

1985

University of Central Florida 1985 Self Study Southern Association of Colleges and Schools: Department of Public Service Administration Self Study Report

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UNIVERSITY OF CENTRAL FLORIDA

1985
Self Study

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

DEPARTMENT OF PUBLIC SERVICE ADMINISTRATION

SELF STUDY REPORT

UNIVERSITY OF CENTRAL FLORIDA

SELF-STUDY

Southern Association of Colleges and Schools

Data Completed: 1 May, 1984

Period Covered: 1978 -

1979

Through: 1982 - 1983

Title: Self-Study Report of the Department of Public Service Administration

Abstract:

The last ten years have seen a fluctuating, but substantial student enrollment and a growth in program offerings in the Department. Emphasis is placed on undergraduate and graduate teaching, original research, and service to the university and the community. Unfortunately personnel and budgeting shortfalls have seriously impaired departmental development to parallel enrollment and program growth.

1. PHILOSOPHY

1.1 Role in the University and the Community

The Department of Public Service Administration fulfills the function of providing instruction in the three career-oriented fields of Criminal Justice, Public Administration, and Allied Legal Services. This instruction culminates in a Bachelor of Arts degree in the three fields as well as a Master of Public Administration. The service functions are primarily provided through the Center for Local Government, an integral part of the Department. The Department also responds to the community and professional needs in a variety of ways such as information, speeches, workshops, consulting, etc.

1.2 Evaluation and Projections

The continuing demand for graduates of the above programs would seem to indicate fulfillment of the needs of the communities for the products of the Department. The projected growth of population in Florida will dictate a need for growth within the Department. Since our graduates are service-oriented the demand for our graduates can only grow in Florida public sector agencies. The major change needed is an increase in allocations of resources to allow this Department to expand its abilities to meet the demands.

2. ORGANIZATION

2.1 Duties and Staffing

The Department of Public Service Administration currently offers three undergraduate degree programs and a graduate program. The faculty of the Department is divided among these programs, but with some faculty teaching across discipline lines in order to maximize the effective delivery of program. There are currently ten members of the Department including the Chairman. Two of these faculty members are full year visiting professors.

The Department makes use of several adjuncts over the course of an academic year to supplement the regular faculty in covering additional courses. The Department has one graduate student assistant, one secretary, a half-time clerk-typist, and three undergraduate work study student assistants.

Future needs depend upon several factors, but at the very least the Department must fill the vacancy in Public Administration, hire a new chairperson from outside, hire two Allied Legal faculty on the lines currently occupied by visitors, and be allowed to replace a secretary lost over one year ago. Should any expansion occur at the Daytona Beach Center additional lines will be required to cover such expansion. As it is now, existing faculty teach a number of dual compensation courses to cover off campus programs. Faculty members are hired for slots in particular disciplines based upon criteria designated by the faculty members assigned to that program. In addition, affirmative action guidelines are adhered to.

In terms of staff support, the Department needs two full time secretaries, a minimum level of staffing that the Department had until last year. The Department also needs graduate student assistants to support faculty research activities. This need has been pressing since the Department itself was created some eight years ago.

Allocations of faculty lines and staff support do not presently reflect departmental needs due to the financial restrictions that exist throughout the University, but which seem especially severe in the College of Arts and Sciences. Were it not for faculty lines being assigned to this Department by means of the opening of the Brevard Center, the Department would presently be in desperate shape in terms of the teaching faculty. With a student-to-faculty ratio of over 50 to 1, the Department is hard pressed to provide even adequate services to its majors. Adjuncts teach courses to be sure, but cannot assist the regular faculty in the performance of administrative,

advising, and other duties.

2.2 Support and Communications

The office of the College of Arts and Sciences supports the Department primarily through its processing of personnel matters and its oversight of class scheduling and provision of classrooms. The College also acts to coordinate the activities of this Department with those of some eighteen other departments in the College in terms of resource allocation.

The college office has had its own difficulties since the merger of three former colleges into one. Perhaps the College is simply too large and unwieldy to be very effective. Communications between the Department and students and the rest of the University are at present mixed in their form and effectiveness.

Taking students first, faculty members are assigned shares of the student major population and these students are encouraged to see their advisors each semester and thereby to receive support and information in the pursuit of their major programs. Students also often use this department's faculty to obtain information regarding jobs and career opportunities, and many of them request letters of recommendations. Students provide their opinions of faculty teaching through the Student Evaluation Forms used every semester. They are also known to communicate effectively on an informal basis with their professors and with the Chairman of the Department. For the Allied Legal Services Program a student group has been formed within the past year to enhance communication among the students themselves, but also to act as a forum for the forwarding of student input to the Department and for the transmission of information from the Chairman and the faculty to the students. This has helped in minimizing what had been a serious problem with rumors floating among the students in that program in particular.

As far as communications with the rest of the University there are

several forms in which they take place. The Chairman meets regularly with other chairmen in meetings called by the Dean. Faculty are on various college and university committees dealing with personnel, curriculum and other policy matters. Departmental faculty interact with those of other departments and colleges in other more informal ways. The University needs a faculty club or some other instrument by which faculty in differing colleges could meet informally and regularly to exchange ideas and problems. The isolation of faculty in their particular departments and work places is intense at this university.

2.3 Projections

The Department as such has no formal planning procedure. The Department consists of three quite different undergraduate programs which have differing needs in terms of their development. Each discipline or program faculty does whatever planning is done within the Department, but it is very difficult to talk about even program goals and program planning much less departmental goals and departmental planning when the history of this department and College has been one of reacting to various opportunities and or crises that occur outside it. The Department does not anticipate or plan for most things that occur except the inception of the programs themselves. Changes in Area Campus policies for example tend to occur to the Department rather than with any substantial input from it except as an after-the-fact matter.

It is difficult for the Department to plan when its resources are being whittled away (e.g., a 50% loss in expense funds over the past six years) and when it is difficult to get the administration, and by administration we mean here both College and University administration, to commit itself in the long run to the growth of the programs of this department. The Allied Legal Services Program, for example, is one which holds incredible promise in terms of its potential and a market for its student graduates. That program however

is part of a department, therefore does not provide its own leadership. This has hampered its growth and its planning to realize its potential and it may well be that that program should be split off from this department ultimately to become a department of its own. It is difficult to see how the existing departmental structure can continue to serve the interest of the ALS program over the next decade.

3. EDUCATIONAL PROGRAM

3.1.1 Criminal Justice Program and Objectives

The objective of the criminal justice program is to educate students for entry into the various field of the criminal justice system. The major areas of concentration are law enforcement, corrections, and justice administration.

The core curriculum is:

CCJ 2020

Introduction to Criminal Justice: A survey of the field of criminal justice including crime, the history and structure of the criminal justice system, and basic steps in the criminal process.

CCJ 3010

Crime in America: A survey of crime and criminality in the United States with emphasis on crime data, its weaknesses, and types of criminal behavior.

CCJ 3290

Prosecution and Adjudication: Examination of structures and goals of offices and prosecution and criminal trial courts, and of the processes of charging, adjudicating and sentencing defendants.

CCJ 3300

The Corrections and Penology: Theories, structures and methods of institutional and non-institutional processing and treatment of convicted criminals and juvenile offenders.

PAD 3003

Public Administration: An examination of the basic environment, culture, and organization of public administration in the U.S.

In addition to the core courses, the students may select from additional criminal justice offerings to support their area of concentration. These

course offerings are:

CCJ 3260

Criminal Law in Action: Basic concepts of criminal law: elements of major crimes, criminal responsibility, defenses, and parties to crime.

CCJ 3341

Community Treatment Modes: Treatment techniques and practices in the community setting. Builds upon modes covered in prerequisite course and may include practicum experience in a community setting.

CCJ 3430

The Criminal Justice Manager: PR: C.I. Elements of first-line supervision and executive development. Administrative leadership; its nature; methods and traits. Recent theories and research in leadership.

CCJ 3451

Justice System Technology: Examination of the relevance of scientific and technological developments to justice systems and their applicability to the operations and management of the systems.

CCJ 3820

Security Administration: Discussion of modern security administration and the security-law enforcement interface emphasizing a systems approach and utilizing the design of a security plan for a plant.

CCJ 4440

Corrections Administration: Organizational and administrative theory and its application in various correctional settings. Examines specific problems in management and meeting conflicting needs and expectations.

CCJ 4450

Social Conflict and Justice Policy: The effects of social conflicts and political decisions on the administration of justice, stressing the law enforcement role in dealing with social problems.

CCJ 4481

Police and the Community: PR: CCJ 2020. examination of the dynamics of public expectations of police, the impact of community demographic changes and police alienation from the community.

CCJ 4540

Delinquency Control: Examination of programs and institutions including juvenile court process, intake services, and remedial procedures and practices.

CCJ 4630

Comparative Justice Systems: A survey of contemporary foreign criminal justice and differences emerging from various political, cultural and legal systems.

CCJ 4941

Criminal Justice Internship: PR: E.I. Internship in municipal, county, state or federal criminal justice agency. Includes assignments in police, courts, corrections components.

CCJ 5485

Issues in Justice Policy: Examination of selected issues of public policy regarding the functions and roles of criminal justice agencies vis a vis other government departments or agencies and public purposes.

The course offerings are routinely reviewed by the faculty to ensure course offerings are current and pertinent to the program.

The criminal justice program is offered at the main campus, the two resident center, and in Ocala through continuing education. The off-campus programs are discussed elsewhere.

The program has no foreign study courses, no scholarship money, and does not grant credit for "life experience." No special remedial programs are provided for marginal students.

3.1.2 Public Administration Program and Objectives

The objective of the PAD program is to provide a continuing supply of educated and skilled entry level administrators for the ever increasing number of public and quasi-public agencies in the Central Florida area.

In addition, the program provides a base for the graduate program in public administration, provides research and technical assistance to various public and private interests, concerned with government in the University's service area.

The program provides support to the criminal justice majors but no minor is available. The core curriculum is:

PAD 3003

Introduction to Public Administration: A foundation course which overviews the field and demonstrates the relationship between other PAD coursework.

PAD 4034

Public Policy Administration: Examines the evolution of public

policy and the role of the administrator.

PAD 4104

Administrative Theory: Examines the underlying theories organizational behavior, administrative theory and bureaucracy.

PAD 4204

Fiscal Management: Examines the acquisition, control, and allocation of public funds and resources.

PAD 4414

Public Personnel Management: Examines the entire process human resource administration including the legal and technical aspects of such management.

In addition to the core coursework outlined above students are required to have included in their basic educational program: American National Government, Statistics, Economics, and Computer Science. Transfer students have not included such work in their basic A.A. program must complete this work as part of the major requirement.

The remaining coursework available to students is outlined as follows:

PAD 4040

Ethics and Values in Public Administration: Examines the issues and values which are the basis for public concern and administrative response.

PAD 4110

Intergovernmental Administration Examines the nature of various kinds of intergovernmental activity and the processes by which administrative functions are shaped.

PAD 4424

Labor Relations in the Public Sector: Examines the collective bargaining process and legal position of various employee organizations and activities.

PAD 4941

Public Administration Internship: Is a placement in a public or quasi-public agency for a full or part-time field experience.

PAD 5806

Local Government Operations: An examination of the tasks, functions and operations of local governments.

PAD 5807

Administrative Practice in the Public Sector: Policy formulation and execution are examined by the case study method as theoretical concepts are examined in action.

Course offerings are routinely examined by the public administration faculty as well as the department's curriculum committee, for the purpose of ensuring that curriculum offerings are purposefully in concert with the needs of the profession and student development.

The Brevard Resident Center, beginning with the Fall semester of 1983, began a two-year public administration program for day students. The regular faculty are rotated through that program as a means of ensuring quality and continuity of instruction.

The program offers no foreign study courses and generally such coursework is not available for transfer into public administration programs. The program has no scholarship money available. No academic credit may be granted for "life experience." No special remedial programs are provided for marginal students.

3.1.3 Allied Legal Services Program and Objectives

The ALS program is designed to train legal assistants to work in law offices. Many of the courses offered are taken by non-majors from personal interest or in order to fill elective requirements within their majors, but the vast majority of students taking LEA-prefixed courses are ALS majors. Interdisciplinary courses are greatly discouraged by the University.

The following is a list of the core courses in the ALS program with a summary of its purpose in the curriculum:

LEA 3001

Law and the Legal System: This is a general course designed to introduce the students to law and its concepts. It is essential for the beginning student.

LEA 3011

Legal Research and Writing: Introduces the student to library and research sources.

LEA 3101

Civil Practice and Procedure: Covers Florida procedural law.

LEA 3201

Property and Real Estate Law: Substantive law of property with experience in drafting necessary documents.

LEA 3601

Criminal Procedure: Elements of practice from arrest to incarceration.

LEA 4301

Contracts and Agency: Substantive commercial law.

LES 4501

Domestic Relations Law: Substantive family law plus practical assignments.

The courses listed above provide the basic foundation for the practicing legal assistant. In addition to other electives, the program provides an internship elective in which students practice their skills in law offices, for the judiciary, or for corporate legal departments.

The remaining LEA elective courses are as follows:

LEA 3151

Compensation for Injuries (Torts): PR: LEA 3001 or C.I. Theories governing liability for civil injuries not arising from contractual obligations; systems and procedures used in preparation, trial and appeal of Torts cases.

LEA 4106

Evidence: PR: LEA 3001 and 3101 or C.I. An examination of statutes and cases that define rules of evidence for trial courts. Primary emphasis is on the Florida Evidence Code.

LEA 4204

Land Use and Environmental Law: PR: LEA 3001, 3201. Study of the law relating to private and public restraints on land use, including planning, zoning, subdivision and building regulations, with emphasis on recent interpretations by the judiciary for environmental protection.

LEA 4211

Estates and Trusts: PR: LEA 3001, 3201. A study of wills and trusts, and applicable legal principles of administration of estates through the procedures of the Probate Court.

LEA 4312

Florida Partnerships and Corporations: Statutory requirements of Florida partnerships and corporations; creation and dissolution of business organizations, responsibilities of officers and basic rights of stockholders.

LEA 4801

Administrative Law: PR: LEA 3001 or PAD 3003 or MMC 4200. The law regarding governmental administrative agencies with emphasis on the administrative process, the administrative procedure act, and special problems of state administrative law.

LEA 5008

Legal Institutions: PR: C.I. Overview of the American legal system including the court system, major areas of substantive law and principles of procedure.

LEA 5825

Consumer Rights and the Law: PR: C.I. The development of the modern law of consumer rights and remedies available to today's consumer.

LEA 5937

Seminar in Contemporary Legal Problems: PR: C.I. Analysis of current trends in legislation and court decisions and their significance to American society.

3.3 Enrollment

Efforts to recruit students are made by faculty who occasionally address students currently enrolled in community college programs and high schools throughout Central Florida. The introductory courses in each of the disciplines also serves to recruit students who are not majors in the programs at the time they take these courses. No well funded or orchestrated effort to recruit students goes on however, due to the lack of funds to support such activities. As to maintaining students in programs offered, the bulk of that work is done in the form of advising students which goes on regularly. There have been very few courses offered with fewer than ten students, and in each case the course in question was either off campus or a graduate level course that students needed to complete requirements. The Department awards academic credit for internships which, while they are not formal course work and are not graded, do require that the students write a substantial paper as well as keep a log of their activities. Advance standing may be earned through credit by examination but this rarely occurs.

Number of Majors, Minors, and Degrees Awarded
Fall Term

<u>Year</u>	<u>78-79</u>	<u>79-80</u>	<u>80-81</u>	<u>81-82</u>	<u>82-83</u>
No. of Majors					
CCJ	364	293	223	196	182
ALS	190	177	174	171	191
PA	55	48	50	50	40
TOTAL	609	518	447	411	413
Degrees Awarded					
CCJ	34	24	28	23	20
ALS	21	16	13	22	27
PA	8	14	5	2	6
TOTAL	63	54	46	47	53

3.4 Curriculum

3.4.1 Public Service Administration

Each of the programs in the Public Service Administration Department has one major area of concentration those areas and the full-time faculty for each is as follows:

Criminal Justice

N. Gary Holten, Chairman and Associate Professor
Donald Becker, Assistant Professor
Jefferson Duffey, Assistant Professor
Ronald Jones, Assistant Professor
Richard Korstad, Assistant Professor

Allied Legal Services

David Brenner, Visiting Assistant Professor
Kathy Cook, Visiting Assistant Professor
R.C. Pyle, Assistant Professor
David Slaughter, Assistant Professor

Public Administration

Jefferson Duffey, Assistant Professor
Frank Gibson, Associate Professor
Gerald Kimmit, Assistant Professor
George Van Staden, Visiting Assistant Professor

Both Public Administration and Allied Legal Services are in the need of additional qualified faculty. Recruiting for these positions is presently in effect. All courses are designed to fulfill the departmental philosophy of offering that body of knowledge needed to prepare our graduates for their

career choices. Selection of courses to be added or deleted is done by a collegium of the faculty. Decisions are generally based upon the merits of the course as a necessary component to the curriculum, as well as the availability of the course content elsewhere in the University. There do not appear to be any courses taught in other departments that should be taught in the criminal justice program. No interdisciplinary courses are offered. No remedial courses are offered for students with deficiencies. Careful advisement and counseling direct students in university-offered remedial courses, when needed. No "honors" courses are offered. Each program has at least one prerequisite course in its program. The only deviation permitted in taking prerequisite courses prior to other courses is in those rare cases in which the student cannot fit the prerequisite course into his schedule and the advisor feels that the student can handle other courses without the prerequisite. No experimental courses are offered. Restrictive electives constitute approximately 40% of the total programs. No free electives can be taken within the major program.

Assignment of credit hours to the courses is done by the collegium based upon the recommendations of the instructors primarily responsible for the course preparation. The most effective evidence of the Department's effectiveness is a continuing demand for its graduates and a lack of unemployment among the graduates. There does not appear to be any need to expand or contract the programs at the present time. Departmental programs try to respond to any identifiable needs of the field with regard to the curriculum.

3.5 Instruction

3.5.1

All courses taught within the Department utilize a course outline or syllabus. They do not conform to any single format, however.

3.5.2

Almost any course is taught by adjunct faculty when necessary; to list them, therefore, would be redundant.

3.5.3

Adjuncts that have been hired on a continuing basis.

Dr. Thomas Kelly	(Public Administration)
Mr. George Van Staden	(Public Administration)
Dr. Carolyn Jones	(Criminal Justice)
Dr. Melvin Jones	(Criminal Justice)
Ms. Marcie Lippincott	(Allied Legal Services)

3.5.4

Student evaluations are used as a tool by the Chairman and faculty members.

3.5.5 Grade Distribution

See Chart on following page.

Grade Distribution

	Fall 1978-79	Fall 79-80	Fall 80-81	Fall 81-82	Fall 82-83
Lower Division					
A	28.4	18.2	18.0	29.6	19.8
B	32.4	29.5	31.1	44.5	29.0
C	25.6	36.4	32.8	11.1	30.2
D	4.1	9.1	9.8	3.7	14.0
F	4.1	4.5	4.9	11.1	3.5
WP	4.1	2.3	3.3	-	2.3
S	-	-	-	-	-
U	-	-	-	-	-
I	1.3	-	-	-	-
Upper Division					
A	32.7	34.2	29.1	30.2	24.5
B	32.3	29.0	31.0	31.5	30.7
C	19.4	23.1	21.4	19.1	19.6
D	3.6	3.6	4.9	3.9	4.0
F	3.2	2.9	2.4	3.7	3.0
WP	4.2	3.4	5.1	6.4	5.6
S	2.3	1.7	2.3	1.7	2.6
U	-	-	-	.1	.1
I	2.3	2.1	3.8	3.4	9.9
Graduate					
A	28.1	33.3	34.6	33.3	33.3
B	21.8	13.3	19.2	31.25	24.5
C	6.3	6.7	11.5	6.25	13.3
D	-	-	-	-	-
F	-	-	3.9	-	-
WP	9.4	-	7.7	14.6	6.7
S	28.1	33.3	19.2	8.3	20.0
U	-	-	3.9	2.1	-
I	6.3	13.4	-	4.2	2.2

3.6

There is a student club of Allied Legal Services majors and some pre-law majors from Political Science. An ALS faculty member serves as its advisor.

3.7 Projections (5 years and 10 years)

No changes in departmental philosophy are anticipated, nor are any sweeping changes anticipated in curricula. There will be incremental changes to be sure, but as of now none of the programs' faculties are considering any major changes. There will be efforts to increase the staffing of the Department both in terms of faculty and support staff. Positions allocated

through the Brevard and upcoming Daytona Centers may enable the department to enjoy a net increase in total faculty and provide more flexibility of course offerings and faculty activities. Enhanced efforts to recruit students will take place. The Department will also increase its community service and research activities as the faculty of the department becomes more mature. The Center for State and Local Government is a prime example of this commitment.

4. FINANCIAL RESOURCES

4.1 Outside Funding

During the past four years the primary source of external funding has been training and technical assistance grants obtained from state and county governments. The funds are channeled through the University's Office of Grants and Contracts and periodic reports are required depending upon the differential nature of those grants.

The grant funds have been used to support both student and faculty travel in the absence of regularly budgeted allocations for that purpose. The Department's research and service production is almost entirely supported by that external funding. It should be noted that the ALS program has a small endowment and that the balance of the funding has been acquired through the public administration program.

4.2 Auxiliary Activities

None

4.3 Budgets

Each year the Dean asks the Chairman to draft a budget proposal for the department and the Chairman in turn asks the faculty of the Department for its input. The faculty are encouraged to submit specific requests in the areas of expense, OCO, and student assistants. The budget request is sent to the Dean

who then compiles it with those of the other departments in the College, and when he is informed what funds are available to the College he in turn informs the departments what funds they have available to them in each of the categories.

The funding is hopelessly inadequate for the Department as it is constituted. In the five years since the current Chairman has been in office the expense budget has declined from approximately \$20,000 to this year's \$10,000 and the Department has, in addition to taking a net loss, been asked to absorb all or part of certain costs that were previously borne by some other account in the University. Among these is the travel of faculty to Ocala to teach courses at that location. The net effect is that the Department currently has about 1/3 of the expendable expense budget that it had five years ago. As far as internal allocation is concerned, by the time telephone, basic supplies, travel of faculty to teach courses, and a few other necessities are taken care of there is nothing left to allocate. The faculty has not been able to travel on departmental funds for three years. The only change that would improve the situation is an increase in the budget--a plea no doubt to be heard from every department in the College if not in the University, but one this department believes to be more than justified in its case.

4.4 Equipment

OCO funds are extremely limited in size and are used to buy essential equipment. In the past few years we have bought video tape equipment which has enjoyed intensive use in the classroom, and an Apple II computer which has been of considerable assistance in research and administrative functions. This year it is using its meager OCO allocation to replace its broken ditto machine. The expense budget has already been alluded to. Purchases are more than fully utilized after purchase. Equipment in fact tends to become worn

out from its heavy usage and much of it is in need of repair or replacement. A number of small equipment items especially calculators and hand held audio recorders, have been exhausted and currently sit useless in a supply cabinet.

5. FACULTY

5.1 Recruitment and Selection

Faculty are recruited for each of the respective disciplines in the Department by committees made up of the faculty assigned to that discipline, usually enhanced by the representative of another department who sits as a voting member of the search committees. The ads are drawn and the credentials of applicants reviewed by the members of these committees. All activity takes place in full accordance with guidelines and rules provided by the Equal Opportunity office and the only non-academic criterion that has so far played any role in the thinking of such selection committees has been that of assisting the University in meeting its Affirmative Action and Equal Opportunity goals.

At present one member of the faculty teaches part-time while all others are on full assignment. There are a number of adjuncts who teach courses in the department and the number used ranges anywhere from 4 to 7 in any given semester. These adjuncts are used to enable the Department to offer enough variety so that its student majors may complete their programs on time. The regular faculty could not teach enough sections or courses to accomplish this basic objective. The fact is that all three undergraduate programs are offered not only at the main campus in Orlando, but also at the Brevard Lifelong Learning Center and, in addition to that, the Criminal Justice Program is offered both at Daytona Beach and through an extension program in Ocala.

5.2 Organization, Preparation and Growth

5.2.1

The Department of Public Service Administration covers a broad spectrum of public law - public administration - and criminal justice systems, processes and structure. The three undergraduate programs are uniquely related although diverse in program objectives.

The Department is composed of twelve full-time faculty members who are listed below. Two are associate professors (17%), seven are assistant professors (58%) and three are visiting, assistant level faculty (25%). The three visiting positions are currently in search and represent external promotions or retirement. Eight of the nine tenured or tenure earning faculty are over the age of 40. The Department has experienced no turnover in criminal justice faculty, and only modest turnover in the public administration and allied legal services.

5.2.2

Name	Date	Rank	Bac	Masters	Other	Doctorate
J. S. Duffey	1971	Assistant	A.B.	MPA	DPA (abd)	
R. Korstad	1972	Assistant	A.B.	MPA	post	
N. Holten	1972	Associate	B.A.	MA		Ph.D.
R. Jones	1972	Assistant	B.A.	MED	Ph.D (abd)	
R. Pyle	1976	Assistant	A.B.	MA	J.D.	Ph.D.
D. Slaughter	1978	Assistant	B.A.		J.D.	
D. Becker	1976	Assistant	B.A.	MED	post	
F. Gibson	1981	Associate	A.B.	MA		Ph.D.
G. Kimmitt	1983	Assistant	A.B.			Ph.D.

5.2.3

The academic preparation of the faculty is adequate. It should be noted that the nature of the Department's degrees are professional and that a degree of balance is required between academic preparation and actual applied experience.

5.2.5

No hiring of new non-doctoral faculty is anticipated for the future with respect to the Public Administration and Criminal Justice programs. The Allied Legal Services program utilizes the professional law degree (J.D.) rather than the Ph.D. hence additional non-Ph.D. faculty will be hired.

5.2.6

An evaluation of the training and competence of the faculty, with respect to the purpose of the institution, indicates that they are particularly competent for the positions they hold. It should be noted that the Criminal Justice Program and the Public Administration Program were participants in a statewide program review conducted by the B.O.R. evaluations support this assessment.

5.3 Salaries

Faculty salaries are determined by a number of factors. They begin with the basic University salary structure which is established by combining the step system mandated for the State University System with the results of the Oklahoma study of faculty salaries in the United States and applying actual dollars allocated to this University to these structured matrices. Salaries have been generally inadequate in the Department of Public Service Administration and at least one faculty member has been lost in the past four years due to the inadequacy of his salary. It has also been difficult to recruit outstanding candidates for new positions because of the inadequacy of

the faculty salary scale. Several leading candidates withdraw from searches or do not submit applications upon being informed of the salary scale.

Salary increases are awarded based upon both across the board and merit factors. In the past few years minimal across the board raises have been given to the faculty of the University and discretionary funds have been awarded by the Colleges based upon recommendation of the chairmen to the deans. Those receiving promotions in rank obtain automatic increases and the discretionary dollars that remain are distributed according to a combination of factors including the chairman's recommendations, the step scale system and the available dollars. This has resulted in some severe discrepancies within certain departments but that has not been a problem within the Department of Public Service Administration. The discrepancies that exist for this department are basically between what is adequate to attract high quality faculty or even keep pace with inflation and that which is offered by the University. While the Consumer Price Index for the past ten years (September, 1973 to September, 1983) grew 122.7 percent (from 135.5 to 301.8 based on 1967 = 100.0), the nine-month salaries of the four members of the faculty who have been with the department over that period grew at rates between 96.8 percent and 103.9 percent. Thus these faculty members (including two who received promotions in rank and one of whom has served as chairman) lost between 18.9 percent and 25.9 percent of buying power over the ten year period in terms of their basic nine-month contract salaries. Other faculty members have suffered similar or even larger losses of buying power over the periods of their employment. Internal discrepancies, on the other hand, are by and large not a problem for this particular department.

TABLE 5.3: COMPARISONS OF 1982-3 PSA FACULTY SALARIES WITH 1982-3 OKLAHOMA STUDY SALARIES IN RESPECTIVE DISCIPLINES*

	Average	High	Low
LAW, general: Assistant Professor			
1) Region IV	30,380	36,855	20,045
2) National	31,754	44,520	20,045
3) UCF	21,290	23,560	19,800
PUBLIC ADM.: Assistant Professor			
1) Region V	23,327	26,500	20,153
2) National	24,227	33,400	19,830
3) UCF	24,800	24,800	24,800 (10 yrs. in rank)
Associate Professor			
1) Region IV	30,607	43,000	25,693
2) National	31,373	43,000	22,770
3) UCF	29,500	29,500	29,500 (Retired Professor Emeritas hired at this rank)
CRIMINAL JUST: Assistant Professor			
1) Region IV	22,004	35,644	19,500
2) National	23,464	35,662	19,500
3) UCF	21,520	23,560	20,500
Associate Professor			
1) Region IV	27,441	33,369	22,755
2) National	27,864	38,043	21,236
3) UCF	25,620	25,620	25,620 (75% of chair's salary)

* General Law no doubt covers faculties of law schools rather than undergraduate programs; also the category for criminal justice is labelled "Law Enforcement and Corrections." A higher pay scale is listed for Criminology, the other field with which the criminal justice program can be compared. The above comparisons also fail to account for time in rank.

5.4 Teaching Loads

Faculty members, in the Department each have a twelve hour teaching load, meaning three 4-hour courses per semester. The exceptions are those given specific released time for funded or otherwise agreed to projects or assignments. One faculty member receives one-third released time to coordinate the Ocala program. Another sometimes (not always) receives a one-third release for coordinating the Master's of Public Administration program. Occasionally, faculty members receive released time for funded research activities. The constraints that influence assignments include the high demand for courses in terms of the number of majors being serviced and the availability of faculty including potential adjuncts to fill courses not taught by regular faculty. Essentially it is a resource constraint. Class size has little to do with assignment other than that a class of fewer than 10 would mean that the class would be closed in the sense that a faculty member would not be able to count it as a part of his or her regular load. The only committee work that has ever resulted in released time has been assignment to the College Personnel Committee, but even that factor did not reduce the affected faculty member's teaching load this year.

5.5 Evaluation, Security and Promotion

Promotion and tenure are awarded to members of this Department according to policies established University-wide and state-wide by the State University System. Those policies and procedures shall not be reviewed here since they are available elsewhere. In this Department, faculty members are evaluated according to their skills, abilities and contributions in teaching, research or creative activity and service. This is primarily a teaching department and heavy emphasis has always been placed on performance in that category. In more recent years it has become clear that tenure and promotion are dependent upon published research or other evidence of creative activity or contribution

to the field. The Chairman and departmental personnel committees have therefore paid greater attention to that category in evaluating candidates for promotion and tenure. The Chairman places great reliance upon the recommendations of the department personnel committee in each case. He also bases his own recommendation on the annual evaluations he has performed over the years that the faculty member has been with the Department. The only distinction between promotion and tenure in this regard is that research is emphasized more heavily for promotion and rank especially if the rank being considered is senior rank.

5.6 Working Conditions

Space limitations at UCF are a critical and pervasive problem for the academic programs and are even more so with respect to the PSA programs. Specific problems are delineated under 8.1 (Facilities). Office space is shared, and it is difficult to see students in a private manner. Often a faculty member must leave his or her office in order that the second faculty member can achieve some level of confidentiality in the discussion of student problems. Not every faculty member has his/her own telephone; audio-visual equipment is frequently in short supply; and some supplies and equipment have been obtained by diverting them from grant programs. The complex offerings of the Department dictate the schedules, and faculty are generally always consulted prior to finalizing the schedule.

Schedules are developed on the basis of the twelve hour mandatory teaching load and evenly distributed with respect to times and dates. Faculty overloads are added after the basic schedule is constructed, and no consideration or adjustments are made for convenience at the expense of the faculty not teaching overloads.

5.7 Projections

Again it is difficult to project future needs of the Department since it

is not clear what programs the University wishes the department to offer at which locations. For example, the Ocala program has lived on a bare thread of existence for five years and whether or not that program continues is reviewed every year. There is also projected the addition of the Public Administration Program to a new learning center to be constructed at Daytona Beach. The Department has little control over these external mandates. It is therefore impossible to project the needs of the Department in terms of actual numbers, except to say that any addition of a program to Daytona Beach would require a minimum of one faculty slot. The Allied Legal Service Program would improve dramatically with a addition of a fifth faculty position--preferably one that would permit that program to have its own leader whether in the form of the chairman of a new department or the director of the program. The space the Department has is more than adequate in design but completely inadequate in size. The Department has no place to hold faculty meetings other than by finding an empty classroom or conference room. Nor does the faculty enjoy any space devoted to research activities. Nor is there any space for adjunct faculty. The Department could make good use of office space at least half again as large as it presently occupies.

Equipment needs will continue to manifest themselves especially in this technological age. The Department wants to have its own word processing capacity and other computerized systems as well as enhanced audio visual capacity in order to produce as well as use video tapes. The Department needs at least two full time secretaries. That need will grow to at least three so that each program in the Department has its own secretary. There will also be a continuing need for graduate student assistants to support research activities and undergraduate student assistants to carry on the routine clerical and ministerial functions.

6. LIBRARY

6.1 Collections

The library holdings for the three disciplines within the Department of Public Service Administration (Allied Legal Services, Criminal Justice and Public Administration) are presently adequate for courses which are now offered. The periodicals and journals which relate to these disciplines and to which the library currently subscribes must be maintained over the next five (5) to ten (10) years. We anticipate that new books, journals, and periodicals will be published over the next five to ten years which will relate to these disciplines. As these resources become available, we expect to add to the resources which we presently have available and we expect to discontinue subscriptions to those resources which no longer serve our needs.

6.2 Coordination

The Department of Public Service Administration appoints a faculty member to act as the library liason for the department. The library staff regularly informs the liason person with regard to any resources that might conceivably relate to the disciplines within the Department. The library staff sends order forms, which include information about the resource, and these forms are circulated throughout the department by the liason person. Each faculty member receives the order forms and selects those which he or she feels would be beneficial to have in the library. The liason person then sends the order form back to the library staff for processing. Each department is allotted a certain dollar amount to spend for additional library resources during a calendar year.

The library staff also notifies the liason person before discontinuing any subscription that may relate to one of the disciplines within the Department. We have had little, if any, problems in coordinating departmental library needs with the library staff.

6.3 Services and Facilities

The library facilities and services on the main campus are presently adequate to meet the needs of the Department of Public Administration. Few problems in obtaining needed services have been encountered. The facilities, particularly after the new library building is completed, are excellent. The main campus library has coordinated its services well with the branch campuses. As long the proper procedure for requesting the needed services and/or equipment is followed, there are no major problems in meeting objectives. It is anticipated that the Department's future needs can be adequately met by the present system.

7. STUDENT DEVELOPMENT SERVICES

7.1 Student Mix

STUDENT MIX
Fall 83

	WHITE		BLACK		HISPANIC		OTHER		INTL		
	M	F	M	F	M	F	M	F	M	F	
LOWER DIVISION											
Criminal Justice	18	11	2	1	1	0	0	0	0	0	0
Public Administration	2	2	0	1	0	0	0	0	0	0	0
Allied Legal Services	3	19	0	1	0	1	0	0	0	0	0
UPPER DIVISION											
Criminal Justice	77	43	21	15	2	1	0	1	5	1	
Public Administration	28	11	1	3	1	0	1	0	0	0	
Allied Legal Services	35	127	3	5	1	1	0	0	0	0	
GRADUATE											
Public Administration	5	4	2	0	0	0	0	0	0	0	

7.2 Advising

Students are assigned individual advisors from among the faculty members of the student's major. A program of study is prepared using checklists for the pertinent program. Faculty office hours are posted and scheduled periods for individual advisement weeks. Disappointments occur when students ignore

faculty advisement and self-advise or use peer advisement. These disappointments usually result in students having to take additional hours to meet graduation requirements. Obviously the old adage, "You can lead a horse to water, but you can't make him drink," is appropriate here.

The Department has no individual testing program but does refer students needing help to the University Testing Department. Records are not maintained to determine student use of this service.

7.3 Organizations

The Department does not utilize academic organizations. University Academic organizations are available to the students.

7.4 Discipline and Records

Instructors are responsible for the control of cheating in the classroom. The action taken is subject to appeal to the Department Chairman and College and University rules and regulations concerning cheating.

7.5 Financial Aid and Alumni

Financial Aid and work-study programs are administered at the University Financial Aid Office. Students needing help are referred to that Office. The Master of Public Administration Program maintains active contact with the alumni of that program. The other programs do not have the resources to provide alumni services except upon individual request of the graduates.

8. PHYSICAL FACILITIES

8.1 Facilities

The classroom facilities for all three programs create a number of problems which have become increasingly more complex with each academic year. The Department appears to have one of the lowest priorities for space

on main campus. The University has a space problem, the College has a very low allocation, PSA seems to be at the low end of the chain of allocation. For several years the Department has been allocated one (1) major room and one (1) minor room for the purpose of conducting all four (4) programs. The ALS program uses the rooms on Monday, Wednesday and Friday. The CCJ and PAD programs use the rooms on Tuesday and Thursday. Class enrollments have been curtailed because of room size limitations.

During the past five years the Department has been allocated space in rooms next to music practice halls, a graduate class was conducted in a manual arts training room, a half-room with a plastic partition has been routinely assigned as the second room for several years. Graduate and undergraduate students frequently complain about the adjacent noise, and faculty frequently send students in search of a lectern before beginning class.

The major classroom assigned to the Department is a ten minute walk, one-way, from the faculty offices. The faculty have noted empty classrooms in their own building, but with the exception of one night class, one semester, the Department never teaches in its own building. No research space is available, and students may enter a faculty office only one at a time because of space limitations. Makeup examinations are now given at the end of the semester since the department has no space assigned or available for the administration of such examinations.

A new telephone system installed several years ago has created continuing confusion because of its complexity. Faculty are generally unable to grade examinations, write texts, or review papers except at their own homes. The air conditioning system is closed down in the evening and weekends, and frequently the overhead lighting systems is turned off. Faculty have reported having the lights turned off while advising evening students.

Area Campus space at the Brevard Center is excellent since there is now a

new building with excellent classroom space and equipment. Space at Daytona Beach is less adequate, and the program will be moving to the community college in the fall of 1984. We anticipate this will be even less adequate since prior experience at that campus was not at all satisfactory. The Ocala program is housed at Central Florida Community College where facilities and equipment have been adequate.

It should be noted that the University does not acknowledge the possibility that a student might write with his or her left hand since no left-handed arm chairs have been seen on campus.

The Department should have a minimum of two (2) adequate classrooms, holding a minimum of forty (40) seats, with adequate ventilation and lighting, and one (1) room of conference type which would be suitable for graduate classes, makeup examinations, student conferences, a periodic meeting of the faculty and/or community professionals, and similar kinds of activity.

8.2 Provisions

There has not been any input from the Department regarding new main-campus facilities. The present Brevard Lifelong Learning Center design reflected in some part the input of the chairman of the Department in terms of providing for this department's programs within that facility, and the chairman has also submitted a list of items to be included in the projected in the Daytona Beach Lifelong Learning Center. Since no facilities are planned for this campus regarding this Department, the Department obviously has had no input into any on-campus facilities. In terms of suitable classrooms, the Department's position has actually deteriorated, and pleas for appropriate space for small graduate classes go unanswered.

9. SPECIAL ACTIVITIES

9.1.2

An institute known as the Center for State and Local Government is operated in conjunction with the faculty of the Department of Public Service Administration. The Center provides conferences and workshops for appointed and elected officials in the Central Florida area. The Center has been extremely active in the development of videotape modules for local government training.

9.2.2

The Center is funded by a grant from the State University System Institute of Government, on an annual competitive basis, and is directed by a member of the PSA faculty who is appointed by the Dean of College of Arts and Sciences and is the principal investigator for the SUS grant.

The Center also seeks training and technical assistance grants from local governments. The Chairman exercises no direct control over the Center grant. The Center director as well as other faculty must purchase their released time from regular faculty assignments. The Center employs a full-time professional assistant director. Funds are controlled through the office of grants and contracts.

9.3.2

Criminal Justice and Public Administration faculty, within the Department, and many faculty from various disciplines throughout the university participate in the Center programs.

No credit is awarded for any of the Center programs, hence no admissions criteria have been established, and testing and evaluation is for the purpose of program analysis only.

10. GRADUATE PROGRAM

10.1 History and Need

The Master of Public Administration program was officially authorized by the Board of Regents in 1981 and became operational January 1982.

Prior to that date the Department shared a Master of Public Policy degree with the Department of Political Science, the MPP degree having been initiated in 1973 with both a public administration and a political science track.

Following a statewide program review in 1980, the initiation of an MA in Political Science and the latter department's withdrawal from the MPP program, the SUS review recommendation for conversion to an MPA was implemented.

Curriculum for the MPA degree was developed in concert with the general guidelines provided by NASPAA (National Association of Schools of Public Affairs and Administration) and by reviewing the programs of other SUS MPA degrees.

The majority of the students enrolled in the MPP program opted to transfer to the MPA curriculum, and MPP students in pipeline were allowed to continue with the understanding that the degree would not be offered after the spring commencement of 1984.

The initial need and subsequent success of the program are almost self-evident. UCF serves three major SMSA's with more than 100 units of municipal and county government excluding state, federal, or quasi-public agencies. The program has enrolled more than 35 regular graduate students currently attending classes. No publicity or recruitment efforts have been made, except with respect to minority recruitment, and the program continues to expand.

10.2 Faculty

Faculty are selected to teach in the graduate program on the basis of their academic training and experience. There is no stipulation that the

teachers must have terminal degrees, and practical experience is desirable.

No special considerations are given for teaching graduate courses and faculty loads are determined on the basis of hours taught rather than the level of coursework being taught.

No allowance or consideration is made for the supervision of student research reports when faculty loads are computed.

10.3 Students

10.3.1 The admission requirements of the program are:

A. Regular Graduate Status - A student may be admitted in this category by fulfilling the following requirements:

1. Bacalaureate degree or equivalent from an accredited university
2. At least one of the following:
 - a. earned GPA of 3.0 or more (on a 4.0 maximum) while registered as an upper division undergraduate student and/or
 - a total GRE score of 1.000 or higher
3. International students must earn a minimum score of 550 on the Test of English As A Foreign Language (TOEFL), and have their transcripts evaluated by World Education Services, Inc.
4. Have on file:
 - a. application form
 - b. score on GRE
 - c. final undergraduate transcript
 - d. letters of recommendation

B. Provisional Status - Ten percent of the applicants admitted during an academic year may be admitted provisionally if they do not fill the requirements for regular admission. Normally, the Department of Public Service Administration considers applicants seeking admission on a provisional basis each August and December and may admit them on a competitive basis. Preference is given to applicants with the highest grade point average and GRE scores and, to post-bacs who have successfully completed several graduate courses.

C. Post-Baccalaureate Status - Applicants admitted as post-baccalaureate students can enroll in undergraduate and graduate courses although they are not seeking another degree. Post-bvacs may take a few graduate courses for various reasons; for example, for personal improvement or to satisfy job requirements. Students who are seeking a mater's degree, but who have not submitted all the required application forms, will also be admitted as post-bacs. Their status will be changed when they submit the missing data. Any student applying to change from the post-baccaulaureate admission category to some other graduate

admission category will be subject to the regulations governing that category. (Thereby, performance in the post-baccalaureate classification does not annul the necessity to meet the aforementioned regular or provisional admission criteria to gain degree seeking status.

10.3.2

Students are terminated if they receive unsatisfactory grades or do not pass the comprehensive examinations given at the conclusion of their core course work. Students must maintain a 3.0 ("B") grade point average in their Program of Study. If they fall below a 3.0, their status will be changed to provisional. If they have not attained a 3.0 at the end of 9 hours, they will be reverted to post-baccalaureate status. Students may earn a maximum of 6 hours of unsatisfactory grades consisting of C or lower and/or permanent incompletes. Students who exceed 6 hours of unsatisfactory grades may be immediately dismissed from graduate status.

10.3.3

A graduate student's course of study is predetermined by a required core which contains those areas which are suggested by the NASPAA guidelines. All students must complete six courses, totaling 23 semester hours, at the 6000 level. Students may select the research methods course from either Political Science or Sociology. In addition to a required core, a student must select a cognate field consisting of a least three (3) additional courses, three semester hours each; satisfy a comprehensive examination on the core coursework, and submit and defend a Research Report with a minimum of four hours credit.

Students may opt for a general public administration cognate but normally such a cognate will be three courses of four semester hours each.

10.3.4

Graduate students may take courses at the 2000, 3000, or 4000 level, but no credit will be received for these courses toward their Master's degree

program. Undergraduate students are permitted to take graduate courses at the 5000 level. No undergraduate students are permitted to take 6000 level courses, except by special permission.

10.3.5

A student's major professor is selected through the process of inquiry from the student as to whether or not a faculty member would agree to be a member of that committee. Any faculty member may refuse to be on a student's program committee. If a graduate student cannot find any faculty members who are acceptable for his research report, he is encouraged to seek a program in another college of the University which would be more appropriate to his area of study.

Comprehensive examinations are constructed by the public administration faculty as a whole, and a minimum of three (3) faculty, including the student's major professor, will review the final research paper and hear the oral defense.

10.3.6

In 1983-84 the college provided \$1,200 for hiring of a part-time graduate assistant with OPS funds. No other funding has been provided.

10.4 Instruction

No special instructional techniques are used in the graduate program.

10.5 Library

There are no special library resources devoted exclusively to the graduate program in Public Administration although the Center for State and Local Government is continuing to establish a collection of significant public administration material which is generally available to graduate students.

No graduate student carrels are assigned for the operation of the graduate program in Public Administration.

The Library handles requests for needed material not available from the

stored collections in the same manner as requests from undergraduate students.

The Library holdings to support the graduate program are lagging behind just as are the undergraduate holdings. The needs for the graduate program over the next 5 to 10 years would grow at a normal rate.

10.6

The graduate program is funded through the Department of Public Service Administration with no special allocations being provided by the College of Arts and Sciences.

The College of Arts and Sciences has provided computer time for graduate student research reports since the Department has no allocation for this purpose.

The Center for State and Local Government provides occasional assistance in those instances where a student's research is germane to local service and technical assistance needs. Such assistance is limited to research support, reproduction, word processing, printing and distribution.

The MPA Program will need to be capped when regular graduate student enrollment reaches 50 or 60 students. Space limitations, insufficient faculty, limited funding, and general support conditions make it impossible to move past this enrollment level and maintain any program quality. This enrollment figure should be reached by the Fall of 85-86 and program acceptance after that date will become highly competitive.

10.7 Graduate Enrollment

Please note that effective January 1, 1982, the BOR authorized the conversion of the Master of Public Policy, a degree which was "shared" with the Department of Political Science, to the degree of Master of Public Administration.

	<u>1978-79</u>	<u>79-80</u>	<u>80-81</u>	<u>81-82</u>	<u>82-83</u>	<u>83-84</u>
*Enrollment		47	80	92	140	121
FTE Need		10	14	16	20	20
Degrees	MPP-4	MPP-5	MPP-3	MPP-5	MPP-4 MPA-4	MPP-1 MPA-2

* Does not include tuition fee-waiver students of whom there are several in this program.

11. RESEARCH

11.1 Administration

The Department of Public Service Administration encourages research to the extent that faculty time and supportive resources are available.

11.1.1

There is no provision within the Department for ongoing released time, space, equipment, funding for secretarial support, or funding for travel specifically designated for research activities. Such funding must be generated by outside sources.

11.1.2

Research is both peer reviewed and reviewed by the Chairman for tenure and promotion consideration. Additionally, research is one of the items evaluated by the Chairman during each faculty member's annual evaluation.

11.1.3

A recent survey of all faculty in the College of Arts and Sciences found that a substantial majority of faculty feel that unrealistic research emphasis and expectations, given the lack of released time and other forms of support, is a major cause of low faculty morale.

11.1.4

Research accomplishments are among items considered for raises, promotion, and tenure, as are teaching, public service and creative activities.

11.1.5

The Chairman has made efforts to actively assist and promote increased research in the Department.

11.2 Funding

All research funding must be generated externally since no funds have been allocated or provided for released time, equipment, space, or research or clerical assistance.

The majority of the research generated in the Department is focused in the public sector and is considered to be applied research. The nature of the Allied Legal Services program, a support service for the legal profession, does not lend itself to traditional forms of research.

The Public Administration program is the primary research unit for the department but criminal justice research is also being conducted on an ongoing basis.

11.3 Space

No space allocated for research activities have projected. Faculty are required to do research in their own facilities.

11.4

The Department will continue to encourage future research within the time and resources made available. It is anticipated that research will be an individual contribution by the faculty member.

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12. SUMMER TERMS

12.1 Courses

Selection of courses in the last few years has failed to follow an orderly pattern since course offerings have been slashed brutally and each summer has witnessed a further reduction in courses. Although some attempt has been made to offer courses needed by the students, it is hopeless to attempt to meet needs of over 500 majors with seven or eight courses. As a result, the choice of a course they would be willing to teach is often left up to those instructors permitted to teach. Summer is chaotic at best, and this situation cannot improve without increasing course offerings dramatically.

12.2 Faculty

Because of a limited budget, at present, faculty are self-selecting. Present funding barely provides one course for each permanent faculty member desiring to teach in the summer. Policy and rules make any other method of operating impossible.

12.3 Funding

Funding for teaching is allocated by the Dean of the College of Arts and Sciences. Research funding is virtually non-existent. Grant money is rarely available.

12.4 Schedule

Nearly all courses are taught the full length of the summer term, but occasionally six-week half-term courses are scheduled. It has not been customary to offer workshops or institutes through the Department. Lack of support for the Department in the summer has discouraged faculty from making summer commitments to the respective programs. Summer efforts of the full-time faculty are commonly devoted to finding work elsewhere.

12.5 Students

Student mix in the summer is basically the same as for the academic year, except that many students recognize the meagerness of summer offerings and therefore plan work or other activity for the summer. It is a fortunate student who can find needed courses offered in the summer.

13. COMPUTERS

13.1 Impact and Need

Computerization has limited impact on the Department of Public Service Administration. The department has an Apple II which is modestly used by the

MPA program for record keeping. The Office of Graduate Studies has developed an independent program for all graduate programs at UCF requiring that the department eventually acquire a remote terminal.

No computer allocation is generally provided other than transfers for graduate student research projects. The College has a lab which is available to both faculty and graduate students. At least two of the faculty have acquired personal computers for administrative or research purposes and in one instance the university acknowledged the space limitations and provided a modem for a faculty member.

14. THE BREVARD, DAYTONA BEACH AND SOUTH ORLANDO CENTERS*

14.1 Courses

The South Orlando Center is not served by this Department. The Daytona Beach Center offers the B.A. in Criminal Justice. The Brevard Center offers all three of the Department's B.A. programs.

The center programs are based on a three-year plan designed to permit majors to obtain all necessary course work within no longer than a three-year period. In fact this Department's majors receive most of the department's courses in two-year cycles. This Department cannot guarantee, however, that other departments will offer enough appropriate coursework in the "Enhancement Option" or "Supporting Courses" portions of students' programs. In any case, no fewer than two courses per semester, and sometimes three, are offered in each discipline at the center offering the respective major program. (This has not included, summer semesters, however, as funds and faculty participation have not been adequate to cover them.)

14.2 Faculty

Each program has a designated center adviser for whatever program(s) are offered there; therefore the Criminal Justice "resident professor" maintains

office hours at both Daytona and Brevard, an Allied Legal Services "resident professor" holds office hours at Brevard, and the Public Administration majors at Brevard are advised by a faculty member designated for that purpose until such time as the program has enough faculty members to establish a "resident professor" at that center. Almost all departmental faculty participate in teaching courses at the centers, and also make themselves available for advisement purposes before and after their classes.

14.3 Funding

Brevard Center maintains an "independent budget" while Daytona Beach Center depends partially on college/departmental funding for its course offerings. Both compensate "visiting faculty" not assigned as a center line or a "meals and mileage" per diem basis.

14.4 Facilities and Library

The Brevard Center shares a library facility with Brevard Community College. Although holdings do not fully support a university-level program faculty and students may request materials from the University Library on the main campus in Orlando.

The Daytona Beach Center maintains a small "in-house" library facility catering mainly to the full degree programs offered (primarily education, business and criminal justice oriented). Faculty and students may request materials from the University Library on the main campus in Orlando.

15. MEDIA

The Department has developed videotape modules which may be used by the faculty in a variety of classroom situations. The tapes are in the possession of the faculty developing those tapes. The Center for State and Local

Government has developed instruction modules which are available for public administration use. The faculty retain control except in those situations where proprietary releases have been obtained.

The Department and the Center have their own videotaping capacity and may reproduce their own tapes. Physical possession of the tape is vested with those who produce the tape.

The Department would like to develop a set of basic tapes as support for several introductory courses which have repetitive content. These tapes will be used to supplement rather than replace the instructors.