3	3.3	0.0	6.7	0.0	0.0	3.0	4.2	0.0	0.0	0.0	1.6	2.4	11.1	0.0	0.0	0.0	0.0	
mathematics or statistics	2.3	3.3	0.0	0.0	0.0	0.0	3.0	4.2	0.0	0.0	0.0	1.6	2.4	0.0	0.0	0.0	0.0	0.0	
physical sciences	7.0	8.9	0.0	0.0	0.0	0.0	9.0	10.4	0.0	0.0	0.0	4.8	7.1	0.0	0.0	0.0	0.0	0.0	
social sciences	11.6	16.7	0.0	0.0	0.0	0.0	11.9	16.7	0.0	0.0	0.0	11.3	16.7	0.0	0.0	0.0	0.0	0.0	
other technical	0.8	1.1	0.0	0.0	0.0	0.0	1.5	2.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
other non-technical	15.5	2.2	40.0	26.7	61.9	0.0	19.4	4.2	0.0	90.9	0.0	11.3	0.0	44.4	30.0	0.0	0.0	0.0	
Year Appointed to Current Position																			
before 1961	3.6	5.2	0.0	0.0	0.0	0.0	5.6	8.0	0.0	0.0	0.0	1.5	2.1	0.0	0.0	0.0	0.0	0.0	
1961 to 1965	0.7	1.0	0.0	0.0	0.0	0.0	1.4	2.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
1966 to 1970	3.6	2.1	0.0	0.0	13.6	0.0	5.6	2.0	0.0	23.1	0.0	1.5	2.1	0.0	0.0	0.0	0.0	0.0	
1971 to 1975	5.0	5.2	0.0	5.9	4.5	0.0	5.6	6.0	0.0	7.7	0.0	4.4	4.3	9.1	0.0	0.0	0.0	0.0	
1976 to 1980	14.4	12.4	20.0	17.6	18.2	0.0	19.7	20.0	0.0	30.8	0.0	8.8	4.3	27.3	0.0	0.0	0.0	0.0	
1981 to 1985	14.4	16.5	0.0	5.9	13.6	0.0	11.3	12.0	16.7	7.7	0.0	17.6	21.3	0.0	22.2	0.0	0.0	0.0	
1986 to 1990	23.7	22.7	60.0	41.2	18.2	0.0	18.3	18.0	50.0	7.7	0.0	29.4	27.7	36.4	33.3	0.0	0.0	0.0	
1991 to 1995	20.1	21.6	20.0	17.6	13.6	0.0	19.7	20.0	0.0	23.1	0.0	20.6	23.4	27.3	0.0	0.0	0.0	0.0	
1996 to 1998	14.4	13.4	0.0	11.8	18.2	0.0	12.7	12.0	33.3	0.0	0.0	16.2	14.9	0.0	44.4	0.0	0.0	0.0	
Tenured?																			
yes	65.9	69.0	20.0	50.0	66.7	0.0	68.8	70.5	50.0	75.0	0.0	62.9	67.4	50.0	55.6	0.0	0.0	0.0	
no	34.1	31.0	80.0	50.0	33.3	0.0	31.2	29.5	50.0	25.0	0.0	37.1	32.6	50.0	44.4	0.0	0.0	0.0	
Year Received Tenure																			
before 1961	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
1961 to 1965	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
1966 to 1970	2.1	1.4	0.0	0.0	6.7	0.0	3.9	2.7	0.0	10.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
1971 to 1975	5.2	4.3	0.0	0.0	13.3	0.0	5.9	2.7	0.0	20.0	0.0	4.4	6.1	0.0	0.0	0.0	0.0	0.0	
1976 to 1980	10.4	8.6	0.0	11.1	20.0	0.0	17.6	13.5	33.3	30.0	0.0	2.2	3.0	0.0	0.0	0.0	0.0	0.0	
1981 to 1985	12.5	11.4	0.0	22.2	6.7	0.0	13.7	13.5	33.3	10.0	0.0	11.1	9.1	16.7	0.0	0.0	0.0	0.0	
1986 to 1990	22.9	24.3	0.0	22.2	13.3	0.0	21.6	24.3	33.3	10.0	0.0	24.4	24.2	16.7	20.0	0.0	0.0	0.0	
1991 to 1995	21.9	20.0	0.0	33.3	33.3	0.0	21.6	24.3	0.0	20.0	0.0	22.2	15.2	50.0	60.0	0.0	0.0	0.0	
1996 to 1998	25.0	30.0	100.0	11.1	6.7	0.0	15.7	18.9	0.0	0.0	0.0	35.6	42.4	16.7	20.0	0.0	0.0	0.0	

(2) Disaggregated results for this item can be found on pages 20-22.

1998-99 FACULTY SURVEY INSTITUTIONAL SUMMARY

(7274)

	ALL RESPONDENTS					MALE RESPONDENTS					FEMALE RESPONDENTS							
	ALL	FTUG	PTUG	ADMIN	GRAD	OTH	ALL	FTUG	PTUG	ADMIN	GRAD	OTH	ALL	FTUG	PTUG	ADMIN	GRAD	OTH
U of San Diego	70.1	76.5	0.0	12.5	91.3		71.9	76.7	0.0	92.3		68.3	76.2	20.0	90.0			
Salary is Based On	29.9	23.5	100.0	87.5	8.7		28.1	23.3	100.0	7.7		31.7	23.8	80.0	10.0			
9/10 months	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0			
11/12 months	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0			
Base Salary (in Thousands) for:	2.0	2.6	0.0	0.0	0.0		1.9	2.5	0.0	0.0		2.0	2.6	0.0	0.0			
Faculty on 9/10 Month Contracts	25.5	26.9	0.0	0.0	19.0		20.8	20.0	0.0	16.7		30.6	34.2	0.0	22.2			
less than 20	16.7	16.7	0.0	50.0	19.0		9.4	12.5	0.0	0.0		24.5	21.1	50.0	44.4			
20 to 29	20.6	24.4	0.0	0.0	4.8		18.9	25.0	0.0	0.0		22.4	23.7	0.0	11.1			
30 to 39	17.6	20.5	0.0	50.0	4.8		22.6	30.0	0.0	0.0		12.2	10.5	50.0	11.1			
40 to 49	10.8	7.7	0.0	0.0	23.8		13.2	7.5	0.0	33.3		8.2	7.9	0.0	11.1			
50 to 59	2.0	0.0	0.0	0.0	9.5		3.8	0.0	0.0	16.7		0.0	0.0	0.0	0.0			
60 to 69	2.9	0.0	0.0	0.0	14.3		5.7	0.0	0.0	25.0		0.0	0.0	0.0	0.0			
70 to 79	2.0	1.3	0.0	0.0	4.8		3.8	2.5	0.0	8.3		0.0	0.0	0.0	0.0			
80 to 89	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0			
90 to 99	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0			
100 to 124	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0			
125 to 149	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0			
150 or more	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0			
Faculty on 11/12 Month Contracts	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0			
less than 20	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0			
20 to 29	8.1	15.8	0.0	0.0	0.0		5.6	10.0	0.0	0.0		10.5	22.2	0.0	0.0			
30 to 39	13.5	21.1	20.0	0.0	0.0		11.1	10.0	0.0	0.0		15.8	33.3	0.0	0.0			
40 to 49	18.9	21.1	20.0	21.4	0.0		16.7	30.0	0.0	0.0		21.1	11.1	37.5	0.0			
50 to 59	24.3	31.6	20.0	14.3	0.0		16.7	30.0	0.0	0.0		31.6	33.3	25.0	0.0			
60 to 69	8.1	5.3	0.0	14.3	0.0		11.1	10.0	16.7	0.0		5.3	0.0	12.5	0.0			
70 to 79	8.1	0.0	40.0	14.3	50.0		11.1	0.0	33.3	0.0		5.3	0.0	0.0	100.0			
80 to 89	2.7	0.0	0.0	0.0	50.0		5.6	0.0	0.0	100.0		0.0	0.0	0.0	0.0			
90 to 99	8.1	5.3	0.0	14.3	0.0		11.1	10.0	16.7	0.0		5.3	0.0	12.5	0.0			
100 to 124	5.4	0.0	0.0	14.3	0.0		5.6	0.0	16.7	0.0		5.3	0.0	12.5	0.0			
125 to 149	2.7	0.0	0.0	7.1	0.0		5.6	0.0	16.7	0.0		5.3	0.0	12.5	0.0			
150 or more	2.7	0.0	0.0	7.1	0.0		5.6	0.0	16.7	0.0		0.0	0.0	0.0	0.0			
Father's Education	5.9	7.2	0.0	7.1	0.0		5.8	8.0	0.0	0.0		6.1	6.4	11.1	0.0			
8th grade or less	10.4	9.3	0.0	21.4	4.8		11.6	12.0	20.0	8.3		9.1	6.4	22.2	0.0			
some high school	21.5	17.5	80.0	35.7	28.6		26.1	26.0	60.0	8.3		16.7	8.5	22.2	55.6			
completed high school	17.0	17.5	0.0	21.4	19.0		21.7	22.0	20.0	25.0		12.1	12.8	22.2	11.1			
some college	15.6	15.5	0.0	0.0	23.8		14.5	12.0	0.0	25.0		16.7	19.1	0.0	22.2			
graduated from college	5.2	5.2	0.0	0.0	4.8		4.3	4.0	0.0	8.3		6.1	6.4	0.0	0.0			
attended grad/prof school	24.4	27.8	20.0	14.3	19.0		15.9	16.0	0.0	25.0		33.3	40.4	22.2	11.1			
attained advanced degree	5.2	4.1	0.0	7.1	9.5		4.3	2.0	20.0	8.3		6.1	6.4	0.0	11.1			
Mother's Education	10.4	11.3	20.0	0.0	4.8		10.1	10.0	0.0	8.3		10.6	12.8	0.0	0.0			
8th grade or less	32.6	28.9	60.0	64.3	38.1		37.7	40.0	60.0	25.0		27.3	17.0	66.7	55.6			
some high school	23.0	21.6	20.0	14.3	28.6		23.2	22.0	0.0	33.3		22.7	21.3	22.2	22.2			
completed high school	11.9	12.4	0.0	14.3	9.5		10.1	8.0	20.0	16.7		13.6	17.0	11.1	0.0			
some college	6.7	9.3	0.0	0.0	0.0		5.8	8.0	0.0	0.0		7.6	10.6	0.0	0.0			
graduated from college	10.4	12.4	0.0	0.0	9.5		8.7	10.0	0.0	8.3		12.1	14.9	0.0	11.1			
attended grad/prof school																		
attained advanced degree																		

1998-99 FACULTY SURVEY INSTITUTIONAL SUMMARY

(7274)

	ALL RESPONDENTS					MALE RESPONDENTS					FEMALE RESPONDENTS							
	ALL	FTUG	PTUG	ADMIN	GRAD	OTH	ALL	FTUG	PTUG	ADMIN	GRAD	OTH	ALL	FTUG	PTUG	ADMIN	GRAD	OTH
U of San Diego																		
Current Marital Status																		
married	71.2	69.8	80.0	64.7	87.0		78.6	77.6		100.0	84.6		63.8	61.7		45.5	90.0	
unmarried, living with partner	5.0	6.3	0.0	0.0	0.0		7.1	8.2		0.0	0.0		2.9	4.3		0.0	0.0	
single	23.7	24.0	20.0	35.3	13.0		14.3	14.3		0.0	15.4		33.3	34.0		54.5	10.0	
Has Respondent Ever Been																		
divorced	35.5	39.8	20.0	17.6	30.4		35.2	34.0		16.7	46.2		35.7	45.8		18.2	10.0	
widowed	0.7	0.0	0.0	5.9	0.0		0.0	0.0		0.0	0.0		1.4	0.0		9.1	0.0	
separated	4.3	4.1	0.0	5.9	4.3		5.6	4.0		16.7	7.7		2.9	4.2		0.0	0.0	
Spouse's or Partner's Education																		
8th grade or less	0.0	0.0	0.0	0.0	0.0		0.0	0.0		0.0	0.0		0.0	0.0		0.0	0.0	
some high school	1.5	2.1	0.0	0.0	0.0		3.0	4.1		0.0	0.0		0.0	0.0		0.0	0.0	
completed high school	3.0	3.1	0.0	0.0	4.5		1.5	2.0		0.0	0.0		4.4	4.3		0.0	10.0	
some college	5.9	7.3	0.0	0.0	4.5		7.5	8.2		0.0	8.3		4.4	6.4		0.0	0.0	
graduated from college	19.3	21.9	0.0	26.7	9.1		19.4	24.5		20.0	0.0		19.1	19.1		30.0	20.0	
attended grad/prof school	3.7	4.2	0.0	0.0	4.5		1.5	0.0		0.0	8.3		5.9	8.5		0.0	0.0	
attained advanced degree	52.6	45.8	100.0	60.0	68.2		58.2	51.0		80.0	75.0		47.1	40.4		50.0	60.0	
does not apply	14.1	15.6	0.0	13.3	9.1		9.0	10.2		0.0	8.3		19.1	21.3		20.0	10.0	
Number of Children Aged: (4)																		
0 to 4 years																		
none	87.9	83.7	100.0	100.0	95.7		88.7	84.0		100.0	100.0		87.1	83.3		100.0	90.0	
one	9.9	13.3	0.0	0.0	4.3		7.0	10.0		0.0	0.0		12.9	16.7		0.0	10.0	
two	2.1	3.1	0.0	0.0	0.0		4.2	6.0		0.0	0.0		0.0	0.0		0.0	0.0	
three	0.0	0.0	0.0	0.0	0.0		0.0	0.0		0.0	0.0		0.0	0.0		0.0	0.0	
four or more	0.0	0.0	0.0	0.0	0.0		0.0	0.0		0.0	0.0		0.0	0.0		0.0	0.0	
5 to 12 years																		
none	82.3	79.6	80.0	88.2	91.3		80.3	80.0		83.3	84.6		84.3	79.2		90.9	100.0	
one	11.3	13.3	20.0	5.9	4.3		12.7	14.0		0.0	7.7		10.0	12.5		9.1	0.0	
two	5.0	5.1	0.0	5.9	4.3		5.6	4.0		16.7	7.7		4.3	6.3		0.0	0.0	
three	1.4	2.0	0.0	0.0	0.0		1.4	2.0		0.0	0.0		1.4	2.1		0.0	0.0	
four or more	0.0	0.0	0.0	0.0	0.0		0.0	0.0		0.0	0.0		0.0	0.0		0.0	0.0	
13 to 17 years																		
none	85.1	86.7	80.0	94.1	73.9		78.9	80.0		83.3	76.9		91.4	93.8		100.0	70.0	
one	9.9	8.2	20.0	5.9	17.4		12.7	10.0		16.7	15.4		7.1	6.3		0.0	20.0	
two	5.0	5.1	0.0	0.0	8.7		8.5	10.0		0.0	7.7		1.4	0.0		0.0	10.0	
three	0.0	0.0	0.0	0.0	0.0		0.0	0.0		0.0	0.0		0.0	0.0		0.0	0.0	
four or more	0.0	0.0	0.0	0.0	0.0		0.0	0.0		0.0	0.0		0.0	0.0		0.0	0.0	
18 to 23 years																		
none	85.8	86.7	60.0	76.5	87.0		81.7	84.0		50.0	84.6		90.0	89.6		90.9	90.0	
one	8.5	8.2	0.0	11.8	8.7		11.3	10.0		16.7	15.4		5.7	6.3		9.1	0.0	
two	5.0	5.1	40.0	11.8	0.0		7.0	6.0		33.3	0.0		2.9	4.2		0.0	0.0	
three	0.7	0.0	0.0	0.0	4.3		0.0	0.0		0.0	0.0		1.4	0.0		0.0	10.0	
four or more	0.0	0.0	0.0	0.0	0.0		0.0	0.0		0.0	0.0		0.0	0.0		0.0	0.0	

(4) Results for this item are not comparable to results in earlier years. See Appendix D of "The American College Teacher".

1998-99 FACULTY SURVEY INSTITUTIONAL SUMMARY

(7274)

	ALL RESPONDENTS					MALE RESPONDENTS					FEMALE RESPONDENTS							
	ALL	FTUG	FTUG	ADMN	GRAD	OTH	ALL	FTUG	FTUG	ADMN	GRAD	OTH	ALL	FTUG	FTUG	ADMN	GRAD	OTH
U of San Diego	66.7	72.4	20.0	47.1	52.2		60.6	72.0	16.7	30.8		72.9	72.9	63.6	80.0			
Number of Children Aged: (4)	8.5	8.2	40.0	11.8	8.7		9.9	6.0	33.3	15.4		7.1	10.4	0.0	0.0			
24 or more years	16.3	12.2	0.0	23.5	30.4		21.1	14.0	50.0	38.5		11.4	10.4	9.1	20.0			
none	3.5	3.1	0.0	5.9	4.3		4.2	4.0	0.0	7.7		2.9	2.1	9.1	0.0			
one	5.0	4.1	40.0	11.8	4.3		4.2	4.0	0.0	7.7		5.7	4.2	18.2	0.0			
two																		
three																		
four or more																		
Primary Activity Prior to																		
Taking Current Position (5)	43.2	52.1	40.0	35.3	17.4		47.1	53.1	66.7	23.1		39.1	51.1	18.2	10.0			
taught at college/university	3.6	5.2	0.0	0.0	0.0		4.3	6.1	0.0	0.0		2.9	4.3	0.0	0.0			
full-time non-teaching research	5.0	6.3	0.0	0.0	0.0		5.7	6.1	0.0	0.0		4.3	6.4	0.0	0.0			
postdoctoral fellowship	8.6	3.1	20.0	35.3	8.7		4.3	2.0	16.7	0.0		13.0	4.3	45.5	20.0			
full-time acad admin position	15.1	7.3	20.0	5.9	52.2		18.6	10.2	0.0	61.5		11.6	4.3	9.1	40.0			
prof pos outside higher educ	17.3	24.0	0.0	0.0	4.3		15.7	22.4	0.0	0.0		18.8	25.5	0.0	10.0			
student	7.2	2.1	20.0	23.5	17.4		4.3	0.0	16.7	15.4		10.1	4.3	27.3	20.0			
other																		
General Activities																		
held academic admin position	52.1	46.4	80.0	82.4	52.2		51.4	44.9	83.3	61.5		52.9	47.9	81.8	40.0			
award for outstanding teaching	39.6	41.2	0.0	37.5	34.8		41.4	44.9	33.3	38.5		37.7	37.5	40.0	30.0			
commute a long distance to work	21.4	22.7	40.0	29.4	17.4		28.6	30.6	50.0	15.4		14.3	14.6	18.2	20.0			
research/writing on women	37.1	40.2	0.0	17.6	39.1		21.4	24.5	0.0	23.1		52.9	56.2	27.3	60.0			
spouse/partner work in same city	62.0	60.4	40.0	46.2	72.7		58.8	58.3	33.3	75.0		65.6	62.8	57.1	70.0			
spouse/partner an academic	21.9	18.9	60.0	46.2	18.2		19.4	14.9	50.0	25.0		24.6	23.3	42.9	10.0			
res/writing on race/ethnicity	35.0	36.1	40.0	35.3	30.4		30.0	30.6	50.0	23.1		40.0	41.7	27.3	40.0			
born in the U.S.A.	90.7	88.7	100.0	88.2	100.0		91.4	89.8	83.3	100.0		90.0	87.5	90.9	100.0			
am a U.S. citizen	95.0	94.8	100.0	88.2	100.0		92.9	91.8	83.3	100.0		97.1	97.9	90.9	100.0			
interrupted career for hlth/fam	15.0	13.4	20.0	17.6	17.4		4.3	4.1	0.0	7.7		25.7	22.9	27.3	30.0			
sexually harassed at this inst	7.9	9.3	20.0	5.9	4.3		7.1	10.2	0.0	0.0		8.6	8.3	9.1	10.0			
plan to work beyond age 70	37.4	32.0	0.0	23.5	72.7		40.6	32.7	16.7	91.7		34.3	31.2	27.3	50.0			
In the Last Two Years																		
had one or more firm job offers	21.4	19.6	20.0	23.5	21.7		20.0	24.5	0.0	7.7		22.9	14.6	36.4	40.0			
developed a new course	73.6	79.4	40.0	35.3	69.6		67.1	71.4	33.3	61.5		80.0	87.5	36.4	80.0			
considered early retirement	33.6	30.9	40.0	52.9	34.8		32.9	28.6	66.7	38.5		34.3	33.3	45.5	30.0			
considered leaving academe	34.3	37.1	60.0	35.3	30.4		37.1	40.8	33.3	30.8		31.4	33.3	36.4	30.0			
taught at 2+ insts in same term	10.0	12.4	0.0	5.9	4.3		8.6	10.2	16.7	0.0		11.4	14.6	0.0	10.0			
served as a paid consultant	42.9	38.1	40.0	35.3	65.2		52.9	49.0	33.3	69.2		32.9	27.1	36.4	60.0			
Institution Experienced Significant Change in Last Decade (5)																		
overall mission, purpose	25.4	30.9	20.0	18.7	9.1		24.6	32.7	0.0	8.3		26.1	29.2	30.0	10.0			
general education	13.4	15.8	20.0	13.3	0.0		14.7	18.7	0.0	0.0		12.1	12.8	22.2	0.0			
faculty role/reward	36.8	40.6	20.0	37.5	14.3		37.7	42.9	16.7	25.0		35.8	38.3	50.0	0.0			
governance	35.8	35.4	20.0	43.7	27.3		39.1	44.9	16.7	25.0		32.4	25.5	60.0	30.0			

(4) Results for this item are not comparable to results in earlier years. See Appendix D of "The American College Teacher".

(5) This item asked for the first time in 1998.

1998-99 FACULTY SURVEY INSTITUTIONAL SUMMARY

(7274)

U of San Diego HOURS PER WEEK SPENT: Scheduled Teaching	ALL RESPONDENTS					MALE RESPONDENTS					FEMALE RESPONDENTS							
	ALL	FTUG	PTUG	ADMIN	GRAD	OTH	ALL	FTUG	PTUG	ADMIN	GRAD	OTH	ALL	FTUG	PTUG	ADMIN	GRAD	OTH
none	3.0	0.0	0.0	0.0	30.8	0.0	2.9	0.0	0.0	33.3	0.0	3.1	0.0	0.0	28.6	0.0		
1 to 4	14.3	5.2	100.0	53.8	26.1		11.6	4.1	50.0	15.4		17.2	6.3	57.1	40.0			
5 to 8	33.1	28.9	0.0	15.4	65.2		36.2	26.5	16.7	84.6		29.7	31.2	14.3	40.0			
9 to 12	45.1	59.8	0.0	0.0	8.7		44.9	63.3	0.0	0.0		45.3	56.2	0.0	20.0			
13 to 16	3.8	5.2	0.0	0.0	0.0		2.9	4.1	0.0	0.0		4.7	6.3	0.0	0.0			
17 to 20	0.8	1.0	0.0	0.0	0.0		1.4	2.0	0.0	0.0		0.0	0.0	0.0	0.0			
21 to 34	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0			
35 to 44	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0			
45 or more	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0			
Preparing for Teaching																		
none	2.3	0.0	0.0	23.1	0.0		1.4	0.0	16.7	0.0		3.2	0.0	28.6	0.0			
1 to 4	12.1	5.2	60.0	46.2	21.7		8.7	6.1	33.3	7.7		15.9	4.3	57.1	40.0			
5 to 8	22.0	21.9	40.0	23.1	21.7		21.7	16.3	33.3	30.8		22.2	27.7	14.3	10.0			
9 to 12	23.5	24.0	0.0	7.7	30.4		33.3	30.6	16.7	53.8		12.7	17.0	0.0	0.0			
13 to 16	13.6	17.7	0.0	0.0	4.3		14.5	20.4	0.0	0.0		12.7	14.9	0.0	10.0			
17 to 20	11.4	14.6	0.0	0.0	4.3		11.6	16.3	0.0	0.0		11.1	12.8	0.0	10.0			
21 to 34	10.6	12.5	0.0	0.0	8.7		5.8	8.2	0.0	0.0		15.9	17.0	0.0	20.0			
35 to 44	3.8	4.2	0.0	0.0	4.3		1.4	2.0	0.0	0.0		6.3	6.4	0.0	10.0			
45 or more	0.8	0.0	0.0	0.0	4.3		1.4	0.0	0.0	7.7		0.0	0.0	0.0	0.0			
Advising/Counseling of Students																		
none	3.8	3.2	20.0	15.4	0.0		4.4	4.2	16.7	0.0		3.2	2.1	14.3	0.0			
1 to 4	41.2	37.9	60.0	61.5	39.1		47.1	43.7	83.3	38.5		34.9	31.9	42.9	40.0			
5 to 8	43.5	46.3	0.0	15.4	52.2		38.2	41.7	0.0	46.2		49.2	51.1	28.6	60.0			
9 to 12	7.6	8.4	20.0	7.7	4.3		8.8	10.4	0.0	7.7		6.3	6.4	14.3	0.0			
13 to 16	3.1	3.2	0.0	0.0	4.3		1.5	0.0	0.0	7.7		4.8	6.4	0.0	0.0			
17 to 20	0.8	1.1	0.0	0.0	0.0		0.0	0.0	0.0	0.0		1.6	2.1	0.0	0.0			
21 to 34	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0			
35 to 44	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0			
45 or more	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0			
Committee Work & Meetings																		
none	1.5	2.1	0.0	0.0	0.0		1.5	2.1	0.0	0.0		1.6	2.1	0.0	0.0			
1 to 4	61.8	65.3	40.0	23.1	69.6		61.8	66.7	0.0	69.2		61.9	63.8	42.9	70.0			
5 to 8	22.9	24.2	0.0	7.7	26.1		20.6	20.8	0.0	30.8		25.4	27.7	14.3	20.0			
9 to 12	4.6	4.2	0.0	15.4	0.0		5.9	6.3	16.7	0.0		3.2	2.1	14.3	0.0			
13 to 16	8.4	3.2	60.0	53.8	4.3		8.8	2.1	83.3	0.0		7.9	4.3	28.6	10.0			
17 to 20	0.8	1.1	0.0	0.0	0.0		1.5	2.1	0.0	0.0		0.0	0.0	0.0	0.0			
21 to 34	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0			
35 to 44	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0			
45 or more	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0			

1998-99 FACULTY SURVEY INSTITUTIONAL SUMMARY

(7274)

U of San Diego HOURS PER WEEK SPENT: Other Administration	ALL RESPONDENTS					MALE RESPONDENTS					FEMALE RESPONDENTS							
	ALL	FTUG	PTUG	ADMIN	GRAD	OTH	ALL	FTUG	PTUG	ADMIN	GRAD	OTH	ALL	FTUG	PTUG	ADMIN	GRAD	OTH
none	18.7	21.3	0.0	0.0	21.1		21.9	21.7	0.0	36.4		15.3	20.9	0.0	0.0	0.0		
1 to 4	40.7	48.3	0.0	0.0	36.8		31.2	37.0	0.0	27.3		50.8	60.5	0.0	50.0	0.0		
5 to 8	13.8	15.7	0.0	0.0	15.8		15.6	21.7	0.0	0.0		11.9	9.3	0.0	37.5	0.0		
9 to 12	10.6	9.0	20.0	13.3	10.5		17.2	15.2	16.7	18.2		3.4	2.3	11.1	0.0	0.0		
13 to 16	1.6	1.1	0.0	0.0	5.3		1.6	2.2	0.0	0.0		1.7	0.0	0.0	12.5	0.0		
17 to 20	7.3	4.5	20.0	26.7	10.5		7.8	2.2	33.3	18.2		6.8	7.0	22.2	0.0	0.0		
21 to 34	3.3	0.0	20.0	26.7	0.0		0.0	0.0	0.0	0.0		6.8	0.0	44.4	0.0	0.0		
35 to 44	3.3	0.0	40.0	26.7	0.0		4.7	0.0	50.0	0.0		1.7	0.0	11.1	0.0	0.0		
45 or more	0.8	0.0	0.0	6.7	0.0		0.0	0.0	0.0	0.0		1.7	0.0	11.1	0.0	0.0		
Research and Scholarly Writing																		
none	13.8	9.5	25.0	46.2	13.6		13.4	10.4	33.3	16.7		14.3	8.5	57.1	10.0	0.0		
1 to 4	37.7	41.1	25.0	23.1	36.4		34.3	35.4	33.3	33.3		41.3	46.8	14.3	40.0	0.0		
5 to 8	23.8	24.2	50.0	23.1	18.2		25.4	25.0	33.3	16.7		22.2	23.4	14.3	20.0	0.0		
9 to 12	13.1	12.6	0.0	0.0	22.7		13.4	12.5	0.0	25.0		12.7	12.8	0.0	20.0	0.0		
13 to 16	6.2	7.4	0.0	0.0	4.5		6.0	8.3	0.0	0.0		6.3	6.4	0.0	10.0	0.0		
17 to 20	3.1	3.2	0.0	0.0	4.5		6.0	6.3	0.0	8.3		0.0	0.0	0.0	0.0	0.0		
21 to 34	1.5	1.1	0.0	7.7	0.0		0.0	0.0	0.0	0.0		3.2	2.1	14.3	0.0	0.0		
35 to 44	0.8	1.1	0.0	0.0	0.0		1.5	2.1	0.0	0.0		0.0	0.0	0.0	0.0	0.0		
45 or more	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0		
Creative Products/Performances																		
none	69.6	75.3	50.0	54.5	47.4		72.9	79.1	80.0	40.0		66.1	71.4	33.3	55.6	0.0		
1 to 4	17.4	14.1	0.0	27.3	31.6		15.3	14.0	0.0	30.0		19.6	14.3	50.0	33.3	0.0		
5 to 8	9.6	7.1	50.0	18.2	15.8		6.8	2.3	20.0	20.0		12.5	11.9	16.7	11.1	0.0		
9 to 12	0.9	1.2	0.0	0.0	0.0		1.7	2.3	0.0	0.0		0.0	0.0	0.0	0.0	0.0		
13 to 16	1.7	1.2	0.0	0.0	5.3		3.4	2.3	0.0	10.0		0.0	0.0	0.0	0.0	0.0		
17 to 20	0.9	1.2	0.0	0.0	0.0		0.0	0.0	0.0	0.0		1.8	2.4	0.0	0.0	0.0		
21 to 34	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0		
35 to 44	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0		
45 or more	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0		
Consultation with Clients or Patients																		
none	89.7	94.2	75.0	83.3	77.8		90.0	93.2	83.3	88.9		89.3	95.2	83.3	66.7	0.0		
1 to 4	5.2	2.3	0.0	8.3	16.7		3.3	2.3	0.0	11.1		7.1	2.4	16.7	22.2	0.0		
5 to 8	5.2	3.5	25.0	8.3	5.6		6.7	4.5	16.7	0.0		3.6	2.4	0.0	11.1	0.0		
9 to 12	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0		
13 to 16	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0		
17 to 20	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0		
21 to 34	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0		
35 to 44	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0		
45 or more	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0		

1998-99 FACULTY SURVEY INSTITUTIONAL SUMMARY

(7274)

	ALL RESPONDENTS					MALE RESPONDENTS					FEMALE RESPONDENTS							
	ALL	FTUG	PTUG	ADMIN	GRAD	OTH	ALL	FTUG	PTUG	ADMIN	GRAD	OTH	ALL	FTUG	PTUG	ADMIN	GRAD	OTH
U of San Diego																		
I.T. USE IN PAST YEAR: (5)																		
Used On-line Discussion Groups																		
daily	5.7	5.1	0.0	5.9	4.3		8.5	8.0	0.0	7.7		2.9	2.1	9.1	0.0			
2-3 times/week	5.7	4.1	20.0	17.6	0.0		5.6	6.0	0.0	0.0		5.7	2.1	27.3	0.0			
once a week	10.6	8.2	20.0	11.8	17.4		8.5	10.0	0.0	7.7		12.9	6.3	18.2	30.0			
1-2 times/month	14.9	16.3	20.0	17.6	8.7		14.1	16.0	16.7	7.7		15.7	16.7	18.2	10.0			
never	63.1	66.3	40.0	47.1	69.6		63.4	60.0	83.3	76.9		62.9	72.9	27.3	60.0			
Worked from Home																		
daily	37.1	44.3	0.0	5.9	26.1		35.7	40.8	0.0	30.8		38.6	47.9	9.1	20.0			
2-3 times/week	22.1	26.8	20.0	23.5	8.7		18.6	22.4	33.3	0.0		25.7	31.2	18.2	20.0			
once a week	17.1	12.4	0.0	23.5	34.8		18.6	16.3	16.7	30.8		15.7	8.3	27.3	40.0			
1-2 times/month	10.0	9.3	40.0	11.8	4.3		11.4	12.2	16.7	0.0		8.6	6.3	9.1	10.0			
never	13.6	7.2	40.0	35.3	26.1		15.7	8.2	33.3	38.5		11.4	6.3	36.4	10.0			
Wrote Memos/Letters																		
daily	63.1	59.2	80.0	70.6	69.6		64.8	60.0	83.3	69.2		61.4	58.3	63.6	70.0			
2-3 times/week	29.8	35.7	20.0	17.6	17.4		26.8	34.0	0.0	15.4		32.9	37.5	27.3	20.0			
once a week	2.8	2.0	0.0	0.0	8.7		4.2	2.0	0.0	15.4		1.4	2.1	0.0	0.0			
1-2 times/month	2.1	2.0	0.0	0.0	4.3		1.4	2.0	0.0	0.0		2.9	2.1	0.0	10.0			
never	2.1	1.0	0.0	11.8	0.0		2.8	2.0	16.7	0.0		1.4	0.0	9.1	0.0			
Conducted Scholarly Research																		
daily	33.3	32.7	20.0	17.6	43.5		38.0	32.0	33.3	61.5		28.6	33.3	9.1	20.0			
2-3 times/week	30.5	32.7	40.0	23.5	21.7		28.2	34.0	16.7	7.7		32.9	31.2	27.3	40.0			
once a week	12.1	12.2	0.0	11.8	13.0		9.9	12.0	16.7	0.0		14.3	12.5	9.1	30.0			
1-2 times/month	17.0	17.3	40.0	29.4	13.0		15.5	16.0	16.7	15.4		18.6	18.7	36.4	10.0			
never	7.1	5.1	0.0	17.6	8.7		8.5	6.0	16.7	15.4		5.7	4.2	18.2	0.0			
Conducted Data Analysis																		
daily	11.4	12.2	0.0	12.5	4.3		8.5	12.0	0.0	0.0		14.5	12.5	20.0	10.0			
2-3 times/week	12.9	11.2	20.0	18.7	8.7		14.1	16.0	16.7	0.0		11.6	6.3	20.0	20.0			
once a week	8.6	9.2	0.0	18.7	0.0		5.6	8.0	0.0	0.0		11.6	10.4	30.0	0.0			
1-2 times/month	23.6	23.5	0.0	6.3	39.1		28.2	28.0	16.7	38.5		18.8	18.7	0.0	40.0			
never	43.6	43.9	80.0	43.7	47.8		43.7	36.0	66.7	61.5		43.5	52.1	30.0	30.0			
Created Presentations																		
daily	15.0	16.3	20.0	12.5	4.3		12.7	14.0	16.7	0.0		17.4	18.7	10.0	10.0			
2-3 times/week	20.0	21.4	0.0	18.7	13.0		15.5	18.0	33.3	0.0		24.6	25.0	10.0	30.0			
once a week	15.7	16.3	20.0	12.5	17.4		16.9	22.0	0.0	7.7		14.5	10.4	20.0	30.0			
1-2 times/month	25.7	24.5	60.0	18.7	39.1		26.8	22.0	16.7	46.2		24.6	27.1	20.0	30.0			
never	23.6	21.4	0.0	37.5	26.1		28.2	24.0	33.3	46.2		18.8	18.7	40.0	0.0			

(5) This item asked for the first time in 1998.

1998-99 FACULTY SURVEY INSTITUTIONAL SUMMARY

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NUMBER OF: Articles in Academic or Professional Journals	ALL RESPONDENTS					MALE RESPONDENTS					FEMALE RESPONDENTS							
	ALL	FTUG	PTUG	ADMIN	GRAD	OTH	ALL	FTUG	PTUG	ADMIN	GRAD	OTH	ALL	FTUG	PTUG	ADMIN	GRAD	OTH
U of San Diego																		
none	4.3	5.2	0.0	11.8	0.0	0.0	2.9	4.1	0.0	0.0	0.0	0.0	5.8	6.3	18.2	0.0	0.0	0.0
1 to 2	21.7	21.6	0.0	17.6	28.6	0.0	18.8	18.4	16.7	25.0	0.0	0.0	24.6	25.0	18.2	33.3	0.0	0.0
3 to 4	20.3	17.5	60.0	35.3	19.0	0.0	18.8	14.3	50.0	16.7	0.0	0.0	21.7	20.8	27.3	22.2	0.0	0.0
5 to 10	30.4	29.9	0.0	17.6	38.1	0.0	29.0	30.6	0.0	41.7	0.0	0.0	31.9	29.2	27.3	33.3	0.0	0.0
11 to 20	13.0	16.5	0.0	0.0	4.8	0.0	15.9	20.4	0.0	0.0	0.0	0.0	10.1	12.5	0.0	11.1	0.0	0.0
21 to 50	7.2	7.2	0.0	5.9	9.5	0.0	10.1	10.2	0.0	16.7	0.0	0.0	4.3	4.2	9.1	0.0	0.0	0.0
51+	2.9	2.1	40.0	11.8	0.0	0.0	4.3	2.0	33.3	0.0	0.0	0.0	1.4	2.1	0.0	0.0	0.0	0.0
Chapters in Edited Volumes																		
none	42.7	42.6	80.0	53.3	36.8	0.0	47.0	48.9	66.7	27.3	0.0	0.0	38.5	36.2	44.4	50.0	0.0	0.0
1 to 2	35.9	36.2	20.0	33.3	36.8	0.0	36.4	31.9	33.3	54.5	0.0	0.0	35.4	40.4	33.3	12.5	0.0	0.0
3 to 4	14.5	16.0	0.0	13.3	5.3	0.0	9.1	12.8	0.0	0.0	0.0	0.0	20.0	19.1	22.2	12.5	0.0	0.0
5 to 10	4.6	3.2	0.0	0.0	15.8	0.0	6.1	4.3	0.0	18.2	0.0	0.0	3.1	2.1	0.0	12.5	0.0	0.0
11 to 20	1.5	1.1	0.0	0.0	5.3	0.0	1.5	2.1	0.0	0.0	0.0	0.0	1.5	0.0	0.0	12.5	0.0	0.0
21 to 50	0.8	1.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.5	2.1	0.0	0.0	0.0	0.0
51+	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Books, Manuals, Monographs																		
none	51.5	55.4	60.0	46.7	40.0	0.0	48.5	53.2	60.0	25.0	0.0	0.0	54.7	57.8	40.0	62.5	0.0	0.0
1 to 2	28.5	26.1	20.0	33.3	30.0	0.0	31.8	25.5	40.0	50.0	0.0	0.0	25.0	26.7	30.0	0.0	0.0	0.0
3 to 4	10.8	7.6	20.0	13.3	25.0	0.0	7.6	6.4	0.0	16.7	0.0	0.0	14.1	8.9	20.0	37.5	0.0	0.0
5 to 10	7.7	9.8	0.0	6.7	0.0	0.0	10.6	14.9	0.0	0.0	0.0	0.0	4.7	4.4	10.0	0.0	0.0	0.0
11 to 20	1.5	1.1	0.0	0.0	5.0	0.0	1.5	0.0	0.0	8.3	0.0	0.0	1.6	2.2	0.0	0.0	0.0	0.0
21 to 50	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
51+	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Exhibitions or Performances in the Fine/Applied Arts Presented																		
none	86.2	89.2	75.0	76.9	76.2	0.0	85.1	91.5	83.3	66.7	0.0	0.0	87.3	87.0	71.4	88.9	0.0	0.0
1 to 2	3.1	2.2	25.0	7.7	4.8	0.0	3.0	2.1	16.7	0.0	0.0	0.0	3.2	2.2	0.0	11.1	0.0	0.0
3 to 4	2.3	2.2	0.0	0.0	4.8	0.0	1.5	0.0	0.0	8.3	0.0	0.0	3.2	4.3	0.0	0.0	0.0	0.0
5 to 10	2.3	0.0	0.0	7.7	9.5	0.0	3.0	0.0	0.0	16.7	0.0	0.0	1.6	0.0	14.3	0.0	0.0	0.0
11 to 20	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
21 to 50	3.1	4.3	0.0	7.7	0.0	0.0	3.0	4.3	0.0	0.0	0.0	0.0	3.2	4.3	14.3	0.0	0.0	0.0
51+	3.1	2.2	0.0	0.0	4.8	0.0	4.5	2.1	0.0	8.3	0.0	0.0	1.6	2.2	0.0	0.0	0.0	0.0
Professional Writings Published or Accepted for Publication in the Last Two Years																		
none	26.1	25.0	20.0	43.7	26.1	0.0	24.3	26.5	16.7	23.1	0.0	0.0	27.9	23.4	60.0	30.0	0.0	0.0
1 to 2	38.4	37.5	40.0	31.2	43.5	0.0	38.6	34.7	33.3	53.8	0.0	0.0	38.2	40.4	30.0	30.0	0.0	0.0
3 to 4	24.6	24.0	20.0	18.7	26.1	0.0	25.7	24.5	33.3	23.1	0.0	0.0	23.5	23.4	10.0	30.0	0.0	0.0
5 to 10	9.4	11.5	20.0	6.3	4.3	0.0	8.6	10.2	16.7	0.0	0.0	0.0	10.3	12.8	0.0	10.0	0.0	0.0
11 to 20	0.7	1.0	0.0	0.0	0.0	0.0	1.4	2.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
21 to 50	0.7	1.0	0.0	0.0	0.0	0.0	1.4	2.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
51+	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

1998-99 FACULTY SURVEY INSTITUTIONAL SUMMARY

COURSES TAUGHT IN:	ALL RESPONDENTS					MALE RESPONDENTS					FEMALE RESPONDENTS							
	ALL	FTUG	FTUG	ADMN	GRAD	OTH	ALL	FTUG	FTUG	ADMN	GRAD	OTH	ALL	FTUG	FTUG	ADMN	GRAD	OTH
U of San Diego																		
General Education																		
none	55.2	47.1	50.0	70.0	100.0		50.0	44.4	66.7	100.0		60.4	50.0	71.4	100.0			
one	17.1	18.8	50.0	30.0	0.0		19.2	20.0	33.3	0.0		15.1	17.5	28.6	0.0			
two	20.0	24.7	0.0	0.0	0.0		19.2	22.2	0.0	0.0		20.8	27.5	0.0	0.0			
three	6.7	8.2	0.0	0.0	0.0		9.6	11.1	0.0	0.0		3.8	5.0	0.0	0.0			
four	1.0	1.2	0.0	0.0	0.0		1.9	2.2	0.0	0.0		0.0	0.0	0.0	0.0			
five or more	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0			
Other BA or BS Undergraduate Credit Courses																		
none	23.6	9.2	33.3	77.8	100.0		20.0	11.6	66.7	100.0		26.8	6.8	83.3	100.0			
one	33.0	37.9	66.7	22.2	0.0		46.0	48.8	33.3	0.0		21.4	27.3	16.7	0.0			
two	24.5	29.9	0.0	0.0	0.0		18.0	20.9	0.0	0.0		30.4	38.6	0.0	0.0			
three	17.9	21.8	0.0	0.0	0.0		16.0	18.6	0.0	0.0		19.6	25.0	0.0	0.0			
four	0.9	1.1	0.0	0.0	0.0		0.0	0.0	0.0	0.0		1.8	2.3	0.0	0.0			
five or more	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0			
Non-BA Credit Courses (developmental or remedial)																		
none	98.7	100.0	50.0	85.7	100.0		100.0	100.0	100.0	100.0		97.5	100.0	80.0	100.0			
one	1.3	0.0	50.0	14.3	0.0		0.0	0.0	0.0	0.0		2.5	0.0	20.0	0.0			
two	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0			
three	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0			
four	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0			
five or more	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0			
Graduate Courses																		
none	47.2	62.0	100.0	45.5	0.0		45.5	59.5	50.0	0.0		49.0	64.7	42.9	0.0			
one	27.4	28.2	0.0	45.5	17.4		27.3	29.7	25.0	23.1		27.5	26.5	57.1	10.0			
two	17.9	7.0	0.0	0.0	60.9		16.4	5.4	0.0	53.8		19.6	8.8	0.0	70.0			
three	6.6	2.8	0.0	0.0	21.7		9.1	5.4	0.0	23.1		3.9	0.0	0.0	20.0			
four	0.9	0.0	0.0	9.1	0.0		1.8	0.0	25.0	0.0		0.0	0.0	0.0	0.0			
five or more	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0			
Teaching Activities in the Last Two Years																		
taught honors course	21.6	28.9	0.0	0.0	0.0		19.0	25.5	0.0	0.0		24.2	32.6	0.0	0.0			
taught interdisciplinary course	34.9	38.0	0.0	13.3	26.3		30.3	32.7	16.7	22.2		39.7	44.2	11.1	30.0			
taught ethnic studies course	11.4	13.6	0.0	7.1	5.6		6.3	6.4	16.7	0.0		16.7	22.0	0.0	10.0			
taught women's studies course	15.4	18.2	0.0	0.0	16.7		7.8	8.3	0.0	12.5		23.7	30.0	0.0	20.0			
team-taught a course	39.1	41.3	20.0	14.3	42.1		36.9	37.5	16.7	44.4		41.3	45.5	12.5	40.0			
taught a service learning course	30.2	32.2	40.0	20.0	27.8		20.3	18.7	0.0	37.5		40.3	47.6	33.3	20.0			
worked w/students on res project	61.2	60.2	40.0	33.3	82.6		67.1	65.3	16.7	92.3		54.7	54.5	44.4	70.0			
used funds for research	66.7	69.1	50.0	46.2	68.2		65.7	64.0	66.7	75.0		67.7	75.0	28.6	60.0			
in teaching enhancement workshop	61.5	64.1	50.0	50.0	61.9		52.2	51.0	50.0	58.3		72.1	79.1	50.0	66.7			
put/collected assign on Internet	33.9	31.5	0.0	30.8	36.8		39.4	37.5	50.0	40.0		27.6	24.4	14.3	33.3			
taught course excl on Internet	2.5	1.1	0.0	0.0	11.8		1.6	0.0	0.0	12.5		3.4	2.4	0.0	11.1			

1998-99 FACULTY SURVEY INSTITUTIONAL SUMMARY

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	ALL RESPONDENTS					MALE RESPONDENTS					FEMALE RESPONDENTS							
	ALL	FTUG	PTUG	ADMIN	GRAD	OTH	ALL	FTUG	PTUG	ADMIN	GRAD	OTH	ALL	FTUG	PTUG	ADMIN	GRAD	OTH
U of San Diego																		
Primary Interest	25.9	27.6	0.0	26.7	26.1		31.0	32.0	33.3	30.8			20.6	22.9	22.2	20.0		
very heavily in teaching	52.5	49.0	50.0	46.7	60.9		43.7	40.0	33.3	53.8			61.8	58.3	55.6	70.0		
leaning toward teaching	21.6	23.5	50.0	26.7	13.0		25.4	28.0	33.3	15.4			17.6	18.7	22.2	10.0		
leaning toward research	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0			0.0	0.0	0.0	0.0		
very heavily in research																		
Scholarly Work Conducted:																		
by Respondent Alone																		
all	6.0	6.5	0.0	6.7	4.5		3.0	4.3	0.0	0.0			9.0	8.7	10.0	10.0		
most	24.1	26.9	20.0	20.0	18.2		21.2	23.4	0.0	16.7			26.9	30.4	30.0	20.0		
some	35.3	35.5	20.0	26.7	40.9		42.4	40.4	40.0	58.3			28.4	30.4	20.0	20.0		
none	34.6	31.2	60.0	46.7	36.4		33.3	31.9	60.0	25.0			35.8	30.4	40.0	50.0		
with One Other Person																		
all	27.7	29.1	33.3	33.3	20.0		30.6	34.1	40.0	16.7			24.6	23.8	28.6	25.0		
most	56.3	52.3	66.7	58.3	70.0		54.8	50.0	40.0	75.0			57.9	54.8	71.4	62.5		
some	13.4	15.1	0.0	8.3	10.0		14.5	15.9	20.0	8.3			12.3	14.3	0.0	12.5		
none	2.5	3.5	0.0	0.0	0.0		0.0	0.0	0.0	0.0			5.3	7.1	0.0	0.0		
with Two or More People																		
all	64.0	63.1	50.0	50.0	75.0		62.1	62.2	50.0	75.0			66.0	64.1	50.0	75.0		
most	25.2	23.8	50.0	40.0	18.7		32.8	31.1	50.0	25.0			17.0	15.4	33.3	12.5		
some	8.1	9.5	0.0	10.0	6.3		5.2	6.7	0.0	0.0			11.3	12.8	16.7	12.5		
none	2.7	3.6	0.0	0.0	0.0		0.0	0.0	0.0	0.0			5.7	7.7	0.0	0.0		
Personal Goals Noted as Very Important or Essential																		
become authority in own field	42.6	39.8	60.0	52.9	47.8		45.1	46.0	50.0	46.2			40.0	33.3	54.5	50.0		
influence political structure	17.7	16.3	20.0	23.5	21.7		15.5	14.0	16.7	23.1			20.0	18.7	27.3	20.0		
influence social values	46.1	42.9	40.0	64.7	47.8		29.6	30.0	33.3	30.8			62.9	56.2	81.8	70.0		
raise a family	66.4	63.3	100.0	75.0	73.9		67.6	58.0	100.0	84.6			65.2	68.8	60.0	60.0		
be very well-off financially	34.8	24.5	60.0	52.9	56.5		38.0	24.0	100.0	61.5			31.4	25.0	27.3	50.0		
help others in difficulty	61.7	59.2	80.0	82.4	56.5		52.1	52.0	66.7	46.2			71.4	66.7	90.9	70.0		
be involved in environ clean-up	24.8	25.5	60.0	23.5	17.4		21.1	20.0	33.3	15.4			28.6	31.2	18.2	20.0		
develop philosophy of life	79.3	78.6	60.0	82.4	77.3		77.1	78.0	66.7	75.0			81.4	79.2	90.9	80.0		
promote racial understanding	66.0	63.3	80.0	82.4	56.5		56.3	56.0	66.7	46.2			75.7	70.8	90.9	70.0		
obtain recog from colleagues	39.0	37.8	60.0	58.8	26.1		38.0	40.0	66.7	15.4			40.0	35.4	54.5	40.0		
integrate spirituality into life	50.0	50.5	60.0	70.6	30.4		41.4	42.9	33.3	30.8			58.6	58.3	90.9	30.0		
be a good colleague	88.7	88.8	100.0	94.1	82.6		87.3	88.0	100.0	76.9			90.0	89.6	90.9	90.0		
be a good teacher	97.9	99.0	100.0	94.1	95.7		98.6	98.0	100.0	100.0			97.1	100.0	90.9	90.0		
Reasons Noted as Very Important for Pursuing an Academic Career																		
autonomy	72.7	74.5	60.0	53.3	73.9		72.9	74.0	60.0	69.2			72.5	75.0	50.0	80.0		
flexible schedule	69.8	75.5	60.0	26.7	69.6		65.7	72.0	20.0	53.8			73.9	79.2	30.0	90.0		
intellectual challenge	89.9	92.9	80.0	93.3	73.9		88.6	92.0	100.0	69.2			91.3	93.8	90.0	80.0		
intellectual freedom	77.0	78.6	60.0	73.3	69.6		74.3	80.0	40.0	61.5			79.7	77.1	90.0	80.0		
freedom to pursue interests	72.7	75.5	80.0	73.3	60.9		70.0	76.0	60.0	53.8			75.4	75.0	80.0	70.0		
opportunities for teaching	65.5	68.4	20.0	40.0	69.6		65.7	64.0	60.0	76.9			65.2	72.9	30.0	60.0		
opportunities for research	41.0	43.9	40.0	26.7	30.4		37.1	42.0	20.0	23.1			44.9	45.8	30.0	40.0		
occupational prestige/status	13.6	9.2	40.0	37.5	13.0		12.9	10.0	60.0	7.7			14.3	8.3	27.3	20.0		
oppty to influence soc change	27.1	27.6	20.0	12.5	34.8		17.1	20.0	0.0	15.4			37.1	35.4	18.2	60.0		

1998-99 FACULTY SURVEY INSTITUTIONAL SUMMARY

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	ALL RESPONDENTS					MALE RESPONDENTS					FEMALE RESPONDENTS							
	ALL	FTUG	PTUG	ADMIN	GRAD	OTH	ALL	FTUG	PTUG	ADMIN	GRAD	OTH	ALL	FTUG	PTUG	ADMIN	GRAD	OTH
U of San Diego																		
Evaluation Methods Used in Most or all Undergraduate Classes																		
multiple-choice mid-terms/finals	18.6	18.6	50.0	25.0	0.0	0.0	18.0	18.0	20.0	0.0	0.0	19.2	19.1	33.3	0.0			
essay mid-terms/finals	60.2	60.2	66.7	71.4	16.7	57.4	56.0	80.0	25.0	0.0	63.5	64.6	50.0	0.0				
short-answer mid-terms/finals quizzes	38.4	40.2	33.3	42.9	0.0	44.3	46.0	40.0	0.0	0.0	31.4	34.0	50.0	0.0				
weekly essay assignments	21.4	21.6	0.0	28.6	16.7	18.0	20.0	20.0	0.0	0.0	25.5	23.4	50.0	50.0				
student presentations	15.0	17.3	0.0	0.0	0.0	13.1	16.0	0.0	0.0	0.0	17.3	18.7	0.0	0.0				
term/research papers	39.8	37.8	33.3	42.9	50.0	34.4	32.0	40.0	25.0	0.0	46.2	43.7	50.0	100.0				
student evals of each others' work	47.3	46.4	33.3	57.1	50.0	40.0	38.8	60.0	25.0	0.0	55.8	54.2	50.0	100.0				
grading on a curve	12.4	10.2	33.3	28.6	16.7	6.6	4.0	0.0	0.0	0.0	19.2	16.7	100.0	50.0				
competency-based grading	19.5	17.3	33.3	42.9	33.3	19.7	16.0	20.0	50.0	0.0	19.2	18.7	100.0	0.0				
	49.1	50.0	33.3	16.7	50.0	42.9	45.7	0.0	50.0	0.0	56.0	54.3	50.0	50.0				
Instructional Methods Used in Most/All Undergraduate Classes																		
class discussions	75.0	74.5	50.0	66.7	85.7	69.4	70.0	40.0	80.0	0.0	81.5	79.2	100.0	100.0				
computer/machine-aided instruct	15.5	13.3	25.0	22.2	28.6	16.1	16.0	20.0	0.0	0.0	14.8	10.4	25.0	100.0				
cooperative learning	44.8	43.9	50.0	55.6	57.1	35.5	34.0	40.0	40.0	0.0	55.6	54.2	75.0	100.0				
experiential learning/field stud	25.9	24.5	25.0	33.3	28.6	22.6	20.0	20.0	40.0	0.0	29.6	29.2	50.0	0.0				
teaching assistants	3.5	2.0	25.0	25.0	0.0	1.6	2.0	0.0	0.0	0.0	5.7	2.1	66.7	0.0				
recitals or demonstrations	11.2	10.2	25.0	33.3	0.0	11.3	12.0	0.0	0.0	0.0	11.1	8.3	75.0	0.0				
group projects	34.5	31.6	25.0	66.7	42.9	27.4	26.0	40.0	20.0	0.0	42.6	37.5	100.0	100.0				
independent projects	31.3	29.6	0.0	12.5	57.1	25.8	22.0	20.0	60.0	0.0	37.7	37.5	0.0	50.0				
extensive lecturing	48.3	50.0	75.0	33.3	14.3	58.1	60.0	60.0	20.0	0.0	37.0	39.6	0.0	0.0				
multiple drafts of written work	26.1	26.8	25.0	44.4	0.0	23.0	24.5	40.0	0.0	0.0	29.6	29.2	50.0	0.0				
readings on racial/ethnic issues	30.2	29.6	0.0	33.3	42.9	24.2	26.0	20.0	20.0	0.0	37.0	33.3	50.0	100.0				
readings on women/gender issues	28.4	27.6	0.0	33.3	28.6	22.6	24.0	20.0	20.0	0.0	35.2	31.2	50.0	50.0				
student-developed activities	15.7	14.4	25.0	33.3	14.3	11.3	12.0	0.0	20.0	0.0	20.8	17.0	75.0	0.0				
student-selected topics	7.8	7.2	0.0	22.2	0.0	4.8	6.0	0.0	0.0	0.0	11.3	8.5	50.0	0.0				
Goals for Undergraduates Noted as Very Important or Essential																		
develop ability to think clearly	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0				
prepare for employment	65.2	62.2	80.0	82.4	60.0	60.9	60.0	100.0	36.4	0.0	69.6	64.6	72.7	88.9				
prepare for graduate education	54.3	49.0	60.0	76.5	65.0	49.3	40.0	83.3	72.7	0.0	59.4	58.3	72.7	55.6				
develop moral character	63.8	61.2	60.0	82.4	55.0	62.3	62.0	66.7	54.5	0.0	65.2	60.4	90.9	55.6				
provide for emotional develop	35.8	30.9	60.0	68.8	25.0	26.1	24.0	50.0	9.1	0.0	45.6	38.3	80.0	44.4				
prepare for family living	17.4	14.3	20.0	47.1	10.0	13.0	12.0	16.7	9.1	0.0	21.7	16.7	63.6	11.1				
teach classics of western civ	40.6	37.8	20.0	47.1	45.0	39.1	36.0	50.0	45.5	0.0	42.0	39.6	45.5	44.4				
help develop personal values	62.8	55.7	60.0	88.2	70.0	55.1	50.0	66.7	63.6	0.0	70.6	61.7	100.0	77.8				
enhance out-of-class experience	40.6	34.7	100.0	88.2	30.0	29.0	20.0	83.3	27.3	0.0	52.2	50.0	90.9	33.3				
enhance self-understanding	65.2	60.2	80.0	82.4	70.0	58.0	52.0	83.3	63.6	0.0	72.5	68.8	81.8	77.8				
instill commitment to civic svc	46.4	39.8	100.0	76.5	55.0	36.2	30.0	66.7	45.5	0.0	56.5	50.0	81.8	66.7				
prepare for respons citizenship	67.9	63.3	100.0	82.4	73.7	56.5	52.0	66.7	63.6	0.0	79.4	75.0	90.9	87.5				
enhance appree of race/eth grps	67.4	63.3	100.0	88.2	65.0	52.2	48.0	83.3	45.5	0.0	82.6	79.2	90.9	88.9				

1998-99 FACULTY SURVEY INSTITUTIONAL SUMMARY

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	ALL RESPONDENTS					MALE RESPONDENTS					FEMALE RESPONDENTS							
	ALL	FTUG	PTUG	ADMN	GRAD	OTH	ALL	FTUG	PTUG	ADMN	GRAD	OTH	ALL	FTUG	PTUG	ADMN	GRAD	OTH
U of San Diego	75.7	73.5	80.0	82.4	77.3	72.9	72.0	66.7	75.0	78.6	75.0	90.9	80.0	32.9	33.3	18.2	50.0	
Agrees Strongly or Somewhat	26.4	24.5	40.0	17.6	40.9	20.0	16.0	16.7	33.3	42.9	31.2	72.7	60.0	42.9	60.0	72.7	60.0	
fac interested in students' prob	30.2	24.5	40.0	56.2	36.4	17.4	18.0	20.0	16.7	42.9	31.2	72.7	60.0	42.9	60.0	72.7	60.0	
people don't respect each other	49.6	45.2	20.0	33.3	72.7	43.9	41.7	0.0	66.7	55.2	48.9	45.5	80.0	55.2	48.9	45.5	80.0	
students well prep academically	84.1	85.7	60.0	81.3	76.2	87.0	88.0	100.0	83.3	81.2	83.3	72.7	66.7	81.2	83.3	72.7	66.7	
Stdnt Aff staff supported by fac	77.5	76.5	40.0	81.3	81.0	75.0	78.0	60.0	72.7	80.0	75.0	90.9	90.0	80.0	75.0	90.9	90.0	
fac committed to welfare of inst	16.5	20.4	0.0	6.3	9.1	13.0	16.0	0.0	8.3	20.0	25.0	9.1	10.0	20.0	25.0	9.1	10.0	
fac interest in stdnts acad prob	47.4	48.4	40.0	53.3	42.9	43.1	42.9	75.0	36.4	51.5	54.3	45.5	50.0	51.5	54.3	45.5	50.0	
a lot of racial conflict here	81.8	78.1	100.0	93.8	81.8	84.1	80.0	100.0	91.7	79.4	76.1	90.9	70.0	79.4	76.1	90.9	70.0	
courses incl feminist perspect	80.4	77.3	100.0	93.8	77.3	88.4	86.0	100.0	91.7	72.5	68.1	90.9	60.0	72.5	68.1	90.9	60.0	
faculty of color treated fairly	74.8	75.8	100.0	93.8	54.5	65.7	63.3	100.0	58.3	83.8	89.1	90.9	50.0	83.8	89.1	90.9	50.0	
women faculty treated fairly	54.1	50.5	80.0	75.0	50.0	46.3	42.9	60.0	58.3	61.8	58.7	81.8	40.0	61.8	58.7	81.8	40.0	
courses involve stud in cmty svc	50.4	44.1	20.0	62.5	66.7	41.8	37.5	40.0	66.7	59.1	51.1	72.7	66.7	59.1	51.1	72.7	66.7	
students committed to cmty svc	72.6	74.2	100.0	76.9	59.1	68.1	72.0	60.0	50.0	77.3	76.6	87.5	70.0	77.3	76.6	87.5	70.0	
gay/lesbian fac treated fairly																		
my research valued by dept fac																		
Issues Noted as Being of High or Highest Priority																		
promote intellectual development	85.8	81.6	80.0	100.0	95.7	83.1	80.0	100.0	92.3	88.6	83.3	100.0	100.0	88.6	83.3	100.0	100.0	
help students understand values	80.1	80.6	60.0	94.1	69.6	74.6	76.0	83.3	69.2	85.7	85.4	100.0	70.0	85.7	85.4	100.0	70.0	
hire more minority faculty/admin	40.7	36.7	60.0	70.6	31.8	36.6	40.0	50.0	23.1	44.9	33.3	81.8	44.4	44.9	33.3	81.8	44.4	
dev community among students/fac	56.0	56.1	60.0	76.5	34.8	46.5	52.0	50.0	23.1	65.7	60.4	90.9	50.0	65.7	60.4	90.9	50.0	
dev leadership ability in stdnts	52.5	50.0	80.0	82.4	43.5	38.0	38.0	83.3	23.1	67.1	62.5	81.8	70.0	67.1	62.5	81.8	70.0	
hire more women faculty/admin	34.3	35.7	40.0	47.1	13.6	29.6	34.0	33.3	15.4	39.1	37.5	54.5	11.1	39.1	37.5	54.5	11.1	
involvement in community svcs	70.2	68.4	80.0	76.5	73.9	70.4	70.0	83.3	76.9	70.0	66.7	72.7	70.0	70.0	66.7	72.7	70.0	
teach stdnts how to change soc	35.0	28.9	60.0	52.9	47.8	25.4	22.0	33.3	38.5	44.9	36.2	63.6	60.0	44.9	36.2	63.6	60.0	
increase/maintain inst prestige	74.3	66.0	100.0	88.2	91.3	78.9	70.0	100.0	100.0	69.6	61.7	81.8	80.0	69.6	61.7	81.8	80.0	
hire faculty 'stars'	18.0	12.4	20.0	25.0	34.8	15.5	6.0	50.0	38.5	20.6	19.1	10.0	30.0	20.6	19.1	10.0	30.0	
recruit more minority students	50.7	45.4	80.0	76.5	52.2	40.8	44.0	50.0	30.8	60.9	46.8	90.9	80.0	60.9	46.8	90.9	80.0	
enhance insts' national image	73.6	69.1	100.0	82.4	78.3	69.0	64.0	83.3	76.9	78.3	74.5	81.8	80.0	78.3	74.5	81.8	80.0	
create multi-cultural environ	65.0	59.8	80.0	82.4	69.6	63.4	66.0	83.3	46.2	66.7	53.2	81.8	100.0	66.7	53.2	81.8	100.0	
Political Orientation																		
far left	5.2	7.4	0.0	0.0	0.0	8.8	12.2	0.0	0.0	1.5	2.2	0.0	0.0	1.5	2.2	0.0	0.0	
liberal	48.9	48.4	80.0	37.5	61.9	41.2	36.7	50.0	45.5	56.7	60.9	30.0	80.0	56.7	60.9	30.0	80.0	
middle-of-the-road	33.3	29.5	20.0	50.0	33.3	27.9	24.5	33.3	45.5	38.8	34.8	60.0	20.0	38.8	34.8	60.0	20.0	
conservative	11.9	13.7	0.0	12.5	4.8	20.6	24.5	16.7	9.1	3.0	2.2	10.0	0.0	3.0	2.2	10.0	0.0	
far right	0.7	1.1	0.0	0.0	0.0	1.5	2.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
General Opinions																		
West Civ foundation of UG curric	67.1	64.3	80.0	87.5	60.9	71.4	68.0	100.0	69.2	62.9	60.4	81.8	50.0	62.9	60.4	81.8	50.0	
college can ban extreme speakers	26.4	21.4	20.0	35.3	45.5	34.3	30.0	16.7	66.7	18.6	12.5	45.5	20.0	18.6	12.5	45.5	20.0	
college increases earning power	18.6	16.5	40.0	35.3	13.0	20.0	16.3	66.7	15.4	17.1	16.7	18.2	10.0	17.1	16.7	18.2	10.0	
diversity yields underprep stdnt	20.6	22.4	20.0	17.6	17.4	28.2	30.0	33.3	23.1	12.9	14.6	9.1	10.0	12.9	14.6	9.1	10.0	
coll should help solve soc probs	68.1	68.0	60.0	66.7	69.6	60.0	66.0	20.0	53.8	76.5	70.2	90.0	90.0	76.5	70.2	90.0	90.0	
tenure is an outmoded concept	32.1	22.4	75.0	56.2	56.5	33.8	24.0	83.3	53.8	30.4	20.8	40.0	60.0	30.4	20.8	40.0	60.0	
encourage stdnts to do cmty svc	90.1	89.8	100.0	94.1	87.0	85.9	84.0	100.0	84.6	94.3	95.8	90.9	90.0	94.3	95.8	90.9	90.0	
give cmty svc weight in admss	64.5	60.2	100.0	76.5	73.9	62.0	56.0	66.7	76.9	67.1	64.6	81.8	70.0	67.1	64.6	81.8	70.0	
tenure essential to attract best	69.5	74.5	20.0	70.6	56.5	71.8	84.0	50.0	46.2	67.1	64.6	81.8	70.0	67.1	64.6	81.8	70.0	
computers enhance stdnt learning	89.3	87.6	80.0	88.2	100.0	90.0	89.8	83.3	100.0	88.6	85.4	90.9	100.0	88.6	85.4	90.9	100.0	
diverse stdnt body enhances educ	95.0	92.8	100.0	100.0	100.0	91.4	87.8	100.0	100.0	98.6	97.9	100.0	100.0	98.6	97.9	100.0	100.0	

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	ALL RESPONDENTS					MALE RESPONDENTS					FEMALE RESPONDENTS								
	ALL	FTUG	FTUG	ADMN	GRAD	OTH	ALL	FTUG	FTUG	ADMN	GRAD	OTH	ALL	FTUG	FTUG	ADMN	GRAD	OTH	
U of San Diego																			
Attributes Noted as Being VERY Descriptive of the Institution																			
easy to see fac outside ofc hour	51.8	58.8	40.0	46.7	31.8		52.9	58.0	50.0	33.3		50.7	59.6	44.4	30.0				
great conformity among students	38.8	43.3	60.0	29.4	31.8		44.3	44.0	50.0	41.7		33.3	42.6	18.2	20.0				
faculty at odds with admin	13.7	17.5	40.0	11.8	0.0		12.9	16.0	0.0	0.0		14.5	19.1	18.2	0.0				
faculty respect each other	36.7	40.2	0.0	29.4	22.7		31.4	42.0	0.0	0.0		42.0	38.3	45.5	50.0				
most stdnts treated like numbers	0.7	1.0	0.0	0.0	0.0		1.4	2.0	0.0	0.0		0.0	0.0	0.0	0.0				
social activities overemphasized	21.7	25.8	60.0	25.0	0.0		24.3	26.0	50.0	0.0		19.1	25.5	10.0	0.0				
intercoll sports overemphasized	7.2	8.2	0.0	12.5	0.0		8.6	10.0	16.7	0.0		5.9	6.4	10.0	0.0				
stdnts don't socialize regularly	1.4	1.0	0.0	0.0	4.5		0.0	0.0	0.0	0.0		2.9	2.1	0.0	10.0				
fac rewarded for good teaching	24.6	25.0	40.0	47.1	9.1		20.0	26.0	16.7	0.0		29.4	23.9	63.6	20.0				
Attributes Noted as Being NOT Descriptive of the Institution																			
easy to see fac outside ofc hour	3.6	4.1	20.0	0.0	0.0		4.3	4.0	0.0	0.0		3.0	4.3	0.0	0.0				
great conformity among students	7.2	3.1	20.0	5.9	27.3		5.7	2.0	0.0	25.0		8.7	4.3	9.1	30.0				
faculty at odds with admin	38.1	26.8	20.0	47.1	81.8		40.0	28.0	50.0	83.3		36.2	25.5	45.5	80.0				
faculty respect each other	8.6	7.2	0.0	0.0	22.7		10.0	8.0	0.0	25.0		7.2	6.4	0.0	20.0				
most stdnts treated like numbers	91.4	94.8	60.0	94.1	81.8		90.0	94.0	83.3	83.3		92.8	95.7	100.0	80.0				
social activities overemphasized	38.4	29.9	20.0	31.2	81.8		35.7	30.0	16.7	75.0		41.2	29.8	40.0	90.0				
intercoll sports overemphasized	61.6	54.6	80.0	68.8	81.8		65.7	62.0	50.0	83.3		57.4	46.8	80.0	80.0				
stdnts don't socialize regularly	87.1	88.7	100.0	94.1	72.7		90.0	94.0	83.3	75.0		84.1	83.0	100.0	70.0				
fac rewarded for good teaching	18.1	19.8	20.0	5.9	18.2		17.1	18.0	0.0	16.7		19.1	21.7	9.1	20.0				
Aspects of Job Noted as Very Satisfactory or Satisfactory (6)																			
salary and fringe benefits	52.9	48.0	60.0	87.5	52.2		57.1	50.0	80.0	76.9		48.6	45.8	90.9	20.0				
oppty for scholarly pursuits	62.1	58.2	60.0	68.8	73.9		68.6	62.0	80.0	92.3		55.7	54.2	63.6	50.0				
teaching load	46.2	33.7	66.7	87.5	87.0		50.7	40.0	100.0	84.6		41.3	27.1	75.0	90.0				
quality of students	44.1	37.8	60.0	75.0	56.5		40.0	36.0	60.0	46.2		48.5	39.6	85.7	70.0				
working conditions	75.0	70.4	80.0	81.3	95.7		77.1	74.0	80.0	100.0		72.9	66.7	81.8	90.0				
autonomy and independence	90.0	87.8	100.0	93.8	95.7		90.0	88.0	100.0	92.3		90.0	87.5	90.9	100.0				
prof relations w/other faculty	74.3	71.4	100.0	87.5	69.6		72.9	68.0	100.0	76.9		75.7	75.0	81.8	60.0				
social relations w/other faculty	60.4	59.6	75.0	64.3	52.2		52.2	52.1	25.0	53.8		68.7	67.4	80.0	50.0				
competency of colleagues	71.9	72.4	80.0	80.0	60.9		70.0	68.0	80.0	69.2		73.9	77.1	80.0	50.0				
visibility for jobs	48.2	38.3	80.0	75.0	58.3		50.0	40.7	75.0	66.7		46.8	36.4	75.0	50.0				
job security	86.8	87.5	100.0	93.8	76.2		89.9	89.8	100.0	84.6		83.6	85.1	90.9	62.5				
relationships with admin	68.8	62.9	80.0	93.3	78.3		71.4	64.0	100.0	92.3		66.2	61.7	90.0	60.0				
overall job satisfaction	76.4	70.4	80.0	87.5	91.3		78.6	72.0	100.0	100.0		74.3	68.8	81.8	80.0				
oppty to develop new ideas	77.9	74.5	60.0	81.3	87.0		78.6	76.0	80.0	92.3		77.1	72.9	81.8	80.0				
Still Want to Be a College Professor?																			
definitely yes	54.3	52.0	25.0	62.5	60.9		54.9	50.0	66.7	76.9		53.6	54.2	60.0	40.0				
probably yes	26.4	28.6	25.0	31.2	13.0		23.9	28.0	16.7	7.7		29.0	29.2	40.0	20.0				
not sure	11.4	10.2	50.0	6.3	17.4		14.1	12.0	16.7	15.4		8.7	8.3	0.0	20.0				
probably no	7.1	8.2	0.0	0.0	8.7		5.6	8.0	0.0	0.0		8.7	8.3	0.0	20.0				
definitely no	0.7	1.0	0.0	0.0	0.0		1.4	2.0	0.0	0.0		0.0	0.0	0.0	0.0				

(6) Respondents marking "not applicable" are not included in these results.

1998-99 FACULTY SURVEY INSTITUTIONAL SUMMARY

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	ALL RESPONDENTS					MALE RESPONDENTS					FEMALE RESPONDENTS						
	ALL	FTUG	PTUG	ADMIN	GRAD	OTH	ALL	FTUG	PTUG	ADMIN	GRAD	OTH	ALL	FTUG	PTUG	ADMIN	GRAD
U of San Diego	77.7	81.6	100.0	80.0	56.5	72.9	80.0	60.0	46.2	82.6	83.3	90.0	70.0				
Sources of Stress (7)	27.9	33.3	20.0	7.1	17.4	27.1	30.0	0.0	23.1	28.8	37.0	11.1	10.0				
household responsibilities	38.7	38.1	80.0	50.0	39.1	38.6	38.0	60.0	38.5	38.8	38.3	44.4	40.0				
child care	52.2	51.0	60.0	57.1	56.5	50.0	52.0	40.0	46.2	54.4	50.0	66.7	70.0				
care of elderly parent	51.4	56.1	60.0	50.0	26.1	47.1	52.0	40.0	23.1	55.9	60.4	55.6	30.0				
my physical health	23.0	24.5	20.0	20.0	17.4	12.9	18.0	0.0	0.0	33.3	31.2	30.0	40.0				
review/promotion process	54.3	60.8	80.0	40.0	43.5	54.3	62.0	40.0	30.8	54.4	59.6	40.0	60.0				
subtle discrimination	61.4	62.2	60.0	75.0	47.8	58.6	60.0	60.0	46.2	64.3	64.6	81.8	50.0				
personal finances	47.9	50.0	40.0	37.5	43.5	48.6	50.0	20.0	46.2	47.1	50.0	45.5	40.0				
committee work	60.0	62.2	40.0	56.2	56.5	55.7	60.0	60.0	38.5	64.3	64.6	54.5	80.0				
faculty meetings	52.9	57.1	60.0	31.2	43.5	55.7	60.0	40.0	38.5	50.0	54.2	27.3	50.0				
colleagues	59.0	63.3	20.0	20.0	60.9	54.3	54.0	20.0	61.5	63.8	72.9	20.0	60.0				
students	62.9	67.3	60.0	62.5	47.8	60.0	62.0	40.0	53.8	65.7	72.9	72.7	40.0				
research or publishing demands	59.7	72.4	20.0	13.3	30.4	54.3	66.0	0.0	23.1	65.2	79.2	20.0	40.0				
inst procedures & 'red tape'	33.3	34.0	80.0	33.3	34.8	40.0	38.0	60.0	38.5	26.5	29.8	20.0	30.0				
teaching load	27.9	29.2	40.0	20.0	31.8	35.7	36.0	20.0	38.5	19.7	21.7	20.0	22.2				
children's problems	89.2	91.8	100.0	93.3	73.9	81.4	84.0	100.0	61.5	97.1	100.0	90.0	90.0				
marital friction	84.2	87.8	100.0	93.3	60.9	75.7	78.0	100.0	53.8	92.8	97.9	90.0	70.0				
time pressures	4.4	5.2	0.0	6.7	0.0	5.7	8.0	0.0	0.0	3.0	2.1	10.0	0.0				
lack of personal life	70.7	71.4	100.0	93.8	60.9	61.4	60.0	80.0	61.5	80.0	83.3	100.0	60.0				
illness or death of spouse																	
keeping up with info tech																	
DISAGGREGATED RESPONSES																	
Field of Highest Degree Held																	
agriculture	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0				
architecture/urban planning	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0				
bacteriology, molecular biology	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0				
biochemistry	1.5	2.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.2	4.8	0.0	0.0				
biophysics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0				
botany	0.8	0.0	0.0	6.3	0.0	0.0	0.0	0.0	0.0	1.6	0.0	10.0	0.0				
environmental science	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0				
marine life sciences	1.5	1.1	0.0	0.0	0.0	1.5	0.0	0.0	0.0	1.6	2.4	0.0	0.0				
physiology, anatomy	2.3	3.3	0.0	0.0	0.0	4.5	6.3	0.0	0.0	0.0	0.0	0.0	0.0				
zoology	2.3	3.3	0.0	0.0	0.0	4.5	6.3	0.0	0.0	0.0	0.0	0.0	0.0				
general, oth biological sciences	2.3	1.1	40.0	12.5	0.0	4.5	2.1	33.3	0.0	0.0	0.0	0.0	0.0				
accounting	3.1	4.4	0.0	0.0	0.0	3.0	4.2	0.0	0.0	3.2	4.8	0.0	0.0				
finance	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0				
international business	1.5	2.2	0.0	0.0	0.0	1.5	2.1	0.0	0.0	1.6	2.4	0.0	0.0				
marketing	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0				
management	5.4	6.7	0.0	6.3	0.0	6.0	6.3	16.7	0.0	4.8	7.1	0.0	0.0				
secretarial studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0				
general, other business	0.8	1.1	0.0	0.0	0.0	1.5	2.1	0.0	0.0	0.0	0.0	0.0	0.0				
computer science	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0				

(7) Percentage of respondents marking "somewhat" OR "extensive".

1998-99 FACULTY SURVEY INSTITUTIONAL SUMMARY

(7274)

U of San Diego Field of Highest Degree (cont)	ALL RESPONDENTS					MALE RESPONDENTS					FEMALE RESPONDENTS							
	ALL	FTUG	PTUG	ADMN	GRAD	OTH	ALL	FTUG	PTUG	ADMN	GRAD	OTH	ALL	FTUG	PTUG	ADMN	GRAD	OTH
business education	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
elementary education	0.8	1.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.6	2.4	0.0	0.0	0.0	0.0
educational administration	2.3	2.2	0.0	0.0	4.8	0.0	1.5	2.1	0.0	0.0	0.0	0.0	3.2	2.4	0.0	0.0	10.0	0.0
educational psych/counseling	0.8	0.0	0.0	0.0	4.8	0.0	1.5	0.0	0.0	9.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
higher education	0.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.6	0.0	0.0	0.0	0.0	0.0
music or art education	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
physical or health education	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
secondary education	0.8	1.1	0.0	0.0	0.0	0.0	1.5	2.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
special education	0.8	0.0	0.0	0.0	4.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.6	0.0	0.0	0.0	10.0	0.0
general, other education fields	0.8	0.0	20.0	6.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.6	0.0	10.0	0.0	0.0	0.0
aeronautical/astronautical eng	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
chemical engineering	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
civil engineering	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
electrical engineering	0.8	1.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.6	2.4	0.0	0.0	0.0	0.0
industrial engineering	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
mechanical engineering	0.8	1.1	0.0	0.0	0.0	0.0	1.5	2.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
nuclear engineering	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
general, oth engineering fields	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
ethnic studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
art	0.8	1.1	0.0	0.0	0.0	0.0	1.5	2.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
dramatics or speech	1.5	2.2	0.0	6.3	0.0	0.0	1.5	2.1	0.0	0.0	0.0	0.0	1.6	2.4	10.0	0.0	0.0	0.0
music	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
other fine arts	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
forestry	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
geography	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
dentistry	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
health technology	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
medicine or surgery	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
nursing	5.4	2.2	0.0	6.3	19.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	11.1	4.8	10.0	40.0	0.0	0.0
pharmacy, pharmacology	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
therapy (speech,physical,occup)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
veterinary medicine	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
general, other health fields	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
home economics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
English language & literature	5.4	6.7	0.0	6.3	0.0	0.0	3.0	4.2	0.0	0.0	0.0	0.0	7.9	9.5	10.0	0.0	0.0	0.0
foreign languages & literature	1.5	2.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.2	4.8	0.0	0.0	0.0	0.0
French	1.5	2.2	0.0	0.0	0.0	0.0	1.5	2.1	0.0	0.0	0.0	0.0	1.6	2.4	0.0	0.0	0.0	0.0
German	0.8	1.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.6	2.4	0.0	0.0	0.0	0.0
Spanish	0.8	1.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.6	2.4	0.0	0.0	0.0	0.0
other foreign languages	0.8	0.0	0.0	6.3	0.0	0.0	1.5	0.0	0.0	16.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

1998-99 FACULTY SURVEY INSTITUTIONAL SUMMARY

(7274)

U of San Diego Field of Highest Degree (cont)	ALL RESPONDENTS					MALE RESPONDENTS					FEMALE RESPONDENTS							
	ALL	FTUG	PTUG	ADMIN	GRAD	OTH	ALL	FTUG	PTUG	ADMIN	GRAD	OTH	ALL	FTUG	PTUG	ADMIN	GRAD	OTH
history	1.5	1.1	20.0	6.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.2	2.4	0.0	10.0	0.0	0.0
linguistics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
philosophy	3.1	4.4	0.0	0.0	0.0	0.0	4.5	6.3	0.0	0.0	0.0	0.0	1.6	2.4	0.0	0.0	0.0	0.0
religion or theology	6.2	7.8	0.0	0.0	0.0	0.0	7.5	10.4	0.0	0.0	0.0	0.0	4.8	4.8	0.0	0.0	0.0	0.0
general, other humanities fields	0.8	1.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.6	2.4	0.0	0.0	0.0	0.0
journalism	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
law	10.8	1.1	0.0	6.3	57.1	0.0	14.9	2.1	0.0	81.8	0.0	0.0	6.3	0.0	10.0	30.0	0.0	0.0
law enforcement	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
library science	3.1	1.1	20.0	12.5	0.0	0.0	3.0	2.1	0.0	0.0	0.0	0.0	3.2	0.0	20.0	0.0	0.0	0.0
mathematics and/or statistics	2.3	3.3	0.0	0.0	0.0	0.0	3.0	4.2	0.0	0.0	0.0	0.0	1.6	2.4	0.0	0.0	0.0	0.0
military science	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
astronomy	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
atmospheric sciences	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
chemistry	1.5	2.2	0.0	0.0	0.0	0.0	3.0	4.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
earth sciences	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
marine sciences	0.8	1.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.6	2.4	0.0	0.0	0.0	0.0
physics	2.3	3.3	0.0	0.0	0.0	0.0	4.5	6.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
general, other physical sciences	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
clinical psychology	1.5	1.1	0.0	6.3	0.0	0.0	3.0	2.1	0.0	16.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
counseling and guidance	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
experimental psychology	0.8	1.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.6	2.4	0.0	0.0	0.0	0.0
social psychology	0.8	1.1	0.0	0.0	0.0	0.0	1.5	2.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
general, other psychology	2.3	3.3	0.0	0.0	0.0	0.0	1.5	2.1	0.0	0.0	0.0	0.0	3.2	4.8	0.0	0.0	0.0	0.0
anthropology	1.5	1.1	0.0	0.0	4.8	0.0	3.0	2.1	0.0	9.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
archaeology	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
economics	3.8	4.4	0.0	0.0	4.8	0.0	6.0	8.3	0.0	0.0	0.0	0.0	1.6	0.0	0.0	10.0	0.0	0.0
political science, government	5.4	5.6	0.0	12.5	0.0	0.0	4.5	4.2	0.0	16.7	0.0	0.0	6.3	7.1	10.0	0.0	0.0	0.0
sociology	3.1	4.4	0.0	0.0	0.0	0.0	3.0	4.2	0.0	0.0	0.0	0.0	3.2	4.8	0.0	0.0	0.0	0.0
general, other social sciences	1.5	2.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.2	4.8	0.0	0.0	0.0	0.0
social work, social welfare	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
building trades	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
data processing, computer prog	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
drafting/design	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
electronics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
industrial arts	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
mechanics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
other technical	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
other vocational	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
women's studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
all other fields	0.8	1.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.6	2.4	0.0	0.0	0.0	0.0

1998-99 FACULTY SURVEY INSTITUTIONAL SUMMARY

(7274)

U of San Diego Current Department	ALL RESPONDENTS					MALE RESPONDENTS					FEMALE RESPONDENTS							
	ALL	FTUG	FTUG	ADMN	GRAD	OTH	ALL	FTUG	FTUG	ADMN	GRAD	OTH	ALL	FTUG	FTUG	ADMN	GRAD	OTH
agriculture	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
architecture/urban planning	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
bacteriology, molecular biology	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
biochemistry	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
biophysics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
botany	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
environmental science	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
marine life sciences	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
physiology, anatomy	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
zoology	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
general, oth biological sciences	6.2	5.6	40.0	20.0	0.0	0.0	9.0	8.3	0.0	33.3	0.0	0.0	3.2	2.4	11.1	0.0	0.0	0.0
accounting	2.3	3.3	0.0	0.0	0.0	0.0	1.5	2.1	0.0	0.0	0.0	0.0	3.2	4.8	0.0	0.0	0.0	0.0
finance	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
international business	0.8	1.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.6	2.4	0.0	0.0	0.0	0.0
marketing	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
management	7.0	8.9	0.0	6.7	0.0	0.0	7.5	8.3	16.7	0.0	0.0	0.0	6.5	9.5	0.0	0.0	0.0	0.0
secretarial studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
general, other business	3.1	3.3	0.0	0.0	4.8	0.0	4.5	6.3	0.0	0.0	0.0	0.0	1.6	0.0	0.0	10.0	0.0	0.0
computer science	0.8	1.1	0.0	0.0	0.0	0.0	1.5	2.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
business education	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
elementary education	0.8	1.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.6	2.4	0.0	0.0	0.0	0.0
educational administration	1.6	1.1	0.0	0.0	4.8	0.0	1.5	2.1	0.0	0.0	0.0	0.0	1.6	0.0	0.0	10.0	0.0	0.0
educational psych/counseling	0.8	0.0	0.0	0.0	4.8	0.0	1.5	0.0	0.0	0.0	9.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
higher education	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
music or art education	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
physical or health education	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
secondary education	1.6	2.2	0.0	0.0	0.0	0.0	1.5	2.1	0.0	0.0	0.0	0.0	1.6	2.4	0.0	0.0	0.0	0.0
special education	0.8	0.0	0.0	0.0	4.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.6	0.0	0.0	10.0	0.0	0.0
general, other education fields	1.6	0.0	20.0	13.3	0.0	0.0	1.5	0.0	16.7	0.0	0.0	0.0	1.6	0.0	11.1	0.0	0.0	0.0
aeronautical/astronautical eng	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
chemical engineering	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
civil engineering	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
electrical engineering	0.8	1.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.6	2.4	0.0	0.0	0.0	0.0
industrial engineering	0.8	1.1	0.0	0.0	0.0	0.0	1.5	2.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
mechanical engineering	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
nuclear engineering	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
general, oth engineering fields	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
ethnic studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

1998-99 FACULTY SURVEY INSTITUTIONAL SUMMARY

(7274)

U of San Diego Current Department (continued)	ALL RESPONDENTS					MALE RESPONDENTS					FEMALE RESPONDENTS							
	ALL	FTUG	PTUG	ADMIN	GRAD	OTH	ALL	FTUG	PTUG	ADMIN	GRAD	OTH	ALL	FTUG	PTUG	ADMIN	GRAD	OTH
art	0.8	1.1	0.0	0.0	0.0	0.0	1.5	2.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
dramatics or speech	1.6	2.2	0.0	6.7	0.0	0.0	1.5	2.1	0.0	0.0	0.0	0.0	1.6	2.4	11.1	0.0	0.0	0.0
music	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
other fine arts	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
forestry	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
geography	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
dentistry	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
health technology	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
medicine or surgery	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
nursing	6.2	2.2	0.0	6.7	19.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	12.9	4.8	11.1	40.0	0.0	0.0
pharmacy, pharmacology	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
therapy (speech, physical, occup)	0.8	1.1	0.0	0.0	0.0	0.0	1.5	2.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
veterinary medicine	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
general, other health fields	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
home economics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
English language & literature	4.7	6.7	0.0	0.0	0.0	0.0	3.0	4.2	0.0	0.0	0.0	0.0	6.5	9.5	0.0	0.0	0.0	0.0
foreign languages & literature	3.9	4.4	0.0	6.7	0.0	0.0	3.0	2.1	16.7	0.0	0.0	0.0	4.8	7.1	0.0	0.0	0.0	0.0
French	0.8	1.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.6	2.4	0.0	0.0	0.0	0.0
German	0.8	1.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.6	2.4	0.0	0.0	0.0	0.0
Spanish	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.6	2.4	0.0	0.0	0.0	0.0
other foreign languages	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
history	0.8	1.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.6	2.4	0.0	0.0	0.0	0.0
linguistics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
philosophy	3.1	4.4	0.0	0.0	0.0	0.0	4.5	6.3	0.0	0.0	0.0	0.0	1.6	2.4	0.0	0.0	0.0	0.0
religion or theology	6.2	7.8	0.0	0.0	0.0	0.0	7.5	10.4	0.0	0.0	0.0	0.0	4.8	4.8	0.0	0.0	0.0	0.0
general, other humanities fields	0.8	1.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.6	2.4	0.0	0.0	0.0	0.0
journalism	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
law	10.9	0.0	0.0	6.7	61.9	0.0	14.9	0.0	0.0	0.0	90.9	0.0	6.5	0.0	11.1	30.0	0.0	0.0
law enforcement	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
library science	2.3	1.1	0.0	13.3	0.0	0.0	1.5	2.1	0.0	0.0	0.0	0.0	3.2	0.0	22.2	0.0	0.0	0.0
mathematics and/or statistics	2.3	3.3	0.0	0.0	0.0	0.0	3.0	4.2	0.0	0.0	0.0	0.0	1.6	2.4	0.0	0.0	0.0	0.0
military science	0.8	1.1	0.0	0.0	0.0	0.0	1.5	2.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
astronomy	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
atmospheric sciences	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
chemistry	3.1	4.4	0.0	0.0	0.0	0.0	3.0	4.2	0.0	0.0	0.0	0.0	3.2	4.8	0.0	0.0	0.0	0.0
earth sciences	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
marine sciences	1.6	1.1	0.0	0.0	0.0	0.0	1.5	0.0	0.0	0.0	0.0	0.0	1.6	2.4	0.0	0.0	0.0	0.0
physics	2.3	3.3	0.0	0.0	0.0	0.0	4.5	6.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
general, other physical sciences	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

1998-99 FACULTY SURVEY INSTITUTIONAL SUMMARY

(7274)

U of San Diego Current Department (continued)	ALL RESPONDENTS					MALE RESPONDENTS					FEMALE RESPONDENTS							
	ALL	FTUG	PTUG	ADMIN	GRAD	OTH	ALL	FTUG	PTUG	ADMIN	GRAD	OTH	ALL	FTUG	PTUG	ADMIN	GRAD	OTH
clinical psychology	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
counseling and guidance	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
experimental psychology	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
social psychology	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
general, other psychology	4.7	6.7	0.0	0.0	0.0	4.5	6.3	0.0	0.0	0.0	4.8	7.1	0.0	0.0	0.0	0.0	0.0	0.0
anthropology	0.8	1.1	0.0	0.0	0.0	1.5	2.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
archaeology	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
economics	1.6	2.2	0.0	0.0	0.0	3.0	4.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
political science, government	4.7	4.4	0.0	13.3	0.0	3.0	2.1	16.7	0.0	6.5	7.1	11.1	0.0	0.0	0.0	0.0	0.0	0.0
sociology	3.1	4.4	0.0	0.0	0.0	3.0	4.2	0.0	0.0	3.2	4.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0
general, other social sciences	1.6	2.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.2	4.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0
social work, social welfare	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
building trades	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
data processing, computer prog	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
drafting/design	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
electronics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
industrial arts	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
mechanics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
other technical	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
other vocational	0.8	0.0	20.0	6.7	0.0	0.0	0.0	0.0	0.0	1.6	0.0	11.1	0.0	0.0	0.0	0.0	0.0	0.0
women's studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
all other fields	0.8	0.0	20.0	0.0	0.0	1.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

WASC STANDARD V SURVE .. COMPARATIVE RESULTS

Question	Respondent	Valid Percentages		Not Applicable			
		Agree / Tend to Agree	Disagree / Tend to Disagree				
WORK ENVIRONMENT							
1. I consider my job at USD to be important to the institution.	Admin	197	99.5	1	0.5	0	0.0
	Staff	296	95.8	13	4.2	0	0.0
	Total	493	97.2	14	2.8	0	0.0
2. My job is a source of satisfaction for me.	Admin	188	95.4	9	4.6	0	0.0
	Staff	273	88.3	36	11.6	0	0.0
	Total	461	91.1	45	8.9	0	0.0
3. My work space is sufficient.	Admin	165	83.8	32	16.2	0	0.0
	Staff	219	71.1	88	28.5	1	0.3
	Total	284	76.0	120	23.8	1	0.2
4. I have reasonable influence over decisions about my physical environment within the University.	Admin	156	79.2	41	20.8	0	0.0
	Staff	177	58.6	115	38.1	10	3.3
	Total	333	66.7	156	31.2	10	2.0
5. The following decisions in my department are made with a sensitivity to fairness and equality: a) recruiting	Admin	170	87.6	20	10.3	4	2.1
	Staff	215	70.5	65	21.3	25	8.2
	Total	385	77.2	85	17.0	29	5.8
b) salary	Admin	133	68.2	58	29.8	4	2.1
	Staff	147	48.5	143	47.2	13	4.3
	Total	280	56.2	201	40.4	17	3.4
c) promotion	Admin	144	74.2	39	20.1	11	5.7
	Staff	148	49.5	130	43.4	21	7.0
	Total	292	59.2	169	34.3	32	6.5
d) tenure	Admin	77	39.9	12	6.2	104	53.9
	Staff	115	38.5	62	20.8	122	40.8
	Total	192	39.0	74	15.0	226	45.9

Question	Respondent	Valid Percentages			Not Applicable		
		Agree / Tend to Agree	Disagree / Tend to Disagree				
6. Employees in my department are treated well by: a) faculty	Admin	154	78.6	28	14.3	14	7.1
	Staff	240	78.4	49	16.0	17	5.6
	Total	394	78.5	77	15.4	31	6.2
b) administrators	Admin	187	94.9	10	5.1	0	0.0
	Staff	246	80.7	58	19.0	1	0.3
	Total	433	86.3	68	13.6	1	0.2
c) staff	Admin	191	97.0	6	3.0	0	0.0
	Staff	284	92.5	23	7.5	0	0.0
	Total	475	94.2	29	5.8	0	0.0
d) students	Admin	172	87.3	14	7.1	11	5.6
	Staff	265	86.3	37	12.0	5	1.6
	Total	437	86.7	51	10.1	16	3.2
7. I have been properly trained to perform my assigned duties.	Admin	170	86.3	24	12.2	3	1.5
	Staff	261	85.3	41	13.4	4	1.3
	Total	431	85.7	65	12.9	7	1.4
8. My job description describes the job I am doing.	Admin	160	81.6	28	14.3	8	4.1
	Staff	225	73.1	82	26.6	1	0.3
	Total	385	76.4	110	21.8	9	1.8
9. I am treated fairly by my immediate supervisor(s).	Admin	180	91.4	16	8.2	1	0.5
	Staff	254	82.5	50	16.3	4	1.3
	Total	434	85.9	66	13.0	5	1.0
10. I, or someone I know, has been sexually harassed at USD.	Admin	32	16.3	133	67.9	31	15.8
	Staff	63	20.7	170	55.9	71	23.4
	Total	95	19.0	303	60.6	102	20.4
11. My supervisor permits me to take day classes.	Admin	83	42.1	21	10.6	93	47.2
	Staff	170	55.8	58	19.0	77	25.2
	Total	253	50.4	79	15.8	170	33.9

Question	Respondent	Valid Percentages		
		Agree / Tend to Agree	Disagree / Tend to Disagree	Not Applicable
12. My supervisor permits me to go to special campus events held during my work hours.	Admin	179	4	14
	Staff	242	53	10
	Total	421	57	24
13. I feel secure in voicing my opinions in my workplace.	Admin	167	30	0
	Staff	221	82	4
	Total	388	112	4
14. I would like flexible work hours available in my department.	Admin	147	17	32
	Staff	233	30	41
	Total	380	47	73
15. I have adequate equipment to do my job.	Admin	177	20	1
	Staff	234	65	8
	Total	411	85	9
<u>BENEFITS AND COMPENSATION</u>				
16a) In my opinion, the University's <u>benefits</u> package is competitive with the local job market.	Admin	165	30	1
	Staff	247	54	6
	Total	412	84	7
16b) In my opinion, the University's <u>salary</u> package is competitive with the local job market.	Admin	90	106	1
	Staff	99	200	6
	Total	189	306	7
17. In my opinion, the following benefits programs are sufficient to meet my needs: a) retirement	Admin	181	13	4
	Staff	280	21	5
	Total	461	34	9
b) medical insurance	Admin	155	39	4
	Staff	251	44	12
	Total	306	83	16

Question	Respondent	Valid Percentages					
		Agree / Tend to Agree	Disagree / Tend to Disagree	Not Applicable			
c) dental insurance	Admin	146	73.7	48	24.3	4	2.0
	Staff	232	75.8	59	19.4	15	4.9
	Total	378	75.0	107	21.2	19	3.8
d) life insurance	Admin	173	88.3	19	9.7	4	2.0
	Staff	263	87.1	27	8.9	12	4.0
	Total	436	87.6	46	9.2	16	3.2
18. Pay differences among my co-workers seem fair to me in terms of the differences in job responsibilities.	Admin	104	54.7	73	38.4	13	6.8
	Staff	137	45.4	149	49.4	16	5.3
	Total	241	49.0	222	45.1	29	5.9
19. There is sufficient opportunity for my professional and personal development through the employee tuition remission program at the University.	Admin	135	70.3	40	20.9	17	8.9
	Staff	197	65.9	71	23.7	31	10.4
	Total	332	67.6	111	22.6	48	9.8
20. Employee opinion is used in administrative decisions with regard to the University's benefit programs.	Admin	95	51.1	77	41.4	14	7.5
	Staff	138	46.6	134	45.3	24	8.1
	Total	233	48.3	211	43.8	38	7.9
21. I am aware of the University's phased retirement plan.	Admin	118	61.5	67	34.9	7	3.6
	Staff	176	58.3	109	36.1	17	5.6
	Total	294	59.5	176	35.6	24	4.9
SERVICES							
22. My professional needs are met in the following service areas:	Admin	162	84.8	24	12.6	5	2.6
	Staff	243	82.9	28	9.6	22	7.5
	Total	405	83.7	52	10.8	27	5.6
b) Dining Services	Admin	171	89.5	9	4.7	11	5.8
	Staff	249	85.6	18	6.2	24	8.2
	Total	420	87.1	27	5.6	35	7.3
c) Facilities Management	Admin	155	81.6	24	12.6	11	5.8
	Staff	245	83.6	30	10.2	18	6.1
	Total	400	82.8	54	11.2	29	6.0

Question	Respondent	Valid Percentages			Not Applicable
		Agree / Tend to Agree	Disagree / Tend to Disagree		
d) Health Center	Admin	82	39	20.6	68
	Staff	170	31	10.8	87
	Total	252	70	14.7	155
e) Intramurals & Recreational Activities	Admin	106	18	9.5	66
	Staff	163	17	5.9	106
	Total	269	35	7.3	172
f) Libraries	Admin	158	11	5.8	21
	Staff	226	14	4.8	48
	Total	384	25	5.3	69
g) Mail Center	Admin	171	18	9.4	2
	Staff	247	27	9.3	17
	Total	418	45	9.3	19
h) Print Shop	Admin	178	7	3.7	6
	Staff	258	9	3.1	24
	Total	436	16	3.3	30
i) Public Safety	Admin	173	14	7.4	2
	Staff	244	29	10.0	16
	Total	417	43	9.0	18
23. Campus parking areas meet my needs.	Admin	150	36	19.0	4
	Staff	200	91	30.5	8
	Total	350	127	26.0	12
24. The following Human Resources areas respond to my requests in a timely manner:	Admin	155	31	16.3	4
	Staff	257	39	13.1	2
	Total	412	70	14.4	6
a) Benefits					

Question	Respondent	Valid Percentages			Not Applicable
		Agree / Tend to Agree	Disagree / Tend to Disagree		
b) Compensation	Admin	139	20	10.6	30
	Staff	225	46	15.7	22
	Total	364	66	13.7	52
c) Employee Relations	Admin	128	31	16.5	29
	Staff	212	61	20.8	20
	Total	340	92	19.1	49
d) Employment	Admin	144	22	11.8	21
	Staff	237	37	12.5	22
	Total	381	59	12.2	43
e) Payroll	Admin	176	4	2.1	12
	Staff	285	8	2.7	4
	Total	461	12	2.4	16
f) Records	Admin	158	8	4.2	24
	Staff	264	10	3.5	19
	Total	422	18	3.8	42
g) Risk Management	Admin	129	17	9.0	42
	Staff	213	25	8.7	51
	Total	342	42	8.8	93
h) Training	Admin	146	21	11.2	21
	Staff	230	37	12.7	24
	Total	376	58	12.1	45
25. Having affordable child care on campus is important.	Admin	119	9	4.7	63
	Staff	160	14	4.7	122
	Total	279	23	4.8	185
26. The University's Manchester Child Development Center meets my needs for child care.	Admin	13	17	8.8	162
	Staff	33	38	12.9	224
	Total	46	55	11.3	386

Question	Respondent	Valid Percentages					
		Agree / Tend to Agree	Disagree / Tend to Disagree	Not Applicable			
<u>COMMUNICATIONS</u>							
27. I am aware of the lines of authority within the University.	Admin	174	90.6	18	9.4	0	0.0
	Staff	251	82.8	49	16.1	3	1.0
	Total	425	85.9	67	13.5	3	0.6
28. I know where to seek assistance if I believe I have been treated unfairly.	Admin	158	82.3	33	17.2	1	0.5
	Staff	235	78.3	65	21.6	0	0.0
	Total	393	79.9	98	19.9	1	0.2
29. My immediate supervisor lets me know when I have done a good job.	Admin	151	78.6	41	21.3	0	0.0
	Staff	224	74.9	75	25.1	0	0.0
	Total	375	76.4	116	23.6	0	0.0
30. Changes that concern my job are discussed with me before they are put into effect.	Admin	139	73.2	49	25.8	2	1.1
	Staff	184	62.0	109	36.7	4	1.3
	Total	323	66.3	158	32.5	6	1.2
31. My supervisor keeps me informed of policies and procedures that impact my job.	Admin	145	76.3	45	23.7	0	0.0
	Staff	215	72.6	80	27.1	1	0.3
	Total	360	74.1	125	25.7	1	0.2
<u>USD POLICIES AND PROCEDURES</u>							
32. I am aware of the grievance procedures.	Admin	126	66.3	59	31.1	5	2.6
	Staff	202	68.0	91	30.7	4	1.3
	Total	328	67.4	150	30.8	9	1.8
33. I would feel comfortable using the grievance procedures.	Admin	101	54.0	66	35.3	20	10.7
	Staff	162	55.3	112	38.2	19	6.5
	Total	263	54.8	178	37.1	39	8.1
34. Administrators should be evaluated regularly by the faculty and/or staff members who report to them.	Admin	155	82.0	34	18.0	0	0.0
	Staff	275	93.2	16	5.5	4	1.4
	Total	430	88.8	50	10.3	4	0.8

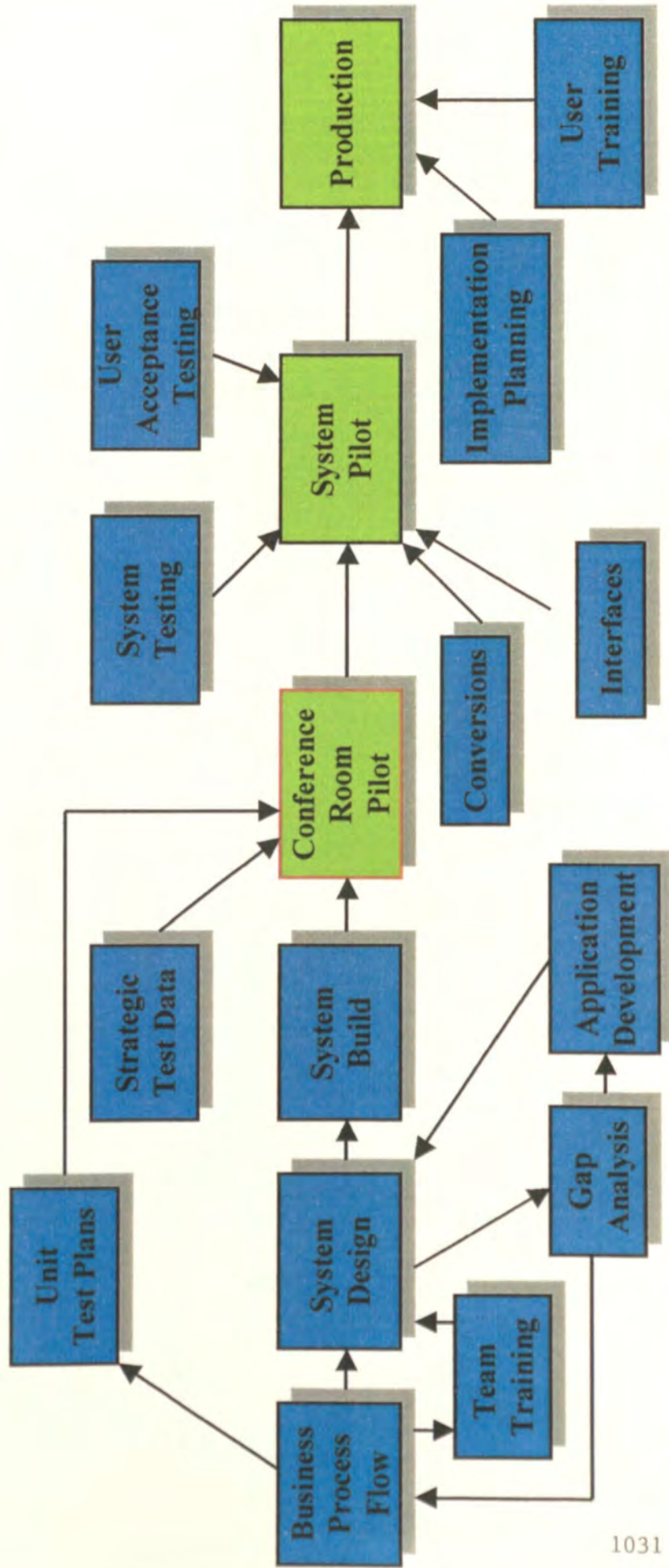
Question	Respondent	Valid Percentages		
		Agree / Tend to Agree	Disagree / Tend to Disagree	Not Applicable
35. Fairness and equality is evident on campus in:				
a) screening	Admin	152	26	9
	Staff	189	76	27
	Total	341	102	36
		81.3	13.9	4.8
		64.7	26.1	9.2
		71.2	21.3	7.5
b) hiring	Admin	143	40	4
	Staff	177	93	23
	Total	320	133	27
		76.5	21.4	2.1
		60.4	31.7	7.8
		66.7	27.7	5.6
c) promotion	Admin	127	52	7
	Staff	143	126	23
	Total	270	178	30
		68.3	27.9	3.8
		49.0	43.1	7.9
		56.5	37.3	6.3
36. Rules, policies, and procedures are administered fairly at USD.	Admin	138	42	5
	Staff	185	91	9
	Total	323	133	14
		74.6	22.7	2.7
		64.9	31.9	3.2
		68.7	28.3	3.0
37. My immediate supervisor acts in a prompt and fair manner with employees who fail to follow established policies and procedures.	Admin	121	48	19
	Staff	177	99	15
	Total	298	147	34
		64.4	25.5	10.1
		60.8	34.0	5.2
		62.2	30.7	7.1
38. The University's sick leave policy is flexible enough to meet my needs.	Admin	169	15	5
	Staff	233	59	4
	Total	402	74	9
		89.4	7.9	2.6
		78.7	19.9	1.4
		82.9	15.3	1.9
39. An appeals process would be valuable when a position is reclassified downward or not classified upward.	Admin	155	12	21
	Staff	258	13	22
	Total	413	25	43
		82.4	6.4	11.2
		88.1	4.4	7.5
		85.9	5.2	8.9
DECISION MAKING / GOVERNANCE				
40. There is sufficient communication between the staff and the administration at USD regarding institutional issues and policies.	Admin	118	65	6
	Staff	154	130	10
	Total	272	195	16
		62.4	34.4	3.2
		52.4	44.2	3.4
		56.3	40.4	3.3

Question	Respondent	Valid Percentages		
		Agree / Tend to Agree	Disagree / Tend to Disagree	Not Applicable
41. The administration addresses and acts upon the needs and concerns of staff employees.	Admin	126	54	8
	Staff	148	136	6
	Total	275	190	14
		67.0	28.7	4.3
		50.9	46.7	2.1
		57.4	39.6	2.9
42. The SEA facilitates communication between the staff and the administration at USD.	Admin	126	30	33
	Staff	215	62	16
	Total	341	92	49
		66.7	15.8	17.5
		73.4	21.2	5.5
		70.7	19.1	10.2
43. The SEA representatives inform staff employees of the SEA's decisions and activities.	Admin	106	31	48
	Staff	229	58	10
	Total	335	89	58
		57.3	16.7	25.9
		77.1	19.6	3.4
		69.5	18.4	12.0
44. Human Resources facilitates communication between the staff and the administration at USD.	Admin	96	77	15
	Staff	175	105	10
	Total	271	182	25
		51.1	41.0	8.0
		60.3	36.2	3.4
		56.7	38.1	5.2
45. Employee opinion is considered in administrative decisions within my department,	Admin	140	48	1
	Staff	147	132	15
	Total	287	180	16
		74.1	25.4	0.5
		50.0	44.9	5.1
		59.4	37.3	3.3
<u>TRAINING AND DEVELOPMENT</u>				
46. The University effectively recruits:	Admin	114	65	8
	Staff	217	59	16
	Total	331	124	24
a) people of color		61.0	34.8	4.3
		74.3	20.2	5.5
		69.1	25.9	5.0
b) women	Admin	164	16	8
	Staff	253	26	14
	Total	417	42	22
		87.2	8.6	4.3
		86.3	8.9	4.8
		86.7	8.7	4.6
c) physically challenged	Admin	90	71	20
	Staff	169	82	29
	Total	259	153	49
		49.7	39.2	11.0
		60.4	29.3	10.4
		56.2	33.1	10.6

Question	Respondent	Valid Percentages		
		Agree / Tend to Agree	Disagree / Tend to Disagree	Not Applicable
d) mentally challenged	Admin	69	77	32
	Staff	133	87	56
	Total	202	164	88
		38.8	43.2	18.0
		48.2	31.5	20.3
		44.5	34.2	19.4
47. The University actively promotes and retains current employees.	Admin	144	46	0
	Staff	186	105	8
	Total	330	151	8
		75.8	24.2	0.0
		62.2	35.1	2.7
		67.5	30.9	1.6
48. A mentoring program would encourage my career growth at USD.	Admin	103	61	27
	Staff	201	65	33
	Total	304	126	60
		53.9	32.0	14.1
		67.2	21.7	11.0
		62.0	25.7	12.2
49. New Employee Orientation provides sufficient information regarding policies effecting employees (such as salary structure, standards of conduct, grievance procedures, leave and benefits).	Admin	127	35	25
	Staff	226	37	40
	Total	353	72	65
		67.9	18.7	13.4
		74.6	12.3	13.2
		72.0	14.7	13.3
50. I believe there is potential for my advancement at USD.	Admin	96	86	13
	Staff	164	132	4
	Total	260	218	17
		49.2	44.1	6.7
		54.7	44.0	1.3
		52.5	44.0	3.4

The Implementation Process

- Structured Approach
- Business Process Driven
- Industry Standard



CORE COMPETENCIES AND DESIRED OUTCOMES OF INFORMATION LITERACY FOR UNDERGRADUATES

1. The ability to recognize and articulate your information need.

Student states a research question, problem or issue.

Student defines a manageable focus and reasonable timeline to obtain the information.

2. The ability to develop effective search strategies.

Student determines the information requirements and what category of information is best suited to the information need (e.g. journal articles versus books versus internet information).

3. The ability to select and use information retrieval tools.

Student develops skills for formulating searches to achieve desired results. With electronic information this requires the use of search operators, limiters, and the ability to use controlled vocabulary searching (i.e. the use of a thesaurus.) The student can access and comfortably use the campus information system and Internet browsers as appropriate.

4. The ability to locate and retrieve information resources.

Student interprets bibliographic citations and Internet equivalents and knows how to obtain cited items either through in-house resources, interlibrary loan, document delivery, or electronic transmission. The student is able to manage the information retrieved (downloading, printing, emailing).

5. The ability to analyze and critically evaluate information.

Student analyzes and critically evaluates the results of a search for accuracy, relevance, timeliness, and authority. Student is able to filter through electronic and printed information to distinguish facts, points of view, and opinion.

6. The ability to organize and synthesize information.

Student synthesizes the information drawn from a number of different sources and organizes the information in order to apply it to the research question.

7. The ability to use/apply information that is retrieved, organized, and synthesized.

Student applies the information using critical thinking and problem solving skills. How well does this information answer my research question? How reliable is the source, what biases are present, how does it support my argument, and is it appropriate (both in content and format) for a university setting? How can the information be synthesized and presented in a way that is meaningful and provides a succinct to answer my research question?

8. To develop an awareness and attitude about information issues and information technology.

Student is aware of how information is gathered and disseminated globally, how copyright works, and the role that bias and economics play in information distribution. Student is comfortable knowing what constitutes plagiarism and the importance of respect for ownership of information. Is electronic information more vulnerable to unauthorized access and its integrity subject to alteration than printed information? When do I have to cite? How do I cite an online information source?

9. To develop a respect for the ethical use of information.

The student is aware of what copyright is how to properly credit information sources. Student is comfortable knowing what constitutes plagiarism and the respect for intellectual property. The student is encouraged to think about how information technology requires social responsibility. The student is encouraged to think about "information equity" in the world and issues such as censorship and the responsible use of freedom of speech and writing.

Adapted from "Compilation of Core Information Literacy Competency/Outcomes for Undergraduates" by Bonnie Gratch Lindauer in *College and Research Library News*, May 1998, p. 351.

(OVER)

THE INFORMATION LITERACY INITIATIVE AT U.S.D.

Tony Harvell, Coordinator of Teaching Programs, Copley Library

What is "information literacy"?

Information literacy is the ability to locate, evaluate, use, and communicate information in its various formats

How is it achieved?

Many colleges and universities have made information literacy part of their general education requirements. It normally involves the fusion of library literacy, computer literacy, media literacy, and technology literacy. Other components of this concept include information ethics, critical thinking, and using technology for communication. Most often librarians, working in partnership with other faculty develop assignments that foster the development of these skills.

Why is it important?

Information has increased exponentially during the last two decades. The variety of formats and sources for information have created a sense of being "overwhelmed" by information options. In addition, it has become more difficult to critically evaluate information due to the proliferation of unfiltered information via the Internet. Employers want people with the technological and critical skills to manage information. These skills also allow students to become independent life-long learners.

What is the *Information Literacy Initiative*?

The *Information Literacy Initiative (ILI)* is a teaching program of Copley librarians working with faculty to help develop these skills. Normally, this is done in a classroom setting, and might be also effectively integrated into the Preceptorial program to get students acquainted with these issues early in their academic careers. The process of information literacy might be approached in the following way:

- Defining the information need: e.g. how to develop a viable research topic
- Locating and assessing information: includes skills such as boolean searching, relevancy ranking, and advanced searching techniques
- Evaluating information: critical thinking about information - evaluation information on the Internet
- Using and communicating information: avoiding plagiarism, citing information

How do I take advantage of this program?

Copley Library has a 1 credit course "Library Research Methods" that covers these issues in some detail. In addition, librarians are available for "course integrated" library instruction. Currently, we offer workshops at the beginning of the semester and at midterms focusing on just these issues. However, it has been our experience that *students rarely take advantage of them unless they are required to do so*. We can work with you to develop an assignment that will involve these skills. Drawing upon the experience of other universities, we can develop tools to assess students' information competencies (see reverse side) in certain areas. Subject librarians, working with instructors, can prepare discipline-based assignments that will involve both active learning and critical thinking specific to their area of study. Contact Tony Harvell, (260-2259 tharvell@acusd.edu) Coordinator of Teaching Programs at Copy Library to plan an instructional session and assessment for your class. Classes can be "hands-on" and held in computer labs with advanced notice.

How successful are these programs?

In many universities these programs have been so successful that they have been adopted as part of the curriculum and general education requirements (e.g. California State University). Students who participate in active, critical approaches to thinking experience school and learning in an entirely new way. More students appreciate the fruits of their own intellectual labor and those of others. They become aware of intellectual talents they did not know they possess. Students learn that they must apply critical thinking skills to technology in order to be successful academically. Through this initiative, we can provide students with learning and knowledge acquisition skills they will use to explore ideas and solve problems throughout their lives.

WASC Standard Seven Task Force

Graduate Student Survey

Spring 1999 Report

A graduate student survey was distributed to randomly selected graduate course sections in the School of Business, College of Arts & Sciences, School of Education and School of Nursing during the Spring 1999 semester. The survey was designed to get candid feedback from the graduate student population regarding student services at the university.

There were 195 surveys completed, comprising roughly 18% of the graduate, non-law graduate student population at USD. The sample also included a fair representation of the different graduate programs at USD, including those in the School of Business, School of Education, School of Nursing, and College of Arts and Sciences.

Several recommendations to improve the orientation process and student services came about from the survey results. Respondents indicated a strong interest in a half or all-day orientation program the weekend before school starts. This orientation program should be within their graduate program department and include campus tours, introduction and social time with faculty, introduction and social time with new and continuing students, and access to key student services, including parking, financial aid, student accounts and bookstore, that same day.

Overall, survey respondents indicated satisfaction with the majority of student services at USD. Respondents were aware of most of the services available to them, however they would like more information about what these services have to offer. A more comprehensive orientation program could help create more awareness of student services.

Respondents provided suggestions which will be considered in helping USD to better serve their needs: later hours for essential services (bookstore, cashier, faculty office hours, advising, career services); ability to handle matters, such as registration, add/drop, fee payment and parking permits, by phone; further assistance, including workshops for graduate students and on campus recruiting, with the transition to career and job placement and; additional support with locating and securing financial assistance for graduate school, including scholarships, grants, graduate and teaching assistantships, and fellowships.

WASC Standard Seven Task Force

Graduate Student Survey

Spring 1999 Report

Background

The graduate student survey was distributed to randomly selected graduate course sections in the School of Business, College of Arts & Sciences, School of Education and School of Nursing during the Spring 1999 semester. The survey was designed to get candid feedback from the graduate student population regarding student services at the university.

Results

Number of respondents: 195 (18% of graduate, non-law student population)

Demographic Information

Male: 62 (32%)
Female: 126 (65%)
Did not say: 7 (3%)

Program Breakdown

Arts & Sciences:	
International Relations	9 (5%)
Marine Science	10 (5%)
Pastoral Care and Counseling	1 (1%)
Practical Theology	9 (5%)
School of Business:	59 (30%)
School of Education:	
Counseling	34 (17%)
Doctoral Leadership	9 (5%)
Leadership	3 (2%)
MFCC	18 (9%)
Teacher/Special Education	20 (10%)
School of Nursing:	18 (9%)
Did not report:	5 (3%)

4. If there were a half or all-day orientation the weekend before school starts, 76% of the respondents indicated they would attend.

What services would be available that day (weekend orientation):	Number and percent reporting "Yes."
Academic Advising	154 (79%)
Registration	134 (69%)
Career Services	115 (59%)
Counseling Center	90 (46%)
Financial Aid	136 (70%)
Graduate Student Organizations	137 (70%)
Parking Passes	145 (74%)
Student Accounts	121 (62%)
What activities should be offered:	
Social gathering with your graduate program	157 (81%)
Social gathering with all graduate programs	76 (39%)

5. *Suggestions to improve graduate orientation.*

- ◆ Communicate it better: when and where 1) flyers 2) e-mail 3) letters/call from advisor
- ◆ *Give tours
- ◆ Have it on a weekend
- ◆ Previous doctoral student insights
- ◆ Provide a list of students in the program who can be contacted with simple questions
- ◆ *Introduction of all faculty members
- ◆ Introduction of financial aid advisors
- ◆ Procedure for class reservation
- ◆ Nice luncheon or dinner which highlights and promotes school pride
- ◆ *Include social activities among grad students
- ◆ Include graduate school success skills workshops
- ◆ Bookstore and parking services should be open and available at this time
- ◆ *After orientation, set it up so you can take people to different services that they need like parking, meal program, and payment, etc.
- ◆ Need to explain career search from the beginning
- ◆ Community service providers for the education program would be beneficial
- ◆ *More social events with specific programs
- ◆ Location of emergency phones
- ◆ How to be added to e-mail list for school
- ◆ More interaction between students in the various grad programs

suggest that respondents expressed both satisfaction and dissatisfaction with this service.

Comments:

- ◆ Not enough parking spaces due to too many reserved spots (cones)
- ◆ *Would like to purchase passes through mail with credit card
- ◆ Parking permits are difficult to obtain. Should be able to obtain when registering for classes. Credit cards!
- ◆ *Difficult to come to campus during the day as many graduate students work.
- ◆ The services should be concerned with the safety of the parking lots. I have never seen anyone monitor the Olin lot at night.
- ◆ I park off-campus so I don't have to spend ridiculous money
- ◆ *Understaffed at peak times. More assistance at beginning of semester
- ◆ At night I do not like walking far away to my car
- ◆ It is often difficult to find parking, even in the structure
- ◆ *Parking is limited and difficult
- ◆ *Too expensive
- ◆ More flexible commuter rates
- ◆ Graduate students should not need a commuter pass – classes are mostly at night and less frequent than commuter students
- ◆ I appreciate the tram service
- ◆ Parking permit should be included in housing fee for on-campus students
- ◆ What if I just want to buy for a semester and not the whole year?
- ◆ *Inconvenient, inefficient, lines too long, process is not pleasant
- ◆ Have to be able to buy passes online – on the Internet
- ◆ Great now that structure is in use
- ◆ Have opening hour coincide with beginning hour of evening classes (e.g. 6:30pm)
- ◆ Need a larger parking area for School of Nursing and Business School
- ◆ Need more handicap space with van access
- ◆ *Too expensive for part time/evening students who come just once or twice a week

8. *Dining Services*

- a1) Aromas: 82% respondents indicated they are aware of this service
- a2) Deli: 79% of respondents indicated they are aware of this service
- a3) Marketplace: 72% of respondents indicated they are aware of this service
- a4) Main Dining: 57% of respondents indicated they are aware of this service
- a5) Traditions: 58% of respondents indicated they are aware of this service
- b) On average, respondents "Agreed" that this service is important to graduate students.
- c) On average, respondents reported "some use" of this service.
- d) On average, respondents indicated they "Satisfied" with this service.

Comments:

- ◆ Would be nice to have other "fresh" food available
- ◆ Not very much seating
- ◆ Aromas is a great meeting place

- ◆ Need to have more licensed people for MFT students to see

10. Office of Alcohol and Drug Education

- a) 39% of respondents indicated they are aware of this service.
- b) On average, responses showed that graduate students fell between "Agreeing" and "Disagreeing" that this service is important to them. It should be noted that N/A responses were not factored in, which was a likely response given respondent lack of awareness.
- c) On average, respondents reported "no use" of this service.
- d) On average, respondents indicated they are "Satisfied" with this service. The satisfaction scale may also have been skewed by the lack of awareness and limited utilization of this service.

Comments:

- ◆ Don't drink
- ◆ Very good people work there
- ◆ Availability is important
- ◆ Believe this is important, but have not utilized

11. Health Center

- a) 63% of respondents indicated they are aware of this service.
- b) On average, respondents "Agreed" that this service is important to graduate students.
- c) On average, respondents reported between "some use" and "no use" of this service.
- d) On average, respondents indicated they are "Satisfied" with this service.

Comments:

- ◆ Important for undergrads!
- ◆ **Need more info – I didn't know there was a health center
- ◆ Every time I have been there the doctor is out
- ◆ Schedule does not permit my use of the facilities
- ◆ Would like to know more about services offered
- ◆ Did not use the health center
- ◆ Dissatisfied with doctor's diagnosis. Ear infection thus worsened and I had to go to another physician outside of school.
- ◆ Need to refer out to specialists and subsidize costs

12. University Ministry

- a) 70% of respondents indicated they are aware of this service.
- b) On average, respondents "Agreed" that this service is important to graduate students.
- c) On average, respondents reported "some use" to "no use" of this service.
- d) On average, respondents indicated they are "Satisfied" with this service.

Comments:

- ◆ *Would like to know more, need more information
- ◆ Need more than just address of where to apply
- ◆ Our program basically has none
- ◆ Need to see more resources, and updated ones
- ◆ Difficult to find, but very helpful via e-mail
- ◆ Don't have enough information related to science
- ◆ Maybe career services could target job opportunities for masters level students
- ◆ Career placement is the ultimate goal of most graduate students
- ◆ Discouraging, frustrating for internationals
- ◆ People are often in an MBA program to improve/change jobs
- ◆ *Needs stronger focus on graduate level
- ◆ *Could do a better job at bringing in companies
- ◆ Understaffed and underfunded. Needs to be greatly improved
- ◆ Where are all the jobs? Where is the graduate recruiting? I want a job in procurement, not in commissions
- ◆ *I plan to use when I graduate
- ◆ I appreciate the e-mail notifications
- ◆ Not aggressive enough with local business. They (businesses) should be all over campus recruiting our students. Career services should make it easy for students to connect with local businesses.
- ◆ To have every student's resume in order to offer every possible opportunity for the right student
- ◆ No database, no offers, no coordination
- ◆ You basically have to find your own job as a graduating MBA, unless you have a procurement emphasis
- ◆ *More programs and publicity for those events – specific career fairs
- ◆ Target on MFT options after graduation
- ◆ Need more contacts with ministry work opportunities for PT people
- ◆ More information on jobs for school counselors

14. List extracurricular activities you've been involved with at USD:

- ◆ *****No involvement
- ◆ *****GBSA activity
- ◆ *****Work
- ◆ Workplace Literacy
- ◆ *United Front
- ◆ Community Service
- ◆ Multicultural Workshops
- ◆ *GESA
- ◆ *Chi Sigma Iota
- ◆ *Graduate fellowships
- ◆ Student Government
- ◆ USD Crew Team
- ◆ IR Grad Student Association
- ◆ International Law Society
- ◆ Women's Law Caucus

- ◆ More organized internship placement service for students in the counseling program (how and when to set up fieldwork)
 - ◆ Transition to career workshops and fairs
 - ◆ *Research and teaching opportunities
 - ◆ *Grant office for graduate students
 - ◆ *Late hours a few days a week to accommodate graduate students
 - ◆ *Assistance finding outside scholarships
 - ◆ Job placement
 - ◆ Gym access for spouses
 - ◆ Increase social interaction and networking programs
 - ◆ Sports – gymnastics
 - ◆ A deli by the student lounge available at night with more variety than the vending machines
 - ◆ Networking with local businesses
 - ◆ *Expand career services, assistance with placement
 - ◆ Dry cleaning
 - ◆ On campus bar
 - ◆ Required advisement
 - ◆ Course listings posted two years in advance
 - ◆ Copy machine in student lounge
 - ◆ Food place near the School of Business
 - ◆ *More enriched library
 - ◆ Alumni relations access for all students
 - ◆ 24-hour per day computer availability. Free copying/printing for class related work
 - ◆ A recruitment week on campus
 - ◆ Access to workout facility
 - ◆ Peer supervision groups. More MFCC related social gatherings. Professionals from community to come and speak with 2nd years about their level of services and job opportunities.
 - ◆ Mock interviews
 - ◆ Info on Web searches
 - ◆ Help with APA format
 - ◆ *Automatic doors, wheelchair accessibility
17. Comments or suggestions to improve student services for graduate students.
- ◆ *****Later hours – bookstore, cashier, faculty office hours, career services
 - ◆ Ability to handle matters by phone (parking, registration, drop/add)
 - ◆ All accounts should accept credit cards
 - ◆ Class reservation and payment via Internet
 - ◆ Parking permits available via phone or Internet
 - ◆ Acceptable career services – it is the most important factor for graduate students
 - ◆ Academic advisement needs improvement (school of Business) – witnessed unequal (favoritism) and unacceptable behavior
 - ◆ *Need organized curriculum that is consistent and predictable every semester
 - ◆ Put services together in one place – I get tired of going back and forth between financial aid, student accounts, registrar, etc.

Section IV: International Students

1. How often do you share your experiences with native students and faculty?
 - ◆ *Sometimes
 - ◆ **Never
 - ◆ Very Seldom
 - ◆ Not often
 - ◆ Not very often
 - ◆ All the time
 - ◆ Often
 - ◆ Not frequently. With students more often than faculty
 - ◆ Pretty often
 - ◆ Very often
 - ◆ Twice a week at most

2. What advice would you give to new international students coming to USD?
 - ◆ *Attend orientation week
 - ◆ Find out the housing opportunities
 - ◆ Get involved with career and counseling services
 - ◆ Try to practice reading every day
 - ◆ Get a car and make many contacts
 - ◆ Be thorough. Get paperwork totally completed. Overkill for VISA (more is better)
 - ◆ Talk to other students about what classes they recommend
 - ◆ Attend receptions, international events
 - ◆ Try to get fellowship to get experience on how US organization functions
 - ◆ Ask for more homework more hours a week
 - ◆ Ask more. Try more
 - ◆ You will be disappointed at the computer literacy level of the school. You will have to find your own job if you are an international student.
 - ◆ Stick to the professors – get to know them
 - ◆ Utilize department services
 - ◆ Familiarize yourself with the writing center
 - ◆ Share information with classmates

3. To what degree do you feel you are able to take advantage of what the university has to offer?
 - ◆ Sometimes
 - ◆ I do what I can under my present working situation. Would like to get more involved
 - ◆ Not enough time to get involved – too busy
 - ◆ Little
 - ◆ Services are there but have to be improved
 - ◆ On a scale of 1-10, I'd say 6
 - ◆ High degree
 - ◆ The school is not geared for optimum use of computers and Internet. Each room should be equipped with a state-of-the-art monitor and projector

CRIME STATISTICS FOR OFFENSES COMMITTED ON CAMPUS

¹ **Staying Safe at USD, University of San Diego Crime Statistics for Offenses
Committed on Campus 1996 – 1999.**

University of San Diego

Statistics for Offenses Committed on Campus 1996-1999

Category	1996	1997	1998	1999
Murder	0	0	0	0
Manslaughter	0	0	0	0
Rape	0	0	1	0
Forcible Sex Offense	0	0	1	1
Non-Forcible Sex Offense	0	4	6	6
Aggravated Assault	2	2	3	10
Burglary	12	22	21	19
Motor Vehicle Theft	6	10	4	3
Arson	0	5	2	3
Hate Crimes*	-	3	4	6
Larceny	102	139	116	124

*Statistical reporting of Hate Crimes began in 1997.

WASC REPORT, OFFICE OF SPECIAL PROJECTS - 01/94 - PRESENT
 MAJOR GIFTS (\$100,000+)

<u>DONOR</u>	<u>DATE</u>	<u>AMOUNT</u>	<u>PURPOSE</u>
Adams, Jack L.	9-Oct-1995	\$150,000.00	END-J.L. ADAMS SCHOLARSHIP
	18-Apr-1995	\$305,893.00	END-J.L. ADAMS SCHOLARSHIP
	18-Apr-1995	\$311,051.98	END-J.L. ADAMS SCHOLARSHIP
Antonicelli, Alfred F.			
	25-Jul-1996	\$117,482.00	END-ANTONICELLI, A.F. SCH
Arthur A. Herzog Family Trust			
	13-May-1994	\$200,000.00	END-HERZOG FAMILY TRUST FUND
	9-May-1995	\$261,508.26	END-HERZOG FAMILY TRUST FUND
	17-May-1994	\$100,000.00	END-HERZOG FAMILY TRUST FUND
Bank of America			
	24-Oct-1996	\$100,000.00	PRESIDENTAL DEBATE FUND
Brue, Sandra A.			
	23-Dec-1998	\$100,000.00	END-CRAIG PAVILION COMPLEX
Carrie Estelle Doheny Foundation			
	22-Dec-1999	\$250,000.00	SPORTS CENTER COMPLEX CONSTR.

<u>DONOR</u>	<u>DATE</u>	<u>AMOUNT</u>	<u>PURPOSE</u>
Coca-Cola Enterprises	29-Dec-1999	\$100,000.00	UNRESTRICTED GIFT REVENUE
Colachis, Kathryn S.	16-Aug-1999	\$100,000.00	MSGR. I.B. EAGEN PLAZA FUND
Copley, Helen K.	24-Nov-1998	\$400,000.00	MSGR. I.B. EAGEN PLAZA FUND
Craig, Sidney	16-May-1995	\$1,000,000.00	END-A.E. HUGHES SCH
	3-Jun-1999	\$323,300.00	END-CRAIG PAVILION COMPLEX
	31-Dec-1996	\$3,000,000.00	END-CRAIG PAVILION COMPLEX
	29-Dec-1997	\$2,002,340.00	END-CRAIG PAVILION COMPLEX
	4-Mar-1999	\$1,800,960.00	END-CRAIG PAVILION COMPLEX
Derbes, Daniel W.	30-Dec-1996	\$327,757.00	WEINGART LOAN MATCHING FUNDS
Eagen, I. Brent	15-Jan-1999	\$1,000,000.00	END-JAMES & STELLA EAGEN SCH.
Estate of Dorothea J. McKinney	23-May-1994	\$249,687.24	END-McKINNEY SCHOLARSHIP
Fitch III, Walter			

<u>DONOR</u>	<u>DATE</u>	<u>AMOUNT</u>	<u>PURPOSE</u>
Gordon, Evelwyn F.	5-Aug-1999	\$101,109.00	END-CRAIG PAVILION COMPLEX
	16-Sep-1996	\$100,000.00	PRESIDENTAL DEBATE FUND
	12-Apr-2000	\$100,000.00	END-CRAIG PAVILION COMPLEX
	16-Dec-1994	\$100,000.00	HUGHES CENTER
Harpst, Frances G.	8-May-1995	\$196,009.46	HOLD-UNRESTRICTED ENDOWMENT
	13-Oct-1998	\$100,000.00	MSGR. I.B. EAGEN PLAZA FUND
	9-Aug-1999	\$100,000.00	END CHAIR MSGR.PORTMAN
Investech Foundation, Inc.	24-Jul-2000	\$200,000.00	END CHAIR MSGR.PORTMAN
	28-Aug-2000	\$100,000.00	BUSINESS DEAN DISCRET FUND
James S. Copley Foundation	15-Oct-1996	\$100,000.00	PRESIDENTAL DEBATE FUND
Knapp, Mary	25-Jul-1995	\$1,738,376.77	FACULTY ENDOWMENT HOLDING ACC
	2-Aug-1996	\$2,987,682.00	WEINGART LOAN MATCHING FUNDS
Kroc, Joan B.	23-Mar-1998	\$6,430,218.00	END-KROC PEACE CTR.
	23-Mar-1998	\$19,272,907.00	KROC PEACE CENTER FUND

<u>DONOR</u>	<u>DATE</u>	<u>AMOUNT</u>	<u>PURPOSE</u>
L. Bruce Stallard Family Trust			
	4-Apr-1994	\$100,000.00	END-STALLARD FAMILY NURS SCH
	27-Jun-1994	\$220,000.00	END-STALLARD FAMILY NURS SCH
La Jolla Bank			
	6-Mar-1996	\$100,000.00	END-WARREN LAW STUDENT AID
	23-Feb-1995	\$100,000.00	END-WARREN LAW STUDENT AID
Lewis, Faye N.			
	20-Dec-1996	\$254,737.00	UNRESTRICT SPLIT INT AGREEMENT
McNee, H.D., Jr.			
	30-Jun-1997	\$900,000.00	UNIVERSITY OFFICE PARK
Michael D. Dingman Foundation			
	17-Sep-1997	\$100,000.00	END-LAURA McDONALD LEWIS SCH.
Pagni, Marguerite			
	13-Jul-2000	\$350,000.00	END-CRAIG PAVILION COMPLEX
Pardee, George M., Jr.			
	27-May-1998	\$200,000.00	MSGR. I.B. EAGEN PLAZA FUND
	1-Jun-2000	\$200,000.00	MSGR. I.B. EAGEN PLAZA FUND
	1-Jun-1999	\$200,000.00	MSGR. I.B. EAGEN PLAZA FUND
	15-Dec-1994	\$300,000.00	LAW LIBRARY BUILDING FUND
	11-Dec-1995	\$193,700.00	LAW LIBRARY BUILDING FUND

<u>DONOR</u>	<u>DATE</u>	<u>AMOUNT</u>	<u>PURPOSE</u>
Purcell, Philip James	30-Dec-1999	\$657,031.00	END-CRAIG PAVILION COMPLEX
Roon, Leo	18-Apr-1995	\$228,700.46	END-L. ROON SCHOLARSHIP
	14-Nov-1996	\$183,318.27	END-L. ROON SCHOLARSHIP
Sheehan, Martin Luther	10-Dec-1996	\$117,018.65	END-SHEEHAN, MARTIN L. SCH
	14-Oct-1996	\$243,647.60	END-SHEEHAN, MARTIN L. SCH
Shiley, Darlene M.	20-Nov-1996	\$100,876.00	SHILEY THEATER RENOVATION FUND
	22-Dec-1995	\$101,928.75	END-SHILEY, D&D MFA SCHOLAR.
	31-Dec-1999	\$100,000.00	SCIENCE & TECH CENTER BLDG FD
	22-Dec-1994	\$100,138.50	END-SHILEY, D&D MFA SCHOLAR.
	20-Nov-1996	\$100,000.00	END-SHILEY, D&D MFA SCHOLAR.
	22-Dec-1998	\$197,002.19	END-SHILEY, D&D MFA SCHOLAR.
	1-Aug-1997	\$100,000.00	END-SHILEY, D&D MFA SCHOLAR.
Shupper, William J.	31-Dec-1998	\$100,000.00	END-CRAIG PAVILION COMPLEX
Smith, Gary A.	27-Feb-1999	\$100,000.00	END-CRAIG PAVILION COMPLEX

<u>DONOR</u>	<u>DATE</u>	<u>AMOUNT</u>	<u>PURPOSE</u>
The Duda Family Foundation	28-Dec-1999	\$100,000.00	END-DUDA FAMILY FDN SHOLARSHIP
The Estate of Carolyn Ann Ahlers	18-May-1994	\$5,000,000.00	END-AHLERS BUSINESS FUND
The Estate of Kathryn Desmond	14-Aug-1996	\$180,000.00	LOAN FUND-KI DESMOND ESTATE
The Estate of Zama W. May	10-Mar-1995	\$100,000.00	MAY COLLECTION-UPKEEP
	31-Dec-1996	\$1,095,592.50	MAY, ZAMMA COLLECTION FUND
The Fletcher Jones Foundation	3-Jul-1996	\$130,700.00	END-FLETCHER JONES CHR-BIOLOGY
	22-Apr-1994	\$500,000.00	END-FLETCHER JONES CHR-BIOLOGY
	3-Jul-1996	\$369,300.00	END-FLETCHER JONES CHR-BIOLOGY
The James Irvine Foundation	27-Nov-1996	\$500,000.00	GRANT-IRVINE CULTURAL #96-137
	28-Feb-1994	\$333,000.00	GRANT-IRVINE FDN. REVENUE
	3-Apr-1995	\$333,000.00	GRANT-IRVINE FDN. REVENUE
The Legler Benbough Foundation	4-Jun-1999	\$285,700.00	DONATIONS OF ASSETS-UND/IUNR

<u>DONOR</u>	<u>DATE</u>	<u>AMOUNT</u>	<u>PURPOSE</u>
The Sid & Jenny Craig Foundation	6-Mar-1998	\$200,000.00	END-CRAIG PAVILION COMPLEX
	9-Dec-1994	\$100,000.00	GRANT-KRESGE FDN. SCIENCE
	3-Jun-1999	\$196,700.00	END-CRAIG PAVILION COMPLEX
The Theresa & Edward O'Toole Foun	22-Mar-2000	\$500,000.00	UNRESTRICTED GIFT REVENUE
	28-Sep-1999	\$500,000.00	UNRESTRICTED GIFT REVENUE
	30-Jun-1999	\$500,000.00	UNRESTRICTED GIFT REVENUE
Thorsnes, Michael T.	10-Oct-1996	\$2,240,000.00	END-THORNSSES LAW
U.S. Dept. of Education	18-Oct-1995	\$371,935.00	LAW LIBRARY BUILDING FUND
Warren Family Foundation	23-Jun-1994	\$100,000.00	END-WARREN LAW FACULTY DEVELOP
	21-Feb-1997	\$100,000.00	END-WARREN LAW STUDENT AID
	19-Sep-1995	\$100,000.00	WARREN SPEC. PROJECTS LAW
	19-Apr-1994	\$100,000.00	END-WARREN LAW STUDENT AID
	5-Feb-1998	\$100,000.00	WARREN SPEC. PROJECTS LAW
Warren, Joanne	11-Jun-1998	\$979,474.00	END-CRAIG PAVILION COMPLEX

<u>DONOR</u>	<u>DATE</u>	<u>AMOUNT</u>	<u>PURPOSE</u>
Weingart Foundation	19-Feb-1996	\$188,141.00	WEINGART STUDENT LOAN FUND
	2-Jul-1997	\$250,000.00	HUGHES CENTER
	17-Mar-1997	\$2,595,724.00	WEINGART STUDENT LOAN FUND
	17-Mar-1997	\$1,297,862.00	WEINGART STUDENT LOAN FUND
	18-May-1994	\$100,000.00	GRANT-WEINGART FUNDRAISING
	21-Jan-1994	\$370,000.00	CHILDREN'S ADVOC. CTR. PROJECT
Wilson, Donald O.	31-Dec-1996	\$240,000.00	END-WILSON, DONALD&SHIRLEY SC
TOTAL GIVING		\$69,531,508.63	

Plant Reserve Balance

(Assumed Investment Return - 9%)

