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THE UNIVERSITY'S ODYSSEY  
TO THE YEAR 2000

... A NONTRADITIONAL  
SELF-STUDY

COMMITTEE REPORT  
INTELLECTUAL/AESTHETIC ENVIRONMENT



FLORIDA INTERNATIONAL UNIVERSITY  
Nontraditional Self-Study

INTELLECTUAL/AESTHETIC ENVIRONMENT

A Support Committee Report

Prepared for the  
Coordinating Committee

June, 1979

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## TABLE OF CONTENTS

	Page
Introduction . . . . .	1
Statement of the Problem . . . . .	2
Methodology . . . . .	3
Results . . . . .	4
Results of Committee's Questionnaire . . . . .	5
Findings from Independent Inventory . . . . .	14
Data from the Office of Student Affairs . . . . .	15
Symposium Assemblage . . . . .	15
Discussion . . . . .	16
Recommendations . . . . .	21
Summary and Conclusions . . . . .	23
Appendix A - Inventory Questionnaire	
Appendix B - Open-Ended Responses Summary	
Appendix C - Inventory of International Events	
Appendix D - Inventory of Student Clubs	
Appendix E - May 3 Assembly Summary	
Appendix F - University Student Profile Report	



## INTRODUCTION

The concept of intellectual/aesthetic environment focuses upon a campus climate which facilitates student free-time involvement in intellectual and cultural activities. The concept suggests that the University should present an environment in which students and faculty can easily interact informally. It is believed that the quality of the intellectual/aesthetic environment of any campus is as much a "perceptual" phenomena as it is a hard reality. At FIU, the results of the Institutional Goals Inventory Survey (IGI) revealed that Faculty, Administration, and Students of the University were in agreement that there was a significant gap between the current state of the intellectual/aesthetic environment and the ideal state.

In attempting to study this problem the committee began by accepting the premise that the intellectual/aesthetic environment cannot be studied in isolation since it is created by the blending of tradition and current life styles. Typically academic traditions of faculty-student interaction related to formal areas of study and intellectual pursuits greatly impact upon the nature and quality of life on campus. The phenomenon may be accepted by social groups which develop around the needs and interests of independent and interdependent needs of students and faculty. In many institutions, fraternities, and sororities, resident halls, special clubs and/or one academic major provide the pivotal centers around which the intellectual/aesthetic environment is nurtured. Often, this nurturing process is informal and generally taken for granted. We believe, that by expressing itself via the IGI, the University has called into question a valid concern. However, it must be understood that the discrepancy between the actual and the ideal may be a "fact of life" an upper division and beginning graduate level, urban commuter institution may have to accept.

## STATEMENT OF PROBLEM

These problems were operationalized by gathering data relating to:

- (1) the number and nature of formal activities scheduled,
- (2) the impact of these activities upon the intellectual/aesthetic environment of the university,
- (3) the role of the library in augmenting the quality of campus life,
- (4) the nature of interaction between faculty and students, and
- (5) the impact of the University scheduling pattern and available resources on formal events and informal exposure of the university community.

The following set of problem areas provided the theme around which the Committee focused their investigations: (1) does the existing environment provide students and faculty with a high standard of university life, (2) in what terms can the university environment be characterized, and (3) what levels of interest, support and involvement describe the university environment.



## METHODOLOGY

The Committee devised a four-page inventory questionnaire based on questions in the Institutional Goals Inventory. The questionnaire was sent to each school and the college, as well as offices particularly involved in formal organization and sponsorship of intellectual and cultural events, including Academic Affairs, Faculty Scholars, International Affairs, Library, Media Center, Modern Languages Department, Performing Arts, Student Affairs, and Visual Arts. In total, 35 questionnaires were distributed. The first part of the questionnaire requested enumeration of events or activities by name, purpose, sponsorship, time of day scheduled, and audience, and success of the events. The second part addressed problems of funding, publicity, other problems of sponsorship, and details about relevant "unstructured" events, and solicited additional comments. The data were tabulated to provide a quantitative assessment of the intellectual/aesthetic environment.

The Committee also placed five questions on the follow-up faculty questionnaire distributed through the Office of the Nontraditional Self-Study. Each of these questions were designed to ascertain the quality and nature of faculty and student interaction as related to the intellectual and aesthetic climate of the university.

In addition, the Committee inventoried all activities noted on the university calendar, in the Blue Bulletin, and the Ivory Tower.

The Committee also interviewed library personnel and the staff from the Student Affairs' area. Finally, data relating to this area was obtained when preliminary findings from the questionnaires were presented to selected faculty at the symposium assembly on May 3rd.

## RESULTS

The initial questionnaire used to obtain information on the Intellectual/Aesthetic environment is shown in Appendix A.

Of the thirty-five questionnaires distributed, fifteen were returned to the Support Committee for summary and analysis. Since this data was augmented with an independent inventory of relevant activities and their data sources as well, the low response rate was not deemed as a limiting factor.

Following is a summary of the frequency of responses to selected objective items on the questionnaire and also a summary of selected open-ended comments. (The complete set of responses appear in Appendix B) Following the data from the Committee's questionnaire are the results of the library interviews, findings from the special questions added to the non-traditional self-study questionnaire and findings from the independent investigative results of student service interviews and conclusions derived from the symposium assemblage.

## RESULTS OF COMMITTEE'S QUESTIONNAIRE

Table I shows the type of activities listed by the respondents and their frequency.

TABLE I

Types of activities listed by the 12 respondents to the Intellectual/Aesthetic/Social Environment Questionnaire.

<u>ACTIVITY</u>	<u>FREQUENCY</u>
Convocation	1
Art Exhibitions	21 (from 1 return)
Music	11
Lectures/Seminars	19
Social	4
Theater Productions	1
Film Festival	1
Communications Day	1
Workshops/Labs	<u>8</u>
TOTAL	67



Table II shows the frequency of responses for categories relating to the expressed purpose of the event or activity, the source which initiated the event or activity and the time at which the event or activity was held.

TABLE II

Frequency response to three categories of activities.

<u>CATEGORY</u>	<u>FREQUENCY</u>
<u>Purpose</u>	
Intellectual	26
Social	10
Career Development	16
Other	10
<u>Who Initiated Event</u>	
Faculty	37
Students	23
Staff	19
<u>Time Period Event Held</u>	
Morning	6
Free Period	17
Early Evening	10
Night	21
Weekend	16

Table III shows the frequency of responses when respondents indicated the nature of the audience for their activities. In total, there were 67 activities or events listed by respondents. The response to question five indicates that 31 activities were considered successful, one unsuccessful with the remaining 35 not receiving any rating.

TABLE III

Frequency of audience for 67 activities.

<u>AUDIENCE</u>	<u>FREQUENCY</u>
Undergraduate full-time students	15
Undergraduate part-time students	12
Graduate full-time students	0
Graduate part-time students	0
All Students	32
Department Majors	22
General Public	33
Faculty	29
Administration	25
Staff	21
Other	3



Question six was designed to identify the nature of funding for cultural and social events. Table IV shows the frequency of responses for three of the six choice items. One respondent indicated that \$10,000 had been allocated for cultural and social events. Additionally, six sought funding from foundations, five from grants, two from industry and three from other sources. Four respondents planned to increase the number of events sponsored in 1979 relative to the past year, two respondents planned no change and seven did not respond.

Of these planned events, five respondents indicated that future events would be planned differently, three indicated no change and five did not respond. Four respondents indicated that a modification of purpose would represent the major desired change, four respondents indicated that changes should be made with regard to funding, and three respondents said that they would seek to change the composition of their audience.

TABLE IV

Frequency of response to three items concerning nature of funding for cultural or social events.

<u>ITEM</u>	<u>FREQUENCY</u>	<u>FREQUENCY</u>
Does your unit have separate allocations for cultural or social events?	Yes 2	No 9
Are there, in your estimation, sufficient funds to put on the types of programs you feel are required:	Yes 1	No 9
If admission were charged, do you feel that this would limit the amount of participation?	Yes 8	No 1

Table V shows the media used by twelve respondents when asked what media were used to publicize events/activities.

TABLE V

Frequency of Media use by 12 respondents.

<u>MEDIA</u>	<u>FREQUENCY</u>
Blue Bulletin	8
Ivory Tower	5
The International	7
The Sentinel	4
Local Newspapers	4
Bulletin Boards	6
Leaflets	4
TV/Radio, Public Service Announcements	5
Classroom Announcements	6
F.I.U. - Miami-Dade Community College, Broward Community College, Consortium	0
Other (Specify)	4



Table VI shows the problem areas respondents perceived as preventing them from sponsoring more events.

TABLE VI

Problem Areas preventing sponsorship of more events.

<u>PROBLEM</u>	<u>FREQUENCY</u>
Lack of time	6
Lack of funds	7
Perceived lack of interest from potential audiences	1
Unavailability of space	3
Inadequate media to advertise the events	2
Other (specify)	1

The comments provided by respondents on the additional comments section (question 11) is represented in the following summary:

1. No individual is charged with the responsibility of developing, organizing, and producing events/ activities related to adding to the overall intellectual/aesthetic environment within the academic and service unit with the exception of specific interest areas such as music, art and theater.
2. The University is doing a reasonable job given the fact that it is a commuter institution.

3. Publicity is uneven in terms of impact.
4. There is a need to provide additional support in terms of funding if more events/activities are to be held on campus.

Because the committee felt that the library is a central area of focus when considering the Intellectual/Aesthetic environment of any university, a special effort was made to interview professional library personnel to better understand the library within the context of this investigation. It was found that the library has three basic missions:

1. The primary mission of the library is to facilitate the teaching function of students. This includes building a collection which supports the basic curriculum of the university and meeting the need of enrolled students;
2. The secondary mission is service to the research needs of the faculty. This service is augmented by the inter-library loan system and a special agreement with the University of Miami library;
3. The University library is also committed to serve the county. At present, the librarian reports that many high school students and members of the local business community make use of the collection.

The library is generally considered an academic work center. This is consistent with the mission above. The library on the Tamiami Campus has only two study rooms, and there are none at the North Miami Campus library. For this reason, it is not only difficult but virtually impossible for groups to gather in the library and work on problems and projects. One



librarian reported that one of the most frequently asked questions is, "Isn't there a place where a group can go and study?"

The hours of the Library have been changed many times since its opening. These changes have been related directly to available funds for staffing. As of July 17, 1979 the library hours are as follows:

Monday - Thursday	8:00 am - 11:00 pm
Friday	8:00 am - 8:00 pm
Saturday	9:00 am - 8:00 pm
Sunday	1:00 pm - 11:00 pm

These hours seem to be reflective of the fact that the University is a commuter institution.

Finally, it was reported that the library "seems" to be the center for the Permanent Art and Artifacts Collection (as sparse as they are). It was agreed that the development of collections of this type for display within the library space might add a great deal to the intellectual aesthetic climate of the library.

#### RESULTS OF NON-TRADITIONAL SELF-STUDY QUESTIONNAIRE

The faculty survey conducted by the Self-Study Coordinating Committee provided additional data.

A large sample of respondents (110) returned the faculty questionnaires that contained, among others, items related to the nature and amount of faculty-student interaction outside the classroom. Because the sample size is large, though not necessarily fully representative of the faculty, the data will be summarized as percentages. With regard to extent of student-faculty interaction; 6.4% of faculty feel there was a large amount, 42.7% an average amount, and 50.9%, very little amount.

With regard to the nature of student-faculty interaction, 53.5% of faculty felt it was academic, 18.8% social, and 20.8% felt it was formal, while 6.9% indicated other. In response to an item asking if having a lower-level division (first two years) in the University would improve the intellectual environment, 85.3% of faculty said yes, 10.1% said no, and 4.6% were undecided. When the same question was asked about improving the social environment, 73.6% of faculty answered yes, 10.4% answered no, and 16% were undecided. With respect to academic standards, 82.2% indicated yes, 8.4% answered no, and 9.3% were undecided.



## FINDINGS FROM INDEPENDENT INVENTORY

In an effort to secure additional information on the number and nature of events which have impact on the Intellectual and Aesthetic Environment of the University, a team reviewed the official university calendar, the Blue Bulletin and all press releases for the past academic year. The results are shown in Table VII below.

TABLE VII

### Inventory of Non-Instructional Activities

Academic Year 1978-79

Art.....	15	Musical Performances.....	36
Demonstrations.....	1	Seminars.....	25
Discussion Groups.....	6	Social Events.....	8
Fashion Shows.....	1	Speeches.....	57
Films.....	4	Sports (home and away).....	160
Interest Groups.....	2	Theater Productions.....	11
Literature/Poetry.....	3	Workshops.....	4

Total number of activities identified - 333

### DATA FROM THE OFFICE OF STUDENT AFFAIRS

Interviews with Student Affairs' staff revealed that neither of the preceding inventories were completely accurate. The number and scope of ongoing activities is in excess of that reported. However, no record is available which can be considered inclusive. Appendixes B and C represent two additional pieces of information which must be added into the mix when considering the aspects of the University climate relevant to this report.

One example of note is the list of clubs provided by Student Affairs. This list reveals that, at present, the University has 77 clubs and student organizations which should contribute positively to the ambiance of the University. (See Appendix D)

### SYMPOSIUM ASSEMBLAGE

As a last data source the Committee shared its findings with a symposium group on May 3. The report of this dialogue is presented in Appendix E. At this session, the initial expression by the faculty, students, and administration with regard to improving the Intellectual/Aesthetic Environment was reiterated. Analysis of the symposium group's deliberation reveals that the University is not lacking in the number of events held on campus, rather, the nature of acceptance of intellectual events was a more critical concern. The three university-wide symposia conducted by the Self-Study department were cited as an example of what can be accomplished if the commitment is made. Finally, the group agreed that the Intellectual/Aesthetic Environment is a product of a total University effort and reflects upon the nature and character of the University.



## DISCUSSION

The Committee believes that the University affords all members of the community an opportunity to participate in what can be described as a rich intellectual and aesthetic environment. However, the fact remains that members of the University community continue to feel a void in this area. This apparent discrepancy can be explained in several ways.

First, as a commuter campus the University had made an attempt to schedule classes in such a way as to encourage faculty and students to come and go easily. Although this offers students the opportunity to enroll in courses back-to-back, it does not facilitate informal interaction typically associated with those moments of "free time" on campus where non-course related activities are allowed to develop. Further, this scheduling format has resulted in the development of a commuter faculty. Both groups tend to come and go according to a class schedule designed to facilitate working commuters.

Second, a review of the Fall, 1978 Student Profile Report indicates that 65.3% of the students attending the University are part-time while 34.7% are full-time. Further, the undergraduate student population is described as approximately 40% full-time and 60% part-time. The mean age of the undergraduate population is 28.7 years. Recent student profile information reveals that only 35% of the undergraduates are properly classified as day students. (See Appendix F) The Committee is left with the feeling that the University may be doing well in terms of maintaining a good climate given that our undergraduate students are older than the average and that we are a commuter campus with only 35% of our undergraduates attending on a full-time basis.

Another block between perceptions and reality is in the area of "international" flavor. Thus, data reveals the University has an international student body of 1,780 students (student visas, 506; and permanent residents who have retained citizenship, 1,274). This is a very sizable group of students and makes FIU the fifth largest international institution in the country. (This is not counting local Cuban students). Yet, since it is virtually unknown to see international students dressed in ways which demonstrate their international presence, the feeling exists that FIU has fewer international students. During such events as International Week, we are often surprised, if not impressed, with the number of international students we have among us. On a daily basis we are often not even aware of our international milieu.

This phenomenon is compounded by the fact that our community is not only multiethnic and multilingual but also sophisticated, cosmopolitan, and international. As an urban institution, FIU must accept the fact that the University is not the only alternative for students, faculty and staff interested in partaking of cultural events.

In short, the entire concept of a quality university experience must be adjusted to fit the nature, character and times of the institution in question and it may be, therefore, inappropriate to judge an urban, commuter institution dominated by part-time students with criteria developed for a residential campus with full-time students.

On the other hand, the Committee recognized that there are steps the University should consider and, therefore, the Committee would like to call attention to the following factors:

1. It appears that given the nature of faculty and student schedules and the fact that there exists no formal space set aside for informal faculty-student interaction, it is



not surprising that most faculty-student interaction is of an academic nature and generally related to academic issues. The Committee strongly feels that the intellectual/aesthetic environment is often significantly affected by non-academic, informal interaction and that until some effort is made to provide opportunities for these kinds of relationships to be nurtured, the quality of climate desired by the community will not be achieved.

The Committee feels that the lack of suitable space available in, and around, both campuses make intellectual interaction difficult on a formal, non-office basis and almost impossible on an informal basis. An example of the promise a proper space holds for impacting on the climate is seen in the lounge provided by the School of Hospitality Management. Here students and faculty gather to discuss a myriad of professional and personal issues related to their common interests. It is felt that this entity can serve as a model to enlighten the entire university community in terms of possibilities to impact positively upon the University's climate.

2. The Committee notes the vast number of ongoing activities and events as well as clubs and associations which presently are on both campuses. To argue that the University does not hold the potential for a quality intellectual/aesthetic environment seems inappropriate. However, it should be noted that the Committee is convinced that the University community (individual student and faculty) has not



accepted its role as a catalyst in creating a more stimulating and exciting environment. The success of the symposia held in the Spring of this year gives testimony to the fact that through good planning and effective publicity the community responds, thereby creating the quality environment.

3. The Committee is concerned about the fact that members of the University community seem to feel that faculty need tangible rewards for providing leadership in efforts related to intellectual and aesthetic enterprises conducted on campus and as such adding to the University climate. For the most part, the Committee feels that these activities should be perceived by faculty as being rewarding in and of themselves (i.e. faculty should be motivated to pursue them out of their own intellectual curiosity). On the other hand, the Committee recognizes the need for the institution to be more sensitive to contributions made by faculty to augment the number and nature of quality events conducted by the University.
4. Upon reviewing the library in terms of the intellectual/aesthetic environment, it was felt that the general perception of a university library is related to non-residential and advanced degree granting institutions. Obviously, this perception is out of place with the realities of FIU. It appears that the primary mission of becoming a library which facilitates teaching has been met on the Tamiami Campus and is beginning to be met at North Miami. However, the

Committee feels that if the library is to have significant positive impact upon the intellectual/aesthetic environment, this mission must be expanded. The Committee encourages greater attention to collection development and improved faculty-librarian liaison in light of an expanded mission, and, on a practical note, encourages a significant increase in the number of study rooms available in each library and consideration to making faculty offices available within the library. The general feeling of the Committee is that the library needs to encourage faculty presence within the library as a statement to the University intellectual and academic commitment. Further, it is felt that the establishment of longer hours must be evaluated over an extended time frame as use of the library often reflects a "cultural" condition which must be acquired over time. It is felt their establishment of museum-like enterprise within the library could augment the current climate of the library.



## RECOMMENDATIONS

Below are listed the recommendations offered by the Committee. The Committee considers the following to be worthy of implementation. They are listed in order of importance.

1. There should be a regular comprehensive university calendar available to all members of the university community.
2. Special attention should be given to insure that effective and proper publicity is given to Intellectual/Aesthetic events and activities.
3. The University should commit itself to providing at least one major cultural event each quarter on each campus. This event should be of such a nature as to begin an Intellectual/Aesthetic tradition.
4. Spaces should be set aside which encourage informal interaction between faculty and students. Eventually, the University should move to establish a Faculty or University Club on each campus.
5. Consideration should be given to the development of a University class schedule which provides for informal interaction between faculty and students. Academic units should consider the scheduling of courses in ways which open up times for student-faculty and student-student interaction of both a formal and informal nature.
6. Faculty leadership in developing events which impact



on the intellectual/aesthetic environment should be formally recognized as valuable contributions to the University.

7. Consideration should be given to upgrading the current library so that faculty research is facilitated. It is felt that this may well keep more faculty on campus in ways which demonstrate a total university community effort in terms of intellectual pursuits. This would include extending the hours on a long-term basis.
8. The University should display more art work in all buildings throughout the campus. Perhaps the gallery could be relocated in a more prominent place on the Tamiami Campus and open an additional enterprise on the North Miami Campus.
9. The University should make a significant dollar commitment to bringing to both campuses major artists and intellects for concerts, showings, and presentations which would draw both university and community participants. This should not be left to grantsmen and the University alone. The University should seek endowments to support such efforts.
10. The University should consider the possibility of building a large facility on each campus, suitable for concerts and theater productions which can become viable entities to the University and the community-at-large.

## SUMMARY AND CONCLUSIONS

Florida International University stands as an upper division and primarily a beginning graduate urban institution serving a large number of older students. The University conducts a wide and varied set of activities and events which can be classified as being either intellectual or aesthetic in nature. Further, there are many ongoing clubs and organizations in which students and faculty can participate if they so desire. However, the fact remains that the general feeling is that the University suffers from a deficiency in terms of a high quality intellectual/aesthetic climate.

It may be that more effective publicity in terms of on-campus media is needed, or it may be that a central public comprehensive calendar needs to be developed. It could also be that given space and time limitations which currently exist, the University is to be commended for its efforts to provide a significant non-institutional university environment.

However, the Committee concludes that the intellectual/aesthetic environment is a product which results from the total mix. This being the case, the Committee turns back to the University community with the challenge to work in a unified and systematic way to align the elements in terms of its goals in this area. Only when this alignment of elements is achieved can be expect to impact significantly upon the intellectual/aesthetic environment of the University.

There are two additional matters which the Committee did not address because others are considering them in detail. They are the questions of resident housing and the expansion of the University to include lower-division work. This Committee would like to indicate its feeling that should this come to pass, there will be more camaraderie.

Finally, should the University develop a lower division, it is expected that the opportunities for enhancing the overall quality of campus life will improve. The feeling is that there will be more camaraderie among students, a better understanding of the University's commitment to intellectual and aesthetic elements of the University experience, and a thread of continuity for formal and informal academic, social, and personal interactions. Ultimately, it is these factors which come together and form the intellectual and aesthetic environment of this or any other university.



APPENDIX A

ORIGINAL INVENTORY QUESTIONNAIRE

The Intellectual/Aesthetic Environment examines the character of intellectual/cultural activity, programs of cultural events, and the nature of interaction within the academic community at Florida International University.

1. Is there an individual designated to organize events/activities in your unit?  Yes  No

2.

EVENT ACTIVITIES	PURPOSE			INITIATION OF EVENT			TIME PERIOD EVENTS HELD					
	INTELLECTUAL	SOCIAL	CAREER DEVELOPMENT	OTHER SPECIFY	FACULTY	STUDENTS	STAFF	MORNING	FREE PERIOD	EARLY EVENING	NIGHT	WEEKEND
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												

3. Associate the following with the preceding events/activities

EVENT/ACTIVITY	AUDIENCES		WHERE THE EVENTS WERE SUCCESSFUL												
	STUDENTS		UNDERGRADUATE	PART-TIME	FULL-TIME	STUDENTS	DEPARTMENT	MAJORS	PUBLIC	FACULTY	ADMINISTRATION	STAFF	OTHER	YES	NO
	ALL	GRADUATE													
1.															
2.															
3.															
4.															
5.															
6.															
7.															
8.															
9.															
10.															

4. If the events were not successful, why do you feel this way?

5. If the events were successful, why do you feel this way?



6. FUNDING

- a. Does your unit have separate budget allocations for cultural or social events? \_\_\_\_\_ Yes, \_\_\_\_\_ No
- b. If so, how much on the average has been allocated for this purpose \_\_\_\_\_
- c. Are there, in your estimation, sufficient funds to put on the types of programs you feel are required? \_\_\_\_\_ Yes, \_\_\_\_\_ No
- d. If admission were charged, do you feel that this would limit the amount of participation? \_\_\_\_\_ Yes, \_\_\_\_\_ No
- e. What outside sources have you tapped to support these events? Specify, if possible.
  - \_\_\_\_\_ 1. Foundations
  - \_\_\_\_\_ 2. Grants
  - \_\_\_\_\_ 3. Industry
  - \_\_\_\_\_ 4. Other sources, please specify \_\_\_\_\_

7. FUNDING

- a. How many events do you plan to sponsor in 1979? \_\_\_\_\_
- b. Is this an increase or decrease in number over past years? \_\_\_\_\_ Increase, \_\_\_\_\_ Decrease
- c. Describe your plans regarding cultural events in your units.  
\_\_\_\_\_  
\_\_\_\_\_
- d. Will these planned events differ from past events? \_\_\_\_\_ Yes, \_\_\_\_\_ No

If Yes, how?

- \_\_\_\_\_ 1. type of event or purpose of event
  - \_\_\_\_\_ 2. audience composition
  - \_\_\_\_\_ 3. time or scheduling
  - \_\_\_\_\_ 4. funding
  - \_\_\_\_\_ 5. other, please specify \_\_\_\_\_
- 

8. PUBLICITY

a. In events held in the past, do you feel that the publicity was adequate? \_\_\_\_\_ Yes, \_\_\_\_\_ No

b. What media did you use?

- \_\_\_\_\_ 1. Blue Bulletin
  - \_\_\_\_\_ 2. Ivory Tower
  - \_\_\_\_\_ 3. The International
  - \_\_\_\_\_ 4. The Sentinel
  - \_\_\_\_\_ 5. Local Newspapers
  - \_\_\_\_\_ 6. Bulletin Boards
  - \_\_\_\_\_ 7. Leaflets
  - \_\_\_\_\_ 8. TV/radio public service announcements
  - \_\_\_\_\_ 9. Classroom announcements
  - \_\_\_\_\_ 10. FIU - Miami-Dade Community College - Broward  
Community College - Consortium media
  - \_\_\_\_\_ 11. Other (specify) \_\_\_\_\_
- 

9. PROBLEM AREAS

What problems prevent you from sponsoring more events?

- \_\_\_\_\_ 1. Lack of time
- \_\_\_\_\_ 2. Lack of funds

- \_\_\_\_\_ 3. Perceived lack of interest from potential audiences
- \_\_\_\_\_ 4. Unavailability of space
- \_\_\_\_\_ 5. Inadequate media to advertise the events
- \_\_\_\_\_ 6. Other (specify)

10. UNSTRUCTURED EVENTS

a. Other than specific cultural events as described above, describe additional aspects of the intellectual/aesthetic environment in your unit and/or FIU (e.g. spontaneous faculty-student contact).

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11. ADDITIONAL COMMENTS

Please include any other comments you feel would help us to evaluate the aesthetic/intellectual environment of Florida International University

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APPENDIX B

SUMMARY OF OPEN-ENDED RESPONSES  
TO ORIGINAL QUESTIONNAIRE

Support Committee on Intellectual/Aesthetic Environment

Summaries of Individual Department's Responding

1. College of Arts and Sciences                      Has several individuals assigned to organize events. Activities comprise the full spectrum of cultural life, ranging from theater productions, musical events, art shows to academic seminars and conferences.  
Despite such a high level of activity, the College of Arts and Sciences highlights a lack of funds, interest from potential audiences and available space as problem areas.
2. School of Business and Organizational Sciences                      No one responsible for events, however, those events sponsored by Student Government were enjoyed.
3. School of Education                                      No one designated to organize events. Activities associated with seminars were sponsored by professional staff. Career development and social events held by faculty and students.. No records were kept of events. Funding was limited.
4. School of Hospitality Management                      Had nothing to report.
5. School of Public Affairs and Services                      As a new school there is very little done in this area at this time.
6. School of Technology                                      No one responsible for events. Activities limited to two social events (a) Annual Party and (b) Communications Day for staff and students.



7. Academic Affairs Professional Convocation only event.
8. Visual Arts Gallery List of art exhibits and musical performances submitted. While events are quite frequent, i.e., three to four times per week, they feel, that with additional funds they would sponsor more events.
9. Media The Media Department listed a series of programs broadcasted for public or commercial Television. The extent of their activities was limited to televised events.
10. Performing Arts Submitted extensive list of musical activities, exceeding forty annually. The major problem highlighted by them was inadequate media coverage.
11. Student Affairs Covered specialized events such as workshops for the handicapped, overweight, and handling stress. In terms of publicity, Student Affairs mentioned uneven coverage ranging from excellent to terrible. On the whole they feel that the University is doing well in view of the fact that it is a commuter institution.
12. Department of Modern Languages They sponsored a series of cultural events leaning towards Cuban related backgrounds. They highlighted no particular problems except lack of funds.
13. International Affairs Has limited programming except for the Asian Studies program. All proposed expansion is in this area. They see problems with the structure of the Arts College which hinders cultural/

aesthetic events.

In the future they feel that the Downtown area ought to be the prime area for expanding cultural activities.

14. Faculty Scholars

Held limited number of activities, primarily oriented toward career development. However, they seem comfortable with their present program and only see the need for expansion as the Faculty Scholars program grows.

15. Library

No one is assigned to organize events in their unit. Whatever activities they have held has been limited towards training in the use of of the library.



APPENDIX C

INVENTORY OF INTERNATIONAL EVENTS

FLORIDA INTERNATIONAL UNIVERSITY

M E M O R A N D U M

TO: Steve Fain

July 11, 1979

FROM: John Bonanno

Subject: International Activities During 1978-79

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Summer Quarter, 1978

1. African Students Club trip to Disney World.

Fall Quarter, 1978

1. Reception for incoming international students
2. International Banquet
3. Buffet dinner for international student residents of local apartment complex.

Winter Quarter, 1979

1. Valentine's Day Dance (International Students Club sponsored).
2. International Students' Club trip to Disney World and Cape Kennedy.
3. International Students' Club trip to Jamaica.

Spring Quarter, 1979

1. International Week
2. International Disco Party.

APPENDIX D

INVENTORY OF STUDENT CLUBS AND ASSOCIATIONS



## FIU STUDENT ORGANIZATIONS

(Registered as of 6-29-79)

Adult Education Association of FIU  
African Students Association  
Alpha Phi Omega  
American Institute of Architects  
American Society of Civil Engineers Student Club  
American Society of Medical Technologists  
Associated General Contractors  
Association for Childhood Education International  
Association of Music Students  
Association of Students in Education  
Backgammon Club  
Baptist Campus Ministry  
Biology Society  
Club 3000  
Club Managers Association of America  
College Republicans of FIU  
Earth Science Club  
Economics Students Association  
ELAN  
Epsilon Pi Tau  
Federation of Cuban Students  
Fencing Club  
FIU Dancers  
FIU Fancy Footers  
FIU Fashion Association  
FIU Frontlash  
FIU History Club  
Flying Club  
Food Co-Op  
Future Attorney's Association  
Health Services Administration Student Advisory Council  
Hemispheres  
Honorary Accounting Society of FIU  
Hotel, Food, and Travel Association of FIU  
Hotel Sales Management Association  
India Association of FIU  
Institute of Electrical and Electronics Engineers  
The International  
International Business Club  
International Friends of the Central American People  
International Students Club  
Jewish Students Organization (Hillel)  
Judo Club  
Kappas (FIU Kappa Sunblazers)  
Karate Club  
Knights of the Checkered Table  
Marketing Association of FIU  
Mass Communications Club

Organization of MBA Students  
Pakistan Students Association  
Phi Beta Lambda  
Phi Lambda Pi  
Philosophy and Religion Students Association  
Physical Therapy Student Association  
Pre-Med Society  
Psi Chi, The National Honor Society in Psychology  
Public Administration Graduate Student Association  
Sailing Club  
Sigma Lambda Chi-Omega Chapter  
Sociology - Anthropology Society  
Student Art Association  
Student Association for International Studies in Special Education (SAISSE)  
Student Association of Physical Educators  
Student Chapter Club Manager's Association of America  
Student Dietetics Association  
Student Occupational Therapy Association  
Student Physics Society  
Student Professional Nursing Association  
Student Social Workers Association  
Students for International Understanding  
Students to Initiate Social Change (SISC)  
Technology Students Society  
Tourism Research in Progress  
Troupe Internationale Drama  
United Black Students

APPENDIX E

SUMMARY OF MAY 3 ASSEMBLY



## 1. Intellectual/Aesthetic Environment:

Trailer 119 (May 3, 1979)

Ann-Marie Rizzo, Chairperson

Steve Fain, Rapporteur

Does the University offer students, faculty, and community the best opportunities for a high quality of University life? Is our University environment rich in terms of the intellectual and aesthetic dimensions? Are there substantial levels of interest, support, and involvement in the intellectual and aesthetic activities? If not, why not? What is the relationship between the current status of our intellectual and aesthetic environment and our 2 + 2 curriculum and the lack of on-campus student housing?

The discussion began with a few individuals speaking on the lack of participation by faculty, students, and the community in on-campus events. The consensus was, for the most part, that people did not really know what events were going on of an intellectually stimulating nature. Further, because FIU is a commuter campus, it was felt that intellectual events were often "extras" which working men and women (many parents) could not fit into their crowded schedules.

The following represents input from discussion participation on various questions:

1. Does the University offer students, faculty and the community the best opportunities for a high quality of University life? Is our University environment rich in terms of intellectual and aesthetic dimensions?
  - (a) There was agreement as to the fact that the University does offer a reasonable number of events or functions which are intellectual in nature.
  - (b) There was agreement that the aesthetic environment is a result of the nature of acceptance of the intellectual events and functions on campus.
  - (c) There was agreement that the intellectual and aesthetic environment of any given campus is the result of a campus-wide commitment to high quality University life, including both student and faculty involvement in planning and development as well as active participation.
2. Are there substantial levels of intent, support, and involvement in the intellectual and aesthetic activities? If not, why not?
  - (a) It was agreed that there was limited support for most activities in these areas for the following reasons:
    1. Commuter school (no resident students)
    2. Limited number of younger undergraduates (2+2)
    3. No rewards for faculty participation in leadership roles
    4. Limited publicity for most events
  - (b) It was further agreed that the FIU schedule did not offer maximum opportunities for on-campus participation as most people (faculty and staff) come to campus for class and then leave.

- (c) Additionally, there was support for the notion that "academic" support for "outside" activities was limited at best. Put another way, the group felt that the events which might impact on the quality of involvement in intellectually oriented events were generally motivated only by those events which related to current course offerings.

### Conclusion

The group concluded, for the most part, that the University community responded to departmental efforts in this area. Other efforts are generally seen as not relevant. One participant remarked that "intellectual involvement beyond the classroom is seen as frivolous at FIU." Another said, "The Faculty at the University are too interested in the generation of FTE's to focus upon intellectual and aesthetic matters."

### Recommendations

The group recommended:

1. Faculty should be rewarded in tangible ways for contributing time, effort, and expertise to the development of an aesthetic and intellectual environment on campus.
2. There should be a daily calender of events posted (and perhaps distributed).
3. Social clubs and organizations (Fraternities, Elders' Institutes, service clubs, and special interest groups) could be helped to take a more active role in creating intellectual events needed to establish an aeathetic University environment.

Basically, the group sees the most viable way of impacting upon the University is through social organizations and the curriculum.

Respectfully submitted,

Stephen M. Fain  
Rapporteur



APPENDIX F  
SELECTED DATA FROM FALL 1978  
UNIVERSITY STUDENT PROFILE REPORT



TERM: FALL 78  
 CAMPUS: ALL  
 LEVEL: ALL

STUDENT PROFILE REPORT  
 ANALYSIS BY SCHOOL/SEX/NUMBER OF CREDIT HOURS ATTENDING  
 FREQUENCY, PERCENTAGE

COLLEGE/SCHOOL	1 - 5			6 - 9			10 - 11			12 or More			Part-time*			TOTAL	Full-time*			TOTAL	TOTAL	
	M	F	X	M	F	X	M	F	X	M	F	X	M	F	X		M	F	X			
ARTS & SCIENCES	FREQ.	154	191	14	30	31	-	244	214	17	335	367	51	424	427	31	382	339	376	51	766	1648
	%	1.4	1.7	.1	.3	.3	-	2.2	1.9	.2	3.0	3.3	.5	3.8	3.8	.3	7.9	3.0	3.4	.5	6.9	14.8
BUSINESS	FREQ.	492	304	14	-	4	-	520	272	30	337	195	30	930	542	43	1515	419	233	31	683	2193
	%	4.4	2.7	.1	-	-	-	4.7	3.2	.3	3.0	1.8	.3	8.3	4.9	.4	13.6	3.7	2.1	.3	6.1	19.7
EDUCATION	FREQ.	77	281	6	35	97	2	53	164	2	94	295	11	154	525	10	689	105	312	11	428	1117
	%	.7	2.5	.1	.3	.9	-	.5	1.5	-	.8	2.6	.1	1.4	4.7	.1	6.2	.9	2.8	.1	3.8	10.0
PUBLIC AFFAIRS	FREQ.	62	160	6	11	52	1	136	172	13	161	364	16	208	378	20	606	162	370	16	548	1154
	%	.5	1.4	.1	.1	.5	-	1.2	1.5	.1	1.4	3.3	.1	1.9	3.4	.2	5.4	1.5	3.3	.1	4.9	10.3
HOSPITALITY	FREQ.	24	9	1	-	-	-	99	32	4	308	87	16	110	37	5	152	321	91	16	428	580
	%	.2	.1	-	-	-	-	.9	.3	-	2.8	.8	.1	1.0	.3	.4	1.4	2.9	.8	.1	3.8	5.2
TECHNOLOGY	FREQ.	112	24	7	31	13	2	159	49	12	221	86	19	296	86	21	403	227	86	19	332	735
	%	1.0	.2	.1	.3	.1	-	1.4	.4	.1	2.0	.8	.2	2.6	.8	.2	3.6	2.0	.8	.2	3.0	6.6
SPECIAL	FREQ.	954	1403	12	95	120	1	345	307	1	253	247	3	1311	1722	14	3047	336	355	3	694	3741
	%	8.9	12.5	.1	.8	.9	-	3.1	2.7	-	2.3	2.2	-	11.7	15.5	.1	27.3	3.0	3.2	-	6.2	33.5
TOTAL	FREQ.	1875	2372	60	202	317	6	1556	1210	79	1709	1641	146	3433	3717	144	7294	1909	1823	147	3879	11173
	%	16.8	21.2	.5	1.8	2.8	.1	13.9	10.8	.7	15.3	14.7	1.3	30.7	33.3	1.3	<u>65.3</u>	17.1	16.3	1.3	<u>34.7</u>	100.0

X - Sex not reported

\* - Undergraduate students enrolled in less than 12 quarter hours are part-time students.  
 Graduate students enrolled in less than 10 quarter credit hours are part-time students.

This is in accordance with the HEW definition of part-time as less than 75% of a full-time load, which is 15 hours for undergraduates and 12 hours for graduates at FIU.

FIU Office of Institutional Research 2/79



TERM: FALL 78  
 CAMPUS: ALL  
 LEVEL: UNDERGRADUATE

STUDENT PROFILE REPORT

ANALYSIS BY SCHOOL/SEX/NUMBER OF CREDIT HOURS ATTENDING  
 FREQUENCY, PERCENTAGE

COLLEGE/SCHOOL	PART-TIME*										FULL-TIME* 12 OR MORE										TOTAL		
	1-5		6-9		10-11		SUB TOTAL		X		M		F		X		M		F		M	F	X
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F			
FREQ.	152	187	14	27	31	-	240	205	17	419	423	31	331	362	51	750	785	82	1617				
%	1.8	2.2	.2	.3	.4	-	2.9	2.4	.2	5.0	5.1	.4	4.0	4.3	.6	9.0	9.4	1.0	19.3				
FREQ.	311	210	13	-	3	-	438	234	29	749	447	42	320	188	30	1069	635	72	1776				
%	3.7	2.5	.2	-	-	-	5.2	2.8	.4	8.9	5.3	.5	3.8	2.2	.4	12.8	7.6	.9	21.2				
FREQ.	19	98	1	2	6	-	42	147	2	63	251	3	83	264	10	146	515	13	674				
%	.2	1.2	-	-	.1	-	.5	1.8	-	.8	2.9	-	1.0	3.2	.1	1.7	6.2	.2	8.1				
FREQ.	49	139	6	10	46	1	135	166	13	194	351	20	161	363	16	355	714	36	1105				
%	.6	1.7	.1	.1	.5	-	1.6	2.0	.2	2.3	4.2	.3	1.9	4.3	.2	4.2	8.5	.4	13.2				
FREQ.	17	8	1	-	-	-	86	28	4	103	36	5	283	83	16	386	119	21	526				
%	.2	.1	-	-	-	-	1.0	.3	.1	1.2	.4	.1	3.4	1.0	.2	4.6	1.4	.3	6.3				
FREQ.	103	23	7	23	12	2	153	49	12	279	84	21	220	86	19	499	170	40	709				
%	1.2	.3	.1	.3	.1	-	1.8	.6	.1	3.3	1.0	.3	2.6	1.0	.2	6.0	2.0	.5	8.5				
FREQ.	428	575	7	46	35	1	262	199	1	736	809	9	209	196	3	945	1005	12	1962				
%	5.1	6.9	.1	.5	.5	-	3.1	2.4	-	8.8	9.7	.1	2.5	2.3	-	11.3	12.0	.1	23.4				
FREQ.	1079	1240	49	108	133	4	1356	1028	78	2543	2401	131	1607	1542	145	4150	3943	276	8369				
%	12.9	14.8	.6	1.3	1.6	.1	16.2	12.3	.9	30.4	28.7	1.6	19.2	18.4	1.7	49.6	47.1	3.3	100.0				

X - Sex not reported

\* - Undergraduate students enrolled in less than 12 quarter hours are part-time students.

This is in accordance with the HEW definition of part-time as 75% of a full-time load, which is 15 hours for undergraduates at FIU.

FIU Office of Institutional Research 2/79



TERM: FALL 78  
 CAMPUS: ALL  
 LEVEL: UNDERGRADUATE

STUDENT PROFILE REPORT  
 ANALYSIS BY SCHOOL/SEX/AGE  
 FREQUENCY, PERCENTAGE, MEAN

COLLEGE/SCHOOL		30 - 34			35 - 39			40 - 49			50 - 59			60 - 64			MORE THAN 64			TOTAL BY SEX			TOTAL
		M	F	X	M	F	X	M	F	X	M	F	X	M	F	X	M	F	X	M	F	X	
ARTS & SCIENCES	COUNT	100	95	6	38	48	2	28	47	9	2	36	2	2	6	2	3	-	750	785	82	1617	
	%	1.2	1.1	.1	.5	.6	-	.3	.6	.1	-	.4	-	-	.1	-	-	-	9.0	9.4	1.0	19.3	
	m	31.7	31.6	31.7	36.4	36.9	36.5	43.4	44.7	42.8	54.0	53.8	53.0	61.0	61.0	-	65.0	74.7	-	26.3	28.3	26.7	27.3
BUSINESS	COUNT	150	75	5	39	29	3	40	21	2	10	5	1	-	-	-	3	4	-	1069	635	72	1776
	%	1.8	.9	.1	.5	.4	-	.5	.3	-	.1	.1	-	-	-	-	-	.1	-	12.8	7.6	.9	21.2
	m	31.7	31.4	31.8	37.0	36.7	37.7	43.8	43.2	41.0	53.9	52.8	51.0	-	-	-	52.0	35.8	-	26.3	25.5	25.4	25.9
EDUCATION	COUNT	15	50	-	6	34	-	9	23	-	5	9	-	-	-	-	1	-	-	146	515	13	674
	%	.2	.6	-	.1	.4	-	.1	.3	-	.1	.1	-	-	-	-	-	-	-	1.7	6.2	.2	8.1
	m	31.7	32.0	-	37.3	36.4	-	45.0	43.3	-	51.6	54.2	-	-	-	-	-	78.0	-	26.9	26.0	22.4	26.1
PUBLIC AFFAIRS	COUNT	68	82	4	17	51	1	23	82	4	6	40	1	-	2	-	1	-	-	355	714	36	1105
	%	.8	1.0	.1	.2	.6	-	.3	1.0	.1	.1	.5	-	-	.4	-	-	-	-	4.2	8.5	.4	13.2
	m	31.5	31.8	31.3	36.5	37.0	38.0	44.2	43.8	44.5	53.5	52.8	53.0	-	62.5	-	00.0	-	-	27.8	29.3	27.5	28.8
HOSPITALITY	COUNT	27	6	2	6	2	2	5	3	-	1	-	-	-	-	-	-	-	-	386	119	21	526
	%	.3	.1	-	.1	-	-	.1	-	-	-	-	-	-	-	-	-	-	-	4.6	1.4	.3	6.3
	m	31.7	32.0	30.0	36.5	36.5	39.0	45.2	41.0	-	56.0	-	-	-	-	-	-	-	-	23.7	23.3	24.2	23.6
TECHNOLOGY	COUNT	101	14	4	21	6	3	25	9	-	4	3	3	-	-	-	1	-	-	499	170	40	709
	%	1.2	.2	.1	.3	.1	-	.3	.1	-	.1	-	-	-	-	-	-	-	-	6.0	2.0	.5	8.5
	m	31.7	31.9	32.5	36.7	37.0	36.7	42.9	44.2	-	53.5	52.0	52.7	-	-	-	66.0	-	-	27.5	25.6	27.6	27.1
SPECIAL	COUNT	140	122	2	77	103	-	103	130	4	49	62	1	11	7	1	15	-	945	1005	12	1962	
	%	1.7	1.5	-	.9	1.2	-	1.2	1.6	.1	.6	.7	-	.1	.1	-	.2	-	11.3	12.0	.1	23.4	
	m	31.7	31.7	31.5	36.6	36.9	-	43.8	43.8	44.3	54.4	53.9	57.0	61.6	61.6	-	40.7	38.6	-	30.4	30.7	28.8	30.6
TOTAL	COUNT	601	444	23	204	273	11	233	315	19	77	155	8	13	15	-	16	23	-	4150	3943	276	8369
	%	7.2	5.3	.3	2.4	3.3	.1	2.8	3.8	.2	.9	1.9	.1	.2	.2	-	.2	.3	-	49.6	47.1	3.3	100.0
	m	31.7	31.7	31.6	36.7	36.9	37.5	43.8	43.9	43.7	53.9	53.6	54.8	61.3	61.5	-	45.5	47.1	-	28.4	29.0	27.5	<u>28.7</u>

X - Sex not reported

\* - Student or clerical miscoding of year-of-birth causes distortion of means in the >64 category



FLORIDA INTERNATIONAL UNIVERSITY

FALL 1976

	FULL-TIME		HALF-TIME		LESS THAN HALF-TIME		TOTAL	
	#	%	#	%	#	%	#	%
<u>POST SECONDARY REGULAR STUDENTS</u>								
DAY	1833	(18.4%)	1127	(11.3%)	614	(6.2%)	3574	<u>(35.9%)</u>
NIGHT	215	(2.2%)	1091	(11.0%)	1383	(13.9%)	2689	(27.0%)
DAY & NIGHT	1148	(0.5%)	742	(7.5%)	60	(0.6%)	1950	(19.6%)
TOTAL	3196	(32.1%)	2960	(29.7%)	2057	(20.7%)	8213	(82.5%)
<u>SPECIAL STUDENTS</u>								
DAY	65	(0.7%)	163	(1.6%)	465	(4.7%)	693	(7.0%)
NIGHT	15	(0.2%)	139	(1.4%)	688	(6.9%)	842	(8.5%)
DAY & NIGHT	70	(0.7%)	118	(1.2%)	18	(0.2%)	206	(2.1%)
TOTAL	150	(1.5%)	420	(4.2%)	1171	(11.8%)	1741	(17.5%)
<u>TOTAL ENROLLMENT</u>	3346	(33.6%)	3380	(34.0%)	3228	(32.4%)	9954	(100.0%)
<u>TOTAL</u> DAY	1898	(19.1%)	1290	(13.0%)	1079	(10.8%)	4267	(42.9%)
<u>TOTAL</u> NIGHT	230	(2.3%)	1230	(12.4%)	2071	(20.8%)	3531	(35.5%)
<u>TOTAL</u> DAY & NIGHT	1218	(12.2%)	860	(8.6%)	78	(0.8%)	2156	(21.7%)

\*Definitions of these categories were stated on the "Institutional Application for Eligibility for Financial Aid Programs", HEW OE Form 1059, 5/69:

Full-Time over 14 hours  
 Half-Time 8 - 14 hours  
 Less Than  
 Half Time 1 - 7 hours

Office of Institutional Research 5/1/79