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Report of Selected Interview Schedule Data

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- Q1. How would you describe the type of planning model that is used by the department when it attempts to solve a problem?

Full-time Faculty Responses:

Most people answered this question by talking about the decision-making process. The planning model was described as laissez faire and reactive with no long range plan. Students and adjuncts are not involved much. Overall the approach is rational and conservative with no radical solutions, but also few creative ones. Don't always explore enough alternatives. Good attempt usually made to collect data about problem.

Adjunct Faculty Responses:

There were two "no comments" and a third person described the decision-making process. Of the remaining two interviewees one described the model as discussing the problem at a faculty meeting, and the other described the model as muddling through until frustration is high.

- Q2. Who typically senses a problem or issue that needs to be addressed by the faculty?

Full-time Faculty Responses:

Sam and Jay most frequently mentioned; but most think it varies from issue to issue. One individual commented that problems are avoided and only minor issues tend to be dealt with in meetings.

Adjunct Faculty Responses:

Three people said "everybody" and the other two mentioned Sam, Hayden, and Harris. One person said Harris raises drastic suggestions. Another person emphasized that "everybody" referred to full-time faculty.

- Q3. How does action on a problem get initiated?

Full-time Faculty Responses:

Problem brought to attention of faculty by person concerned, sometimes at initiation of students. Concerned person has Ed put issue on meeting agenda.

Adjunct Faculty Responses:

"Brought up at faculty meeting and activated if head of department agrees with it."

"Talked about informally, brought up at faculty meetings, memo circulated."

"Department head tries to get someone to volunteer, sometimes makes assignment."

"By waiting and suggesting something at the right moment."

"After a consensus is reached to take action in a faculty meeting."

Q4. Who decides whether a problem or concern is worth dealing with?

Full-time Faculty Responses:

If any one faculty member thinks it's important, it's discussed. No problem so far with priorities. Ed is usually the leader at discussions. Ed handles minor administrative problems; others get involved with more major problems.

Adjunct Faculty Responses:

There were two "not sure" and two "by consensus" responses. The fifth person said "chiefly department head. Consensus doesn't seem to work too well."

Q5. What is your perception of the decision-making process when issues are discussed within the department?

Full-time Faculty Responses:

There was much difference of opinion here. On one extreme it was stated that no argument or bitterness over issues occurs; and things run fairly smoothly in getting issues resolved. On the other extreme it was stated that a tyranny of the majority exists with one member often being overruled ending in frustration. While consensus seems to be the ideal, it was unclear how often this really occurs. Seems to be some tendency to avoid or diffuse conflicts, and when they are confronted they are sometimes resolved by voting (power of majority) when people won't move or the discussion becomes redundant. Sometimes consensus is reached through compromise; but sometimes people just give appearance of consensus to avoid trouble within the group.

Adjunct Faculty Responses:

"Strength of personality - the more a person argues and is insistent or eloquent the more likely he is to win. Decisions aren't made on basis of what planners do after graduation."

"Very good one, trust it, open to all to participate. Disagreements allowed to surface and attempt to work them out."

"Ed seems to make the decisions, but he seeks inputs. Never at a meeting were decisions made without consensus. Faculty tends to suppress true feelings. Full-time faculty can change department head's mind on most issues."

"Minor items - department head. Major items - consensus of faculty."

Q6. Who is most helpful in discussions on department related issues?

Full-time Faculty Responses:

Hayden and Jay mentioned most, Sam and Ed next. Hayden keeps things structured best. Jay has good knowledge of planning but over responds. Sam strong handed, but has good ideas.

Adjunct Faculty Responses:

Ed and Jay named twice, Sam and Hayden once. Ed, Sam, and Jay described as having most information and being power base of department. Two said "don't know".

Q9. Cont'd. (Two things about working relationships that need to change)

Adjunct Faculty Responses:

The responses of the adjunct faculty on the following issues differed somewhat from those of full-time faculty members. There was no apparent consensus among them in most of their responses.

As far as the things that need to be changed about working relationships within the department, specific policy is desirable regarding the role of the adjunct in departmental affairs, private consulting done by the faculty, a formal way of dealing with student concerns, and a system to continuously evaluate and re-set curriculum goals and objectives. There should be more openness, more accessibility of the professors for one-to-one work with students, more effort at taking feelings into account, and closer communication between faculty and adjuncts and faculty and students. It was also suggested that the head of the department make more decisions on his own.

Q10. What are two things about working relationships within the department that you feel should remain the same?

Full-time Faculty Responses:

Those characteristics of the department that should remain the same are primarily the respect among the faculty for each individual's talents and viewpoints, the practice of reaching decisions on issues as a committee of the whole faculty, the good balance in the faculty, and the spirit and pride in the department. Additional characteristics to be maintained include the faculty's ability to work well together, the use of adjunct faculty, regular meetings, and the flexible curriculum.

Adjunct Faculty Responses:

Those things which should remain the same include use of adjunct faculty, strict admission standards, the co-op program, pushing students to their limits of performance, regular faculty meetings, the high activity level, and the excitement in various interest areas.

Q11. What is the relationship of the department to the rest of the college?

Full-time Faculty Responses:

The major response was that there is not much of a relationship. A couple of faculty mentioned good ties with Architecture. Other relationships that exist include a common problem-solving orientation, some faculty members with similar interests, and some serve on committees with members of other departments.

Adjunct Faculty Responses:

The relationship to the rest of the college is viewed as fairly good. Most think the department is respected and is sometimes aloof from the rest of the college.

Q1. 1975 graduates

- Skills:**- ability to address unfamiliar problems
- a basic repertoire of land use planning methods
 - ability to work with a variety of planning specialists, citizens, community leaders
- ***- ability to communicate reasonably well in written and graphic form
- ability to learn about substantive areas in planning
 - certain degree of self-direction and guidance
 - ability to manage planning problems
 - most planning skills save highly specialized ones
 - can collect data
 - can define a planning problem and establish work schedule to accomplish planning report

- ** - physical and special situation assessment
- * - problem solving ability
- graphics ability
 - urban designer skills
 - physical design skills are good
 - appreciation for social sciences but not well trained in them
 - an understanding of the basic planning process, existing techniques, and how to apply them
 - weak in related planning skills such as economics, policy, social welfare

Personal Values:

- * - it is possible to improve urban life to some degree and a desire to work toward that
- * - politics controls decisions: planner is somewhat cynical about this but willing to work with system
- * - sympathy and willingness to serve as advocate for the poor and minorities
- ** - a good helping of the usual middle class values (works hard, diligent, performance oriented)
- * - planner as expert (to become a competent respected professional)
 - varies considerably
 - very few in terms of societal political
 - interested in earning an adequate income
 - lack of confidence
 - apolitical lack of stance on issues of import

- highest degree of personal values
- wanting to learn, questioning
- commitment to well being of fellow man and society
- committed to trying to cope with problems of cities
- sociologically oriented
- idealistic: overbalanced concerned about human rights and welfare
- social consciousness: moderate
- commitment to quality environment
- hard working

Career goals:

- * - a position as director of public planning agency
- * - or a senior associate or partner in a planning consulting firm
 - earn a master's degree in a planning-related field
- * - uncertain-unsure
 - to fit into whatever is available
 - self-advancement
 - positions for administrative responsibility

- wanting to serve people
- a job which would enable them to make changes in the world
- geared toward very narrow area of municipal planning with consulting agency or government body
- to want to continue to learn about planning and to try to convert planning from an art to a science
- doesn't know

Graduates of DepartmentCurrent Students

Q1. 1975 Typical Graduate

Skills

- he has:
- oral and visual communication skills
 - ability to approach problem in logical manner
 - ability to work alone or in groups
 - ** - ability to come up with alternative solutions
 - can operate in a variety of areas (community, transportation, environment)
 - physical planning analysis, design

- ability to research and analyze data
- minimum of design skills
- general planning skills rather than technical skills
- ** - technical expertise from co-op jobs
 - general communication skills
 - understanding how various models have been used to solve problems

Personal values:

- hard to say specifically
- need for teamwork
- * - orientation towards accomplishing something rather than trying for the ultimate
 - concern for environment
 - advocacy orientation
 - interested in citizen participation
 - to educate citizens about planning

- regional planning orientation
- traditional white middle class
- no typical set of values
- * - orientation to public kinds of problems
 - advocacy orientation

Career goals:

- grad school in law or architecture
- ** - jobs in planning
 - no particular orientation
 - working towards a chief position wherever they go
 - working in local areas

- improving the quality of life
- * - to get any type of planning job they can
 - graduate school
 - getting an action oriented job as opposed to just planning

* More than one response.

Q3. Reasons why department is needed:

- **- problems in urban areas require professional planning and design
- an urban university like U.C. which has declared its mission to be urban oriented should have such a professional education department
- this department is directing its efforts effectively toward this need, and its efforts are not duplicated by any other department at this university
- undergraduate planning education has been accepted by the profession, and the graduates of this department are holding responsible positions (see alumni report '74)
- graduates of the department hold it in high regard and assist us in refining and modifying our program
- this is not a good question because strong departments which perform well don't get into such a situation; our department is strong
- resources in society need to be allocated for the benefit of all human society: planners are trained to be able to do this
- man has innate need for beauty and order
- planning concepts are generally applicable to many disciplines (e.g., business; public administration; education; health services)
- we provide a great deal of service to the greater community (e.g., OTR, City Planning Commission; ORRCC)
- it is one of the few departments that develops a holistic approach to society by dealing with problems vs. discipline
- department considered tops in undergraduate education in planning
- the number of such undergraduate programs is increasing
- it's the only program with a co-op
- it's probably the most successful department in DAA in terms of student/alumni performance
- there is a large demand for planners in the real world
- this program has a good reputation in the field
- this is one of very few undergraduate programs in the country
- *- enrollment could be increased due to demands to get into department
- *- helps increase the quality of urban life
- *- world changes so fast that we need to train people who can keep up with it
- city planners will supply the impetus for managing the environment
- the faculty has in depth training and have kept up with advances in the areas
- the university has an obligation to teach the society how to maintain itself and the environment

Graduates of DepartmentCurrent StudentsQ3. Reasons why department is needed:

- *- department turns out people who can be of immediate value to community
- other departments are more expendable
- we help people deal with the future
- *- program helps show the common elements across a number of different disciplines
- program provides people with an opportunity to become aware of their environment and learning how to deal with it
- it's a good program
- graduates can go into a variety of fields
- *- society needs planning because the quality of life would be decreased
- helps keep disorganization from determining a person's life
- necessary for coordinating the middle man between theorists and practitioners
- only such undergraduate program in the country
- it's a growing field
- better than a liberal arts education; similar but more basic and comprehensive

Q4: Current educational values, content goals and methods and processes used to obtain them.a. Educational Values and methods used to obtain them:

- *- undergraduate professional education should be general: accomplished through broad range of courses available which deal with social economic, and political matters
 - *- professional education should have a core of course work: accomplished through co-op, and lecture and studio requirements
 - *- professional education should provide a student with marketable skills: courses like Planning Graphics I & II, Methods and Techniques of Urban Planning, Computer Applications in Urban Planning, Design Technology II, Planning Studios and Thesis
 - a general professional education should provide opportunities for culturally-broadening study: provision of 18 credit hours of non-professional electives to be taken in last three years
 - **- individual interests should be recognized within a professional program: provision of 18 credit hours of specialization within planning
 - experiential learning is important: studio courses, planning games and other exercises used
 - it's important to provide opportunities for students to learn about their interests at the time of those interests: areas of concentration is self-chosen, non-sequential studio and core courses
 - *- friendly informal relationships between faculty and students are important: small size studios
 - some synthesis of learning must be provided for: problem solving studios
 - actual work experience helps to mature student and generates self-confidence also shows relevance of academic work: co-op
 - *- diversity of educational experience is important: faculty have diverse interests, a variety of course and actual work is present (co-op, studios, lectures)
 - a rational approach to problem-solving is important: problem-solving approach to rational decision making is emphasized in courses
 - lack of openness is prevalent: omitting or lack of willingness to have ongoing student-faculty review process of curriculum
 - lack of logical base: planning is presented as a "fait-accomplis" when it is really quite a new field
 - lack of cultural-intellectual base: we do not emphasize the relationships of interpersonal relationships and the values of our economic - social - political beliefs
- students should develop the idea as early as possible that he is a professional person and should work with faculty as such
 - being able to engage in problem solving is necessary
 - attempts should be made to understand "what's a process"
 - hard work is valued
 - adaptiveness is important - being able to utilize skills and techniques in different situations
 - learning how to work in teams: studio work
 - it is possible to do a whole project in one quarter: thesis requirement
 - prerequisites are valuable in building a professional person who can do a job himself: existence of prerequisite courses

Graduates of DepartmentCurrent StudentsQ4: Current educational values, content goals and methods processes and procedures used to obtain them.a. Values and Methods, Processes and Procedures:

- learn as much as you want - they start you but where and how far you go is your own responsibility
- orientation to physical planning in the current course structure
- students need many alternatives and opportunities to investigate many different kinds of topics and subjects
- the professor is a consultant and facilitator of learning
- teamwork is very important
- students should be allowed a lot of freedom to choose their directions - independent study
- emphasis on group work
- stress on physical planning instead of social and economic
- **- the co-op program allows some of the values on real world experience to occur
 - general background in a number of aspects of planning
 - developing an orientation in students to satisfy public needs
 - develop problem-solving ability in students
 - educate students to understand the environment he is working with
 - orientation towards the individual student is valuable - small student faculty ratio
 - placing tension on students by having design studios where you do a lot of work
 - instill self-discipline in students

Q5. What are 2-5 new educational values, content goals and the methods, processes, and procedures that will allow you to obtain them to improve the program?

a. New educational values and methods to obtain them:

- ***- that non-professional course work should be culturally enriching in the Arts and Humanities
- that a professional program should be structured to build upon previous learning experience
- that undergraduate students in planning should have contact with graduate students for the intangible, non-classroom learning which this provides
- flexibility in our expectations of length of time it will take students to complete program
- re-examine "core" which seems to include requirements unnecessary to some "areas of concentration"
- re-examine our present focus--"general planning with areas of concentration" - is this too restrictive?
- re-examine our student advising system - need to reach a real person to person system
- extreme educational alternatives like the London AA program in which the whole 5 courses/quarter jazz is discarded for a quarter
- no changes really although we seem to be expecting too much of our kids in terms of time
- encourage further diversity of approaches (i.e., models): bring in outside experts for short workshops, further training of current faculty, more aid from adjuncts, new courses
- thesis-anti-thesis-synthesis (logical base) approach to our courses
- that our students should become astute observers and communicators of life and processes that affect it
- change social consciousness
- an emphasis on motor perceptual skills
- understand collective desire, be able to work with group, and meet personal goals: more specific training in group process skills
- be able to approach every situation as a learning situation
- planners need to work on a project for a whole year from A-Z: increase time allotted to senior thesis
- the real world is very important and planners need to be very realistic
- feedback into the curriculum should be constant and always
- less specialization
- less formal lectures and more informal class setting

Graduates of Department

Current Students

Q5. What are 2-5 new educational values, content goals and the methods, processes, and procedures that will allow you to obtain them to improve the program?

a. New educational values and methods to obtain them:

- students should become more involved in classes by public speaking
- would be helpful to learn how to work with news media
- a looser curriculum which would allow electives such as geology as part of electives
- less emphasis on physical planning in studio courses; more into legal, and social aspects
- more practice on how to implement what is realistic
- need a stronger analytical base to teaching; students are told to be analytical but not sure what that means; so he's not sure he's been taught
- faculty are very prejudiced as individual toward better students; some faculty won't waste time with those they feel are not the cream of the crop or else super interested in their particular field
- students need to be more involved in departmental and curriculum decision making
- students should decide format for classes after initial lectures by professor
- less emphasis on papers and more on thought and comprehension of learning
- less orientation toward administration and more toward all aspects of planning so students see more choices
- more emphasis on individual, his capacities and output instead of a team output
- need new faculty; present are getting stagnant and less responsive
- open up social and decision-making processes of planning
- scheduling would be different; students often have several demanding courses at once
- more flexibility needed; perhaps have a set of independent study options
- communication skills need to be strengthened
- a senior thesis where it is "the thing" you do in your senior year; current requirement does not have this quality to it. Eliminate other course work in

PART II

Staff Meetings

The philosopher Martin Buber once said, "All life is meeting." No matter how that statement makes you feel, you will probably agree that university personnel hold a lot of meetings, and that much depends on their quality. We are thinking specifically of either meetings in which the entire faculty of your department meets or meetings in which only a part of the faculty meets (committee meetings).

Name of the meeting you are considering _____

How often does it usually meet? _____

Length of typical meeting _____

Now please consider what usually or typically happens in this meeting. Beside each of the items below, put one of the following numbers.

- 5 This is very typical of this meeting; it happens repeatedly.
- 4 This is fairly typical of this meeting; it happens quite often.
- 3 This is more typical than not, but it doesn't happen a lot.
- 2 This is more untypical than typical, though it does happen some.
- 1 This is quite untypical; it rarely happens
- 0 This is not typical at all; it never happens.

Average Response:

1. 3.3 When problems come up in the meeting, they are thoroughly explored until everyone understands what the problem is.
2. 1.4 The first solution proposed is often accepted by the group.
3. 3 People come to the meeting not knowing what is to be presented or discussed.
4. 4.1 People ask why the problem exists, what the causes are.
5. 2.6 There are many problems which people are concerned about which never get on the agenda.
6. 1.5 There is a tendency to propose answers without really having thought the problem and its causes through carefully.

Please go on to the next page

Use the same key as before:

- 5 This is very typical of this meeting; it happens repeatedly.
 - 4 This is quite typical of this meeting; it happens quite often.
 - 3 This is more typical than not, but it doesn't happen a lot.
 - 2 This is more untypical than typical, though it does happen some.
 - 1 This is quite untypical; it rarely happens.
 - 0 This is not typical at all; it never happens.
-
7. 3.6 The group discusses the pros and cons of several different alternate solutions to a problem.
 8. 2.1 People bring up extraneous or irrelevant matters.
 9. 4.3 The average person in the meeting feels that his ideas have gotten into the discussion.
 10. 3.1 Someone summarizes progress from time to time.
 11. 2 Decisions are often left vague -- as to what they are, and who will carry them out.
 12. 4.5 Either before the meeting or at its beginning, any group member can easily get items on to the agenda.
 13. 1.5 People are afraid to be openly critical or make good objections.
 14. 2.3 The group discusses and evaluates how decisions from previous meetings worked out.
 15. 2.1 People do not take the time to really study or define the problem they are working on.
 16. 1.3 The same few people seem to do most of the talking during the meeting.
 17. 1.3 People hesitate to give their true feelings about problems which are discussed.
 18. 3.8 When a decision is made, it is clear who should carry it out, and when.
 19. 1.1 There is a good deal of jumping from topic to topic -- it's often unclear where the group is on the agenda.
 20. 1.1 From time to time in the meeting, people openly discuss the feelings and working relationships in the group.
Please go on to the next page

STAFF MEETINGS: SUMMARY OF DATA

There were six responses from the department on the staff meeting questionnaire. All respondents were full-time faculty members in the department. Each respondent chose to focus on a department meeting, held approximately every two weeks and lasting about 1½ to 2 hours.

Five instruments were complete, every question answered. The sixth instrument had numerous blanks and/or written answers to particular items. Wherever possible these responses were assigned a ranking on the instrument scale.

Overall, there was general agreement on many items in the questionnaire. This seemed to indicate that in numerous areas most department members held the same impression or understanding about what does or does not occur at a departmental meeting.

This is not to deny the existence of substantial disagreement on certain items or that the agreement may be reflected by a clustering around a particular end of the rating scale. But it is important to note that on many items the majority of the respondents were in general agreement.

The data suggests that the problem-solving process utilized at a meeting allows for exploration of why the problem exists and the causes of the problem but may not allow for taking the time to really study or define the problem. The respondents did not agree on whether the group discusses and evaluates how decisions from previous meetings worked out. The group does not see itself as being very creative in developing solutions. The responses indicated that a problem is usually explored until everyone understands the nature of the problem, each person is given the opportunity to express their ideas and the group discusses both sides of an issue.

There was agreement on the ability of persons to get items on the agenda and that the agenda is followed throughout a meeting. There was little agreement on whether people come to the meeting knowing what is to be presented or discussed or not. There seemed to be some feeling that there are some problems which do not get on the agenda. It was indicated that the same problems seem to keep coming up over and over again at meetings.

In general there are few situations where people felt antagonistic or negative during a meeting and would better describe themselves as feeling satisfied or positive during a meeting. There was a strong response to indicate that people do not remain silent at meetings nor do they bring up extraneous or irrelevant matters. There was little

agreement on whether people are afraid to be openly critical or make good objections. The responses indicated that people do seem to give their true feelings about problems which are discussed, but do not openly discuss the feelings and working relationships in the group.

There was little agreement on how the group handles conflicts over decisions or disagreements in a meeting.