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University of Central Florida 1985 self study Southern Association of Colleges and Schools : Department of Humanities, Philosophy and Religion self study report

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UNIVERSITY OF CENTRAL FLORIDA

1985
Self Study

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

DEPARTMENT OF HUMANITIES,
PHILOSOPHY AND RELIGION

SELF STUDY REPORT

1. Philosophy

1.1 Role in the University and the Community

An examination of the University's purpose statement reveals an emphasis on the duality of its role, stated in terms of local and universal service, professional and liberal education, useful and meaningful lives. The Department of Humanities, Philosophy, and Religion plays a vital part in fulfilling the second of each of these pairs of aims. Carrying on traditions that have their roots among the philosophers of Greece and the Middle Ages, the Department stresses the kind of logical, reflective and imaginative thinking that is the basis of more recent disciplines and should be the mark of a liberally educated man or woman. Thus its service is to the larger community of mankind and is thus universal; its content is the basis of liberal education; and its ethical focus is on the meaningful, not simply the practical side of life. In a larger sense, however, it is clear that the local community is also served, that the professional is made wiser, and that even the practical and useful pursuits of life are enhanced by studies such as critical thinking, ethics, and the philosophy of science. Clearly then, the Department's purpose and philosophy is consonant with the purpose of the University.

Internally, the Department's role may also be expressed as dual or twofold: a service function in support of the General Education program and a professional one in the preparation of majors in humanities and philosophy. As part of the "Cultural and Historical Foundations" requirement, the General Education Program of the University specifies that students must take a sequence of two courses in either history or humanities. The two humanities courses recommended to fulfill this requirement are HUM 2211 and 2230, Western Humanities I and II. Under the same heading students must select one course from a list of nine. REL 2302 World Religions and PHI 2010 Introduction to Philosophy are included in this list. Under "UCF Enhancement Options" the General Education Program requires either two foreign language courses or a selection of three courses outside the major from a rather extensive list. Several departmental courses are included on that list, and in fact, students often choose one or more from this department.

In addition to providing service courses for the General Education Program, the Department offers several courses that are valuable to students in a variety of majors throughout the University. For example, Ethics and Practical Moral Dilemmas are valuable for pre-law, pre-med, and business majors; Aesthetics and Philosophy of Creativity are important for art majors; Philosophy of Science is helpful to both science and engineering majors; Social Philosophy and the two courses in Marxism are important to majors in sociology and political science; history majors often take the courses in Greece and Rome; Classical Mythology is valuable to several fields, especially literature and art; and Logic is important to all majors who are expected to think rationally, systematically, and scientifically.

The Department offers a major in humanities that requires a recommended selection of courses in the departments of English, history, art, music and theatre, as well as courses in philosophy and religion within this department. Through variations in that selection, the major can be adjusted to concentrate in ideas, the arts, or world cultures. Students in all three concentrations

are required to complete the major by taking two of three available capstone courses: The Classical Ideal in the Arts, which explores revivals of classicism and studies its philosophical basis; The Romantic Ideal in the Arts, which traces emotional tendencies and the Romantic temperament from Ancient times to modern; and The Spiritual Ideal in the Arts, which studies works of art that reveal spiritual insight or exemplify the spiritual quest. The humanities major can be combined with education courses to allow students to be certified to teach humanities in high school. It also prepares students for graduate study in humanities, such as the program at Florida State University, which in turn qualifies graduates to teach humanities in the community colleges, many of which have at least the typical survey courses. Finally, the humanities major provides a coherent program for the student who is simply looking for a good liberal arts education. The number of credit hours required is not so great but that majors in humanities can often obtain a second major within the total hours required for graduation.

Unlike the humanities major, the philosophy major is made up of courses selected entirely from those within the Department. Two choices of concentration are available. One is fairly typical of philosophy majors elsewhere in that it consists of course in history of philosophy, various branches of contemporary philosophy, such as logic, ethics, and existentialism, and additional electives in philosophy. The other program allows the student to concentrate in religion by including four courses in the world's major religions and four electives from philosophy or religion. Both of these concentrations prepare students for graduate work in philosophy. Moreover, students preparing for careers in law or the ministry often find the philosophy major good preparation.

Members of the Department engage in a variety of activities outside the classroom. They accept requests to speak in local schools, often through the Additions program. They have appeared on radio and television programs and have spoken to community organizations and religious groups. They have participated in campus forums, sometimes sponsored by the Department, on such topics as Marxism, computers, and civil rights. They have sponsored campus organizations, such as the Black Student Union. And they have participated in seminars and meetings held at nearby Rollins College. The Department has hosted the annual meeting of the Florida Philosophical Association, and when funds have been available, the Department has brought distinguished speakers to the campus. A philosophy club has been active on campus from time to time depending on the interest of majors.

The Department, with its three-part name, does consist of three areas of interest that on some campuses are separate. If the potential for growth in each of these areas was great, separate departments might be desirable at this university, but based on the Department's history for the past ten years and the prospects in the near future, the combined department makes a reasonable administrative unit, and the three parts tend to be mutually supportive. Most faculty teach courses in two or more of the three areas, and there is essential agreement on the basic philosophy of the department, which may be summarized as follows: a firm commitment to the liberal arts; belief in a traditional concept of teaching and scholarship that values a thorough grounding in content rather than method, substance rather than innovation; mutual interest in intellectual history; belief in the university as a community of scholars operating under democratic principles and dedicated to academic freedom.

1.2 Evaluation and Projections

Courses in the humanities and philosophy provide a context in which programs of study such as engineering and business are given meaning. In order to maintain this purpose we must have additional faculty in humanities and philosophy.

2. Organization

2.1 Duties and Staffing

The Department consists of a chairman and five full-time faculty members. Four people teach courses in philosophy, and two of these also teach courses in religion. The chairman and one faculty member teach both upper and lower level interdisciplinary humanities courses. Each faculty member is assigned each semester an FTE of between .05 and .25 percent for research and other scholarly activities. The higher percentage FTE is assigned to those faculty who have books or articles in progress.

With an increasing emphasis on critical thinking and introductory philosophy courses, additional faculty will be required to be able to continue to offer an adequate upper division program. The Department also has long needed an additional full-time person in the area of humanities. Virtually all of the lower division sections of Western Humanities are taught by adjuncts. Since the Department draws many of its majors from its lower division humanities and philosophy courses, it is imperative that more of these courses be taught by committed, experienced, and highly-trained full-time faculty.

The Department employs one full-time secretary. Given the Department's relatively small size, this person would seem to be adequate in terms of support staff. The need for additional secretarial support will depend on whether the Department is successful in hiring new full-time faculty. The Department employs no graduate assistants or technical personnel.

The Department has no recent permanent faculty appointments. The last person hired in philosophy or religion was in 1972; the last person hired in humanities was in 1981, but this was a visiting appointment which after two years the Department was unable to renew. If the Department were to hire someone now, the criteria would be a doctorate, a record of successful teaching, and evidence of scholarly activity. Because of budgetary constraints, the allocations do not reflect departmental needs.

2.2 Support and Communications

The organizational structure of the College of Arts and Sciences is hierarchical: the Dean, the Associate Dean, the Chairmen of the various departments, and the faculty constitute the organization. In many cases, the Dean and the Chairmen must make decisions unless the matter is of such a nature that the faculty can participate profitably in the decision-making. For specialized functions within the College, such as curriculum development, research activities, etc., the Dean has established standing committees, which report to him. This structure has been effective in facilitating the operation of the Department. As a rule, the Chairman consults each member

of the Department on matters of importance. If he is able to resolve the problem informally, he does so, in accord with the wishes of the faculty. If he cannot solve it this way, he will call a meeting and seek a vote.

The Department has not formally utilized the students in the planning of procedures and policies. But because all faculty members are fully involved in student advisement, informal channels of communication have always existed, and students' opinions are reflected in the evolvement of the Department's curriculum.

2.3 Projections

Because the Department does not foresee being able to hire any full-time faculty in certain areas of philosophy and religion and in interdisciplinary humanities, we are currently interviewing qualified people in the community who would be willing to teach such courses as adjuncts.

3. Educational Program

3.1 Correlation of Program and Objectives

The Department seeks to provide its humanities majors a rich background in the liberal arts. It is well suited for those students who see the college experience as a means toward fulfillment and preparation for earning a living. The philosophy major, by emphasizing a critical awareness of thought, language, and experience, provides students the opportunity to engage systematically in problem clarification and resolution, to develop their ability to discover unnoticed possibilities, and thus to deepen their understanding of philosophical problems.

The Department's programs in philosophy and religion differ in their emphases. Religion emphasizes Eastern religions, while philosophy emphasizes Western philosophy. Each program tends to represent a selection of approaches within its own domain, though philosophy tends to concentrate more on so-called analytic philosophy. This emphasis in philosophy lends itself especially well to problem clarification and resolution, and to the enhanced awareness of language, of patterns of thinking, and of styles of reasoning.

The Western Humanities sequence examines the basis of Western Civilization from antiquity to the recent past, with special emphasis on the cultural achievements of man. The upper division courses in Classical Greece and Rome place special emphasis on these cultures' contributions in art, literature, and philosophy. The three upper division capstone courses, of which two are required of all humanities majors, are designed to complete that major and to integrate studies in the various areas of Humanities and Fine Arts.

3.2 Admissions

Admission policies are established by the University on the basis of state requirements. The Department admits freshmen, transfer students, and students with a community college A.A. degree. The Department feels that

the existing general admission policies are adequate and do not require an amendment at the departmental level. Though the Department has no official honors program, members of the Department often place students of unusual ability on a special track. Students in need of remedial or advanced work are handled individually by the appropriate instructor. Community college transfers have on the whole proved to be capable students, well-prepared for upper division courses in the Department's programs in humanities and philosophy.

3.3 Enrollment

Number of Majors, Minors, and Degrees Awarded, Fall 1982

	Humanities	Philosophy	HFA	Religion
Majors	31	21	5	No major
Minors	Unknown	Unknown	No minor	Unknown
Degrees	2	0	2	0

The Department does not actively recruit majors, though regular faculty are encouraged to teach lower level courses to ensure high quality entry-level instruction.

Courses are normally not offered to fewer than 10 students. Occasionally a special interest course is offered with fewer than 10, if the course is thought important to the majors in the program. Sometimes academically sponsored and controlled overseas study programs are given academic credit, though this is not customary.

3.4 Curriculum

The areas of concentration and the qualified faculty in each area are as follows:

- A) Humanities: Flick, Jones, Levensohn, and Riley
- B) Philosophy: Jones, Kassim, Levensohn, and Riser
- C) Religion: Flick, Kassim, and Levensohn

With an increasing emphasis on critical thinking and introductory philosophy courses, additional faculty will be required to be able to continue to offer an adequate upper division program. The Department has long needed a full-time faculty member with qualifications in religion and one with qualifications in interdisciplinary humanities. Budgetary considerations have kept it from hiring such people. For the past three years, the great majority of lower division humanities courses have been taught by adjuncts. The present faculty seem well-suited to the makeup of the Department--the diversity among the faculty coincides with the diversity in the programs.

A summary of annual course offerings and productivity in humanities, philosophy, and religion is below:

Courses in Catalog

	<u>1981-1982</u>		<u>1982-1983</u>	
	Upper	Lower	Upper	Lower
Humanities	5	1	4	2
Philosophy	18	3	18	3
Religion	9	2	10	1

Student Credit Hours by Division

	<u>1981-1982</u>		<u>1982-1983</u>	
	Upper	Lower	Upper	Lower
Humanities	638	2880	771	3024
Philosophy	1312	1176	1179	939
Religion	626	516	684	35

The Department offers the following interdisciplinary courses:

HUM 2211 Western Humanities I

Examples of the philosophy, religion, literature, music, and visual arts, from Ancient Greece through the Middle Ages; ideas that shaped our world.

HUM 2230 Western Humanities II

Continuation of HUM 2211, from the Renaissance through the Modern World.

HUM 3431 The Classical World: Greece

History and culture of Greece from the Minoan-Mycenaean to the Hellenistic age, with emphasis on contribution in art, literature and philosophy.

HUM 3432 The Classical World: Rome

History and culture of Rome from the Etruscan Period to the dissolution of the empire, with emphasis on contributions in architecture, law and literature.

HUM 4301 The Classical Ideal in the Arts

The search for order and form in the arts of various times and cultures. Concerns reason, structure, objectivity, harmony. Open to all upperclassmen.

HUM 4302 The Romantic Ideal in the Arts

The Romantic quest for identity with nature and the sublime in the arts of various times. Concerns feeling, imagination, subjectivity, creativity. Open to all upperclassmen.

HUM 4303 The Spiritual Ideal in the Arts

The search for the meaning and experience of the sublime reflected in the arts. Spiritual impulses contrasted to the pathos and ethos. Open to all upperclassmen.

REL 3186 Classical Mythology

Myths of the Greeks & Romans studied through excerpts from ancient sources and experienced through works of art, literature and music.

REL 4187 World Myths and their Meaning

A comparative study of myths from various cultures; common themes and their archetypal meaning.

The Department offers the following courses primarily for students to satisfy the general education program:

- HUM 2211 Western Humanities I
- HUM 2230 Western Humanities II
- PHI 2010 Introduction to Philosophy
- REL 2302 World Religions

The Department currently has no "honors" and/or remedial programs available to students. Neither does it maintain a system of prerequisites, nor offer any experimental courses.

The electives for philosophy and humanities majors are all restricted.

Any course which receives more than three semester hour credits must be justified according to its greater scope, e.g., the Hebrew-Christian Heritage, one of only a few four credit hour courses. This course covers a two-thousand year historical period.

The best evidence for the effectiveness of the present programs is their continuing high enrollment. The Department is currently considering the desirability of offering a master's program in humanities. Budgetary constraints may make this an impossibility any time in the near future.

The program in philosophy provides solid preparation for the student planning further study in that discipline. For those interested in a career in law, computer science, or any other field dealing with critical thinking and philosophical issues, the philosophy program provides a useful supplement to the primary career training in that field. If the Department is able to expand its offerings in critical thinking, the philosophy program will become even more valuable literally to every other area of study.

3.5 Instruction

All courses in the Department use course syllabi.

Adjunct faculty teach in Western Humanities I and II. The following adjuncts seem to be rehired on a continuing basis: Marlene Spencer, Jay Booth, and Janice Bingman.

Instruction is evaluated by the Chair. If improvements are needed the Chair encourages the appropriate changes.

The following table summarizes the Fall-term grade distribution history by level:

	<u>Percentage of Grades</u>						
	A	B	C	D	F	I	W
Lower	12.9	30.3	33.0	8.8	5.3	1.1	8.6
Upper	29.2	33.8	18.7	2.8	1.8	3.2	10.5

3.6 Other Activities

The Department sponsors a philosophy club, lectures in areas of special interest, and occasional community programs.

3.7 Projections (5 years and 10 years)

It is expected that more emphasis will be placed on the skills courses in the Department, especially on Critical Thinking.

The high enrollments in Introduction to Philosophy, World Religions, and Humanities I and II will require additional faculty.

4. Financial Resources

4.1 Outside Funding

The Department is supported almost entirely by state funds. Individual faculty members occasionally obtain grant funds for personal research or for post-doctoral study, summer seminars, and the like. In 1974 and in 1975, projects funded by the Florida Endowment for the Humanities resulted in support for faculty participation in community forums, but there are no continuing departmental grants or endowments. Thus, the Department is not dependent on outside sources of funds and manages to operate on the limited budget provided by the College of Arts and Sciences.

4.2 Auxiliary Activities

N/A

4.3 Budgets

Budget requests are prepared by the Chairman several months before funds are allocated. In determining estimates, he tries to project his needs on the basis of current expenditures, anticipated growth in the Department, and advice from faculty members, particularly in matters concerning classroom, travel, and student assistant needs. The present constraints on budget preparation hinder departmental financial support of its goals. The Department has long needed a full-time faculty member with qualifications in religion, but budgetary considerations have kept it from hiring such a

person. OPS funds for employing part-time student assistants are inadequate. For the past three years, there has been a severe shortage of funds available for faculty travel to professional meetings. Although funds have been inadequate, allocations within the College are discussed at Chairmen's meetings and are made as fairly as possible.

4.4 Equipment

OCO money is used for equipment (typewriters, etc.) and for supplies (slides, tapes, etc.). The current freeze on OCO seems short sighted since it is causing the Department to postpone minor outlays until they become major.

Expense money is used for normal departmental purposes (phone, paper, etc.) plus for travel to professional meetings. Since participation in meetings is a crucial activity for faculty in humanities and philosophy, the cuts in expense money have harmed faculty development.

Regulations do not severely impair Department projects.

Department purchases are completely utilized. The main difficulty is the inability to make sufficient purchases.

5. Faculty

5.1 Recruitment and Selection

Since the Department has no immediate plans, lacking funding, to hire new faculty, and because our needs for faculty might change when such funding does become available it is inappropriate to discuss faculty recruitment and selection. Currently all faculty teach full time. Our uses of part-time instruction, especially in the area of the humanities, is mandated by having to offer more courses than we have eligible faculty teaching hours.

5.2 Organization, Preparation and Growth

Faculty Preparation

	Earned Degree	Teaching Experience	Time at UCF	Research and Prof. Activity
Flick	Ph.D	32 yrs. English, Humanities	16 yrs.	2 publications 3 prof. papers presented
Jones	Ph.D	15 yrs. Philosophy	12 yrs.	3 prof. papers presented
Kassim	Ph.D	16 yrs. Philosophy, Religion	14 yrs.	4 publications 3 prof. papers presented

Faculty Preparation (cont'd)

	Earned Degree	Teaching Experience	Time at UCF	Research and Prof. Activity
Levensohn	Ph.D	32 yrs. Humanities, Philosophy, Religion	15 yrs.	1 article 4 prof. papers presented
Riley	Ph.D	26 yrs. English, Interdisc. Humanities	15 yrs.	2 articles 5 prof. papers presented
Riser	Ph.D	23 yrs. Philosophy	15 yrs.	10 articles 11 prof. papers presented

Faculty preparation exactly fits present programs in the Department. Future programs may require some retraining in philosophy (artificial intelligence, recent developments in critical thinking, and some possible training to accommodate shifts in the overall program.)

5.3 Salaries

Salary increases are based on two factors: the Chairman's recommendations based on the annual review of a faculty member's performance during the year; and the Dean's review of the salary situation throughout the College, which in turn is based on the funds available. As to how salaries have related to the economy over the past ten years, the cost of living increase has been generally greater than the salary increase of any faculty member in the Department, with the exception of the past calendar year during which the rate of inflation has somewhat diminished.

5.4 Teaching Loads

The Department offers courses only at the undergraduate level. To judge from course enrollments, the primary function of the Department is to provide service courses to other departments of the University. Courses offered at the two thousand level have high enrollment whether in humanities, philosophy, or religion. Upper division courses have moderate enrollment and do not require such heavy teaching loads. But due to the high number of minimum hours of teaching required by the legislature, faculty members do not have enough time to devote to research. Furthermore, the lack of adequate facilities and materials for research (especially in library) hinders successful research work.

5.5 Evaluation, Security and Promotion

Theoretically, policies relating to promotions and tenure can be described as fair and adequate, especially over the past few years. Input from the faculty through various committees at the department, college, and university level have contributed to eliminating any arbitrariness or subjectivity on the part of administration.

The criteria used for evaluation of faculty are teaching, research, and community service. Unfortunately, the evaluation of faculty by the students is used and emphasized unduly, especially in the absence of any evaluation form which can be characterized as valid. Furthermore, these evaluations are used by some administrators as an absolute norm in the process of evaluation of faculty for annual activity reports, tenure, and promotion.

5.6 Working Conditions

At this point, all the faculty members have adequate offices. One faculty member has a very small office with no windows and another has an office in the main departmental office which results in the frustrations of listening to the ringing of the phones and all other kinds of conversation by the students visiting the main office.

Classrooms can be described to be in good condition but they are not sound-proof (at least in the Humanities and Fine Arts building). They become a nuisance when several instructors show films in their classes simultaneously. Typewriters, tape recorders, and other similar machines have with time become outmoded; they shall not be functional within a few years. Furthermore, due to the lack of funds, there has always been a shortage of audio-visual equipment especially for the courses in humanities and religion. In order to overcome this obstacle, the Department is in need of an initial allotment of money and thereafter adequate yearly funds.

5.7 Projections

Over the next ten years the Department will need faculty, space, equipment, and support personnel. The need for faculty has already been documented. Of course, new faculty require more space. Slides, projectors, records, movies, etc. will need to be replaced and added to. Furthermore, the successful management of the Department will require additional student assistants.

6. Library

6.1 Collections

Library holdings for the three disciplines within the Department, namely, humanities, philosophy, and religion are probably minimally adequate for the purposes of undergraduate course utilization, that is, for the use of students enrolled in undergraduate courses in these three areas. However, holdings in these areas are more or less inadequate for the purpose of strengthening and expanding preparation by instructors for many of the courses being taught, as well as, in particular, inadequate for sustained scholarly research leading to more than occasional presentation of papers and publication of articles.

Needs over the next five or ten years will likely lie primarily in revising and, to some extent, augmenting serial subscriptions in the three areas and in enlarging book holdings in such fields as social and political philosophy, logic and philosophy of science, history and philosophy of culture, and comparative religion. Though the introduction of graduate work in any of

the three disciplines is highly problematic, the prospect that a B.S. in philosophy will be inaugurated (in addition to the present B.A. in philosophy) suggests that the first two fields mentioned, and especially, the second, should receive particular attention.

6.2 Coordination

Development of library collections to meet departmental objectives is effected through regular contact between the departmental library representative and an appropriate library liaison person. The departmental representative, in this process, uses recommendations from the various members of the Department regarding book purchases and journal subscriptions.

6.3 Services and Facilities

Holdings, as indicated above, are only marginally adequate. Beyond this, facilities and services are suitable. The foregoing remarks apply to the UCF library, since little or no use is made of library facilities and services at the several resident centers.

7. Student Development Services

7.1 Student Mix

See Appendix A

7.2 Advising

Advisees are divided equally among members of the Department. Students are encouraged to pursue double majors. Department advising is supplemented by a University Central Advising Center as well as by peer advisors provided by Student Government. Typical academic advisement includes help with course selection, meeting of requirements, and problem discussion. The Department has no testing programs.

7.3 Organizations

The Department sponsors a philosophy club. Membership is open. Funds are obtained from fees, fund-raising activities, and student government appropriations.

7.4 Discipline and Records

It is usual for the instructor to take his own counsel in matters of cheating.

7.5 Financial Aid and Alumni

The Department has no programs to provide scholarships or work experience. Follow-up on graduates is conducted informally.

8. Physical Facilities

8.1 Facilities

Classrooms assigned to the Department in the Humanities and Fine Arts Building are most inadequate. Noise interrupts from adjoining classes, location is often inconvenient for the use of media equipment, space is cramped, quality of furnishings (curtains, etc.) and their maintenance is inadequate. Office and clerical space is adequate but not noteworthy. Any projections as to space requirements are dependent upon the Department being able to hire additional faculty in humanities.

8.2 Provisions

The Department is unaware of any plans for new facilities. In the past it has had little opportunity to provide input for planning new facilities. Provisions for parking and handicapped access are adequate.

9. Special Activities

9.1 Type of Special Activities

In 1983 the Department hosted two conferences on the UCF campus: the annual meeting of the Florida Philosophical Association, and the Vishwa Hindu Conference. The Department sponsors the Philosophy Club whose monthly meetings include both student and faculty speakers that attract students from a variety of disciplines outside the Department.

9.2 Organization and Funding

A department faculty member serves as advisor to the Philosophy Club. The need for funds has been minimal; what small funding that has been required is drawn from the Department's expense budget. The Dean's office contributed partial funding for the conference of the Florida Philosophical Association; the remainder was drawn from the Department's expense budget.

9.3 Academics

Two faculty members served as coordinators for the two regional conferences in philosophy and religion which were held on campus.

10. Graduate Programs

N/A

11. Research

11.1 Administration

To the degree possible the Department encourages research by providing release time from teaching, secretarial support as available, and in the narrow limits of funding available, money for travel. The research

is evaluated through guidelines established by the Department in conjunction with the Dean's office to insure that the research satisfies all professional criteria within the discipline. Unfortunately, the minimal funding available for research has had an adverse effect on faculty morale. In fact, the teaching demands placed on the faculty are inconsistent with the College and the University's criteria for tenure and promotion. Salary increases as a morale booster are almost wholly ineffectual because of the minimal money available. It follows from this that the Chairman has little at his command to increase either the morale or the effort of the faculty.

11.2 Funding

Dollars for research in the Department amount to little more than a partial travel allowance for one meeting a year per faculty member, nor has the Department been successful in receiving outside grants, except in individual cases.

11.3 Space

N/A

11.4 Future Development

The research goals of the Department are no more than the research goals of each individual member. Expectations of faculty research, then, will depend upon monies made available for release time, secretarial support, and travel. It is impossible to project those figures.

12. Summer Terms

12.1 Courses

Courses are selected on the basis of their productivity during the summer term. As a rule, most courses are those which fulfill the requirements of the General Education Program.

12.2 Faculty

The Department initiated a rotational system for summer teaching assignments several years ago. Each member of the Department was assigned a priority number based on rank and seniority. It was agreed that each person should receive two courses before rotation to the next person in sequence occurred. If the available positions allow for only one course to be assigned to an individual in a given summer, he is then in line for the first course in the following summer, before rotation to the next person in sequence occurs.

12.3 Funding

The Department's summer program is funded exclusively by the state.

12.4 Schedule

The Department ordinarily offers seven or eight courses in the summer term. Four or five of these are courses that fulfill the requirements of the General Education Program. The remainder are upper division courses in humanities and philosophy. The Department offers no workshops or institutes.

12.5 Students

Student mix in the summer term does not vary appreciably from regular terms. The only condition under which students must attend the summer term is the summer attendance requirement of the State University System. It would be desirable to have a stronger summer program. Because of the meager summer course offerings, a result of budgetary constraints, students majoring in humanities and philosophy have little from which to choose.

13. Computers

13.1 Impact and Needs

Computers impact philosophy, especially by advances in artificial intelligence. Several courses in philosophy will likely use computers in the next few years. The Department either needs its own units, or, the University needs to provide facilities for mass use by non computer majors.

14. The Brevard, Daytona, and South Orlando Centers

14.1 Courses

Course selection at a resident center is determined by the Department Chairman's consultation with the Office of Academic Affairs and the Director of the particular center. Courses are selected on the basis of their satisfying upper division electives in the G.E.P. Lower division humanities courses are offered at the South Orlando Center to satisfy the requirements in the G.E.P. A full program has never been offered at a center. No counseling and little administrative support is provided.

14.2 Faculty

The Department operates a rotational system for selecting faculty members to teach at a center. Faculty members do not maintain office hours at a center, but make themselves available to individual students both before and after class.

14.3 Funding

Funding for courses offered at a center is provided by O.P.S. funds allocated to the Department. Faculty who teach at a center are given a travel and meal allowance.

14.4 Facilities and Library

Classrooms and other facilities at the centers are quite satisfactory. Library services, however, are most inadequate. It would be helpful if the centers could consult with the main library to obtain appropriate books related to the courses offered.

15. Media

- 15.1 Slides, films, and records are used rather extensively in humanities classes, occasionally in philosophy and religion classes. The Department owns a modest collection of slides and records and an even more modest film collection. Most films are borrowed from the Department of Instructional Resources located in the library. The Department owns its own record player, now several years old, but it depends on Instructional Resources for slide and film projectors, some of which are located permanently in classrooms. Thus far there has been no problem with proprietary rights since this Department has not offered classes by television and would probably resist proposals to do so.

Classrooms at this university, and especially in the Humanities and Fine Arts Building, are very poorly designed for the use of media. Acoustics are terrible, sound proofing non-existent, lighting often malfunctioning, and rooms overcrowded with furniture. Showing films and slides is an awkward business at best, and there are many complaints throughout the University (evidenced by a recent meeting of the Faculty Senate) concerning the services--or lack thereof--provided by Instructional Resources. The problem may be partly a matter of limited budgets, but it is no doubt also a matter of misplaced priorities. It is incredible that a university constructed in the latter third of the 20th century, the media age, could be so poorly equipped, so ineptly designed for the use of media in the classroom.

Appendix A (Humanities)

UCF 1000R2
CCF 1000R2

STUDENT ENROLLMENT SURVEY
FALL 1983

I. MAJOR FIELD OF STUDY - LETTERS

II. MAJOR FIELD CODE - 1500

RACE/ETHNIC IDENTIFICATION AND SEX

ENROLLMENT DATA

	NON-RESIDENT ALIEN		BLACK (NOT OF HISPANIC ORIGIN)		AMERICAN INDIAN OR ALASKAN NATIVE		ASIAN OR PACIFIC ISLANDER		HISPANIC		WHITE (NOT OF HISPANIC ORIGIN)		TOTAL	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
I. FULL-TIME STUDENTS														
A. UNDERGRADUATES, TOTAL	0	0	0	0	1	0	0	0	0	0	0	5	12	5
1. FIRST-TIME FRESHMAN	0	0	0	0	0	0	0	0	0	0	0	1	0	1
2. OTHER FIRST-YEAR	0	0	0	0	0	0	0	0	0	0	0	1	0	1
3. SECOND YEAR	0	0	0	0	1	0	0	0	0	0	0	1	0	2
4. THIRD YEAR	0	0	0	0	0	0	0	0	0	0	1	3	1	3
5. FOURTH YR AND BEYOND	0	0	0	0	0	0	0	0	0	0	2	8	2	8
B. UNCLASSIFIED, TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1. UNDERGRADUATE LEVEL	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2. POSTBAC. LEVEL	0	0	0	0	0	0	0	0	0	0	0	0	0	0
C. FIRST PROFESS. STUDENTS, TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1. FIRST-TIME GRADUATES	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2. ALL OTHER GRADUATES	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL FULL-TIME STUDENTS	0	0	0	0	1	0	0	0	0	0	5	12	5	13
II. PART-TIME STUDENTS														
A. UNDERGRADUATES, TOTAL	0	0	0	0	0	0	0	0	0	0	3	14	3	14
1. FIRST-TIME FRESHMAN	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2. OTHER FIRST-YEAR	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3. SECOND YEAR	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4. THIRD YEAR	0	0	0	0	0	0	0	0	0	0	0	7	0	7
5. FOURTH YR AND BEYOND	0	0	0	0	0	0	0	0	0	3	7	7	3	7
B. UNCLASSIFIED, TOTAL	0	0	0	0	0	0	0	0	0	1	2	1	2	2
1. UNDERGRADUATE LEVEL	0	0	0	0	0	0	0	0	0	0	1	0	1	1
2. POSTBAC. LEVEL	0	0	0	0	0	0	0	0	0	1	1	1	1	1
C. FIRST PROFESS. STUDENTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
D. GRADUATE STUDENTS, TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1. FIRST-TIME GRADUATES	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2. ALL OTHER GRADUATES	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL PART-TIME STUDENTS	0	0	0	0	0	0	0	0	0	4	16	4	16	16
III. GRAND TOTAL ALL STUDENTS	0	0	0	0	1	0	0	0	0	0	9	28	9	29

Appendix A (Philosophy)

UCF
CCR 1000R2
STUDENT ENROLLMENT SURVEY
FALL 1983

I. MAJOR FIELD OF STUDY - LETTERS

II. MAJOR FIELD CODE - 1500

RACE/ETHNIC IDENTIFICATION AND SEX

ENROLLMENT DATA	NON-RESIDENT ALIEN		BLACK (NOT OF HISPANIC ORIGIN)		AMERICAN INDIAN OR ALASKAN NATIVE		ASIAN OR PACIFIC ISLANDER		HISPANIC		WHITE (NOT OF HISPANIC ORIGIN)		TOTAL	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
I. FULL-TIME STUDENTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A. UNDERGRADUATES, TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1. FIRST-TIME FRESHMAN	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2. OTHER FIRST-YEAR	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3. SECOND YEAR	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4. THIRD YEAR	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5. FOURTH YR AND BEYOND	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B. UNCLASSIFIED, TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1. UNDERGRADUATE LEVEL	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2. POSTBAC. LEVEL	0	0	0	0	0	0	0	0	0	0	0	0	0	0
C. FIRST PROFESS. STUDENTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
D. GRADUATE STUDENTS, TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1. FIRST-TIME GRADUATES	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2. ALL OTHER GRADUATES	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL FULL-TIME STUDENTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
II. PART-TIME STUDENTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A. UNDERGRADUATES, TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1. FIRST-TIME FRESHMAN	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2. OTHER FIRST-YEAR	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3. SECOND YEAR	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4. THIRD YEAR	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5. FOURTH YR AND BEYOND	0	0	0	0	0	0	0	0	0	0	0	0	0	0
H. UNCLASSIFIED, TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1. UNDERGRADUATE LEVEL	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2. POSTBAC. LEVEL	0	0	0	0	0	0	0	0	0	0	0	0	0	0
C. FIRST PROFESS. STUDENTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
D. GRADUATE STUDENTS, TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1. FIRST-TIME GRADUATES	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2. ALL OTHER GRADUATES	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL PART-TIME STUDENTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
III. GRAND TOTAL ALL STUDENTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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